

Indigenous Higher Education Curriculum Conference 2022

“Australia's universities have a responsibility to be the beacons of light in delivering social justice agendas across its many curriculums and courses.”

Professor Juanita Sherwood, Universities Australia, Indigenous Strategy 2022-2025

Conference Program University of Technology Sydney 29th – 30th November 2022

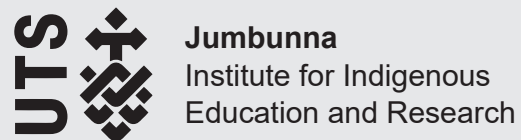
UTS acknowledges the Gadigal people of the Eora Nation, the Boorooberongal people of the Dharug Nation, the Bidiagal people and the Gamaygal people, upon whose ancestral lands our university stands. We would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for these lands.

Welcome

On behalf of the University of Technology Sydney, welcome to the Indigenous Higher Education Curriculum Conference (IHECC). We are delighted to host this conference to support the advancement of the Universities Australia Indigenous Strategy 2022-25 and welcome all delegates from Australia, New Zealand, Canada and other parts of the world. The IHECC program privileges Indigenous voices and recognises the valued contribution of non-Indigenous peoples working collaboratively across Indigenous curriculum development in higher education. We intend this conference to provide insights and examples of how higher education curriculum can be decolonised for the purpose of developing Indigenous graduate attributes and how we can work together to build a national and international community of practice. The conference will provide culturally safe spaces for academics to present on their areas of scholarship across Indigenous curriculum design, development and delivery. We have also ensured time to celebrate Indigenous culture and to facilitate valuable networking opportunities. On behalf of the UTS Indigenous Higher Education Conference Committee, we hope that delegates will engage in scholarly work and discussions and foster the two-way sharing process to learn from one another. Thank you for joining us at UTS and we hope that you enjoy all the conference and Sydney has to offer.

**Associate Professor Annette Gainsford, Associate Dean Indigenous Teaching and Learning
Office of the Pro Vice Chancellor Indigenous (Leadership and Engagement) - University of Technology Sydney
Indigenous Higher Education Curriculum Conference Convenor**

THANK YOU - IHECC 2022 SPONSORS & SPONSORS



Council of Australian Law Deans

The Council of Australian Law Deans (CALD) is the peak body of Australian Law Schools. The Working Party on First Peoples Partnership Terms of Reference sets out its purpose as regards the CALD Partnership, legal education, governance, community engagement, First Peoples Student Strategies, First Peoples Faculty Members, and First Peoples Research.

IHECC 2022 ORGANISING COMMITTEE

Associate Professor Annette Gainsford – University of Technology Sydney
Natasha On – University of Technology Sydney
Kath Attree – University of Technology Sydney
Dr Melinda Lewis – University of Technology Sydney
Dr Alisa Percy – University of Technology Sydney
Dr Aurora Murphy – University of Technology Sydney
Dr Rachel Thompson – University of Technology Sydney
Associate Professor Franziska Trede – University of Technology Sydney
Dimity Wehr – University of Technology Sydney
Ann Wilson – University of Technology Sydney

Welcome to Country



Aunty Yvonne Weldon

Yvonne Weldon is a proud Wiradjuri woman and she maintain strong ties to her homelands of Cowra and the Riverina areas in New South Wales.

From a young age Yvonne developed a strong passion and commitment to bringing about positive change for Aboriginal people and communities.

Yvonne is the current elected Chairperson of the Metropolitan Local Aboriginal Land Council, a Board member of DVNSW and a Board member of Redfern Jarjum College. She has a passion for improving the lives of all through health, social justice, Aboriginal advancement, children's rights, education, child protection, research and evaluation.

Yvonne has held key positions with the NSW Government and Aboriginal Community Controlled sectors. In 2016 Yvonne was shortlisted for the Queenslander Literary Awards, Unpublished Indigenous Writer – David Unaipon Award category and was awarded the 2017 Allen & Unwin Faber Writing Academy scholarship.

Keynote Speaker



Professor Juanita Sherwood

Professor of Australian Indigenous Education at the University of Technology Sydney

Professor Juanita Sherwood is a proud Wiradjuri and Murri woman. Her work has spanned across health as a registered nurse and Indigenous health educator, education as a teacher and lecturer, researcher and manager with a depth of working experiences of some thirty-five years in Aboriginal and Torres Strait Islander health, education and research. She is a founding member of CATSIN (Congress of Aboriginal and Torres Strait Islander Nurses) and is the deputy Chair of the CATSINaM (Congress of Aboriginal and Torres Strait Islander Nurses and Midwives) Board, Elder of the CATSINaM Elders Circle, and Member of Muliyan the research arm of CATSINaM.

Professor Juanita Sherwood has previously held the positions of Academic Director at the National Centre for Cultural Competence, Acting Deputy Vice Chancellor (2017-2018) Indigenous Sydney University, and Pro Vice Chancellor Indigenous Engagement at Charles Sturt University. Professor Sherwood returns to UTS as Professor at the Jumbunna Institute for Indigenous Education, Health and Research (JIIEH). Professor Sherwood has pushed boundaries from grassroots, community-based position that seeks to engage with and build capability within communities, deliver culturally safe models and research methodologies in partnership with communities and recognise in policy and practice the straight line between world views and social justice.

Closing Address

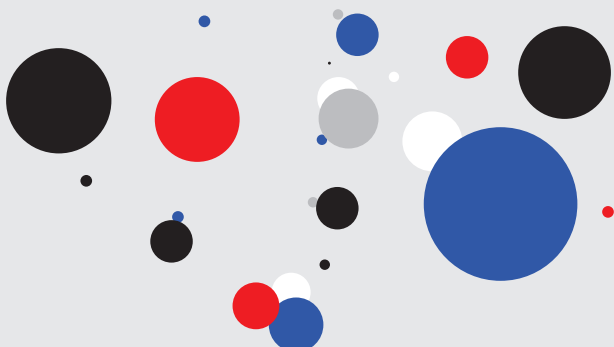


Professor Robynne Quiggin

Office of the Pro Vice Chancellor Indigenous Leadership and Engagement
University of Technology

Robynne is a Wiradyuri lawyer who has worked on legal and policy issues of relevance to Aboriginal and Torres Strait Islander people including business, investment, financial services, consumer issues, human rights, governance, rights to culture, heritage and the arts.

Robynne is a Trustee of the Museum of Applied Arts and Sciences Trust (Powerhouse), a member of the NAISDA Dance College Board, a member of IAG's Consumer Advisory Board, ASIC's Consultative Panel and a member of the Steering Committee of the Australian Sustainable Finance Initiative.



International Plenary Panel

“Indigenous Curriculum in Higher Education – International Perspectives”



Professor Jeff Ganohalidoh Corntassel

Professor of Indigenous Studies; Associate Director, Centre for Indigenous Research and Community-Led Engagement, University of Victoria, British Columbia, Canada

Dr. Jeff Ganohalidoh Corntassel is a writer, teacher and father from the Cherokee Nation. He is a Professor in Indigenous Studies, and cross-listed Professor in the Political Science Department at the University of Victoria as well as Associate Director of the Centre for Indigenous Research and Community-Led Engagement (CIRCLE). Jeff’s research and teaching interests focus on “Everyday Acts of Resurgence” and the intersections between Indigenous internationalism, community resurgence, climate change, gender, and community well-being. Corntassel situates his work at the grassroots with many Indigenous led community-based programs and initiatives ranging from local food movement initiatives, land-based renewal projects to gendered colonial violence and protection of homelands. He is currently completing work for his forthcoming book on Sustainable Self-Determination, which examines Indigenous climate justice, food security, and gender-based resurgence.



Dr Carwyn Jones

Pūkenga Matua – Lead Academic, Ahunga Tikanga – Māori Laws and Philosophy
Te Wānanga o Raukawa

Carwyn Jones (Ngāti Kahungunu) holds undergraduate degrees from Victoria University of Wellington and a PhD from the University of Victoria, British Columbia. His primary research interests relate to the Treaty of Waitangi and Indigenous legal traditions. Prior to joining the faculty at Te Wānanga o Raukawa, he was an Associate Professor at the Faculty of Law at Victoria University of Wellington, having previously worked at the Waitangi Tribunal, the Māori Land Court, and the Office of Treaty Settlements, and having served as a negotiator for the settlement of the historical claims of his own community. He retains a connection with Victoria University as an Honorary Adjunct Professor in the School of Māori Studies. He is Co-Editor of the Māori Law Review, a former Co-President of Te Hunga Rōia Māori (the Māori Law Society), and the author of *New Treaty, New Tradition – Reconciling Māori and New Zealand Law*.



Professor Juanita Sherwood

Professor of Australian Indigenous Education at the University of Technology Sydney

Professor Juanita Sherwood is a proud Wiradjuri woman and is a registered nurse, teacher, lecturer, researcher and manager with a depth of working experiences of some thirty years in Aboriginal and Torres Strait Islander health and education. Professor Sherwood has a PhD from the University of New South Wales, and has previously worked in lecturing, research, management and consultative roles in health, education and Indigenous studies, with her most recent role being Professor of Australian Indigenous Education at the University of Technology Sydney. Professor Juanita Sherwood has previously held the positions of PVC Indigenous Engagement at Charles Sturt University and Academic Director at the National Centre for Cultural Competence at the University of Sydney, with a mandate to engage, innovate and lead in cultural competence.

Brolga Dance Academy



The Brolga Dance Academy was formed in August 2020 by Jodie Choolburra-Welsh, in Redfern and is a 100% Aboriginal owned and controlled business built from deep respect, passion, desire and a long-standing commitment in the Aboriginal arts and cultural industry and community. Specialising in Aboriginal Contemporary and Traditional dance, our students discover culture through body movement as a tool to discover the intricacies on words and language of our people and provides a vital space for storytelling. Brolga delivers weekly classes in Redfern and dance workshops with some of the most prominent and professional Aboriginal and Torres Strait Islander artists in the industry. Brolga Dance Academy also provides professional development and career pathway opportunities to support the aspirations and development of our students, and opportunities to immerse themselves in and expand their knowledge of their culture through dance. Our vision is to create work that reaches a broad audience, provides new opportunities for growth and professional development, and gives our youth an authentic connection to culture. Our traditional dances have been passed down and guided by respected and loved Gamilaroi Elder Aunty Bronwyn Spearim.

www.brolgadanceacademy.com.au

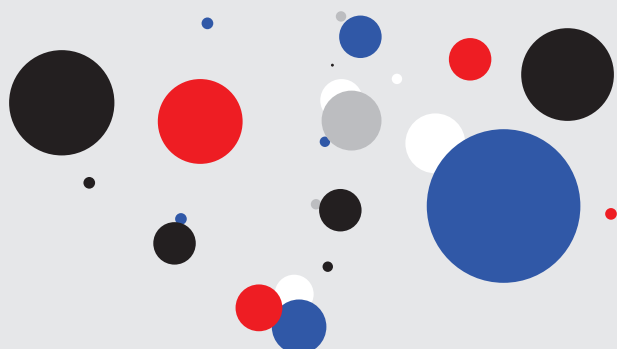


INDIGENOUS HIGHER EDUCATION CURRICULUM CONFERENCE PROGRAM

DAY 1 Tuesday 29th November

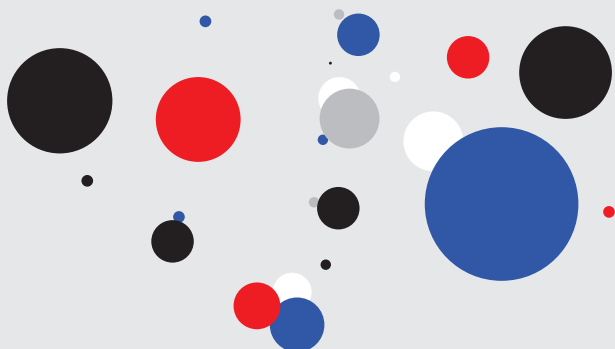
8.00am	Registration – Tea and Coffee	
9.00am – Room 1	Introduction - UTS Associate Dean Indigenous Teaching and Learning, Associate Professor Annette Gainsford	
9.15am – Room 1	Welcome to Country - Aunty Yvonne Weldon	
9.30am – Room 1	Welcome to UTS – UTS Vice Chancellor Professor Andrew Parfitt	
10:00am – Room 1	Keynote Address Professor Juanita Sherwood – Jumbunna Institute for Indigenous Education, Health and Research (JIHER) University of Technology Sydney	
10.30am	Morning Tea	
11.00am – 12:40pm	Concurrent Session 1A	
	Conference Rooms 1 and 2	
	Room 1 Chair Annette Gainsford	Room 2 Chair Kath Attree
	“Yarning Circles – building Cultural Safety through traditional communication methods” Kate Robinson Australian Catholic University	Weaving voices on emergent Indigenous Ontologies into the UTS Graduate Certificate in Higher Education Teaching and Learning (GCHETL) Melinda J Lewis, Alisa Percy, Dimity Wehr, Rachel E Thompson, Ann Wilson, Franziska Trede GCHETL Course Team, Teaching & Curriculum Team (TACT), Institute of Interactive Media and Learning, University of Technology Sydney
	TAFE Queensland – Making Cultural Safety Happen Ali Moloney TAFE Queensland	Learning from Country in the City: Aboriginal-led Country-Centred Learning for preservice teachers Katrina Thorpe*, Cathie Burgess** *Centre for the Advancement of Indigenous Knowledges, Faculty of Arts and Social Sciences, University of Technology Sydney **Sydney School of Education and Social Work, University of Sydney
	Positioning academic libraries as places of cultural safety to enable Indigenous knowledges perspectives in the curriculum Deanne Holmes University of Adelaide Library	Aboriginal Self-Determination in Schools Cally Jetta University of Southern Queensland
		“It’s about remembering who we are”: Embedding Country as Teacher Pedagogy across primary, secondary, and tertiary settings in the ACT Ben Wilson and Dave Spillman University of Canberra

12.40pm	Buffet Lunch	
1:30pm – 3:00pm	Concurrent Session 1B	
	Conference Rooms 1 and 2	
	Room 1 Chair Franziska Trede	Room 2 Chair Aurora Murphy
	Reflections on Indigenising the Curriculum at the Canberra Law School Wayne Applebee, Rachel Bacon, Cristy Clark, Alison Gerard, Marina Martiniello, Stirling Sharpe, Dave Spillman, Ben Wilson University of Canberra	Planning forward by working backwards: two-way development of an Aboriginal Health course Christopher Davis, Katherine Baldock University of South Australia
	Reflections on assessing Indigenous cultural capability through interactive oral assessment of policing, criminal justice and law students Emma Colvin and Jennifer Hartley Charles Sturt University	“Do the systems matter anyway?” Mapping Aboriginal Content and Pedagogies across undergraduate programs at the University of South Australia Kat Kenyon, Michael Watkins, Aidan Cornelius-Bell University of South Australia
	Reflections on the Indigenous Cultural Competency for Legal Academics Program Marcelle Burns Associate Dean Indigenous Leadership and Engagement, Faculty of Law, UTS	Embedding Indigenous Perspectives in Higher Education Medical Curriculum Through Learning Design Jorge Reyna The Royal Australian and New Zealand College of Ophthalmologists Newcastle
3.00pm	Afternoon Tea	
3.30pm – Room 1	<u>International Plenary - “Indigenous Curriculum in Higher Education – International Perspectives”</u> Dr Carwyn Jones, Professor Jeff Corntassel, Professor Juanita Sherwood	
5.00pm - 6.00pm	Sponsored Networking Drinks - Council of Australian Law Deans	



INDIGENOUS HIGHER EDUCATION CURRICULUM CONFERENCE PROGRAM											
DAY 2 Wednesday 30th November											
8.00am	Registration – Tea and Coffee										
9.00am – Room 1	Brolga Dance Academy										
9:30am – Room 1	“Empowering Indigenous Student Voices in Higher Education” Narelle Brown, Tshintina Morris, Tau Talifolau, Aleta Wassell										
10.30am	Morning Tea										
11.00am – 12:30pm	Concurrent Session 2A										
	Conference Rooms 1 and 2										
	<table border="1"> <thead> <tr> <th>Room 1 Chair Alisa Percy</th> <th>Room 2 Chair Jaime Gongora</th> </tr> </thead> <tbody> <tr> <td> Adaptation and resilience in the face of climate emergency in the Torres Strait Islands Sasha Purcell Queensland University of Technology </td> <td> Designing tools for curriculum mapping of Indigenous Knowledge Systems at the Faculty of Science, University of Sydney <u>James Gibbs</u>, Jaime Gongora, Veronica Boulton, Michael Wheatland, Sonali Saxena, Rosanne Quinnell, Rebecca Cross, Mitchell Gibbs, Tina Bell, Matt Pye, Fran van den Berg, Siegbert Schmid, Dominic Murphy, Paul Rhodes, Caroline Hunt, Alice Motion, Tony Masters, Peter Rutledge, Shane Wilkinson, Arvindan Kaviraj, Vicki-Anh Winfield, Christopher Hammang Faculty of Science, University of Sydney </td> </tr> <tr> <td> How mainstream science students experience decolonisation of the Science curriculum <u>Angela Ziebell*</u>, Paris Beasy**, Charisse Reyes*** *School of Life and Environmental Sciences, Faculty of Science Engineering and the Built Environment, Deakin University **Faculty of Science, Monash University ***School of Chemistry, Faculty of Science, Monash University </td> <td> Building awareness of perceptions on animals within Indigenous cultures from Australia and South America amongst science students. <u>Jaime Gongora*</u>; Mitch Gibbs**, Stewart Sutherland*, ***, Cameron Clark **** *Sydney School of Veterinary Science, Faculty of Science, University of Sydney **Schools of Geosciences and, History and Philosophy of Science, Faculty of Science, University of Sydney ***School of Medicine, The Australian Nation University ****School of Life and Environmental Sciences, Faculty of Science, University of Sydney </td> </tr> <tr> <td> From Deficit Narratives to Strengths-Based Pedagogy: Seeing Indigenous People as Agents in Legal Education Souheir Edelbi Western Sydney University School of Law </td> <td> The embedding of Indigenous perspectives and knowledge into large first year Biology units <u>Matt Pye</u>, Fran van den Berg School of Life and Environmental Sciences, University of Sydney </td> </tr> <tr> <td></td> <td> Transforming curriculum in Agricultural Science and Geography <u>Rebecca Cross*</u>, Tina Bell**, Matt Pye** </td> </tr> </tbody> </table>	Room 1 Chair Alisa Percy	Room 2 Chair Jaime Gongora	Adaptation and resilience in the face of climate emergency in the Torres Strait Islands Sasha Purcell Queensland University of Technology	Designing tools for curriculum mapping of Indigenous Knowledge Systems at the Faculty of Science, University of Sydney <u>James Gibbs</u> , Jaime Gongora, Veronica Boulton, Michael Wheatland, Sonali Saxena, Rosanne Quinnell, Rebecca Cross, Mitchell Gibbs, Tina Bell, Matt Pye, Fran van den Berg, Siegbert Schmid, Dominic Murphy, Paul Rhodes, Caroline Hunt, Alice Motion, Tony Masters, Peter Rutledge, Shane Wilkinson, Arvindan Kaviraj, Vicki-Anh Winfield, Christopher Hammang Faculty of Science, University of Sydney	How mainstream science students experience decolonisation of the Science curriculum <u>Angela Ziebell*</u> , Paris Beasy**, Charisse Reyes*** *School of Life and Environmental Sciences, Faculty of Science Engineering and the Built Environment, Deakin University **Faculty of Science, Monash University ***School of Chemistry, Faculty of Science, Monash University	Building awareness of perceptions on animals within Indigenous cultures from Australia and South America amongst science students. <u>Jaime Gongora*</u> ; Mitch Gibbs**, Stewart Sutherland*, ***, Cameron Clark **** *Sydney School of Veterinary Science, Faculty of Science, University of Sydney **Schools of Geosciences and, History and Philosophy of Science, Faculty of Science, University of Sydney ***School of Medicine, The Australian Nation University ****School of Life and Environmental Sciences, Faculty of Science, University of Sydney	From Deficit Narratives to Strengths-Based Pedagogy: Seeing Indigenous People as Agents in Legal Education Souheir Edelbi Western Sydney University School of Law	The embedding of Indigenous perspectives and knowledge into large first year Biology units <u>Matt Pye</u> , Fran van den Berg School of Life and Environmental Sciences, University of Sydney		Transforming curriculum in Agricultural Science and Geography <u>Rebecca Cross*</u> , Tina Bell**, Matt Pye**
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1:30pm – 3:00pm	Concurrent Session 2B	
	Conference Rooms 1 and 2	
	Room 1 Chair Melinda Lewis	Room 2 Chair Jaime Gongora
	Design, Development and Delivery: WSU School of Law’s Embedding of Indigenous Perspectives across Legal Education Curriculum Anna Cody, Grace Borsellino Western Sydney University School of Law	Indigenous Knowledges as part of History and Philosophy of Science: SCIE1001 <u>Mitchell Gibbs</u> *, **, Hans Pols*, Jaime Gongora*** *School of Geosciences, University of Sydney, Faculty of Science, University of Sydney **School of History and Philosophy Science, Faculty of Science, University of Sydney ***Sydney School of Veterinary Science, Faculty of Science, University of Sydney
	Use of the Twenty Statements Test for an identity reflection in a first-year law subject Mark Nolan*, Jennifer Hartley*, Annette Gainsford**, Lloyd Dolan*** *Centre for Law and Justice, Charles Sturt University **University of Technology Sydney ***Gulaay, Charles Sturt University	An Inclusive Australian Chemistry Curriculum Siegbert Schmid*, Alice Motion*, Tony Masters*, Peter Rutledge*, Shane Wilkinson*, Clare Birch*, <u>Rosanne Quinnell</u> ** *School of Chemistry, Faculty of Science, The University of Sydney ** School of Life and Environmental Sciences, Faculty of Science, The University of Sydney
	Strategies for incorporating Indigenous cultural capability into the teaching of corporate and business law Robin Bowley University of Technology Sydney	Aboriginal Knowledge and Psychology: Curriculum Reform at The University of Sydney <u>Paul Rhodes</u> , Caroline Hunt Sydney School of Psychology, Faculty of Science, University of Sydney
3:05pm – Room 1	“Building a Community of Practice”- UTS Associate Dean Indigenous Teaching and Learning Associate Professor Annette Gainsford	
3.15pm – Room 1	Closing Address PVC Indigenous (Leadership and Engagement) Professor Robynne Quiggin	
3.45pm – 5:00pm	Afternoon Tea and Farewell Drinks	



Abstracts

Tuesday 29th November - Concurrent Session 1A – Break Out Rooms

11:00am - 12:40pm

Room 1

Chair Annette Gainsford

Presentation 1

“Yarning Circles – building Cultural Safety through traditional communication methods”

Kate Robinson – Australian Catholic University

Gadigal woman, Dip HS (Nursing) (University of Sydney), MPH (University of Sydney), Lecturer Australian Catholic University

Teaching Cultural Safety to undergraduate health students is mandated by the Australian Health Practitioner Regulation Agency. At Australian Catholic University, students are introduced to Cultural Safety in a first-year undergraduate multi-disciplinary unit through the lens of Aboriginal and Torres Strait Islander people. This builds students' knowledge of issues relating to Aboriginal and Torres Strait Islander history, health and healthcare. Tutorials are delivered in a series of Yarning Circles to develop students' communication capabilities. Yarning Circles, a traditional method of communication used by Aboriginal and Torres Strait Islander people for millennia, provide students with an important insight into, and experience of, ancient cultures and traditions. The diversity in each tutorial creates opportunities for students to yarn with people who are not like themselves, scaffolding Culturally Safe communication skills in a safe environment. Each yarning circle encourages deep learning through critical thinking around the content of each week's pre-learning materials delivered online, and is structured to ensure that students who have not undertaken any preparation can fully participate in each Yarning Circle. Having creatively used traditional Aboriginal and Torres Strait Islander methods of communication in the classroom, I would like to share the success of cultivating Culturally Safe communication in a way that directly links students to Aboriginal and Torres Strait Islander traditions.

Presentation 2

TAFE Queensland – Making Cultural Safety Happen

Ali Maloney - TAFE Queensland

Ali Moloney has been working in educational sector for the past 14 years, predominantly in community services, health, and nursing with TAFE Queensland and more recently with the University of the Sunshine Coast. Ali is also a Project Officer with the World Health Organization Collaborating Centre at the University of Technology Sydney in the Western Pacific Regional Office, with a focus on curriculum for nursing and community health workers and universal health care. Currently, Ali is undertaking a higher degree by research focusing on Cultural Safety, this is being completed through University of the Sunshine Coast.

Cultural Safety within curriculum development and design contains complexities around the underpinning of foundational concepts, such as communication, patient-centred care, and standards for practice. The ability to weave in Cultural Safety into every unit seems to be an ongoing battle due to the dynamic nature of nursing, and the disciplines that often contribute to nursing curriculum – such as the sciences, midwifery, and other academic experts. TAFE Queensland is in an exceptionally unique position, that of a new qualification – the Bachelor of Nursing, added to its scope for delivery commencing in 2024. Graduate and degree outcomes are the learning outcomes of the entire program, and as a direct consequent all outcomes include statements of knowledge, skills, and attitudes that a person completing this course will hold. TAFE Queensland will embed Cultural Safety

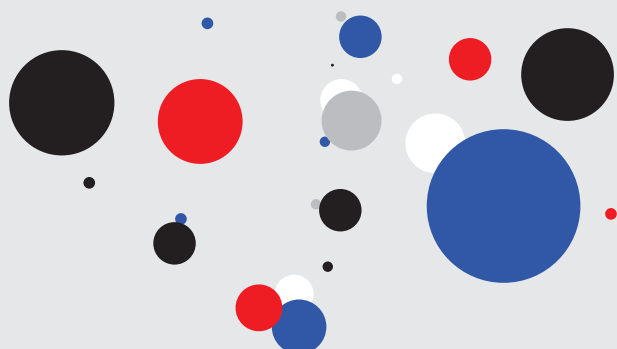
practices throughout each graduate and degree outcome, and align relevant standards and practices to each unit/subject throughout delivery. The curriculum will be developed using a person-centred care concept, the Australian Safety and Quality Framework in Health Care, and Ramsden's seminal work – the Cultural Safety framework. These will also align with the NMBA Standards for Practice (NMBA, 2016) and the Joint Statement on Culturally Safe Care (NMBA & CATSINaM, 2018). The five principles of Cultural Safety incorporates reflection of ones' own practice, minimisation of power differences, engaging in communication with peoples, undertaking a process of decolonisation through learning about the impacts of colonisation, and treating all peoples regardless of differences the same (Ramsden, 2002). This notion is also in line with the Australian Commission on Safety and Quality in Health Care Standards (2021), where the focus is on patient-centred care. Ensuring person-centred care is established provides the graduate with insight into cultural differences, leading to culturally safe practices to be established (Australian Commission on Safety and Quality in Health Care, 2021, 2022; Lokugamage et al., 2020).

Presentation 3

Positioning academic libraries as places of cultural safety to enable Indigenous knowledges perspectives in the curriculum

Deanne Holmes - University of Adelaide Library

Deanne Holmes is a Senior Manager in the University of Adelaide Library. She led the development of an identified continuing Indigenous librarian role in the Library, which saw the University of Adelaide Library recruit its first Indigenous Support Librarian in 2019. Embarking on understanding and articulating cultural respect and safety in the Library, Deanne was integral in developing the Library's Aboriginal and Torres Strait Islander Engagement Framework. She has responsibility for implementing the Framework and has led Indigenous student support programs, improved cultural safety of library collections, engaged with the University's Wirltu Yarlur Aboriginal Education team, overseen uplifts in online and print Indigenous resources, and led the enhancement of the Library's cultural space Yaitya Ngutupira. Marni naa pudni ('Good you all came' in Kurna language) and the Kurna Acknowledgement visibly welcome students, staff and community into the University of Adelaide Library, as one small but important demonstration of the Library's ongoing commitment to be positioned as a place of cultural safety. This presentation shares the iterative approach taken by the University of Adelaide Library to engage respectfully to understand what cultural safety looked like in our context, including how we set out to articulate and demonstrate a commitment to cultural diversity, safety and respect across our staff, collections, resources and spaces. The presentation will discuss where the Library fell short in understanding and managing its cultural responsibilities and how an articulated Aboriginal and Torres Strait Islander Engagement Framework was created to identify and assign actions as a shared responsibility across three themes – Building Capability, Signalling Commitment and Sharing Knowledge. Academic libraries are well placed to support and create culturally safe, welcoming and inclusive environments through the provision of cultural spaces, safe student study spaces, services, resources, collections, policies and culturally aware staff. The approach taken by the University of Adelaide Library has helped it be positioned and ready to support university priorities to embed Indigenous Knowledges perspectives into the curriculum through the work it has undertaken with its spaces, resources, collections and people.



Room 2

Chair Kath Attree

Presentation 1

Weaving voices on emergent Indigenous Ontologies into the UTS Graduate Certificate in Higher Education Teaching and Learning

Melinda J Lewis, Alisa Percy, Dimity Wehr, Rachel E Thompson, Ann Wilson, Franziska Trede - University of Technology Sydney GCHETL Course Team, Teaching & Curriculum Team (TACT), Institute of Interactive Media and Learning, University of Technology Sydney

The Graduate Certificate in Higher Education Teaching and Learning (GCHETL) at UTS is one affordance in the professional learning landscape for teaching staff to cultivate and articulate their identity and build capability as deliberate professional educators. In 2022, our newly designed GCHETL was implemented with a strong focus on social justice, and a pedagogical framework combining reflexivity, dialogue, and action, informed by critical pedagogy, feminist philosophy and an appreciation for the contribution Indigenous Ontology can make to educational thought and practice. Embedding the UTS 2022 Indigenous Graduate Attribute (IGA) curricula framework is a key agenda in curriculum design, and the GCHETL plays a role in preparing course, subject designers, and teaching staff to engage authentically. We model cultural protocols and relational processes supporting educators through a woven emergent practice that engages respectfully with appropriate stakeholders, centres cultural safety and privileges Indigenous voices. In this presentation, we will share our collective journeys of developing, implementing, and evaluating initial approaches to the IGA in the GCHETL by attempting to build knowledge-based relationships between Western approaches to teaching, learning and evaluation, and our own emergent understanding of Indigenous Australian ways of working. Our standpoint is that engagement with the IGA in this way fosters course team collaboration, enables learning conversations and co-production, and provides a useful model for other course teams who wish to engage authentically with the social justice ethos of the University. We acknowledge rich cultural mentoring and look forward to deepening relationships with Elders, scholars, students, and community.

Presentation 2

Learning from Country in the City: Aboriginal-led Country-Centred Learning for preservice teachers.

Dr Katrina Thorpe*, Associate Professor Cathie Burgess**

*Centre for the Advancement of Indigenous Knowledges, Faculty of Arts and Social Sciences, University of Technology Sydney

**Sydney School of Education and Social Work, University of Sydney

Dr Katrina Thorpe, (Worimi, Port Stephens NSW) is the inaugural Chancellor's Postdoctoral Indigenous Research Fellow at the Centre for the Advancement of Indigenous Knowledges, UTS. Katrina's research focuses on innovative educational approaches that engage teacher education students in Aboriginal community-led, Country-centred experiences. Katrina is passionate about developing culturally responsive pedagogies that facilitate connections between students and Aboriginal people, communities and Country. In her work she continues to support future and in-service teachers who are developing an Aboriginal education activist identity and want to connect with others who share a commitment to social justice in Aboriginal education. Katrina has over 20 years' experience teaching mandatory Indigenous Studies across a number of disciplines including education, social work, nursing, health and community development.

Associate Professor Cathie Burgess coordinates and teaches undergraduate and postgraduate Aboriginal Studies, Aboriginal Community Engagement, Learning from Country and Leadership in Aboriginal Education courses in the Sydney School of Education and Social Work at the University of Sydney. She has extensive teaching and leadership experience in secondary schools and maintains strong connections with school-communities

Teacher educators play a significant role in preparing preservice teachers to be culturally responsive educators and ethically embed Aboriginal Knowledges and perspectives into their future classroom curriculum. Aboriginal-led, place-based 'Learning from Country' (LFC) experiences are emerging as critical to building preservice teacher capability and confidence in these important areas. 'Learning from Country' positions Aboriginal Elders and community educators as experts in delivering professional learning for preservice teachers. In the context of this teaching and research project, Learning from Country involves learning outside of the classroom with Aboriginal people on Gadigal Land in Sydney. This urban lens is significant because notions of Country are often dominated by stereotypes of 'the bush', 'the desert' or 'the outback' (Fredericks, 2013), leading to narrow representations of Aboriginal people, Knowledges, culture and Country. This paper reports on a longitudinal research project (2017-2022) aimed at generating new understandings of how Aboriginal community educators, preservice teachers and early-career teachers experience and implement Learning from Country in their practice. We will share the findings emerging from individual and group yarning circles with 10 Aboriginal community-based educators, 30 preservice teachers and 16 early-career teachers. These findings inspired us to develop a Learning from Country Framework (Burgess, et al., 2022) which emphasises the significance of Aboriginal-led Country-Centred learning for nurturing respect, deep listening and truth-telling processes. These processes build preservice and early career teacher confidence in developing relationships with Aboriginal people and Country, awakens their critical consciousness, and prompts them to mobilise culturally responsive pedagogies in their classrooms.

Presentation 3

Aboriginal Self-Determination in Schools

Cally Jetta - University of Southern Queensland

My name is Cally Jetta and I reside in WA on Noongar Country, where I live with my husband and our four sons. I am passionate about education both as a tool for Aboriginal empowerment but also for its potential to contribute to genuine reconciliation. This is my second year of university lecturing with the College for First Nations at the University of Southern QLD and I am currently completing the last several months of a PhD examining Aboriginal Self-Determination in schools. I view my PhD journey as much more than an academic transcript fulfilling the requirements of my PhD. It is a deeply personal story of self-acceptance, struggle, resistance; and a record of the transformative process I underwent throughout this research project. My research is compelled by a genuine moral and cultural responsibility to contribute to positive change for First Nation Australians, particularly in the field of education, by privileging the experiences and voices of Aboriginal educators and collaboratively exploring contemporary understandings and applications of self-determination in schools.

Presentation 4

"It's about remembering who we are": Embedding Country as Teacher Pedagogy across primary, secondary, and tertiary settings in the ACT

Ben Wilson and Dave Spillman - University of Canberra

Indigenous ways of being have value for modern organisations and workplaces. In a world with increasing complexity and unprecedented 'wicked' challenges, investigating the cultural practices that built the world's most sustainable and long-lived society is not just prudent, it is vital. Despite this, mainstream approaches to 'Indigenising' schools often hold as their goal the better retention, attraction, and management of Indigenous students. We contend that such approaches, deeply embedded in the education policies of successive Australian governments, fail to recognise the limitless potential for a pedagogical approach based in Indigenous place-based ethics to bring about positive and lasting transformation for society. Paul Gordon suggests that "the Lore teaches

us that all people who live on this land, have a responsibility to love and care for this land, regardless of where they were born. The first step in doing this is to connect with the land' (Callaghan & Gordon, 2022, p. 23). Further, McKnight (2016, p. 12) points out, 'If respect for Aboriginal ways of knowing and learning is to permeate teacher education and teaching in schools, the pedagogy of respectful reciprocal relationships with Country needs to be a priority.' We refer to this pedagogical approach as "Country as Teacher" (CaT) and is based upon using place-based approaches to bring individuals back into a reciprocal relationship with Country. This presentation explores two related projects. The first analyses the experiences of university educators looking to embed Indigenous ways of knowing in their units in an attempt to 'Indigenise the curriculum', and the second explores the preliminary experiences of a group of teachers across four ACT schools who were trained in CaT approaches and then asked to facilitate similar experiences for their students. With respectful and guided provocation, participants across both projects began to shape their own story of connection, responsibility, and obligation to their local places, and built their own creative, innovative approaches to embedding Indigenous place-based ethics in their roles as educators.

Tuesday 29th November - Concurrent Session 1B – Break Out Rooms

1:30pm - 3:00pm

Room 1

Chair Franziska Trede

Presentation 1

Reflections on Indigenising the Curriculum at the Canberra Law School

Wayne Applebee, Rachel Bacon, Cristy Clark, Alison Gerard, Marina Martiniello, Stirling Sharpe, Dave Spillman, Ben Wilson - University of Canberra

This paper reflects on the Indigenising the Curriculum Framework at the University of Canberra using a case study approach from the law and health Faculties. In the paper we chart the governance frameworks used institutionally and their development in partnership with local Ngunnawal Elders. We then document and analyse approaches to embedding Indigenous cultural competence specifically with regard to our governance, curriculum, professional development, fostering of cultural safety, employment and student strategies. This paper captures reflections on what worked well and the need for two-way learning across the sector to build a community of practice on transformational approaches and to promote resilience amongst leaders experiencing common challenges.

Presentation 2

Reflections on assessing Indigenous cultural capability through interactive oral assessment of policing, criminal justice and law students

Dr Emma Colvin and Jennifer Hartley - Charles Sturt University

This paper will present a discussion of the use of interactive oral assessment to assess the Indigenous cultural capability of students undertaking policing, criminal justice and law studies. The subject, *Indigenous Communities, Criminal Justice and Policing*, is the capstone subject for the Indigenous Cultural Competency graduate attribute for several degrees and contains embedded Indigenous content approved through the university's Indigenous Board of Studies. Reflexive practice is a key theme of the subject and developing reflexive skills is a key element of cultural capability. Prior to the introduction of the interactive oral, a written reflective assessment was undertaken as the final piece in the assessment suite. The subject teaching team felt this written assessment was not capturing the desired skill level in its execution, and so introduced an interactive oral as a new method of assessing the skills at a graduate level. This paper will discuss the rationale for this change, the creation of the assessment item and the experience of implementing and executing the assessment item. A survey of students was undertaken and teaching staff engaged with a community of practice as part of the process. The survey

results and reflections of teaching staff on the process and the community of practice will be discussed as part of this paper. In particular, the paper will consider the efficacy of this new assessment in achieving the goal of assessing the cultural capability of students undertaking the subject.

Terminology note: the term 'Indigenous' is used because that is the terminology used in the subject title and by the curriculum approval board. The authors note that this terminology is contested and that it is not a preferred term within some communities.

Presentation 3

Reflections on the Indigenous Cultural Competency for Legal Academics Program

Marcelle Burns - Associate Dean Indigenous Leadership and Engagement, Faculty of Law, University of Technology Sydney

Marcelle Burns is a Gomeroi - Kamilaroi First Nations' woman and is the Associate Dean Indigenous Leadership and Engagement in the Faculty of Law at the University of Technology Sydney (UTS). She has over twenty years' experience in the field of First Peoples and law, as both as a solicitor and academic. Her main research interests include the recognition of First Nations in international and domestic laws, and the inclusion of Indigenous knowledges and cultural competency in legal education. Marcelle's contributions to legal education, research and practice have been recognised by her being awarded Southern Cross University's School of Law and Justice Alumnus of the Year in 2017, and an UNE Award for Excellence in Teaching and Learning Research in 2018. From 2015-2019 I was the project leader for the Indigenous Cultural Competency for Legal Academics Program (ICCLAP). This program was designed to build the capacity of legal academics to embed Indigenous cultural competency into law programs. One of the positive outcomes of this project has been the inclusion of Indigenous Cultural Competency as one of the areas of prescribed knowledge to be taught in law curricula under the Australian Law School Standards (Council of Australian Law Deans, 2020). This paper will reflect on ICCLAP, its outcomes, and the opportunities and challenges for law schools to implement ICC in law curricula.

Tuesday 29th November - Concurrent Session 1B – Break Out Rooms
1:30pm - 3:00pm

Room 2

Chair Aurora Murphy

Presentation 1

Planning forward by working backwards: two-way development of an Aboriginal Health course

Christopher Davis & Katherine Baldock - University of South Australia

We share here our journey in developing an Aboriginal Health course, drawing from multiple perspectives. A non-Indigenous academic developed the course outline for administrative approval, guided by the Aboriginal and Torres Strait Islander Health Curriculum Framework and the Foundation Competencies for Public Health Graduates in Australia. Simultaneously, a recruitment process commenced to employ an Indigenous academic to develop and deliver the course. Broad advice and feedback were sought on the course outline from Indigenous colleagues, acknowledging their limited capacity to contribute further. The outline included course aim, content, learning objectives and assessments (number, type (e.g., "written assessment") and weighting). After successful recruitment, an Indigenous academic commenced the curriculum development process. The approach included layering of rich texture content drawing from KukuYalanji: *Miyilda Nyajil Milkabu Nyajil Kala Babaji* meaning 'to see, to hear, to do', with 'Dadirri' or deep listening method from Ngangikurungur nation as foundational to informing development of a thematic structure to guide this course going forward. Several iterations of mind mapping and yarning with course development advisors including senior academics and, wherever possible, Indigenous academics, as well as executive oversight kept the course development process on track. The course,

which delivers curriculum and develops competencies on social determinants of Aboriginal health, employs teaching approaches that encourage yarning and reflection among and between students and teaching staff. It was first taught over 13 weeks in 2021, and again in 2022. Our presentation will unpack this two-way curriculum development journey, and share our vision for future Indigenous curriculum initiatives.

Presentation 2

“Do the systems matter anyway?” Mapping Aboriginal Content and Pedagogies across undergraduate programs at the University of South Australia

Kat Kenyon, Michael Watkins, Aidan Cornelius-Bell - University of South Australia

Michael, Kat and Aidan work at the University of South Australia. Michael is the chair of the Aboriginal Strategy Group in the Allied Health and Human Performance Unit (ALH) and, alongside Kat, has taken an active lead in developing and mapping Aboriginal curriculum. Kat, also from ALH, works in the Clinical Education and Equity team. Aidan is an Academic Developer in a central portfolio working with Michael, Kat, Christopher Davis and Katherine Baldock to develop strategies from this foundational work to translate into a university-level project to seed ideas toward curricular change across the university.

Eurocentric curriculum systems (documents, processes, software and other structures) marginalise Aboriginal curriculum and ways of knowing and doing (Bullen, 2017; Kennedy et al., 2019; Yunkaporta, 2009). Aboriginal and non-Aboriginal academics working to create curricular ‘space’ often deliver knowledges and understandings in the spaces between ‘mainstream’ curriculum (Acton et al., 2017). With narratives now moving towards embedded Aboriginal health curricular (Department of Health 2014) new impetus to address inconsistencies in student preparedness for working with Aboriginal Peoples, stemming from existing, sub-optimal learning experiences in Aboriginal health, require serious attention (McCartan et al., 2021; Mills et al., 2018). Fundamentally strategic initiatives have been inconsistent and overarching curricular and pedagogical shifts have not occurred ‘at scale’. We acknowledge that ‘scale’ is a frequent problem of education systems, not an aspiration (Yunkaporta, 2019), yet we seek to sustainably open curricular spaces sustainably. Through our ‘mapping’ process we seek to give formal recognition to the spaces which are enabling Aboriginal content and pedagogies, while continuing to support academic agency (Nakata et al., 2012) through systems reform. We have also begun facilitating examination of disciplinary thinking towards transformation (Nakata et al., 2012). In this presentation, we will discuss the influences and aspirations for making space in traditionally ‘crowded’ curriculum, while acknowledging the necessity for flexibility to bend and transform higher education’s ‘mainstream’ curricular. We hope to engage with experienced practitioners and thinkers in troubling the work we have begun to develop more robust and useful processes and workshops.

Presentation 3

Embedding Indigenous Perspectives in Higher Education Medical Curriculum Through Learning Design

Jorge Reyna – The Royal Australian and New Zealand College of Ophthalmologists Newcastle

Jorge Reyna has a PhD in Science Education with 15 years of experience in learning design implementation. He also has 5 years of experience in academic teaching science subjects, foundations in teaching and learning and digital media. Jorge is a researcher with more than 120 publications in educational technology including peer-reviewed journals, – book chapters, peer-reviewed conference papers, industry magazines, and blogs.

Australian universities have progressively embedded Indigenous Graduate Attributes in their programs recently. Most institutions hire learning designers to help academics implement evidence-based teaching practices in their

courses. As learning designers guide academics in developing assessments and learning resources for their students, they can be considered influencers. Therefore, learning designers could have a role in helping embed Indigenous perspectives into teaching contexts. The literature in educational research highlighted the importance of contextualising learning to help the students to develop understanding, application and implications of their learning. By co-designing learning experiences that embed Indigenous cultures and their stories, learning designers working with academics can raise awareness of Indigenous needs in various disciplines. In medical education, learning designers can help contextualise healthcare to the needs of Indigenous populations across Australia to provide meaningful learning experiences for the students. Although there is research in medical journals regarding Indigenous health, this idea will only be possible by working with Indigenous communities and listening to their needs. This paper discusses a preliminary learning design template using case-based scenarios developed to incorporate Indigenous perspectives in online learning in medical education. The author also discusses further steps, including involving Indigenous stakeholders to co-design learning activities and the need to evaluate the intervention.

Wednesday 30th November - Concurrent Session 2A – Break Out Rooms
11:00am - 12:30pm

Room 1

Chair Alisa Percy

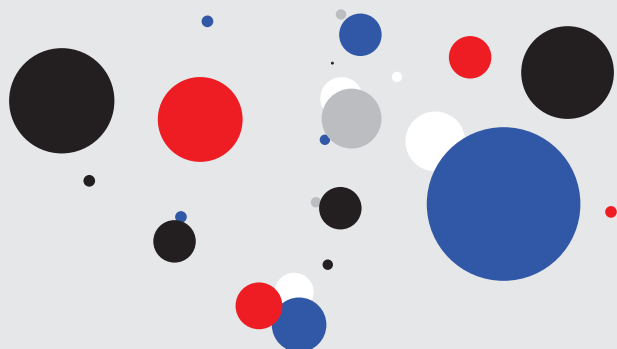
Presentation 1

Adaptation and resilience in the face of climate emergency in the Torres Strait Islands

Sasha Purcell - Queensland University of Technology

Sasha Purcell is a Torres Strait Islander human rights lawyer, Fulbright Scholar, NYU Human Rights Scholar and the 2021 NAIDOC Scholar of the year award winner for her work in climate change. Sasha represents one of the very few Torres Strait voices in the United Nations. She has recently curated and filmed a session for the World Science Festival on the legal jurisprudence regarding 'rights of nature' and is recognized as 1 of the 100 climate change innovators in Australia where her research is preserved at the Sydney Powerhouse.

Indigenous people worldwide contribute the least to human-induced climate change yet are among the most vulnerable to its effects. The first part of this paper will consider how climate change is impacting Torres Strait Islands and how those impacts are affecting the economic, social, and cultural rights of those living in the Islands. The paper will focus on the right to take part in cultural life as protected by Article 15 of the ICESCR. The paper concludes that climate change fundamentally threatens Torres Strait Islanders' right to engage in cultural practices, as well as threatening other rights such as the right to enjoyment of physical and mental health, the right to an adequate standard of living, and the right of self-determination. The paper then non-exhaustively details some of the mitigation and adaptation measures that are necessary, particularly on the part of the Australian government, in order to prevent violations of these rights and to ensure these rights are progressively, fully realised.



Presentation 2

How mainstream science students experience decolonisation of the Science curriculum

Angela Ziebell*, Paris Beasy**, Charisse Reyes***

Presenting Author: Angela Ziebell

*School of Life and Environmental Sciences, Faculty of Science Engineering and the Built Environment, Deakin University

**Faculty of Science, Monash University

***School of Chemistry, Faculty of Science, Monash University

A mixed methods approach was used to understand the experience of mainstream science students completing an elective interdisciplinary science unit “Indigenous Science: Science through the eyes of Australia’s First Peoples”. Post an introductory two weeks focused on Indigenous cultural competency in a science context, we looked at student reflections on learning ($n = 97$). We combined this with a quantitative instrument to look at students’ impressions on Indigenous issues pre/post the unit as an indication of changes in attitudes (Bodkin-Andrews, Page, & Trudgett, 2019).

Analysis of the reflections shows a high number of students (80.6%) including negative emotions in their reflections arising from the lack of opportunity to be made aware of accurate Indigenous Australian history. As a result, we see a high number of students (86.5%) planning to become more familiar with Indigenous issues and literature in order to improve their understanding. Many of these students (43.3%) aimed to voluntarily immerse themselves in further resources such as documentaries, movies, and books inclined towards awareness of Indigenous Australian knowledge and culture. Often this is coupled with an understanding that they need to upskill before interacting with community in order to have a higher base line competency on Indigenous issues.

Presentation 3

From Deficit Narratives to Strengths-Based Pedagogy: Seeing Indigenous People as Agents in Legal Education

Dr Souheir Edelbi - School of Law, Western Sydney University

The process of Indigenising the legal curriculum is underway in many universities across Australia. Western Sydney University (WSU) is one university that is making significant innovative changes to its legal curriculum to better centre and embed Indigenous knowledges in legal education. Reflecting on my experience as Subject Coordinator of Contract Law at WSU and the writings of Indigenous scholars, this paper explores the challenges and pitfalls of Indigenising legal education in the context of deficit discourses. As Dr Ambelin Kwaymullina argues, ‘[a] deficit discourse is one that speaks of disadvantage as if that is all Aboriginal people are and which expressly or implicitly regards disadvantage as a function of Aboriginality’.¹ Similarly, Scott Goringe argues that deficit discourse is ‘a mode of thinking that frames and represents Aboriginal identity in a narrative of negativity, deficiency and disempowerment’.² Deficit discourses are especially problematic when they are rooted in colonial biases and hierarchies of knowledge. Yet understanding deficit discourses is essential for avoiding complicities in the Indigenisation of higher education and for ensuring the success of the curriculum reform project in Australia. Building on Indigenous scholarship which has informed my teaching practice, I pose the following questions: as one area of legal education, where and how do deficit discourses appear in Contract Law and how might non-Indigenous law academics, with limited understanding of Indigenous knowledges, dislodge such discourses in teaching and learning activities? The paper proposes a radical shift from deficit discourses to a narrative reframing of legal education by recourse to an emphasis on strengths-based pedagogy. This involves foregrounding the collective strengths and agency of Indigenous people in law. At the same time, it requires reimagining legal education itself in order to truly recognise the value of Indigenous people and knowledges in their own right.

Room 2

Chair Jaime Gongora

Designing tools for curriculum mapping of Indigenous Knowledge Systems at the Faculty of Science, University of Sydney.

James Gibbs, Jaime Gongora, Veronica Boulton, Michael Wheatland, Sonali Saxena, Rosanne Quinnell, Rebecca Cross, Mitchell Gibbs, Tina Bell, Matt Pye, Fran van den Berg, Siegbert Schmid, Dominic Murphy, Paul Rhodes, Caroline Hunt, Alice Motion, Tony Masters, Peter Rutledge, Shane Wilkinson, Arvindan Kaviraj, Vicki-Anh Winfield, Christopher Hammang - Faculty of Science, University of Sydney

Presenter James Gibbs

Mr James Gibbs is a Dunghutti man through kinship from the Kempsey on the mid-north coast of New South Wales. He is an Indigenous Educational Officer at the Teaching Portfolio supporting the embedding of Indigenous knowledges across the Faculty of Science.

The Indigenous Strategy by Universities Australia (2022-25) outlines that embedding Indigenous values and knowledges into university curricula is an important step to ensure graduates engage with Aboriginal and Torres Strait Islander ways of knowing, being and doing foundational understandings of the contributions and values of Aboriginal and Torres Strait Islander Peoples, and to enable become we can achieve more inclusive institutions of learning. The University of Sydney's current Indigenous Strategy (2021-24), One Sydney, Many People, also expresses the need to value, respect and appropriately embed Aboriginal and Torres Strait Islander cultures, languages and knowledge systems into University practices and curriculum. Work has already occurred, with various academics, in collaboration with Indigenous peoples, having introduced Indigenous Knowledges into individual units of study across the Faculty of Science since 2012. While a University-wide approach defining guidelines and recommendations on Indigenous the curriculum is underway via the Deputy Vice-Chancellor Indigenous Strategy and Services and Faculty Associate Deans Indigenous Strategy and Services, the Faculty of Science has captured a raft of approaches for embedding Indigenous Cultural Competence knowledges into units of study, this captured in various publication outputs including a Compendium of Practice (2018) and now is undertaking a more systematic mapping exercise of existing work across all units of study to evaluate curriculum alignment. This will involve surveying identified academics using an online questionnaire to seek information about: Indigenous content that has been embedded; learning outcomes formulated for this content; how this is assessed; how content is delivered; what resources have been developed and/or are used to teach this content; involvement, consent and acknowledgements of knowledge holders in this process; future plans and how academics can be supported in their endeavours.

Presentation 2

Building awareness of perceptions on animals within Indigenous cultures from Australia and South America amongst science students.

Jaime Gongora*; Mitch Gibbs**, Stewart Sutherland*, ***, Cameron Clark ****

*Sydney School of Veterinary Science, Faculty of Science, University of Sydney

**Schools of Geosciences and, History and Philosophy of Science, Faculty of Science, University of Sydney

***School of Medicine, The Australian Nation University

****School of Life and Environmental Sciences, Faculty of Science, University of Sydney

Presenter: Jaime Gongora

Associate Professor Jaime Gongora, a Colombian Australian, is an interdisciplinary researcher who links genetics, environment, education and society His work aims to inform wildlife conservation programs to save species from extinction and to use capacity building and citizen science to address socioeconomic problems and protect

biodiversity in the Amazon. Jaime also works in cultural competence advocating for curricular reform and recognition and celebration of Indigenous cultures within Australia.

The University of Sydney has identified the embedding of cultural competence and Indigenous knowledges Systems (IKS) as key elements of its 2016–20 Strategic Plan and current 2021–2024 Indigenous Strategy (One Sydney, Many People) respectively. Embedding this into science curricula poses some challenges given that IKS use different methodologies, methods of transmission, knowledge holders and structures but also presents immense opportunities. Here we present a collaboration between non-Indigenous and Indigenous academics to explore ways to raise awareness and embed IKS related to animals, including from Australian and South American Indigenous peoples and the implications of this on research and professional practice. This curriculum has been structured in a way that IKS on animals has been integrated into four units of study that has benefited multiple programs managed by the School of Life and Environmental Sciences and two units of study that manage the Sydney School of Veterinary Science since 2012. The themes that were embedded included: perceptions of animals; use of animals across cultures; non-human kin relationships in Indigenous cultures; traditional practices to conserve and manage animal diversity; weather knowledge related to animals; animals in dance and music; bush tucker; and bridges with western science. Teaching involved different methodologies including reflection on case studies, co-teaching with Indigenous knowledge holders and development of or use of publicly available resources under the guidance of these knowledge holders. To date, various student cohorts have graduated holding an increased awareness of the importance and application of IKS and they have expressed that they see the relevance of IKS in the curriculum and to their future careers, in formal and informal feedback.

Presentation 3

The embedding of Indigenous perspectives and knowledge into large first year Biology units

Matt Pye, Fran van den Berg - School of Life and Environmental Sciences, University of Sydney

Presenter: Matt Pye

Dr Matt Pye is a botanist who is passionate about Indigenous science and embedding inclusive and authentic teaching and learning strategies in higher education.

The impacts of immersive educational experiences are often viewed, rightly so, through a student lens. In this talk, I describe the deep, personal and professional impacts I experienced as an academic co-delivering the immersive Indigenous Knowledge and Food course (AGEN3008) at The University of Sydney. My staff lens focusses on the relationships formed and the subsequent evolution of networks, collaborations and knowledge sharing which has informed my own curriculum design and teaching practice in the courses that I coordinate (Life and Evolution: BIOL1006, BIOL1906). I detail the small changes to an existing writing assessment that resulted in large-scale exposure (n= 800 students) to Indigenous knowledges and perspectives that had previously been situated, by some, outside of the realm of Science. However, when pedagogical content focuses on the evolution of Australian animals and plants, any distinctions are quickly blurred and the benefits of this change, both intended and unintended, become the rightful focus. The differing perspectives, when and where they exist, have allowed for growth of critical thought and self-reflection that are key graduate qualities. Overwhelmingly, this minor assessment change has resulted in major transformative outcomes for staff and students alike; ones that, ironically, mirror my own transformation that led to the creation of the assessment itself.

Presentation 4

Transforming curriculum in Agricultural Science and Geography

Rebecca Cross*, Tina Bell**, Matt Pye**

*School of Geosciences, University of Sydney

**School of Life and Environmental Sciences, University of Sydney

Presenter: Rebecca Cross

Dr Rebecca Cross is a human geographer who studies sustainable, regenerative and Indigenous transitions and transformations in agriculture and natural resource management.

This paper presents a longitudinal perspective on the role of an immersive unit of study (Indigenous Land and Food Knowledge or ILFK) as a portal for building authentic cultural competence in staff and students in science. We present the ways in which this unit has instigated a roll-on effect, deepening our engagement and relationships with Elders and communities, expanding our teaching and research initiatives, and enabling us to weave into curricula other ways of knowing and doing with increasing complexity and nuance. The immersive unit of study (ILFK) that instigated this journey was initiated by our involvement in Wingara Mura-Bunga Barrabugu Strategy (University of Sydney 2012), to develop cultural competence in the science curriculum by engaging with Indigenous Elders, leaders, communities, and enterprises. Through this, we developed opportunities to cultivate student and staff understanding of Indigenous land management and food production, and skills for working with community to promote Indigenous-led initiatives. The engagement afforded through this unit of study has led to further teaching and research collaborations in the Indigenous science and agriculture space. To highlight this impact, recent efforts to embed Indigenous perspectives in Geography via case studies and guest lectures in a unit of study on Environment and Resource Management are canvassed to show the ongoing value and compounding impact of immersions via ILFK. These units will be evaluated with some reflections on striving for a decolonised teaching and research praxis.

Wednesday 30th November - Concurrent Session 2B – Break Out Rooms
1:30pm - 3:00pm

Room 1

Chair Melinda Lewis

Presentation 1

Design, Development and Delivery: WSU School of Law's Embedding of Indigenous Perspectives across Legal Education Curriculum.

Professor Anna Cody, Dean, WSU School of Law; and Grace Borsellino, Associate Dean, International and Chair, Equity and Diversity Working Party - Western Sydney University School of Law

In early 2020 Western Sydney University School of Law conducted a curriculum review for the purpose of gaining a deeper understanding of the school's curriculum, with the aim of further integrating equity and diversity within the school's curriculum and to ensure that the curriculum reflected Indigenous content and voice. The school's curriculum review has undergone 4 stages over the past two years and at each stage there have been surveys, peer review, student feedback, workshops, curriculum design and delivery assistance for the Initial 37 law subjects engaged including all core LLB subjects. We look forward to sharing how our law school worked with numerous stakeholders to achieve this outcome and where we see the way forward. The inclusion of Indigenous voice and content continues to be a work in progress with some learnings from the equity and diversity review, and other different issues to address.

Presentation 2

Use of the Twenty Statements Test for an identity reflection in a first-year law subject

Professor Mark Nolan*, Ms Jennifer Hartley*, Associate Professor Annette Gainsford**, Mr Lloyd Dolan***

*Centre for Law and Justice, Charles Sturt University

**Associate Dean Indigenous Teaching and Learning, Office of the Pro-Vice Chancellor Indigenous Leadership and Engagement, University of Technology, Sydney

***(Acting) Academic Lead (First Nations Curriculum), Gulaay, Charles Sturt University

Indigenous cultural competence elements are embedded across a selection of compulsory law subjects in the undergraduate Charles Sturt University Bachelor of Laws degree (Gainsford et al., 2020; Gainsford, 2021). Since the inception of the LLB in 2016, the Director of the Centre for Law and Justice has joined a First Nations academic in an intensive school session for a first-year law subject, *LAW112 Introduction to the Legal System*, to assist

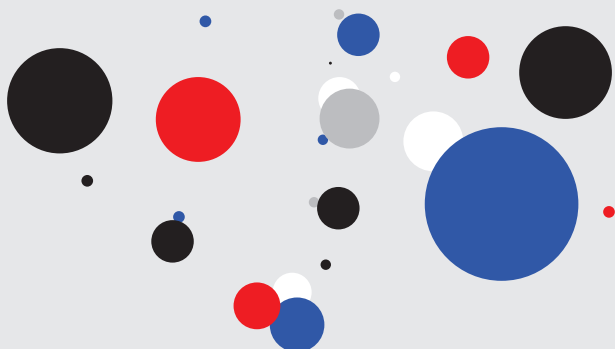
explanation of, and endorse as well as celebrate, how that embedded content exists across the law degree program. In that session the relevant cultural competence pedagogical framework used in the Centre for Law and Justice at Charles Sturt (Ranzijn, McConochie, and Nolan, 2006) is also explained. From 2020 onwards, the Twenty Statements Test (TST; Kuhn & McPartland, 1954; Johnson et al., 2022) has been used to also help students reflect, privately, on their own identities and how they may shape their perspectives on law, legal education, and action choices for legal professionals. In this presentation, the Twenty Statements Test will be described as a tool, used generally in many domains and as discussed in research related to its use with professional groups. Reflections from First Nations staff and the Director who have been involved in sharing their own identity answers in response to the TST prompt to write 20 answers to the question “Who am I?” will help to describe how the TST has been used in this subject and how it has been received by students. This TST exercise has preceded exercises invoking the Gibbs (1988) Reflective Cycle, as well, and comment can also be made on relationships between these two activities in the one introductory session during a first-year compulsory law subject.

Presentation 3

Strategies for incorporating Indigenous cultural capability into the teaching of corporate and business law

Dr Robin Bowley, Senior Lecturer Faculty of Law, University of Technology Sydney

Over recent years the need for law graduates to have the knowledge and skills to work with and for Indigenous Australians has been widely recognised. There has accordingly been a concerted effort to incorporate Indigenous cultural capability graduate attributes into subjects across the whole gamut of Australian law courses. The paper discusses how Indigenous cultural capability has been incorporated into the teaching of 70417 Corporate Law at the University of Technology Sydney. The teaching strategies that have been used include tutorial discussions and research essay questions on the function of the Office of the Registrar of Indigenous Corporations; analyses of cases relating to the governance of Indigenous corporations regulated under the Corporations (Aboriginal and Torres Strait Islander) Act 2006 (Cth); and strategies for effectively engaging with Indigenous stakeholders. It will also outline problem solving exercises that have been formulated in consultation with relevant stakeholders to reflect some of the legal challenges that may arise in the context of managing Aboriginal and Torres Strait Islander corporations. The paper concludes with practical suggestions for law teachers who are planning to incorporate Indigenous cultural capability into the teaching of corporate law and also law for business courses more broadly.



Room 2

Chair Jaime Gongora

Presentation 1

Indigenous Knowledges as part of History and Philosophy of Science: SCIE1001

Mitchell Gibbs *, **, Hans Pols*, Jaime Gongora***

*School of Geosciences, University of Sydney, Faculty of Science, University of Sydney

**School of History and Philosophy Science, Faculty of Science, University of Sydney

***Sydney School of Veterinary Science, Faculty of Science, University of Sydney

Presenter Mitchell Gibbs

Dr Mitchell Gibbs is a Dunghutti man through kinship from the Kempsey on the mid-north coast of New South Wales. He is a Postdoctoral researcher with the Schools of Geosciences, and, History and Philosophy of Science. Understanding Indigenous knowledges associated with shellfish and coastal management to be better incorporated into our environments.

There are many ways to think about science, this is an important step for first year students when moving into the university space and beyond. Many students have come straight from school and, thus have very structured ideas of what is “science” or knowledge. Within History and Philosophy of Science and the SCIE 1001 program, students actively understand avenues of science that generally are not depicted by the mainstream media or schooling. One such aspect of “science” or knowledge is Indigenous knowledges. It is important to understand the complications of Indigenous knowledges and how this relates to place. It is also important to understand aspects of this knowledge that can benefit our understanding of “science”. In demonstrating Indigenous knowledges to students who may have very little to no understanding, we need to make sure that this embedded knowledge is done in a way that demonstrates Indigenous ways of knowing. Constructing the learning around Indigenous knowledges, such as stories, tools, and examples of the in-depth ecological knowledge and showing how this has now been seen by “science” or the western academic world. It is important to make sure that when embedding Indigenous knowledges we are doing this with respect to the knowledge, people and land. This is to make sure that we are not colonising this knowledge and making it a tokenistic event within the course.

Presentation 2

An Inclusive Australian Chemistry Curriculum

Siegbert Schmid*, Alice Motion*, Tony Masters*, Peter Rutledge*, Shane Wilkinson*, Clare Birch*, Rosanne Quinnell**

*School of Chemistry, Faculty of Science, The University of Sydney

**School of Life and Environmental Sciences, Faculty of Science, The University of Sydney

Presenter: Rosanne Quinnell

Associate Professor Rosanne Quinnell is a Plant Scientist in the School of Life and Environment at The University of Sydney where she leads the Transdisciplinary REsEarch group. Associate Professor Quinnell is also Deputy Director (Education) in the Sydney Environment Institute, where she leads the Living Lab initiative, and she is an active member of the Sydney Indigenous Research Network. Her contributions to research, teaching and governance are framed by the principles and practices of inclusivity and environmental sustainability.

For the past 10 years activities to embed Indigenous cultural competence in science higher education curricula have been increasing, initiated in large part by the Universities Australia Best Practice Framework for Indigenous Cultural Competency in Australian Universities (2011) and the consequential inclusion of Cultural Competence as a ‘graduate quality’. We offer Acknowledgements of Country at the start of classes, and, when online, share from which country we are joining. When it comes to offering Aboriginal and Torres Strait Islander ways of knowing,

being and doing, within our disciplinary contexts, some areas of science have lent themselves more readily to a First Nation's framing. To develop understandings of Indigenous Intellectual Property Chemistry teaching staff participated in a workshop series with Terri Janke & Company, and met with and listened to local Aboriginal leaders. The reflective learning activity development process adopted here ensures students were offered opportunities to discuss the importance of Indigenous IP and data sovereignty. The learning task itself was for students to undertake a plant oil extract using members of the Myrtaceae family local to the Sydney regions and growing on campus. The Sydney language/Gadigal names of available Myrtaceae plants were offered making a connection to the living landscape, so integral to First Nation's ways of knowing, being and doing, more tangible. A mapping tool was also made available so students could visit the plant they used after class. Students in class were keen to know more about the relationships humans have with plants, and the importance of Indigenous IP.

Presentation 3

Aboriginal Knowledge and Psychology: Curriculum Reform at The University of Sydney

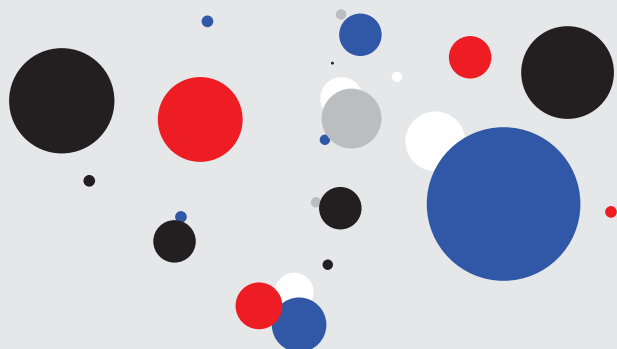
Paul Rhodes, Caroline Hunt

Sydney School of Psychology, Faculty of Science, University of Sydney

Presenter: Paul Rhodes

Paul Rhodes is an Associate Professor in Clinical Psychology at the University of Sydney and Research Fellow in Earth Emotions at The Sydney Environment Institute. His teaching and research relate to cultural responsiveness and decolonisation in psychology, family and community-based forms of therapy, the cultural basis of psychopathology, art-based and narrative methods and others. He is a practicing artist specialising in climate art and the representation of internal landscapes.

Paul Rhodes is an academic in the Clinical Psychology Unit and Caroline Hunt is the Director of that program. Paul is currently a Research Fellow at The Sydney Environment Institute researching climate distress and eco-psychology and his other research falls within the domains of critical, cultural and community psychology. Professor Caroline Hunt is president of the Australian Clinical Psychology Association and has worked in the field of anxiety disorders for more than 20 years. She is expert in youth mental health and bullying. This presentation aims to describe the personal, organisational and academic journey undertaken in the Masters of Clinical Psychology program over the past five years regarding the integration of Aboriginal Knowledge in the Psychology Curriculum. We will begin by acknowledging our identity as white academics and the personal journeys towards a cultural reckoning with colonial history and the hegemonic dominance of settler modes of practice. We will then describe the means by which we have made changes in the curriculum, through direct consultation with Aboriginal leaders, cultural accountability, decolonising research, and the making of mistakes. Future plans include the development of a School-wide strategy supported by the leadership team, the hiring of Aboriginal academics, the inclusion of the Social and Emotional Well-Being Framework in our clinic, the development of a cohort of Phd. students and the reform of undergraduate courses.



CONFERENCE INFORMATION

Venue

Aerial UTS Function Centre



Directions

- Aerial UTS Function Centre is located on Level 7, 235 Jones Street, Ultimo (UTS Building 10).
- Enter at 235 Jones St, Ultimo Foyer, take the lift to Level 7 and turn left to proceed to the Function Centre.
- Aerial is a short 10 minute walk from Central Station and the bus hub with access to shopping amenities, hotels and entertainment venues.
- Located in the heart of Central Sydney City, Aerial offers a modern flexible space with sweeping terraces overlooking the Anzac Bridge & Darling Harbour skylines.

P: 02 9514 1632

E: aerialfunctions@uts.edu.au

Map: <https:aerialutsfunctioncentre.com.au/contact/>

Parking information and Public Transport

Parking is available on-site at the Interpark UTS Car Park. [Ultimo – University of Technology Car Park – InterPark](#)

- Car park entrance is accessed from Thomas St (travelling West), with lift access to level 7.
- Metered street parking is available in Thomas Street but limited.
- Aerial is a 5-minute walk from Central Railway Station and 15 minutes to Sydney CBD.
- The airport is a 30-minute drive (allow for Traffic).
- Public buses run regularly to the City from Broadway.
- Broadway Shopping Centre is a 5-minute walk along Broadway to the West.

Disability Access

Our venue is fully wheelchair accessible via ramps and lifts, the bathroom is available on site. We can also provide a hearing induction loop on request.

Registration Desk

Registration will be located at the entrance of the Aerial Function Centre and will be open from 8.00am to 5.00pm both days of the Conference.

WIFI

WIFI Password for the Conference is **conference2020**

Mobile Phones

Delegates are advised that all phones must be off or on silent mode during sessions.

Speaker Presentations

Speakers are asked to send presentations to IndigenousTL@uts.edu.au before the 23rd November to be uploaded and also bring a copy on a USB to the conference in case of technical difficulties.

Storage Area

Luggage storage is available please see conference reception for details.

