



MOOMBAKI

CULTURAL LEARNINGS

AUSTRALIAN RESEARCH COUNCIL

**DJILBA 2021
NEWSLETTER**

Ngan kadij-djinang koora-koora, yey, kidji mila boola norerl, ngalak nyin yey moorditj kadjan wadjuk boodja djinaang-iny. We pay respect to all of the past, present and future Elders. We acknowledge their power, passion and good spirit that allows us to be on Wadjuk Boodja.

The above Acknowledgement was prepared by Prof Cheryl Kickett-Tucker and Elder Aunty Roma (2016). Any reproduction or use is to be referenced accordingly please.

This project aims to:

- Ensure Aboriginal children engage successfully in school;
- Recognize, value, and strengthen the cultures, languages, and identities of Aboriginal students in school
- Strengthen the self-esteem and well-being of Aboriginal students.

OUR TEAM

- Prof Cheryl Kickett-Tucker AM, Chief Investigator (A)
- Sophie Karangaroa, Project Officer
- Ashleigh Dhu, Aboriginal Community Research Assistant
- Arak Dann, Aboriginal Community Research Assistant
- Tanisha Dhu, Aboriginal Community Research Assistant



*Prof Juli Coffin
Telethon Kids
Institute*



*Prof Donna Cross
University of
Western Australia*



*Prof Fiona Stanley AC
University of Western
Australia*



*Prof Deborah Johnson
Michigan State
University*



Above: The Moombaki Cultural Learnings team presented at the Australian Independent Schools WA Conference in March 2021 at the WA Museum Boola Bardip (L to R: Cheryl, Ashleigh & Sophie)

We commenced in 2020, with a year of planning and obtaining ethics approvals amidst COVID lockdowns. The project aims to:

- Ensure Aboriginal children engage successfully in school;
- Recognise, value and strengthen the cultures, languages and identities of Aboriginal students in school; and,
- Strengthen the self-esteem and wellbeing of Aboriginal students.

PROJECT UPDATE DJILBA 2021

HIGHLIGHTS

- All 3 schools have consented to participate: Malvern Springs Primary School, Middle Swan Primary School, and Clayton View Primary School are representative of the City of Swan region.
- A Principals meeting was held in May with Leon Wilson, Assistant Director of Education, North Metropolitan Education Region (Dept. of Ed WA) to formalise the department's support and commitment to the project over the next 3 years.
- Participant consent has been obtained and yarning circle sessions commenced end June prior to school holidays, with subsequent 90% sessions confirmed and scheduled at schools for the year.
- Recruitment commenced for casual pool of Aboriginal Community Research Assistants. Emphasis on locally based candidates with existing links to school communities.
- Prof. Cheryl Kickett-Tucker developed the project name, design, concept, story and meaning of the logo. She is a traditional owner of Wadjuk Noongar Weep's Boodja. Moombaki is Noongar meaning "where the river meets the sky" and is depicted with gradient colours of the horizon, with the 7 circles representative of the 7 waterways in the area of Prof Kickett-Tucker's home territory on which we are delivering the project (City of Swan).
- Data collection and transcription processes established and commenced.
- Ongoing discussions with potential Higher Degree students to join the team; including a potential postgraduate focusing on her Aboriginal ancestry/genealogy



Above: One of the parents & their child participating in one of the yarning circle activities.

STAKEHOLDERS

Derbarl Yerrigan Health Services Research and Development Committee and Board of Directors and Koya Aboriginal Corporation, now Koordoormitj Institute provided in-principle letters of support for the project.

The team met with Lisa Rogers, Director General in 2020 and also the team from the Aboriginal Education Teaching and Learning Directorate (Dept. of Ed WA) to introduce the project.

Prof Cheryl Kickett- Tucker's involvement as member of the National Co- Design Group, Indigenous/One Voice to Parliament over the year has included close liaison with The Hon. Ken Wyatt AM MP, Minister for Indigenous Australians as well as present at various community consultations throughout regional WA.



Graphic design of logo by Chariema Madih (School of Education, Faculty of Humanities, Curtin University)



Above: Clayton View PS Sorry Day Planting Ceremony, 26 May 2021 Prof Cheryl Kickett-Tucker (far left), Principal Natalie Oddy, local community members Tania Eades and Bridget Humphries and children from the school with Sophie Karangaroa (Project Officer) and Ashleigh Dhu (Aboriginal Community Research Assistant), School Officer, Kellie Fowler (second from right) and school staff

Key internal networking has included meeting with Curtin University HIVE (Hub for Immersive Visualisation and eResearch) to discuss possible tech/eLearning options for virtual and mixed reality options to be developed and delivered in schools in Year/Study 3.

ETHICS/APPROVALS

Annual reports successfully received by the Australian Research Council in March and Curtin University Human Research Ethics Committee in May. Annual report submitted to WA Aboriginal Health Ethics Committee (WAAHEC) in June pending next committee review scheduled in August.

BENEFITS

We are currently in Year/Study 1 of the project and are tracking well with supportive school teams and committed school leadership on board. Building up and engaging collaboratively with the local Aboriginal communities at each school, the pilot project is working towards:

- Positive shift in school outcomes for Aboriginal children
- Increased strength in cultural identity and self-reliance for Aboriginal children equipped to make better decisions about their wellbeing
- Sustained positive engagement of Aboriginal communities with schools
- Positive growth toward cultural security in school systems, policies and procedures



Above: NAIDOC School Assembly - Prof Cheryl Kickett-Tucker (CI) as guest speaker at Clayton View Primary School

TIMELINE & NEXT STEPS

The project is on target and currently undertaking Phase 2 community and school engagement. Key to this phase is to establish Community and Elders Councils (CEC) at each school in September, 2021. The CECs will include parents, carers, kin and Elders who will meet regularly to ensure the program is centred on Aboriginal ways of working, doing and being. The CECs will also provide community integrity, authenticity and security to the project.



Above: Moombaki Display

Phase	2020 Year 1	2021 Year 2	2022 Year 3	2023 Year 4	2024 Extended
Phase 1: Planning and Preliminary Design					
Phase 2: Community, school and Stakeholder Engagement (For Study 1 in years 1-2 but continuing through the entire project)					
Phase 3: Development of Cultural Learnings (Study 2)					
Phase 4: Pre-test – qualitative and quantitative					
Phase 5: Implementation of Cultural Learnings (Study 3)					
Phase 6: Post-test evaluation of Cultural Learnings (Study 3)					
Phase 7: Six and 12 month follow-up tests (Study 3)*					
Phase 8: Reporting and Dissemination					
Phase 9: Publication and Translation					

*12 month post-test evaluations will take place in June 2024

**FEEL FREE TO CONTACT
THE MOOMBAKI CULTURAL
LEARNINGS TEAM:**

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[Moombaki project website](#)



Australian Government
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