Atlantic Fellows FOR SOCIAL EQUITY

2021 PROGRAM HANDBOOK
ACKNOWLEDGEMENT

We would like to open by acknowledging the Traditional Owners of the land on which we live, work and play. We pay our deepest respect to them as First Peoples, their Elders and ancestors that have taken care of Country in Australia for over 60,000 years. In acknowledging Country here we extend that acknowledgement to the global network of Indigenous peoples, their homelands, Elders and communities.

The Atlantic Fellows for Social Equity Program is guided by the principles and practices which have sustained generations of First Peoples. These practices express a way of knowing, being and doing that is anchored in Indigenous knowledges. These values, behaviours and systems of knowledge have sustained Indigenous communities in a way which sets Indigenous-led approaches aside from others. These approaches look to the critical role of our relationships, and the fabric of our kinship and cultural practices embedded within and across communities, including global communities.

We look forward to building the Fellowship Program with you for sustained change, social equity and global impact.

Atlantic Fellows for Social Equity Advisory Board

ARTIST: LYN-AL YOUNG

We would like to thank the wonderfully talented artist, Lyn-Al Young for her creation of the artwork.

Lyn-Al is a Gunai, Wiradjuri, Gunditjmara and Yorta Yorta fashion designer and artist living in Melbourne.

Lyn-Al’s name has an intergenerational significance as she shares the same birthday as her nan and great nan, Lynette and Alice. Her name and brand is a reminder of the importance of connecting back and honouring her heritage every time she starts her design process.

Lyn-Al understands the importance of respect and cultural integrity and her responsibilities to her family during her creative design process. Each piece she creates is founded on the tree carvings and symbolic markings, waterways, totems/animal life, and landscapes of her four ancestral lands.

“My hope is that every person wearing one of my designs will sense the spirit of Walumarra Nungurra (protection and peace).”

IMMERSION BY LYN-AL YOUNG

Silk dyes hand painted on silk satin scarf 70cm x 200cm

The larger circles represent each individual fellow.

The depth of colour represents their own well of knowledge, their community and connections.

The silk design represents their journey connecting with other Fellows and their network becoming bigger.

The blues and greens represent the sky above and the waters below which connects all the different cultures and communities.

When they step out into a new world and community environment they become immersed in these experiences and these experiences become part of them.

AFSE are the connecting lines, similar to song lines, they’ve helped direct paths, creating new dialogue and a frequency that affects all who come in contact with the waters for social change.

www.lyn-al.com.au
Welcome to the Atlantic Fellows for Social Equity (AFSE) hosted by the University of Melbourne. The AFSE Fellowship is a lifelong journey, beginning with an intensive Fellowship year that builds capacity and enhances opportunities for Fellows to drive social change initiatives. This is followed by a longer-term commitment to social change leadership through AFSE Senior Fellowship, supported by participation in a global network of change makers facilitated by the Atlantic Institute.

The Program supports Fellows to work together to recognise their collective inherent strengths, develop their talent, and advance the empowerment of Indigenous communities as we collectively work towards the creation of more equitable and inclusive societies.

The University’s extensive Indigenous and allied community – across academic, professional and student groups – has a strong commitment to the AFSE Program. There are many opportunities for Fellows to connect with Indigenous programs and offerings at the University, including the newly established Indigenous Knowledge Institute (IKI). The Institute is a key hub for the intersection of Indigenous and other knowledge systems through engagement with academic disciplines and Indigenous partnerships. The AFSE Program is a central part of this endeavour, enabling interdisciplinary research and education that critically engages with Indigenous knowledges and ways of knowing.

An overarching goal of the Institute is to become a platform for global leadership that will have lasting impact for the University and Indigenous peoples nationally and internationally. This links powerfully with the aspirations of the AFSE Program to learn from and with Indigenous knowledges as part of creating much-needed new approaches to leadership for social change.

The University and AFSE partners are invested in supporting Fellows to get the most out of their Fellowship year and their graduate studies. This complements the support provided by the remarkable global community of Atlantic Programs and Senior Fellows. We encourage Fellows to take advantage of all that the University, the AFSE partners and the Atlantic Institute have to offer. We look forward to learning about Fellows’ social change projects, the Fellowship experience, and ongoing connections to AFSE and the University through your Senior Fellowship experience.

Professor Shaun Ewen
Pro Vice-Chancellor (Indigenous)

Professor Liz McKinley
Executive Director (Interim) AFSE
Professor of Indigenous Education
“THE ATLANTIC FELLOWS FOR SOCIAL EQUITY PROGRAM HAS GIVEN ME AMAZING LEADERSHIP SKILLS AND CONNECTIONS AND FRIENDSHIPS THAT HAVE BEEN LIFE CHANGING”

Jody Barney, Inaugural Atlantic Fellow.
The core purpose of the AFSE Program is to drive greater equity and empowerment for Indigenous communities, locally and globally, with the ultimate goal to create a fairer society that is genuinely inclusive of all peoples. AFSE is committed to developing a network of globally connected Fellows who are skilled in social change leadership, informed by ethical and collaborative principles and guided by Indigenous knowledges and agency.

FOCUS
Fundamental change is needed to address social disparities in the experiences and outcomes of Indigenous and non-Indigenous people in order to create a fairer, healthier, more inclusive society. Successive attempts to rectify persistent inequities through public policy initiatives and government interventions have so far proven to be inadequate if not flawed. We believe new approaches to leadership and change-making are urgently needed to redress these failures and to counter deficit framings of Indigenous capacity and participation in society.

The AFSE Program focus is on Indigenous agency, self-determination and capacity building, recognising the resilience and depth of Indigenous knowledges, cultures and histories. This focus is essential for achieving meaningful reconciliation between Indigenous communities and settler societies, and for healing the deep societal fractures arising from colonisation. AFSE’s new generation of leaders for social equity will play a pivotal role in this transformative work, impacting Indigenous and non-Indigenous communities regionally and globally.

THE AFSE PROGRAM
The AFSE Program comprises a year-long intensive Fellowship program, followed by ongoing participation as a Senior Fellow and membership of the lifelong learning community of AFSE Fellows and the global community of Atlantic Fellows.

The AFSE Program provides a place for successful participants to strengthen and develop their capability through collaboration and fellowship. It builds upon four foundation stones: individual leaders; a collective cohort of Fellows; an immersive environment of Indigenous knowledges; and theoretical and skills based development for social change leadership. Through research-informed learning, the Program develops powerful understandings of inequity and social change, grounded in Indigenous ways of knowing, doing and being.

Supported by the resources and expertise at The University of Melbourne, and with a special relationship to the University’s newly formed Indigenous Knowledge Institute (IKI), the AFSE Program will equip Fellows to act as catalysts in partnership with communities and organisations to generate Indigenous-led social change.
THE INDIGENOUS KNOWLEDGE INSTITUTE

The Indigenous Knowledge Institute is one of the University of Melbourne’s flagship interdisciplinary research institutes. Solving the big social challenges of our time requires research and collaboration that engage multiple disciplines and approaches and look beyond single frameworks.

The Indigenous Knowledge Institute is a unique hub for education and research on Indigenous knowledges, in its many forms and from many parts of the world. It encourages the intersection of Indigenous and other knowledge systems, seeing Indigenous knowledges as dynamic and adaptative, and as offering innovative solutions to local and global challenges. The Institute supports research in partnership with Indigenous communities and provides a focus point for the AFSE Program and Fellows.

The AFSE Program and the Institute share a commitment to enabling Indigenous capacity and to working collaboratively to impact positive social change. AFSE Fellows will become part of the wider Institute networks across the University and beyond, with easy access to expert researchers, program presenters, events and workshops as well as opportunities for mentoring and mentorship. In turn, the Institute and its affiliates will learn and gain much from the insights and lessons of the AFSE Fellows and the convening power of their local and global networks.


TRUTH TELLING:
LEANNE MILLER

Leanne is one of the twenty-one elected representatives for the Victorian First Peoples Assembly whose task it is to establish the Treaty Authority, negotiate a framework and establish a self-determination fund. Leanne has had a national impact through the building of an Aboriginal-led national peak body to lead and inform approaches to ethical research, protection of traditional knowledge, and sustainable, ethical business with Aboriginal landholders (and shared values partners) for Aboriginal Food, Botanicals and Nutraceuticals – facilitating a tri-state alliance of business and knowledge sharing.

“It’s about forming a national trading co-operative – whilst pulling through a community of Aboriginal women who are committed to social change and who will build or participate in agricultural enterprises to benefit their communities and Australia.”

Leanne’s expertise and portfolio recently extended her impact through her membership on the Bush Fire Recovery Victoria Reference Group. This enabled Leanne to grow her knowledge and networks through sharing Indigenous fire practices and documenting Indigenous communities’ responses.
AFSE AND THE ATLANTIC FELLOWS GLOBAL NETWORK

AFSE is one of seven interconnected Atlantic Fellows programs globally, collaborating across disciplines and borders to advance fairer, healthier and more inclusive societies. The Atlantic Institute, based at Oxford, connects these seven programs, building a global community of courageous Fellows who inspire positive change.

The Atlantic Institute (AI) seeks to amplify the influence and impact of the Atlantic Fellows and the Atlantic Fellows programs by supporting lifelong community among Senior Fellows, with access to resources and opportunities to connect, learn and collaborate. Each year, AI hosts a gathering of all Atlantic Fellows who have graduated in the previous year. Through AI, AFSE Senior Fellows are able to access opportunities and resources for connection and collaboration with Senior Fellows from other Atlantic Programs and sustain and grow their initiatives. These are defining and enriching dimensions of Senior Fellowship which sustain lifelong community and ongoing social change impact.

Opportunities for connection and collaboration with the Atlantic Institute and with other Atlantic Programs will be explored through the Fellowship year as part of transition to Senior Fellowship.

AFSE IN THE GLOBAL CONTEXT

EQUITY IN BRAIN HEALTH
Dublin

SOCIAL AND ECONOMIC EQUITY
London

RACIAL EQUITY
Johannesburg

SOCIAL EQUITY
Melbourne

HEALTH EQUITY | SOUTHEAST ASIA
Bangkok + Hanoi

HEALTH EQUITY U.S. + GLOBAL
Washington, DC

ATLANTIC INSTITUTE
Oxford

RACIAL EQUITY
New York

EQUITY IN BRAIN HEALTH
San Francisco

HEALTH EQUITY SOUTH AFRICA
Khayelitsha

RACIAL EQUITY
Johannesburg

SOCIAL EQUITY
Melbourne
Our Fellows are exceptional, mid-career change-makers with a track record in social change initiatives and experience in Indigenous-focused projects. They come from a broad range of creative, professional, advocacy and educational backgrounds, including Indigenous and non-Indigenous leaders from Australia, New Zealand and across the Pacific. Celebrating diversity of experience, sectors, skills and perspectives, Fellows are united by a commitment to enabling social change agendas that build Indigenous capability, redress disparities, and strive for more equitable social relations between and among Indigenous and non-Indigenous communities.

The Program encourages the sharing of knowledge, histories, and experiences, as part of Fellows’ reflective learning journey and leadership development. Through the AFSE Program experience, Fellows will come to better understand themselves and others as they critically engage with diverse ideas, knowledges and perspectives, and develop practices that support a peer-led and value-driven community.

Fellows work together in advancing the empowerment of Indigenous peoples towards the creation of a more equitable world that respects the knowledges, cultures and histories of all people.
To achieve lasting change requires knowledge of the broader social contexts of inequity, how it has manifested across time and space, linked to an understanding of its drivers and root causes, as well as current trends and possibilities for change. Without this holistic approach, challenges to Indigenous inequity will remain piecemeal and solutions will likely falter.

Analysis of current structures and processes of social organisation and inequity requires knowledge of political influence and governance, grounded in a deep understanding of the intersectional histories of Indigenous peoples – of class, race and gender – and of how these intersections have shaped the past and present, and the form they might take into the future. Examining these histories through to the present-day, as well as exploring leadership models and alternative ways of existing, will also help to reveal key elements in how social relations and patterns of inequity are shaped through socio-economic, political and other systems.
While definitions vary, it is widely agreed that Indigenous knowledge ‘tends to be and takes the form of stories, songs, folklore, proverbs, cultural values, beliefs, rituals, community laws, local language, and agricultural practices’ (UN Convention on Biological Diversity 2004). Indigenous peoples maintain knowledge traditions with their own philosophies and epistemologies that originated in ancient Australia and other parts of the world, millennia before the present day. Many of these knowledge traditions continue today.

Professor Marcia Langton (Foundation Chair, Australian Indigenous Studies, University of Melbourne) has documented the application of Indigenous knowledges in diverse fields, including medicine, health and wellbeing, education, social and economic development, land, water and resource management, agriculture and horticulture, and the humanities such as history, law and literature (Langton 2019).

Indigenous worldviews and ways of knowing see the whole person (physical, emotional, spiritual and intellectual) as interconnected to their environment, and in relationship to others (family, communities, nations, past, future, environment, flora, fauna, etc). Indigenous ways of being encompass honouring, understanding and observing community protocols and cultural safety practices. Indigenous ways of doing recognise that we are all custodians, charged with making the world a better place for future generations. (McKinley and Tuhuiwai Smith 2019).

Fellowship, collaborative practice and collective forms of social change leadership are key characteristics of the AFSE Program and resonate with Indigenous ways of knowing. Tiriki Onus, Head of the University’s Wilin Centre for Indigenous Arts and Cultural Development, observes that Indigenous ways of knowing give high priority to ‘relational accountability’ across all dimensions of social interactions.

Historically, Indigenous and traditional knowledges have been largely excluded from the western academy. Yet, Indigenous knowledge systems exist in their own right and deserve the full attention of scholarly and practice-based inquiry so that they are treated with scientific and academic rigour (Nakata and Langton 2005; Hikuroa 2017).

Throughout the Fellowship year through to Senior Fellowship, Fellows will engage with Indigenous knowledges and ways of knowing, being, and doing in critical dialogue with other knowledge systems and theories of justice, inequality, leadership and change.
For Indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life. These ancient and inherited bodies of knowledge is integral to cultural complexes that also encompass language, systems of classification, land management, resource use practices, and social interactions, including sacred narratives and rituals. These unique ways of knowing are important components of the world’s cultural diversity.
INDIGENOUS KNOWLEDGES

TANIA POUWHARE

Tania Pouwhare is a Ngāi Tūhoe woman from Waiohau in the Bay of Plenty, Aotearoa New Zealand. Her practice foregrounds Indigenous knowledge and a mission that we share the way we relate with the natural world as part of it, not separate to, or with dominion over it. This way of knowing underpins Tania’s practice as a social change leader. She seeks to create opportunities for ‘circular and regenerative’ Indigenous-led solutions and transformations, like her work around the new economy.

Tania is a social intrapreneur at the ‘Southern Initiative’ in Auckland. The AFSE Program has plugged Tania into a range of resources, ways of thinking and doing which she was able to take back to her workplace and facilitate a whole-of-department strategic change. ‘It has impacted my whole department, from our approaches to our work, the content of our work and future strategic engagement’. As a thought leader inside a system that is ‘receptive and hungry’ for new ways of thinking and doing, Tania has been the bridge between the AFSE Program and a wider network of social change leaders.

As a result of learning and collaborating with Heath Nelson (Cohort 2019) and other Fellows, Tania is working to establish a minority supplier diversity body modelled on Supply Nation in Australia. Beyond this Tania is also involved in setting up an Indigenous private equity initiative with five other Fellows.

“Indigenous epistemology has been overlooked and untapped. We can’t afford not to foreground it; many of the solutions for the ‘wicked problems’ we face today could very well lie within the values and knowledge systems of Indigenous peoples. After all, it enabled my ancestors to traverse a third of the world’s oceans to settle the Pacific long before Europeans even left their shores. All we are doing is reconnecting back to that ingenuity, entrepreneurship and innovation.”

“The best thing about the Fellowship is the other Fellows. The collaborations with other Fellows are values-led; we’re doing these things together because we have shared values and vision, and, most importantly, we trust each other absolutely.”
THE FELLOWSHIP YEAR

The AFSE Fellowship year is a time for Indigenous and non-Indigenous leaders and change makers to claim space; to step back from the day-to-day pressures of work, to reflect and deepen their skills and form strength through a collective Fellowship experience.

The Fellowship year is structured with five modules of intensive learning and engagement, introduced with an orientation module in the preceding year and attendance at two retreats (conditions permitting in 2020) (see Fellowship Year Overview). The first retreat will be as new Fellows entering the AFSE Fellowship Program, and the second will be as the graduating Fellows from the year-long Program, at the point of transition to Senior Fellowship. All modules require the full attendance and focused participation of Fellows.

The content of each module offers a specialised topic focus, in-depth study of social change dynamics and strategies that apply across multiple domains, as well as guided experiences in developing and executing a substantial social change project and leveraging high-impact initiatives.

Fellows will also have the opportunity to enroll in a graduate qualification in Social Change Leadership through the Melbourne Graduate School of Education, the assessment for which is based upon the structured learning undertaken in the Fellowship year modules and social change project.

An important feature of the AFSE Fellowship year is the support provided by Indigenous intellectual leaders and knowledge holders who will provide guidance, sustenance and cultural safety for Fellows during modules. They will work alongside Fellows as interlocutors and bring embodied cultural wisdom across the Fellowship year at key times, connecting with particular modules that reflect their expertise. It is anticipated that across the year, the AFSE Program will have formal affiliations with three or four Indigenous knowledge holders.

Building upon established models of Elders-in-Residence at the University of Melbourne, the role of these leaders and knowledge custodians is additionally inspired by the Māori concept of Pou (translated as Pillars). Pou are carved posts often erected on ancestral land to express the identity and ancestors of a place, to designate or hold up ‘place’ for a particular purpose, and to contain knowledge. The term Pou is often used metaphorically to refer to people who are teachers and experts, who guide and protect others and anchor a particular project or philosophy in place. Our Indigenous knowledge holders serve a similar purpose, anchoring Indigenous knowledges in the AFSE Program experience and logic and providing guidance to all who participate.
FELLOWSHIP PROGRAM THEMES

The Fellowship year is built upon developing a deepening understanding of four core themes: Elevating Indigenous Knowledges; Truth Telling; Creating Fellowship; and Transforming Narratives. These main themes connect across the modules, frame analysis of different topics, and provide a foundation to the learning experience. Systematic and incremental exploration of these themes creates a linking ‘arc of learning’ that supports ongoing engagement and development and extends new learning across the Fellowship year.

ELEVATING INDIGENOUS KNOWLEDGES
At the centre of this program theme is a commitment to starting with Indigenous knowledges. Each module begins with formal Welcomes to Country, elevating Indigenous ways of knowing and agency as the first consideration of new topics, and connects to embodied Indigenous experiences to make sense of systemic social change.

CREATING FELLOWSHIP
The development of relational bonds, built on trust, and enabling rigorous dialogic engagement with the cohort of Fellows is central to the AFSE Program. Through relational and collective thinking and doing the Fellows will together create Indigenous-led systemic change.

TRUTH TELLING
This program theme provides Fellows with the resources and tools to make sense of the power of history in shaping the present and future. Through access to Indigenous and non-Indigenous experts the Fellows will develop empowered Indigenous-led ways of analysing how systems operate and interconnect with truth telling.

TRANSFORMING NARRATIVES
This program theme creates a unique opportunity for new emergent, alternative narratives that transform by challenging the prevailing socio-economic and political status quo that sustains inequity.

SHANE WEBSTER

Shane’s work offers an interesting insight into the power of fellowship to provide a productive space to develop deeper insights into his social change project. Shane’s project focuses on digital empowerment for Indigenous people.

Shane is now working on collaborative initiatives with Fellows in the 2019 and 2018 cohorts, including establishing a platform and marketplace for impact capital (with Jonathan Kneebone); creating an Indigenous private equity firm (with Heath Nelson, Daryle Rigney, Tania Pouhware, Alex Splitt, Jonathan Kneebone and Dean Parkin); and developing digital infrastructure for nation-building efforts (with Daryle Rigney).

‘Before this Program, I did not have a support team around me on my social change projects, and now I do. Now I feel like I do. So that’s probably the biggest change.’

‘I think some of the value in the platform is giving you (Indigenous peoples and enterprises) access to those things we build that in... It’s the nation-building principles, I want people to be self-governed, I want them to be able to speak their language 200 years from now, I want them to be able to re-establish, rebalance the relationship of power between State and Crown and Indigenous community. And that all begins with having resources, with having advice, with having clear governance, and taking action’.
THE FELLOWSHIP YEAR

FELLOWSHIP YEAR OVERVIEW

WOMINJEKA
Welcome and pre-program orientation

RETREAT
Intersection and impact

MODULE 1
Enacting influence

MODULE 2
Disruption and change

MODULE 3
Collaborative fieldwork

MODULE 4
Indigenous leadership

MODULE 5
Powerful encounters

Sara Lawrence-Lightfoot, Atlantic Philanthropies Deputy Chair with Durkhanai Ayubi from Cohort 1 in Melbourne 2018.
The Fellowship year and the individual modules draw on a wide range of teaching and learning approaches that are Indigenous-centric. This means drawing on approaches that privilege Indigenous knowledges and serve the wider social, political, cultural and economic wellbeing of Indigenous peoples. Furthermore, because we work at the nexus of complex cultural sites, we need to be able to draw on a wide range of skills to be able to respond.

Indigenous knowledges and teaching and learning methods, which centre on relational and place-based learning, allow us to keep a focus on the political and socio-cultural aspirations of Indigenous peoples. Our understandings are shaped by the historical, geographical, political, social and economic conditions that we experience. Indigenous forms of teaching and learning takes account of the histories and places where we learn and come from, the communities and places with which we are engaging, and the relational responsibilities in how we learn and give back to others (McKinley & Tuhawi Smith 2019).

We support ‘two-way learning’ which encourages strong and critical encounters and exchanges between different knowledge traditions. This is reflected in the AFSE commitment to promoting critical dialogue between Indigenous and non-Indigenous communities and across different knowledge systems.

The Yolngu people of North East Arnhem Land describe a two-way exchange of learning as ‘Bala lili’ – to give, and to take, listening and understanding, the meeting of fresh and saltwater – the intersection of knowledges, where they can combine and flow on together.

Having respect for both experience-based and evidence-based inquiry, the AFSE Program promotes rigorous and reflective conversations that provoke difficult questions and a diversity of viewpoints. This is supported by respectful peer learning and accomplished and skilled teachers and facilitators.

The Program encourages teaching and learning that challenges and disrupts existing beliefs, norms and ideas, alongside learning that is solution-focused and opens up new connections, narratives, and practical strategies for change.

HOW IS THE LEARNING APPROACH DESIGNED?

Fellows will come together for intensive modules spread over the year. Modules include seminars, workshops, lectures from guest speakers and experts, yarning with Indigenous knowledge leaders, peer-to-peer learning through Action Learning Groups, cultural events, and mentoring to progress social change projects.

In each module Fellows will engage with the Program core themes through exploration of different topics (see timetable and Appendix of module summaries). As with all learning, the key is to connect learner’s current knowledge, curiosity and social contexts and to then extend thinking to develop and deepen new knowledge. Each module will cover key concepts, skills and strategies relevant to the particular topic.

By immersing Fellows in the latest research and thinking on social change and leadership, the AFSE Program aims to enhance practical skills, encourage challenging ideas through critical thinking, generate fellowship and personal growth, and encourage Fellows to create connections, projects and spaces together for collective leadership and change making to strengthen.
The design of modules is guided by a curriculum framework that identifies the key content elements and the learning process and supports ongoing reflective evaluation of individual and collective learning.

In each module, Fellows will:

**CONTENT**
- explore key concepts and content
- extend practical skills and strategies
- examine impacts of social change agendas on local and global communities
- engage collaborative inquiry and fellowship

**LEARNING PROCESS**
- diagnose issues and priorities
- engage with Indigenous knowledges in critical interaction with other knowledge systems
- analyse social context and avenues for change
- evaluate learning and change agendas

**ACTION LEARNING GROUPS**

Action Learning Groups provide a structured space for peer learning across the fellowship year, strengthen the experience of fellowship, and support the Fellows’ social change projects and graduate studies. They comprise small groups, 4-6 Fellows, who will come together based on shared areas of action and focus; these will be identified during the Program orientation. Each module will include dedicated time for groups to meet, and it is expected that Fellows will maintain contact in between formal modules.

Informed by a continuous cycle of ‘observing, reflecting, planning, acting’, Action Learning Groups promote participatory and practice-focused inquiry that deepens understanding of specific contexts and issues, and will aid progress on social change projects. Fellows will begin with a critical and collective reflection on practice, engaging the perspectives of others in the group, moving through to planning, acting and returning to observing, and then starting again. This cycle of practice-based inquiry encourages effective and collaborative leadership.

Action Learning Groups harness collective wisdom and represent some of the unique benefits from participating in the AFSE Program. Fellows will be able to trace and document how their thinking and practices changed in collaboration with others, and in ways that would likely not be possible without participation in the Program.

“Action research aims at changing three things: practitioners’ practices, their understandings of their practices, and the conditions in which they practise’. Learning guided by these principles ‘changes people’s patterns of ‘saying’, ‘doing’ and ‘relating’ to form new patterns – new ways of life’.

(Kemmis 2009)
SOCIAL CHANGE PROJECT

Designing and progressing a social change project is a crucial element of the Fellowship experience; an outline of the project is part of the application process. The social change project is both an expression of Fellows’ passion and commitments for Indigenous-focused social change and a demonstration of their developing skills and expertise as effective leaders.

The scope, purpose and intended impact of this project will develop over the course of the year and in collaboration with other Fellows who are working on related areas of Indigenous equity, for example; health, social policy, creative arts or entrepreneurship. Social change projects might evolve into joint or collective projects, or Fellows can continue to work on individual projects, that will be enriched by input from others, including Action Learning Groups.

The social change project is further supported by mentoring provided throughout the modules. Documenting and evaluating the project design and implementation will form part of the assessment for the graduate qualification in Social Change Leadership.

Through Senior Fellowship programs, including those offered through AFSE and the Atlantic Institute, Fellows will have opportunities to extend and broaden their social change projects by investing in growing impact over time, seeding new endeavours and amplifying the collective impact of AFSE Fellowship.

PRESENTERS AND FACILITATORS

Presenters in the Fellowship year will include the AFSE Program Director along with expertise from a broad range of organisations and places – government, non-government, not-for-profit, business, arts, education and community groups, AFSE partners, Indigenous experts, and staff from academic units within the University of Melbourne. Our affiliated Indigenous knowledge holders will provide guidance, expertise and an anchor point for Fellows throughout the Program. Opportunities are built into each module for Fellows to co-design, lead and facilitate sessions. The Program Director, working with the Curriculum Committee, is responsible for overall curriculum planning and design as well as oversight of the graduate qualification and assessment requirements.

In between modules, Fellows will be expected to stay in touch via our online community, with regular communication with the AFSE Team and between Fellows. The Action Learning Groups will each have their own communication networks to facilitate easy interaction and support social change projects in between modules and AFSE meetings.

GRADUATE QUALIFICATION IN SOCIAL CHANGE LEADERSHIP

Fellows will be enrolled to undertake a graduate qualification in Social Change Leadership that is integrated with the Fellowship year, with modules designed to meet coursework requirements.

The standard credential will be a Master of Social Change Leadership, with the option of undertaking a Graduate Certificate in Social Change Leadership which has reduced assessment requirements and different eligibility criteria. Both qualifications can be completed within one year of full-time study. They are offered through the Melbourne Graduate School of Education as part of a suite of coursework programs designed to accommodate candidates who bring to their studies diverse work and life experiences and backgrounds. Academic and applied learning is integrated and ‘theory and practice’ are approached as fundamentally interconnected. The curriculum and assessment requirements for the Fellowship modules are designed accordingly and accommodate the varied professional, academic and cross-sectoral backgrounds that Fellows bring to their studies.

On being accepted into the AFSE Program, and as part of induction and orientation, new Fellows will meet with the Program Director to discuss eligibility and qualification requirements and Fellows’ interest in graduate study. Decisions can be revisited at any time during the AFSE Program, with Fellows able to move from the Master’s course to the Graduate Certificate in response to individual circumstances, or depending on their academic participation and performance. Options to transfer from the Graduate Certificate to the Master’s course would need to be negotiated on an individual basis, based on assessment outcomes and capacity to meet additional assessment requirements. (Please note: The tax-free stipend is dependent on fulltime study.)

Regardless of qualification pathway, all Fellows will be expected to participate fully in all modules. Entry into Senior Fellowship and participation in the global Atlantic community is not based on outcomes or results from the graduate qualification but connected to participation in and contributions to modules and activities across the full Fellowship year.

Entry requirements to the graduate qualification give due weight to academic qualifications and Recognition of Prior Learning (RPL), however a formal education qualification is not a prerequisite. A broad range of professional, work and life experiences across diverse fields are recognised as part of meeting eligibility requirements. For a course in Social Change Leadership, relevant prior learning may include paid and unpaid work across the public or private sector, community and non-government organisations, grassroots and social movements, and the cultural and arts sectors.
Dean truly embodies and demonstrates Indigenous-led social change leadership. As a trusted private equity advisor, he is often in board rooms across the country advising companies on their possible responses to calls for constitutional reforms and an Indigenous voice to parliament. Raising a million dollars for the constitutional reform campaign gained Dean access to some of the top Australian corporate boardrooms to have transformative dialogues about Indigenous recognition. Dean is able to bring his extensive networks from his work in private equity and his seat on the Business Council of Australia’s Indigenous Advisory Group, to mobilise work towards establishing an economic development fund for the Indigenous estate.

“My involvement in the Fellowship had an enormous impact, and I’d go as far to say I probably wouldn’t be doing this job and thinking about this [systemic change] in the way that I am without having gone through the Fellowship. So, there’s a profound and direct link to my experience with the Fellowship.”
Please Note: As we write this program overview restrictions on all travel and numbers of people in gatherings are in place due to COVID-19. We may need to adapt this program of work depending on how these restrictions, and any others that are imposed upon the population, are lifted. Currently we are assuming we will be able to travel internally in Australia (October/Nov 2020) and to New Zealand by late 2021.

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WOMINJEKA Welcome and Orientation</th>
<th>MODULE 1 Enacting Influence</th>
<th>MODULE 2 Disruption and Change</th>
<th>MODULE 3 Collaborative Fieldwork</th>
<th>MODULE 4 Indigenous Leadership</th>
<th>MODULE 5 Powerful Encounters</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHEN</td>
<td>Late Oct or Early Nov 2020</td>
<td>February 2021</td>
<td>April 2021</td>
<td>June 2021</td>
<td>August 2021</td>
<td>October 2021</td>
</tr>
<tr>
<td>WHERE</td>
<td>Melbourne and Victoria</td>
<td>Canberra</td>
<td>Melbourne</td>
<td>TBC</td>
<td>TBC</td>
<td>Aotearoa, New Zealand</td>
</tr>
<tr>
<td>APPROX. TIME</td>
<td>3-4 days</td>
<td>1 week</td>
<td>5 days</td>
<td>Up to 2 weeks</td>
<td>5 days</td>
<td>7-9 days</td>
</tr>
</tbody>
</table>

**MODULE 6 Social Change Project**

The Social Change Project is carried out across the whole year. As well as working with mentors online, each module will have some time put aside to contribute to and connect with each Fellow's Social Change Project.

**Annual Retreats (3-4 days)**

Annual retreats are also part of the overall AFSE Program. Retreats create the space to connect with Senior Fellows and create cross-cohort AFSE Fellowship and opportunity for collaboration. **While there is a retreat planned for late Nov/early Dec 2020 it will only be held conditions permitting.** Travelling interstate will need to be open as well as the managing of travelling and gathering of up to 50 people together in a space. The decision on whether this will be held or not will be made by September so successful candidates will be able to arrange time away.
Atlantic Fellows for Social Equity are on a social change journey, which begins to take shape during the initial Fellowship year and continues to evolve in multiple ways after graduation into Senior Fellowship.

Atlantic Fellows use their time in the Fellowship year as a launching point, to accelerate their personal and professional development, strengthen their social change work and contribute in service of others. The purpose of lifelong community engagement is to amplify the impact of the active Fellowship year, to shape, grow and scale social change through collective fellowship.

AFSE Senior Fellows are at the heart of the AFSE lifelong community. They commit to proactively engaging with Fellows within and across AFSE cohorts as well as within the Global Atlantic community. Structured programs for Senior Fellows, offered through AFSE and the Atlantic Institute, continue to enhance leadership and open avenues for extending or diversifying social change agendas. Taking further graduate studies is also an option. For many, the Senior Fellowship period is the time when the impact of the social change project starts to be more fully realised, bringing focused attention to methods for sustaining, growing and evaluating benefits, success and impact. There will be opportunities for Fellows to grow their social change projects through global collaborations and initiatives facilitated by the Atlantic Institute. This includes canvassing avenues for investment in Senior Fellows’ ongoing and future social change projects. For AFSE Senior Fellows, a key indicator of success will be the ways in which their diverse endeavours support the empowerment of Indigenous peoples towards the creation of more equitable societies.
AFSE THEORY OF CHANGE

Being chosen as an AFSE Fellow signals a lifelong commitment to working with Atlantic Fellows and others to pursue social change for greater equity.

AFSE’s Theory of Change starts with selection of each individual Fellow, bringing them into a cohort and Program that aims to amplify social change impact on Indigenous wellbeing and equity. This is fostered through developing shared understandings within the AFSE Fellows cohort, strengthening collective skills to do social change work, and using collaborative strategies to support each other to transform complex social problems and redress profound disparities. The twelve-month Fellowship Program is designed to achieve those shared understandings, and foster individual and collective capacities, and commitments.

As Senior Fellows and throughout Lifelong Fellowship, AFSE and the Atlantic Fellows network work alongside Fellows to sustain and complement deepening understandings, capacities, and commitments to improving Indigenous wellbeing and equity outcomes towards fairer and more inclusive societies.

AFSE will develop as a dynamic hub, drawing on the expertise of Indigenous knowledge holders, Fellows, academic and professional experts, Indigenous community leaders, the Atlantic global networks and the Atlantic Institute. It will create and disseminate resources, policies and practices, in order to build Indigenous-informed social change leadership capacity in partner and affiliated organisations as well as in broader communities.

AFSE will seek to carry out a program evaluation and collect feedback from Fellows at various stages through the Fellowship year about their experiences; what is working well, what could make it even better for future Fellows? AFSE will continue to seek this sort of feedback about activities offered during Lifelong Fellowship. This feedback is essential in helping to monitor the effectiveness of the Program and will inform how AFSE staff develop modules and activities offered.

AFSE also will work alongside Fellows to evaluate and monitor the impact of their own social change projects, and how AFSE contributions have enabled or contributed to that social change work. The aim is to share successes, including experiences and lessons that amplify the desired change. This will generate valuable information and reflections for others to learn from proven ways of creating impact and help keep track of how the Program has contributed to these changes.
AFSE partners have been an important part of the AFSE Program start-up, contributing to the Fellowship experience and to widening the impact of the Program.

Relationships with our partners have included recommendations of applicants for the AFSE Program, presentations in the Fellowship year, membership on the AFSE Program Advisory Board and sub-committees, and providing bespoke and targeted support and resources to the Program throughout the Fellowship year. Current program partners are the University of Auckland, Queensland University of Technology, Brotherhood of St Laurence, Business Council of Australia, Jawun and the Australian Government.

We also have relationships with other organisations who contribute to the Program in various ways, including as presenters or providing networks for our Fellows. Fellows are encouraged to collaborate across a wide range groups and communities that support the development and impact of their social change work.

Our AFSE partners are strongly invested in the success of the AFSE Program, and in supporting and amplifying Fellows' social change work. In Senior Fellowship there are opportunities to connect more deeply with our partners through mentoring, coaching, placements, secondments, and other direct support. We urge Fellows to take up these opportunities and explore how this network of supporters can enhance their work. The AFSE Lifelong Fellowship Lead can provide more information.

Partners are central to the evolution and success of the AFSE Program. They bring knowledge, resources, and ideas to our work.
Fellows enrolled in the graduate qualification in Social Change Leadership will receive a stipend to support their full participation in the Fellowship Year. The value of the stipend is reviewed annually, and potential applicants can contact AFSE staff for details about the coming year and conditions that surround the receiving of the full stipend.

Some appropriate expenditure of the stipend can include:

- Relief in current employment when taking leave without pay, or not in paid employment, in order to undertake the Fellowship year;
- Reasonable personal expenses such as childcare or other care costs that enable participation in the Fellowship year;
- Travel for field trips and other activities associated with the development of social change projects;
- Books and other materials in relation to the Program.

The stipend will be paid in three instalments over twelve months and is tax-free for full-time enrolled Fellows. Fellows are encouraged to seek their own independent financial advice.

THE AFSE TEAM

From the moment Fellows are accepted into the Program, they will be connected through the AFSE team to partners, AFSE Senior Fellows, expert facilitators and presenters, and staff and resources at the University of Melbourne and from across the global Atlantic community. The Program Director oversees Program development and quality and co-ordinates presenters to contribute expertise to modules or to facilitate specific sessions.

CONTACTING AFSE

Please send your enquiries to info-atlanticfellows@unimelb.edu.au
# Key Program Dates

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late May</td>
<td>Expressions of Interest open</td>
</tr>
<tr>
<td>June</td>
<td>Applications open</td>
</tr>
<tr>
<td>August</td>
<td>Applications close</td>
</tr>
<tr>
<td>September</td>
<td>Offers made to new AFSE Fellows</td>
</tr>
<tr>
<td>October/November (conditions permitting)</td>
<td>Wominjeka module</td>
</tr>
<tr>
<td>November/December</td>
<td>AFSE Retreat</td>
</tr>
<tr>
<td>February</td>
<td>Enacting Influence module</td>
</tr>
<tr>
<td>March</td>
<td>Expressions of Interest open for 2022 Cohort</td>
</tr>
<tr>
<td>April</td>
<td>Disruption and Change module</td>
</tr>
<tr>
<td></td>
<td>Applications open for 2022</td>
</tr>
<tr>
<td>May</td>
<td>Applications close for 2022</td>
</tr>
<tr>
<td>June</td>
<td>Collaborative Fieldwork module</td>
</tr>
<tr>
<td>July</td>
<td>Offers made to new AFSE Fellows</td>
</tr>
<tr>
<td>August</td>
<td>Indigenous Leadership module</td>
</tr>
<tr>
<td>October</td>
<td>Powerful Encounters module</td>
</tr>
<tr>
<td></td>
<td>Wominjeka module</td>
</tr>
<tr>
<td>November</td>
<td>AFSE Retreat</td>
</tr>
</tbody>
</table>
Aboriginal and Torres Strait Islander Curricula (2020) Resources in Aboriginal and Torres Strait Islander Histories and Cultures for teachers. University of Melbourne Indigenous Studies Unit: https://indigenousknowledge.research.unimelb.edu.au/


APPENDIX: PROGRAM OUTLINES

NOTE

Please note as we write this program outline restrictions on all travel and numbers of people in gatherings are in place due to COVID-19. We may need to adapt this program of work and how it’s delivered depending on how these restrictions, and any others that are imposed upon the population, are lifted.

AIMS

Overall AFSE aims to:
1. Apply Indigenous knowledge and ways of knowing to the practice and theory of social change leadership that forms the basis for transformational activity
2. Explore the potential for Indigenous ways of knowing, doing and being to reshape social change leadership in service of Indigenous communities
3. Engage with Indigenous ways of being, knowing and doing in critical dialogue with other knowledge systems and theories of justice, inequality, leadership and change

SKILLS

Skills the AFSE Program will build across all modules include:
- Enhanced communication skills (e.g. plain language writing, briefs for Ministers, presentations)
- Critical thinking and reasoning skills (e.g. theoretical framing, analysis of policy)
- Creative thinking and innovation (e.g. future scenario planning and building)
- Problem solving (e.g. situational analysis; SWOT analysis)
- Leadership
- Teamwork and professional networking and collaboration (e.g. partnership brokering – cross-sectoral and intercultural; community engagement and service; working with government)
- Self-reflection, career awareness and lifelong learning (e.g. reflexive practice)

PRE-PROGRAM: WOMINJEKA/ORIENTATION (WURUNDJERI COUNTRY NARRM/MELBOURNE AND YORTA YORTA COUNTRY/ BARMAH)

The aims of the Wominjeka/Orientation module is to firstly, welcome Fellows to Wurundjeri Country and secondly, develop the foundations of the 12-month AFSE Program. Fellows will be introduced to each other and staff, and the program will be detailed. Two intersecting motivations of the AFSE Program will begin to be built – Indigenous knowledges and social change leadership.

The driving question for this module is:
How do we develop our social change making through the lens of Indigenous ontologies and epistemologies?

The theoretical concepts we begin to explore in this introductory module are:

The practical skills developed through this module are:
Teamwork, collaboration, and communication

The Indigenous cultural leadership for this module will include:
Wurundjeri Elders, Yorta Yorta Elders (tbc), University of Melbourne and University of Auckland Indigenous academics.

ANNUAL RETREAT: INTERSECTIONS AND IMPACT (BOON WURRUNG COUNTRY/WILLIAM/SOMERVILLE)

*CONDITIONS PERMITTING

The main aim of the retreat is to create cross-cohort AFSE fellowship. The retreat creates an annual opportunity for Fellows to step back from day-to-day demands in order to create a collective experience for dreaming, dialoguing and passionately deliberating future work and visioning futures.

The driving questions for the annual retreat are:
How can we, as diverse Indigenous and non-Indigenous AFSE Fellows, collaborate?
How shall we collectively and collaboratively practice Indigenous-led social change?

The theoretical concepts explored in this module are:

The practical skills developed through this module are:
Presentation skills, working with complex group dynamics.

The Indigenous cultural leadership for this module will be with:
Boon Wurrung Elders, Indigenous guests, Indigenous Pou/Pillars.
MODULE 1: ENACTING INFLUENCE (Ngunnawal Country/Kamberra/CaMBERRa/BirraNGa (TBC)/Melbourne)

The aim of the Enacting Influence module is to provide frameworks and space for Fellows to interrogate and explore the strategies and levers required to effect social change in Indigenous affairs at the political and governmental levels.

The driving questions for this module are: How do you maintain political attention on complex, wicked problems faced by Indigenous people and communities? How might you leverage policy directions and programs for productive social outcomes?

The theoretical concepts explored in this module are:
- Power, Influence, political participation and strategy, democracy, Indigenous-settler relations, social networks.

The practical skills developed through this module are:
- Political astuteness and strategy, communication skills, working with Ministers and Ministerial offices, Social network mapping.

The Indigenous cultural leadership for this module will be with Ngunnawal Elders, Leaders of the Aboriginal Tent Embassy, Indigenous bureaucrats, Indigenous politicians, Indigenous academics, Indigenous peak bodies, Indigenous media, Indigenous Pillars/Pou.

MODULE 2: DISRUPTION AND CHANGE (Wurundjeri Country/NARRM – Birraranga (TBC)/Melbourne)

The aim of the Disruption and Change module is to interrogate the beliefs and assumptions that block us/others from making the change we wish to in the world.

The driving question for this module is: How does (and can) the way we narrate our social and political realities and problems limit and/or expand our approaches to change making?

The theoretical concepts explored in this module are:
- Change, Disruption, Leadership, Narrative inquiry, Race, Racism, Anti-Racism, Partnership brokering.

The practical skills developed through this module are:
- Cross-sectoral and intercultural partnership brokering, Immunity to change methodology.

The Indigenous cultural leadership for this module will be with Wurundjeri Elders, Indigenous artists, Indigenous activists, Indigenous academics, Indigenous Pillars/Pou.

MODULE 3: COLLABORATIVE FIELDWORK (TBC)

The aim of the Collaborative Fieldwork module is to create an opportunity for groups of Fellows to work alongside, in service to and in collaboration with Indigenous community groups and organisations. (NB: which community groups will be determined according to what is permissible regarding travel and access.)

The driving questions for this module are: How do we come to understand what is being asked of us in service? What is driving me/us in/to this collaboration? What do I/we bring and how are we actively learning? How do we work together whilst acknowledging and building on our different world views?

The theoretical concepts explored in this module are:
- Indigenous knowledges and ways of thinking, being and doing, Collaboration.

The practical skills developed through this module are:
- Working in collaboration, Being of service to indigenous communities, Reflexive practice, planning.

The Indigenous cultural leadership for this module will be with Community Elders, Indigenous community organisations and workers, Indigenous communities and Indigenous academics.

MODULE 4: INDIGENOUS LEADERSHIP (TBC)

The aim of the Indigenous Leadership module is to provide Fellows with multiple opportunities to engage with Indigenous approaches to social change leadership in an effort to conceptualise collective Indigenous leadership practices.

The driving question for this module is: How can Indigenous approaches meaningfully inform leadership practice for social equity?

The theoretical concepts explored in this module are:
- Indigenous leadership, Collective leadership, social change leadership, Indigenous social mobility.

The practical skills developed through this module are:
- Applying Indigenous approaches to leadership case-studies, Future scenario planning.

The Indigenous cultural leadership for this module will be with Indigenous community Elders, Indigenous artists and activists, Indigenous leaders, Indigenous academics, Indigenous Pillars/Pou.

MODULE 5: POWERFUL ENCOUNTERS (Māori Whenua/Aotearoa/New Zealand, Place TBC)

The aim of the Powerful Encounters’ module is to focus attention on the transformative potential of encounters. The ways in which Indigenous peoples engage with others (non/indigenous) and seek to build long-term relationships for productive social outcomes.

The driving questions for this module are: How do Indigenous peoples of Australia, Aotearoa and the Pacific use the attention called to inequality, Indigeneity, and Treaties to propose and mobilise positive and creative agendas about the future? What role is agreement making between Indigenous peoples and the state playing in these efforts?

The theoretical concepts explored in this module are:

The practical skills developed through this module are:
- Te Reo Māori, cultural and political engagement, narratives for change.

The Indigenous cultural leadership for this module will be with Māori and Pacific Elders, and leaders, Māori politicians and activists, Māori and Indigenous academics, Indigenous Pillars/Pou.

MODULE 6: SOCIAL CHANGE PROJECT (Year-Long Module)

The Social Change Project is carried out across the whole year. As well as working with mentors online, each module will have some time put aside to contribute to and connect with each Fellow’s Social Change Project.

The aim of this module is to demonstrate a detailed, critical understanding of the applied and theoretical knowledge relevant to their social change project.

The driving questions for this module are: Individual social change project questions

The theoretical concepts explored in this module are:
- Project methodologies, ethical values.

The practical skills developed through this module are:
- Critical inquiry methods, collaboration skills, teamwork, evaluation, communication.

The Indigenous cultural leadership for this module will be Indigenous mentors, Indigenous community, Indigenous academics, Indigenous Pillars/Pou.