

**Danielle Montgomery, Megan Williams and Andrew Hayen in collaboration with Katungul Aboriginal Medical Service, The Glen Centre, Baabayn Aboriginal Corporation, Bimbadeen College, First Peoples Disability Network and Gamarada Community Healing and Leadership.**

The Bunya Project will facilitate Aboriginal community participation in developing culturally respectful, engaging resources for student learning at UTS, across the disciplines of Pharmacy, Physiotherapy, Orthoptics, Psychology, Genetic Counselling and Speech Pathology. Through a supportive and collaborative process the Bunya Project will privilege Aboriginal voices, knowledges, experiences and solutions for better care to help achieve health equity.

## What?

From 2018–22 in collaboration with Aboriginal community and health service organisations, the Bunya Project will develop, trial and evaluate teaching resources in the UTS Graduate School of Health (GSH).

### We will:

- Develop relationships with Aboriginal community services
- Collect stories from Aboriginal and Torres Strait Islander peoples, to reveal experiences, perspectives, knowledges and aspirations for their own health and wellbeing
- Implement an evaluation framework to assess the changes in student knowledge and awareness
- Embed culturally explicit and implicit teaching and learning strategies.

We are inspired by the bunya pine that nourishes pine cones to form edible nuts, which provide sustenance to the surrounding community. The Bunya Project will grow in collaboration with communities to develop authentic teaching and learning resources to nourish communities, GSH staff and students. From this, GSH will be able to plant culturally capable and aware professionals throughout primary healthcare, where they will flourish in meeting Aboriginal and Torres Strait Islander healthcare needs.

## How?

The Bunya Project relies on the participation of Aboriginal and Torres Strait Islander communities<sup>1</sup> and draws on Kapatí Time<sup>2</sup>, creating a flexible, reciprocal space based on cultural ways of learning, knowing, being and doing<sup>3</sup>.

### We'll ask these questions:

1. What are the healthcare needs, experiences, knowledges and aspirations for Aboriginal and Torres Strait Islander people in relation to primary healthcare?
2. What do Aboriginal and Torres Strait Islander community members and service providers recommend for tertiary education in the primary healthcare context to improve health equity?
3. How do the new teaching resources impact on embedding the Indigenous Graduate Attribute?
4. How do the new teaching resources impact on the knowledge and awareness of students and staff?

# THE BUNYA PROJECT

### 1. GATHER COMMUNITY DATA

- Focus group discussions with Indigenous community and healthcare service providers
- Interviews with Indigenous healthcare service users

### 2. DEVELOP AND EMBED RESOURCES

- Resources developed by GSH
- Bunya working party and community organisations
- Resources embedded in all GSH curricula

### 3. USE RESOURCES

- student pre-survey
- coursework

### 4. REFLECT

- student post-survey and critical reflection
- staff critical reflection

### OUTCOMES EXPECTED

- Development of teaching and learning resources
- Evaluation to understand the impact of teaching resources on staff and student knowledge, attitudes and practices
- Understanding the processes of embedding the Indigenous Graduate Attribute
- Developing relationships between UTS and Aboriginal community organisations.

### CONCLUSION

Culturally respectful teaching and learning is required to improve health equity in Australia<sup>4</sup>. The Bunya Project enhances the opportunity for students and staff to include authentic Aboriginal and Torres Strait Islander perspectives into the curriculum through the development, implementation and evaluation of community-driven teaching and learning resources that are relevant to each GSH discipline, that promote self-determination and inform mainstream students' thinking and approaches when working with Indigenous communities.

### REFERENCES

- 1Creswell, J., & Poth, C. (2018). Qualitative inquiry and research design. Los Angeles: SAGE Publications.
- 2Ober, R. (2017). Kapatí Time: Storytelling as a Data Collection Method in Indigenous Research. Learning Communities: International Journal Of Learning In Social Contexts, 22, 8-15. doi: 10.18793/lcj2017.22.02
- 3Martin, K., & Mirraboopa, B. (2003). Ways of knowing, being and doing: A theoretical framework and methods for indigenous and indigenist re-search. Journal Of Australian Studies, 27(76), 203-214. doi: 10.1080/14443050309387838
- 4Vanden Heuvel, A., Cargill, J., Stylianou, M., Harvey, M., & Oliver, T. (2015). The health and welfare of Australia's Aboriginal and Torres Strait Islander peoples 2015. Australia: Australian Institute of Health and Welfare.