



Indigenous Student Charter

June 2024

Acknowledgement of Country

Swinburne University of Technology respectfully acknowledges the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures and heritage.



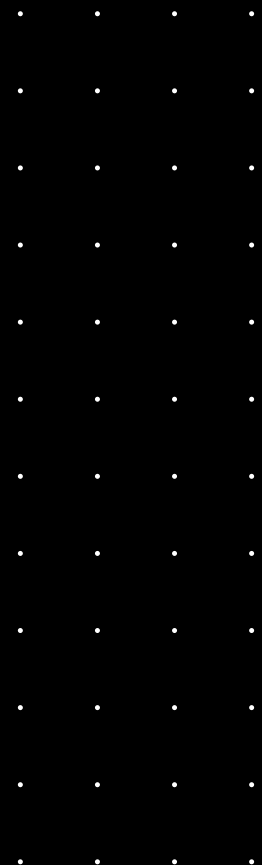
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Indigenous Student Charter overview and purpose

Swinburne's Indigenous Student Charter is a collaborative document shaped by extensive consultation with Aboriginal and Torres Strait Islander students. It aims to continuously enhance their learning experience, creating a safe and culturally appropriate environment.

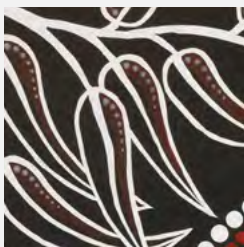
The Charter acknowledges and addresses the challenges faced by Indigenous students, reflecting Swinburne's commitment to overcoming barriers through community partnerships and inclusive strategies. Ultimately, the Charter signifies Swinburne's dedication to being an institution that is reflective, inclusive, and supportive of the diverse cultures, knowledges, and histories of Indigenous communities.

Professor John Evans
Pro Vice-Chancellor
Indigenous Engagement



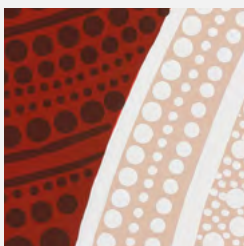
Key principles of the Indigenous Student Charter

The Indigenous Student Charter is based on four key principles, each with its own set of commitments aimed at creating a safe, supportive, and inclusive learning environment that values the diversity of Indigenous cultures, knowledge, and histories.



Being and Becoming

Swinburne staff recognise the knowledge and perspectives that Aboriginal and Torres Strait Islander students bring to its academic environment. It acknowledges the diverse cultural backgrounds and experiences of Indigenous students and is committed to providing support throughout their educational journey in a manner that respects and embraces their cultural identities.



Being and Belonging

Swinburne acknowledges the importance of nurturing a sense of belonging for Aboriginal and Torres Strait Islander students. It is dedicated to supporting and celebrating their unique contribution to the wider Swinburne community. The institution places a strong emphasis on cultivating an environment that encourages connectivity, inclusivity, and a profound sense of belonging.



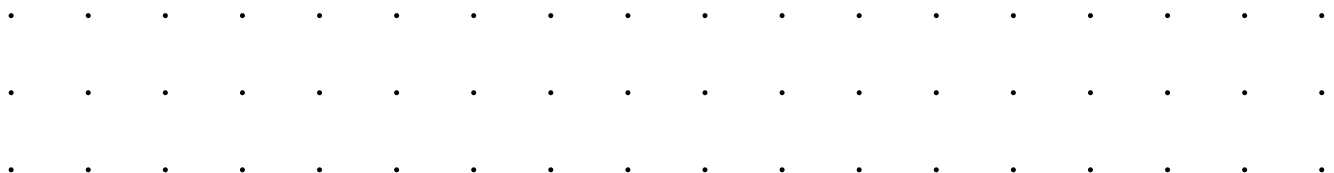
Cultural Responsiveness

Swinburne is dedicated to consistently promoting Indigenous cultural awareness, understanding, and respect among all members of the Swinburne community. The institution places a strong emphasis on the active promotion and engagement of Swinburne students and staff in cultural responsiveness.



Indigenous Perspectives and Standpoints

Swinburne is dedicated to decolonising cultural practices and learnings by incorporating Indigenous knowledge, worldviews, and standpoints. The institution recognises the importance of challenging and dismantling colonial frameworks and practices to establish an equitable and inclusive learning environment for Indigenous students.



The Indigenous Student Charter acknowledges the student contribution in building and reviewing this document.

- Violet Dreaming: a co-design process involving the Moondani Toombadool Centre and Indigenous students to create a safe, inclusive, and culturally responsive space on campus.
- Swinburne Student Union
- National Centre for Reconciliation of Practice: a centre dedicated to promoting and supporting reconciliation and Indigenous engagement in higher education.
- Swinburne Indigenous Governance Committee
- Staff and community members from the Moondani Toombadool Centre: Swinburne's Indigenous centre, which provides support, resources, and cultural programs for Indigenous students.

For further information regarding Indigenous students and services go to:

[Indigenous Student Services](#)

Indigenous Student Charter Artwork

Awabakal – Artist: Michelle Searle

The story of this painting named *Awabakal* is underpinned by the four principles of the Indigenous Student Charter, which are expressed as four message sticks holding the knowledges of Being and Becoming, Being and Belonging, Cultural Responsiveness, and Indigenous Perspectives and Standpoints.

The emu and kangaroo tracks on the message sticks represent the students' journey forward mimicking the gait of the emu and kangaroo as they are both only able to walk forward.

The manna gum leaves represent our connection to land, the beautiful lands of the Wurundjeri people.

The circle supporting the message sticks represents the coming together to listen and learn to share building strong relationships and understanding the importance of a diverse range of cultural knowledge and perspectives that Aboriginal and Torres Strait Islander students bring.

The red space represents the importance of nurturing a sense of belonging for Aboriginal and Torres Strait Islander people and their connections to Mother Earth. The different surrounding dots are supportive of the unique relationship with the wider Swinburne community encouraging connectivity, inclusivity, and a profound sense of belonging.

The tree symbolises a holistic way of teaching and shared ways of being connected. It incorporates growth and an inclusive learning environment.

The journey pathway across the painting represents the students' journey, their ways of walking together and respectful shared connections. The circles along the pathways promote active participation and engagement through empowering self-confidence, courage, resilience, and strength along their pathways to success.

