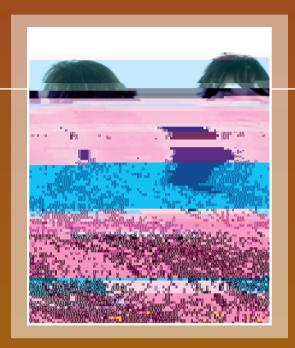
# CITATION SFOROUTS TANDING CONTRIBUTION SSTODENT LEARNING



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School of Indigenous Australian Studies

## TITLE

For the development of transformative pedagogies through 'courageous conversations' within the cultural interface to motivate student engagement and promote reconciliation.

#### **ABSTRACT**

James 6ok University (JCU) is committed to achieving "genuine and sustainable reconciliation between the Aboriginal and Torres Strait Islander peoples and the wider community" (Reconciliation Statement, 2012) This nomination powerfully highlights our achievements since 2007 to enact transformative pedagogies that are innovative and, importantly, valued by a diverse student cohort, JCU and the wider community out the Queensland. The subject we have designed and teach within, Linking digenousness is a rst year subject that is highly sought after by international students, established now as a foundation subject for Bachelor of Education students, and taken as an elective by a wide array of students ranging across our University areas.

### WHAT MOTIVATED YOUTO APPLY FOR CITATION?

The encouragement of our peers was a major in uence in the decisitint had been left to us, we may not have taken this further. However, after individuals such as our Pro-Vice Chancellor Professor Alloway, Director offeaching and bearning Professor Angela HII and our Head of School Professor Chancellor Professor August Alloway, Director offeaching and bearning Professor Angela HII and our Head of School Professor Chancellor Professor August Alloway, Director offeaching and bearning Professor Angela HII and our Head of School Professor Chancellor Professor August Alloway, Director offeaching and bearning Professor Angela HII and our Head of School Professor Chancellor Professor August Alloway, Director offeaching and bearning Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor Angela HII and our Head of School Professor Chancellor Professor C

The concept of sharing our teaching philosophy and practices, which have proven to be e ective over time with a variety of student cohorts, was the other primary motivator to apply Transformative pedagogy works, and as such, we desired to share our knowledge with the academy.

# WHAT ARETHE KEY ELEMENS OF YOUR EACHING PRACTICE AND HOW ARE YOU SUPPORED IN PURSUIN CHESE PRACTICES AT JCU?

Our educational practice engenders transformative, inclusive pedagogy, where students are placed at the heart of our teaction our own, are centrally positioned as we collaboratively construct a learning place our subject challenges perceptions and thinking in a supportive, safe environment where we intentionally create a space for all voices to be valued and all opinions to be hearth is end, we continually encourage all students to actively engage in di cult dialogues and courageous conversations in contested cultural spaces. Furthermore, the intertwining of Tripks is also an integral, e ective strategy we incorporate into our teaching repertoire, as it broadens the scope of the traditional classroom to include the environmental cultural landscape. JCU encourages us to re ect upon ourselves as teachers so that student engagement will be a worthwhile experience; while SIAS supports us in our endeavours to do so.

### WHERE DO YOU SEE YOUR CHINGPRACTICE HEADING INTHE FUTURE?

We would love this subject to be compulsory for all rst year students at JCU and to have them perceive themselves as partisfitian cultural landscapelt is important to recognise that Australia has a shared history and to distinguish the place and role of individuals and distinct cultures in shaping our national identity. We see our future teaching directions adding further to this cultural discourse. FACULTY OF LAW,

