

**Indigenist research practices to support Indigenous pre-service teaching praxis**

**Author**

Whatman, Susan, McLaughlin, Juliana, Hart, Victor

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ECER 2019, Hamburg

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

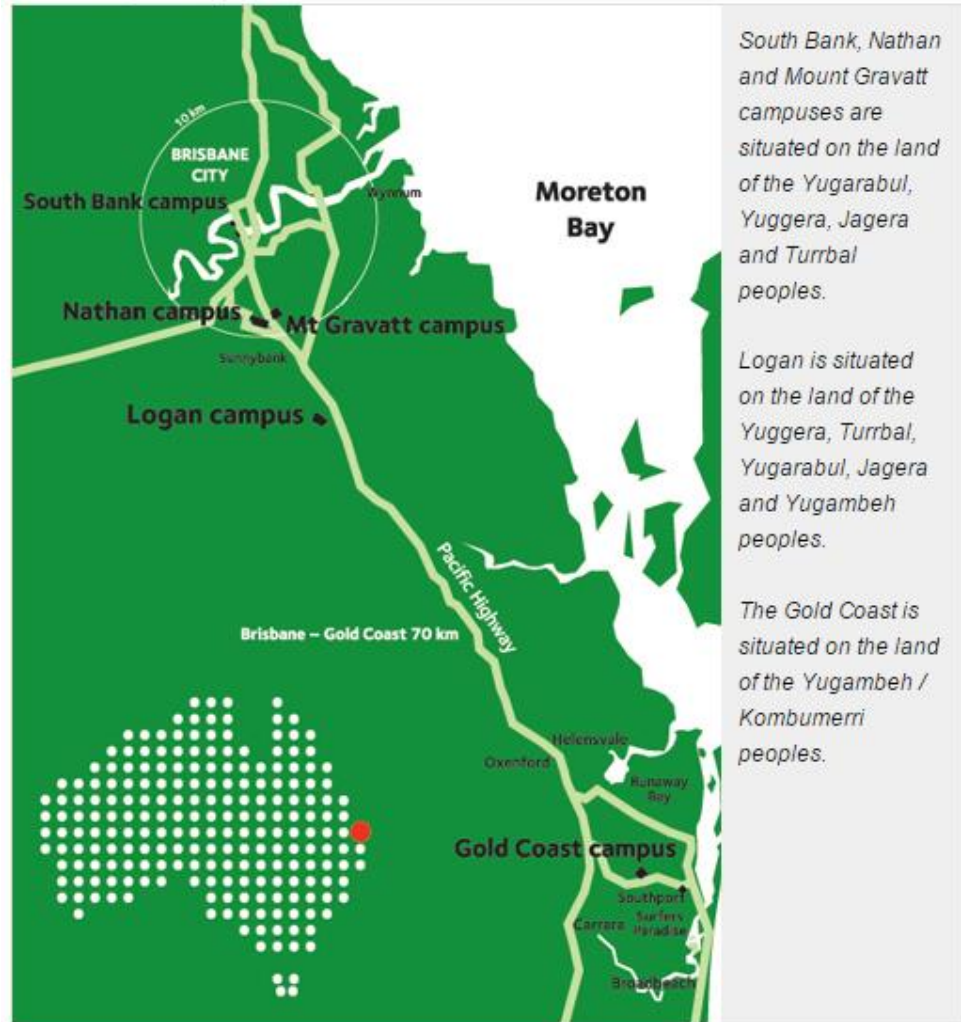
# Indigenist research practices to support Indigenous pre-service teaching praxis

Sue Whatman (Griffith University), Juliana McLaughlin (QUT) &  
Victor Hart (Murri School)



# Acknowledge of Traditional Owners

## Clan groups

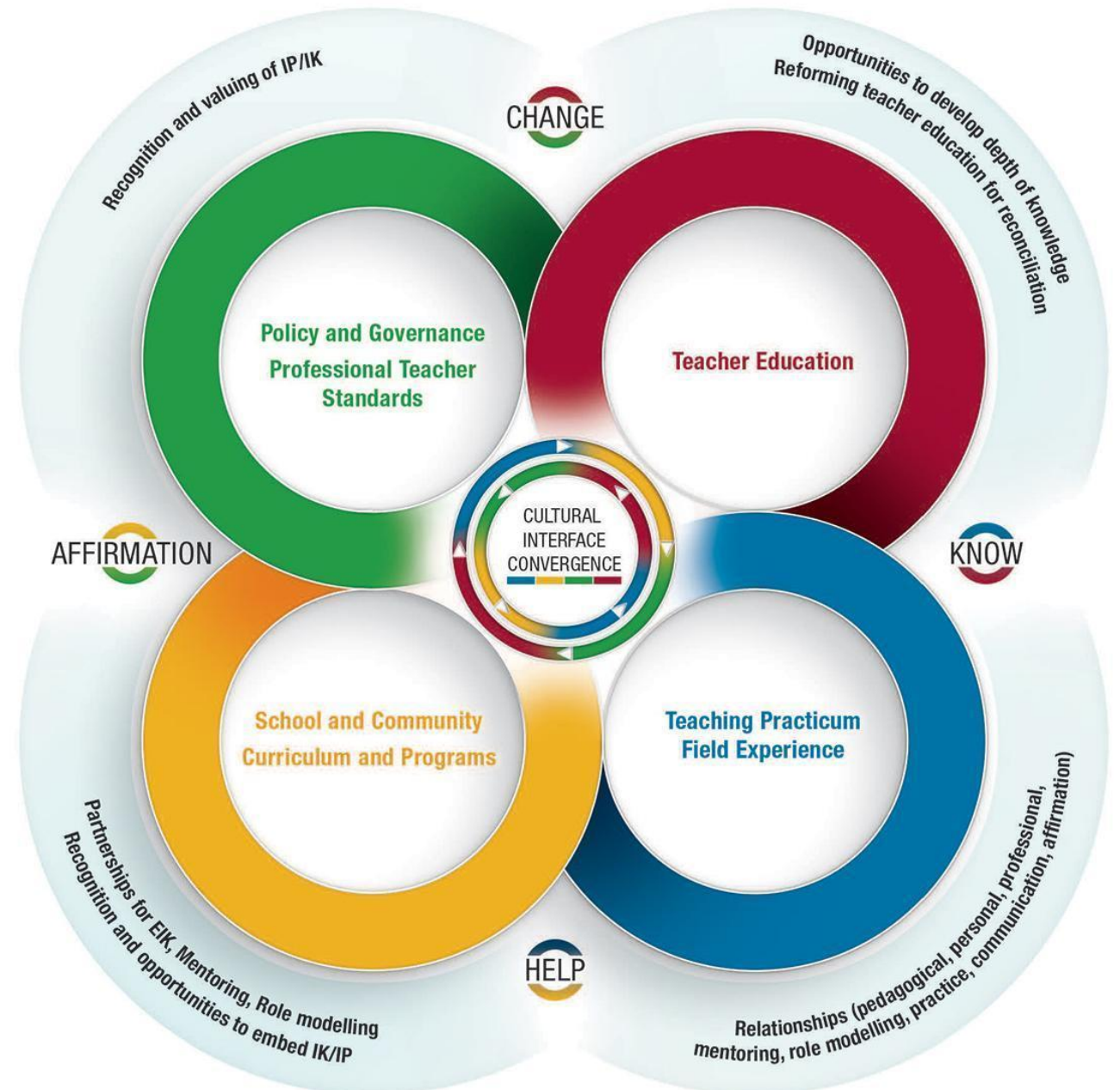


*We acknowledge the Traditional Custodians of the lands upon which our campuses are based, including the Yuggera, Turrbal, Yugarabal, Jagera, Yugumbeh & Kombumerri Peoples.*

*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

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# 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.

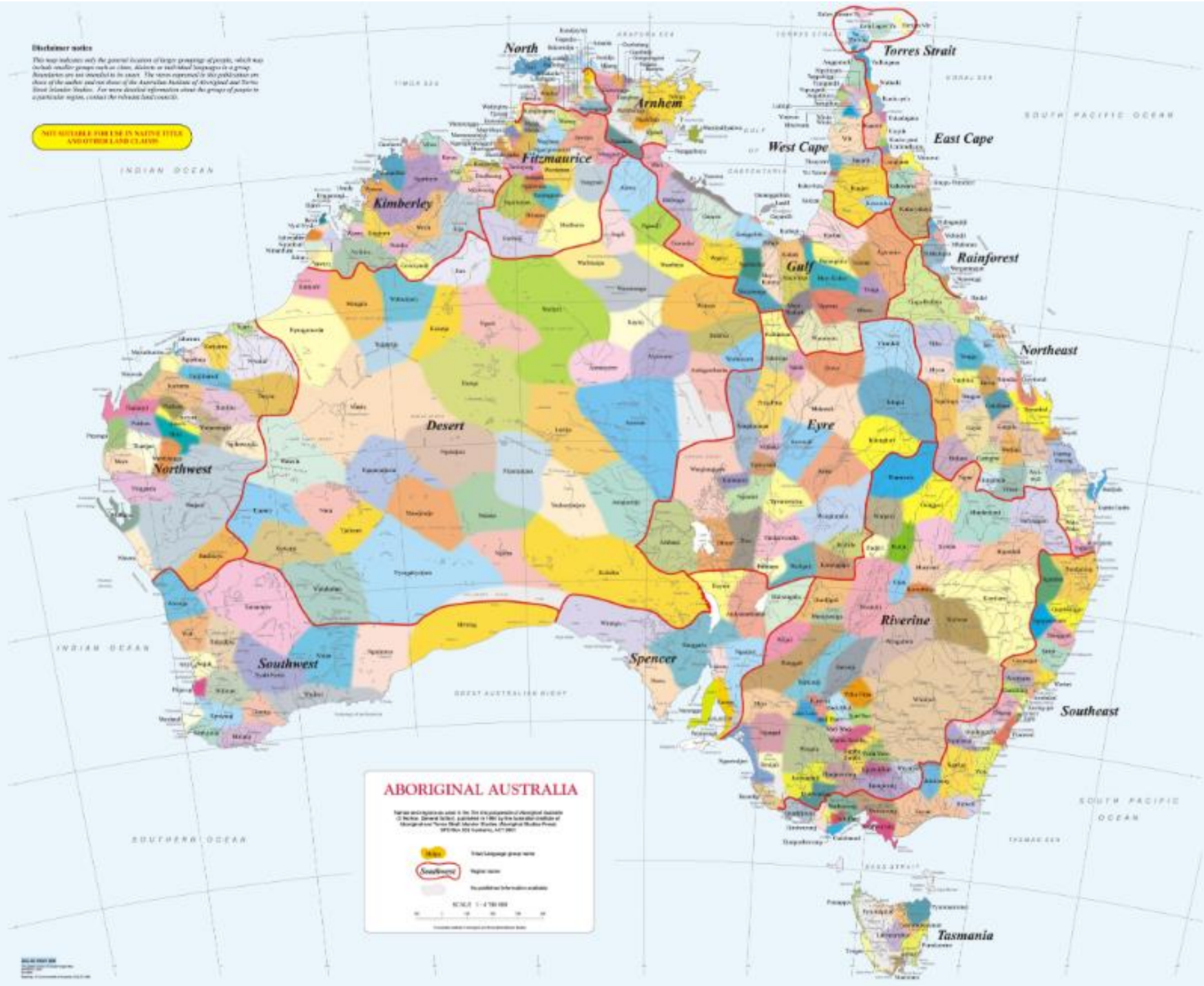
# “An” Indigenous onto-epistemology?

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

**Disclaimer notes**

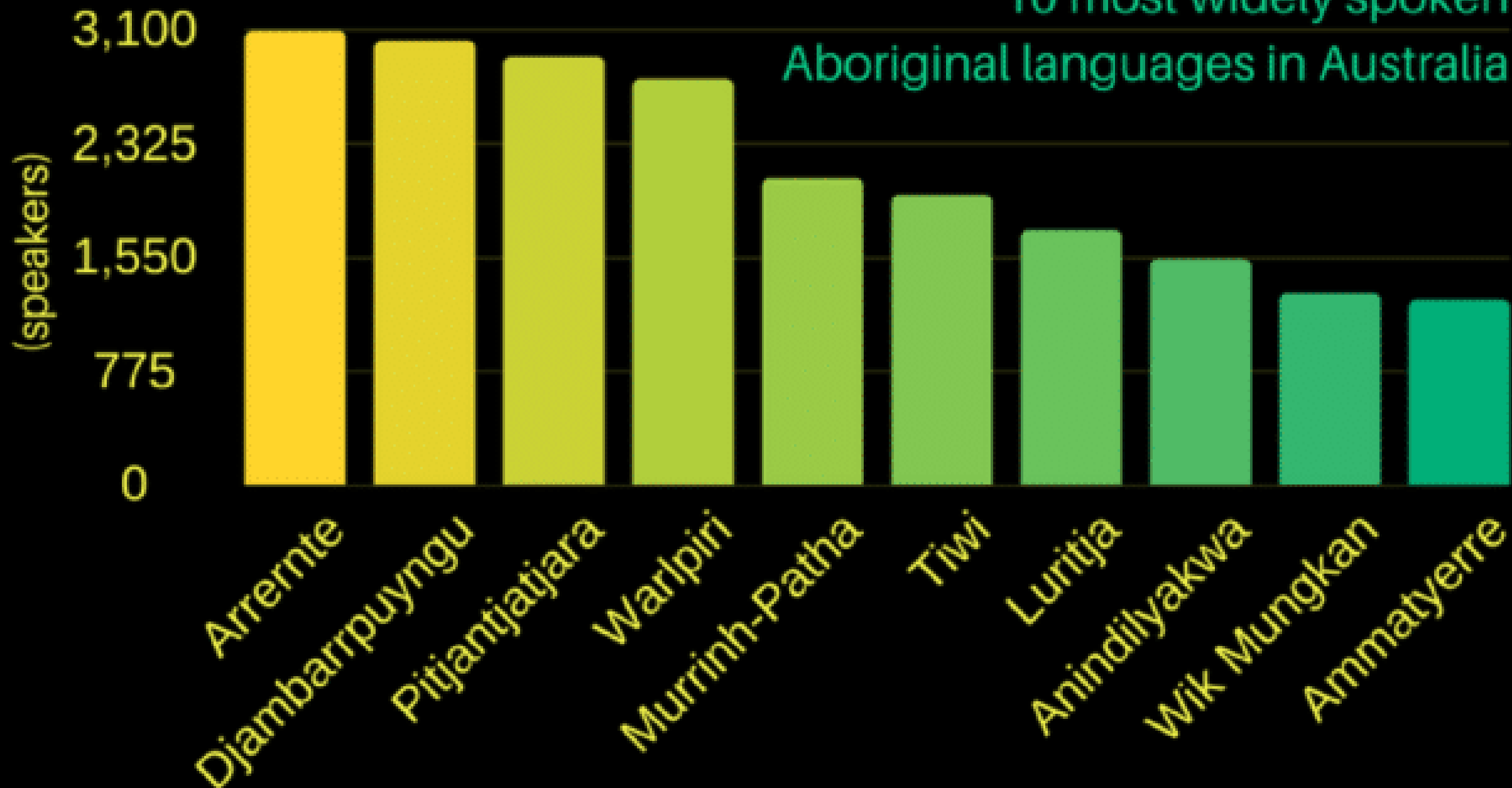
This map indicates only the general location of large groupings of people, which may include smaller groups such as clans, dialects or traditional languages in a group. Boundaries are not intended to be exact. The names expressed in this publication are those of the author and not those of the Australian 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 ARE NOT SHOWN ON THIS MAP.





# 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

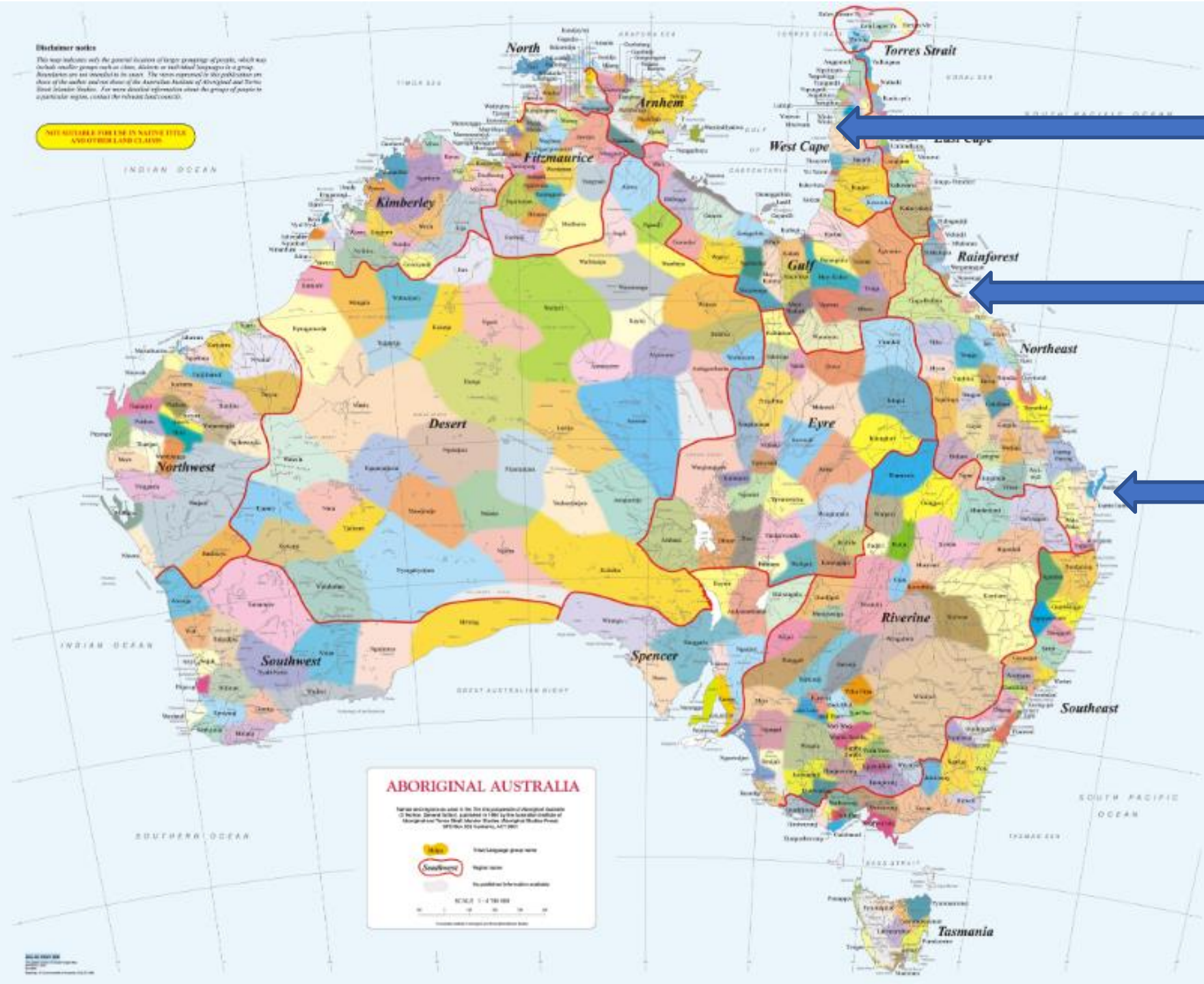
Stakeholder groups	Individual interviews	Focus groups/ workshops	Actual Numbers
Pre-service teachers			
<ul style="list-style-type: none"> <li>Aboriginal &amp; Torres Strait Is.</li> </ul>	34	25	21
<ul style="list-style-type: none"> <li>Non-Indigenous</li> </ul>	3	3	4
Supervising teachers and site coordinators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

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

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NEW SPHERE FORM IS NAIVE TITLE AND OTHER LANGUAGE



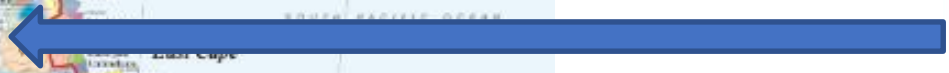
**ABORIGINAL AUSTRALIA**

Map of Australia showing the distribution of Aboriginal language groups. The map is color-coded by language group and divided into regions. Major regions labeled include North, Fitzmaurice, Kimberley, Desert, Northwest, Southwest, West Cape, Gulf, Eyre, Riverine, Spencer, Rainforest, Northeast, and Southeast. The Torres Strait is also labeled. The map includes latitude and longitude lines and is surrounded by the Indian Ocean, Southern Ocean, and South Pacific Ocean.

**Legend:**

- New Sphere Form is Naive Title and Other Language
- Region name
- Regional Information available

SCALE 1 : 4 750 000



# 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.

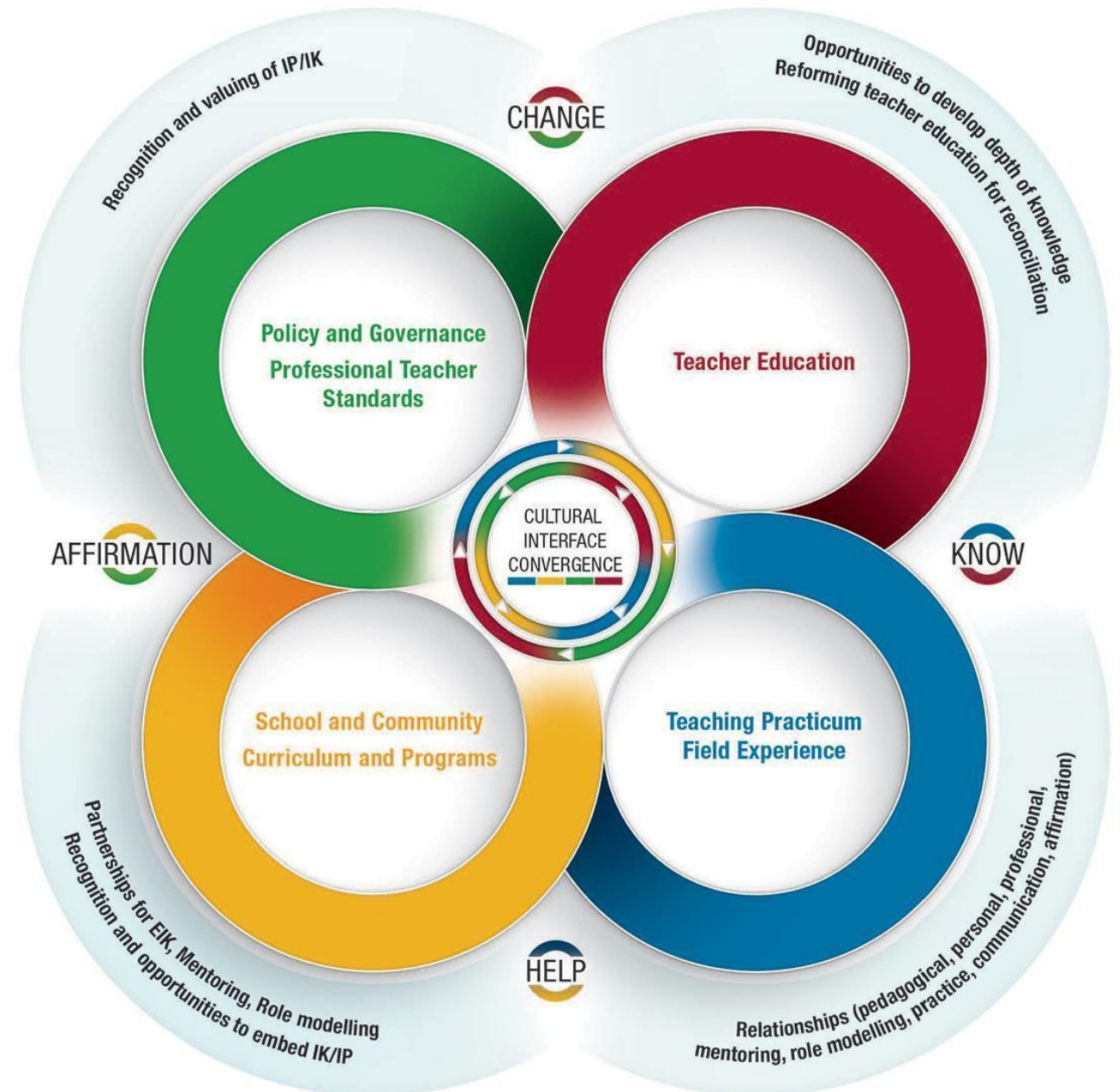


# Indigenous onto-epistemology and praxis

- “...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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