**Zeta Wilson:** So, the Protocols and Resources. In this section, I’m just going to consider one resource to support teachers to understand the cultural protocols engaging with Aboriginal people. And the resources for STEM, well, we’re going to briefly explore some localised and Victorian resources that are available to support teachers to provide the pathways and to improve the participation for Aboriginal and Torres Strait Islander students in STEM subjects and professions, and that professional learning for teachers to gain an understanding about Aboriginal knowledge.

So, here’s the protocols. So the Cross Curricular Protocols for Victorian Government Schools. What it provides here, as you can see on the slide, will be principles and guidelines. With that, there’s going to be further links and references, so that’ll be good. It’ll help support teachers about the protocols for teaching Aboriginal and Torres Strait Islander culture in the classroom. So you’re best to go through, have a look at that page, understand the principles and the guidelines and the further reference to those links, because having a good understanding and knowledge of the cultural protocols is a good starting point to help teachers to develop the confidence in how they can incorporate Aboriginal perspectives in the curriculum.

So, VAEAI. As we know, VAEAI is the peak body for Aboriginal education in Victoria, and they’ve developed Koorie Education Resources to assist educators to teach about the Victorian Koorie cultures, the histories and the perspectives. So, with that, I’ll hand over to Vaso in a minute. But if you notice in the bottom, there’s also, too, Protocols for Koorie Education in Victorian Primary and Secondary Schools as well.

So, over to you, Vaso.

**Vaso Elefsiniotis:** Thank you, Zeta. And hello, everyone, for the last of the fantastic series of webinars. And it’s really great that so many of you have been involved over the last fortnight. My name is Vaso Elefsiniotis, and I’m senior project officer at VAEAI around Aboriginal languages, education and curriculum.

So I am going to show, when I can show... Zeta, if you could pass me the ball, or Peter. To show some of the resources that... We make curriculum resources at VAEAI, if you haven’t seen these already. So, on your screen is VAEAI’s landing page. And if you toggle over the Resources section, you come to Koorie Education Resources. You can also get to it from the Resources, but this is where there’s a bit of descriptive information. We have the Koorie Education Calendar that’s updated annually and has suggested activities. Basically, what’s out there online, including things like – and we haven’t talked about this much through these webinars – the VCAA’s great guide learning about Aboriginal histories and cultures. If you’re not familiar with that guide, it summarises all the content descriptors across the subject areas in the Vic curriculum P-10.

So... We have the calendar. Feel free to download in your own time. This is particularly a planning document. But from the calendar come our bulletins, features and perspectives. And if you’re not aware of this already, they’re focused on Victorian Aboriginal histories and cultures, and are curriculum linked. So I’m just going to quickly show you the last one, because this is the STEM webinar today. So the last one that was produced for August-September highlighted Science Week. And this is what it looks like, the bulletin in general and... I think I must have gone past... Oh, here we go. I thought I’d gone past Science Week for a moment. And what we tried to do was showcase what was available online for all ages. There were a great series of online webinars that were suitable for STEM teaching. Unfortunately, I promoted it so widely and forgot to attend it myself... (LAUGHS) ...which I’m really disappointed about.

But, yeah, have a look at our bulletin and feel free to subscribe. They are curriculum linked wherever possible. So all the images are interactive, will take you to...will take you to another resource online, but they have...they’re directly linked to the Victorian curriculum.

In the STEM, if we go down to Briefs & Features, there’s a whole range. And I’m developing these as...or we’re developing these as we go along. So we’d really, really welcome some suggestions for some topics from teachers and KESOs and Koorie Education Workers. That would be really...really great.

There was a question about the Koorie seasons and astral calendars in the chat. You’ll find that on our...on that page that I’m showing you – Koorie Seasons & Astral Calendars. And also Koorie Perspectives in STEM are the two ones that are particularly useful, I think. And, um...and I’m just mindful of time. But if I just show you a little bit... Where are we? Let’s say Koorie Perspectives in STEM. This was made a few years ago for National Science Week. And not only are we sort of trying to highlight and find traditional practices, but also contemporary practices and achievements. So you’ll see references to and features of Aboriginal scientists, which we’re really proud about.

This is what that particular feature looks like. And I’d like to just highlight ATSIMA, which is the Aboriginal and Torres Strait Islander Mathematics Alliance. You can look it up in your own...in your own time. There would have been a great conference this year had it not been for COVID. So I was very much looking forward to that. Ethnomathematics. There’s just a whole range of resources there.

I am... Erin’s talked about Mount William, and we had a really good conversation prior... I’ll just stop sharing there. We had a really good conversation prior to these webinars. My son is doing geology in Grade 6, and I was...and asked to look at the Himalayas and ranges, everything over...overseas. And so I got a little bit excited about what is available in Victoria. And one of the things that I’m looking at developing... You know, we often talk about integrated units or a holistic approach. So if you took something like Mount William, known in Woiwurrung as Wilimee Mooring, and you can...you could take that place-based approach, basically, and look at history, look at art, and very, very importantly, look at science and maths.

The more I’ve started researching, as Erin said, there is so much information out there and it is about educating ourselves, as well as educating others. So...and I’m certainly no expert on Mount William, which I will now be referring to as Wilimee, by its proper name. But the trades that happened for the green stone that was mined, and there were 268 mining pits, and the greenstone had travelled hundreds of kilometres, up to 600 kilometres been found. And Lynette Solomon-Dent in the chat – Hello, Lynette; I’ve been really enjoying your commentary in the chat – highlighted that greenstone was found at Mount Hotham. And so this was traded for possum skin cloaks, it was traded for spears. And there is a huge cosmology story around that, but you’ve got to go digging for that information. So... And, as Lynnette pointed out, you know, we often talk about possum skin cloaks, but for some people, possum skin cloaks...possums were part of their totem. So there were other...there were other fibrous products that were traded, such as possum skins...um, kangaroo skins, sorry, not possum skins.

So, you know, there’s a phenomenal area of study, I think, through there. You know, let alone the different shapes of the axe heads that I was looking up. So I hope that that will be a useful type of resource. The idea is that we look at place, like Wilimee, but also like the Bogong High Plains and all different places around Victoria.

And the inter... Zeta talked about the community-preferred model, starting local and moving out regional, and often in conversations that we’re having, yes, it’s so vitally important to start local, but people didn’t exist in a vacuum within themselves – they had neighbours. So, when you start looking at a place-based...looking at it from place – how are you going to teach, how are you going to deliver the curriculum – then you’re looking at the relations between other language groups around, not only in the trade, but the marriage relationships and language relationships. And so that’s how you sort of start local and broaden out, let alone being inclusive of kids from all over Victoria, and all over Australia, in your class.

So... I think... Join... Feel free to join our mailing list if you’re not already on it for the bulletin, and my details coming up at some point in this PowerPoint. But if you email me – vaso@vaeai.org.au – I can certainly get you on the mailing list for the next bulletin, which should be out next month.

**Zeta Wilson:** Alright, the ball. Vaso, I’ll move the next slide, ‘cause it’ll be going to Erin. So, if you click on the slide... I’ll transfer the ball.

**Erin Wilson:** Yes. Excellent. OK. So, the other place that you can also go for information to get some ideas about how you might be able to contextualise the elaborations of Aboriginal and Torres Strait Island perspectives is in the ACARA Science elaborations. And they do have a table of elaborations for each of the content descriptions that is in the ACARA curriculum. But... So, I’m not particularly interested in that from a Victorian perspective. (LAUGHS) But what I have found interesting from my own Victorian perspective is the booklets. So, the booklets, the Year 7-10 booklet, has got lots of background information and resources and information that has informed the elaboration. And so, from my perspective again, what I would want to do is take those elaborations and contextualise them to a Koorie perspective, or I would want to contextualise them to my local country, Aboriginal country, perspective.

But also, as Vaso has said, recognising that I may have Aboriginal and Torres Strait Islander students in my class whose country is not the country that we’re on, in terms of learning and schooling, or even within Victoria as well. So, I certainly do have an opportunity, I think, to embed their knowledge and their perspectives and their country and their history from their perspective, so that’s where I think the ACARA elaborations are useful from that perspective as well, because it gives me a broad Australian perspective as well.

Zeta, do you want to talk about this? Or will I talk about this?

**Zeta Wilson:** Yep, I can real quickly. (CHUCKLES)

**Erin Wilson:** Oh, I’ll just do the question here first. So, it says, “Do we require Aboriginal perspectives across all year levels in one subject area on the curriculum?” I think what we’ve said is that we want authentic links made to the curriculum. So, it’s certainly not forced, but you certainly should be making it. So, if there is the opportunity, then do that as well, but I’ll also let Zeta lead on to that one as well, ‘cause that’s her area of expertise.

**Zeta Wilson:** OK, I’ll have to come back to that. Just quickly go through these slides and then... Yep, I was only listening to part of that question.

**Erin Wilson:** Oh, sorry.

**Zeta Wilson:** Can I just say here, in the STEM focused schools, as you would know, there’s 10 across the state, and the names are there mentioned. And really, it’s just a centre of, you know, science, technology, engineering and mathematics. And then it’s that link between schools and industry to provide those learning programs. And some of these programs and those tech centres as well, too, will often at times incorporate Aboriginal perspectives in them.

Here’s another resource, too. Universities will have outreach days, and that, that’s just around STEM and that. So, here’s a couple of universities. And some of them will be a day, others will be a week long and that. So, I just named some of those universities. So, RMIT, Melbourne Uni and Fed Uni will have some programs. So, that’s just to...an idea for students if they want to pursue a career in STEM. That’s what it is. It’s just like a taster for them.

Another resource, the CSIRO. Again, they will provide some learning for students, but also, too, support the teachers, too, if they want to learn more about how to incorporate them and build their knowledge base as well. And one of those little programs there, I think the Inquiry for Indigenous Science Students Program, is aimed for teachers that are teaching Aboriginal and Torres Strait Islander students in Year 5 and 9 to increase, yeah, their knowledge of engagement and achievement in science.

And then the Aboriginal Summer School for Excellence in Technology and Science, I think it’s aimed for older students in, I think, 9 and 10 and that. So, that’s a week long as well.

And Stronger Smarter, as you can see here, what it normally is about. It’s about leadership programs and training and resources, but they also provide professional learning to educators in the field of STEM, to learn about the Indigenous knowledge in STEM thinking. So, that’s available, too, to support teachers.

And to be up to date, you can subscribe to the VCAA Bulletin and the F10. And also, as you can see there, there’s Vaso’s contact details to receive the Koorie Perspectives in the Curriculum newsletter.

And now we’ll just hand over to Craig, and we’ll look at the Q&A. So, over to you, Craig.

**Craig Smith:** Thank you, Zeta. And thank you, panellists. We’ve got a number of questions, so I’ll get straight to it. The first one’s from Jenny. Jenny asks, are there any resources that she can access where Aboriginal language is used within the curriculum areas?

**Erin Wilson:** Do you want me to answer that one? (LAUGHS) So, the, um... I think we mentioned it earlier, but the Aboriginal languages resources... Oh, Vaso? The Aboriginal languages resources that are on the VCAA website have two particular sample languages of sample work. So, there was the Aboriginal People and the Environment, and the Eels Project, specifically for 7 to 10. But Vaso probably can add some more resources that VACL is producing.

There’s also, Craig, some more resources coming, I think, in terms of embedding Aboriginal languages into the curriculum. So, again, as we’ve said, subscribe to the F10 Bulletin and you’ll get those informations as they become available.

**Vaso Elefsiniotis:** Just to add to what Erin’s saying in response to the question, there are a series of sample units that were made quite a few years ago that are on the VCAA’s website, and where it is is currently being migrated across. But I believe it’s in the Vic Curriculum already. So the thing is, though, that the sample units, because these resources have been prepared for a state-wide audience, they’re not necessarily language specific. They might have language samples, but they’re a generic unit of work for a teacher teaching a particular language to be able to use. But certainly, VACL – Victorian Aboriginal Corporation for Languages – has a lot of resources on language, and there’s a whole area in the Vic Curriculum dedicated to Aboriginal languages. If anyone’s keen to explore that further – Victorian Aboriginal languages.

**Zeta Wilson:** And one thing I would say, I was just thinking about the Dram stories, the animated versions. I think it’s... Is it Monash University?

**Vaso Elefsiniotis:** Yeah.

**Zeta Wilson:** Would have a range of Dream stories locally, like Victorian, and nationally and the world. So, that’s all in language. They’ll tell stories in their language.

**Vaso Elefsiniotis:** That’s right. Because there are so many languages. So when we’re making these resources state-wide, we’re not making them necessarily language specific. But yes, VACL’s website. And also, just in terms of the latest resources produced by VAEAI, there’s a... For Literacy Week, a couple of weeks ago, we pulled out a feature, which is For the Love of Reading, and it highlights quite a lot of books, and plenty of them in language, including Aunty Joy Murphy’s latest, and also Aunty Fay Muir, who’s not with us today – an apology – with her latest book. So there’s quite a lot out there. (CHUCKLES) There could, of course, be more. But, yes. I think that answers some of that question.

**Craig Smith:** Sorry. Thank you for that. Just the muting button is a little laggy. Following up from that, a question from Angela. Angela writes, “Thank you for the wonderful presentation.” Thank you, Angela. “I have a question – is it appropriate to invite First Nations citizens to share their stories to students directly? And if so, how can teachers make such contact?” And I think that’s been a real theme across the last seven webinars as well, which is all... I mean, it’s a fundamental question, and I’ll throw it over to the panel to respond.

**Vaso Elefsiniotis:** Zeta, you want to talk first?

**Zeta Wilson:** Oh, yeah. (LAUGHS) Oh, and I’m...I’m thinking. But yes, that is such a great idea, because you want to hear their voices and you want to hear their experiences. Generally, in a school, just think of your parents – if there’s any Aboriginal parents in your school, that could be a great starting point. So think of your school first. And then, apart from your school, you’ve got your local organisations. But if you’re in a government school, you’ve got the Koorie Education Workforce, so your KESOs, Koorie education coordinators. They can provide that support or provide that link to community for you. And then, if not that, then you can extend no doubt to VAEAI, and with that into your LAECG, which is your Local Aboriginal Education Consultative Groups. There’s always a chairperson. So, hopefully, there’s one in your area. That person too can make that sort of contact as well. But I would say your starting point, think locally, your school, then your community, and then you’ll have support from the KESOs, the Koorie Education Workforce.

**Vaso Elefsiniotis:** Yes, I agree totally with Zeta. And that’s been, as Craig said, the common theme right across. And it is extremely appropriate to invite Aboriginal and Torres Strait Islander, First Nations people in to talk about their own perspectives and their own understandings.

One thing, one of the earlier webinars that we said this week is, it is really good to liaise with and see who’s around to support your teaching of Aboriginal perspectives, and to be mindful to not lean on the Koorie kids in your class to be the experts as well, but to have side conversations – see how much they’re willing to share, what they’re willing to talk about, how much they’re willing to be under that sort of limelight, because there’s a lot of shyness as well.

So, yeah, it’s a good question, and really...really to the point. Because that is the best way...that is the best way to get knowledge into yourselves and into your classroom, is through authentic, genuine relations with Aboriginal and Torres Strait Islander peoples.

**Craig Smith:** Thank you, Vaso. Thank you, Zeta. Another thing that has emerged across the webinars this week too has been the incredible...both knowledge and generosity of sharing from teachers to teachers. And there’s been a fantastic kind of response from Lynnette, to a question we had around how to deal with the appropriateness of using Dreamtime stories in a context of a piece of work set in a school. And I would refer, if you’re interested, to the answer, to have a look at Lynnette’s response. I think she’s spot-on.

A question Kerry asked earlier, and we sort of made a start, but I think it’s a really important one. This was the, “Does the VCAA require Aboriginal perspectives across all year levels in one subject in the curriculum?” And I think, you know, given, like, this whole series has been around making visible Aboriginal perspectives in the F-10 curriculum, let’s unpack that for a couple of minutes.

**Erin Wilson:** Zeta, do you want to go first, or do you want me to go first?

**Zeta Wilson:** Yes, please. You can go first, Erin.

**Erin Wilson:** Oh. (LAUGHS) So, I think just, like, when we’re talking about how we deliver STEM, it’s the same perspective when we’re talking about any of the cross-curriculum priorities. And what we’re wanting to do is we’re wanting to enhance students’ understanding of the curriculum, and so, therefore, the links should be meaningful and authentic. And, so, yes, there are content descriptions and elaborations that are included for the sciences, the technologies and for mathematics at 7 to 10. But the links should be authentic, and they should be authentic to your regional...local place first, and then regional, and then, you know, place-based community-preferred model. So, we don’t require it in every curriculum area in every year level, in every term, necessarily. But the links might certainly be able to be there for you.

And sometimes for me, perspective...particularly as a non-Indigenous person, it’s sometimes to do with the knowledge that I have. And so, originally, if I’m wanting to implement the perspectives in a....according to the protocols, then I need to do it with the knowledge that I have. And I certainly would do that probably in small steps to begin with, and then I would broaden it as I became more familiar. Now, you’ve seen the links that I can draw on, the comfortableness that I have with making links. So I think, start small, with what you’re comfortable with, and then certainly broaden out as much as you can, is from my perspective.

Vaso, Zeta, you want to add more?

**Vaso Elefsiniotis:** I was just going to add a little bit of historical perspective to that, Erin. You know, like, my understanding with the Vic Curriculum is that Aboriginal perspectives, in terms of mandated content descriptors, are across most of the subject areas, but not all. So the arts, language, English, geography, history, civics and citizenship. Did I leave anyone out? I think not. Six.

**Craig Smith:** Science?

**Vaso Elefsiniotis:** Well, this is where I was going to go to. So, back in 2010, when the national curriculum was being developed, there was huge input into science and maths. And then, over the next few years, it got pulled back and pulled back. So, you know, we ended up with a Vic Curriculum...initially an Australian curriculum, national curriculum, and Vic Curriculum without Aboriginal perspectives in the STEM area. And there’s been some kickback around that.

But I certainly remember, from 2010, being involved in those consultations on behalf of VAEAI, and it was definitely meant to be, cross-curricular meant cross-curricular – across all the subject areas. So there has been development in the last couple of years in the Australian curriculum around STEM, and we hope to see that in time come into the Vic Curriculum. But, as Erin says, you know, like, what I’m talking about are the content descriptors, the elaborations are there. And Australia always was, always will be Aboriginal country, so you can... And that is the NAIDOC theme for this year, but is also the chant that has been around for a very long time, because it’s true and that truth doesn’t go away.

So there are so many opportunities, even within STEM, to explore Aboriginal practices and Aboriginal traditions and Aboriginal knowledge. It’s there. You know, in some ways, because the naming of the cross-curricular priority is cultures and history, Aboriginal histories and cultures, it doesn’t necessarily make it that easy to see where that could come into STEM. However, it is. It just needs to be looked into a little bit deeper.

And, yeah, I just think it’s interesting what happened over the last 10 years with that push-pull around crowded curriculum, priorities for schools and teachers, understandably, and how there was that push back away from STEM, and now it’s slowly coming back in, which I’m really glad to see.

**Erin Wilson:** And I think, Vaso, the question is, is there a local Aboriginal example that I can use to demonstrate this content? And if the answer’s yes, use that first, rather than the example from Europe per se. And if there is any... So that’s the question that I ask myself, is, is there a local Aboriginal example that I could use? Is there a local Australian non-Aboriginal example? And that makes it...the connections for our students to understand the content. Because they can do the observation. They can experience it themselves, and it situates all of the students in that perspective as well.

**Vaso Elefsiniotis:** That’s right. I mean, using that example of my son’s Grade Six, because I’m always looking at what’s being done and what could be done, you know, the... Of course, it’s fantastically interesting to look at the Himalayas, but here we’ve got the Great Dividing Range that we see almost every day. (CHUCKLES) And you’ve got...and you’ve got a crossing country between Wurundjeri and Boonwurrung, and you’ve got those relations. There is so much... And Organ Pipes National Park, not very far from me. So it’s there, it’s there on country, and it’s there in people’s knowledge, so use it.

**Craig Smith:** Thank you for that. And really, given the time, a really nice addendum to that conversation, Jenny threw in a fantastic place to go, which is LMERC library. It’s an education-based resource library. It has a fantastic collection, it’s curated. And, you know, the link is there. If you’re looking for another set of resources or a way to dive through, I’d absolutely recommend you make sure you’ve got LMERC on your list.

We are out of time. We do need to wind this up. I just want to finish with a couple of things. One is, this is the final of our eight-webinar series, and, you know, we’ve got some people to thank.

First of all, I want to thank everyone who’s been a panellist and involved in this. Some of these people aren’t here today. But for the ones who are – for Vaso, for Erin – thank you very much.

I also want to shout out to Peter Fisher. This is Peter’s last day with the VCAA. Education in Victoria doesn’t lose Peter – he’s moving to the Bastow Institute, in the department. But Peter has been a driving force behind these webinars, getting them organised for them to run pretty smoothly, all the registrations, so on.

The other person who I need to extend my thanks to is Zeta Wilson. Zeta has been, basically, the person who has put together and led this program of webinars. And I just want to thank her for both not just pulling it together, but also her guidance, her gentle wisdom through the series. And I don’t think we would have been able to have delivered such a fantastic series without her leadership.

And finally, of course, I just want to thank everyone for attending and for your great questions, for your sharing and your generosity.

So I’ll give Zeta the last word. But a big shout out to you all. Thank you very much.

**Zeta Wilson:** Alright. Thank you, Craig. I would say, short and sweet, same thing. I just want to thank the panellists, too. It’s been a great little journey for these eight days, and the different topics to present to everybody. So that was nice. Also, too, the key stakeholders to their role in this as well. I found that so valuable as well.

Quickly, for those who would like my contact details, there is my contact details. As you can see, Zeta.Wilson@education.vic.gov.au. And I would like to say, for the participants, thank you for coming along, for those who have tuned in for some of the series of the webinars and that. Hopefully, you enjoyed it and take that back to your school and see what you can implement in your school, as regards to embedding Aboriginal perspectives.

So thank you for that, and that’s about it. And actually making it short and sweet, so, yes, thank you very much, and enjoy your evening. Alright, bye.

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