



**Australian Government**  
**Australian Research Council**



**nirakn**  
National Indigenous Research  
and Knowledges network

**ANNUAL REPORT**  
for the year ending 31 December 2021



## Vision

NIRAKN's vision is to develop a critical mass of skilled, informed, and qualified Aboriginal and Torres Strait Islander researchers who can address the urgent needs of our communities through the delivery of culturally appropriate research. NIRAKN will endeavour to facilitate a national Indigenous research agenda for Aboriginal and Torres Strait Islander communities and the nation.

NIRAKN's premise is that Aboriginal and Torres Strait Islander knowledge systems inform and frame our research. Aboriginal and Torres Strait Islander knowledge systems are understood as continuing and living, embodied, and culturally situated within our respective Indigenous nations, communities, and the broader Australian society, and include Indigenous ethics and protocols. As such, NIRAKN's multicultural research program seeks to facilitate and encompass a wide range of research topics and projects, reflecting that the production and application of our respective knowledge systems requires a comprehensive agenda as well as a robust engagement with disciplinary knowledges.

## Aims

1. Establish a quality program of capacity-building initiatives to form a skilled and qualified research community by supporting aspiring, postgraduate, and early- to mid-career Indigenous researchers.
2. Establish a regenerative undergraduate-to-postgraduate pipeline of new researchers across institutions, the nation, and fields of critical research importance.
3. Connect Indigenous researchers across disciplines, nationally and internationally, to develop a culturally supportive and inclusive research environment that enables the cross-fertilisation of ideas and a platform for new Indigenous multidisciplinary research.
4. Develop an ongoing integrated research program of collaborations with the Australian Research Council and National Health and Medical Research Council, government, industry, community and philanthropic grant funding.
5. Achieve national and international recognition as a leading network of Australian Indigenous research expertise, knowledge, and innovation.
6. Initiate the Indigenous research agenda by applying Indigenous knowledges and expertise to multidisciplinary collaborative projects of pressing research. These are needed to inform community and government policy and program delivery.

## Activities

NIRAKN mentors, supports and engages Indigenous researchers across disciplines and institutions through an extensive research capacity building program that is designed to develop foundational and high-level skills, as well as inform and transfer knowledge. The research capacity building program involves introductory-level research workshops delivered locally at participating institutions, an annual series of more advanced research workshops, Indigenous research methodologies masterclasses, critical reading groups, research residencies, and access to networking, mentoring, and other professional resources.

NIRAKN's Collaborative Research Program provides a platform for cross-institutional and multidisciplinary Indigenous research. The research efforts of NIRAKN's National and State Hubs are geared towards producing measurable high-quality research. In addition to high-quality original research and publications, NIRAKN also fosters engagement with Indigenous research and knowledges across the sector through international collaborations, symposiums, and seminars.



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## 1 Director's Introduction

We are pleased to present the ninth Annual Report of the National Indigenous Research and Knowledges Network (NIRAKN) for 2021. NIRAKN was established in 2012 under the Special Research Initiative (SRI) for the Aboriginal and Torres Strait Islander Researchers' Network (ATSIRN) and was awarded \$3.2 million over four years. In 2018, NIRAKN's continuing success was recognised by the ARC through the granting of additional funds of \$899,333. The Australia Research Council (ARC) has extended this initiative with an extension until 31 December 2022.



NIRAKN is now in a legacy phase in which State Hubs are completing work on their research projects and holding their capacity building programs (where applicable and/or possible). The NIRAKN website is being revamped to share online offerings of the capacity building programs for all.

We extend our sincere thanks to all involved over the past years for contributing to NIRAKN's outstanding success, including the previous Director, node leaders, State Hub Leaders and partner organisation representatives, as well as members of the Advisory committee.

Yours sincerely,

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

Professor Peter Anderson  
NIRAKN National Director (2017–present)  
Carumba Institute  
Queensland University of Technology



## 2 Governance

In 2021, NIRAKN's governance continued according to the restructured model created in 2017.

### 2.1 Changes to the Network

Professor Peter Anderson continues to lead the NIRAKN National Hub (in Queensland and is hereafter referred to as the National Hub). He has overall responsibility for the administration and coordination of NIRAKN in Queensland, Victoria, Tasmania, the Australian Capital Territory and Western Australia. The National Hub continues to be based within the Carumba Institute (previously known as Indigenous Research and Engagement Unit) at Queensland University of Technology (QUT).

Each state has State Hub leaders and they are:

- Professor Peter Anderson, National Hub leader Queensland (QLD), Victoria (VIC), Tasmania (TAS), the Australian Capital Territory (ACT), and Western Australia (WA)
- Pro Vice Chancellor Dr Leanne Holt, New South Wales (NSW)
- Associate Professor Linda Ford, Northern Territory (NT) and South Australia (SA)

The National Hub leader and the State Hub Leaders are the Management Committee (refer to Appendix 1 for more information).

For a list of current NIRAKN Chief Investigators and Co-Investigators who are located across institutions and disciplinary fields refer to Appendix 2.

### 2.2 Changes to Governance

There were no changes to NIRAKN's governance in 2021.

#### **Table 1: Conditions of Extension for NIRAKN**

(Please note, these Conditions of Extension were fulfilled and NIRAKN is now in the legacy phase.)

<b>NIRAKN Conditions of Extension</b>
1. NIRAKN is expected to actively promote better practices within the participating organisations via its highly successful capacity building workshop model; the ARC requires NIRAKN to focus more on “train the trainer” in delivering the workshops. This legacy requirement is now centre stage for the program for the final year of funding.
2. While NIRAKN is planning to provide new seed funding for larger scale research projects among its participants, the ARC requires that funds be used to strongly enable cross-institutional and interdisciplinary work. NIRAKN is to develop performance measures of excellence for these projects, including the development of project-specific milestones and KPIs.
3. NIRAKN will prepare and present to stakeholders and the wider community more tangible evidence of the Network's connection with the “regenerative undergraduate to postgraduate pipeline of new researchers”, such as enrolment and



retention levels, undergraduate completions, higher degree by research completions, and case studies of successful Indigenous students and researchers.
4. ARC requires more consideration of succession planning to develop future research leaders: <i>Senior researchers participating in the Network should be more active across Network nodes as supervisors and mentors to Indigenous students and postgraduates. This will provide a valuable platform for researchers to become leaders in their research field.</i>
5. NIRAKN and QUT to ensure future funding options are explored when expenditure of ARC funding concludes.
6. More effort towards strategic planning and an active approach within NIRAKN and QUT to help build cultural capacity and awareness of Indigenous needs within their institutions.

The NIRAKN Management Committee comprises the State Hub Leaders and National Hub Leader. State Hub leaders continue to connect, complement, and enhance existing Indigenous mentoring, advisory, and support structures within the higher education sector. During the legacy phase, the National State Hub leader met individually with the State Hub Leaders via teleconference in 2021.

Professor Peter Anderson and Dr Levon Blue met with Liz Visher and Luisa Powell from the ARC on 10 May 2021 to request an extension to NIRAKN until 31 December 2022, to distribute additional funds to the State Hub leaders for work related to the legacy phase and/or research, and to add an additional component to the Queensland research project, which included an evaluation of NIRAKN and understanding the social determinants of education. The ARC approved these requests and notified QUT's Office of Research. A variation to the collaborative agreement for NIRAKN was completed that reflected the extension and the additional funds allocated to the State Hub Leaders.

The Office of Research Services at QUT continues to provide administrative support, including legal, reporting, and financial reporting. These services are required by the Office of Research Services to: (a) ensure that the Network is managed in accordance with the ARC Funding Agreement and the NIRAKN Collaborative Research Agreement; (b) provide advice on the Funding Agreement and a new collaborative research agreement; and (c) draft variations to the Collaborative Research Agreement as necessary. In 2019, the Office of Research Services provided support for the negotiation and execution of the Collaborative Research Agreement.

In 2021 NIRAKN did not offer internal research grants.

### 3 Year in Review

Due to the COVID-19 pandemic, there were no capacity building workshops or attendance at conferences in 2021. Below is a summary of activities that have further contributed to the key performance indicators in this legacy phase



### 3.1 *International Journal of Critical Indigenous Studies (IJCIS)*

During 2021, one issue was published containing four papers. Three of the four papers for the second issue were published via early release online in 2021. Unfortunately, due to COVID-19, *IJCIS* has encountered delays.

### 3.2 **Research Projects**

#### **QLD State Hub**

##### *Research project*

The ARC approved an additional component for the QLD State Hub's research project. This included an evaluation of NIRAKN and a project focusing on the social determinants of education. This project is led by Professor Peter Anderson and includes Dr Levon Blue and Dr Thu Pham. The NIRAKN evaluation has been completed. The team, also including Melanie Saward, have submitted a 50,000-word manuscript to Springer that is currently under consideration for publication and that includes this findings and data from the evaluation and project.

#### **NSW State Hub**

##### *Research projects*

The research project, "Success Factors for Aboriginal and/or Torres Strait Islander PhD Graduates", seeks to identify the success factors that contribute to the successful journey of Aboriginal and/or Torres Strait Islander PhD graduates, which will in turn contribute to "closing the gap" in Indigenous Higher Education at all levels. The project is in progress. The research team have conducted interviews and invited both Indigenous and non-Indigenous participants to complete surveys relating to their personal PhD experiences. The project is currently in the stage of evaluating interviews and surveys, analysing the data for themes, and seeking to identify the social, cultural and academic enablers.

Simultaneously, the team are still interviewing further participants, transcribing these interviews and analysing the data for themes. To date, 11 interviews – 10 with Indigenous participants and 1 with a non-Indigenous participant – have been taken, and 25 survey responses were collected, 21 from Indigenous participants and 4 from non-Indigenous participants.

With surveys completed and interviews undertaken, findings to date indicate that strong drivers for Indigenous success in Higher Education include:

- The feeling of responsibility to community to complete
- Desire to record our stories and cultural information to preserve Aboriginal culture and identity
- To qualify for employment roles already undertaken
- Although the trend is changing, historically, Indigenous PhD students have been older compared to non-Indigenous candidates. The study has found that in many cases their journey into higher education has been "accidental" and not a planned trajectory.

Journal articles are being drafted and the research results will be published in *Higher Education Research & Development (HERD)*, Journal of the Association of Environmental and Resource Economists (*AERE*) and/or *Journal of Global Indigeneity*. The research team are also working towards the final report.



### ***Capacity building workshops***

NSW completed their capacity building workshops in 2019–2020. We have, however, continued to invite NSW HDR students and NIRAKN members to online forums (due to COVID) throughout 2021, including “Shut Up and Write”, led by Professor Bronwyn Carlson at Macquarie University, an online writing retreat in collaboration with Northern Arizona University. The workshop attracted 60 participants and received positive feedback.

A lecture series was also opened up to NIRAKN members, which included the following speakers: Distinguished Professor Aileen Moreton-Robinson, Professor Linda Tuhiwai Smith and Dr Shawn Wilson

### ***Grants***

McMahon, C., Pellicano, L., Rambaldini, B., Gwynne, K., Harkus, S., **Holt, L.**, Coates, H., Orr, N., Smith, A., Clague, L., Ganasekera, H., & Kong, K. (2020–2023), Improving care pathways for Otitis Media in Aboriginal children (0–12): A case study approach. MRFF-IHRF. Funding \$1,961,473.90

### **NT/SA State Hub**

#### ***Research projects***

The NT/SA State Hub’s research project is called “A study into the experiences of Australian Indigenous people during the 2020 COVID-19 pandemic” and is led by Associate Professor Linda Ford, with Dr Tracy Woodroffe, Dr Kathy Guthadjaka, Emily Ford, Dr Adriana Ticoalu, Dr David Karacsonyi, Pawinee Yuhun and Colin Baker.

An ARC Indigenous Discovery project has been accepted and will commence in the latter half of 2022, led by Dr Natalie Harkin with Dr Ali Baker, Associate Professor Simone Tur, Professor Katerina Teaiwa, Dr Lou Bennett and Dr Romaine Moreton. The team is working towards a special edition to the *International Journal of Critical Indigenous Studies*.

#### ***Grants***

Development of seeding funding proposals were submitted by Associate Professor Linda Ford, including:

- 2021: NHMRC – Hearing Project (proposal submitted 7 December 2021)
- 2021: ARC Discovery Project – Bicultural Knowledge (proposal submitted 2021)

## **4 Challenges and Mitigation Strategies**

Since the Network’s commencement in 2013, it has been highly successful. However, the Management Committee continues to encounter challenges, which it addresses in a proactive manner, ensuring that network goals are fulfilled in NIRAKN’s legacy phase.





## 5 Financial Statement

2021 INCOME	
ARC 2021 funding distributed as follows:	0
<b>Total Income Received</b>	<b>0</b>
2021 EXPENDITURE	
Other	6301.56
Personnel	125,553.70
Travel	331.09
Capacity Building	1,241.29
Publications	10,980.39
<b>Total Expenditure</b>	<b>144,408.03</b>
<b>Surplus (Deficit)</b>	<b>(144,408.03)</b>
<b>Balance brought forward from 2020</b>	<b>379,727.36</b>
<b>TOTAL CARRY FORWARD</b>	<b>235,319.33</b>
2021 IN-KIND SUPPORT	
Queensland University of Technology	0
<b>Total In-Kind Support</b>	<b>0</b>



## 6 Appendices

### Appendix 1: NIRAKN Management and Advisory Committees

#### Management Committee

The Management Committee is chaired by Professor Peter Anderson. Under the new governance model for NIRAKN, the Management Committee is comprised of the NIRAKN National Director and State Hub Leaders.

NAME	POSTION
Professor Peter Anderson	National Hub Leader (QLD, VIC, ACT, TAS, WA) NIRAKN Director, Queensland University of Technology
PVC Dr Leanne Holt	NSW State Hub Leader, Macquarie University
Associate Professor Linda Ford	NT and SA State Hub Leader (Commenced March 2020), Charles Darwin University



## Appendix 2: NIRAKN Chief Investigators and Investigators<sup>1</sup>

6.1 QLD	6.2 NSW	6.3 TAS	6.4 ACT	6.5 NT	6.6 SA	6.7 WA
<b>Peter Anderson</b>	<b>Leanne Holt</b>	Clair Andersen	Asmi Wood	<b>Linda Ford</b>	Christopher Wilson	Stephen Kinnane
Bronwyn Fredericks	Gawaian BodkinAndrews	Maggie Walter	Jillian Guthrie	Steve Larkin	Natalie Harkin	Julianne Coffin
Odette Best	Greg Blyton	Wendy Aitken	Peter Radoll	Sue Stanton	Simone Tur	Kim Scott
Roxanne Bainbridge	Jakelin Troy		Rowena Ball	Kathy Guthadjaka	Terry Dunbar	Leonard Collard
Levon Blue	John Maynard			Tracy Woodroffe		Lynette Henderson-Yates
Melanie Saward	Kathleen Butler					Michael Adams
Aileen Moreton-Robinson	Kathleen Clapham					Patricia Dudgeon
Anita Lee Hong	Larissa Behrendt					Shino Konis
Karen Martin	Loretta Kelly					
	Marcelle Burns					
	Susan Green					
	Michelle Trudgett					

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<sup>1</sup> Representatives from previous partner organisations Marlene Longbottom and Jeffrey Hudson are not included in the CI list for 2020.

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## Appendix 3: NIRAKN Member and/or NIRAKN Research Affiliate Publications

### 6.1 BOOKS

- Behrendt, L. (2021).** *Indigenous Australia for Dummies (2nd ed.)*. John Wiley.
- Best, O., & Fredericks, B. (2021).** *Yatdjuligin: Aboriginal and Torres Strait Islander nursing and midwifery care (3rd ed.)*. Cambridge University Press
- Holt, L. (2021).** *Talking Strong: The National Aboriginal Education Committee and the development of Aboriginal education policy*. Aboriginal Studies Press.
- Moreton-Robinson, A. (2021).** *Talkin'up to the white woman: Indigenous women and feminism*. University of Minnesota Press.
- Walter, M., Kukutai, T., Carroll, S.R., & Rodriguez-Lonebear, D. (2020).** *Indigenous data sovereignty and policy (1st ed.)*. Routledge. <https://doi.org/10.4324/9780429273957>

### 6.2 BOOK CHAPTERS

- Anderson, P., Pham, T., Blue, L., & Fox, A. (2021).** Supporting Indigenous Higher Degree by Research Students in Higher Education. In H. Huijser, M. Kek, & F. F. Padró (Eds.), *Student support services* (pp. 1–14). Springer Singapore. [https://doi.org/10.1007/978-981-13-3364-4\\_39-1](https://doi.org/10.1007/978-981-13-3364-4_39-1)
- Behrendt, L., & Lee, T. (2021).** Kartinyeri v Commonwealth [1998] HCA 22. In H. Douglas & N. Watson. (Eds.), *Indigenous Legal Judgments* (pp. 131–149). Routledge.
- Berger, E., & **Martin, K. (2021).** School trauma-informed practice policy. In K. A. Allen, A. Reupert, & L. Oades (Eds.), *Building better schools with evidence-based policy: Adaptable policy for teachers and school leaders* (pp. 104–111). Routledge.
- Blue, L. E., & Pinto, L. E. (2021).** Disrupting the alibi: Toward a postcolonial financial literacy and entrepreneurship ideal. In T.A. Lucey (Ed), *Financialization, financial literacy, and social education* (pp. 5–22). Routledge.
- Bodkin-Andrews, G., Foster, S., Bodkin, F., Foster, J., Andrews, G., Adams, K., & Evans, R. (2021).** Resisting the racist silence: When racism and education collide. In M. Shay & R. Oliver (Eds.), *Indigenous Education in Australia* (pp. 21–37). Routledge.
- Dudgeon, P., Bray, A., Walker, R., & Darlaston-Jones, D. (2021).** Aboriginal Participatory Action Research: An Indigenous methodology promoting social and emotional wellbeing and decolonisation. In *The Routledge Handbook of Critical Indigenous Studies*. Routledge.
- Dudgeon, P., Gibson, C., & Bray, A. (2021).** Social and emotional well-being: “Aboriginal Health in Aboriginal Hands”. In T. A. Carey & J. Gullifer (Eds.), *Handbook of rural, remote, and very remote mental health* (pp. 599–621). Springer Singapore. [https://doi.org/10.1007/978-981-15-6631-8\\_28](https://doi.org/10.1007/978-981-15-6631-8_28)
- Ens, E., Reyes-García, V., Asselin, H., Hsu, M., Reimerson, E., Reihana, K., Sithole, B., Xiaoli Shen, X., Cavanagh, V., & **Adams, M. (2021).** Recognition of Indigenous Ecological knowledge systems in conservation and their role to narrow the knowledge-implementation gap. In C. C. Ferreira & C. F. C. Klütsch (Eds.), *Closing the knowledge-implementation gap in conservation science: Interdisciplinary evidence transfer across sectors and spatiotemporal scales* (pp. 109–139). Springer International Publishing. [https://doi.org/10.1007/978-3-030-81085-6\\_5](https://doi.org/10.1007/978-3-030-81085-6_5)



- Ford, L.,** Christie, M., Bow, C., Nasir, T., Spencer, M., Campbell, M., Verran, H., & Prior, J. (2021). Collaborative research into contemporary Indigenous governance. In R. Wallace, S. Harwood, R. Gerritsen, B. Prideaux, L. Rosenman, T. Brewer, & A. Dale (Eds.), *Leading from the North: Rethinking Northern Australia development* (1st ed., pp. 479–492). ANU Press. <https://doi.org/10.22459/LN.2021>
- Fredericks, B.,** Best, O., & Ward, R. (2021). Community controlled health service: What they are and how they work. In O. Best & B. Fredericks (Eds.), *Yatdjuligin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care* (pp. 121–138). Cambridge University Press.
- Fredericks, B.,** & Deravin, L. (2021). Caring for our Elders. In O. Best & B. Fredericks (Eds.), *Yatdjuligin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care* (pp. 354–370). Cambridge University Press.
- Kukutai, T. & **Walter, M.** (2021). Indigenous data sovereignty: Implications for data journalism. In L. Bounegru & J. Gray (Ed.), *The data journalism handbook: Towards a critical data practice* (pp. 65–73). Amsterdam University Press. <https://doi.org/10.1515/9789048542079-010>
- Leane, J., & **Harkin, N.** (2021). When records speak we listen: Conversations with the archive. In K. Biber, T. Luker, & P. Vaughan (Eds.), *Law's documents: Authority, materiality, aesthetics*. Routledge.
- McCalman, J., & **Bainbridge, R.** (2021). Indigenous education, well-being, and resilience – A systemic approach. In M. Ungar (Ed), *Multisystemic resilience: Adaptation and transformation in contexts of change* (pp. 199–214). Oxford University Press.
- Parker, P., **Bodkin-Andrews, G., Trudgett, M., & Walter, M.** (2021). Gateways to occupational success: Educational mobility and attainment for Australian Aboriginal and Torres Strait Islander emerging adults. In E. A. Marshall & J. E. Symonds (Eds.), *Young adult development at the school-to-work transition: International pathways and processes* (pp. 376–397). Oxford University Press. <https://oxford.universitypressscholarship.com/view/10.1093/oso/9780190941512.001.0001/oso-9780190941512-chapter-17>
- Quinnell, R., **Troy, J.,** & Poll, M. (2021). The Sydney Language on Our Campuses and in Our Curriculum. In J. Frawley, G. Russell, & J. Sherwood (Eds.), *Cultural competence and the higher education sector: Australian perspectives, policies and practice* (pp. 215–232). Springer Singapore. [https://doi.org/10.1007/978-981-15-5362-2\\_12](https://doi.org/10.1007/978-981-15-5362-2_12)
- Russo Caroll, S., Kukutai, T. & **Walter, M.** (2021). Indigenous data sovereignty. In D. Mammo (Ed.), *The Indigenous world* (pp. 692–702). The International Work Group for Indigenous Affairs (IWGIA).
- Walter, M.,** & Baltra-Ulloa, A. J. (2021). An ethics framework embedded in an Indigenous epistemology: Implications for social work research and practice. In B. Bennett (Ed.), *Aboriginal fields of practice*. Macmillan Education.
- Ward, R., & **Fredericks, B.** (2021). Indigenous-led qualitative research. In O. Best & B. Fredericks (Eds.), *Yatdjuligin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care* (pp. 236–255). Cambridge University Press.
- Woodroffe, T.,** Wallace, R., **Guthadjaka, K.,** Funk, J., Maypilama, E. L. Ireland, S., Adair, R., Ober, R., Armstrong, S., Lowell, A., & Pollard, K. (2021). Indigenous women in science: A proposed framework for leadership, knowledge, innovation, and complexity. In W. B. James, C. Cobanoglu, & M. Cavusoglu (Eds.), *Advances in*



*global education and research* (vol. 4, pp. 1–12). USF M3 Publishing.  
<https://www.doi.org/10.5038/9781955833042>

### 6.3 REPORTS TO GROUPS/ORGANISATIONS/INSTITUTES (INCLUDING COMMISSIONED REPORTS)

Bennett, B., & **Bodkin-Andrews, G.** (2021). *Continuous Improvement Cultural Responsiveness: Measurement tools*. University of the Sunshine Coast.  
<https://www.usc.edu.au/media/19150099/usc-cultural-tool-design-2021-final-050721.pdf>

### 6.4 REFEREED JOURNAL ARTICLES

- Anthony, T., Sentance, G., & **Behrendt, L.** (2021). “We’re not being treated like mothers”: Listening to the stories of First Nations mothers in prison. *Laws*, 10(3), 74.
- Auld, G., O’Mara, J., **Andersen, C.**, Brown, N., Corcoran, T., Te Riele, K., Moss, J., Delphine, T., Hicks, D. J. E., Chandir, H., Crellin, T., . & Rudling, E. (2021). Improving the outcomes for Aboriginal and Torres Strait Islander students within Catholic Education Tasmania: Literature review. *Catholic Education Tasmania*.
- Bailie, J., Laycock, A. F., Conte, K. P., Matthews, V., Peiris, D., Bailie, R. S., Abimbola, S., Passey, M. E., Cunningham, F. C., Harkin, K., & **Bainbridge, R. G.** (2021). Principles guiding ethical research in a collaboration to strengthen Indigenous primary healthcare in Australia: Learning from experience. *BMJ Global Health*, 6(1), e003852. <https://doi.org/10.1136/bmjgh-2020-003852>
- Bailie, J., Peiris, D., Cunningham, F. C., Laycock, A., Bailie, R., Matthews, V., Parker Conte, K., **Bainbridge, R. G.**, Passey, M. E., & Abimbola, S. (2021). Utility of the AHRQ Learning Collaboratives Taxonomy for Analyzing Innovations from an Australian Collaborative. *The Joint Commission Journal on Quality and Patient Safety*, 47(11), 711–722. <https://doi.org/https://doi.org/10.1016/j.jcjq.2021.08.008>
- Bailie, J., Potts, B. A., Laycock, A. F., Abimbola, S., Bailie, R. S., Cunningham, F. C., Matthews, V., **Bainbridge, R. G.**, Parker Conte, K., Passey, M. E., & Peiris, D. (2021). Collaboration and knowledge generation in an 18-year quality improvement research programme in Australian Indigenous primary healthcare: A coauthorship network analysis. *BMJ Open*, 11(5), e045101. <https://doi.org/10.1136/bmjopen-2020-045101>
- Ball, R.**, & Brindley, J. (2021). Does stochasticity favour complexity in a prebiotic peptide-micelle system? *Origins of Life and Evolution of Biospheres*, 51(3), 259–271. <https://doi.org/10.1007/s11084-021-09614-3>
- Behrendt, L.** (2021). The weaving power of Indigenous storytelling – Personal reflections on the impact of COVID-19 and the response of Indigenous communities. *Journal and Proceedings of the Royal Society of New South Wales*, 154(481/482), 85–90. <https://search.informit.org/doi/10.3316/informit.995149747118736>
- Berger, E., & **Martin, K.** (2021). Embedding trauma-informed practice within the education sector. *Journal of Community & Applied Social Psychology*, 31(2), 223–227. <https://doi.org/https://doi.org/10.1002/casp.2494>
- Best, O.**, & **Fredericks, B.** (2021). “Trying to work together”: Writing a collaborative book in Covid-19. *Journal of Global Indigeneity*, 5(1), 1–16.



- <https://www.journalofglobalindigeneity.com/article/19470-trying-to-work-together-writing-a-collaborative-book-in-covid-19>
- Bestman, A., Hunter, K., Brown, J., Curtise, K., & **Clapham, K.** (2021). 6C.003 Are we doing what works to prevent unintentional injury in Australian children? *Injury Prevention*, 27(Suppl. 2), A52. <https://doi.org/10.1136/injuryprev-2021-safety.158>
- Bourke, L., **Dunbar, T.**, & Murakami-Gold, L. (2021). Discourses within the roles of Remote Area Nurses in Northern Territory (Australia) government-run health clinics. *Health & Social Care in the Community*, 29(5), 1401–1408. <https://doi.org/https://doi.org/10.1111/hsc.13195>
- Brockie, T., Clark, T. C., **Best, O.**, Power, T., Bourque Bearskin, L., Kurtz, D. L. M., Lowe, J., & Wilson, D. (2021). Indigenous social exclusion to inclusion: Case studies on Indigenous nursing leadership in four high income countries. *Journal of Clinical Nursing*. <https://doi.org/https://doi.org/10.1111/jocn.15801>
- Clapham, K.**, Hasan, H., Fredericks, B., Bessarab, D., Kelly, P., Harwood, V., Senior, K., Longbottom, J., & Dale, E. (2021). Digital support for Indigenous research methodologies. *Australasian Journal of Information Systems*, 25. <https://doi.org/10.3127/ajis.v25i0.2885>
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## 6.5 CONFERENCE PAPERS

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