

Koorie Perspectives in Curriculum Bulletin:

July-August 2019

This edition of the Koorie Perspectives in Curriculum Bulletin features:

- NAIDOC Week
- A bit more on Treaty
- Reserves & Missions: Framlingham, Lake Tyers
- Schools National Tree Day
- Science Week 2019
- National Aboriginal and Torres Strait Islander Day
- International Day of Indigenous Peoples
- Wurundjeri hero William Barak

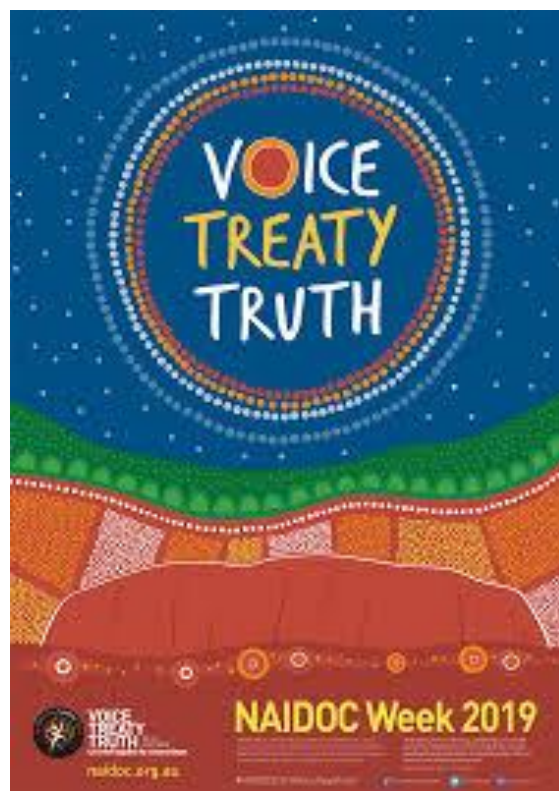
Focused on Aboriginal Histories and Cultures, the aim of the Koorie Perspectives Bulletin is to highlight Victorian Koorie voices, stories, achievements, leadership and connections, and suggest a range of activities and resources around key dates for starters. Of course any of these topics can be taught 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 P-12 site with additional elaborations.

We know that Aboriginal people are the best equipped and the most appropriate people to teach Indigenous knowledge. Therefore, wherever possible you should seek to involve your local Koorie community in education programs that involve Aboriginal perspectives.

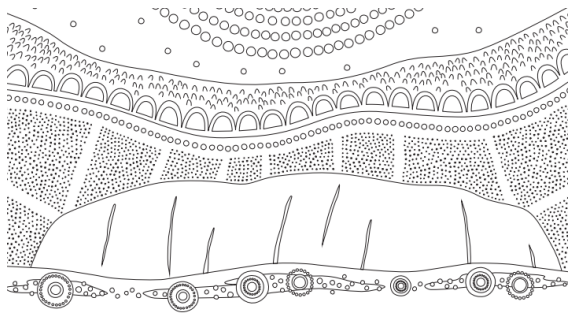
For some guidance about working with your local Koorie community to enrich your teaching program, see VAEAI's [Protocols for Koorie Education in Primary and Secondary Schools](#).

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, go to the VCAA's guide: [Learning about Aboriginal and Torres Strait Islander histories and cultures](#).



July

NAIDOC celebrations are held around Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.



“For generations, Aboriginal and Torres Strait Islander peoples have looked for significant and lasting change. We need our fellow Australians to join us on this journey – to finish the unfinished business of this country.”

Patricia Thompson, National NAIDOC Co-Chair

The 2019 NAIDOC Theme Voice. Treaty. Truth. were three key elements to the reforms set out in the Uluru Statement from the Heart. These reforms represent the unified position of First Nations Australians. National NAIDOC Co Chair, John Paul Janke believes 2019 is also a unique opportunity to hear this nation’s Indigenous voice with the year being celebrated as the **UN’s International Year of Indigenous Languages**.

“It’s time for our knowledge to be heard through our voice – an Indigenous voice of this country that is over 65,000 plus years old. They are the first words spoken on this continent. Languages that passed down lore, culture and knowledge for over millennia. They are precious to our nation and need to be celebrated but it’s our voice that needs to be listened to,” he said.

The 2019 theme acknowledges that Aboriginal and Torres Strait Islander peoples have always wanted an enhanced role in decision making in Australia’s democracy, and highlights various First Nations’ desires for lasting and effective agreements such as Treaties which cannot be achieved unless we have a shared, truthful

understanding of the nature of the dispute, of the history, of how we got to where we stand.

“The history of our First Peoples is the history of all of us, of all of Australia, and we need to own it - hearing this history is necessary before we can come to some true reconciliation, some genuine healing for both sides. Then we can move forward together.”

National NAIDOC Co Chairs

NAIDOC week is celebrated not only in Indigenous communities but also in increasing numbers of government agencies, schools, local councils and workplaces. In 2019, National NAIDOC week is being held from **7-14 July**. The week can be recognised in schools at any time of the year, however holding events closer to the actual week makes it much more relevant. A host of [Teaching Resources](#) around this year’s theme Voice. Treaty. Truth: Let’s work together for a shared future, and NAIDOC’s long history can be found on the NAIDOC Website’s resources page and SBS NAIDOC [Teaching Resources for Primary Schools](#).

Download a copy of this year’s poster and learn about the artist and inspiration behind the design [here](#).



Thornbury Primary School NAIDOC 2016. Photo: Vaso Elefsiniotis

Dedicate a special day or even better, a week to whole-of-school and class activities celebrating our Aboriginal and Torres Strait communities and heritage. Contact the national NAIDOC Committee for posters and local events.

A bit more on TREATY



Victorian Treaty Forum 4 by
smallmountains.com.au

"This is about equity and about equality, it's also about identity ... about us being the silent people in the street and switching off that silence and us becoming relevant in our own country."

Taungurung Mick Harding, co-chair of the Treaty Interim Working Group (2017).

In June 2018, the Victorian Parliament became the first in Australia to pass legislation to begin treaty negotiations with its Indigenous peoples. It follows the Northern Territory government making a similar commitment, though not through legislation, and the New South Wales opposition promising to do the same if it won the next election.

News and social media reported on the historic passing of this Bill. We hear from leading Victorian Koories Richard Frankland, Treaty Commissioner Jill Gallagher, Uncle Jack Charles and former Greens MP Lidia Thorpe, in these following reports from [NITV](#), Indigenous News and Current Affairs program [The Point](#) and [The Age Newspaper](#).



Victorian Treaty Advancement Commissioner Jill Galagher speaks about Treaty and process with journalist Natalie Ahmat on [The Point](#).

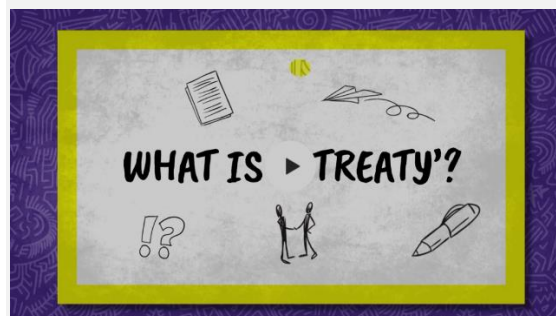


NAIDOC march, Melbourne 2019. Image SBS (AAP).

To understand more about the significance of Treaty currently and the treaty process, talk with involved Koorie community members, attend open information sessions and discussion panels, and **explore some of the following resources and news stories:**



[Deadly Questions](#) answered by Koorie Victorians.

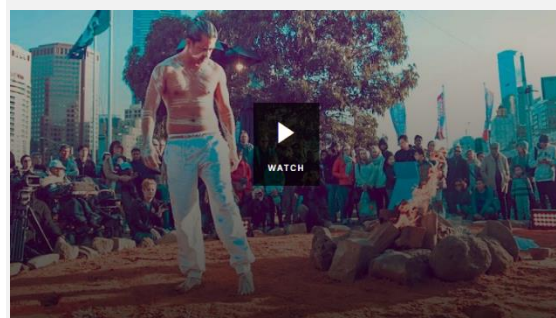


[SBS Explainer: What is Treaty](#) (2017).

[SBS News Victoria is on the cusp of historic treaty negotiations with its Indigenous people](#) (2019).

[SBS News Aboriginal Victorians given more time to be part of group guiding Australia's first Indigenous treaty.](#)

[BTN Program What is Treaty?](#) (2018)



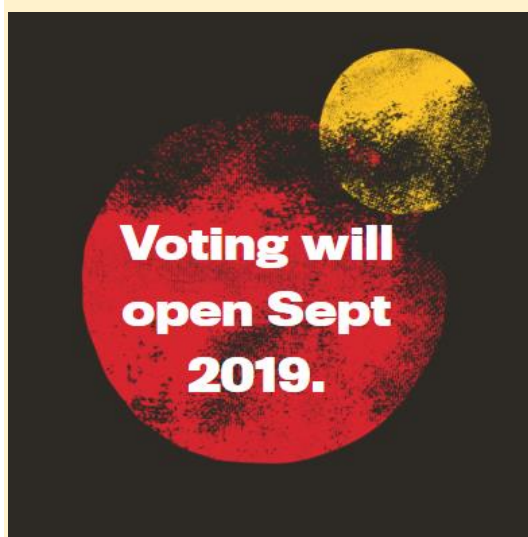
What is a treaty?

For a deeper understanding of the *Advancing the Treaty Bill*, see the Victorian Parliamentary Research Paper [Advancing the Treaty Process with Aboriginal Victorians Bill 2018](#).

This paper aims to contextualise the Treaty Advancement Bill by explaining certain provisions in more detail, and providing a timeline of recent events in Victoria which have led to the *Advancing the Treaty Bill* being brought to the House.

Victorian Koorie communities and the State of Victoria are working towards Treaty negotiations. **What's next?**

Koorie Victorians will vote to elect the First Peoples' Assembly of Victoria in an independent election. The Assembly will be a voice for community as it works with the State of Victoria towards Treaty negotiations. **Enrolments are now open. Voting 16 Sept – 20 Oct 2019.**



Looking at Treaty internationally, senior students, learners and educators might enjoy the Canadian [Alberta Treaties Road Trip](#) series short videos. In **Treaty 7 - Kainai Pow wow**, Calgarian Nancy Phillips visits the Kainai Reserve on Blackfoot territory. She watches traditional dancing and drumming and reflects on what being a signatory to Treaty Seven means to her personally as a Canadian. In **Treaty Stories 7 - Reflections** the seven

students return from their travels to share what they have learned about the nature of treaty and the way of life of First Nations and Métis people in Alberta today. They discuss their thoughts about what a treaty is and what it means to be treaty people in Alberta.

Learn more about Canada's Treaties in [We are all Treaty People](#) featuring the [Mi'kmaw](#) in Nova Scotia, their struggles in education, health and basic rights, and current commitments in Treaty Education. Further explore historic and modern [Treaties and Agreements](#) in Canada, treaty rights and the treaty relationship.



We are all Treaty People

Victorian Curriculum:

[VCHHK076](#) Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day: *History 3-4*.

[VCHHK151](#) Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration: *History 9-10, Historical Knowledge, the modern world and Australia, Rights and freedoms (1945 – the present)*.

[VCHHK155](#) Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle: *History 9-10, Historical Knowledge, the modern world and Australia, Rights and freedoms (1945 – the present)*.

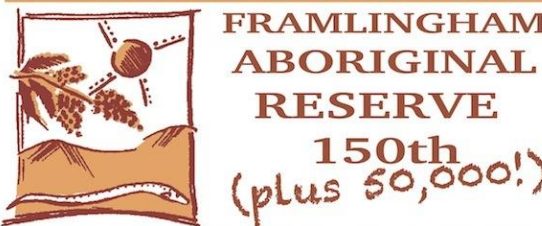
[VCHHK156](#) Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia: *History 9-10,*

Historical Knowledge, the modern world and Australia, Rights and freedoms (1945 – the present).

VCHHK159 Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia: *History 9–10, Historical Knowledge, The modern world and Australia, The globalising world.*

VCPSCSO048 Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights: *Personal and Social Capability, 9 and 10, Social Awareness and Management, Relationships and diversity.*

PAST PRESENT FUTURE PAST PRESENT FUTURE



**FRAMLINGHAM
ABORIGINAL
RESERVE**
150th
(plus 50,000!)

**ANNIVERSARY
CELEBRATION**

archie roach, shane
howard, kutchia edwards,
yung warriors, sonny boy morgan,
johnny lovett, tony lovett, the cutting,
denise mcguinness, children's choir, cultural and
historical displays & talks, traditional games, dance

WHERE: framlingham aboriginal community
(20 mins from Warrnambool)

SATURDAY APRIL 12, 2014 10am-6pm
GATE OPENS 10AM. OPENING CEREMONY 11AM.

INFO: email: augle@fram.org.au
ph: 03 5567 1003

FRAMLINGHAM ABORIGINAL TRUST

free event

drug & alcohol free

Australian Government
Cool & All
Acciona

July 24 marks the anniversary of the handover to community of two significant mission reserves, Framlingham and Lake Tyers.

These handovers also mark the first Aboriginal land rights victory in Australia.

In the 1800s, the Victorian Colonial Government decided to allocate reserves of land variously known as stations, missions or reserves on which Aboriginal people were to live. While the Government ran some Aboriginal stations, others were in the control of missionaries such as those of the Anglican or Moravian Churches. Regardless of their secular or religious management, life on Aboriginal stations revolved around efforts to control and 'civilise' Aboriginal people.

In Victoria the Government supported the establishment of thirty-four Aboriginal missions and reserves, while over two hundred existed across Australia. Some of these sites lasted many years, while others closed soon after their formation. The Victorian Government strictly controlled life on the missions and reserves through the Aborigines Protection Board based in Melbourne.

See the very comprehensive archived website [Mission Voices](#) for further information about Victorian missions and reserves, interviews, resources and more.

Framlingham was an Aboriginal reserve established by the Board for the Protection of Aborigines in Victoria, in 1861, located beside the Hopkins River in the territory of the **Kirrae wurrung** near the boundary with the **Gunditjmara**, close to Warrnambool in the south-west coast of the state.

The reserve operated until 1916, with Aboriginal community members continuing to reside there today. The people of Framlingham have fought hard for their country, from the sustained guerrilla warfare waged by the Gunditjmara. Kerrupjmara and Kirrae Wurrung, to the activism of residents in the later part of the twentieth century. The Board attempted to shut Framlingham down a number of times but were met with great resistance by the people of the mission and non-Aboriginal people in nearby townships.

The people of Framlingham eventually won ownership of the place that had become home. In 1970, 586 acres were handed over by the government in what was, along with Lake Tyers, the first Aboriginal land rights victory in Australia. The handover was formalised on the 24th July 1971. Read more about the [history](#) of the Framlingham community and the history of the reserve [here](#).

Listen to interviews with Framlingham residents Uncle Lenny Clarke and Uncle Bill Edwards on the Mission Voices site [here](#), and discuss aspects of life on Framlingham with students.

Prominent Gunditjmarra Elder [Banjo Clarke](#), also known as Rainbow man and Wisdom Man was born on Framlingham. Research Banjo Clarke's life and views.



***Bung Yarnda* is the true name of the mission known as Lake Tyers in Victoria's Gippsland region.** Originally the land of the Gunai Kurnai people, it became home to Aboriginal people from all over the state who were forcibly removed from their homelands.

The people of Lake Tyers were strong and vocal in their struggle to retain their land. In 1971 this fight was rewarded with the handing back of Lake Tyers, Bung Yarnda to the people.

Read more about the history of the Lake Tyers community and the history of the mission [here](#) and [here](#) and explore each dedicated site.

Listen to [Voices of Lake Tyers](#), the experiences of several who were part of the Lake Tyers mission.

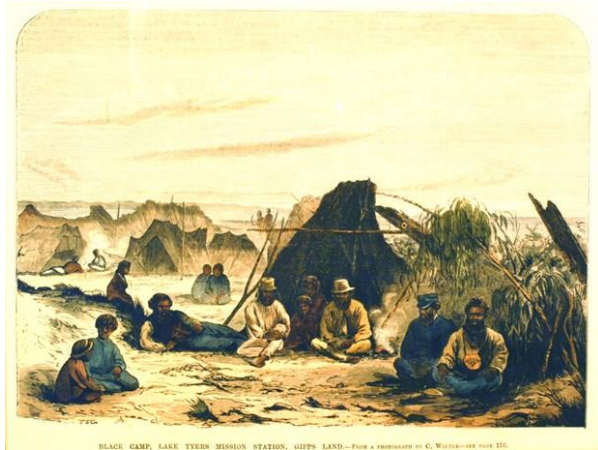


Lake Tyers for the Aborigines march, Melbourne 1963. Left to right, Clive Stoneham, Labor Leader of the Opposition, Bill Onus, Pastor Doug Nicholls, Joe McGuinness and Laurie Moffatt lead 40 Aboriginal men and women protesting at the government's plans to close Lake Tyers.

[Watch](#) the Culture Victoria video featuring Elders Murray Bull, and Elvie and Elaine Mullett about growing up at Lake Tyers, and discuss life on the mission and in the bush, and the significance of the handover with students. Students can prepare a presentation using a range of media (drawings, animation, digital, narrative, oral history recordings, drama etc) depicting aspects of life at Lake Tyers.

In the photo above are prominent Victorian Aboriginal leaders [Bill Onus](#), [Pastor Doug Nicholls](#), Joe McGuinness and Laurie Moffatt. Research their lives and efforts for land rights and recognition.

With your secondary students read *The Black Swan: A Koorie Woman's Life* by Gunai Kurnai author and artist Eileen Harrison. [The Black Swan](#) charts the way the policy of assimilation impacted on Eileen's family at Lake Tyers and her emerging talent as a painter.



Lake Tyers Mission Station, Gippsland from a photograph by C. Walter published in 'The Illustrated Australian News for Home Readers' on the 14th August 1869. Click on image for TROVE newspaper archive.

The interactive image of Lake Tyers Mission Station from a photograph by C. Walter above provides students the opportunity to search newspaper archives through TROVE, read an article published in 1869 and edit and correct the digitised archive. Click on the image to go directly to the digital archive.



Victorian Curriculum:

VCHHK094 The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children: *History 5-6*

VCHHK134 Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples: *History 9-10*.



Celebrate Schools National Tree Day on Friday 26th July by holding a whole-of school event, and planting local Indigenous plants.

Investigate the local Koorie language names and uses for the plants – cultivate species that have known uses - and initiate a school signage project incorporating names from the local Koorie language and uses.



Planting of Indigenous Wurundjeri garden at Thornbury Primary School (2015) – photo: Vaso Elefsiniotis

Visit the [Planet Ark website](#) for more suggestions and resources about holding events at school.

Victorian Curriculum:

VCDSTC015 Explore how plants and animals are grown for food, clothing and shelter.

- *exploring which plants and animals can provide food or materials for clothing and shelter and what basic needs those plants and animals have*
- *identifying products that can be designed and produced from plants and animals, for example food products, paper and wood products, fabrics and yarns, and fertilisers.*



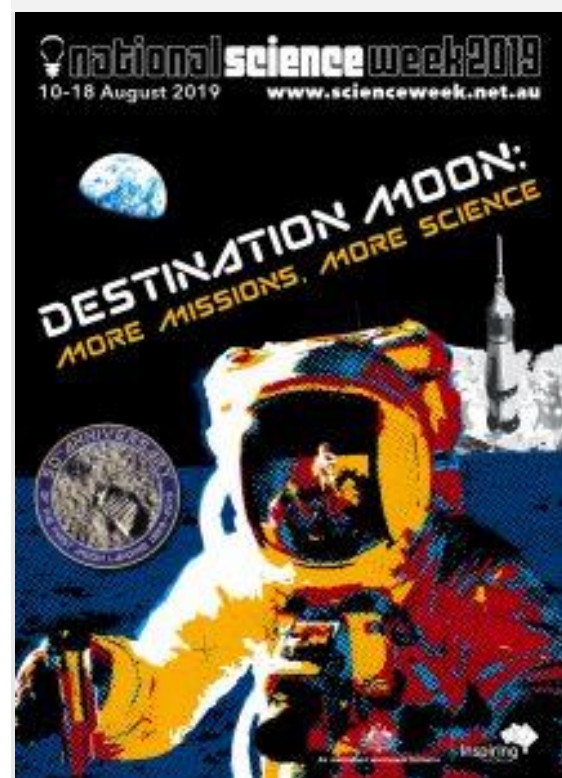
National Science Week is on from August 10-18. National Science Week is Australia's annual celebration of science and technology and thousands of individuals – from students, to scientists to chefs and musicians – get involved, taking part in more than 1000 science events across the nation.

National Science Week provides an opportunity to acknowledge the contributions of Australian scientists to the world of knowledge. It also aims to encourage an interest in science pursuits among the general public, and to encourage younger people to become fascinated by the world we live in.

2019 marks the 50th anniversary of the Apollo 11 lunar landing and first moonwalk.

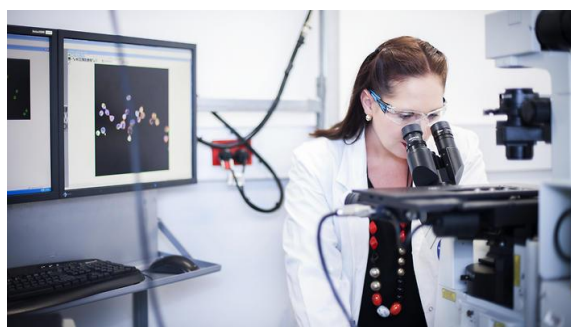
For Koorie perspectives around the 2019 theme *Destination Moon: More Missions, more Science*, check out our [Koorie Seasons and Astral Calendars](#) and [Koorie Perspectives in STEM](#) features, where you can learn about Gunditjmara scientist Dr. Misty Jenkins' hope to cure brain cancer, eel traps and award-winning bridges, ancient engineering feats and much more.

The resource book of ideas for National Science Week 2019 is great to explore with further links to Aboriginal astronomy and resources.



The connection with life on Earth and the Solar System has defined our existence from ancient cultures to the present day. Travellers and famous navigators such as Captain Cook, Magellan and Aboriginal and Torres Strait Islanders looked to celestial navigation to guide them across land and sea to create history.

If you happen to go to Darwin, look into Between the Moon and the Stars exhibition on until March 2020 which explores how the Moon and its phases continue to impact on animal and human life. The exhibition includes ancient Aboriginal astronomical knowledge, dreaming stories and the history of stargazing in Australia.



Gunditjmara scientist Dr. Misty Jenkins

National Aboriginal and Islander Children's Day

National Aboriginal and Islander Children's Day (NAICD) is held on 4 August each year to honour and celebrate the importance of Aboriginal and Torres Strait Islander children within family and community.

First held in 1988, the Secretariat of National Aboriginal and Islander Child Care (SNAICC) also uses this day to increase awareness in the wider community of important issues impacting on Aboriginal and Torres Strait Islander children.



Hear more from 2019 Ambassador Nanna, from the animated children's series Little J & Big Cuz.

National Aboriginal and Torres Strait Islander Children's Day is the largest national day to celebrate our children, and this year we celebrate with the theme

We play. We learn. We belong.

We play on our land.

We learn from our ancestors.

We belong with our communities.



National Aboriginal and Torres Strait Islander Children's Day is a time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children, an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the crucial impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child.

Each year SNAICC produces and sends out resources to help you celebrate NAICD. Visit the SNAICC website for suggested activities and [resources](#) to help celebrate the day within the school with the support of Koorie parents and local Koorie community members. [Register](#) your event, promote it and let everyone know how you'll be celebrating our kids on 4 August.

Victorian Curriculum:

VCHHK076 Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day: *History 3-4*.

VCHHK094 The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children: *History 5-6*.

VCHHK154 Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events: *History 9-10*.

9th August: International Day of the World's Indigenous People

The International Day of the World's Indigenous People is observed on August 9 each year to recognise the first United Nations Working Group on Indigenous Populations meeting in Geneva in 1982. The International Day of the World's Indigenous People aims to promote and protect the rights of the world's indigenous population.

There are an estimated 370 million indigenous people in the world, living across 90 countries. They make up less than 5 per cent of the world's population, but account for 15 per cent of the poorest. They speak an overwhelming majority of the world's estimated 7,000 languages and represent 5,000 different cultures.

As Indigenous people we 'are inheritors and practitioners of unique cultures and ways of relating to people and the environment. We have retained social, cultural, economic and political characteristics that are distinct from those of the dominant societies in which we live.' <http://www.un.org/en/events/indigenousday/>

This year's theme is dedicated to Indigenous Peoples' Languages in view of 2019 being marked as the International Year of Indigenous Languages.

The large majority of the languages in danger are spoken by indigenous peoples. It is estimated that every 2 weeks, an indigenous language disappears, placing at risk the respective indigenous cultures and knowledge systems. That is why on this International Day, the goal is to draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalise and promote them at both national and international levels.

Languages play a crucially important role in the daily lives of all peoples, are pivotal in the areas of human rights protection, peace building and sustainable development, through ensuring cultural diversity and intercultural dialogue. However, despite their immense value, languages around the world continue to disappear at an alarming rate due to a variety of factors. Many of them are indigenous languages. Indigenous languages in particular are a significant factor in a wide range of other indigenous issues, notably education, scientific and technological development, biosphere and the environment, freedom of expression, employment and social inclusion.

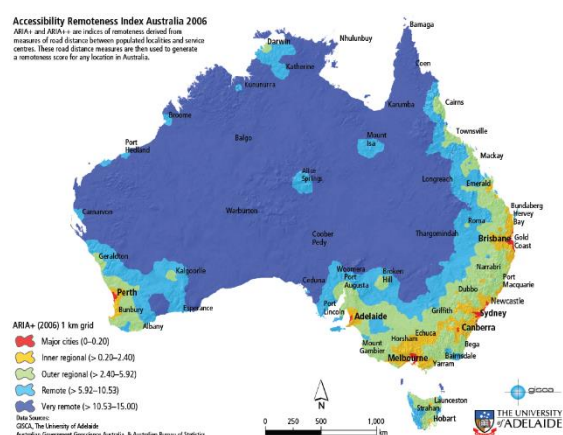
In response to these threats, the United Nations General Assembly adopted a Resolution (A/RES/71/178) on 'Rights of Indigenous Peoples', proclaiming 2019 as the International Year of Indigenous Languages.

From <https://www.un.org/en/events/indigenousday/>

Consider a whole-of-school event that could include an education forum, performances by Aboriginal and Torres Strait Islander artists, a panel discussion on reclaiming and reviving Australian Indigenous Languages, or other classroom activities.

Did you know that the largest Aboriginal populations are in the cities? Of the total Aboriginal population, 31% live in major cities, 22% in inner regional Australia, 23% in outer regional, 8% in remote and 16% in very remote (based on 2006 measures).

Click on map to enlarge:



Victorian Curriculum:

VCGGK093: Differences in the demographic, economic, social and cultural characteristics of countries across the world: *Geography 5-6*.

VCGGC103: Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate: *Geography 7-8 Geographical Concepts and Skills, Data and information*.

Anniversary of the passing of William Barak on the 15th August 1903

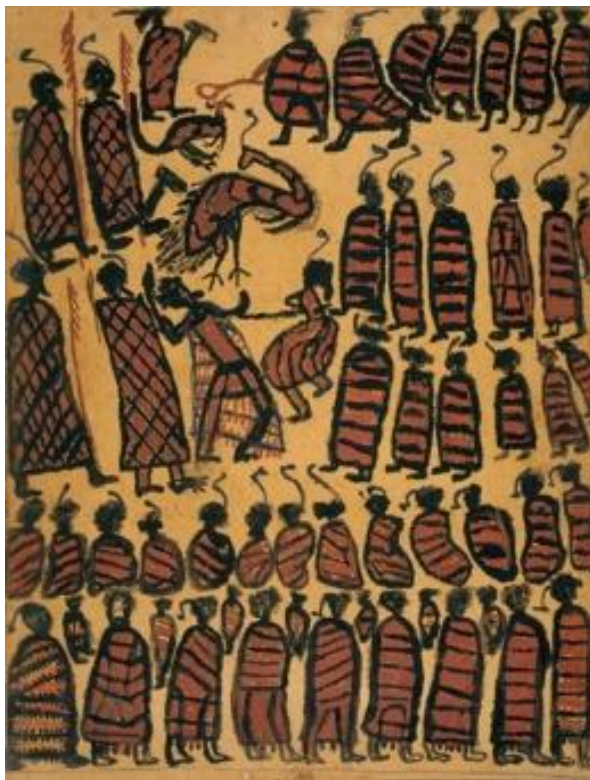


William Barak, known also as Beruk, was an extremely significant Wurundjeri activist, and cultural leader, as well as a prominent artist.

Barak's paintings depict ceremonies, cultural and spiritual life. He combined traditional Indigenous materials – like ochre and charcoal – with European techniques and manufactured paints, and was one of the few Indigenous artists in the 19th century who welcomed the chance to experiment with new materials: For an introduction and links to resources, see the State Library Victoria's [SLV site](#).

Learn more about Wurundjeri hero William Barak's life, political involvement, art, homeland language and mob through Culture Victoria's [site](#), and click on the image of *Ceremony, with wallaby and emu* on this page for a range of perspectives on William Barak.

[Download](#) the interview of Wurundjeri Elder Aunty Joy Wandin-Murphy about Barak by Yorta Yorta /Jaara artist Lou Bennet and study with your students. Consider how interviews of Aboriginal people by Aboriginal draw out particular personal reflections and cultural information.



Ceremony, with wallaby and emu: This painting features a ceremony which depicts hunting, with wallaby and emu. William Barak was ngurungaeta (a clan leader) of the Woiwurung (Wurundjeri).

See: <http://www.cv.vic.gov.au/stories/william-barak/5565/ceremony-with-wallaby-and-emu/>

The National Gallery of Victoria produced an [Education Resource](#) to accompany the exhibition *Remembering Barak* (2003) which commemorated the life and work of the great Ngurungaeta Barak (headman). The illustrated resource explores Barak's life and work and includes a detailed discussion of his subject matter and technique, and his life at Coranderrk Aboriginal Station. A series of questions help students examine Barak's imagery.

In June 2016, a painting entitled *Ceremony* by William Barak was auctioned in London. Descendants of Barak and Wurundjeri Council attempted to raise funds through crowdfunding in order to purchase the painting and return it home. The painting sold to a private collector for over half a million dollars, double the estimated amount!

“That painting there showed you how we painted ourselves, it showed you the clothes we wore, it showed possum skin drums. How many people knew our women played possum skin drums? It was so important the stories there. It's just another little bit of my culture, another little bit of my people that someone has taken from me.”

Read the article from [The Conversation](#) and discuss the significance of this sale for Wurundjeri people.



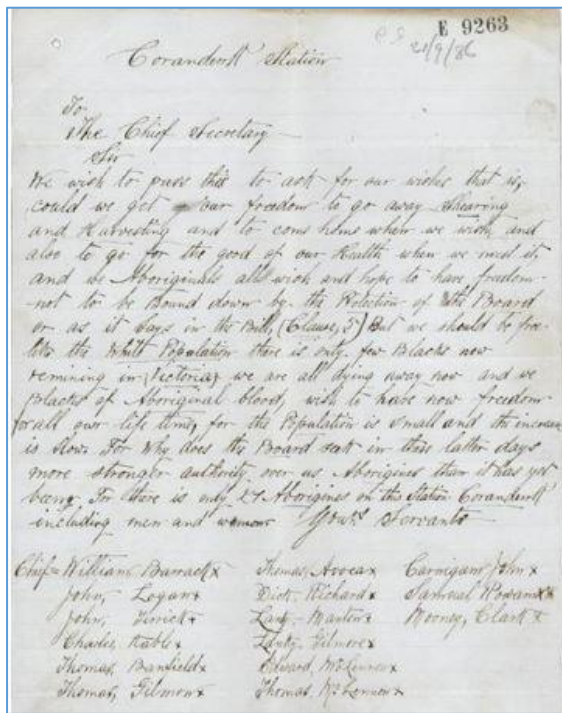
Victorian Curriculum:

VCECU015: Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought: *Capabilities, Ethical Capability, Levels 7- 8, Understanding Concepts.*

VCAVAE034: Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works: *Visual Arts 7 and 8, Explore and Express Ideas.*

VCAVAE041: Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works: *Visual Arts 9-10, Explore and Express Ideas.*

VCAVAR045: Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences: *Visual Arts, 9 and 10, Respond and Interpret.*



Coranderrk petition - Activist William Barak and others sent this petition on behalf of the Aboriginal people of Coranderrk to the Victorian Government in 1886.



And a final word ...

We are always seeking to improve this bulletin and to make it useful, relevant and highly readable. We invite you to email through suggestions including how you as educators incorporate Aboriginal perspectives, especially Victorian ones in your teaching and curriculum.

This and previous Koorie Perspectives in Curriculum Bulletins are available on the [VAEI website](http://vaeai.org.au).

Produced by the Victorian Aboriginal Education Association Incorporated (VAEI), August 2019.

Any enquiries, feedback and suggestions are welcomed, by contacting VAEI on (03) 94810800 or emailing vaso@vaei.org.au.

For more Koorie Perspectives, see the VAEI [Koorie Education Calendar](#).