



ECER 2019, Hamburg

'Education in an Era of Risk – the Role of Educational Research for the Future'

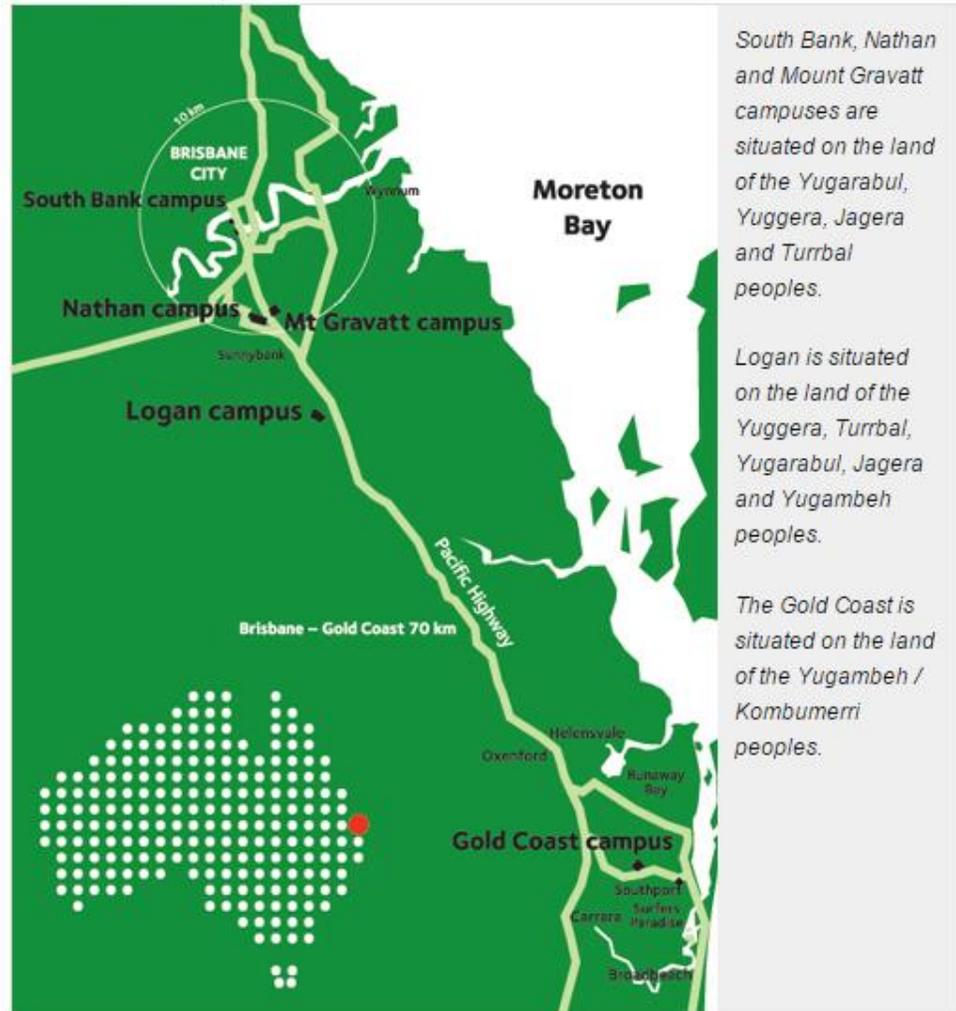
Indigenist research practices to support Indigenous pre-service teaching praxis

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Victor Hart (Murri School)



Acknowledge of Traditional Owners

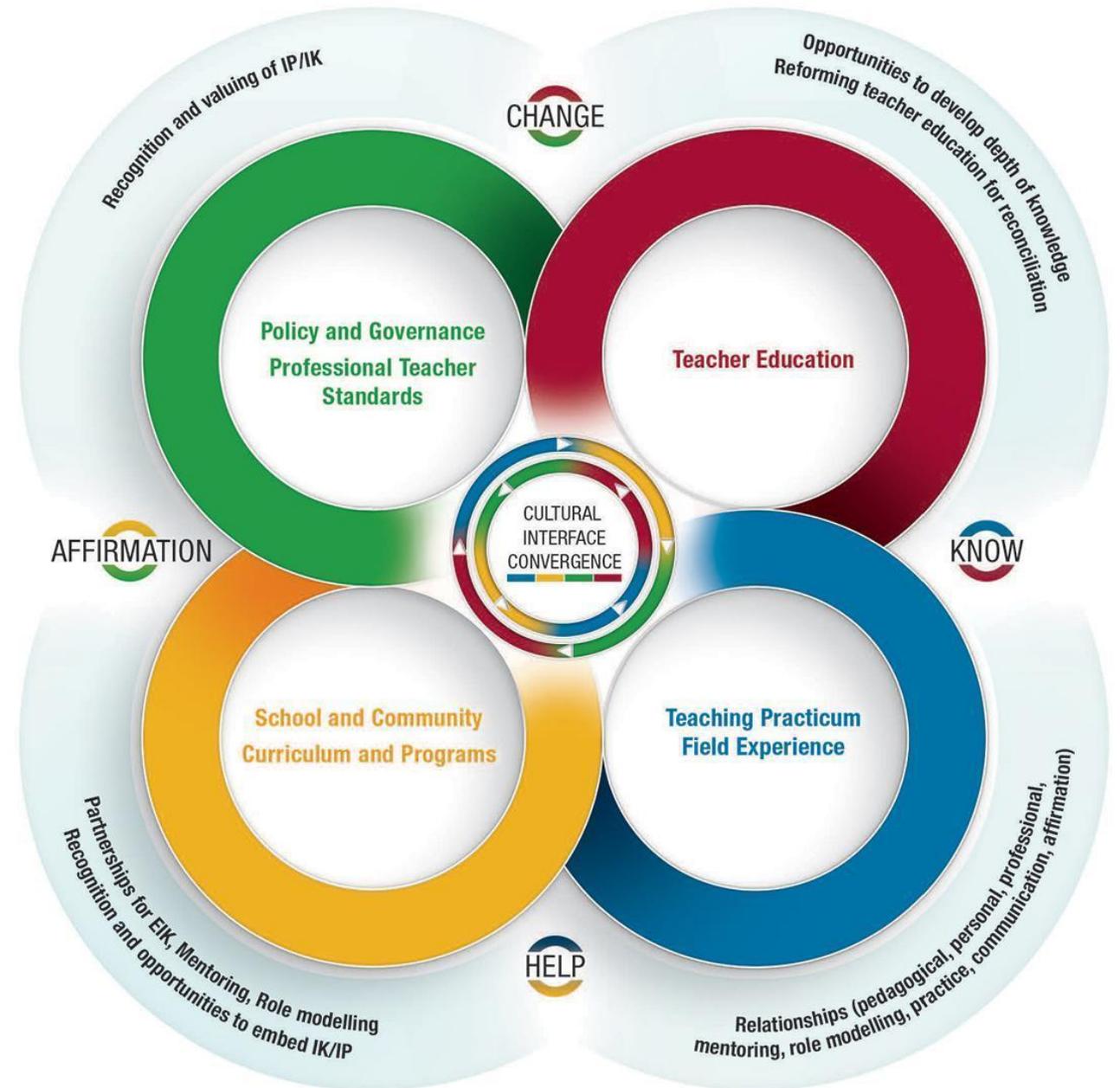
Clan groups



We acknowledge the Traditional Custodians of the lands upon which our campuses are based, including the Yuggera, Turrbal, Yugarabal, Jagera, Yugumbeh & Kombumerri Peoples.

*We pay respect to Elders past, present and future, and extend that respect to other Aboriginal and Torres Strait Islander peoples. We acknowledge that these have **always** been places of teaching, learning and research.*

Starting at
the end to
reveal the
beginning



Spivak (2008) – Strategic essentialism

A political tactic employed by a minority group acting on the basis of a shared identity in the public arena in the interests of unity during a struggle for equal (or unique) rights.

It utilizes the idea of essence with a recognition of and critique of the essentialist nature of the essence itself. It is a means of using group identity as a basis of struggle while also debating issues related to group identity within the group (Wolff, 2007, p.1).

Problematic in how it is hegemonically taken up in the academy – BUT, can crack open spaces to recognize knowledges of “the Other”.

Indigenous onto-epistemology

- Term used by Indigenous scholars to refute the notion of the separation between ontology, epistemology and axiology.
- the concept of *onto-epistemology* as the strategically essentialised underpinning of Indigenous knowledges enables educators to unpack hegemonic knowledge production, where certain types of knowledges are privileged over others, with certain ways of coming to know those knowledges being judged acceptable in education systems.

“An” Indigenous onto-epistemology?

- “*axiology* (way of doing), *ontology* (way of being) and *epistemology* (way of knowing)
- (Martin, 2008).

Disclaimer notes

This map indicates only the general location of large groupings of people, which may include smaller groups such as clans, dialects or traditional languages in a group. Boundaries are not intended to be exact. The names represented in this publication are those of the author and not those of the Australian Institute of Aboriginal and Torres Strait Islander Studies. For more detailed information about the groups of people in particular regions, contact the relevant Indigenous community.

NOTE: ABORIGINAL TORRES STRAIT ISLANDER PEOPLE AND OTHER TORRES STRAIT ISLANDERS



ABORIGINAL AUSTRALIA

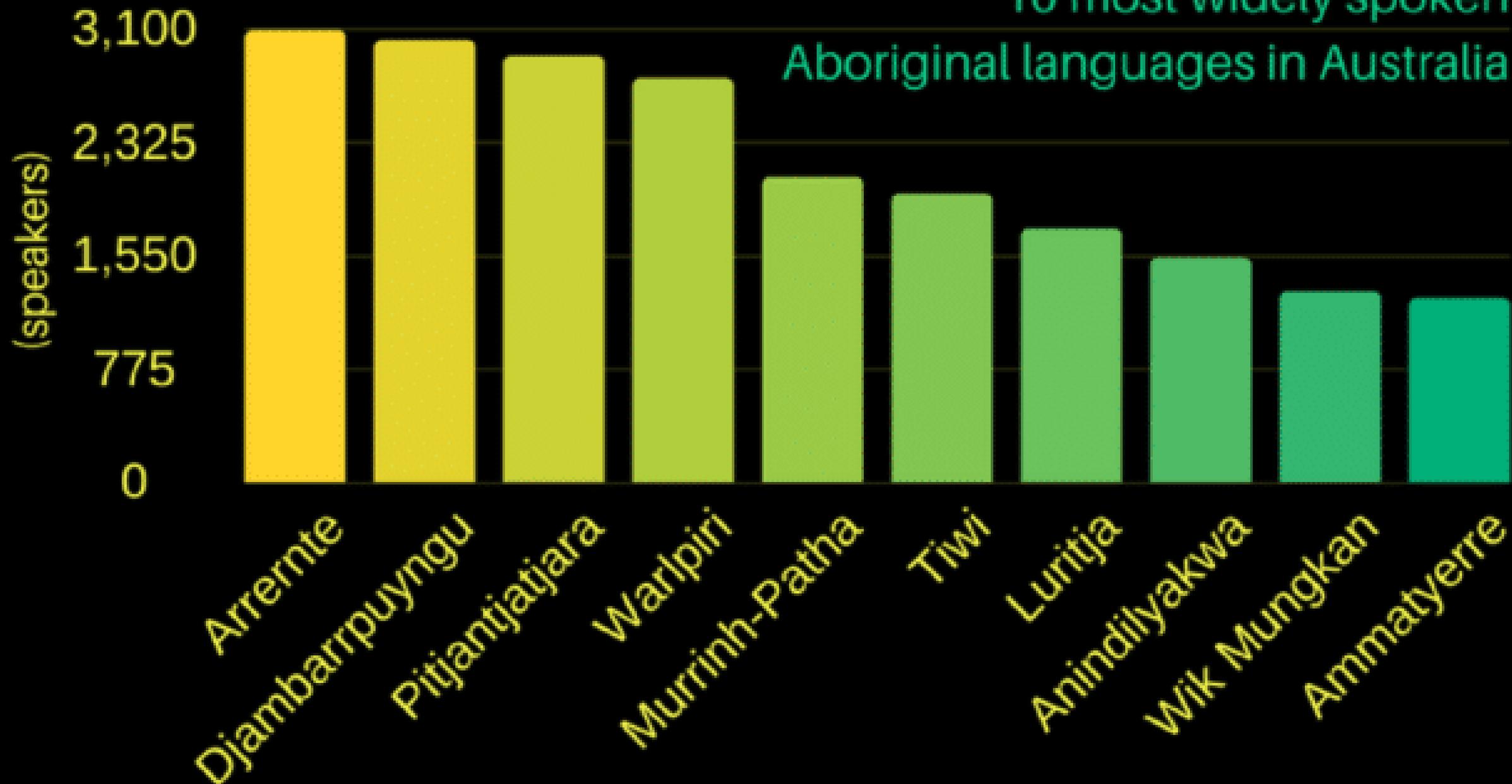
Map and legend based on the 1988 map of Aboriginal Australia
© Nelson Zander 1988, published in 1989 by the Australian Institute of Aboriginal and Torres Strait Islander Studies, Aboriginal Studies Press, 1988/1989/1990/1991

- First Language group name
- Population
- Population information available

SCALE 1:4 750 000

Source: Australian Institute of Aboriginal and Torres Strait Islander Studies

10 most widely spoken Aboriginal languages in Australia



It is not until all Australian (and other) researchers recognise and own the racism that emerges from their epistemological foundations, imposed or not that the true strengths behind Indigenous Australian identities can be understood within the educational setting

(Bodkin-Andrews & Carlson, 2016, p. 786).

The Empirical Project

Supporting Future Curriculum Leaders
in Embedding Indigenous Knowledge
on Teaching Practicum

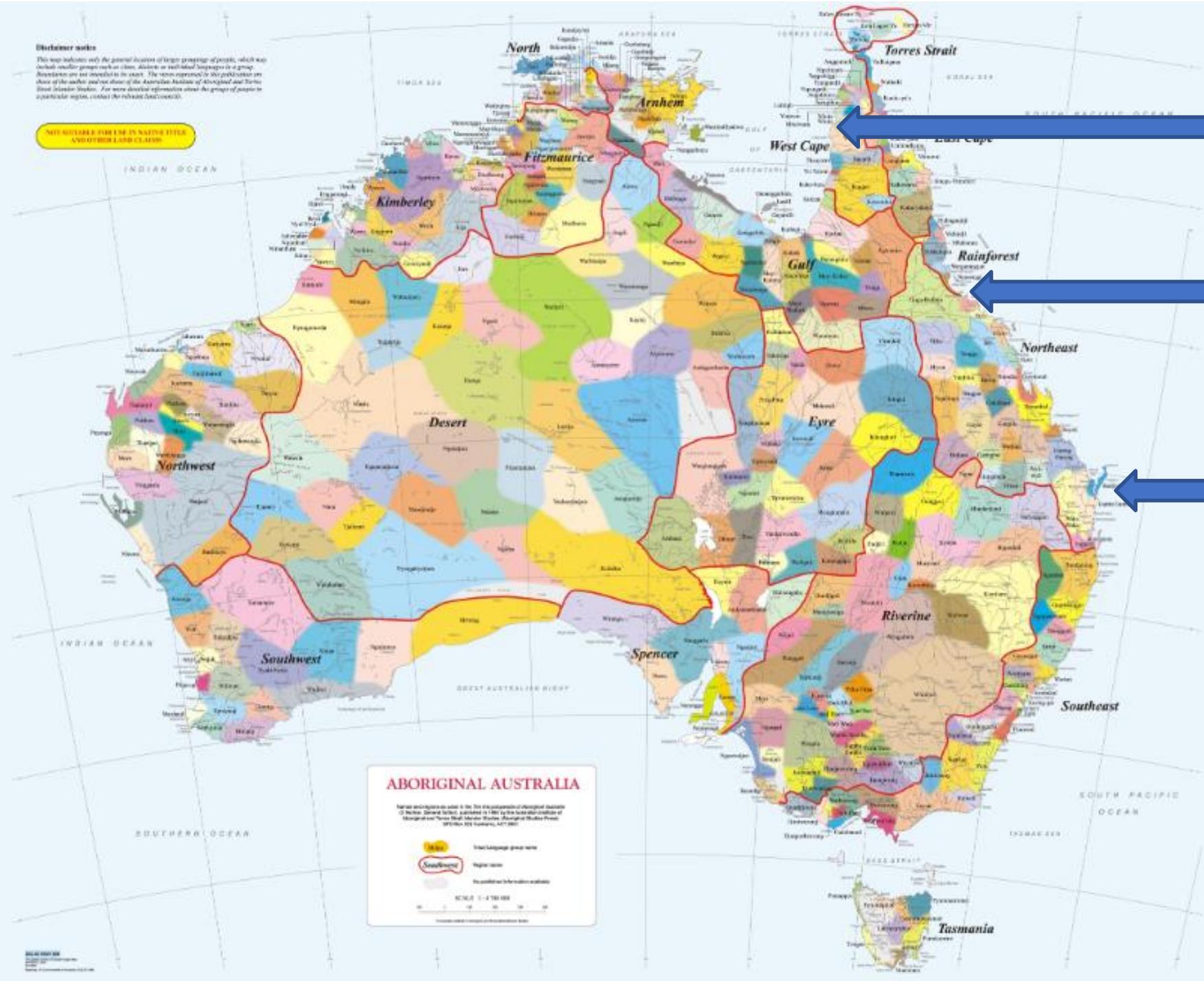
Stakeholder groups	Individual interviews	Focus groups/ workshops	Actual Numbers
Pre-service teachers			
<ul style="list-style-type: none"> Aboriginal & Torres Strait Is. 	34	25	21
<ul style="list-style-type: none"> Non-Indigenous 	3	3	4
Supervising teachers and site coordinators	22	3	23
University liaison academics	0	7	7
Total	59 (# of interviews)	9 focus groups (38 participants)	55 individual participants

Case Study
Phenomenology
(Yarning)
Critical Race
Theory
Cultural
Interface
Practices/ Praxis

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NOT INDICATED: FIRST OR SECOND LANGUAGE AND OTHER LANGUAGE GROUPS



ABORIGINAL AUSTRALIA

Map of Australia showing the distribution of Aboriginal language groups. The map is color-coded by region and language group. Major regions labeled include North, Fitzmaurice, Kimberley, Desert, Northwest, Southwest, Spencer, Riverine, Eyre, Gulf, West Cape, East Cape, Rainforest, Northeast, and Southeast. Major cities and towns are marked with dots and labels. The map also shows the Indian Ocean, Southern Ocean, South Pacific Ocean, and Torres Strait. A legend in the bottom left corner explains the symbols used for language groups and regions. A scale bar indicates a distance of 1,470 km.



Constraints & Enablers

Practice architectures – constraints under different arrangements can be transformed into enablers

Constraint – lack of teacher knowledge of Indigenous history and content meant supervising teachers were uncertain of what to do, despite their expert disciplinary and pedagogical content knowledge.

Enabler – pre-service teacher depth of knowledge of Indigenous history and disciplinary content meant preservice teachers were willing to try embedding despite their beginner disciplinary and pedagogical content knowledge

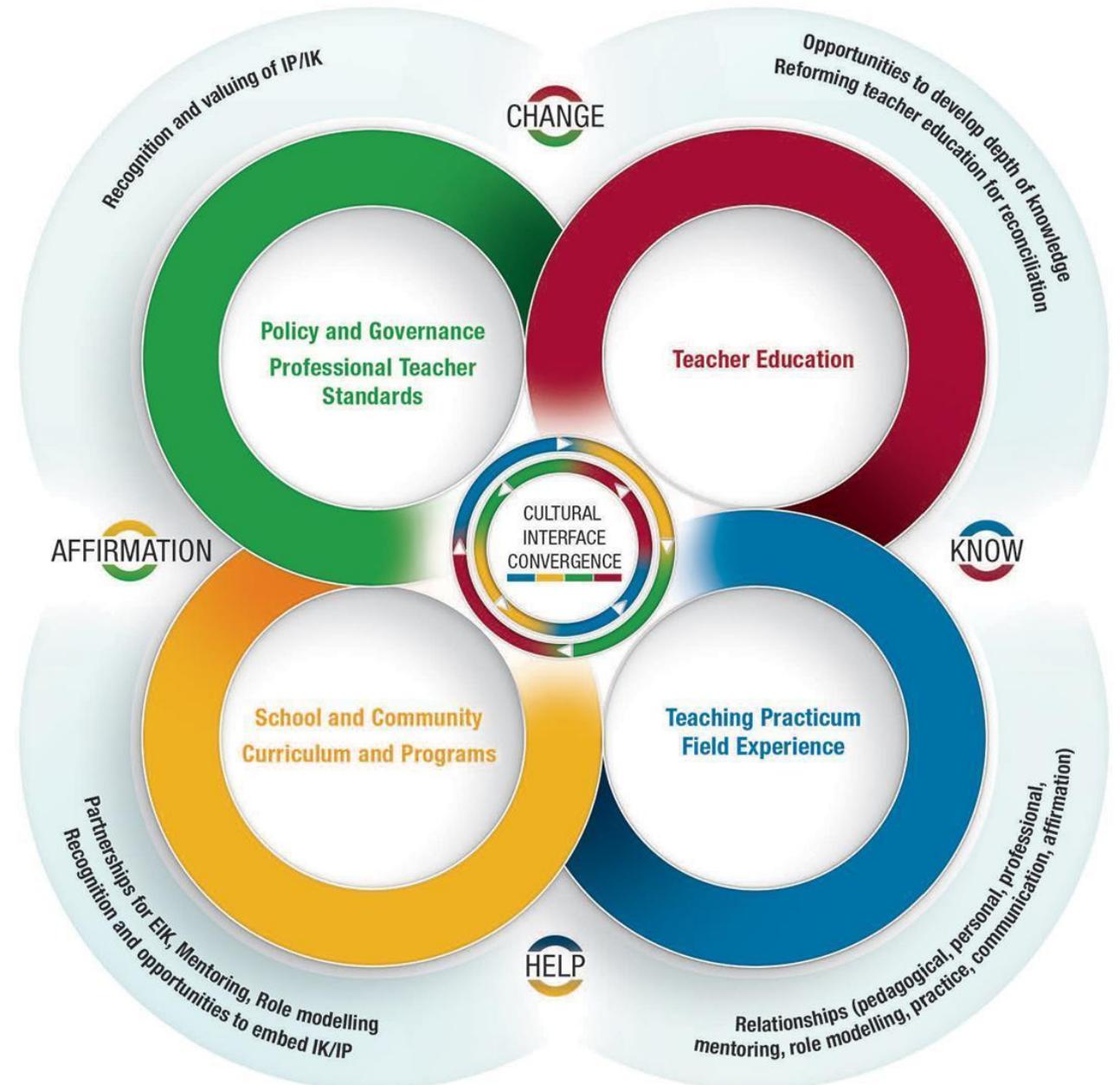
Constraint – reflection. There was no well developed, often-used language to describe the decision-making processes behind embedding IK, nor a sense of a developing praxis for doing so.

Indigenous onto-epistemology and praxis

- “...a result of doing something—not in a pre-specific, rule-following kind of way, but action whose consequences are more or less indeterminate, only evaluated in light of the consequence—in terms of how things actually turn out” (Kemmis, et al., 2014, p. 26).

Site based
onto-
epistemologies
for embedding

Indigenous
knowledges



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