

Mumgu-dhal tyama-tiyt

Message Stick of Knowledge

Engaging Indigenous students in Melbourne's west

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Date 10 September 2010

New name

- Members of the Steering Committee wanted an Indigenous name to replace Learning Pathways
- *Mumgu-dhal* means *message stick* in **Woiwurrung** language; *tyama-tiyt* means *knowledge* in **Keeraywooroong** language
- Permission to use these words has been given by the **Wurundjeri Council** and the **South West Aboriginal Languages Committee**

Title

- New name *Message stick of knowledge* relates to the content of the qualifications. The qualifications provide skills and knowledge for students to enter a range of education and employment options



Acknowledging the artwork

Cover design Artist

Arbup Ash Peters

Wurundjeri / Yorta Yorta

© 2006.

River Spirits

'We are forever walking the pathway of knowledge with the guidance of our elders and spirits. We walk in the footprints of our elders who in turn receive the guidance of our ancestors.'

Development of the qualifications took into account VAEAI 2007 Koorie State Training Plan recommendations for:

- more Koorie people undertaking vocational education and training and at higher levels
- pre-employment programs
- corrections Victoria Koorie Employment, Education & Training Strategy – education and training for offenders
- pre-apprenticeship taster courses needed
- health workforce training
- confidence building for young Koorie learners

Focus of each new certificate is different

Each qualification is 'stand alone'

Multiple entry and exit points

Certificate I:

- Re-engagement and developing study skills
- Involvement in community

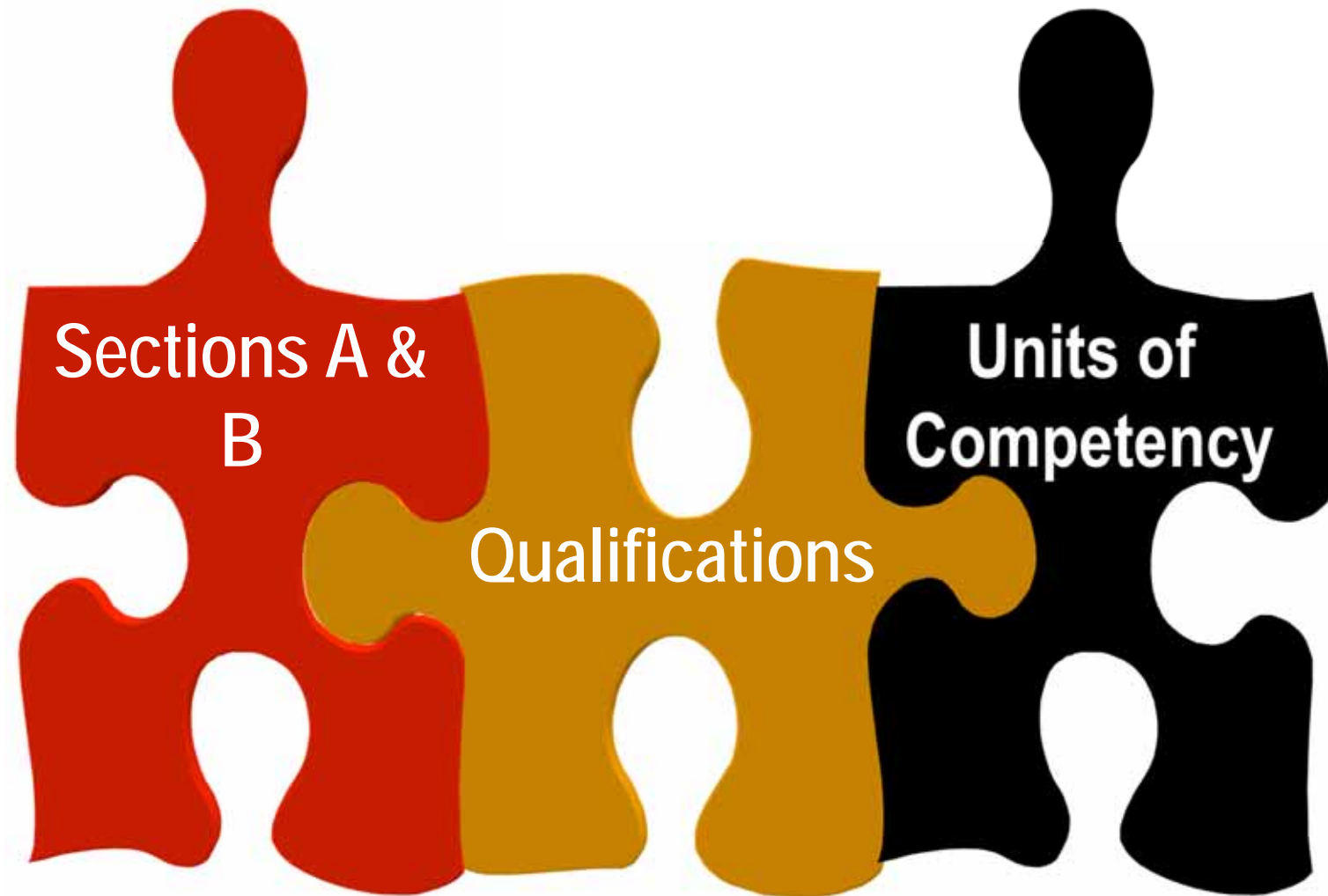
Certificate II:

- Building on initial skills and finding a pathway
- Involvement in further study, community and employment

Certificate III:

- Developing leadership and mentoring skills with pathways to education
- Involvement in further study, community and employment

What's in the curriculum document?



Curriculum document

Section A & Section B: Course Information:

- Qualification codes and overall nominal hours
- How the courses were developed
- Relationship of new course to old course & transition advice (pages 14-20)
- Course outcomes
- Course Structure & rules, e.g. core units, numbers of electives and nominal hours
- Entry requirements (page 36)
- Assessment strategies and RPL requirements
- Delivery advice/ resources, inc. qualifications for teaching/ assessing
- Requirements for on-going monitoring and evaluation
- Employability Skills Summary

Assessment and Delivery

Pages 38 - 42

- Principles of assessment
- Assessment methods and tools
- Specific requirements in individual units
- A number of units of competency must be delivered and assessed by
 - Indigenous community members
 - assessors approved by elders/ local community members; or
 - co-delivered and assessed with Indigenous community members.(Page 40, 42)

Course Structure

THREE QUALIFICATIONS

Certificate I

313 - 445 hours

- ❑ 13 Core units
- ❑ 8 Elective units

Pages 27-28

Certificate II

296 - 530 hours

- ❑ 10 Core units
- ❑ 6 Elective units

Pages 29-31

Certificate III

270 - 795 hours

- ❑ 7 Core units
- ❑ 9 Elective units

Pages 32-35

Where do I get the new curriculum document?

- All crown copyright curriculum is available to download from the Training Support Network website

<http://trainingsupport.otte.vic.gov.au/default.cfm>

Advice

- Contact CMM General Studies and Further Education
- Jennifer Lees/Nadia Casarotto
- Phone: 9919 8327
- Email: sicmm.generalstudies@vu.edu.au

Implementation at VU

18 months

Process:

- decision by management to add this qualification
scope of registration
- contacts with Indigenous community – internal and external
- support from Higher Education Unit – Moodani Balluk
- staff – employ community liaison officer, then teacher

SIX

VICTORIA
UNIVERSITY
FACULTIES

FACULTY OF BUSINESS AND LAW

FACULTY OF ARTS, EDUCATION AND HUMAN
DEVELOPMENT

FACULTY OF HEALTH, ENGINEERING AND
SCIENCE

FACULTY OF TECHNICAL, TRADES AND
INNOVATION

FACULTY OF WORKFORCE DEVELOPMENT

VICTORIA UNIVERSITY COLLEGE



**VICTORIA
UNIVERSITY**

**A NEW
SCHOOL OF
THOUGHT**

Process

- Employed Mumgu-dhal community liaison officer – September 2009
- Network with Indigenous community
- Local Indigenous Community Organisations – student information sessions
- Teacher – employed Dec 2009

2010 Model Certificates I and II – Composite class

Certificate I units

- Follow OHS safety procedures
- Develop and document a learning plan
- Identify learning pathways
- Work with the Indigenous community members
- Apply personal health and well being
- Develop study skills
- Explore your story
- Profile an Indigenous person or community organisation
- Investigate current indigenous events of significance
- Use presentation skills
- Develop basic message writing skills
- Interpret and evaluate texts
- Use basic measuring and calculating skills
- Prepare simple budgets
- Calculate and communicate sports scores
- Complete forms
- Operate personal computer
- Develop keyboard skills
- Apply first aid
- Practical placement with support

Certificate II units

- Follow OHS safety procedures
- Work in a team
- Develop study skills
- Develop learning skills
- Work with Indigenous community member and develop mentoring skills
- Support others to complete a small scale community project
- Investigate and present on features of Indigenous culture
- Investigate and present on English and Indigenous history pre 1788
- Investigate and present on English and Indigenous history post 1788
- Investigate and present on key events in contemporary Indigenous history
- Send and receive information
- Use computer system
- Prepare for work
- Take part in practical placement
- Develop job interview skills
- Develop written job application skills

Additional money

- Grants – Internal grants
 - Teaching and learning grant – resource development
 - Equity grant – employ Indigenous elders/ mentors
- Certificate IV TAA – 18 participants – 9 VU staff, 9 local community members

Mumgu Format 2010

Integrated projects

Certificate IV in TAA Equity Grant – Semester 1



- 18 Indigenous staff/workers in the Western Suburbs are undertook Cert IV TAA semester 1
- 9 Indigenous VU staff members and 9 Indigenous Community members working in the western suburbs
- Each person spent an hour session with the Mumgu-dhal students

TLS Grant

- Web based Learning portal designed specifically to support Mumgu-dhal students
- Resource development underway in consultation with students
- Resources will be located as an addition to Distance Education website and will allow for future off-site participation in course
- Dean Kiley – web advisor

2010 Students

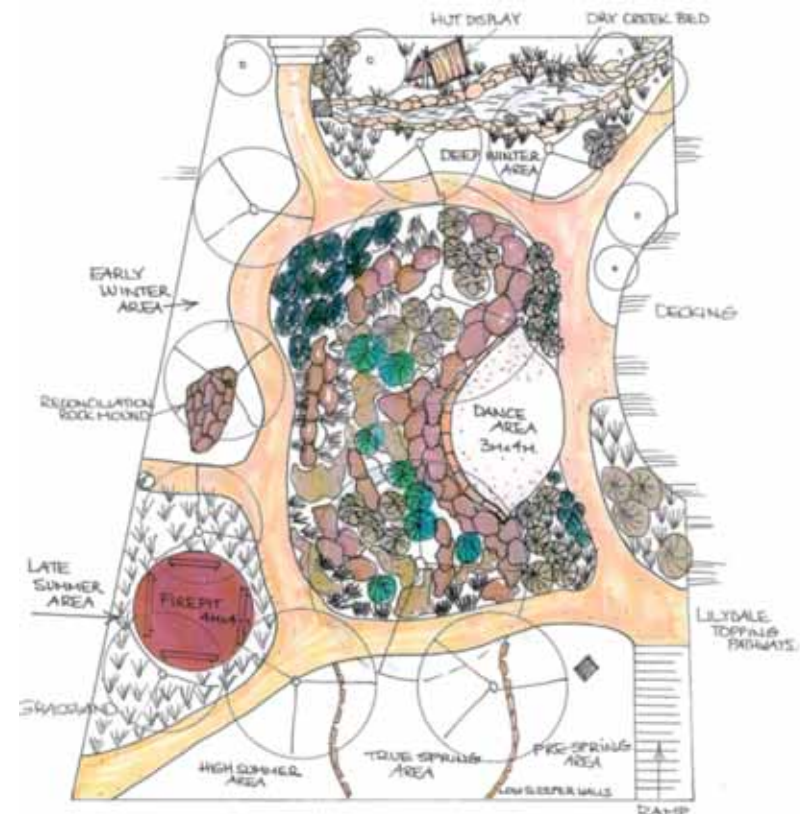
- Students are from both Australian & Global Indigenous Cultures (open)
- Age range between 16-65 y.o.
- Diverse Literacy, Numeracy skills & understanding of Indigenous self
- Student group with Aunty Dot Peters



Mumgu-dhal

Indigenous bush food garden

- Students researched and consulted stakeholders to design an Indigenous garden space on campus, giving students ownership of learning space
- Excursions to VU community garden, Royal Botanical Gardens (Melbourne & Cranbourne)
- Students have been working weekly on the construction of the garden
- Design includes creation of plaques of historical context of region and traditional plant uses
- **Modules covered include:**
Follow workplace safety, Applying health & wellbeing strategies, Working in a team, Use basic measuring & calculating skills



CONCEPT PLAN FOR MOONDANI BOLLUK GARDEN
V.U. ST ALBANS

PREPARED BY CASSANDRA TROPHY © IRAMCO APRIL 2010

Garden (in progress)



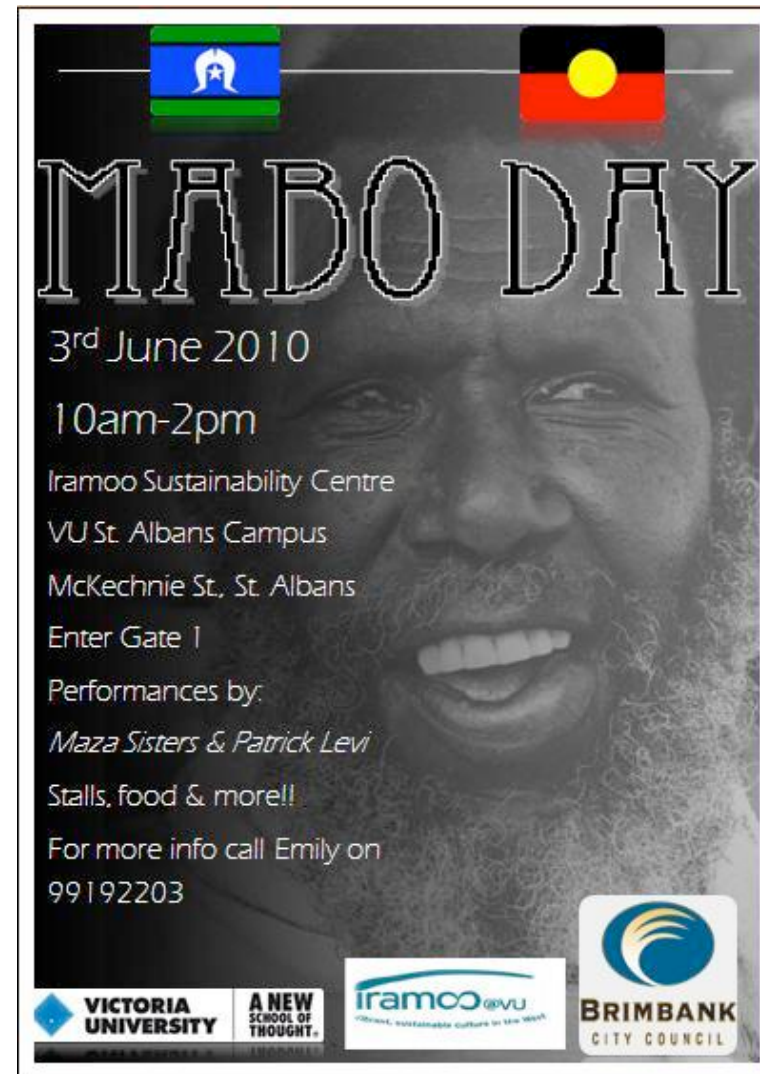
Digital Storytelling

- Community artists incursion to facilitate digital storytelling – script development, story boarding, computer functions, Movie Maker.
- *Modules covered include:*
Operate a personal computer, Develop keyboard skills, Explore personal story, Using presenting skills, Use computer systems



Mabo Day

- Students researched Eddie Mabo, the Torres Strait Islands & Native title to devise Mabo Day Celebration
- Sub-committees of Marketing, Stalls, Catering & Performances
- 200 people attended
- ***Modules covered include:*** Work with Indigenous community members, Profile an Indigenous person, Prepare simple budgets, Work in a team, Support others to complete a small-scale community project, Investigate and present on features of Indigenous culture, Key events in contemporary Indigenous history



Mabo Day



Blak Bums on Seats

- Partnership with Ilbijerri Indigenous Theatre Company
- Develop & implement Indigenous marketing strategies to get 300 Indigenous audience members for Jack Charles vs. The Crown
- (October 8th- 7:45pm
Victorian Arts Centre
www.theartscentre.com.au)



Western Suburbs Indigenous Food Share

- Food share established in response to Indigenous food safety
- Partnership with Australian Community Centre for Diabetes to act as advisory committee
- Involved in collection & distribution of food stuffs
- Healthy eating habits
- *Modules covered include:* Follow workplace safety procedures, Apply personal health & wellbeing strategies, Work in a team



Kat Kat Cooking Show

- In partnership with Wathaurong Cooperative & Aust. Community Centre for Diabetes.
- Channel 31 Indigenous cooking show
- ***Modules covered include:*** Applying Health & wellbeing, Use presentation skills, Use Basic measuring & calculating, Prepare simple budget, Present on features of Indigenous culture



Conclusion

- Integrated projects have allowed students to access and participate at their own skill and comfort level
- More Literacy support is required for some students
- The creation of a “safe” space has allowed students to return after absence and grow into themselves
- A little bit of love and respect goes a long way

