



An Aboriginal Knowledge Framework for higher education

Achievements Statement

A major achievement of the Fellowship is its Aboriginal Knowledges Framework (AKF). This sits between policies and practices of higher education institutions. To this end, the AKF and each of its following components are achievements:

- A working definition of the term ‘Aboriginal Knowledges’;
- Guiding Principles: Aboriginal students;
- Guiding Principles: Aboriginal staff;
- Guiding Principles: Curricularising Aboriginal Knowledges;
- Practice Guidelines and Exemplars: Curricularising Aboriginal Knowledges.

Acting in Fellowship: Fellowship Model and Approaches

The Fellowship employed a hub-and-spoke model and involved participants from diverse individual and institutional and Community contexts (see Chapter 2). This model was most suitable for the purpose of the Fellowship as participation could be mediated according to the work conditions of the participants and within their institutions.

Impacts of the Fellowship

Four major impacts are identified here. The first major impact is the application of Aboriginal Knowledges throughout this Fellowship to reconsider and therein, more clearly to understand its roles in universities. This underpins most of the work of this Fellowship.

The AKF is a second major impact, because it is based on some tenets of Aboriginal worldview and knowledges (see Chapter 3). It has enabled others to gain insights from current and past approaches through which foresight emerges.

The Guiding Principles for Curricularising Aboriginal Knowledges are a third major impact. These make known how academics make curriculum and teaching decisions (see Chapter 7). The related Practice Guidelines for curricularising Aboriginal Knowledges are invaluable for:

- Disentangling and demystifying the discourse that is Aboriginal Studies and how this is related to but is not the same as Aboriginal Knowledge;
- Bringing clarity to the concept of Aboriginal Knowledges in higher education curriculum;
- Identifying and understanding where and how discipline knowledge, curriculum knowledge and professional knowledge sit in tension with or in relationship to Aboriginal Knowledge.

The further major impact has been the AKinHE national symposium (mid-June, 2015). Firstly, it too was based on Aboriginal Knowledge processes of ‘yarning’. The Cluster Leaders shared their insights based on hindsight as foresight regarding the role of Aboriginal Knowledge in their roles and within their institutions. Importantly, through the involvement of Dr Felecia Watkin-Lui, Torres Strait Islander Knowledge was featured prominently. Secondly, some 55 people attended from as far as Adelaide and Rockhampton. Griffith University was also well represented by staff from a number of Schools and Centres. The impact of the Fellowship widened significantly and there is a high level of interest from a number of individuals within GU and from other higher education institutions in Australia (see Chapter 8).

The role of Aboriginal Knowledges in Higher Education in the 21st Century

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