Indigenous Cultural Heritage Management: Australian Resources Sector
Program overview

Modules 1 and 2: The Australian Indigenous context and Cultural Heritage
(weeks 1 and 2)

These modules introduce the course, its aims and key concepts, for example the importance of early and continuous engagement. We provide context to the 'deep time' histories of the Australian continent, and the complexity and diversity of Indigenous languages and customary land tenure.

Definitions of tangible and intangible elements of CH, and the relationships between them, are also introduced in these modules. While the knowledge base for understanding the roles of the disciplines of archaeology and anthropology in the management of CH will be developed through short lectures. The importance of engaging with gender across CHM will be taught, and highlighted here and across the course.

An Indigenous perspective on cultural heritage management by practicing archaeologist Dave Johnston is also presented.

Modules 3 and 4: What is cultural heritage management (CHM) and why it's an important element in social performance
(weeks 3 and 4)

These modules will develop participants' understanding of CHM and the deep inter-connection between land, sites and people. The rationale for strong and respectful CHM in the resource sector will be examined, considering for example the national and international industry standards and guidelines, the business case for CHM and its place as a core activity in social performance.

You will also learn more about CHM's foundational disciplines – anthropology and archaeology – and the methods they use. You will learn about CHM implementation with an innovative example from Lihir (Papua New Guinea). You will then critically engage with the criteria and requirements for preparing a Cultural Heritage Management Plan, through reviewing 3 Plans provided.

A practical introduction to planning and implementing of CHM Plans will be provided using the PDCA (Plan, Do, Check and Act Cycle) as an integral element in life-of-mine planning. The course includes teaching on the implementation of CHM from experienced practitioners in the resource sector.

Modules 5 and 6: Agreements, Engagement and CHM
(weeks 5 and 6)

These modules begin by examining elements of the legislative frameworks for Indigenous cultural heritage management across several states: including Queensland, Western

Australia, Victoria and the Northern Territory (NT). This discussion frames a consideration of the adequacy of compliance-based approaches to CHM.

CHM is also an important element in negotiated local agreements, including Indigenous Land Use Agreements (ILUAs). We will discuss a range of approaches that incorporate varying levels of CH protection.

We provide a case study, over two lectures, of a sacred site in the NT that was desecrated, despite the existence of an agreement, and the area's legal designation as a sacred site. You will be tasked to critically engage with this case.

The importance of effective Indigenous and non-Indigenous stakeholder engagement will be emphasised, as well as appropriate and effective approaches for preparing stakeholder engagement plans. You will hear from experienced Indigenous social performance practitioner, Vanessa Elliot, on collaboration and co-design in CH management approaches and what cultural heritage means to her.

The issue of cultural awareness training for staff is also briefly considered. The course will also outline the use of risk management tables in CHM plans and the practicalities of preparing a scope of work for a CHM plan.

Essential and 'Deep Dive' Readings

Throughout the course, there are essential readings for each module and, also further extension readings – which we refer to as 'deep dive' readings – if further learnings are sought. All of these readings can be downloaded and a CHM library established by each participant.

Discussion Boards and Activities

Though this is an on-line course, it is interactive. We expect the course participants to engage with the discussion boards and the 'blackboards' for the various topics, to share their experience and learnings with the other course participants. While it is not formally assessed, all participants are required to engage with the activities to successfully complete the course.