

Voiceover

Welcome to “Indigenising Curriculum in Practice” with Professor Tracey Bunda and Dr Katelyn Barney.

Prof Tracey Bunda

Hello, everyone. I’m Tracey Bunda and welcome to our podcast series, “Indigenising Curriculum in Practice”. I’m a Ngugi/Wakka Wakka woman and the Professor for Indigenous Education at the University of Queensland. It has been my responsibility to lead Indigenisation of the curriculum as a key activity of the UQ Reconciliation Action Plan, and I’d like to start the podcast by acknowledging Country and the various countries from where our listeners are located, and pay my respects to Elders past, present, and emerging. I acknowledge the ongoing contributions of Aboriginal and Torres Strait Islander peoples to society at local, national and international levels.

I’m joined by my colleague and co-host Dr Katelyn Barney.

Dr Barney

Hi everyone. I’d also like to acknowledge the traditional owners of the land where we’re recording, and pay my respect to the ancestors and their descendants who continue to have strong connections to Country, and I also want to acknowledge that where we’re recording has always been a place of teaching and learning. I’m a non-Indigenous woman born and raised on Jagera and Turrbal Country, and in this series, Tracey and I are interviewing Indigenous and non-Indigenous academics about how they’re Indigenising curriculum through a look at case studies across the faculties at the University of Queensland.

The themes of this series are framed by the principles that Tracey developed in the Indigenising Curriculum Green Paper 2021-2 in consultation with Aboriginal and Torres Strait Islander staff. We suggest that listeners who would like more information to read the Green paper which discusses the principles and also discusses definitions of Indigenous knowledges, perspectives and studies.

Tracey: For the purposes of this podcast, Indigenisation of curriculum is defined as incorporating Indigenous content into curriculum. I do note that there can be slippages in terminology in terms of Indigen knowledges, Indigenous studies and Indigenous perspectives. We define Indigenous knowledges as being held by Indigenous peoples; Indigenous Studies that draw from the disciplines but take on board a criticality understood through an Indigenous lens and Indigenous perspectives as Indigenous content that contributes to lectures or parts of lectures.

I also want to note that Katelyn and I work closely together on teaching and a number of research projects. We have a previous podcast series, titled: Indigenous Success: Doing it Thinking it Being it. We acknowledge the tensions associated with non-Indigenous people working in this space but in the absence of sufficient numbers of Indigenous academics we need the appropriate strategies to strengthen capacities. We are modelling aswell how Indigenous and non-Indigenous people can work closely and respectfully together. In this way, the university can shift to a site that is defined by two rather than one knowledge system.

Together we are going to ask questions to unravel the why, the how and the when of Indigenising Curriculum.