

# EXTENDING THE BOUNDARIES OF NON-INDIGENOUS SCIENCE TO EMBRACE THE CULTURAL CURRICULUM BY CREATING A LIVING COMPENDIUM OF PRACTICE

Rebecca Cross<sup>a</sup>, Rosanne Quinnell<sup>a</sup>, Paul Rhodes<sup>b</sup>, Glenda Wardle<sup>a</sup>, Tina Bell<sup>a</sup>, Alice Motion<sup>c</sup>, Tom Hubble<sup>d</sup>, Zsuzsanna Dancso<sup>e</sup>, Dominic Murphy<sup>f</sup>, Jaime Gongora<sup>g</sup>

Presenting Authors: Rebecca Cross and Rosanne Quinnell (r.cross@sydney.edu.au and rosanne.quinnell@sydney.edu.au)

<sup>a</sup>School of Life and Environmental Sciences, Faculty of Science, The University of Sydney, 2006, Australia

<sup>b</sup>School of Psychology, Faculty of Science, The University of Sydney, 2006, Australia

<sup>c</sup>School of Chemistry, Faculty of Science, The University of Sydney, 2006, Australia

<sup>d</sup>School of Geoscience, Faculty of Science, The University of Sydney, 2006, Australia

<sup>e</sup>School of Mathematics and Statistics, Faculty of Science, The University of Sydney, 2006, Australia

<sup>f</sup>History and Philosophy of Science, Faculty of Science, The University of Sydney, 2006, Australia

<sup>g</sup>Sydney School of Veterinary Sciences, Faculty of Science, The University of Sydney, 2006, Australia

**KEYWORDS:** non-Indigenous science, Indigenous knowledge systems, curriculum transformation, cultural competence, critical science

## BACKGROUND

Embedding cultural competence (CC) into science curricula is key to the University of Sydney's commitment to producing students with skills and knowledge to work in cross-cultural settings. Within the Faculty of Science, there are eight disciplinary schools who have, to some extent, endeavoured to introduce CC into their delivery and content to ensure students achieve this graduate outcome. Cultural competence inclusion was initiated by the Wingara Mura-Bunga Barrabugu program, with a focus on integration of Indigenous knowledge systems (IKS) into non-Indigenous science.

## PLAN

In 2018, we initiated a CC compendium to act as a bridging space between academics, to share content and explore collaborations laterally across the faculty.

## ACTIONS

This paper documents the process of interviewing academic staff and collating the compendium by gathering teaching materials and CC teaching approaches, highlighting the points of highest resonance within each discipline. Academics are using creative and innovative ways to extend their disciplinary boundaries, are embracing personal and professional growth by taking on this challenge and are carving out new pathways in science.

## REFLECTION

These boundary-pushing efforts are however, marginal, and are largely being introduced by non-Indigenous academics, which raises questions about IKS inclusion as a pathway for generating CC.

## ACKNOWLEDGEMENTS

We thank the Wingara Mura-Bunga Barrabugu, Deputy Vice-Chancellor Indigenous Strategy and Services for funds for this project.

Proceedings of the Australian Conference on Science and Mathematics Education, The University of Sydney and University of Technology Sydney, 2 - 4 October 2019, page 23, ISBN Number 978-0-9871834-8-4