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Section B: Teacher Education

AnTEP Comes of Age

Mary-Anne Gale¹

University of South Australia



Introduction

Walking across that stage, no-one can take that feeling away because it's really special to you. You feel really, really proud — even though it took a long time to do it and to get there.

(Ruth Anangka, one of the first AnTEP graduates, Pers. Comm., 1995)

With permed hair, academic gowns and proud smiles of achievement, two more groups of Aboriginal women have walked the length of the red carpet on the stage of the Adelaide Festival Theatre during university graduation ceremonies. Amid hoots and cheers from University staff seated on the stage (also wearing gowns and smiles of pride) on the 29th May 1995, six more women from the far north west of South Australia, and one from Alice Springs, were awarded the Associate Diploma of Education. Six months later, on the 6th October 1995, two more women from the north west were presented with the Diploma of Teaching².

But why were these events so significant? Well, it is not just these events, but the year 1995 that is significant for the Anangu Teacher Education Program (generally referred to as AnTEP). This is because it is now a decade since AnTEP accepted its first intake of students. It is also 15 years since the University of South Australia (then Torrens College) made a commitment to offer a teacher training program specifically for Pitjantjatjara students. Now in 1995, and many trials and valued learning experiences later, for both students and staff alike, AnTEP had finally come of age.

This paper is a celebration of this fact, and will discuss the positive outcomes of AnTEP over the last decade. It will also review the chequered history and prehistory of AnTEP over the last two decades. However, before I proceed, let's briefly return to the Festival Theatre on the 29th May, to highlight why that event in particular was special. It was special because it was the first time that an Associate Diploma student was graduating from the Alice Springs program offered at Yipirinya School. It was also special because it was this same ceremony in which the now well-known Ngarrindjeri 'mimini'³ Doreen Kartinyeri received an honorary Doctorate for her publications, and for her work with the Nunga people of South Australia. These awards were officiated by Associate Professor Mary Ann Bin-Sallik, an Indigenous staff member of the University of South Australia, and herself a PhD graduate of Harvard University.

¹ I would like to thank Bob Lines, Nan Smibert, Bronwyn Parkin, Louise Jaensch, Tony French-Kennedy, Ruth Anangka, Unurupa Kulyuru, Graham Kemelfield and the staff of AnTEP for providing information, points of clarification or editorial comments on this paper.

² Two more students graduated in 1995 but were unable to attend the ceremonies. Charmaine Dodd from Yipirinya school was awarded the Associate Diploma and Lungaliki Robin was awarded the Diploma of Teaching (Anangu Education).

³ A Ngarrindjeri word for 'woman'.

A month later on the 29th of June, another graduation ceremony was held at Ernabella. This ceremony was held to honour the six Anangu students who had just graduated in Adelaide, and to honour the three Anangu women who had recently completed their final stage of the AnTEP course. Two of these women later made the long trip to Adelaide to attend the graduation ceremony at the Festival Theatre on the 6th of October, 1995. Despite the premature lighting of volatile fire crackers by some over-excited children, the Ernabella graduation ceremony and celebratory barbecue was a success. There are now six Anangu women who hold the award of a Diploma of Teaching (Anangu Education) and are qualified to teach independently in their own community schools. We can proudly declare that 1995 is truly a year to celebrate the achievements of not only Anangu women, but all Indigenous women of Australia.

What is AnTEP?

For those who are not familiar with AnTEP, maybe a little background information about the program is in order. AnTEP is a teacher education course offered by the University of South Australia. It is delivered through the Faculty of Aboriginal and Islander Studies with the Adelaide-based staff located at the Underdale campus of the university. The course was primarily developed for students living in the remote north west of South Australia, who call themselves 'Anangu', hence the name Anangu Teacher Education Program, or AnTEP. The Anangu are speakers of Pitjantjatjara and Yankunytjatjara, and the word Anangu actually means 'person' (particularly Aboriginal person) in these Western Desert languages. The course was originally designed and intended for students living in remote communities in the Anangu Pitjantjatjara Lands (or AP Lands) of South Australia as an off-campus or 'on-site' operation. However, it has since expanded beyond the AP Lands and is now also offered at Yalata on the far west coast of South Australia, as well as at Yipirinya School in Alice Springs in the Northern Territory.

The AnTEP course currently offers two official university awards: an Associate Diploma of Education

(Anangu Education) and a Diploma of Teaching (Anangu Education)⁴. The Associate Diploma is awarded at the completion of Stage 2 of the course, which generally takes more than two years of full-time study. The Diploma is awarded on the completion of Stage 3 of the course, which takes a further year of full-time study. This latter award qualifies graduates to teach independently in their own community schools, but it does not qualify them to teach across the curriculum in non-Anangu schools elsewhere in Australia.

Right from the beginning, AnTEP has accommodated the many family and cultural commitments of students that tend to interrupt their tertiary studies, with unavoidable absences from workshops being accepted by staff. But now, after five major intakes since the program commenced in September 1984, AnTEP has a relatively large number of students on its books at various stages of completion within the course. Record-keeping has had to be meticulous to keep track of individual students' progress. The course, therefore, has multiple exit points, and students can opt to complete only Stage 1 of AnTEP, and subsequently be awarded a certificate. Although this certificate is not, at present, officially recognised by the university, it is recognised by teacher unions and leads to a higher salary as an Anangu Education Worker (AEW) in South Australia, or as a Teaching Assistant (TA) in the Northern Territory.

When students are accepted into the AnTEP course, they generally bring with them an ability to speak the local language of their community, as well as a knowledge and understanding of local cultural and social life. AnTEP recognises such knowledge as a valuable asset that will assist them greatly in the classroom when they graduate as teachers. But AnTEP also aims to provide students with the skills and understanding to teach English, maths and other subject areas that are taught in their local community schools. Hence, AnTEP aims to train bicultural teachers that have the flexibility to teach all aspects of the local school curriculum. AnTEP also aims to produce graduates that have the confidence and ability to make valuable contributions to the formulation of local education policies, and to participate in the development of future school curricula and pedagogy.

⁴ After reaccreditation in 1996, the names of these same awards will change to the Diploma of Education (Anangu Education) and Bachelor of Teaching (Anangu Education) respectively.

AnTEP's Operations Today

AnTEP's operations began in the AP Lands in 1984 with students studying at the central site of Ernabella. A university on-site lecturer was employed to work with these students who only occasionally travelled to Adelaide for workshops. Today, AnTEP is operating on-site in seven communities in the AP Lands, and at Yipirinya School in Alice Springs. The majority of university employed staff are located off-campus, three of whom are located in the AP Lands, and one in Alice Springs. AnTEP has also been operating at Yalata, on the west coast of South Australia, since 1989, but at present there is no on-site lecturer or tutor.

In 1988, the Education Department of South Australia began offering their services by providing tutors for AnTEP students studying part-time. This support has now increased, with the latest intake of Stage 1 students being taught on-site in their own communities every afternoon by Department of Education and Children's Services (DECS) teachers. At the time of writing, in October 1995, there were 67 students enrolled with AnTEP. The following table details the current location and numbers of these students.

Location	Stage 1	Stage 2	Stage 3	Total
Ernabella, AP Lands	4	1	2	7
Fregon, AP Lands	3	2	1	6
Indulkana, AP Lands	3	2	—	5
Amata, AP Lands	6	1	1	8
Mimili, AP Lands	3	—	—	3
Pipalyatjara, AP Lands	12	1	—	13
Murputja, AP Lands	7	—	—	7
Alice Springs, N.T.	2	5	1	8
Yalata, S.A.	9	1	—	10
TOTAL	49	13	5	Total 67

AnTEP has always had to adjust its mode of operation to accommodate the current location of its students; particularly since its expansion interstate in 1986, and its decentralisation to other communities in the AP Lands in 1988. AnTEP offers its course through modules, and for each subject in which students are enrolled, there are generally three modules. Modules typically comprise one week of full-time work, and students need to complete three modules of work to pass a particular subject. About one-third of the modules are offered through intensive week-long

workshops, which are conducted either in one of the communities in the AP Lands, in Alice Springs, or in Adelaide. Funding for travel and accommodation to these workshops is provided by the Department of Education, Employment and Training. Another third of the course, or modules, comprises course-work conducted in the students' own community and is presented by the on-site lecturer or DECS employed teacher. The remainder of the course comprises teaching experience, which is generally conducted in the students' own local school. Most of the students studying part-time are, in fact, already employed in their local schools as AEWs or TAs.

A Pre-History of AnTEP

From the time the first mission school began operating in the sandy creek-bed of Ernabella in 1940, just three years after the establishment of the mission, the language of instruction was Pitjantjatjara. Despite the prevailing government policy of assimilation, all mission staff learnt the local language and persisted with their innovative school language policy of initial literacy in the vernacular. It soon became very apparent, however, that the best teachers for the job were the Pitjantjatjara people themselves, and Anangu teacher 'assistants' soon began working in the Ernabella school. Their vital roles in the school are highlighted by Edwards (1969: 280) who refers to the 1952 and 1957 *Ernabella News Letters*:

The former letter also refers to an important aspect of the vernacular work in the school — the part played by Aboriginal assistants. This letter refers to Watulya, Nganyintja and Tjuwilya, three young women who had passed through the school. The first two were outstanding and the 1957 News Letter commented that 'several of these girls show ability to handle and control new children and infants, taking classes of up to 20 for weeks on end, devising new number and letter games, doing their own blackboard work, preparation and marking of books'. Because of the work of these assistants there was only one white teacher on the staff until 1959.

It was not long before requests were being made for formal teacher training for these Anangu 'assistants'. However, with the push for English-only in Aboriginal schools, from both the federal and state governments throughout the era of assimilation, it was a long time before requests from bilingual schools such as

Emabella were to be heard. As this paper will show, it was even longer before these requests were acted upon.

By the mid-1970s there were only 12 Aboriginal graduates of teacher training in South Australia, and none of them were Anangu (see Lane and Lane, 1991). This was becoming an embarrassment to the education department, who dispatched someone to the AP Lands to select three 'Aboriginal School Assistants' (as they had become known) for registration as teachers, with regular teacher status and salaries. One of these teachers, Yanyi Bandicha (Baker), later studied at Torrens College of Advanced Education for a year, but without the presence of an Aboriginal support program, she didn't complete her course.

Teaching. By 1974 the Aboriginal Teacher Education Centre (ATEC) was established at Batchelor, which became independent of the DCC in 1979 (see Morgan, 1988). But Batchelor College is located 90 kilometres south of Darwin, and a long way from the AP Lands. Although the courses offered were directed specifically at Aboriginal teacher trainees, up until the early 1980s, students were required to live at Batchelor, away from their home communities. This presented difficulties, and the few Anangu who began studies at Batchelor felt isolated and home-sick for their families.

Trevor Adamson, who returned to the AP Lands to become a registered teacher, was the longest lasting Anangu to study at Batchelor College, and came very



Plate 1: AnTEP Graduation, Adelaide May 1995.

From Left: Esther Kite, Manyiritjanu Lennon, Tjinkuma Wells, Susan Tjitayi, Tjutjana Burton, Unurupa Kulyuru, Anne Jack. All students received an Associate Diploma of Education (Anangu Education). Photograph Courtesy Mary-Anne Gale.

Further north, training for Aboriginal TAs in the Northern Territory had begun as a one-year course back in 1968 in Darwin. By 1970 a two-year course was offered at Kormilda College, and in 1973 a third year was developed by the Darwin Community College (DCC), leading to a Certificate of Aboriginal

close to completing an Associate Diploma of Teaching (Aboriginal Schools). Unurupa Kulyuru (Pers. Comm., 1995), one of the current final year AnTEP students, was another Batchelor student and relays her experiences of 1979 below:

When I finished school, all the teachers and the principal wanted me to work in the school. But before I worked in the school, Bob Lines the principal wanted me to go to Batchelor College in Darwin to study there. So I went there with Trevor Adamson and other students from Amata (Sandy Windy and Anne Jack). At the end of the first term, in the holidays, I came back to Ernabella to stay with my family, and when the holidays finished I went back to Batchelor College. In Batchelor there were a lot of Aboriginal people training to be teachers from all different communities... I stayed at Batchelor for two terms, but then I got homesick so I stayed at Ernabella after the holidays. Trevor had already been at Batchelor before, and he stayed longer.

Hence, prior to AnTEP, the only options for teacher training for Aboriginal people were either in Adelaide, over 1,000 kilometres south, or at Batchelor College over 1,500 kilometres to the north. Both were proving difficult for Anangu, and no-one completed a course, nor did anyone receive that elusive piece of paper with the official seal of a tertiary institution.

The History of AnTEP

In 1976 Dr H. Penny submitted a report to the Education Department of South Australia, entitled 'The training of Pitjantjatjara Aborigines for greater responsibilities in South Australian tribal Aboriginal schools', which has become known as the Penny Report. Penny's recommendations were dominated by his call for 'systematic training in a Pitjantjatjara settlement [to] replace the present form of "on the job" training' (Penny, 1976: 5). That same year, according to Bob Lines (Pers. Comm., 1995), an Aboriginal School Assistant training program was commenced within schools, which were expected to offer a minimum of half a day per week for all employees. Before long, Geoff Weller was appointed to co-ordinate the training of AEWs (their new job title), and serious discussions began between school staff and communities regarding Anangu teacher training.⁵

In 1979, the Director General of Education approved Torrens College as the institution to develop a teacher training program for the Pitjantjatjara people. In

February of the following year, an advisory committee was established which was responsible to the Minister. Although there were two Pitjantjatjara representatives on this advisory committee, meetings were in a 'monocultural departmental style', hence Anangu had little power or influence in meetings (Pers. Comm., T. French-Kennedy, 1995).

In these early years of the newly proposed Pitjantjatjara Teacher Education Program (PTEP), there was little money, and for six months in early 1981 the whole program fell into abeyance. In September 1981 a PTEP Course Co-ordinator was appointed (Tony French-Kennedy), who spent much of his early time attracting outside funding. Some 200 submissions later, the program eventually managed to secure funding, allowing the much needed community consultation and course planning to commence. A survey was conducted in mid-1982, and the results were collated in a report (French-Kennedy, 1982). In this same year, PTEP became known as AnTEP, and work began on preparing the Accreditation Document, and later resource and curriculum materials. By then Torrens CAE had become part of the South Australian College of Advanced Education, and in September 1983 the AnTEP Accreditation Document was submitted to the Tertiary Education Authority of South Australia. In December of the same year AnTEP gained accreditation, which paved the way for securing Department of Aboriginal Affairs funding for further development of the course, and its eventual implementation.

In September 1984, the first group of ten students commenced Stage 1 of the AnTEP course, studying full-time at Ernabella. These first ten students were selected by their communities, and had to pass an entrance test for numeracy and literacy skills in both English and Pitjantjatjara. Three of these original students went on to graduate with a Diploma of Teaching (Anangu Education) in 1991, three graduated with Associate Diplomas, and a further two with Stage 1 certificates.

As mentioned earlier, AnTEP has had five major intakes since that first group of ten students began at Ernabella. In 1985, an unexpected request came from the Northern Territory for AnTEP to be offered at the independent Aboriginal school of Yipirinya, which

⁵ According to Bob Lines, the preference among Anangu was for training through an Adelaide-based institution, rather than with Batchelor College in the Northern Territory. In fact, Bob brought several different groups down for short courses to Torrens College, as a part of their School Assistant training program, in the mid 1970s.

had just won a long legal battle against the Northern Territory government over registration. Their Aboriginal teachers were not prepared to study at Batchelor College which, at the time, only offered the first year of their course off-campus. Although the AnTEP course was being developed for Pitjantjatjara and Yankunytjatjara speakers, Yipirinya school was prepared to adapt the course for their own Aboriginal teacher trainees, who were Arrernte, Luritja and Warlpiri speakers. Hence, AnTEP commenced full-time with 12 students at Yipirinya in 1986. Six of these students graduated from Stage 1 in September 1989, and two graduated with their Associate Diplomas in 1995.

A third intake of 28 students commenced with a new decentralised mode of study in six communities in the AP Lands in 1988. These students were employed as AEWs in their local schools, and pursued part-time AnTEP studies with Education Department tutors. With the approval of the department, they were regularly released from their classroom duties for intensive week-long workshops which were held either in the AP Lands, Alice Springs or Adelaide. The fourth intake was at Yalata, another community with Pitjantjatjara/Yankunytjatjara speakers. Again this was a collaborative arrangement with the Education Department of South Australia and the school provided a tutor for the part-time AnTEP students.

By 1992, concern was mounting over the small number of AnTEP graduates, particularly beyond the certificate level. The course was taking too long to complete, particularly when studied on a part-time basis. With financial support from the Education Department, full-time on-site lecturers were appointed and placed at Ernabella, Fregon, Indulkana and Amata. This arrangement made it possible for students from each of these communities to undertake full-time study; however, access to part-time study continued in other communities in the Lands. This initiative paid off, as our recent graduation ceremonies testify.

Despite the earlier experiences and frustrations of part-time study, in February 1995 yet another large intake of Stage 1 students commenced studies with AnTEP in seven communities in the AP Lands. This was in response to the request of DECS, particularly Anangu Education Services, for all AEWs employed in schools to enrol with AnTEP. Any other on-the-job training once provided by the Department has

now been replaced by AnTEP. Hence, the challenges that face the staff and university offering this unique course in remote parts of Aboriginal Australia continues well into the 1990s!

AnTEP's Successes

Because this paper is primarily a celebration of AnTEP's successes, I have chosen to list the names of all the graduates over the last decade to honour their achievements. AnTEP has had 15 different graduates at the Associate Diploma and Diploma levels, whose awards are accredited and officially recognised by the University of South Australia. We have had a further 26 graduates at the certificate level, which does not include those who went on to complete their Associate Diploma or Diploma. Although the university does not recognise the Stage 1 certificate as an award, it is a pre-requisite for the Associate Diploma, and many Stage 1 graduates are currently studying in Stage 2 of the AnTEP course. The completion of Stage 1 is recognised by Anangu communities and Yipirinya School as an honourable achievement. It is also recognised by all AnTEP staff as an achievement worth celebrating in the communities at a ceremony, along with the flash academic gowns and long speeches and dog fights and prematurely-lit fireworks!

The following tables show students, from their respective communities, who have been awarded with certificates in acknowledgement of their completion of Stage 1 of AnTEP, and those students who have graduated with Associate Diplomas. (An asterisk (*) indicates the student was one of the original ten to begin their studies in 1984).

AnTEP Stage 1 Certificate Graduates

Fregon	Ernabella
Lucy Brown	Amari Bernard
Joyce Robin	Alison Munti
Tjunkaya Smith	
Imitjala Curley	
Indulkana	Amata
Jeannie Bannington	Emma Young
Sally Cullinan	Gina Williamson
Emily King	Nyurpaya Kaika

		Name of graduate	Year Diploma of Teaching received
Pipalyatjara	Mimili		
*Emily Buddy	Colleen Brown		
Alice Springs	Kenmore Park	Fregon	
Sylvester Renkeraka	*Imuna Fraser	*Katrina Tjitayi	1991
Louise Raggett		*Ruth Anangka	1991
Pamela Ryan	Yalata	*Langaliki Robin	1995
Jennifer Inkamala	Thelma Windlass	Ernabella	
Dulcie Raggett	Josie Cox	Jennifer Inkgatji	1991
Tim Thomas		Audrey Brumby	1995
Colleen Hays		Margaret Heffernan	1995
plus one Western Arrernte woman ⁶			

Tjikula (in WA)
Mamie Butler (in Yipirinya program)

AnTEP Graduates of the Associate Diploma of Education (Anangu Education)

Fregon	Ernabella
Susan Tjitayi	Tjinkuma Wells
Manyiritjanu Lennon	Unurupa Kulyuru
	*Yanyi Bandicha

Alice Springs	Amata
Esther Kite	Anne Jack
Charmaine Dodd	*Tjutjana Burton

AnTEP is very proud of all the above students. Not only because of their academic achievements in the AnTEP course, but also because of their personal achievements. The personal confidence of each of these AnTEP graduates has demonstrably increased. So too have their communication skills dramatically improved, particularly in English. Whether these graduates choose to go on and complete their teacher training or not, the AnTEP course has served them well in their personal and professional growth.

A number of graduates, fortunately, have chosen to pursue their AnTEP studies, and to eventually become fully qualified teachers, with the authority to teach independently in their own community schools. After completing their Associate Diploma of Education, the following six students went on to complete a Diploma of Teaching (Anangu Education).

Five of the Associate Diploma graduates are currently completing Stage 3 of the AnTEP course, and will soon be added to the above list of Diploma-level graduates. One of these students, Charmaine Dodd, hopes to complete her studies by the end of 1995, which will deem her AnTEP's first Alice Springs graduate at the Diploma-level. Four more women from the AP Lands are expecting to graduate in 1996, bringing our Diploma graduate figure to eleven. Their names are Tjinkuma Wells, Unurupa Kulyuru, Anne Jack and Susan Tjitayi, the last of whom is the sister of one of our first three Diploma-level graduates.

Although some may choose to judge AnTEP's successes by the number of qualified Aboriginal teachers produced, AnTEP staff see the successes in broader terms. Yes, the primary goal is to train Aboriginal teachers, and to eventually have Anangu teachers running their own community schools. And, yes, there is a need for Anangu and other Aboriginal students to get that elusive piece of paper with the university seal and the word 'Diploma' in bold lettering. But, over the years, it has become quite apparent to AnTEP staff that the personal and professional growth in confidence and ability of each student is also a worthy achievement.

Prior to AnTEP there was virtually no avenue for Anangu adolescents or adults to pursue any formal education beyond post-primary level in the AP Lands. TAFE (Technical and Further Education) opportunities have never been a priority area for government funding in any remote Aboriginal communities. The emphasis has always been with primary school-age children, and those wishing to successfully pursue a secondary education have had

⁶ This graduate has since passed away, and her name has been with-held in cultural respect.

to leave the community and attend a school in Adelaide or elsewhere. Hence, opportunities for Anangu to further their personal language and maths skills beyond primary level were limited. TAFE and on-the-job training provided the only opportunities for those wishing to learn more (in a Western academic sense) while living in their own communities. AnTEP has helped fill this gap. The initial request of communities, from the survey conducted by AnTEP in 1982, was for the AnTEP curriculum to include 'all' subject areas taught in non-Anangu schools. This clearly indicated a community desire for students to further their general knowledge and education level. AnTEP has indeed furthered the personal and professional skills of many Anangu adults over the last decade.

The majority of AnTEP's students to date have been women, particularly in the AP Lands. In the past, the few educational opportunities offered outside these communities have been taken up predominantly by men. Hence, it has generally been the men who have returned with the English skills and taken on the more prestigious positions in the community, and held the positions of power on the local councils. It is significant that all the Anangu graduates of AnTEP thus far have been women. It has become increasingly apparent to AnTEP staff that these same women are now becoming far more confident in speaking up about their concerns regarding schooling in their communities. They are becoming more vocal at meetings held in their communities on different education issues.

It is still early days yet, but already there are two graduates, Katrina Tjitayi and Jennifer Inkatji, running their own classrooms at Fregon and Ernabella schools respectively, and another graduate, Langaliki Robin, now runs the Child Parent Centre for preschoolers at Fregon. Ruth Anangka is currently the Anangu coordinator for the Wiltja Program⁷ based in Adelaide, after teaching at Fregon for three years. Action Group meetings are now held in schools in the AP Lands by Anangu staff, with the language of communication being Pitjantjatjara. Time will tell whether Anangu schools are destined to be in the control of Anangu teachers and principals, and whether these schools will eventually teach the curriculum that truly reflects the educational

aspirations of Anangu themselves. A precedent has already been set in many Aboriginal schools in the Northern Territory, and Yipirinya School has certainly proved that Aboriginal control can be a reality.

Conclusion

AnTEP has clearly become an avenue for women to gain formal qualifications, and hence recognition in their communities as professional teachers. This paper is a celebration of this fact. This paper also honours all the AnTEP graduates by naming each one. It honours the 24 female and two male graduates with a Stage 1 certificate, as well as the nine women who have graduated with an Associate Diploma of Education (Anangu Education) and the six women who have now received the Diploma of Teaching (Anangu Education). The challenge now lies with these graduates to make their voices heard within their schools and communities, and to be key participants in the development of school policies, curricula and pedagogies that truly reflect community aspirations for their children's education.

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⁷ The Wiltja program is a support program for secondary Anangu students attending Woodville High School in Adelaide.

Department of South Australia, December 1975.
Adelaide: Education Department of South
Australia.

Mary-Anne Gale is a lecturer with the AnTEP program, based at the Underdale Campus of the University of South Australia. □



Plate 2: AnTEP Graduation, Adelaide October 1995.

From Left: Audrey Brumby, Margaret Heffernan.

Both received a Diploma of Teaching (Anangu Education).

Photograph courtesy Mary-Anne Gale.