

# INDIGENOUS PARTNERSHIP STRATEGY 2009-11

## FACULTY OF EDUCATION

### 5. KEY OBJECTIVE INDIGENOUS

#### VISION STATEMENT:

The Faculty of Education is committed to building respectful and equal partnerships with Indigenous communities, working together to create a culturally safe environment where educators, both Indigenous and non-Indigenous, will make significant contribution to the field of Indigenous education in teaching and research. By developing culturally appropriate partnerships, positive role models and through the preservation and maintenance of Indigenous lifeways in the Australian education system, the partnerships will support the economic and social sustainability of Indigenous communities and the development of the faculty as a national and international leader in the field of Indigenous education teaching and research.

#### 1 Education

	<b>Strategies/Actions 2009</b>	<b>Links to Operational Plan 2009-11</b>	<b>Targets/Measures 2009</b>
<p><b>Partnerships</b></p> <p><i>University links:</i>  <i>Monash Directions 2025</i>            - Objective 3: be more consistent about external relationships; enhance community engagement            - distinctive graduates</p> <p><i>Excellence and Diversity values:</i> - excellence in education            - international focus            - fairness            - diversity            - engagement            - integrity</p> <p><i>2006 Priority:</i>            - Attracting the most talented students irrespective of means and circumstances</p>	<ul style="list-style-type: none"> <li>Ongoing consultations with Traditional Owner groups to establish Partnership agreements to lay the foundations for the involvement of Indigenous peoples both as students and as staff within the faculty</li> </ul>	1.5 High demand for the Faculty's award and non-award courses from a diverse range of students	<ul style="list-style-type: none"> <li>To have agreements in place between Traditional Owner groups and the faculty – Wurundjeri; Wolithiga; Mutti Mutti; Gunditjamara; Taungurung; Bunerong; Gurnai Kauri or others as appropriate</li> </ul>
	<ul style="list-style-type: none"> <li>Building relationships with other stakeholders: Federal and State governments; peak Indigenous representative bodies; philanthropy; and corporate.</li> </ul>		<ul style="list-style-type: none"> <li>Working with the Centre for Australian Indigenous Studies</li> </ul>
	<ul style="list-style-type: none"> <li>Strengthening existing relationships and developing new relationships with other Australian and international universities that are working in Indigenous Education</li> </ul>		<ul style="list-style-type: none"> <li>Working with the Centre for Australian Indigenous Studies</li> </ul>
	<ul style="list-style-type: none"> <li>Strengthening the relationships between the Faculty, Indigenous communities and schools</li> </ul>	1.1.6 Develop improved consultative processes for professional/community input to programs and improve liaison and partnerships with schools.	<ul style="list-style-type: none"> <li>Working with the Centre for Australian Indigenous Studies</li> </ul>

	Strategies/Actions 2009	Links to Operational Plan 2009-11	Targets/Measures 2009
<p><b>Pathways</b></p> <p><b>University links:</b>  <i>Monash Directions 2025</i> theme:  - distinctive graduates</p> <p><i>Excellence and Diversity</i> values:  - excellence in education  - fairness  - engagement</p> <p><i>Learning and Teaching Plan:</i> Objectives A, B, D and F</p> <p><i>2006 Priority:</i>  - Improving the Monash Student Experience  - Attracting the most talented students irrespective of means and circumstances</p>	<ul style="list-style-type: none"> <li>Develop a nationally and internationally recognised teacher education program that gives pre-service students the confidence and professional skills necessary to work in the field of Indigenous Education</li> </ul>	1.5 High demand for the Faculty's award and non-award courses from a diverse range of students	<ul style="list-style-type: none"> <li>Increase in UG student enrolment numbers each year. Targets: <ul style="list-style-type: none"> <li>o2009: 50</li> <li>o2010: 70</li> <li>o2011: 100</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Identify opportunities for Indigenous and non-Indigenous students to undertake an Indigenous Education sequence within their undergraduate degree.</li> </ul>	1.1.1 Ongoing course development as a result of the <i>Rethinking Secondary Teacher Education Project</i> including vis a vis practicum. (See 1.3.1)	<ul style="list-style-type: none"> <li>Consolidate Indigenous sequence in the <i>Rethinking Secondary Teacher Education</i> program map</li> </ul>
	<ul style="list-style-type: none"> <li>Identify opportunities for Indigenous and non-Indigenous students to undertake an Indigenous Education sequence within their undergraduate degree.</li> </ul>	1.1.2 Commence <i>Rethinking Early Childhood and Primary Teacher Education Project</i> to review courses for Peninsula and Gippsland.	<ul style="list-style-type: none"> <li>Indigenous sequence potential in the <i>Rethinking Early Childhood and Primary Teacher Education</i> program map: <b>2009 ongoing</b></li> </ul>
	<ul style="list-style-type: none"> <li>Develop a clear Masters pathway for Indigenous Education to support the development of a research capability within the Faculty</li> </ul>	1.3.6 Implement regular reviews of the courses and units offered at the Masters level to determine which should stay, go or be further developed.	<ul style="list-style-type: none"> <li>Commence Masters level unit EDF6310 Issues in Indigenous Education : 2009</li> <li>Commence negotiations to develop a Masters specialisation in Indigenous Education</li> </ul>
	<ul style="list-style-type: none"> <li>Implement Partnership Strategy with Traditional Owners groups and develop links within the broader national Indigenous communities to ensure recognition that the Faculty has a commitment to respectful relationships</li> </ul>	1.5.2 Develop strategy to attract indigenous students to apply for Faculty bursaries.	<ul style="list-style-type: none"> <li>50% increase in number of Indigenous students applying for bursaries  <b>TARGET: 10</b></li> </ul>

	<b>Strategies/Actions 2009</b>	<b>Links to Operational Plan 2009-11</b>	<b>Targets/Measures 2009</b>
	<ul style="list-style-type: none"> <li>• Develop Professional Development pathways for educators working in the field of Indigenous Education, maximising existing Faculty knowledge, reputation and strengths               <ul style="list-style-type: none"> <li>○ Principals (links to <i>Dare to Lead</i>)</li> <li>○ Teachers</li> <li>○ Indigenous and non-Indigenous paraprofessionals</li> </ul> </li> </ul>	<p>1.5.1 Devise strategies to attract postgraduate and research students from the school sectors to ensure that we continue to:</p> <ul style="list-style-type: none"> <li>— make a contribution to our core profession</li> <li>— support capacity building for the Faculty and the sector</li> <li>— increase enrolments in postgraduate courses without further diversification</li> </ul>	<ul style="list-style-type: none"> <li>• Develop targeted skills development short courses: 2009</li> <li>• Link and credit short course to existing degree courses: 2009</li> <li>• Develop postgraduate short course pathways to Masters coursework and research programs: 2009</li> <li>• Approach DET to develop specific pathway for Indigenous paraprofessionals: In collaboration with CAIS</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop Professional Development pathways for Indigenous community Leaders, maximising existing Faculty knowledge, reputation and strengths in organisational and human resource development</li> </ul>	<p>1.5.3 Develop a business plan for expanding the Faculty's (local and international) short courses, based on leveraging its teaching and research strengths and enhancing its reputation and income.</p>	<ul style="list-style-type: none"> <li>• Work with Traditional Owner groups to identify organisational development needs and protocols for course delivery: <b>ongoing</b></li> </ul>

	<b>Strategies/Actions 2009</b>	<b>Links to Operational Plan 2009-11</b>	<b>Targets/Measures 2009</b>
<p><b>Indigenisation of the Curriculum</b></p> <p><i>University links:</i>  <i>Monash Directions 2025</i> theme: - distinctive graduates  - one of the best</p> <p><i>Excellence and Diversity</i> values: - excellence in education  - international focus  - diversity  - engagement  - integrity</p> <p><i>Learning and Teaching Plan:</i> Objective 1  <i>Internationalising the Curriculum Policy</i>  2006 Priority:  - Improving the Monash Student Experience  - Monash Mobility Program</p>	<ul style="list-style-type: none"> <li>Develop partnership agreements with Traditional Owners that ensure the ethical inclusion of accurate Indigenous knowledge and lifeways into the curriculum, supporting the preservation and maintenance of Indigenous lifeways within mainstream Australian education systems</li> </ul>	1.1 Curriculum that is current, rigorous, internationally oriented and locally relevant, and promotes ethical professional practice	<ul style="list-style-type: none"> <li>Link to Partnership agreements with each Traditional Owner community to ensure proper protocols are observed for the inclusion of local Indigenous knowledge</li> </ul>
	<ul style="list-style-type: none"> <li>Develop partnership agreements with Traditional Owners that ensure that all curriculum is respectful of, and culturally safe for, Indigenous students studying in the faculty</li> </ul>		<ul style="list-style-type: none"> <li>Develop teaching faculty to include Indigenous lecturers and tutors. (Link to Indigenous Employment Strategy)</li> </ul>
	<ul style="list-style-type: none"> <li>Develop curriculum that engages with international Indigenous education issues to ensure links between internationalisation and global best practice in Indigenous Education with the faculty curriculum</li> </ul>	1.1.4 Audit indigenous perspectives in pre-service teacher education programs to inform ongoing curriculum development and identify priorities for enhancement.	<ul style="list-style-type: none"> <li>Develop international curriculum content in collaboration with international Indigenous and traditional communities to enable meaningful connections for students and staff with overseas partners. (Link to Internationalisation Policy)</li> </ul>

	<b>Strategies/Actions 2009</b>	<b>Links to Operational Plan 2009-11</b>	<b>Targets/Measures 2009</b>
	<ul style="list-style-type: none"> <li>Develop opportunities for fieldwork placements in rural and remote Indigenous communities</li> </ul>	<p>1.3.4 Rethink the purposes, approaches to and processes for education sector placements to enhance flexibility, quality and sustainability.</p>	<ul style="list-style-type: none"> <li>Identify and develop agreements with schools and Traditional Owner groups nationally who are willing to take and support pre-service students: <b>Target 5 placements in 2009</b></li> <li>Both financial support for the Travelling Scholarships and in-kind support, from local industries and philanthropy to assist in costs of travel to undertake rural and remote placements <b>Target \$10,000 in 2009</b></li> </ul>
	<ul style="list-style-type: none"> <li>Develop opportunities for fieldwork placements internationally in rural and remote Indigenous and traditional communities</li> </ul>	<p>1.1.5 Feasibility study for expanding students' international experiences (including for placements) balancing educational and budgetary considerations.</p>	<ul style="list-style-type: none"> <li>Twinning arrangements with international Faculties of Education specialising in the field of Indigenous and Traditional education: <b>Target 1 placement in 2009 in partnership with the Oxfam Agreement</b></li> </ul>

## General Comments

Environmental changes

**DEEWR/State Relations:** The field of Indigenous Education is increasingly in the spotlight because of the funding arrangements and accountabilities evident in State/Federal relations regarding the provision of services to Indigenous Australians. Ministers Gillard has flagged that there will be increasing DEEWR focus on the provision of credible courses for Indigenous and non-Indigenous professional development, both award and non-award, that support improved academic achievement by Indigenous people. This debate is being pursued as part of the larger National Curriculum debate and new policy directions will be on hold for 2009 while this larger process is developed and implemented. Even so, with the advent of NAPLAN, it is now possible to compare literacy and numeracy outcomes for Indigenous students across the country and, with results expected to continue to be lower across most year levels and regardless of geographical location, this will directly pressure teachers and pre-service teachers to be able to demonstrate skills in improving the academic achievements of Indigenous students.

**Government/Indigenous Community Relations:** There is a much stronger consensus emerging between the federal government and Traditional Owner Groups that at any other time that welfare reform must be supported and succeed to break the cycle of poverty and welfare reliance in rural and remote Indigenous communities. Education, along with health, is seen by both parties as the key to social and economic sustainability for these communities. There will be increasing spotlight on the competencies and capabilities of teachers to achieve academic success with Indigenous students and on the programs we offer to prepare students to work in and with Indigenous communities.

**Faculty/Indigenous Community Relations:** The above strategy of focus on development of Partnerships with Traditional Owner communities reflect that it is Traditional Owner groups rather than 'Aborigines' *per se* that are the legal entity now being recognised as having *sui generis* rights. For education, this opens up a pathway for the agreement of protocols for the inclusion of Indigenous knowledge in the curriculum (as it is owned by communities who have the rights to that knowledge); the opportunity for the children of Traditional Owners to become teachers and Indigenous paraprofessionals within mainstream education; expanded opportunities for the faculty to offer an Indigenous sequence in the new program maps; extended opportunities for fieldwork placements in remote and rural Indigenous communities bit in Australia and overseas. There is an emerging consensus that it is economic rights that are properly the focus of new policies in Indigenous affairs with education being a cornerstone. Our focus on the development of partnerships should flow into discussions about the range of courses available within the faculty reflecting the depth and breadth of our work in education and organisational development.

## 2 Research, Research Training and Scholarship

	Strategies/Actions 2009	Links to Operational Plan 2009-11	Targets/Measures 2009
<p><b>Partnerships</b></p> <p><i>University links:</i>  <i>Monash Directions 2025</i> theme:            - one of the best            - address significant theoretical and practical challenges            - Objective 3: be more consistent about external relationships; enhance community engagement</p> <p><i>Excellence and Diversity</i> values: - excellence in education            - international focus            - diversity            - engagement            - fairness            - integrity            - excellence in research and scholarship</p> <p><i>2006 Priority:</i>            - Attracting the most talented students irrespective of means and circumstances</p> <p><i>Research and Research Training Management Plan:</i> Objectives 3 and 15</p>	<ul style="list-style-type: none"> <li>Development of research protocols with Traditional Owner groups regarding the development of research collaborations between the faculty and the Indigenous community</li> </ul>		<ul style="list-style-type: none"> <li>Accords and Protocols documented and agreed before the commencement of any research in the faculty involving Indigenous communities, schools and organisations</li> <li>Recognition of the established AIATSIS protocols for ethical research</li> </ul>
	<ul style="list-style-type: none"> <li>Development of research in the field of Indigenous education as a recognised strength of the faculty both nationally and internationally</li> </ul>	2.1 A clear and focused research profile which gives the Faculty identity, recognition and impact nationally and internationally, and influences policy and practice more broadly.	<ul style="list-style-type: none"> <li>2008: 3 AIATSIS Grant applications: <b>Pending for 2009</b></li> <li>2008: 1 Monash Small Grant: <b>Pending for 2009</b></li> <li>2008: 1 International Strategic Initiative Grant: <b>Pending for 2009</b></li> <li>2009: 1 ARC Linkage application: <b>Pending for 2009</b></li> <li>2010: 2 ARC Discovery applications</li> <li>2011: 1 International Linkage application</li> </ul>
	<ul style="list-style-type: none"> <li>Commitment to the development of research partnerships with Indigenous communities, schools and other key stakeholders to address issues in the field of Indigenous Education</li> </ul>	2.5.1 Provide support for capacity building in applied, industry research and in research entrepreneurship	Development of one research partnership with a remote school: <b>Ongoing</b>
	<ul style="list-style-type: none"> <li>Partnership with key stakeholders to develop collaborative research programs and projects both nationally and internationally</li> </ul>		<ul style="list-style-type: none"> <li>1 ARC Linkage Grant to be submitted for LP09 in collaboration with other Monash faculties</li> </ul>

	<b>Strategies/Actions 2009</b>	<b>Links to Operational Plan 2009-11</b>	<b>Targets/Measures 2009</b>
<p><b>Pathways</b></p> <p><i>University links:</i></p> <p><i>Monash Directions 2025 theme:</i></p> <ul style="list-style-type: none"> <li>- one of the best</li> <li>- address significant theoretical and practical challenges</li> <li>- research intensive</li> <li>- distinctive graduates</li> </ul> <p><i>Excellence and Diversity value:</i></p> <ul style="list-style-type: none"> <li>- excellence in research and scholarship</li> <li>- innovation and creativity</li> <li>- self reliance</li> </ul> <p><i>2006 Priority:</i></p> <ul style="list-style-type: none"> <li>- Increasing research engagement</li> <li>- Attracting the most talented students irrespective of means and circumstances</li> </ul> <p><i>Research and Research Training Management Plan: Objectives 2, 8, 9, 10 and 16</i></p>	<ul style="list-style-type: none"> <li>• Develop a clear Masters pathway for Indigenous Education to support the development of a research capability within the Faculty</li> </ul>	<p>1.3.6</p> <p>Implement regular reviews of the courses and units offered at the Masters level to determine which should stay, go or be further developed.</p>	<ul style="list-style-type: none"> <li>• Increase number of Masters students undertaking research degrees in Indigenous Education: <ul style="list-style-type: none"> <li>○2009: 10</li> <li>○2010: 15</li> <li>○2011: 20</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Develop a research node that builds the capacity of the faculty to undertake high impact research in the field of Indigenous education</li> </ul>	<p>2.3</p> <p>Research clusters that build contexts to support individual research development and sustain high profile, high impact research strengths.</p>	<ul style="list-style-type: none"> <li>• Develop a research node to focus on issues in Indigenous Education</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop a strategy to attract Indigenous HDR students who can undertake research in collaboration with faculty staff at Masters and PhD levels</li> </ul>		<ul style="list-style-type: none"> <li>• Link to website about Masters specialisation in Indigenous education and possibility of single unit study in EDF6310 as a credit for a research Masters qualification, especially for current teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Include Indigenous perspectives and ethical considerations in research induction programs</li> </ul>	<p>2.4</p> <p>Research induction that enables participants, students and staff, to pursue rigorous and ethical research practice in a range of different educational and occupational contexts.</p>	<ul style="list-style-type: none"> <li>• Ongoing in discussion with Assoc Dean Research Induction</li> </ul>

### 3 Management

	Strategies/Actions 2009	Links to Operational Plan 2009-11	Targets/Measures 2009
<b>Marketing</b>	<ul style="list-style-type: none"> <li>Develop a marketing strategy to attract and recruit Indigenous students to the Faculty</li> </ul>	3.1.5 Ensure that students are well informed about the financial and other support available to them (in 2006 targeting rural lower SES students moving to study and 'first generation' tertiary study students)	<ul style="list-style-type: none"> <li>Advertisements in Koori Mail</li> <li>Maintain and update Indigenous Education website on a biannual basis</li> </ul>
<b>Environment</b> <i>University links:</i> <i>Monash Directions 2025 theme:</i> - university in the world' - excellence in management <i>Excellence and Diversity values:</i> - excellence in education <i>2006 Priority:</i> - Improving the Monash student experience <i>Learning and Teaching Plan: Objective F</i>	<ul style="list-style-type: none"> <li>Create a culturally safe environment that mirrors the commitment of the faculty to the active participation of Indigenous people in the life of the faculty</li> </ul>	3.2 An environment and resources that encourage and support staff engagement and productivity in research, teaching and administration.	<ul style="list-style-type: none"> <li>Commission of an Indigenous painting to hang in the foyer</li> <li>Indigenous presence reflected in web pages, marketing materials, curriculum materials, library resources <b>ONGOING</b></li> </ul>
	<ul style="list-style-type: none"> <li>Create an environment that is culturally safe for Indigenous students</li> </ul>	3.1 An environment and resources that encourage and support student engagement, autonomy and learning.	<ul style="list-style-type: none"> <li>Collaborate with CAIS to advocate for culturally appropriate accommodation for students from rural and remote communities</li> <li>Provide mentoring and a contact person for all Indigenous students <b>CURRENT</b></li> </ul>
	<ul style="list-style-type: none"> <li>Through Partnership agreements, develop relationships that support students to undertake fieldwork placements in remote and rural Indigenous communities in a physically and culturally safe manner</li> </ul>	3.1.4 Assess and respond to risks with external practica and other off-site teaching and learning environments in programs offered by the Faculty	<ul style="list-style-type: none"> <li>Contribute to the Faculty risk management strategy for fieldwork placements</li> </ul>
<b>Faculty Staff Professional Development</b> <i>University links:</i> <i>Monash Directions 2025 theme:</i> - a university in the world <i>Excellence and Diversity values:</i> - engagement - international focus - self-reliance <i>2006 Priority:</i> - Implement Monash Mobility Program	<ul style="list-style-type: none"> <li>Develop a series of professional development workshops for academic and general staff regarding the development of a culturally safe environment</li> </ul>	3.4 A diverse range of relationships supporting research, teaching and community service of local and international relevance and significance.	<ul style="list-style-type: none"> <li><b>CURRENT</b></li> </ul>
	<ul style="list-style-type: none"> <li>Contribute to the development of funding streams for the Indigenous Partnership Strategy to support, for example, travelling scholarships, community involvement, the employment of sessional staff, collaborative research</li> </ul>	3.4.3 Implement strategy developed in 2005 for alumni, philanthropic and endowment fundraising	<ul style="list-style-type: none"> <li><b>CURRENT</b></li> </ul>

For more information please contact Mr Henry Atkinson and Dr Zane Ma Rhea, Faculty of Education, Monash University.

	<b>Strategies/Actions 2009</b>	<b>Links to Operational Plan 2009-11</b>	<b>Targets/Measures 2009</b>
<b>Indigenous Employment Strategy</b> <i>University links:</i> <i>University Indigenous Employment Strategy</i>	<ul style="list-style-type: none"> <li>Develop a strategy to attract Indigenous academic staff to the faculty</li> </ul>	3.3.5 Develop an academic staffing plan to maintain and extend research strength across each campus while fostering both teaching and research excellence	<ul style="list-style-type: none"> <li>1% of tenured academic staff being Indigenous (developing over 3 years to 2.5% as per the Monash University target) <b>ONGOING</b></li> </ul>
	<ul style="list-style-type: none"> <li>Develop a strategy to attract Indigenous general staff to the faculty</li> </ul>	3.3.7 Develop a general staffing plan to maintain and extend excellence in management across all facets of the Faculty's operations	<ul style="list-style-type: none"> <li>1% of general staff being Indigenous (developing over 3 years to 2.5% as per the Monash University target) <b>ONGOING</b></li> </ul>
	<ul style="list-style-type: none"> <li>Develop a strategy to attract Indigenous people to contribute to the business of the Faculty, both academic and administrative by providing opportunities for sessional and contract work that will develop skills and familiarity with the faculty and its needs</li> </ul>	3.3.6 Develop a strategy for employment of sessional teaching staff that <ul style="list-style-type: none"> <li>— balances the need for short term staff for responsiveness and ongoing staff for continuity and development</li> <li>— supports equitable employment practices and quality teaching</li> <li>— provides research and post graduate students with teaching opportunities to support academic induction and security of income</li> </ul>	<ul style="list-style-type: none"> <li>1% of sessional and short-term contract staff being Indigenous (developing over 3 years to 2.5% as per the Monash University target) <b>ONGOING</b></li> </ul>
	<ul style="list-style-type: none"> <li>Develop a mentoring program to support the employment of Indigenous people for teaching, research and administrative positions within the faculty</li> </ul>	3.3 High quality and diverse staff, with all contributing productively and striving to excel in an atmosphere of fairness, trust and respect.	<ul style="list-style-type: none"> <li>Mentoring provided for all Indigenous staff employed in the faculty <b>ONGOING</b></li> </ul>