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Moondani Toombadool Indigenous Higher Education Teaching and Learning Strategy 2019-22

Cover image: A detail from *Gathering Knowledge* by artist Arbut Ash Peters
Wurundjeri/Taungurong Man, local artist and direct descendent of Coranderrk

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Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People, and their Elders past and present, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east.

Moondani Toombadool

Moondani Toombadool means embracing teaching and learning in Woiwurrung language; the language spoken by the Wurundjeri people.

The Moondani Toombadool Centre has responsibility for all Aboriginal and Torres Strait Islander matters at Swinburne University of Technology.

Our Commitment

George Swinburne, the university founder, believed that education was the most powerful mechanism for realising equal opportunity. Swinburne has proven that education is a catalyst for meaningful change. Since its establishment in 1908, Swinburne has empowered people to have an impact on their lives, and on the lives of others.

Our first Indigenous teaching and learning strategy makes a formal commitment to empowering Aboriginal and Torres Strait Islander peoples and respecting the value and sovereignty of Aboriginal and Torres Strait Islander knowledges.

Through teaching and learning, Swinburne's 2025 vision is to develop Future-Ready Learners equipped for employment and business creation. In keeping our focus firmly on the future, we will not forget our past.

Swinburne's campuses are located on the traditional lands of the Wurundjeri people, land which is home to the world's oldest living continuing culture. We recognise the complex knowledge systems which have enabled this continuity and through the Moondani Toombadool Indigenous Teaching and Learning Strategy, we will strive to connect our students to this valuable knowledge.

This strategy guides Indigenous teaching and learning across the higher education sector. Built on respectful relationships, this strategy values the existing contribution of all staff at Swinburne and challenges staff to continue to learn more from the world's oldest living continuing culture.

Our Journey

The Swinburne Elevate *Reconciliation Action Plan (RAP) 2017-2019* is the primary Aboriginal and Torres Strait Islander policy document of the university. The RAP has seven key, interrelated themes:

- Governance and Leadership
- Culture
- Aboriginal and Torres Strait Islander Staff
- Aboriginal and Torres Strait Islander Students
- Engagement
- Teaching and Learning
- Research

Swinburne was the first university in Australia to have a RAP endorsed by Reconciliation Australia at Elevate status. A requirement of this endorsement was to demonstrate leadership in education.

Swinburne has already implemented several key RAP teaching and learning targets, including:

- Introducing an Indigenous Studies major within the Bachelor of Arts
- Including Aboriginal and Torres Strait Islander cultural competency in the graduate attributes
- Hosting an annual Aboriginal and Torres Strait Islander teaching workshop
- Providing \$25,000 for Aboriginal and Torres Strait Islander teaching grants
- Developing an online staff resource to support the teaching of Aboriginal and Torres Strait Islander Studies
- Including Aboriginal and Torres Strait Islander knowledges, curriculum and pedagogy in the Graduate Certificate of Learning and Teaching.

The *Moondani Toombadool Indigenous Higher Education Teaching and Learning Strategy 2019-2022* builds upon these achievements and provides direction for future development of Indigenous teaching and learning at Swinburne.

Our Vision

Our Vision is to build a university culture that promotes and practically supports Aboriginal and Torres Strait Islander peoples and other Australians to come together to learn and make a positive difference in the lives of individuals and communities. This can be achieved through collaborative and mutually beneficial research, teaching and learning activities, and engagement.

Specifically, our Vision for Swinburne and its relationship with Aboriginal and Torres Strait Islander peoples and their communities involves:

- Embedding concepts of reconciliation in the management and governance structures of the university;
- Ensuring the culture of the university values and recognises Aboriginal and Torres Strait Islander peoples, cultures and histories;
- Increasing the recruitment and retention of Aboriginal and Torres Strait Islander staff;
- Growing Aboriginal and Torres Strait Islander student enrolments, retentions and completions;
- Developing and maintaining meaningful engagement with Aboriginal and Torres Strait Islander peoples, communities and organisations;
- Developing Aboriginal and Torres Strait Islander knowledges, curricula and pedagogies in teaching and learning; and
- Strengthening Aboriginal and Torres Strait Islander knowledges in research.

Guiding Documents

These external documents guide the *Moondani Toombadool Indigenous Higher Education Teaching and Learning Strategy 2019-2022*:

- National Aboriginal & Torres Strait Islander Education Policy 2015
- Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples 2012
- United Nations Declaration on the Rights of Indigenous Peoples 2008
- Universities Australia Indigenous Strategy 2017–2020

These Swinburne documents guide and are interconnected to the *Moondani Toombadool Indigenous Higher Education Teaching and Learning Strategy 2019-2022*:

- Reconciliation Action Plan 2017-2019
- Indigenous Employment Strategy 2018-2019
- Indigenous Employment Strategy 2018-2019
- 2025 Strategic Plan
- Transforming Learning Higher Education Learning and Teaching Strategy 2017-2020
- Swinburne University of Technology Act 2010

Principles for our Strategy

Self-determination

This strategy priorities Aboriginal and Torres Strait Islander peoples' right to self-determination. It recognises Aboriginal and Torres Strait Islander peoples as Australia's first peoples and respects the sovereignty of Aboriginal and Torres Strait Islander knowledges. Through the prioritisation of Aboriginal and Torres Strait Islander knowledges, we will encourage and empower Aboriginal and Torres Strait Islander peoples to control their personal and professional futures.

Connection

When teaching and learning about Aboriginal and Torres Strait Islander knowledges, we will respect the connection between Aboriginal and Torres Strait Islander people, culture and country. Aboriginal and Torres Strait Islander knowledges will be authentically embedded across the curriculum in a cohesive way.

Reflexivity

To ensure the success of the first Indigenous teaching and learning strategy, all Swinburne higher education staff and students, and in particular the Moondani Toombadool Centre, will continually reflect on the progress and implementation of the strategy.

Consultation

Aboriginal and Torres Strait Islander peoples will be authentically consulted, and engaged, with all stages of the development, implementation and evaluation of this strategy. This will be achieved through the support of mechanisms such as the Indigenous Teaching and Learning Committee.

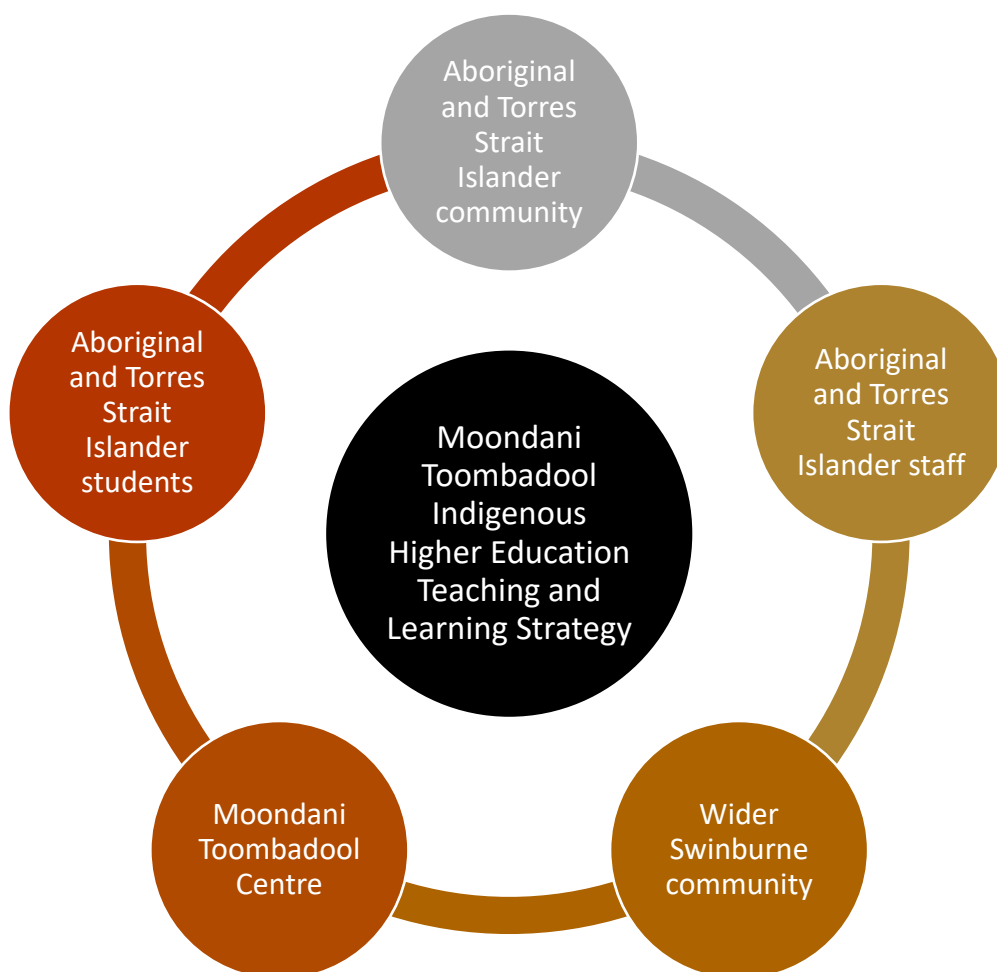
Our Objectives

The five objectives of the *Moondani Toombadool Indigenous Higher Education Teaching and Learning Strategy 2019-2022* were developed in response to the needs of our local and wider Aboriginal and Torres Strait Islander community. This strategy, like the *RAP 2017-2019*, was developed through community and university consultations.

The objectives contained in this strategy are influenced by the Guiding Documents and respond to the requirements of five key stakeholder groups:

- Aboriginal and Torres Strait Islander community
- Aboriginal and Torres Strait Islander students
- Aboriginal and Torres Strait Islander staff
- Moondani Toombadool Centre
- Wider Swinburne community

The objectives were identified as being integral to the growth of Indigenous teaching and learning at Swinburne. The objectives will be reviewed by the five key stakeholders throughout the duration of the strategy.



Objective 1 – Cultural Competence

Growing the professional cultural competence of all Swinburne higher education graduates and providing a culturally safe environment.

1.1 Develop an online non-credit Indigenous cultural competency module. This module will be compulsory for all commencing undergraduate and postgraduate students.

1.2 Implement a compulsory online cultural competency staff training compliance module for all Swinburne staff.

1.3 All higher education teaching staff will be supported to build upon, and contextualise, the content included in the Indigenous cultural competency module.

2019 Performance Targets

- The Indigenous cultural competency module for all higher education students is developed and trialled across all faculties.
- 90% of Swinburne academic and professional staff successfully complete the staff compliance module.

Objective 2 – Aboriginal and Torres Strait Islander Knowledges

Embedding Aboriginal and Torres Strait Islander knowledges – content and pedagogies – in courses across the higher education sector.

2.1 Implement academic course approval processes that require faculties to report to the Indigenous Teaching and Learning Committee on how Aboriginal and Torres Strait Islander knowledges are included in courses.

2.2 Increase the inclusion of relevant Aboriginal and Torres Strait Islander academic readings and teaching resources in courses.

2.3 Promote the value and profile of Aboriginal and Torres Strait Islander knowledges and pedagogies in faculties through engagement with the Moondani Toombadool Centre, the Indigenous Teaching and Learning Committee and other relevant Aboriginal and Torres Strait Islander staff members.

2.4 Monitor quality by including the Executive Director, Reconciliation Strategy and Leadership and the Indigenous Teaching and Learning Committee as an endorser for all units that include compulsory Aboriginal and Torres Strait Islander learning objectives.

2.5 Create an Aboriginal and Torres Strait Islander planning framework, based on Aboriginal and Torres Strait Islander ways of knowing, to guide the development of Aboriginal and Torres Strait Islander teaching units.

2019 Performance Targets

- All faculties report to the Executive Director, Reconciliation Strategy and Leadership and the Indigenous Teaching and Learning Committee by December 2019 on the engagement of their courses in incorporating Aboriginal and Torres Strait Islander knowledges and pedagogies.
- The Executive Director, Reconciliation Strategy and Leadership and the Indigenous Teaching and Learning Committee support the faculties in the development of faculty-specific Aboriginal and Torres Strait Islander teaching and learning strategies.
- The Moondani Toombadool Centre conduct a teaching and learning seminar regarding Aboriginal and Torres Strait Islander knowledges and pedagogies for each of the faculties.

Objective 3 – Cultural immersion

Connect students to Aboriginal and Torres Strait Islander culture by immersing them in a culturally rich teaching and learning environment.

3.1 All higher education Unit Outlines and the Learning Management System student portal include an Acknowledgement of Country.

3.2 Increase the number of relevant Aboriginal and Torres Strait Islander resources available in all Swinburne libraries.

3.3 Negotiate the renaming of two Swinburne buildings and spaces to acknowledge the Traditional Owners of the land on which Swinburne's campuses reside and educate Swinburne staff and students about the significance of these names.

3.4 Increase the visibility of Aboriginal and Torres Strait Islander culture in high-traffic areas.

3.5 Establish a physical space for the Moondani Toombadool Centre on all campuses.

2019 Performance Targets

- Two buildings and two spaces are renamed to acknowledge the Traditional Owners, subject to community approval.
- Wurundjeri gardens are created at the Hawthorn, Wantirna and Croydon campuses.
- An Aboriginal and Torres Strait Islander cultural space, which will be the hub for Aboriginal and Torres Strait Islander innovation at Swinburne, is created and located on the ground floor of AD108.
- Welcome to Country banners are positioned at key locations at the Hawthorn, Wantirna and Croydon campuses.

Objective 4 – Empowering Aboriginal and Torres Strait Islander Voices

Increase the number of Aboriginal and Torres Strait Islander academic staff employed in higher education.

4.1 Develop a policy that recognises, both professionally and financially, Aboriginal and Torres Strait Islander guest lecturers engaged in higher education teaching.

4.2 All faculties, whose disciplines require professional certification in Aboriginal and Torres Strait Islander knowledges, to employ an Aboriginal or Torres Strait Islander academic.

4.3 Create pathways and employment opportunities for Aboriginal and Torres Strait Islander HDR students entering the University from industry, community experience or alternative admission criteria.

2019 Performance Targets

- All external Aboriginal and Strait Islander guest lecturers are paid for their expertise.
- At least eight Aboriginal and Torres Strait Islander academics are employed in higher education.

Objective 5 – Growing Professional Capacity

Grow Aboriginal and Torres Strait Islander teaching expertise through professional learning for all Swinburne higher education teaching staff

5.1 Provide advice to academics regarding incorporating Aboriginal and Torres Strait Islander pedagogies.

5.2 Resource the Moondani Toombadool Centre to provide educational design support and advice to faculties on the incorporation of Aboriginal and Torres Strait Islander content.

5.3 Continue to implement relevant RAP teaching and learning targets, such as teaching grants, teaching workshops and online resources.

2019 Performance Targets

- The Moondani Toombadool Centre produce an online professional development tutorial on incorporating Aboriginal and Torres Strait Islander pedagogies that is available to all academics.
- An Aboriginal and Torres Strait Islander academic is appointed to the Moondani Toombadool Centre to provide expert educational design support and advice.
- All faculties engage with the Aboriginal and Torres Strait Islander teaching grants.

Implementation

The Moondani Toombadool Centre and the Indigenous Teaching and Learning Committee will provide timely and appropriate guidance and support for this strategy.

The Executive Director, Reconciliation Strategy and Leadership, has overall responsibility for implementing this strategy, along with the following people:

- Deputy Vice-Chancellor Academic
- Pro Vice-Chancellor Education and Quality
- Pro Vice-Chancellor Faculty of Business and Law
- Pro Vice-Chancellor Faculty of Health, Arts and Design
- Pro Vice-Chancellor Faculty of Science, Engineering and Technology

Progress Review

The Indigenous Teaching and Learning Committee will annually review this strategy and will update the performance targets. It will report on these areas to the RAP Steering Group, the RAP Working Group, and the University Learning and Teaching Committee.

A Note on Terminology

This document includes references to both 'Indigenous' and 'Aboriginal and Torres Strait Islander' peoples. The following is offered by way of clarity in reading this document.

'Indigenous' is used in the document title to better align with broader University terminology in such policies and procedures. In contemporary society, however, the phrase 'Aboriginal and Torres Strait Islander' is gaining credence as a self-identifying term for Aboriginal and Torres Strait Islander people, particularly in Victoria. As such, this document will predominantly refer to Aboriginal and Torres Strait Islander peoples, rather than Indigenous.

For further clarification, please refer to the Swinburne Aboriginal and Torres Strait Islander Terminology Guide.

Further information

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