



## ACKNOWLEDGEMENT TO COUNTRY

I wish to acknowledge we are standing on Aboriginal land, with sovereignty that has never been relinquished.

I pay my respects to Countrymen of this land, and also pay my respects to those who came before, whose wisdom is a beacon for our futures

Wongamar, mentor and senior Elder of the Wiradjuri Nation

*Look after the land the bush and the rivers and the land the bush and the rivers will look after you.*

***Our most treasured blessings are our people.***





# Empowering Indigenous Self Determination

Transformation of research paradigms: duties and obligations supporting community aspirations that empower Aboriginal river communities

July 3<sup>rd</sup> 2019  
Brisbane



## **Transformation of research paradigms: duties and obligations supporting community aspirations that empower Aboriginal river communities**

This paper supports a dialogue by Aboriginal river communities in the Upper Murray Darling Basin, regarding their expectations and challenges which are translated from daily experience. Hopes and aspirations are tied to positive outcomes for community futures. The paper discusses the visual representations of community workshops, as community members discern the value of cultural knowledge, social history and family narratives. These workshops share a dialogue to support health and well-being, community values and safe families. The research also comes from a place where the United Nations Declaration on the Rights of Indigenous People is evoked to support a different kind of community art workshop (including curriculum in community contexts) that supports transformation through innovation and creativity. Outcomes include positive identity, self-efficacy and a confidence in the future.

**The other outcome in terms of self-efficacy came with the women's circle deciding they could run their own NAIDOC exhibition, rather than the work being taken to Toowoomba to be exhibited. Here are some ideas from this community driven programme.**

# Aboriginal river communities in the Upper Murray Darling Basin,





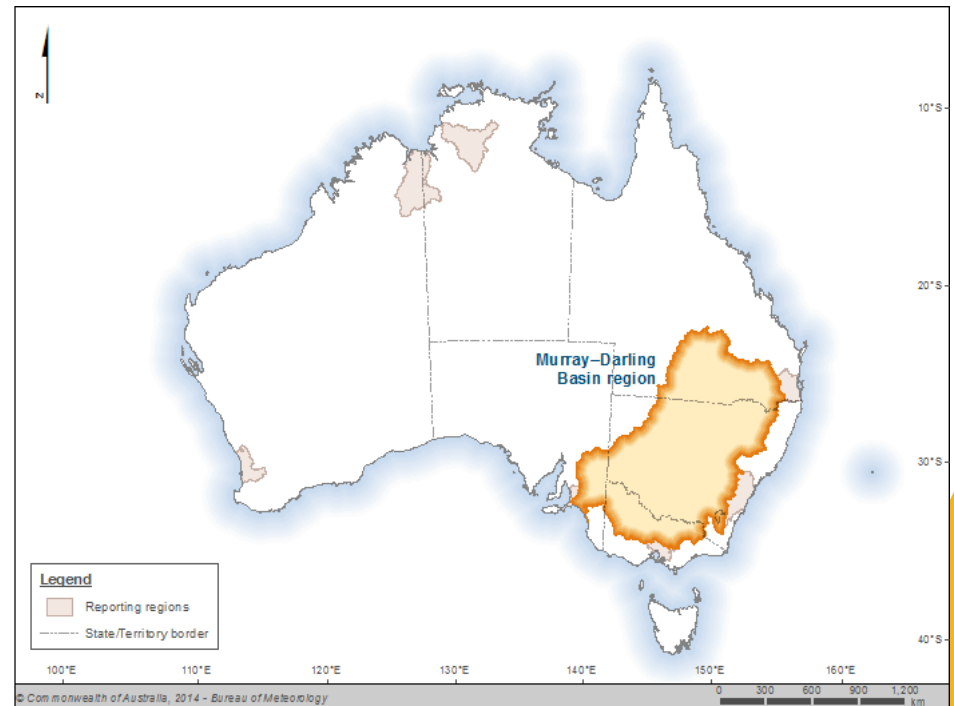




# MURRAY DARLING BASIN



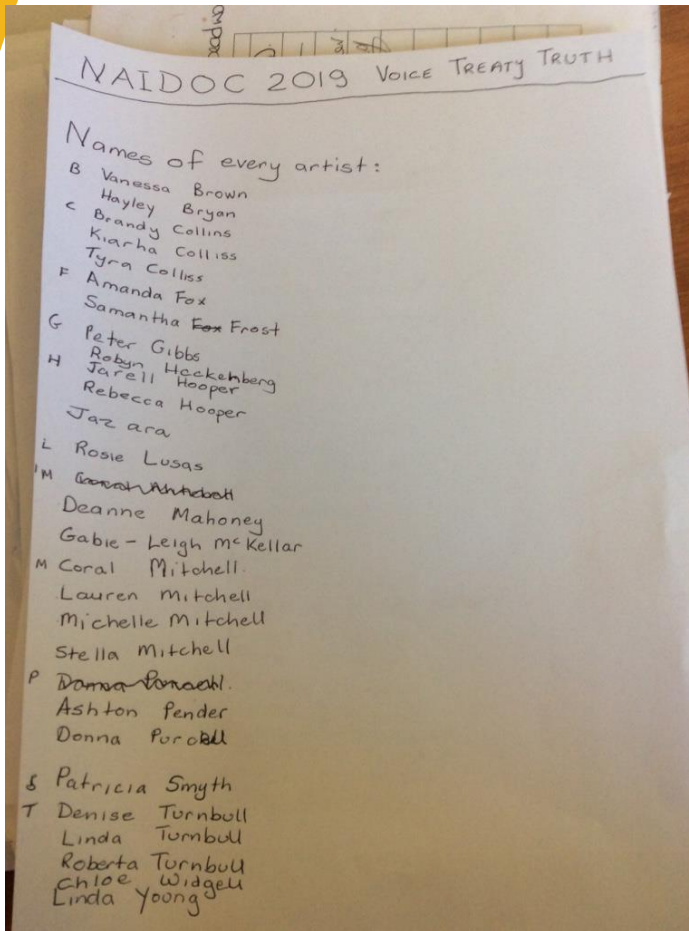
# ABORIGINAL AUSTRALIA and WATER RIGHTS, the ENVIRONMENT and CULTURAL SOVEREIGNTY: finding a voice in town and regions







We have over 20 women in the art work shop, women's circle collective, here some of us are at the river and a selfie



expectations and challenges which are translated from daily experience. Hopes and aspirations are tied to positive outcomes for community futures.



Hayley's work

# Exploring contexts of Culture and Country



## Workshopping our ideas

UNIVERSITY  
OF SOUTHERN  
QUEENSLAND



# Story and storylines: knowledge of coastal country and the story of travel and cultural exchange



These workshops share a dialogue to support health and well-being, community values and safe families. This came to be in many ways



# The ubiquitous yellow daisy Bruce Pascoe telling



## Peg Dolls: back story and title

Taking the family to the Warrego Hotel on a Friday night for the Meat Raffle.







**Plan for a talking circle**

# Family and Kinship



**The research also comes from a place where the United Nations Declaration on the Rights of Indigenous People is evoked to support a different kind of community art workshop the visual representations of community workshops, as community members discern the value of cultural knowledge, social history and family narratives.**



*Where we find support*

### *Article 3*

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

### *Article 4*

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

### *Article 8*

1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2. States shall provide effective mechanisms for prevention of, and redress for:
  - (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;



## *Article 9*

Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

## *Article 20*

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.

## *Article 22*

1. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.

2. States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.



**Curriculum in community contexts that supports transformation through innovation and creativity.**



# The Strong Families, Strong Community Program

(with Paroo Council and Cunnamulla Aboriginal Corporation)

## ART PROGRAMME

Facilitated by  
**Robyn Heckenberg,**  
CISER, USQ.



Reference for image: used for educational purposes only  
<https://i.pinimg.com/736x/d7/30/77/d73077371c72c25bc402c63025b914a6.jpg>

## BACKGROUND

These workshops are run with the expectation that as a group of potential artists, we can develop into a woman's art collective, with some ongoing outcomes.

As part of this process we will work on a number of art and craft projects.

### HOW WE WILL DO THIS:

1. The work: Each project will develop skills in art design, an understanding of art materials, and an ability to turn an idea or a story into an actual material product.

Ideally we will be doing some team work as well as working individually.

At the end of each series of art workshops we will have produced an installation of art work. We can decide what to do with how we will "show" (exhibit) this work. Next year the work in totality will be exhibited in Cunnamulla, and later at ARTWORX Gallery, USQ. Toowoomba.

2. The knowledge behind doing the work: there will be series of short tutorial like brainstorming, to develop and inform design, based on looking at the work of others.
3. There will be a series of short talks which will discuss art practice. This will give you some ideas on how to frame your own work.

## WORKSHOP 2 PROGRAMME 18-22 FEB.



| DAY and TIME /session  | Monday   | Tuesday   | Wednesday   | Thursday  | Friday   |
|--|--|---|---|---|--|
| 10 am- 3pm (can stay till 4pm if you wish, as Robyn will be here till then)<br>Session 1 | Orientation<br>Brief presentation<br>Using story to create work<br>Materials we are going to be using<br>Going through the week and ideas from participants, what you expect?<br>THEMES:<br>Brainstorm of potential projects. River; laureates, histories, stories<br>HOMEWORK: The idea of a poster to tell the week's story. | Discussion of where you are up to: ideas for the day<br>How to do a map.<br><br>Question of the day: what is identity: Can this be explored in my work?<br>What is Country: can I use this idea in my art work?                           | Discussion of where you are up to: ideas for the day<br><br>Looking at flora and fauna<br>Looking at family stories, community stories, Environment issues. | Discussion of where you are up to: ideas for the day  | Discussion of where you are up to: ideas for the day   |
| At the same time   | There are consecutive sessions of <u>head-making</u> ; and a large canvas project; as well as other projects during the week   |   |   |   |  |
| Session 2  | Short discussion and brainstorm:<br>Drawing exercise.<br><br>Have a reading of local <u>talent</u> .<br>What is the story behind the <u>words</u> .  | Short film to show what is being done in other places.<br>Name:   | Short talk discussing Aboriginal art with power point<br>Does this power point help formulate ideas?  | Critique of your own work, or something you have found you like amongst the resources, such as the books at the workshop. | CHOICE: from earlier in the week, you choose: A B or C<br><u>A</u> . Brainstorm of a well-known artist's work<br>B. short film or short talk<br>C. Critique of artwork produced. |
| Session 3  | Art making:<br>Discussion based on favourite topic/story. Select materials and looking at materials and researching technique, design and complete initial exercise using chosen theme.  | Art making facilitated by Robyn, Going on with work begun, or this project is finished.<br>Go to new project only when the first one is complete.<br>It may take you all week to complete one project, or you may complete more than one. | Art making facilitated by Robyn, Going on with work begun, or this project is finished.   | Art making facilitated by Robyn, Going on with work begun, or this project is finished.                                   | Art making facilitated by Robyn, Going on with work begun, or this project is finished.  |
| Session 4  | Art practice and development of skills   | Continuing artwork, and reviewing reference material  | Continue gaining advice from reference material   | Individual critiques if you want to discuss what you have been doing.   | REVIEW of all work. Where to next?<br>What might you want to see done next time?<br>Where will the work be shown, advice from Paroo Council etc.                                 |
|  |  |   |   |   |  |



**Outcomes include positive identity, self-efficacy and a confidence in the future.**





## Connection to mission and the Yumba





## Aboriginal Police Liaison art ways: family and community interaction



**Outcomes include positive identity, self-efficacy and a confidence in the future.**



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Here are some ideas from this community driven programme

