Learning Partnerships for Success

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Social Partnerships in Learning
Research Consortium
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Our acknowledgement

- On behalf of our project teams we would like to acknowledge and thank the Bundjalung people of the greater Gold Coast region, traditional owners of the land on which we are privileged to speak today.

- We would also like to acknowledge and thank all the Indigenous people who have so willingly shared their time and knowledge as active participants in our projects, some aspects of which we will have time to share with you in our presentation.

Our story today

- Background to our work
- The project and its case studies
- Six themes for successful partnerships in Indigenous VET contexts
- A learning continuum

Background to our work

The project:
- The aim was to bring what we all already knew together to create a useable framework that underpins successful partnerships

Case studies:
- Negotiating a community-based cultural festival
- Connecting to enterprise development and cultural knowledge
- Implementing effective workplace training

Six themes for successful partnerships in Indigenous VET contexts

- Partnership
- Governance
- Purpose
- Planning
- Cultural Environment
- Cultural Protocols
Social Partnerships in Learning

Partnerships
- They are about people
- What they bring and what they make together
- There needs to be a shared purpose

Governance
- Cultural and corporate governance models are different
- They inform engagement when they are shared and respected

Planning
- An ongoing, negotiated process
- A shared ownership
- Focused on the community context
- Connects the community to the outcomes

Purpose
- People and institutions have different perceptions
- Explicit and implicit purposes influence engagement and motivation

Cultural Environment
- Indigenous knowledge systems and the contemporary Western world need to be linked
- Requires flexibility and understanding

Cultural Protocols
- Processes must be developed that recognise cultural protocols
- Learn to talk, listen, work and negotiate in diverse contexts
A Learning Continuum (1)

- Requires an investment in relationships
- Trust, shared commitment and vision take time
- Requires the recognition of tangible and intangible knowledge and its relevance
- Requires an understanding of the governance of Aboriginal lands and spaces

A Learning Continuum (2)

- Apply strengths-based approaches
- With industry partners as champions, connections and engagement are improved
- Retaining Indigenous authority is paramount

A Learning Continuum (3)

- Is NOT simply about the delivery of inappropriate qualifications and short-term engagement with individual learners
- IS embedded in the governance, resources and infrastructure of the entire community
- The PROCESS is a key outcome and informs future success

Do you have any questions for us?

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