



2025 AAUT Neville Bonner Awards for Indigenous Education

Presented by:

Ms Angeline Sim, AAUT Awards Manager

Professor Susan Page, Western Sydney University

Professor Tracey Bunda, The University of Queensland

Professor Kerry Bodle, Griffith University

1 July 2025

Meet the AAUT Team



Professor Angela Carbone – Awards Director

Ms Angeline Sim – Awards Manager

Ms Daniele Patterson – Awards Coordinator

Acknowledgement of Country

I would like to acknowledge the Traditional Owners of the land on which we are all joining this session from today, for me it is the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nations on whose unceded lands we conduct our business here at RMIT University.

I pay my respects to their Elders, past and present, and to all Aboriginal and Torres Strait Islander People who have joined us for this session today.

Agenda



Introduction to the AAUT Neville Bonner Awards

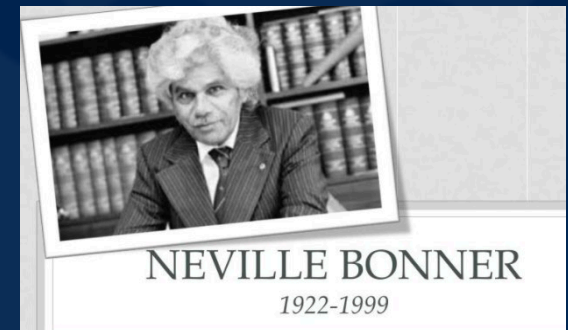
- What is AAUT Neville Bonner Awards?
- Number of Neville Bonner Award applications received 2018 – 2024
- Past Recipients of the Neville Bonner Awards
- AAUT Award types and Neville Bonner Assessment Matrix
- Key dates

Featured Presentation

- Prof Susan Page: *Promoting the Awards & Importance of cross-sector collaboration*
- Prof Tracey Bunda: *Reflections from the recipient of the 2024 AAUT Career Achievement Award*
- Prof Kerry Bodle: *Reflections from the recipient of the 2023 AAUT Teaching Award (Neville Bonner Award for Indigenous Education)*
- Next steps and what you can do
- Q&A

About AAUT & Neville Bonner Awards

- **1997: Australian Awards for University Teaching (AAUT)** were established by the Australian Government
 - To recognise and celebrate the contributions of educators to student learning, engagement, and success.
 - Previously known as the Prime Minister's Award
 - Since 2018, they have been administered by Universities Australia (UA)
- **2002: The Neville Bonner Award for Indigenous Education** was introduced
 - Honours Aboriginal and Torres Strait Islander individuals and teams who have demonstrated leadership and made sustained impact (3+ years) in Indigenous education
 - Exclusively open to indigenous teaching staff
 - National award dedicated to excellence in Indigenous teaching.

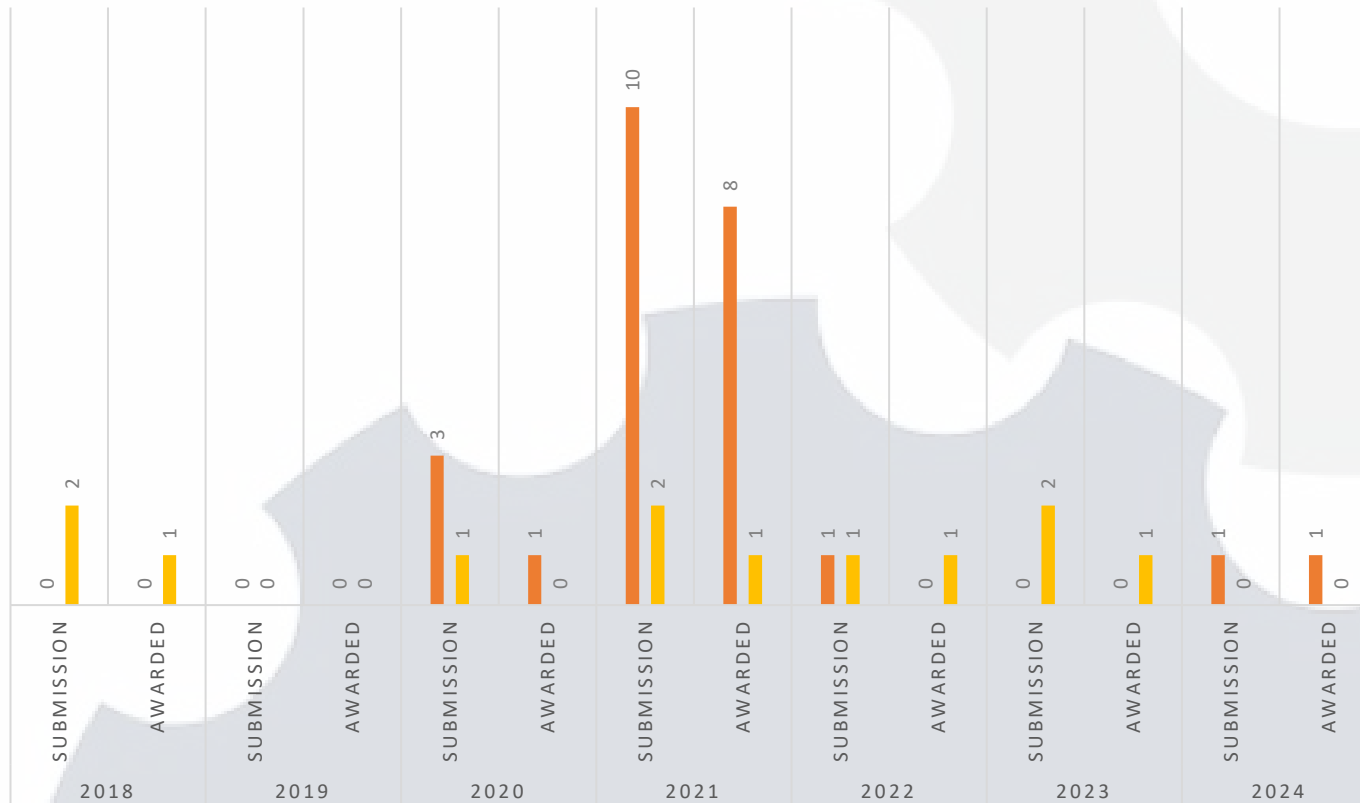


Neville Bonners Awards Application



2018 - 2024 AAUT NEVILLE BONNER AWARD NOMINATION & AWARD

■ NB Citations ■ NB Teaching Awards



Why Encourage Applications?

- National recognition of teaching excellence
- Neville Bonner Teaching Award presented at the Universities Australia Conference in Canberra
- A significant opportunity to elevate Indigenous excellence on a national stage

Past Neville Bonner Awards Recipients



2024



A/PROF JESSICA RUSS-SMITH
CITATION

Embodying Wiradyuri
Knowing, Being and Doing
in learning and teaching;
Leading anti-racist,
relational, and care-based
pedagogies for now and the
future.



2023



A/PROF KERRY BODLE
TEACHING EXCELLENCE

Indigenising the traditional
business education
curriculum and using
community-led research to
break down barriers and
ensure success for
Indigenous people,
businesses and
communities.



2022



A/PROF BENJAMIN WILSON
TEACHING EXCELLENCE

Ecocentric approaches to
education through
Indigenous ways of knowing
to affect lasting change in
education systems.
Transformational Learning
Theory, experiential learning,
and building sustainable,
equal power relationships
with students.



2021



DR AMBELIN KWAYMULLINA
TEACHING EXCELLENCE

Focus on developing and
delivering content related to
First Nations peoples to best
practice standards, and on
transforming teaching and
learning spaces to be
respectful of First Nations
peoples, knowledges, and
cultures



2021



PROF ODETTE BEST
CITATION

For leadership of Australian
Nursing education in the
pioneering development of
Indigenous curricula and
learning resources that
support Yatdjuligin - learning
in a good way.



Prof Tracey Bunda (UQ)
2024 AAUT Career Achievement
Award



[Prof Katerina Teaiwa](#) (ANU)
2021 Australian University Teacher
of the Year

AAUT Award Types



Citations for Outstanding Contributions

Teaching Excellence Awards

Categories

Select one nomination category

- Early Career Award (up to 5 years teaching experience)
- **Neville Bonner Award for Indigenous Education**
- Sessional Academic
- None of the above



Select one nomination category

- Early Career Award (up to 5 years teaching experience)
- **Neville Bonner Award for Indigenous Education**
- None of the above

Focus

Specific contribution/initiative

Select one subcategory

- Approaches to teaching
- Development of curricula
- Effective assessment
- Innovation or leadership



Broader teaching excellence and impact

Address all four subcategories

- Approaches to teaching
- Development of curricula
- Effective assessment
- Innovation or leadership

Assessment Criteria

Address all four assessment criteria

- Positively impacted student learning, engagement or student experience
- Gained recognition from colleagues, the institution and broader community
 - Shown creativity and/or innovation
- Drawn on scholarly literature on teaching and learning to inform development of initiatives, programs and/or practice

Application length

Shorter

- 4 pages claims against assessment criteria + 3 supporting documents



Longer

- 8 pages claims against assessment criteria + 6 supporting documents

Max. number of nominations per institution

6

3

Max. number awarded nationally

Up to 100 (max 5 awarded per institution)

Up to 9 → Highest ranked awarded *Australian University Teacher of the Year*

AAUT Assessment Matrix

- Neville Bonner Awards

| ASSESSMENT CRITERIA | NR Not Recommended | FW Further Work Needed | R Recommended | HR Highly Recommended |
|--|--|--|--|---|
| A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years. (25%) | <ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, weak or limited evidence is provided of the influence on students of the initiative, program or practice. <input type="checkbox"/> Impact on students is not clear. <input type="checkbox"/> Limited or no sustainability of impact. <input type="checkbox"/> Evaluation appears to have been ad-hoc. <input type="checkbox"/> Limited changes have been implemented. | <ul style="list-style-type: none"> <input type="checkbox"/> Some connections between the initiative, program or practice and its influence on students are made. <input type="checkbox"/> Claims are supported by evidence from more than one source to demonstrate impact and sustainability. <input type="checkbox"/> Some evaluation has been conducted. <input type="checkbox"/> Some changes have been implemented. | <ul style="list-style-type: none"> <input type="checkbox"/> Connections made between the initiative, program or practice and its influence on students are highlighted in most instances. <input type="checkbox"/> Claims are supported by multiple forms of evidence from a range of sources in most cases. <input type="checkbox"/> Demonstrated impact on students, learning and graduate outcomes. <input type="checkbox"/> Evaluation has been carried out on the program, initiative or program. <input type="checkbox"/> Some evaluation outcomes have been implemented to improve student learning. | <ul style="list-style-type: none"> <input type="checkbox"/> Explicit connections are made between the initiative, program or practice and its substantial influence on students. <input type="checkbox"/> Provide substantial evidence from an extensive range of sources <input type="checkbox"/> Significant impact on student experiences, learning and graduate outcomes, sustained over time. <input type="checkbox"/> A systematic evaluation is an integral to initiative, program or practice. <input type="checkbox"/> Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, engagement or experience. |
| B. Gained recognition from colleagues, the institution, and/or the broader community, including Indigenous communities and Elders where relevant. (25%) | <ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition. <input type="checkbox"/> Recognition does not include adoption. | <ul style="list-style-type: none"> <input type="checkbox"/> Some evidence from selected sources supports claims of recognition from peers. <input type="checkbox"/> The initiative, program or practice has been adopted by others within nominee's school or department. | <ul style="list-style-type: none"> <input type="checkbox"/> Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community, <u>including Indigenous communities and Elders.</u> <input type="checkbox"/> The initiative, program or practice has been adopted across the institution or discipline. | <ul style="list-style-type: none"> <input type="checkbox"/> Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally, <u>including Indigenous communities and Elders.</u> <input type="checkbox"/> The initiative, program or practice has been adopted nationally or internationally. |
| C. Shown creativity, imagination and/or innovation. (25%) | <ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel. <input type="checkbox"/> Context is not explicitly considered. <input type="checkbox"/> Influence and impact on student learning, engagement or overall experience is not articulated. | <ul style="list-style-type: none"> <input type="checkbox"/> Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel. <input type="checkbox"/> Limited examples provided to demonstrate how the novel implementation is appropriate for the context, and has had impact on student learning, engagement or overall experience. | <ul style="list-style-type: none"> <input type="checkbox"/> More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel. <input type="checkbox"/> Some examples provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, engagement or overall experience. | <ul style="list-style-type: none"> <input type="checkbox"/> Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel. <input type="checkbox"/> An extensive range of evidence is provided to demonstrate how the novel implementation is appropriate for the context and illustrates significant influence and impact on student learning, engagement or overall experience. |
| D. Drawn on the scholarly literature on teaching and learning, including Indigenous teaching and learning to inform the development of initiatives, programs and/or practice. (25%) | <ul style="list-style-type: none"> <input type="checkbox"/> Nomination refers to limited scholarly literature in relation to their teaching practice. <input type="checkbox"/> Limited description to their teaching philosophy. | <ul style="list-style-type: none"> <input type="checkbox"/> Nomination refers to scholarly literature of teaching and learning that informs their practice. <input type="checkbox"/> Teaching philosophy practice is articulated. <input type="checkbox"/> Some evidence is provided of engagement in scholarly practices. | <ul style="list-style-type: none"> <input type="checkbox"/> Nomination demonstrates an understanding of scholarly literature of teaching and learning, <u>including relevant Indigenous scholarly literature.</u> <input type="checkbox"/> Connections between teaching philosophy and scholarly practice are articulated. <input type="checkbox"/> Several forms of evidence provided of engagement in scholarly practices. <input type="checkbox"/> Contributions to the scholarship of teaching and learning. | <ul style="list-style-type: none"> <input type="checkbox"/> Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning, <u>including relevant Indigenous scholarly literature.</u> <input type="checkbox"/> Connections between teaching philosophy and scholarly practice are clearly articulated. <input type="checkbox"/> Substantial evidence provided of leadership in scholarly practices. <input type="checkbox"/> Significant contributions to the scholarship of teaching and learning. |

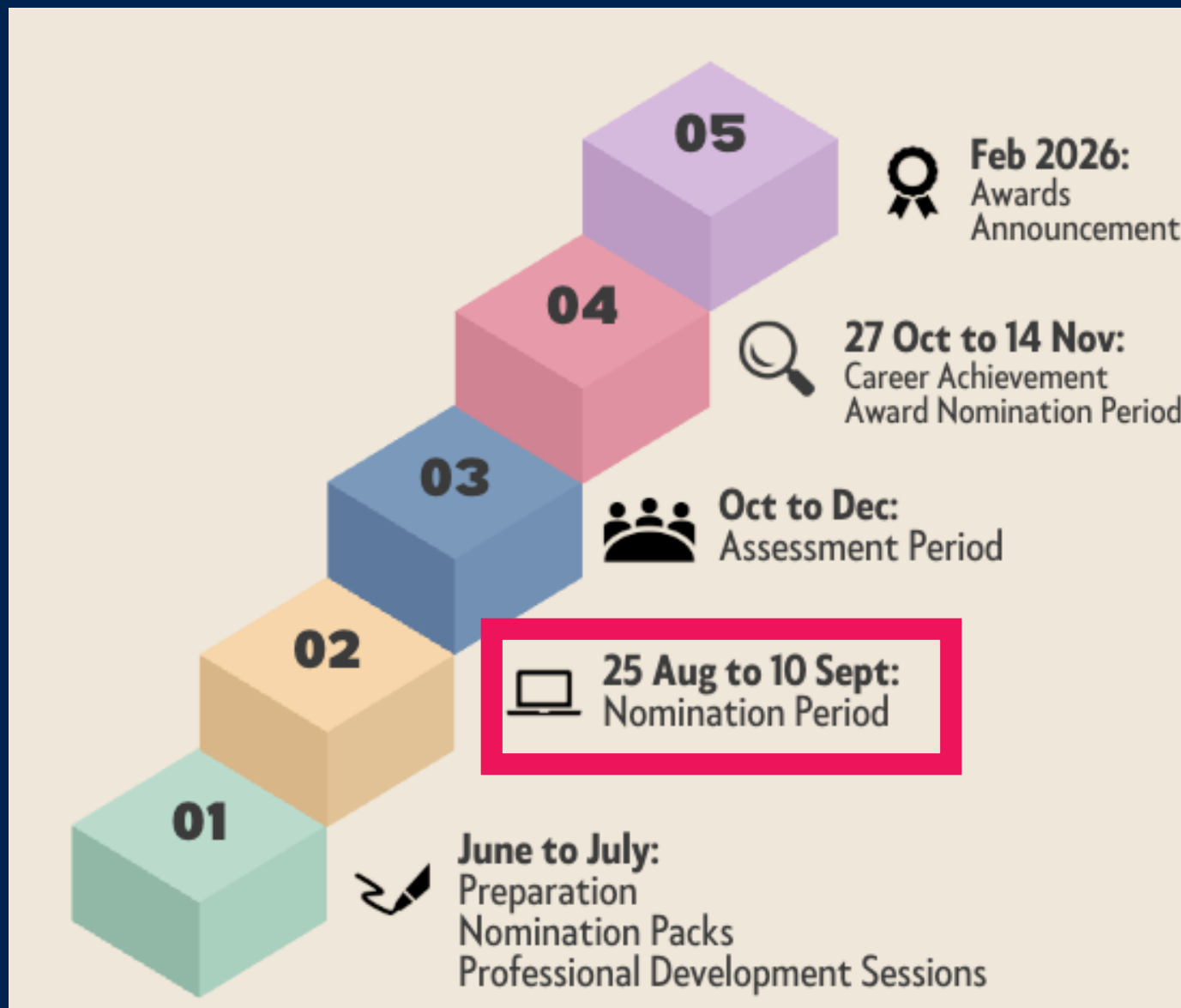


AAUT Neville Bonner Awards Plan



Note: Each institution has their own process for National Award applications. ICOs are the best point of contact.

2025 AAUT Key Dates



Guest Presenters



Prof Susan Page

Neville Bonner Assessor/Team Lead
2018 Neville Bonner Recipient
Western Sydney University



Prof Tracey Bunda

2024 AAUT Career
Achievement Award Recipient
The University of Queensland



Prof Kerry Bodle

2023 Teaching Award Recipient
(Neville Bonner Award for
Indigenous Education)
Griffith University

Promoting the AAUT Neville Bonner Award

Professor Susan Page PFHEA

Pro Vice-Chancellor, Indigenous Education
Western Sydney University



AAUT Assessor (Team Lead) for Neville Bonner Award Category

2018 Award for Teaching Excellence
Neville Bonner Award for Indigenous Education, CAIK Team

Acknowledgement of Country

I acknowledge the Traditional Owners of the land on which we are all meeting. I pay my respects to their Elders: past, present and emerging.

Individual

- Recognising/rewarding excellence
- Career advancement: promotion, grants, jobs
- Opportunity to reflect and grow

Institution

- Fosters creativity and innovation
- Reputation

Collective

- Building expertise/sharing good practice
- Enhanced student learning outcomes

The Value of Awards



Sector Wide Collaboration



Key Issues

- Encouragement
- Time
- Support



Evidence: Variety is Key



Reflection from 2024 AAUT Career Achievement Award recipient

Professor Tracey Bunda

Office of the Deputy Vice-Chancellor, Indigenous Engagement
The University of Queensland – Indigenous Education



AAUT Career Achievement Award Criteria

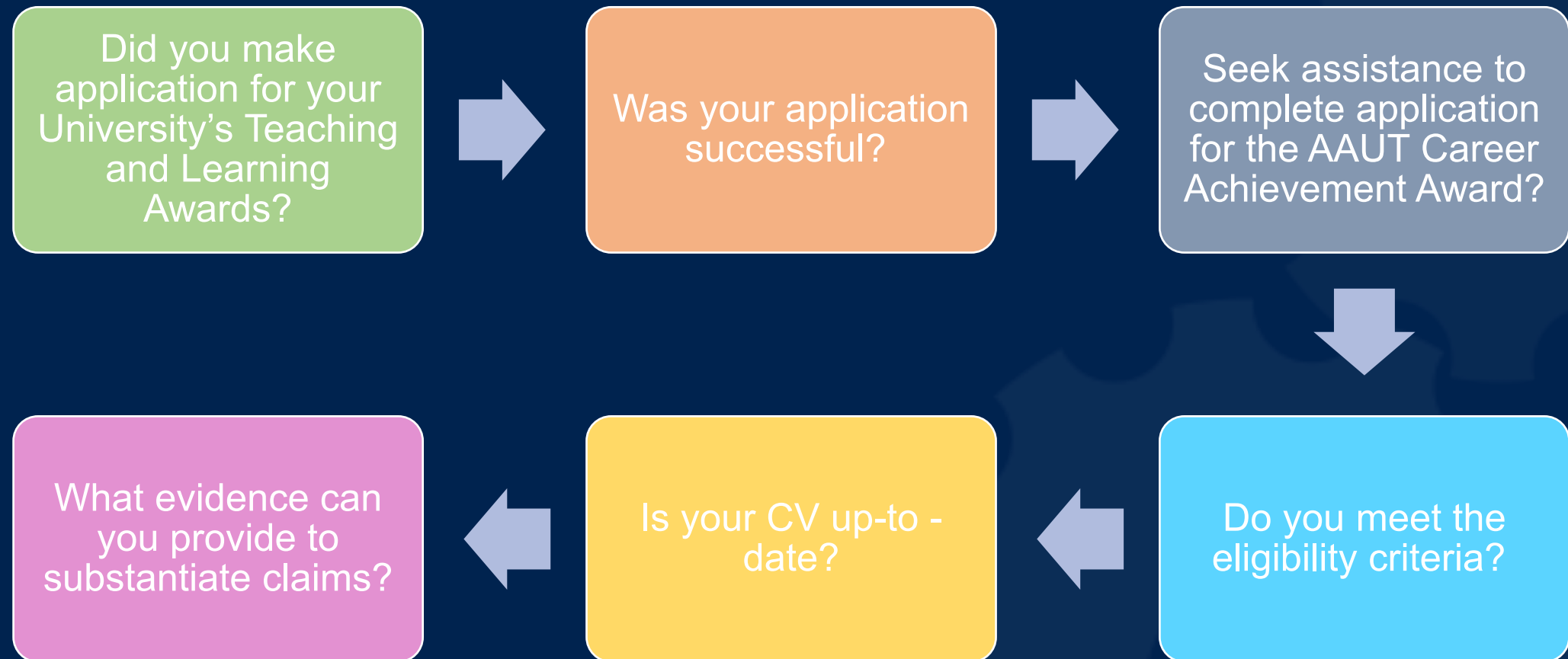
Made an outstanding contribution to learning and teaching.

Recognised for the impact they have had on the higher education sector.

Achievements had a major influence and left an enduring legacy.

Served in higher education capacity for at least 25 years.

Making the Application – Hints & Tips



AAUT Award Impact

Honouring of work
over 25+ years
contributes to
further honouring.

Seemingly
impenetrable non-
Indigenous glass
ceilings can be
broken for
Indigenous others
to follow

Inherent
responsibility to
share with next
generation of
Indigenous
teachers

Reflection from 2023 Neville Bonner Award for Indigenous Education Recipient

Professor Kerry Bodle
Griffith University



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- Highlight the professional impact of receiving the AAUT award
 - Benefits of applying for the awards
 - The importance of institutional support

From Monkey Mind To Mindfulness

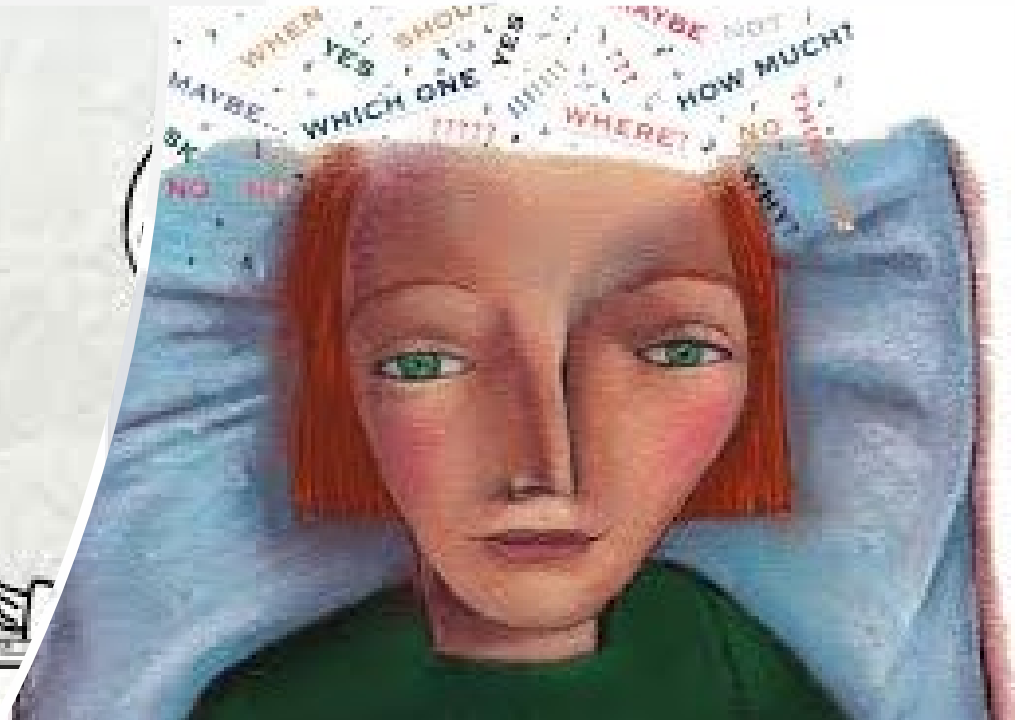
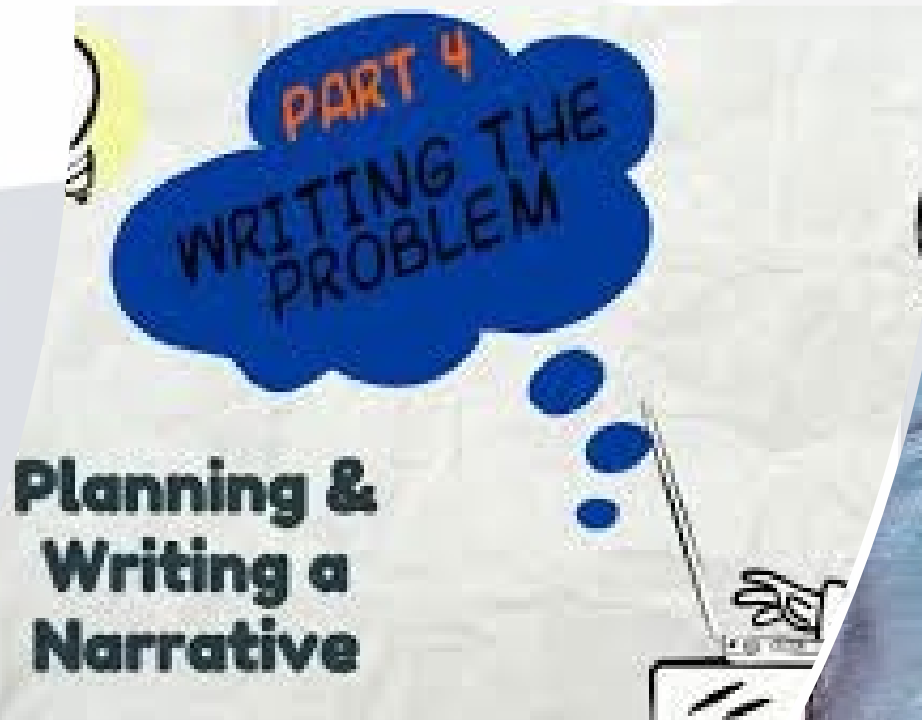
- Monkey mind
- Self-doubt
- Writing a narrative
- Trust



THE FORD INST



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING



Tips & Advice for future nominees

Challenges and how they were resolved

- Self-doubt = yoga
- Selecting the right categories = the matrix

DON'T FORGET!!

- In-house assistant
- AAUT resources
- AAUTN mentor
- Colleagues to read





Questions?

What can you do?

- Identify and encourage Indigenous educators to apply for the Neville Bonner Award
- Promote the Neville Bonner Award as part of a broader recognition strategy (e.g. circulate the flyer)
- Support applicants through your institution's nomination and development processes
- Champion excellence in Indigenous teaching and leadership at the national level.



NEVILLE BONNER AWARD

FOR INDIGENOUS EDUCATION



This prestigious national award, named in honor of Neville Bonner - the first Indigenous Australian to serve in Federal Parliament - recognises exceptional contributions to Indigenous teaching and learning within higher education.

Why Apply?

- Receive national recognition for your leadership and impact in Indigenous education.
- Enhance your professional profile in the higher education community.
- Showcase your work as a model of excellence in practice.
- Become part of a network of AAUT alumni dedicated to educational excellence.

Who Is Eligible to Apply?

Indigenous teaching staff can apply individually or as part of a team under the AAUT Awards for Teaching Excellence or Citations for Outstanding Contributions to Student Learning.

PAST RECIPIENTS





A/Prof Jess Russ-Smith (ACU)
2024 Citation (Neville Bonner Award)
Embodying Wiradyuri Knowing, Being and Doing in learning and teaching; Leading anti-racist, relational, and care-based pedagogies for now and the future.





Prof Kerry Bodle (Griffith Uni)
2023 Award for Teaching Excellence (Neville Bonner Award)
Indigenising the traditional business education curriculum and using community-led research to break down barriers and ensure success for Indigenous people, businesses and communities.

HOW TO APPLY

 Contact your Institutional Contact Officer (ICO) to understand your institution's nomination process.

 Consider applying under either the Citation or Teaching Award. Review the Nomination Guidelines and the [Neville Bonner Award Assessment Matrix](#).

 For support, connect with an AAUT or institution's mentor. Visit the [AAUT website](#) for mentor listings and details.

 Prepare your application and submit it to your ICO by the institutional deadline.



Thank you for joining!
**CONNECT
WITH US**



More information
[AAUT-UA webpage](https://www.aautn.org/)

Mentoring Scheme
aautn.org



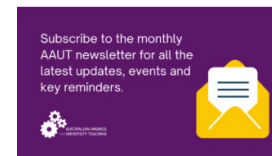
AAUT Awards Team
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