

Indigenous Enabling: ‘What Works’?

Developing a national conversation around enabling education for Aboriginal and Torres Strait Islander students through a comprehensive audit of current provision

5 February 2016 to 21 December 2016

Helen Cameron, University of Newcastle

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Modifications: Changed to meet WCAG 2.0 accessibility requirements.
Alternate text inserted for all images. Minor typographical errors corrected.

Higher Education Participation and Partnerships Programme (HEPPP)

2015 National Priorities Pool FINAL REPORT

Indigenous Enabling: 'What Works'?

Developing a national conversation around enabling education for Aboriginal and Torres Strait Islander students through a comprehensive audit of current provision

5 February 2016 to 21 December 2016

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In accordance with the Conditions of Grant, you must submit to the Department a Final Report (Clause 6.1 of Part A) and an Acquittal Report (clause 6.4 of Part A).

To meet this obligation, please submit:

- the completed **Final Report** template, in Word and PDF
- the completed and signed **Declaration** form, in PDF
- the completed **Acquittal Report** template, in Excel and PDF.

All documents must be submitted to equity@education.gov.au by **31 January 2017**.

If you require additional guidance or clarification, please contact us at equity@education.gov.au.

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1. PROJECT SUMMARY (Conditions of Grant, clause 2.2(a)-(e) of Part A)

Objectives

Indicate the extent to which the Project Objectives specified in clause 3 of Part A of the Conditions of Grant were met. Where obligations established in the Conditions of Grant were not met, please identify these and provide an explanation of circumstances and consequences.

Table 1: Project objectives

IDENTIFIED OBJECTIVE	EXTENT TO WHICH THE OBJECTIVE WAS MET
Increase understanding of the provision of enabling education by auditing the existing Aboriginal and Torres Strait Islander enabling programs offered across the country	An audit of Aboriginal and Torres Strait Islander enabling courses was undertaken. Data from this audit formed the basis of a digital resource created to increase understanding and access to information relating to Aboriginal and Torres Strait Islander enabling courses.
Address gaps in knowledge and identify good practice through engagement with Aboriginal and Torres Strait Islander enabling practitioners and program developers across the country.	Interviews were carried out with practitioners involved in the provision of Aboriginal and Torres Strait Islander enabling courses. Conversations were started, best practice and gaps in knowledge were identified.

Project Activities, Milestones and Key Performance Indicators

Below, please specify whether:

- all project Activities specified in Schedule 1 of the Conditions of Grant were completed
- all Project Milestones specified in Schedule 1 of the Conditions of Grant were completed
- all Key Performance Indicators specified in Schedule 1 of the Conditions of Grant were met.

Where obligations established in the Conditions of Grant were not met, identify these and provide an explanation of circumstances and consequences.

Table 2: Project activities, milestones and KPIs

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
Jan 2016	Staff appointments made:	Not completed this month as	<ul style="list-style-type: none"> • Project Officer contracted 	<ul style="list-style-type: none"> • Team members were assigned roles/tasks, however Project

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
	Project Officer (HEW 6 .3 FTE). Project Officers training plan developed	funding was not available	<ul style="list-style-type: none"> Development of training plan completed Team members are assigned roles/tasks 	Officer was unable to be recruited as funding had not been received.
Feb-Mar 2016	Ethics plan submitted and approved	NEAF prepared and submitted	<ul style="list-style-type: none"> Project Officer to develop UON ethics submission for approval Other Institutional requirements finalised 	<ul style="list-style-type: none"> Project team developed and submitted NEAF. Other institutional requirements finalised.
Apr-Jun 2016	Desktop audit undertaken and survey of providers to commence	Desktop audit started	<ul style="list-style-type: none"> Team to conduct ongoing survey of providers and review of information or course structure documents offered publically by each HEI (via university websites) 	<ul style="list-style-type: none"> Project Officer recruited and training plan implemented. NEAF approval gained Desktop audit commenced.
Jul-Sept 2016	Commence data analysis Data collection and analysis finalised	Desktop audit completed. Interview recruitment underway. Some interviews scheduled and progressing	<ul style="list-style-type: none"> Project team to finalise collation and analysis of data and develop models of indigenous enabling programs. Project team will appoint a provider to develop a freely available, searchable, digital resource hosted on an appropriate website that will provide a detailed picture of enabling programs for ATSI students, enabling practitioners and researchers. 	<ul style="list-style-type: none"> Desktop audit completed. Interviews scheduled and progressing. Audit data formatted in preparation for digital resource. Discussion with providers begun.
Oct 2016	Symposium	Interviews recruitment continuing. Interviews scheduled and progressing	<ul style="list-style-type: none"> Project team to hold symposium for discussion of research findings, with attendees to include enabling practitioners and researchers. Symposium will include representatives from each of the groups working in this area. Project team to collect feedback attendees to 	<ul style="list-style-type: none"> Due to the length of time the interview process took (interviews were difficult to schedule due to schedules of interviewees and the difficulty in contacting some units) it was decided that it would be premature to hold a Symposium in October 2016. The Symposium was delayed until data

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
			plan future activities and programs.	collection completed and data analysed.
Oct 2016	Engage in development of digital resource	Preliminary findings shared with symposium participants. Survey distributed to all symposium attendees	<ul style="list-style-type: none"> Preliminary findings shared with interviewees and questionnaire distributed to interview participants 	<ul style="list-style-type: none"> Digital resource development begun. Online Symposium event planned for 2017 due to delays in data collection and the opportunity of combining the event with an event for another project. Online event planned due to interview participants indicated difficulty in attending a face to face event without funding. Possibility of offering as CPE event explored.
Nov 2016	Draft report/publication	Report drafted and publication in preparation to be submitted to Australian Journal of Indigenous Education	<ul style="list-style-type: none"> Digital resource completed and showcased at national event. Draft report completed 	<ul style="list-style-type: none"> Digital resource prepared and will be showcased at HERDSA 2017. Report drafted. Publication in preparation.
Jan 2017	Dissemination of final report		<ul style="list-style-type: none"> Final report submitted to Department of Education and Training via equity@education.edu.au 	

Highlights and Issues

Provide a summary of highlights and achievements arising from your project (maximum half page)

- Starting a conversation about Aboriginal and Torres Strait Islander enabling courses with passionate practitioners and course providers.
- Using the Path+Ways conceptual model of best practice for Indigenous access education as a framework for analysing interview data. The Path+Ways conceptual model was created through a 12 month project led by Professor Bronwyn Fredericks which sought to explore current practices in Indigenous access courses. The framework highlighted areas of success, strength and Both-ways as being critical elements of success in Indigenous access education. (Fredericks, B., Kinnear, S., Daniels, C., CroftWarcon, P. and Mann, J. (2015.) Path+Ways: Towards best practice bridging and Indigenous participation through regional dual-sector universities.

Report submitted to the National Centre for Student Equity in Higher Education (NCSEHE), Curtin University: Perth.)

- Providing the opportunity for an Aboriginal woman to work on this research project and receive training in research processes, methods, methodologies, interview and analysis skills, NVIVO and research report writing.

Did the project lead to implementable outcomes? What changes will result at your institution/nationally? How is research being translated into practice? Are there activities resulting from this project that will be continued?

Did you undertake an evaluation of your project?

Yes No

Please summarise the findings and attach the evaluation report.

Where applicable, indicate number of the following resulting from this project:

Student contacts	N/A
Journal (or other publication) submissions	1 in prep, others planned
Conference Presentations	1 planned for 2017 (HERDSA)
Websites developed	Digital resource will be situated on the Wollotuka Institute website. Web address TBA when website goes live.
Educational or marketing campaigns	N/A
Community organisations engaged	N/A
Schools engaged	N/A
Parental/family contacts	N/A

Optional - If you included transformational/behavioural change KPIs in your EOI please summarise outcomes here:

Describe any issues that occurred during the year and any mitigation strategies you implemented.

2. OTHER PROJECT MATERIAL (Conditions of Grant, clause 2.2 (b)-(e) of Part A)

List the titles of any published reports, pamphlets or other documentation produced in the course of the Project and attach them to this Final Report.

Table 3: Additional materials produced over the course of the project

TYPE	AUTHOR	DATE OF PUBLICATION	PUBLICATION DETAILS
E.g. Journal article; conference paper; website; pamphlet, etc.			Name of journal; conference title and date; website URL, etc.

3. ACQUITTAL REPORT (Conditions of Grant, clause 6.4(e), clause 6.7-8 of Part A)

Have you fully expended the Grant Funds provided under the Conditions of Grant?

Yes No

If the answer is No, please specify:

- *the amount of funds remaining: \$*
- *the reason for this underspend:*

Ensure that the completed Acquittal Report template is signed by an appropriate university officer and attached to this Final Report.

**IMPORTANT NOTICE - Unspent 2015 National Priorities Pool Grant Funds*

- *Grant recipients must fully expend these 2015 National Priorities Pool funds in the project period for which the grant is made and report on this expenditure to the Commonwealth, including the amount of any unspent funds.*
- *If a provider fails to spend the full amount granted it in respect of a year, the unspent funds may be recovered by the Commonwealth.*

DECLARATION

I declare that:

- I am authorised by the university to sign this Declaration on its behalf, and
- to the best of my knowledge, the information that I have provided in the **Final Report** and **Acquittal Report** for the HEPPP 2015 National Priorities Pool project *Indigenous Enabling: 'What Works'? Developing a national conversation around enabling education for Aboriginal and Torres Strait Islander students through a comprehensive audit of current provision* is true, correct and accurate in all particulars.

I understand that:

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the *Criminal Code Act 1995 (Cth)*.
- If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

I agree to publication of the Final Report on the Department of Education and Training website, once accepted by the department.

Title	Professor
Name	Liz Burd
Position	Acting Deputy Vice-Chancellor (Academic)
Signature	