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UNIVERSITY





ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work on their lands (Greater Western Sydney and beyond).



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Teaching Indigenous Content: Enhancing confidence

Professor Susan Page
Director of Indigenous Learning and Teaching



Ensure all students develop understanding and knowledge about Indigenous Australians through the Graduate Attribute
(WSU 2020-2025 Indigenous Strategy, Objective 4)

WSU Indigenous Strategy 2020-2025

To be a university that serves and empowers our community as an anchor institution to the region while being recognised as a national leader in Indigenous education, employment and research.





WSU Indigenous Graduate Attribute

<p>“Indigenous Australian Knowledge” – demonstrates knowledge of Indigenous Australia through cultural competency and professional capacity</p>	<ul style="list-style-type: none"> • knowledge base 	<p>appreciates the culture, experiences and achievements of Indigenous Australians, thereby encouraging an Australian identity inclusive of Indigenous Australians.</p>
	<ul style="list-style-type: none"> • communication 	<p>communicates ethically and effectively within Indigenous Australian contexts.</p>
	<ul style="list-style-type: none"> • social and cultural 	<p>understands and engages effectively with the culturally and socially diverse world in which they live and will work.</p>
	<ul style="list-style-type: none"> • leadership and partnership 	<p>understands the circumstances and needs of Indigenous Australians, thereby encouraging responsibility in raising the standard of professional service delivery to Indigenous Australians; possesses a capacity to engage and partner with Indigenous Australians.</p>

Where to start?



Coherently sequenced Indigenous curriculum
Indigenous content connected to discipline
Opportunity to practice
Assessment



Page, S., Trudgett, M., & Bodkin-Andrews, G. (2019). Creating a degree-focused pedagogical framework to guide Indigenous graduate attribute curriculum development. *Higher Education*, 78(1), 1-15.

...there no longer needs to be a pretence that we are experts.



It is appropriate to ask questions; to not know but be willing to find out'
(Sims 1999, p. 3)

Sims, M. (1999). What we believe is what we do.
Australasian Journal of Early Childhood, 24(2), 1–5.



Diverse and collaborative classrooms

<https://www.npr.org/2016/11/22/502932399/some-people-are-great-at-recognizing-faces-others-not-so-much>
<https://www.shutterstock.com/video/clip-1355749-animated-3d-man-presenting>
<http://www.myenglishlanguage.com/2013/01/12/is-the-ppp-method-of-teaching-out-of-date/>

Generative Dialogue

The official curriculum is a “culturally specific artefact designed to maintain a White supremacist master script”

(Ladson-Billings, 1998 p.18).

Involves “movement of group conversation from conventional discussion (***talking nice***) to debate (***talking tough***) through reflective inquiry (reflective dialogue) toward forms of co-creative engagement in the final field of generative dialogue

(Gunnlaugson, 2007).

The Deconstruction Exercise

Why is it that so many Aboriginal people are uneducated / unemployed?

Informed by Ngarrindjeri and Malak Malak perspectives

Designed to avoid unproductive 'blaming and shaming'

Extend students' criticality and reflective capacity



What to do?

- **Strengths based approach**
- **Focus on Indigenous scholarship**
- **Reflexivity**
- **Partnerships to enrich teaching**
- **Recognise colonial knowledge**

Bodkin-Andrews, G., Page, S., & Trudgett, M. (2019). Working towards accountability in embedding Indigenous studies: Evidence from an Indigenous Graduate Attribute evaluation instrument. *Australian Journal of Education*, 63(2), 232-260.



<https://www.australianbotanicgarden.com.au/Visit/Things-To-See-Do>

Indigenous Scholarship

The Australian Journal of Indigenous Education

HIGHER EDUCATION RESEARCH & DEVELOPMENT
2019, VOL. 38, NO. 1, 24–37
<https://doi.org/10.1080/07294360.2018.1539956>

Decolonising the reading of Aboriginal and Torres Strait Islander writing

Sandra R. Phillips

ABSTRACT

First Nations writing within English literary studies risks contemporary colonisation if encountered as a literary object for close reading without context or reflection on the role of the reader. This article will explore the processes involved in constructing an innovative reading practice amongst tertiary students to counter the potential for intentional or unintentional colonial readings. Dr Sandra Phillips, First Nations academic and researcher, initiated and applied the reading practice (which

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About the authors

Associate Professor Susan Page is an Indigenous Australian. She is Director of Warawara Department of Indigenous Studies at Macquarie University. Her earlier research focused on the Indigenous student experience and she is currently investigating Indigenous academic experiences in Australia and New Zealand (with Christine Asmar and Ocean Mercier).

Information

Journals and Databases - Australian Indigenous Studies

14 July 2021 — **Indigenous** Studies, Politics & Government, and Society & Culture are included in the ... Selected Australian **Indigenous** Studies **Journals**.

Learning Futures October 2021

Why is it important?



Transformative learning seeks to make “frames of reference more inclusive, discriminating, open, reflective and emotionally able to change”

(Dirkx, Mezirow, & Cranton, 2006, p. 124).



Thank you.

Questions?

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<http://sydneyexcursions.blogspot.com/2010/12/parramatta-river-at-parramatta.html>

It is now time to move to Closing Remarks

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ConTEACHi Event Closing Remarks

Assoc Prof Jo Chuck

<https://uws.zoom.us/j/89547385585>