

## **Second annual activity Report 2017 for the WERA IRN, “Indigenous educational disparities and pedagogical practise to gain equitable educational outcomes for Indigenous school age students Framework”**

### **Goals and directions of this IRN**

This network is designed to establish a collaborative body of Indigenous educational researchers to highlight work of what pedagogical practices are best needed to engage Indigenous school age students into their education. The target audience is developing and examining research towards school age Indigenous students, and if there is a need for greater systemic changes to educational institutions to support Indigenous students. As a majority of school age Indigenous students attend regular educational institutions not Indigenous managed institutions globally.

This body is designed to engage Indigenous educational researchers in the examination and analysis of research about best practices when working with Indigenous school age students. This will include the examination, analysis and interpretation of research materials completed by non-Indigenous educational researchers. This is done not to challenge the findings by these educational research professionals but to allow an Indigenous centred position to be at the forefront of the interpretation of the work. This will allow Indigenous cultural knowledges and values that are at the centre of the Indigenous researcher to become part of the academic canon.

### **Current Activities and future directions**

Some IRN organisation and development has slowly progressed through 2017, that has included. Discussion of some research paper development on comparative Indigenous educational practices targeting Indigenous pedagogical for Indigenous and non-Indigenous teachers working with Indigenous students, between Hawaiian and Aboriginal Australian education communities. This paper is at early stages and will be mentioned further below.

This paper development has been initiated due to some cross pollination between some IRN participants through larger existing Indigenous networks. This has included the Wollotuka institute as an accredited institution under the World Indigenous Network Higher Education Consortium (WINHEC) international Indigenous accreditation mechanisms who are supporting Kahoiwai, Center for Adult Teaching and Learning in their development of their accreditation application. This has included site visits and the early development of the before mentioned research paper comparing pedagogical practice and the development of axiological understandings in the position of change.

Another extension of this accreditation process will include various IRN members will be attending the 2018 Annual WINHEC and World Indigenous Research Alliance (WIRA) meeting in August 2018 at Sami University of Applied Sciences in Kautokeina, Norway under there respected institutions. So, the opportunity for some larger face to face meetings and research discussions will be developed.

A research collaboration was being discussed in early 2017 between Michael Donovan and Russell Bishop on the examining of commonalities between Maori and Aboriginal Australians. The Te Kotahitanga pedagogical model being considered as a tool to measure the commonalities and effectiveness for other Indigenous students. This research investigation has been delayed due to larger health related issues amongst the participants with the intention to engage at a later date.

Some development between Chinese minority communities (China does not recognise it's Indigenous communities and identifies them as minorities) and Aboriginal Australian has been initiated. With an Indigenous and Minority education conference for May 2018 in Beijing, China. With experts in Indigenous and minority education invited to present papers on the engagement of Indigenous peoples in their education.

An extension of this work has included some initial organisation amongst IRN participants and other associated Indigenous academics in applying for an Australian Research Council (ARC) Discovery (Indigenous) research grant to further research Aboriginal Australian and Chinese communities' historical relationships and Indigenous educational commonalities. This grant application has only opened in late November 2017 and will not be submitted until April 2018 with notification in October 2018.