



ELDER

Aunty Di Kerr is a Wurundjeri Elder who for many years has supported the work of the University of Melbourne in relation to Indigenous issues and events, especially those connected to education.

PRESENTERS

Professor Ian Anderson is Foundation Chair of Indigenous Higher Education; Assistant Vice Chancellor (Indigenous Higher Education Policy); and Director of Murrup Barak – Melbourne Institute for Indigenous Development, at The University of Melbourne. E: i.anderson@unimelb.edu.au

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Cathie Burgess is a Lecturer in Education (Aboriginal Studies Curriculum) in the Faculty of Education & Social Work at The University of Sydney. E: cathie.burgess@sydney.edu.au

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Odette Mazel is Program Manager and Research Fellow for the Leaders in Indigenous Medical Education (LIME) Network at Onemda VicHealth Koori Health Unit, The University of Melbourne. E: omazel@unimelb.edu.au

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Associate Professor Susan Page is Department Director of Learning & Teaching in Warawara Department of Indigenous Studies, Faculty of Arts, at Macquarie University. E: susan.page@mq.edu.au

Katrina Thorpe is a Lecturer in Indigenous Studies in the Faculty of Education & Social Work at The University of Sydney. E: katrina.thorpe@sydney.edu.au

PROJECT OFFICER

Ciannon Cazaly has recently completed her PhD and lectures in Australian Studies at The University of Melbourne. E: cscazaly@unimelb.edu.au

ADMINISTRATIVE SUPPORT

Lauren Arabena works part-time at Murrup Barak and the School of Population & Global Health while studying Conservation & Land Management.

ARTIST'S INTERPRETATION

Tex Skuthorpe is an Aboriginal artist from Goodooga in north western NSW. Tex was privileged to be taught his people's traditional culture by the Noonghaburra elders from Noonghal country. Here he interprets his painting 'Learning to Communicate':

In each of the 26 communities there were completely different ways of communicating, which young people had to learn in order to show respect. Traditionally, the women lived with their husband's community so, within each community, there were women from every one of the other 25 groups. As such, the women taught the young boys and girls how to communicate in each different group. This ensured that when the boys went on their initiation journey, they knew how to show respect to each community they lived with. Some of the different ways of communicating are depicted in the painting—speaking through a third person, speaking over an object, speaking back to back, speaking back to back and through another person.

www.tuckandee.com.au

Support for this Forum has been provided by the Office for Learning and Teaching. The views expressed at this Forum do not necessarily reflect the views of the Office for Learning and Teaching.



THE UNIVERSITY OF
MELBOURNE

Forum on Indigenous Teaching: Building an Evidence Base

Wednesday 2 October 2013
Theatre 1, 207 Bouverie St, The University of Melbourne



**Murrup Barak – Melbourne Institute
for Indigenous Development**



Tex Skuthorpe

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Wurundjeri people of the Kulin Nation as the Traditional Custodians of the land on which this event takes place, and we pay our respects to the Elders past and present.

WELCOME

It is a great pleasure to welcome you all to this Forum, where today we will work together to tackle a vital aspect of our work in Indigenous teaching, namely the evidence base. How can we devise our assessment, and draw upon systematic evaluation, to find out exactly what works?

Some of you may recall the 2009 Forum held here in connection with my Fellowship from the Office for Learning and Teaching (OLT). Typifying participants' comments back in 2009 was this one:

'This is a new field and it is difficult to find a suitable forum to discuss the range of topics that bring together Indigenous teaching and student support in the context of a changing higher education environment. It is imperative that this sort of discussion continue.'

While the first Forum mainly highlighted exemplary teaching practice in classroom contexts (see www.Indigenousteaching.com), an external evaluator noted the next step was to 'develop guidelines for best practice assessment'.

In response to such feedback, today's presenters have been asked to explore some new questions:

- How do we know our students are achieving the learning outcomes we aim for?
- Which assessment methods are most appropriate and effective, and why?
- Do we systematically evaluate 'what works' in our teaching and assessment?
- How can we prove that our teaching leads directly or indirectly to benefits for Aboriginal or Torres Strait Islander communities?

A further comment from 2009 was: 'I really enjoyed conversations between Indigenous and nonIndigenous academics and feeling of mutual support.'

I believe that, whether or not we are of Aboriginal or Torres Strait Islander background, 'we are all in this together'.

I define 'Indigenous teaching' as embracing not only those who teach and support Aboriginal and Torres Strait Islander students; but also the increasing number of colleagues who teach about Indigenous perspectives, histories and knowledges to students of any background. Indigenous curriculum now enriches course offerings across the disciplines and indeed - linked as it is to accreditation requirements of professional bodies - is ever more integral to what makes an Australian university education distinctive. This of course only adds to the need to get it right.

I have many people to thank:

- The Office for Learning and Teaching for funding support;
- My colleagues at Murrup Barak - Melbourne Institute for Indigenous Development, especially Professor Ian Anderson;
- My Advisory Group, in particular Associate Professor Susan Page;
- Tex Skuthorpe for his wondrous artwork and interpretation;
- All the Forum presenters here today;
- Ciannon Cazaly for 5 years of dedication to this project.

I welcome you all here today, at what I anticipate will be a stimulating and highly interactive event, and I look forward to learning much from your collective expertise in a spirit of sharing and collegiality.

Dr Christine Asmar

OLT National Teaching Fellow
Senior Lecturer in Indigenous Higher Education
Murrup Barak - Melbourne Institute for Indigenous Development
The University of Melbourne

PROGRAM

8.45 REGISTRATION AND COFFEE

9.00 WELCOME TO COUNTRY **Aunty Di Kerr**, Wurundjeri Elder

9.15 OVERVIEW OF THE DAY **Christine Asmar** - University of Melbourne

9.30 KEYNOTE ADDRESS **Ian Anderson** - University of Melbourne
Measuring Success in Indigenous Teaching:
Why bother?

DISCUSSION

10.15 MORNING TEA

10.45 PANEL **Katrina Thorpe** - University of Sydney
Mandating Indigenous Education:
Tensions and transformations **Cathie Burgess** - University of Sydney

11.30 PLENARY **Joanne Buckskin** - University of Wollongong
Prepare, Deliver and Evaluate:
Empowering the education warrior in all of us

12.15 WORK SHOPS **Assessment and Evaluation**
Rooms B114 & B117

12.45 LUNCH

1.45 PLENARY **Susan Page** - Macquarie University
More Than Mimicry: Using a Threshold Concepts
framework to enhance learning and teaching in
Indigenous Studies

2.30 PANEL **Shaun Ewen** - University of Melbourne
Reflective Tools and International Strategies
to Improve Indigenous Health Learning and
Teaching in Medicine **Odette Mazel** - University of Melbourne

3.00 AFTERNOON TEA

3.30 PLENARY **Heidi Norman** - University of Technology, Sydney
Mapping Indigenous Curriculum:
Purpose, pedagogy and professional practice

4.00 PLENARY **Christine Asmar** - University of Melbourne
Building a Future for Indigenous Teaching

4.30 REFLECTIONS and EVALUATIONS

5.00 CLOSE