

Koorie Cross-Curricula Protocols for Victorian government schools

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Acknowledgement of Country

We pay our respects to the Traditional Owners of the Country we are meeting upon, the Wada Wurrung people.

We also pay our respects to the Elders past, present and emerging.

Acknowledgements

<http://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/kooriesources.aspx>

Aboriginal Perspectives in the Curriculum

**See the world from an Aboriginal
person's point of view**

**Cross curriculum priority: *Aboriginal and
Torres Strait Islander histories and
cultures***

Explicit content

- **Victorian Aboriginal Languages**
- **History – Levels 3-4, 5-6, 7-8, 9-10**
- **Geography- F-2, 3-4, 5-6, 7-8, 9-10**
- **English – F-2, 3-4, 5-6, 7-8, 9-10**
- **Civics and Citizenship – 3-4, 7-8, 9-10**
- **Design and Technologies – F-2, 3-4, 5-6, 7-8, 9-10**

Explicit content

- **Digital Technologies – F-2, 3-4, 9-10**
- **Health and Physical Education – 3-4, 5-6, 7-8, 9-10**
- **Mathematics – F-2, 3-4, 5-6, 7-8,9-10**
- **Science – 7-8**
- **The Arts: Dance – F-2, 3-4, 5-6, 7-8, 9-10**
- **The Arts: Drama - F-2, 3-4, 5-6, 7-8, 9-10**

Explicit content

- **The Arts: Media Arts - F-2, 3-4, 5-6, 7-8, 9-10**
- **The Arts: Music - F-2, 3-4, 5-6, 7-8, 9-10**
- **The Arts: Visual Arts - F-2, 3-4, 5-6, 7-8, 9-10**
- **The Arts: Visual Communication Design – 7-8, 9-10**

Protocols for Consultation with Victorian Aboriginal Communities

Rule of thumb

If the students are simply receiving information, eg, watching a video, there is no need to consult.

However, if the students will undertake a task that involves creating something that replicates or utilises a Koorie cultural expression, you must consult with the appropriate Koorie community.

Rule of Thumb

If a task or unit will require students to actively develop or produce a replica of a Koorie, Aboriginal or Torres Strait Islander cultural expression, consultation with the Koorie, Aboriginal or Torres Strait Islander Community that owns the cultural expression is required.

Principles

Koorie and other Aboriginal and Torres Strait Islander cultural heritage, including cultural expressions, is the intellectual property of Koorie and other Aboriginal and Torres Strait Islander people.

Principles

- Cultural expressions include stories, language, poetry, songs, instrumental music, dances, plays, ceremonies, rituals, performances, symbols, drawings, designs, paintings, body paintings, carvings, sculptures, handicrafts, baskets, needlework, textiles, artefacts and instruments.

Guidelines

- The Traditional Owners or Custodians remain the owners of the Indigenous Cultural and Intellectual Property (ICIP) rights used in the activity, and should be acknowledged as such in any published materials relating to the activity.

Indigenous Cultural and Intellectual Property

Indigenous Cultural and Intellectual Property (ICIP) rights must be respected. ICIP can cover many different forms of traditional culture and expression. Some of these are:

- Writing, e.g. a book, poetry
- Music, e.g. a song
- Performances, e.g. dance, ceremonies
- Artistic work, e.g. painting
- Languages

Indigenous Cultural and Intellectual Property

- Tangible cultural property, e.g. sacred sites, burial grounds
- Intangible cultural property, e.g. stories passed on orally
- Documentation of Indigenous peoples' heritage in all forms of media, e.g. reports, films, sound recordings. (Source: Artists in Black, Arts Law Information Sheet).

Guidelines

- The activity must not damage Koorie, and more broadly Aboriginal and Torres Strait Islander, cultural integrity.

Principles

- Koorie people are entitled to protect and manage the use of their cultural heritage and expression.
- Koorie people are entitled to benefit from any activities that use their cultural heritage and expression.
- Koorie people are entitled to government support in the protection and maintenance of their cultural heritage and expression.

Principles

- Koorie and all Aboriginal people are entitled to respect for their culture.
- Exposure to, and engagement with, Koorie and other Aboriginal and Torres Strait Islander cultural heritage will enrich all Australians and strengthen our unique identity.

Guidelines

- The first step in the development of any school activity involving students' active development of, or production of a replica of, a Koorie cultural expression must be in consultation with the Traditional Owners or Custodians of the land on which the school stands, as will be described later in *Using Koorie cultural expressions in the classroom*.

Using Koorie cultural expressions in the classroom

Meaningful learning about Koorie cultures, traditions, histories and experiences is enhanced by consultation with Koorie Communities.

No amount of study can substitute for the lived experiences of members of these Communities.

Potentially sensitive issues

- Stolen generation
- Koorie deaths in custody
- Native Title rights
- Land rights
- Reconciliation
- Australia Day
- Racism

Language matters!

Choose your words carefully so as not to offend.

- Don't use *ATSI*
- *Koorie* is the preferred term for many Victorian Aboriginal people
- Many people don't like the word *Indigenous* being used for people

Language matters!

- They are Aboriginal or Koorie people.
- *Aboriginal* is an adjective.
- Preference for terminology can vary according to context – ask
- You are talking about real people, so speak respectfully
- Creation or Dreaming Stories are the Aboriginal spiritual equivalent of Bible stories

Not sure?

If you are unsure about the need to consult or are seeking advice on appropriate local Koorie Community organisations, contact either:

- your local Koorie Education Coordinator (KEC),
- Your Koorie Engagement Support Officer (KESO), or
- Your Local Aboriginal Education Consultative Group (LAECG)/VAEAI.

Working with Koorie Communities

Koorie people prefer that schools start locally, then extend out geographically.

See the *Koorie Cross-Curricula Protocols/ Teaching Aboriginal and Torres Strait Islander Culture* for further information on working with Koorie communities.

Preparation for an activity involving Koorie community members

- Be prepared to be flexible when consulting and/or working with Koorie Communities.
- Consult with the Community person about what is acceptable before their visit.
- The teacher should also advise the Community member of the students' age, likely questions, and any other information relevant to the activity.

Resources for Teaching Aboriginal Perspectives

VCAA and DET resources

- **Koorie Cross-Curricula Protocols for Victorian Government Schools (VCAA PDF):**

<http://victorianscurriculum.vcaa.vic.edu.au/static/docs/Koorie%20Cross-Curricular%20Protocols.pdf>

- **Teaching Aboriginal and Torres Strait Islander Culture (DET site):**

<http://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx>

VCAA and DET resources

- **Aboriginal Languages and Cultures**

Victoria:

<http://www.vcaa.vic.edu.au/pages/alcv/about.aspx>

- **Learning about Aboriginal and Torres Strait Islander Histories and Cultures**

<http://victoriancurriculum.vcaa.vic.edu.au/static/docs/Learning%20about%20Aboriginal%20and%20Torres%20Strait%20Islander%20histories%20and%20cultures.pdf>

VCAA and DET resources

1. Search the Victorian Curriculum website using the keyword 'Aboriginal'. This will bring up all mentions of 'Aboriginal' in the curriculum.
2. Click on your subject area.
3. Each **Content Description** has elaborations, accessible from the bracketed code at the end of the **Content Description**. These are ideas for delivering the content.

Credible resources in the public domain

- VAEAI Resources for schools and families
- Victorian Aboriginal Corporation for Languages
- Museum Victoria
- Koorie Heritage Trust

Other Resources

- **Nyernila – Listen Continuously**

<https://cv.vic.gov.au/stories/aboriginal-culture/nyernila/download-full-publication/>

- **Meerreeng-An – Here is my country**

<https://cv.vic.gov.au/stories/aboriginal-culture/meerreeng-an-here-is-my-country/>

Contacts

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