

Supporting resources - planning and implementation -

Embedding Aboriginal and Torres Strait Islander perspectives

The reflective questions and resource links provide a starting point for those who might not know where to begin. **The list is not exhaustive** and should be considered a starting point for the learning journey of each service.

Please note: Aboriginal and Torres Strait Islander people should be aware that some of the following resources, websites and links may contain images, voices and names of deceased persons.

Strengthening Aboriginal and Torres Strait Islander perspectives		
Language and literacy		
Reflective questions <ul style="list-style-type: none"> How do you build internal relationships with families and children to acknowledge and understand their home languages? (one on one engagement, enrolment form, orientation) How do you encourage participation and contribution to language and literacy for each individual child? How have you connected in the wider community recently? How do you access resources in local languages and oral stories from your area? 		
Learning Opportunity <ul style="list-style-type: none"> Teach words in local language through play-based activities for example, identifying words, numbers and colours using local language (displaying cultural language for hello and goodbye etc) Children attending local cultural events for example, NAIDOC and Mabo Day Celebrations Listen to stories shared through dance, singing and artwork Invite Elders to yarn about special places and stories in community Read storybooks that have connection or meaning to your local area Involve children in daily Acknowledgement of Country. 		
Relationships <ul style="list-style-type: none"> Acknowledge home language as the child's first language (Foundations for success) Families share their home language words Children illustrate their own stories to share Facilitate storytelling, yarnning and sharing Little J and Big Cuz 	Environment <ul style="list-style-type: none"> Display local symbols, works of local language Clear distinction and differences between standard Australian English and home languages Acknowledgement of Country Display Storybooks and resources that have connection or meaning to your local area Use authentic resources created/developed by Aboriginal and Torres Strait peoples Torres Strait Islander Seasonal Calendar 	Community <ul style="list-style-type: none"> Connect with local council or Aboriginal and or Torres Strait Islander peoples Torres Strait Island Regional Council Torres Strait Regional Authority Attend community events Aboriginal and Torres Strait Islander languages Linking back children's experiences to community Connecting with local community language centres Reviving first languages

Mathematics and numeracy

Reflective questions

- How do you integrate Aboriginal and or Torres Strait Islander perspectives into math and numeracy to enhance cultural understanding and appreciation for all children in indoor and outdoor spaces?
- What challenges do you face when incorporating Aboriginal or Torres Strait Islander perspectives into early math education, and how can these challenges be addressed?
- How can you incorporate traditional stories to help children understand mathematical concepts within their cultural context?

Learning Opportunity

- Use objects from the local environment to support children's learning
- Children who have English as an additional language or dialect may benefit from visual representation of mathematical concepts
- Use celestial navigation stories to explore geometric shapes and spatial relationships
- Incorporate traditional storytelling that includes mathematical concepts, fostering an understanding of maths' cultural context
- Access [8 Ways](#).

Relationships

- Engage families in numeracy activities that draw on traditional practices, encouraging a sense of belonging and identity

Environment

- Display authentic Aboriginal and Torres Strait Islander art and symbols to explore geometric shapes and spatial relationships
- Ensure outdoor environment includes counting, measuring, and observing nature, linking numeracy to the land and surroundings

Community

- Aboriginal [Symbols](#)
- [Maps](#)
- Acknowledge local sites with cultural significance to the area
- Connect to cultural advisors to share mathematical knowledge through interactive sessions

Executive function

Reflective questions

- How can you encourage deeper thinking surrounding the importance of incorporating cultural pride for children, family and community?
- Why is sharing storytelling and listening important?
- Have you provided opportunity for Aboriginal or Torres Strait Islander families, children and community to share feedback on everyday practices?

Learning Opportunity

- Encourage children to participate in show and tell about their culture
- Include traditional games requiring planning and problem-solving
- Allow children to retell a story through the use of playdough, puppets, felt board and painting
- Incorporate cultural values of sharing and collaboration in group experiences that require teamwork (traditional group games)
- Engage in cooking traditional foods with the children as they practice inhibition, working memory and focused attention when measuring and counting
- Torres Strait Islander cooking
- Integrate storytelling for memory and cognitive skills
- Storytelling in Aboriginal and Torres Strait Islander cultures

Executive function		
Relationships <ul style="list-style-type: none"> Ensure an open-door policy is in place to encourage families to stop and yarn to staff. 	Environment <ul style="list-style-type: none"> Display family photos and photos of cultural events within the environment Arrange sensory outdoor activities for nature connection Use traditional knowledge to teach sustainability and interconnectedness. 	Community <ul style="list-style-type: none"> Collaborate with local artists to create art projects that reflect cultural symbols and stories Provide opportunities for staff and/or children to embark on a tour of a local museum or gallery Promote awareness of Aboriginal and Torres Strait Islander visual art forms Connect with cultural advisors to learn movement songs fostering cultural pride and a sense of identity
Physicality		
Reflective questions <ul style="list-style-type: none"> Do you have displays visible with items such as flags, artwork, Acknowledgement of Country signage, prominently around the service? Have you considered the sacred nature of children's connectedness to the land? Are there protocols that need to be investigated before discussing certain aspects of land and place? How can you engage children and families through sport connections? 		
Learning Opportunity <ul style="list-style-type: none"> Include movement in the Acknowledgement of Country, and gather the children's ideas on the set up of the environment Teach children the importance of caring for country Invite elders to yarn about special places and stories in community Incorporate Traditional Games into programming Weaving Incorporate phishing into programming where appropriate to local context Invite local Indigenous sporting champions to the service 		
Relationships <ul style="list-style-type: none"> Understand Family Structures (Kinship) Aboriginal Ceremonies 	Environment <ul style="list-style-type: none"> Display Yulunga Traditional Indigenous games Utilise natural elements within the centre Create a native garden – acknowledge local plants in language Bring children out into natural environments and engage with being and walking on Country 	Community <ul style="list-style-type: none"> Acknowledge Aboriginal and Torres Strait Islander achievements in sport Importance of local connections in sports in local communities – connections through council, sporting clubs etc Land and Sea Rangers

Social and emotional learning

Reflective questions

- What are the benefits for services to engage with their local community? How does this increase positive outcomes for Aboriginal and Torres Strait Islander people(s)?
- How can you build upon culturally valued child rearing practices and approaches to learning through a strength-based approach?
- Have you created a culturally safe place where Aboriginal or Torres Strait Islander children and children from culturally diverse backgrounds can share their stories about history and culture?
- How have you made Aboriginal or Torres Strait Islander children feel safe, secure and supported? What does that look like in your learning environment for children and the wider community?
- Do you acknowledge and/or promote local events that celebrate Aboriginal or Torres Strait Islander key events? ([Reconciliation Week](#), [NAIDOC](#), [Indigenous Literacy Day](#), Floral Friday, [Coming of the Light Festival](#), [Winds of Zenadth Kes](#), [Mabo Day](#), [Aboriginal and Torres Strait Island Children's Day](#))

Learning Opportunity

- Invite local community Elders into your service to yarn about how to embed cultural safety
- Use the Australian map and world map to identify where children are from. Children being taught about Aboriginal and Torres Islander peoples and their culture as a part of the program.
- Participate and celebrate culturally significant events in the service and the community
- Engage in Dadirri with the children
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Relationships

- [Acknowledgement of Country](#)
- [Ngana Waguna Woori Mumba](#)
- [Equality](#)
- [First 1000 Days](#)
- Hold regular open days and invite families and extended families to come along to develop your relationship

Environment

- Display [Calendar](#) of significant Aboriginal and Torres Strait Islander events
- [Torres Strait Islander significant dates](#)
- Yarning circles
- Walking on Country - connect with the natural world, promoting emotional wellbeing and self-awareness
- Flags protocols
- Floral Friday
- Children and families need to see themselves within the service environment for example, by displaying cultural flags, playing cultural music and having culturally designed floor covering etc.

Community

- Acknowledgement of local landmarks and [historical awareness of past stories](#)
- [Reconciliation Australia](#)
- [NarraGunnaWali - Reconciliation Action Plan](#)
- [Archie Roach](#)
- [Neville Bonner](#)
- [Lowitja O'Donoghue](#)
- [Pioneering Australians](#)
- [Torres Strait Islander history](#)
- [Spirituality and Religion among Torres Strait Islanders](#)

Supporting resources - planning and implementation – Indigenous Cultural and Intellectual Property

What is Indigenous Cultural and Intellectual Property (ICIP)?

ICIP refers to the rights that Aboriginal and Torres Strait Islander people have in relation to all aspects of their cultural heritage including:

- traditional knowledge (scientific, agricultural, technical and ecological knowledge, ritual knowledge),
- traditional cultural expression (stories, designs and symbols, literature and language),
- performances (ceremonies, dance and song),
- cultural objects (including, but not limited to arts, crafts, ceramics, jewellery, weapons, tools, visual arts, photographs, textiles, contemporary art practices),
- human remains and tissues,
- the secret and sacred material and information (including sacred/historically significant sites and burial grounds),
- documentation of Indigenous peoples' heritage in all forms of media such as films, photographs, artistic works, books, reports and records taken by others, sound recordings and digital databases.

What are ICIP rights?

ICIP rights refers to the rights of Indigenous people to protect and maintain their cultural heritage. These rights relate to the control of ICIP – rights to authorise or refuse use, and to be recognised as the owners of ICIP so that people and organisations continue to return to Aboriginal peoples and Torres Strait Islander peoples for consent. While these rights are currently not protected by specific legislation, consideration should be given to ICIP rights when dealing with existing content or developing new content that includes contributions from Aboriginal and Torres Strait Islander communities. For more information about the department's expectations with respect to ICIP, return to "In-scope use of Kindy Uplift funds."

The following ten principles are the foundation of the Department's approach to upholding ICIP rights

Respect	The Department will respect the rights of Aboriginal peoples and Torres Strait Islander peoples to maintain, control, protect and develop their ICIP.
Self-determination	Aboriginal peoples and Torres Strait Islander peoples have a right to self-determination in relation to their ICIP and must be empowered and supported to make decisions about the use of their ICIP.
Collaboration and consent	Aboriginal peoples and Torres Strait Islander peoples must give their prior, fully informed consent for any use of their ICIP. Consent must come from individuals who share specific ICIP as well as at a family or community level. Consent should be recorded in writing as much as possible, using agreements, contracts, forms or other instruments.
Interpretation	Aboriginal peoples and Torres Strait Islander peoples are the primary guardians and interpreters of their ICIP and have the right to decide how their ICIP is presented. Their perspectives and understandings must be prioritised to ensure portrayals of Aboriginal languages and cultures, and Torres Strait Islander languages and cultures are accurate and empowering.
Cultural integrity	Aboriginal peoples and Torres Strait Islander peoples have the right to guard the cultural integrity of their ICIP.
Secrecy and Privacy	Aboriginal peoples and Torres Strait Islander peoples have the right to keep secret their sacred and ritual knowledge in accordance with their customary law. The privacy of Aboriginal individuals and Torres Strait Islander individuals will also be respected.
Attribution	Aboriginal peoples and Torres Strait Islander peoples be given full attribution for sharing their ICIP. This includes individual Language and Culture Specialists.
Benefit sharing	Aboriginal peoples and Torres Strait Islander peoples have the right to share in any benefits, commercial or otherwise, that come from the use of their ICIP.
Cultural maintenance	Aboriginal cultures and Torres Strait Islander cultures are dynamic. The long-term management of New Language Resources should respect the continuing customary use, development, exchange and transmission of ICIP so that it is properly maintained and protected for the use and benefit of future generations of Aboriginal Language Owners and Torres Strait Islander Language Owners.

Recognition and protection	The Department will use Australian laws, as well as contracts, protocols and policies to recognise and protect ICIP rights of Aboriginal peoples and Torres Strait Islander peoples in connection with developing and teaching Language Programs.
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Acknowledgement: The content of this document is drawn from information available [here](#) and in the [Department of Education Indigenous and Intellectual Property Protocol](#)