

Are we truth tellers in Health and Physical Education? Story telling of engagement with First Nations-colonial invasion/settler relations in preservice teacher education

[lisahunter](#).¹

[Alison Wrench](#)², [Sue Whatman](#)³, [Shane Pill](#)⁴, [Troy Meston](#)³, [Rosie Welch](#)¹, [Tony Rossi](#)⁵ and [Andrew Bennie](#)⁵

¹ Monash University

² University of South Australia

³ Griffith University

⁴ Flinders University

⁵ Western Sydney University

The focus of the sharing circle

This sharing circle focuses on truth telling, and/or the absence of it, within the field of Health and Physical Education (HPE). Through a series of stories, presenters will share how and why they started their journeys towards truth telling in HPE Teacher Education (TE) to where they are now with respect to working with First Nations communities. Embracing the vulnerability of 'getting it wrong', the session will highlight pivotal moments that encouraged greater commitment toward truth telling; curricular choices that intentionally sought to value, prioritise, and share Indigenous perspectives; and lessons learned over time in a range of preservice tertiary programs/subjects.

Background or context of presentations included in the session

These are preservice teacher educators who have been part of previous AARE HPE SIG sharing circles, symposia, and seminars connected to acknowledging our First Peoples contribution to HPETE and sport. After an Acknowledgement of Country and session introduction, each presenter will share a story/stories on their journey toward truth telling via a 10-20 minute presentation (based on research or curricular/anecdotal evidence). This will include 5 presentations consisting of formal abstract submissions which will precede responses from three discussants. There will be intentional time left over for others in the audience to respond, comment, or ask questions in relation to the provocations raised by presenters and discussants. An important part of the session will be answering questions such as: Are we doing more harm than good? What are the implications of our practice for Aboriginal and Torres Strait Islander peoples and their communities? How might the ideas shared today help reimagine ways of working toward truth telling within HPE?'

Presentation Order

1. Tony Rossi, *Chairperson*
2. lisahunter, *Acknowledgement of Country and other truth-telling intended 'actions': Connecting through practices as an ongoing journey with preservice teacher education*
3. Alison Wrench, *Journeying with culturally responsive pedagogies (CRP) for HPE in Initial Teacher Education (ITE)*
4. Andrew Bennie, *Respecting and prioritising Aboriginal and Torres Strait Islander peoples, their culture, and knowledges: A personal, curricular, and research journey*
5. Sue Whatman, *Coming to know Physical Education Teacher Education's (PETE) cultural interface*
6. Shane Pill, *Exploring the use of Yunkaporta's Boomerang Matrix of Cultural Interface Knowledge alongside Traditional Indigenous Games and AFL 9s as a stimulus for education in, through, and about sport*
7. Troy Meston, Lee Sheppard (TBC), Rosie Welch; *discussants*