



MACQUARIE
University

Mudang-Dali To live

INDIGENOUS CONNECTED CURRICULUM FRAMEWORK



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Terminology

There is no universally agreed upon terminology for referring to the many diverse groups who comprise Aboriginal and Torres Strait Islander peoples in Australia. In this document, we use primarily the term 'Indigenous' to refer to all peoples and groups whose ancestors predate colonisation and who identify as such; 'Aboriginal' and 'Aboriginal and Torres Strait Islander' are also used where appropriate.



The artwork *Circles of Fresh Water* has been created by Darug woman and Macquarie University alumni, Professor Liz Cameron. The artwork is a representation of Darug freshwater surrounding the Parramatta area. Freshwater gives life – nurturing and nourishing our lands.



Welcome to Country

On behalf of the Dharug people, I welcome you to this Country of the Wattamattagal clan of the Dharug Aboriginal Nation. “*Quai bidja, jumna paialla janwai* – Come here, we speak together.” I pay my respects to the local Aboriginal Elders past and present and to the ancestors of the land, the knowledge and the culture. We welcome peoples of all nations and all faiths. We celebrate with you our ongoing attachment to and custodianship of this Country. Help us to respect the Aboriginal history and to protect the fragile environment.

We sincerely thank Macquarie University staff, students and members of the Dharug Community for their contributions and consultation, which were key in the development of Macquarie University's *Indigenous Strategy 2016–2025*. The strategy represents our firm commitment to the future success of Indigenous students and staff at our University and aligns with the Indigenous Connected Curriculum Project.

Aunty Julie Janson delivering the Welcome to Country and smoking ceremony. Aunty Julie is of the Burruberongal clan of the Dharug Nation – Hawkesbury River people.

Introduction

Macquarie University is committed to producing graduates who value Aboriginal and Torres Strait Islander perspectives and knowledges and the importance of these in our nation's history and future. The Mudang-Dali (meaning 'to live' in Dharug language) Indigenous Connected Curriculum Framework (the Framework) provides a centralised framework towards achieving a quality approach to the embedding of Indigenous values, philosophies and knowledges into current and future curriculum. The Framework provides the opportunity to educate all Macquarie University students in the development of positive attitudes, knowledges, understandings and skills that impact diversity, inclusiveness and cultural contexts within global environments.

Why is the Indigenous Connected Curriculum important?

Aboriginal and Torres Strait Islander peoples of Australia have a unique position in the identity of past and present Australian society. This identity has been maintained since time immemorial. Aboriginal and Torres Strait Islander peoples have embraced all aspects of the Australian environment and embedded these elements into their cultural identity and understandings. Aboriginal and Torres Strait Islander peoples have claimed their sovereignty since the invasion (colonisation) of the British. Although this sovereignty has been challenged many times since invasion, it flourishes today in many different forms and contexts, as noted in the High Court decision *Mabo No. 2* in 1992 (Brennan, 1992).

The implementation of curriculum that incorporates Indigenous knowledges, the development of Indigenous understandings and the delivery of anti-racism training are all important systemic steps in recalibrating the balance between Western and Indigenous knowledge systems. At present, most universities are still navigating ways to ensure staff are culturally competent and that learning

The development and implementation of the Framework is aligned to Macquarie University's *Indigenous Strategy (2016–2025)* and the Macquarie Curriculum Architecture. The strategy provides a solid pathway towards a more equitable and inclusive future, creating positive transformation and successful outcomes for Aboriginal and Torres Strait Islander peoples at Macquarie University. Implementation of the Framework and subsequent commitment to active participation from all University staff and students is integral to the successful delivery of quality Indigenous curriculum.

The Framework provides a tool that can be customised across disciplines for curriculum design and inclusion to strengthen Indigenous learning and teaching outcomes. It is supported by the Manawari staff training and extra resources to ensure a quality whole-of-university approach is achieved.

environments are culturally safe for Indigenous students (Frawley, Larkin & Smith, 2017).

The inclusion of an Indigenous connected curriculum is valued by Universities Australia as a socially just response to the unique position that Aboriginal society has within Australia. Universities Australia (2011a, p. 3) states:

'Indigenous cultural competence requires an organisational culture which is committed to social justice, human rights and the process of reconciliation through valuing and supporting Indigenous cultures, knowledges and peoples as integral to the core business of the institution.'



Strategic alignment

The Framework aligns with Objective 2 of the University's Learning and Teaching Strategic Framework 2015 – 2020: 'ensure all program design and development includes reference to and inclusion of sustainability, internationalisation, intercultural considerations and Indigenous activities' (p. 27). In line with the strategic framework's target 2.4.2, this work began in 2017.

Additionally, the Indigenous Connected Curriculum project aligns with priority area 2.3 of the *Indigenous Strategy 2016 – 2025*: 'embed Indigenous knowledges and perspectives into curriculum across all faculties' (p. 15) and action 9 of the Macquarie University Reconciliation Action Plan 2017–2018: 'investigate how we embed Aboriginal and Torres Strait Islander perspectives into our teaching and research' (p. 16).

Further to internal strategies, the project responds to the national priority of embedding Indigenous perspectives and graduate attributes into curriculum. This is reinforced in the Universities Australia *Indigenous Strategy 2017–2020*. The strategy posits that universities will commit to having plans for processes that ensure all students will encounter and engage with Aboriginal and Torres Strait Islander elements as integral parts of their course of study so that they develop capabilities to work with and for Aboriginal and Torres Strait Islander people and communities. These Australian

national values have been acknowledged on the international stage through the Australian Government's signing of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), in which articles 3, 5, 8, 11, 13, 14, 15 and 23 particularly relate to education (United Nations General Assembly 2007). Also, the 2017 Indigenous Student Success Program guidelines include stringent funding eligibility criteria, including the implementation of a strategy that facilitates, monitors and improves on the inclusion of Indigenous knowledges in curricula, graduate attributes and teaching practices.

Given these priorities that have been determined internally and externally, locally and nationally, it is integral that Macquarie University presents the Framework to engage an effective future learning and teaching model for Indigenous Connected Curriculum that aligns to one of the focus areas of Priority 3: Aligning the nature and size of the University for the future in the *Our University: A Framing of Futures* document (p. 15):

– building on our commitment to inclusiveness through targeted and sustainable collaborative programs with key external partners to recruit and support Indigenous students and those of low socio-economic status.

Values

Macquarie University's teaching and research is part of a learning story that has continued on these lands since time immemorial. Our Aboriginal and Torres Strait Islander community, inclusive of students and staff, at Macquarie collectively works towards advancing our knowledges and fostering success for our communities and future generations through four core values and principles: self-determination, reciprocity, respect, and cultural safety and integrity.

SELF-DETERMINATION

Self-determination empowers Aboriginal and Torres Strait Islander people and is a fundamental, internationally recognised right of Indigenous people. These rights allow all peoples the rights to freely determine their political status and pursue their economic, social and cultural development (Article 1, International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights; and Article 3, UNDRIP). It provides Aboriginal and Torres Strait Islander people the **agency to protect their own cultures and identities**. We will walk together in partnership to pursue the principles of self-determination through affirming strong Aboriginal and Torres Strait Islander cultures and identities.

NOTHING ABOUT US WITHOUT US

RECIPROCITY

The concept of reciprocity is very important to Aboriginal and Torres Strait Islander people, whether it is social, economic, spiritual, political or otherwise. Reciprocity is often seen as essential when working with Aboriginal and Torres Strait Islander communities. We will ensure **meaningful and respectful relationships** in the sharing of knowledges, cultures and experiences and in working with our communities, Elders and knowledge holders. These knowledges are built on reciprocal principles, where a sharing of standpoints are positioned as equally valued.

PARTNERSHIPS ARE TWO-WAY WITH KNOWLEDGE BUILDING FOR ALL

RESPECT

Respect is central to Aboriginal and Torres Strait Islander people. Respect is not merely given; it must be offered or earned. We will **respect and have pride in** our histories, knowledges, identities, cultures, beliefs and values, as well as respect the cultural backgrounds of others, highlighting the cultural diversities of Australian societies.

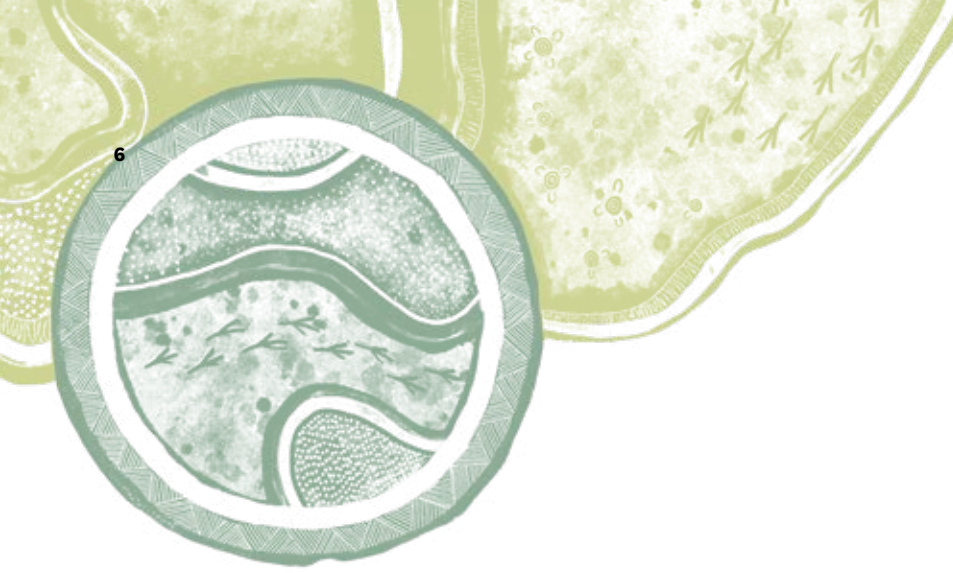
RESPECTING OUR KNOWLEDGES TO SUPPORT OUR COMBINED FUTURES

CULTURAL SAFETY AND INTEGRITY

Aboriginal and Torres Strait Islander cultures are heterogeneous, with their own unique histories, beliefs, values and identities. Cultural safety means being respectful of Aboriginal and Torres Strait Islander cultural values, protocols and ways of doing business, and ensuring these protocols are being followed in a culturally appropriate manner. Our cultural integrity is built on the foundations of respect, knowledges, community protocols, responsibilities and cultural values that are a part of everyday life in Aboriginal and Torres Strait Islander society.

We will individually and as a community respect and celebrate our shared and unique identities, cultures, beliefs, protocols and connections – ensuring a culturally affirming space that defines a **strong and proud Aboriginal and Torres Strait Islander Community**, informing Macquarie's diverse student population and celebrating the unique position of Aboriginal and Torres Strait Islander peoples in Australia.

VALUING CULTURE FOR OUR COMBINED FUTURE, BENEFIT AND GROWTH



Macquarie University transformational curriculum architecture

‘The **Curriculum Architecture Policy** governs the design and structure of new academic courses and amendments to existing courses. It provides a consistent and coherent structure which supports the quality and integrity of the University’s academic courses and helps to ensure that students are provided with an exceptional academic experience ...

The Policy and Curriculum Architecture Principles were approved by Academic Senate on 24 July 2018, and are effective for Academic Courses delivered from 1 January 2020.’ (Macquarie University Curriculum Architecture Policy summary, 2018)

The University’s 35 Undergraduate Curriculum Architecture Principles (2018) include:

Principle 32: Embedding Institutional Values in Courses 32.1 The University may embed compulsory co-curricular not-for-credit short modules into courses.

Principle 33: Embedding Indigenous Connected Curriculum in Courses 33.1 In alignment with our Indigenous Strategy (2016-2025) and Academic Senate resolutions, the University will deliver an ‘Indigenous connected curriculum.’

Both of these principles complement our vision: Contribute to Macquarie University’s pursuit of teaching and research excellence by transforming lives and contributing to the autonomy and self-determination of Indigenous Australians.

The embedding of Aboriginal and Torres Strait Islander understandings across our curriculum will allow all Macquarie University graduates to extend these learning experiences into their academic, professional and personal outlooks.

The Indigenous Connected Curriculum – made up of an **institutional values module** and the **embedding of Indigenous discipline-specific curriculum** – delivers a curriculum that can be contextualised within disciplinary knowledges across all courses of the University.

PRINCIPLE 32:

Embedding Institutional Values in Courses

‘Our program-based approach to curriculum design enables essential literacies to be embedded at the appropriate levels. Literacies include sustainability, Indigenous perspectives, internationalisation, employability and research’ (MQ Learning and Teaching Framework 2017).

The embedding of institutional values responds to local, national and global priorities in developing social, professional and environmental capabilities for all students. These values are adopted by embedding curriculum across courses, which contribute to the development of attitudes, knowledges, understandings and skills.

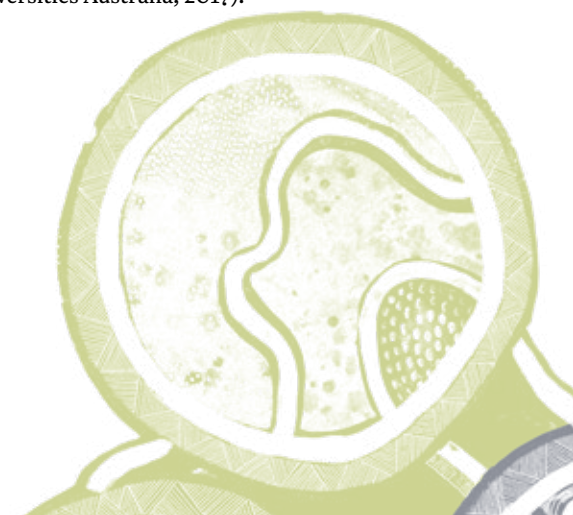
The embedding of institutional values aligns with the University’s commitment to Indigenous communities including producing the highest quality outcomes in all areas of teaching, research and the recruitment of Indigenous students and staff. This commitment will help build on capacity across the University and foster excellence in graduate outcomes and Indigenous employment.

The model contributes to delivering the institutional values through the following priorities:

- Indigenous Understandings
- Academic Integrity
- Internationalisation
- Sustainability
- Respect, Now, Always

Delivery of the foundational Indigenous understandings module (Baduwa – Respect, Reciprocity and Relationships) to all students can provide the opportunity for students to develop an introductory level of understanding that can be considered as the basis of assumed knowledge for discipline-related curriculum.

‘Aboriginal and Torres Strait Islander people hold unique knowledge and knowledge systems which are foundational and fundamentally important to Australia’s intellectual, social and cultural capital’ (Universities Australia, 2017).



PRINCIPLE 33:

Embedding Indigenous Connected Curriculum in Courses

The Indigenous Connected Curriculum Framework guides the embedding of curriculum that responds to the learning outcomes and the graduate capabilities as aligned with the relevant discipline. The embedding of Indigenous connected curriculum must include breadth and depth across the duration of a course (1000 level to 5000 level, from introductory to advanced learnings), ensuring there are consistent learning outcomes across all levels of study. Outcomes that demonstrate graduate capabilities and learning outcomes should be assessable to ensure adequate knowledges and understandings.

There are different options for embedding Indigenous discipline-specific curriculum into the student academic experience. Some examples are:

- 1 Offering core or elective units undertaken within a specific course – developed by the relevant discipline or accessed through the Department of Indigenous Studies
- 2 Work integrated learning – delivered through a PACE (Professional and Community Engagement) unit or equivalent other
- 3 Embedding Indigenous content within existing units
- 4 Highlighting how the professional knowledges within a student's course will support their employment-related experiences
- 5 Having Indigenous understandings as aspects of assessable criteria across all levels of a course
- 6 Developing partnerships with Indigenous experts within specific fields to support accurate lived understandings being presented to students
- 7 Facilitating meaningful engagement with critical Indigenous standpoints, methodologies and protocols in the sharing of understandings within specific fields
- 8 Establishing identified roles within the Faculty, utilising the strengths and knowledges of Indigenous academics and experts

Whichever delivery method is chosen, students will be exposed to the equivalent of at least one full unit (150 hours) or, alternatively, exposed to Indigenous content that reflects breadth and depth as a benchmark throughout the duration of their undergraduate course.

Our graduates

Macquarie University provides a curriculum framework which ensures that all students graduate with strong skills, knowledges and attributes which are considered in the development and design of course curriculum. Macquarie aspires to graduates that are connected to those qualities that will lead to the intelligentsia of our future societies respecting difference and diversity and being transformative in an ever-changing world.

We seek in a Macquarie University graduate:

- awareness of and contribution to **social justice**
- development of productive, respectful and reciprocal **communications and relationships** with communities
- ability to contribute to **societal change management** impacting on the development of strength-based positive attitudes and societies free of racism and discrimination
- inspiring collaborative **social leadership** transforming the challenges faced by Aboriginal and Torres Strait Islander peoples and celebrating success
- continuous development of **self-reflectiveness and awareness** in relation to individual attitudes, values, norms and beliefs
- development of **intercultural understandings** of Aboriginal and Torres Strait Islander knowledges, pedagogies, cultures, histories, and traditional and contemporary realities and perspectives.

Learning outcomes of the Indigenous Connected Curriculum

The following model adapted from Tyler (2002); Nolan, Hill and Harris (2004); Rigney (2017); Hogarth (2017); and Bodkin-Andrews, Page and Trudgett (2018) informs the teaching and learning approaches to delivering cross-curriculum cultural capabilities. The principles of the 'cultural interface' (Nakata 2007) must be acknowledged to better develop a more informed professional engagement.

ATTITUDE	KNOWLEDGES AND UNDERSTANDINGS	SKILLS
Develop a self-reflective position to evaluate the values, norms and beliefs which construct the dominant cultural matrix of Australian society. This process is to allow for an experiential shift or perspective towards the 'cultural other' to understand and respect the cultures, perspectives and realities of others.	Develop knowledge and understanding of Indigenous cultures, history(ies) and contemporary realities and perspectives. These knowledges can be obtained through effective consultation with Indigenous peoples or investigating appropriate texts or various media sources.	Enable cultural competence and affectivity of practice through developing specific cross-cultural skills relative to Indigenous contexts, including culturally appropriate consultation, communication, assessment and treatment.

Four key learning and teaching areas – Histories, Indigenous knowledges, Communities and communication, and Culture and identity – are used to embed Indigenous perspectives and understandings into curriculum at Macquarie University and guide the breadth of overall content across degree courses. Students are to be assessed on outcomes in relation to 'Attitude', 'Knowledges and understandings' and 'Skills' in each of the four learning areas, as shown in the figure.



LEARNING OUTCOMES

Histories

ATTITUDE

Students will be:

- capable of challenging preconceived ideas about Aboriginal and Torres Strait Islander people, communities and histories
- empathetic of the historical discrimination endured by Aboriginal and Torres Strait Islander people and communities
- sensitive to the traumatic histories of many Aboriginal and Torres Strait Islander people
- responsive to learning Aboriginal and Torres Strait Islander perspectives pre and post 1788.

KNOWLEDGES AND UNDERSTANDINGS

Students will:

- be able to comprehend aspects of Indigenous histories, cultures and identities
- demonstrate and critique the ways in which Indigenous histories, cultures and identities have been constructed since colonisation

- demonstrate an understanding of how the ongoing history of colonisation may impact contemporary Aboriginal and Torres Strait Islander communities, inclusive of laws and policies
- understand the history of race and racism and how this continues to influence the relationship between Indigenous and non-Indigenous people in Australia.

SKILLS

Students will:

have a comprehensive understanding of the history of Aboriginal and Torres Strait Islander people and communities since 1788

challenge social misconceptions, ideas, attitudes and assumptions about Aboriginal and Torres Strait Islander people and communities

be able to participate in meaningful discussions about past and present government policies and practices and how they have impacted contemporary Aboriginal and Torres Strait Islander people and communities.

LEARNING OUTCOMES

Indigenous Knowledges

Indigenous knowledge systems are based on a strong sense of cultural identity, kinship, social and emotional wellbeing, spirituality and connection to Country (Frawley, Larkin & Smith, 2017). Indigenous knowledges are content-specific and interwoven within a given community's lived experience, they are dynamic and ever-changing to reflect environmental and social adaptations (Parent, 2014, p. 59).

ATTITUDE

Students will be:

- reflective about their understanding of Indigenous knowledges and Aboriginal and Torres Strait Islander ways of knowing, being and doing
- able to value the differences between Western and Indigenous knowledges.

KNOWLEDGES AND UNDERSTANDINGS

Students will:

- be exposed to knowledges related to Indigenous technologies; sciences; and traditional and contemporary practices such as traditional law, economies, education, sciences, health and medicines
- have a broad and integrated body of knowledge of cultural concepts and Indigenous ways of knowing, being and doing
- be capable of demonstrating knowledge of, and commitment to, social responsibility, ethics, human rights in Aboriginal and Torres Strait Islander contexts
- understand the significant elements of Indigenous knowledge systems
- understand the principles of Indigenous approaches to knowledges
- have knowledge and understanding of Indigenous methodologies.

SKILLS

Students will be able to:

- apply practical experience in Indigenous knowledge/learning paradigms
- compare and contrast the ways in which Indigenous knowledges provide a counter narrative re-articulating history, culture and identities
- appreciate the depth and wisdom contained in Indigenous knowledges and understand how race and racism has impacted the way in which Indigenous knowledges are positioned
- apply understandings of Indigenous knowledges within their professional field.

LEARNING OUTCOMES

Communities and Communications

ATTITUDE

Students will:

- be confident in building respectful and reciprocal relationships and partnerships with Aboriginal and Torres Strait Islander peoples and communities
- be able to personally commit to contributing to a social environment that is free of racism and discrimination.

KNOWLEDGES AND UNDERSTANDINGS

Students will:

- understand the practical and theoretical implications of working with Aboriginal and Torres Strait Islander peoples and communities
- relate the importance of working with Indigenous peoples to broader social, historical and political contexts
- understand the types of discourses in which work with Indigenous peoples is undertaken both historically and today, and their own positioning within these
- have knowledge of the protocols and communication strategies of developing respectful and reciprocal partnerships with Aboriginal and Torres Strait Islander peoples and communities
- have knowledge of different ways of expressing Indigenous autonomy, such as sovereignty, self-determination and consensus decision making
- develop self-reflective views of personal positioning and preparation for respectful communication with Aboriginal Communities.

SKILLS

Students will be able to:

- apply skills and knowledge to contribute to social change and leadership towards the improvement of Aboriginal and Torres Strait Islander outcomes and social justice through strong community relationships
- develop policies and processes that contribute to positive community outcomes for Aboriginal and Torres Strait Islander peoples and communities
- work as an advocate on Indigenous issues through supporting Indigenous voices to be heard and allowing for Indigenous standpoints to be present in work involving Indigenous peoples
- communicate sensitively and appropriately in a variety of Indigenous contexts.

LEARNING OUTCOMES

Culture and Identity

ATTITUDE

Students will:

value and respect Aboriginal and Torres Strait Islander cultures and identity in relation to their long, continual, sustainable relationship with the Australian landmass and environments
reflect on their own culture and identity in contrast to other cultural groups.

KNOWLEDGES AND UNDERSTANDINGS

Students will be able to:

- understand the cultural differences within and between Aboriginal and Torres Strait Islander peoples and other Indigenous and cultural groups
- understand the ontological perspectives of Aboriginal and Torres Strait Islander peoples
- develop knowledge and understanding of the Aboriginal and Torres Strait Islander values, connections, customs, spirituality and beliefs that guide ways of knowing, being and doing
- develop knowledge and understanding of the cultural practices of Aboriginal and Torres Strait Islander peoples that contribute to their teachings and learning, including languages, storytelling, arts, culture and sciences.

SKILLS

Students will be able to:

- provide leadership through their understanding of Aboriginal and Torres Strait Islander culture and identity in considering holistic services and programs for Aboriginal and Torres Strait Islander peoples and communities contributing to social change
- participate in discussions about the social, cultural and political issues that challenge contemporary Aboriginal and Torres Strait Islander people and communities
- have a deeper understanding of contemporary Aboriginal and Torres Strait Islander identities and Indigenous representations of identity
- be confident to challenge non-Indigenous constructs of Indigenous identities and their impact on contemporary understandings
- advocate on behalf of Indigenous peoples through allowing their opinions to be present in discussion on identity.

PRINCIPLES OF INDIGENOUS CONNECTED CURRICULUM

The principles as cited (with bold added) in Universities Australia *National Best Practice Framework for Indigenous Cultural Competency* are:

- 1 Australian Indigenous people have **distinctive** needs with regard to service provision because of the unique colonial, social, cultural, economic, political, historical and contemporary experiences that set them apart from others with culturally and linguistically diverse backgrounds. Indigenous CC [cultural competency] should therefore be distinct from multicultural CC.
- 2 The **nature of these factors and their influence** on Indigenous communities need to be included in foundational content. These units need to provide opportunities for students to critique the role of their respective (future) professions in the lives of Indigenous people both in the past and the present day.
- 3 The provision of services to **enhance the wellbeing of Indigenous people** is an integral component in the education of practitioners (and researchers).
- 4 Foundational **content** on Indigenous issues should be introduced in dedicated compulsory units. When this is not possible, at the very least, foundational content on Indigenous matters should constitute half of the material covered in units devoted to multicultural or cross-cultural matters.
- 5 Adopting a **strengths-based perspective** of culture, diversity and identity can facilitate learning and reflection on attitudes and values.
- 6 To maximise learning outcomes, the integration of Indigenous CC content in **curricula should be both horizontal and vertical**. Issues and concepts introduced in foundational units should be revisited and integrated into a broad range of units taken later in the course.
- 7 The **involvement of Indigenous staff members** and formalised partnerships with representatives from Indigenous organisations and communities in the development of curricula is essential. This is to ensure that the teaching of Indigenous content and the presentation of Indigenous perspectives are both appropriate and respectful of Indigenous culture. Furthermore, Indigenous and non-Indigenous partnerships provide models of effective collaboration; bolster the credibility of the course in the eyes of students as well as Indigenous communities and organisations.
- 8 Learning (and research) settings should aim to **foster positive encounters** for all Indigenous and non-Indigenous participants.
- 9 A **wide range of teaching and learning strategies**, including the use of authentic case studies, should be incorporated into an Indigenous CC curriculum.

- 10 **Different learning styles and methodologies** should be taken into consideration when designing assessment instruments. Such evaluation tools should be transparent and reflect articulated learning outcomes.
- 11 Activities that **promote the development of reflective skills, self-awareness and critical analysis** should be integral components of learning and assessments.
- 12 **Reflection and self-awareness activities** should provide opportunities for non-Indigenous students to explore their understanding of their own cultural values and attitudes along with the concepts of whiteness and privilege.
- 13 **Support** needs to be provided for Indigenous and non-Indigenous staff members involved in teaching.
- 14 Indigenous staff members need to be provided with support and strategies to **deal with racism**. They should not be routinely delegated the responsibility of dealing with Indigenous matters.
- 15 While Indigenous students can make valuable contributions to enhance learning in the classroom with appropriate support, they should not be assigned this responsibility nor seen as representatives of Indigenous people (Grote, 2008, pp. 22–23 cited in Grote 2010 pp. 13–14) [in Universities Australia National Best Practice Framework, 2011].

ADDITIONAL PRINCIPLES FOR TEACHING ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

'It is vital that universities are a place where these students feel they belong ... one that is consistent with and supports Aboriginal culture and values ...' (Behrendt Review, 2012, p. 52).

- Given Australia's colonial past, including the forcible removal of Aboriginal and Torres Strait Islander children from their families, don't assume Aboriginal and Torres Strait Islander students have cultural knowledge and/or are culturally confident.
- Understand and respect that Aboriginal and Torres Strait Islander students may be on different cultural identity journeys. It is not appropriate to approach a student with a responsibility to act or speak on behalf of Aboriginal and Torres Strait Islander students/people.
- Unless organised formally, do not single out Aboriginal and/or Torres Strait Islander students to share or provide content knowledge, contextualise information or share cultural experiences. Aboriginal and Torres Strait Islander students have the right, like all other students, to study at Macquarie University unburdened by the responsibility of being the spokesperson and knowledge holder for all things related to Indigenous content.

Connect with Walanga Muru if you need further advice.

PEDAGOGICAL PRINCIPLES

Indigenous curriculum design principles include:

- Students are provided with learning spaces that foster positive learning experiences on Indigenous knowledges to highlight that multiple standpoints and experiences can extend learning.
- Students are provided with teaching which encourages critical reflection on their own understandings of Indigenous knowledges and histories, with examples of how these joint understandings can be complementary to each other.
- Students are provided with learning spaces that value multiple knowledge systems.
- Students are given opportunities to engage with local Aboriginal and Torres Strait Islander peoples and communities.
- Students are provided with space to express self-identity and diverse cultural identities through multimodal forms.
- Case studies based on Aboriginal and Torres Strait Islander organisations, histories or issues are used for enhancing students' knowledge on matters that are currently impacting Aboriginal and Torres Strait Islander communities.
- Students are provided with high-quality resources from local, national and international sources but with local focus a priority.
- Team teaching by Aboriginal and Torres Strait Islander and non-Indigenous staff is used for discipline-based areas where teaching is primarily undertaken by a non-Indigenous academic. This can include non-academic Aboriginal staff who can support the learning through sharing their lived experiences that connect with learning outcomes.
- Assessment is reflective of Indigenous epistemologies, such as the use of group assessment tasks, valuing of narrative (or story) as a significant academic reference or use of oral presentation in person or in a multimedia presentation.
- A safe space is provided that effectively responds to racism and discriminative social behaviours.
- Students are provided with examples that connect theoretical understandings to real-world experiences to build relevance for the learner.
- Students should be allowed to examine, critique or experiment through relevant case studies, real-world examples or peer learning groups to engage with course or unit learning outcomes.
- Teaching and learning strategies may include those outlined in *National Best Practice Framework for Indigenous Cultural Competency in Australian Universities* (Universities Australia, 2011b). They have been developed through the bringing together of existing Indigenous learning and teaching literature as well as best practice models. The strategies are presented as a guide to support discipline-specific content.
- Didactic lectures and seminars (delivered by Indigenous and non-Indigenous staff members working in partnership);
- Guest lecturers or speakers (e.g., Indigenous scholars, professionals or prominent members of the local Indigenous community who present alongside other Indigenous colleagues);



- Panel presentations (involving prominent Indigenous community members);
- Cultural immersion activities, e.g., visits to Indigenous communities or Indigenous organisations;
- Informal meetings with local Indigenous organisations;
- Guided cultural field trips, e.g., to museums, art centres; Aboriginal sites of significance
- Case study or 'paper cases' (Furman & Dent, 2004, p. 27), i.e., longitudinal case studies for discussion and analysis;
- Scenarios (video-recordings or readings) for discussion and analysis;
- Film excerpts discussed and analysed;
- Readings about life experiences (fiction and non-fiction);
- Critical incident for discussion and analysis;
- Continuous reflective activities, e.g., journaling, identity narratives (about self and others), reflections on readings, presentations;
- Portfolios (e.g., for analysing media texts collected by students; personal critical incidents; analysing texts for white 'cultural scripts');
- Role play;
- 'Games' simulating cross-cultural encounters (e.g., BaFa BaFa; Welcome to the State of Poverty);
- Use of central website with links to relevant resources, organisations, etc. which can be used for CC foundation and integrated units;
- On-line forum discussions (e.g., available on Blackboard).

Source: National Best Practice Framework for Indigenous Cultural Competency in Australian Universities (Universities Australia, 2011b, p. 76).

When developing or reviewing curriculum, it is important to seek advice about the appropriateness of content such as case studies or assessment tasks that include Aboriginal understandings with Aboriginal Community members or Aboriginal experts. This can be achieved through departmental partnerships with appropriate Aboriginal networks and the employment of Aboriginal academics in various departments.

SEE ABORIGINAL AND TORRES STRAIT ISLANDER WORKFORCE PLAN

https://www.mq.edu.au/about/about-the-university/our-commitment-to-aboriginal-and-torres-strait-islander-peoples/our-commitment-to-reconciliation/media/INS3994_Workforce-Plan-2018_FA_WEB_LR.pdf

Pedagogical resources

DEPARTMENT OF INDIGENOUS STUDIES

Indigenous studies as an interdisciplinary field provides students with knowledge and skills to think critically about issues that impact on Indigenous communities locally, nationally and globally.

The Department of Indigenous Studies offers a range of courses that can complement many disciplinary studies. Some courses may choose to incorporate course offerings from the Department of Indigenous Studies for compulsory or elective options. All courses delivered by the Department of Indigenous Studies are from an Indigenous perspective and standpoint.

<https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-arts/departments-and-centres/departments-of-indigenous-studies>

Dharug Country: Presences, Places and People, a first-year unit offered in Indigenous Studies, introduces students to Dharug perspectives about Country, spiritual concepts including human and non-human ancestors, and the importance of connecting to place and belonging. Students will learn valuable insights from a diverse group of Dharug community members telling their own stories about sites of significance to them. Students will be introduced to Dharug language, art and other cultural practices demonstrating the continuity of knowledges that Dharug people have maintained for more than 65,000 years. This unit allows students to connect with contemporary Dharug people and learn about the impact of colonisation on the community and also better understand how Dharug people and communities have resisted and survived. Dharug people will share stories of importance so students can be more aware of the politics of place.

CONNECTING LITERACIES – INDIGENOUS

Connecting Literacies is a central online repository where you can share and find quality teaching and learning support resources, connected to iLearn.

<http://teche.mq.edu.au/2018/05/connecting-literacies/>

The Connecting Literacies portal includes a section called ‘Indigenous Resources’, which is being continually populated to build up an effective library of discipline-specific learning and teaching resources to support the embedding of Indigenous connected curriculum. The portal can also monitor resource usage via iLearn, which allows the addition of popular resources. If there are specific resources not included on the portal, such as community-driven resources, we encourage contact with Walanga Muru to discuss access.

The resources on the portal are also monitored to ensure their **cultural appropriateness and integrity**. Considerations include cultural protocols, sensitive topics, images and other ethical considerations as guided by appropriate Indigenous ethics guidelines and frameworks.

The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) publication *Guidelines for Ethical Research in Australian Indigenous Studies*, although developed to guide research ethics, is an effective resource to guide ethics in the development and implementation of Indigenous learning and teaching resources.

<https://aiatsis.gov.au/sites/default/files/docs/research-and-guides/ethics/gerais.pdf>

MACQUARIE UNIVERSITY ABORIGINAL AND TORRES STRAIT ISLANDER APP

The Aboriginal Cultural Tour App provides Macquarie University staff, students and visitors with a new way to experience the Macquarie University campus and discover more about our Aboriginal cultural landscape. The Aboriginal Cultural Tour App is a free digital guide to the campus’s cultural landmarks, sites of significance and stories of Aboriginal and Torres Strait Islander student journeys.

The app gives users the flexibility to discover Aboriginal culture at their own pace. Aware of the user’s location, it employs GPS technology to automatically trigger video content and cultural information en route. There is an on-screen map displaying the user’s location and nearby cultural sites.

ABORIGINAL AND TORRES STRAIT ISLANDER LANGUAGE MAP

This map indicates the general location of larger groupings of people, which may include smaller groups such as clans/language groups, dialects or individual languages in a group. Boundaries are not intended to be exact. For more information about the groups of people in a particular region, contact Walanga Muru staff. See an interactive version of the Aboriginal language map

www.aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia

CULTURAL PROTOCOLS

Cultural protocols are customs, values and guidelines for particular cultural groups. They provide a framework for working with people from different cultures. Aboriginal Australian culture is a unique and heterogeneous society that has many different cultural protocols observed by various clans and language groups. The understanding of engaging with appropriate cultural protocols has been supported in the University’s commitment to Reconciliation.

<https://www.mq.edu.au/about/about-the-university/our-commitment-to-aboriginal-and-torres-strait-islander-peoples/our-commitment-to-reconciliation/media/Indigenous-Cultural-Protocols-for-distribution-120417.pdf>

WELCOME TO COUNTRY AND ACKNOWLEDGEMENT OF COUNTRY

Welcome to Country is carried out by an Elder or a Traditional Custodian of the local community (Macquarie University, Ryde: Dharug Country; Sydney city location: Eora Country). The traditional form of a welcome would greet people from other language groups and give them safe passage through the Land.

Acknowledgement of Country can be conducted by any person and acknowledges the Traditional Custodians of the local Aboriginal Country.

Example: We would like to acknowledge the Traditional Custodians of this land [the Wattamatagal clan of the Dharug nation] and pay our respects to Elders past, present and future.

A Welcome to Country is available as a resource online.

<https://youtu.be/Ac6o8CUwI9o>

We recommend that the Welcome to Country video is incorporated in the first lecture, Week 1 of each session or alternatively an Acknowledgement of Country is delivered. The Welcome to Country video can be uploaded to individual iLearn sites as is the practice in Indigenous Studies.



Manawari – Respect, Reciprocity, Relationships training

As a higher education institution, we have a responsibility to provide a safe and productive learning environment for all students. We seek to serve and engage our students and staff through transformative learning and life experiences. We are committed to embracing Aboriginal and Torres Strait Islander cultural values across the many aspects of Macquarie University, which reinforces our resolve to inform and influence the wider world on the value we place on our relationships with Aboriginal and Torres Strait Islander communities and our strong commitment to Aboriginal and Torres Strait Islander higher education across student and community engagement: learning and teaching; workforce and research.

Manawari – Respect, Reciprocity and Relationships training is offered to all staff across the University. It is an introduction to Australian Aboriginal society, giving a brief overview of Australia's pre-contact and co-existence history including examining the Dreaming, kinship, identity, responsibility to Country, invasion, colonisation, policy and their effects on Aboriginal Communities, international obligations, social justice and our policy developments.

Importantly, the training also provides ways in which we can overcome racism. In most cases, racism occurs due to ignorance and lack of education on the historical and contemporary environments of Aboriginal and Torres Strait Islander peoples and communities. The training provides case studies that investigate the challenges as well as the positive contributions that Aboriginal and Torres Strait Islander peoples make to higher education.

The workshops involve a series of online information sessions with some reflective blog submissions and a face-to-face workshop with an Aboriginal cultural adviser. This training comprises only some foundational educational experiences and there will be a need for further examination of content to embed Aboriginal understandings into staff's workplace. This will include academic staff engaging with specialist knowledges to support curriculum, resource and course development. Further work can include engaging with specific Aboriginal industry organisations, academic experts within Macquarie University or other higher education institutions. This work should include developing relationships with the Aboriginal Community to support accurate engagement of Aboriginal knowledges and experiences.

Implementation Process

The implementation process of the Indigenous Connected Curriculum is an evolving process that relies on the accessibility of appropriate quality learning and teaching resources, as well as the building of capacity within Departments and Faculties to effectively implement the necessary aspects of the Framework. The provision of expertise and guidance will be available to Faculties and Departments, as well as collaborative opportunities to continue to build resources and good practice examples to guide future implementation.

Inclusion of the Indigenous Connected Curriculum Framework into courses/units will be reviewed for breadth and depth throughout the curriculum transformation process as well as future processes through consultation with the Director, Indigenous Learning and Teaching and through ongoing review processes.

The curriculum architecture guides the future course design and development to ensure it is fit for purpose in relation to professional, social and student experience expectations. The opportunity to review the inclusion of Indigenous connected curriculum as part of this wider project will be fundamental to ensuring a holistic approach that is systematic and will ensure ongoing quality evaluations.

COURSE REVIEW TERMS OF REFERENCE

Ongoing evaluation will occur through centralised course reviews with terms of reference relating to the effective delivery of Indigenous Connected Curriculum, including that all students are engaged with Indigenous knowledges, perspectives and values throughout the course and that courses are accessible and conducive to Aboriginal and Torres Strait Islander success.

PROVISION OF EXPERTISE AND GUIDANCE

The Academic Director, Indigenous Learning and Teaching is available to provide expertise and assist Faculties and Departments to embed the Indigenous Connected Curriculum framework. An Indigenous Academic Curriculum Cultural Integrity Committee is available to ensure course content utilises appropriate language and content through an Indigenous lens.



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