**Zeta Wilson:** We can open it up now for Q&A. So, I would love to hear some examples of how you’re applying the Victorian Curriculum, or how you’re supporting schools in how schools can embed Aboriginal perspectives across the curriculum. So, now I’ll hand it over to Craig.

**Craig Smith:** Thank you, Zeta. Yeah, so, now’s the moment to start popping your questions in the Q&A box. As Zeta said, that’s a very quick overview through the Victorian Curriculum. So, I don’t know if it’s raised some questions or some queries. Let me invite any questions that you have to do with the Victorian Curriculum and its relationship to the cross-curriculum priority. So, as I said, if you’d like just to just pop your questions in the Q&A box, and we’ll work them through.

We do have one question, which, Zeta, I’ll ask directly from you to start with. This is from Kate. Kate asks, “Is the KEW available to Catholic and independent schools?”

**Zeta Wilson:** Alright. Sorry about that, Craig.

**Craig Smith:** Quite alright.

**Zeta Wilson:** The Koorie Education...so, the Koorie Education Workforce – she wants to know if it’s available to Catholic and independent...?

**Craig Smith:** Catholic and independent schools. And perhaps there’s two parts to that. One is, like, you know if I answer it on its face value, is the KEW available to, you know, those two sectors? But also, I think, it perhaps is an opportunity as well, you know, to unpack a bit more, who are the Koorie Education Workforce?

**Zeta Wilson:** Yep. So, across the three school sectors, the Koorie Education Workforce is a workforce in the government sector. And often, I know, they are made of Koorie Engagement Support Officers and Koorie Education Coordinators and Koorie Education Managers as well. So, that’s the workforce, and they’ll provide support to schools. Looking at a range of support, from early years right to the pathways of the senior years, when students are leaving and transitioning from schools and their pathways, either into higher learning, TAFE, or the workforce – employment. So, that’s the Koorie Education Workforce.

Within the Catholic sector, there definitely would be an Aboriginal workforce that will be there to support schools in embedding Aboriginal perspectives. And, sorry, I have very limited knowledge about the independent, but you would think that there would be some support there for teachers of... Yeah. As regards to Aboriginal education, there’ll be someone there that it’ll be their role. That’s all I can think of at the moment.

I’m sure that... I was just thinking I’m sure that, you know, as regards to those who are listening, participants, if you have any other views, no doubt you can share that as well, too.

Alright. Back to you, Craig.

**Craig Smith:** OK, thank you for that, Zeta. And Kate’s just written a quick comment.

Question from Simon – Simon writes, “As a KESO, it is difficult at times to provide the schools resources related to areas of the curriculum. My question is, has there been much work done in creation of curriculum resources for the implementation of Koorie perspectives?” Zeta, this is one right up your alley.

**Zeta Wilson:** So, who was that again? Who was that question from again, Craig? Sorry.

**Craig Smith:** The question’s from Simon Briggs.

**Zeta Wilson:** Sorry, Simon. Yes, well, in my role, Simon, that’ll be something that I’ll be developing and that. If you go to the VCAA website, under F-10, there’s a section around cross-curriculum resources. With that, there will be some resources to support schools in how they can go about embedding Aboriginal perspectives and that. So, that’s still in the development stage of putting some resources that’ll be available to support, I suppose, the Koorie Education Workforce as well, but also the teachers more so in how they can embed Aboriginal perspectives. I’m sure, if Craig wants to elaborate on that a little bit more...or would that...is that OK?

**Craig Smith:** Happy to add just a couple of... That was fantastic, by the by, Zeta. So, Simon, to answer...or just flesh out Zeta’s reply a little more, our time frame on that is the next three to four weeks. So, we’re quite a long way down in developing, not just resources, but also a central place to house these. So, these will go up on the VCAA F-10 resources web page. It will be under cross-curriculum resources, and there’ll be different parts to that. There’ll be some resources to help support the implementation of the curriculum, as well as a host of other really valuable links to external providers. Each of them have been curated and quality-assessed. And, as I said, Zeta and I are quite a long way down the road of getting those together.

The other thing, of course, is we currently have a number of resources in the form of previous presentations. There’s been a series of nine webinars that were designed specifically to support and unpack Aboriginal and Torres Strait Islander histories and cultures and the Victorian Curriculum. There are, from memory, five of those currently up on the F-10 resources pages underneath ‘Professional Learning’. If you go there and follow the links, you’ll find them. The remaining four are in the process of being transcribed and should be up in the next, I’d say, few days to a week at most. So, there are more resources coming online and we are in the process of developing more.

The other place to look, of course, as well, there are aligned resources underneath the Victorian Aboriginal Languages Curriculum and, in particular, there are units of work starting with F-2, and, you know, there are elements of those units of work that a teacher can repurpose, if you will. You know, one of the things we try to do at the VCAA is provide suggestions or ways of starting, you know, with some resources to keep going. You’re not compelled to sort of take the unit of work and have to teach it, you know, from start to finish. You can pretty much cherry-pick your way through and pull out the bits that are most relevant to you.

So, we’ve got a couple of other questions. Francie writes, “Hi, everyone. Do you present your PDs to teaching staff?” Zeta? Lisa? perhaps you would like to start with a reply to Francie.

**Zeta Wilson:** Are we talking about these webinars, as such? Because these webinars will be available. Even though it’s designed for the Koorie Education Workforce, I’m sure the information that’s provided here would be still practical for teachers. Yes. Yes?

**Craig Smith:** Yes. Francie, if that doesn’t answer your question directly, would you like to elaborate and just give us a little more detail?

Jessica writes, “How do we contact the Koorie Education Workforce for support in our region? Is this the same as our KESO?” Zeta?

**Zeta Wilson:** Hmm. Interesting. Alright, so, yep, Department of Education and Training. You should find it under the Regions, depending what region you are under, which area you fit and that, they will...yep, there’ll be, yeah, information on the website of the Department of Education and Training, under the Regions, and they’ll have the contact generally for the Koorie Education Coordinator. They’ll provide...have contact for that, and then you go to...they’ll make the connection to the Koorie Engagement Support Officers, the KESOs, for your area. Because the KESOs for your areas will have an allocation of schools and that, and then they’ll be able to link the KESO to provide that support.

**Craig Smith:** Thank you, Zeta. I’ve just noticed there are some questions coming through the chat room. I know it’s a little bit of a pain, but would people mind cutting and pasting and popping those in the Q&A box? We only have a limited amount of screen, so it literally becomes quite hard to keep a track. The reason why we use the Q&A box rather than the chat is you can actually tag when each question has been answered. It’s just easier for us to administer. So, if you wouldn’t mind just popping your comments, if they are comments, or questions you want us to engage with, in the Q&A box, and I’ll pick them up.

There’s one I’ve noticed in the chat. It’s to you, Zeta. This is from Terry Clark. Terry’s wondering, “Hi, Zeta, I was also wondering if this information can be presented at the LAECGs?”

**Zeta Wilson:** Alright. Hello, Terry. Alright. I was just thinking, when Craig was reading that question out, are you saying that you would like to present this information to...you know, at the LAECG? Because if so... Mm. Yes. This is, like, to build up your skills and knowledge. If you feel comfortable in talking about the Victorian Curriculum and using the information on here... Because, like I said, you know, this is... The resource or the information provided on here is...like I said, this could be part of your resource kit that you can use and have the ability to be able to explain that to others. So, if you want to use information provided here, that’s not a problem, Terry. You could use that and present that at the LAECG. Or the other one is, if that’s not what you’re talking about, and you’re saying you want me to step in that space and have that conversation with the LAECG in your area...don’t know. I could be open to that, maybe. Whether you’re going down that line, I’m not quite sure. So you’ll have to let me know which way...what are you thinking of? Because I’m naturally thinking, “OK, here’s some information. If you can use that and talk to others about it, that’s great.” Because we always talk about building our own capacity, as such. So that would be good. But, yes, I would say I’m open.

**Craig Smith:** I’ve got a question from...another question from Stephanie Briggs. And I’ll throw it open to both yourself, Zeta, and then get some comments from Lisa as well.

**Zeta Wilson:** Lovely.

**Craig Smith:** Stephanie writes, “I recently came across Twinkl, a teacher resource website. The website has themed packs, including Indigenous lesson plans and activities. My question is whether you’re aware of the site and if it’s appropriate for teachers to use and for KESOs to share?”

And I guess there’s an additional question. You know, could you share with our participants, Zeta, the sorts of things we look at when we make an evaluation on putting up additional resources? So, what are our, you know, concerns that we look at when we go through looking at online resources and whether we’d recommend them? And, Lisa, I’d be really curious to hear about your approach. Where do you find your resources that you use in classroom activities? So, first part to Zeta, and then over to you, Lisa.

**Zeta Wilson:** And you know what, Craig? I was going to flip that, too. And I was going to say, “Lisa, do you want to lead? You want to start this one while I think and that?” Because I’m not familiar with Twinkl and that, so I’ll just... Yeah, can I hand that over to you, Lisa, to start the conversation while I think of...

**Lisa Daly:** Yeah, of course, Zeta. Hi, everyone. Thank you for the opportunity to chime in here, Craig. Yes, there’s a couple of really important things that we have to consider when we’re looking for resources, because there is an abundance of resources that we can find and tap into. One of the most important things that we have to consider is who wrote the resource. The most credible and reliable resources will come from authors, curriculum writers and experts who are Aboriginal or Torres Strait Islander. So, that’s the first thing that we really should be checking for. If we are finding resources from an organisation, we should be questioning whether that organisation is a First Nations organisation, or if it at least has a collaborative process or consultation process to actually build those resources that are contained within their websites. So, I know Twinkl, and I do use that as a teacher, but I wouldn’t use it for a reference to Aboriginal and Torres Strait Islander content, only because, first of all, it’s very general and it’s very broad, and can often come from a non-Aboriginal perspective. So, organisations and resources that aren’t up-front about who they are, who their writers are, I would question.

There’s a lot of other organisations who have the type of resources that you’re talking about – unit plans and lesson plans. The Koorie Heritage Trust is a good place to go for education resources in Victoria. There is another one. I’ll just give Wingaru a plug here. They are a New-South-Wales-based organisation, but their resources, they can be used nationally. And for teachers and the workforce to actually put the local perspective onto the content is actually what is ideal. So, Wingaru is a good one. Koori Curriculum is another really good site, run and organised by Jessica. She’s an Aboriginal woman, writes her own resources.

So, yeah, really important to look for the authorship and whether it is clear or not whether it is an authentic and credible and reliable resource. It’s a really important thing to do, so I would not recommend Twinkl in this instance for this type of content. I hope that answers the question.

**Zeta Wilson:** And, Lisa, adding from that as well, too, you know, quite often, we look at resources that quite often say with...that are localised. So, there are some, you know, organisations that will develop resources with content to teach, to help support teachers to teach about the histories and cultures of Aboriginal people. So, you’re best to find resources that will support you in your teaching, but get the content first and then adapt the content and then put it into, yeah, themes, and how you can put that into, yeah, units of work, really. So, there’ll be a little bit of, yeah, effort involved in developing units of work. But first, source out, yeah, content that is localised, really, and Victorian, because we are in Victoria. And then you can sort of, like I said, step out and look across nationally as well, of content that is available.

**Lisa Daly:** Yeah, I would agree with that, Zeta. I just noticed one of the comments in the Q&A section around “Community may not have an idea of content.” And this is a...this is the story of Australia we see in...across the whole of Australia – because of the effects of dispossession, dislocation and everything else that’s associated with the ongoing process of colonisation, a lot of Aboriginal people and groups do not have a connection to their local knowledge and local knowledge and systems. So, what Zeta was just saying is really important – that we can look from a holistic or a national perspective, but if there is an opportunity to actually draw on local content – (COUGHS) Sorry, excuse me – then we should be doing that as well. But it is not always the case that we can do that.

**Craig Smith:** And Francine asks, “What about SBS Learn or the VAEAI website in regard to curriculum resources?” Zeta, I don’t want to keep putting you under the pump, but perhaps you’d like to respond in the first instance.

**Zeta Wilson:** Yep, so the VAEAI resources, of course... You know, VAEAI is the peak body for Aboriginal education. So, the resources they are going to provide will be appropriate. And they often would link back, the resources on there, as regards to...to the Victorian Curriculum. So, you are going to read content in there that generally, of course, is going to be broad in some areas, but they will generally try and source information that’s Victorian. So, you are actually hearing the Koorie voices and achievements of, you know, Koorie people in Victoria, but on a national level, as well, too. And then it’ll put it into themes for you as well, to make it easier. And I’m just thinking of the Koorie Education Calendar, because that’s just perfect. It just talks about those culturally significant events that can be celebrated throughout the year, and it’ll place it throughout. And what it does, that Koorie Education Calendar, is it just...it provides links to resources available already that are appropriate to help you to embed Aboriginal perspectives, and just breaks it down into a calendar. And also, too, that the VAEAI will not only have the Koorie Education Calendar, they’ve got the bulletins, which they send out every two months, and it’s just a breakdown of that calendar, really. So, for the month of June and July, what are some of the culturally significant events that you will be celebrating or that the students need to learn? There’ll be content there, and, again, it will link it back to the Victorian Curriculum or maybe the Australian Curriculum. And the other one is they might have some really specific, brief and...teachers – I’m just trying to think of the appropriate word that they have on there – which is then...could be some just specialised little topics as well, there. So, there’s plenty of content on VAEAI.

So, definitely... And after talking about all that, I lost the second part. What was the second part, Craig?

**Craig Smith:** The second part was... More the other way round. The question was, what about SBS Learn as well?

**Zeta Wilson:** Well, that’ll be a national platform, resource, that’s available, so it’d be interesting – you can look through there and see what’s appropriate and that. I’m not quite sure whether they link it to... I’m guessing that they’ll link the SBS to the Australian Curriculum and that...

**Craig Smith:** They do. And also, the VCAA will hoover up, you know, and present these sorts of resources and opportunities as they come to hand. For example, to support the celebration of NAIDOC Week, the VCAA...it’s currently up on the front of the F-10 resources section. There’s a little explanation and a link to some of the things that SBS Learn were promoting in terms of NAIDOC Week. And it’s incredibly useful, because they’re all aligned to the Australian Curriculum, which, um, essentially the Victorian Curriculum is a direct copy or take of.

Just moving along – and I’m conscious of time – there’s a great question from Renee. Renee, asks, “I’m wondering how much the KEW are expected to know regarding the curriculum, considering we aren’t teachers.”

**Zeta Wilson:** Renee – and this is the reason why we have these kind of webinars, really, is to build your capacity and knowledge in that area, so you can be confident to have that kind of conversation. Yes, I’m aware that the majority of KESOs or the Koorie Education Workforce may not be teachers. I’m also aware that there are KESOs who have a teaching degree as well, too. But it’s... Yeah. It’s to build your capacity and your knowledge, just so you can start the conversation. That’s my thought at the moment. Anybody else want to add to that?

**Craig Smith:** Just really quickly, there’s...and I mean it quite sincerely, Renee, when I say it is a great question. The...one of the aims behind this series of webinars is really to demystify what the curriculum is and what it’s about. And, you know, my own personal experience, when I first came to Curriculum 12 years ago, it was really off-putting. The language was unfriendly, it seemed highly technical, and then you’re sort of plunged into all this detail. And, really, what we’re trying to do today and in the next two webinars is, first of all, take some of the mystery out of it, which is, you know, why, after this webinar is finished, and, you know, we’ll put out copies of the PowerPoint and so on, there’s a lot of really valuable information that Zeta’s provided to explain what the curriculum is and how it works. But at its most simplest, the curriculum sets out what every Australian is entitled to have access to learn in their first 11 years of schooling. Whether you’re in Victoria, South Australia or the Northern Territory, it doesn’t matter. There is, you know, one national curriculum. And here in Victoria, we call it the Victorian Curriculum, but It’s an analogue, it’s a copy, of the Australian Curriculum.

Secondly, why we think this is important is to make you feel more comfortable in your conversations with teachers about...this is a required part of the curriculum, the Aboriginal and Torres Strait Islander histories and cultures, and how it links up to, you know, the teaching and learning plan that teachers are expected, you know, to deliver. One of the things... And we won’t have time to get into it today, but one of the things to look forward to in this series is Lisa, on Thursday, unpacking her experience of being a classroom teacher and teaching, you know, across the cross-curriculum priority and how it links to the curriculum.

We are just about out of time. Melanie, I’m going to write you a quick reply. Melanie asks, “Is there a centralised place that lists resources?” I’ll put up a link there. And in terms of copy of today’s presentation, as I said, we’ll do a couple of things – one is we can send out the PowerPoint to everyone who came along today. But also, we will be posting it up in the next week or so on the VCAA website.

Are there any final questions or anything that I’ve missed? Francine, has mentioned, the VACCA, the VACCA Cultural Hub, is a place to look for, for more resources. And our good colleague in the background, Alicia, has just posted a link where you can go and find a copy of this presentation. As I said, it won’t be there today. You know, one of our requirements is to get these transcribed, so that will take a little bit of time, but it will be up in the next week or so.

Final question from Simon. Simon asks, “At times, it seems as though schools are not familiar with the mandatory content to teach the Koorie perspectives. When is it expected that schools will be on board to start work in this space?” And that is a fantastic question, again. I’ll throw it open to my panellists for your first reaction.

**Zeta Wilson:** Yep. Simon, yep, as Craig said, it’s definitely a good question. And this is the kind of conversation you can start having with schools to make them a little bit aware of, you know...there is content there that’s relating to Aboriginal teaching about, you know, the histories and cultures of Aboriginal and Torres Strait Islander peoples. So, this is why the first webinar was to quickly give you a quick guide through the curriculum and where it sort of fits. And, as we know, there’s a place in the cross-curriculum priority. But really, it fits across all the learning areas, whether it’s the Aboriginal mandated content... There are other content descriptors across the learning areas that you can really add the perspective as well, and incorporate that. But, yeah, it’s...you need to start having a conversation with schools.

So, how you go about that, that’s... Yeah. Start with a conversation - a conversation either with your school principal or with the teachers, because quite often, the conversation will come from, really...for those who are in government schools. This is with the Koorie Education Workforce. The start of that conversation is the CUST, which is the cultural understanding and safety training. Because in there, there’s a topic about the curriculum. And generally, at the end of the CUST training, schools and teachers are really, really interested in knowing how they can go about teaching Aboriginal perspectives, but how to do it in a very respectful way as well, too. So, for government schools, there’s a tool already that you can have... already have that conversation. But if not, if you don’t have the cultural...if you’re not part of a government school, and you’re in Catholic or independent, then someone that...someone needs to start a conversation and have a conversation with the school and draw attention to the Victorian Curriculum. And we know where it fits. And the cross-curriculum priority would be a start of that conversation. Alright, it’s up to Lisa. Has Lisa got anything to add to that one?

**Lisa Daly:** (LAUGHS) Sorry. I was having a little drama with my computer there. Yeah, I would agree with all that Zeta’s saying. I think, for the non-government schools, a good...a good place to show your principals or your leadership is also the Reconciliation Australia Narragunnawali platform, because there’s a lot of resources there around professional learning for teachers, and even directing your leadership team to Reconciliation Australia, even if you don’t have a RAP or you’re not currently planning on creating one, it’s a good place to begin conversations if you’re outside of the government system and don’t have access to what...the CUST and everything else that Zeta has been talking about. So, it’s a good...it could be a good conversation-starter to even show your principal. Yeah.

**Craig Smith:** And just a really quick comment from me. The...both the Australian and the Victorian Curriculum are very plain in terms of, every Australian student has an entitlement to the learning that is set out in the curriculum. Does this translate into an opportunity for every Australian student? No, it...you know, it doesn’t. You know, is it mandated? The sector authorities have the authority to mandate. And as we’ve said, both the Catholic and the government schools here in Victoria are required by their sectors to implement the Victorian Curriculum as it’s presented, and a key component of that is the Aboriginal and Torres Strait Islander histories and cultures. Is there a big stick to bash them if they don’t? It’s not to ours to say, but the VCAA is here to support and explain what the curriculum is about, and how to make that translation from a curriculum document toward implementation at a school level. So...and again, this is one of the reasons why we’re running professional learning.

But, I mean, look, at the end of the day, what you want is people wanting to lead out in this area, as opposed to being coerced or mandated to. And one of the things we’ve been trying to do over the last year in particular is to break down some of the barriers. We hear back from teachers – they’re too intimidated, they don’t know enough, they want to be respectful, and so on. So, through things like the professional learning sessions we’ve been running, that were so well attended this year, in the middle of a lockdown, it’s just chipping away at trying to engage in discussion and conversation, and also to put some examples out – how this actually can be done.

We have much more to say tomorrow and Thursday, and it is time to wind things up. So, first of all, I’d really like to thank...a sincere thankyou to my fellow presenters, Lisa Daly and Zeta Wilson. I’d like to acknowledge the work behind the scenes, as always, from Alicia Farrell. Without Alicia’s input, none of the magic could happen. But most of all, I’d really like to thank you for your fantastic questions, your comments and your participation, and I hope that we see you along tomorrow and Thursday as well.

So, I trust you have a good rest of the day and I look forward to seeing you online either tomorrow or at Thursday’s event. Thank you and good afternoon, everybody.

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