SYDNEY TEACHING COLLOQUIUM 2014

Symposium
Embedding and Assessing Cultural Competence in the Curriculum

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Symposium abstract
The area of interest in this symposium is how cultural competence and Aboriginal and Torres Strait Islander perspectives have been/can be embedded into curricula across the University. This symposium includes perspectives from three faculties/schools (SCM, Business, Health Sciences), each of which has unique disciplinary concerns and is at a different stage in their journey towards embedding cultural competence. The assessment problem to be addressed is: how can cultural competence be assessed? Assessment tasks might involve understanding foundational cultural knowledge, problem-based learning and application of theory to ‘real-world’ situations, to placements within communities that allow for an experiential and potentially deeply transformative approach to developing cultural competence. What is critical, however, in each of these assessments is ensuring that Indigenous people and communities are meaningfully involved in the process of curriculum renewal, assessment design and/or teaching. Drawing upon Critical Race Theory, Cultural Schema Theory and Cultural Safety, the three presentations explore the following questions: • How can the student experience inform the stages of culturally competent integration within curricula, i.e. the necessity of culturally appropriate assessment for effective health service delivery? (Health Sciences) • How can academic staff and students work with Indigenous communities in ways that are respectful and appropriate, such that communities benefit from the collaboration (including around assessment tasks) in a sustainable way? (Business) and • How can Indigenous perspectives be incorporated into assessment tasks to encourage the engagement of Indigenous peoples as co-researchers in the production of knowledge rather than ‘informants’? (SCM). Opportunities for audience participation include group discussion and a quiz. The conclusion likely to be drawn is that effectively developing and assessing students’ cultural competence skills relies upon the development of a culturally safe environment whereby the responsibility of cultural competence development in the curriculum is reliant on developers, coordinators and the higher education system.

Student experience informs cultural competence assessment
Alison Purcell & Vanessa Lee, Health Sciences

Building sustainable communities through collaborative commerce
Michael Katz & Leanne Piggott, Business School

Modelling, teaching and assessing cultural competence attributes in the Music curriculum: the role of critique, reflection and emotional intelligence
Clint Bracknell & Anna Reid, Sydney Conservatorium of Music

Theme
Assessment that engages students in learning that is relevant to the disciplinary, professional and community contexts (theme 1)