

# Learning for our future: A framework for Indigenising ELICOS curricula

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Celebrating **40 years** of quality and innovation in ELICOS

# Outline

- Purpose
- Examples from the current DUELI curricula
- Kakala framework
- Proposed framework for ELICOS
- Application



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# Why Indigenise the ELICOS curricula?

## **Right Time, Right Place!**

Topical

Stakeholders' interests

## **Global Educational Perspective**

Deakin GLO8: Global Citizenship

NIKERI – National Indigenous  
Knowledges: Education Research  
Innovation

# Student beliefs

No, there are no Indigenous people in Melbourne city...I think.

I want to meet them...if possible?

It's just a token!

Maybe they have...er...[very hesitant] dark skin.

# Examples from DUELI curricula: 1

## 'Respect is given': Australia closes climb on sacred Uluru

Graham Readfearn

Lorena Allam

Fri Oct 25 2019 - 06:55



Indigenous traditional owners in Australia have watched tourists climb over their sacred rock Uluru for the final time after years of pleading for people to respect their culture and only walk around the base.

At 4pm on Friday, Parks Australia closed the climb permanently, 34 years after the government officially returned the site to its traditional Anangu owners.

Source: The Irish Times

# Discussion Forum Writing Activity



1. What is an amazing place that you have been to or know about?

2. Do people respect this place? What are people doing to protect that place?

3. Compare your amazing place to Uluru. How are the places similar or different? Based on the article, are they protected in similar ways?

Word Count: 150-200 words

Structure: 3 paragraphs

# Examples from DUELI curricula: 2

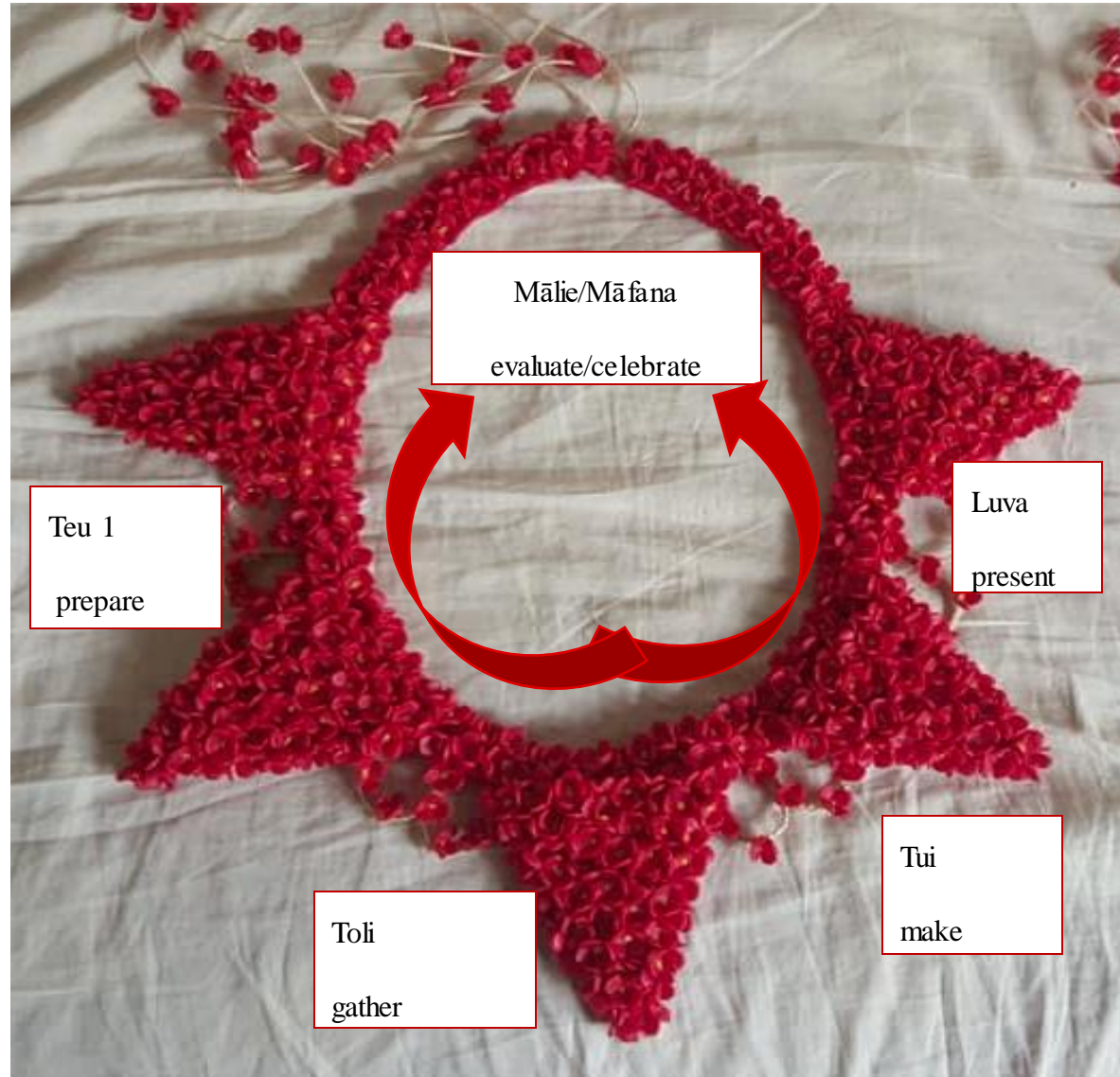
Reading text:

Pilkington, D (1996). *Follow the rabbit proof fence*.  
University of Queensland Press.

Audio-visual and reading text:

Ricketson, J., Stevens, D., Wallace, S., & Nottage, G. (Eds.).  
(2018). *Women of the sun*. Kanopy Streaming.

# Kakala Framework (for research and pedagogy)



# *Sand talk: How Indigenous thinking can save the world*

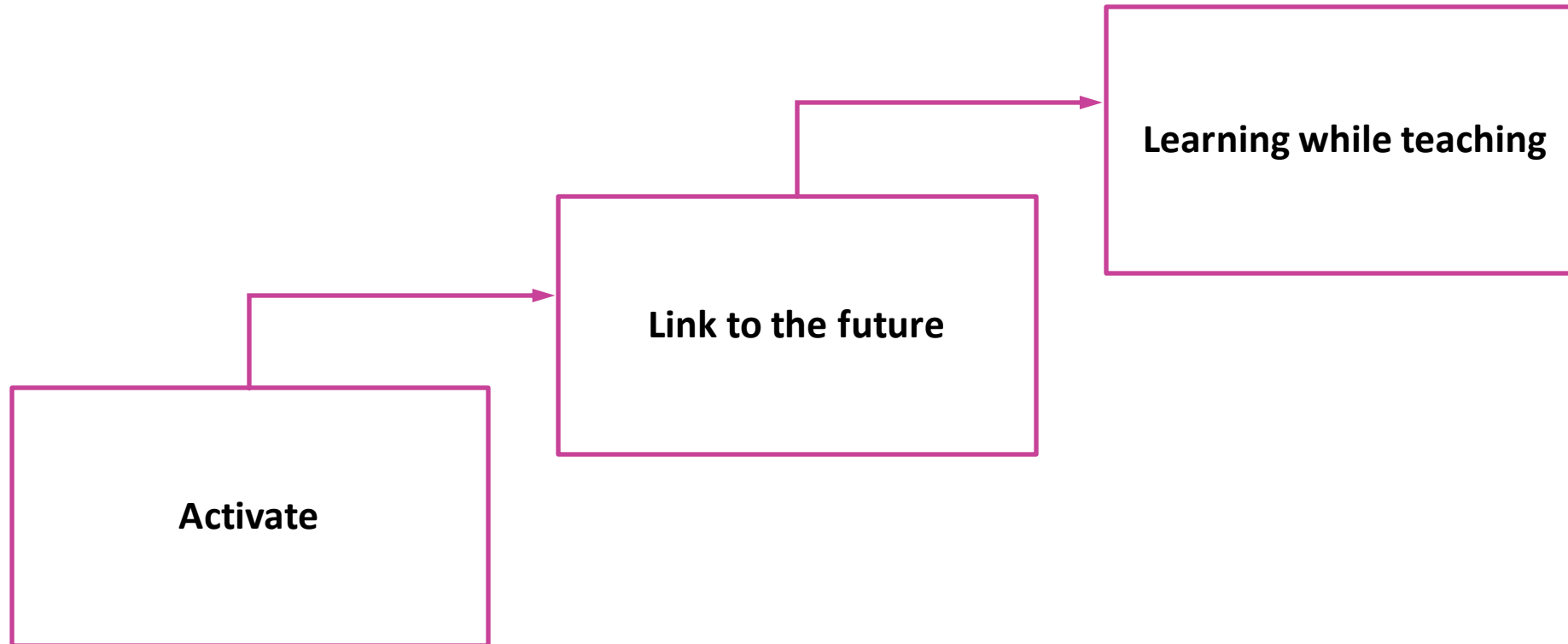
Tyson Yunkaporta (2019)

“Our knowledge would take a respected position, producing amazing solutions to the many crises afflicting the world...The Australian people would be able to move on from saying ‘sorry’ and start saying ‘thank you’ (and maybe, after a while, ‘please’.)” (p. 168)



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# ALL framework: Indigenising the ELICOS curricula



# Across ELICOS curricula

## Macro skills

- Reading, writing, listening, speaking

### e.g. authentic texts:

10-min talk by Jacinta Koolmatrie

TED (2018, January 27). *The myth of Aboriginal stories being myths* [Video]. YouTube.

<https://www.youtube.com/watch?v=aUlgkbExn6I>

Museums Victoria (2023) *More Than a Tarrang (tree): Memory, Material and Cultural Agency.*

## Micro and Academic skills

- grammar, spelling, pronunciation, vocabulary, critical thinking, research

### e.g. Formatting references (in-text/end):

Druker-Ibáñez, S., & Cáceres-Jensen, L. (2022). Integration of indigenous and local knowledge into sustainability education: A systematic literature review. *Environmental Education Research*, 28(8), 1209–1236.  
<https://doi.org/10.1080/13504622.2022.2083081>

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# Have a Go!

## Step 1

One member to share an existing lesson from their classroom that they would like to Indigenise

## Step 2

Brainstorm ideas using the proposed framework

## Step 3

Discuss what preparation and resources would be needed to deliver the Indigenised version of your lesson

# Takeaways

- All stakeholders (educationists, employers, students and providers) are interested
- Begin NOW with genuine respect and engagement
- Connect the historical and contemporary aspects to learning for the future
- The ALL framework: activate, link the learning outcome to the future, learn while you teach
- Focus on progression: build resources and capabilities over time
- Across macro, micro and academic skills



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# Selected References

Chilisa, B. (2012). *Indigenous Research Methodologies*. Sage Publications.

Helu Thaman, K. (2019). “Pacific Research: an alternative approach?” [Power Point Slides]. Retrieved from [https://elearn.usp.ac.fj/pluginfile.php/420944/mod\\_folder/content/0/Pacific%20Research.AL400.19.ppt?forcedownload=1](https://elearn.usp.ac.fj/pluginfile.php/420944/mod_folder/content/0/Pacific%20Research.AL400.19.ppt?forcedownload=1)

Johansson Fua, S. (2014). Kakala research framework: A garland in celebration of a decade of rethinking education. In M. Otunuku, U. Nabobo-Baba, & S. Johansson-Fua (Eds.), *Of waves, winds and wonderful things: A decade of rethinking Pacific education*, (pp. 50–60). USP Press.

Reagan, T. G. (2018). *Non-western educational traditions: Local approaches to educational thought and practice*. Routledge.

Yunkaporta, T. (2019). *Sand talk: How Indigenous thinking can save the world*. The Text Publishing Company.