

VCE Outdoor & Environmental Studies

Revised study implementation 2024 -
2028

Parks Victoria – Managing Country
Together

December 2023

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Context – How did we get here?

- Teachers and other stakeholders have overwhelmingly supported an enhanced focus on Indigenous Australians' knowledge, culture and history
- Outdoor educators understand more than most, the sensitivities associated with delivering content related to Indigenous Australians' knowledge, culture and history, from an often 'non-Indigenous' perspective
- Access to Indigenous knowledge systems and perspective in your own traditional landowner areas can be varied and the ways and means of exploring this access can vary

Context – Purpose of this session

Therefore, the purpose of this session is to:

- Enhance understanding of what is expected from the key knowledge and key skills associated with Indigenous Australians' knowledge, culture and history **(interpretation)**
- Provide advice on how teachers might engage with Traditional Owners perspectives (across Victoria – not limited to specific land) related to outdoor environment experiences, custodianship, management and sustainability **(implementation)**

Ultimately....to increase understanding and enhance confidence in delivering related content

Overview of session

- Study design expectations (scope of content)
- Parks Victoria – Managing Country Together framework
- Questions

Study design

Aim

- *develop an understanding of historical and contemporary Indigenous peoples' relationships with outdoor environments via knowledge systems and traditional management techniques*

Cross Study Specification (underpinning concept)

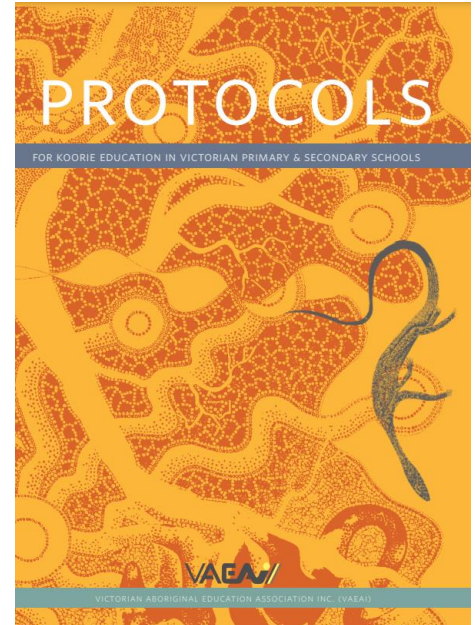
- *Indigenous Australians' knowledge, culture and history*

Many local Indigenous peoples' communities have protocols that they have developed in relation to education. The Victorian Koorie community-preferred education model enables teachers to focus inclusively on supporting students to consider Victorian Koorie education matters....

VAEAI guidelines

A protocol is an official and established code, procedure or behaviour

“So for us protocol simply means following the customs and lores of the people or community you are working with; and communicating in a way which is relevant to us” (VAEAI members, 2007).



<https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/01/Protocols-for-Koorie-Education-in-Victorian-Primary-and-Secondary-Schools-2019.pdf>

Cross Study Specification:
Indigenous Australians' knowledge, culture and history

**Unit
1**

ways in which Indigenous and non-Indigenous peoples experience and understand outdoor environments

**Unit
2**

Indigenous peoples' land management understandings and perspectives of an outdoor environment

**Unit
3**

- relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation
- Indigenous peoples' custodianship of outdoor environments including the formation of land and water councils & RAP

**Unit
4**

Indigenous and non-Indigenous peoples' land management strategies for achieving and maintaining healthy and sustainable outdoor environments

Study design

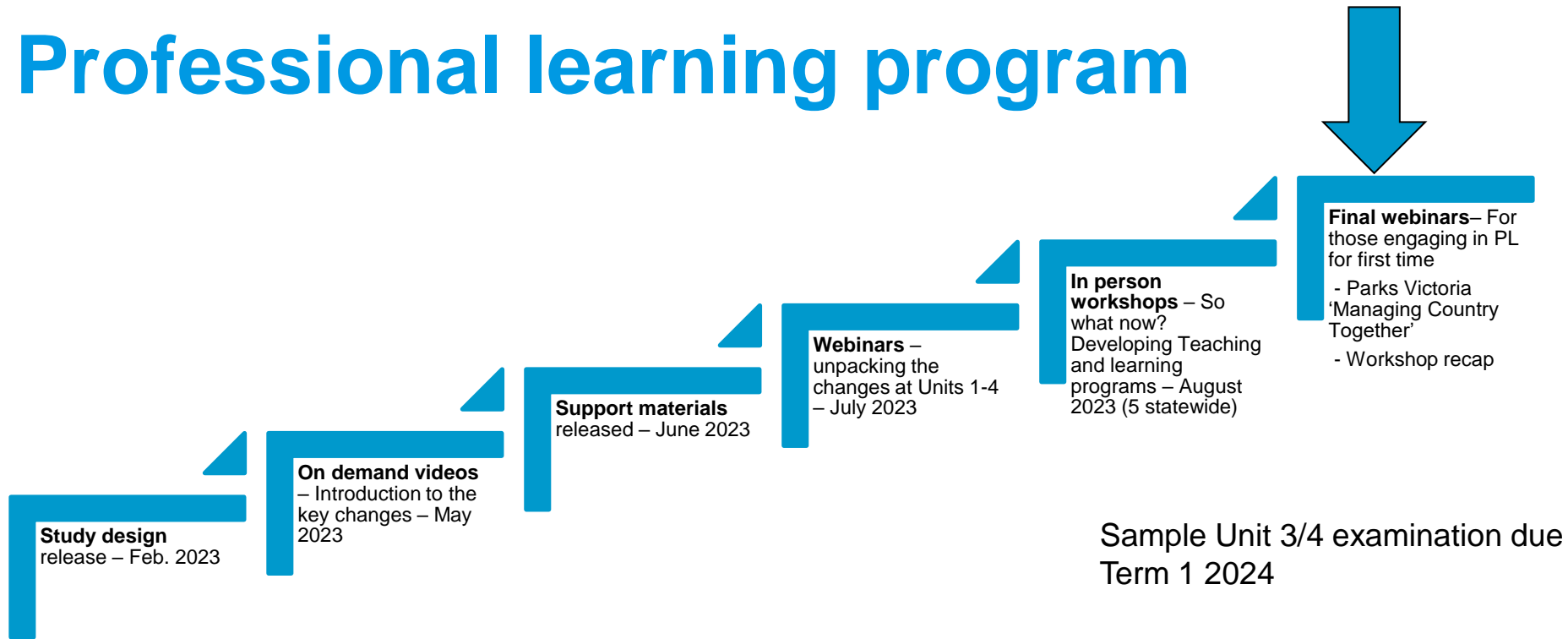
**Professional learning
(support materials, on-demand videos, webinars, workshops)**

To support understanding & interpretation

**Peak bodies,
subject
associations,
networks**

To support implementation

Professional learning program



Key knowledge and key skills

VCE study development and delivery

Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs.

In developing a course of study, I have:

- used the current study design
- selected a text from the current text list, where applicable
- prepared a range of tasks that enable students to
- develop the listed knowledge and skills
- demonstrate the listed outcomes.

- The VCAA determines ‘what’ key knowledge/skills students are to be taught, learn and assessed
- Schools and teachers determine ‘how’ they will deliver the key knowledge and skills and the contexts/resources used to develop this knowledge

p.150 VCE administrative handbook
2023

Study design amendment – U3 AOS 2

The following Key Knowledge point in U3 AOS 2 is being amended to now explicitly include RAP's within the scope of studying Indigenous peoples' custodianship of outdoor environments

- *Indigenous peoples' custodianship of outdoor environments including the formation of Land and Water Councils and Registered Aboriginal Parties (RAP)*

This amendment:

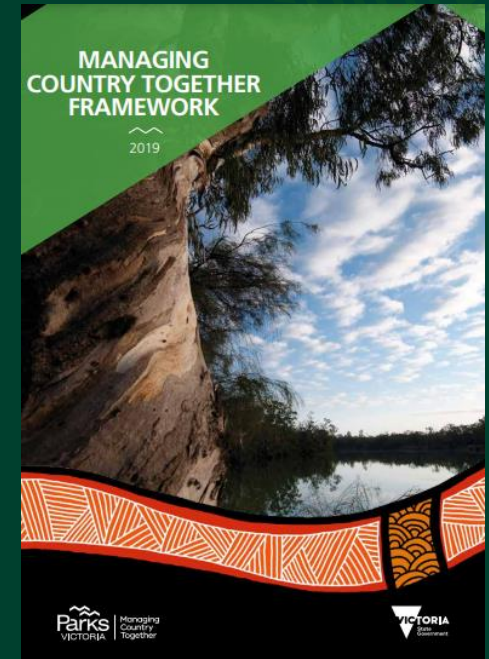
- provides greater clarity of the initial intended scope of the study of Indigenous peoples' custodianship (that is, it needs to adopt the study of both land and water councils through to, RAP's)
- enables rich comparison of the custodianship of a particular land, regardless of the level of formality of its recognition
- explicitly incorporates the term RAP, acknowledging the primary source of advice and knowledge on matters relating to Aboriginal places or Aboriginal objects in their Victorian region

Clarifying 2.1.2 vs 4.2.1

- 2.1.2 scaffolds students' knowledge of Indigenous peoples' understandings and perspectives of land management prior to learning about land management strategies in 4.2.1
- This can be broken down and taught as:
 - 2.1.2 – how Indigenous people might approach land management from a perspective that 'being', 'knowing' and 'doing' are inseparable.
 - 4.2.1 – examples of specific Indigenous peoples' land management strategies in action.

Managing Country Together Framework

- The blueprint that guides how we work in partnership with Traditional Owners to protect Victoria's cultural landscapes.
- Practical and symbolic recognition of Traditional Owner rights and supports the growing role of Traditional Owners in the planning and management of Victoria's cultural landscapes.
- Based on three interlinked, key areas:
 - Strengthening partnerships between Parks Victoria and Traditional Owners.
 - Better protecting Aboriginal cultural values across the parks estate.
 - Supporting Aboriginal people to work and thrive in the park management sector.



Managing Country Together Framework

Ten principles for engaging with Traditional Owners are grounded in international best practice approaches for respecting and enabling the rights of Indigenous Peoples:

- Managing for cultural and natural values
- Honouring formal recognition processes.
- Recognition of Traditional Owner priorities and aspirations.
- Effective collaboration and partnerships.
- Respect for Aboriginal governance systems and self-determination.
- Appropriate engagement.
- Locally-tailored approaches.
- Support for cultural expression.
- Traditional Owner control of cultural heritage.
- Recognition of traditional knowledge, language and history.





OFFICIAL

How does PV partner with Traditional Owners?

- Partnership agreements between PV and Traditional Owner groups describe how we will work together
- Registered Aboriginal Parties
- Joint Management
- Recognition and Settlement Agreements
- What responsibilities do we have within the treaty and truth-telling process?

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Case Study: Greater Gariwerd Landscape Management Plan

- How did this plan come about?
- Why is creating a management plan for a cultural landscape so important?
- How do PV work with the Traditional Owner groups connected to Greater Gariwerd?
- What are the outcomes of the management plan?



Panel discussion

- What are your reflections on the Greater Gariwerd Landscape Management Plan process, and how did this contemporary approach to planning contrast with previous ways of developing management plans?
- How are Traditional Owner aspirations and perspectives incorporated into decision making and planning at PV?
How are they incorporated into your role specifically?
- How do documents like Country Plans and the Fire Strategy influence land management decisions at PV?
- How are Aboriginal and Torres Strait Islander people supported to work for Parks Victoria?
- What general career opportunities are available to all at Parks Victoria?
- What is the best way to approach Traditional Owners if schools would like to learn more? What resources are available to help them better understand the aspirations and perspectives of Traditional Owners and their approaches to land management?

Resources to support your students' understanding



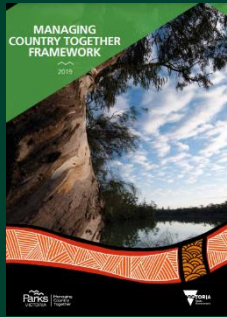
ACHRIS Welcome Map



Key Reform Frameworks



Statewide Strategies and Country Plans



Managing Country Together Framework



Joint Management Plans



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