**Principle 4**
Provide learning experiences that develop inter-culturally capable graduates who can make a difference as socially and ethically responsible global citizens

**Case Study 1**
**Mr Marcus Waters, Associate Lecturer**
**School of Humanities**

My approach to teaching is based upon Indigenous epistemology applied as culturally inclusive teaching practice that enhances participation and access of students. I draw upon my own experience as a creative writer within the television and film industry to develop curriculum that transfers knowledge of the industry as a shared popular language that represents the diversity of the group. I also incorporate input by Industry professionals outside of the university to reflect and share with students, best practice strategies used by writers within the industry as an essential resource in transferring knowledge of the curriculum successfully.

In ‘Screenwriting’ I have created a partnership with the convenor of ‘Digital Production’ to provide students with a ‘real industry’ experience where writing students are encouraged to present their ideas to first an industry panel before being selected from that process to pitch their scripts to digital production students with the opportunity to have their scripts turned into film. This assessment and critical feedback process provides writing students the opportunity to work as part of a creative team (writer, producer and director) in such a way as to enhance their own learning curve but also to introduce them to design, production problem-solving and conflict resolution within an actual real industry environment.

I maintain a strong commitment to student support and mentorship, particularly within the increasing cohort of international students and those who most represent the diverse and most challenged within the university. In March of 2009 I was asked to give a lecture on behalf of the Centre for Applied Linguistics and Languages Griffith University to International Japanese students enrolled within the Faculty of Law Fukuoka University Japan as part of the ‘Asia Pacific Relations Training Program’. I was able to overcome language and cultural difficulties through incorporating a traditional Kamilaroi welcoming ‘Goomaroi Winungoolda’ This welcome invites participates to exchange culturally in participation of a dance that I teach to them and then encourages them to also teach me a dance of their own. The students complied with my request and together we danced and exchanged what little English we could, and in doing so I discovered that the students were mostly interest in hearing about the ‘Stolen Generation’. I had my son, Ngiyaani with me, who is currently participating in his own right of passage into traditional Kamilaroi law systems as an eight year old, and together as an experience of further cultural exchange, Ngiyaani and I were able to sing traditional Kamilaroi songs of mourning ‘Ganaa Walingay’ and perform traditional Aboriginal dance that reflected this time within our history ‘Mara Dinnaah Binaagh’.

It is through my own journey as a teacher and a scholar that I can demonstrate the potential of an Indigenous epistemology used as innovative approach to mainstream teaching as a truly inclusive Indigenous pedagogy that I believe will one day not only be recognised within the mainstream curriculum, but will also be offered as an interdisciplinary approach to teaching across the university.