### Mia Mia Aboriginal Community Development

#### Fostering cultural security

Until recently, Aboriginal people have been subjected to mainly top-down development, which has proven damaging to communities. *Mia Mia Aboriginal Community Development* offers an alternative to such approaches, promoting cultural security in order to empower Aboriginal people to strengthen their own communities. It provides students with a comprehensive understanding of the theory and practice of community development from an Aboriginal perspective.

The authors take a multidisciplinary approach to the topics of Aboriginal community development, Aboriginal history, cultural security and community studies. This book includes chapters examining historical and contemporary Aboriginal conceptions of community development, and the effects of post-structuralism, postmodernism, globalisation and digital technology.

As well as comprehensive analysis of community development in Aboriginal communities, *Mia Mia* presents practical strategies and tools for improvement. Each chapter includes accessible and practical case studies and review exercises, encouraging active learning and constant reflection and deliberation.

A valuable resource for tertiary education students, and for anyone with an interest in strengthening Aboriginal communities, *Mia Mia* features contributions from some of Australia's most eminent Aboriginal scholars, Elders and Aboriginal community members alongside contributions from community development practitioners.

**Cheryl Kickett-Tucker** belongs to the Noongar people of the south-west region of Western Australia, and is a Wadjuk Noongar, Derbarlyung (belonging to the Swan River) Traditional Owner of the Perth bioregion. She also has close family and cultural affiliations with the Balladong and Yued people, and is married to a Wongi man from the North Eastern Goldfields of Western Australia. She is Executive Director of Pindi Pindi Ltd, Centre for Research Excellence in Aboriginal Wellbeing, Western Australia, and Professor of Indigenous Research Leadership, Curtin University.

**Dawn Bessarab** is an Aboriginal woman of the Bardi (West Kimberley) and Yjindjarbandi (Pilbara) peoples. She is Professor and Director of the Centre for Aboriginal Medical and Dental Health at the University of Western Australia. Dawn is a senior Indigenous researcher in Aboriginal health.

**Juli Coffin** belongs to the Nyangumarta language group; she has lived most of her life in the Pilbara and Yamaji (Mid-west) region of Western Australia. Professor Coffin is Director at the Broome Campus of Notre Dame University, Western Australia.

**Michael Wright** is a Yuat Noongar man, from Western Australia. He is an Early Career Research Fellow at Curtin University, and he leads and co-leads both Aboriginal community mental health research and Aboriginal child health research projects in the Perth area.

# Mia Mia Aboriginal Community Development

Fostering cultural security

Edited by Cheryl Kickett-Tucker, with Dawn Bessarab, Juli Coffin and Michael Wright



#### CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi - 110025, India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org Information on this title: www.cambridge.org/9781107414471

© Cambridge University Press 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2017

Cover designed by Tanya De Silva-McKay Typeset by Aptara Corp.

A catalogue record for this publication is available from the British Library

A Cataloguing-in-Publication entry is available from the catalogue of the National Library of Australia at www.nla.gov.au

ISBN 978-1-107-41447-1 Paperback

#### Reproduction and communication for educational purposes

The Australian *Copyright* Act 1968 (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited Level 15, 233 Castlereagh Street Sydney NSW 2000 Telephone: (02) 9394 7600 Facsimile: (02) 9394 7601 E-mail: info@copyright.com.au

#### Reproduction and communication for other purposes

Except as permitted under the Act (for example a fair dealing for the purposes of study, research, criticism or review) no part of this publication may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher at the address above.

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Please be aware that this publication may contain several variations of Aboriginal and Torres Strait Islander terms and spellings; no disrespect is intended. Please note that the terms 'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' may be used interchangeably in this publication.

# A note on terminology

The following terms are used interchangeably throughout this book: 'Aboriginal' (denoting the first inhabitants of the Australian mainland), the broader term 'Aboriginal and Torres Strait Islander' and 'Indigenous' (meaning 'Aboriginal and Torres Strait Islander'). A further term that appears is 'indigenous', in reference to the First Peoples of various countries around the world.

Please be aware that the text may contain variations of Aboriginal and Torres Strait Islander terms and spellings; no disrespect is intended.

#### Meaning of 'Mia Mia'

'Mia Mia' is a term used by the Noongar people of the south-west region of Western Australia. It literally means 'home'. 'Mia Mia' was chosen as the title of this publication because for us Aboriginal people, home is the centre of our being. Home is where the heart is. Mia Mia guides us along our life's journey. It keeps us humble and gives us purpose.

Other Aboriginal words appear in the titles of a number of chapters of this book; each term is explained at the start of the relevant chapter.

### Foreword

### A human rights framework for Aboriginal community development

#### Mick Gooda

Aboriginal-led community development provides the means to effect positive change in our communities and realise our right to live with dignity, equality, freedom and security of person.

In Australia there may never have been a more important time to present this collected work of some of our most experienced Aboriginal thought leaders, professionals and dedicated community workers as we seek the realisation of fundamental rights for our people.

I have known and worked with many of these tough leaders over the last 30 years and am in awe at the depth of their experience and knowledge. These are people making enormous contributions to the 'quiet revolution' in Aboriginal communities to which Dr Cheryl Kickett-Tucker has referred, and I salute their extraordinary contributions, the depth of their specialised knowledge and their generosity of spirit in sharing it here in this book.

This is a comprehensive work that takes as its starting point the strengths and talent in our communities. Importantly, its title uses the Noongar word for 'home', with the book exploring how this notion of home, including country, family and community, is fundamental to Aboriginal-led community development.

This collection provides practical examples, case studies and a wealth of information that can be used by practitioners, policy makers, researchers and anyone interested in using the extraordinary experiences captured here as a map for the way forward for Aborginal communities. As Dr Kickett-Tucker said to me: 'The work of these authors draws the threads of our lives together, like strings that are woven and intertwined into a big colourful tapestry. The book doesn't cover everything; like a woven rug there are spaces, but it gives a sense of the many threads that make up home.' Cambridge University Press

978-1-107-41447-1 — Mia Mia Aboriginal Community Development Edited by Cheryl Kickett-Tucker, Edited in association with Dawn Bessarab, Juli Coffin, Michael Wright Frontmatter <u>More Information</u>

As the Aboriginal and Torres Strait Islander Social Justice Commissioner, my focus is the development of deeper, stronger relationships between Aboriginal and Torres Strait Islander peoples and the broader Australian community, between governments and Aboriginal and Torres Strait Islander communities, and within these communities.

I am deeply convinced that, like many other areas, community development requires engagement and relationship building. Without a commitment to effective engagement and the development of meaningful, respectful relationships between Aboriginal communities, government and the private sector, we will continue to fall short of the positive, sustainable outcomes we are all seeking to achieve.

These relationships should be underpinned by human rights standards. In the case of community development for Aboriginal and Torres Strait Islander peoples, these human rights are clearly articulated in the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Declaration on the Right to Development (the Declarations). The foundational principles of the Declarations can be used both to guide community development and as benchmarks against which to measure the effectiveness of actions.

The principles set out in the United Nations Declaration on the Rights of Indigenous Peoples are:

- self-determination
- participation in decision making; free, prior and informed consent; and good faith respect for and protection of culture
- equality and non-discrimination.

In 1986 the General Assembly adopted the United Nations Declaration on the Right to Development, which provides a comprehensive framework for the policies and programs of all relevant actors at the global, regional, subregional and national levels. In Australia the focus of Aboriginal and Torres Strait Islander peoples has been to protect our rights and freedoms when development occurs on our lands, water and resources. We are now awakening to the realisation that we, as the Indigenous peoples of Australia, have a right to development. We can look to the Declaration on the Right to Development as a standard for both government and business and as a set of guiding principles for our development initiatives. The right to development:

- integrates aspects of both human rights and development theory and practice
- encompasses all human rights civil, political, economic, social and cultural
- requires active, free and meaningful participation
- involves both national and international dimensions of State responsibilities, including in the creation of an enabling environment for development and favourable conditions for all human rights
- demands comprehensive and human-centred development policy, participatory development processes, social justice and equity

Foreword | vii

#### CAMBRIDGE

Cambridge University Press 978-1-107-41447-1 — Mia Mia Aboriginal Community Development Edited by Cheryl Kickett-Tucker, Edited in association with Dawn Bessarab, Juli Coffin, Michael Wright Frontmatter <u>More Information</u>

- embodies the human rights principles of equality, non-discrimination, participation, transparency, accountability as well as international cooperation in an integrated manner
- implies the principles of self-determination and full sovereignty over natural wealth and resources
- facilitates a holistic approach to the issue of poverty by addressing its systemic and structural causes
- strengthens the basis for pro-poor growth with due attention to the rights of the most marginalized
- fosters friendly relations between states, international solidarity, cooperation and assistance in areas of concern to developing countries, including technology transfer, access to essential medicines, debt sustainability, development aid, international trade and policy space in decision-making (United Nations, Human Rights Office of the High Commissioner, 'The Right to Development at a glance', http://www.un.org/en/events/righttodevelopment/pdf/rtd\_at\_a\_ glance.pdf).

Together the two Declarations provide us with internationally agreed and recognised standards that remind us that the purpose of development is for the benefit of the people.

Therefore, using these Declarations as both guides to and benchmarks for a human rights-based approach to Aboriginal-led community development provides a framework that seeks to empower Aboriginal people and communities to identify their priorities and needs for their own mob.

The collective and individual rights find a focus in the building of 'home' – both physical housing and culturally secure environments – and the resilience we need to feel at home as individuals.

I am totally confident that our communities have the knowledge, strength and resilience to make informed plans in order to live safe, secure and healthy lives.

The critical role that Aboriginal-led community development plays in the provision of safe and secure housing for our communities is undeniable. Historically, concepts and practices of community development have rarely attributed or valued the deep connection felt by Aboriginal and Torres Strait Islander peoples to their lands and natural environment. When our people are actively involved and have a say about what our communities need, sustainable outcomes that last for generations are more likely to result.

Land, and our connection to it, is central to our way of knowing and being Indigenous peoples. Therefore, it is imperative that this deep connection form the basis of any new framework for Aboriginal community development. We are coming through a period of reasserting our rights over land and water, and with that comes new challenges to conceive of resource development that aligns with our values, and new opportunities to consider how we make and maintain home today.

The focus of each chapter within this book provides a unique perspective on the ideals and practices that inform successful Aboriginal-led community development initiatives for our current conditions.

Taking a human rights-based approach to Aboriginal-led community development provides a foundation that empowers our mob to actively participate and make decisions about their own lives and wellbeing.

I believe this book makes an important and much-needed contribution, and it is my hope that policy makers, community development practitioners, the Aboriginal community and all layers of government can draw on the extensive body of work contained in this book and forge a new paradigm in Aboriginal-led community development.

> Mick Gooda is a Royal Commissioner for the Royal Commission into the Child Protection and Youth Detention Systems of the Northern Territory, and former Aboriginal and Torres Strait Islander Social Justice Commissioner at the Australian Human Rights Commission.

## Contents

A r	note on terminology	V
For	eword by Mick Gooda	vi
Co	ntributors	xv
Ac	knowledgements	xix
1	Anggaba jina nimoonggoon: Whose knowledge is that?	
	Aboriginal perspectives of community development	1
	Dawn Bessarab and Simon Forrest	
	Introduction	1
	Before colonisation	3
	Looking through the lens of community development	4
	Development as a concept	6
	Present-day Indigenous society	10
	Working in the third space	12
	Doing community development today	13
	Conclusion	15
	Review exercises	15
	References	16
2	Aboriginal identity, world views, research and the story	
2		19
2	Aboriginal identity, world views, research and the story of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews	19
2	of the Burra'gorang	19
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews	<b>19</b> 19
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans	
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction	19
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning	19 19
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity	19 19 21
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity Recognising epistemologies and identities	19 19 21 22
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity	19 19 21 22 26
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity Recognising epistemologies and identities Storytelling, identities and Indigenous research methodologies	19 19 21 22 26 29
2	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity Recognising epistemologies and identities Storytelling, identities and Indigenous research methodologies Conclusion	19 19 21 22 26 29 33
	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity Recognising epistemologies and identities Storytelling, identities and Indigenous research methodologies Conclusion Review exercises	19 19 21 22 26 29 33 33
	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity Recognising epistemologies and identities Storytelling, identities and Indigenous research methodologies Conclusion Review exercises References	19 19 21 22 26 29 33 33
	of the Burra'gorang Gawaian Bodkin-Andrews, Aunty Frances Bodkin, Uncle Gavin Andrews and Uncle Ross Evans Introduction D'harawal positioning The silencing of Indigenous standpoints The emerging (dis)identity Recognising epistemologies and identities Storytelling, identities and Indigenous research methodologies Conclusion Review exercises References The social justice foundation of Aboriginal community	19 19 21 26 29 33 33 33

х

#### CAMBRIDGE

#### Cambridge University Press 978-1-107-41447-1 — Mia Mia Aboriginal Community Development Edited by Cheryl Kickett-Tucker, Edited in association with Dawn Bessarab, Juli Coffin, Michael Wright Frontmatter <u>More Information</u>

	The tradition of all the dead generations	37			
	Social justice in urban, rural and remote communities	39			
	Beyond individualism versus collectivism towards culturally				
	appropriate policies	39			
	Social justice movements and their leaders	41			
	Exclusion from social justice	43			
	The Yirrkala Bark Petitions and subsequent developments	44			
	Closing the Gap	48			
	Conclusion	49			
	Review exercises	49			
	References	50			
4	Dimensions of Aboriginal community development	54			
	Janet Mooney, Lynette Riley and Fabri Blacklock				
	Introduction	54			
	Traditional and contemporary Aboriginal community	54			
	First steps: Aboriginal community development	55			
	So what is community development?	57			
	Our research projects	59			
	The Kinship Module project	60			
	The Sharing Heritage Stories project	65			
	Conclusion	69			
	Review exercises	70			
	References	70			
5	Decolonising Australian community development tools	73			
	Juli Coffin and Charmaine Green				
	Introduction	73			
	Situating ourselves	73			
	Community development – five common principles in the				
	Aboriginal context	74			
	Decolonisation	76			
	Aboriginal knowledge	77			
	Aboriginal cultural security	78			
	Cultural security – practical tools for community development	79			
	Cultural security – practical application for community development	81			
	Conclusion	88			
	Review exercises	88			
	References	89			
6	Ways in which postmodernism can inform Aboriginal				
	community development	91			
	Loretta Kelly, Tony Kickett and Dawn Bessarab				
	Introduction	91			
	How postmodernism can inform and redefine community				
	development praxis	92			
			Contents	Ι	xi

#### CAMBRIDGE

Cambridge University Press 978-1-107-41447-1 — Mia Mia Aboriginal Community Development Edited by Cheryl Kickett-Tucker, Edited in association with Dawn Bessarab, Juli Coffin, Michael Wright Frontmatter <u>More Information</u>

	Postmodernism and its relevance for indigenous people	93
	The validity of multiple identities and ways of knowing	95
	Sharing and reciprocity	96
	The impact of perceptions on community development work	97
	A strengths-based approach to Aboriginal community development	100
	Incorporating Aboriginal values, beliefs and expectations into	
	community development	103
	Humbugging	104
	Spirituality and belonging	105
	Conclusion	105
	Review exercises	106
	References	106
7	A healing foundation for Aboriginal community development	110
	Judy Atkinson and Caroline (Carlie) Atkinson	440
	Introduction	110
	Symptoms as history Healing through community development – key principles	110 112
	The strength of Aboriginal healing modalities compared	112
	to non-Aboriginal therapeutic interventions	118
	Incorporating key principles of Aboriginal healing in community	110
	development work	120
	Ways community development workers can promote healing	120
	in culturally appropriate ways	122
	Conclusion	125
	Review exercises	125
	References	126
8	Is community development equity or justice?	128
	Bindi Bennett and Sue Green	
	Introduction	128
	'Fixing the problem'	128
	Shifting the focus to rights and justice	129
	Challenges and possibilities	130
	Learning from past mistakes	133
	Good practice	135
	Conclusion	138
	Review exercises	139
	References	139
9	Hear our voices: Community development and working with	
	Indigenous people experiencing trauma	142
	Pat Dudgeon	
	Introduction	142
	Merging the personal with the professional	143

**xii** | Contents

Cambridge University Press
978-1-107-41447-1 — Mia Mia Aboriginal Community Development
Edited by Cheryl Kickett-Tucker, Edited in association with Dawn Bessarab, Juli Coffin, Michael Wright
Frontmatter
More Information

People, place and context: The intersection of community development	
and participatory action research	145
Co-designing a culturally safe suicide prevention framework	146
Collaborative relationships and partnerships to close the gap	147
The Kimberley Empowerment Project: Findings	148
Ways forward	150
Conclusion	150
Review exercises	151
References	151
10 Djinangingy kaartdijin: Seeing and understanding our ways	
of working	153
Michael Wright and Cheryl Kickett-Tucker	
Introduction	153
The background story: Looking Forward Project	154
The story of colonisation	156
The Noongar story – a counternarrative	158
Reframing language to create a shared narrative	160
Weaving narrative into the practice of working together	162
Conclusion	164
Review exercises	165
References	166
11 Overcoming racism as a barrier to community development	169
Yin Paradies	
Yin Paradies Introduction	169
Yin Paradies Introduction Racism and community development	169 169
Yin Paradies Introduction Racism and community development Aboriginal people's experiences of racism	169 169 170
Yin Paradies Introduction Racism and community development Aboriginal people's experiences of racism Systemic racism and Aboriginal people	169 169 170 172
Yin Paradies Introduction Racism and community development Aboriginal people's experiences of racism Systemic racism and Aboriginal people Effective approaches to combating racism	169 169 170 172 173
Yin Paradies Introduction Racism and community development Aboriginal people's experiences of racism Systemic racism and Aboriginal people Effective approaches to combating racism Anti-racism and Aboriginal people	169 169 170 172 173 177
Yin Paradies Introduction Racism and community development Aboriginal people's experiences of racism Systemic racism and Aboriginal people Effective approaches to combating racism Anti-racism and Aboriginal people Conclusion	169 169 170 172 173 177 178
Yin Paradies Introduction Racism and community development Aboriginal people's experiences of racism Systemic racism and Aboriginal people Effective approaches to combating racism Anti-racism and Aboriginal people Conclusion Review exercises	169 169 170 172 173 177 178 180
Yin Paradies Introduction Racism and community development Aboriginal people's experiences of racism Systemic racism and Aboriginal people Effective approaches to combating racism Anti-racism and Aboriginal people Conclusion	169 169 170 172 173 177 178
Yin Paradies         Introduction         Racism and community development         Aboriginal people's experiences of racism         Systemic racism and Aboriginal people         Effective approaches to combating racism         Anti-racism and Aboriginal people         Conclusion         Review exercises         References	169 169 170 172 173 177 178 180 180
Yin Paradies       Introduction         Racism and community development       Aboriginal people's experiences of racism         Systemic racism and Aboriginal people       Effective approaches to combating racism         Anti-racism and Aboriginal people       Conclusion         Review exercises       References         12 Aboriginal community development and digital inclusion:       Hope, haves and have-nots	169 169 170 172 173 177 178 180
<ul> <li>Yin Paradies</li> <li>Introduction</li> <li>Racism and community development</li> <li>Aboriginal people's experiences of racism</li> <li>Systemic racism and Aboriginal people</li> <li>Effective approaches to combating racism</li> <li>Anti-racism and Aboriginal people</li> <li>Conclusion</li> <li>Review exercises</li> <li>References</li> <li>12 Aboriginal community development and digital inclusion: Hope, haves and have-nots</li> <li>Lester-Irabinna Rigney</li> </ul>	169 169 170 172 173 177 178 180 180 <b>186</b>
<ul> <li>Yin Paradies</li> <li>Introduction</li> <li>Racism and community development</li> <li>Aboriginal people's experiences of racism</li> <li>Systemic racism and Aboriginal people</li> <li>Effective approaches to combating racism</li> <li>Anti-racism and Aboriginal people</li> <li>Conclusion</li> <li>Review exercises</li> <li>References</li> </ul> <b>12 Aboriginal community development and digital inclusion:</b> Hope, haves and have-nots Lester-Irabinna Rigney Introduction	169 169 170 172 173 177 178 180 180 <b>186</b>
Yin Paradies       Introduction         Racism and community development       Aboriginal people's experiences of racism         Systemic racism and Aboriginal people       Effective approaches to combating racism         Anti-racism and Aboriginal people       Conclusion         Review exercises       References         12 Aboriginal community development and digital inclusion:       Hope, haves and have-nots         Lester-Irabinna Rigney       Introduction         The Digital Education Revolution       The Digital Education Revolution	169 169 170 172 173 177 178 180 180 <b>186</b>
Yin Paradies       Introduction         Racism and community development       Aboriginal people's experiences of racism         Systemic racism and Aboriginal people       Effective approaches to combating racism         Anti-racism and Aboriginal people       Conclusion         Review exercises       References         12 Aboriginal community development and digital inclusion:         Hope, haves and have-nots         Lester-Irabinna Rigney         Introduction         The Digital Education Revolution         New measures of Indigenous development and prosperity using	169 169 170 172 173 177 178 180 180 180 <b>186</b> 186 187
Yin Paradies       Introduction         Racism and community development       Aboriginal people's experiences of racism         Systemic racism and Aboriginal people       Effective approaches to combating racism         Anti-racism and Aboriginal people       Conclusion         Review exercises       References         12 Aboriginal community development and digital inclusion:         Hope, haves and have-nots         Lester-Irabinna Rigney         Introduction         The Digital Education Revolution         New measures of Indigenous development and prosperity using digital inclusion	169 169 170 172 173 177 178 180 180 <b>186</b>
Yin Paradies       Introduction         Racism and community development       Aboriginal people's experiences of racism         Systemic racism and Aboriginal people       Effective approaches to combating racism         Anti-racism and Aboriginal people       Conclusion         Review exercises       References <b>12 Aboriginal community development and digital inclusion:</b> Hope, haves and have-nots         Lester-Irabinna Rigney         Introduction         The Digital Education Revolution         New measures of Indigenous development and prosperity using digital inclusion         Lessons of success – Aboriginal community development and	169 169 170 172 173 177 178 180 180 <b>186</b> 186 187 189
Yin Paradies       Introduction         Racism and community development       Aboriginal people's experiences of racism         Systemic racism and Aboriginal people       Effective approaches to combating racism         Anti-racism and Aboriginal people       Conclusion         Review exercises       References         12 Aboriginal community development and digital inclusion:         Hope, haves and have-nots         Lester-Irabinna Rigney         Introduction         The Digital Education Revolution         New measures of Indigenous development and prosperity using digital inclusion	169 169 170 172 173 177 178 180 180 180 <b>186</b> 186 187

Contents I **xiii** 

Cambridge University Press
978-1-107-41447-1 — Mia Aboriginal Community Development
Edited by Cheryl Kickett-Tucker, Edited in association with Dawn Bessarab, Juli Coffin, Michael Wright
Frontmatter
More Information

Review exercises	195
References	196
13 Ngalang moort: Family as the building block of community	
development	199
Cheryl Kickett-Tucker and Josey Hansen	
Introduction	199
Ngalang moort: Our family, our people, our kin	201
Kinship	202
Elders	203
Ngalang koorniny koorlongka: Our children	206
Ngalang koorlong: Our young people	209
Conclusion	213
Review exercises	213
References	213
14 <i>Benang yeyi</i> : Tomorrow today for Aboriginal community	
development	217
Cheryl Kickett-Tucker, Karen Ugle, Natasha Moore, Adrian Ugle and	
Janetia Knapp	
Introduction	217
Voice for a vision: Adrian Ugle and the Wadjuk community	221
Voice for a vision: Janetia Knapp and the Koreng community	223
Conclusion	226
Review exercises	227
References	227
Index	229

**xiv** | Contents

# Contributors

**Uncle Gavin Andrews** is a direct descendant of Young Bundle (c. 1770s–1845) of the Nattaimattagal clan of the D'harawal nation of south-west Sydney, New South Wales. He recently retired after a long career in the public and Aboriginal community sectors. He is a member of the D'harawal Traditional Knowledgeholders and Descendants Circle, and Banyadjaminga SWAG Inc.

**Caroline (Carlie) Atkinson** is of Jiman–Bundjalung heritage (the former group is from central-west Queensland, the latter from northern New South Wales). She is Curriculum Developer at We Al-li Pty Ltd in northern New South Wales. She sits on the Research Advisory Committee for the National Healing Foundation and is also involved in a reference group embedding Indigenous content within social work degrees nationally.

**Judy Atkinson** is a Jiman–Bundjalung woman who also has Anglo-Celtic and German heritage. She is Emeritus Professor at Southern Cross University in New South Wales, and retired at the end of 2010.

**Bindi Bennett** is a Kamilaori woman, raised on Ngunnawal land and currently living on Darkinjung land. She is a lecturer in social work at the Australian Catholic University in the Australian Capital Territory.

**Dawn Bessarab** is an Aboriginal woman of the Bardi (West Kimberley) and Yjindjarbandi (Pilbara) peoples. She is Professor and Director of the Centre for Aboriginal Medical and Dental Health at the University of Western Australia. Dawn is a senior Indigenous researcher in Aboriginal health.

**Fabri Blacklock**'s family on her father's side are the Ngarabal/Nucoorilma people from Tingha and the Biripi people from Dingo Creek in New South Wales; she has English ancestry on her mother's side. She is a Postdoctoral Research Fellow in the Faculty of Health Sciences at the Institute for Positive Psychology and Education at the Australian Catholic University in New South Wales.

> Aunty Frances Bodkin belongs to the Bidigal clan of the D'harawal nation of southwest Sydney. Her grandfather Albert Perry was the grandson of Albert of the Georges River, who was in turn descended from Ellen Anderson, a very strong D'harawal woman. She is a member of the D'harawal Traditional Knowledgeholders and Descendants Circle, and Banyadjaminga SWAG Inc.

> **Gawaian Bodkin-Andrews**, a member of the Bidigal clan within the D'harawal nation, is Associate Professor in the Centre for the Advancement of Indigenous Knowledges at the University of Technology, Sydney.

**Juli Coffin** belongs to the Nyangumarta language group; she has lived most of her life in the Pilbara and Yamaji (Mid-west) region of Western Australia. Professor Coffin is Director at the Broome Campus of Notre Dame University, Western Australia.

**Pat Dudgeon** is from the Bardi people of the West Kimberley region of Western Australia. She is Professor and Research Fellow at the School of Indigenous Studies, University of Western Australia. She was the Head of the Centre for Aboriginal Studies at Curtin University in Western Australia for 19 years.

**Uncle Ross Evans** is a D'harawal man born in Paddington, Sydney, in 1955, one of seven children. His grandmother was separated from her family as a young child, thereby becoming one of the 'Stolen Generations'. Ross works with NSW Police as a community liaison officer teaching Aboriginal kids about the importance of culture. He is a member of the D'harawal Traditional Knowledgeholders and Descendants Circle, and Banyadjaminga SWAG Inc.

**Simon Forrest** identifies by his family connections to three Aboriginal cultural groups within Western Australia: Noongar (Wajuk and Balardong language groups), Yamaji (Badimia language group) and Wongi (Wongutha language group). He is Associate Professor and Curtin University Elder in Residence in the Office of Deputy Vice Chancellor Education at Curtin University, Western Australia.

**Charmaine Green** has cultural affiliations with the Wajarri, Badimaya and Wilunyu peoples of the Midwest-Murchison and Gascoyne regions of Western Australia. She is a Research Associate at the Western Australian Centre for Rural Health and the Centre for Improving Health Services for Aboriginal Children (Princess Margaret Hospital) at the University of Western Australia. Charmaine is located in Geraldton, Western Australia.

xvi | Contributors

**Sue Green** is a Kalari woman of the Wiradjuri nation, and a mother and a grandmother. She is Associate Professor of Social Work in the School of Social Sciences at the University of New South Wales.

**Josey Hansen** is a Noongar woman – a wife, mother, grandmother and an active and strong member of her community. She is a Djidi-Djidi ARBOR (Active Response Bereavement Outreach) and Aboriginal Consultant with Anglicare Western Australia.

**Loretta Kelly** is a Gumbaynggirr and Dungutti woman from the mid-north coast of New South Wales. She is a Senior Lecturer at the Gnibi College of Indigenous Australian Peoples, Southern Cross University in Lismore, New South Wales. She is also a mediator for Community Justice Centres NSW and an accredited Family Dispute Resolution Practitioner.

**Tony Kickett** is Research Officer at Yorgam Aboriginal Corporation in Western Australia. He teaches at Curtin University's Faculty of Health Sciences in the Indigenous cultures and health program while completing his Bachelor of Indigenous Studies through Southern Cross University.

**Cheryl Kickett-Tucker** belongs to the Noongar people of the south-west region of Western Australia, and is a Wadjuk Noongar, Derbarlyung (belonging to the Swan River) Traditional Owner of the Perth bioregion. She also has close family and cultural affiliations with the Balladong and Yued people, and is married to a Wongi man from the North Eastern Goldfields of Western Australia. She is Executive Director of Pindi Pindi Ltd, Centre for Research Excellence in Aboriginal Wellbeing, Western Australia, and Professor of Indigenous Research Leadership, Curtin University.

**Janetia Knapp** is a Koreng Elder of the Noongar nation. Her totem is the emu (*waitch*). She is a member the Stolen Generations, having spent time during her childhood at Roelands Mission near Collie in Western Australia. She is a mother of four and has 14 grandchildren and four greatchildren. She is a teacher in Perth, but her grassroots expertise is in Noongar cultural teaching.

**Janet Mooney** is an Aboriginal woman from the Yuin nation, on the South Coast of New South Wales. She is Professor in the Institute for Positive Psychology and Education within the Faculty of Health Sciences at the Australian Catholic University in New South Wales.

Contributors I **xvii** 

**Natasha Moore** identifies as a Noongar and a Yamatji woman, with family and cultural links from the suth-west and northern regions of Western Australia. She is an Intake and Social Worker at Headspace Midland, Western Australia.

**Yin Paradies** is an Aboriginal-Anglo-Asian Australian from the Northern Territory. He is Professor of Race Relations and Deputy Director (research) at the Alfred Deakin Institute for Citizenship and Globalisation, Deakin University. He conducts interdisciplinary research on the health, social and economic effects of racism as well as anti-racism theory, policy and practice.

**Lester-Irabinna Rigney**, of the Narungga nation, Yorke Peninsula in South Australia, is Professor and Dean of Indigenous Education at the University of Adelaide.

**Lynette Riley** is a Wiradjuri/Gamilaroi woman, raised and schooled in Dubbo (in the central-west of New South Wales), with extensive periods spent in Moree (in the north-west of New South Wales). She is Senior Lecturer in the National Centre for Cultural Competence at the University of Sydney.

**Gracelyn Smallwood** is Adjunct Professor in the Facility of Medicine at James Cook University and Professor of Nursing at Central Queensland University.

Adrian Ugle (Senior) is a respected Wadjuk Elder, father and grandfather. He is now retired.

**Karen Ugle** belongs to the Gnarla Karla Booja and Bibbulmen peoples. She is a registered psychologist in private practice and at Koomal Consulting in Perth, Western Australia.

**Michael Wright** is a Yuat Noongar man, from Western Australia. He is an Early Career Research Fellow at Curtin University, and he leads and co-leads both Aboriginal community mental health research and Aboriginal child health research projects in the Perth area.

xviii | Contributors

# Acknowledgements

Country is an integral part of being Aboriginal ... it is home and the essence of 'community'.

With respect for and on behalf of all past, present and future Elders, we acknowledge their power, passion and good spirit that allow us to be here on 'country'.

We honour our Ancestors, who have given each one of the Aboriginal authors of this book purpose and meaning for their journey. We have come together from all over Australia to share, learn, debate and negotiate the truths of our hearts so that we can remain steadfast for and in solidarity with the communities of the oldest living culture in the world.

We would like to acknowledge past, present and future Aboriginal scholars and leaders. Continue to radiate your good spirit. Be the beacon for all of us working in 'community' and shine your light for all to see.

In our walk for our community and indeed in preparing this book, we have worked alongside many non-Aboriginal scholars and practitioners. We would like to honour those with solid hearts who walked alongside us. A great deal of appreciation must go to Professor Jim Ife for his wise words which guided our Chief Editor. Thank you also to Dr Bryn Roberts and Ms Helen Lynes.

This book would not have been possible without the hearts and minds of the editorial team. A heartfelt thank you to Professor Dawn Bessarab, Professor Juli Coffin and Dr Michael Wright. Much appreciation to Nina Sharpe and the rest of the Cambridge University publishing team for their support and continued patience as we developed this book.

Thank you to the staff and Directors of Koya Aboriginal Corporation and Pindi Pindi Ltd, Centre for Research Excellence in Aboriginal Wellbeing, who paved the path for the creation of the book. Their in-kind support, office space and generosity made this book a reality.

Importantly, we would like to acknowledge Noongar Wadjuk Elder Shirley Harris, who designed the cover of our book by depicting the strength of our people ... our community.

We dedicate this book to our greatest assets ... our people ... who hold the spirit of our communities always close to their hearts.

Professor Cheryl Kickett-Tucker Chief Editor