

Jawun Research Centre

SEMINAR SERIES

Communication, Health, and Social
and Cultural Well-Being



Seminar 46: Indigeneity as a foundation for patterned Northern Territory remote Aboriginal student achievement within a stratified western education system

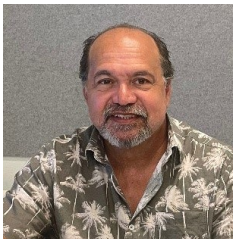
This multidisciplinary seminar series aims to create a forum centered in Jawun. It is for researchers at CQUniversity, across Queensland and all over the world, as a forum to share their research findings and establish potential synergies, leading to joint grant applications, and partnerships that endeavor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

Location

Room **3.06**, CQUniversity Cairns Campus
Corner Abbott Street and Shields Street
Or via [Zoom](#) Passcode: 435218

Date and Time

Wednesday, 28 August 2024
3:00pm – 5:00pm QLD time
Light refreshments provided.



Speaker

Dr Gary Fry, Associate Professor in First Nations Studies with the Office of Indigenous Engagement, CQUniversity.

BIO

Gary is a proud member of the Dagoman (Jorrolam) Aboriginal families of the Katherine region in the Northern Territory, Australia and worked initially in the VET sector as an electrician, prior to later entering the schooling sector. Gary has worked as a teacher and principal in four remote Aboriginal schools across the NT over a decade and spent an equal amount of time at senior leadership and executive principal levels in urban mainstream schools in Darwin, Australia. In recent years Gary has worked in the tertiary sector at Charles Darwin University and Central Queensland University, where in the latter he has worked since 2023. Gary's research interests include critical race theory and methodology; racism studies; colonisation studies;

Indigenous and mainstream education policy design and service modelling; school leadership studies; capitalism/global capitalism, structural inequality and wickedness; NT remote Aboriginal social capitalism; NT Aboriginal existentialism; Western political economy; NT remote Aboriginal political economy, and social complexity theory. Gary's scholarly approach has been one of social constructionism, employing politically suspicious epistemologies to advance understandings of the relationships that exist between the individual, education enterprise and Indigenous community development, and use knowledge to advance the literature and government education policies aimed at Indigenous families in Australia.

Abstract

In this presentation Gary provides overview of his PhD study, for which he was awarded the 2021 University of Sydney Sister Alison Bush Medal. This presentation outlines why and how Indigeneity is the foundation for breaking through the systemic schooling underperformance of Northern Territory remote Aboriginal students. Through the utility of Critical Race Theory, Gary's study undertook a critical policy analysis of the Australian education system from the period 1970, when the country's political economy began to deepen in sync with its capitalist condition. This study considered the forces of globalisation and its flows into contemporary and unstable debates concerning Indigeneity as problem and solution. This study employed constructionist ontology to define the fluid and interacting layers of the individual, community, and schooling ideals within the crucible of a stratifying condition of a liberal market economy and its flows across the intersectionality of classism and racism. This study pursued a centrist position and problematised a form of NT remote Aboriginal social capitalism as at the core of remote Indigenous education architecture.

RSVP

JRC Administration via email: jrc@cqu.edu.au or 07 4923 2672

THE OFFICE OF INDIGENOUS ENGAGEMENT

