



Whole of Community Engagement Initiative

LOGO DEFINITION

Creation

The Whole of Community Engagement initiative (WCE) logo has been created to illustrate the shared vision of the groups involved in the project and it shows the unity and harmony of the community groups working together. The design was created by Darwin based Indigenous artist Jessica Sariago, who has Djaru heritage from the WA Kimberley region under the direction of the Whole of Community Engagement team.

Community

The inner circle represents the notion of 'community', these figures developed by Jessica refer to the symbols used in Indigenous Art and the WCE team. The 'community' figures reach out and unite for the initiative. These figures includes all elements: its local people, community leaders, kinship systems, social and cultural structures, ceremonial connections to country, extended families, languages, lineages, stakeholder and partner affiliations and other collective designations. It comprises both an inner and outer circle of unified figures to illustrate the processes of whole-of-community engagement aimed to foster empowerment, build higher level relationships and develop community aspirations in relation to participation in education.

The inner layer of the circle motif comprises five unified figures to show that the decision making processes of the community are embedded in cultural authority and that WCE best practice draws on the work, vision, underpinning values and most importantly, the strengths of local cultural authority bodies. This ranges from management committees to governing bodies and will appear in other distinctive forms.

The outer layer of the circle motif comprises approximately 20 unified figures and represents the community and myriad of partners embracing and supporting the local and practical solutions, ideologies and theoretical framework of the cultural authority bodies as they are determined. Almost joined hand-in-hand shows community unity on the shared vision, common themes and sub-themes in relation to increasing Indigenous participation in education. Best practices ensure that the WCE team embodies cultural authority (the inner layer) and present as an equal partner within the complex social network of partners and stakeholders (the outer layer) striving for a unified mode of working together with community. To achieve this, best practice and key principles include the following three fundamentals:

1. Re- organisation
2. Re-distribution
3. Re-negotiation

Strengthening pathways



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The circular motif illustrated by three fine continuous wavy lines represents both the waves of the sea and the contours of desert sand to demonstrate remote Indigenous communities in its diverse geographical locations. This confirms the geographical approach that the WCE adopts to increasing Indigenous participation in education. Continuous lines connote the strengthening of educational pathways through a whole-of-community engagement approach that recognises Indigenous knowledge systems and values by:

1. Building relationships and capacity
2. Liaising with whole-of-community on educational aspirations from an Indigenous perspective
3. Conducting research under a participatory action framework
4. Applying research findings to bring benefits to the community

The radiation effect of this design shows community at the core of the project, leading the way to change, resulting in the strengthening of educational pathways.

The WCE framework

At the very outer, the thick circular border demonstrates the vigour of the WCE framework, comprising the Commonwealth, OPVC Indigenous Leadership and Academic components of the CDU. Its boldness demonstrates the University's commitment to achieving its overarching goals both on Indigenous leadership and the objectives of the WCE initiative.

Second to this is a thin circular border that represents the management of the WCE initiative, its high-level responsibilities and accountabilities, especially adhering to academic protocols and standards both in administration and research sitting within the Western domain.

The third inner border is illustrated by a circular line of dots, which show the multitude of partners that the OPVC liaises with in rolling out the WCE initiative.

These three layers combined symbolises the sharing of concerns between University and community about Indigenous participation in education encompassing both Indigenous and Western viewpoints. It symbolises the University's aspirations to take a proactive role in supporting community in the change that is needed by assisting them with their everyday work on the ground.
