



Newsletter of the APS Interest Group on Aboriginal and Torres Strait Islander Peoples and Psychology



Australian Psychological Society

Editor: Kylie Cann, B Ed/B Psych MAPS Qld Psych Reg No. 1030520

May, 2006

Update from the Convenor

The Interest Group continues to gain in membership and activity. As a result, our ability to find the time to communicate with our members has been limited. As well, our individual workloads have increased in our workplaces. We apologise for our delay in producing a Newsletter but do promise that it is our biggest and best Newsletter yet.!

The recent National Council on Suicide Prevention Forum, which I attended, highlighted for me the importance of our Interest Group in promoting the awareness of indigenous issues particularly in light of the recognition by the Forum that, "The rate of completed suicides amongst Indigenous Australians is a national shame." Our work, in raising awareness and advocating specialised training for psychologists on the needs and circumstances of indigenous Australians, has never been more crucial. Whilst we have a very big task ahead of us, the APS is now embracing our agenda and mainstreaming our concerns. The presence of the APS President at our AGM was evidence of that development. More information about the AGM inside this Issue.

A very special thank you to Ailsa Drent who organised the Post-Conference excursion to Narana Dreaming. Thank you also, Colleen, for inviting the elders from Broadmeadows to join us for the day which enriched our Narana experience.

The Symposia at the Conference sponsored by the Interest Group were very well attended. Thank you, Colleen Turner, for coordinating these very important presentations. Marie Joyce organised the traditional welcome for the Conference and Henry Briffa organised the Interest Group's dinner held at the only indigenous restaurant in Carlton. Everyone thoroughly enjoyed the cultural experience, the wonderful bush foods and cultural stories shared by the staff.

Since the Conference, the committee has worked very hard and has held regular teleconferences since last October. The meetings have focussed on the planning for the APS conference in N.Z. this September. A joint half-day APS/NZPsS symposium has been accepted by the 2006 Conference committee. Titled "Decolonising Psychology", it is jointly sponsored by the Interest Group and the National Standing Committee on Bicultural Issues of the New Zealand Psychological Society.

We are very pleased that the Conference Organising Committee has invited Dr Tracey Westerman for Indigenous Psychological Services Australia, to deliver a key note address on "The Value of Unique service provision for Aboriginal Australians: the Benefits of Starting from Scratch".

The APS is embracing the direction of the Interest Group: a Reference Committee has been formed between Rio Tinto Indigenous Reference Group and the APS Executive and representatives from the Interest Group. The APS is examining strategies to raise indigenous awareness and cultural competence in training for Psychologists during their University studies. They are also interested in workplace programs for professional development of psychologists and raising awareness within the Society through the provision of workshops and the PD requirements for APS members. The APS and Rio Tinto are jointly sponsoring an Art Exhibition of indigenous artworks for late October in Melbourne, proceeds will provide bursaries for indigenous students to study psychology.

It is wonderful to be able to report these developments as indicators of the changes that we have been campaigning for since the establishment of the Interest Group. We are, however, humbly aware that the job is only just started and the stark data on Aboriginal mental health and suicidality gives us no cause for self-congratulation or complacency.

**Kathleen Ellerman
Convenor**

Volume 2, Issue 1

Inside this issue:

Update from the Convenor	1
Update from the Editor	2
Education—International Perspectives	2
Education—International Perspectives Cont'd	3
Education—Australian Perspectives	4
Websites, Important Dates and Publications of Interest	5
Health & Resource Review	6
New Resources	7
	8
	9
PD & Training Opportunities	9
Test Instruments	10
Interest Group Activities	11
	12
PD & Sponsorship	13
My Story	14
A Day in the Life of	15
About Us & Call for Indigenous Members	16

Update from the Editor

Welcome to the fourth publication of our Newsletter of the *Aboriginal Issues, Aboriginal People and Psychology* Interest Group, newly re-named the Interest Group on *Aboriginal and Torres Strait Islander Peoples and Psychology* following our Annual General Meeting. In this edition, we focus on issues of Education, coinciding with the commencement of the new school year. The aim of this newsletter was to explore some of the current national and international research on outcomes and 'best' educational practices for working with Indigenous students. It may serve for us to remember that our fellow Indigenous Australians are still the most gravely disadvantaged group in our national population. As Kath alluded to in her Convenor's report, many levels of disadvantage continue to worsen rather than improve. In education alone, we note that only 38% of Indigenous students complete high school, compared with over 76.3% of non-Indigenous students (2005 Social Justice Diary). Whilst some progress has been made, including increased participation in early childhood and primary schooling and increased participation in tertiary and vocational education, there is still a long way to go. With these statistics in mind, I invite you to join with our Interest Group in working to identify and showcase the needs of Indigenous communities and remind all psychologists, not just those in the educational field, that we can play a vital role in contributing to better educational outcomes for Indigenous students in Australia at the primary, secondary, tertiary and vocational level. **Kylie Cann, Editor**

Education—International Perspectives

The following list of abstracts is intended to give an overview of some of the most recent literature and research articles relating to the participation of indigenous students in education from an international perspective. The articles have been sourced from a range of disciplines and perspectives. Readers are invited to obtain full copies of articles of interest from the sources cited.

Cultural Congruence in the Education of and Research with Young Aboriginal Students: Ethical Implications for Classroom Researchers.

Piquemal, Nathalie; Nickels, Bret; *Alberta Journal of Educational Research*, Vol 51(2), Sum 2005. pp. 118-134.

Abstract: The purpose of this article is twofold: (a) to explore in an inner-city kindergarten classroom how Aboriginal students' interaction patterns differ from, and are often in dissonance with, what their non-Aboriginal teacher would expect from his or her non-Aboriginal students; and (b) to explore some of the ethical tensions that we experienced as researchers involved in ethnographic research with these children and their teacher with special attention to the interplay between research and advocacy. While addressing Issues of cultural congruence in this classroom, we explore some of the relational complexities that we experienced as we thought about how we should position ourselves in relation to the students and to the teacher and in relation to our perceived ethical responsibilities as researchers. We suggest ways in which researchers might combine caring with advocacy.

Indigenous Epistemologies and Education—Self Determination, Anthropology and Human Rights

McCarty, Teresa L.; Borgoiakova, Tamara; Gilmore, Perry; *Anthropology & Education Quarterly*, Vol 36(1), Mar 2005. Special issue: Indigenous Epistemologies and Education- Self-Determination, Anthropology, and Human Rights. pp. 1-7.

Abstract: With this theme issue, AEQ continues a line of inquiry that in many ways distinguishes anthropology as a field of inquiry: the study of and work with Indigenous peoples. Here, we chart new, critical-ethnographic ground, building on previous publications in this journal and elsewhere and taking up broad questions of Indigenous epistemologies, self-determination, and human rights. At the heart of any interrogation of these issues are definitions of Indigenous identities, nationhood, and self-determination, and their enactment in educational policy and practice. Indigenous peoples worldwide find themselves in myriad political, social, cultural/and economic settings that defy easy generalization, and yet this theme issue assumes at least some common experiences and concerns. In all of the cases analyzed in this issue-Native Alaskan, Native Hawaiian, Navajo, Ojibwe, and Maori-the shift toward English represents a shift away from the Indigenous. What are the implications for Indigenous human rights? What does language loss mean for the thousands of Indigenous people separated from their heritage language by the policies and practices of the past and the exigencies of the present and the future?

Education—International Perspectives Continued

Perceived Social Support and Well Being in School: The Role of Students' Ethnicity

Vedder, Paul; Boekaerts, Monique; Seegers, Gerard; *Journal of Youth and Adolescence*, Vol 34(3), Jun 2005. pp. 269-278

Abstract: This paper reports on the relationship between early adolescents' evaluation of the availability of instructional and social support from parents, teachers and peers and their well-being. The main questions are whether indigenous and immigrant youngsters differ in their evaluation of the availability of support and whether the relationship varies by group. Participants in the study were 245 Dutch and 172 Turkish/Moroccan 10 to 13 year olds with a lower class background. Both Dutch and immigrant youngsters report more instructional support from their teacher. Both for Dutch and immigrant students, parents were seen as the primary providers of emotional support. Reported well-being in the classroom was related to available teacher support and to the frequency of occurrence of learning-related problems.

Indigenous Knowledge Systems and Alaska Native Ways of Knowing

Barnhardt, Ray; Kawagley, Angayuqaq Oscar; *Anthropology & Education Quarterly*, Vol 36(1), Mar 2005. Special issue: Indigenous Epistemologies and Education- Self-Determination, Anthropology, and Human Rights. pp. 8-23.

Abstract: Drawing on experiences across Fourth World contexts, with an emphasis on the Alaska context, this article seeks to extend our understandings of the learning processes within and at the intersection of diverse worldviews and knowledge systems. We outline the rationale for a comprehensive program of educational initiatives closely articulated with the emergence of a new generation of Indigenous scholars who seek to move the role of Indigenous knowledge and learning from the margins to the center of educational research, thereby confronting some of the most intractable and salient educational issues of our times.

The Development of an Indigenous Knowledge Program in a New Zealand and Maori-Language Immersion School

Harrison, Barbara; Papa, Rahui; *Anthropology & Education Quarterly*, Vol 36(1), Mar 2005. Special issue: Indigenous Epistemologies and Education- Self-Determination, Anthropology, and Human Rights. pp. 57-72.

Abstract: In 1985, Te Wharekura o Rakaumangamanga initiated a Maori-language immersion program for children ages 5 through 18. In recent years, a program based on Waikato-Tainui tribal epistemology has been incorporated into the language immersion program. This article describes the community context and the language immersion and tribal knowledge programs. We consider the relationship of these programs to individual and tribal self-determination and to theories of minority achievement, particularly the work of John Ogbu.

Indigenous Studies in the Elementary Curriculum: A Cautionary Hawaiian Example

Kaomea, Julie; *Anthropology & Education Quarterly*, Vol 36(1), Mar 2005. Special issue: Indigenous Epistemologies and Education- Self-Determination, Anthropology, and Human Rights. pp. 24-42.

Abstract: This article uses a Native Hawaiian example to raise difficult questions about the role and responsibility of non-Indigenous educators in teaching and supporting Indigenous studies. It challenges educators and educational researchers to think closely about how they might serve as allies in Indigenous struggles for self-determination.

'Ma'iingan Is Just a Misspelling of the Word Wolf': A Case for Teaching Culture through Language

Hermes, Mary; *Anthropology & Education Quarterly*, Vol 36(1), Mar 2005. Special issue: Indigenous Epistemologies and Education- Self-Determination, Anthropology, and Human Rights. pp. 43-56.

Abstract: Framed by the English language and positioned as a distinct subject, Ojibwe culture and language are often appreciated by students rather than taught for a deeper understanding or fluency, or used as the language of instruction in tribal schools. Ojibwe culture and language have been "added on" to existing school curriculum, an approach that changes the meaning of culture. In this article the author critiques the add-on approach and propose that teaching through the Indigenous language (immersion) supports cultural and language revitalization in a more fundamental way.

Education—Australian Research Perspectives— Feature Article

Closing the Gap. Rhonda Craven (University of Western Sydney) r.craven@uws.edu.au

Holden, S. (Ed) *Teacher: The National Education Magazine Since 1987*, Issue Number 165, December, 2005

Professor Rhonda Craven is the Deputy Director of the Self-concept Enhancement and Learning Facilitation (SELF) Research Centre at the University of Western Sydney. She writes:

Teaching teachers Aboriginal Studies makes a real difference to their attitudes and practices in the classroom, and would help improve the academic performance of Indigenous students according to our Commonwealth Department of Education, Science and Training or DEST-funded research at the University of Western Sydney.

Our studies provide what we have always said “that teaching teachers how to teach Aboriginal Studies and how to teach Aboriginal kids effectively will make the difference”. But there’s still a long way to go. At last count, just over half of our universities still had no mandatory Aboriginal Studies in primary teacher education. No one even knows the figure for secondary education.

Our report recommends Aboriginal Studies be made compulsory in teacher education, in a bid to close the ‘achievement gap’ for Aboriginal students about Aboriginal Australia. It needs to be recognised that the majority of non-Indigenous teachers have never even met an Indigenous person prior to encountering Indigenous students in their classroom. As such, many Australian teachers are often ill-equipped to either understand or address Indigenous children’s educational disadvantage as a complex and critical social justice issue of our time.

Australians are also being denied their right to be educated about the true history of Australia, because new generations of teachers are not being taught how to teach all Australian children about Aboriginal Australia. Yet teacher education is fundamental to addressing both Indigenous educational disadvantage and entrenched ignorance about Indigenous Australia. Our study found that teachers who had studied Aboriginal Studies perceived themselves to be more competent in the area. Teachers who had not studied Aboriginal Studies reported a lack in self-confidence in teaching either Aboriginal Studies or Aboriginal students. If teachers are more competent, they are more likely to be committed to this area. More and more teachers have the will and commitment to teach Aboriginal Studies and teach Aboriginal students, and incorporating a mandatory Aboriginal Studies subject will enhance all pre-service teachers’ self-confidence in this area.

All teacher education institutions need to ensure the next generation of teachers are adequately prepared to teach both Aboriginal students and Aboriginal Studies. For a copy of the full report, visit http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/teaching_teachers_volume_1.htm

Psychological Sense of Community: An Australian Aboriginal Experience

Bishop, Brian; Colquhoun, Simon; Johnson, Gemma; *Journal of Community Psychology*, Vol 34(1), Jan 2006. pp. 1-7.

Abstract: Sense of community (SOC) is central to an individual’s psychological well-being (Sarason, 1974). Eleven participants, mainly from the North West of Western Australia, took part in semi-structured interviews investigating Australian Aboriginal notions of community and SOC. Five key themes emerged from the data. These included: kinship structure, language groups, skin groups, education, and knowledge. It is argued that the themes of kinship structure, language groups, and skin groups described the Aboriginal social structure whereas the themes of education and knowledge described the maintenance of a SOC. The impact of this conclusion on the theoretical understanding of a psychological SOC was discussed using analogies to Tönnies’ (1957) distinction between *Gemeinschaft* and *Gesellschaft*.

Websites, Important Dates & Publications of Interest



APS ETHICAL GUIDELINES

APS Members can log on to www.psychology.org.au/members/ethics for access to: [Guidelines for the Provision of psychological services for, and the conduct of psychological research with, Aboriginal and Torres Strait Islander people of Australia](#) [Guidelines for the use of psychological tests](#)

CHILD PROTECTION

[Understanding Kinship Care](#)

Completed report available from ACWA or visit uws.edu.au/schools/ashs/sjsc/SJSC_projects.htm

[Stolen Generation](#)

[Bring them Home](#)

www.austlii.edu.au/au/special/rsjproject/rsjlibrary/hreoc/stolen

CROSS CULTURAL AWARENESS

Communicating positively - A guide to appropriate Aboriginal terminology . A useful guide from NSW Health that explores the correct terminology to describe Aboriginal and Torres Strait Islander people, as well as terms associated with Aboriginal communities and community organisations.

www.health.nsw.gov.au/pubs/2004/pdf/aboriginalterminology.pdf

CULTURE

[Multicultural Affairs](#)

www.premiers.qld.gov.au/about/maq/index.htm

[First People's Project—Global Art Exchange](#)

www.learn.ogr.au/fp

DISABILITY

[Working with Indigenous People with a Disability:](#)

www.wired.org.au

EDUCATION

[Bandscales for Aboriginal and Torres Strait Islander Learners](#)

The Bandscales for Aboriginal and Torres Strait Islander Learners project was developed in response to the *Review of Aboriginal and Torres Strait Islander Education in Queensland State Schools* 1999. It recommended developing processes which enable the tracking of literacy achievement of Aboriginal and Torres Strait Islander Children. The Bandscales for Aboriginal and Torres Strait Islander Learners are adapted from the ESL Bandscales, which monitor the reading, writing, listening and speaking development of students. Visit education.qld.gov.au/students/evaluation/monitoring/bandscales

[Black Ink Press](#)

www.blackinkpress.com.au

[Indij Readers for Little Fullas, for Big Fullas](#)

www.indijreaders.com.au

[National Report to Parliament on Indigenous Education and Training](#)

http://www.dest.gov.au/sectors/indigenous_education/publications_resources/profiles/national_report_indigenous_education_and_training_2003_part1.htm

[Sandtraks: Pathways to celebrating indigenous culture](#)

www.sandtraks.com

[Torres Strait Books](#)

www.torresstraitbooks.com.au

[What Works. The Work Program—Improving Outcomes for Indigenous Students](#)

www.whatworks.edu.au/first1.htm

[HARMONY DAY \(21st March\)](#)

View the 2005 Vice-Chancellor's oration delivered by former Governor General Sir William Deane at the University of Western Australia. Institute of Advanced Studies. Visit www.ias.uwa.edu.au

HEALTH

[Australian Institute of Health and Wellbeing](#)

The AIHW produced a second national report on the health and wellbeing of young people in Australia in 2003, following the original report in 1999. It provides comprehensive information on the health status of young people including causes of hospitalisations and deaths, chronic diseases, infectious diseases, injury, disability, reproductive and sexual health. The behavioural risk and protective factors influencing young people's health and wellbeing that are covered in this report include substance use, diet and nutrition, physical activity and overweight and obesity. Social conditions are also important determinants of health. The report therefore includes information on the family environment, relationships and social participation, education, employment and income. An overview of the health and welfare of Aboriginal and Torres Strait Islander young people is also presented. To view this publication online visit:

<http://www.aihw.gov.au/publications/index.cfm/title/9569>

[MABO DAY \(3rd June\)](#)

<http://www.atsic.gov.au/events/Mabo/default.asp>

MENTAL HEALTH

[Australian eJournal for the Advancement of Mental Health](#)

www.auseinet.com/journal/vol3iss3/index

[SORRY DAY/NATIONAL HEALING DAY \(26th May\)](#)

<http://www.alphalink.com.au/~rez/Journey/>

[RECOGNITION OF TRADITIONAL OWNERS](#)

www.reconciliation.gov.au/welcome.html

[RECONCILIATION](#)

www.scholastic.com.au/schoolzone

[WELCOME TO COUNTRY](#)

www.reconciliation.qld.gov.au/recognition.html



Health

The Need For Ethnic Donors

The Australian Red Cross Blood Service needs Indigenous Australian & Ethnic Donors to join the Australian Bone Marrow Donor Registry (ABMDR). For Donors to be compatible matches for patients, they must have identical white blood cells. Compatible white cells are only found in people of the same racial background. Along with Aboriginal and Torres Strait Islander people

(Indigenous Australians), there are many diverse ethnic communities living in Australia. We would welcome and strongly urge people from all of these communities to join the ABMDR. This would assist in finding donors for our Indigenous Australian & other Ethnic background patients. It is unlikely that these people requiring a bone marrow/stem cell transplant would find a donor in a registry that is made up of 97% people of North European descent.

For details of what's involved and how to enrol visit <http://www.abmdr.org.au/enroll.htm>



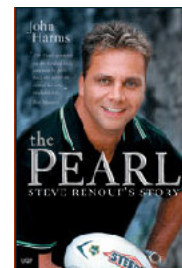
Books: THE PEARL: Steve Renouf's Story by John Harms

The Pearl is the story of Steve Renouf, a brilliant Aboriginal rugby league player. But it is not just the tale of a gifted footballer. "The Pearl" is not all about rugby league. A good portion of the book also covers the history of the Renouf family initially sparked by Steve's interest to find out more about his Aboriginal identity. Through his mother's line he has links with the Gungari people and through his father's, the Kabi Kabi people of Fraser Island. It is knowledge he wants to pass on to his five children.

It is the story of his family heritage, of his childhood in the southern Queensland town of Murgon, and of his emergence as a try-scoring centre. It is the story of how he and his childhood sweetheart Elissa fought for their love in the face of community prejudices.



Sportswriter and broadcaster John Harms captures Steve Renouf's life with his characteristic warmth, humour and insight. He shows that there's even more to *The Pearl* than you imagined. John Harms' previous books include *Loose Men Everywhere* and *Play On*. He is a regular contributor to the Age and can be heard on ABC radio throughout the country.



Books: "Language, Literacy and Power in Schooling" T.L. McCarty (Ed.) Language, Literacy and Power in Schooling; Mahwah, N.J: Erlbaum, 2005 ISBN 0-8058-4647-6

Christina Denicolo reviews this book in *Journal of Early Childhood Literacy*, Vol 6 (1), Apr 2006. pp. 112-115. The review reads as follows: *The main premise of the book Language, Literacy and Power in Schooling is to bring forth the voices and literacies of communities who have been historically denied that opportunity. There are three main parts, each beginning with an introduction by the editor, and closing with commentary by expert scholars in the field.*

The educational research presented in this volume forces us to observe how power, literacy and language intersect at the societal level as well as in specific communities, schools and classrooms. Research from section one of the book illustrates how languages and literacies can not only survive but serve as sites of resistance, through a range of ethnographic approaches, literacy practices and uses of literacy in indigenous languages and English.

In one section of the book, the research addresses the roles of culture and language in Learning. The final section of the book addresses the broad, societal influences that impact how literacy and language are constructed and controlled. The reviewer believes that the research compiled in this volume is a contribution that can bridge the discussions in university courses with literacy practices in the community and the classroom.

New Resources— Children's Books

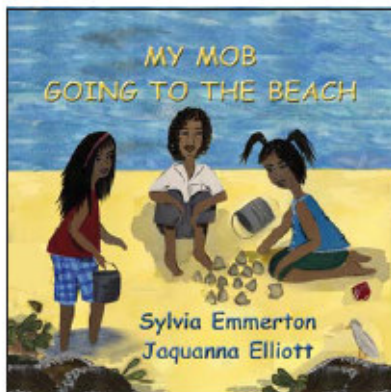


Crow Feathers: an Indigenous collection of poems and images

Twenty-eight emerging Indigenous writers and artists, selected and edited by Rebecca Edwards and Janelle Evans, design Robbie Paul.

ISBN 1-86334-005-X RRP \$18

Ideal for secondary schools and discussion groups. Won the Townsville Literature Award in 2003. In 2004 Robbie and Janelle jointly won the National Henry Mayer Indigenous Media Prize for this book.



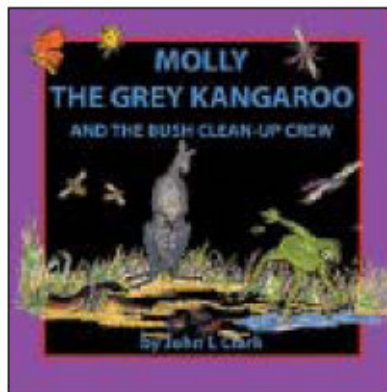
My mob going to the beach by Sylvia Emmerton illustrated by Jaquanna Elliott

ISBN 1-86334-014-9 RRP \$15.

Sylvia has turned her memories of growing up in North Queensland into a lyrical story and Jaquanna's illustrations have lovingly captured the landscape and people. For early childhood and beyond.



new Indigenous Publishing venture

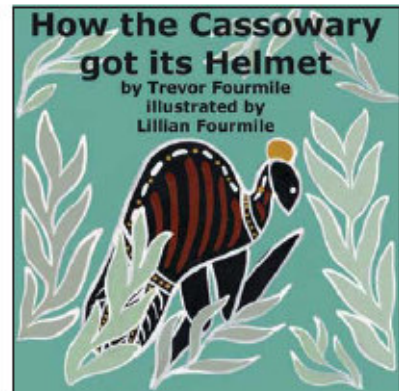


Molly the Grey Kangaroo and the Bush Clean-up Crew written and illustrated by John L. Clark

ISBN 1-86334-010-6 RRP \$15.

Molly was launched in Victoria as John is a Koori from Geelong. But the story is universal and contemporary, the illustrations full of animals and people. Enjoy a lively sense of humour and vibrant pastel landscapes while reading a rhyming environmental message.

illustrated contemporary voices for young readers



How the Cassowary got its Helmet by Trevor Fourmile illustrated by Lillian Fourmile

ISBN 1-86334-008-4 RRP \$15

These mother-and-son artists are Yidinji people well-known in North Queensland. Share the treasures of their rainforest and help children think about bullying.

Selected for The White Ravens 2005, an annual selection of outstanding international books, at the Bologna Children's Book Fair.



Biddy's Fishing-line by Bridget Priman, illustrated by Robbie Paul

ISBN 1-863340-12-2 RRP \$15

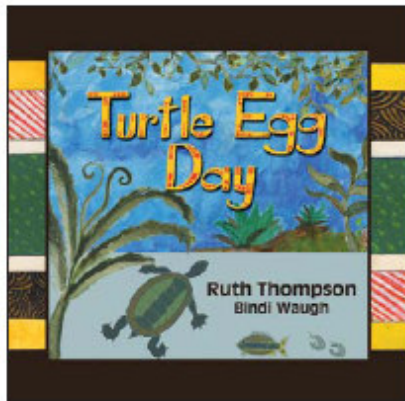
The river is running and a girl's long journey to school through the bush is full of possibilities.

Robbie Paul's vibrant illustrations transport readers of all ages into Bridget Priman's real world as a resourceful child.

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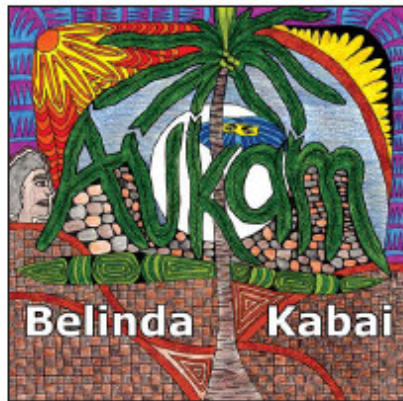
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New Resources— Children's Books



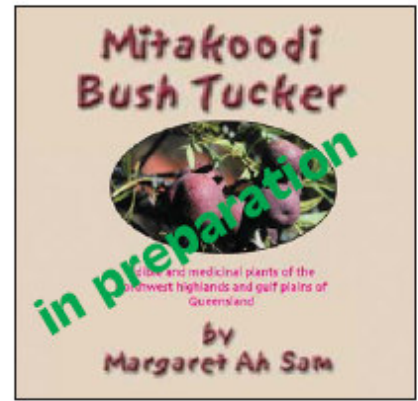
Turtle Egg Day
by Ruth Thompson with images by Bindi Waugh
ISBN 1-86334-011-4 RRP \$15.

In the rainforest of the Atherton tableland, Ruth Thompson grew up in the bush. She wrote about it for her grandchildren. With the help of extra images by Bindi Waugh, Ruth's story comes to life and the next generation has a beautiful book. It incorporates words of the Mamu language.



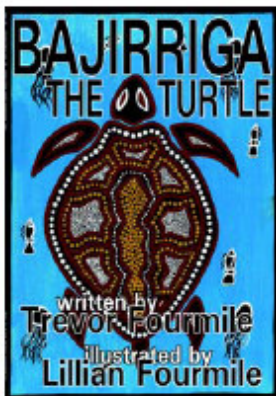
Aukam by Belinda Kabai
ISBN 1-86334-021-1
210 x 210 mm 24 pages full colour paperback RRP \$15.

In the moon at night, you can see Aukam, weaving her mats. This traditional story is beautifully told and illustrated by a young Saibai Island woman. Written in the Western Torres Strait Island language of Kalaw Kawaw Ya as well as English.



Mitakoodi Bush Tucker
by Margaret Ah Sam
ISBN 1-86334-009-2 RRP \$20.

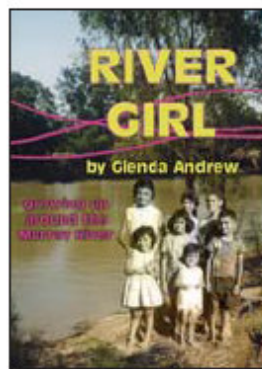
For Margaret Ah Sam, this book has been the dream of a lifetime. Back in the 1970s, with photographer Dale Rackham she documented the knowledge she had grown up with. Now the bush tucker information is put down in writing to pass on to younger generations and share with the non-Indigenous people. It includes words of the Mitakoodi language.



Bajirriga the Turtle
by Trevor Fourmile and Lillian Fourmile

ISBN 1 86334 020 3
155 x 210 mm 32 pages full colour pb RRP \$15.

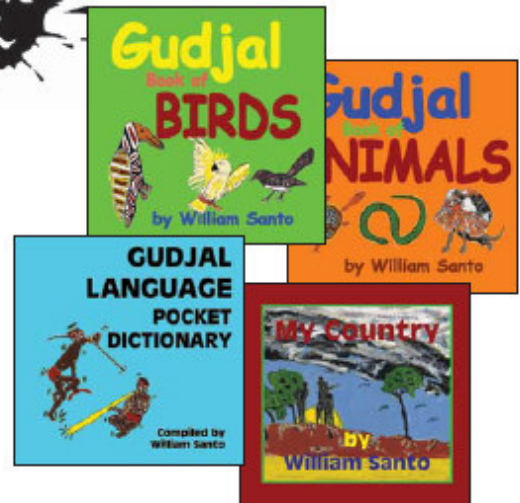
Another treat from North Queensland's mother and son Yidinji artists. While explaining in a traditional style how the boy turns into a turtle, Trevor's story explores issues of a teenager's relationship to his community.



River Girl
by Glenda Andrew

ISBN 1-86334-013-0
108 pages illust RRP \$18.

Glenda Andrew tells vividly of childhood fun, teenage fears and family hopes in a changing world. She grew up as granddaughter of famous Pastor Doug Nicholls on one side and traditional Nan Karpany on the other. This memoir of growing up in Victoria-NSW border country is enlivened by many photos and sketches.



Gudjal books by William Santo

Gudjal Book of Aimals ISBN 1-86334-019-X
My Country ISBN 1-86334-017-3
Gudjal Book of Birds ISBN 1-86334-018-1
Gudjal Language pocket dictionary ISBN 1-86334-015-7

In William Santo's quest to reclaim his own Gudjal language around Charters Towers, his lively paintings of animals, birds and the environment have been turned into small picture word books. The set includes a Gudjal-English dictionary to support educational programs. Boxed set RRP \$28 or loose \$8 each.

New Resource – Education—Face the Facts—Countering myths about refugees, migrants and Indigenous People

Aboriginal and Torres Strait Islander Social Justice Commissioner and Race Discrimination Commissioner Tom Calma launched a new publication today titled Face the Facts - which provides factual, easy-to-read information about refugees and asylum seekers, migration and multiculturalism and Indigenous people.

"In the current environment of fear and insecurity, it is more important than ever that our multicultural values of mutual tolerance, social equity and respect for cultural and religious diversity are maintained," Mr Calma said.

"Increased hostility towards Arab and Muslim Australians in the current international and domestic political climate shows the real need for facts, not myths.

"The newly-updated version of Face the Facts aims to provide clear and accurate information to counter myths and stereotypes that often surrounds debate on these issues."

The publication was first released in 1997 and is one of the Commission's most popular resources. It is used by teachers and students as an education resource, and by members of parliament, journalists and community groups.

The NSW Fire Brigades (NSWFB) has used Face the Facts in a practical and successful way through their Cultural and Linguistic Diversity (CALD) Program, which provides cultural awareness training for local fire station staff.

"The Cultural and Linguistic Diversity (CALD) Program is designed to increase education, safety and confidence in culturally diverse communities across NSW, with the overall aim of reducing both the frequency and severity of fires," said NSWFB Commissioner Greg Mullins.

"Over the past 18 months, the NSWFB has distributed over 1000 copies of Face the Facts both internally and externally. Key statistics, charts and easy-to-read information make Face

the Facts an integral part of the NSWFB CALD program."

The Face the Facts booklet is a summary of the online version which provides more detailed information and further reading sources to thoroughly explore specific topics. It is available at:

http://www.humanrights.gov.au/racial_discrimination/face_facts/

To accompany this, the Commission has prepared a special Face the Facts education resource as part of its Information for Teachers series. The activities link with a range of key learning areas for junior and senior high school students across all states and territories.

Face the Facts print and web versions and the teaching resources are being launched as part of the 30th anniversary of the Racial Discrimination Act.

Upcoming Training Opportunities & Conferences

41st Annual Conference - Auckland, New Zealand, September 2006.

Mark your diaries NOW!!! The Interest Group is very excited to be involved in preparations for the 2006 conference which will see the New Zealand Psychological Society team up with the Australian Psychological

Society to present a joint annual conference. This event promises to be one that promotes opportunities for learning, understanding and sharing with some of our closest neighbours and is certainly a relevant forum for discussing issues impacting on our Indigenous peoples.

We look forward to providing updates regarding our progress as they come to hand. Should you have suggestions for the committee, please bring them forward early in order to provide the best possible opportunity for us to present your ideas to the working party.

Test Instruments—Non-verbal Assessments

In order to work effectively with clients from indigenous Australian, refugee or non-English speaking backgrounds, non-verbal methods of assessment are becoming essential components of the psychologist's toolkit. While cognitive assessment of students is not always appropriate, the use of assessment tools that are as 'culture-fair' as possible is absolutely vital. ACER has a range of non-verbal assessments including both cognitive ability tests and personality questionnaires. The current available range includes non-verbal individual intellectual assessment batteries, paper-based and also online questionnaires.

Universal Non-Verbal Intelligence Test (UNIT) Bruce A Bracken R Steve

Purpose: To measure general intelligence/cognitive ability

Candidates: 5.0-17.11 years of age

Administration: Abbreviated Battery: 10-15 minutes, Standard Battery: 30 minutes,

Extended Battery: 45 minutes - Individual

Features: Administration and response formats are completely nonverbal and fair for all students, irrespective of race, ethnicity, sex, language, country of origin, and hearing status

Content: The UNIT is designed to provide a fair, comprehensive, standardised, and norm-referenced assessment of general intelligence with entirely nonverbal administration and response formats. The UNIT assesses four facets of intelligence: reasoning, memory, symbolic processing, and nonsymbolic processing.

The UNIT is intended to provide a fair assessment of intelligence for individuals who have speech, language, or hearing impairments; different cultural or language backgrounds; or verbally uncommunicative. The UNIT also provides diagnostic information relevant to common educational exceptionalities, including mental retardation, giftedness, and learning disabilities.



ACER Test of Abstract Reasoning (ACER TAR)

ACER Test of Abstract Reasoning (ACER TAR) has been developed in response to demand for an abstract reasoning instrument with current Australian adult data.

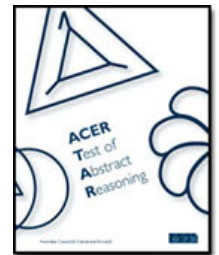
In HR management, tests of abstract reasoning are primarily used as a measure of general ability for selection into occupations which involve a moderate to high level of demand on reasoning ability and for other purposes where the ability to think clearly and solve problems is important.

Tests of abstract reasoning such as ACER TAR are nearly language free and help to avoid problems associated with the use of verbal reasoning tests where candidates' written English skills are not well developed, such as candidates from non-English speaking backgrounds and candidates with specific language learning difficulties.

ACER TAR has been designed primarily for use as an online test. Candidates can take the test by logging on to the ACER Online Testing System with a unique code provided by the test administrator. These login codes can be purchased from ACER Press Customer Service.

Reports for online test candidates are generated automatically by the ACER Online Testing System and emailed to the test administrator. The generation of reports takes only a few minutes.

For more information about these assessment tools, visit www.acer.edu.au/publications/newsletters/psych_livewire/06_plw2/Story1.html.



IMPORTANT NOTICE

In accordance with APS ethical guidelines (members are referred to *Guidelines for the use of Psychological Tests* and *A supplement to Guidelines for the use of Psychological Tests* available on the APS website), Psychologists are strongly encouraged to complete test reviews and carefully evaluate the appropriateness of any test instruments for use with Indigenous Australians or clients from refugee or non-English speaking backgrounds. Careful consideration should also be given to the interpretation of administered assessments, along with ramifications from associated results and recommendations.

Interest Group Activities—Annual General Meeting

At the APS Conference held in Melbourne in September 2005, the Interest Group AGM was very well attended. 17 people representing all grades of membership contributed to the meeting. By way of comparison, 11 people attended the meeting held in 2004 during the APS Conference in Sydney. We were pleased to have the President of the APS, Amanda Gordon in attendance along with other members interested in the group's purpose. A new Committee was elected, following appointment of the interim committee established in 2004 and the name of the Interest Group was changed from the *APS Interest Group on Aboriginal Issues, Aboriginal People and Psychology* to the *APS Interest Group on Aboriginal and Torres Strait Islander Peoples and Psychology*. The new Office Bearers elected for 2005/2007 are:

Kath Ellerman-Bull	Convenor
Kylie Cann	Secretary
Henry Briffa	Treasurer
Colleen Turner	Website Manager
Belinda Jones	Newsletter Editor
Ailsa Drent	Executive Committee Member
Kerry Williams	Committee member
Wendy Nolan	Committee Member
Mary Tunnecliffe	Committee Member



Neville Robertson from the *National Steering Committee on Bicultural Issues* addressing the Interest Group's AGM.

Kathleen thanked the office bearers of the interim committee and reflected on the Interest Group's achievements in 2004, namely, the website, the newsletter, traditional welcome and symposiums for the conference, along with the post-conference excursion to Narana Dreaming. Already, the year has seen the new committee members working tirelessly and willingly in their roles in order to maintain the momentum of the group's activities and initiatives, re-established by the 2004 interim committee members.

Discussion also took place regarding possible opportunities for the Newsletter and conference papers to be built up to a journal in order to raise awareness and bring Australian Indigenous Issues to the centre of people's attention. Colleen Turner identified an opportunity for the recent conference papers to be included in the Special Edition of the *Community Psychology Journal* while Amanda Gordon highlighted the advantages and importance of including information in existing, mainstream publications.

Finally, Neville Roberston spoke on behalf of the New Zealand Psychological Society's *National Steering Committee on Bicultural Issues*. Neville extended greetings to the group and explained the group's responsiveness to the needs of the Maori people. Neville raised the upcoming conference in NZ. Neville invited the opportunity for the two committees working together for the conference and to see this built further towards the organisation of symposia for the conference. Kathleen welcomed the opportunity to set up a dialogue and invited Neville or a representative to be included in the next interest group teleconference. Dr Marie Joyce added that the scientific committee had already begun this process of collaboration with New Zealand.

In all, the AGM provided positive opportunities to celebrate the Interest Group's activities and to highlight future directions. We would like to take this opportunity to thank all of our Interest Group members for their ongoing support and contribution. A full copy of the minutes can be obtained by visiting our website.

Interest Group Activities—Interest Group Dinner

Following the Social Issues Forum on Thursday 29th September, the Interest Group had the opportunity to enjoy a range of culinary delights provided by the team at Tjunabi restaurant located on Lygon St, Melbourne.

Owned and run by a local Koori family, the food on offer ranged from Australian Game Meats [Kangaroo, Crocodile Emu and more]; Quality Australian Steaks, Lamb, Pork and Poultry; fresh Australian Seafood; and fresh Australian native produce [native Australian fruits and herbs]. The interest group received a traditional welcome and received an exclusive preview of the traditional possum wraps worn by local Koori tribal women at the opening of the Commonwealth Games, adorned with detailed artwork. The evening provided a fun, informal atmosphere with which to mingle with members of the Interest Group and some of our New Zealand friends. A most enjoyable evening was had by all. We extend a special thank you to our hosts for providing such wonderful food, service and a truly unique dining experience that will not be quickly forgotten.



tjunabi
RESTAURANT

Interest Group Activities—Professional Forum and Symposium at the APS 40th Annual Conference

Congratulations to Colleen Turner for her efforts in co-ordinating our speakers for the Interest Group's Professional Forum and Symposium held at the 40th Annual Conference in Melbourne in September, 2005. The interest group was very proud to showcase such a high quality of speakers. On Thursday 29th September, Conference Delegates had the opportunity to attend the professional forum entitled **"Teaching Psychology in the best interests of and in collaboration with Indigenous Australians: Towards national curriculum guidelines."** R Ranzin, K McConnochie, A Day and Wendy Nolan presented their paper on *Benchmarking the teaching of Australian indigenous content in undergraduate psychology*, followed by *"Why didn't we get this earlier? " Critical pedagogy, indigenous voices and psychology in Australia*, presented by C Sonn, H Radmacher and R Gerrett. On Friday 30th September, Colleen chaired the Interest Group Symposium, with conference delegates hearing Marlene Burchill's paper entitled *Strengths and challenges: Working towards family well being in Tasmania* and Professor Rhonda Craven's paper entitled *Turning indigenous secondary students' educational disadvantage around: How psychologist's can begin to make a real difference*. All papers were very well received and both the Professional Forum and Symposium were very well attended. A big thank you to Colleen and our speakers for tabling such important issues at this national level.



Kath Ellerman and Colleen Turner with speakers Marlene Burchill and Rhonda Craven

Interest Group Activities—Post Conference Excursion

Interest Group members and supporters found the Narana experience, held the day after the APS Conference, deeply involving. Narana is designed as a centre for education, based on the idea of learning circles, which is an Aboriginal concept in which people are brought together to sit around together learning and sharing. Narana was established as a reconciliation project of the Uniting Church. We were joined by a group of elders from Broadmeadows who discussed with us the experiences they have had in dealing with mental health, and health issues generally, in their communities. The Narana environment is very special with cultural displays, library, café, a beautiful garden with native animals and an art gallery which sources the best painting, didgeridoos and artwork from across the nation.

The Group was welcomed by Vince Ross, the Victorian State Director of Narana Creations. Vince provided the group with an overview of the *Business Enterprises, Reconciliation Strategy, Training and Employment Strategy, Rescue our Youth Strategy and Community Strategy* co-ordinated at Narana.

In addition, the group had a further opportunity to hear from Marlene Burchill during presentation of her paper *Enough talkin', more walkin'—achieving deadly outcomes*. Marlene's paper served to remind us about the need "to work together toward a more honest and trusting research relationship" through the values of "spirit and integrity, reciprocity, respect, equality, survival and protection". Marlene also impressed the need to get "to know the community, getting to know each other and involving community people so the research is relevant to them". The full text of Marlene's paper can be viewed at: aifs.org.au/sf/pubs/bull6/bulletin6.

Thank you again to Ailsa for providing the opportunity for the Interest Group and supporters to participate in this day. We acknowledge the great deal of time and work invested in organising the visit and the bus trip from Melbourne. Thank you also to our hosts, Vince Ross and Reverend John Rickards, for their time in guiding us through our day and the centre, and providing our delicious bush tucker!!



Some attendees of the Interest Group Post-Conference Excursion.



Ailsa Drent with Vince Ross and Reverend John Rickards

Professional Development & Training

We'd like to collect your views on P.D.

While it might still be something of a long term goal, I'd like to begin to generate some discussion about what future role this interest group might take in assisting to further develop the capacity of its members to work with indigenous communities.

Recently I learned that the psychoanalytically oriented psychologists (POPIG) interest group in Queensland held a presentation entitled "The Local Spirit". From what I understand the presenters of "The Local Spirit" worked on the irony that while Freud and Jung were influenced by anthropological studies of Australian aborigines, Australian indigenous culture seems not to influence present day Australian psychoanalytic practice.

I don't know that other therapeutic modalities have managed to engage more of the local spirit, though narrative therapists can claim to be more home grown.

In my experience, the POPIG in Melbourne have reliably delivered high quality professional development that is very affordable. I am sure this is true of a number of APS interest groups in a range of different states. Is professional development something the interest group should be working towards?

I recently attended an outstanding two day workshop with Ellert Nijenhuis and was pleased to meet other psychologists with an interest in trauma & dissociation and in working with our indigenous community. We found ourselves talking about the need for a peer support network.

One way of obtaining P.D. within the APS is the use of supervision or peer support groups. In addition to learning opportunities, peer support/supervision groups would help with inter-agency communication. Is this something our members might be interested in? Might the interest group also help with cross-cultural training workshops delivered by experienced indigenous community educators? And, what else?

We'd like to you to join with us and have a bit of a yarn with us about your P.D. ideas.

**Email Henry Briffa
hbriffa@ozemail.com.au so that
the committee might begin to
plan for the future.**

Sponsorship Opportunities for Indigenous Psychologists

The Rural and Remote Interest Group is providing the opportunity for an Indigenous Psychology student to obtain sponsorship to attend the upcoming Social and Cultural Psychiatry Conference.

The APS Rural and Remote Interest Group is keen to receive applications from Aboriginal and Islander interest group members, particularly indigenous post-grad students or indigenous psychologists who require financial assistance to present a paper or poster or to attend the Social and Cultural Psychiatry Conference in Cairns, Queensland, 4-7th September 2006. The Conference is entitled: Creating Futures: influencing social determinants of mental health and well-being in rural, Indigenous and island peoples.

The aim of the conference is to:

- * discuss the development of the evidence base for effective interventions to influence these factors to secure improved mental health;
- * discuss how to empower families; and
- * discuss how practitioners, services and models of care support improved outcomes.

Theoretical debates and evidence based interventions will be discussed with particular attention to three groups of interest:

- * residents of rural and remote communities,
- * Indigenous populations (within Australia and elsewhere), and
- * island nations experiencing social transition.

Closing date for abstracts: 10th March 2006.

For information about the conference visit www.conorg.com.au

For information about sponsorship applications contact Ailsa Drent ailsa@ozramp.net.au

My Story—Jeanie Adams The Story Teller

We would like to acknowledge City Life Magazine and Jeanie Adams for their permission in allowing the use of the following Article and photograph for publication in our newsletter.

IN THE CITY PROFILE

It's hard to get published these days, and much easier to get lost in your own ink fantasy. Award winning children's book writer and illustrator, Jeanie Adams, explains to Nicole Sanderson why her publishing venture, 'Black Ink Press' was set up in conjunction with Indigenous organisation 'Congress Community Development and Education Ltd.' (CCDEU). Photography by Nim de Swardt.

Recently returning from the dry salt-pan region of Normanton, from a mission to unearth raw and undeveloped talent, Jeanie feels that it's moments like walking into the local school library that reassures her she's making a difference. "In a town where perhaps 80 percent of the kids at school are black, probably less than two percent of the books on the library shelf feature black kids as the heroes. Instead, all the characters are white. It's hard for kids to find themselves there in the books." I reflect on my own childhood reading experiences and remember how I found it easier to identify with a character if she had any similar traits to myself like hair colour, age, name or experience. I even remember dad pointing out characters that resembled myself, just to lure me into the book. He'd say; "Look it's you Cole-Pole," ... and it worked, I became an avid reader.

Jeanie remembers when she first noticed the 'bookshelf gap'. She was posted to Aurukun, an Aboriginal community on the western stretch of Cape York Peninsula with her young family. It was a place of red bauxite dirt, virgin beaches, and a small isolated town. There they lived for nine years and brought their three boys up learning the Wik-Mungkan language, fishing at spots where the barramundi would literally jump on their lines, and often their kitchen would be an open fire on the beach. It was a simple and unforgettable life for Jeanie. She and husband John went there as community development workers. "We were in Victoria back in 1976, a time when the churches still ran the Aboriginal missions, and my husband was a Uniting Church minister assigned to help develop the community of Aurukun. Shortly after, it was taken over by the government, and we stayed on as community development workers. My main role was craft advisor, involving the nurturing of local traditional artists to market their wares Australia-wide. But most importantly, it was about encouraging important cultural activity, and nurturing their talents."

Now back in Townsville, Jeanie's role as Co-ordinator of Black Ink Press is full time. Based behind Shalom College in Thuringowa, the not-for-profit community publishing company started out with workshops, and through Queensland Government funding, Jeanie was able to bring on board a project facilitator, Bernadette Boscacci. As a published writer and illustrator, Jeanie is now turning her own creative energy into mentoring emerging Indigenous writers and illustrators, and is about to take it one step further by publishing bilingual stories through books and CDs. She reflects on her own frustrating experiences of getting published, but admits how back in 1990 it was easier, and you could approach the publisher direct, instead of being re-routed through an agent.

"I took my first story to a publisher with some drawings and paintings. They said they would like someone else to illustrate it but I was determined to be the illustrator." This same book, 'Pigs and Honey' won the Australian junior picture book of the year in 1990, and is stocked in most libraries throughout the country. It has just been reprinted.

Jeanie finds that most Indigenous artists don't have the confidence to approach publishers (let alone agents) with their work. But she feels that books are important in educating people and maintaining a culture. "There are a lot of barriers and constraints for writers/illustrators ... lack of knowledge, or just not knowing where to start. The problem with publishing is that the big companies only publish materials for commercial reasons, so it becomes hard to make it when you're writing for a niche market. But even though we write up a contract and give any royalties directly to the artist, these people don't write for money. Their main goal is just an opportunity to share their stories and give the kids something to read."

For further information about Jeanie Adams or black ink press, visit www.blackinkpress.com.au . For a copy of the recently updated catalogue, turn back to the New Resources section of our newsletter on pages 7 & 8.

For Further information about this article or City Life Magazine, contact:

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Fax: (07) 4041 3368
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Email: rex@citylifemag.com.au

It's Our City, It's North Queensland Life, It's Your CityLife Magazine.....www.citylifemag.com.au

Winner Best Non Daily Publication 2005 Telstra Country Wide Media Awards



A Day in the Life of..... Kylie Cann

A school psychologist's visit to Palm Island



For some of you, it may seem strange to see the editor featuring herself in a newsletter!! Since the first edition I have been keen to run a "Day in the Life of..." section in our newsletter in order to give insight into those working in the field of psychology with an Aboriginal Client population. So far, despite all my efforts and words of encouragement, people have been hesitant to feature in this section. This article is an attempt to start the ball rolling. What better way to start than putting myself in the shoes of those I have approached and realising just what a vulnerable process this is!!!

Palm Island is an Aboriginal community located 65km north of Townsville in North Queensland. Palm Island was established in 1918 to replace the Hull River Mission near Tully which had been extensively damaged by a cyclone. Over two decades, 1 630 Aboriginal and Torres Strait Islander people from many different groups throughout Australia were sent there. Palm Island's current population is approximately 3, 000.

As a Guidance Counsellor working for the Catholic Education Office within the Diocese of Townsville, my role is to provide assessment and counselling services for students at St Michael's School, Palm Island in order to support the achievement of educational outcomes. St Michael's School is a Catholic primary school with its origins dating back to 1938. The school has a current enrolment of approximately 135 students across Years 1 - 7 and 18 students in Prep. A dedicated staff of 20 (full and part time) cares for the children in many ways. Approximately half the staff are residents of Palm Island, with some having worked at St Michael's for the past 15 years, bringing a wealth of knowledge and experience to the school.

Officially identified as a 'Remote Location', Palm Island is accessed by an air and ferry service. The Island itself has a unique beauty, with the school nestled on the outer rim of the main residential area, with a beach front, creek the main road and green hills forming part of its surrounds. So, apart from the natural beauty of the Island, what does a typical day on Palm Island look like in my role?

- 8.00 am** Arrive at airport. Network with fellow visiting Guidance Officer, Speech Pathologist, Hearing Advisory Visiting Teacher, Mental Health Teams, Dentists, Youth Justice Team, TAFE staff.
- 8.30 am** Board Twin Otter for 20 minute flight over Magnetic Island and Reefs (it is as spectacular as it sounds!!)
- 9.00 am** Arrival at Palm Island Airport. Escorted by school personnel to St Michael's.
- 9.15 am** Meeting with Principal, as appropriate, regarding events of the last week/day. Set up for the day.
- 9.30 am** Testing—Cognitive (Universal Test of Non-Verbal Intelligence)
- 10.30 am** Morning Tea – follow up with staff and/or visiting agencies regarding student progress, planned meetings, scheduled sessions, new referrals etc
- 11.00 am** Whole-class lessons, as scheduled—Transition to High School, Protective Behaviours, social skills lessons
- 11.30 am** Testing—academic, incidental testing, social-emotional assessments (as appropriate for referral question) and./or classroom observation and perusal of school files
- 12.00 pm** Individual Counselling Session or Classroom Profile, as scheduled
- 12.25 pm** Set up for lunch time activities
- 12.30 pm** Lunch time activities— puppet play, sandplay, figurine play, drawing
- 1.00 pm** Parent session, Individual or Group Counselling Session, as scheduled
- 1.30 pm** Meeting with Learning Support Teacher, as required
- 2.00 pm** Scoring and Report Writing
- 2.45 pm** Administration and Summary
- 3.00 pm** Pack up and transfer to airport or Staff Inservicing, as required
- 3.30 pm** Depart for Townsville
- 4.30 pm** Collect luggage and return to base



I consider myself very privileged to have the opportunity to work with and for the People of Palm Island. While the school and community share the unique challenges of other remote locations, the Palm Island people and the students I work with have taught me so much about their 'island ways' with their love of dance, song, food, a good yarn and, most important of all, family. Week after week, I am welcomed by friendly smiles and warm gestures. Prior to our wedding in 2004, I had the honour of a special blessing from Elder and friend, Nanna Gertie Massey. To this day, I still treasure the warmth and strength of her hands and the look in her 'knowing' eyes as she imparted her blessing and gift of hand-painted pottery.

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APS INTEREST GROUP ON ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES AND PSYCHOLOGY

We are now on the web!!
[www.psychology.org
.au/aiapp](http://www.psychology.org.au/aiapp)

ABOUT THE APS ABORIGINAL ISSUES AND PSYCHOLOGY

INTEREST GROUP

The APS has been involved in indigenous issues since the 1960s, when a Queensland Group became active with submissions to government on secondary education, child welfare and Aboriginal welfare. The original Group for Aboriginal Issues, Aboriginal People and Psychology was established primarily as a way of assisting the small number of indigenous members to the Society to network and to promote discussion of social issues with non-indigenous members. The APS interest group re-formed in 1992. The full history of this group is set out in Sandra Billard, Heather Gridley and Colleen Turner, 'Report from the Aboriginal and Torres Strait Islanders and Psychology Interest Group of the Australian Psychological Society', *Bulletin*, Vol. 16, No. 4, August/September 1994, pp. 23-24. The Committee recognises the vast representation of indigenous tribes and clans across Australia and seeks ongoing input and guidance from the Aboriginal and Torres Strait Islander people. The interest group is concerned with promoting best psychological practice for working with Aboriginal and Torres Strait Islander people. The interest group currently has 181 members.

Source: Cook, S (2000) *A Meeting of the Minds: The Australian Psychological Society and Australian Psychologists*. APS, Melbourne. (Provided by Alex Bignell and Henry Briffa)

Call for Aboriginal and Torres Strait Islander Members of the APS

As an APS Interest Group focussing on Aboriginal and Torres Strait Islander issues, we are naturally concerned that the voices of Aboriginal and Torres Strait Islander members are heard and attended to.

We believe that we have 16 or 17 indigenous members in the Interest Group and the APS. But we don't know for sure! So, the Committee is very keen to hear from any members who would like to contribute to and guide our deliberations. One way to do that is to join the Committee.

There are other ways of making a contribution, through providing advice and insights or through identifying resources that the Committee may follow-up.

In consultation with the APS Conference Organising Committee, one of our major objectives has been to co-ordinate some key-note speakers and workshops for the Conference this coming September in New Zealand who will be able to raise issues and awareness and give guidance to Psychologists who may work with indigenous children, adults or communities.

So, we need all the help we can get. Interested?

Give Kath Ellerman-Bull a call at Kids Help Line (07) 3369 1588 or email her at

Kathleen@kidshelp.com.au



**Walking Together
Working Together**

Quote

"Our people have the right to a good education. Our children need skills, experiences and qualifications to be able to choose their futures. Our communities need young people coming through with the education and confidence to be effective leaders. We need young people who can be advocates for our people, able to take their place in Australian society and still keep their culture strong."

The Department of Education, Science and Training Indigenous Education Ambassadors, well known Indigenous Australians.