

INDIGENOUS CULTURAL COMPETENCE IN PUBLIC LAW

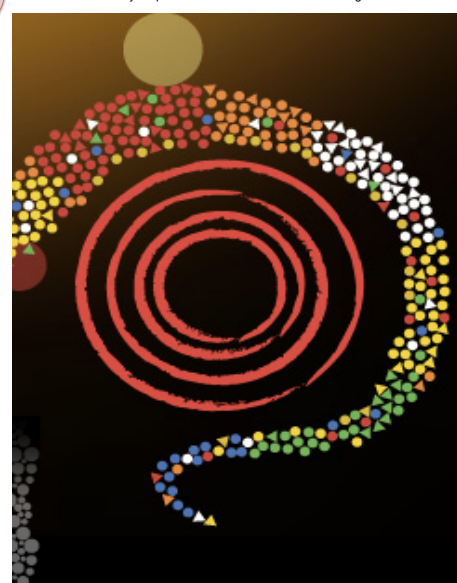
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**National Best Practice Framework
for Cultural Competency
in Australian Universities**

Suggested Guidelines for the Inclusion of Indigenous Content



Suggested guidelines for the inclusion of Indigenous Content. (2009)
Charles Sturt University <<http://www.csu.edu.au/division/land/indigenous-curriculum>>



Indigenous Cultural Competency in Australian Universities

<http://www.indigenousculturalcompetency.edu.au/html/intro.html>

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Developing Indigenous Content

Based on Universities Australia, *Developing Content in Indigenous Australian Studies* (2011) National Best Practice Framework for Cultural Competency in Australian Universities http://www.indigenousculturalcompetency.edu.au/html/Dev_Content.html

	GOOD PRACTICE	POOR PRACTICE
General background in Indigenous issues	Critically explores relationships between past and present injustice in the interconnected spheres of land, family, spirituality and identity.	Superficial, fragmented or little/no exploration of relationships between past and present injustice in the interconnected spheres of land, family, spirituality and identity.
Critically examining the profession	Critically examines the paradigms of the profession in relation to Indigenous culture.	Focuses only on Indigenous cultures and/or individuals.
Exploring values and attitudes	Critically examines the values and attitudes of professionals held in relation to their own or Indigenous culture.	Presents facts without exploration of cultural value assumptions.
Professionally specific content	Includes Indigenous cultural perspectives on learning styles, loss, grief and trauma; stereotyping, racism and pathologising; cultural safety, and cultural competence.	Ignores, trivializes or misrepresents Indigenous cultural perspectives.
Stand-alone vs. integrated content	Integrates content across the curriculum in a coherent and culturally appropriate manner, ensuring that academics possess the required skills, understanding, and value systems to teach this material in a relationally appropriate way.	Presents content in stand-alone segments, classes, subjects or courses that creates or reinforces silos of knowledge, and/or fails to ensure that academics possess the required skills, understanding, or value systems to teach this material in a relationally appropriate way.
Well-theorised content	Content is well-theorized and supported by a sound pedagogical rationale so that the Indigenous-related material fits into other aspects of the program and can be related to other modes of oppression in other countries or other contexts, with often similar consequences (such as trans-generational trauma or cultural trauma) to other groups of people.	Content stands alone as some kind of curiosity.
Demonstrating Relevance	Relevance of Indigenous Australian content to the discipline and to professional careers is established early and continuously reinforced as a skill relevant to all cross-cultural interaction.	Material is presented as an irrelevant digression, or academic allows students to view material as irrelevant without genuine attempts to engage with the material.
Indigenous Participation	A team teaching approach, with both Indigenous and non-Indigenous lecturers, and Indigenous Elders and community members, working in partnership, to provide a range of perspectives and also model respectful professional working relationships. Guest lectures are integrated into the program through advance student briefings relating the guest's content to broader issues or principles, and followed up in subsequent work. Students are provided with opportunities to interact at a personal level with Indigenous people.	Content and issues are labelled as 'an Indigenous problem', to be presented and dealt with by Indigenous staff. Guest speakers are regarded as tokenistic or 'objects', rather than as valuable team members. The guest's content is misrepresented or mis-presented. Patronising attitudes are displayed and/or not challenged. Students are not provided with opportunities to interact at a personal level with Indigenous people.
Field trips and cultural experiences	Field trips and/or culture-immersion programs and/or placements in Indigenous contexts provide opportunities for de-mystifying organizations and situations.	Field trips and/or culture-immersion programs and/or placements in Indigenous contexts are delivered inappropriately and/or insensitively.
Assessment	Assessment strategies take into account Indigenous perspectives on learning and understanding, encouraging students as future professionals to critically examine their choice of strategies from an Indigenous cultural perspective. Reflective journals, essays and case studies allow the student to make links with the content and their personal experience in the context of their emerging professional practice.	Assessments do not require students to demonstrate a deep understanding of the important issues concerning Indigenous people, linking historical and contemporary events and their consequences.
Cultural Awareness and competency of Staff	Cultural competence programs for all staff, even those not directly involved in teaching Indigenous material, assist in ensuring that the importance of Indigenous content is recognized and confirmed by all staff.	Lack of cultural competence on the part of some staff, including administrative staff, undermines the work of developing cultural competence in students.
Sustainability	Strategies are put in place to ensure that the inclusion of Indigenous Australian content in subjects and programs is sustainable in the long term.	Attempts to include relevant Indigenous content and understanding in undergraduate programs falter because they rely on a few relatively isolated individual academics.
Institutional Support	An Indigenous Curriculum Pedagogy Coordinator provides professional development in relation to the cultural competence pedagogical framework and effective methods for incorporating Indigenous content and resources.	No professional development in relation to the cultural competence pedagogical framework and/or effective methods for incorporating Indigenous content and resources is provided.
Succession planning	Long-term sustainability is addressed by the appointment of new and additional staff, having several people involved in course and subject development and teaching, and the creation of a positive culture within the school to set the scene for inter-generational continuity. In the longer term, the students themselves may be your future educators.	Initiator is the only person involved with the project, so that retirement or leave means that the project fails.