

The University of Sydney Business School



THE UNIVERSITY OF
SYDNEY

Shaping the Curriculum

Embedding Indigenous Cultural Competence
in the Master of Business Administration

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sydney.edu.au/business



Ngyini ngalawangun mari budjari Gadinurada*

We meet
together on the
very beautiful
Gadi Country

*The language of the Gadigal people is used in our acknowledgement of Country in recognition that the University's first campus at Camperdown sits on Gadigal land.

When speaking of matters regarding the lands of New South Wales, we refer to Aboriginal people. When referring to our staff and students, we refer to Aboriginal and Torres Strait Islander peoples.

Aboriginal and Torres Strait Islander people should be aware that this document contains images and names of deceased persons.



Cover featuring commissioned artwork: *Yanhambabirra Burambabirra Yalbailinya (Come, Share and Learn) 2020* by Luke Penrith

For the complete artwork story please see page 16.

Cover Image: *Totem poles, Regiment Building, Newtown, NSW. 2020.* The artist is Garawan Wanambi, a Marrakulu clansman, who lives and works in Gangan, Northern Territory.





Acknowledgement of Country

The University of Sydney's Camperdown Campus sits on the lands of the Gadigal people with campuses, teaching and research facilities on the lands of the Gamaraygal, Dharug, Wangal, Darkinyung, Burramadagal, Dharawal, Gandangara, Gamilaraay, Barkindji, Bundjalung, Wiradjuri, Ngunawal, Gureng Gureng, and Gagadju peoples.

We recognise and pay respect to the Elders and communities of these lands, past, present and emerging, who for thousands of years have shared and exchanged knowledges across innumerable generations, for the benefit of all.

Aboriginal peoples have managed knowledge systems and resources sustainably for many thousands of years. Since colonisation there has been inadequate recognition, attribution or value placed upon their wisdom and innovations. First Nations peoples of this land continue to be resilient custodians and contributors in the everyday life of contemporary Australia, many of whom enrich and enliven the education and research activities of the University of Sydney.

We respect and value the knowledges, cultures and traditions of Aboriginal and Torres Strait Islander peoples.

There is no place in Australia – water, land or air – that has not been known, nurtured and loved by Aboriginal and Torres Strait Islander peoples.

We acknowledge that many people identify themselves by their Clan, Mob and/or Country. For the purposes of this document, we respectfully refer to Aboriginal and Torres Strait Islander peoples as Aboriginal and Torres Strait Islander throughout, First Peoples as a collective and Indigenous in reference to programs or data only.

Thanks and acknowledgements

Mattia Anesa, Amara Barnes, Jennifer Barrett, Kristy Bartlett, Joanna Bishop, Dan Caprar, Laura Curtis, Leanne Cutcher, Jarryd Daymond, Celine Diaz, Christine Evans, Ellen Garbarino, Jake Gordon, Catherine Hardy, Liam Harte, Terri Janke, Taneka Lyford, Stefan Meisiek, Laura Minchella, Katie Moore, David Oliver, Roxanna Pebdani, Gabrielle Russell, Simone Solar, Amy Stevenson, Danika Wright and the selection panel from the DVC-ISS Compact Funding for supporting our initiative. Design by 33 Creative.

Images clockwise from top left:

- 1 The Torres Strait Island flag, Aboriginal flag and the Australian flag flying together prominently on Gadigal Land, The University of Sydney 2021.
- 2 *Djuguma* outside the Susan Wakil Health Building pays homage to the important role of Aboriginal women who gathered food and bush medicine to feed, nurture and heal their communities.
- 3 *One Sydney, Many People* Strategy 2021-2024.
- 4 The Gadi features prominently around the Camperdown Campus as it has done on this country for thousands of years. Photo: Cornel Ozies.

Introductions

Through this document we invite you to discover the process which was followed to embed Indigenous Cultural Competence (ICC) across the Master of Business Administration (MBA) at The University of Sydney Business School. This includes the outputs developed during the process and practical guidance for other programs seeking to embed Indigenous Cultural Competence and improve Indigenous engagement.

THE UNIVERSITY'S STORY

The University of Sydney has provisioned educational opportunities for students with over half a million graduates since its first ceremony in 1859. However, it was only in 2012 that its first Indigenous People's strategy *Wingara Mura Bunga Barrabugu* was introduced.

Quickly after that, in 2014, the University of Sydney and the Australian Government established the National Centre for Cultural Competence (NCCC) which has been an ally in implementing these strategies, and has since grown "to be a centre of significance for cultural competence research and education in Australia."¹

In 2020, the *Unfinished Business Action Plan* was developed to help the University transition into its new Indigenous Strategy, *One Sydney, Many People Strategy 2021-2024*, which "is designed to be aspirational, bold and courageous – to redefine the role we want and need to play, as a university and as a community of practice."²

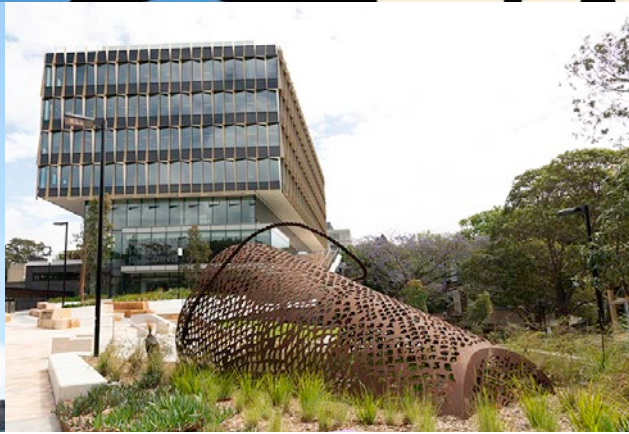
"As an institution we must inspire new generations of culturally engaged students and staff and equip

them with the skills, knowledge and capabilities required to navigate and lead in a rapidly changing world."³

THE BUSINESS SCHOOL'S STORY

The University of Sydney Business School's Indigenous Strategy and Services portfolio supports the University's *One Sydney, Many People* (OSMP) strategy through initiatives that build on our strengths in research, education and engagement. The University of Sydney Business School (USBS) is committed to embedding culturally responsive practice in all we do and is committed to ensuring that all staff, students and community members with whom we interact feel safe, respected and valued.

In 2021, the University of Sydney Business School was successfully allocated strategic funding for two OSMP projects. In addition to the "Shaping the Curriculum" initiative (project described in this document), the concomitant project, 'University of Sydney Business School Aboriginal and Torres Strait Islander Cultural Protocols', develops a set of cultural protocols



to guide Business School staff in the promotion of culturally safe practices across our teaching programs, spaces and resources.

Both projects are informed by the ten True Tracks® principles developed by Dr Terri Janke, and align with the Ngara pillar⁴ of the OSMP strategy, reflecting the Business School's position as a leader in curriculum development and pedagogical practice.

THE MBA STORY

The MBA focuses on building and enhancing the creativity, collaboration, competence and character of students enrolled in the program. The MBA curriculum equips its students to build personal and interpersonal skills to deal with ambiguity and complexity. To facilitate this, classes are less lecture-based and focus on active and experiential learning, simulations, panel sessions, debates and discussions. To calibrate with this pedagogy, assessments are largely formative in nature, with skills assessed as they develop. Units are team-based and, where appropriate, coaching intensive. Teaching

faculty are selected based on their teaching skills in workshop-like and peer-to-peer enabling classroom environments, and subject knowledge.

Through a recent course quality review, the MBA Program has expanded to accommodate and align with the University's 9 Graduate Qualities, including cultural competence, which the University defines as the ability to participate ethically and effectively in personal and professional intercultural settings.

One of the MBA's key learning outcomes is to develop students' cultural competency. Given our graduates, as future leaders, will make decisions in culturally and linguistically diverse contexts, MBA students will learn to value complexity and the diversity of perspectives to develop a culturally appropriate and informed representation, become inclusive and culturally responsive. Embedding Aboriginal and Torres Strait Islander peoples' knowledges, skills and ways of life into the program is a key component of this learning outcome and the first step towards developing ICC.

Image: Tribal Warrior dancers perform traditional dance on stage and screen for the 20th annual Dr Charles Perkins Oration held in the Great Hall.

Introductions

INDIGENISED MBA CURRICULUM

In 2021, the MBA team succeeded in its application for funding from the DVC-ISS for a short-term initiative which aims to Indigenise the MBA curriculum, with a long-term impact on the MBA and other postgraduate programs in the Business School.

One Sydney, Many People

The Project Team took inspiration from two of the four *One Sydney, Many People* strategic pillars:



NGARA

Education and research

Embed Aboriginal and Torres Strait Islander peoples' knowledges, skills, concepts and ways of life in teaching and research.



NGURAGAINGUN

Culture and community

Reflect Aboriginal and Torres Strait Islander peoples' cultural values throughout University policies, practices and relationships.

True Tracks®

Another source of inspiration that came to nurture the project is consideration for Indigenous Cultural and Intellectual Property as explored below in the ten True Tracks® principles.

Indigenous Cultural and Intellectual Property (ICIP) means the rights of Indigenous peoples to their heritage. Heritage comprises of all objects, sites and knowledge, the nature and use of which has been transmitted or continues to be transmitted from generation to generation, and which is regarded as pertaining to a particular Indigenous group or its territory. The heritage of Indigenous peoples is a living one and includes objects, knowledge, literary and artistic works which may be created in the future based on that heritage. The heritage of Indigenous peoples includes objects, films, photographs, artworks, written works, scientific and ecological knowledge, languages and designs.

The True Tracks® principles were designed by Indigenous lawyer and business professional Dr Terri Janke who has over 20 years of experience in ICIP. The True Tracks® principles are ten principles which can be used by staff and students to guide respectful engagement with Aboriginal and Torres Strait Islander communities and their ICIP.

The True Tracks® principles are designed to help embed Indigenous engagement in projects and promote understandings of ICIP. These understandings can be leveraged into practical action that ensures that ICIP is controlled by the Aboriginal and Torres Strait Islander communities it belongs to, and used in accordance with cultural protocols.

The principles highlight the need for free, prior, informed consent, and consideration of collaboration and consent processes to empower Aboriginal and Torres Strait Islander voices and perspectives.



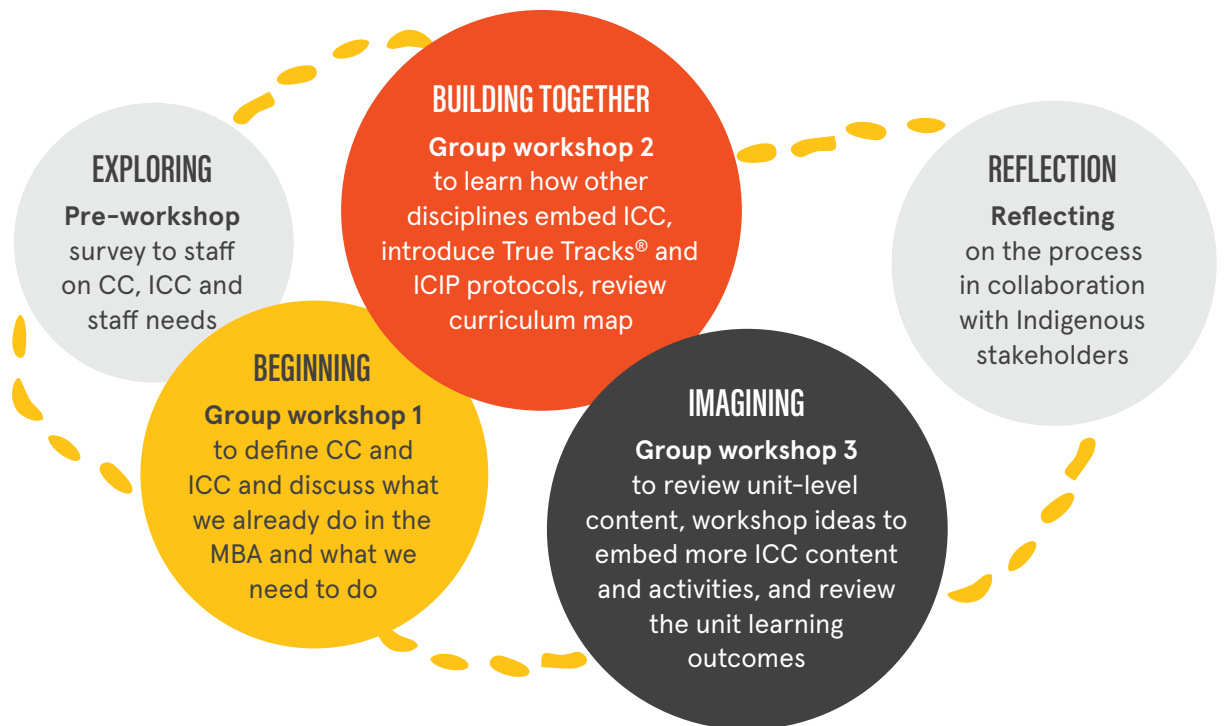
True Tracks® ten principles

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Our steps to Indigenising the Business Curriculum

All steps have been developed in consultation with Indigenous stakeholders.



EXPLORING

We chose a collaborative and consultative approach to developing and mapping ICC in the MBA. The process involved three online 90 minute group workshops across six weeks and multiple individual check-ins with unit coordinators in-between. Ahead of the first workshop, all MBA teaching staff were surveyed to share with us what skills, knowledges and qualities MBA graduates might need to further develop concerning ICC. Unit Coordinators were also prompted to share what their teaching team had already developed regarding ICC and what further development needs might be. The survey aimed to identify colleagues' current understanding of cultural competence generally and ICC specifically, and how they thought it related to the subject they teach. The outcome was an initial program curriculum map that visualised where and how ICC was developing across each unit.

BEGINNING

Following on from that, the process was guided by ideas of reflective practice, constructive alignment and backwards design. The first

workshop focused on the end goal: what does a culturally competent MBA graduate look like? The group explored the concept of cultural competence, cultural diversity and the University's definition of cultural competence before focusing on what might ICC development in the MBA look like:

"Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues."

The MBA teaching team is a culturally diverse group and many are new to the Australian context. Alumni and students have contributed invaluable perspectives, emphasising the need for ICC development. Colleagues shared their experiences with Indigenous communities in Australia and discussed to what extent the MBA does or does not address expectations of ICC. While the University's general criteria of cultural competence formed the basis for the discussion on how we can develop ICC in our students, the MBA team agreed that

appreciation of cultural diversity, its richness and creative potential deserved a stronger focus and was foundational in ICC development. The team also recognised the need for staff and students to learn more about Aboriginal and Torres Strait Islander peoples and communities, and to involve community representatives directly and regularly in the MBA program where possible. Authentic encounters and learning from communities first-hand would support genuine engagement. Hence, the following five criteria were agreed upon to guide ICC development in the MBA.

Criteria to guide ICC development

- Build awareness of one's own diverse cultural values and worldviews
- Understand the beliefs and values of Aboriginal and Torres Strait Islander peoples and communities
- Appreciate the cultural diversity of Aboriginal and Torres Strait Islander peoples, its richness and creative potential for business solutions
- Communicate with Aboriginal and Torres Strait Islander communities and articulate diverse cultural perspectives
- Engage and directly involve representatives of Aboriginal and Torres Strait Islander communities in business making and business education

BUILDING TOGETHER

The second workshop focused on learning from others, exchanging and developing a program-view of ICC. Colleagues from other disciplines across the University who have engaged in the Indigenising of programs shared their learnings and insights, prompting us to think beyond the business disciplines. Following individual reflections, MBA colleagues reviewed the program's curriculum map and added further details. The map lays out how ICC relevant content is built and scaffolded across the program: first stage is Introducing (learning content), second stage is Developing (learning activities), and third stage is Assessing (assignments) ICC relevant content.

Table 1 shows the overall progression of ICC development from the foundational core unit to the Capstone, while Table 2 presents distinct ICC learning experiences in each unit and shows how ICC is scaffolded across the program, laid out on a scale from introducing to assuring ICC.

IMAGINING

The last workshop in the series involved brainstorming more opportunities to further engage our learners, staff and students, with Aboriginal and Torres Strait Islander communities, knowledges, and cultures. Engaging with Aboriginal and Torres Strait Islander consultants throughout the process and in each workshop was invaluable for staff to further develop their skills and knowledge, gain confidence in their ability to incorporate ICC, and to make meaningful connections between ICC and their subject content. Consultants shared relevant case studies, learning materials and offered to workshop bespoke learning activities with each unit coordinator one on one.

The outcome of this workshop prompted a review of the unit learning outcomes to ensure that they adequately reflect what is covered in the unit in terms of ICC. It also prompted consideration for designing a self-assessment activity for students during orientation where they reflect on their own identity and relationship to ICC.

REFLECTION

Post the workshops and curriculum mapping, unit coordinators have reflected on their journey towards delivering subjects that both develop a student's Indigenous cultural competence and create an inclusive and safe space for all involved. The curriculum review process initiated valuable changes to the program content, yet we acknowledge the journey is far from over. The changes we have achieved came through academics reflecting on the stories, knowledge and customs shared by Aboriginal and Torres Strait Islander students, educators, and collaborators throughout. By continuing to listen to, work with, be led by and learn from the many Aboriginal and Torres Strait Islander peoples in our wider community, the program and those who take carriage of delivering the content will continue to move towards a more culturally competent and inclusive future.

Our steps to Indigenising the Business Curriculum

Table 1: What do MBA students learn in regard to Indigenous Cultural Knowledge and Competence? (by unit)

Unit code			
SMBA6001 (Leadership Practice & Development)	Core	<ul style="list-style-type: none"> - The concept of cultural diversity and the importance of self-awareness and reflexivity - To understand that leadership is understood and practised differently across cultures 	<p>↑ FOCUS ON SELF</p> <ul style="list-style-type: none"> - What is my world view? - What are my beliefs? - How does culture diversity show up? - How can I integrate diverse worldviews in life and business? What are the ethical implications? - How do I communicate with inclusivity and integrity? - How do we think beyond mono and cross-cultural diversity and understand the multicultural context? - How can we embed and embrace cultural complexity and diversity to deliver productive and ethical work? - What helps others to respect and embrace cultural diversity? <p>↓ FOCUS ON OTHERS</p>
SMBA6002 (Strategies for Growth)	Core	<ul style="list-style-type: none"> - The need to know more about Aboriginal and Torres Strait Islander cultures - To question their assumptions - To experience the benefits of diversity 	
SMBA6005 (Critical Analysis & Thought Leadership)	Core	<ul style="list-style-type: none"> - To uncover personal and unconscious biases and challenging student views - To surface underlying moral norms of speech and actions - To build a vision of 'organisations for good' 	
SMBA6006 (Innovation in Strategic Marketing)	Core	<ul style="list-style-type: none"> - The need for sensitivity and inclusive communication - To understand how the cultural context affects domestic and international marketing 	
SMBA6007 (Managing People & Organisations)	Core	<ul style="list-style-type: none"> - To learn to distinguish between multi-cultural and cross-cultural and that individuals hold multiple cultures within themselves - To appreciate the richness and creativity of diversity 	
SMBA6118 (Social Enterprise Project)	Elective	<ul style="list-style-type: none"> - Nature-based analogy of what business means - To appreciate First Nations knowledge in the context of entrepreneurship - To think about business outside the eurocentric lens - To understand the complexity of addressing financial and social objectives - Be comfortable with complexity, uncertainty and ambiguity within an unfamiliar cultural setting 	
SMBA6201 (Design-led Strategy)	Capstone	<ul style="list-style-type: none"> - To value and respect the diversity of perspectives, lived experiences and people in developing customer-centric products 	



Image: The Gadi features prominently around the Camperdown Campus as it has done on this country for thousands of years. Photo: Cornel Ozies.

Our steps to Indigenising the Business Curriculum

Table 2: What do MBA students learn in regard to Indigenous Cultural Knowledge and Competence? (by program)

Unit code		Introduced: ICC embedded in Learning Content
SMBA6001 (Leadership Practice & Development)	Core foundation	<ul style="list-style-type: none"> - Lectures on cultural diversity - Readings on cultural diversity
SMBA6002 (Strategies for Growth)	Core	<ul style="list-style-type: none"> - Michelin case study (video clips) with Indigenous communities in Canada - Strategy simulation where they draw on group diversity
SMBA6005 (Critical Analysis & Thought Leadership)	Core	<ul style="list-style-type: none"> - Introduction to the basics of both western and non-western culture and ethics - Session on Aboriginal and Torres Strait Islander peoples (in class and on Country)
SMBA6006 (Innovation in Strategic Marketing)	Core	<ul style="list-style-type: none"> - Topics cover cultural protocols and responsiveness and cultural appropriation
SMBA6007 (Managing People & Organisations)	Core	<ul style="list-style-type: none"> - Lecture on culture and multiculturalism in Australia
SMBA6118 (Social Enterprise Project)	Elective	<ul style="list-style-type: none"> - Indigenous partners, guest lecturers and speakers - Indigenous case studies - Readings are sourced from Indigenous Australian academics or other First Nations academics abroad
SMBA6201 (Design-led Strategy)	Capstone	<ul style="list-style-type: none"> - Engage Indigenous Enterprises as client partners

Developed: ICC embedded in Learning Activities

Assured: ICC embedded in Assessment

- Students engage in simulations of decision-making that reveal personal values and different worldviews
- Discussions of diversity and inclusion and difficult conversations
- Reflective exercises to increase self-awareness

- Reflective Essay
- Reflection on group dynamics and diversity
- Group presentation includes a reflective section

- Teamwork to develop action for such partnership to work
- Reflection on and integration of cultural differences in team work and outputs

- Final presentation asks to address team dynamics

- Self-reflection exercises throughout building on psychology, sociology, anthropology and philosophy insights

- Group (video) assignment on an 'ethical issue for organisations within the context of Aboriginal and/or Torres Strait Islander peoples' experiences
- Individual assignment focused on an ethical issue for business
- Examination of business/organisational activities through a sociological framework

- In-class exercise mapping the emotional interpretation of a target group you do not belong to (empathy mapping)
- Discussion of how cultural context affects domestic and international marketing

- Alaska Goldmine simulation
- Everest simulation
- Meditation practice

- Reflection essay
- Cross-cultural simulation game
- Individual pitch regarding diversity in the organisation
- Final assessment designing diversity training

- Learning about Acknowledgment and Ceremony
- Site visits and meeting Elders, storytelling and Q&A
- Reflective discussions

- Demonstration of understanding of how culture may affect an enterprise (Case study)
- Application of appropriate cultural knowledge and concepts in development of a project presentation and report for an Indigenous Enterprise
- Demonstration of reflective cultural practice in critical reflective essay.

- Teamwork and communication with culturally diverse peers where possible

- Design Workbook: reflection on value of diversity

MBA re-shaped: Learning activities and assessment tasks

The process outlined here highlights where the MBA already addresses the ICC criteria and where more can be done. In the first iteration of the re-shaped program, the following changes will be introduced.



A Cultural Competency Self-Reflection activity is to be introduced at orientation for commencing MBA students to explore, understand and become aware of their cultural competence. The activity invites participants to identify ways of strengthening cultural engagement throughout their MBA and beyond.



To assess a student's cultural competency at the end of their degree, assessment criteria reflecting the ICC criteria listed earlier are to be added to the final Capstone unit. Students will be required to choose any of the True Tracks® Principles and articulate how their chosen principle apply to the project design for development of the client's minimum viable product.

The main lesson learned is that we need to keep learning and further development is needed. Many development needs lie outside the scope of curriculum design but can be supportive to curriculum development, for instance:

- Implement an advisory group consisting of Aboriginal and Torres Strait Islander representatives to provide guidance and consultation.
- Encourage more Aboriginal and Torres Strait Islander students and staff into the program.
- Seek encounters and collaborations with Indigenous business partners.
- Provide training and continuous learning opportunities for staff.
- Locate and provide authentic learning opportunities on Country.

WHAT OTHER PROGRAMS CAN TAKE AND USE

To embed ICC in the MBA we followed a collaborative and consultative approach where we placed value on unpacking personal, insightful and challenging experiences, hearing different perspectives (from students, consultants and teachers), and engaging in deep conversations about Indigenous Cultural Competence. The curriculum development was underpinned by constructive alignment and backwards design that focuses on the student experience. The True Tracks® Principles informed the process as well as the outputs of this project. We invite other programs, in business and beyond, to adopt ideas and procedures shared in this document with the aim of developing culturally aware and culturally competent graduates.

Start

EXPLORE

Ask: What does our future graduate student look like?

What skills and qualities do we want them to develop?



Program map template

The following map template can be used by other programs to map their ICC elements specifying the types of learning activities.

Unit code	Introduced: ICC embedded in Learning Content	Developed: ICC embedded in Learning Activities	Assured: ICC embedded in Assessment
Unit A			
Unit B			
Unit C			
Unit D			

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Workshops

Terri Janke and Company offers True Tracks® workshops

The True Tracks® workshop is a professional development workshop that will enhance your Indigenous engagement and increase your understanding of Indigenous Cultural and Intellectual Property (ICIP) and Indigenous cultural heritage. For more information, visit www.terrijanke.com.au/true-tracks

Footnotes

1. National Centre for Cultural Competence website, www.sydney.edu.au/nccc/about-us.html
2. Foreword – Journeying together, Professor Lisa Jackson Pulver AM Deputy Vice-Chancellor (Indigenous Strategy and Services), excerpt from *One Sydney, Many People Strategy 2021-2024*, The University of Sydney. Pg 5
3. Foreword – Journeying together, Professor Lisa Jackson Pulver AM Deputy Vice-Chancellor (Indigenous Strategy and Services), excerpt from *One Sydney, Many People Strategy 2021-2024*, The University of Sydney. Pg 5
4. From *One Sydney, Many People Strategy 2021-2024*, The University of Sydney. Pg 10, 16 - 17

Reference

Murphy, K., Ford, G., Mantai, L., Abrate, L., Ormond-Parker, L. and Kelly-Mundine, J. (2022) *Shaping the Curriculum: Embedding Indigenous Cultural Competence in the Master of Business Administration*. The University of Sydney Business School, Management and Executive Education, (1-20).

Document available online:
<https://doi.org/10.25910/n8kz-2451>

Artwork



Title: 'Yanhambabirra Burambabirra Yalbailinya' (Come, Share and Learn), 2020. Artist: Luke Penrith

The University thanks artist Luke Penrith for the creation of his artwork 'Yanhambabirra Burambabirra Yalbailinya (Come, Share and Learn). This work has been created to represent the *One Sydney, Many People* strategy and celebrates our collective vision for the future.

About the artwork

'Yanhambabirra Burambabirra Yalbailinya' depicts a rich interconnected story of knowledge, community and growth, reflecting the history and future aspiration of the University. At the centre of the artwork is the Gadi (of the Xanthorrea genus), found on the grounds of the University campus and acknowledges our location in the heart of Gadigal country. The central flowering bud reaches out with its orange ochre heartbeat and travels to the four pillars present in our strategy: **Nguragaingun** – Culture and Community (base); **Eora** – People (top); **Ngara** – Education and Research (right) and **Pemulian** – Environment (left).

The heartbeat continues on to form four fire circles, each signifying a season of the year, and further to create two waves of knowledge corners (top right and base left). The fire and flame motif links to the desire to share knowledge and to prosper along the journey. The four coolamons support this journey through nurturing, sharing and nourishing that is required along the way.

On two of the coolamons are clapsticks, representing welcoming with song, finding food with digging sticks, grinding grains and preparing food. The other two coolamons feature progressively growing triangle shapes, reflecting growth.

We know that everyone's journey is not always direct. Our visitors' circle, at the base right corner, tells the story of people on a journey, not lost, but still discovering along the way. Our visitors, at the top left corner, are on a clear path, and shown with considered balance.

Throughout there is representation of water, sky, sea, sand and river, all speaking of Country where the journey began.

The symmetry of the design and numerical repetition tells the story of investing in people, creating balance and harmony through perseverance and determination. You may have to complete the same task multiple times before the balance is achieved.

Artist's biography

Luke Penrith's ancestry is connected through the Wiradjuri, Wotjobaluk, the Yuin and the Gumbaynggirr Nation. His passion is mentoring and nurturing Aboriginal and Torres Strait Islander job seekers and supporting Aboriginal businesses. Lore, culture and heritage are paramount to Luke. His art reflects what he sees, hears and can smell and touch; he is a modern contemporary Aboriginal artist living in Brungle NSW. Luke's bloodlines are connected through the rivers, the mountains, the coastline and the plains.

