



Cultivating Capability: Explicating Critical Psychosocial Drivers of Educational Outcomes and Well-Being for High-Ability Aboriginal Students

This innovative Australian Research Council (ARC) funded investigation is led by Professor Rhonda Craven, Director of the Institute for Positive Psychology and Education (IPPE, Australian Catholic University) in collaboration with Cambridge University, and industry partner NSW Department of Education and Communities (DEC).

This research addresses the ongoing concern that despite a worldwide emphasis on enabling high-ability students to realise their full potential, little is known about the drivers that seed success in educational outcomes and well-being for high-ability Aboriginal students who currently underachieve, are under-identified, and are underrepresented in selective settings. Additionally, the absence of evidence-based research means that there is limited knowledge of the underlying factors influencing the underrepresentation of Aboriginal students in selective settings, and why Aboriginal students who are eligible to participate often decline selective placement.

The research aims to harness the talent of Aboriginal high-ability students by capitalising on interdisciplinary theory and research, utilising a powerful multi-method design and state-of-the-art statistics, to identify the psychosocial determinants of high-ability Aboriginal students' educational outcomes and well-being. An additional aim of the project is to implement and then test the efficacy of a novel research-derived intervention.

Anticipated outcomes of the study are the advancements of knowledge, policy, and practice to enhance the provision of education to high-ability Aboriginal students ensuring they realise their full potential. Identifying psychosocial drivers of educational outcomes and well-being, and salient interventions will yield new strategies that further Australia's future as the 'clever country'. It will also contribute to strengthening the cultivation of talented Aboriginal students in all facets of Australian society and add materially to Aboriginal students', communities, and Australia's socio-economic fabric and well-being.



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