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Reform and Resistance in Aboriginal Education
Fully Revised Edition
Edited by Quentin Beresford, Gary Partington, Graeme Gower

The revised edition of Reform and Resistance in Aboriginal Education takes a fresh look at the challenges and achievements that have occurred for both teachers and students in this significant area of education since the book’s original release in 2003, which continues to be set as a university text nationally as it provides essential reading for tertiary students.

Interest in Aboriginal education has increased through federal government policy commitments arising out of the 2007 national apology and the Closing the Gap commitment by state and federal governments.

Examining the impact of initiatives such as the Shared Responsibility Agreements, the Follow the Dream program, the NT Intervention, Noel Pearson’s blueprint for educational reform on Cape York, and drawing on data from numerous sources including the MySchool website, Reform and Resistance in Aboriginal Education provides a comprehensive look at the effects on Indigenous students of these reform efforts.

Experts in various fields provide well researched and strongly argued chapters on family, language, health, attendance, classroom management and the criminal justice system.

Although there are no easy answers, the authors present programs and approaches that work, ensuring the updated edition of Reform and Resistance in Aboriginal Education remains an invaluable reference.

ABOUT THE EDITORS

Quentin Beresford is the author/co-author of ten books including several on Aboriginal affairs including the multi-award winning biography of Aboriginal leader Rob Riley, Rob Riley: An Aboriginal Leader’s Quest for Justice (2006). Gary Partington has conducted extensive research in teaching practices in relation to Aboriginal students. He has edited, authored and co-authored numerous publications in the field. Graeme Gower is a descendant of the Yawuru people of Broome and has been involved in Indigenous education for thirty-two years. He is actively involved in the development and delivery of courses both in and outside the university sector to equip future Indigenous leaders and to develop the cultural competence of non-Indigenous undergraduates and professionals.