Ngarrngga Phase 1 2022-2026

Ngarrngga
to know, to hear, to understand

THE UNIVERSITY OF MELBOURNE

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Acknowledgement of Country

Ngarrngga honours the Traditional Custodians of Country/Place throughout Australia and recognises the continuing connection of First Peoples to lands, waters, cultures and communities. We pay deep respect to Aboriginal and Torres Strait Islander knowledge systems, histories and cultures, and to Elders past and present.

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Director's Welcome

It is a pleasure to present Ngarrngga's Phase 1 Report. From the announcement of Ngarrngga in late 2022 to the time of writing – early 2026, the Program has grown remarkably, with each achievement building on the last. Within this report, you will discover an overview of our work during the first Phase. The highlights and achievements included are a mere glimpse into what the team has accomplished during this period, and this is just the beginning for Ngarrngga.

I would like to thank the educators and principals who have taken up the challenge and have worked with Ngarrngga during our first Phase. Your collegiality and commitment to ensuring that all Australian students have the opportunity to learn about the achievements and contributions of Indigenous Peoples to Australia is appreciated.

I would also like to thank our funders of Phase 1, BHP and the Dara Foundation, for their support for this critical work. We are also greatly appreciative of Peter and Ruth McMullin who generously provided support for the education program for the landmark exhibition *65,000 Years: A Short History of Australian Art*.

Finally, I would like to thank the amazing Ngarrngga team whose professionalism and commitment to Indigenous education and our principles is in a class of its own. Your hard work and dedication are noted, and I am ever appreciative of the work that you do. Melbourne Laureate Professor Marcia Langton AO, Professor Jim Watterston, Professor Aaron Corn and Professor Larissa McLean-Davies – sincerest thanks for your support, guidance and advocacy over the years.

Sincerely,



Professor Melitta Hogarth
Director, Ngarrngga

Phase 1 at a Glance

Imagine an Australia where...

- every student has the opportunity to learn about the histories, cultures and knowledge systems of Aboriginal and Torres Strait Islander Peoples
- all teachers are confident and interculturally competent in showcasing Indigenous Knowledge throughout the curriculum;all students gain a deeper understanding of Aboriginal and Torres Strait Islander histories, cultures, and knowledge systems;
- and where our education system creates safe spaces through shared knowledge, understanding and respect.

This is the vision that drives Ngarrngga, a University of Melbourne Signature Project, established in 2022, hosted by the Faculty of Education.

Guided by this vision and informed by design-based research, our approach to curriculum development, professional learning, advocacy and partnership-building seeks to contribute to a more inclusive, culturally responsive and informed education system. This report outlines the highlights of Phase 1 (2022–2026) which focused on building the foundations for long-term educational change. Working across three interconnected program areas: Indigenous Knowledge in Curriculum; Indigenous Knowledge in Schools; and Indigenous Knowledge in Initial Teacher Education, Ngarrngga has worked alongside Knowledge Holders, Indigenous experts and educators to create practical pathways for embedding Indigenous Knowledges in teaching and learning, across a range of schooling contexts.

A major achievement of Phase 1 was the development of a distinctive and comprehensive suite of educational resources aligned with Australian Curriculum architectures and priorities. Underpinning this work was the creation of a methodological framework for curriculum interpretation that supports meaningful engagement with Aboriginal and Torres Strait Islander People and knowledge systems. The framework and its accompanying methods and models provide a robust and scalable approach for curriculum-aligned resource development, and for the showcasing of Indigenous knowledges, histories and perspectives with integrity and due care across year levels and learning areas. More than 1,000 classroom-ready resources across 50 curriculum modules were developed and refined, supported by contributions from educators, Indigenous Knowledge Holders, academics and community partners. Curriculum resources were trialled, reviewed and strengthened through ongoing feedback from schools, ensuring they remain practical, relevant and engaging.

Conceptualised within an Indigenist research framework, Ngarrngga was informed by evidence and research at every stage of its development. Drawing on the existing Indigenous education knowledge base and generating new evidence through educator surveys, focus groups, curriculum trials, community consultations and formal evaluations, the program surfaced opportunities and challenges associated with embedding Indigenous Knowledges in education. Research findings consistently highlighted strong educator motivation alongside barriers such as confidence, access to trusted resources, limited time, and concerns about getting it wrong. These insights directly informed Ngarrngga's resource design, professional learning offerings and future strategic directions, ensuring the program remains grounded in the realities of educational practice.

Strengthening educator capability has been another key focus. More than 500 educators engaged with professional learning programs through self-paced online modules, video masterclasses, and curriculum trials which directly engaged schools in Queensland, South Australia and Victoria. These programs were designed to support educators at different stages of their learning journey. Evaluation findings demonstrated increased educator confidence, while curriculum trials reinforced the importance of professional learning, peer collaboration and leadership support in creating sustained practice change. These learnings informed the development of multiple approaches for enriching the Australian curriculum, empowering educators to engage with and showcase Indigenous Knowledges with confidence in their teaching and learning.

Alongside its curriculum and professional learning work, Ngarrngga invested significantly in building relationships across the education ecosystem. Through stakeholder briefings, partnerships and national forums with allies such as Reconciliation Australia's Narragunnawali program, and engaging educators in roundtables, webinars and workshops, the program created opportunities for dialogue, collaboration and shared learning. These engagements helped build awareness of Ngarrngga's work, identify common goals and complementary workstreams, and contribute Indigenous education perspectives to broader discussions about curriculum, teacher development, reconciliation and educational reform.

Phase 1 also saw Ngarrngga establish itself as a thought leader. Literature reviews, scoping studies and other research activities helped shape the program's foundations, while a consistent stream of freely accessible knowledge-sharing outputs supported educators, encouraged critical reflection and contributed to professional dialogue across the sector. These works elevated Indigenous voices and showcased the interdisciplinary expertise of Knowledge Holders, emerging and established researchers, educators and esteemed leaders and advisors. Recognition through national awards, fellowships and research achievements and a growing social media audience further reflected the quality, influence and expanding profile and reach of the program.

Phase 1 demonstrated that meaningful integration of Indigenous Knowledges requires more than curriculum resources alone. It requires brave educators, culturally responsive professional learning, ethical engagement with Indigenous Knowledge, leadership commitment and ongoing dialogue across the education ecosystem. It also requires sustained support from education systems and policymakers, including investment in educator workforce development, ongoing professional learning, community partnerships and the conditions that enable schools to translate curriculum intent into everyday practice. By bringing these elements together, Ngarrngga has laid the foundations for a scalable and evidence-informed approach to Indigenous education.

As Ngarrngga enters Phase 2, the vision remains unchanged, while the opportunities for impact continue to grow. As we build on our collective efforts with a growing network of allies, collaborators and supporters who share this aspiration, we move closer to an Australia where all young people have the opportunity to know, hear and understand the world's oldest continuing living cultures, and the First Peoples who sustain them.

About Ngarrngga

Vision, purpose, objectives

Ngarrngga (pronounced "Naan-gah") is a Taungurung word meaning to know, to hear, to understand, a name gifted by Aunty Loraine Padgham and the Taungurung Land and Waters Council that reflects the program's purpose and aspirations. The program is a multifaceted, transdisciplinary initiative structured around three interconnected project nodes:

- Indigenous Knowledge in Curriculum
- Indigenous Knowledge in Schools, and
- Indigenous Knowledge in Initial Teacher Education

Expanding on the work of the Aboriginal and Torres Strait Islander Curricula Project led by Laureate Professor Marcia Langton AO, Ngarrngga goes beyond the production of curricula resources by diving deep into the Australian Curriculum to draw out and illustrate how Indigenous Knowledge complements and deepens our understanding of the world and our relationships with one another.

Our vision is for all Australian students to have the opportunity to deeply connect with Aboriginal and Torres Strait Islander knowledge systems, histories and cultures.

To achieve that, we are creating high-quality, innovative curriculum resources for educators, complemented by the delivery of masterclass-style professional development, as well as leading education sector advocacy.

Our resources are developed by educators, curated with Indigenous Knowledge experts and teachers, and refined based on teacher feedback. This means educators can have confidence in the quality and integrity of the Ngarrngga resources, knowing that they directly link to curriculum outcomes.

Our hope is that the current generation of young learners will become the next generation of leaders. Their values and intellect will be enriched by gaining a deep understanding of, and respect for, the world's oldest continuous living culture. Educators are key to blazing the trail of this vital work.

At Ngarrngga we invite educators, communities, institutions and policy makers to join a sustained effort to honour First Nations knowledge and to shape an education system that teaches the nation with care, accuracy and shared responsibility.

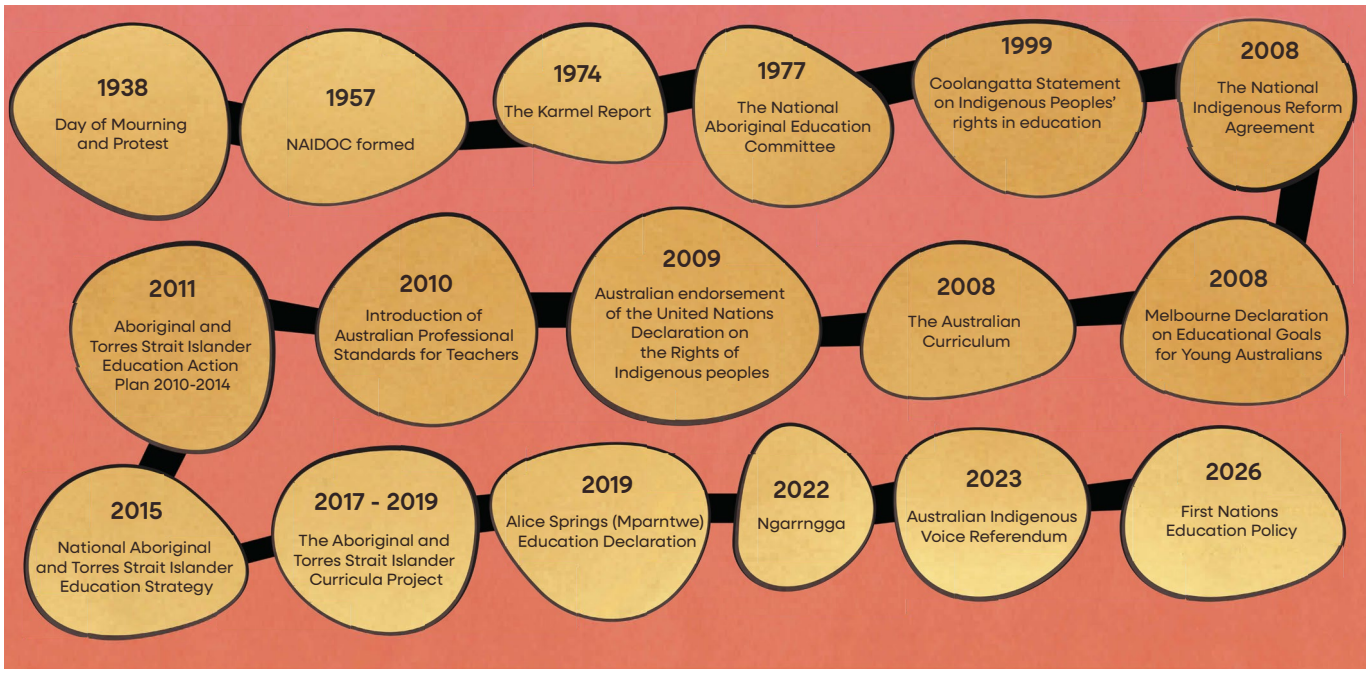
The Context For Ngarrngga

Ngarrngga's work sits within a complex and evolving education landscape, where schools are navigating multiple, and often competing, priorities within a crowded curriculum. In this context, the Australian Curriculum Version 9.0 positions Aboriginal and Torres Strait Islander histories and cultures as a cross-curriculum priority, intended to enrich learning across subject areas and support a more relevant, contemporary understanding of Australia.

Without sustained support, however, these priorities can be difficult to translate into everyday teaching practice. There remains a need to ensure this intent is realised in meaningful and consistent ways across classrooms, alongside other competing demands on educators and education systems.

Ngarrngga's work has responded to this challenge by supporting educators in ways that are authentic, culturally responsive, and aligned with curriculum intent. This work is informed by a growing body of research that is seeking to better understand the complexities of integrating Indigenous Knowledge into curriculum and classroom practice.

The research highlights that, while there is strong policy support and professional commitment to this work, there remain systemic, pedagogical and contextual factors that shape how, and to what extent, Indigenous Knowledges, histories and cultures are meaningfully embedded in teaching and learning. Drawing on this emerging evidence base, and alongside Ngarrngga's own targeted scoping studies, Ngarrngga is building a strong, evidence-informed approach to inform its program of work and support systemic change in Indigenous education.



A timeline of key events in the history of advocating for Indigenous Knowledge. Designer Emily Gittins. Read the blog by Professor Melitta Hogarth, The History of Advocating for Indigenous Knowledge within Australian Education.

During the first Phase of the program, the 2023 Australian Indigenous Voice referendum brought national attention to issues of recognition, representation and truth-telling for Aboriginal and Torres Strait Islander Peoples. This broader context reinforced the importance of strengthening the integration of Indigenous Knowledges in education and highlighted the gap between policy intent and practice.

> As Professor Melitta Hogarth notes, *"education does not just impart information; it shapes who we are and who we might be... education in Indigenous Knowledge systems... is a nation-building exercise."* (Hogarth, 2024)

As Ngarrngga transitions to Phase 2, the importance of this work is reinforced by ongoing policy reform and national advocacy, including the upcoming release of the First Nations Education Policy, and broader truth-telling and Treaty processes, both of which the Ngarrngga team was actively engaged in during Phase 1.

Ngarrngga Highlights

Educator voice in action

136 educators helped refine 1,000+ classroom-ready resources across 50 modules.

Partnering with schools for impact

16 schools | 3 states and territories | 12 professional learning sessions | 500+ educators

Educators trialled resources in classrooms and contributed feedback to strengthen the evidence base for Indigenous education.

Fostering connection and engagement

A growing national community of 2,000+ followers.

Creating space for deep listening and dialogue

Engaged 390 stakeholders from 200 organisations through meaningful dialogue, connection and collaboration around a shared vision for Indigenous education.

What's holding educators back?

Insights into barriers to embedding Indigenous Knowledges.

» Read the report

80 knowledge-sharing and research outputs, advancing Indigenous education

Featuring Ngarrngga: An Approach to Indigenous Education for All Australians

» Read the article

Shaping the future of reconciliation in education

National dialogues convened with Reconciliation Australia's Narragunnawali program

Truth-telling in action

National conversations supporting educators to engage with truth-telling pedagogies.

» Watch the webinar

Listening to the early years sector

Research informing Ngarrngga's future support for embedding Indigenous perspectives in early childhood education.

Professional learning masterclasses

8 masterclasses endorsed by the Australian Institute for Teaching and School Leadership (AITSL).

Equipping educators to engage with Indigenous Knowledges with confidence and care.

Grounded in Indigenous leadership

Supported by a remarkable network of Indigenous advisors, experts and champions for educational change.

Awards, fellowships and research leadership

4 awards celebrating teaching, leadership and design excellence
3 fellowships supporting the next generation of Indigenous education leaders and researchers
1 Indigenous doctoral researcher contributing new knowledge to the field

The foundations of Ngarrngga: A principles-led approach

Ngarrngga is guided by the Program's principles: *Recognition of Indigenous Cultural and Intellectual Property; Reparative Approach*, and *Relationality*; and informed by the values of Respect, Reciprocity and Reconciliation. Ngarrngga centres Indigenous Peoples, knowledge systems, histories and cultures alongside western pedagogies and practices.

ICIP CASE STUDY: Creating an ICIP Declaration to guide respectful practice

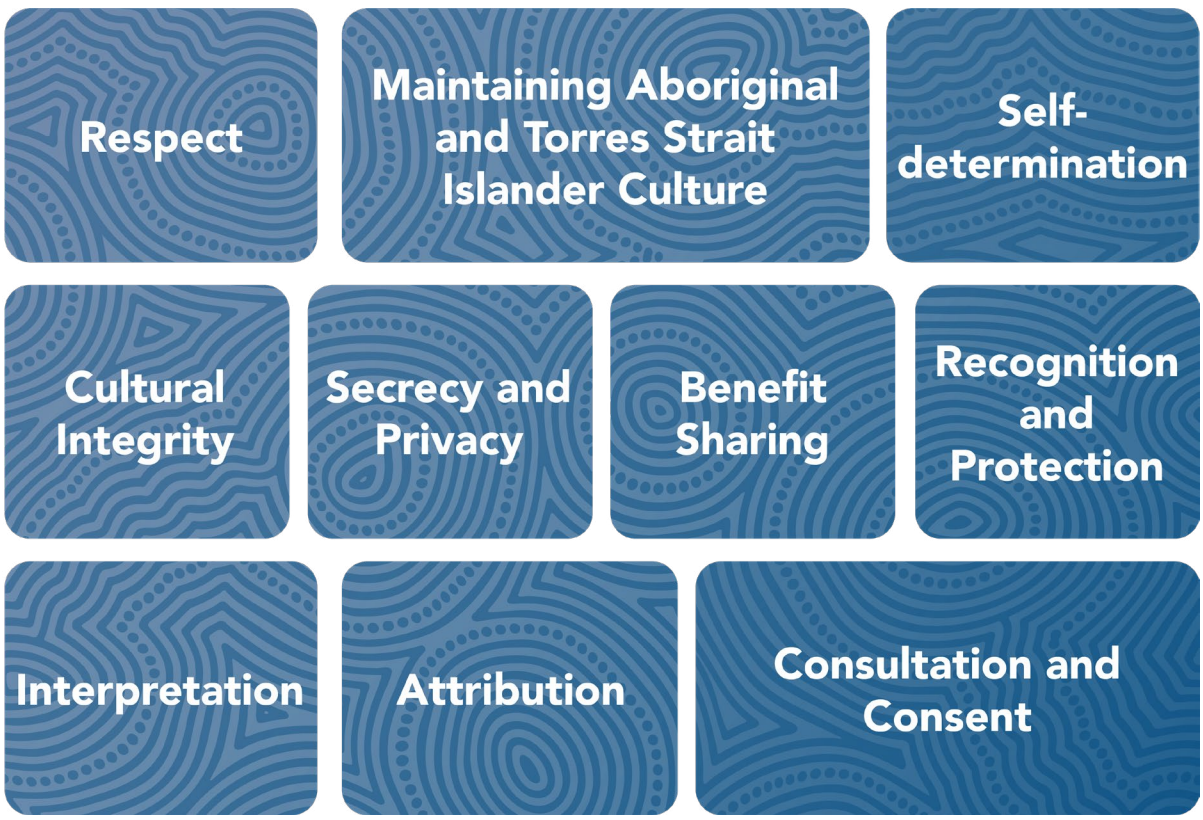
In Phase 1, Ngarrngga developed an Indigenous Cultural and Intellectual Property (ICIP) Declaration to put these principles into practice and guide how Indigenous Knowledge is engaged with, interpreted and shared across all areas of our work.

Developed in collaboration with Terri Janke and Company, the Declaration reflects nationally recognised standards while remaining grounded in the context of education and curriculum development.

The Declaration provides clear and consistent approaches to attribution, consent, collaboration and decision-making, supporting the team to enact Ngarrngga's principles in a way that is practical and embedded in everyday work. It has become a key tool for embedding respectful ways of working with Indigenous Knowledge across all areas of Ngarrngga's work, from curriculum development and professional learning, communications, partnerships and internal processes.

By establishing this foundation, Ngarrngga has strengthened team confidence, consistency and accountability, ensuring ICIP is not positioned as a barrier to engagement, but as an enabling framework that supports depth, integrity and confidence in how this important knowledge is shared.

Phase 2 will extend this work by supporting educators to engage with ICIP in their own practice, recognising it as an essential part of creating culturally respectful and meaningful learning experiences for students.



Commitments of the Ngarrngga ICIP Declaration. Designer: Emily Gittins. Source: Ngarrngga

Strengthening practice through research

Research sits at the centre of Ngarrngga's work, drawing on the growing evidence base across Indigenous education while generating new insights through its own research, classroom trials, consultations and evaluation activities. Guided by sector evidence and educator experience, Ngarrngga seeks to understand the opportunities, barriers and conditions that support meaningful engagement with Aboriginal and Torres Strait Islander knowledges, histories and cultures in education. These insights inform program design, curriculum development, professional learning and advocacy, ensuring Ngarrngga's work remains responsive, relevant and grounded in evidence. Selected examples from within each of Ngarrngga's three program nodes illustrate how research has shaped the program throughout Phase 1 and contributed to practical, educator-focused solutions.

Program node: Indigenous Knowledge in Curriculum

The *Teacher Engagement with Indigenous Knowledge* project aimed to understand teachers' confidence, use of resources, and the barriers to embedding Aboriginal and Torres Strait Islander knowledges in practice. Findings showed that while educators were strongly motivated, many lacked confidence and clarity about how to begin. Challenges included limited access to high-quality, trusted resources, gaps in cultural knowledge, and concern about doing the work respectfully.

Teacher voice brought these findings into focus. Participants described being "fearful of presenting resources as tokenistic", noted that "there was no time to plan and very few resources at [their] school", and emphasised the value of professional learning led by First Nations Peoples to build authenticity and understanding. These perspectives highlighted both the complexity and importance of the work.

These insights directly informed Ngarrngga's approach to resource development by prioritising approaches that enhance opportunities to showcase Aboriginal and Torres Strait Islander knowledges and cultures, alongside practical guidance to support educators, improved access to authentic, community-grounded resources, and stronger institutional support, including a need to advocate for dedicated time for teachers to engage with and apply these materials. This has ensured that Ngarrngga's design and delivery directly responds to teachers' workplace experiences.

This research, generously supported by the Dara Foundation, makes an important contribution to the field by evidencing how integrated professional learning and resource design can support more confident, respectful and sustained engagement with Indigenous Knowledges and curriculum integration.

Teacher Engagement with Indigenous Knowledge

187 teacher survey respondents

4 focus groups

21 teacher focus group participants

» Read the Report

Program node: Indigenous Knowledge in Schools

The *Community of Practice* was a facilitated pilot bringing together educators across sectors to engage with curated readings, reflection and discussion about embedding First Nations perspectives in education and was funded by The Australian Centre seed funding grant.

As a research activity, it generated valuable insight into teachers' needs, constraints and contexts, informing Ngarrngga's approach to gathering feedback and shaping a responsive program model.

The Community of Practice demonstrated the value of creating dedicated spaces for educators to learn, reflect and share experiences with peers, while also building confidence to engage more deeply with Indigenous Knowledges in their own contexts.

Community of Practice

15 educators

5 hours of capacity building

6 interviews

3 Indigenous authored texts

"...because of the Community of Practice ... it just gave me so much more confidence and inspiration... I feel more confident talking to staff members, talking to students, setting things up for our school, than what I potentially would have had I have not done it."

— Participant, Community of Practice

Program node: Indigenous Knowledge in Initial Teacher Education

Evaluation of First Nations in Education (FNiE)

Initial Teacher Education (ITE) providers play a critical role in preparing future teachers to meet the Australian Professional Standards for Teachers (APST), particularly Focus Area 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and Focus Area 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians).

Embedded in the Faculty of Education, Ngarrngga is uniquely positioned to contribute to this work by drawing on the experiences of pre-service teachers and academics involved in facilitating this learning. Ngarrngga commissioned the Assessment and Evaluation Research Centre (AERC) to evaluate ***First Nations in Education (FNiE)***, a compulsory first-year Master of Teaching subject at the University of Melbourne. The evaluation examined feedback from both students and tutors to understand how effectively the subject develops pre-service teachers' knowledge, confidence and capability to engage with First Nations histories, cultures and perspectives in educational settings.

What the Evaluation Found

The evaluation found that the subject had a strong positive impact on both tutors and students. Pre-service teachers reported increased confidence, understanding and ability to incorporate Indigenous perspectives into their teaching. Tutors observed similar shifts, including a greater appreciation of Indigenous ways of knowing, increased confidence in discussing Indigenous content, and a stronger commitment to creating inclusive learning environments.

First Nations in Education (2023)

192 survey respondents

3 student focus groups

17 participants

How the findings shaped Ngarrngga's work

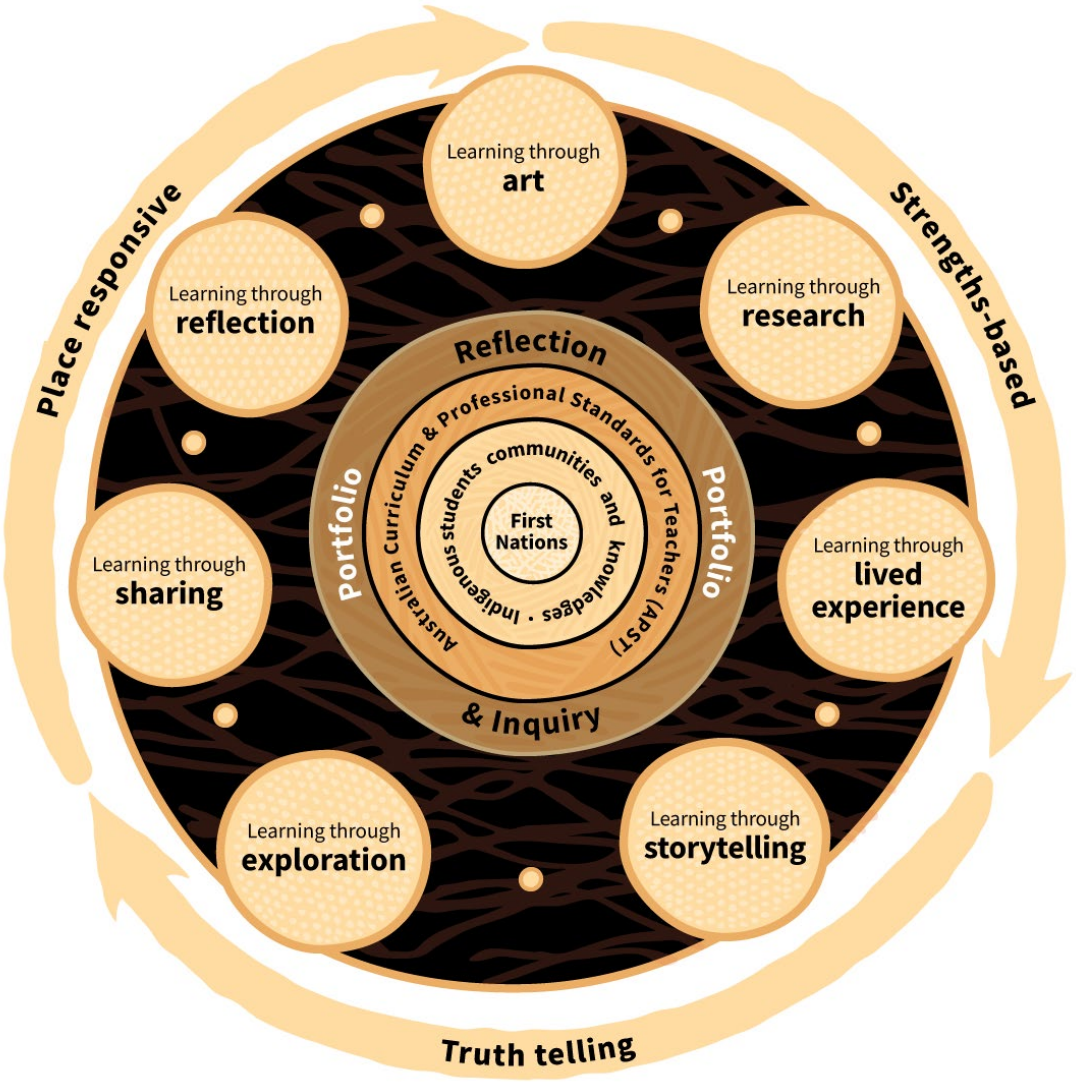
The evaluation generated important evidence that helped shape Ngarrngga's subsequent program of work. Most significantly, it reinforced that pre-service teachers need more than access to Indigenous materials. They require support to confidently interpret, contextualise and apply that content in classroom practice.

Key insights highlighted the importance of:

- Practical examples of embedding Indigenous Knowledges across curriculum areas
- Resources that connect theory to classroom application
- Professional learning that builds educator confidence and addresses concerns about "getting it wrong"
- Guidance on cultural protocols, culturally safe practice and difficult conversations
- Teaching approaches that align with Indigenous pedagogies, including relational, community-based and multimodal learning.

For Ngarrngga, the evaluation validated and refined a scope of work that extends beyond content creation to include educator capability building, professional learning, communities of practice, curriculum resources and practical implementation support.

By identifying the gap between understanding Indigenous perspectives and confidently applying them in classroom contexts, the evaluation helped shape Ngarrngga's focus on supporting educators to translate knowledge into practice.



First Nations in Education Framework (2022).
Designer: Gavin Leys. Source: © University of Melbourne, Melitta Hogarth.

Curriculum development: Building a distinctive suite of educational resources

Responding to a national curriculum need

During Phase 1, Ngarrngga established the foundations of a distinctive and comprehensive suite of educational resources that support educators to meaningfully engage with Aboriginal and Torres Strait Islander knowledge systems, histories and cultures.

This work responded to a clear need across the education sector. While curriculum policy requires schools to engage with Aboriginal and Torres Strait Islander histories and cultures, many educators continue to seek trusted resources that support them to do this work with confidence, care and integrity.

Ngarrngga's curriculum work involved more than the development of individual teaching resources. It drew on Indigenous Knowledges, academic research, educator consultation and iterative review processes to develop a coherent curriculum architecture, principles-led design methodology and growing suite of classroom materials.

A curriculum architecture grounded in Indigenous Knowledges

A key achievement of Phase 1 was the development of curriculum resources that are carefully aligned to the Australian Curriculum and relevant state curricula. These resources support educators to make meaningful curriculum connections while engaging students with the breadth, depth, richness, sophistication, achievements and contributions of Aboriginal and Torres Strait Islander Peoples.



Organising Ideas and Elements. Source: Ngarrngga

A point of difference in Ngarrngga's curriculum work is the development of a curriculum architecture that builds from the Australian Curriculum's Organising Ideas and extends them through Ngarrngga's Elements. This structure adds conceptual depth and enables learning to build coherently across year levels, Learning Areas and modules. Rather than positioning Aboriginal and Torres Strait Islander knowledge systems, histories and cultures as isolated curriculum inclusions, the Organising Ideas and Elements support learning that is connected, developmental and reflective of the relational nature of Indigenous knowledge systems. Together, the Elements provide conceptual lenses through which students can engage with Indigenous Knowledges, supporting coherent learning across subjects, year levels and contexts.

Principles-led and ICIP-informed design

The strength of Ngarrngga's curriculum work lies not only in what has been produced, but in how it has been produced. Curriculum development has been guided by Ngarrngga's principles which have informed decisions about content selection, permissions, attribution, knowledge use, teacher guidance and review processes.

Building from Professor Joe Sambono's (2021) work, the Ngarrngga Model has also supported the team (and educators) to make careful decisions about what knowledge can be appropriately showcased by educators in classroom contexts, and where further cultural guidance, permissions or partnerships are required. The Model has provided an important decision-making structure for curriculum development, helping ensure that curriculum resources are not simply mapped to curriculum outcomes, and that resources are practical for educators while remaining attentive to cultural authority, local context and the ethical responsibilities of engaging with Indigenous Knowledges.

From knowledge to curriculum resources

Ngarrngga adopted a staged curriculum design methodology that functioned as both a curriculum development process and a research-informed inquiry. The methodology provided a consistent approach for moving from knowledge curation and curriculum mapping through to learning design, resource development, review, trial, refinement and publication. It supports rigour and consistency across the curriculum suite, while remaining flexible enough to respond to different year levels, Learning Areas, knowledge contexts and classroom needs.

In practical terms, Phase 1 has produced a substantial suite of curriculum materials, including teacher support materials, student-facing texts, learning activities, case studies, templates, inquiry prompts, reflection tools and supporting resources. These resources have been designed to reduce barriers for educators while maintaining the integrity and complexity of the knowledge being engaged.

They offer practical entry points for educators, while also supporting deeper learning about Country/Place, continuity of culture, ecological knowledge, histories, truth-telling, sustainability, resilience and the ongoing impacts of colonisation.

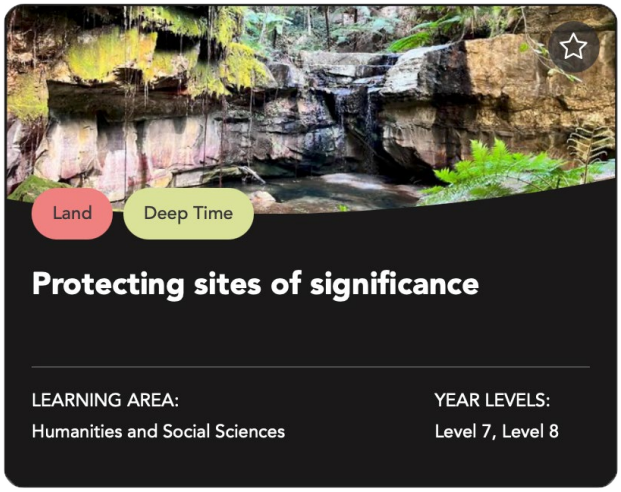
Showcasing the diversity of Indigenous Australia

The curriculum development process is also designed to reflect the diversity of Indigenous Australia. Aboriginal and Torres Strait Islander Peoples are not a single or homogenous group, and resources must move beyond generalised representations to engage with the specificity of peoples, places, histories and knowledges.

Students are supported to engage closely with specific case studies while also recognising broader patterns of cultural continuity, resilience, custodianship and knowledge transmission.

Curriculum translation through partnerships

Case study: Marking Country and Carnarvon Gorge



An example of a Ngarrngga resource

Translating place-based knowledge into curriculum through partnership

This module provides an example of translation of knowledge that comes from specific places, Peoples, communities and research into classroom learning. Developed through a partnership with Marking Country, a collaborative digital mapping project created by the Research Centre for Deep History at The Australian National University, the module uses Carnarvon Gorge as a central case study to support students to engage with Country/Place, cultural heritage, sites of significance, custodianship, and the ongoing responsibilities connected to the protection and management of significant places.

This work was strengthened through collaboration with Bidjara Elders Uncle Fred 'Cotto' Conway OAM and Professor Jackie Huggins AM, alongside academics and existing research, demonstrating Ngarrngga's relational approach to curriculum development. Through Carnarvon Gorge, students can engage deeply with one place while also considering broader questions about how sites of significance are understood, protected and managed across different local contexts. The module also draws attention to other significant places across Australia, helping students recognise that cultural heritage, law, responsibility and protection are shaped by local histories, cultural authority, and ongoing Aboriginal and Torres Strait Islander custodianship.

Through this approach, students can develop a deeper understanding of both the specificity of Country/Place and the broader responsibilities connected to cultural heritage and sites of significance.



Examples of the diversity of Country representations and First Nations Peoples' cultural information in module case studies. Designer: Emily Gittins. Source: Ngarrngga

Case study: *65,000 Years: A Short History of Australian Art*

Partnering with cultural institutions to extend learning

The development of education resources for the landmark exhibition: *65,000 Years: A Short History of Australian Art* demonstrates how exhibitions, collections and artistic works can be translated into classroom learning.

Working alongside artists and curators at The Potter Museum of Art, and Indigenous advisors and University partners in Museums and Collections, Ngarrngga translated the exhibition's themes, stories and cultural knowledge into curriculum-aligned learning materials. This work, supported by Peter and Ruth McMullin, extended the reach of the exhibition beyond museum visitors, creating opportunities for educators and students

across Australia to engage with Indigenous histories, cultures, knowledge and artistic expression in meaningful classroom contexts.

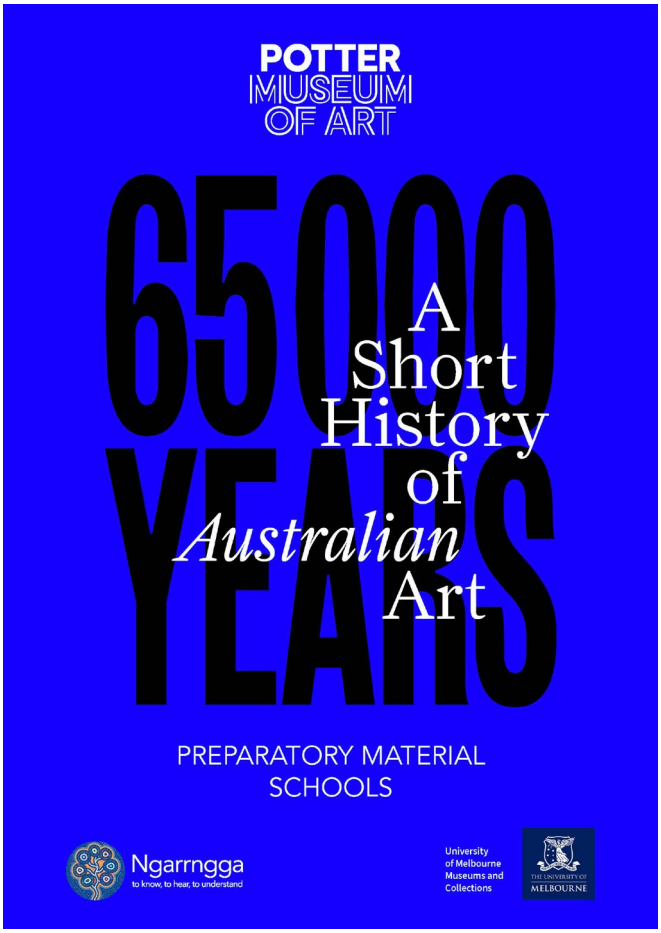
The resources, for Years 3–12 and Higher Education, are linked to specific artworks and exhibition themes, supporting developmentally appropriate engagement across stages of learning. These include Connection to Country; Continuity of Culture; Land, Belonging and Time; Rights and Freedoms; Truth-telling through curation; and Institutional Racism, all permanently hosted and freely accessible on the Ngarrngga website.

Building a curriculum for implementation

Consistent with Ngarrngga's evidence-informed approach, curriculum development did not end at the publication stage. As with design-based research approaches, Ngarrngga viewed curriculum development as an iterative process in which implementation and evaluation informed ongoing refinement.

This approach recognised that high-quality curriculum resources alone are insufficient to create sustained educational change. Educators also require professional learning, practical support and opportunities to test new approaches within their own contexts.

To support this transition from curriculum design to classroom practice, Ngarrngga worked alongside schools and educators through a range of professional learning and curriculum trial initiatives.



Preparatory Material for Schools
Engage with the suite of resources here

Pilot to practice: Professional learning and school partnerships

Ngarrngga's professional learning and school partnerships reflect our iterative, relational and reparative approach. We partner with schools to trial resources in authentic classroom settings, receiving feedback through iterative cycles enabled to build educator confidence, apply learning in practice and contribute evidence to inform ongoing program development.

Professional learning pathways

Professional learning formed a central component of Ngarrngga's implementation approach, recognising that educator confidence and capability are critical enablers of meaningful engagement with Indigenous Knowledges. Identifying that educators are at different stages of their learning journey, Ngarrngga developed multiple pathways for engagement, including self-paced online modules, video masterclasses and facilitated school curriculum trial partnerships. Together, these offerings supported educators to build confidence and capability in embedding Indigenous Knowledges in teaching and learning.

Video Masterclasses

This eight-episode series features educational leaders and covers topics including:

- The activism that paved the way
- The role of the teacher
- Professional responsibilities
- Beyond deficit framing
- Excuses
- Showcasing ICIP: Respectful engagement
- Key Ngarrngga principles
- Ngarrngga and reconciliation

Online Modules

- Self-paced online professional learning, developed in response to educator demand.
- Accessible anywhere in Australia, allowing educators to learn at a time and pace that suits them.
- Hosted on multiple platforms, including Learning Management System Canvas and GO1

Curriculum Trials

Four cycles with 11 schools across VIC, SA, and QLD

Participating teachers:

- Attended two 90-minute PD sessions
- Trialed at least one Ngarrngga curriculum resource
- Completed short surveys and an interview
- Received ongoing support from Ngarrngga

Curriculum trials in practice: Partnering with schools for impact

A defining feature of Ngarrngga's approach was the integration of professional learning with classroom implementation. Schools from across Victoria, South Australia and Queensland participated in curriculum trials that combined educator learning with practical application of Ngarrngga resources. This model provided opportunities for educators to trial materials in classroom settings while contributing feedback to support ongoing refinement.

Across four curriculum trial cycles, 278 educators from 11 schools engaged with professional learning, implemented curriculum resources and contributed data through surveys and interviews. These activities generated evidence about educator experiences, resource usability, implementation conditions and support needs, informing ongoing refinement of both curriculum resources and professional learning approaches that enable sustained engagement with Indigenous Knowledges across education settings.

What we learned

Analysis of educator surveys, interviews and curriculum trial data identified three key findings that informed future program development.

Strengthening teacher confidence and capability

The curriculum trials revealed that teachers entered the program with varying levels of experience embedding Indigenous perspectives and often had limited access to dedicated Aboriginal and Torres Strait Islander teaching resources. Participation strengthened teachers' confidence, knowledge and capability, supporting more intentional and sustained integration of Aboriginal and Torres Strait Islander knowledges across the curriculum. Teachers reported that engaging with the resources deepened both their understanding and their commitment to this work.

Teacher interviews further highlighted the value of the trials in building confidence and capability, while also demonstrating strong levels of student engagement and the benefits of collaboration with colleagues during implementation.

"I thought it was [like] an opportunity to have a look at some other styles of writing ... it was really good to see the children grappling with how they would explain and describe the Rainbow Serpent after hearing all the different versions of it."
— [Primary Teacher – Curriculum Trials Program, Resource: Year 5 Understanding and respecting creation stories]

"I believe the idea of empowering educators to not be afraid of doing it correctly and perfectly is important. The stigma of doing it wrong and therefore being disrespectful to the culture is a big mental block to attempting to including it."
— [Secondary Teacher – Curriculum Trials Program]

Feedback also identified opportunities to strengthen future materials through more localised content, greater curriculum alignment, enhanced differentiation, and additional professional learning support, helping educators more confidently meet the diverse needs of their students.

School leadership is critical to sustained practice change

A significant finding from the trials was that meaningful and sustained embedding of Indigenous Knowledges cannot rely on individual teacher commitment alone. While educators valued the resources and professional learning, long-term practice change was most effective when supported by school leaders. This insight informed the development of Ngarrngga's Holistic School Model, which recognises the importance of leadership capability, whole-school commitment and organisational support in creating the conditions for lasting change. The Model will be expanded and evaluated in Phase 2.

Multiple pathways increase educator engagement

Feedback emphasised educators and schools require flexible engagement options that reflect different levels of confidence, experience and capacity. Multiple entry points into professional learning and curriculum trials will be integrated into Phase 2, enabling broader participation across diverse educational settings to strengthen future resource development.

Phase 1 demonstrated the value of a rigorous, Indigenous-led and research-informed approach to curriculum innovation. By bringing together Indigenous Knowledges, academic research, educator expertise and principles-led design, Ngarrngga developed a distinctive methodology that moved beyond creating resources alone. Through professional learning, school partnerships and curriculum trials, resources were implemented, tested and refined in authentic settings, generating evidence about educator confidence, capability and the conditions for sustained practice change. These foundations position Ngarrngga to support meaningful, evidence-informed and system-wide change in Indigenous education in Phase 2.

Principles-led evaluation with AERC

In Phase 1, Ngarrngga worked with the Assessment and Evaluation Research Centre (AERC) to establish a principles-led, adaptive evaluation approach embedded within program delivery. This work was designed to understand how Ngarrngga supports educators, while strengthening the program's practice over time.

The evaluation combines a design-based, iterative methodology with a hub-and-spoke model. This enables detailed insights across curriculum, teacher professional development, schools and initial teacher education, while also supporting whole-of-program synthesis. It applies systems thinking and a contribution-focused lens, recognising that Ngarrngga operates within a complex education system and is seeking to understand how the program contributes to change over time, rather than attributing outcomes directly.

As an internal evaluation partner, AERC worked alongside the Ngarrngga team to design, lead and implement the evaluation. Embedding evaluation expertise within the program has helped ensure the approach is culturally grounded, ethical and aligned with Indigenous evaluation frameworks, while generating and synthesising evidence across all program areas.

Through this partnership, AERC has provided ongoing, evidence-informed insights and feedback to support continuous improvement, guide decision-making, and strengthen Ngarrngga's contribution to educator practice, student learning and system-level change. This collaborative approach to evaluation will continue as Ngarrngga moves into its next Phase, building on the evaluation foundations established in Phase 1.

Early Learning Needs Assessment (ELNA)

Responding to sector demand

Although early childhood education was not part of the original Phase 1 scope, strong interest from the sector highlighted a need for support to embed Aboriginal and Torres Strait Islander perspectives in early learning settings. In response, Ngarrngga partnered with Early Childhood Management Services (ECMS) and the AERC to undertake the Early Learning Needs Assessment (ELNA).

Understanding educator needs

Drawing on surveys and focus groups with early childhood educators, the study explored current practice, confidence levels and professional learning needs. Findings revealed strong commitment to this work, alongside demand for trusted resources, professional learning, local community connections and peer support. Common barriers included limited time, uncertainty about appropriate practice and concern about "getting it wrong".

Informing future directions

The ELNA provided a valuable evidence base for Ngarrngga's expansion into the early childhood sector, with findings directly informing Phase 2 priorities and strengthening Ngarrngga's commitment to supporting educators working with Australia's youngest learners.





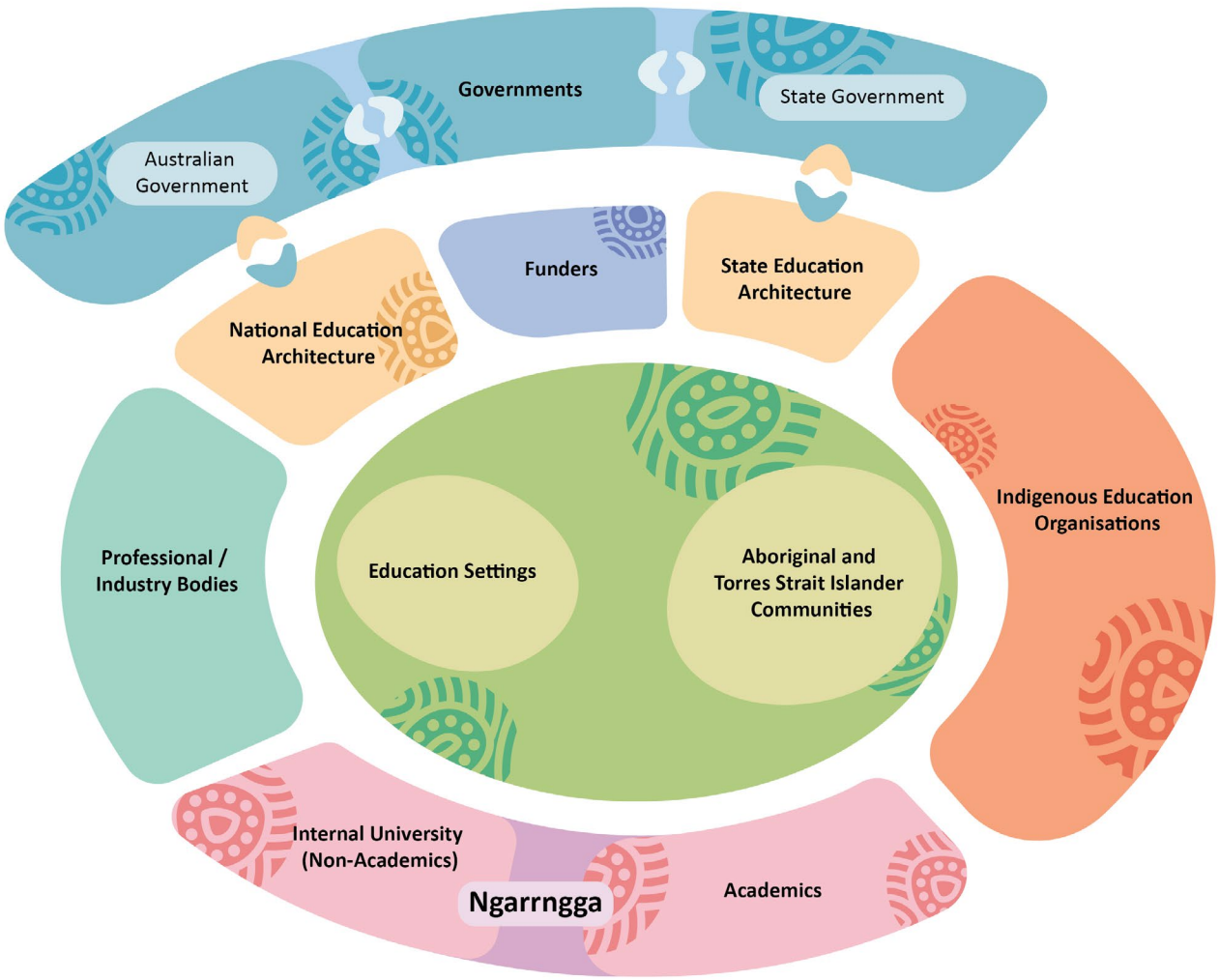
Advocacy and Engagement

A relational approach to system change

Alongside its research, curriculum development and professional learning activities, Ngarrngga invested significantly in building relationships across the education ecosystem. Through stakeholder engagement, partnership development and strategic collaborations, the program connected with Indigenous-led organisations and communities, governments, education agencies, professional bodies, schools, researchers and philanthropic partners. These relationships helped identify shared priorities, strengthen collective efforts and ensure Indigenous education perspectives were represented in broader sector discussions.

Recognising that meaningful change requires collaboration across the education system, Ngarrngga also created opportunities for connection, dialogue and shared learning among educators, researchers, policymakers, community leaders and Knowledge Holders. These engagements strengthened professional networks, fostered new partnerships and contributed to national conversations about Indigenous education, reconciliation and truth-telling.

This section provides a snapshot of some of the forums, roundtables, webinars and public events that contributed to this work during Phase 1.



Ngarrngga Stakeholder Connections.
Designer: Emily Gittins. Source: Ngarrngga

Building a national conversation on Indigenous education

Connecting educators, researchers and sector leaders around a shared vision for change.



The *Indigenous Education Academic Roundtable (2023)* brought together Indigenous education academics from across Australia to connect, share and showcase their work. The Roundtable created a national space for collaboration and strategic dialogue, recognising that meaningful educational transformation requires a strong, connected Indigenous education workforce.

Building on themes emerging from the Roundtable, the ***Faculty of Education Think Tank (2023)*** convened academics to explore how the University's expertise could support Initial Teacher Education, curriculum innovation and Indigenous education research. The discussions helped identify opportunities for collaboration and informed the future direction of Ngarrngga's program of work, strengthening connections between research, teacher preparation and educational practice.

Shaping the future of reconciliation in education

Convening national conversations about reconciliation in education and system-wide reform.

Reconciliation in Education: Past, Present and Future Forum (2023)
Co-hosted with Reconciliation Australia's Narragunnawali program, this national forum brought together education leaders, researchers, policymakers and practitioners from across Australia to explore shared priorities for Indigenous education. The collaboration strengthened cross-sector dialogue and contributed to a growing movement for system-wide change that supports the meaningful inclusion of Aboriginal and Torres Strait Islander knowledges across education.



Participants at the forum held at the National Museum of Australia, Ngunnawal Country. Image credit: Tom Hoy, Wirrim Media.

Strengthening educator practice

Supporting educators to engage with Indigenous perspectives, shared histories and culturally responsive practice.

The *Where to from here? (2023-ongoing)* panel series is an engagement initiative that creates space for critical conversations about the future of Indigenous education in Australia. Designed to bring together educators, researchers, education leaders and policy influencers, in Phase 1 the series examined practical pathways for change, supporting educators to navigate complex issues with greater confidence and capability.

- *The Teacher Crisis (2024)* panel uncovered why an increasing number of teachers are leaving the profession and the impact the crisis is having on Indigenous education.
- *The Truth-telling Pedagogies and Education (2025)* panel examined the role of truth-telling in Australian education and the responsibilities of educators in this work. The discussion explored the relationship between truth-telling and reconciliation, the impact of engaging with difficult histories, and practical considerations for supporting students to develop deeper understanding of Australia's past and present.
- *The Literacy and Literature (2025)* panel, held on International Literacy Day, explored how literacy and literature can support the meaningful inclusion of Aboriginal and Torres Strait Islander knowledges in education. By showcasing the role of texts, storytelling and reading in fostering understanding and cultural responsiveness, the session provided educators with practical resources and approaches to enrich teaching and learning across the curriculum.



Where to from Here: The Teacher Crisis panellists, The University of Melbourne, 2024.

The *Teaching the Australian Wars Panel (2025)*, delivered in partnership with Culture is Life brought together leading voices to support educators engaging with truth-telling and the histories explored in the landmark documentary The Australian Wars. Filmmaker Rachel Perkins, Melbourne Laureate Professor Marcia Langton AO, Belinda Duarte AM and educator Bill Lewis joined in conversation with Professor Melitta Hogarth to foster critical dialogue and to strengthen educators' confidence to teach Australia's history.



Teaching the Australian Wars Panel, Image credit: Emily MacKay

Debunking Myths: Building educator confidence to navigate misinformation (2025)



Ngarrngga's ***Debunking Myths*** workshops supported educators in responding to common misconceptions, misinformation and resistance encountered when teaching Aboriginal and Torres Strait Islander histories, cultures and knowledges. In collaboration with misinformation expert Dr John Cook, the workshop explored how educators can identify and respond to misinformation using evidence-based approaches, equipping teachers with practical strategies to recognise logical fallacies, engage critically with misinformation, and respond confidently to challenging questions in classrooms and professional settings. As Ngarrngga enters Phase 2, this work has been identified as an area of focus to support educators navigating complex and contested topics in Australian education.

Jenny Leaper Lecture: Advancing Indigenous perspectives in early childhood education (2025)

As one of Australia's leading annual lectures in early childhood education, the Research in Effective Education in Early Childhood (REEaCh) Centre's Jenny Leaper Lecture provides a platform for influential educational research and thought leadership. In 2025, Professor Melitta Hogarth presented a keynote exploring the opportunities and challenges educators face when embedding Indigenous perspectives in early childhood settings, contributing important insights to a growing national conversation about culturally responsive practice and educator confidence.

https://www.ngarrngga.org/stories-news/2025-jenny-leaper-lecture



Professor Melitta Hogarth presents the 2025 Jenny Leaper Lecture. Image credit: India Murphy

Engaging allies and philanthropic partners to advance Indigenous education

Building a community of allies committed to transforming education

To foster relationships that sustain and grow Ngarrngga's work, in 2023, the University of Melbourne Advancement team convened partners, philanthropists and sector leaders who share our vision for transforming Indigenous education. This opportunity acknowledged and celebrated the contributions of founding supporters, including BHP and the Dara Foundation, while showcasing the impact of Ngarrngga's work and the opportunities ahead.



By creating space for dialogue and relationship-building, the event strengthened connections with existing supporters and introduced new audiences to Ngarrngga's mission. It highlighted the critical role philanthropy plays in supporting systemic change in education, helping to build momentum for future partnerships that can expand the reach and impact of the program.

Global perspectives on Indigenous education

Connecting Indigenous educators and researchers across borders to share knowledge and strengthen practice.

In 2025, engagements with Indigenous scholars and education leaders, Professor Jan Hare, Dean of Education at the University of British Columbia and Professor Torjer Olsen, Head of the Centre for Sámi Studies at UiT The Arctic University of Norway, created opportunities to share insights on Indigenous education, truth-telling and educational transformation. These conversations strengthened international relationships and reinforced the importance of Indigenous-led approaches to educational reform. These exchanges continue to inform Ngarrngga's work and future collaborations.

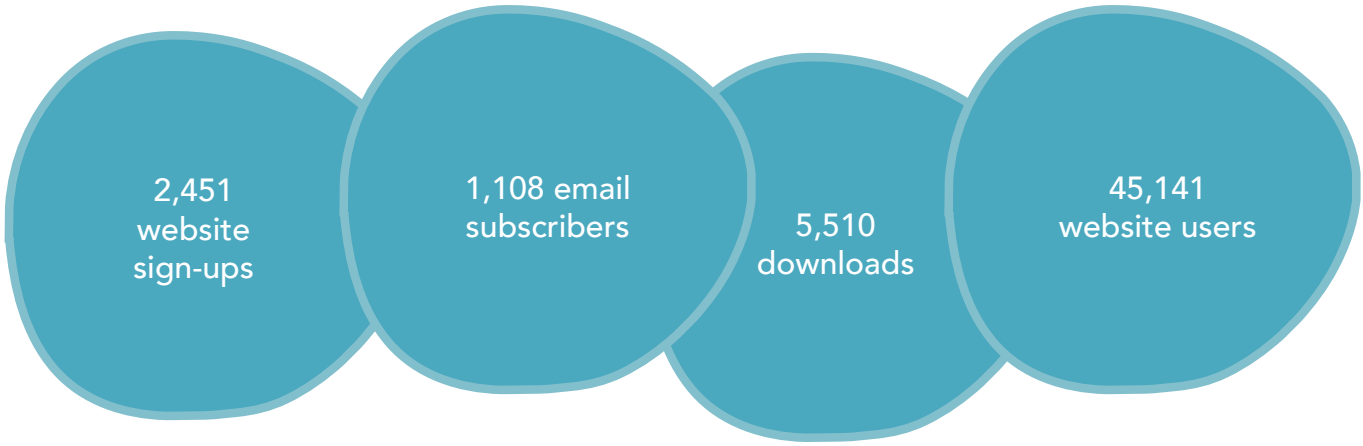


Website and Social Media Engagement

Website

The launch of the Ngarrngga website was a significant milestone for Phase 1. Developed in partnership with Honest Fox, the website was designed to inspire and support educators by providing access to curriculum resources, professional learning content and examples of respectful engagement with Indigenous cultural information.

Educators can create an account to save and download curriculum modules, case studies and classroom activities, providing flexible access to resources for classroom implementation.



The website enables users to browse resources by Organising Idea, year level, learning area or Element, and to locate content through a dedicated search function.

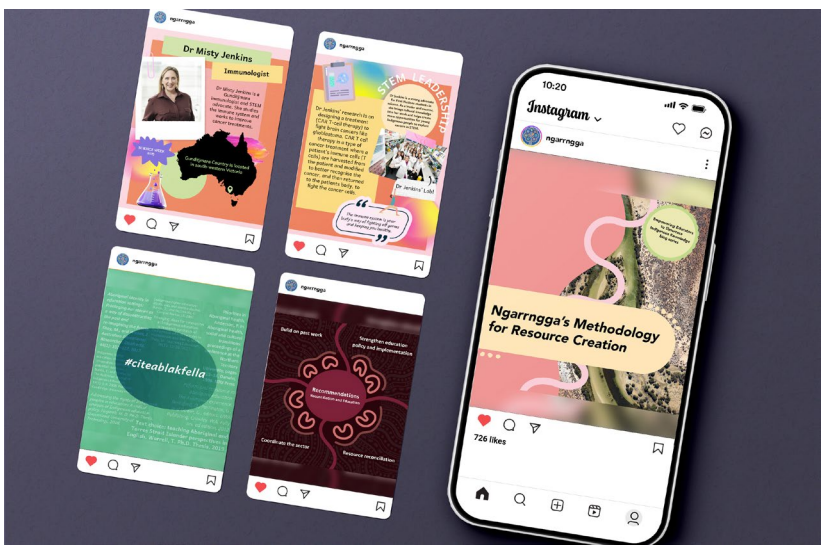
Most popular Curriculum Resources:

- Stellar navigation and mathematics
- Reading and navigating through songlines
- Groundwater
- Seasonal foods and Aboriginal astronomy
- Learning about Country/Place

The Ngarrngga website was awarded Gold in the Digital Web Design and Development category at the Australian Good Design Awards

Socials

Since 2024, Ngarrngga has been active on six social media platforms including LinkedIn, Instagram and Threads, Facebook, Twitter/X, and Bluesky.



579
total posts

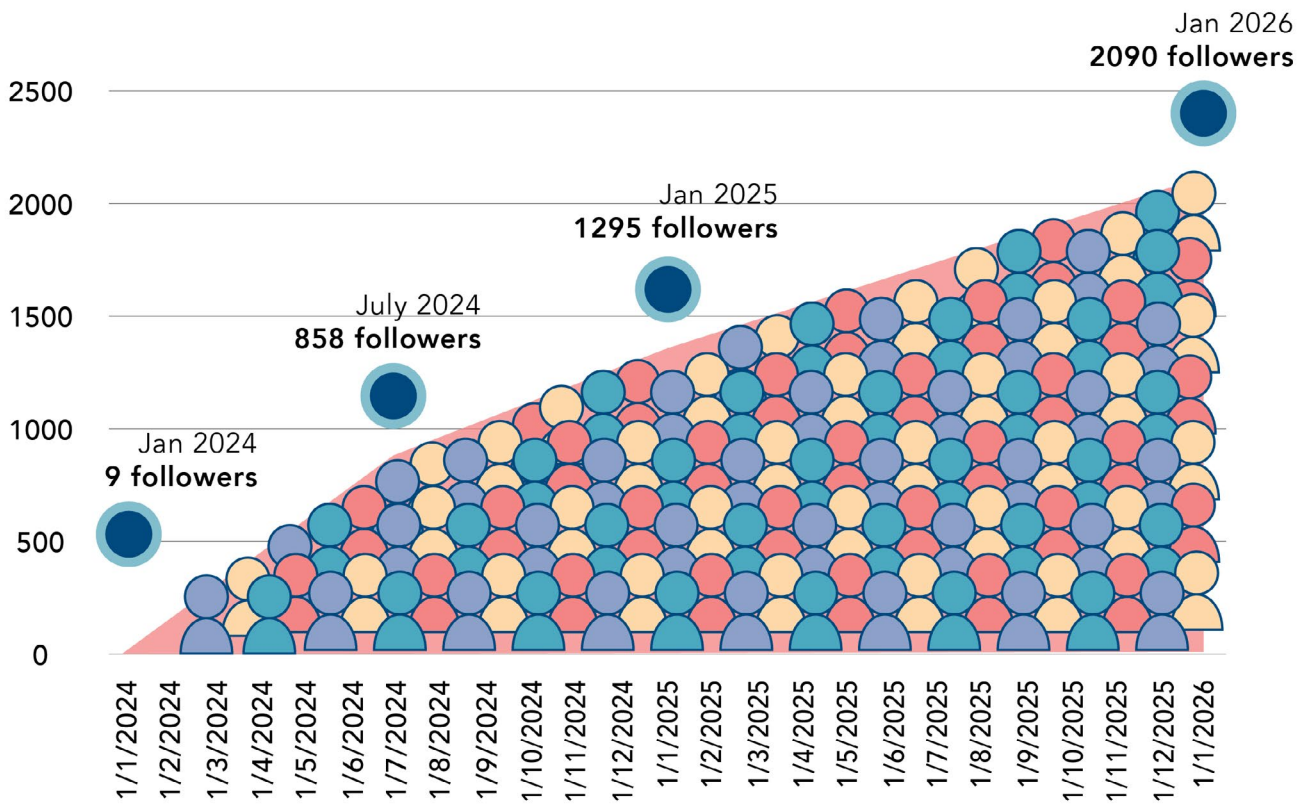
6
social media
platforms

2,092
total followers

181,907
total impressions

A growing social community

As Ngarrngga has continued to grow so has our presence on social media. After launching in late 2023 and beginning sharing in early 2024, we've continued to have a steady increase in social media followers across Phase 1. We hope to continue connecting with new audiences and expanding the reach of Ngarrngga.



Selected Awards and Accolades

Awards

2022 MGSE Excellence Award, for Excellence and innovation in teaching Indigenous Perspectives
Subject: *First Nations in Education* Design, Development, Teaching and Coordination

Team: Abbey Boyer, Bonita Cabiles, Kath Coff, Jayson Cooper, John Doolah, Jessica Gannaway, Catherine Hamm, Melitta Hogarth, Natalie Lynch, Kate Mitchell, Xuan Pham, John Quay, Mark Selkrig, David Seignior, Catherine Smith, Prue Wales and Justin Wilkey

2024 Australian Good Design Awards, Gold in the Digital Web Design and Development category

Honest Fox under direction by Ngarrngga

2024 Australian Council for Educational Leaders VIC Hedley Beare Educator of the Year Award

Professor Melitta Hogarth

2025 Distinguished Australian First Nations Creative Leadership Award from the Deans and Directors of Creative Arts (DDCA), Distinguished Australian First Nations Creative Leadership Award

Professor Melitta Hogarth

Fellowships

2025 Churchill Fellowship Awarded for Truth-telling Education Project

Dr Jessica Gannaway and Dr Justin Wilkey

2025 Australian Centre for Student Equity and Success (ACSES) First Nations Fellowship, awarded for the project *Understanding Torres Strait Islander Knowledge and Shifting Attitudes*

Dr John Doolah

Research capacity building

2025 Doctor of Education completion, the University of Melbourne. Doctorate thesis title: *Datulun Thunggari - 'bringing forth young voices' An exploration of the social and emotional wellbeing experiences and needs of Aboriginal students attending boarding school in South Australia*

Dr Justin Wilkey

Our Advisors and Governance Partners

Ngarrngga Phase 1 was guided by a governance model that brought together academic leadership, cultural authority, and institutional expertise. Under the leadership of Professor Melitta Hogarth and Laureate Professor Marcia Langton AO, and with strategic support from Professor Jim Watterston and Professor Aaron Corn, the Steering Committee played a central role in guiding the program's direction, providing oversight of scope, priorities, and resourcing as Ngarrngga evolved into a national program of work.

The Expert Advisors comprised Indigenous Knowledge Holders, Elders, educators, academics, curriculum specialists and cultural leaders from across the country. They provided high-level strategic advice to guide the integration of Indigenous Knowledges, curriculum, and pedagogy across the program.

This governance was further strengthened by the University of Melbourne's specialist teams, including the Indigenous portfolio, and by professional staff who supported implementation and delivery. Together, these contributors ensured that Indigenous voices remained central, and that Ngarrngga's work was culturally informed, strategically aligned, and impactful throughout Phase 1. This integrated governance approach underpinned both the integrity and scalability of Ngarrngga's work.

Key Donors and Notes of Thanks

Ngarrngga sincerely thanks the many individuals, communities and organisations who contributed to Phase 1 (2022–2026).

Core Partners

BHP (2022-2026)

The University of Melbourne

Other partners

Indigenous Studies Unit

Indigenous Knowledge Institute

Participating schools

Supported Initiatives

A range of philanthropic, institutional and project-based investments supported Ngarrngga's work during Phase 1. These contributions enabled research, professional learning, curriculum development and Indigenous leadership initiatives. In addition, Ngarrngga provided targeted support to selected initiatives aligned with its vision for advancing Indigenous education.

Funding received:

- Teacher Engagement with Indigenous Knowledge (2022–2024) – research into educator confidence and needs [Dara Foundation]
- Indigenous Knowledge Fellows Program (2023–2025) – building Indigenous research and knowledge-sharing capacity [University of Melbourne Indigenous Knowledge Institute]
- Teacher Community of Practice (2024) – fostering professional learning and peer networks [The Australian Centre]

- Research Capacity Building – supporting Indigenous education research through doctoral scholarship funding [Tudor Foundation]
- *65,000 Years: A Short History of Australian Art* Education Program (2025) – extending the educational impact of a landmark exhibition [Peter and Ruth McMullin]

Strategic support provided

- Dhambatj Dhukkar – Yolŋu Teacher Exchange Program (2023–2024) – supporting Indigenous educator leadership and exchange [Northeast Arnhem Land Atlantic Philanthropies Incentive Grant Program]

Expert Advisors

Ngarrngga's work has been enriched by the guidance of Expert Advisors from across the country. We thank the following individuals for their time, expertise and contribution:

- Melbourne Laureate Professor Marcia Langton AO
- Professor Melitta Hogarth
- Professor Jim Watterston
- Professor Aaron Corn
- Associate Professor Joe Sambono
- Professor Ben Wilson
- Professor Bradley Moggridge
- Associate Professor Christine Evans
- Professor Paul Memmott
- Associate Professor Duane Hamacher
- Professor Brian Djangirrawuy Gumbula-Garawirrtja (1962-2023)
- Professor Clint Bracknell
- Professor Rachel Nordlinger
- Professor Sandra Philips
- Mr Chris Evers
- Professor Peter Anderson
- Professor Steve Wanta Jampijinpa Patrick

Ngarrngga also thanks Jennifer Dawson and Katrina Murphy from BHP for their guidance, support and belief in the program throughout Phase 1.

We extend our deep appreciation to Aunty Loraine Padgham and the Taungurung Land and Waters Council for the trust and generosity shown in gifting Ngarrngga its name.

We extend our deepest thanks to Melbourne Laureate Professor Marcia Langton AO for her lifelong dedication to Indigenous education. Her leadership, scholarship and advocacy have been integral to the creation, growth and success of Ngarrngga.

Aboriginal and Torres Strait Islander readers are respectfully advised that this page contains the name of a deceased person.

In accordance with the wishes of Professor Brian Djangirrawuy Gumbula-Garawirrtja's family, the University continues to use his full name and images in professional and academic contexts, recognising his enduring contributions and legacy.

Publications and Knowledge-Sharing Activities

The publications and outputs listed below reflect the breadth and depth of Ngarrngga's contribution to Indigenous education during Phase 1. Across research reports, peer-reviewed publications, books and book chapters, conference presentations, public forums, media articles, position papers, blogs and other knowledge-sharing activities, the program has generated and disseminated evidence, ideas and resources that support educators, inform policy and practice, and elevate Indigenous voices in education. Together, these outputs demonstrate Ngarrngga's commitment to advancing scholarship, fostering critical dialogue, strengthening educator capability, and contributing to national conversations. While extensive, this list is not exhaustive. It does not capture all works in progress, partnership activities, advisory contributions, curriculum development, professional learning initiatives, stakeholder engagement or other substantive efforts undertaken during Phase 1 that have contributed to the program's impact and influence.

Public and external outputs

Blog posts (Ngarrngga website)

Hayres, G., MacDonald, A., & Hogarth, M. (2025). *Ngarrngga's framework for curriculum interpretation and enactment*. Ngarrngga. https://www.ngarrngga.org/stories-news/framework-curriculum-interpretation-enactment

Hayres, G., MacDonald, A., & Hogarth, M. (2025). *Ngarrngga's stance on learning design*. Ngarrngga. https://www.ngarrngga.org/stories-news/ngarrnggas-stance-on-learning-design

Hayres, G., MacDonald, A., & Hogarth, M. (2025). *How Ngarrngga works with curriculum*. Ngarrngga. https://www.ngarrngga.org/stories-news/how-ngarrngga-works-with-curriculum

MacDonald, A., & Hogarth, M. (2025, July). *Bridging pedagogies and possibilities: Bringing a culturally responsive lens to our pedagogical preferences*. Ngarrngga. https://www.ngarrngga.org/stories-news/bridging-pedagogies-and-possibilities

MacDonald, A., & Hogarth, M. (2025, August). *Bridging confidence and competence: Going further with 65,000 years: A short history of Australian art*. Ngarrngga. https://www.ngarrngga.org/stories-news/65-000-years-booklet-3-blog

MacDonald, A., & Hogarth, M. (2025, July). *Bridging now to next: Coming to know, hear and understand 65,000 years: A short history of Australian art*. Ngarrngga. https://www.ngarrngga.org/stories-news/65-000-years-booklets-2

MacDonald, A., & Hogarth, M. (2025, June). *Bridging content and contexts: Culturally responsive pedagogies for museum education*. Ngarrngga. https://www.ngarrngga.org/stories-news/culturally-responsive-pedagogies-for-museum

MacDonald, A., & Hogarth, M. (2025, June). *Bridging care and connection: Engage with 65,000 years: A short history of Australian art*. Ngarrngga. https://www.ngarrngga.org/stories-news/65-000-years-booklet-1

Ross, E. (2025). *Indigenous knowledges in science: Representation, relevance and respect*. Ngarrngga. https://www.ngarrngga.org/stories-news/national-science-week-2025

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Hayres, G., Martin, C., & Kolber, S. (2024). *Building a Ngarrngga curriculum.* Ngarrngga. https://www.ngarrngga.org/stories-news/building-a-ngarrngga-curriculum

Hogarth, M., Buzacott, L., Tynan, M., Keenan, T., & Woerde, S. (2024, September). *Reconciliation and education: New report and recommendations. Ngarrngga.* https://www.ngarrngga.org/stories-news/reconciliation-and-education-newreport-and-recommendations

Kolber, S. (2024). *VATE Conference: Ruminating on what it means to reclaim our stories.* Ngarrngga. https://www.ngarrngga.org/stories-news/vate-conference-blog

Hogarth, M. (2024). *The history of advocating for Indigenous knowledge within Australian education*. Ngarrngga. https://www.ngarrngga.org/stories-news/the-history-advocating-for-indigenous-knowledge-within-education

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Martin, C., Hayres, G., & Kolber, S. (2024). *Now more than ever: Planning for Reconciliation Week 2024*. Ngarrngga. https://www.ngarrngga.org/stories-news/planning-for-reconciliation-week-2024

Hogarth, M. (2023, November). *"My class said to me: Go wherever they teach the teachers."* Ngarrngga. https://www.ngarrngga.org/stories-news/Melitta-Hogarth-on_student-remit

Book

Vass, G., & Hogarth, M. (2024). *Critical studies and the international field of Indigenous education research.* Routledge. https://www.routledge.com/Critical-Studies-and-the-International-Field-of-Indigenous-Education-Research/Vass-Hogarth/p/book/9781032694917

Book chapters

French, S., Hogarth, M., & Langton, M. (2025). Building Indigenous research and leadership capability. In R. L. Jones, J. Waghorne, & M. Langton (Eds.), *Dhoombak Goobgoowana: A history of Indigenous Australia and the University of Melbourne, Volume 2: Voice.* (pp. 287-296) University of Melbourne.

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Langley-Freeman, M., Grieg, J., Brunzell, T., Gannaway, J., & Hogarth, M. (2025). Towards culturally responsive, traumainformed education: Navigating social complexity in Australian schools. In H. Stokes & L. McLean Davies (Eds.), *Critical conversations in teacher education: Contemporary Australian perspectives* (pp. 81–97). Emerald Publishing Limited. https://doi.org/10.1108/978-1-83608-908-720251013

Conference presentations

Hogarth, M. (2025, October 1). *2025 AJEC Research Symposium: Discussant panel* [Conference presentation]. AJEC Research Symposium, Edith Cowan University, Perth, Australia.

Hogarth, M., Clarke, A., Bertani, E., & Gullickson, A. (2023). *Applying principles in an evaluation of an Australia-wide education project teaching Aboriginal and Torres Strait Islander histories, cultures and knowledge systems: Lessons learned in conducting a knowledge synthesis* [Conference presentation].

Hogarth, M. (2025, February 11–13). *Critical Education Policy Summer School* [Conference presentation]. Lawson Lodge Country, Macedon, Australia.

Doolah, J., Cabiles, B., & Wilkey, J. (2022, November 30). *Teaching and learning with First Nations in education* [Conference presentation]. Australian Association for Research in Education 2022 Conference, University of South Australia, Adelaide, Australia.

Hogarth, M. (2024, August 8). *Celebrating the achievements and contributions of Aboriginal and Torres Strait Islander Peoples in education* [Keynote address]. ACT Education Symposium: Celebration and Empowerment, Shirley Smith High School, Canberra, Australia.

Hogarth, M., & Crane, N. (2024, August 2). *How do we embrace and value learners to feel a sense of belonging in the classroom? Practical strategies to build relationship and connectedness as an imperative to academic achievement* [Conference presentation]. ACSA Curriculum Symposium, Hotel Grand Chancellor, Brisbane, Australia.

Hogarth, M. (2025, November 15). *I wanna have a conversation Act II* [Keynote address]. ReimaginED Melbourne 2025, Woodleigh Institute, Melbourne, Australia.

Hogarth, M. (2025). *"I am willing to embrace it but am worried I will": Enriching early childhood education through Indigenous perspectives* [Keynote address]. Jenny Leaper Lecture, Faculty of Education, University of Melbourne, Melbourne, Australia.

Hogarth, M., & Caldwell, K. (2022, November 29). *It starts with a whisper: A good news story* [Conference presentation]. Australian Association for Research in Education 2022 Conference, University of South Australia, Adelaide, Australia.

Hogarth, M. (2024, April 19). *Introducing Ngarrngga: A nation building program* [Keynote address]. Social and Citizenship Education Association of Australia Conference, Old Parliament House, Canberra, Australia.

Hogarth, M. (2024). *Lessons learnt: Embedding Indigenous perspectives in early childhood education* [Keynote address]. Early Childhood Management Services Early Childhood Conference.

Hogarth, M. (2025, December 3). *Ngarrngga: An approach to Indigenous education for all Australians* [Conference presentation]. Australian Association for Research in Education Conference, University of Newcastle, Newcastle, Australia.

Hogarth, M., & Forsyth, E. (2025, October 3). *Ngarrngga: Supporting the early years to embed Indigenous perspectives in practice* [Conference presentation]. ECA National Conference, Perth Convention and Exhibition Centre, Perth, Australia.

Hogarth, M. (2025). *Priority 3: Elevating Aboriginal and Torres Strait Islander knowledge systems* [Panel presentation]. Nature Symposium, University of Melbourne, Melbourne, Australia.

Hogarth, M. (2025, November 6). *Reckoning with the truths in our education system* [Panel facilitation]. National Reconciliation in Education Forum, Old Parliament House, Museum of Democracy, Canberra, Australia.

Hogarth, M., & McLean Davies, L. (2024). *Restorying English at the intersection: A conversation* [Keynote address]. Victorian Association for the Teaching of English Conference, Deakin University, Melbourne, Australia.

Hogarth, M. (2024, June 19). *Ngarrngga: Storying place and identity* [Keynote address]. International Association for Research in L1 Education and International Federation for the Teaching of English Conference, Faculty of Education, Melbourne, Australia.

Hogarth, M. (2022, September 27). *Silencing with words: Using Indigenous Critical Discourse Analysis to demonstrate the gap* [Conference presentation]. World Indigenous Peoples' Conference on Education, Adelaide Convention Centre, Adelaide, Australia.

Hogarth, M., & Crane, N. (2024, August 8). *Showcasing Indigenous Knowledge in the classroom* [Conference presentation]. ACT Education Department Symposium: Celebration and Empowerment, Shirley Smith High School, Canberra, Australia.

Langton, M., & Hogarth, M. (2023). *Supporting classroom teachers to embed Indigenous Knowledge in their teaching and learning* [Conference presentation]. Cultures of Thinking Conference, Bialik College, Melbourne, Australia.

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