



**Privileging Indigenous Voices
through Participatory Action
Research, Theatre for Living and
Family Therapy.**

   



We would like to acknowledge the Wurundjeri people of the Kulin Nation, who are the Traditional Custodians of this Land on which we stand. We would also like to pay respect to the Elders both past and present and extend that respect to other Indigenous Australians.

The Bouvierie Centre strongly supports the Australian Parliament's action in apologising to the Stolen Generations thus acknowledging the profoundly traumatic legacy experienced by Indigenous people & community.

We use the word Aboriginal throughout this presentation to refer to both Aboriginal and Torres Strait Islander peoples and Communities (plural) in acknowledgement of the diversity of Aboriginal peoples and Communities, all of whom have different histories, political dynamics, social situations, cultural characteristics, economic resources and administrative capabilities.

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The Indigenous Program Team

- Dr. Kerry Proctor - Indigenous Program Manager.
- Shaun Coade — Manager of Aboriginal Service Development, Take Two, Berry Street. Cultural consultant and Indigenous co-trainer.
- Banu Moloney — Lecturer in Family Therapy, non-Indigenous co-trainer.
- Fiona McIlwaine — Lecturer in Family Therapy, non-Indigenous co-trainer.
- Jana Kelly — Indigenous Family Therapist and cultural consultant to the training. (Graduate of the post Graduate Certificate in Family Therapy-2009)
- Robyne Latham — Indigenous Researcher.
- Jacqui Sundberg — PhD Candidate/Family Therapist.

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What We Do

- Recruitment of Indigenous students
- Delivery of post Graduate Certificate in Family Therapy
- Supervision and secondary consultation
- Clinical backup
- Contribution to sustainable practice and service delivery
- Research and evaluation
- Secondary and tertiary consultation & Community consultation.

Our Intentions.

To Close the Gap for Indigenous Australians through:

- Access to Post Graduate Education
- Indigenous work force development.
- Capacity Building of Indigenous Child and Family workers.
- Improved capacity of health services to respond to Indigenous families.
- Improving the development of career pathways that are inclusive of senior and managerial positions.

Why?

Background:

- In 2009 LTU student services reported that of the 27,506 students enrolled, 125 were Aboriginal or Torres Strait Islander, equaling 0.45% of the student population.

In 2009, 16 students graduated with an under graduate degree and 13 with a post graduate degree. Significantly 60% of these post graduate students graduated from this training program.

What we have come to understand:

- Many ACCO's are driven by a crisis response rather than therapeutic or preventative strategies. Many Indigenous people do not access mainstream services because they are not culturally inclusive.

How?

By Privileging Indigenous Voices through the vehicles of:

- Family Therapy
- Theatre for Living
- PAR

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Indigenous Culture

Common to these methods are the values of:

- Collaboration
- Consultation
- Empowerment
- Systemic understandings

These values underpin and compliment Indigenous cultural norms thus creating a powerful synergy

Graduates.

- With a 95% student retention rate over the first three training cohorts, it is anticipated that 34 Indigenous emerging family therapists will have completed their post Graduate Certificate in Family Therapy from La Trobe University, by December 2010.
- 49% graduates have changed to job roles with increased responsibility for working with families in a counseling role.
- 16% graduates have taken up senior positions in mainstream organisations as a result of the qualification.



'People need to know what we have done (successfully completing university training). All our high profile Indigenous people are sports people, but there are lots of others of us out there. The media doesn't promote them because 'the most dangerous thing in the world is an educated black'. The most dangerous thing in the world is an educated black! Look out!!!! Here comes trouble! (An Indigenous student-Report to DHS 2009)