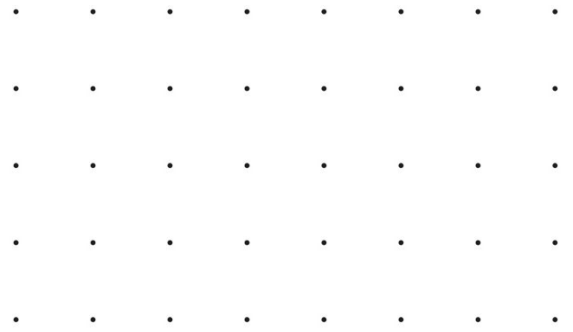# 2023-25 Moondani Toombadool Teaching and Learning Strategy

Embrace Indigenous Learning and Teaching

Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners, and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.

Terminology

Language plays a significant role in acknowledging and respecting cultural identity and history. Swinburne University recommends the use of the terms "Indigenous", "Aboriginal", and "Torres Strait Islander" when referring to the First Peoples of Australia. The university also recognises that different communities may have different preferred terms and encourages individuals to use the terms that are preferred by the community. For more information please refer to Swinburne's Aboriginal and Torres Strait Islander Terminology Guide.

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Introduction

The Moondani Toombadool Strategy is an integral part of Swinburne University of Technology's commitment to reconciliation and social justice. The Strategy serves as a comprehensive and cohesive approach to increasing Indigenous engagement and success at the University while promoting Indigenous knowledges, cultures, and educational approaches.

The Strategy's overarching vision is to create an inclusive, culturally responsive, and supportive learning and teaching environment that recognises and respects the diversity, strengths, and contributions of Aboriginal and Torres Strait Islander staff, students, and community. This vision aligns with the University's strategic goals of fostering a culture of equity, diversity, and inclusion.

The Strategy recognises the importance of establishing and maintaining meaningful and sustainable partnerships with Aboriginal and Torres Strait Islander communities and organisations to create opportunities for education, employment, and career development for Indigenous peoples. The Strategy's approach is underpinned by a commitment to respect, recognise, and utilises Indigenous Knowledge and ways of learning, empowering Indigenous peoples and communities through education.

Through the Strategy's objectives, Swinburne University is committed to fostering cultural competence and enhancing the professional capacity of all staff to integrate Indigenous knowledges into learning and teaching. The Strategy includes initiatives aimed at increasing Indigenous representation in STEM and innovation fields, as well as improving Indigenous student retention rates and academic success.

Overall, the Moondani Toombadool Indigenous Learning and Teaching Strategy is a critical step towards achieving Swinburne's strategic goals of social justice, equity, and reconciliation. The Strategy's inclusive and culturally responsive approach serves as a foundation for creating a welcoming and supportive learning and teaching environment for all members of the University community.

Guiding Documents

The Moondani Toombadool Strategy is informed by several key documents that emphasise the importance of promoting Indigenous knowledges, cultures, and educational approaches while supporting Indigenous students' success.

The strategy aligns with the United Nations Declaration on the Rights of Indigenous Peoples, which emphasises culturally appropriate education, respect for Indigenous identities and values, and recognition and utilisation of traditional knowledge and ways of learning.

It also aligns with the Universities Australia 2023-25 Indigenous Education Strategy by prioritising the growth of cultural competence and professional capacity of all staff to integrate Indigenous knowledges, cultures, and educational approaches.

The strategy is aligned with Swinburne's Horizon 2025 initiative, which aims to create an inclusive, equitable, and culturally responsive learning and teaching environment that prepares graduates for success in a rapidly changing world. The Swinburne RAP is also reflected in the objectives of the strategy, which respect and values Aboriginal and Torres Strait Islander peoples' knowledges, cultures, and histories.

In addition, the strategy emphasizes the importance of increasing the employment and career development opportunities for Aboriginal and Torres Strait Islander peoples, and ensuring the workplace is culturally inclusive with zero tolerance for racism.

The strategy aligns with the key principles of Work Integrated Learning (WIL), by immersing students in culturally rich and authentic learning environments. The cultural immersion objective of the strategy helps prepare students for the workforce by developing their cultural competency, cross-cultural communication skills, and their ability to work with diverse groups of people.

Objectives

The five key objectives are aimed at increasing Indigenous engagement and success at Swinburne University while promoting Indigenous knowledges, cultures, and educational approaches.

1. Cultural Competence: Growing the professional cultural competence of all Swinburne graduates and providing a culturally safe environment.

2. Aboriginal and Torres Strait Islander Knowledges: Embrace Aboriginal and Torres Strait Islander Knowledges, cultures, and educational approaches across all learning and teaching programs.

3. Cultural Immersion: Immersing students and staff in a rich teaching and learning environment that connect to Aboriginal and Torres Strait Islander histories and cultures.

4. Empowering Aboriginal and Torres Strait Islander Voices: Increase the number of Aboriginal and Torres Strait Islander students, teaching, academic and educational support staff.

5. Growing Professional Capacity: Build capacity for all Swinburne teaching staff to embrace Indigenous Knowledges, cultures, and educational approaches.

Objective 1 – Cultural Competence

This objective aims to enhance the cultural competence[1] of all Swinburne graduates and provide a culturally safe environment. It includes building the knowledge, understanding, and respect for Aboriginal and Torres Strait Islander cultures and histories to create an inclusive and respectful environment for all.

Strategy	Responsibility
1.1 Provide an integrated, seamless experience for Indigenous students that spans both digital and physical worlds, ensuring low socioeconomic status and regional learners are embraced by culturally safe and responsive digital literacy and academic services.	MTC Student Services Learning Transformations VE Departments HE Schools Swinburne Online
1.2 Develop Indigenous Cultural Competency (ICC) module to ensure a One Swinburne onboarding experience for Online, VE and HE students; improving access for staff and students to include content as learning, teaching and assessment; badging student completion as demonstration of Swinburne graduate attribute to being and becoming culturally competent.	Learning Transformations MTC Indigenous Student Services MTC – A/D Indigenous Learning and Teaching MTC – VE Indigenous Programs VE Departments HE Schools Swinburne Online
1.3 Support and build mutually beneficial partnerships with Aboriginal and Torres Strait Islander community organisations, businesses, and industries to ensure work integrated learning is co-created and demonstrates Swinburne's Cultural Competency Graduate Attribute.	WIL VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching MTC – VE Indigenous Programs Director – National Centre for Reconciliation Practice
1.4 Ensure teaching teams access Embracing Indigenous Learning and Teaching (EILT) as part of onboarding professional development.	VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching People and Culture

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[1] Swinburne Graduate Attribute **Cultural Competency**

The ability to understand, interact and respond to ideas and people of different organisational and cultural backgrounds. Knowledge, understanding and appreciation of Aboriginal and Torres Strait Islander peoples and cultures are central to the development of cultural competence.

Objective 2 – Aboriginal and Torres Strait Islander Knowledges

This objective aims to embrace Aboriginal and Torres Strait Islander Knowledges, cultures, and educational approaches across all learning and teaching programs at Swinburne.

Strategy	Responsibility
2.1 Use university strategies and frameworks to build Aboriginal and Torres Strait Islander learning outcomes across teaching and learning programs, mapping Indigenous Knowledges, scholarship, and contributions to professional and academic practice.	VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching Indigenous /Teaching and Learning Committees
2.2 Use course and unit review cycles prompts to audit content and assessment for Indigenous learning outcomes, ensuring all units include LMS Acknowledgment of Country Template, and where relevant, summary of purpose: Indigenous content, learning outcomes and graduate attributes.	VE Departments HE Schools MTC – A/D Indigenous Learning and Teaching Indigenous /Teaching and Learning Committees
2.3 VE and HE work with the Indigenous Teaching and Learning Committee to establish protocols for internal and external endorsing of graduate attributes to be cultural and professionally competent.	VE Departments HE Schools MTC Indigenous /Teaching and Learning Committees
2.4 Commit to building a Moondani Tombadool Vocational Centre for Indigenous Excellence (MTVCIE), providing student pathways and transitions to further study and work defined by technology, entrepreneurship, innovation, and the STEM disciplines.	PVC - Indigenous Engagement VE Departments Director – National Centre for Reconciliation Practice
2.5 Develop an HDR Indigenous Studies program that enhances all students' capacity to engage ethically with Indigenous research, scholarship, and practice.	HDR Program Indigenous Studies – Coordinator PVC - Indigenous Engagement Academic Director Indigenous Research
2.6 Swinburne's partnerships are committed to building mutually beneficial relationships with global First Nation community organizations, businesses, and industries to ensure the impact of learning and teaching programs is cocreated and reciprocal.	Swinburne Global PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice

Objective 3 – Cultural immersion

This objective aims to connect students to Aboriginal and Torres Strait Islander histories and cultures by immersing them in a culturally rich teaching and learning environment. It includes providing opportunities for students to participate in cultural activities to increase their cultural knowledge and understanding, and engage with Indigenous communities, businesses, and industries.

Strategy	Responsibility
3.1 Ensure physical signage for all campuses acknowledge the Traditional Owners of Country, and the University's community is welcomed in the language of Country.	VC PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.2 Return, replace and dual-name key campus buildings and locations using the language of Country, and place-mark the campus commons in ways that inform the university's community about the histories of people and place.	VC PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.3 Build Moondani Toobadool Circles for all campuses, creating places where people gather to embrace Indigenous learning and teaching.	VC PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.4 Develop Indigenous study tours programs, and support staff and students' capacity to engage with local and global First Nation Indigenous community organizations, businesses, and industries.	External Engagement School Deans PVC VET PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice Coordinator Indigenous Studies Program
3.5 Ensure the library campus and online locations acknowledge Country, have culturally inclusive spaces that showcase Indigenous search tools, catalogues, and databases, and where necessary provide cultural warning and language disclaimer.	Library Services
3.6 Swinburne subjects include Acknowledgement Country LMS template - Associate Professor Andrew Peters Welcome to Country / Unit Coordinator Acknowledgement of Country; links to MTC Student Services; Indigenous Cultural Competency module; library Indigenous Resources, cultural warning, and language disclaimer.	Learning Transformation Unit VE Departments HE School Swinburne Online Swinburne Global Partners

3.7 Build a program for learning and teaching Victorian Aboriginal languages.	PVC VET VE Department PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
3.9 Develop Indigenous study programs that enhances Univeristy Council executives and the Vice Chancellor's Advisory Group knowledge of First Nation's community organizations, businesses and industries.	VC VC Advisory Group University Council

Objective 4 – Empowering Aboriginal and Torres Strait Islander Voices

This objective aims to increase the representation of Aboriginal and Torres Strait Islander teaching, academic, and educational support staff at Swinburne. It includes creating pathways and transitions for Indigenous staff to gain employment, professional development, and leadership opportunities.

Strategy	Responsibility
4.1 Establish working groups committed to improving the Indigenous student experience, using data to build an Indigenous Student Profile for all courses; identifying disciplinary and structural barriers to Indigenous enrolment, retention, and success, further post graduate study, academic employment and work defined by STEM, technology, innovation, and entrepreneurship.	VE Departments HE Schools A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs MTC /Student Services
4.2 Set Indigenous enrolment, retention and success targets that reflect national population parity (2-3%), designing recruitment and enrolment strategies that attract school leavers, and/or with industry, community, and alternative experiences.	VE Departments HE Schools MTC Student Services
4.3 Create identified teaching positions for subjects and courses that require professional accreditation in Aboriginal and Torres Strait Islander knowledges, and strategically recruit Indigenous teaching, academic and educational support staff to manage and lead teaching and learning programs.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement
4.4 Create an identified position to lead VE's capacity to be a centre for Indigenous excellence, communicating the strategic agendas of the University and coordinating engagement with Indigenous students, staff, and community.	VE Departments People and Culture PVC - Indigenous Engagement A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs
4.5 Create VE Department/ HE School Academic Director (Indigenous) with allocated workload to implement the objectives of Indigenous Learning and Teaching Strategy and Swinburne's Reconciliation Action Plan.	VE Departments HE Schools PVC Indigenous Engagement A/D Indigenous Learning and Teaching
4.6 Create Indigenous post -doctoral and professorial roles committed to Indigenous technology, entrepreneurship, innovation, and the STEM disciplines, enhancing Schools' scholarship of learning and teaching Indigenous Knowledge, cultures, and educational approaches.	HE Schools People and Culture PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice A/D Indigenous Learning and Teaching

4.7 Build Elders in Residence program that provides opportunities for learning and teaching experiences for staff and students.	PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice VE Departments HE Schools People and Culture
4.8 VE promote Certificate 4 Training and Assessment as a teaching pathway for Indigenous people who have community, industry, and alternative experiences, designing programs that supports individual and cohort enrolment, retention, and success.	PVC - Indigenous Engagement A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice VE Departments People and Culture
4.9 Create Teaching Scholar pathways in technology, entrepreneurship, innovation, and the STEM disciplines that attract Indigenous HDR students and alumni, providing support, mentorship, and career development as they transition to teaching on our campuses.	HE Schools People and Culture PVC - Indigenous Engagement A/D Indigenous Learning and Teaching
4.10 Ensure the University's performance, planning and workload tools acknowledge the cultural load of Indigenous teaching staff and create career and leadership opportunities to develop academic research and to move into senior positions.	People and Culture PVC - Indigenous Engagement
4.11 Use protocols that fiscally recognize the cultural and professional knowledge of Indigenous guest lecturers, ensuring opportunity to co create culturally safe and reciprocal curriculum experiences.	People and Culture VE Departments HE Schools PVC - Indigenous Engagement A/D Indigenous Learning and Teaching

Objective 5 – Growing Professional Capacity

This objective aims to grow the expertise of all Swinburne teaching staff in Aboriginal and Torres Strait Islander knowledges, cultures, and educational approaches. The objective includes a range of activities, such as reviewing the Aboriginal and Torres Strait Islander Cultural Awareness module, providing staff with access to professional development plans, and creating new content and resources in collaboration with the Moondani Toombadool Centre.

Strategy	Responsibility
5.1 Resource the Moondani Toombadool Centre to provide university-wide educational design, support, and advice on the incorporation of Aboriginal and Torres Strait Islander content.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement
5.2 Review People and Culture's Aboriginal and Torres Strait Islander Cultural Awareness module to ensure content aligns to the University's strategic direction, and a promotes a workplace with zero tolerance for racism.	People and Culture A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice
5.3 Review VE and HE staff professional development modules: Embracing Indigenous Learning and Teaching (EILT), collaborating with Moondani Toombadool Centre to create new content, resources, and support material.	VE Departments HE Schools Learning Transformation Unit A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice
5.4 Professional development plans endorse the Koorie Heritage Trust training for all staff and provides opportunity for teaching teams to identify and plan for further professional development with Indigenous knowledges, cultures, and educational approaches.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice
5.5 Working as One Swinburne, scope and design short courses and micro credited pathways that increases the engagement of non-Indigenous people with Indigenous knowledges, cultures, and educational approaches.	Swinburne Edge VE Departments PVC - Indigenous Engagement A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs Director – National Centre for Reconciliation Practice

5.6 Review the Graduate Certificate of Learning and Teaching, mapping learning outcomes to Indigenous knowledges and educational approaches, ensuring understanding and appreciation of Aboriginal and Torres Strait Islander peoples and cultures.	Learning Transformation Unit A/D Indigenous Learning and Teaching
5.7 Continue to implement relevant RAP teaching and learning targets, such as teaching grants, teaching workshops and online resources.	VE Departments HE Schools People and Culture PVC - Indigenous Engagement Director – National Centre for Reconciliation Practice A/D Indigenous Learning and Teaching MTC- VE Indigenous Programs

Implementation

The Pro Vice-Chancellor of Indigenous Engagement has overall responsibility for implementing this strategy, and the Moondani Toombadool Centre (MTC) has a central role in the development and implementation of the university's Indigenous Learning and Teaching Strategy.

The Moondani Toombadool Centre and the Indigenous Teaching and Learning Committee will provide timely and appropriate guidance and support for this strategy.

Indigenous Teaching and Learning Committee Structure:

- Academic Director - Indigenous Learning and Teaching (Chair)
- Indigenous Academic staff representative
- PVC Indigenous Engagement
- VET Indigenous Programs Manager (Deputy Chair)
- (1) VET Director (rotation)
- (6) Schools' Associate Deans - Learning and Teaching

Progress Review

The Indigenous Teaching and Learning Committee will annually review this strategy and will update the performance targets. It will report on these areas to:

- Teaching and Learning Committee
- Indigenous Governance Committee