

ANNING, Berice

Professor Berice Anning is an Indigenous academic manager, and researcher, and is currently the Assistant Director (Academic) of Batchelor Institute of Indigenous Tertiary Education, Northern Territory, Australia. Her research has focused on 'Indigenous Education' involving access to, participation in, retention and success at all levels of education. Included in this is her research of teaching and learning styles of Indigenous students/people and the development and design of curriculum and study materials in higher education from VET to postgraduate level. Her current research is being continued as a longitudinal study using a comparative and critical analysis of government financial assistance schemes/ policies relating to Indigenous higher education.

Her work in the specific educational areas has included early childhood teaching and management, primary teaching, secondary teaching and tertiary education including 7.5 years academic management/curriculum development in Indigenous education/studies/ health. At the higher education level, her roles have included administrative, lecturing and academic management of Indigenous higher education centres such as the Aboriginal Education Unit at Charles Sturt University, New South Wales and the Kumbari/Ngurpai Lag Higher Education Centre at the University of Southern Queensland, Toowoomba. Her professional roles, as part of the above positions, include: current Chair of the National Indigenous Higher Education Network (NIHEN); current executive member of the World Indigenous Nations Higher Education Consortium (WINHEC); and member of the Australian Vice Chancellor's Committee on Indigenous Higher Education. As Chair of NIHEN, she has been nominated as the NIHEN representative to the Indigenous Higher Education Advisory Council (IHEAC), which has been established as a result of key lobbying by NIHEN members throughout the Crossroads review for improved outcomes in Indigenous higher education. Professor Anning is presenting a paper with Veronica Arbon and Mai Katona.

Berice Anning, Veronica Arbon, Mai Katona

Batchelor Institute of Indigenous Studies
Australia

Developing Postgraduate Studies in Indigenous Knowledge Systems: An Approach to, and Examples of, Research and Development that will Lead to Significant Advances for the Development of Indigenous Peoples and Research Knowledge Systems at Batchelor Institute of Indigenous Tertiary Studies

The Institute's new postgraduate courses in coursework and research from Graduate Certificate to a Doctor of Philosophy will provide Indigenous people with knowledge and skills to better maintain, develop, promote and advance Indigenous Knowledge Systems in the contemporary world. The courses will also develop a greater strengthening of identity within students' own cultures, groups and communities from which to critique the western scientific system. Indigenous knowledge systems comprise language, culture, science and spirituality as well as knowledge on education, health, social, political and economic aspects among other things. Such knowledge needs to be engaged to bring into effect more complex understandings of issues Indigenous Australians confront and seek to remedy in contemporary society.

Moreover, the courses address the identified criteria, including graduate attributes; language and literacy important to Indigenous worldviews; education from a new view; recognition of language and culture experts; and Indigenous epistemology among other aspects. These courses will also strengthen ties between Batchelor Institute and Indigenous communities through the stimulation and focus of Indigenous research and development within the Indigenous local context. This will attract Indigenous academics and other significant holders

of knowledge to engage through exploration and intellectual debate. Further, these courses are critical to the exploration of, and development of appropriate protocols, processes and relationships for negotiating and researching public and cultural knowledge.

These awards will assist Indigenous Australian people to intellectualise and strengthen languages and their use to make complex and finely grained arguments. The work of students will draw on and extend languages through expressions of academic meaning or through old meanings in new ways. This in turn will raise the standing and status of languages, particularly Indigenous Australian languages. Finally, the awards will advance academic theories and expand western knowledge through 'own language'.

Indigenous Australian education has been somewhat successful over the past decades. This success, moreover, will increase as graduates translate or record books and other works in their own language (western knowledge will be expressed in own language) or argue from their own positions and understandings of the world. Other graduates will: lead enabling and bilingually based and/or Indigenous Australian grounded epistemology within teaching and learning at tertiary and secondary levels; head off the demise (linguicide) or increased marginalization and powerlessness of Indigenous languages; and gain skills to reconstruct academic theories and western textbook knowledge within 'Bothways' epistemology and Indigenous knowledge positions, whilst strengthening cultural standards.

In addition and with a further emphasis, these awards will advance and represent academic theories through an Indigenous epistemology challenging the fundamental assumptions and creating new bridged or stand alone approaches to research and enquiry. This is fundamentally important not only for Indigenous Australians but many oppressed Indigenous peoples of the world.