

# Koorie Perspectives in Curriculum Bulletin:

## October – November 2020

This edition of the Koorie Perspectives in Curriculum Bulletin features:

- Koorie Seasons & Astral Calendars
- Pompeet & Bugung, Tadpoles and Bogong
- Sullivan Bay, Convict settlement
- National Bird Count Week
- Remembrance Day & The Aborigines Protection Act of 1869
- NAIDOC Week 2020
- The Long Walk
- Mungo Explorer
- Tune into the Arts & Online
- Maths Perspectives & Koorie English

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](#).

## October

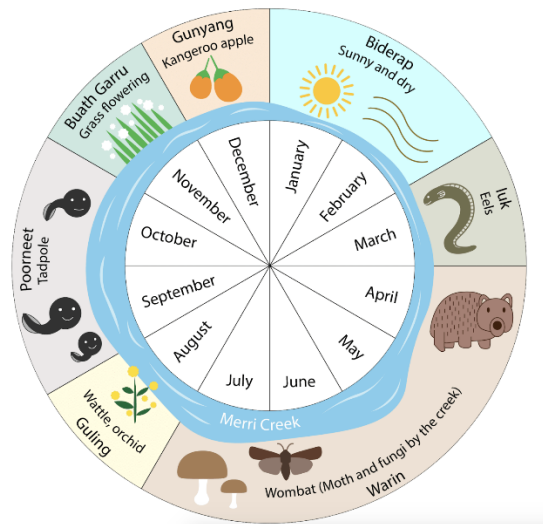
Focus some learnings around the night sky. The sky was, and remains, a stellar calendar indicating when the seasons are shifting and when certain foods are available. For example, within the spread of the Milky Way an emu is visible – not a constellation as such but a clear emu shape formed within the blend of star and black matter. At different times of the year this Emu in the Sky is oriented differently, so it appears to be either running or sitting down. When he is 'sitting', it's time to collect their eggs, always leaving some in the nest.

With the weather warming up after a very long cold winter in some parts of Victoria, explore Koorie seasons in your region, such as the 6-7 seasons of the Wurundjeri, and the [six seasons](#) of the Jardwadjali and Djab Wurrung, and learn about how seasonal change is signalled through plants, animals and the night sky.

Whenever possible, invite knowledgeable Koorie cultural educators into the classroom, virtually or on-site to inform and enrich your teachings.

Download [Koorie Seasons and Astral Calendars](#) for a variety of resources and suggested activities about seasons, seasonal activities and stories in the night sky.

Watch the [video](#) with Boon Wurrung Elder Aunty Carolyn Briggs where she discusses how to gather and hunt food with respect to seasons and ongoing life, and discuss traditional sustainable practices with your students.



From Waring to Guling: the seasons of the Merri Creek

Some seasonal activities:

- Comparing and contrasting indigenous seasonal calendars from Victoria and across Australia, starting from your region where possible.
- Talking about how there are different ways of referring to seasons, for instance how we might talk about a 'wet' and 'dry' season up North, or 'mutton bird season' and 'emu egg season', 'flood' and 'fire' season.
- Learning about how environmental and astrological events can be cues for specific activities, such as when to harvest certain seeds, collect emu eggs, harvest bogong moths etc, as well as ceremonial life.

With your students, brainstorm ideas around cyclical, predictable events, seasonal patterns and activities, and create an alternative seasonal calendar for your region, highlighting key changes in the natural environment, landscape and the sky up above - be creative in the naming of seasons, and presentation of calendar.





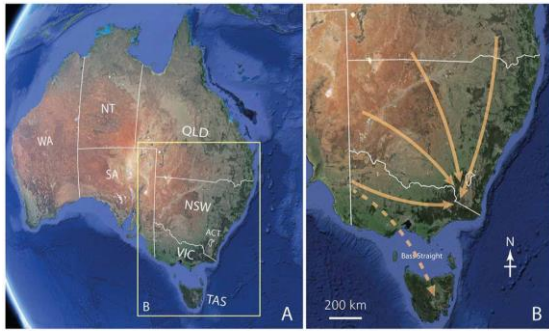
October in Kulin country is also known as **Pompeet**, or tadpole season. If able, consider raising some frogs from tadpoles in the classroom or at home, and document and study their lifecycle, before returning them to their original water source with care and ceremony.



Each spring about 4.4 billion **bogong moths** head to the country's alpine regions in south-east NSW and north-east Victoria. They have been migrating from their winter breeding grounds throughout QLD, NSW, and western Victoria to this region for over 7,000 years!

Olivia Congdon, Communications Officer with the Australian Academy of Science, tells us more about their super-navigational abilities in this [article](#).





For thousands of years, Aboriginal and Torres Strait Islander peoples have been naming places that were sacred or important to them.

The moth's name, bogong, is said to come from the Alpine region's Dhudhuroa word **Bugung**, (boogoong), and neighbouring language groups to describe the moths. The mountains themselves were named after the bugung, with some areas now known as the Bogong High Plains and the Bogong Peaks.



**Mungabareena** means a 'special meeting place' in the Wiradjuri language of NSW. People would meet there on their way to Mt Bogong to harvest Bogong moths, a super-rich source of food, and return to Mungabareena to feast on them.

[This video](#) is part of an ABC produced series named This Place. It tells the story behind one of these really special places where people congregated from all around and on the trail to Mt Bogong.

While researching Bogong, you might read or hear about **high levels of arsenic** in bogong moth populations. Because the moth is at the bottom of the food web and an important source of protein and fat, the arsenic contamination was feared to put at risk native Alpine animals such as endangered pygmy possums, small marsupial antechinuses and birds.

In a study led by **Bundjalung scientist Dr. Pettina Love**, graduate of La Trobe's Albury-Wodonga campus, this has been found to be not so. Read how the Bogong moth got the "all clear" from Latrobe.

Harrietville Kindergarten – Dhudhuroa Country



# Sullivan Bay, the Wathaurong, and William Buckley

On the 10th October 1803, a British convict settlement was established at Sullivan Bay near Sorrento, Victoria under [Lieutenant Collins](#) but was abandoned shortly afterwards, mainly due to lack of water.

The site was chosen because of its strategic location near the entrance of Port Phillip Bay. The settlement is significant because it was the first attempt to settle Europeans permanently in what is now Victoria, and was a key link in the expansion of the colony of New South Wales into Tasmania and Victoria, and the control of Bass Strait as a trade route.

During the brief occupation, 21 convicts escaped. One of these was William Buckley, who managed to escape on Christmas Eve of 1803, travelling by foot along Port Phillip Bay, and living with the Wathaurong People for 32 years before returning to colonial settlements.

More about the Wathaurong and William Buckley further on.



The first settlers discover Buckley 1861 by F.W. Woodhouse.

# National Bird Count Week 19-25 October



Photo: Vaso Elefsiniotis, Glenroy backyard, Melbourne

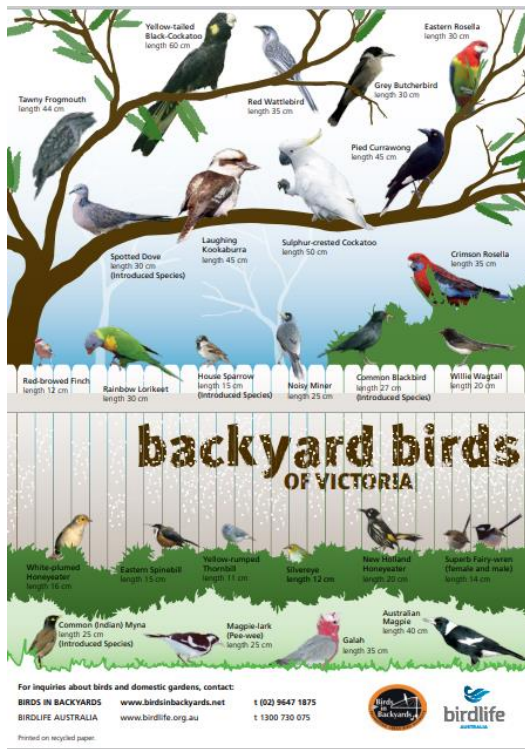
Bird Life Australia brings you the Aussie Backyard Bird Count, one of Australia's biggest citizen science events!

Celebrate National Bird Week by taking part in the **Aussie Backyard Bird Count** — where you will be joining thousands of people from across the country who will be heading out into their backyards, local parks or favourite outdoor spaces to take part.

The #AussieBirdCount is a great way to connect with the birds in your backyard no matter where your backyard happens to be — a suburban backyard, a school or kinder ground, a local park, a patch of forest, down by the beach, or the main street of town.

To get involved all you need is 20 minutes, your favourite outdoor space (*this doesn't have to be your actual backyard*), and some keen eyesight.

The team at [Birds in Backyards](#) have put together a handy poster showing the backyard birds of Victoria, which [you can find here](#).



This is a great opportunity to focus learnings on local birds and habitats, their traditional names where possible and significance for Koorie people regionally. Photograph birds or create or find images to make bird posters, sculptures, digital art etc

The data collected assists Bird Life Australia in understanding more about the birds that live where people live - vital information from across the nation that will help us see how Australian birds are faring.

For more information on how to take part, head to the [website](https://www.birdsinbackyards.net).



Photo: V. Elefsiniotis, yellow-tailed cockatoos, Haddfield, Melb.

#### Victorian Curriculum:

**VCMNA069** Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point: Mathematics, Foundation Level, Number and Algebra, Number and place value.

**VCMNA086** Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero: Mathematics, Level 1, Number and Algebra, Number and place value.

**VCSSU042** Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met Science Foundation - Level 2, Biological sciences.

**VCSSU058** Different living things have different life cycles and depend on each other and the environment to survive: Science Levels 3 and 4, Biological sciences.

**VCSSU091** There are differences within and between groups of organisms; classification helps organise this diversity: Science Levels 7 and 8, Biological sciences.

**VCLVC133** Discover key information about Country/Place by exploring Country/Place and listening to stories from respected community members: Languages, Victorian Aboriginal Languages, Foundation - Level 2, Communicating, Informing

**VCLVC155** Gather, record, and classify information from a range of sources from Country/Place, historical documents and contemporary resources: Languages, Victorian Aboriginal Languages, Levels 3 – 6, Communicating, Informing.

## November

The end of and a surreal and very challenging school year is fast approaching with teachers and students looking forward to holidays. Use this time to plan a stimulating new year of Koorie studies for all.

Plan for the Apology Anniversary on the 13<sup>th</sup> February. The Apology Anniversary generally falls within the first fortnight of the school year, so plan early for next year involving local Aboriginal and Torres Strait Islander community members

Download the National Sorry Day Committee's excellent resource [Learning about the Stolen](https://www.nsdcc.org.au/learning-about-the-stolen-generations)

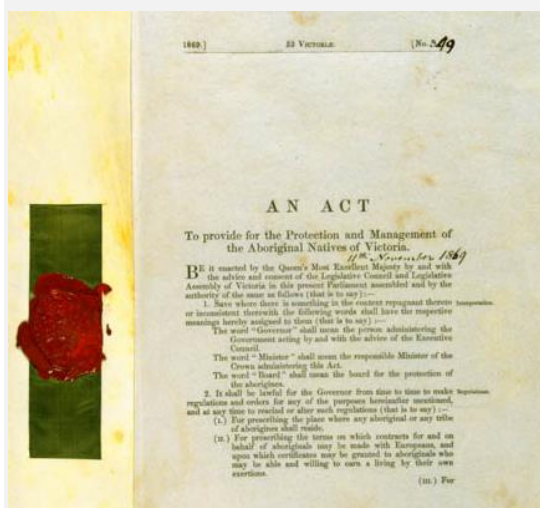


Generation: the NSDC's school resource for great classroom and whole-of-school activities.

## Remembrance Day, November 11

marks the anniversary of the armistice which ended the First World War (1914-18). Each year Australians observe one-minute of silence at 11 am on 11 November, in memory of those who died or suffered in all wars and armed conflicts.

Remember and acknowledge Aboriginal and Torres Strait Islander men and women who fought and died in the Australian Services without citizenship rights, proper wages and due recognition.



### 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*

**VCHHK062** How they, their family, friends and communities commemorate past events that are important to them: *History P-2: Community histories*

**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: Australia as a nation.*

**VCHHK144** Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war: *History 9-10: The modern world and Australia, Australia at war (1914 – 1945): World War I.*

**VCHHK146** Significant places where Australians fought and their perspectives and experiences in these places: *History 9-10: The modern world and Australia | Australia at war (1914 – 1945): World War II.*

**VCCCC027** Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives: *Civics and Citizenship 7 – 8: Citizenship, Diversity and Identity.*

## The Aborigines Protection Act 1869

came into place significantly on this day in 1869, when the Victorian colonial government passed an act "To Provide for the Protection and Management of the Aboriginal Natives of Victoria". This gave the Victorian government control of where Aboriginal people could live, of how they would relate to Europeans, of their labour and earnings and of the "care, custody and education" of all Aboriginal children.

With older students read the [article](#) *Lest we forget a cruel act of dispossession*, by Gunditjmarra activist, singer/songwriter, author and film director, Richard Frankland and Peter Lewis and discuss.

### 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: Australia as a nation.*

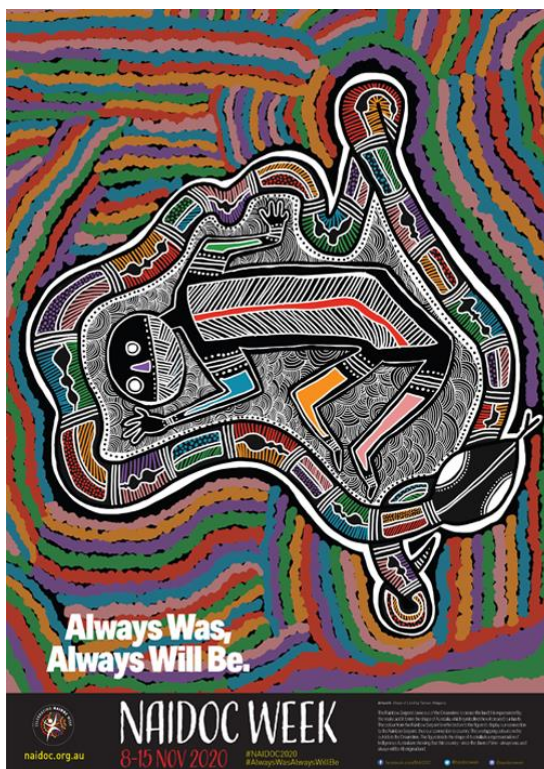
**VCHHK134** Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples: *History 9-10.*

## NAIDOC Week 2020

Many schools and early childhood services and agencies acknowledged and celebrated

NAIDOC week in July this year, online and in their services.

Officially however, celebrations for NAIDOC Week will be held from 8-15 November 2020 this year, a much later date than usual, due to the Corona pandemic. Keep an idea on the national [NAIDOC website](https://naidoc.org.au) for events coming up depending on easing or not of restrictions, resources and posters.



NAIDOC Week 2020 acknowledges and celebrates that our nation's story didn't begin with documented European contact whether in 1770 or 1606 - with the arrival of the Dutch on the western coast of the Cape York Peninsula.

The very first footprints on this continent were those belonging to First Nations peoples.

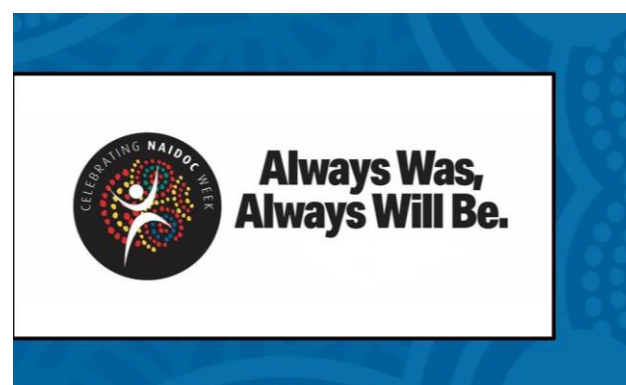
Our coastal Nations watched and interacted with at least 36 contacts made by Europeans prior to 1770. Many of them resulting in the charting of the northern, western and southern coastlines – of our lands and our waters.

## This nation's story began at the dawn of time.

NAIDOC 2020 invites all Australians to embrace the true history of this country – a history which dates back thousands of generations.

It's about seeing, hearing and learning the First Nations' 65,000+ year history of this country - which is Australian history. We want all Australians to celebrate that we have the oldest continuing cultures on the planet and to recognise that our sovereignty was never ceded.

Always Was, Always Will Be.



### 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*

**VCHHK062** How they, their family, friends and communities commemorate past events that are important to them: *History P-2: Community histories*

**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: Australia as a nation.*



# The Long Walk

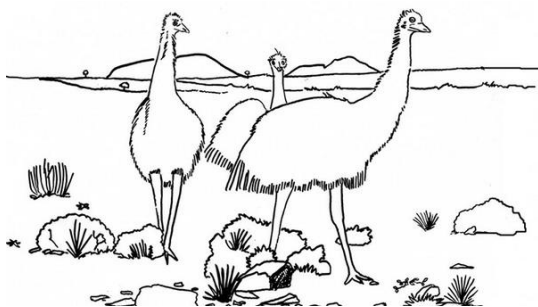


Michael Long on his way to Canberra on the very first Long Walk to get Indigenous Affairs back on the agenda

**On 21 November 2004** former Essendon player Michael Long embarked on an historic trek, walking from his home in the suburbs of Melbourne all the way to Parliament House in Canberra – more than 650 kilometres away.

After returning home from yet another Aboriginal funeral, Michael decided that something needed to be done about the plight of his people. He took it upon himself to get Aboriginal and Torres Strait Islander issues back on the national agenda and resolved to meet with Prime Minister John Howard to discuss his concerns... even if he had to walk all the way to Canberra to do it.

Michael was joined on the road by Aboriginal and non-Aboriginal supporters from all over Australia. Some walked in support for an hour, some for a day and some took the journey all the way to Canberra. As the walkers passed through the Victorian countryside, local people came out to meet them, offering encouragement, support and assistance.



Michel Long (centre) with walkers 10 years after the original Long Walk.

**Walk the Talk** tells the story of Michael Long's walk to Canberra to introduce Aboriginal & Torres Strait Islander Studies into schools and encourage students to create change; while assisting in meeting the Aboriginal and Torres Strait Islander history and cultures cross curriculum priority of the Australian National Curriculum.

If you haven't done so already, [register](#) your school with *The Walk the Talk Education Program* for free resources or a school visit and explore the interactive [activity zone](#) with students.

With middle years or older students read the letter presented to the then PM John Howard, and [media](#) reports about the Long Walk and discuss the reasons behind it.

Discuss with your students the powerful impact and effect of mass marches and walks.



## MUNGO EXPLORER A WINDOW TO AUSTRALIA'S PAST



*Barkindji Elder Junette Mitchell and Jim Bowler at the Mungo youth project in May this year.*

*Reproduced with amendments post launch from an [article](#) in the Sunraysia Daily, Nov 08 2019, by Allan Murphy originally titled Mungo history to change learning landscape for students?*

**THE discovery and subsequent Return to Country of Mungo Man** two years ago has been the motivation behind a new history-based curriculum [launched in 2019] that will change the learning landscape for students across the country.

More than five decades in the making, the Mungo Explorer curriculum is based on the life work of Professor Jim Bowler, a geologist, climate change scientist and the man responsible for the discoveries of the 42,000 year old remains of both Mungo Lady in 1968 and Mungo Man in 1974.

The 42,000-year-old bones of Mungo Man, the oldest human remains found in Australia, were returned to Willandra Lakes, 110km north east of Mildura, two years ago after spending 43 years in Canberra. The remains of Mungo Lady were returned to Lake Mungo in 1992.

On Saturday November 16 [2019], the eve of the two-year anniversary of the Return to Country of Mungo Man, a new nationally aligned Australian ancient history curriculum was launched.

The Mungo Explorer resource has been completed in consultation with the Willandra

World Heritage Traditional Elders, and features never before released, scientifically proven facts of the country's ancient history and is written by renowned curriculum writer Jacquie Taylor.

This resource provides in-depth science-based historical facts, but also aims to assist in promoting cultural awareness, allowing students to establish their own understanding and connection to the culture of the nation's first people and shared history.

The launch event was facilitated by Unity Earth in partnership with Cultural Infusion with an introduction by Prof. Bowler.

Cultural Infusion's Jenny Bowler said teachers around the country had indicated they were wanting to teach ancient Aboriginal history, but until now have been lacking in detailed resources and culturally approved content.

"The Mungo Explorer national curriculum address key historical learning criteria for students," Ms Bowler said.

"It has been designed to support teachers and enable them to confidently teach their students our nation's ancient history.

"Where previously teachers have been teaching ancient Egyptian, Roman, Greek and Chinese history, they will now be able to confidently teach Australian ancient history to Australian children."

Click on the promotional video below for a glimpse of Mungo Explorer and find out more details on Cultural Infusion's [website](#).





Visit also the National Museum Australia (NMA) Kspace site [Lake Mungo Curriculum links](#) designed for primary school students, aligned to the Australian Curriculum. Designed for primary students, they can be adapted for use by any year group. There is also a quiz and primary source study.

Both featured resources are entirely adaptable and extensively applicable to the Victoria Curriculum P-10 across many levels.

#### Victorian Curriculum & Mungo: History

**VCHHK063** The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past: *History, Foundation to Level 2, Historical Knowledge, Community histories.*

**VCHHK064** The significance today of an historical site of cultural or spiritual importance: *History, Foundation to Level 2, Historical Knowledge, Community histories.*

**VCHHK065** The effect of changing technology on people's lives and their perspectives on the significance of that change: *History, Foundation to Level 2, Historical Knowledge, Community histories.*

**VCHHK072** The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area. *History, Levels 3 and 4, Historical Knowledge, Community, remembrance and celebrations.*

**VCHHK073** A significant example of change and a significant example of continuity over time in the local

community, region or state/territory: *History, Levels 3 and 4, Historical Knowledge, Community, remembrance and celebrations.*

**VCHHK078** The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives: *History, Levels 3 and 4, Historical Knowledge, First contacts.*

**VCHHK105** How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices: *History, Levels 7 and 8, Historical Knowledge, Aboriginal and Torres Strait Islander peoples and cultures.*

**VCHHK106** The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary custom: *History, Levels 7 and 8, Historical Knowledge, Aboriginal and Torres Strait Islander peoples and cultures.*

**VCHHK107** The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources: *History, Levels 7 and 8, Historical Knowledge, Aboriginal and Torres Strait Islander peoples and cultures.*

**VCHHK108** The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples: *History, Levels 7 and 8, Historical Knowledge, Aboriginal and Torres Strait Islander peoples and cultures.*

**VCHHK115** The significance and importance of conserving the remains and heritage of the past: *History, Levels 7 and 8, Historical Knowledge, Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE).*

#### Science

**VCSSU046** Observable changes occur in the sky and landscape; daily and seasonal changes affect every-day life: *Science, Foundation to Level 2, Science Understanding, Earth and space sciences.*

**VCSIS050** Respond to and pose questions and make predictions about familiar objects and events: *Science, Foundation to Level 2, Science Inquiry Skills, Questioning and predicting.*

**VCSIS055** Represent and communicate observations and ideas about changes in objects and events in a variety of ways: *Science, Foundation to Level 2, Science Inquiry Skills, Communicating.*



**VCSSU058** Different living things have different life cycles and depend on each other and the environment to survive: *Science, Levels 3 and 4, Science Understanding, Biological sciences.*

**VCSSU062** Earth's surface changes over time as a result of natural processes and human activity: *Science, Levels 3 and 4, Science Understanding, Earth and space sciences.*

**VCSSU073** Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives: *Science, Levels 5 and 6, Science Understanding, Science as a human endeavour.*

## Geography

**VCGGC057** Represent and communicate observations and ideas about changes scale and how they change, recognising that people describe the features of places differently: *Geography, Foundation to Level 2, Geographical Concepts and Skills, Place, space and interconnection.*

**VCGGC059** Identify how people are connected to different places: *Geography, Foundation to Level 2, Geographical Concepts and Skills, Place, space and interconnection.*

**VCGGK068** Natural, managed and constructed features of places, their location and how they change: *Geography, Foundation to Level 2, Geographical Knowledge, Places and our connections to them.*

**VCGGK069** Reasons why some places are special and some places are important to people and how they can be looked after: *Geography, Foundation to Level 2, Geographical Knowledge, Places and our connections to them.*

**VCGGK070** Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places: *Geography, Foundation to Level 2, Geographical Knowledge, Places and our connections to them.*

**VCGGC073** Identify and explain the interconnections within places and between places: *Geography, Levels 3 and 4, Geographical Concepts and Skills, Place, space and interconnection.*

**VCGGK080** The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability: *Geography, Levels 3 and 4, Geographical Knowledge, Diversity and significance of places and environments.*

**VCGGK081** Main climates of the world and the similarities and differences between the climates of different places:

*Geography, Levels 3 and 4, Geographical Knowledge, Diversity and significance of places and environments.*

**VCGGK082** Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably: *Geography, Levels 3 and 4, Geographical Knowledge, Diversity and significance of places and environments.*

**VCGGK109** The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places: *Geography, Levels 7 and 8, Geographical Knowledge, Water in the world.*

**VCGGK116** Different types of landscapes and their distinctive landform features: *Geography, Levels 7 and 8, Geographical Knowledge, Landforms and landscapes.*

**VCGGK117** Geomorphic processes that produce landforms, including a case study of at least one landform: *Geography, Levels 7 and 8, Geographical Knowledge, Landforms and landscapes.*

**VCGGK118** The differences in at least one landform in Australia compared to other places and the geomorphic processes involved: *Geography, Levels 7 and 8, Geographical Knowledge, Landforms and landscapes.*

**VCGGK120** Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes: *Geography, Levels 7 and 8, Geographical Knowledge, Landforms and landscapes.*

**VCGGK147** Causes and consequences of an environmental change, comparing examples from Australia and at least one other country: *Geography, Levels 9 and 10, Geographical Knowledge, Environmental change and management.*

**VCGGK148** Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia: *Geography, Levels 9 and 10, Geographical Knowledge, Environmental change and management.*

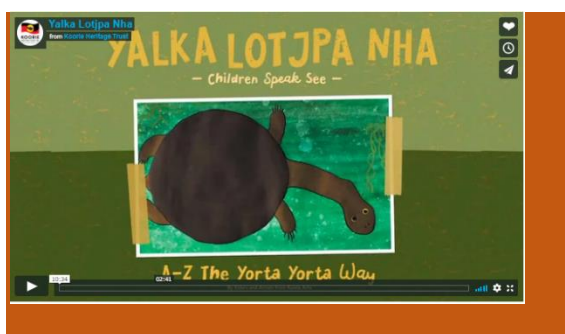
# Tune in to the ARTS @ PL Online ...

@ The Koorie Heritage Trust

**Story Time** Produced by the Elders and artists from Kaiela Arts Shepparton, *Yalka Lotjpa Nha / Children Speak See*, is a children's A-Z the Yorta Yorta Way.

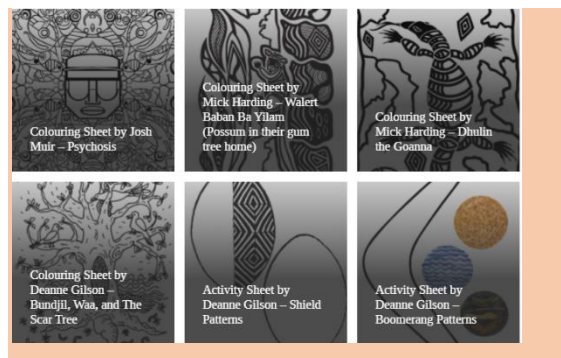
*Yalka Lotjpa Nha – Children Speak See* is dedicated to the authors past and present: Geraldine Briggs, Heather Bowe, Lois Peeler, Sharon Atkinson, supported by Angie Russi and Tammy-Lee Atkinson, Kaiela Arts. Artwork by Jack Anselmi, Sharon Atkinson, Tammy-Lee Atkinson, Amy Briggs, Cynthia Hardie, Tiarne Hall, Eva Ponting, Gavin Saunders and Victoria Webbe. Animation by Davidson Lopes da Rosa in collaboration with the authors and artists.

The animation is an accompaniment to the book *Yalka Lotjpa Nha*, available for purchase through Kaiela Arts Shepparton, or the [KHT](#). *Yalka Lotjpa Nha* is reproduced by the KHT with the permission of Kaiela Arts Shepparton.



## Colouring and Activity Sheets

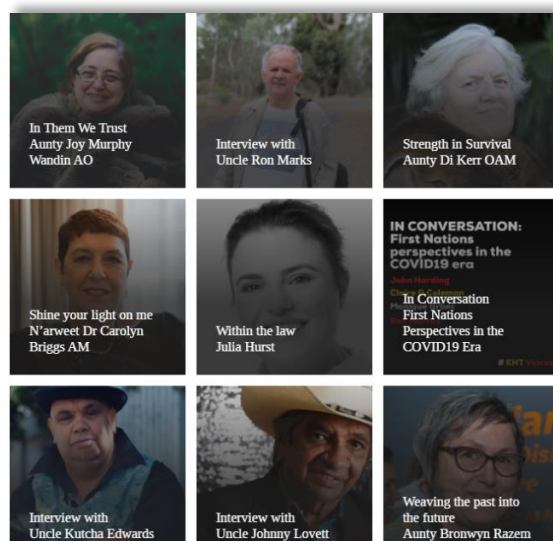
Click on the tiles and download the activity sheets and enjoy.



## Koorie Heritage Trust Voices

A curated digital platform for the voice of our First Nations people.

During these unusual times [KHT Voices](#) presents a series of video recordings, short essays, interviews and stories about how our communities are responding to the COVID-19 crisis. New stories will be added on a regular basis.





## *Trails of Feeling* is an interactive walking trail

developed in collaboration between the [ARC Centre of Excellence for the History of Emotions](#) and the Koorie Heritage Trust. It draws inspiration from [The Another View Walking Trail](#) that was established in 1995.

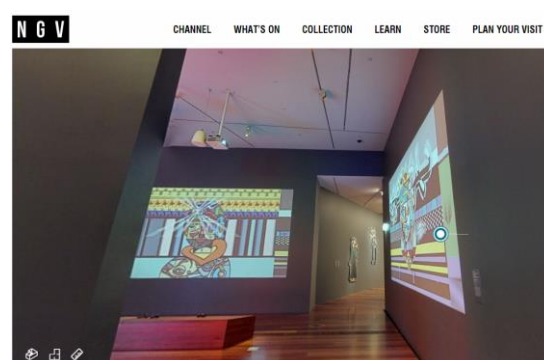
This trail attempts to challenge the colonial histories connected to Melbourne CBD's built environment, and re-presence Aboriginal people and culture, through the installation of artworks that responded to specific sites in the city - to propose a new emotional framework for reflecting on Australian history.

Over the course of the trail, the remaining three sites of *The Another View Walking Trail* are re-animated to emphasise local Aboriginal histories, stories and beliefs which

have been obscured, but never diminished, by the changing environment.

Through the sites' multi-temporal histories, KHT invite you to explore meaning and memory in Melbourne's CBD and deepen your emotional understanding of both past and present. It is not until we understand and acknowledge the past that we can begin to heal and live in the present.

## *to The NGV*



**Marking Time: Indigenous Art from the NGV** looks at the persistence of images, signs or text painted or drawn on a range of surfaces in Indigenous Australia, from ancient times until now. The impulse to draw and make images and symbols is deeply embedded in Indigenous cultures throughout the world and is fundamental to the human experience.



One of the first and most prolific forms of mark making, both figurative and non-figurative, has appeared across Australia on rock surfaces since the pre-historic era. Other forms of visual culture are ephemeral and comprise meaningful markings and designs made on the ground, the body and objects, for use in ceremonial contexts.

Judith Ryan AM, Senior Curator of Indigenous Art at the National Gallery of Victoria (NGV) tells us more in these [virtual tours](#) and in [Marking Time: Indigenous Art of the NGV](#).

Click on this 19<sup>th</sup> century shield from western Victoria, part of the NGV collection



*Bundjilaka*



**First Peoples** is a shared endeavour of Museum Victoria and the Victorian Aboriginal community. A must-see when Bunjilaka re-opens! In the meantime, [take a virtual tour of the exhibition](#)

[Di-Di Vaha'akolo](#) shares some drawings from the **River of Language** exhibition colouring in at home. Inspired by animals kids may spot around rivers and creeks, there are three different animals to choose from. Kids are encouraged to share their coloured animals with #MuseumAtHome #MelbourneMuseum. Watch the video to learn more about animals you might find along the Murray River.



Wadi Wadi artist Brendan Kennedy / Photo: Thomas Holloway

# ATSIMA ONLINE conference series

## Nhe djämamirriyana' 'You Create It'

The Aboriginal & Torres Strait Islander Mathematics Alliance (ATSIMA) is hosting an inaugural online conference series 'Nhe wana' 'Nhe djämamirriyana': 'You Speak It' 'You Create It', with session 2 coming up on Tuesday, 27th October.

Driven by a vision that all Aboriginal and Torres Strait Islander children will be successful in mathematics, ATSIMA aims to inspire, promote and support improved mathematics outcomes of Aboriginal and Torres Strait Islander students.

**The first in this online series was held on Tuesday 22nd September 2020**, chaired by Dr Chris Mathews, with speakers Deb Carmichael on five ways to include checkpoints in lesson plans in her presentation '*Small Shifts, Big Gains*', and Gabrielle Quakawoot, who explored ancient geometry '*The Art of String Theory*'. **A recording of the 1st session can be accessed [here](#).**

**The second zoom webinar, will be held on Tuesday, 27th October** from 3:30 pm. Di Siemon who will talk about realising 'best practice' in (M/m)athematics education, and Nicole Boyd, will explore two way dialogue on akatyerr (desert raisin) in a female Indigenous middle years' class: continuing towards cultural inclusivity in mathematics curriculum and pedagogic practice.

There will be a short interactive Q&A session following the presentations, and participants are encouraged to share early questions during the registration process and through the chat facility during the webinar itself.

Best of all, we ATSIMA have been able to make this first series free for participants, and will be recording the session, so register your interest even if you're not sure if you can attend the live session, and they will follow up afterward.

### ATSIMA Online Conference

#### SECOND SESSION

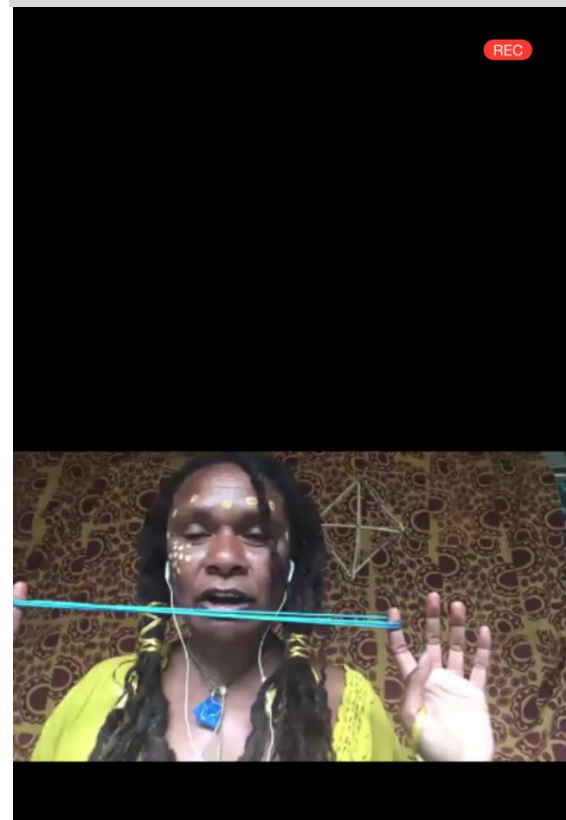
**27th October 2020, 03:45 to 5.15 PM AEDT**

#### [REGISTRATION LINK](#)

Check in with the [ATSIMA website](#) for soon-to-be posted registration links for the following:

**THIRD SESSION - Tuesday 17th November 2020  
3.30-5.15 pm**

**FOURTH SESSION - Tuesday 8th December 2020  
3.30-5.15 pm**



Gabrielle Quakawoot, with 'The Art of String Theory'

# Koorie English Online

Koorie English is a recognised and valued dialect of English that is spoken by members of Koorie communities across Victoria. It embodies cultural values, concepts and mores of Aboriginal culture, traditional words, and non-verbal communication.

Many teachers, and broader community members are not aware that Koorie English is a legitimate dialect, as opposed to a 'bad' form of English that needs to be corrected. To enhance culture inclusion and positive educational outcomes, teachers in early childhood settings and schools have an important role to play therefore, in:

- Reinforcing for Koorie English speakers in their classrooms a sense of pride in their community dialect
- Incorporating Koorie English in literacy learning programs, and
- Supporting Koorie English speakers to develop strategies to code-switch between Koorie English and Standard Australian English effectively and appropriately, depending on context and purpose.

[These online modules](#) include background information about the features of Koorie English, the correlation between language and wellbeing, and strategies to help build a solid literacy foundation for students to effectively code-switch between Koorie English and Standard Australian English.

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 Koorie English modules have drawn heavily from the [Koorie English Teacher Guidance Package](#) available on FUSE – and the two complement each other.



## Making visible Aboriginal perspectives - Unpacking the Victorian Curriculum F-10

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.

Presentations will focus on providing an overview of the Victorian Curriculum F-10 and the cross-curriculum priority, Whole school Curriculum planning and how the Koorie Education Workforce can support schools and teachers with the implementation of Aboriginal perspectives in the school's teaching and learning program.

Running from November 17-19. [Registration is now open for this series.](#)

## *In the News*

# Vincent Namatjira is the first Indigenous Australian to win the Archibald Prize



It's fourth time lucky for Vincent Namatjira, great-grandson of acclaimed artist Albert Namatjira, who has become the first Indigenous Australian to win the Archibald Prize.

The Western Arrernte artist was an Archibald finalist for the fourth consecutive year in 2020 (having been the runner up in 2018), with a double-portrait featuring himself alongside former AFL player and 2014 Australian of the Year Adam Goodes, entitled Stand Strong for Who You Are.



The artist beside his painting - a self-portrait with Adam Goodes.

"What an honour it is to be the first Indigenous winner of the Archibald Prize. It only took 99 years!"





*And a final word ...*

*We are always seeking to improve our Bulletins and to make them useful, relevant, and highly readable. You are invited to email through suggestions including how you as educators incorporate Aboriginal perspectives, especially Victorian ones in your teaching and curriculum.*

This edition and previous *Koorie Perspectives in Curriculum Bulletins* are available on the [VAEAI website](https://vaeai.org.au).

Produced by the Victorian Aboriginal Education Association Incorporated (VAEAI), October 2020.

*Any enquiries, feedback and suggestions are welcomed, by contacting VAEAI on (03) 94810800 or emailing [vaso@vaeai.org.au](mailto:vaso@vaeai.org.au).*

For more Koorie Perspectives, see VAEAI's [Koorie Education Resources](#) and [Koorie Education Calendar](#).