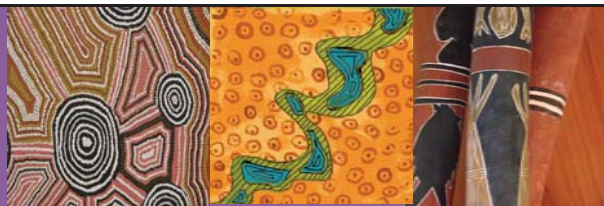




Koori Centre



"Those who pride themselves on 'British Fair Play' should think of us who live under a Black Flag. We want a home. We want education. You have taken our beautiful country from us - 'a free gift' "

- Anna Morgan -

Biennial Report 2004 - 2005



Koori Centre Mission Statement

Our Vision is to be a Centre of excellence in Indigenous Higher Education in Australia.

We are committed to providing and promoting high quality, culturally appropriate, effective learning and teaching, research and support services for Indigenous Australians, and the community, at the University of Sydney.

Acknowledgement of Country

We acknowledge and pay respect to the traditional owners of the land upon which the Koori Centre stands - the Cadigal peoples of the Eora nation. It is upon their ancestral lands that the University of Sydney is built.

We also pay respect to the Traditional Owners of other University of Sydney campuses: the Deerubbin, Tharawal, Ngunnawal, Wiradjuri, Gamilaroi, Bundjulong, Wijali and Guren Gureng Peoples.

As we share our own knowledge, teaching, learning, and research practices within this University may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.

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DIRECTOR'S REPORT



If the period 2002-2003 was a period of change and renewal at the Koori Centre, then 2004-2005 was a time of consolidation and growth. In reviewing this period all of us at the Centre should have a sense of great achievement. We are also aware that there is still much work to be done

as we strive for excellence.

2004, particularly, was defined by the process of consolidation following the settling in period after the Restructure. It was also a time of reflection. In this spirit Associate Professor John Cleverley, who worked closely with the Koori Centre throughout the change process, conducted a post-Change Management implementation review of three key student support structures: the Cadigal Special Entry Program, the Academic Skills program and, the Aboriginal Tutorial Assistance Scheme (ATAS) now the Indigenous Tutorial Assistance Scheme (ITAS). One of the main recommendations of his report was that staff workloads in these areas (academic and administrative) could be better managed through more effective utilization of existing University student support structures. As a result the Koori Centre collaborated with the University's Learning Centre on the development and delivery of the 2005 Academic Skills Program. We envision that the team at the Learning Centre will become an integral part of the program in future iterations. In late 2004 we welcomed Patrick Snowdon as the ATAS Coordinator. Further consolidation of our student support processes in 2004 also included the funding of a dedicated student counsellor. The University's Student Counselling service agreed to appoint Jenny Tebbut as our liaison with the service. As part of this Jenny established a routine drop-in time for Indigenous students at the Service.

Academic life continued in earnest at the Centre with staff moving forward with their research and teaching duties. During 2004 we were host to four visiting scholars from different parts of the world: the Republic of Ireland, the United Kingdom, Mexico and Japan. We also welcomed three new academic staff members: David Rose, Shino Kinoshi and Dennis Foley.

Staff at the Koori Centre were instrumental in the review of the first stage of the University's Indigenous Education Strategy 2002-2004 Triennium. John Cleverley completed a comprehensive review of Indigenous studies and perspectives in the Faculty of Education and Social Work (more later in this report) as part of the College of

Humanities and Social Sciences review. I congratulate all staff who took time to participate in the many committees and review teams dealing with Indigenous issues throughout the University.

2005 has typified the growth phase of the period covered in this report with some exciting new initiatives and projects in the Centre as well as some remarkable University of Sydney firsts. We commenced the year with a formal commendation from the Chair of the Academic Board, for the Koori Centre's contribution to the Australian University Quality Assurance report. March saw appointment of a new Academic Coordinator, Dr Wendy Brady. I would like to take this opportunity to thank Katrina Thorpe for the immense amount of work and energy she put into her time as Acting Academic Coordinator. In this month we also launched our new-look website and congratulations must go to Curtis Flood and Deborah Kirby-Parsons for an excellent job.

Indigenous Australian students and issues were again at the forefront of the agenda in 2005 and I am extremely pleased to be able to share with you the news that 2005 saw the highest number of Indigenous students accommodated in University of Sydney Residential Colleges. A large share of the congratulations for this must go to the Provosts and Principals of those Colleges who have worked tirelessly to secure scholarships for Indigenous Australian students. In July the Faculty of Health Sciences launched the *Rowan Nicks Russell Drysdale Fellowship in Australian Indigenous Health and Welfare*. The Fellowship aims to support the development of future leaders in Indigenous health and welfare. It provides for a stipend of up to \$60,000 for a tenure period of twelve months allowing Fellowship holders to undertake training in education or research, or, to undertake approved projects or activities in the area of Indigenous health and welfare. Applicants come from both the Indigenous and non-Indigenous community, although there is a strong emphasis placed on promoting Indigenous applicants.

Indigenous Australian students also shone a light on issues affecting their communities with the launch of a new student association, Klub Koori, at the beginning of April. The association was begun with the aim of addressing Indigenous issues both within and outside the University. Klub Koori has both Indigenous and non-Indigenous student members. This along with the initiatives and achievements above are examples of proactive community reconciliation and are representative of a University-wide effort, from senior management to the student body, to understand and address the issue effecting Indigenous Australians.

In May Jack Manning-Bancroft, the recipient of the inaugural ANZ Indigenous Scholarship, together with a group of like-minded friends launched the Australian Indigenous Mentoring Experience (AIME) with support from the Koori Centre. For the pilot phase of the project they and 25 Indigenous and non-Indigenous University of Sydney student volunteers mentored Indigenous Australian Year 9 students at Alexandria Park Community School over August and September. I understand that they are hoping to expand this to include Year 10 students in 2006 and have once more planned an exciting range of activities and workshops with Indigenous and community leaders from artists to lawyers and sports people. I am thrilled that the Koori Centre was able to contribute to getting the project off the ground.

Jack was also the organizer of one of the highlights of our NAIDOC week celebrations, the inaugural *Indigenous Carnivale* held on national Sorry Day. The Carnivale showcased the varied and wonderful talent of Indigenous Australians. This initiative gives young Indigenous performers an opportunity to perform with and learn from successful artists (both Indigenous and non-Indigenous). Once again Jack is to be commended for his vision.

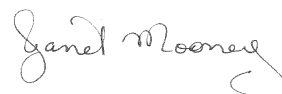
Buoyed by the increasing interest and support of Indigenous issues in the University, staff at the Koori Centre turned their minds to increasing the academic offerings of the Centre. Following many discussions and a lot of hard work John Hobson delivered the first ever *Indigenous Languages Workshop* at the Koori Centre at the end of 2005. Off the back of these discussions John has developed a new articulated degree course: the Graduate Certificate/Graduate Diploma/Master of Indigenous Languages Education. This course is an exciting one as it is designed specifically for Indigenous teachers who wish to learn how to teach their own languages, as well as providing an opportunity for interested students to undertake the Centre's thirteen-week Gamilaraay language course. Such a program is an integral step forward in the preservation of Indigenous languages from NSW.

From 2006 the Koori Centre will also be offering six new units of study developed during 2005. Academic programs and initiatives at the Centre were also recognized by the University with David Rose receiving the Vice-Chancellor's Award for Support of the Student Experience for his extensive work in the area of Adult Literacy with Indigenous students. I applaud the hard work of the academic staff of the Centre and congratulate them on their immense achievements this year.

The Centre also welcomed some new staff in 2005. Kristal Morris and Tanya Griffiths came on board as the Block Mode Program Administration Officer and Cadigal

Program Administration Officer respectively.

In this era of University belt-tightening I have been informed that we will be operating with a significantly reduced budget from now on. In light of budgetary restrictions moving forward into the next phase of the Koori Centre's development, our previously planned expansions, may be impeded. This promises to be a challenging time for all. I am, therefore, taking this opportunity to publicly reaffirm the Centre's commitment to the quality of our academic programs and the promotion of equality and parity of access to education at the University of Sydney for Indigenous Australians. We commit, as a Centre, to supporting the Indigenous students and staff of this University at personal, professional and cultural levels. We will also strive for the promotion and celebration of Indigenous Australian peoples and cultures across the University. If these past two years have demonstrated one thing it is that together Indigenous and non-Indigenous people can start to bridge the gap that separates our two great cultures. It is with this in mind that we look toward the future.



Janet Mooney
Director

KOORI CENTRE STAFF

KOORI CENTRE EXECUTIVE

Janet Mooney, Director

BA (Visual Arts), GradDipEd, MEd

Michelle Blanchard, Deputy Director

BA, MA (Creative Writing)

Diana Day, Research Coordinator

*BA (Hons) (Newcastle), DipEd (Newcastle), PhD (Geography)
(University of New England)*

Arthur Smith, Academic Coordinator

*Teacher's Certificate (Armidale), DipArtEd, MA (Stanford), PhD
(Ohio State)*

ACADEMIC STAFF

John Cleverley (2004)

BA, MEd, PhD

Jeff Dunn (2004)

BA (Music)

Dennis Foley (2004)

*AssocDip (Management Accounting), BBus (HRM and Business
Management), MBA*

Sharon Galleguillos

DipT (Primary), BEd (Primary)

John Hobson

BA, DipEd (Adult)

Shino Konishi

BA (Hons)

Leah Lui-Chivizhe

BA (Geography), GradDip (Material Anthropology)

Peter Minter

BA (Hons)(Writing), MA (UTS)

David Rose

*BA (Hons) (UTS), GradDipEd (TESOL) (UTS), PhD (Social
Semiotics)*

Lisa Slater (commenced 2005)

*BCom (University of Canberra), MA with Distinction, MA (Hons),
PhD (Australian Literature)*

Katrina Thorpe (on leave 2005)

*BAppSci (Hawkesbury Agricultural College), BEd (UWS), MEd
with Merit (Human Resource Development)*

Debbie Wray

DipTeach (Primary), MEd (Human Resource Development)

ADMINISTRATIVE STAFF

Sherrie Connors, Student Administration Officer

Pat Davison, Schools and Community Liaison (2004)

Judy Fernando, Administration Trainee (2004)

Curtis Flood, IT and Website Services

Ms Tanya Griffiths, Cadigal Administration Officer
(2005)

Deborah Kirby-Parsons, Executive Assistant/Acting
Office Manager (2005)

BA (Visual Arts), GradDip (Visual Arts)

Kristal Morris, Block-Mode Program Coordinator
(2005)

BEd (Adult Ed) (UTS)

Patrick Snowdon, ATAS Officer/Acting Executive
Officer (2005)

Noeleen Smith, Student Administration Officer

Jenny Thompson, Office Manager (2004)

BA (Industrial Relations and Government)

KOORI CENTRE LIBRARY

Uma Ketheson, Librarian

BSc (Botany), GradDip (Information Science)

UNIVERSITY COUNSELING SERVICES LIAISON

Jenny Tebbut

BSc(Psych) HonsUNSW MPH Syd MClInPsych(Dist) Woll MAPS



*Tiwi Sculpture by Owen Tipiloura displayed in
the Koori Centre courtesy of The University of
Sydney collection.*



Arthur Smith

Arthur is currently Academic Coordinator at the Koori Centre. He has been a primary and secondary teacher in New South Wales schools who, for the past 29 years, has worked in the tertiary sector, mainly in preservice teacher education. Since 1982 he has been active in

Indigenous education and, in particular, preparation of more Aboriginal and Torres Strait Islander teachers. He is also committed to the more effective education of all teachers in the fields of Professional Studies and Aboriginal Studies.



Sharon Galleguillos

Sharon has had wide professional experience and expertise of tertiary, secondary and primary school teaching. Sharon graduated as a primary teacher in Queensland in 1976 and has taught extensively throughout Queensland and New South Wales. She worked for six

years as a Senior Education Officer in the Aboriginal Education Unit within the NSW Department of Education and Training helping to develop the 1996 Aboriginal Education Policy.

Sharon is an active facilitator and mentor. She works intensively with Indigenous communities and student bodies and is a Board member of The Fred Hollows Foundation, PETA (Primary English Teaching Association) and Books in Homes Australia.



Patrick Snowdon

Patrick is a descendant of the Boigu Island people of the Torres Strait. He was born and raised on Thursday Island and has lived in Sydney for the past 17 years.

Prior to Patrick's employment at the Koori Centre, he worked as the Indigenous Administrative Officer at the Faculty of Nursing, University of Sydney.



Diana Day

As Research Coordinator Diana is a research mentor to Indigenous postgraduate students and staff at the University of Sydney, and conducts research programs in Australian Indigenous higher education and environmental water futures and culture.

She has a wide background in tertiary sector academic research, governing board directorships in environment, education and agri-commodities, and public administration. Diana's expertise is in the earth and environmental sciences, the social sciences, and, research and development strategy. Diana also has professional experience in academic career management and career coaching.



Tanya Griffiths

Tanya is a descendant of the Ngiyampaa (Wongaibon) people and was raised in Cobar NSW.

Since leaving school, Tanya has worked in a variety of administrative positions in councils, mines, schools and TAFEs, and has worked in a university environment for over ten years.



Shino Konishi

Shino is a lecturer at the Koori Centre. She is descent of the Yawaru peoples of Broome, Western Australia.

Shino's research interests include the history of maritime exploration of Australia and the Pacific; first contact narratives; histories of race, the body, masculinity and labour; and 18th century studies.

In 1998 she was awarded the inaugural NSW Ministry for the Arts Indigenous History Fellowship for the project *Western Representations of Aboriginal Masculinity*. She is currently completing a PhD in the Department of History at the University of Sydney.

RESEARCH AND PUBLICATIONS 2004

Journal Articles

Konishi, S.A., “Depicting Sexuality: A case study of the Baudin expedition’s Aboriginal ethnography”, *Australian Journal of French Studies*, vol.40(2), Monash University Press, pp. 98-116.

Rose, D., Lui-Chivizhe, L., McKnight, A., Smith, A., “Scaffolding academic reading and writing at the Koori Centre”, *Australian Journal of Indigenous Education* vol. 32; pp.41-49.

Thorpe, K., Minter, P., Lui-Chivizhe, L., Smith, A., “Indigenous philosophy in pedagogy and research”, *Synergy* no. 19; pp. 5-7.

Minter, P., “Intellectual Perverts”, *Prague Literary Review*, vol. 2, no. 4, [Online], Czech Republic.

Conference Papers (refereed)

Day, D., Davison, P., “Career Development for Indigenous Students in Australian Universities: Personal and Professional Resilience for the Future”, *Learning Today: Communication, Technology, Environment, Society; Proceedings of the Learning Conference*. Published in: *International Journal of Learning* Vol. 11; Common Ground Publishing Ltd.

Hobson, J., “Learning to speak again: Towards the provision of appropriate training for the revitalisation of Indigenous Australian languages in New South Wales”, In: J.A. Argenter, & R. McKenna Brown (Eds.), *On the margins of nations: Endangered languages and linguistic rights. Proceedings of the Eighth FEL Conference, Barcelona, Spain* (Bath, UK; Foundation for Endangered Languages; pp 53-57.)

Mooney, J., Craven, R., Martin, A. J., “An Australian Story: Pre-Service teachers’ perceptions of the value of mandatory Aboriginal Studies, *Third International Biennial SELF Research Conference*; Berlin, Germany, (CD Rom).

Mooney, J., Craven, R. G., Martin, A.J., “Why introduce core Aboriginal Studies teacher education courses? A critical analysis of educators’ perspectives”, *Third International Biennial SELF Research Conference*; Berlin, Germany.

Conference Papers (non-refereed)

Blanchard, M., Thorpe, K., “Nursing Education: Building Partnerships in Teaching and Aboriginal Health” *Pacific Region Indigenous Doctors’ Congress: Innovations in Pacific and Indigenous Health*, Cairns.

Day, D.G., “Who rocks the cradle of the future? Womens leadership in research futures and work revolution”, *Australian Technology Network of Technical Universities Conference on Women in Higher Education*, Perth.

Day, D.G., “Sugar research cultures and the future”, *Improving Sugar Industry Research Development and Extension Systems Workshop*. Townsville, Queensland Department of Primary Industries and Fisheries/Sugar Research and Development Corporation.

Ewing, R.A., Smith, D.L., “Retaining beginning teachers”, *European Education Research Conference*, Crete, Greece, 2004.

Foley, D., “Where Do Indigenous Australian entrepreneurs fit Into mainstream society”, *18th Annual Conference of the Australian & New Zealand Academy of Management*, University of Otago, Dunedin, New Zealand.

Hobson, J., “On the margins of Nations: Endangered Languages and Linguistic rights”, *Proceedings of the 8th FEL Conference*; 1-3 October; Barcelona, Spain, Association Historique Internationale de l’Ocean Indien.

Konishi, S., “The Francois Peron and the Tasmanians: An unrequited romance”, *New Urgencies in Australian Studies*; The Mint, Sydney.

Konishi, S., “The father Governor: The British administration of Aboriginal people in Port Jackson 1788-1792”, *Public men: Political Masculinities in Great Britain 1700-2000*, University of Manchester.

Konishi, S., “Communicating colonization in Australia”, *Colonialism and its Aftermath Conference*, University of Tasmania.

Lui-Chivizhe, L., “Identity Loss and Migration: a new look at Torres Strait Islanders”, *Colonialism and its Aftermath Conference*, University of Tasmania.

Mills, J.K., “Clueless – Transforming Jane Austen’s Emma”, *Third International Biennial SELF Research Conference*, Berlin, Germany.

Mills, J.K., “The Tools to Re-imagine My World – A paper on cineliteracy for High School and Primary teachers”, *Australian Screen Education Online*.

Minter, P., “Phenomenal Australian Poetics: Jean-Luc Nancy's 'Same time/Same place' and Signs of Aboriginal Co-appearance in TGH Strehlow's Songs of Central Australia”, *Contemporary Writing Environments*, Brunel University.

Thorpe, K., Minter, P., "Indigenous Philosophies and Transformative Pedagogies in University Curricula" *The Eleventh International Literacy and Education Research Network Conference on Learning*, Cojimar Pedagogical Convention Centre, Havana, Cuba.

Wray, D., Craven, R.G., Munns, G., "The value of Stage 6 Aboriginal Studies for Indigenous students' self-concepts in NSW Secondary School", *Third International Biennial SELF Research Conference*, Berlin, Germany.

Wray, D., Craven, R.G., Munns, G., "Key issues and challenges in Higher School Certificate Aboriginal Studies", *Third International Biennial SELF Research Conference*; Berlin, Germany.

Reports

McLisky, C. & Day, D., *Black and White Science: Encouraging Indigenous Australian Students into University Science and Technology*, report for the College of Science and Technology and Koori Centre, University of Sydney, http://www.koori.usyd.edu.au/research/black_white_science.pdf.

Research Grants

NEW

Hobson, J., *Queers of the Desert: The Central Australian gay, lesbian, bisexual, transgender and intersex community history project*, (Internet), Northern Territory Archives, Northern Territory History Grant.

Martin, A., **Mooney, J.**, Wilson-Miller, J., *New Solutions for Maximising Aboriginal Students' Potential: the roles of self-concept and motivation in making a real difference to desirable educational outcomes*, Aboriginal Education Council & Australian Research Council Linkage Grant.

ONGOING

Day, D., Brady, W., *A pilot evaluation of non-traditional entry student experience in the first undergraduate year*, University of Sydney Resesarch and Development Grant.

Galleguillos, S., *Books in Homes in Australia Pilot Project*, Scholastic Australia Pty Ltd.

Consultancies

ONGOING

Hobson, J., for *IndigOz Project*. Maintenance of database of Indigenous Internet resources and mailing lists.

RESEARCH REPORT

Books In Homes in Australia Pilot Project

Sharon Galleguillos is the Director of the Books in Homes in Australia Project. She wrote the initial evaluation of the Pilot Project in December of 2001. Here she explains the original concept.

The *Books in Homes in Australia Pilot Project* was launched in April 2001 and provided copies of 7 books to about 11,000 primary school students in 93 selected schools serving mainly Indigenous communities in disadvantaged circumstances. The book list included books written by Indigenous Australian authors and featured culturally appropriate themes.

The schools involved in the project were from remote and isolated areas of Far North Queensland and the Northern Territory. The children in the project had little access to public libraries, spoke standard Australian English as a second language and, came from homes with no, or, very few books written in English.

Without the exposure to literature that children in more urbanized areas have, these children had much lower literacy levels and a lesser appreciation of literature. While schools do the best they can to develop an appreciation of books and a love of reading, for many of the children in the Pilot Project it was an alien concept.

Most of the children involved in the Project came from bookless homes. Most did not have access to facilities we take for granted in more urban areas. Most equated reading solely with school, not with their homes, pleasure or leisure. Many of their parents were illiterate or, at best, poor readers. This did not mean that they were unaware of the importance of literacy, nor of the need for their children to learn to read and write in English.

All of the schools involved in the original Pilot Project, and those involved in the continuation of the Project, have been extremely positive. Many were thrilled with the response of children, parents, community members and teachers. Most have agreed that it is 'too early' to assess what the long term results of the BiHiA project will be, but as one teacher said, "*It's not the panacea, but it is a seed sown*".

The continuation of the Project is a positive step towards increasing literacy rates amongst Indigenous peoples in some of the hardest to reach parts of Australia. Literacy, in turn, is the key to educational success.

RESEARCH AND PUBLICATIONS 2005

Journal Articles

Day, D., Davidson, P., “Career development for Indigenous Students in Australian Universities”, *International Journal of Learning* Vol. 11, pp.481-488.

Minter, P., Fagan, K., “Murdering Alphabets, Disorientating Romance: John Tranter and postmodern Australian Poetics”, *Jacket* no.27, pp.1-28.

Minter, P., “Political Economy & Raphael’s Madonna of the pinks”, *Jacket*, no.27.

Book Chapters

Mooney, J., “Indigenous educational disadvantage”; In: *Culture economy and governance in Aboriginal Australia*. Proceedings of a workshop of the Academy of Social Sciences in Australia. University of Sydney 30 Nov-1 Dec 2004. NSW, Sydney University Press. pp 63-77.

Conference Papers (refereed)

Mooney, J., Craven R.G., “Teaching Aboriginal Studies: Producing inclusive Australian Citizens”, *AARE International Education Research Conference*, University of Western Sydney.

Mooney, J., Craven, R., “Case study: Introducing and Teaching Core Aboriginal Studies”, *AARE International Education Research Conference*, University of Western Sydney.

Wray, D., Craven, R.G., “Making the grade: the impact of policy on the HSC Aboriginal Studies Course”, *AARE International Education Research Conference*, University of Western Sydney.

Wray, D., Craven R.G., “The impact of High School Certificate Aboriginal Studies Course: Aboriginal Students’ perceptions”, *AARE International Education Research Conference*, University of Western Sydney.

Conference Papers (non-refereed)

Thorpe, K., “Transforming Academic Paradigms and Creating New Frontiers? Or, Is It Just Incorporating All Things ‘Indigenous’ Into Academic Programs?”, *Indigenous Knowledges Conference: Reconciling Academic Priorities with Academic Realities*, Victoria University, Wellington, New Zealand.

Blanchard, M., “Exit Stage left. Contemporary Indigenous Australian Theatre”, *Reconciling Academic Priorities with Indigenous Realities. Indigenous Knowledges Conference*, Wellington, New Zealand.

Day, D.G., “Privatisation of Australia’s freshwater commons: Implications for Indigenous water culture”, *Reconciling Academic Priorities with Indigenous Realities. Indigenous Knowledges Conference*, Wellington, New Zealand.

Day, D.G., McLisky, C., “Black and White Science: Why Indigenous Australian students don’t do university science”, *Reconciling Academic Priorities with Indigenous Realities, Indigenous Knowledges Conference*, Wellington, New Zealand.

Conference Workshops

Thorpe, K., Lui-Chivizhe, L., Minter, P., Foley, D., “Relevance, Resistance and Responsibility: Teaching and Learning with Indigenous Knowledges in Universities” *Higher Education Research and Development Society of Australasia Inc (HERDSA) Conference - Pre-conference Workshop*, University of Sydney.

Reviews

Minter, P., “A Radical Tonic” *Australian Book Review*, Feb 2005, pp. 53 (Book Review).

Minter, P., “Amor” *Hutt* 1 (4) (Papertiger Media Inc).

Minter, P., “Ken Bolton: In conversation with Peter Minter 12 Oct – 29 April 2005”, *Jacket*, no. 27 pp (Interview).

Creative Works

Minter, P., “Assent”, *Literary Review*, vol 48(2) p. 115 (Poem).

Minter, P., “Jou”, *Literary Review*, vol 48(2) p. 114 (Poem).

Minter, P., “Quiet Hunt”, *Literary Review*, vol 48(2) p. 116 (Poem).

Minter P., “Extinction”, *Cordite Poetry Review*, no. 22 (Poem).

Minter P., “Emperor go godspeed”, *Cordite Poetry Review*, no. 22 (Poem).

Minter, P., “Kintcap sutras”, *Jacket*, no. 27 (Poem).

Minter, P., "Radiant Impass", *Jacket*, no. 27 (Poem).

Minter, P., "Knitcup sutras", In: Murray, L (ed.) *The Best Australian Poems 2005*, Melbourne: Black Inc, pp. 113-115 (Poem).

Research Grants

ONGOING

Hobson, J., *Queers of the Desert: The Central Australian gay, lesbian, bisexual, transgender and intersex community history project.*(Website), Northern Territory Archives, Northern Territory History Grant.

Day, D., Brady, W., *A pilot evaluation of non-traditional entry student experience in the first undergraduate year*, University of Sydney Research and Development Grant.

Galleguillos, S., *Books in Homes in Australia Pilot Project*, Scholastic Australia Pty Ltd.

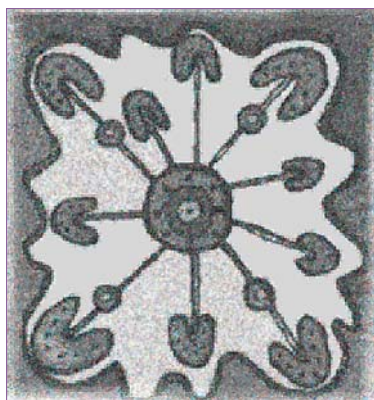
Hobson, J., *Queers of the Desert: The Central Australian gay, lesbian, bisexual, transgender and intersex community history project.*(Website), Northern Territory Archives, Northern Territory History Grant.

Martin, A., Mooney, J., Wilson-Miller, J., *New Solutions for Maximising Aboriginal Students' Potential: the roles of self-concept and motivation in making a real difference to desirable educational outcomes*, Aboriginal Education Council & Australian Research Council Linkage Grant.

Consultancies

ONGOING

Hobson, J., for *IndigOz project*, Maintenance of database of Indigenous Internet resources and mailing lists.



Artwork by: Patricia King

RESEARCH REPORT Maximising Aboriginal Students "Potential"

Janet Mooney and fellow researchers from UWS on this AEC and ARC Linkage Grant project are looking at new ways to increase the educational outcomes for Indigenous Australians.

This project investigates causal effects of self-concept, enhanced motivation and adaptation to increased educational outcomes for Indigenous primary school students.

The aim of the project has been to undertake an empirical study into the extent to which Indigenous students levels of self-concept in the areas of cultural identity, academic ability and adaptive-motivational orientation impacted on their educational outcomes.

The working hypothesis is that higher levels greatly enhance the likelihood of students meeting and/or exceeding education goals. For the purposes of the study these goals have been identified as numeracy, literacy, attendance and engagement at school; persistence and enjoyment of school work and; an increase in high-level and achievable educational aspirations (e.g. desire to achieve an HSC and/or undertake tertiary education).

By identifying the factors that lead to enhanced outcomes in students at a quantitative and qualitative level the researchers hope to develop solutions for innovative and effective educational intervention, in order to make a real difference for the most educationally disadvantaged group in Australia.

A key outcome will be the rigorous testing and adaption of already existing self-concept measures to Indigenous students. This will be done in consultation with the Aboriginal Education Council (AEC) to develop culturally appropriate and salient measures to assist teachers and researchers in assessing and targeting enhancement techniques to individual student needs.

Research for this project will be conducted throughout 2004 and will conclude with findings and support material compiled in a report in 2008.

SUPPORTING STUDENTS

The Koori Centre has a substantial investment in ensuring that Indigenous students at the University of Sydney are supported throughout their studies. We are also committed to providing high quality courses and Units of Study related to Indigenous issues. In 2004-2005 the Koori Centre ran its Diploma and Degree courses (in block mode) and several Units of Study. The Centre also undertook the teaching of Indigenous-themed courses for the Faculty of Education and Social Work (2004 & 2005) and the Department of History (2005). Listed below are the Units of Study taught by the Koori Centre and other areas of the University as part of the Aboriginal Studies Major (offered both years unless otherwise indicated):

Degree Programs

- Diploma in Education (Aboriginal)
- Bachelor of Education (Secondary: Aboriginal Studies)

Undergraduate Units of Study

KOORI CENTRE

- KOOCR 2100 - Indigenous Australia (Core Unit)
- KOOCR 2101 - Indigenous Australia: Land & Culture
- KOOCR 2102 - Indigenous Australia: Policy & Power
- KOOCR 2111 - Health and Community in Aboriginal Australia

FACULTY OF EDUCATION AND SOCIAL WORK INDIGENOUS UNITS OF STUDY (THROUGH KOORI CENTRE)

- EDUP 2006 - Indigenous Australian Education (1)
- EDUP 3021 - Indigenous Australian Education (2) (offered 2004 only)
- EDUP 4056 - Special Unit (Primary) Koori Kids in Schools A
- EDUP 4057 - Special Unit (Primary) Koori Kids in Schools B

FACULTY OF ARTS INDIGENOUS UNITS OF STUDY (THROUGH KOORI CENTRE)

- HSTY 1051 - 20th Century Aboriginal History (offered 2005 only)
- HSTY 2042 - Indigenous Experiences of Decolonisation (offered 2005 only)

FACULTY OF ARTS INDIGENOUS UNITS OF STUDY

- LNGS 2025 - Australia's Indigenous Languages (offered 2005 only)
- ANTH 3835 - Reading Aboriginal Ethnographies
- ANTH 2025 - Aboriginal Australia: Cultural Journeys
- ARHT 2036 - Contemporary Indigenous Art
- ASLT 2003 - Introduction to Aboriginal Writing (offered 2004 only)
- MUSC 2026 - Australian Aboriginal Music
- RLST 2017 - Australian Aboriginal Religions (offered 2005 only)

FACULTY OF LAW INDIGENOUS UNITS OF STUDY

- LAWS 3005 - Indigenous People and the Law

Honours & Postgraduate Supervision

Staff at the Koori Centre provide supervisory support to students undertaking Honours or Postgraduate research in the area of Indigenous Studies across the University.

Financial Assistance

One of the key factors preventing access to higher education amongst the Indigenous population is the high cost of fees and relocation. The University of Sydney provides funds for Financial support to Indigenous students through Access Scholarships (administered by the Scholarships Office).

Additional government and other external scholarships for Indigenous students are available through the Scholarships Office. Some scholarships from Residential Colleges of the University are also available at Wesley College and Women's College. The Department of Education and Training also funds places in the Diploma of Education (Aboriginal) and the Bachelor of Education (Secondary: Aboriginal Studies) and the Koori Centre informs all students enrolled in these courses of the application procedures for these.

The Koori Centre administers several scholarships and bursaries on behalf of the University with monies coming from the Indigenous Support Allocation. The table on the next page shows the number and value of each award.

2004			
SCHOLARSHIP NAME	VALUE	No. AWARDED	TOTAL EXPEND.
Chancellor's Committee Indigenous Australian Undergraduate Bursaries			
Chancellor's Committee Undergraduate HECS Bursary	\$ 3,500	3	\$ 10,500
Chancellor's Committee 1st Year Compulsory Fees Bursary	\$ 577	10	\$ 5,770
Chancellor's Committee Encouragement Award	\$ 500	5	\$ 2,500
College of Humanities and Social Sciences Indigenous Australian Scholarships			
CHASS Indigenous Australian Undergraduate 1st Year Incentive	\$ 1,500	8	\$ 12,000
CHASS Indigenous Australian Undergraduate Continuing	\$ 4,000	25	\$ 100,000
CHASS Indigenous Australian Undergraduate Incentive (Continuing years)	\$ 2,000	7	\$ 14,000
CHASS Indigenous Australian Postgraduate	\$ 2,000	2	\$ 4,000
College of Sciences and Technology Indigenous Australian Scholarships			
CST Indigenous Australian Undergraduate Compulsory Fees	\$ 500	1	\$ 500
CST Indigenous Australian Undergraduate Incentive	\$ 1,500	1	\$ 1,500
CST Indigenous Australian Undergraduate Continuing	\$ 5,000	11	\$ 55,000
2004 Totals		73	\$ 205,770
2005			
SCHOLARSHIP NAME	VALUE	No. AWARDED	TOTAL EXPEND.
Chancellor's Committee Indigenous Australian Undergraduate Bursaries			
Chancellor's Committee Undergraduate HECS Bursary	\$ 3,500	3	\$ 10,000
Chancellor's Committee 1st Year Compulsory Fees Bursary	\$ 500	4	\$ 2,000
Chancellor's Committee 2nd and Other Years Fees Bursary	\$ 500	11	\$ 1,500
College of Humanities and Social Sciences Indigenous Australian Scholarships			
CHASS Indigenous Australian Undergraduate 1st Year Incentive	\$ 1,500	7	\$ 10,500
CHASS Indigenous Australian Undergraduate Continuing	\$ 4,000	21	\$ 84,000
CHASS Indigenous Australian Undergraduate Incentive	\$ 2,000	2	\$ 4,000
CHASS Indigenous Australian Postgraduate	\$ 8,000	1	\$ 8,000
College of Sciences and Technology Indigenous Australian Scholarships			
CST Indigenous Australian Undergraduate 1st Year Incentive	\$ 1,500	2	\$ 3,000
CST Indigenous Australian Undergraduate Incentive	\$ 2,000	2	\$ 4,000
CST Indigenous Australian Undergraduate Continuing	\$ 5,000	5	\$ 25,000
2005 Totals		58	\$ 156,500
TOTALS		131	\$ 362,270

Table 1; Koori Centre Administered Scholarships and Bursaries

Source: Koori Centre Finance Officer

At first glance the figures in Table 1 appear to show a healthy investment in Indigenous student support through the Indigenous Support Allocation, with the College of Humanities and Social Sciences (CHASS) being the primary contributor to scholarship funds. When compared to the previous period 2002-2003 we see, however, that actual support across all funding sources has decreased. If we compare 2002 figures with 2005, both having equivalent scholarship numbers (57 and 58 respectively), we see a shortfall of \$46,110.00 in 2005. Figures for the period 2003-2004 show an increase in the number of scholarships given of 14% whilst actual funding decreased by 7.3%. So, while more students are receiving scholarship funding, they are, in general, receiving less support per capita without taking into account annual inflationary pressures on the cost of living (particularly in Sydney).

Graduations

KOORI CENTRE GRADUATIONS

In the period 2004-2005 graduates from Koori Centre courses were as follows:

DIPLOMA OF EDUCATION (ABORIGINAL)

Graduating numbers in the Dip.Ed (Ab) remained steady with 6 students graduating in 2004 and 7 in 2005.

BACHELOR OF EDUCATION (SECONDARY: ABORIGINAL STUDIES)

After suffering a setback in 2004, when only 1 student graduated from the B.Ed (Sec: Ab), 2005 saw a return to 2002/2003 numbers with 3 students graduating.

UNIVERSITY-WIDE COMPLETION

98 Indigenous students completed their studies at the University of Sydney in the period 2004-2005. Table 1 below shows the level of study undertaken as well as the completion figures for non-Indigenous students as a means of comparison.

TOTAL UNIVERSITY COMPLETIONS		
2004		
LEVEL OF STUDY	INDIG.	NON INDIG.
Undergraduate	42	7780
Postgraduate (coursework)	10	5034
Postgraduate (research)	1	603
Total Completions	53	13417
2005		
LEVEL OF STUDY	INDIG.	NON INDIG.
Undergraduate	39	8036
Postgraduate (coursework)	5	4973
Postgraduate (research)	1	648
Total Completions	45	13657

Table 1

Source: Planning Office, Office of Strategy Implementation and Sustainability Planning (OSISP).

DR JIMMY LITTLE

On the 3 June, 2005 the degree of Doctor of Music (*honoris causa*) was conferred upon Jimmy Little by the Chancellor of the University, the Hon Kim Santow.



Jimmy Little [was] born on the Cummeragunga Mission in 1937. Jimmy came from a musical family and, although he was forced to leave school at 15, spent the next 44 years as a musician, actor and educator, breaking down barriers for Indigenous Australians throughout this country.

... Jimmy Little has been described as the 'Father of Reconciliation' and through his music, life and work has tried to appreciate both sides of any argument or dispute between Indigenous and non-Indigenous Australians and, as he has said, he preferred to "walk softly, softly, and speak softly, softly". In 1985, the Eora Centre in Redfern recognised Jimmy's unique talents and offered him work teaching and mentoring Indigenous music students.

Jimmy remains committed to Indigenous and non-Indigenous education and continues to use his national and international recognition along with his success as an entertainer to promote positive education strategies. In 1989 Jimmy was named Aboriginal Australian of the Year by the National Aboriginal Day of Observance Committee (NADOC).

In 2000 Jimmy Little ... was invited by Indigenous students from the University of Sydney to officiate at Aboriginal and Torres Strait Islander Week celebrations. Since then he has honoured the University, and particularly the Koori Centre, by becoming an invaluable member of our distinguished guest lecturing staff.

2004 saw Jimmy awarded an Order of Australia in the Australia Day Honours List in recognition of his work in the entertainment world and for his positive contribution to the Reconciliation process.

*... Chancellor, I have great pleasure in presenting to you, for admission to the degree of Doctor of Music (*honoris causa*) the inspirational Mr Jimmy Little, and I invite you to confer the degree upon him.*

- Citation for Jimmy Little -

Indigenous Students at the University

The following tables indicate Indigenous enrolments across the University of Sydney for the years 2004-2005. The figures show relative stability in enrolment type across the two years although student numbers have decreased significantly in some areas since the 2002-2003 period.

TOTAL UNIVERSITY ENROLMENTS		
LEVEL OF STUDY	2004	2005
Undergraduate	280	245
Total Undergraduate	280	245
Postgraduate (coursework)	16	22
Postgraduate (research)	14	12
Total Postgraduate	30	34
Total Enrolments	310	279

Table 2

Source: Planning Office, OSISP.

Table 3 below shows Undergraduate enrolments have fallen steadily across this period. By 2005 we see enrolments are only at 74% of the 2003 spike of 331. The downward trend in the Faculty of Health Sciences is of particular concern given their traditional strength in the recruitment and retention of Indigenous students. 'Legacy students' at the University's Orange Campus completed their studies during this time. Koori Centre enrolments have also fallen significantly in this period. On a positive note the Faculty of Architecture, Design and Planning welcomed their first Indigenous students.

INDIGENOUS UNDERGRADUATE ENROLMENTS BY FACULTY		
FACULTY OF REGISTRATION	2004	2005
Agriculture, Food and Natural Resources	1	1
Architecture, Design and Planning	1	1
Arts	31	30
Economics and Business	4	2
Education and Social Work	33	35
Engineering and Information Tech.	5	4
Health Sciences	87	65
Law	1	4
Medicine	25	19
Nursing and Midwifery	9	10
Science	10	8
Sydney College of the Arts	1	2
Veterinary Sciences	4	6
Koori Centre	60	55
Rural Management (Orange Campus)	6	1
Total Enrolments	280	245

Table 3

Source: Planning Office, OSISP.

Postgraduate (coursework) enrolments remained stable across all Faculties from the 2002-2003 period. Again the exception was the Faculty of Health Sciences which experienced a drop back to 2002 figures at the start of 2004 as a large portion of the Diploma of Health Sciences (Aboriginal Health and Community Development) cohort completed in 2003. The Faculty of Medicine saw an initial set back followed by a 33% increase in enrolments, bringing its Indigenous enrolments above the previous high of 11 in 2001.

INDIGENOUS POSTGRADUATE (COURSEWORK) ENROLMENTS BY FACULTY		
FACULTY OF REGISTRATION	2004	2005
Architecture, Design and Planning	1	1
Arts	2	1
Health Sciences	3	4
Law	1	1
Medicine	6	14
Australian Graduate School of Management	3	1
Total Enrolments	16	22

Table 4

Source: Planning Office, OSISP.

Table 5 below shows Indigenous Postgraduate (research) student numbers during the 2004-2005 period. Numbers have remained stable since the previous period, with the exception of the Sydney Conservatorium of Music which enrolled its first Indigenous PhD student in 2004.

INDIGENOUS POSTGRADUATE (RESEARCH) ENROLMENTS BY FACULTY		
FACULTY OF REGISTRATION	2004	2005
Architecture, Design and Planning	0	1
Arts	3	1
Economics and Business	1	1
Education and Social Work	2	2
Engineering and Information Tech.	0	1
Health Sciences	3	1
Medicine	2	1
Science	2	1
Sydney College of the Arts	1	2
Sydney Conservatorium of Music	1	1
Total Enrolments	14	12

Table 5

Source: Planning Office, OSISP.

BOARD OF STUDIES IN INDIGENOUS STUDIES

2004 Membership

Ms Janet Mooney (Chair)
Director, Koori Centre

Professor Paul Ramsden (to June)
Pro-Vice-Chancellor (Teaching and Learning)

Professor John Hearn
Deputy Vice-Chancellor (Academic)

Professor June Sinclair
*Pro-Vice-Chancellor,
College of Humanities and Social Sciences*

Professor Don Nutbeam
Pro-Vice-Chancellor, College of Health Sciences

Professor Beryl Hesketh
*Pro-Vice-Chancellor,
College of Sciences and Technology*

Associate Professor Elaine Cornell
*Acting Head,
Yooroang Garang School of Indigenous Health Studies*

Associate Professor Gerard Sullivan
Acting Dean, Faculty of Education and Social Work

Mr Charles Davison
President, Aboriginal Education Consultative Group

Koori Centre Academic Staff

Ms Michelle Blanchard

Dr Diana Day

Mr Jeff Dunn

Mr Dennis Foley

Ms Sharon Galleguillos

Mr John Hobson

Ms Shino Konishi

Ms Leah Lui-Chivizhe

Mr Peter Minter

Dr Arthur Smith

Ms Katrina Thorpe

Ms Debbie Wray

Student Representatives

Ms Kristy Kennedy

Mr Mark Trehwella

Secretary

Ms Deborah Kirby-Parsons

2005 Membership

Ms Janet Mooney (Chair)
Director Koori Centre

Professor Judyth Sachs (2005)
Pro-Vice-Chancellor (Learning and Teaching)

Professor John Hearn
Deputy Vice-Chancellor (Academic)

Professor June Sinclair
*Pro-Vice-Chancellor,
College of Humanities and Social Sciences*

Professor Don Nutbeam
Pro-Vice-Chancellor, College of Health Sciences

Professor Beryl Hesketh
*Pro-Vice-Chancellor,
College of Sciences and Technology*

Ms Sally Farrington
*Acting Head,
Yooroang Garang School of Indigenous Health Studies*

Professor Derrick Armstrong
Dean, Faculty of Education and Social Work

Mr David Ella
President, Aboriginal Education Consultative Group

Ms Ros Field
Director, Indigenous Education, DEST

Koori Centre Academic Staff

Ms Michelle Blanchard

Dr Wendy Brady

Dr Diana Day

Ms Sharon Galleguillos

Mr John Hobson

Ms Shino Konishi

Ms Leah Lui-Chivizhe

Mr Peter Minter

Ms Debbie Wray

Student Representatives

Mr Peter Hawkin

Ms Mariko Ralph

Secretary

Patrick Snowdon

Chair's Report

2004-2005 was a busy time for the Board of Studies in Indigenous Studies. In 2004 the Board discussed the changes to the Diploma of Education (Aboriginal) and the Bachelor of Education (Secondary: Aboriginal Studies), approving the revised configuration and content of Units of Studies prior to their acceptance by the University's Academic Board. The Audit of Indigenous content in courses across Faculties at the University, in particular Education and Social Work was also discussed and supported by the Board. The Board understands the need for the development and inclusion of Indigenous content where appropriate. Further to this they actively encourage the development of new Indigenous-related Units of Study in all Faculties. Members have, therefore, worked to raise the issues highlighted by the Audit at the highest levels of the University.

2005 commenced with the proposal and adoption of changes to the Constitution of the Board as follows:

1. The Board of Studies in Indigenous Studies shall comprise the following persons:
 - (b) the College Pro Vice-Chancellors, or nominees;
 - (c) the Pro Vice-Chancellor (Teaching and Learning);
 - (d) the Head of Yooroang Garang, School of Indigenous Health Studies, Faculty of Health Sciences, or nominee;
 - (e) the Dean of the Faculty of Education and Social Work, or nominee;
 - (h) not more than two Indigenous Australian students of the University elected annually in a manner prescribed by Resolution of the Senate.
2. Degrees, Diplomas and other Programs of the Koori Centre
 - (a) Diploma in Education (Aboriginal)
 - (b) Tertiary Preparation Course
 - (c) Cadigal Program – Academic Skills
3. Diploma in Education (Aboriginal)

Admission to the candidature for the diploma may be granted to an Indigenous Australian who:

 - (a) holds qualifications acceptable to the Board of Studies
 - (b) has completed the Koori Centre Tertiary Preparation Course or equivalent.
4. Cadigal Program – Academic Skills

This course of study consists of a number of components and different interpretations of knowledge that are appropriate to each student's study needs.

Having been adopted by the Board, these proposed changes were later approved by the Academic Board.

Proposed new Units of Study and the Diploma and Master of Education (Indigenous Languages) were also reviewed, discussed and approved by the Board prior to their presentation and subsequent approval by Academic Board. These Units of Study (6 in total) will be offered from 2006. In consultation with the Faculty of Education and Social Work it was decided to rename the Diploma and Master of Education (Indigenous Languages) to the Diploma and Master of Indigenous Languages Education, in order to prevent confusion about ownership of the program. This has been agreed to and the new degree programs will be offered by the Koori Centre from 2006.

The Board is also pleased to advise that a proposal for an Honours Program has been submitted to the Faculty of Arts. It is hoped that the Program will go through the Faculty of Arts Postgraduate Matters Committee during 2006 and commence in 2007.

On behalf of the members of the Board of Studies in Indigenous Studies I would like to extend my congratulations to everyone who submitted responses to the Audit of Indigenous Content and Activity in The Faculty of Education and Social Work and to those who have developed new, or, revised existing Units of Study with Indigenous issues in mind. We would also like to extend our thanks to everyone who has worked to bring Indigenous issues to the fore of University life. We look forward to working together and with the wider University community in 2006 and 2007.

Janet Mooney
Chair, Board of Studies in Indigenous Studies

AUDIT OF ABORIGINAL STUDIES/PERSPECTIVES AND RELATED ISSUES IN THE PROFESSIONAL ACTIVITIES OF THE FACULTY OF EDUCATION AND SOCIAL WORK IN ASSOCIATION WITH THE KOORI CENTRE.

In October 2003 the Faculty of Education and Social Work commenced an Audit of Indigenous content and perspectives in their teaching, learning and research activities. The Audit was completed in April 2004 and was funded through the Indigenous Support Funding Scheme by the College of Humanities and Social Sciences. Indigenous content is essential within this Faculty due to its importance as a subject of study in schools, in social work practice and, in its contribution to an understanding of past and contemporary Australian Society and Culture.

Within the discipline of Education, Indigenous content was found to be shaped primarily by Faculty Policy, the expertise and interests of staff, as well as the demands arising from both the NSW Board of Studies Syllabuses and the NSW Department of Education and Training. It was found, however, that the responsibility for delivery of the majority of Indigenous content fell on the shoulders of Koori Centre staff through the core subject, *Indigenous Australian Education*, the elective *Koori Kids in the Classroom* and through guest lectures. Content within the discipline of Social Studies focused on relevant social sciences data and analysis. In addition to these areas of content both teacher education and social work students could undertake an Aboriginal Studies major through the Faculty of Arts.

Attitudes, concerns and understanding of the issues surrounding Indigenous Australians and the development and inclusion of Indigenous content were assessed through interviews and discussion with staff in both the Faculty and the Koori Centre. Staff were chosen for inclusion in this process because they had either particular responsibilities in course planning and delivery, or, had a role in policy determination in their field. Through this the audit team was able to determine the areas effecting the development and delivery of Indigenous content, as well as make several recommendations on how communication, engagement and teaching methods could be improved. The full findings and recommendations are available in the complete Audit report. The key findings and recommendations are listed here. Recommendations are broken into those impacting on the Faculty and University-wide issues, and are listed according to their reference in the Audit report.

FINDINGS

1. Although clusters of knowledge about Indigenous studies were found among staff in relevant areas, e.g. *Human Society and Its Environment*, the overall knowledge base was uneven with some staff considering their academic background in the field incomplete. More informed staff recognised the need to keep-up-to-date on developments in the field.
2. Overall, staff opinion held that the teaching and learning of Aboriginal studies/perspectives was a core activity of the Faculty; and there was a real concern to find ways to improve teaching and learning in the field. Despite this there was a general view that there were shortcomings in the teaching and learning practices currently adopted in teacher education.
3. A fair consensus existed as to approaches to Aboriginal studies/perspectives, appropriate delivery practices, and anticipated outcomes. There were suggestions for an expanded Faculty and University commitment, improved Koori Centre and Faculty collaboration, a greater measure of evaluation, and the need for readily accessible sources.
4. There was also a prevailing attitude that content should not merely be injected into units of study and that such 'token efforts' were strongly repudiated, particularly where the inclusion of Indigenous content was deemed inappropriate. Further to this there was consensus that teaching content should be based on up-to-date and informed cultural and social analyses of the Indigenous contribution to Australian society, especially as it bears on Faculty core business.
5. Following on from this thinking it was agreed that, from a pedagogical stand point, the effectiveness of core and other teaching units was significantly influenced by the educational setting in which they were embedded and that careful thought should be given to where learning experiences are best located.

6. Aboriginal studies/perspectives should be re-assessed on a regular basis, with curriculum revision regarded as part of the responsibility of all staff engaged in teaching. The onus should not fall on Koori staff predominantly to argue for Indigenous content in amount or form.

KEY RECOMMENDATIONS

Faculty of Education and Social Work

- R.1 That the Faculty institute a cross-divisional process based in the Division of Teaching and Learning, to integrate and revise its teaching and learning experiences in Aboriginal studies/perspectives in undergraduate teacher education and the MTeach. An Interest Group of committed and experienced staff could overview and arrange for the further development of unit content, and materials, including assessment arrangements whereby outcomes can be tested. The School of Social Work and Policy Studies should be involved in this Interest Group, given the likely scope of its activities. Further, an experienced staff member of the Koori Centre should be invited to join.
- R.3 Teaching should represent a partnership of Faculty and Koori Centre expertise in the organisation and operation of units of study and the development of materials.
- R.9 More specialised content in teaching Aboriginal studies should be accessed utilising internal and external lecturers.
- R.12 The major planning statements of the Faculty of Education and Social Work, e.g. the Teaching and Learning Strategic Plan, should specifically address the University's commitment to Indigenous learning opportunities for both non-Indigenous students and Indigenous students. Planning statements should set specific and quantifiable targets.
- R.15 Staff with an interest in researching areas of Indigenous education and social work should be invited to an ad hoc meeting to determine how to better exploit various research opportunities/needs/interests in Honours, postgraduate and project research, and grant opportunities.
- R.20 There may be a case for a written statement to be drawn up between the Faculty and the Koori Centre indicating the commitments expected from both sides over a set period. The present loose arrangement has its advantages, but the resources of the Koori Centre will come under

stress as other Faculties develop their Indigenous programs – a process already underway.

University of Sydney

- R.27 Strategic and other planning across the University, including teaching and learning operational plans, should address Indigenous matters more substantially through targeted and quantifiable improvement measures. Ways and means of achieving generic goals should be identified.
- R.28 The issue of providing for senior Indigenous leadership at Professorial level, and for coordinated policy-making across the University, remains a significant challenge.
- R.29 More effort should be put into acknowledging the Indigenous heritage of the University of Sydney e.g. through recognition and naming of streets, buildings etc., historical investigation and publication, garden and landscaping, displays, plaques, and ceremonial activity, etc. Specific plans from facilities and site planning, nomenclature and heritage groups, etc. should recognise and celebrate Indigenous history and contemporary life.

Associate Professor John Cleverley
April 2004

KOORI CENTRE CHANGE MANAGEMENT IMPLEMENTATION REVIEW

Report and Recommendations

In 2004 Associate Professor John Cleverley conducted a review of the Change Management process of 2002-2003 at the Koori Centre. The area of focus for this review was the impact of the changes on the support services that had previously been administered by the Student Academic and Support Unit (SASU). The SASU was previously responsible for The Cadigal Special Entry Program, the Academic Skills Program, and the Aboriginal Tutorial Assistance Scheme (ATAS).

The implementation of the *Change Management Plan* was a response to the changing demands of teaching and learning, and support service requirements. In agreeing to dissolve the SASU it was noted that future support activities would require cross-linking between academic and administrative programs. In addition to this a focus on Academic Skills by the Cadigal lecturer and other staff would ensure continuity in the provision of student learning assistance, with other cross-linking in support and liaison activities coordinated by the new HEO Level 8, Office Manager position, and the Academic Coordinator.

Recommendations

There is some evidence now that the continuity of the Cadigal and other support areas was insufficiently addressed at the time of the initial change implementation. The following recommendations are key to rectifying this situation:

1. The Appointment of a dedicated administrative staff member to oversee the non-academic aspects of the Cadigal/Academic Skills/ATAS program (which appears to be the bulk of the work).
2. This administrative position should be supported by the existing part-time Associate Lecturer (Cadigal) position, supervised by the Academic Coordinator.
3. Consideration should also be given as to whether some present academic activities would be better shared. Cannot duties in regard to Academic Skills, and some support activity be:
 - a) shared across staff, drawing on their wide range of teaching skills, and through cooperation with the University's learning centres, and,
 - b) devolved in part through mentoring shared across the staff.
 Support of Indigenous students is an activity all staff would wish to be engaged in.

4. Regular meetings between the administrative and academic staff involved in student support to ensure that the separation of duties is based on the flow of business. A clear and straight forward plan capable of handling known common exigencies, including staff absences, should operate. As much as possible the Administrative and Associate Lecturer positions should work as a team.
5. The core group should be responsible to the Deputy Director who will chair major committees, deliver reports to the Board of Studies in Indigenous Studies, and undertake senior University liaison.

Associate Professor John Cleverley
May 2004

Koori Centre Response

Having received Associate Professor Cleverley's report the Koori Centre immediately moved to address his concerns and recommendations.

The following actions have been undertaken:

1. Staffing
In 2004 Patrick Snowdon was appointed as the ATAS Officer. Tanya Griffiths was appointed as the Cadigal Administration Officer in 2005. Both Patrick and Tanya will undertake the administrative work for these areas.
2. Academic Skills and other support
The Koori Centre established a relationship with the University Learning Centre to assist in the development and delivery of the Academic Skills Program.
A link with the University Counselling Service was also made. Jenny Tebbut was appointed as the Indigenous Liaison there in 2005.
3. Regular Combined Staff meetings have been established which address all areas of Academic and Administrative support roles.

AUSTRALIAN INDIGENOUS MENTORING EXPERIENCE REPORT



Under Indigenous leadership, the Australian Indigenous Mentoring Experience (AIME) has been established with Alexandria Park Community School, and aims to link Indigenous and

non-Indigenous Mentors from the University of Sydney with Indigenous students in Year 9. The first stage has been completed, based on a pilot program which commenced in August 2005. This consisted of 6 weeks of interactive workshops with the NRL, Theatre Director Marion Potts, Taronga Park Zoo and Paul Sinclair's 'Animals of the Dreaming' Program, Aboriginal writers Dr Ruby Langford Ginibi and Philip McLaren, Hip Hop artist Wire MC, Indigenous artist Bronwyn Bancroft and other activities. The second stage involved 5-6 weeks of one-on-one mentoring with Mentors focusing on teaching specific skills in the areas of goal setting, dealing with racism and bullying, self respect, and other broader disciplines such as meeting homework deadlines, working in partnerships and team work. The central aims of the Program were to:

- Encourage Alexandria Park Community School students to remain in school after Year 9.
- Build strong relationships between high school students and university students.
- Improve students' academic resilience and impart important study skills.
- Help improve self esteem and social skills of Year 9 students.
- Provide Mentors and students with an enriching cross-cultural experience.

Student and teacher feedback of the Program was extremely positive; as was the feedback from our volunteer Mentors. We are now hoping to extend the program in 2006 to include students from Year 10.

"A significant number of students were motivated by the Program. Some of our more 'difficult students' would make sure they didn't misbehave in order to participate on Fridays... [AIME was] very worthwhile and beneficial to disadvantaged students. Hopefully it will grow to be an established program for the local community."

Steven Bennet
Maths Teacher and AIME School Contact,
Alexandria Park Community School, Sydney.

A DVD of the experiences of the AIME team and students and staff of Alexandria Park Community School was completed in December 2005 and is available as a teaching and training resource through the Koori Centre. I would like to take this opportunity to thank the people who took part in this very special journey: the core AIME team of Hamish Dunn, Tom Ward, Rashi Kalra and Robyn Shields, our volunteer Mentors, the community leaders and artists who gave so generously of their time, the staff at Alexandria Park Community School who really got behind the project and, most importantly, the students who shared their hopes, fears and dreams with us. I must also give special thanks to the staff of the Koori Centre who were instrumental in connecting us with Cathie Burgess at Alexandria Park and who provided us with support, encouragement and a base of activities.

Jack ManningBancroft
AIME Founder



Above: Jack ManningBancroft speaks to Mentors and Mentees at Taronga Park Zoo.

Below: Mentors and Mentees with Paul Sinclair at Taronga Park Zoo.



CHARLES PERKINS AO MEMORIAL ORATION AND PRIZE



Photo courtesy of Robert McFarlane

In 2001, the University of Sydney, in collaboration with the Koori Centre, launched the Charles Perkins AO Memorial Oration. Established with the full support of the Perkins family the Oration is an acknowledgement of Dr Perkins' tireless dedication to human rights and social justice for Indigenous Australians.

The establishment of the Oration began as a recommendation of the Committee to Review Aboriginal Education at the University of Sydney, of which Dr Perkins was a member. The Annual Oration is, "to be given by an internationally high-profile race relations leader ... as a demonstration of [the University's] continuing commitment to fostering excellence in education and leadership among its Indigenous staff and Graduates."¹ It was decided, after his death in 2000, to name

the Oration in honour of Dr Perkins AO, the University's first Indigenous graduate.

The Dr Charles Perkins AO Memorial Prize was established by the Koori Centre in 2000 and was originally awarded to one student each year. From 2004 a prize will be given annually to an Indigenous Australian student from each of the three colleges of the University who has achieved outstanding results across all years of their studies.

¹ Vice-Chancellor's Preliminary Response to the Report of the Committee established to review Aboriginal education in the University of Sydney, 2000.

2004

"Leadership needs to include men, women, young people, old people, elders. It just can not rest on one gender and one generation. Leadership is part of a community and a set of relationships. If you want good leaders, you also have to have in the end good communities, because leaders and communities are connected. ... finally the point I would like to make as an educator is that leadership, the potential for leadership, exists in everyone. It exists in every individual. We need to foster that and grow it from the youngest child to the oldest Elder. Leadership is in all of us, and I want to leave that as my final message."



Professor Linda Tuhiwai Smith addresses the audience.

The 2004 Dr Charles Perkins AO Oration was given by Professor Linda Tuhiwai Smith. Professor Smith is the Joint Director of the Nga Pae o te Maramatanga (Horizons of Insight) National Institute of Research Excellence in Maori

Development and Advancement at the University of Auckland, Aotearoa / New Zealand. She spoke to the topic: 'Activism, leadership and the new challenges for Indigenous Communities'.

2004 Prize Recipients:

Ms Yvette Balla-Gow *College of Sciences and Technology*
 Ms Cheryl Davis *College of Health Sciences*
 Ms Simone Nelson *College of Humanities and Social Sciences*

2005

"The reconciliation process cannot succeed if it is based, contrary to historical fact, solely on maintaining a rigid and categorical distinction between black and white. It will succeed if a significant proportion of those Australians, [who have Aboriginal ancestors], take pride in acknowledging their roots in both communities."

- The Hon. James J Spigelman AC -

"This current era in Indigenous affairs is one of quick change, lack of consultation with Aboriginal people and is driven by the ideology of mainstreaming, assimilation, individualism and economic rationalism. In our current climate, a time of change, uncertainty and disempowerment, a vision of where we should be going is essential. ... For the Aboriginal community, Charles Perkins' vision is one that still offers inspiration today."

- Professor Larissa Behrendt -

To mark the title Anniversary of the Dr Charles Perkins AO Memorial Oration, the 2005 event held on the 27 October, featured a double bill of speakers. The Honourable James J. Spigelman AC, Chief Justice of New South Wales, spoke on the issue of Indigenous Justice, particularly in relation to children of the Stolen Generations. Professor Larissa Behrendt, Director of Jumbunna Indigenous House of Learning, at the University of Technology, Sydney, spoke of her debt of gratitude to Charles Perkins activism in her speech titled: *On Leadership – Inspirations from the Life and Legacy of Dr. Charles Perkins.*

2005 Prize Recipients:

Mr Percival Knight *College of Health Sciences*
 Ms Kate Makin *College of Sciences and Technology*
 Mr Victor Wood *College of Humanities and Social Sciences*

HIGHLIGHTS 2004

Repatriation of Aboriginal Remains

The University repatriated the remains of 10 people to the Barkindji people of Dareton in the states far South West. Barkindji female Elders performed a smoking ceremony, passing the remains through the smoke of a small fire of branches from a native lemon tree.

It is always a moving moment for the Koori Centre when remains are returned to their people and we commend Rosemary Stack, Indigenous Heritage Curator at the MacLeay Museum, for her ongoing commitment to this important project.

Reconciliation Week



Reconciliation Week 2004 was a huge success and we thank all the staff and students at the University who contributed a hand to the annual Sea of Hands on the Front Lawns of the University. In accordance with the theme of Reconciliation Week in 2004

“Reconciliation Week: It’s about Justice not Just Us”, Deb Lennis’

design for this year’s Sea of Hands exhibition reflected this theme.

Celebrations commenced with the raising of the Aboriginal and Torres Strait Islander flags on the University Flagpole at the southern entrance to the Main Quadrangle. Mr Warren Mundine addressed the crowd on the importance of issues of Justice in Indigenous Affairs.

National Indigenous Tertiary Students Games

As combined winners of the 2003 competition (with UTS) The University of Sydney hosted the Indigenous Students Games in 2004. Our congratulations go to Jack ManningBancroft and Kristy Kennedy for all the time and effort they put into organising this event.



ATSI Week

Aboriginal and Torres Strait Islander Week at the University is organised jointly by the University of Sydney Union and the Koori Centre. It is held annually in August as NAIDOC week falls during University holidays. In 2004 a forum to discuss the topic “Closure of the Aboriginal and Torres Strait Islander Commission (ATSIC) is the best thing for Indigenous Affairs in Australia” was held in the Holme Building Courtyard. The panel was composed of Mr Warren Mundine, Chief Executive of the NSW Native Title Service; Senator Aden Ridgeway; Dr Stuart Bradfield, a Native Title Research Fellow at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and, NSW Young Liberals President, Mr Alex Hawke.



Dr Lisa Jackson Pulver

In 2004 Lisa Jackson-Pulver, a great friend of the Koori Centre, became the first Indigenous Australian student to be awarded a PhD in Medicine. Dr Jackson Pulver has been working at the University of New South Wales school of Public Health since 2003 and has extensive career experience in the field of Indigenous Health commencing with her work as a Registered Nurse. Her PhD thesis was entitled “An argument on culture safety in health service delivery: towards better health outcomes for Aboriginal peoples.”

AUQA Commendation

In December 2004 the Australian University Quality Agency (AUQA) published their review of the University of Sydney’s activities. Sections of the report dealt with the University’s commitment to furthering Indigenous education and community engagement. The Koori Centre was singled out for a commendation in the report, particularly in relation to our engagement with the University’s Indigenous Education Strategy. Responding to the strategy aim “To recognise and promote understanding of and respect for Indigenous Australian peoples, their knowledge and culture”.

Commendation 20

AUQA commends the University of Sydney’s Koori Centre for the strong links it has established with Indigenous communities and for the efforts it makes in recognising and promoting understanding of and respect for Indigenous Australian peoples, their knowledge and cultures .

The University of Sydney Indigenous Games Team. Kristy Kennedy centre.

HIGHLIGHTS 2005

Reconciliation Week

As always Reconciliation Week was an important highlight in the Koori Centre calendar. Celebrations commenced with the raising of the Aboriginal and Torres Strait Islands flags on the Southern Flag pole of the Main Quadrangle.

Once more the Sea of Hands was a huge success. Deb Lennis' design this year responded to the National theme for Reconciliation Week: 'Reconciliation take the next step'. The Koori Centre thanks the volunteers who worked tirelessly to create the installation



Jack ManningBancroft with support from the AEC and student union held the inaugural *Indigenous Carnivale* on National Sorry Day 2005.

Awards

DR DAVID ROSE was awarded the Vice-Chancellor's Award for Excellence in Support of the Student Experience for his Indigenous Australian Adult Literacy Scaffolding Program.

SHARON GALLEGUILLOS received a 2005 Teaching Excellence Award from the Faculty of Education and Social Work for her teaching of "Indigenous Australian Education" and was honoured by the Queensland University of Technology receiving an Outstanding Alumni Award.

Launch of websites for Indigenous Australian students.

The Koori Centre's new-look website went live on 17 March 2005. This incorporated new elements which enabled easy access to information for currently enrolled students and members of the public.

Six months later the University's Future Indigenous Students website was launched. This second website provides prospective Indigenous Australian students with a 'one-stop-shop' to learn everything they need to know about studying at the University of Sydney.

In addition to these two websites an Indigenous student MYUni portal was developed which provides opportunities for the Koori Centre to communicate information to students about scholarships etc. through announcements on the opening page of the student email system.

ATSI Week

Professor John Lasts, newly appointed Director of the Aboriginal Education and Training Directorate for the NSW Department of Education and Training officiated the flag raising this year. Dr Wendy Brady of the Koori Centre and Mr Amit Singh, President of the Sydney University Student Union also spoke. A performance by the Darlington Public School Choir followed. Morning Tea was then held in the cloisters of the Quadrangle.



Freedom Ride 2005

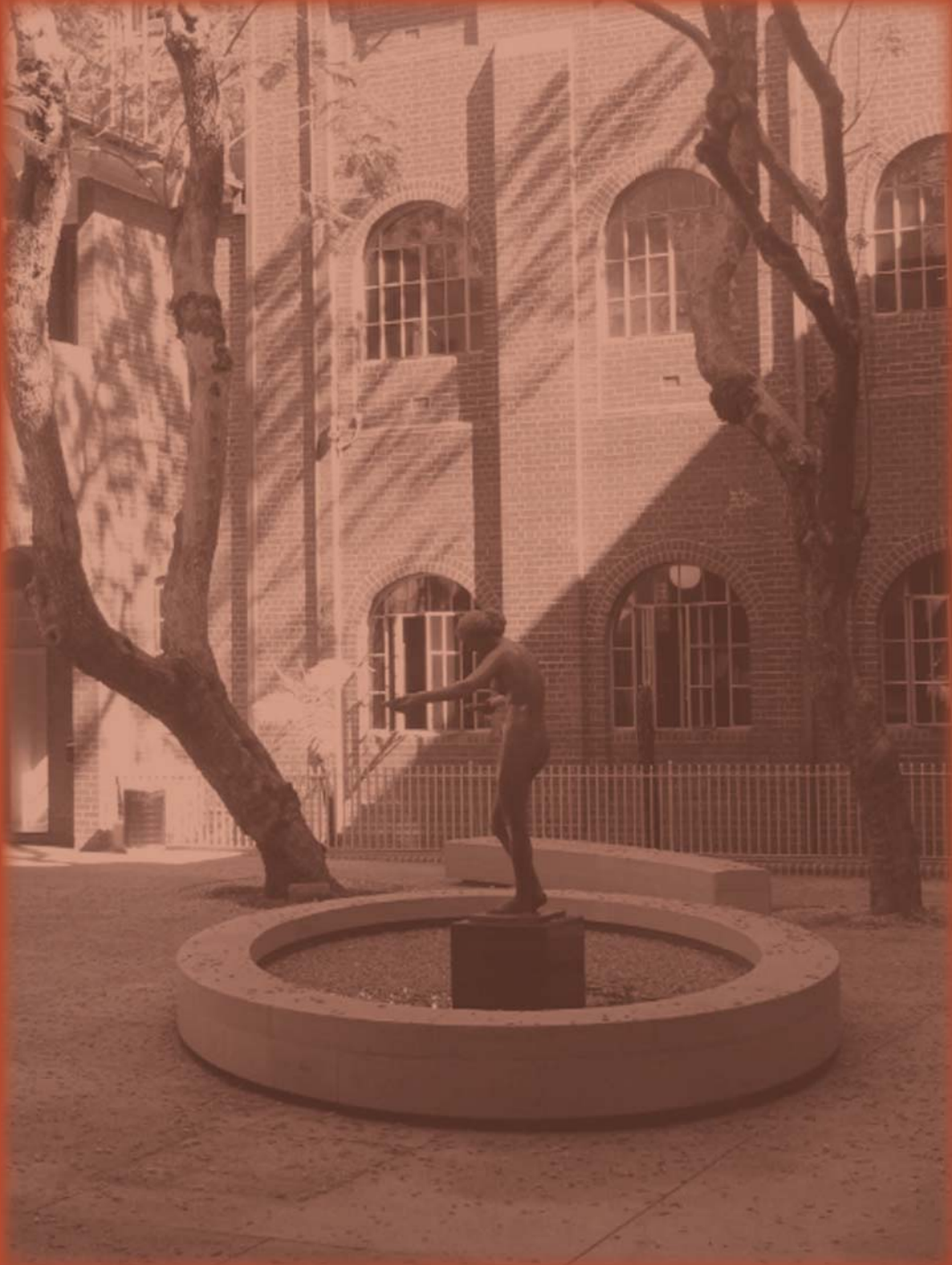
2005 was the 40th Anniversary of the original *Freedom Ride* led by Charles Perkins. In February a group of university students and members of the youth ReconciliACTION group from all over Australia set off from the University of Sydney to retrace the original journey.

Freedom Ride Launch Invitation

The Koori Centre hosted a launch event on the day of departure.

Organised by ReconciliACTION NSW the aim of the journey was to once more bring to the public's attention the need for government leadership in the process of Reconciliation as well as the need for grassroots support and understanding. As with the original Freedom Ride participants were both Indigenous and non-Indigenous. They all had a common goal, which was to meet with Aboriginal communities throughout NSW to see to what extent the vision and hopes of the original Riders had been realised.

The event was followed in the Sydney Morning Herald with Riders contributing diary entries as their journey progressed. As well as this, a documentary charting the course of the journey and the history of the original Freedom Ride was made. This is scheduled for release in the future as part of ReconciliACTION's educational toolkit.



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Front cover quote:

From a letter by Anna Morgan published in the 'Labor Call',
20th September 1934.

Koori Centre



The University of Sydney