



David Mander

- Breakout stream, Monday 11 May
- Panelist, Monday 11 May

David is a Member of the Australian Psychological Society (MAPS) and a registered health practitioner with the Psychology Board of Australia, Australian Health Practitioner Regulation Agency (AHPRA), as well as a registered Psychologist with the New Zealand Psychologists Board. David is a member of the Australian Boarding School Association (ABSA) as well as the Independent Schools Counsellors Association (ISCA).

David currently holds an Adjunct Senior Research Fellow position with the Health Promotion Evaluation Unit at The University of Western Australia, as well as an Adjunct Senior Lecturer role with the School of Education, Edith Cowan University.

David is employed as the Senior School Psychologist at Aquinas College, Perth (2015 - present). Aquinas College is a K-12 school with over 200 boarding students in Years 7 to 12. Prior to this, and while also completing his PhD, David was the Yr7-12 Psychologist at Wesley College (2009-2012), Perth a K-12 school with 150 boarding students and was a recipient of an Edith Cowan University Post-graduate research scholarship for three years.

David was a Liaison Officer with the Association of Independent Schools of Western Australia (AISWA) and responsible for the development of the Future Footprints Programme (2005-2009) - specifically designed to support Indigenous students in WA with the transition to boarding school. Future Footprints has been identified at by the State and Federal Government level as a model of best practice and continues on today. Future Footprints and his PhD research (and subsequent publications) has enabled him to forge strong working relationships with a number of Aboriginal Corporations and organisations located in the Kimberley and Pilbara regions of WA, as well as in Perth and nationally.

Research:

David was a Post-Doctoral Research Fellow / Senior Research Fellow and Project Director of a National Health and Medical Research Council (NHMRC) funded project titled: 'Randomised controlled trial of a universal and targeted intervention to reduce mental health problems from bullying among school students' - APP1046086. During this time, he was also a Chief Investigator on a Healthway (WA Health Promotion Foundation) grant, 'Building School Capacity to Reduce Social Aggression Among Students', 2009 - 2014, \$691,911, ID no: 18939.

Contribution to field of research:

David was awarded a PhD from Edith Cowan University in 2012. The title of his PhD thesis was 'The transition experience to secondary school for male Aboriginal students from regional and remote communities in Western Australia'. Prior to this, there was little literature and no contemporary research into the wellbeing and health of Indigenous boarding students. It provides in-depth insight into the way participants perceive boarding school, as well as explores coping mechanisms, culture shock, homesickness, social and emotional wellbeing, cultural maintenance and spirituality.

David's PhD thesis has been publicly recognized as one of the most important recent contributions to the literature on Indigenous students and boarding schools and it has been downloaded over 2500 times since 2014. An Aboriginal Advisory Group supported this research and it involved Aboriginal students, parents and staff at five boarding schools in WA. Four current PhD candidates (i.e., in Queensland, South Australia, Western Australia and Northern Territory) are using it as a platform for their research in this area. David has since published three blind, peer-reviewed journal articles directly from his PhD.

Community engagement and participation:

In 2017 David worked closely with the Strategic Investigations unit, Royal Commission into Institutional Responses to Child Sexual Abuse – which resulted in the recently released final report emphasizing that boarding schools needed to ensure the cultural safety as well as transition support for Aboriginal and Torres Strait Islander students – an issue close to his heart, and the hearts of stakeholders involved with his PhD.

Similarly, the Department of the Prime Minister and Cabinet also heavily consulted with David on their 'Study away review: Review of Support for Aboriginal and Torres Strait Islander Secondary Students Studying away from home' published 2017.

David has subsequently been invited by the CEO of Boarding Australia to participate in a national Think Tank focussed on boarding and education for Indigenous students who study away from their families and communities. As a Psychologist he conducts specialised mental health assessments and interventions with boarding students for Anxiety and Depression; Learning and Cognitive assessments and interventions for self-harm (NSSI), suicidal ideation, Intellectual Disabilities and Learning Disorders, ASD, ADHD; provided psychological input into teaching and learning practices to assist learning across all student groups; provided individual and family counselling for Bullying, Trauma, Grief and Loss, relationship difficulties, sexuality and identity issues, drug and alcohol issues, and school refusal.

PUBLISHED JOURNAL ARTICLES

Mander, D. J., & Lester, L. J. (2019). The self-reported perceptions, readiness and psychological wellbeing of primary school students prior to transitioning to a secondary boarding school. *Children Australia* – publication in coming month.

Mander, D. J. (2017). Motivational Interviewing and school misbehaviour: An evidenced-based approach to working with at risk adolescents. *Psychotherapy and Counselling Journal of Australia*, see link: <http://pacja.org.au/?p=3594>

Mander, D. J., & Lester, L. J. (2017). A longitudinal study into indicators of mental health, strengths and difficulties reported by boarding students as they transition from primary school to secondary boarding schools in Perth, Western Australia. *Journal of Psychologists and Counsellors in Schools*, 27(2), 139-152.

Mander, D. J., Lester, L. J., & Cross, D. S. (2015). The social and emotional wellbeing, and mental health implications for adolescents transitioning to secondary boarding school. *International Journal of Child and Adolescent Health*, 8(2), 131-140.

Lester, L. J., Mander, D. J., & Cross, D. S. (2015). Bullying behaviour following students' transition to a secondary boarding school context. *International Journal of Child and Adolescent Health*, 8(2), 141-150.

Lester, L. J., & Mander, D. J. (2015). The role of social, emotional and mental wellbeing on bullying victimization and perpetration of secondary school boarders. *Journal of Psychologists and Counsellors in Schools*, 25(2), 152-169.

Mander, D. J., Cohen, L., & Pooley, J. A. (2015). If I wanted to have more opportunities and go to a better school, I just had to get used to it: Aboriginal students' perceptions of going to boarding school in Western Australia'. *Australian Journal of Indigenous Education*, 44(1), 26-36.

Mander, D. J. (2015). Enabling voice: Aboriginal parent's experiences and perceptions of sending a child to boarding school in Western Australia. *The Australian Journal of Indigenous Education*, 44(2), 173-183.

Mander, D. J., Cohen, L., & Pooley, J. A. (2015). A critical exploration of staff perceptions of Aboriginal boarding students' experiences at four boarding schools in Perth, Western Australia. *Australian Journal of Education*, 59(3), 312-328.

Stumpers, S. A., Cohen, L., & Pooley, J. A., & Mander, D. J. (2015). The social construction of ageing: Australian and Welsh perspectives. *The Australian Community Psychologist*, 27(1), 53-72.

Mander, D. J., & Bobongie, F. (2010). Working alliances: The importance of accessing peer/cultural support in educational practice. *The Australian Educational and Developmental Psychologist*, 27(1), 41-53.

Mander, D. J., & Fieldhouse, L. (2009). Reflections on implementing an education support programme for Aboriginal and Torres Strait Islander secondary school students in a non-government education sector: What did we learn and what do we know? *The Australian Community Psychologist*, 21 (1), 84-101.

PUBLISHED BOOK CHAPTERS

Shean, M., & Mander, D. J. (2019). Chapter 13 Building emotional safety for students in school environments: Challenges and opportunities. Springer Books: Midford_86930114_Health and Education Interdependence – chapter with editors.

Mander, D. J., Lester, L. J., & Cross, D. S. (2014). Social, emotional well-being and mental health implications for adolescents transitioning to secondary boarding school. In *Adolescence: Places and Spaces*, Nova Science Publishers, USA.

Lester, L. J., Mander, D. J., & Cross, D. S. (2014). Bullying behaviour following students' transition to a secondary boarding school context. In *Adolescence: Places and Spaces*, Nova Science Publishers, USA.

DRAFT MANUSCRIPTS

Mander, D. J., & Shean, M. (2018). A critical exploration of school culture at four private boarding schools in Western Australia. Springer Publishers - chapter in draft.

Guenther, J., Benvenista, T., Redman-MacLaren, M., O'Bryan., M., Mander, D. J. et al., (2018). Theorising impacts of boarding school participation for remote Aboriginal and Torres Strait Islander Students – Manuscript submitted for review with the *Australian Journal of Social Issues*.

CONFERENCE PAPERS

Guenther, J., O'Bryan., M., Stewart, R., Benvenista, T., Fogarty, W., & Mander, D. J. (2018). National Indigenous Education and Boarding Symposium: Response to symposium common themes and priorities. See link: <http://www.boardingaustralia.edu.au/wp-content/uploads/2018/05/Response-to-Symposium-Common-Themes-and-Priorities.pdf>

Guenther, J., Benvenista, T., Redman-MacLaren, M., O'Bryan., M., Mander, D. J. et al., (2017). Theorising impacts of boarding school participation for remote Aboriginal and Torres Strait Islander Students - national collaboration with the Batchelor Institute of Indigenous Tertiary Education for a paper presentation at the Australian Association for Research in Education (AARE) conference, 26-30 November, Canberra, ACT.

Mander, D. J., & Collard, K. (2009). Working Alliances and transformative practice in post-graduate research: The importance of partnership. 11th Trans-Tasman Community Psychology Conference, 15-17th July. - Fremantle, WA.

PhD THESIS

Mander, D. J. (2012). The transition experience to boarding school for male Aboriginal secondary school students from regional and remote communities across Western Australia, Edith Cowan University. See link: <http://ro.ecu.edu.au/theses/521/>