

Learning Partnerships for Success

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Social Partnerships in Learning
Research Consortium
Charles Darwin University

Our acknowledgement

Photo by Indigenous Peoples
Charles Darwin University
Gold Coast (retrieved from B&I)



Photo by Alan Boyle
Topical and Environmental
National Park



- 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.

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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



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Background to our work



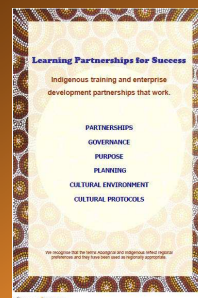
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The project and its case studies

- 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

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Six themes for successful partnerships in Indigenous VET contexts



- Partnership
- Governance
- Purpose
- Planning
- Cultural Environment
- Cultural Protocols

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PARTNERSHIPS

Partnerships are about people, what they bring and what they can make together. When people and organisations come together for a shared purpose the outcomes can be very powerful.

Build on existing relationships – Brokerage through individuals or groups
Retain community ownership – Invest in local people
Ensure tangible benefits to community – Build resilience in organisation
Engage specialists for specific tasks – Link to partners for sustainability
Build successful learning networks – Customise resources with local people
Value diverse outcomes and opportunities – Work at partners' pace
Involvement local partnerships in learning – Grow a learning culture
Clarify partners' roles – Industry partners can champion success
Focus on small changes – Seed small projects

We recognise that the terms Aboriginal and Indigenous reflect regional preferences and they have been used as regionally appropriate

Partnerships

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

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GOVERNANCE

Cultural and corporate governance models inform stakeholder engagement when they are shared and respected.

Learn about each partners' governance models – Invest in time to learn
Attend to knowledge governance – Mutual respect for the partnership
Develop cross-cultural governance models – Side by side governance
Support strength based working models – Negotiate governance roles
Respect tangible and intangible indigenous heritage
Facilitate knowledge management protocols
Help industry to understand cross-cultural processes

We recognise that the terms Aboriginal and Indigenous reflect regional preferences and they have been used as regionally appropriate

Governance

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

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PLANNING

Planning is an ongoing negotiated process that shares ownership and focuses on the community context. Planning linked to whole of community outcomes and investment in success

Do homework on community – Plan for local success and outcomes
Avoid the blame game – Find constructive ways to negotiate systems
Put people first – Support workplace experience and inclusion
Consider making changes in systems to match community activity
Reflect on process and action – Use whole of community planning
Match initiatives to community activities
Match capacity with opportunity and space

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Planning

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

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PURPOSE

People and institutions have different perceptions of purpose and outcomes that develop through partnership and understanding. Explicit and implicit purposes influence engagement and motivation.

Focus on good process – Participatory evaluation empowers people
Plan short term outcomes – Define value outcomes over time
Processes must be fit-for-purpose – Build reciprocity in learning exchange
Facilitate enterprise development – Invest expertise over time
Embed complex purposes and outcomes – Invest in ongoing consultation
Learning is context specific – Learning is purpose driven

We recognise that the terms Aboriginal and Indigenous reflect regional preferences and they have been used as regionally appropriate

Purpose

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

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CULTURAL ENVIRONMENT

Learning partnerships flourish in an environment that promotes flexibility, links to the contemporary world and Indigenous knowledge systems.

Knowledge exchange includes learners' knowledge – Enable flexibility
Care for the people involved – Timing and approach is important
Informal processes support formal recognition – Value cultural knowledge
Integrate intergenerational involvement – Connect to local realities
Value patience and listening – Engage with local business and calendar
Support management of cultural obligations
Recognise existing strengths in knowledge
Partner with Indigenous elders in teaching situations
Enhance cross-cultural competence for remote delivery

We recognise that the terms Aboriginal and Indigenous reflect regional preferences and they have been used as regionally appropriate

Cultural Environment

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

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CULTURAL PROTOCOLS

Partners in learning need to consult the right way. Learning who to talk to, how to listen, work and negotiate in diverse contexts can have profound outcomes.

Listen – Assume you might not know everything
Clarify roles and relationships – Consultation continues in regular conversation
Act on local Indigenous advice – Involve local Indigenous narrators
Respect gender specific knowledge – Ask who to communicate with
Discuss economic developments – Identify who benefits
Share clear examples – Use commonly understood language

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Cultural Protocols

- Processes must be developed that recognise cultural protocols
- Learn to talk, listen, work and negotiate in diverse contexts

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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

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A Learning Continuum (2)



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

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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

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Do you
have any
questions
for us?



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<http://www.cdu.edu.au/centres/spil/>

<http://www.artcentreway.com/content/view/16/17/>

Learning Resources

- SLP Resource Book (1.18 MB)

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