

SEMINAR SERIES

Communication, Health, and Social
and Cultural Well-Being



Seminar 47: Determining Self While Being Pushed, Pulled and Shaped at the Cultural Interface: The post schooling transitions of Cape York boarding school graduates.

This multidisciplinary seminar series aims to create a forum centered in Jawun. It is for researchers at CQUniversity, across Queensland and all over the world, as a forum to share their research findings and establish potential synergies, leading to joint grant applications, and partnerships that endeavor to advance knowledge in various disciplines.

Location

Room **3.06**, CQUniversity Cairns Campus
Corner Abbott Street and Shields Street
Or via [Zoom](#) Passcode: 968796

Date and Time

Wednesday, 4 September 2024
3:00pm – 5:00pm QLD time
Light refreshments provided.



Speaker

Dr Katrina Rutherford with the Office of Indigenous Engagement, CQUniversity.

BIO

Katrina Rutherford is a researcher at CQUniversity's Jawun Research Centre. As an educator and researcher, she has extensive experience working in education systems across Cape York and Far North Queensland First Nations communities where she has worked alongside young people, families, communities and educators in an effort to challenge inequality and co-create culturally responsive education systems that foster social and emotional wellbeing, resilience, and positive life outcomes for First Nations youth.

Katrina has worked as a classroom teacher, Remote Area Teacher Education (RATEP) coordinator and significant time as a transition support teacher, where she assisted young people from remote Cape York communities navigate the challenging transition to and through boarding schools. Her efforts in this space led to a partnership with CQUniversity on a five-year NHMRC study examining the psychosocial resilience and wellbeing of First Nations students attending boarding schools and instigated her own PhD studies exploring the Post-Schooling Transitions of Cape York Indigenous Boarding school graduates.

Abstract

Year 12 completion is linked to improved job prospects and greater economic, health and wellbeing outcomes. For remote-dwelling Indigenous youth from Cape York, Queensland, completing secondary school often necessitates leaving Country and kin to attend boarding school. This poses significant challenges and requires compromises with far-reaching implications. The costs and benefits are widely debated, yet limited research exists into the translation of year 12 completion into outcomes beyond school for these boarding school graduates.

Katrina's doctoral research utilised qualitatively driven mixed-methods to map the outcomes of boarding school graduates over 6 years and understand the process by which graduates navigated their post-schooling transitions. Findings formed a decision-making and enactment model which highlights five conditions that significantly impacted transitions experiences and five strategies graduates utilised to inform transition decisions. This substantive grounded theory challenges mainstream approaches to post-schooling transition planning and support, advocating for reframing of policy and practice to be relevant and inclusive of remote Indigenous students' needs, worldviews and aspirations.

RSVP

JRC Administration via email: jrc@cqu.edu.au