



## Transforming Lives and Communities: Impact of Quality Indigenous Education

### **PROJECT BRIEFING:**

Prestigious Australian Research Council Linkage Grant: The Scots College and Institute for Positive Psychology and Education, Australian Catholic University

# Transforming Lives and Communities: Impact of Quality Indigenous Education

## Prestigious Australian Research Council Grant

In November 2014, the Institute for Positive Psychology and Education at the Australian Catholic University lodged an Australian Research Council (ARC) Linkage application in collaboration with The Scots College (TSC). The ARC Linkage scheme is designed to direct public funding to important research that has significant impact on the Australian community and socio-economic indicators. The scheme supports research partnerships to combine the expertise and resources of industry, community, and government, with University-based research expertise. After a lengthy and rigorous 3-stage peer review process, IPPE and TSC were successful in attracting substantial prestigious funding for this project of \$307,000 from the ARC for three years, on the basis of committed cash funds and in-kind resources from TSC and significant in-kind academic resource commitments from the university sector. The ARC makes funding available on the basis that there are clear benefits and outcomes for the public good, in addition to specific benefits to the partner organisation.

The ARC research project has been designed, and largely publicly funded, because it coalesces with the goals of the ARC Linkage scheme, focuses on benefits and increased knowledge in Indigenous education, is aligned with TSC's stated strategic goals, and is committed to undertaking research on a significant issue of our time in collaboration with TSC as the industry partner. The project is supported by the world-class research culture and expert research program of IPPE.

## Background

Several programs currently exist where Indigenous children, with the full support of their families, are given the opportunity to attend private schools. TSC is a prime example of such a program.

*The TSC Indigenous Education Program (IEP) has: "two main aims: Firstly, to have Indigenous boys as an everyday part of College life, to enrich the lives of all the students and the College community, so that they understand and appreciate Indigenous culture, have Indigenous friends and break the cycle of inequality and cultural separation. The second aim is for their education to benefit their communities in some way, not just themselves". Dr Ian PM Lambert, Principal, The Scots College.*

TSC IEP includes a broad cross-section of Indigenous boys across the country, provides a high level of academic support and pastoral care to the boys, and develops a deep level of trust and communication with the boys' families, preparing them to face challenges. The Indigenous boys are selected not on the basis of academic achievement, but rather they come from homes where education is valued. However this type of program has not been examined by rigorous research to explicate its tangible and far-reaching impact upon multiple stakeholders (e.g., Indigenous students and their communities; non-Indigenous peers, and the wider school community).

## Significance and Innovation

The central purpose of this research is to identify strategies to maximise educational participation by providing critically important insights into: the factors that drive educational success, which can be applied and adapted to closing the gap; improving Indigenous wellbeing; and generating sustained socio-economic development for Indigenous Australians.

The research will benefit TSC by explicating the impact and drivers of success of their evolving IEP and ultimately serve as a research-derived influential platform for strengthening the delivery and impact of the IEP, and replicating its success throughout the country. In the words of The Scots College Principal, Dr Ian PM Lambert, in the support letter that accompanied the successful Linkage application:

***"The Scots College firmly believes that this research project has the potential to make a substantial contribution to enhancing the program's we develop and deliver as well as help us ensure that our efforts are making measurable impacts on the young Indigenous men we seek to cultivate and beyond... IPPE***

*researchers have put together a state of the art, innovative and multifaceted research design to explicate drivers of success for Indigenous young men from the Scot's College. We believe this empirical research will result in a world-class Indigenous Education Program, and will offer a clearer picture of how and why it transforms lives and communities, and contribute to addressing the Indigenous disadvantage, lifting Australia's economic productivity and growth through strengthening the socio-economic fabric of cultivating Indigenous talent.” – Dr Ian Lambert, Principal, The Scots College.*

The research also has obvious economic and social benefits for Indigenous Australians, their communities, and Australian society more generally. Explicating drivers of success for Indigenous Australians can be argued on the basis of excellence and equity issues, of enriching the intellectual climate, addressing Indigenous disadvantage, lifting Australia's economic productivity and growth, adding materially to strengthening the socioeconomic fabric of Australia, and of cultivating Indigenous talent (Craven & Dillon, 2013; Craven & Parbury, 2013). Our research will provide a *blueprint* to help identify what works to enable disadvantaged Indigenous students to reach their full potential and contribute to *international* Indigenous theory, research, and practice that make a tangible difference both within TSC and outside of it.

## Overarching Aims

This research will:

- (1) Capture and critically analyse individual experiences, perceptions, and enriched explanations in the language of multiple stakeholders from 5 schools to explicate rich nuances in the tangible impact of IEPs on transforming lives and communities in different types of schooling contexts with an in-depth focus TSC (Study 1); and
- (2) Execute a longitudinal causal ordering study in 5 IEPs with Indigenous students from similar SES and disadvantaged background to explicate empirically the psychosocial drivers of Indigenous students' educational outcomes and wellbeing (Study 2).

This will result in new research-identified solutions for developing innovative and effective educational interventions that penetrate the classroom door and make a real difference in the lives of Australia's most educationally disadvantaged group. This research will avoid the maligned deficit reasoning so often apparent within Indigenous educational research that suggests there is something wrong with Indigenous students, and instead, focusses on what Indigenous students and Indigenous Education Programs are doing right to contribute to Indigenous students' educational outcomes and wellbeing. **This research will contribute to the national and international literature a rare insight into what works, underpinned by a positive psychology theoretical lens to result in research-derived, strengths-based, potent ways forward to strengthen IEPs.**

## Alignment of Research and The Scots Strategic Plan

Aboriginal graduates from TSC are making outstanding achievements in many areas. However the impact of this kind of program has not been evaluated by rigorous research to explore the tangible impact of the IEP on multiple stakeholders, and what factors contribute to its successful operation. It is one of the College's strategic plans to develop international education and Indigenous education programs that will strengthen TSC's culture and its engagement with local, national, and global communities. Explicating the drivers of success of the IEP and understanding what works will offer significant research-derived guidance to TSC's plan and priorities for delivering first class education. Moreover, the identified drivers of success can be utilised to create value-added effects in enabling Indigenous students to lead productive and fulfilling lives as well as the value-added effects that this program will have on the whole-school community.

## Key Deliverables and Outputs

In addition to the benefits to TSC outlined above, the key deliverables associated with this project will be:

- A detailed critical analysis of TSCs current IEP program with recommendations for improvement and highlighting of what is already working well and drivers of Indigenous wellbeing, will allow TSC to make strategic and operational decisions about the structure, design, and resources to improve and promote IEP delivery, outcomes, and impact to maximise positive impacts on the school and the individuals and communities who participate in the program;
- Valuable research experience for all staff associated with the project and especially a TSC staff member undertaking a PhD thesis. Such experience is likely to enhance career prospects for TSC staff, and will allow for efficient a two way exchange of knowledge and skills to improve the work-force capabilities of TSC in the short- and long-term;
- Reports to TSC outlining key findings in TSC and other data collection sites and publications of academic articles; and
- Evidence-based and defensible conclusions and results about the success of the TSC IEP that can be used to support promotion of TSC Indigenous Education strategy and programs with potential funders, school stakeholders and decision-makers, and Indigenous and non-Indigenous families and communities.



# ARC Study 1: Multiple Stakeholders' Perceptions

## Overarching Research Questions

- What do multiple stakeholders' perceive as the salient features of the IEP that result in wide reaching transformational educational practices for Indigenous students?
- What do multiple stakeholders' perceive is the impact of the IEP on transforming the lives of Indigenous students, their families, and communities?
- What do multiple stakeholders' perceive is the impact of the IEP on non-Indigenous peers, their families, and the broader school community?

## Overview

This qualitative study is designed to explicate multiple stakeholders' experiences and perceptions of the role that Indigenous Education Programs (IEP) play in transforming lives and communities. Semi-structured, in depth interviews or focus groups will be utilised to capture and critically analyse multiple stakeholders' perceptions of the impact of 4 different IEPs (2 rural, 2 metropolitan) on:

- Indigenous students' educational outcomes and wellbeing;
- Indigenous families and communities; and
- the school community.

This sample will enable comparisons of multiple stakeholders' perspectives and in relation to The Scots College (TSC) specifically, provide a rich, in-depth, and nuanced analysis of this program in particular. The qualitative component of this ARC research project has a particular focus on TSC and aims to meet the needs of TSC and to enrich the ARC study by more fully interrogating the overarching research questions of the ARC study. It will derive unique and in-depth insights into multiple stakeholder perspectives regarding:

- The strengths of the IEP at TSC,
- The impact of the IEP on various stakeholder groups,
- Suggestions for improvements to TSC IEP, and
- Emerging issues that TSC may not currently be aware of.



## The Scots College Participants and Approach

### *In-Depth Analysis*

The qualitative component at TSC is far more in-depth, nuanced, and extensive in breadth and depth in comparison to other participating schools and is designed to inform advances in knowledge, understanding of multiple stakeholder perspectives, and practice at TSC. Therefore, it will be tailored by the research partnership team to meet the needs of TSC in analysing in-depth multiple stakeholder perceptions of key areas of interest to TSC to inform and advance TSC IEP.

### *Participants*

In order to obtain a holistic assessment of the TSC IEP, multiple stakeholders from TSC community will participate in either an interview or a focus group as suggested by the research partnership team and chosen by participants. Interviews and focus group questions are to be specifically designed for each stakeholder group in order to derive unique insights and cater for the individual needs of each group. Some common themes will also be explored in order to enable advanced cross-group comparison to tease out commonalities and differences in relation to multiple stakeholder views.

Indigenous families and community members who are not comfortable communicating in English or simply prefer conversing in first language will be interviewed in their native language with a translator from their local community present. This unique approach will assist in engaging Indigenous families of Indigenous students and community members, represent a first of its kind study in the topic under investigation by tapping into higher-order concepts in native languages, will contribute to advances in research methodology in culturally appropriate methodology, and enable immediate translation and probing to occur. The conduct of interviews with Indigenous families and community members will be based on individual family and community member preferences in relation to: Would they like to have the interview conducted in their language? Would they like a community member to serve as a translator/support person? Who would they like to serve as a translator/interviewer? Would they like to meet the researchers before the interview informally over a meal? Where would they like to undertake the interview? Would they like to conduct the interview over 2-3 days so they can think about their responses? Is there somewhere for researchers to stay in their community or would they prefer for researchers to come and go? Such considerations would need to be negotiated with each family and community members prior to the conduct of interviews. We have found that building rapport and genuine relationships is the key to success prior to entering a community as well as being sure to have community members act as active participants in the research where they decide what they want to do, when, and how. This ensures research is community-led and conducted in genuine partnership. Consent forms will be completed after the study is explained orally and any questions answered in a face-to-face meeting.

Students will be interviewed in groups during school term. The survey will be administered to students by ACU research assistants during school term at a time and to groups of convenience to TSC and other participating schools.

Non-Indigenous parents will be invited to participate in the study via the information and consent forms that will be sent home with students. Boarder parents and day parents will be interviewed separately in order to ensure that issues specific to each group can be explored in depth. All parents will be interviewed at a time and location of their choice.

Table 1 summarises the TBS participants ( $n=43$  interviews/focus groups) and the nature of data collection. Table 2 summarises the participants ( $n=15$  interviews/focus groups per school, a total of 60 groups) at other participating schools. Draft interview questions for TSC are being developed and refined by the research partnership team and discussed in relation to each TSC stakeholder group to ensure coverage and saliency of the issues for the stakeholder group in question, for the needs of TSC in particular, and balance in relation to enabling nuanced across-group comparisons within TSC.

**Table 1: The Scots College Participants and Methodology**

<b>Participants</b>	<b>Number of Interviews/Focus groups</b>
Indigenous students	2 x focus groups (4 x yr 7-9 students; 4 x yr 10-12 students)
Indigenous Alumni	8 x phone interviews
Non-Indigenous students	4 x focus groups (2 x yr 7-9 day boys; 2 x yr 7-9 boarders; 2 x yr 10-12 day boys; 2 x yr 10-12 boarders)
Indigenous students' families	4 x face-to-face interviews (with family member/s)
Indigenous Community	4 x focus groups (with community members nominated by families)
Senior school parents	2 x focus groups (4 x day boys' families; 4 x boarders' families). Option for interview if participants prefer.
Junior school parents	2 x focus groups (4 student's family members' in each). Option for interview if participants prefer.
Mentoring families	4 x interviews (with family member/s)
Sponsorship families	4 x phone interviews (with family member/s)
Junior school parents	2 x focus groups (4 student's family members' in each). Option for interview.
Teaching staff	5 x focus groups (1 per faculty)
Non-Teaching staff	2 x focus groups (the school executive; boarding housemasters)

**Table 2: Participants and Methodology at Other Participating Schools**

Participants	Number of Interviews/Focus groups
Indigenous students	2 x focus groups (4 x yr 7-9 students; 4 x yr 10-12 students)
Indigenous Alumni	4 x phone interviews
Non-Indigenous students	2 x focus groups (boarders/non-boarders, upper/lower)
Indigenous students' families	2 x face-to-face interviews (with family member/s)
Indigenous Community	2 x focus groups (with community members nominated by families)
Non-Indigenous parents	1 x focus group
Teaching staff	1 x focus group
Executive	1 x focus group (the school executive; boarding housemasters)

## Qualitative Instrumentation and Analysis

Data will be collected using semi-structured, in depth interviews and focus groups. This format was chosen to provide “the opportunity to step into the mind of another person, to see and experience the world as they do themselves” (McCracken, 1988, p. 9; also see Neuman, 2006; Russell 2004). Interviews and focus groups allow for in-depth examination of the issues raised, and provide a rich source of narrative data. Narrative data assists in articulating the richness of the data and encapsulating its complexity, allowing for the story to be told from a holistic point of view. It enables the participants’ “insights, feelings and cooperation” (Neuman, 2006, p. 406) to inform the research from a historical and event-driven basis.

The qualitative in-depth interviews and focus group data will be transcribed. These results will then be manually coded using content categories using a contextualised approach to reveal the theories and perspectives of the participants (Harris, 1976; also see Tatli & Özbilgin, 2012), and the key dimensions identified in this component of the study’s conceptual framework. This preliminary analysis will form the basis for collaborative discussion and refinement of initial coding categories. The patterns identified across the transcripts will highlight additional possible patterns across the transcribed in-depth interview narratives. The data will be further scrutinised to identify and enrich understandings of similarities and differences between critical groups of interest and findings will further inform the development of the survey as the study progresses.



# ARC Study 2: Longitudinal Causal Modelling of the Drivers of Wellbeing



## Overview

This quantitative study is designed to identify the psychosocial drivers of Indigenous and non-Indigenous students' wellbeing and educational outcomes in different IEP school environments. Further the study aims to elucidate the extent to which psychosocial drivers are similar and different for Indigenous and non-Indigenous students, and test the generalisability of the psychosocial determinants of success over individual characteristics (e.g., gender, age) and birth environment characteristics (e.g., urban/rural/remote). Students will be invited to participate from 5 different schools (2 rural, 3 metropolitan) and will be asked to complete a survey at three time points across the 3 year study. **This study will enable the identification of the drivers that enable Indigenous students to not just succeed but thrive.**

## Participants

Study 2 involves Indigenous and non-Indigenous students (n=600, 100 students from each of the Years 7-12 of The Scots College) and 200 students (100 lower [Years 7-9] and 100 upper [Years 10-12]) from each of 4 other secondary schools:

- 1 private boarding school (Potential invitees nominated by The Scots College for the second school include: The Southport School, The Armidale School, Churchie (Brisbane));
- 2 public rural schools with Indigenous students from similar SES backgrounds to those of The Scots College Indigenous boys (e.g., Potential invitees nominated by The Scots College include: Maningrida, Wellington, and Mutitjulu); and
- 1 urban non-boarding high Indigenous population school (e.g., Redfern).

Additional schools to be invited will be approached on authorisation from the University National Research Ethics Committee. This sample allows for adequate sample size to address the aims of the study. The different types of schools enable comparisons of The Scots College boys' wellbeing in relation to one other private boarding school, in relation to a non-boarding urban school, and in relation to rural communities of similar SES that The Scots College Boys may have stayed in if they did not choose to come to The Scots College. This enables tests of how trajectories of wellbeing differ as a function of different types of schools (boarding/non-boarding, rural/metropolitan).

## Quantitative Instrumentation and Analysis

A range of existing positive psychology and wellbeing instruments that IPPE have developed will be used. Measures of human thriving factors will also be adopted (Su, Tay, & Diener, 2014) for the student sample of this project. Specifically, personal factors will include: academic self-concept, self-worth, resilience, academic buoyancy, motivational goals, etc. Items adapted from the Global Assessment Tool (GAT; Peterson, Park & Castro, 2011; Seligman & Fowler, 2011) will be utilised to measure constructs derived from positive psychology such as positive/negative emotions, optimism, flexible thinking, engagement, coping, resilience, personal/family relationships, etc., some of which may be taken as potential outcomes of IEP, together with school belonging, community belonging, enjoyment of school, engagement, achievement, and aspirations; Environmental factors will include: perceived support, community, respect, autonomy support, etc. All participants will complete a detailed socio-demographic form. Educational achievement will be measured by teacher grades utilised on half yearly and final year reports. The longitudinal nature of the quantitative data involving three time points will allow us to estimate longitudinal trajectories of the various outcomes over time.

## Timeline

The timeline for conducting the research is as follows. Specific dates for commencing data collection will need to be negotiated with participating schools.

### Year 1 (July 2016- July 2017)

Prepare measures and interview protocols and acquire appropriate ethics approval (July-August, 2016)

Conduct Study 2 Time 1 data collection (September-December, 2016)

Conduct Study 1 interviews and focus groups (March-July, 2017)

### Year 2 (August 2017- July 2018)

Analysis of data (August-December, 2017)

Conduct Study 2 Time 2 data collection (September-December, 2017)

### Year 3 (August 2018- July 2019)

Conduct Study 2 Time 3 data collection (July, 2018)

Analysis of quantitative data (August-December, 2018)

# Budget

## ARC and Research Partners' Contributions

In this project, TSC is receiving the benefit of research paid for by Australian Public funding of \$307,000, added to the TSC contribution of \$90,000. The University is also contributing the full cost of all the academic team involved in this project, which amounts to a further \$515,146 in financial contribution. Hence this prestigious research project is costed by the ARC as over \$1M.

## The Scots College Contribution

### *Cash and In-Kind Contribution Each Year*

The Scots College has made a cash contribution of a total of \$90,000 over 3 years to cover cost of employment of relevant personnel and implementation specific to the project. There is also an in-kind contribution of \$135,000 over the 3 year period (see Table 3).

**Table 3: The Scots College Contribution**

	Cash	In-kind	Cash	In-kind	Cash	In-kind
<b>THE SCOTS COLLEGE</b>	<b>33,700</b>	<b>89,984</b>	<b>35,000</b>	<b>89,984</b>	<b>21,300</b>	89,984

### *Indicative TSC Expenditure Breakdown*

The contributions from TSC will be used according to project cost estimates submitted in the ARC Project Proposal and approved by the ARC (see Table 4 for a summary). The full budget breakdown and budget justification for the complete project is detailed in the ARC proposal.

**Table 4: The Scots College Partial Contribution to Estimated Project Costs at The Scots College**

	Year 1	Year 2	Year 3
Partial contribution to fieldwork expenses in TSC communities to interview Indigenous families and community members (Total estimated cost of fieldwork in TSC communities = 22,565 see Table 5 for breakdown)	17,700	17,500	
Partial contribution to transcription of TSC interviews in Year 1	10,000		
Partial contribution to HEW4.1 Casual Research Assistant	6,000	8,000	12,000
Transcription of expert checking in Year 2 by families and community focus groups		7,200	
Upkeep and maintenance of iPads costs associated with downloading data		2,300	2,300
Partial contribution to fieldwork expenses at TSC			4,000
Partial contribution to dissemination of findings workshop at TSC			3,000
<b>Total TSC Cash Contribution</b>	<b>33,700</b>	<b>35,000</b>	<b>21,300</b>

## ***Budget Justification***

A partial contribution will be made by TSC to the estimated cost of fieldwork expenses (\$22,565) in TSC communities (see Table 5) in Year 1 (\$17,700) and Year 2 (\$17, 500). The project will incur substantially higher fieldwork costs than are covered by the TSC contribution.

A partial contribution of \$10,000 will be made by TSC to the transcription of TSC interviews in Year 1. The total estimated cost of transcription at TSC is \$14,600. This comprises 43 groups of TSC participants (see Table 1) for 1 hour, plus 30 additional hours comprising 10 additional hours in each of three TSC communities (5 additional hours for 3 TSC extended focus group with families and 5 additional hours for extended focus groups with community members in each community) = 73 hours x \$200 = \$14,600. In addition, TSC will contribute \$7,200 to cover transcription costs for expert checking by Indigenous families and (6 hours x 3 families plus 6 hours x 3 community focus groups) = 36 hours x \$200 = \$7,200

A partial contribution will be made by TSC to funding for casual Research Assistants at a HEW 4 level at a contribution of \$6,000 in Year 1, 8,000 in Year 2, and 12,000 in Year 3. These Research Assistants will assist with data collection, data downloading, charging of iPads and preparation of the workshop materials to disseminate outcomes from the research.

Quantitative surveys are to be collected electronically using iPads. TSC is making a partial contribution of \$2,300 in Years 1 and 2 towards the upkeep and maintenance of iPads and the costs of downloading data.

TSC will contribute a partial contribution of \$4,000 to fieldwork at TSC and data cleaning costs in Year 3 (see ARC proposal for full costs of fieldwork expenses).

TSC will contribute a partial contribution in Year 3 of \$3,000 towards the costs of preparing and conducting a workshop at TSC to disseminate research findings.

## ***Indigenous Family and Community Focus Group Fieldwork Costs***

The Scots College fieldwork expenses will be put towards conducting focus groups in three rural settings: Maningrida, Wellington, and Mutitjulu. Table 5 presents estimates for the costs in addition to IPPE contributions that are associated with conducting each of these interviews. Note a return visit to each community will need to be undertaken in Year 2 to enable family and community focus groups to expert check the findings.

**Table 5: Estimate of Indigenous Family and Community Focus Group Fieldwork Costs**

	<b>Maningrida</b>	<b>Wellington</b>	<b>Mutitjulu</b>
Flights (return for 3 people)	2,200	1,150	5,400
Airport Transfers	250	250	250
Accommodation (2 nights)	920	920	920
Meals and Incidentals	980	980	980
Car rental (3 days)	250	250	250
Research Assistant (2) (HEW 6 – increment 4) Daily rate: \$367.50	2,205	2,205	2,205
<b>Total Budget Estimate Per Visit</b>	<b>\$6,805</b>	<b>\$5,755</b>	<b>\$10,005</b>



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# Research Team: Delivering Research Excellence

**Professor Rhonda Craven** is a champion of the substantive synergy of Indigenous theory, research, and practice will lead all aspects of the research. Professor Rhonda Craven is the Director IPPE. She specialises in large-scale education and wellbeing research. She has secured funding for 50 large-scale research projects, including 31 ARC Grants (8 Discovery, 11 Indigenous Discovery, and 12 Linkage). This performance is arguably one of the strongest for an Australian educational researcher. Her work in Indigenous Education research has resulted in her being the recipient of the Meritorious Service to Public Education Award (NSW Government), the Betty Watts Award (Australian Association for Research in Education), and the inaugural Life Achievement Award of the Aboriginal Studies Association.



**Mr Jonathan Samengo (PI)** has specialised expertise and demonstrated commitment to the ongoing and successful TSC IEP that has changed the lives of a number of Indigenous students. He will facilitate data collection at TSC and identifying other participating schools, organise interviews and focus groups at TSC, provide venues for data collection and dissemination of findings, and contribute to the interpretation of all aspects of the findings, utilise the findings to benefit TSC, and assist with the broad dissemination of the results to stakeholder groups.

**Dr Dillon** has specialised expertise as an Indigenous Educational Psychologist. He will undertake interviews and data analysis thereof. Dr Dillon is a Postdoctoral Research Fellow at the Institute for Positive Psychology and Education, Australian Catholic University. He is proud of both his Aboriginal and non-Aboriginal ancestry and is actively involved in research into the areas of mental health and Aboriginal well-being. This has enabled him to lecture to university students and different community groups on how to improve the health and well-being of Aboriginal people. He believes that Aboriginal affairs is everyone's business and that for as long as Aboriginal people are diminished, Australia is diminished. He believes that the medicalisation of human problems is far too often used against members of minority groups, and that the principles of positive psychology have far greater impact in helping disadvantaged people, such as Aboriginal people, reach their full potential.





**Professor Janet Mooney** will lead the analysis of the qualitative data and disseminate the results in high impact output that informs policy and practice. Professor Janet Mooney (IPPE) is a Yuin woman from the South Coast of NSW. Janet has dedicated her career to improving educational outcomes for Aboriginal people and strongly believes that education is a tool for social justice and therefore actively promotes exemplary and innovative educational practice. Her research interests include: the effective teaching of Indigenous students; Indigenous Studies; and interventions that make a difference in educational settings; i.e. employment and education, education policy and teaching, social justice, culture, history.

**Professor Yeung (CI)** is an expert in educational psychology, cognition and instruction, multiculturalism, and curriculum development. He has specialised statistical expertise and will lead the development, implementation, analysis, and dissemination of the quantitative findings.



**Professor Kickett-Tucker (CI)** is an Aboriginal academic at Curtin University with qualitative and quantitative skills and experience, particularly in instrument development. She will assist in the analysis of data and ensure research methodology is culturally appropriate, conducted in genuine research partnerships, and methodologically sound in relation to Aboriginal students and communities.

**Professor Morin (CI)** heads the substantive-methodological research synergy research program in IPPE, which aims to develop, illustrate, and apply new and evolving statistical methodologies to substantively important research questions. He will be in charge of assisting the research team in all quantitative data analyses, and exercise his expertise in state-of-the-art longitudinal modelling.

