

WEENTHUNGA

Young Women Choosing Health

STUDY GUIDE

‘Young Women Choosing Health’ is a short DVD aimed to engage discussion around health careers for Middle and Senior Secondary (Years 9 to 12) First Australian female students.

The purpose of the DVD is to reach a wide audience of First Australian students – to capture their interest and to illustrate good online resources which showcase health careers. This DVD resource is most ideally used by Career teachers who are advising and supporting First Australian students with career choices and relevant subject selections as they pertain to the broader health industry.

Why do we choose to invest in Aboriginal women?

Weenthunga is a strengths based network. Supported by sound evidence from reports in ‘ACER evaluation of Sporting chance’ 2011 and ‘AMP An overview of approaches’ 2012, Weenthunga’s committee believed that employing a First Australian woman as an Education & Health consultant was a good match to start Women’s events. These reports indicated the importance of investing in First Australian women, as they are “...role models and drivers of change in their families.” (ACER 2011, P19)

Weenthunga’s committee was also mindful of evidence suggesting an abundance of programs already investing in young First Australian boys such as Clontarf, etc, thus made the decision to invest in young First Australian women attending year 11 & 12 who had shown interest in a health career.



The result of this commitment, was the development of a program around creating opportunities for young women to listen to stories from First Australian women working in the health field. This event became known as Women's Talk. Working together with young First Australian women is termed 'Women's business' and plays a crucial role in developing a young woman's individual identity, sense of self and sense of belonging.

Below is a link which has many insights in this area:

<https://www.amp.com.au/amplitude/2013autumn/images/AMP-Foundation-report-The-Best-of-Every-Woman.pdf>

TWO WAY LEARNING

Weenthunga recognizes that Australia is home to one of the oldest continuing intellectual cultures in the world. Two-way learning is about respecting the knowledge, learning processes and perspectives of First Australians and recognising that teachers are learning about another culture and knowledge system, at the same time as sharing their own knowledge. It is about First Australians and Australians working together to find a common ground from which new information can be developed in a way that is relevant to and easily understood by the First Australian students.

The strength of telling 'story' is part of Aboriginal culture

Danika is a high school student who attended the Weenthunga 'Womens Talk' Health Day in Melbourne. During this event she listened to a group of inspiring First Australian women working in a variety of health fields. She was given the ability to talk with them and other students on the day and now reflects on what this day provided and how she can seek further information on choosing a career in health. Danika looks at various online resources – and then 'down the track', she talks about the health profession she has chosen.

CULTURAL IDENTITY

To establish a strong identity, Aboriginal people need to be positioned within a world which has meaning for them - where being Aboriginal is valued and where they can relate meaningfully with others. This is an important understanding for those in schools who, while recognising and valuing cultural difference, also know that their Aboriginal students must learn to operate within two worlds - their own and that of the dominant culture.

Getting to the heart of the matter: The importance of the Aboriginal community voice in education --Jeannie Herbert (<http://www.iier.org.au/qjer/qjer16/herbert.html>)

AUSTRALIAN CURRICULUM LINKAGES AND RELEVANCY

The Aboriginal and Torres Strait Islander histories and cultures priority, has been developed around the three key concepts of Country/Place, Peoples and Cultures. Each concept contains a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. <http://www.australiancurriculum.edu.au/seniorsecondary/overview>

- The special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples celebrates the unique belief systems that connect people physically and spiritually to Country/Place.
- Diversity of Aboriginal and Torres Strait Islander Peoples' culture through language, ways of life and experiences as expressed through historical, social and political lenses provides opportunities for students to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.
- Diversity of Aboriginal and Torres Strait Islander societies examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander people on a local, national and global scale.

Relevant Units within the year **9&10 Health & Physical Education Australian curriculum** connect directly with the Cross Curriculum Priorities noted above.

Within the Victorian context, Department of Education Victoria suggests;

“when working with Koorie young people, we need to understand the cultural context in which these young people live and make links with Indigenous communities in the area.”

The **Victorian Aboriginal Education Association Inc. (VAEAI)** recommends that;

“all Non-Indigenous people working with Indigenous youth undertake cultural awareness training”.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Focus Area 1.4

Strategies for teaching Aboriginal and Torres Strait Islander students

Focus Area 2.4

Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians (rrr.edu.au)

Weenthunga would encourage teachers to read the content of this booklet **prior** to engaging with First Australian students and, where possible, visit / read some of the links to resources identified on page 6 of this booklet.

Timing & Context in and out of school setting

This resource booklet may be used by teachers to support First Australian students, ideally from year 9 onwards (14 years and older). However, Weenthunga acknowledges that young First Australian students may benefit from the inclusions in this DVD at differing ages and in different settings – not just mainstream school settings.

In line with AIHW guidelines for Closing the Gap for Indigenous students, this resource produced by Weenthunga Health Network, can assist Victorian based education institutions with:

- student-focused strategies that aim to directly meet the needs of students at risk of low achievement or early leaving, with additional elements including
- linkages to organisations facilitating targeted skill development
- mentoring
- support for school engagement
- intensive case management by local community members and identified school supports

SUGGESTIONS OF HOW TO USE DVD

Key Questions to Guide Students Focus.

Before starting the DVD it would be helpful to suggest to the students that they consider the following questions whilst watching;

- what are some of the key messages that you hear?
- which part of the story do you connect with most?





1) PLAY DVD IN ENTIRETY

In addition to, or as another example of use, Weenthunga encourage the DVD to be played in sections according to the following time frames:



Section 1 - Start to 0.58

What are the qualities that Danika felt were important for her to enter into a health career?

Discuss with the student/s what their skills, attitudes and values that will help them to working in health.



Section 2 - 0.58 to 2.16

Why might you want to get into health?

Discuss with the student/s why they might think of health as a career?



Section 3 - 5.0 to 5.38

What were the qualities the speakers saw as making them 'strong'?

Discuss the qualities they think are needed to be strong and support them to reach their goals?



Section 4 - 6.05 to 6.25

What two things did Danika learn from attending the Weenthunga Health Day?

Discuss flexibility and change as part of a normal pathway into a career. Encourage the student to visit one/several other career stories on the Weenthunga website to hear other people's journeys.



Section 5 - 6.28 to finish

What resources / support did Danika have access to?

To assist with further decision making Weenthunga has located other resources available online which relate closely to the material seen in this DVD. Two particular resources are:

Health Heroes at <http://healthheroes.health.gov.au>

This website is a user friendly, visual resource developed by the Australian Government showing real experiences of First Australian staff working in differing health fields.

‘I Heart My People’ is a three-part documentary series following the experiences of six Indigenous front line health and emergency practitioners. The documentary demonstrates the variety of different jobs and challenges that health workers can face.

On the same home page ‘Real stories’ has a series of video grabs and written stories from a good number of First Australians working in a wide range of health fields.

This website also has an easy to navigate section called ‘Job Services Australia’ which takes users to a link with vacancies for health and health related roles around Australia.

Also importantly, this website also has an easy to navigate link to the ‘Jobguide’ website which profiles hundreds of occupations, including a wide range of health careers in Australia. The site also includes information on education and training pathways.

The ‘Financial support’ tab takes users to a valuable section which outlines financial support available to students and in particular extra assistance and scholarships for First Australian students

As an extra resource for teachers the ‘Parent/Teachers’ tab takes users to a contact page where teachers can order downloadable extra lesson plans with further information about differing careers in health to use with students.

Careers in Health at www.weenthunga.com.au

Visiting the Weenthunga website, navigate to ‘**careers in health**’ tab. Once expanded you will see several sections listed that may be explored.

‘**Women in Health**’ will provide students an opportunity to watch video clips captured during a day’s event where First Australian women, working in a range of health fields, shared their stories to a group of young women studying year 11 and 12. The students had the privilege to hear about health roles in a way that they could understand.



‘Young women choosing Health’ is where you will find Danika’s story (DVD accompanying this booklet) Danika attends the health day, listens to the women, looks at various online resources – and then ‘down the track’, she talks about the health profession she has chosen.

‘Careers in health’ ‘Scholarships and support’ are sections where users can find valuable links to a variety of organisations supporting health careers for First Australians.

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Part 2 EXTENSION ACTIVITIES

Weenthunga recommends extension activities, which can assist users with providing further activities and utilize some tools to help develop a deeper understanding.

Areas for consideration include:

- Cultural identity
- History
- Self determination
- Closing the gap in health between First Australians and Australians



The Alf & Meg Steel Fund

