



THE AUSTRALIAN CURRICULUM STUDIES ASSOCIATION (ACSA)
2013 BIENNIAL CURRICULUM CONFERENCE

Uncharted territory?

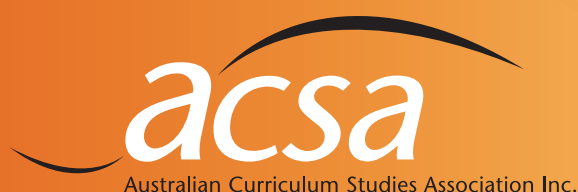
Navigating the new Australian Curriculum

This conference explores the Australian Curriculum's cross-curriculum priorities of:

- ▶ Aboriginal and Torres Strait Islander histories and cultures
- ▶ Asia and Australia's engagement with Asia
- ▶ Sustainability

The conference opens at Parliament House, Mitchell Street, Darwin and continues at the Darwin Convention Centre, Stokes Hill Road, Darwin

9.00 am Wednesday 25 September to
3.30 pm Friday 27 September 2013

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Australian Curriculum Studies Association Inc.



KEYNOTE SPEAKERS



Dr Miriam-Rose Ungunmerr Baumann AM

with Mrs Sharon Duong, Deputy Director: Teaching and Learning,
and Ms Julianne Willis, Education Consultant: School Improvement,
both of the Catholic Education Office, NT

Heart, mind and spirit

In her keynote address on Indigenous perspectives across the curriculum, Miriam Rose Baumann will be joined by colleagues in a conversation that will challenge us to be mindful that curriculum should involve *Heart, mind and spirit*.

Miriam Rose has had to make a balance of some kind to feel comfortable walking in two worlds—to feel comfortable in the western world and with her people. In her early life, she learned traditions; who she was related to, the bush, languages, and the importance of living waters. This was an important time in her life for growing her identity and later to become strong—very strong.

Indigenous perspectives across the curriculum could easily become an exercise of learning with just the mind—where surface level attention is placed on country, place, diversity, knowing, thinking, doing, and our kinship structure. However, when we learn *about* something, is it separate to our self. Through well-intentioned enthusiasm to deliver a new curriculum well, teachers could engage in cramming Indigenous/cultural perspectives curriculum content into a subject or across subjects.

The challenge is, and always has been, how do we help our teachers and children develop deep understandings about the particular identity of our Indigenous students in our schools across the country, which then inform how they live in the world and build a new future for our world? How does each student find their cultural identity reflected in the curriculum?

Miriam Rose and colleagues will investigate these questions and bring their perspectives to how, as teachers, we might capture the hearts and spirits of our children and the hearts and spirits of Australia's Indigenous peoples (from the past and in our world today).

BIOGRAPHY

Dr Miriam-Rose Ungunmerr Baumann AM, a member of the Ngan'giwumirri language group, is an acclaimed artist, educator and community leader. As an educator Miriam Rose was the first Aboriginal principal in the Northern Territory, serving in that role at St Francis Xavier School, Nauiyu from 1993 until 2007. In 1998 Miriam Rose was made a member of the Order of Australia. In 2002 she received an honorary doctorate from the Charles Darwin University.





Brian Manning, Ted Egan and Maurie Japarta Ryan

with support from Chris White

Living history: The story of the walk off at Wave Hill

Brian Manning, Ted Egan and Maurie Japarta Ryan tell the story of the Gurindji walking off Wave Hill Station. This piece of Australian history is presented through words and song!

Brian supported the Gurindji people when in 1966, they walked off Wave Hill Station to protest against their comparative pay and working conditions. Brian drove his small truck hundreds of miles along dirt tracks loaded with food and fuel, to and from the Gurindji people while they were on strike. This presentation provides a first-hand account of the politics of the 'Walk off at Wave Hill', an important historical event in the Northern Territory. The Wave Hill story also holds a significant place in Australia's history of struggles for equal work for equal pay, and has become known as a precursor to Prime Minister Gough Whitlam acknowledging the Gurindji land rights. Against the backdrop of the Australian Curriculum learning area History, and the cross-curriculum priority, 'Aboriginal and Torres Strait Islander histories and cultures' the presentation offers reflections about issues such as 'whose history'?

BIOGRAPHIES

Brian Manning arrived in Darwin in 1956. He became friends with an Aboriginal man from Elcho Island who made him aware of the extent of discrimination suffered by Aboriginal people, especially with regard to wages. In 1966 the Gurindji tribal elder Vincent Lingiari led 200 Aboriginal workers off their jobs at Wave Hill Station. The high profile, ultimately successful, strike which lasted seven years was the foundation of the Aboriginal land rights movement in Australia. Brian will recount his experiences supporting the strikers.

Ted Egan, describes himself as an old bushy who lives in Alice Springs. Since he left Melbourne at age 16, he has been fascinated by Australian history, its unique people and the Australian way of life, in this, perhaps the most multicultural nation on earth. For the last 40 years he has been writing and recording songs, filming and writing about the Australian people who, to Ted, represent the real ethos of this country.

Maurie Japarta Ryan, is a senior Malgin and Gurindji man and is a direct grandson of Vincent Lingiari, leader of the Wave Hill walk off and father of land rights recognition for First Nations people in Australia. Born at Wave Hill Station in the late 1940s, Maurie was removed as a three year old to Croker Island Mission (under what is now referred to as Stolen Generations) and was later sent to an orphanage in Adelaide. Maurie never got to meet his father and the many years spent away from country and family has propelled a lifelong pursuit of social justice for First Nations families. For many years Maurie was an accomplished sportsman then trained as a school teacher actively involved in educating Indigenous children. He was recently appointed chairperson of the Central Land Council by senior traditional owners of Central Australia. He has been a consistent advocate that a quality education is the key for improved life opportunities for Indigenous children and has challenged both Indigenous and non-Indigenous people and governments to work creatively in moving past the models of education that, to date, haven't worked in favour of Indigenous children.





Professor Peter Buckskin

Does the Aboriginal and Torres Strait Islander cross-curriculum priority pass the cultural integrity test?

The Australian Curriculum has a moral and ethical responsibility to ensure that the Aboriginal and Torres Strait Islander cross-curriculum priority is respectfully embedded and not relegated to the margins of the learning areas and subjects.

This is a unique opportunity for all Australian students to develop their understanding and respect for the contribution Aboriginal and Torres Strait Islander peoples have made to Australian society and their place in Australia's future. The Aboriginal and Torres Strait Islander cross-curriculum priority has the capacity to significantly contribute to Australia's reconciliation agenda.

The important question is 'Does the Aboriginal and Torres Strait Islander cross-curriculum priority pass the cultural integrity test?' as defined by Aboriginal and Torres Strait Islander peoples.

BIOGRAPHY

Professor Peter Buckskin is the Dean: Indigenous Scholarship, Engagement and Research (ISER), University of South Australia. For over 30 years Peter has worked in the area of Aboriginal education in a number of roles. He has been a classroom teacher and an advocate, held public office as a Ministerial Adviser, Superintendent of Schools, and a Senior Executive at both state and Commonwealth level in the portfolios of Aboriginal Affairs, Employment, Education and Training. Peter was a member of the Australian National Commission to UNESCO from 1984 until 1986 and holds numerous board positions. His international work includes participating in the 2009 Working Group of Experts to the Expert Mechanism on the Rights of Indigenous Peoples that reported to the Office of High Commissioner for Human Rights in Geneva.



Associate Professor John Bradley

My knowledge. Your knowledge. Towards an intercultural understanding

This presentation will discuss issues surrounding the power of knowledge. Given that western education is a powerful tool towards progress in our society, what place is there for the knowledge of the First Nations people of Australia. Is it possible to have a conversation between two ways of knowing and in what kind of environment can they operate together within a curriculum? What vision can be constructed whereby First Peoples knowledge and Western knowledge might speak together?

BIOGRAPHY

Associate Professor John Bradley is Deputy Director, Monash Indigenous Centre, Monash University. John and a group of Monash computer animators are working with Indigenous communities to preserve the fragile heritage through a combination of ancient wisdom and hi-tech know-how.



Dr Phil Lambert PSM, FACE, FACEL

Cross-curriculum priorities: Policy and practice

This presentation will outline how the construction of the Australian Curriculum enables educators to explore various approaches to teaching and student learning through the three cross-curriculum priorities. It will draw on examples of the breadth and depth of the relevant content as well as where opportunities exist for a greater focus on any one or all of the priorities. The presentation will also include examples where schools are utilising the dynamic nature of the Australian Curriculum to support individualised learning.

BIOGRAPHY

Dr Phil Lambert has extensive experience in education as a principal, inspector, Executive Director, Assistant Director-General, Regional Director and General Manager. He has received a number of honours, awards and acknowledgements during his career. In the 2012 Queen's Birthday Honours he was awarded the Public Service Medal for his outstanding contribution to education and was acknowledged for his outstanding community work and leadership in a unanimous resolution in the Parliament of New South Wales. He is both an Adjunct Associate Professor at the University of Sydney and Adjunct Professor at Nanjing Normal University, China. The Australian College of Educators has selected Phil as the 2013 recipient of the prestigious Sir Harold Wyndham Medal. Phil has many interests and contributes to society in various ways. He was an industry judge for the 2013 TV Week Logie Awards and is a member of the National Rugby League Central Advisory Committee. He is also an Ambassador for SBS and, as a White Ribbon Day Ambassador, was a finalist for the 2010 and 2011 National White Ribbon Ambassador of the Year award.





Eelco J. Rohling

Understanding sustainability

The only route toward successful conveyance of the concept of sustainability is through improved understanding of the fundamental underlying issues. Not only will this enhance awareness as a motivation to act, but it will also lay the foundations for a lifetime of informed opinions and decisions. Without a basic grasp of the fundamentals, even well meant decisions may turn out detrimental to the desired goal. I will summarise some of the main current challenges in sustainability from the perspective of the oceans and climate, and will show example breakdowns of three of these challenges into their critical components. Without understanding of these components, the challenges cannot be fully grasped.

Issues that involve the natural world cannot be understood without attention to their physics, chemistry, and biology, including the numerical (mathematical) aspects of the processes involved. None of this has to be at high level, but equally none of this can be totally avoided. Similarly, the impacts cannot be considered without a basic consideration of economical, societal, and humanitarian aspects. Sustainability therefore is, by its very nature, a topic that includes a wide range of disciplines, and which requires cross-disciplinary teaching. I will give an illustration of the level of understanding that is required for a firm grasp of sustainability issues, by going through the basics of greenhouse climate change.

There is much rhetoric 'for' and 'against' around this topic, with strong statements that more often than not belie a clear lack of understanding. Next generations will have to deal with this multi-faceted problem on an informed basis, while maintaining favourable economical and social conditions. Understanding, developed by cross-disciplinary teaching, is the key for making that possible. Although I expand on only one example, exactly the same arguments apply to the other sustainability issues, including fisheries, 'green' energy, conservation, etc.

BIOGRAPHY

Eelco J. Rohling is, since March 2013, Professor (Ocean and Climate Change) at the Australian National University, Canberra. Before this, he was Professor (Ocean and Climate Change) at the University of Southampton. His academic interests concern past ocean and climate changes, present-day and past states of circulation and property distribution, changes in deep-sea ventilation with impacts on nutrient distributions and the carbon cycle, ecological responses to ocean change, and integration of palaeoclimate research with archaeological records. He has been involved in fieldwork in the Arctic and the Mediterranean/Red Sea region. Eelco received his academic education (a BSc. in geology; MSc. in stratigraphy, micro-palaeontology, sedimentology, and oceanography and climatology; Ph.D. in Mediterranean palaeoceanography) at the University of Utrecht, the Netherlands, and conducted post-doctoral work at Utrecht and the Woods Hole Oceanographic Institution, United States (1991–94). He started a lectureship at the University of Southampton in 1994, and became full professor in 2002.



Professor Kerry J. Kennedy

Australia's engagement with Asia: Which Asia?

Australia's links with Asia have been a matter of interest and concern in both ancient and modern times. Nineteenth century British immigrants showed a distinct and harsh aversion to Asian settlers during the gold rushes and the 'white Australia policy' successfully kept both Asia and Asians at bay for at least the first two thirds of the 20th century. For much of the rest of that century and into the 21st century, however, the tides turned. Fuelled by such diverse policies as war on the Asian mainland, the obvious economic growth and development of the region and a more liberal approach to immigration, successive Australian governments since the 1970s have sought greater engagement with Asia. The Gillard government was therefore the last in line to signal the importance of Asia.

Yet the very term 'Asia' is problematic, except perhaps in the broadest geographic sense. In terms of histories, cultures, geographies, religions political systems and economic growth Asia can only be characterised by its diversity. If Australian schools are to engage with Asia, which Asia should that be? The Gillard government's view is clear: it is those parts of Asia characterised by economic growth that needed to be tapped in Australia's interests. Yet in terms of learning opportunities this would limit young Australian's understanding of, and empathy for, the diversity that is Asia today. This paper will argue the benefits to be gained from considering engagement with Asia on a much broader front for greatly enhanced learning outcomes.

BIOGRAPHY

Professor Kerry Kennedy is Research Chair Professor of Curriculum Studies at the Hong Kong Institute of Education where he has worked for the past 12 years. He is the co-author of *Changing Schools in Asia: Schools for the Knowledge Society* (Routledge, 2010) and co-editor of *Citizenship Education in China: Preparing Citizens for the 'Chinese Century'* (Routledge, 2013). He is the series editor of the *Routledge Series on Schools and Schooling in Asia* and the *Asia-Europe Dialogue in Education* (Routledge) and the co-editor of the Springer series on *Governance and Citizenship in Asia*. In 2012 he was joint winner of the International Association for the Evaluation of Educational Achievement's Richard M. Wolf Memorial Award.





Garth Boomer Memorial Lecture

Kathe Kirby

A fair dinkum Australian Curriculum

The oration will explore how Australia's engagement with Asia this century is re-shaping what it means to be Australian. It will discuss the Australian Curriculum's response to Asia's rise and the opportunities this provides to exponentially expand our personal, intellectual and creative horizons as well as build a globally competitive workforce and equip our young people with the new global 'basic'—intercultural understanding.

The title references 'fair dinkum', the iconic Australian term for authenticity. Dinkum, a Chinese word popularised on the Australian goldfields, means 'real gold'.

BIOGRAPHY

Kathe Kirby is Executive Director of the Asia Education Foundation (AEF). The AEF works nationally and internationally and was established by the Australian Government in 1992 to lead, promote and support the studies of Asia in Australian schools as part of developing a curriculum relevant to Australians—and Australia—in the 21st century.

