

There are many resources available to support teachers to engage students in learning about the importance of Aboriginal and Torres Strait Islander histories and cultures. Before using this sequence it is recommended that teachers familiarise themselves with the Department of Education and Training's [Protocols for teaching Aboriginal and Torres Strait Islander culture](#). The Victorian Aboriginal Education Association Inc's (VAEAI) [Protocols for Koorie education in Victorian primary and secondary schools](#) is also an essential resource.

When using this sequence, it is critical that teachers and students use [respectful and inclusive language](#) in their classrooms. Time and care should be taken to establish and maintain a **culturally safe environment**, and class protocols should be revisited regularly. Excellent guidance on this practice can be found in the [teacher notes](#) for the documentary 'Connection to Country' (p4-5) and in the [ATOM study guide](#) for 'In My Blood It Runs' (p4). The latter also provides an extensive list of 'Learn More' resources in relation to shaping a culturally safe classroom.

Other key considerations before teaching this sequence include:

- Investigating the basic protocols for undertaking a Welcome to Country and Acknowledgement of Country. It is recommended that educators connect with local Aboriginal communities to develop this process. You can identify the Country you are learning on by using the [AIATSIS map of Indigenous Australia](#). Further information about Traditional Owner groups in Victoria, including a map of Registered Aboriginal Parties, can also be found at the [Victorian Aboriginal Heritage Council](#).
- Issuing a warning for Aboriginal and Torres Strait Islander students and teachers that the sequence could contain images, voices or names of deceased persons in photographs, film, audio recordings or printed material. The warning should be repeated when new or supplementary texts are explored.
- Ensuring that Aboriginal and Torres Strait Islander children are not singled out in schools as 'experts' on Koorie cultures, histories and other aspects of curriculum. Local knowledge and wisdom can be sourced from Local Aboriginal Education Consultative Groups (LAECGs), VAEAI, and the Koorie Education Workforce (KEW). For further information relating to working with Koorie and other Aboriginal and Torres Strait Islander Communities, contact your local [Koorie Education Coordinator](#) or the [Victorian Aboriginal Education Association Inc \(VAEAI\)](#).
- Taking time to develop an understanding of the socio-political and historical contexts of 'Growing Up Aboriginal in Australia'. For an overview of significant dates for Aboriginal and Torres Strait Islander Peoples since the arrival of European culture in Australia refer to the [BlackWords Historical Events Calendar](#).

Additional resources:

The following resources may assist educators to use this sequence effectively and to work towards addressing AITSL standards [1.4 and 2.4](#):

- [Marrung Aboriginal Education Plan 2016-2026](#)
- ['Let's Talk'](#) is a resource that addresses some of the common anxieties expressed by teachers about addressing race in the classroom and explores how to facilitate critical conversations with students.
- The Centre for Multicultural Youth (CMY) also provides a broad array of resources for teachers and students to 'watch, listen and read' as well as research and reports and educational resources for teachers and students. These can be found under the ['Additional Resources'](#) tab on the CMY ['Standing Up To Racism'](#) page.

- [Narragunnawali: Reconciliation in Education](#) provides online Cultural Competence training modules for staff and students, and a multitude of curriculum resources including guidance on how to create a [Reconciliation Action Plan](#) for your school.
- The [Victorian Aboriginal Education Association](#) (VAEAI) provides [Koorie Education Resources](#), including a Koorie Education Calendar and ‘Koorie Perspectives in Curriculum Bulletins, Features and Briefs’, which aim to highlight Victorian Koorie voices, stories, achievements, leadership and connections, providing a range of activities and resources around key dates.
- The Australian Human Right’s Commission’s chapter [Cultural safety and security: Tools to address lateral violence - Social Justice Report 2011](#) may be a useful resource with regard to understanding the need for safe cultural spaces.
- Reconciliation Australia’s [‘RAP Good Practice Guide: demonstrating inclusive and respectful language’](#)
- [Koorie English in the Classroom](#) outlines key considerations for Koorie English speakers’ literacy needs as well as classroom practice advice.

Educators are reminded that meaningful learning about Koorie and other Aboriginal and Torres Strait Islander cultures, traditions, histories and experiences is enhanced by consultation with Koorie and other Aboriginal and Torres Strait Islander Communities. No amount of study can substitute for the lived experiences of members of these Communities.

Parts of the above information were adapted from the Victorian Aboriginal Education Association’s [Protocols for Koorie education in Victorian primary and secondary schools](#) and from the Department of Education and Training’s [Teaching Aboriginal and Torres Strait Islander Culture](#).