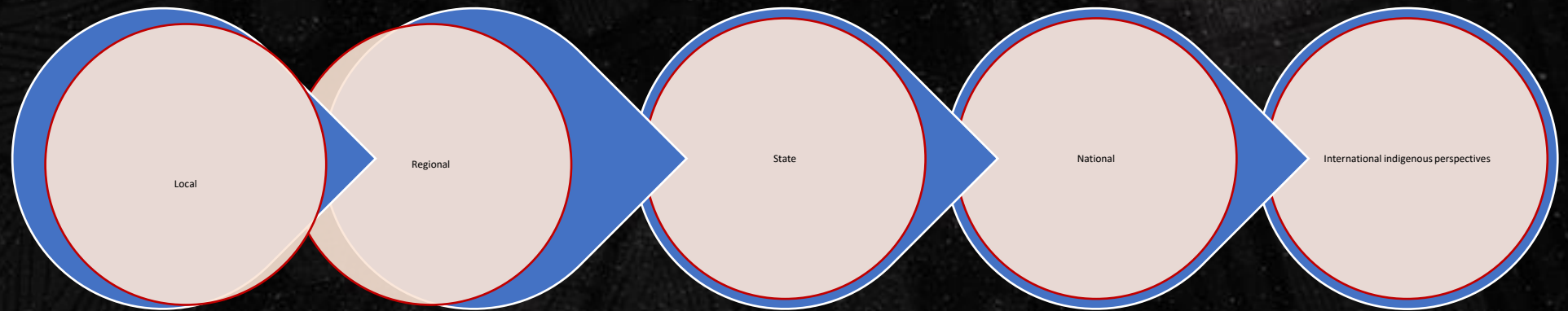


Applying Education Protocols

1. Localise



2. Identify

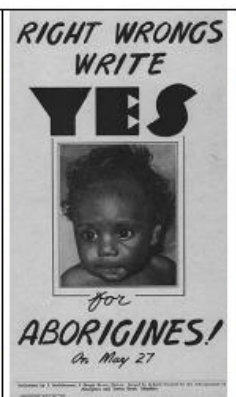

“This is a creation story told by the Gunditjmara people of SW Victoria”
“We’re about to watch a dance performed by Yolngu women from East Arnhem Land. Can you find Yolngu Country on the Australian Indigenous Languages Map?”

Koorie Education Calendar .



Framed around significant events throughout the calendar year, the interactive [Koorie Education Calendar](#) has been developed by VAEAI to assist educators and learners alike.

The Calendar draws the learner to Victorian Koorie voices, stories and achievements, and features Koorie leaders, artists, authors, playwrights and more.

<p>27 May</p>	<p>Anniversary of the 1967 Referendum</p>	<p>On 1 January 1901, the Australian Constitution came into effect, establishing the Commonwealth of Australia. There were two references to Aboriginal people contained in the Australian Constitution of 1901.</p> <p>Firstly, section 51 of the Constitution gave the Commonwealth power to make laws with respect to <i>'people of any race, other than the Aboriginal race in any state, for whom it was deemed necessary to make special laws.'</i></p> <p>Secondly, section 127 of the Constitution provided that <i>'in reckoning the numbers of people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted'.</i></p> <p>State governments, not Federal, were responsible for the welfare of Aboriginal people until the 1967 referendum - a critical difference.</p> <p>View and download VAEAI's interactive online resource: The 1967 Referendum for background information, suggested activities and links to teaching resources and the Vic Curriculum.</p> <p>50 years on from the 1967 referendum, WA Nhanhagardi Elder, the late Clarrie Cameron shared his thoughts and some memories of this historic event. For a strong contemporary Aboriginal perspective on being Aboriginal in this era, watch the short video and discuss points and issues raised.</p>	<p>The 1967 Referendum https://www.vaeai.org.au/?download=6012</p> <p>https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/referendum</p> <p>https://www.nma.gov.au/defining-moments/resources/indigenous-referendum</p> <p>https://aiatsis.gov.au/explore/1967-referendum</p> <p>https://education.abc.net.au/home#/media/29241/australia-s-1967-referendum</p> <p>https://www.youtube.com/watch?v=HwAHdu5jzGI</p> <p>https://www.sbs.com.au/news/myths-persist-about-the-1967-referendum</p> <p>Digger J. Jones https://resource.scholastic.com.au/resourcefiles/Teacher_Notes/7769162_36668.pdf</p> <p>http://www.macquariepanthology.com.au/files/unit_3.pdf</p> <p>Vote yes for Aborigines http://www.ronifilms.com.au/video/0/0/492.htm?words=vote+yes</p> <p>Faith Bandler http://dl.nfsa.gov.au/module/1568/</p> <p>50th anniversary https://www.facebook.com/watch/?v=10155155716995985</p> <p>https://www.youtube.com/watch?v=EzURuJGCw</p>	<p>RIGHT WRONGS WRITE YES</p>  <p>Did you know that from 1947 Torres Strait Islander People were counted in the official Commonwealth census but were first classified as Polynesians, then as Pacific Islanders? Prior to this, Torres Strait Islanders were regarded as 'aboriginal natives' and were excluded from population figures if they were of more than 50 per cent Torres Strait Islander heritage.</p> <p>See: https://www.sbs.com.au/news/myths-persist-about-the-1967-referendum and http://abs.gov.au/ausstats/abs@.nsf/Lookup/2071.0?feature=Article2July+2011</p>	<p>On 27 May 1967, the Australian Government held a referendum. This was a momentous turning point in Australian history. More than 90% of Australian voters chose 'Yes' to count Aboriginal and Torres Strait Islander peoples in the census and give the Australian Government the power to make laws for Aboriginal and Torres Strait Islander peoples.</p> <p>The purpose of the 1967 Referendum was to make two changes to the Australian Constitution. These changes enabled the Commonwealth Government to:</p> <p>(i) <i>Make laws for all the Australian people by amending s51 of the Constitution (previously people of the 'Aboriginal race in any state' were excluded); and</i></p> <p>(ii) <i>Take account of Aboriginal people in determining the population of Australia by repealing s127 of the constitution (formerly, Aboriginal people had been haphazardly included in the census but not counted for the purposes of Commonwealth funding grants to the states or territories)</i></p> <p>From 1967, Aboriginal people were counted in the census <i>and</i> included in base figures for Commonwealth funding granted to the states and territories on a per capita basis.</p> <p>Contrary to popular thinking the 1967 Referendum did NOT</p> <ul style="list-style-type: none"> – give Aboriginal peoples the right to vote – give Aboriginal peoples citizenship rights – give Aboriginal peoples the right to be counted in the census.  <p>Bill Onus's protest banner in the 1940s.</p>
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VAEAI Bulletins, Features & Briefs

In the multi-media [Bulletins, Briefs and Features](#) you will find Victorian Curriculum links to Content Descriptions.

Select the code and it will take you directly to the Victorian Curriculum site with additional elaborations.

Koorie perspectives in Curriculum Bulletin: January- February 2022

This edition of the Koorie Perspectives in Curriculum Bulletin features:

- Australia Day + The Great Debate
- The Aboriginal Tent Embassy
- The 1939 Cummeragunja Walk-off + Dhungala – the Murray River
- Charles Perkins + the 1967 Freedom Rides
- Anniversary of the National Apology
- International Mother Language Day
- What's on: Tune into the Arts

Welcome to the first Koorie Perspectives in Curriculum Bulletin for 2022. Focused on Aboriginal Histories and Cultures, we aim to highlight Victorian Koorie voices, stories, achievements, leadership and connections, and suggest a range of activities and resources around key dates for starters. Of course any of these topics can be taught at any time throughout the school year and we encourage you to use these bulletins and VAEAI's [Koorie Education Calendar](#) for ongoing planning and ideas.

In this Bulletin, you will find Victorian Curriculum links to Content Descriptions. Select the code and it will take you directly to the Victorian Curriculum site with additional elaborations.

For a summary of key Learning Areas and Content Descriptions directly related to Aboriginal and Torres Strait Islander histories and cultures within the Victorian Curriculum F-10, view or download the VCAA's curriculum guide: [Learning about Aboriginal and Torres Strait Islander histories and cultures.](#)

We know that Aboriginal people are the best equipped and the most appropriate people to teach Indigenous knowledge. Therefore, wherever and whenever possible you should seek to involve your local Koorie community in education programs that involve Aboriginal perspectives. For some guidance about working with your local Koorie community to enrich your teaching program, see VAEAI's [Protocols for Koorie Education in Primary and Secondary Schools](#); and for the younger ones, [Walking Together and Aboriginal Early Childhood Cultural Protocols](#). These resources will help educators create Koorie-inclusive learning environments that respect and reflect Aboriginal people, content and perspectives – benefitting the experiences of all children.

January

Australia Day, Survival Day and The Great Debate

A day off, a barbecue and fireworks? A celebration of who we are as a nation? A day of mourning and invasion? A celebration of survival? Australians hold many different views on what the 26th of January means to them. In 2017 a number of councils controversially decided to no longer celebrate Australia Day on this day, and since then *Change the Date* debates have raged across the country in homes, schools, on the streets and elsewhere.

See our online resource [Australia Day, Survival Day and The Great Debate](#) for great discussion ideas to start the school year.



VAEAI
Victorian Aboriginal Education and Indigenous Studies Association

Issue 1, 2022



group of Aboriginal men in possum skin cloaks and blankets, some holding spears c. 1858 possibly at Pembrook, in Victoria's western districts. Photo: Richard Daintree, 1852-1878, and Antoine Fauchery 1823-1861, from the Sun pictures of Victoria collection. Select image to see enlarged copy.

The timeless and living art of possum skin cloaks

online, & Museum Victoria

The First Peoples of south-eastern Australia have been making possum skin cloaks since time immemorial—today the practice is flourishing.

Fishing, birdwatching, parenthood, commutes—these are among the stories told by two new objects in a Melbourne Museum which continue a custom practiced in south-eastern Australia since time immemorial.

For tens of thousands of years, possum skin cloaks protected First Peoples from cold and rain, mapped Country, told, and held, stories. They still do—possum skin cloak making has undergone a revival. Today, the practice is flourishing. And while it is a tradition which connects people to their ancestors, 21st century community tell stories both timeless and contemporary through their designs.

'The markings were not just pretty patterns, they were deep, meaningful, iconography of Country, of totem and of place.'

Kimberley Moulton

Melbourne Museum is the custodian of two cloaks from the 19th century. South-eastern Australia Aboriginal Collections senior curator Kimberley Moulton says there may only be three others from the period anywhere in the world. Because, prior to European colonisation, a person's possum skin cloak was intimately entwined with their life story. From the moment of their birth to their death—and into the afterlife. And if possum pelt was the first material object an infant might touch, the luscious fur would also be their last.

Traditionally, people were buried in their cloaks. 'Traditionally ... we would have possum skin cloaks from when we were a baby,' the curator and Yorta Yorta woman says. 'They might've been four or five pelts big and then, as you grew, you would add on to that.'

Explore the [Museum Victoria](#) site and collection of videos to learn more about the multiple uses of cloaks, design methods and cultural significance.



Ancestral Memories

Until 6 Feb

"To make a 63-pelt possum skin cloak, probably one of the biggest cloaks you'll see is also to represent all of the Countries I am connected to. And two of those Countries on the cloak also have green ochre embedded in them mixed with wattle resin ..."

Maree Clarke

How do you make a 63-pelt possum-skin cloak? With help from family and friends. Hear about the symbology and community effort that went into making this possum-skin cloak by Yorta Yorta / Wamba Wamba / Mutti Mutti / Boonwurrung artist Maree Clarke.

Learn more in this video with Maree Clarke. Click on the link for [NGV multi-media school resources](#).



Issue 1, 2022



Issue 1, 2022

Links to Education Protocols



Early Years Protocols

[Aboriginal Early Childhood Cultural Protocols](https://www.vaeai.org.au/?download=7919) — VAEAI. <https://www.vaeai.org.au/?download=7919>

[Walking Together](https://www.vaeai.org.au/?download=7918) - VAEAI. <https://www.vaeai.org.au/?download=7918>

Schools Protocols

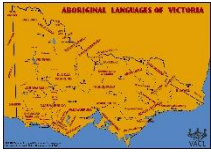
[Protocols For Koorie Education in Victorian Primary & Secondary Schools](https://www.vaeai.org.au/?download=5951) - VAEAI. <https://www.vaeai.org.au/?download=5951>

Curriculum Protocols

[DET Koorie Cross-Curricular Protocols](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx) — DET. Teachers must follow protocols for teaching Aboriginal and Torres Strait Islander culture. These are known as the Koorie Cross-Curricular Protocols. <https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx>

[Teaching First Nations Content and Concepts in The Drama Classroom: Advice For Teachers In Victorian Schools](https://h8t7s8r4.stackpathcdn.com/wp-content/uploads/2020/06/Teaching-First-Nations-Content-and-Concepts.pdf) - BELL-WYKES, FORGASZ, HRADSKY. Designed to develop your confidence across all of these areas and to support your thinking about: • what it means to engage appropriately, respectfully, and practically with Aboriginal and Torres Strait Islander peoples' histories, cultures, and arts practices in the drama classroom; and • the kinds of practical strategies you might apply when working with First Nations plays, artists, and texts. <https://h8t7s8r4.stackpathcdn.com/wp-content/uploads/2020/06/Teaching-First-Nations-Content-and-Concepts.pdf>

Links to Victorian Resources



[Koorie Education Resources](#) – VAEAI. Links to VAEAI Koorie Education Calendar, Koorie Perspectives in Curriculum Bulletins, Features and Briefs..

<https://www.vaeai.org.au/koorie-education-resources/>

[Aboriginal Education Activities](#) - VAEAI. Developed with Aboriginal community in mind and want to encourage connection to culture through educational activities that can be done at home using household materials. Here you can access a variety of creative activities that are connected to culture in various ways through physical activities, art, written activities, play-based activities, and more! <https://www.vaeai.org.au/aboriginal-education-activities/>

[Koorie English Teacher Guidance Package](#) - BAMBLETT & HALL (2018). Information for teachers about how to support speakers of Koorie English to develop strong literacy skills, whilst also reinforcing their cultural identity. <https://fuse.education.vic.gov.au/Resource/ByPin?Pin=YP5Y8W&SearchScope=All>

[Koorie English Online](#) - DET. Developed for teachers in early childhood, primary and secondary school settings. They aim to promote awareness about Koorie English and associated teaching strategies to help strengthen literacy outcomes for Koorie English speakers. The modules have drawn heavily from the Koorie English Teacher Guidance Package.

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/introduction-koorie-english-online.aspx>

[Learning about Aboriginal and Torres Strait Islander histories and cultures](#) - VCAA. Summary Guide to Aboriginal perspectives content descriptors in the Vic. Curriculum. [https://victoriancurriculum.vcaa.vic.edu.au/static/docs/Learning about Aboriginal and Torres Strait Islander Histories and Cultures.pdf](https://victoriancurriculum.vcaa.vic.edu.au/static/docs/Learning%20about%20Aboriginal%20and%20Torres%20Strait%20Islander%20Histories%20and%20Cultures.pdf)

[Aboriginal Perspectives F-10 Past Professional Learning Webinars](#) <https://www.vcaa.vic.edu.au/news-and-events/professional-learning/F-10->

[program/Pages/AboriginalPerspectives.aspx](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/F-10-program/Pages/AboriginalPerspectives.aspx)



Links to Australian Curriculum

[Aboriginal and Torres Strait Islander Histories and Cultures \(Version 8.4\).](#) ACARA.

Overview of the Aboriginal Histories and Cultures cross-curricular priority: Framework, organising ideas, learning areas

[Aboriginal and Torres Strait Islander Histories and Cultures: Illustrations of Practice.](#) ACARA.

These illustrations of practice offer rich contexts and ways for embedding the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in and across the learning areas of the Australian Curriculum for Years F-10.

- **Introductory video** – Professor Mark Rose: <https://www.australiancurriculum.edu.au/resources/aboriginal-and-torres-strait-islander-histories-and-cultures/>
- **Illustrations of practice:** <https://www.australiancurriculum.edu.au/resources/aboriginal-and-torres-strait-islander-histories-and-cultures/illustrations-of-practice/>

[Accessing Aboriginal and Torres Strait Islander Science Elaborations.](#) ACARA

ACARA has published over ninety new Science elaborations to help teachers incorporate Aboriginal and Torres Strait Islander Histories and Cultures into the teaching and learning of the Australian Curriculum: Science. <https://www.australiancurriculum.edu.au/media/5162/how-to-access-new-science-elaborations.pdf>

[Framework for Aboriginal Languages and Torres Strait Islander Languages](#) ACARA

Focused on three pathways (L1, L2, LR), the Framework for Aboriginal Languages and Torres Strait Islander Languages (the Framework) is the first national curriculum document Foundation to Year 10 to provide a way forward for all schools in Australia to support the teaching and learning of the languages indigenous to this country.

- **Framework:** <https://australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/>
- **Illustrations of practice:** <https://australiancurriculum.edu.au/resources/framework-for-aboriginal-languages-and-torres-strait-islander-languages/illustrations-of-practice/>



Links to AC Resources

Scoutle. Education Services Australia

Digital depository for education resources. Browse curriculum content descriptions, elaborations and find matching resources.

Mungo Explorer. Cultural Infusion.

Curriculum package written to align with the year four=seven Australian History Curriculum, it uses an integrated multidisciplinary approach, developed with Traditional Owner communities. <https://learn.culturalinfusion.org.au/mungo-explorer/>

Sharing Stories Foundation.

SharingStories Foundation works with 17 language groups around Australia. Victorian AC linked curriculum resources to be launched 2022.

- **The Culture Classroom:** <https://sharingstoriesfoundation.org/education/>
- **KHT Culture Map:** an interactive map experience produced by SharingStories in partnership with Koorie Communities and youth from local primary schools, featuring a collection of creation story animations and videos of culturally significant sites originally from the SharingStories multi-touch book collection. <https://deepmaps.sharingstoriesfoundation.org/koorieheritagetrust/>