NEWS and VIEWS

We can learn from primitive (sic) societies (Australia)
In an interview on the ABC Lateline program, Pulitzer Prize winning author Jared Diamond says western societies can learn a lot about living better today from indigenous communities. The interview and transcript can be accessed at http://www.abc.net.au/lateline/content/2013/s3693194.htm. (There may be access problems for overseas viewers because of copyright restrictions.)

Indigenous knowledges in a changing world
Traditional Indigenous Knowledge systems and how they are being used to create and develop business enterprises and employment opportunities will be the focus of the 2013 Charles Darwin Symposium in Darwin in April.

This free event will be held on 21 and 22 April at Charles Darwin University’s Casuarina campus in Darwin.

Through panel discussions, displays, presentations and demonstrations the Symposium will provide opportunities to discuss and raise questions about what is understood by traditional knowledge, its role in contemporary society and what is unique about its contributions to our livelihoods and governance.

Chair of the 2013 Symposium organising committee, Professor Steven Larkin, Pro Vice-Chancellor, Indigenous Leadership at CDU said these questions would be addressed in ways that reflected the local and specific nature of Indigenous knowledges in the NT, and the informal and collaborative ways Indigenous peoples continued to contribute to the NT.

“The Symposium will bring together Indigenous elders and community leaders from around the Territory as well as leading Indigenous academics from across Australia and overseas who will contribute to the discussions and the public are encouraged to attend,” Professor Larkin said.

“Central themes will include how do we understand Indigenous knowledge? – is it something one has or as something one does? Should we understand it in terms of its practice or its content? On what conditions can the knowledge be shared?

“The 2013 Symposium will also provide an opportunity for the community to tour the new Australian Centre of Indigenous Knowledges and Education building at the Casuarina campus. The Centre is a joint
partnership between CDU and the Batchelor Institute of Indigenous Tertiary Education, which will become a place of national significance for Australian Indigenous Knowledges,” Professor Larkin said.

The Charles Darwin Symposia are an initiative of the Charles Darwin University/Northern Territory Government Partnership Agreement and are designed to encourage lively and constructive, informed debate on issues of importance to all Territorians.

Through the symposia the University and the Northern Territory Government seek to engage with the wider community, by inviting members of the public to participate in the discussions and exchange of diverse points of view to reach understandings on the issues under scrutiny.

To view the 2013 Symposium program, visit www.cdu.edu.au/cdss2013/

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INDIGENOUS ASTRONOMY

Aboriginal Skies Facebook page
Paul Curnow informs me that the Aboriginal Skies Facebook page has grown to more than 600 members: https://www.facebook.com/pages/Aboriginal-Skies/156305897720881?ref=hl

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RESOURCES

Proceedings of STEM 2012
The online proceedings of STEM 2012 are available, you could download all the papers presented at the conference, including keynote speeches at the following website.
http://stem2012.bnu.edu.cn/stem/paper.html

Strategies and practices for promoting the social and emotional wellbeing of Aboriginal and Torres Strait Islander people
A new resource sheet from the Closing the Gap clearinghouse reviews programs aimed at promoting social and emotional wellbeing, and identifies those that have been shown to be effective in relation to Indigenous people. The focus is both on promoting social and emotional wellbeing and preventing mental illness. Drawing on international research, the paper maintains "cultural affiliation and engagement by Indigenous young people are associated with their resilience and wellbeing . . . Australian research also suggests that cultural affiliation and engagement are protective of mental health”.

Journal of Research in Science Teaching: Special Issue on Culture
Volume 50, Issue 1, January 2013
Issue edited by: Eileen Carlton Parsons, Heidi B. Carlone

Editorial
Eileen Carlton Parsons and Heidi B. Carlone: Culture and science education in the 21st century: Extending and making the cultural box more inclusive (pages 1–11)

Research Articles
Bruna Irene Grimberg and Edith Gummer: Teaching science from cultural points of intersection (pages 12–32)
Ying Tao, Mary Oliver and Grady Venville: A comparison of approaches to the teaching and learning of science in Chinese and Australian elementary classrooms: Cultural and socioeconomic complexities (pages 33–61)

Peter Akinsola Okebukola, Olatunde Owolabi and Foluso Olutoyin Okebukola: Mother tongue as default language of instruction in lower primary science classes: Tension between policy prescription and practice in Nigeria (pages 62–81)

Position Papers
Jomo W. Mutegi: “life’s first need is for us to be realistic” and other reasons for examining the sociocultural construction of race in the science performance of African American students (pages 82–103)

Gale Seiler: New metaphors about culture: Implications for research in science teacher preparation (pages 104–121)

Nathan Brent Wood, Elizabeth Anne Erichsen and Cali L. Anicha: Cultural emergence: Theorizing culture in and from the margins of science education (pages 122–136)


Indigenous Education Resource Update (Australia)
The latest edition of this resource can be found online at http://www.ncsonline.com.au/newsletters/id/240/idString/czeblq1892

They also have an archive of previous issues which you can access at the bottom of their website.

Charles Darwin University Library: Incorporating Indigenous Knowledges website (Australia)

Recent articles and books

Abstract: The article describes developments in science education since 2006 related to an agenda to decolonize the Pan-Canadian Science Framework by recognizing Indigenous knowledge as being foundational to understanding the physical world. Of particular interest is the Province of Saskatchewan’s curriculum renewal that integrates Indigenous knowledge into school science, guided by continuous collaboration with Saskatchewan’s Indigenous communities and with a textbook publisher to support a decolonizing, place-based, culturally responsive science instruction.

CONFERENCES

Darwin, Australia
21-22 April 2013

Charles Darwin University and the Northern Territory Government both have a long history of working with Aboriginal and Torres Strait Islander peoples and their communities. This Symposium will mark the opening of the new Australian Centre for Indigenous Knowledges and Education showcasing and
celebrating the successful collaborations between Indigenous knowledge and culture authorities, government, industry and the university.

Taking Indigenous knowledge practices seriously respectfully and productively requires careful negotiations. How do we understand Indigenous knowledge? – as something one has or as something one does? Should we understand it in terms of its practice or its content? How is it produced – by discovery? by negotiation? How do we understand its governance – who owns it? On what conditions can it be shared? What ethics and accountabilities are involved? How are its outcomes judged right or wrong, valuable or compromising?

Questions from the government and university side include: How do we recognise and publicise the role of Indigenous knowledge in contemporary central and north Australian life? What is unique about the contributions of Indigenous knowledge to our livelihoods and governance? What have we learnt about the value and the ethics of collaborating with Indigenous knowledge authorities to find ways forward for our communities? How do we develop robust and accountable practices for going on together?

In the 2013 symposium these questions will be addressed in ways which reflect the local and specific nature of Indigenous knowledges in the NT, and the informal and collaborative ways Indigenous peoples continue to contribute to the life of the NT.

To view the 2013 Symposium program, visit www.cdu.edu.au/cdss2013/

2013 International Workshop on Indigenous People’s Science Education
National Pingtung University of Education, Taiwan (R.O.C)
18-19 July 2013

Theme: Building the cultural foundation of Indigenous People: Developing Science Education Course
Website: http://icn.ncu.edu.tw/2013IWISE/index.asp

The Department of Science Education under the National Science Council promotes the science education of indigenous people in Taiwan. Their endeavors encourage the local educators and researchers to work together with various governmental and civil agencies to host science-learning events and activities to advance the scientific competencies of the indigenous people. “The 2013 International Workshop on Indigenous People's Science Education” is an event which will anticipate the multi-cultural exchange and sharing of varying perspectives on science education from internationally-renowned experts and scholars. “The 2013 International Workshop on Indigenous People's Science Education” is aimed to build on the foundation of indigenous people's life a connection to the education of sciences. From examining deeper into the many aspects of indigenous people's culture, lifestyle, language and reading & learning habits, we may successfully develop a culture-based teaching course that is suitable for the children of indigenous people to pass on their heritage while connecting to the modern culture and scientific knowledge. In that case, they may sufficiently develop and even expand their potentials in the area of humanities and sciences.

Australian Critical Race and Whiteness Studies Association Conference
The Sebel, Mandurah, Western Australia
5-6 December 2013

The original vision that led to the formation of ACRAWSA in 2002 was “to bring together scholars who shared an interest in the study of whiteness and race in order to develop an association whereby our work could be showcased and presented as there was and remains no formal race and whiteness field of study within Australian Universities.” Professor Aileen Moreton-Robinson

This conference aims to once again bring together scholars who share an interest in the study of critical whiteness and race to showcase and present their work. Much of the early work by scholars of whiteness
studies in Australia was in relation to legal issues such as Native Title and Indigenous Sovereignty, a theme that is reflected at this year’s conference. The conference also acknowledges the place of lore in creation of our present and future, thus extending beyond a singularly legal theme. Both law and lore are used to guide direction and understanding of the world around us. Law and lore are the cartography, the maps, on life’s journey for understanding what is expected and assumed; for aspirations, values and how life is lived.

Cartography creates what it wants to see based on the lore and law it has known. As the work of Minnie Bruce Pratt (1991) suggests, alternative forms of cartography are often ignored by dominant Settler cultures. Therefore we find maps and lore of early colonisers claiming ‘discovery’ of wild, untamed lands. For First Nations peoples these same lands were places of complex, intricate relationships where clear tracks, patterns and maps could plainly be seen. The law and lore gave direction to life, its rich interconnectedness weaving together in sophisticated ways not discernible to coloniser’s eyes.

The theme of the 2013 conference considers the law and lore used and maps developed, exposed, highlighted or cultivated in the eleven years since the founding of ACRAWSA. Further, in considering issues of sovereignty, literature, class, sexuality, gender and justice in relation to critical race and whiteness it intends to pause, reflect and mark this spot so as to consider the future and potential forms of cartography we might utilise in creation of that future.

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**CALENDAR OF EVENTS**

This is mostly a summary of upcoming conferences. More details may have been given in this or previous bulletins as shown. A web-based contact is usually included. Inclusion of conferences in this list is not to be read as an endorsement of the conference.

**2013**

**April 2013**


**June 2013**


26-28 June: Thirteenth International Diversity in Organizations, Communities and Nations Conference, Charles Darwin University, Darwin, Australia ([http://ondiversity.com/home](http://ondiversity.com/home)) (Dec12)

**July 2013**

7-10 July: CONASTA 62, Celebrating Science, La Trobe University, Melbourne, Vic. Website not up yet, check at [http://asta.edu.au/](http://asta.edu.au/)


**August 2013**

**September 2013**


**November 2013**


**December 2013**

**Future Australasian Science Education Research Association (ASERA) conferences**
2014 – Melbourne (host: Monash University)
2015 – Perth (host: University of Western Australia)
2016 – Canberra (host: University of Canberra)

**NARST 2014 Annual International Conference**
Pittsburgh, PA, USA
30 March – 2 April

The 2014 IOSTE Conference will be held in Kuching, Sarawak, Malaysia. No dates as yet.