

## Plenary sessions

### Keynote speaker: Christine Asmar

**Dr Christine Asmar** is a Senior Lecturer in Indigenous Higher Education at Murrup Barak - Melbourne Institute for Indigenous Development, in the University of Melbourne.



As a Teaching Fellow of the Australian Learning and Teaching Council (ALTC) her Fellowship was titled: *Indigenous Teaching in Australian universities: Developing research-based exemplars for good practice* ([www.Indigenousteaching.com](http://www.Indigenousteaching.com)).

She has done research with Muslim university students in both Australia and the United States, but in recent years has focused on Indigenous issues in Australian higher education, often in collaboration with Associate Professor Susan Page of Macquarie University. In addition to the Fellowship, she has shared 2 research grants from AIATSIS, the Australian Institute for Aboriginal and Torres Strait Islander Studies. With over a decade of experience as an academic developer, Christine is now able to bring her research interests and teaching expertise together in contributing to the work of the University of Melbourne's new Indigenous Institute.

### Abstract of keynote address

#### Assumptions, relationships and transformations: The ART of Indigenous teaching

Indigenous teaching, now so integral to the mission and success of Australian higher education, embraces not only teaching Aboriginal and Torres Strait Islander students, but also the teaching of Indigenous curriculum across the disciplines. In this sense it is critical not only for the engagement and success of our Indigenous students, but also to develop citizens for a truly equitable society.

By its very nature, Indigenous teaching is full of opportunities which are exciting but sometimes daunting. The following questions give a sense of those interrelated challenges:

- What *assumptions* and expectations – often unspoken – do students and academics have about Indigenous teaching and learning?
- What kinds of *relationships* are desirable amongst Indigenous and non-Indigenous staff and students in order for us all to teach and learn most effectively?
- How can we best promote *transformative* learning, especially when Indigenous curriculum is made mandatory?

This interactive session will draw on findings from interviews with experienced practitioners in the field, as well as national data on Indigenous student engagement, to address these three key questions. I look forward to learning from the expertise of everyone present as we consider how to support current good practice and further improve Indigenous teaching in Australia today.

## Invited address

**Suzi Hewlett** has worked for the Australian Public Service for 13 years with much of that time spent in vocational education and training. She is now the General Manager of the Office for Learning and Teaching within the Higher Education Division of the Department of Industry, Innovation, Science, Research, and Tertiary Education. Prior to this role she was the Chief Operating Officer for the Building the Education Revolution Taskforce, which was established to receive, investigate and respond to complaints about the school building program. She spent four years in the Pacific, based in Suva and in Honiara, providing technical advice and assisting governments and non-government organisations develop youth and women's policies.



## Plenary panel: *The readiness of school leavers for university*

A new post-compulsory education system came into place in 2010, with new requirements for secondary graduation and university entrance. The old system of Tertiary Entrance Exam (TEE) and Wholly School Assessed subjects was replaced by courses at stages 1, 2 and 3, where stage 3 courses are required to achieve an Australian Tertiary Admission Rank (ATAR).

The panel session will be based around Steve Hoath's (Tertiary Institutions Service Centre) analysis of the 2010 (and 2011) year 12 results, which show that decreasing numbers of year 12 students are studying subjects which enable them to enter university. The percentage of students achieving an ATAR is also substantially lower in WA than in some other states. This panel session will examine these issues and others, and the panel will discuss their implications for universities in WA.



**Steve Hoath** has been the Executive Officer of the Tertiary Institutions Service Centre (TISC) since 1997. He started his career as a mathematics teacher in a senior high school for nine years, and then was seconded to the Isolated Students Matriculation Scheme to help write the Mathematics II and III course materials for upper secondary correspondence students. Steve then moved to the Secondary Education Authority and was responsible for the state Certification of Year 11 and 12 students and overseeing the setting, conduct and marking of the TEE Examinations for nine of these 12 years.

**Professor Phil Hancock** is currently Professor of Accounting and Associate Dean of the Business School at the University of Western Australia. He is also Chair of the Australian Business Deans Council Teaching and Learning Network. Phil has been involved in a number of ALTC projects and in 2010 was Chair of the Accounting Learning Outcomes working party which developed the threshold learning outcomes for Bachelor and Master degrees in Accounting. He has published widely in accounting and accounting education and is an Associate Editor of the Journal of Accounting Education. He is a Fellow of the Institute of Chartered Accountants and CPA Australia. In 2006 he received a national Carrick Institute citation for Outstanding Contributions to Student Learning.





**Professor Keith McNaught** is the Director of the Academic Enabling and Support Centre (AESC) at The University of Notre Dame Australia. The AESC also services students on the University's Broome campus. Keith's teaching career commenced in 1982, and involved primary, secondary and specialist teaching roles. He was a Deputy Principal and Principal in the Western Australian education system. At Notre Dame, he worked in Mathematics Education for several years. His doctoral studies, completed at Curtin University, focused on mathematics anxiety in pre-service teachers. He has a strong personal and professional interest in working directly with adults and children who are reluctant to engage with mathematics.

**Professor Arshad Omari** is the Deputy Vice-Chancellor (Academic) and Vice-President with key responsibilities for the Edith Cowan University (ECU) student experience, academic profile and load planning, quality assurance, human resources, risk management and audit assurance and the ECU web presence. Professor Omari has a diverse research and teaching background covering a range of disciplines; Architecture and Design, Computer Science, Interactive Media, Communications, the Internet and Online Learning. His research has been focused upon the development and application of online technologies, and in particular the effectiveness of these in teaching, learning, communication and online community.



**Professor Robyn Quin** is Deputy Vice-Chancellor (Education) at Curtin University. Her responsibilities include: the quality assurance processes of teaching and learning across the university; curriculum development, curriculum review, teaching and learning policy development, teaching and unit evaluation, Student Support Services, the Library, Student Central, the Centre for e-Learning, and the Centre for Aboriginal Studies.



**Professor Bev Thiele**, Deputy Vice Chancellor (Academic), Murdoch University, has responsibility for faculties; quality assurance; teaching and learning; organisational capacity; social justice and equal opportunity; library, and information technologies. In 2012 she will oversee the University's TEQSA re-registration process. Professor Thiele's academic career was in teaching and supervision in the areas of women's studies and gender and cultural studies. Her research has been focused on women's social and political issues and in gender and organisational culture. She has served as an Academic Chair, a Deputy School Dean, a Director of Postgraduate Research, and President of Academic Council, prior to stepping into the DVC A role in June 2010.