



## INFORMATION FOR 2022 21C CURRICULUM CHALLENGE CHAMPIONS

The 21C Project is seeking to appoint four (4) 21C Curriculum Challenge Champions to lead the curriculum co-creation of a transdisciplinary Challenge Minor with staff, students, and external partners (community, government, and industry). Our aim is to appoint one (1) Champion to lead on each of the four broad topics below:

### Creative Communities

Western Sydney is full of artists, poets, performers, technicians, administrators, makers, songwriters, and practitioners. While it is no secret that the creative and performing arts sectors have been decimated by closures wrought by COVID, there are opportunities in our curriculum for more of our students to engage in the kinds of creative partnerships that revitalise our local communities and enhance the vibrancy of our region. This Minor is also an opportunity to advance the ambitions described in our [Western Sydney Creative](#) decadal strategy.

### Future Finance

Students face a financial future unlike previous generations. While talk of ‘smashed avocado breakfasts’ once parodied young people’s relationship to financial decision-making – setting them up as largely undisciplined individuals – the reasons for intergenerational wealth inequality are historical, economic, geographic, and structural. How do students understand and engage with the complexity of the financial landscape they have inherited and what might be done about it? What kind of financial future is possible for them, their families, their communities, and our world, given the planetary challenges they are confronted with?

### Humanising Big Data

While the predictive promise of big data is now firmly on everyone’s agenda, we need to remind ourselves that data is a human construct. Not only are humans already implicated in networks and flows of data, we also actively create, process, sort, organise, classify, translate, analyse, and interpret data as part of the hermeneutics of sense-making. Yet increasingly, we are also being turned into passive data subjects. What are the human challenges and consequences of living in a society flooded by big data? How do we empower students to understand, interrogate and intervene, and shape the big data society we now live in?

### Harnessing (Young) People Power

For some time, we have been fed a collective representation of young people as apathetic; and that they have turned away from party politics for a multitude of reasons – from lack of trust in politicians, the political process, to privileging their own pursuit of wealth and individual success. Yet report after report also tell a much more nuanced alternative story: that young people are seeking new forms of social and political engagement centred on processes of partnership, reciprocity, mutuality, collaborative meaning-making, where they can genuinely participate in shaping their lives, communities, and futures. How do we support young people to harness their collective participatory power? Through what means, and to what ends?

On Country: Learning and Inquiry will be a collaboration with the Office of the DVC Indigenous Leadership, and led by Professor Susan Page, Director, Indigenous Learning and Teaching.

\*Note that these broad topics provide possible directions. Proposals for titles may change, as will angles on these topics, based on the vision of the Challenge Minor.



## 2. Curriculum Design Parameters

The 2022 21C Challenge Minors will once again operate under the design parameters of those developed in 2021. Alongside relevant university policies (i.e., Curriculum Design and Approvals policies), these parameters are that:

- the focus (or key narrative) of the proposed Minor must align with at least one of the four 'Curriculum Challenges': Future Thinkers, Global Citizens, Innovative Entrepreneurs, and Sustainability Advocates;
- there must be evidence of student demand / interest in the proposed Minor;
- the proposed Minor is to be developed using Partnership Pedagogy; that is, co-created by staff, students and external partners using the principles of co-design, co-development, co-delivery, and co-assessment (including co-credentialing);
- the proposed Minor comprises at least 5 existing subjects from 4 different Schools, and one of the subjects contains a social action project that integrates students' learning in the Minor;
- the Minor must include at least 3 Curiosity Pods (C-Pods); each one is embedded in a subject, and is also available to any Western Sydney student, in any year, of a degree; and
- a School must agree to host and assume stewardship of the Minor.

## 3. Selection Criteria

We are looking for Champions who can offer evidence the following:

- a member of the university community on an academic appointment (incl. staff on contracts ending no sooner than 30 December 2022).
- able to articulate a vision for a unique transdisciplinary Challenge Minor connected to at least one of the Curriculum Challenges, that is underpinned by evidence.
- committed to a transformative student learning experience through co-creation with students.
- committed to curriculum co-creation with external industry partners (e.g., community, government, and business).
- a collaborative approach to curriculum transformation across the University.
- leading and supporting a team of colleagues to develop quality and impactful educational and curriculum resources.
- experience in translating and applying relevant university policies to successful curriculum implementation.
- translate technological capability (e.g., through vUWS and other digital platforms) into high quality online learning experiences for students.

## 4. About the 21C Curriculum Challenge Champion role

### (a) What is the role?

The 21C Curriculum Champions are strategic learning, teaching, and curriculum leaders with a relevant, engaged, contemporary and evidence informed educational vision for student learning and success. Building on the University's existing commitment to Partnership Pedagogy (educational partnership with staff, students, and external partners), each Curriculum Champion will lead the development of a cross-School transdisciplinary Minor that aligns with at least one of the Curriculum Challenges.

### (b) What outputs are Champions responsible for delivering?

Each Curriculum Champion is responsible for leading a team of staff, students, and external partners to deliver the approval of one transdisciplinary Minor, which will include at least 3 Curiosity Pods. The Minor and the Curiosity Pods are intended to be on offer to students in Autumn 2023.

### (c) What is the duration of the role? How does the secondment work?

The role is seconded to the 21C Transforming Curriculum stream for 2 days each week until the end of 2022. Funds are used to buy-out the Curriculum Champion from their existing academic appointment to support back-fill in their School or Institute.



(d) Who supports the Champions to deliver the outputs?

The DVC and Vice President (Academic) Professor Simon Barrie is the Executive Sponsor of the 21C Project. Curriculum Champions are supported by the Office of the DVCA, the 21C Leadership team, 21C Project staff (led by Dr Tai Peseta, Academic Lead 21C Transforming Curriculum), the 2021 Curriculum Champions, the 21C Student Curriculum Partners, Learning Futures staff, as well as staff in Schools contributing subjects to the Minors.

(e) What are the resources available to carry out the role?

Each of the Champions has access to a pool of expertise and resources to develop the Minor and Curiosity Pods. This includes:

- a community of practice comprising the 2021 Curriculum Champions and their Challenge teams
- a small team of student curriculum partners
- support for Coordinators whose subjects contribute to the Minor
- support to develop Curiosity Pods
- support with the identification of external partners.

(f) What additional opportunities are available as part of this role?

Through the [Western Educational Fellowship Scheme](#), the Curriculum Challenge Champions (and their teams) will have access to an opportunity to prepare an application to become Fellows of Advance Higher Education (at the category appropriate to their experience). Becoming an Advance HE Fellow is one way to have your educational practice externally peer reviewed and endorsed as meeting an international set of standards – the UK Professional Standards Framework.

As a teaching and curriculum leadership role, the Curriculum Challenge Champions will also have access to additional opportunities for professional learning.

## 5. Timeline

It is expected that the Minors developed in 2022 will be formally approved during the year, and available for students to enrol in from Autumn 2023.

If you are interested in one of the 21C Curriculum Challenge Champion roles for 2022, complete the [Expression of Interest online form](#). As part of your Eoi, you must confirm that you have the support and endorsement of your immediate supervisor, and the School Dean or Research Institute Director. It is also a good idea to discuss your Eoi with your School's Deputy Dean and Associate Dean, Learning and Teaching.

**Applications are due 5.00pm Tuesday 26<sup>th</sup> April 2022.**

We advise you to have a conversation with one of the 2021 Curriculum Champions:

- Future Thinkers: Dr Jenna Condie (SoSocSci) and Dr James Gourley (SoHCA)
- Global Citizens: A/Prof Brett Bennett (SoHCA)
- Innovative Entrepreneurs: Dr Tendai Chikweche and A/Prof Neil Perry (both SoBus)
- Sustainability Advocates: A/Prof Ricky Spencer (SoScience)
- STEM+: Dr Mariam Darestani (SoEDBE) and Dr Chris Jones (SoScience)

**We aim to notify all applicants of the outcome by late April (with a view to commencing the role in May).**

Please direct any general questions to [21C@westernsydney.edu.au](mailto:21C@westernsydney.edu.au). If you would like to have a confidential conversation about the 21C Curriculum Champion role, contact [Dr Tai Peseta](#).