

# An indigenous psychologies teaching and research hub



**ENABLING OUR RESOURCES, STRENGTHS  
AND HISTORIES**

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# Outline



Setting the scene

Not more but better/smarter

An idea – A Hub for Indigenous Teaching and Learning

# Setting the scene



- On staff at UOW
- Unique 25% enrolment of Maori
- 6FTE Maori staff
  
- Students aspire to make a difference to their communities
- Some have post-graduate professional development goals, most will leave at the end of their Bachelor degree

# New Zealand training options



- Traditional oncampus programme
  - Correspondence – with ‘block courses’
  - Technical Institute programmes (more inclass time)
  - Oncampus/Video conferencing/Online mix
  - Totally online
- 
- No distance options for post-graduate training (except ABA programme)

# Distant institutions



- 95% of the Maori population is urban
- While the urban population is 'close' to training institutions, they are often out of reach and out of touch
- Most institutions are within a maximum 8 hour drive from rural / provincial areas.
- Many students chose to train in institutions beyond their communities (safety, community, cost of living)

...once oncampus other challenges kick in

# Foreign territories



- Most live away from their tribal homelands, an outcome of urbanisation
- They must tread respectfully
- Still remain connected to community
  
- On-campus life and institutional engagement often bewildering, foreign and isolating

# Strange curriculum



- Our psychology curriculum is not easy to navigate
- Conceived in a foreign land, most academics assume universal applicability
- Confuses and disorients students
- Double translations – US/AU/Community
- Dangerous assumptions / biases
  - Frustrating trivia
- A need for real world stuff
- A need for relevance

# Cost of Education



- University level education is hugely expensive
- At the post graduate level, all but the privileged have mounting student debt
- Post graduate papers are hugely more expensive than undergraduate papers
- Add the cost of living, staying in touch with family, textbooks, socializing, resource fees ....



Our challenge...



**THERE ARE NOT  
ENOUGH OF US!**

# Not more but better/smarter

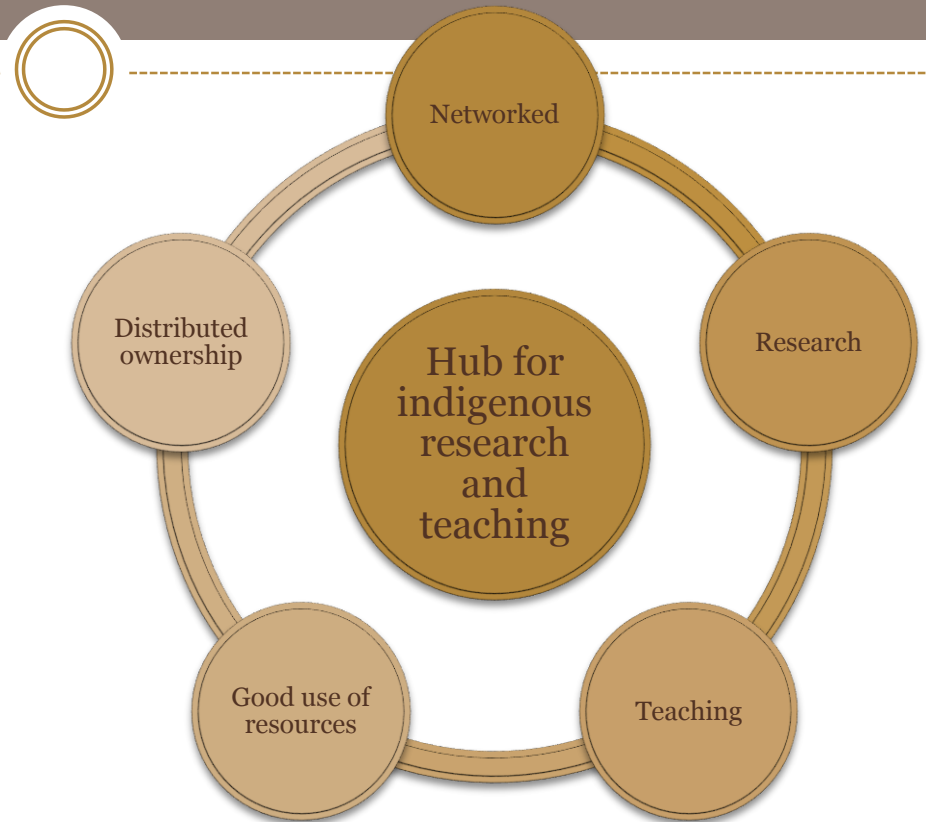


- We could stay with the present models and take psychology / indigenous psychologies to every institution in the land ...

...but this is time consuming and resource intensive.

- We need to conserve resources by thinking outside the box.

# An entirely possible idea...



# Old technologies for multi-technologies



- Distant education technologies readily available
  - Skype / Scopia
  - Video conferencing
  - Phone conferencing
  - MOODLE
  - Email
  - Telephone

# Affirmation of community and culture



Communities have lost members for generations to 'education'.

Let's leave valuable human capital in place and stop depleting communities of their futures.

# Rare and valuable resource use



It takes a long time to train an academic



Tenured positions are rare and highly competed for



Let's not ask existing staff to do more,  
let's ask them to do less.

# Networked national and international knowledge



Internationally, the number of indigenous academics has increased and the development of indigenous psychologies advanced.

Let's tap into this growing resource and knowledge base.

Let's make it easier to play together.

# Advancing research agendas



- Alone indigenous researchers, the world over, are at risk of reinventing the wheel.
- Networked researchers can
  - Situate research in an international indigenous context
  - Stay apprised of ‘up-to-the-moment’ research progress
  - Collaborate, share, learn, assist and benefit



# Advancing community aspirations



Students remain in  
community

Situated to make a  
difference

Supported by  
community

Harnessed by  
community

Indigenous  
academics feed  
directly into the  
heart of community

# Advancing networked professionals



- Exposing students to a world of networked indigenous activity, deepens and widens their professional networks and increases possibilities for...
  - Employment, self-employment
  - Creative interventions
  - Learning exchanges
  - Critical feedback
  - Further education

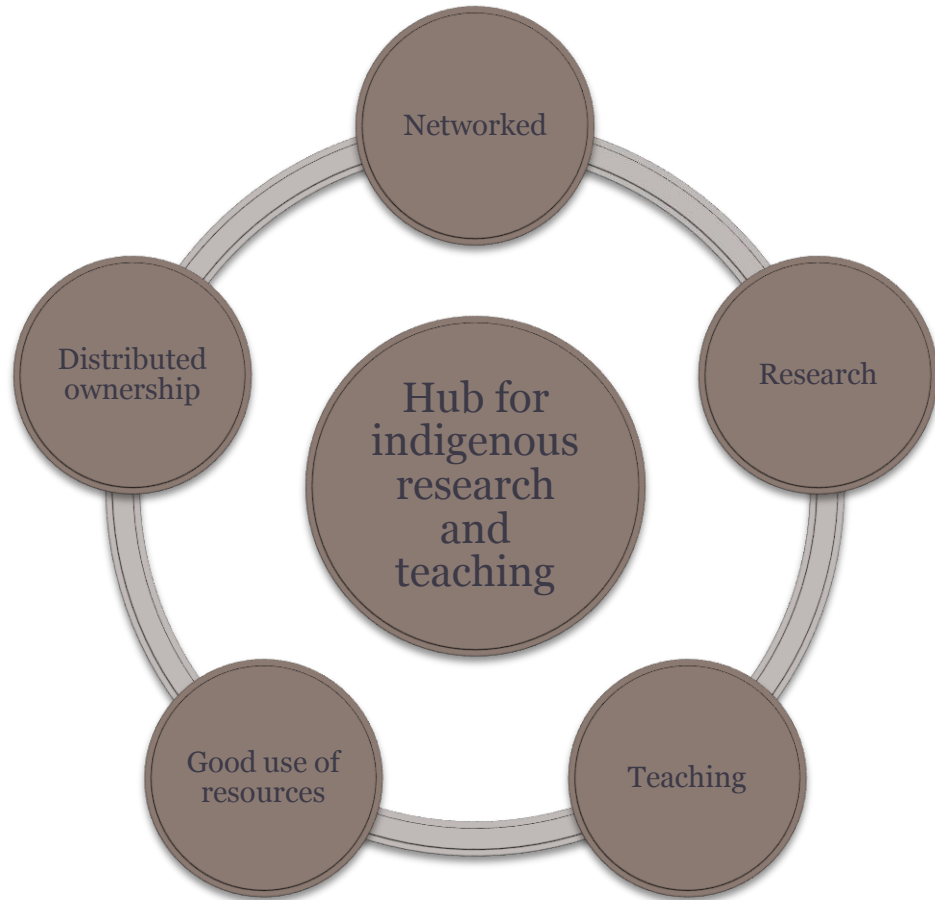
# 2015 Small steps



- One special topic / graduate level
- One semester – 12 lectures 2hrs
- 3 NZ universities
- A common curriculum
- Same, similar or different assessment
- Same, similar or different offline experience
- Same communal online experience
  
- Weekly catch up across institutions



Summer schools,  
student  
staff exchange,  
community  
partnerships,  
resource  
production,  
curriculum  
development,  
research  
advancement



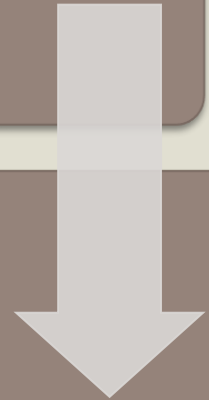
**Possibilities...**



Let's keep chipping away at  
the big long-term projects...

AND change what's in our  
power to change NOW.

This is an invitation...





- Nikora, LW & Waitoki, W. (2014). *An indigenous psychologies teaching and research hub : Enabling our resources, strengths and histories*. Paper presented as part of the indigenous peoples forecourt dialogue at the Australian Psychological Society's Annual Conference, Hobart, Australia, 30th Sept – 3<sup>rd</sup> October.