



# 2021-2022 HDR PROJECT OPPORTUNITY

MASTERS | PhD



## CCDE Resilient Youth

### CENTRE FOR CHILD DEVELOPMENT AND EDUCATION

In 2012, CCDE led consultations to develop Australia's National Aboriginal and Torres Strait Islander Suicide Prevention Strategy (Australian Government, May 2013). Subsequently, our researchers began to develop a community-based suicide prevention project called the Indigenous Youth Life Skills Development. This was followed by the Skills for Life program, which was funded by the NHMRC targeted call for Indigenous suicide prevention 2014-2020. Skills for Life has gathered data on resilience and psycho-social wellbeing for over 700 remote Indigenous middle school students aged 12-14 years in 5 secondary schools. Analysis for publication and to support further research is ongoing, and the program is expanding to additional remote and boarding schools. In addition to development of strengths-based programs to promote resilience, CCDE researchers conduct research into risk factors and interventions to reduce harm. From 2013, the team conducted a study of presentations to emergency departments with suicidal thoughts and behaviours and in 2018-2019, the team was commissioned by the Centre for Best Practice in Indigenous Suicide Prevention to develop best practice guidelines for psychosocial assessment of Indigenous persons presenting to hospitals. Research at the population level includes quantitative investigation of risks and outcomes for young people utilising linked data within the Child and Youth Development Research Program. Mixed methods studies using both community level and agency data are supported.

## Schools, teachers and students: perspectives on resilience and social-emotional wellbeing in remote Indigenous schools

### CENTRE FOR CHILD DEVELOPMENT AND EDUCATION

### PhD

### MASTER BY RESEARCH

This project will be based on collaboration with one or more remote schools to evaluate the implementation of Skills for Life in the classroom and to develop mixed methods using questionnaires, exploratory focus groups and structured interviews are proposed. Continuing investigation of youth resilience and well being will be explored in relation to teacher self-efficacy and teaching practices and whole-school initiatives. Opportunities to work with schools in the Northern Territory and/or far north Queensland are available.

### **Prof Gary Robinson**

[gary.robinson@menzies.edu.au](mailto:gary.robinson@menzies.edu.au)

**Eligibility:** The successful applicant will meet the eligibility criteria for admission to a Master by Research or Doctor of Philosophy degree at Charles Darwin University. Candidates must be a citizen or permanent resident of Australia

**Scholarship Provisions:**

Candidates will be encouraged to seek Research Training Program (RTP) scholarship funding through Charles Darwin University. Further information about RTP scholarship application process, eligibility criteria and key dates can be found on this [CDU webpage](#)

A successful candidate who is a recipient of a primary scholarship such as RTP will be eligible to apply for a Menzies top-up scholarship to the value of \$10,000 per annum for up to 3.5 years. Successful candidates will receive \$3,500 per annum for up to 3.5 years to cover direct costs of the research.

**Application Process**

Applicants should submit the following:

- Completed application form
- Current CV
- Copies of certified academic transcripts
- Proof of Residency (not required for Australian citizens)

For further information contact Prof Gary Robinson: [gary.robinson@menzies.edu.au](mailto:gary.robinson@menzies.edu.au)