

## **Introduction to Publication 4 Transcript**

The next and final written publication that I'm including in my PhD discussion will help unpack three important points of reference. This paper provides a further discussion about what an Indigenist approach to tertiary education is, what this approach is conceptually, and how it can work in a tertiary education context.

The discussion also unpacks by example, one of the major themes of the research findings which is Country as a sentient being, Country as teacher, and how challenging it is to maintain the integrity of this understanding in a context in which that understanding is re-defined via a Western ontological lens.

The First Nations resistance to the ongoing colonisation of Country and its people via the Adani mine project is highlighted in this case study to demonstrate that, even via the left wing of politics, Australia is a long way from a rights-based approach to acknowledging and engaging First Nations knowledges, understandings, practices and aspirations, even when those rights being exercised will have a net positive effect on social and environmental wellbeing.

This publication makes it clear that an Indigenist approach is a whollistic approach to equity and wellbeing far beyond the scope of contemporary Western theory and practice even though there is a long running tendency in Western cultures to view the Indigenous knowledges and practices from where the Indigenist approach is drawn, as inferior and irrelevant outside of siloed culturally specific contexts.

This publication highlights the bigger picture within the academy and the broader social justice and human rights challenges surrounding the negotiation of sharing of epistemological, ontological and methodological space with those that have yet to fully understand and consider the potential of Indigenist theory and practice, as it applies to tertiary education.