WRITING A NEVILLE BONNER NOMINATION

Below are some key tips from the themes and strengths assessors commented on in the 2021-2023 Neville Bonner nominations. These may be helpful when writing your nomination.

<table>
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<tr>
<th>Protocols and Practices</th>
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<tr>
<td><strong>Community and Elders</strong></td>
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<td>- Where relevant include contributions from Elders, community and community organisations. Elders are cultural scholars.</td>
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<td>- Provide evidence of long-term, trusting and respectful relationships and engagement with community and knowledge holders.</td>
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<td><strong>Language and protocols</strong></td>
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<td>- Include models of important Indigenous protocols through work with Elders and community.</td>
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<td>- Incorporate Indigenous language in teaching methods and assessments.</td>
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<td>- Connect students to Country, culture and language.</td>
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<td><strong>Intellectual and cultural property</strong></td>
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<td>- Include details on the protection of Indigenous Knowledges, ethics and intellectual and cultural property, e.g., citing cultural property details in the Aboriginal and Torres Strait Islander Arts.</td>
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<td><strong>Cultural Safety</strong></td>
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<tr>
<td>- Explain how a culturally safe environment is developed and maintained in your program/work.</td>
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<td>- Demonstrate the development of students’ own reflexivity to understand the impact of racism and importance of cultural safety.</td>
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<td>- Describe the cross-culturally respectful ways of knowing and exchanging knowledge that are present in your work.</td>
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**Reference to scholarly teaching and learning literature**

- Cite Indigenous scholarship, on Country literature and literature on story-telling pedagogies.
- Cite non-Indigenous learning and teaching literature to evidence claims or as basis of critique, noting the lack of consideration of Indigenous approaches.
- See the Reading List below for recommendations.

**Decolonisation**

- Articulate your teaching philosophy that enacts decolonising education.
- Describe how your program engages students in decolonisation.
- Outline your decolonial approaches to assessment.

**Indigenous teaching methodologies and perspectives**

- Indigenous knowledge as scholarship: include Indigenous teaching philosophies, pedagogies, yarning circles, arts and learning from Country; Indigenous ways of being, knowing and doing.
- Refer to place-based and On-Country learning; Indigenous relational and land-based pedagogies.
- Include visits to key landmarks, memorials and sites of activism; field trips to visit Indigenous organisations.
- Emphasise local/regional Country.
Evidence and Impact

- Include a range of evidence cited from students, staff and community members/groups to support your statements throughout, presented with context and explanation.
- Peer recognition from esteemed colleagues and project support from community groups are considered as evidence.
- Include relevant positions held and awards won e.g., university awards, government awards and Indigenous organisation awards.

Impact on Indigenous students and non-indigenous students

- Explain the benefits for Indigenous and non-Indigenous students.
- Provide evidence of impact e.g., an increase in Indigenous student recruitment.
- Describe how your work prepares students to undertake further Indigenous studies or topics.
- Include any mentoring and outreach to Aboriginal and Torres Strait Islander students (e.g., high-school students).

Impact on other teachers and university

- Explain the scalability of your work/program.
- Describe your work’s impact on non-Indigenous unit convenors’ teaching and assessment and how your comprehensive program prepares academics to teach Indigenous curriculum – demonstrating impact beyond the individual. **NB: It may be appropriate that some content is only taught by the most experienced Indigenous academics.**
- Demonstrate the scope of activities and impact across the curriculum and university, including any cultural change within teaching staff.
- Include any facilitated collaboration between schools and departments.

Impact more broadly

- Explain the impact at a national level e.g., through collaborations with other universities, Culturally and Linguistically Diverse (CALD) communities and national communities of practice.
- Include any contributions to innovative textbooks, books, learning and teaching and Indigenous Studies literature.
- Include any publishing and work presented at conferences and other fora.
- Benchmark the impact with other similar programs (internationally/in Australia).

Definitions, details and context

- Clearly define concepts – meaning and protocols.
- Articulate, explain and substantiate.
- Benchmark information to demonstrate uniqueness of program.
Reading List

One of the key aspects of the Scholarship of Teaching and Learning is the reading, referring to and writing literature.

Below are some texts that may be useful as you prepare for your Neville Bonner nomination writing. This list is just a small sample of the growing body of literature related to Indigenous learning and teaching and curriculum. The selected papers are Australian and mostly include at least one First Nations Australian author. You will no doubt have your own favourites.

The Australian Journal of Indigenous Education, the Australian Education Researcher and the Journal of Higher Education Research and Development (HERD) all publish Indigenous learning and teaching research and practice if you are looking for something else. The Lime Network website is good for health specific material.

General Indigenising of Curriculum


Learning from Country/Place-based Learning


Discipline Specific Literature


