



Future of Work and Curriculum

Bringing Generations of Knowledge to Life

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Acknowledgement to Country

Today we are on Lands of the Burramattagal Peoples of the Darug Nation. We acknowledge and pay our respects to the traditional owners of these lands.

We thank you for the opportunity to speak and will tread lightly on this beautiful country.



Roles in the co-creation?

Melissa Williams: Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement

- Malera Bundjalung and Traditional Owner
- Elders on Campus and community relations governance
- Established terms of engagement and direction with regard to Aboriginal protocols
- Leveraged and honoured the Aboriginal trail blazers past and present
- Provided perspectives in bringing generations of knowledge
- Illuminated cultural protocols and values through OATSIEE case study
- Provide framework drivers for lead practice engagement
- One of the founders in establishing the process to connect, collaborate and co-create
- Ensured proper attribution of knowledge

Sally Fitzpatrick: Researcher, Aboriginal Health and Wellbeing Stream (THRI)

- Brokered key parties in the collaboration
- Played a leadership role in the tutor cohort
- Interrogated the language to ensure cultural sensitivity was taken into consideration
- Shared responsibility of getting this right (high accountability)
- Transformative pedagogy in engaged curriculum
- Editorial assistance

Who are we and what skills do we bring in the co-creation process?

Dr Glenda McDonald: SONM Unit Coordinator

- Scoped out the logistical challenge of rolling out a new, first time delivered course to 1500 SONM students
- Negotiated the inter cultural space
- Staff capacity building with 4 Aboriginal Tutors employed
- Capacity building of 24 Tutors working across cultures
- Brokered the relationship with CATSINaM
- Organised the SONM Professional Development day and capacity building for Aboriginal and Torres Strait Islander Workplace Relations
- Quality was not compromised given the tight timeframe

Pam McCrorie: Experienced Educator in Cross Cultural Relations (SONM)

- Committed to the philosophical ways of engaging with First Peoples
- Managed all stakeholders
- Ensured First Peoples were engaged in the process and appropriately attributed
- Coordinated the overall documentation
- Ensured all perspectives were brought together
- Tried and tested models tabled
- Synthesised curriculum priorities from the literature and liaised with First Peoples stakeholders to validate

Roles in the co-creation?

Dr Ruth Fernandes: Research Fellow (THRI) Aboriginal Health and Well being Stream: Evaluation Translation Project

- Biripi country (Taree, NSW), Bungay-Bungay
- Co-designed and co-created success criteria to be evaluated
- Incorporating First Peoples success criteria and philosophical principles into the process for evaluation: studies on complex evaluations
- Sustainability drivers framework – can the curriculum be scaled up, scaled across?
- Aspects to be evaluated (transformative learning of students and staff) – phase 1, limited survey instruments
- Desirable: Phase 2: longitudinal studies tracking impact of learning in the M&N professions
- Assess the impact of cultural safety and translation to workforce (limited studies)
- How does the students' education here match with cultural protocols/cultural safety imperatives in the health and wellbeing industries they work in?
- Attributes/Capabilities of successful teams



Knowledge Transmission

Malera-Bundjalung People

- General Information *available to all persons, both Aboriginal and non-Aboriginal*
- Confidential Aboriginal Information, *not available to non-Aboriginal persons*
- Confidential Malera People's Information *only available to Clan members*
- Private Family Information *available to family members*
- Sacred/Secret information *available only to those who have 'the right to know'*

Disrupters? What worked well: Ways of being, knowing and doing

- Owning the past to move forward - change, or miss an opportunity to build a better Australia
- Strengths-based: The resilience of the oldest living culture in the world
- First Peoples' principles and ways of engaging
- Aboriginal research paradigms and methodologies, radical to critique the dominance of Western epistemologies
- Identifying the right people in the space (capabilities/attributes required) for success
- Procuring the right people
- Relationships & communication are key to delivering co-created curriculum with First Peoples
- Values and finding the common ground
- Positioning all members in the partnership as respected and equal contributors
- Protecting the space: respecting the cultural protocols around Aboriginal knowledge systems
- Moral Compass: being a responsible partner



'Generations of Knowledge' Virtual World

Co-created with Elders on Campus leading to more opportunities to share country & legitimately work in the space

What's worked well?

Why co-create curriculum:

“The tertiary level is our last chance at giving students an understanding of Aboriginal and Torres Strait Islander Peoples perspectives, because it's not happening in any scale in early learning, primary and high school. This is not easy, which is why this program needs top level University leadership to ensure its' success”. The academics charged with delivering this with the expertise of Aboriginal and Torres Strait Islander Peoples in their particular degrees, should be encouraged to share this co-created experience with others. This should not be left to just a small group of dedicated individuals. It is crucial that this program is constructed Aboriginal and Torres Strait Islander Peoples involved every step of the way and delivered well because this is preventative medicine against ignorance that hurts us all.”

**DR. STACY BLYTHE DIRECTOR ENGAGEMENT & INTERNATIONAL,
SCHOOL OF NURSING AND MIDWIFERY**

How and what of co-creation:

Traditional Owners, Elders on Campus, OATSIEE, Badanami and SONM- co-designing, co-developing, co-credentialing curriculum

Community Elders and organisations - Relationship and partnership building – visits, feedback processes, developing L & T resources

Team teaching initiative – co-delivered curriculum
Who were the partners?

Community – a variety of Aboriginal community health partners
Industry – Western Sydney LHD, NSW Health, CATSINaM, Students

What will persist?

- **Emerging ... An intercultural space that values relatedness and locatedness. Respect**
- **Listening ... Dialogue and reflection. Lifelong learning as educators in this space**
- **Improving ... How we enact social justice, how it is embodied in our learning and teaching**
- **Growing ... Experiential knowledge of co-creation through networks of practice across the university and the communities we serve. Learning that extends beyond these four walls and the university**
- **Embedding ... Principles of Aboriginal collective leadership and empowerment into co-design, co-development, co-delivery, co-credentialing and co-evaluation**

We welcome you to join us on this journey.

What is the social justice perspective in your example? What will evolve in the curriculum?

- **Attracting and retaining Aboriginal and Torres Strait Islander staff and students in nursing and midwifery at Western Sydney University is a social justice issue**
- **Broadening the worldviews of non-Aboriginal and/or non-Torres Strait Islander nurses and midwives of the future through a disrupted curriculum will have flow on effects in the health workplaces and systems of the future. Creating culturally safe health environments is a social justice issue**

What are the social justice issues that need next to be addressed in the curriculum so as to enable our students to successfully navigate a disrupted future of work/future society? Who/how would you next like to work with curriculum co-creation?

How do you see OATSIEE bringing together people/organisations *outside* of the university with curriculum leaders *inside* the university to further co-create curriculum?

Self-determination, OATSIEE advocates for rights of First Peoples

Culture and spirituality are healing modalities

Responsible partner

Providing a safe workplace meets healing for all peoples

Own past in order to move forward

OATSIEE created a framework for First Peoples to heal

Next Steps

- Regroup
- Report back to the Elders on Campus
- Involve the Elders on Campus
- University-wide adoption of Aboriginal and Torres Strait Islander workplace relations
- Professional development course for academic staff teaching Aboriginal and Torres Strait Islander Units related to the embedded Graduate Attribute
- Inter-professional University-wide Unit for students
- Evaluation