

Imagining a new future: adopting a new program for library staff and services to achieve greater Indigenous knowledge

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Australian
National
University

Yumma Darruwa Ngunnawal



Strategic context

3.1 Insight into Aboriginal and Torres Strait Islander peoples' knowledges and Indigenous peoples' perspectives (IP-GA)

3.1.1 Description

To know the true nature of things, ANU graduates acknowledge and understand our history. At ANU, we are committed to knowing our country and learning its rich history. To do this, we recognise and incorporate Indigenous Australian peoples' diverse languages and knowledges into the fabric of our University and our curriculum. ANU graduates continue to learn from and respect the knowledges and cultures that First Nations peoples have been developing and nurturing on their lands for millennia.

3.1.2 Intent

The intent of the Indigenous Perspectives Graduate Attribute is to:

- Include Aboriginal, Torres Strait Islander and other Indigenous content and contexts in curricula that is meaningful, appropriately developed, and appropriately resourced
- Celebrate and embed Aboriginal and Torres Strait Islander knowledge, principles, and ways of learning in curricula
- Reflect content and context for both historical and contemporary Indigenous knowledges and perspectives-encompassing Indigenous ways of knowing, being and doing
- Ensure that students who graduate from the ANU have started on their lifelong learning journey of cultural competency and reflection with respect to all Indigenous peoples
- Prepare ANU graduates to demonstrate leadership and engage in respectful and informed debate required for harmony and collaboration between the diverse cultures and lived experiences in Australia and beyond
- Recognise, value and demonstrate respect for the role of Elders, Indigenous people and non-Indigenous people for our shared future

Library visions and dreams

Changing our boundaries to walk along the path of expectations and participation in education

Insight into Aboriginal and Torres Strait Islander Peoples' Knowledges and Indigenous Peoples' Perspectives

Opening up our:

- ❖ Knowledge
- ❖ Confidence
- ❖ Capabilities
- ❖ Expanding access to our collection
- ❖ Cocreating to connect students and academics to our collections and services



Mertie. Aboriginal artwork (Taronga Zoo) by Bob Sutor and his children Erica, Kieran and Ryan.



Initiatives

Sharing circle methodology

Indigenous hub

Protocols for pages on indigenous academics

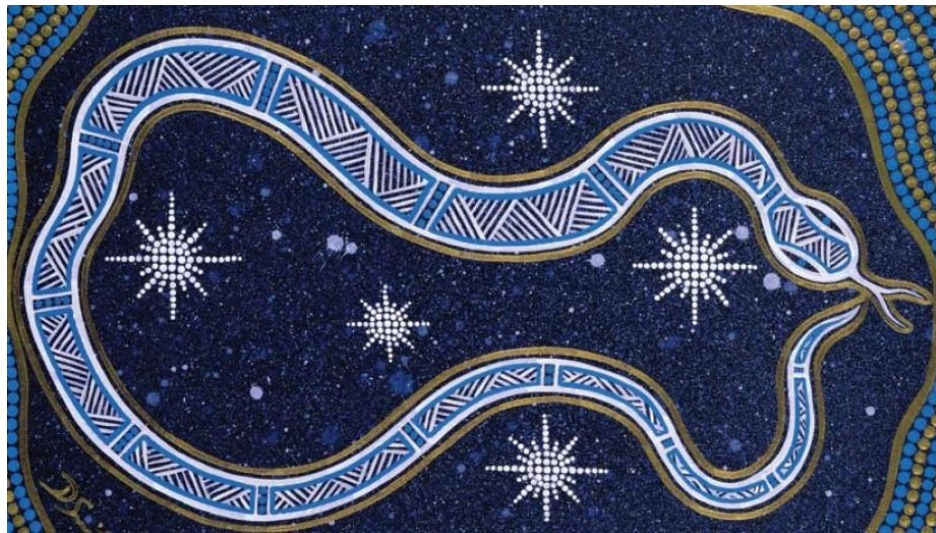
SIS Staff:

- ICIP training (Terri Janke and Company)
- Regular presentations from Indigenous academics and students
- Pulse course
- Mapping knowledge needs



Increasing and opening up knowledge

Learning
about learning
and listening



New view of
collection use and
our competencies

Travelling with
others –
Building on GLAM work

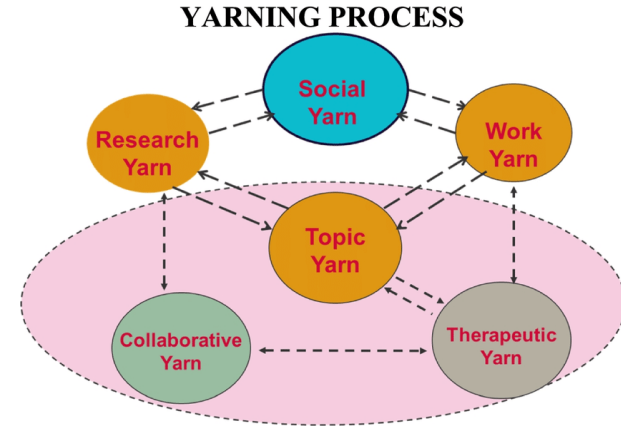
Getting ready
for ICIP legislation

Sharing/Yarning circle

Four distinct types of yarning with each style influencing interview quality, process and outcome:

1. Social yarning.
2. Collaborative yarning.
3. Research topic yarning.
4. Therapeutic yarning

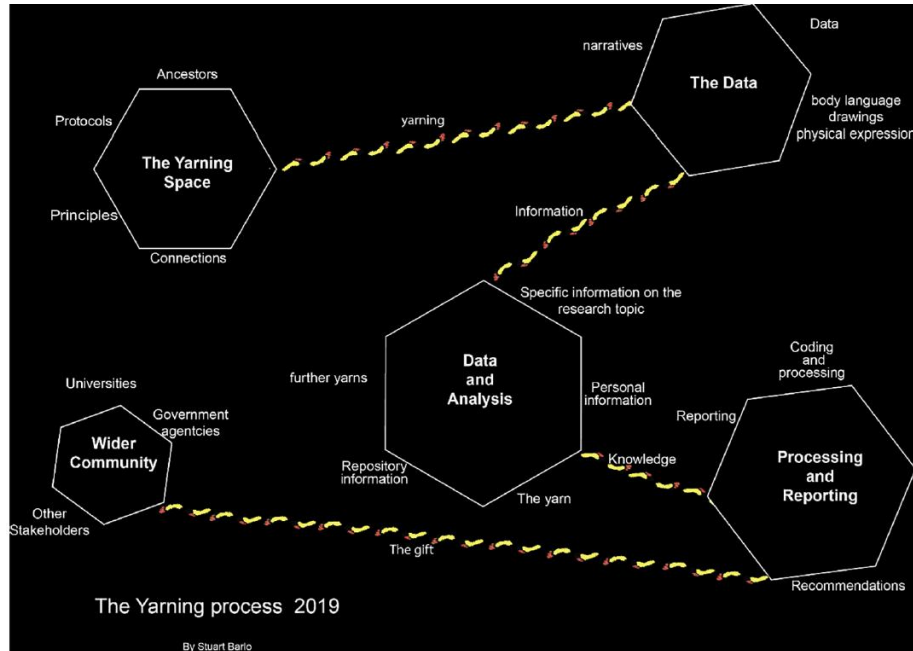
Bessarab & Ng'andu



Kennedy, M. et al. (2022)



Sharing/Yarning circle (2)



Principles

Reciprocity

Responsibility

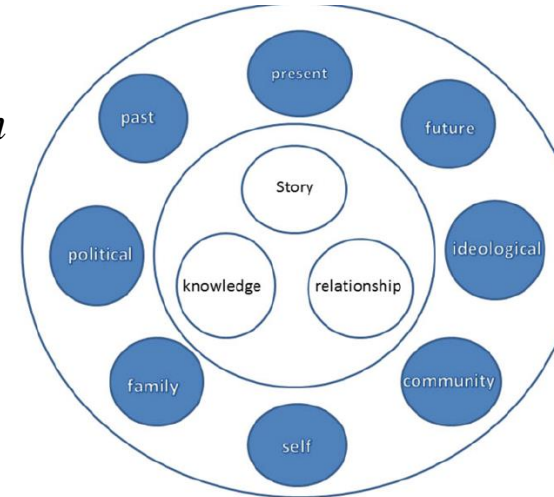
Relationship

Dignity

Equality

Integrity

Self-determination



Our circle – learning outcomes

Della Fraser

1. Understanding of positionality – how an Aboriginal person introduces, history, connection to country and why this is important
2. Introduction of circle learning. Culture is not linear... (it) is continuous and foundation for Aboriginal culture.
3. Everyone has the right to speak, this is a safe place, a learning place, it is all about sharing knowledge
4. Understanding what is right, what is wrong and moving on from this
5. Confidence to continue, moving forward

Browse through this site to find information specially collated by Scholarly Information Services to assist ANU academics and professional staff to implement the Graduate Attribute on increasing indigenous knowledge.



How do I use this hub?

Click through the links on this page to view different content collections.

To the left is a video which welcomes you to this discussion about Indigenous Knowledges and provides an introduction to this collection exploration. Then visit each page to hear SIS staff provide detail about the resources available in our collections.

This site is a work in progress, with more information being added regularly. If you have any suggestions for materials to be added to the hub, please get in touch with the ANU Library at library.info@anu.edu.au



Library collections

[Learn more →](#)



ANU Archives collections



Open Research collections



ANU staff resources



First Nations | Australian National University



First Nations Portfolio



Tjabal Indigenous Higher Education Centre



Core Cultural Learning



Draft ANU Reconciliation Action Plan



Gandaywarra: First Nations Innovation Hub



Drill Hall Gallery



Dr Olivia Evans presentation



What are Graduate Attributes?

Under the ANU 2025 Strategic Plan, the University has committed to a project to develop a range of attributes that our graduates will attain during their studies. These attributes will be embedded into curriculum, content, and pedagogy, to ensure all graduates will be able to develop these strengths and capabilities during their time at ANU.

>> [Read more on the Academic Portfolio hub](#)

>> [How the Scholarly Information Services \(SIS\) Division contributes to the Graduate Attributes](#)



Increasing Indigenous Knowledges

Insight into Aboriginal and Torres Strait Islander peoples' knowledges and Indigenous peoples' perspectives (IP-GA)

To know the true nature of things, ANU graduates acknowledge and understand our history. At ANU, we are committed to knowing our country and learning its rich history. To do this, we recognise and incorporate Indigenous Australian peoples' diverse languages and knowledges into the fabric of our University and our curriculum. ANU graduates continue to learn from and respect the knowledges and cultures that First Nations peoples have been developing and nurturing on their lands for millennia.

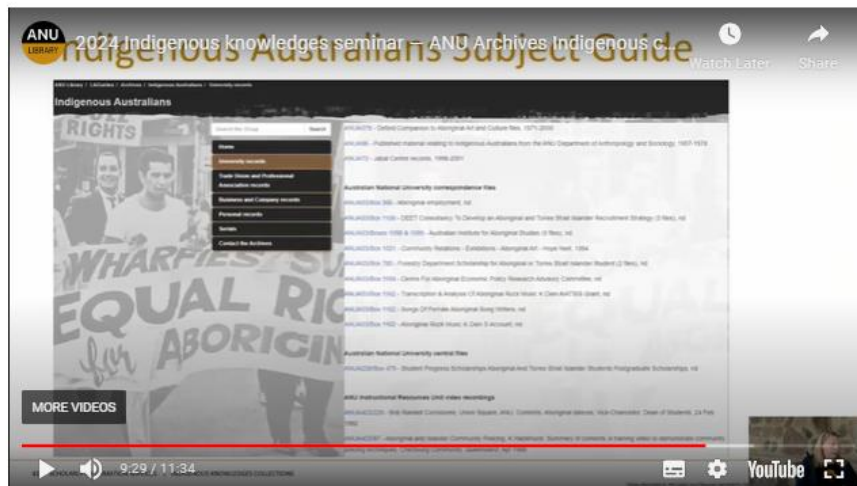


ANU Archives collections

This video provides an introduction to the Indigenous collections available through the ANU Archives.

After you watch the video, click through the links below to find more information and to access the collections.

[Browse the ANU Archives website](#)



This guide has been compiled to help researchers find information about Australian Aboriginal and Torres Strait Islander people in collections at the ANU Archives including the Noel Butlin Archives Centre and the University Archives.

Open Research collections

The University's Open Research collections house thousands of scholarly publications, all of which are open access.

Some materials in the repository include works by Indigenous authors and about issues relating to Indigenous Australians across a range of subject areas.

[Browse the Open Research collections](#)



The National Centre for Indigenous Studies (NCIS) was established in 2005, with the aim to be a leading academic institute for inter-disciplinary research in fields that are of relevance to Indigenous Australians, especially in relation to the enrichment of scholarly and public understandings of Australian Indigenous cultures and histories.

A range of NCIS materials are available in the Open Research Repository.

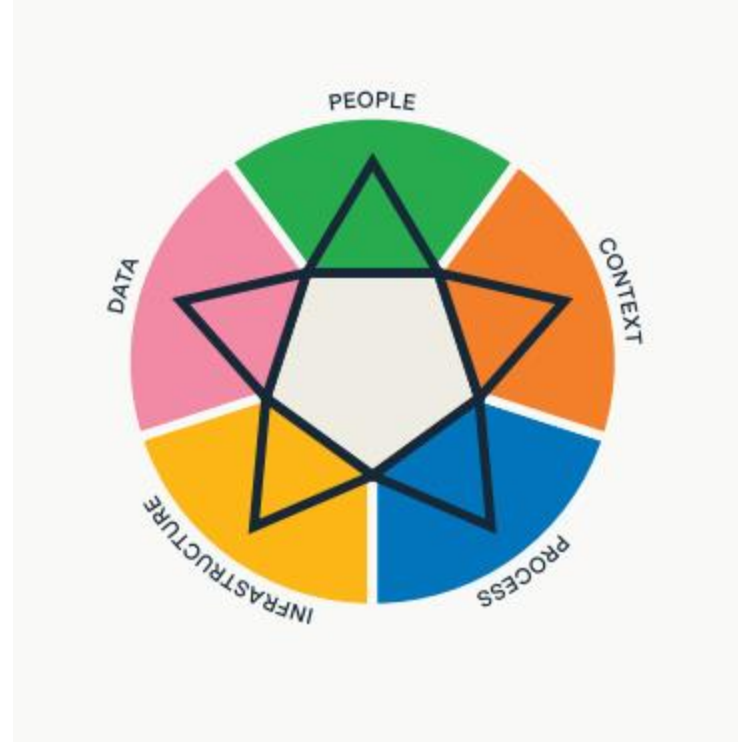


The Centre for Aboriginal Economic Policy Research (CAEPR) is Australia's foremost social science research body focusing on Indigenous economic and social policy from a national perspective. CAEPR aims to undertake social science research on Indigenous policy and development which is excellent by the best international and disciplinary standards and that informs intellectual understanding, public debate, policy formation and community action.

A range of CAEPR materials are available in the Open Research Repository.



Research infrastructure: cybernetic star



Assessing the future

- ❖ Adopt sharing circles throughout the division
- ❖ Indigenous hub as a living resource
- ❖ Commit to continue developing our knowledge
- ❖ Continue to understand our collection
- ❖ Establish priorities for improving records
- ❖ Contribute to national developments in access and description
- ❖ Collaborate with the academic community



Assessing the future

Our people

- ❖ Commitment to continue developing our knowledge
- ❖ Expanding use of the sharing circle approach
- ❖ Establish strategic project that can engage staff

Collection

- ❖ Continuing to understand our collection
- ❖ Establish priorities for improving records
- ❖ Contribute to national developments in access and description

Engagement with the ANU community

- ❖ Indigenous hub as a living resource
- ❖ Digitise, digitise, digitise
- ❖ Collaborate with the academic community

Delivery to the nation

- ❖ Contributing to national and international discovery incl.. Trove
- ❖ Contribute to national debate on ICIP, copyright and more
- ❖ Revealing knowledge through publishing (ANU Press)

COMMENTS



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THANK YOU

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