



Koorie Connections

Victorian Aboriginal Languages Levels 3-6

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#  Introduction

*Koorie Connections* highlights the importance of family, community and Country for Koorie people. Students learn about the longevity of Koorie Cultures and key people in Koorie communities. They are introduced to the effects of colonisation on Country and the significance of Koorie Courts. They also learn how to treat people respectfully in an Aboriginal community, culminating in a visit to an Elder.

Reclamation Languages will be at different stages of revival and the availability of particular words will vary from Language to Language.

The topics include:

* Topic 1 Ancestors
* Topic 2 Aunties, Uncles and Elders
* Topic 3 Country with a capital C
* Topic 4 Koori Courts
* Topic 5 Meeting Elders

Appropriate consultations with relevant Aboriginal communities are always central to the development of curricula and the provision of learning programs in schools. Victorian government schools are required to act in accordance with the*[Koorie Cross-Curricular Protocols for Victorian Government Schools.](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)* The[*Victorian Aboriginal Education Association Inc*](http://www.vaeai.org.au/)(VAEAI) has produced a guide,[*Protocols for Koorie Education in Victorian Primary and Secondary Schools*](http://www.vaeai.org.au/support/dsp-default.cfm?loadref=126)*,* to assist schools to provide a welcoming environment for Aboriginal community members and how to work respectfully with the Koorie community to enrich schools' teaching and learning programs.

For assistance in identifying the appropriate people to consult, please contact [*VAEAI*](http://www.vaeai.org.au/)*.* Government schools can also seek assistance from the Department of Education and Training’s[*Koorie Education Workforce*](http://www.education.vic.gov.au/about/contact/Pages/wannikregional.aspx)*,* and Catholic schools can contact the Education Officer for Aboriginal and Torres Strait Islanders in their relevant diocese. The[*Victorian Aboriginal Corporation for Languages*](http://www.vaclang.org.au)(VACL) can also provide assistance.

# Establishing the Learning Environment

* The Language being reclaimed, rather than English, should be used wherever and whenever possible.
* A Welcome to Country or Acknowledgement of Country, whichever is appropriate, should be made at the beginning of class.
* Cards/posters with Language words can be put around the room, with an appropriate picture/drawing. Laminated cards, both small and large, can be utilised in many activities.
* Free teaching resources can be borrowed from the [Languages and Multicultural Education Resource Centre (LMERC)](http://www.education.vic.gov.au/school/teachers/support/pages/lmerc.aspx). Pictures could be sourced from the [Koori Mail](http://www.koorimail.com/) or similar Aboriginal publications.
* Victorian Aboriginal Language materials can be obtained by contacting the Victorian Aboriginal Corporation for Languages, or by going to [www.vaclang.org.au](http://www.vaclang.org.au).
* Parents and community members should be encouraged to participate in the lesson, and students could take their portfolio of work home to share with others, to aid the reclamation process in the community.
* Each student could take home the new words from each lesson to share. Alternatively, a sound file containing the new words could be emailed to parents and community members, or given to each student on an MP3 player/recorder to take home.
* Sharing information and resources with other schools teaching the same Language is encouraged. In cases where this involves a primary school and a secondary school, a mentoring program could be undertaken.
* Information about Victorian Aboriginal Languages in school programs can be found on the [Aboriginal Languages, Cultures and Reclamation in Schools website](http://www.vcaa.vic.edu.au/alcv/about.htm).
* Aboriginal and Torres Strait Islander cultural events should be celebrated throughout the year. It would be valuable for the entire school to be involved in these celebrations.
* It is suggested that the Language team liaise with any teacher who is involved in these areas of study when delivering this unit, to ensure a whole school approach, eg, choosing topics relevant to an inquiry unit.

**Information for Language Teams**

It is important to understand and be sensitive to the fact that Victorian Aboriginal Languages are revival Languages. This means that, initially at least, there may be gaps in the Language that prevent students and teachers from utilising standard Languages methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don’t like* in the language they are studying, but, in all probability, this may not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people at the time the material was recorded. This is not to say that the concept cannot be expressed. It may be that a construction like *that is good* or *that is not good* will be used to convey the same message.

However, it is critical that Language team members and school staff ask the local Aboriginal community to provide a suitable construction via the accepted protocols. An early discussion on this topic is recommended, inclusive of some realistic examples that are likely to be needed in the classroom.

An agreement about the most appropriate source dictionary or wordlist to use is essential to a full understanding of the range and variety of Language already documented. Any words or constructions required for the purpose of teaching in the reclamation classroom **must** come from the local Aboriginal Community.

Language reclamation is an important endeavour, and all concerned, including teachers, school principals and other education community partners, need to respect the agreed protocols and conventions. The recommended channel for seeking information about Language is through the Aboriginal community members on the school’s Language team. They will have been chosen by the community as their representatives and, as such, should be able to ascertain whether or not there is a Language construction sanctioned by the community; or, should the community decide that there is a need to develop such a construction, they will work with the community to develop it.

Should any member of the teaching team or education community fail to respect the agreed protocols, it could have an impact on the program ranging from a reminder that protocols have not been followed to cessation of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see the ‘Getting Started’ section on the [ALCV website](http://www.vcaa.vic.edu.au/alcv/vels.htm).

# Victorian Curriculum: Victorian Aboriginal Languages

For an explanation of the new Victorian Curriculum and the terminology used therein, see the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology).

The **achievement standards** for Victorian Aboriginal Languages describe what students should be able to understand and do by the end of Level 6. The **content descriptions** for Victorian Aboriginal Languages explain what has to be taught to the students between Levels 3-6.

Each achievement standard relates to at least one content description, for example, the achievement standard

*students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities*

(what they must be able to do) relates to the content description

*Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interest and activities*

(what you need to teach the students to do).

The [Curriculum Mapping Template](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/languages.aspx) has been designed to support language teams to identify, and keep track of, the content descriptions and achievement standards addressed by the content of your lessons. It is recommended that you read the Curriculum Mapping Instructions provided on the site.

## Victorian Aboriginal Languages Sample Units

There is no set order for the sample units on this website. Schools should order the units to suit their needs, students and other school programs.

Each sample unit presents a wide range of possible topics and activities that teachers may use in short or extended learning programs, depending on the age and interests of the students and language availability for particular topics.

**Community language and cultural input** is an assumed aspect of the development of each topic. It is expected that students will have opportunities for community input into their study of the topic of between 30 - 50 minutes across the unit. This will vary depending on the time allocated to each topic.

Each unit includes **language development** and revision exercises. Language activities may be distributed throughout the course of the unit. Each unit has been designed to involve 30 – 50 minutes of teaching and learning associated with language reinforcement and the acquisition of new language, including grammar, vocabulary and language specifically related to the topic.

Each topic involves a **cultural investigation**. There are many opportunities for student to engage with culture, language and the community through the investigations. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language to describe their findings, with emphasis on the development of extended text production (oral or written) in the language. Each unit has been designed to involve cultural investigation of between 30 – 120 minutes, depending on the age and level of language learning of the students.

Each topic provides **activities** that encourage students to apply their understanding of language, culture and identity. One or more of the activities may be used to demonstrate learning related to the cultural investigation. It is expected that students create a product or performance that can be shared with others and the community and demonstrate the use of language in their product or performance. Each activity has been designed to take 50- 60 minutes and may be an outcome of the cultural investigation, depending on the complexity of the activity and the extent of student engagement with the topic.

## Assessment

Before beginning an activity, assess the existing level of students’ knowledge. A range of strategies can be used for assessment, for example, if you greet the students in Language, the responses may range from familiarity with the greeting to no understanding at all. Alternatively, you could examine previous assessments.

Each unit includes activities that can be adapted for a range of student abilities. For example, with new students modelling would be appropriate; but for students with an existing knowledge, it may be more appropriate to ask them to lead the activity or to support beginners.

Each unit includes both language and culture. The language activities can be modified to cater for different student abilities. It is also possible to extend the cultural activities.

Additional information is provided on the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology) page. The [achievement standards for Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/scope-and-sequence) can be found on the Victorian Curriculum website.

When assessing student achievement, assessment criteria can be developed from relevant achievement standards and associated tasks or activities, including teacher observations and records of students’ skills. Possible assessment methods are given in the last row of each topic.

Further information on these can be found in the [Revised curriculum planning and reporting guidelines](http://www.vcaa.vic.edu.au/documents/auscurric/f-10curriculumplanningreporting.pdf).

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# Teaching, Learning and Assessment Activities

Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the protocols in the [Victorian Curriculum F-10– Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims) and the [Koorie Cross-Curricular Protocols for Victorian Government Schools](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx).

# Koorie Connections Levels 3-6

## Topic 1: Ancestors

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greetings | * Greet the students in Language
* Students return the teacher’s greeting
* Students greet any guests in Language
* Students greet each other in Language
 | Greeting:  |  |
| Farewells | * Farewell students in Language
* Students return the teacher’s farewell
* Student farewell any guests in Language
* Students farewell each other in Language
 |  |  |
| Revision | * Revise known Language using resources created by students or a game
* Ask every student to write a question about the target Language, or the topic that was studied in the previous lesson. The teacher chooses the first person, who asks their question of the class. The person who answers correctly asks their question next. Alternatively, the student can choose the next person to ask their question.
 |  | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit.
 |
| Aboriginal Culture is the oldest continuing culture on earthKeeping recordsRespect | * What do the ancient skeletal remains of Mungo Lady and Mungo Man tell us about Aboriginal life and culture?How did they live? Do some research and find out as much as you can about Mungo Lady and Mungo Man. Develop a presentation with illustrations. Label the illustrations in Language if you can.
* How did Aboriginal people keep records to ensure knowledge was not lost? Are there any ‘records’ in your area? Talk to a local community member and ask if they can show you some examples. Make notes for a display board.
* Discuss Aboriginal people’s respect for the dead long ago and today. Do they do things differently to the way your family does?
 | Creation story Message stick Rock artSand artBody painting, SongTo danceCarvings To sing | * [Walking in the footsteps of our ancestors](http://www.visitmungo.com.au/share-culture)
* [Ancient footprints](http://www.visitmungo.com.au/footprint-research)
* [Lake Mungo remains](http://www.visitmungo.com.au/archaeology)
* Ask a local community member to talk to the students about alternative ways of keeping records.
* Talk to your relevant local Aboriginal organization or council about good sites to visit.
* Ask a local community member to talk to the children about respect, in particular respect for the ancestors.
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 2: Aunties, Uncles and Elders

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine  |  |  | See Topic 1 |
| Revision | * Revise known Language using resources created by students or a game
* Your teacher has organised one Language word you have already learnt for each member of the class and you are asked to produce a flash card with that one Language word on it. When you hold up your card, the class says the word and you tell them its meaning, which they also repeat. The next student does the same thing with their card until everyone has held up their card. Then there is a flash card session to see who can remember all of the words.
 |  | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit
 |
| Who are Elders, Aunties and Uncles? | * Make a family mind map on the board. As a group, talk about Aunties and Uncles in your family. Who do you call Auntie or Uncle? Who do you think an Elder is? Are there any in your family?
* Prepare some questions about Aunties, Uncles and Elders to ask the visiting Community member. For example, what special things do Elders do?
* Take notes for use later on.
 | Mother’s sister:Father’s sister:Mother’s brother:Father’s brother: | * [Respect for Elders and culture](http://www.creativespirits.info/aboriginalculture/people/respect-for-elders-and-culture#axzz3blhx3t7N)
* [A peek into the journey to become an Aboriginal Elder](http://www.canberra.edu.au/monitor/2011/march/31_aboriginal-eldership)
* [Strengths of Australian Aboriginal Cultural Practices in Family Life and Child Rearing](https://aifs.gov.au/cfca/publications/strengths-australian-aboriginal-cultural-practices-fam/theme-3-elderly-family-members)
* Ask an appropriate community member to talk to the students about Elders, Aunties and Uncles in Aboriginal communities.
 |
| The role of the Elders | * Choose one of the things that Elders, Aunties or Uncles in Aboriginal communities do and write about it in Language.
* Swap your work with another student and try to translate the sentences in Language back into English. Did you get the same meaning as the writer intended?
 | Words for what Elders do |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 3: Country with a capital C

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine  |  |  | See Topic 1 |
| Revision | * Revise known Language using resources created by students or a game
* Draw a picture of a person, then label their body parts in Language.
 |  | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit
 |
| Aboriginal understandings of Country (spelled with a Capital C) | * Look up the online [interactive map](http://www.abc.net.au/indigenous/map/) and write down the names of ten groups in Victoria.
* As a group, discuss how you understand the word ‘country’. Does everyone in the class understand country in the same way? Why do we spell Aboriginal people’s Country with a capital C?
* In point form, write down three things you have learnt about Aboriginal people’s relationship with their Country. Each person shares their three points with the class.
* Develop a song, chant or poem about Country using as much Language as possible.
 | Country:People:River:Sky: | * [On Country](https://vimeo.com/128570606) – Aboriginal people talking about their connection to Country
* [Relationships to country: Aboriginal people and Torres Strait Islander people](https://www.qcaa.qld.edu.au/downloads/approach2/indigenous_res005_0803.pdf)
* [Interactive map](http://www.abc.net.au/indigenous/map/)
* [Aboriginal Country](http://www.visitmungo.com.au/aboriginal-country)
* [The meaning of land to Aboriginal people](http://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#axzz3blhx3t7N)
* “Country is a term that we Indigenous peoples, particularly here in Australia, use as a single word expression to denote our spiritual inter-being with the land, the sea, the sky, and all life and geologic forms therein. Country, in the cultural context of our language meanings, infers far more than the physical land or environment, it carries a profound psychological context. When we use the word Country we are without doubt referring to our lands, but we are also simultaneously acknowledging the presence of our spirit Elders who gave us these lands and who now dwell within them. We are referring then to our own psycho-spiritual mind. The idea of Country is enmeshed with the idea of culture, identity and land, and they are extrapolated together so powerfully that one is inseparable from the other.”[[1]](#footnote-1)
 |
| Erosion of Country and culture | * On the board, list some examples of Aboriginal cultural practices impacted by colonisation, e.g. cattle farming and its effect on Country. Discuss in class.

Is there anything we can do to reverse the impact?* Make a poster showing one way we can repair the Country.
* Visit or learn about Victorian Indigenous Protected Areas in Victoria, such as Kurtonitj or Lake Condah in the South-west of Victoria.
* Watch the video with Gunditjmara Elder Ken Saunders about Museum Victoria’s Bush Blitz program, working with the Gunditjmara Traditional Owners to survey biodiversity in Indigenous Protected Areas. Investigate the program and some of the flora and fauna surveyed. Where else is Bush Blitz working?
 | To hunt:Grass:Bad:Cultural words  | * [Threats to Aboriginal Land](http://www.creativespirits.info/aboriginalculture/land/threats-to-aboriginal-land#axzz3blhx3t7N)
* [Pest animals](http://www.environment.nsw.gov.au/pestsweeds/pestanimals.htm)
* [Weeds](http://www.environment.nsw.gov.au/pestsweeds/aboutweeds.htm)
* [Wilderquest learning portal](http://www.nationalparks.nsw.gov.au/education-services)
* [What’s at stake? Culture and Traditions under Threat](http://www.savethekimberley.com/whats-at-stake/country-culture/)
* [Indigenous Protected Areas in Victoria](http://www.environment.gov.au/indigenous/ipa/declared/vic.html)
* [Ken Saunders Video re Bush Blitz](http://museumvictoria.com.au/about/mv-blog/apr-2011/bush-blitz-video/bush-blitz-video/)
* [Bush Blitz](http://www.bushblitz.org.au/)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 4: Koori Courts

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine  |  |  | See Topic 1 |
| Revision | * Revise known Language using resources created by students or a game
* Substitution game – write a sentence in Language, eg, *The man caught the fish*. Students have to find a Language word to replace *man* or *fish* with the sentence still making sense, eg, *The boy caught the fish*. Do this for all words in the sentence. Don’t forget to put any appropriate endings on the words, for example, you would need the ergative ending on *the boy* in the sample sentences above.
 |  | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit
 |
| Traditional forms of justice in Koorie communities | * A guest speaker will talk to you about traditional forms of justice in Koorie communities. Take notes for use later in this topic.
 |  | * Invite an appropriate community member to talk about traditional forms of justice in their community.
* [Tribal Punishment, Customary Law and Payback](http://www.creativespirits.info/aboriginalculture/law/tribal-punishment-customary-law-payback#axzz3iT2SmDbD)
 |
| Courts and Koori Courts | * As a group, brainstorm courts of law in Australia. Who is in charge in a courtroom? Why do people go to a court? Do you have one in your area?
* What is a Koori Court? Try to find information about them and make notes about similarities and differences.
 |  | * [Courts and Tribunals](http://www.australia.gov.au/information-and-services/public-safety-and-law/courts-and-tribunals)
* [Koori Court](https://www.magistratescourt.vic.gov.au/koori-court)
 |
| How do Victorian Koori Courts work? | * Find out where Koori Courts operate in Victoria and list the places.
* What is different in a Koori Court compared to an ordinary court run by a magistrate? List the aims of a Koori Court.
* How do Koori Courts reflect Aboriginal connections to people and culture? Discuss.
* Do you think Koori Courts work better for Aboriginal offenders? Explain why.
 | Shame: | * [Koori Court](https://www.magistratescourt.vic.gov.au/koori-court)
* [The Koori Court](http://lawgovpol.com/koori-court/)
* [Final Evaluation Report](http://www.countycourt.vic.gov.au/publications/final-evaluation-report) (see page 50)
* [Our Region, Our People: Aunty Stephanie Charles](http://www.theguardian.com.au/story/2549368/true-community-leader/)
* [Koorie Justice](https://assets.justice.vic.gov.au/justice/resources/8eadb2d2-ecd4-42ca-91d6-f2eb54481286/kj_spring_2011_web.pdf) (see page 14)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 5: Meeting Elders

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine  |  |  | See Topic 1 |
| Revision | * Revise known Language using resources created by students or a game
* Using puppets, play a question and answer game in Language with the students, eg, Who is your mother? Where do you live? What is your name? What is his or her name?
 |  | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit
 |
| Elders | * Revise what you learned earlier about Elders.
* Write three questions about Elders on a sheet of paper. Write the answers to the questions on another sheet of paper.
* Swap your question sheet with that of a neighbour and try to answer their questions while they answer yours.
* Swap your answers with your neighbour, then see how many of your questions your neighbour answered correctly. How many of your neighbour’s questions did you answer correctly?
 |  |  |
| Respecting Elders | * Participate in a discussion about how to behave appropriately when visiting Aboriginal Elders. Make sure students take notes.
* Students write down some questions about Aboriginal culture that they would like to ask an Aboriginal Elder. Show them to the teacher.
* Make sure students take their written questions with them when you visit the Aboriginal Elders.
 | Words used and/or understood by the Elders. | * [Working with Aboriginal people and communities](http://www.community.nsw.gov.au/__data/assets/pdf_file/0017/321308/working_with_aboriginal.pdf)
* Ask an appropriate community member to speak to the students about respectful behaviour when visiting Elderly Aboriginal people.
* Ask the community member to arrange a class visit to a Koorie Aged Care Centre or similar so that the students can talk to the residents about Aboriginal culture and connections.
 |
| Visiting Elders | * Remember to use all of the appropriate protocols when you visit the Elders. Always be respectful.
* Using your written questions, ask the Elders about Aboriginal culture and its connections to people and Country.
* Make notes of the Elders’ answers.
* Create a presentation to share the information you have learnt from the Elders with the rest of your class.
 |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

# Unit Resources

## Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Training’s Principles of Learning and Teaching (PoLT)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) follow this link.

## Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

[Victorian Curriculum F-10 – Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims)

[Victorian Aboriginal Languages Resources](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/resources)

## Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

1. Dr Shayne T. Williams. (2012) *The Importance of Teaching and Learning Aboriginal Languages and Cultures: a Mid-Study Impression* p4. Downloaded from <http://www.aboriginalaffairs.nsw.gov.au/wp-content/uploads/2012/12/importance-of-teaching-learning-aboriginal-languages-cultures.pdf> 2 June 2015 [↑](#footnote-ref-1)