

A Candidate's Journey

FROM AN INDIGENOUS
PERSPECTIVE

Taylor Wigg

ALWAYS WAS, ALWAYS WILL BE

I acknowledge the Muwinina people as they are the traditional owners of the land and waterways we are meeting on today, and the Palawa people for they are the enduring custodians.

BACKGROUND

Pakana / Bunurong

Born and raised in Pataway (Burnie)
Educated in the public education system
Affected by negative intergenerational cycles

Graduated with a Bachelor of Education, specialised in health
and physical education.

Three years experience in a support school teaching students
with significant intellectual and physical disabilities.



EVERYTHING HAPPENS FOR A REASON

I had no intention of teaching in a support school

I became very curious regarding the pedagogical practices that were used to support students in my setting.

I received an adult diagnosis of Attention Deficit/Hyperactivity Disorder

I began to reflect on my lived experience as an Aboriginal child and student

I wondered about my own family and how this difference has influenced their life

An unfortunate circumstance resulted in reaching out to Riawunna at University of Tasmania for study options.

RESEARCH TOPIC

UNDERSTANDING BARRIERS FOR NEURODIVERGENT ABORIGINAL STUDENTS TO ENHANCE EDUCATIONAL SUCCESS

I am to address the following question

What are the facilitators and barriers to the educational success of Aboriginal students with a disability or neurodivergence in primary and secondary education in Tasmania?

Using Explanatory Sequential Design Method, I aim to gain understanding of:

- Aboriginal students live with neurodivergence in Tasmania
- Their stories about how they view themselves as students
- Perspectives from Aboriginal staff within the education system
- Social factors that influence these young people.

THE SIGNIFICANCE

THERE IS A SIGNIFICANT GAP IN RESEARCH REGARDING THE INTERSECTIONALITY OF ABORIGINAL PEOPLE AND DISABILITY

In 2018-2019, the National Aboriginal and Torres Strait Islander Health Survey reported:

- Approximately 46% of Indigenous people aged 15 and older were living with a disability.
- There are 66,770 young Aboriginal and Torres Strait Islander people aged between 5-20 with a disability.

Australian Bureau of Statistics (2022) Data states:

- six in ten (60.0%) had difficulty learning and understanding things
- four in ten (43.8%) had a psychosocial disability
- around a quarter (27.0%) had a sensory and speech disability

DATA ALSO SHOWS

- eight in ten (79.8%) of young Aboriginal and Torres Strait Islander people with disability, aged 5-20 years, were attending school
- 65.1% reported having a schooling restriction such as having difficulty at school, attending special classes, needing special assistance, equipment or arrangements when attending school
- 25.6% reported being excluded from school-based activities due to their condition
- 15.3% reported being expelled or suspended from school.

What learning experiences are these students receiving?

Are there Aboriginal Education Workers at these schools to support students?

What are the difficulties these students have at school?

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Why are these students being excluded from school-based activities?

What interventions or strategies are being used to support students on return from suspension?

Can schools consult communities to collaborate ideas to ensure Aboriginal children are growing up strong by having using programs to enhance students current educational knowledge?

Why are these students being expelled from school?

THE EXPERIENCE OF EMPOWERMENT

It is critical to have Indigenous leaders in positions that affect Indigenous people. Strong Indigenous Governance and Data Sovereignty mechanisms ensures decision making meets the aspirational needs of Indigenous people (Walter, 2019).

Creating capacity to support the next generation of Indigenous researchers is part of systemic change that is necessary to progress partnerships, aligns with the National Agreement and supports the self-determination of Indigenous people.

Indigenous Supervisor -
Associate
Professor Jacob
Prehn

**Financial Support
from Indigenous
based Scholarships**
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Breaking the low
socioeconomic
barrier is hard

Riawunna
Paula - student
support



**Support for
Disabilities /
Neurodivergence**
- empowering all
abilities

**Indigenous Colleagues
across the University
landscape - Self -
efficacy, confidence,
role models**

NAYRI NINA-TU

THANK YOU