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Goanna Walking: A Rubric to Measure Transformation in Critical Indigenous Studies Students

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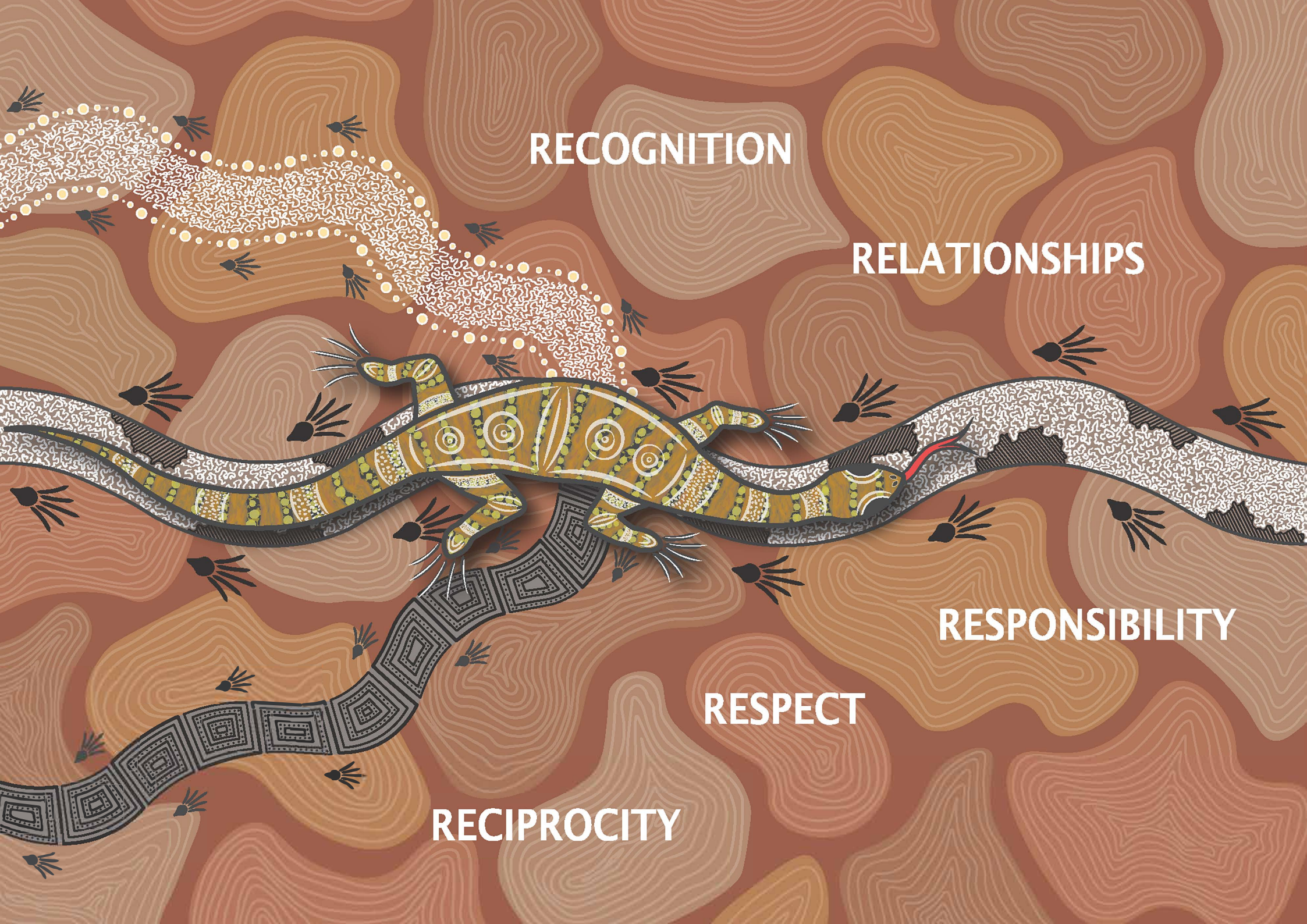
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Rubric, Indigenous pedagogies, Critical thinking, Indigenous Studies

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RECOGNITION

RELATIONSHIPS

RESPONSIBILITY

RESPECT

RECIPROCITY

	RESPONSIVE & ENGAGED (HD)	REFLECTIVE & LEARNING (D)	RECEPTIVE & PROGRESSING (C)	IMPROVING CAPACITY (P)	STATIC (F)
RECOGNITION	Student recognises their own role in colonialism and can account for their position in systems of power. They recognise the role of information and knowledge in colonialism and centre Indigenist and anti-colonial approaches when thinking, making decisions, and writing.	Student demonstrates some recognition of their own role in colonialism and can account for their position in systems of power. They show some recognition of the role of information and knowledge in colonialism and can apply Indigenist and anti-colonial approaches when thinking, making decisions, and writing.	Student shows increased awareness of their own role in colonialism and is grappling with their own position in systems of power. They show increased awareness of the role of information and knowledge in colonialism and are learning to apply Indigenist and anti-colonial approaches when thinking, making decisions, and writing.	Student is still developing an awareness of their own role in colonialism and is open to understanding their own position in systems of power. They are open to understanding to the role of information and knowledge in colonialism and learning to apply Indigenist and anti-colonial approaches when thinking, making decisions, and writing.	Student has not yet demonstrated awareness of their own role in colonialism and is still developing the capacity to see their own position in systems of power. They have not yet demonstrated willingness to understand the role of information and knowledge in colonialism and learn about Indigenist and anti-colonial approaches.
RESPECT	Student conducts themselves both professionally and academically with respect for Indigenous peoples, methodologies, and knowledge. They show respect for multiple worldviews and address settler intellectual and cultural dominance as colonising.	Student is undoing internalised colonial ideology and beginning to respect for Indigenous peoples, methodologies, and knowledge. They recognise different worldviews to their own and recognise settler intellectual and cultural dominance as colonising but is still learning how to put this into action.	Student is grappling with internalised colonial ideology and is still learning to conduct themselves with respect for Indigenous peoples, methodologies, and knowledge. They understand the need to respect multiple worldviews and recognise settler intellectual and cultural dominance as colonising but is still internalising this knowledge.	Student shows willingness to address internalised colonial ideology and to learn to respect Indigenous peoples, governance, and knowledge. They acknowledge multiple worldviews but is still developing awareness of settler intellectual and cultural dominance as colonising.	Student has not yet demonstrated willingness to address internalised colonial ideology or shown respect for Indigenous peoples, governance, and knowledge. They have not yet shown awareness of multiple worldviews or of settler intellectual and cultural dominance as colonising.
RELATIONSHIPS	Student can sit with discomfort and account for their own relationship to power and place in their thinking, decision making and writing. They have strong relational skills and can collaborate and cultivate solidarity with Indigenous peoples and other people who do not share a dominant colonial worldview.	Student is learning to sit with discomfort and account for their own relationship to power and place in their thinking, decision making and writing. They are developing relational skills and learning to collaborate and cultivate solidarity with Indigenous peoples and other people who do not share a dominant colonial worldview.	Student is developing their capacity for discomfort and grappling with their own relationship to power and place in their thinking, decision making and writing. They are learning relational skills and learning to collaborate and cultivate solidarity with Indigenous peoples and other people who do not share a dominant colonial worldview.	Student shows willingness to sit with discomfort and to grapple with their own relationship to power and place in their thinking, decision making and writing. They are open to learning relational skills and to learning to collaborate and cultivate solidarity with Indigenous peoples and other people who do not share a dominant colonial worldview.	Student has not yet shown willingness to sit with discomfort or to grapple with their own relationship to power and place in their thinking, decision making and writing. They have not yet shown willingness to learn relational skills or to learn to collaborate and cultivate solidarity with Indigenous peoples and other people who do not share a dominant colonial worldview.
RECIPROCITY	Student demonstrates a tangible commitment to Indigenous-led governance, justice and restitution. They apply their own unique skills and strengths to work addressing harmful institutions and practices. They have moved beyond the politics of reconciliation towards meaningful change.	Student demonstrates that they understand the importance of Indigenous-led justice and restitution. They are learning to apply their own unique skills and strengths to work addressing harmful institutions and practices. They are moving beyond the politics of reconciliation towards meaningful change.	Student is learning the importance of Indigenous-led justice and restitution. They are learning how their own unique skills and strengths can contribute to the end of harmful institutions and practices. They are looking beyond the politics of reconciliation towards meaningful change.	Student is developing capacity to be led by Indigenous people. They are receptive to conversations about justice and restitution. They are developing a sense that their own unique skills and strengths may contribute to the end of harmful institutions and practices. They are opening to ideas beyond reconciliation towards meaningful change.	Student has not yet demonstrated they are ready to be led by Indigenous people or receptive to conversations about justice and restitution. They have not yet shown willingness to contribute their own unique skills and strengths to the end of harmful institutions and practices. They are not yet open to ideas beyond reconciliation towards meaningful change.
RESPONSIBILITY	Student demonstrates a strong sense of responsibility for themselves in terms of their learning journey and interactions with other people and the world. They use language and terminology in written and verbal communication that demonstrates respect and accountability to others.	Student demonstrates a growing sense of responsibility for themselves in terms of their learning journey and interactions with other people and the world. They can use language and terminology in written and verbal communication that demonstrates respect and accountability to others.	Student is learning a sense of responsibility for themselves in terms of their learning journey and interactions with other people and the world. They are learning to use language and terminology in written and verbal communication that demonstrates respect and accountability to others.	Student is still developing a sense of responsibility for themselves in terms of their learning journey and interactions with other people and the world. They are open to using language and terminology in written and verbal communication that demonstrates respect and accountability to others.	Student has not yet shown a sense of responsibility for themselves in terms of their learning journey and interactions with other people and the world. They have not yet demonstrated they can use language and terminology in written and verbal communication that demonstrates respect and accountability to others.