Indigenous Student Support and Academic Language and Learning - A Reality Check

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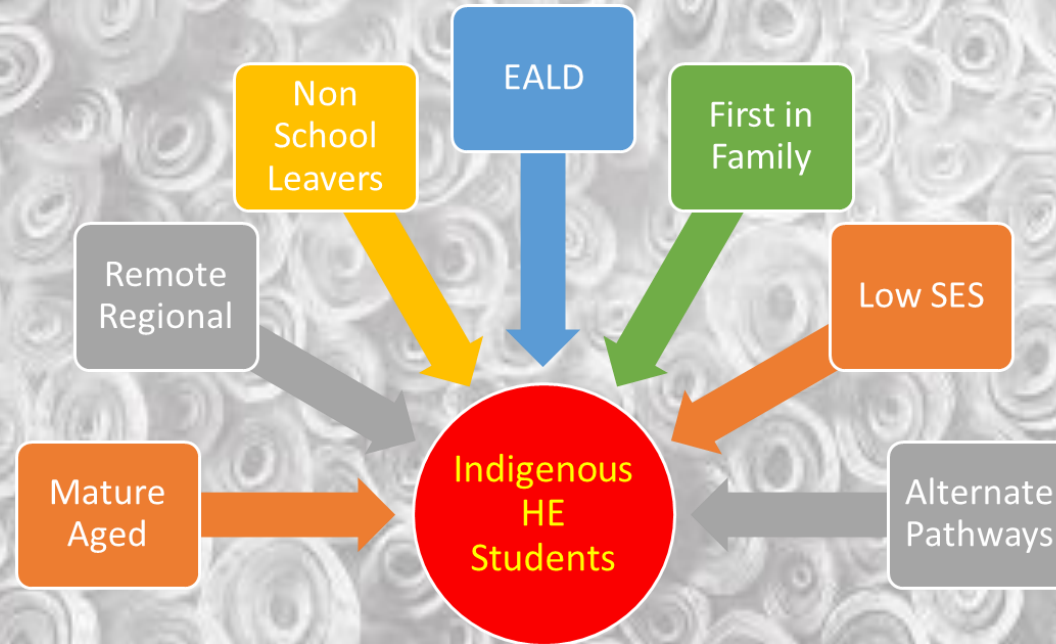
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The Links

Researcher

ALL Educator: HE Teaching

Inclusivity

Students : Staff
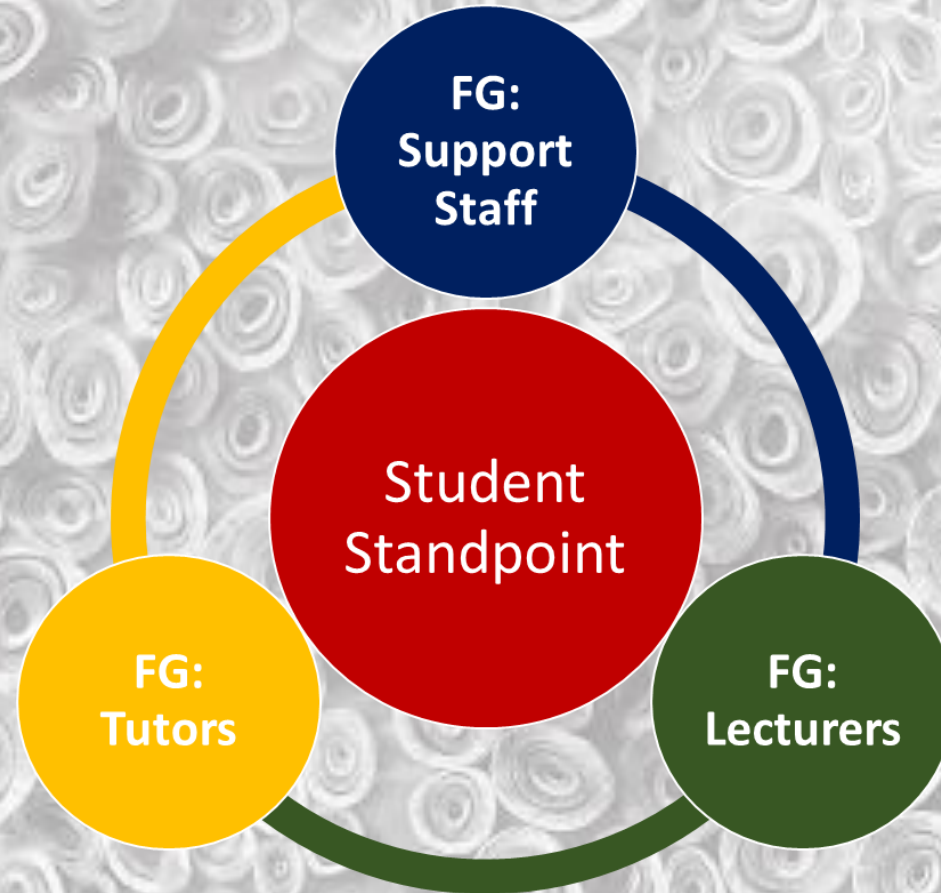
What They Do

- **Pre – enrolment**
- **Scholarships**
- **Tutor support**
- **Environment**
- **Pastoral care**

Limitation: Identification

The Isolation

- **Remoteness**
- **Indigeneity**
- **mature age**
- **EALD**
- **low SES**

Limitation: Identification

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The Attrition

HE Completion of Indigenous Students - 2008

3308 · 43% | 3730 · 57%

■ Attritioned ■ Continued

HE Completion of Indigenous Students - 2015

5753 · 43% | 6487 · 57%

■ Attritioned ■ Continued
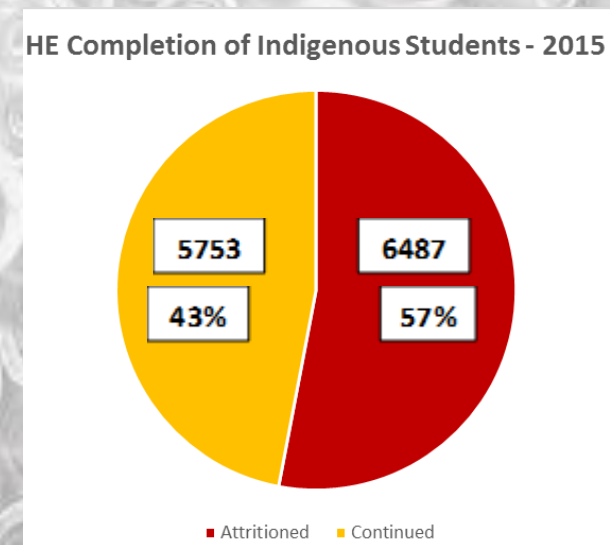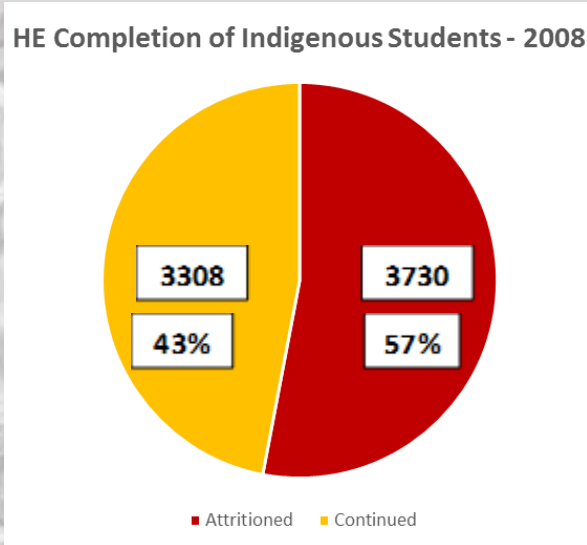
Consistent Failure
Limitation: Identification

The Unknown

- **Language background**
- **Pre – entry proficiency**
- **Pre – entry needs**
- **Pre –entry barriers**
- **Pre – entry enablers**
- **Pre – entry perceptions**
- **Pre – entry expectations**
- **Post – entry gaps**

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Similarities – Indigenous & Other EALD Students

Urban = Better Support

Disadvantages:

- **Academic Culture**
- **Language Proficiency**
- **Language Resources**
- **Lack of Exposure (SAE)**
- **Shame**
- **Digital Divide**

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What They Say

Key to Retention: Identification of Barrier

Twice System Fails:
1. False Sense of Achievement
2. Non Identification and Remedy

What They Say

HE Less Flexible (Than VET)
More Time for Comprehension
More Words for Expression
Writing Most Difficult
LSR Difficulties and Participation

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What They Say

Minority: Marginalisation

Ling Majorities: More Resources

Flexible Entry: Double Demerits

More Effort: Less Outcomes

Exclusion: Mainstream Support

What They Say

Resilient Students: Didn't Know What

ALL: One Size Fits All

ALL: Targeted Support Needed

ALL: Earlier Support Needed

Limitation: Identification

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What They Say

Identify

Acknowledge

Address

Role of ALL goes ALL the way to Indigenous Parity

Limitation: Identification

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The Conclusion

Inclusivity Impossible Without Equity

ALL: The Way to Indigenous Parity

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