

# Koorie Education Workforce: Making visible Aboriginal Perspectives

Where to from here? Supporting the Implementation in schools

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19-11-20

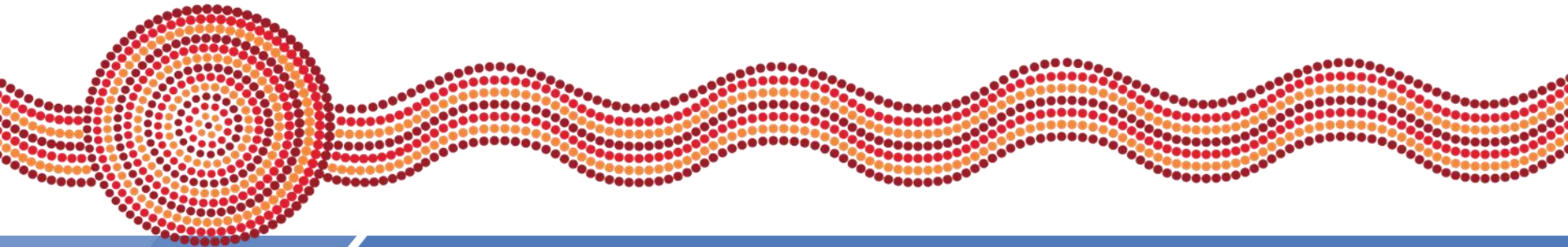


# Acknowledgment of Country

*I would like to acknowledge the traditional custodians of the Wadawurrung people and of the ancestral land that I am speaking to you from today. I also acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.*

*As we share of our knowledge in teaching and learning, may we also pay our respect to our Elders, both past, present, and emerging as it is their knowledge, wisdom and experiences that holds the key to the success of future generations.*

*I would like to acknowledge the Aboriginal and Torres Strait Islander people and their deep feeling and continuing connection to land, sea and community.*



# The purpose of the webinars

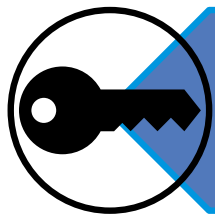
The VCAA is providing a series of three professional learning webinars for the Koorie Education Workforce who are interested in gaining an overview of the Victorian Curriculum F-10 and the cross-curriculum priority area Aboriginal and Torres Strait Islander histories and cultures.

This series of webinars will provide the opportunity to further explore the resources and planning tools available on VCAA to support whole-school curriculum planning and how the Koorie Education Workforce (KEW) can be support the implementation of Aboriginal perspectives across the curriculum in schools.

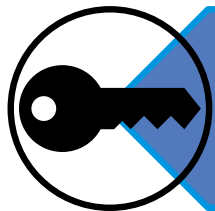
The structure of the professional learning webinars is designed to provide advice to the Koorie Education Workforce so they can gain an understanding about the Victorian Curriculum F-10 and to develop their confidence to have conversations with educators about embedding Aboriginal perspectives across the curriculum.



# Making visible Aboriginal perspectives



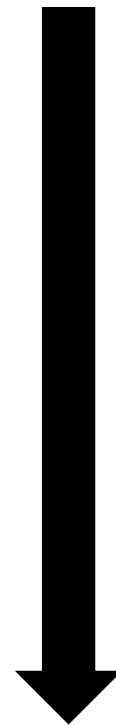
Victorian Curriculum F-10



Whole School Curriculum  
Planning



Implementation



# Overview – implementation of Aboriginal perspectives

This webinar will focus on how Koorie Education Workforce can support with the implementation of Aboriginal perspectives in the school's teaching and learning program.

- Teaching and Learning Program
- Perspectives
- Aboriginal content
- Culture & Cultural Knowledge
- Teaching and Learning Resources



# Teaching and Learning Program

The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.

Schools have flexibility in the design of their teaching and learning program.

Flexibility enables schools to develop particular specialisations, areas of expertise and innovation, while ensuring the mandated curriculum is delivered.

The school's teaching and learning program reflects the vision, direction and purpose of each individual school as determined by the engagement of teachers, students, parents and the local community.

# Perspectives





# Content

The information presented

# Perspective

The way in which the content is viewed

Content is the information to be taught

Perspective is the way in which the information is presented or taught



# Level 7 History VCHHK108

History / Levels 7 and 8 / Historical Knowledge / Aboriginal and Torres Strait Islander peoples and cultures

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples

VCHHK108



Mungo National Park, NSW

Content is the information to be taught

Perspective is the way in which the content is presented or taught

# Aboriginal content and perspectives

Aboriginal **perspectives** are the ‘**how**’ we teach the content (the pedagogy/teaching strategies/viewpoints)

Aboriginal **content** is the ‘**what**’ we teach (the knowledge or information)

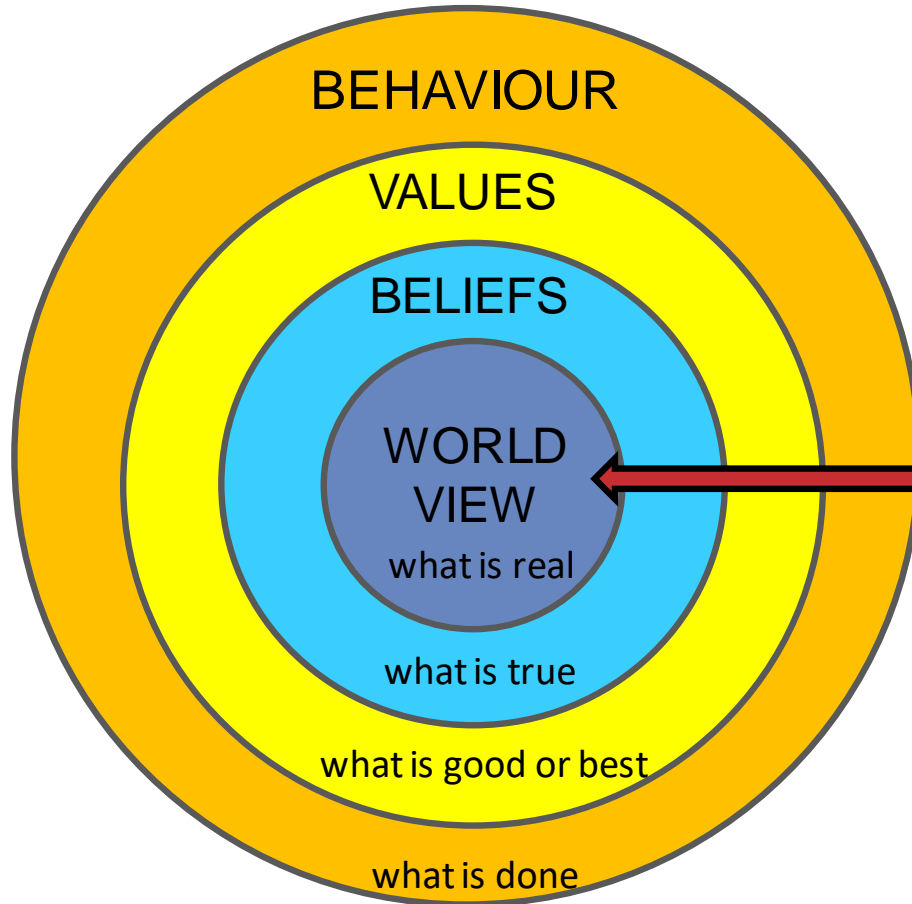


# Culture and Cultural Knowledge

- culture is what we *'do'*
- cultural knowledge is what we *'know'*



**CULTURE:**  
Latin "colere" means  
to cultivate and  
nurture.



**CULTURE**  
experiences of our physical  
and spiritual environment

# Culture and Cultural Knowledge

Who can teach:

- Aboriginal culture?
- Aboriginal cultural knowledge?
- Aboriginal content?



# Teaching and Learning resources

- authentic, factual, appropriate
- consultation and/or collaborative processes
- Aboriginal and Torres Strait Islander created resources may include perspectives, cultural knowledge and systems
- non-Aboriginal or Torres Strait Islander created resources should only reference content created by First Nations peoples





## ARTEFACTS

This document lists our suggested **Australian Curriculum v 8.3** outcomes for this lesson. Our primary focus for Aboriginal and Torres Strait Islander content and perspectives has been the [Humanities and Social Sciences](#) curriculum (HASS) and the [English](#) curriculum with others referenced where relevant. You may find outcomes for other areas of study that also suit this lesson.

This document also provides a table listing the **State and Territory syllabus equivalents** of the Australian Curriculum (v 8.3) outcomes relating to this lesson [where known](#). The outcome numbers are hyperlinked to the online version of the relevant State or Territory syllabus.

Further comparisons between different aspects of the Australian Curriculum and the States and Territories (for example Inquiry and Skills; Topics; and Outcomes) are available in **Comparative Tables** located in the **Teacher Help Centre**.

### AUSTRALIAN CURRICULUM OUTCOMES

#### HUMANITIES AND SOCIAL SCIENCES OUTCOMES

HASS YR5 – Locate and collect relevant information and data from primary sources and secondary sources ([ACHASSI095](#))

- finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal and Torres Strait Islander communities, behaviours in sacred or significant sites, and considering sensitivities of people

HASS YR7 – Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources ([ACHASSI153](#))

- applying ethical research methods to conduct research with people and communities, including applying protocols for consultation with local Aboriginal and Torres Strait Islander communities, demonstrating respectful behaviours in sacred or significant sites, and giving consideration to sensitive issues when seeking information from people

HASS YR7 – The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources ([ACHASSK170](#))

HASS YR7 – The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples ([ACHASSK171](#))

- investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site...

Wingaru Education  
[www.wingaru.com.au](http://www.wingaru.com.au)

# YEAR 7 HISTORY – INVESTIGATING THE ANCIENT PAST

ACARA code: [ACDSEH148](#)

## Conserving the ancient past of Australia's First Peoples

Australians Together

[www.australianstogether.com.au](http://www.australianstogether.com.au)

### Australian Curriculum Link

History/Year 7/Historical Knowledge and Understanding/Investigating the Ancient Past/ACDSEH148

### Australian Curriculum Content Description

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.

### Australian Curriculum Elaboration

Investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii.

### Essential question

Why is the ancient past important to people today?



# Our Land, Our Stories

## LOWER PRIMARY



TEACHER'S RESOURCE BOOKS



BIG BOOKS



CARDS

## MIDDLE PRIMARY



TEACHER'S RESOURCE BOOKS



BIG BOOKS



CARDS

## UPPER PRIMARY



TEACHER'S RESOURCE BOOKS



BIG BOOKS



CARDS

<https://cengage.com.au>

# Resource - Cultural Minds

lisa236 + 1 • 3mo


## Aboriginal and Torres Strait Islander educational resource links

Resources to support teaching and learning

### Cross-curricular resources


**Indigenous knowledge**  
Astronomy | Fire | Water

Primary - Y10 curriculum resources across seven Learning Areas




**Indigenous Knowledge**  
Indigenous Knowledge  
Indigenous knowledge

**Indigenous Knowledges**  
Y3-Y10 curriculum resources across all Learning Areas




### Media and News

**In My Blood it Runs**  
Access the film, resources, virtual excursions, Professional Learning



**Education - In My Blood It Runs**  
As guided by those onscreen and the Arr...  
In my blood it runs

**The Final Quarter**  
Resources for education about racism



### General resources

**Narragunnawali Terminology Guide**

**TERMINOLOGY GUIDE**


A Guide to Using Respectful and Inclusive Language and Terminology

Using respectful and inclusive language and terminology is an essential component of reconciliation and strengthening relationships between Aboriginal and Torres Strait Islander peoples and the wider Australian community. The ways in which we speak about reconciliation are just as important as the ways in which we act towards it. Language is itself action, and can impact on attitudes, understandings and relationships in very real and practical ways.

**Terminology Guide**  
A Guide to Using Respectful and Inclusiv...  
narragunnawali


**3Rs Program | Respect Relationships Reconciliation teacher study resources**

Pedagogical and cultural resources for educators




### Jurisdiction specific resources (States/Territories)

**VIC | VAEAI**



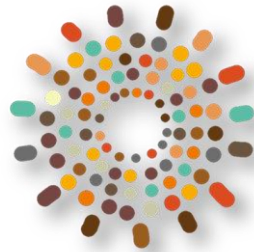
Victorian Aboriginal Education Associati...  
The Victorian Aboriginal Education Asso...  
vaeai

**VIC | Koorie Ed Calendar**  
VAEAI Resource



[www.culturalminds.com.au](http://www.culturalminds.com.au)

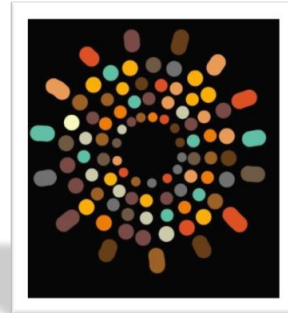
# Q & A



# Contacts

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