

**INSTITUTIONAL ASSESSMENT  
FRAMEWORK  
2010**

**INDIGENOUS EDUCATION STATEMENT**

**Part 4**

**30 June 2010**

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**DEEWR Institutional Assessment Framework 2010 Part 4**

**SECTION 1: OBJECTIVES FOR INDIGENOUS EDUCATION**

Curtin University of Technology is Western Australia's largest university with over 40,000 students from around the world. Embracing its cultural diversity, the University encourages and fosters acceptance and understanding across its community.

A major development at Curtin has been the implementation of a Reconciliation Action Plan in 2008 and reviewed in 2009 and registered with *Reconciliation Australia*. The plan is available at [https://planning.curtin.edu.au/local/docs/reconciliation\\_plan\\_2008-2013.pdf](https://planning.curtin.edu.au/local/docs/reconciliation_plan_2008-2013.pdf).

Through the plan, the first complete University plan to be registered with Reconciliation Australia, Curtin acknowledges the significance of reconciliation between Indigenous and non-Indigenous Australians, and recognises the importance of the learning and consultation process necessary to move towards a future of true equality and understanding. Curtin has completed a review of the implementation of the RAP and is pleased that some of the major targets have been achieved earlier than was required. A copy of the review is attached to this report and has been forwarded to *Reconciliation Australia* to be published by them along with Curtin's RAP.

Curtin is dedicated to advancing reconciliation by further promoting an understanding of Indigenous culture and history; implementing strategies to effect the increased participation of Indigenous students and staff, and continuing a commitment to fostering partnerships in Indigenous research and development.

The University wide commitment to the Curtin Reconciliation Action Plan clearly indicates the position that Indigenous matters have in the Curtin strategy.

**SECTION 2: ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2007 AND PLANS FOR FUTURE YEARS**

**2.1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making**

- The appointment of an Indigenous member of the University's Council in June 2007. This member continues to serve as a member of University Council.
- Centre for Aboriginal Studies (CAS) representatives continue to serve on university-wide and Faculty committees, including the Academic Board.
- The Curtin Indigenous Policy Committee (CIPC) is chaired by the Deputy Vice-Chancellor – Education, and draws membership from CAS and senior University

- The Director of CAS reports to the Deputy Vice-Chancellor – Education and Pro-Vice Chancellors of each of the teaching Faculties report to the Vice-Chancellor. The CAS remains a stand-alone teaching and research centre.
- The principle that the Centre for Aboriginal Studies is headed by an Indigenous person continues.
- The role of the Aboriginal Advisory Committee (AAC) is to assist the Director of the Centre for Aboriginal Studies (CAS) in developing appropriate ways of responding effectively and sensitively to the educational needs and aspirations of Indigenous people.

## **2.2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions**

Curtin University is committed to a respectful partnership whereby Indigenous and non-Indigenous Australians tackle disadvantage together. Curtin aims to do this by:

**Increasing the number of Indigenous Staff in teaching Faculties and elsewhere in the University:** In 2009, 53 Indigenous staff were employed and Curtin will strive to increase this number by 10% annually. By 2013, Curtin aims to have at least one Indigenous Professor employed in the University.

**Increase the number of the CAS Indigenous staff studying towards a Masters or doctoral degree:** Currently four CAS Indigenous staff hold a Masters degree, and none hold a doctoral degree. In 2009, three CAS Indigenous staff were enrolled in doctoral studies. By 2013, Curtin aims to have two Centre Indigenous staff with a doctoral degree, and 50% of CAS Indigenous staff qualified or studying for postgraduate qualifications.

- Strategies and Programs supporting and encouraging Indigenous employment at Curtin University:
  - ❖ Indigenous Australian Employment Strategy  
[http://hr.curtin.edu.au/employment\\_strategy.cfm](http://hr.curtin.edu.au/employment_strategy.cfm)
  - ❖ Structured Training and Employment Project (STEP)  
<http://hr.curtin.edu.au/step.cfm>
  - ❖ Indigenous cadetship support (ICP)  
[http://hr.curtin.edu.au/indigenous\\_cadetship.cfm](http://hr.curtin.edu.au/indigenous_cadetship.cfm)
  - ❖ Australian Employment Covenant  
The Covenant was signed on Wednesday, 28<sup>th</sup> April 2010 and is yet to be added to website.

- Section 28.2 of Curtin University's *Academic Staff Certified agreement 2005 – 2008*:

Within the Centre for Aboriginal Studies where it can be demonstrated that:

- services provided to persons of an Aboriginal and Torres Strait Islander background for the purpose of promoting their welfare can be most effectively performed by a person of Aboriginal/Torres Strait Islander Background, and
- 'Aboriginality' is a genuine occupational qualification; and
- work performed in the Centre for Aboriginal Studies should be considered a special measure taken for the purpose of securing adequate advancement of Aboriginal/Torres Strait Islander people in order to ensure such people equal employment opportunities or exercise of human rights and fundamental freedoms;

then only persons from an Aboriginal/Torres Strait Islander background shall be eligible for employment where such persons meet the selection criteria for the position.

*The current number of Indigenous staff and their spread across the university (including number in academic and non-academic roles, and by level.*

	Level	Number of staff
<b>Professional Staff</b>	G02	3
	G03	2
	G04	5
	G05	3
	G06	2
	G07	1
	GJ01	1
	GJ03	7
	GJ04	3
	GJ05	1
	GJ07	1

<b>Academic Staff</b>	ALD	5
	ALC	1
	ALB	8
	ALA	9
	Sessional	17
	VET Lecturer	1
	Scholarship Fixed	6

### 2.3 Ensure equitable access of Indigenous students to higher education.

*Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008.*

- In 2008, there were 43 114 commencing students at Curtin University with 501 commencing Indigenous students for the same period.

- In 2009, there were 45 381 commencing students at Curtin University with 477 commencing Indigenous students for the same period.

*Programs run, through the IEU or University, to improve access of Indigenous students*

### **Kamberang Day**

142 students and 42 teachers visited Curtin University for Kamberang Day on 4<sup>th</sup> November 2009. Schools ranged from independent, private and public schools in the Curtin University catchment area to as far away as Mandurah and Northam.

Students had an opportunity to visit each faculty to gain a brief overview of the courses offered by each faculty as well as hands-one activities.

A Welcome to Country was delivered by Dr Richard Walley, students were welcomed by Narelda Jacobs (Channel Ten newsreader) and were entertained at lunch-time by a local Nyungar Dance Group Waduma Dance Group.

### **Moana Dreaming**

Moana Dreaming are an Indigenous band, who under the guidance of Damien Thornber and partner Emily Minchin, conduct a series of music workshops to several remote Indigenous communities across WA. Curtin University and the Centre for Aboriginal Studies are one of the sponsors of Moana Dreaming.

VOW Educational Services Incorporated and the Nindillingarri Cultural Health Services have been working in conjunction with Indigenous community Elders, to coordinate education workshops in music. It is anticipated that the workshops would provide confidence-building opportunities for the local community members, through performances in a safe and supporting, non-smoking, drug and alcohol free environment.

By conducting a series of music workshops held over 2-3 days on each of the several remote Indigenous communities selected to best service the wider communities. The tour is coordinated in association with Wayne Barker (Jowandi) a Yawuru composer, singer and musician, Patrick Davies of Nindillingarri Cultural Health Services and Mark Bin Bakar (Famous Indigenous personality 'Mary G'), approved by the Community Elders, and in conjunction with the community's schools. Incorporated into the visits will be a live a concert for each community to bring live music, an opportunity for local musicians to perform alongside renowned artists and to conclude the workshops with an enjoyable community event.

<https://karda.curtin.edu.au/news/>

[http://www.vow.org.au/index.php?option=com\\_content&view=article&id=49&Itemid=63](http://www.vow.org.au/index.php?option=com_content&view=article&id=49&Itemid=63)

*Details of outreach activities and the success in including and attracting Indigenous students.*

### **NAIDOC Week**

5<sup>th</sup> July – Curtin University supported the Opening Ceremony of the Perth NAIDOC festival by becoming a Bronze Sponsor; a promotional stall at the Ceremony

6<sup>th</sup> July – Centre for Aboriginal Studies Director interviewed on *Curtin FM*. The segment was replayed throughout the week.

6<sup>th</sup> July – Flag Raising Ceremony at the main flag poles inviting all Curtin staff to attend. Morning tea and entertainment followed the formal proceedings

8<sup>th</sup> July - Centrelink, Child Support Agency, Medicare & Centre for Aboriginal Studies joint day of celebration at the Centre for Aboriginal Studies

<https://karda.curtin.edu.au/news/>

<http://news.curtin.edu.au/curtin-news/multimedia>

<http://news.curtin.edu.au/curtin-news/news/curtin-celebrates-naidoc-week>

<http://news.curtin.edu.au/curtin-news/news/message-sticks-naidoc-week-2009>

<http://news.curtin.edu.au/curtin-news/lead-story/curtin-celebrates-naidoc-week-2009>

<http://news.curtin.edu.au/curtin-news/media-room/%e2%80%98deadly%e2%80%99-aaron-up-for-national-award>

### **National Indigenous Tertiary Education Student Games (NITESG)**

With sponsorship from the Deputy Vice Chancellor-Academic and the Centre for Aboriginal Studies, Curtin University sent a team to the *National Indigenous Tertiary Education Student Games (NITESG) 2009* in Canberra to compete.

<https://karda.curtin.edu.au/news/>

### **Noongar Dandjoo**

Noongar Dandjoo is a collaborative effort produced by Curtin University's Film and Television students and graduates, their lecturers, staff from the University's Centre for Aboriginal Studies (CAS) and members of the local Noongar community in Western Australia.

Noongar Dandjoo was a groundbreaking series of four 30-minute programs investigating community issues and showcasing inspirational stories of people that was made for broadcast on Access 31 and NITV.

Dandjoo is the Noongar word for gathering. The series features stories and studio discussions with a range of different people on key issues such as preserving their language, innovative initiatives in Indigenous education and healthcare, and the future of Aboriginal media.

*Details of Indigenous-specific and other scholarships*

### **Aboriginal and Torres Strait Islander Undergraduate Pharmacy Scholarship**

The Aboriginal and Torres Strait Islander Undergraduate Pharmacy Scholarship Scheme is for prospective students. It is an initiative of the Rural and Remote Pharmacy Workforce Development Program (RRPWDP). The RRPWDP was established in 1999 in recognition of the key role pharmacists play in maintaining the health of all Australians, particularly in rural and remote Australia. The aim of RRPWDP is to implement strategies to strengthen and support the rural and remote pharmacy workforce in Australia.

### **BHP Billiton Iron Ore Scholarships**

Demonstrating its continuing commitment to regional education, Curtin University of Technology has again joined forces with BHP Billiton Iron Ore and the Pilbara Development Commission to award two outstanding Pilbara students with BHP Billiton Iron Ore Scholarships.

[http://campusnews.curtin.edu.au/media\\_centre/archives.cfm?release=8545](http://campusnews.curtin.edu.au/media_centre/archives.cfm?release=8545)

### **Indigenous Commonwealth Scholarships**

Commonwealth Indigenous Scholarships are to assist indigenous students from low socio-economic backgrounds to undertake a full-time higher education course of study leading to a higher education award.

Both prospective and current Indigenous students can apply.

In 2010, no new Commonwealth Scholarships (CS) will be awarded by Curtin, except for Indigenous Commonwealth Scholarships. It is anticipated that Commonwealth Scholarships will be replaced by two new scholarships administered through Centrelink:

- (1) Student Start-Up Scholarships
- (2) Relocation Scholarships

### **National Indigenous Cadetship Project (NICP)**

The National Indigenous Cadetship Project (NICP) is part of the Australian Government's Indigenous Economic Development Strategy and aims to improve the professional employment prospects of Indigenous Australians. It links Indigenous tertiary students with employers in a cadetship arrangement involving full-time study and work placements. Cadetships enable Indigenous students to gain the professional qualifications and experience needed for a range of jobs in the private, public and community sectors and move into employment on completion of their studies. It can also assist employers to identify potential Indigenous employees.

Under the NICP, Indigenous cadets undertake full-time study and an annual 12 week (or equivalent) work placement with an employer, which compliments their course of study. The work placements can be undertaken during the long vacation break between academic years or be spread throughout the year. The expectation is that the cadet will commence employment with the employer on successful completion of their cadetship.

### **Rio Tinto Scholarship**

Demonstrating its continuing commitment to regional education, Curtin University of Technology has again joined forces with Rio Tinto to award two outstanding Pilbara students with Pilbara Iron/Rio Tinto Scholarships.

[http://campusnews.curtin.edu.au/media\\_centre/archives.cfm?release=8544](http://campusnews.curtin.edu.au/media_centre/archives.cfm?release=8544)

Further information on all scholarship available to Indigenous students at Curtin University can be found at: <http://scholarships.curtin.edu.au/>

Scholarship Brochures [attachment 1 and 2] are sent to all High Schools, distributed at parents evenings, Open Day, through the Centres for Aboriginal Studies activities, current Indigenous students are contacted personally for specific scholarships by email and sometimes phoned to encourage applications. Applications from future students improved this year - the Aileen Plant, Lillian Passmore scholarships were filled this year - the Chris Lewis was offered but the student went to a different University, we now have 7 students on the BHP Billiton Indigenous scholarship.

Take up rates to date this year of Commonwealth Scholarships – Indigenous CECS - 74% , Indigenous CAS - 25% (students mainly from urban areas); Indigenous Enabling 14% (numbers slowly increasing), Indigenous Enabling 7% (numbers slowly increasing).

*The role played by your IEU in seeking to improve Indigenous access to your institution.*

The CAS regularly hosts visits from secondary schools in Western Australia through the *Follow the Dream* and the *Up 4 it?* Programs. There are 26 schools involved with follow the dream and one with Up4It. CAS hosted 200-250 students this year.

Information on the *Follow the Dream* Program:

[www.det.wa.edu.au/education/abled/docs/FollowTheDream.pdf](http://www.det.wa.edu.au/education/abled/docs/FollowTheDream.pdf).

Information on the *Up 4 it?* Program:

[www.up4it.com.au](http://www.up4it.com.au).

**Indigenous policy development, implementation, monitoring and reporting:** to enable the Indigenous community – through the Aboriginal Advisory Committee (AAC) and the CAS – to effectively participate in policy and other decision-making processes which affect higher education for and about Indigenous people in the University.

**Indigenous Employment policy and practices:** to increase the level of Indigenous employment in the University, in line with the demographics of Indigenous representation in the Western Australian community. The latter will be used as the basis for benchmarking and monitoring.

**Indigenous Cultural Awareness for Curtin staff:** to enhance staff members' knowledge and understanding of Indigenous Australians and their culture, as a means of promoting reconciliation, social justice, the benefits of a culturally inclusive curriculum, active support of diversity, and an informed respect for Indigenous peoples.

**Indigenous Australian Studies:** to recognise Indigenous Studies as a distinct discipline to be incorporated into the range of units and courses offered by the University.

**Research of benefit to, and involving Indigenous people and communities:** to promote and support research that is of benefit to Indigenous communities, and which increases the Indigenous research capacity of Indigenous Australians.

#### **Indigenous Student Support Services**

Access, participation, retention, progression, and completion rates for Indigenous Australian students at the University and in higher education nationally are not currently commensurate with those of the general Australian student population.



### **JETA (Justice and Equity Through Access/Art) program**

The faculty of Humanities implements a very successful art program in WA prisons, the JETA (Justice and Equity Through Access/Art) program.

The JETA program supports and encourages students to continue with the degree upon release in the same way as they studied inside. This was set up to take into consideration the often heavy demands of being on parole.

The Curtin Art Department has extensive experience in offering programs that are flexible in delivery by providing on campus, online and regional access. By gathering together program materials that are provided to these diverse groups the JETA program has been able to select that which is appropriate and add/adapt for delivery in prison.

In offering a flexible course the program takes into consideration the movement of inmates who frequently are re-assigned to different prisons as well as all the security procedures and parole demands. JETA staff are well aware of the many restrictions regarding computers (especially the internet) as well as restrictions on a lot of art materials.

### **2.4 Achieve participation of Indigenous students in education, at rates commensurate with those of other Australians.**

- In 2009, there were 477 Indigenous students enrolled at Curtin University with 304 Indigenous students enrolled at the CAS.

*Details for your institutions strategies to address Indigenous participation, including the involvement of our IEU.*

The Indigenous Student Representative on the Student Guild meets regularly with Indigenous students on campus.

The top 1% of students are recognised each Semester on the Vice Chancellor's list. These student's names are then displayed on the relevant Program honour board in the Centre for Aboriginal Studies foyer.

The top 20 achieving students of each Semester across the University are recognised with a Certificate of Achievement at the Semester 1 pre-graduation ceremony.

Each year, the Enabling Program of the Centre for Aboriginal Studies hosts a graduation function at the Centre for students and families in recognition of completion.

The Centre for Aboriginal Studies hosts a pre-graduation function in Semester 1 for all summer graduates and families prior to the formal graduation ceremony.

Each Faculty hosts an annual award and prize giving ceremony recognising student achievements. Each Faculty also hosts scholarship presentation ceremonies for scholarship recipients.

Student achievements are acknowledged and celebrated through media releases, alumni newsletters, on the Curtin website to name a few. Curtin Indigenous students are often approached to use their image (with permission) in Curtin publications also.

## 2.5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

- In 2008, there were 12 120 student completions at Curtin University with 83 Indigenous student completions for the same period.
- In 2009, there were 12 096 student completions at Curtin University with 101 Indigenous student completions for the same period.

## 2.6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

### *Mooditj Katitjiny: Indigenising the Curriculum Project*

The Mooditj Katitjiny: Indigenising the Curriculum Project works in support of Curtin University's Reconciliation Action Plan (RAP). Curtin's RAP envisions Curtin University as "a place of learning that respects Indigenous culture and diversity: a place where Indigenous and non-Indigenous people come together to learn their chosen discipline contextualised within Indigenous culture and history".

Curtin's RAP identifies that by 2010 Indigenous perspectives will be included in all Curtin undergraduate and postgraduate coursework awards. Through the Mooditj Katitjiny: Indigenising the Curriculum Project, Curtin University has made significant headway toward meeting this goal by using an Indigenous cultural competence model.

Curtin University is at the forefront of Indigenising the curriculum using an Indigenous cultural competence model. As such, the University is part of an important national movement being lead by the Indigenous Higher Education Advisory Council (IHEAC).

### *Triple I*

Indigenous cultural competence is imbedded in Curtin University's triple-I framework.

### *How will we know when Curtin's curriculum meets Indigenous cultural competence criteria?*

Ensuring Indigenous people define 'cultural competence' is critical to the integrity of Indigenous cultural competence at Curtin University. CAS staff have developed the Mooditj Katitjiny: Indigenising the Curriculum Generic Competencies Matrix (also referred to as 'the matrix'), which represents these competencies in scaffolded form, enabling curricula to be mapped against it.

Indigenous Cultural Competency is an integral part of Curtin University's triple-*i* curriculum framework. This means that, in addition to student achievement of Curtin's nine graduate attributes, there are three main aspects of the curriculum which we wish to emphasise:

<b><i>i</i> Industry (graduate employability)</b>	achievement of all Curtin's graduate attributes, ensuring assessments throughout the course provide students with comprehensive and coordinated opportunities for work-integrated and career development learning, scenario-based problem-solving, and critical reflection on real or simulated work-based experiences related to their course and aspirations
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i	<b>Indigenous Intercultural International (global citizenship)</b>	achievement of Curtin's graduate attributes 7 (international perspective) and 8 (intercultural understanding) ensuring assessments throughout the course provide students with opportunities to demonstrate <b>Indigenous cultural competence</b> and consider issues from a global perspective, and respect and value diversity and social justice
i	<b>Interdisciplinary (rich educational choices)</b>	providing students with rich educational choices beyond the narrow confines of a single discipline, including opportunities such as achieving interdisciplinary majors, working in cross-disciplinary or interprofessional teams to solve complex problems, and completing elective units or modules

Indigenous cultural competence is identified as the framework through which we can articulate the inclusion of 'Indigenous perspectives' as part of the University's Reconciliation Action Plan.

Indigenous cultural competence is identified as an educational priority by the peak Indigenous higher education groups, the Indigenous Higher Education Advisory Council (IHEAC) and the National Indigenous Higher Education Network (NIHEN). Curtin University is one of the leading universities in Australia in implementing Indigenous cultural competence and your input into developing it is highly valued.

Our intent is to identify what knowledge, skills and support teachers need to deliver curricula addressing Indigenous cultural competence.

*How you address the cultural competency of your staff and students.*

The *Ways of Working with Aboriginal People* package is comprised of a set of materials, activities and a flexible program design. Facilitators are trained to adapt and deliver this program in a range of settings as a one to three day program depending on the requirements of the commissioning body. Early research identified components that were considered important both by Aboriginal and industry stakeholders.

These include the:

- effects of past government policy on present conditions for Aboriginal people;
- differences in perspectives between Aboriginal and non-Aboriginal worldviews;
- diversity within and between Aboriginal peoples; and
- importance of recognising and engaging with the local community

These components inform the four modules which form the framework for the program. The modules are:

- *Self as Worker* – encourages participants to examine their attitudes to Aboriginal people in a safe and non-judgemental atmosphere

- *Past and Present* – describes the ongoing effects of past government policies such as protection and assimilation on Aboriginal individuals, families and communities from an Aboriginal perspective
- *Identity and Everyday Life* – examines the way in which individual and group identity is maintained through daily practices some of which can cause friction with the dominant culture
- *Communicating* – explores the capacity for good cross-cultural communication which facilitates rather than impedes mutual understanding

*Your involvement with Indigenous community members in working towards this goal.*

#### **Rob Riley Memorial Lecture Series**

The Inaugural Rob Riley Memorial Lecture was held on Friday 7th May 2004, an event arranged to honour the memory of one of Western Australia's most prominent Indigenous statesmen and one who had a long association with Curtin University. Members of the Aboriginal community and staff from Curtin University's Centre for Aboriginal Studies, including Associate Professor, Pat Dudgeon, Richard Wilkes and Dennis Eggington paid tribute to Rob Riley, both as Indigenous statesman and as a friend.

Rob Riley was an Indigenous statesman and leader of his people whose untimely death was mourned throughout Australia. Inspired by his conviction that Australia had to confront its history of dispossession of Aboriginal people from their lands and all that has flowed from it, Riley worked tirelessly to advance social justice and reconciliation with non-Indigenous Australia.

In 2004, the Centre of Aboriginal Studies established the Rob Riley Memorial lecture to keep upholding the memory of Western Australia's key Indigenous figures, the late Rob Riley. In 2006, four visiting research fellows presented four public lectures as part as the Rob Riley Memorial lectures.

#### *Visiting Fellows:*

Associate Professor Pat Dudgeon presented a Rob Riley Memorial lecture on 18th March, 2009 titled "Mothers of Sin: Indigenous Women's Perceptions of Their Identity and Gender".

<http://campusnews.curtin.edu.au/curtin/article.cfm?id=3824>

#### *Associate Professor Gracelyn Smallwood AM*

Since qualifying as a registered nurse in 1972, Associate Professor Gracelyn Smallwood of James Cook University has campaigned internationally to right the wrongs of past injustices, and to close the gap between Indigenous and non-Indigenous human rights and health.

She discussed the injustices of Australia's past — the stolen generation, land rights, stolen wages, deaths in custody — and their link with poor Indigenous health today.

#### *Annual Lecture presenter:*

Dr Jackie Huggins AM is Deputy Director of the Aboriginal and Torres Strait Islander Studies Unit at the University of Queensland and former Co-Chair of Reconciliation Australia. Dr

Huggins presented the 2009 Rob Riley Memorial Lecture on 8th May 2009 titled "Celebration or Commiseration: Post Apology Blues".

<http://campusnews.curtin.edu.au/curtin/article.cfm?id=4063>

### **Sorry Day**

Note to Staff from the Vice Chancellor

<http://blogs.curtin.edu.au/notetostaff/2009/02/13-february-2009/>

- The current Patrons of the Centre for Aboriginal Studies are local Nyungar Elders Richard Wilkes and Adjunct Professor Joan Winch AM. They provide valuable cultural advice and are an important link with the Indigenous community. Cultural support is also provided by the Indigenous Scholars and Fellows from the Premier's Indigenous Leadership Scheme established at Curtin in 2006.

*The role of your IEU in enhancing the status of Indigenous knowledge and overseeing cultural competency at your institution.*

### **Cultural Protocols – Honours Nyungar Culture and Country**

These protocols have been proposed by CAS to ensure that the rights and dignity of all peoples are maintained and that some values and codes of behaviour are articulated to guide us in our interactions with each other. These protocols should not be prescriptive, nor are they fixed as we acknowledge that Australian society and culture is in a state of constant positive change.

*The Centre for Aboriginal Studies will:*

- Ensure that Nyungar country is acknowledged, and that, Nyungar Elders are central to all ceremonial and public functions.
- Ensure that Nyungar history and language is promoted to staff and students.
- Ensure that Nyungar groups and Elders are part of CAS operations.

*All Indigenous people coming to live and work in Nyungar Boodjar will:*

- Acknowledge Nyungar people as the traditional owners of this country.
- Be respectful of Nyungar protocols, keeping in mind that these will vary over time, in different contexts and with different groups.
- Utilise the Nyungar Patrons, Aboriginal Advisory Committee and Nyungar staff for advice and direction on Nyungar issues.
- Participate in Nyungar cultural activities such as Welcome song and ceremonies, where appropriate in CAS and the community.
- Participate in and support local community activities as supporters or active agents (on committees) when requested or invited.

*Background to the development of the cultural protocols*

Since the Centre for Aboriginal Studies was first established at Curtin in 1983, discussion has evolved regarding the roles and responsibilities of CAS staff and the ways in which Nyungar traditions and culture should be acknowledged within the Centre and the wider University. These discussions and workshops have involved both CAS staff and members of the Aboriginal Advisory Committee.

*Roles and obligations of Indigenous staff*

Discussions about the specific and special roles and obligations that Indigenous academics take upon themselves have been ongoing in CAS. As well as increasing equity, an important part of the Centre's Aboriginalisation and employment of Indigenous people has been to bring together within CAS, the shared values and worldviews from a diverse range of Indigenous people.

The **Welcome to Country** always occurs at the opening of an event and is usually the first item on the program. It is mostly done at major events and meetings and welcomes people to visit and meet on the traditional area.

The Centre for Aboriginal Studies and Nyungar staff are available to provide advice on when a Welcome to Country is required or an Acknowledgement of Country is appropriate.

The following is the suggested text used in response to the traditional Welcome to Country:

*I respectfully acknowledge Elders past and present and the traditional owners of this land on which we are meeting, the <appropriate group> people. It is a privilege to be standing on <appropriate group > country.*

The Centre for Aboriginal Studies has developed a Cultural Protocol book which is provided to all new Curtin University staff at the corporate induction and is distributed campus-wide.

There may be events where it is not possible for the traditional owners to provide a traditional welcome due to:

- unforeseen circumstances making it not possible or inappropriate for a traditional welcome ceremony (e.g. a death, funeral (Sorry Business) or illness);
- organisers not being able to make suitable arrangements with the traditional owners (e.g. fees, not allowing sufficient time to discuss requirements);
- prior engagement of the traditional owners (e.g. personal or cultural business);
- the nature of the event being too small or considered not important enough to warrant a welcome ceremony.

This **Acknowledgement of Country** is to be read only on Curtin University of Technology's Bentley campus:

*The Bentley campus enjoys the privilege of being located in Whadjuk/Nyungar country on the site where the Swan and Canning Rivers meet. The area is one of the*

*most significant places that sustained the life and wellbeing of the traditional owners that gathered along the banks of the rivers.*

*As a representative of Curtin University I/we are proud to honour the Nyungar people and value this place of shared learning. I/we recognise the historical impacts of the past and as active participants in reconciliation we are committed to strengthening an equal partnership that will honour the past, present and future.*

*We go forward with honour and respect, by acknowledging the Elders of Nyungar Nation past and present, their descendents and families, sovereign owners of Whadjuk country.*

**Website Home page statement**

*Curtin would like to pay respect to the Indigenous members of our community by acknowledging the traditional Nyungar owners of this land.*

**Video Welcome to Country presented by Kim Collard:**

<http://about.curtin.edu.au/who/welcometocountry.cfm>

Specific events include but not limited to:

- Graduation ceremonies
  
- Celebrations, public forums/events
  
- Commencement of class each semester
  
- Staff inductions

**SECTION 3: EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT****Indigenous higher education expenditure 2009**

<b>INCOME for Indigenous higher education purposes</b>		
<b>1</b>	ISP 2009 grant only	\$2,151,000
<b>2</b>	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
<b>3</b>	<b>TOTAL ISP income for 2009</b>	<b>\$ 2,151,000</b>
<b>4</b>	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	\$ 7,687,348
<b>5</b>	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 9,838,348</b>



<b>6</b>	<b>EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)</b>	
6a	Operating costs, including salaries, for Indigenous support services	\$1,947,480
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).  <ul style="list-style-type: none"> <li>• Office Supplies for Indigenous Support Centre</li> <li>• Resources for CAS Resource Library</li> <li>• IT Equipment</li> </ul>	\$  \$55,089 \$4,542 \$92,496
6c	Higher education provider overheads.	\$0
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).  <ul style="list-style-type: none"> <li>• Secondary School Outreach Program/Follow the Dream/Kamberang Day</li> <li>• Indigenous Australian Engineering Summer School (IAESS)</li> <li>• Indigenous Student Games</li> <li>• Community Events</li> </ul>	\$  \$30,635 \$2,866 \$4,500 \$13,392
<b>6e</b>	<b>Total Indigenous higher education expenditure for 2009</b>	<b>\$ 2,151,000</b>

<b>7</b>	<b>EXPENDITURE of Other Funds in 2009</b>	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).**	\$7,586,317
<b>7b</b>	<b>Total Indigenous higher education expenditure for 2009</b>	<b>\$ 7,586,317</b>