Macquarie University
Inclusive Teaching Forum

Indigenous Knowledge's: Old knowledge used to engage future directions for Macquarie University students and staff

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Dr. Michael Donovan

Gumbaynggirr man

Various fields in health
- Enrolled Nurse
- Doctor of Traditional Chinese Medicine

Various roles in Education
- Aboriginal Education Assistant
- Bachelor of Teaching (Primary) Honours Class 1
- Senior Lecturer, Academic Director Indigenous Education
- NSW AECG – State, Regional, Local, Life member
- International developments; organiser and coordinator of an WERA IRN and UN NGO, Wollotuka School of Aboriginal Studies.
- Fulbright Visiting Scholar – Kanu o ka Aina Learning Ohana (KALO)
- ARC College of Experts
- Conjoint Senior Lecturer UON School of Maths & Physical Sciences
- PhD thesis, “What form(s) of pedagogy are necessary for increasing the engagement of Aboriginal school students?”
- Research in Aboriginal education, Quality Teaching, Human Rights, STEAM, Aboriginal languages & use of ICT tools
Overview of presentation

- What our MQ guiding principles for inclusion?
- What we may need to change and why
- What is culture? What is Indigenous culture
- The importance of recognising Aboriginal Cultural Knowledges and how we can do this?
Self reflection

What is Aboriginal Cultural Knowledges, from your standpoint?

This is your own response please keep this to yourself, later you may want to share later.
SECTION 1 - PURPOSE

(1) This 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.

Background

(2) The Macquarie Curriculum Architecture provides coherent, simple, and accessible curriculum structures that offer students clarity on their study pathway, and clarity for staff designing and delivering University courses. It supports the achievement of the University’s strategic vision of a ‘connected curriculum that will provide opportunities for students to graduate with depth of disciplinary knowledge and breadth of transdisciplinary understanding, as well as with big ideas thinking, transferable skills and relevant real-world experience’ as described in our Learning and Teaching Strategic Framework: 2015 – 2020. It also aligns with our Indigenous Strategy (2016-2025), to ensure the University delivers an ‘Indigenous connected curriculum’.

Our graduates

Macquarie University provides a curriculum framework which ensures that all students graduate with strong skills, knowledge 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 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.
WE'RE CLAIMING IT AS OUR OWN

YOU ARE 65,000 YEARS TOO LATE

TANDBERG
What is the significance of engaging with Aboriginal Cultural Knowledge and what may it look like
Self reflection

What is this?
Tourist view

Deeper view

Country

Deeper again

Indigenous standpoint
"We have our own unique ways of knowing, teaching and learning which are firmly grounded in the context of our ways of being. And yet we are thrust into the clothes of another system designed for different bodies, and we are fed ideologies which serve the interests of other peoples."

Dodson 1998 (cited in Herbert)
Poll Question

Do you include Indigenous perspectives in your curriculum?

- If no – you should make contact with Walanga Muru or myself
- If yes – have you reflected upon it how it is going and ask an Indigenous person, expert, organisation for their view/ support.