




CELEBRATING 10 YEARS OF **MOONDANI BALLUK**



Victoria University has a long, rich history of commitment to Aboriginal and Torres Strait Islander participation in education, research, knowledge exchange and employment.



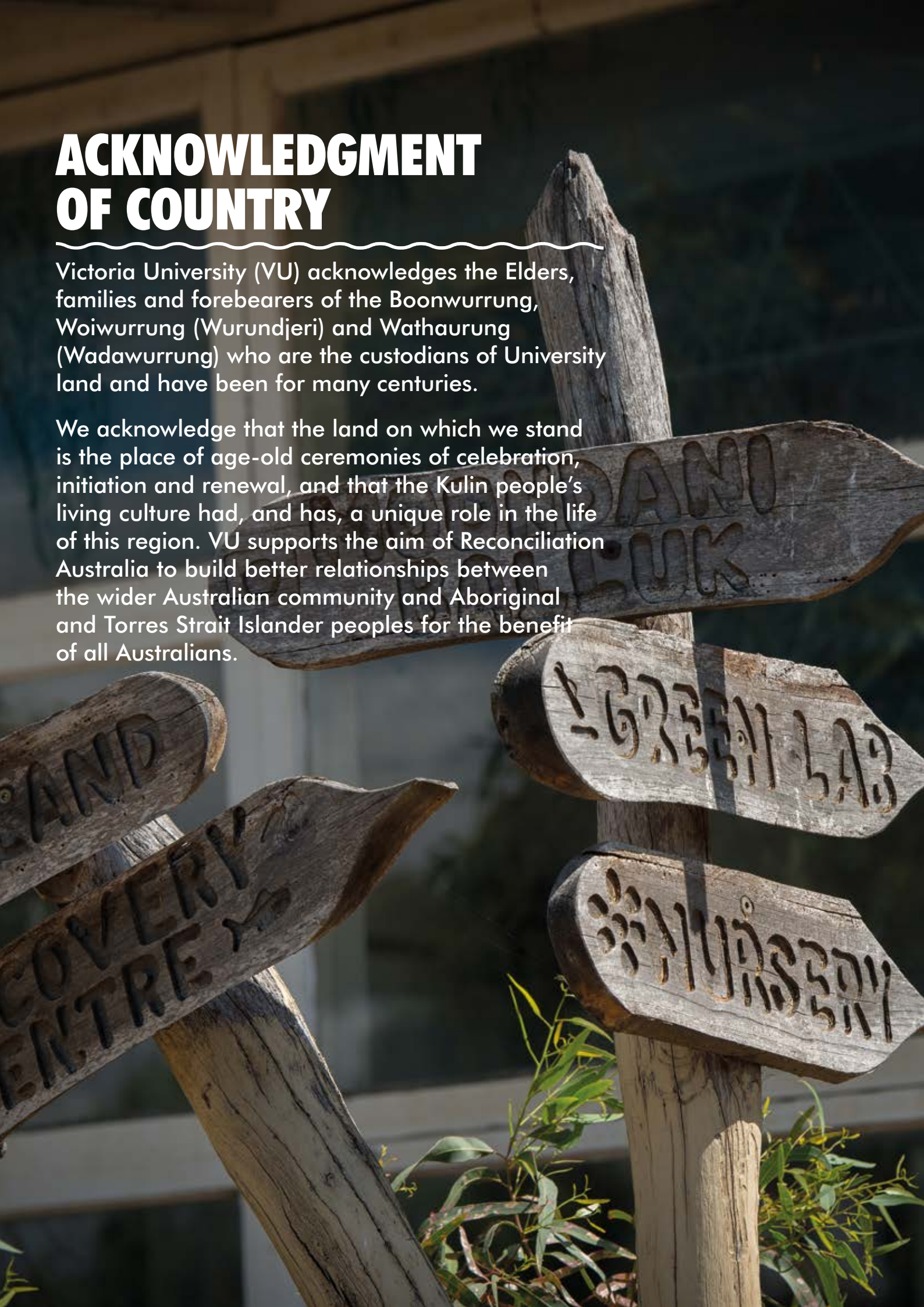
The University's Moondani Balluk Aboriginal and Torres Strait Islander Academic Unit is committed to pursuing political and social justice, equity, and access to education for Aboriginal and Torres Strait Islander people.

CRICOS Provider No. 00124K (Melbourne)
CRICOS Provider No. 02475D (Sydney)
RTO Code: 3113

ACKNOWLEDGMENT OF COUNTRY

Victoria University (VU) acknowledges the Elders, families and forebearers of the Boonwurrung, Woiwurrung (Wurundjeri) and Wathaurung (Wadawurrung) who are the custodians of University land and have been for many centuries.

We acknowledge that the land on which we stand is the place of age-old ceremonies of celebration, initiation and renewal, and that the Kulin people's living culture had, and has, a unique role in the life of this region. VU supports the aim of Reconciliation Australia to build better relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples for the benefit of all Australians.



MOONDANI BALLUK ACADEMIC UNIT

Moondani Balluk means 'embrace people' in the Woiwurrung language of the Wurundjeri people.

Our vision for the Moondani Balluk Academic Unit is to create and foster:

- A culturally sensitive environment that welcomes, nurtures and recreates community based on relationship to land, culture, law and elders
- Sharing of Aboriginal knowledge and to integrate Aboriginal practices into its curricula, research and work
- Respect for all people through mutually engaged relationships
- A commitment to pursuing political and social justice, equity, and access to education for Aboriginal and Torres Strait Islander people
- Accountability to Aboriginal cultural values, protocols and norms.

Moondani Balluk assists all students with:

- ABSTUDY applications and other financial assistance
- Course and enrolment advice
- Academic support through tutoring and mentoring, and use of computer and photocopying facilities
- Access to the Aboriginal and Torres Strait Islander Resource Library
- Social support through our campus locations, cultural awareness activities, community organisations and events
- Referral to counselling
- Referrals and support in housing and finance matters
- Career and employment advice through cadetships, work experience and job listings.

All Moondani Balluk staff maintain close links and relationships with the Koori community, working closely with the Office of Aboriginal Affairs Victoria, Local Aboriginal Network, the Department of Justice Western Metropolitan Regional Aboriginal Justice Advisory Committee, the Department of Human Services Indigenous Family Violence Regional Action Group, local members of the Koori community in the western suburbs of Melbourne and Aboriginal statewide organisations.

Find out more about the Moondani Balluk Academic Unit at vu.edu.au/moondani-balluk



MOONDANI BALLUK INDIGENOUS ACADEMIC UNIT 10 YEAR ANNIVERSARY

The Moondani Balluk Indigenous Academic Unit was established on 12 February 2006. Karen Jackson, Director of Moondani Balluk, reflects on what the unit has achieved over the last ten years.

There was a time 12 years ago when I sat on the steps of the Moondani Balluk Unit and cried. A feeling of hopelessness had descended as I faced yet another hurdle in my attempt to transform Moondani from a unit within the Equity and Social Justice Branch of Victoria University to the stand-alone Indigenous Academic Unit it is today. The constant challenge of working within the dominant framework of the University meant that it took three years of paperwork being shuffled up and down the management chain to gain agreement on the new structure. But finally it happened: the then Vice-Chancellor Elizabeth Harman signed the agreement and the new unit was born. It is 10 years since that agreement was signed. And today I no longer feel that sense of hopelessness.

What I find constant and reassuring about Moondani Balluk – which means ‘embrace people’ in Woiwurrung – is our inherent ability to create and maintain a strong, vibrant and diverse community within the space and place of the University. This community refers to the many aspects of who we are – all Aboriginal and Torres Strait Islander staff and students within VU, the Elders, Traditional Owners and local Aboriginal and Torres Strait Islander people who reside in the west. In embracing people we also create and enjoy our relationships with other sovereign peoples and non-Aboriginal colleagues with whom we are able to share our knowledge and space while we work inside the University.

Our remit in 2006 was, and still is, to help the University increase access, participation, success and retention rates for Indigenous Australians. We do this through targeted initiatives, continued delivery of Indigenous student pastoral care, and close engagement with Indigenous communities and relevant organisations. We offer a focal point and resource for academics researching and teaching Indigenous issues, and teaching degree units to all students.

The past decade has seen us sway and adapt to the many changes inside the University, while coping with the ebb and flow of loss and hardship experienced as Aboriginal people, buffeted by a political landscape of ever-changing Aboriginal affairs, policies and programs that intervene in our communities and deposit us into a deficit model.

And, like the protest song from Bart Willoughby that cries out We Have Survived the White Man’s World, Moondani Balluk Indigenous Academic Unit has survived and has achieved the remit that we were set in 2006. We have expanded our work into areas of research and interdisciplinary teaching and learning so that we engage in productive interaction between colleagues, and challenge the University’s ways of working, learning, teaching and researching.

We have made these advances in the system with committed Aboriginal staff; we have mentored our Aboriginal graduates and employed them at the University where we could; we stand up to the system that still tries to make us bend into it; and we share our knowledge even when we fear it will be ridiculed and misunderstood. We stand tall against ignorance that has shown itself in our classes – and indeed among University staff – and we retreat into the culturally safe space of Moondani Balluk where we can talk through and subdue feelings of trauma from being told our lives are not important and our teachings are not true.

We are brave. We are blak. We are connected to country, ancestors and Elders. We know who we are. We have survived.

We will continue our work for the next 10 years to make a stronger impact on the systems and processes of the University. We will continue to work with the local and traditional owner communities in and of the western suburbs of Melbourne to give them the opportunity to succeed at Victoria University. For me, personally, I am still heartened by the work within the University that staff and students from outside Moondani Balluk do, particularly those who participate freely and equally with us, and more particularly those who learn with us and alongside us. People wonder why I am still here in this job and I always say I’m here because my job is to continue to open this institution’s door for Aboriginal and Torres Strait Islander people. I will continue to do this until the day comes when I don’t have to challenge the system to value, recognise and support Aboriginal and Torres Strait Islander peoples and our cultures. I think we can get there ... with you.

INDIGENOUS PARTICIPATION STRATEGY

VU is committed to Aboriginal and Torres Strait Islander participation in education, research, knowledge exchange and employment.

Key policy initiatives include:

- Establishing the Moondani Balluk Indigenous Academic Unit in 2006
- The Aboriginal and Torres Strait Islander Education and Acknowledgment Policy
- Participating in the Toorong Marnong Victorian Vice-Chancellors Committee (VVCC) and Victorian Aboriginal Education Association Incorporated (VAEAI)
- Implementing the Wurreker Plan in collaboration with the Victorian Government
- Implementing the Yannoneit Employment Strategy.

In 2015, VU's Aboriginal and Torres Strait Islander student population numbered 223 – only 0.7% of the entire student body. As a result, our Indigenous Participation Strategy was created to ensure that:

- Aboriginal and Torres Strait Islander student and staff participation in the VU community reflects the proportion of Aboriginal and Torres Strait Islander people in the national population
- Aboriginal and Torres Strait Islander students achieve the same successful outcomes as non-Indigenous students
- Aboriginal and Torres Strait Islander staff achieve the same career success as non-Indigenous employees.

Find out more about our Indigenous Participation Strategy at vu.edu.au/indigenous



ABORIGINAL AND TORRES STRAIT ISLANDER STUDY OPPORTUNITIES

At VU, we value the contributions made by Aboriginal and Torres Strait Islander members of society, and recognise the need to enhance the level of opportunity available to them. We encourage Aboriginal and Torres Strait Islander Australians to apply for any of our courses, and we support them during their studies.

VU has many courses you can choose from at undergraduate and postgraduate level.

Our courses are supported by world-class resources such as:

- Our sport and science precinct at Footscray Park
- Nursing, media and engineering labs
- IT and design facilities.

We also have many short courses and tailored training for business and industry.

Aboriginal higher education and vocational education units are available across a number of courses and programs at VU. The Aboriginal curriculum is designed and delivered by Aboriginal academic staff to provide all students with an understanding of, and respect for, Aboriginal and Torres Strait Islander traditional and contemporary cultures.

HOW TO APPLY

Direct applications for Certificate I, II and III courses and our bachelors and honours courses are accepted online using our Online Admissions Centre at vu.edu.au/admissions. All applicants can apply directly to the University.

Most other courses at VU require students to apply through the Victoria Tertiary Admission Centre (VTAC).

Aboriginal and Torres Strait Islander students should also complete the relevant section of the VTAC Special Entry Access Scheme, or the Special Consideration Application on VU direct applications.

Those interested in applying for a course should contact Moondani Balluk staff to discuss course options, and the range of support services and pastoral care available.

Phone: 03 9919 2891 or 03 9919 2836

Email: moondani.balluk@vu.edu.au

ABORIGINAL YULENDJ

Course this major belongs to: Bachelor of Arts

Campus: Footscray Park

Develop skills in communication, critical analysis and evaluation, self-reflection, and leadership.

This major provides students with opportunities to build and critically examine their knowledge and understanding of the nature and place of Aboriginal people in Australian society. It covers disciplinary knowledge in Aboriginal Yulendj and humanities, with a particular focus on citizenship, politics and self-determination from a traditional-to-contemporary worldview. This perspective is offered through the understandings and lived experiences of Aboriginal academics, who challenge standpoints and introduce critical Aboriginal knowledge.

Assessment tasks across the major include oral presentations, group projects, site visits, reflective journals and essays.

Upon completion you can undertake further education, such as:

- Bachelor of Arts (Honours) (humanities, creative writing or social sciences)
- Masters by Research (social sciences, humanities, creative writing, history)
- PhD by Research (social sciences, humanities, creative writing, history)

Unit set structure:

- Aboriginal Traditions and Policy
- Aboriginal Health and Wellbeing
- Leadership in Aboriginal Communities
- Politics of Aboriginal Art
- Aboriginal Literacies
- Working Ethically in Aboriginal Community.

Students selecting this as Major 1 must choose both:

- Graduating Project 1
- Graduating Project 2.

Students selecting this as Major 2 must choose 24 credit points (two units) from the following minors: International Development, Professional Communication, Global Indigenous Challenge, Global Leadership.

KYINANDOO IN THE ARTS (MINOR)

Courses this minor belongs to:

Bachelor of Professional and Creative Writing

Bachelor of Marketing Communication

Bachelor of Creative Industries

Campus: Footscray Park

This minor provides an integrated set of units exploring Aboriginal Australia. It covers disciplinary knowledge in Aboriginal Australia, concentrating on Aboriginal politics and self-determination. With a historical-to-contemporary focus through the eyes of Aboriginal activists and artists, it will challenge worldviews and introduce critical Aboriginal knowledge and understandings. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences.

Assessment tasks across the minor include 'yarning', Aboriginal site visits, oral presentations, group projects that include presentation of information via theatre, and essays.

Unit set structure:

- Aboriginal History and Political Movements
- Oral Traditions and Storytelling
- Politics of Aboriginal Art
- Aboriginal Literacies.



GLOBAL INDIGENOUS CHALLENGE (MINOR)

Courses this minor belongs to:

- Bachelor of Applied Science
- Bachelor of Sport Coaching
- Bachelor of Business
- Bachelor of Education (P-12)
- Bachelor of Community Development
- Bachelor of Sport Science (Human Movement)
- Bachelor of Sport Science (Exercise Science)
- Bachelor of Commerce (Applied Finance)
- Bachelor of Sport Management
- Bachelor of Laws
- Bachelor of Arts
- Bachelor of Laws/Bachelor of Arts.

Campuses: City Flinders, City Queen, Footscray Park, St Albans (depending on course)

This elective opportunity is available to all students in the above courses. Students will investigate and develop a comprehensive understanding of the complex nature of indigeneity in a global context. In these units, students will use decolonial, postcolonial and postmodern theories to consider a range of complex topics concerning personal and national identity in the realm of critical indigeneity in a changing global world.

Unit set structure:

- Aboriginal Traditions and Policy
- Global Indigenous Issues
- Indigeneity in a Changing Global World
- Global Indigenous Leadership

VICTORIA POLYTECHNIC – TAFE DIVISION OF VU

Victoria Polytechnic builds on Victoria University's proud 100-year history of excellence in the delivery of vocational education, providing you with tailored, work-based and flexible courses. Graduates are equipped with both the technical skills and thinking abilities needed to adapt and evolve in a modern work setting. By enrolling in a TAFE course at Victoria Polytechnic, you'll open the door to further study.

The University has available pathways into undergraduate degrees in nursing, paramedics, early childhood education, engineering, youth work and logistics.

22236VIC – CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS and

22238VIC – CERTIFICATE III IN GENERAL EDUCATION FOR ADULTS

Campus: Sunshine, Footscray Nicholson

Duration: 1 year full time or longer for part time

The Certificate I aims to provide skill development in the areas of reading, writing and numeracy at AQF level I. The course also focuses on the development of general education skills and generic skills through the creation of an individual learning plan and the implementation of a project. The overall objective of this course is to provide the foundation level skills required for further higher level study, employment or community participation.

The Certificate III provides an accredited general education qualification at AQF level 3. This course aims to develop the literacy skills to read, interpret, critically analyse and create complex texts and perform a range of complex mathematical tasks. 22238VIC Certificate III in General Education also develops the ability to research a range of pathway options and identify and progress toward personal further study goals.

The University has a large number of certificate and diploma courses that can match your career aspirations or your educational goals. Aboriginal and Torres Strait Islander students have enrolled into courses in the fields of hairdressing, specialist make-up, sport and fitness, engineering and design, community services work, plumbing, information technology, early childhood education, health sciences, cabinet making, youth work, and pre-apprenticeships. If you're unsure about what course is right for you, make contact with Moondani Balluk and we can help.

SCHOLARSHIP OPPORTUNITIES

There are many types of scholarships available for vocational education (VE/TAFE), undergraduate and postgraduate students, provided by VU and external organisations.

Some of the scholarships available to Aboriginal and Torres Strait Islander applicants include:

AUSTRALIAN ROTARY HEALTH INDIGENOUS HEALTH SCHOLARSHIP

Assists Aboriginal and Torres Strait Islander students to undertake a course in a wide range of health related professions. The annual value of the scholarship is \$5,000 per year.

BALWYN ROTARY ABORIGINAL AND TORRES STRAIT ISLANDER TERTIARY SCHOLARSHIP

The value of the scholarship is up to \$25,000 per year (maximum \$100,000 over four years).

COMMONWEALTH INDIGENOUS SCHOLARSHIPS

The Commonwealth Scholarships Program assists Aboriginal and Torres Strait Islander students from low socio-economic backgrounds, particularly those from rural and regional areas. You can apply for an Indigenous Access Scholarship (IAS) payment of \$4,702. If eligible, you will also receive an Indigenous Commonwealth Education Costs Scholarship (ICECS) and Commonwealth Accommodation Scholarship (ICAS).

ICECS will be worth \$2,543 in 2017.

ICAS will be worth \$5,087 in 2017.

DEPARTMENT OF JUSTICE KOORI TERTIARY SCHOLARSHIPS

Provides financial support for Aboriginal and/or Torres Strait Islander students to undertake full-time studies in a justice-related field.

SOROPTIMIST SCHOLARSHIP FOR INDIGENOUS AUSTRALIAN WOMEN

Supports an Aboriginal or Torres Strait Islander female student to complete undergraduate study at VU each year, by providing financial support of \$2,500 for up to two years.

THE ASPIRATION INITIATIVE INDIGENOUS SCHOLARSHIPS

The webpage below has a comprehensive, searchable database of scholarships available to Aboriginal and Torres Strait Islander students. There are currently 778 scholarships listed for undergraduate study at Australian universities, as well as postgraduate scholarships for study in Australia and overseas.

theaspirationinitiative.com.au/indigenous-scholarships

VU ACCESS SCHOLARSHIPS FOR HIGHER EDUCATION

There are 350 VU Access Scholarships available each year for higher education students, valued at \$1,000 per year for up to four years.

Types of VU Access Scholarships include Western Region, Mature Age, Parents, Pathway and General.

Find out more about all available scholarship opportunities at vu.edu.au/study-with-us/scholarships



STUDENT SUCCESS STORIES

HIGHER EDUCATION STUDENTS

TRACEY COOPER

Bachelor of Arts (Kynandoo)

Bachelor of Arts and a Bachelor of Education

"I am a Yorta Yorta descendant. I returned to study in 2008, starting the Bachelor of Arts (Kynandoo) course. After 12 months of Kynandoo I decided to be a teacher and did a Bachelor of Arts and a Bachelor of Education P-12 at the same time. I have gone on to postgraduate study and I am currently completing a Master of Education. I am now working as a teaching scholar in the College of Education, teaching students about teaching humanities, including Indigenous perspectives. I work within the Moondani Balluk Indigenous Academic Unit. I was also employed by VU College in the delivery of the Mumgu-Dhal Tyama-Tiyt program at Odyssey House, and by Moondani Balluk where I taught units in the Kynandoo degree program.

"It's a really good platform for me to tell the truth and get it out there and somehow start changing curriculum while changing the stereotypes and the way people think. I am really lucky because I get to teach teachers how to reconcile their classrooms."

THE LYONS SISTERS – REBECCA, JAIMIE-LEA, AND TANAYA

Bachelor of Arts (Kynandoo)

Bachelor of Arts (Honours)

"We are Wiradjuri sisters who have graduated with double degrees from VU's Bachelor of Arts (Honours) as well as its Bachelor of Arts (Kynandoo). We all received first class Honours for our thesis's. We are Research Officers at VU's Moondani Balluk Academic Unit; we continue working together on projects that include working with the Victorian Aboriginal Legal Service related to the Royal Commission's investigation into child abuse in institutions, as well as working on many other Indigenous research projects across Victoria University. We wish to go on to further our education with postgraduate studies.

"Our father was our inspiration for our Honours thesis, we were able to use this platform to record and highlight our father's story. It is important that we as Aboriginal people tell our stories our way."





VOCATIONAL EDUCATION STUDENTS

MARJORIE JEAN MASON

Mumgu-Dhal Tyama-Tiyt (TAFE)
Bachelor of Arts (Kynandoo)

"I am from Wilcannia, NSW. Bakandji river people. I had been enquiring for over two years and waited patiently for an Indigenous course to start at VU. After completing Mumgu-Dhal Tyama-Tiyt through TAFE I have gone on to study a higher education degree, studying a Bachelor of Arts (Kynandoo).

"I was excited. I stuck it out; I was raised to finish something I started. I have a lot of professional people in my family. So I knew I had great support."



GAVIN MOORE

Mumgu-Dhal Tyama-Tiyt (VET)

"I studied the dual Certificate II in Mumgu-Dhal Tyama-Tiyt – Certificate II in Community Services Work when it was available at VU. I am now employed at Connecting Home, providing case management to Koori people of the Stolen Generations.

"I really enjoyed my time studying Mumgu-Dhal at VU. My studies advanced my life and gave me a better perspective on the issues that affect black Australia."

MOONDANI BALLUK STAFF PROFILES AND RESEARCH



KAREN JACKSON

Karen Jackson is a Yorta Yorta woman and Director of the Moondani Balluk Indigenous Academic Unit. Karen is an advocate for culturally safe spaces that enable Aboriginal people to aspire to personal, family and community goals; land rights and the recognition of Sovereign Peoples; and the delivery of relevant educational programs by Aboriginal people for Aboriginal people. She has held membership in the Victorian Aboriginal Heritage Council, the Victorian Equal Opportunity and Human Rights Commission, the Indigenous Family Violence Regional Action Group, and is currently Chair of the Western Metropolitan Regional Aboriginal Justice Advisory Committee and the Indigenous Family Violence Regional Action Group.



MAT JAKOBI

Mat Jakobi is a Djab Wurrong man who has strong connections to Ballarat and Horsham. Graduating with a Bachelor of Arts (Primary Education) from the Institute of Koorie Education in 1992, Mat taught in a variety of schools located in urban, regional and remote Australia. Returning to study in 1997, he completed a Bachelor of Fine Arts with majors in Drawing and Graphic Design. In 2001, Mat began work in the Institute of Koorie Education as an education lecturer. In 2008, he began working in VU's College of Education, and on the delivery of the Moondani programs.

Mat is currently completing his PhD, investigating and articulating the roles of Aboriginal people in Australian teacher education programs.



REBECCA GERRETT-MAGEE

Rebecca Gerrett-Magee is a Yorta Yorta woman and has been a lecturer at Moondani Balluk Indigenous Academic Unit for the past 10 years. Rebecca graduated from the Bachelor of Education Nyerna Studies program run by Victoria University in partnership with the Yorta Yorta community, after which she went on to complete a Graduate Diploma in Public Advocacy and Action, and a Masters of International Community Development. Rebecca's areas of interest include racial inequality, the processes of colonialism, and privilege and whiteness in society and popular culture. Rebecca's future PhD will explore the whiteness of science fiction/fantasy and attempt to make space for the Indigenous voice within this genre.



PAOLA BALLA

Paola Balla is a Wemba-Wemba and Gunditjmara woman of the Day and Egan families, and also of Italian and Chinese migrant blood. Paola is an artist, curator, speaker, educator and community arts worker. She was an inaugural graduate of VU's Nyerna Studies program in 2001, has a Postgraduate Diploma and Masters in Community Cultural Development (VCA), and recently enrolled as a PhD researcher at VU. Paola is the first recipient of the Lisa Belleair Indigenous Research Scholarship. Paola has also been a lecturer at Moondani Balluk, and a senior curator in the First Peoples exhibition at Melbourne Museum.

During 2015, Paola was Artist in Residence at Moondani Balluk, creating site-specific works and writings from research into trans-generational trauma/colonial injury, impacts on Aboriginal women and their place in contemporary art.





KATE RUSSELL

Kate Russell is a Larrakia/Arrernte woman from the Northern Territory. Kate is also a midwife and a lecturer at VU, and the unit coordinator for the Indigenous Health and Wellbeing unit. This subject is designed to expand the knowledge of first-year nursing, midwifery and allied health students on issues that affect Aboriginal health. Indigenous Health and Wellbeing is an important subject, as it covers the gaps in Indigenous health from both a cultural and academic standpoint.



ROWENA PRICE

A Yorta Yorta/Palawa descendant, Rowena Price is Mumgu-Dhal's Community Liaison Officer and also teaches at Odyssey House. She is also the current chairperson for the Western Metropolitan IFV RAG (Indigenous Family Violence Regional Action Group). Rowena came to VU as a Kynandoo student in 2009, initially working in the Student Mentor Program. From there she went on to work on VU's Cultural Awareness Project, and then worked as an Aboriginal and Torres Strait Islander Project Family Engagement Officer before becoming the Community Liaison Officer. Rowena helps increase opportunities for Indigenous Australian families in Melbourne's West to engage with each other, and assists in improving the capacity of local service provider organisations to work with families.



RAELENE CLINCH

Raelene Clinch is a proud Yamatji woman from Western Australia. Raelene has four grown children and last year became a grandmother for the first time, to a beautiful baby girl, Evie Rae. Raelene has been employed by the Department of Education and Training for the past two years as a Koorie Engagement Support Officer in the Footscray office.

Raelene has just returned to Victoria University as an Aboriginal teacher and Project Officer having previously been employed as an Admin Student Support Officer. Last year she graduated with a Bachelor of Arts - Kynandoo from Victoria University, which was an amazing experience for her.

MOONDANI BALLUK RESEARCH



PROFESSOR GARY EDWARD FOLEY

Professor Gary Foley was born in Grafton (1950), northern NSW, of Gumbainggir descent. He has been at the centre of major political activities for more than 40 years.

In 1994 he created the Koori History website, the first Aboriginal owned and operated website, which remains one of the most comprehensive Aboriginal education resources available online.

Professor Foley completed a Bachelor of Arts and then gained First Class Honours in History in 2002. Between 2001 and 2005 he was also the senior curator for Southeastern Australia at Museum Victoria. Between 2005 and 2008 he was a lecturer/tutor in the Education Faculty of the University of Melbourne. In 2012 he completed a PhD in History at the University of Melbourne. He has worked at VU since 2008.

"What I love about VU is that not only is it flexible and innovative, I find the demographic of students here very interesting to teach."



DR TONY BIRCH

In 2015, Dr Tony Birch joined VU as the first recipient of the University's Dr Bruce McGuinness Indigenous Research Fellowship. Dr Birch is a renowned academic, author, educator and researcher. His research interests centre on climate change and Indigenous knowledge systems. Dr Birch's books include *Shadowboxing* (2006), *Father's Day* (2009), *Blood* (2011), *The Promise* (2014) and *Ghost River* (2015).

"During my tenure I hope to provide due respect to the influence and memory of Bruce McGuinness, as well as represent Victoria University as a researcher, public intellectual and teacher."

MOONDANI BALLUK'S OUTREACH WORK

VU works in partnership with the following community groups to advance opportunities for local Aboriginal people:

- Footscray Community Arts Centre
- Indigenous Family Violence Regional Action Group
- Kirrip Aboriginal Corporation, Melton
- Local Aboriginal Network Community Cultural Strengthening Workshops
- Marin-Balluk Group in Brimbank and Brimbank City Council
- The Smith Family Communities for Children Project, Brimbank
- Western Metropolitan Regional Aboriginal Justice Advisory Committee
- Wyndham Aboriginal Community Centre Committee and Wyndham City Council.

These groups and committees help us engage respectfully with Aboriginal people who reside in the west of Melbourne.

EXAMPLES OF OUR OUTREACH WORK

PLAYGROUP FUNDED BY THE SMITH FAMILY, STRONG COMMUNITY MEANS HAPPY KIDS PROGRAM

This activity consists of three main elements:

- a fortnightly supported playgroup for Aboriginal and Torres Strait Islander parents/carers and their children aged up to five years of age
- an Aboriginal and Torres Strait Islander Women's group
- the provision of cultural activities in early year's settings.

Playgroup activities support children's development in the areas of literacy and numeracy skills, as well as their language and social development.

The program is delivered at VU's St Albans Campus and is available to families living in the municipality of Brimbank.

PARTNERSHIP WITH THE FOOTSCRAY COMMUNITY ARTS CENTRE

The Footscray Community Arts Centre (FCAC) has a long-standing commitment to social justice in the arts and arts practice.

In 2010 Moondani Balluk was approached by FCAC for assistance in bringing together Aboriginal artists for the Winter in Light Festival. Paola Balla and Karen Jackson teamed up with FCAC and from there, on Paola's request, a long-term relationship was agreed to, where Indigenous program and producer roles were established. This agreement and continued connection between FCAC and Moondani Balluk has grown to include the annual Wominjeka Festival that kick-starts the summer and yearly programs.

Moondani Balluk is also represented on the FCAC Indigenous Advisory Group.

CAMPUSES & LINK TO KULIN CULTURE

VU has campuses across Melbourne's central and western suburbs.

BRIMBANK CAMPUSES

- St Albans
- Sunshine

Brimbank lies within the area occupied by the Kurung-Jang-Balluk and Marin-Balluk clans of the Wurundjeri people (also known as the Woiwurrung language group), who form part of the larger Kulin Nation. Other groups who occupied land in the area include the Yalukit-Willam and Marpeang-Bulluk clans. A total of 157 registered Aboriginal archaeological sites exist within Brimbank, with the oldest artefacts found to be over 30,000 years old.

These include bone remnants, ochre, charcoal and hearth stones. A small number of formal tools were also found, including blades and scrapers. Indigenous grasslands are still remnant outside of the St Albans Campus at the Iramoo site.

WERIBEE CAMPUS



WERIBEE CAMPUS

The Wathaurung (Wadawurrung), Woiwurrung and Boonwurrung language groups were a part of the Kulin Nation and lived throughout this region. The name Werribee is an Aboriginal name meaning 'backbone' or 'spine'. It is thought that this name was given as the shape of the Werribee River valley in the landscape looks like a backbone. Koori burials were discovered during sand mining close to the Werribee River. The burials were about 7300 years old.

FOOTSCRAY CAMPUSES

- Footscray Nicholson
- Footscray Park
- VU at MetroWest (Footscray)

The area around Footscray has been home to the Woiwurrung and Boonwurrung people of the Kulin Nation for over 40,000 years. The Maribyrnong River is an anglicised version of the Aboriginal term 'Mirring-gnay-bir-nong', which translates as 'I can hear a ringtail possum'.

Shell middens and surface scatters have been recorded near the Maribyrnong River. Scar trees have also been recorded, and many still remain, along its banks. Canoes were made from bark that was carefully removed from the tree with a tomahawk and pole. Bark was also used to build shields, containers and temporary shelters.

Fish and eels were a large component of the Aboriginal people's diet, caught with spears and sophisticated traps made from woven plant fibres and stones.

CITY CAMPUSES

- City Flinders
- City King
- City Queen

The Kulin Nation is made up of the five language groups who are the traditional owners, and who have lived in the Port Phillip region: the Wurundjeri, Boonwurrung, Taungurong, Dja Dja Wurrung and the Wathaurung (Wadawurrung) people.

The language groups were connected through shared moieties (divided groups) — the Bunjil (wedge-tailed eagle) and Waa (crow). Bunjil is the creation spirit of the Kulin and Waa the protector of the waterways. A waterfall was once located at Queens Bridge, stretching to St Kilda and Albert Park Lake. This was an important resource for the Kulin people; however in the 1880's it was blown up and covered by Elizabeth Street.

Archaeological evidence has provided an account of Aboriginal occupation in the Port Phillip region. This evidence takes a variety of forms such as the tools or other implements that were used.

These artefacts and sites have been found all over the Port Phillip region. Within the land of the Kulin there are about 1500 archaeological sites of various types. About 200 of them are within the Melbourne metropolitan area itself.





Contact Moondani Balluk Indigenous Academic Unit
Phone + 61 3 9919 2836 (reverse charge calls accepted)
Email moondani.balluk@vu.edu.au

DISCLAIMER: The information in this publication was current at the publication date, April 2016. It is provided as information only and does not form any part of a contract between any person and Victoria University. Please check the Victoria University website vu.edu.au for the most up-to-date detailed information. This publication is relevant to Australian citizens, Australian permanent residents and New Zealand citizens. International students and New Zealand permanent residents should contact international@vu.edu.au, phone 03 9919 1164 or visit vu.edu.au/international

Produced by Marketing and Advancement.
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CRICOS Provider No. 00124K (Melbourne)
CRICOS Provider No. 02475D (Sydney)
RTO Code: 3113