

Canberra
Grammar
School

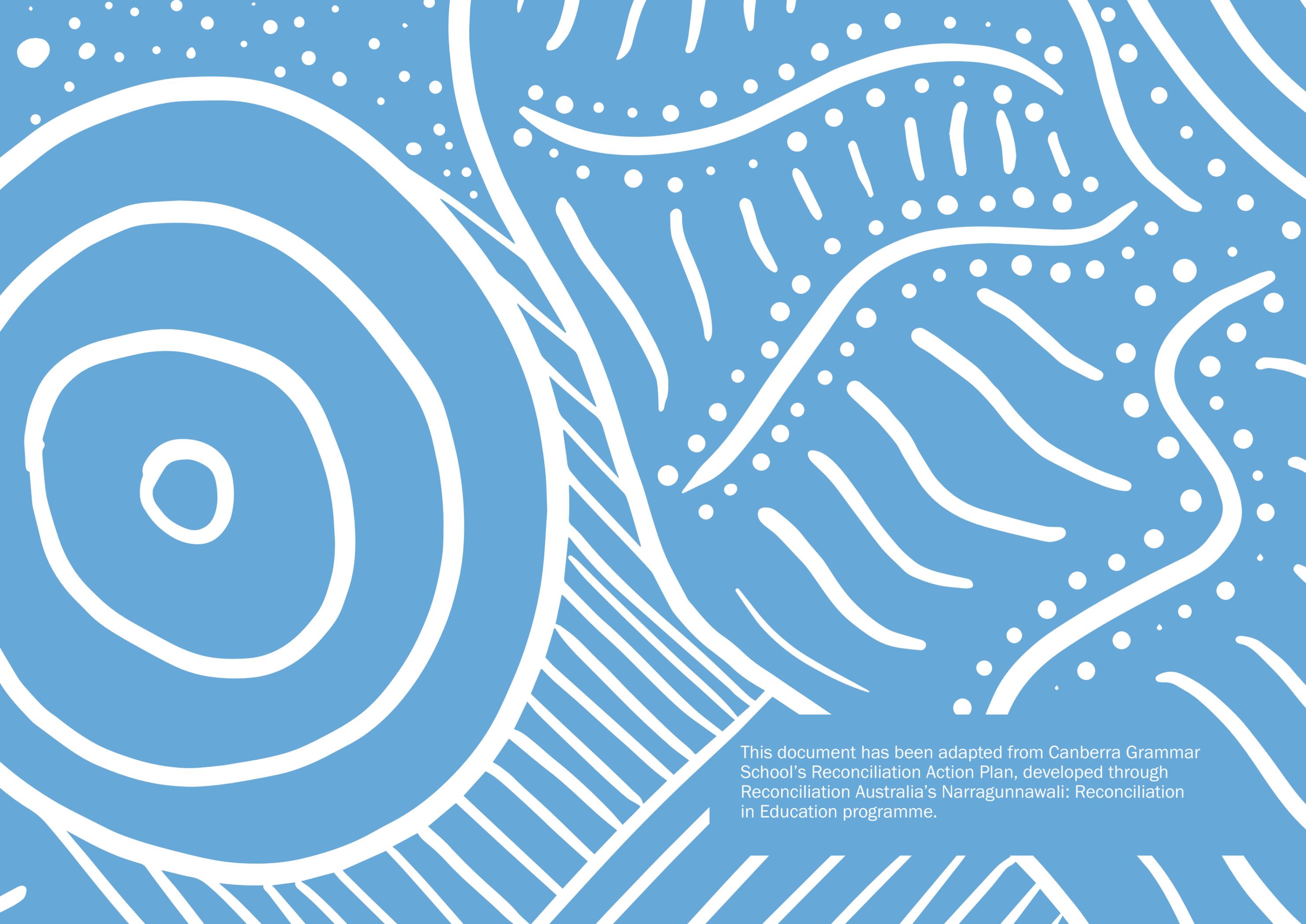


READY FOR
THE WORLD



RECONCILIATION ACTION PLAN

& ABORIGINAL AND TORRES STRAIT ISLANDER
EDUCATION PLAN



This document has been adapted from Canberra Grammar School's Reconciliation Action Plan, developed through Reconciliation Australia's Narragunnawali: Reconciliation in Education programme.

ACKNOWLEDGEMENT OF COUNTRY

Canberra is Ngunnawal Country, our nation's meeting place. Canberra Grammar School acknowledges the Ngunnawal People as the traditional custodians of the Land on which we live and learn. We thank them for their ongoing care of the Land and Waterways of this Country. Throughout the history of the region, Aboriginal people made active contributions to the emergence of the Nation's Capital.

They were an integral part of the workforce and maintained these sacred sites while collaborating with European Settlers. The treatment of Aboriginal people was not always ideal; they were forced to camp in parks and reserves, and yet they maintained their culture and traditions with resilience and forbearance. Their example is a lesson to our project of Reconciliation and we seek to acknowledge their connection to Country and their ongoing contributions to the local community. As their voices are amplified, we are committed to hearing their wisdom and responding to their calls for change. The Ngunnawal word, Narragunnawali informs our interactions. May we come together in peace and work for the well-being of all. We offer respect and gratitude to their Elders past and present and affirm our obligation to honour the heritage of countless generations in our ongoing care for this special place on which it is our privilege to learn, to think, to love and to understand. We extend this respect to Aboriginal People in our school, for they are the future hopes of ours and their own communities.





LETTER FROM THE HEAD OF SCHOOL

Thank you for your interest in Canberra Grammar School's work in reconciliation and Aboriginal and Torres Strait Islander education.

As a leading school for Australia's national capital, Canberra Grammar School is dedicated to the education of generations of Indigenous and non-Indigenous students who will create a future of justice and equality for all Australians together.

Such a future can only be built on truth and reconciliation. This action plan represents our commitment to that: to recognise the truth of the past; to engage openly in the present; and to build with equity for the future.

That takes the minds and hearts of all in our School community, and it takes many forms in our curriculum, learning and teaching, in our cultural and physical activity, our leadership and service, our campus and landscape, and our ceremonies and traditions.

As we grow and evolve as a School in the years ahead, we do so in the context of a heritage that spans countless millennia. It must be our goal to honour and learn from that heritage, and to offer humbly what we can to the education and opportunity of those who carry it forward.

For your part in that, I thank you sincerely, as I look in hope to the future of a School and a country that are more than reconciled; that are strong in knowledge and respect and justice, and proud of all who make them so.

Justin Garrick
Head of School



AT ITS HEART, RECONCILIATION IS ABOUT STRENGTHENING RELATIONSHIPS BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES AND NON-INDIGENOUS PEOPLES, FOR THE BENEFIT OF ALL AUSTRALIANS.

– RECONCILIATION AUSTRALIA

VISION FOR RECONCILIATION

OUR PURPOSE IS TO ESTABLISH CURIOUS, CREATIVE, CONFIDENT AND COMPASSIONATE CITIZENS OF THE WORLD.

OUR VISION FOR RECONCILIATION IS AN AUSTRALIA THAT, THROUGH UNDERSTANDING AND EMPATHY, CREATES AN EQUITABLE, HARMONIOUS AND INTEGRATED SOCIETY FOR ALL AUSTRALIANS.

For Canberra Grammar School reconciliation is defined as learning what it means to establish and maintain mutually respectful relationships between Aboriginal and Torres Strait Islander and non-Indigenous peoples. We are committed to providing a culturally safe place for community to engage with our school and are working to develop the cultural responsiveness of all staff. Australia has the great fortune to have the oldest living culture in the world. Our country is alive with evidence of a sophisticated culture and its presence is palpable across our nation. We are dedicated to bringing this knowledge and awareness to all our students and community. We are dedicated to ensuring our students and community have the opportunity to develop an awareness of the diversity and cultures of Aboriginal and Torres Strait Islander peoples.

As educators, we continue to seek guidance from local Aboriginal Elders in developing mutually respectful relationships with our local community. We acknowledge the Ngunnawal People and all other First Nations Peoples who draw significance from this Land. We work with young people and our commitment is to ignite their personal connection to reconciliation and Aboriginal and Torres Strait Islander peoples' perspectives. We envision our students as the generation who will amplify the voices of Aboriginal and Torres Strait Islander peoples. Canberra Grammar School is committed to build our knowledge of unity, kindness and what it means to live in a society that values equality and equity.

We acknowledge the ongoing trauma that continues to impact Aboriginal and Torres Strait Islander peoples. We will engage in truth telling and reconciliation actions to ensure they are never repeated. We will reflect on how we can move forward, working in harmony to create a socially just, equal and equitable society for all.



PURPOSE

The purpose of the Reconciliation Action Plan (RAP) is to outline the goals and key actions that the School will undertake to support the vision for reconciliation within our Aboriginal and Torres Strait Islander Education Plan.

The School is committed to achieving the vision set out by the RAP in order to enhance the experience of staff and students by providing a culturally safe environment to allow its Indigenous students to grow with pride in who they are. The RAP addresses protocols, actions and interactions that are already in place at the School and outlines the level of commitment, awareness, and understanding of opportunity for inclusion of Indigenous people and their culture across the School.



WELCOME TO COUNTRY & ACKNOWLEDGEMENT OF COUNTRY PROTOCOLS

Protocols for Welcoming visitors to Country have occurred for thousands of years and are a formal cultural expectation of gathering on Aboriginal lands. An ideal time for a Welcome is at a major event, launch, or any occasion at which many visitors from different places are present.

An Acknowledgement of Country is an important expression of respect for the legacy and heritage of the Aboriginal culture inherent to the land on which our School has been built. It also represents a commitment to honour that heritage and to care for the beautiful environment of the School.

An Acknowledgement differs from a Welcome to Country in that anyone may offer an Acknowledgment, whereas only an Aboriginal or Torres Strait Islander of the area is able to welcome people to the land.

We present an Acknowledgement of Country at each assembly and other important occasions, including:

- Gatherings to celebrate and commemorate Aboriginal culture, history and people
- Gatherings to mark the start of each School year, semester or term
- Gatherings to mark important moments in the life and history of the School
- Gatherings to mark our development of the School's campus and environment, including the opening of new buildings and facilities
- Gatherings to welcome significant groups of new people to the School, including boarders, year groups, special visitors, etc.

We also provide a standing Acknowledgement via significant School publications and platforms, notably the School's website, intranet portal and Annual Report for the School and the CGS Foundation.

The following forms of words may be adapted to suit the speaker and occasion so long as they preserve the core contents and expressions of respect. The Acknowledgment may be given by anyone – Indigenous or non-Indigenous – as a demonstration of our shared commitment to respecting the past and moving forward in reconciliation together.

A. I take this opportunity to acknowledge the age-old custodians of the land on which our School stands, the Ngunnawal people. On behalf of us all, I offer respect and gratitude to their elders past and present, and I affirm our obligation to honour the heritage of countless generations in our ongoing care for this special place in which it is our privilege to gather, learn and work. I also extend my respect to all Aboriginal people here today and I thank you for sharing this occasion with us.



B. Before we begin the proceedings, I would like to acknowledge and pay respect to the traditional owners of the land on which we meet – the Ngunnawal people. It is upon their ancestral lands that Canberra Grammar School is built. I would also like to pay my respect to other elders of this land past and present, and acknowledge their continuing affiliation to their ancestral lands. As we share our own knowledge, teaching, learning, and research practices within this School may we also pay respect to the knowledge, values, stories and traditions of the Ngunnawal people and celebrate their heritage. I extend this respect to Aboriginal people here today, the future leaders of the community.

C. I would like to acknowledge the local Ngunnawal people who have walked this land for centuries. I acknowledge their living culture and pay tribute to the unique role they play in the life of this region as traditional owners and custodians of the land on which we meet. I would also like to pay respect to the Elders past and present and extend that respect to other Aboriginal people present.

D. Students to contribute exemplars to be used in a roster of acknowledgement and integrate opportunities for students to use language to voice respect for their cultural heritage.

E. Consultation with Aboriginal parents in development of further examples of Acknowledgement of Country.

F. Primary School and Early Learning Centre appropriate children's Acknowledgement:

CARE FOR COUNTRY
LAND AND WATER
LOVE THE LAND LOVE OUR WORLD
NGUNA DHAWRA NGUNNAWAL
INSECTS, PLANTS AND ANIMALS
LOVE THE LAND
LOVE OUR WORLD



GOALS

1. To support the School community to achieve greater understanding of Aboriginal and Torres Strait Islander peoples.
2. To ensure all Aboriginal and Torres Strait Islander students are given the opportunity to explore their cultural identity in a safe, supportive, and understanding environment.
3. To ensure all staff are dedicated and committed to the RAP to build greater respect for Indigenous peoples within the school community.

From the Imagination Declaration, Garma 2019:

With 60,000 years of genius and imagination in our hearts and minds, we can be one of the groups of people that transform the future of life on earth, for the good of us all.

Over the coming months we'll be sharing the declaration with thousands of Indigenous kids across our nation and together we'll stand to say, "set an imagination agenda for our classrooms, remove the limited thinking around our disadvantage, stop looking at us as a problem to fix, set us free to be the solution and give us the stage to light up the world."

We want the Imagination agenda in every school in the nation, from early childhood learning centres through to our most prominent universities.

Canberra Grammar School is dedicated to this Imagination Agenda as it aligns with our vision for all our students.

EXISTING ABORIGINAL & TORRES STRAIT ISLANDER EDUCATION ACTION

The Indigenous Scholars Support Team, RAP Working Group, and Primary Indigenous Education Group actively encourage meaningful engagement with Aboriginal and Torres Strait Islander Education across the School. Our teachers are assisted in embedding sound practices and opportunities for our students while seeking out reciprocal teaching and learning opportunities with the local community. We aim to provide Aboriginal and Torres Strait Islander Educational opportunities for staff and students that are:

- A. Real life
- B. Relevant
- C. Current

To this end we have fostered relationships through reciprocal visits and educational opportunities with Aboriginal communities locally and on the South Coast. Our Primary School engages Ngunnawal custodians in experiential learning, our Senior School Agriculture students learn Indigenous land practises, and Indigenous perspectives and stories are represented throughout the curriculum and other areas of the CGS school life.

Indigenous Scholars Programme

CGS partnered with the Podmore Trust in 2016 to support placement of our first Indigenous Scholar who is expected to graduate in 2021. In late 2018, administration of the Podmore Trust was handed over to the Canberra Grammar School Foundation to continue its work in providing equitable opportunities to Indigenous students. With the Podmore Trust established, it allowed the shared values, common interests and synergies of the two Foundations to work in parallel with the CGS Indigenous Scholars Programme.

The CGS Foundation will continue the spirit of Podmore by returning opportunity to Indigenous children in the Canberra region through educational scholarships and access to leadership and sporting opportunities. Two of the Indigenous Scholarships awarded are directly funded by the CGS Podmore Trust, and are named the 'CGS Podmore Warawitcha Scholarship' and the 'CGS Podmore Brigadier Damian Roche Memorial Scholarship'.

As with other scholarships offered by the Foundation, Indigenous Scholarships are awarded to students identified to have potential and determination, who lack the financial resources to come to CGS. The Indigenous Scholars Programme provides dedicated support in the form of a full-time mentor and a pastoral care team who maintain emotional wellbeing and cultural safety, while developing the expression of cultural identity and capacity for leadership in our Scholars.

Since the implementation of the Indigenous Scholars Programme, we have engaged in a reciprocal educational process and listened to the unique perspectives of lived experience. We have included the voices of our Indigenous Scholars among a plurality of stakeholders in the development of the RAP. The RAP recognises the School as a community leader with the ability to affect personal outcomes for Aboriginal and Torres Strait Islander students, as well as broader ideational and cultural shifts in our student and staff populations in pursuit of a collaborative and equitable future for Australia.



THEMES

Three themes guided the development of our RAP and will shape our future actions in the area of Aboriginal and Torres Strait Islander Education.

Theme 1 – Lifelong learning

As an educational institution, CGS aims to instil lifelong curiosity and a passion for learning in our students. We hold ourselves to this standard as well, knowing that effective teaching and leadership requires the humility to learn from a range of people, listening and integrating a plurality of knowledge and experience.

Theme 2 – Sphere of influence

As educators we recognise the privilege and responsibility bestowed upon us to inform modes of thinking and engaging with the world around us. As a prominent Canberra institution, we acknowledge that our reach is greater than the school grounds, that we are in a position to influence thoughts, behaviours, and conversations in our broader community.

Theme 3 – Equity and equality

The effects of historical legacies mean that even when Indigenous Australians have access to equality of opportunity, they are not assured of equitable outcomes. A subsection of Australians having significantly different life outcomes in the 21st century is unacceptable. We seek to affect change in equity and equality from an organisational perspective while equipping our students with empathy and understanding to drive change throughout their lives as well.



KEY PERSONNEL

CGS Indigenous Scholars Support Team

Stuart McNeill	Indigenous Scholars Programme Coordinator
Emily Coleman	Indigenous Student Coordinator
Jenny Hunter	Head of Boarding – Girls
Lawson Waser	Head of Boarding – Boys
Verity Beman	Indigenous Student Mentor, Careers Advisor
Kent Peters	Director of Business
Catherine Dobner	Director of Academic Education

Reconciliation Action Plan Working Group Senior School

Verity Beman	Coordinator of RAP Working Group, Indigenous Student Mentor, Careers Adviser
Emily Coleman	Indigenous Student Coordinator
Jenny Hunter	Head of Boarding – Girls
Jerry Yanuyanutawa	Teacher Senior School – Economics & Business Technical Director – Rugby
Bradley Moggridge	CGS Parent
Ben Farinazzo	CGS Parent

The Senior School Working Group worked in collaboration with our Indigenous Scholars to produce the RAP.

Primary Indigenous Education Group

Adam Hall	Director of Action and Service
Dan Wetherall	Primary School Teacher
Kate Boyd	Associate Director of Students Years 3 – 6
Angela Turner	Early Learning Centre Teacher
Louise Nancarrow	Primary School Teacher

ELC and CGS Care Indigenous Education Group

Tanya Alcorn	Director of CGS Care
Kate Watson	CGS Care and ELC Teacher
Anna Francis	CGS Care and ELC Teacher
Corinne Hoorweg	Associate Director of Student Life (ELC)

RELATIONSHIPS, RESPECT, OPPORTUNITIES

Relationships

Relationships in the classroom

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Aboriginal and Torres Strait Islander people in the classroom	<ul style="list-style-type: none"> Indigenous people invited to the classroom and to speak to the whole School when applicable Invite an Indigenous guest speaker (with Indigenous parents' input) for an annual NAIDOC Lecture Review to be undertaken of how CGS implements the 'Aboriginal and Torres Strait Islander Histories and Cultures' cross-curriculum priority 	Ongoing	Indigenous Scholars Programme Coordinator, Indigenous Student Coordinator, Primary Indigenous Education Group, ELC and CGS Care Indigenous Education Group, Director of Academic Education
Opportunities for Aboriginal and Torres Strait Islander students and children	<ul style="list-style-type: none"> Indigenous Scholars Programme to be continued and expanded – our ambitious goal is for 100 Indigenous scholarships to be offered by the School's 100th anniversary 	Ongoing	Indigenous Scholars Programme Coordinator, Indigenous Scholars Support Team, CGS Foundation

Relationships around the School

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Cultural competence for staff	<ul style="list-style-type: none"> Cultural awareness training to be undertaken by staff 	By September 2020, then ongoing	Indigenous Scholars Programme Coordinator, ELT representative
Aboriginal and Torres Strait Islander representation on committees	<ul style="list-style-type: none"> Opportunities for Aboriginal and Torres Strait Islander representation on relevant committees identified and appropriate personnel encouraged to apply 	Ongoing as appropriate	Indigenous Scholars Programme Coordinator
Elders and traditional owners share histories and cultures	<ul style="list-style-type: none"> Elders booked to come in regularly to share history and culture 	Ongoing	Indigenous Scholars Programme Coordinator, Indigenous Student Coordinator

Relationships with the community

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Welcome to Country	<ul style="list-style-type: none"> Welcome to Country and Smoking Ceremony to occur at beginning of school year and NAIDOC Assembly Smoking the opening of new CGS buildings or infrastructure 	Ongoing	Indigenous Scholars Programme Coordinator, Indigenous Student Coordinator
Celebrate National Reconciliation Week	<ul style="list-style-type: none"> National Reconciliation Week to be celebrated across the School each year with a focus on Reconciliation in Chapel, Assembly, tutor groups, and other events 	Yearly	Indigenous Scholars Programme Coordinator, Indigenous Student Mentor, Indigenous Student Coordinator
Create stakeholder list	<ul style="list-style-type: none"> A list of Aboriginal and Torres Strait Islander communities, organisations, and other key stakeholders within the local area to be created and maintained 	Creation by September 2023, ongoing maintenance	Indigenous Student Mentor, Primary Indigenous Education Group, ELC and CGS Care Indigenous Education Group
Build relationships with community	<ul style="list-style-type: none"> Staff cultural competence training with local Aboriginal people Existing community relationships to be built upon in pioneering a video conferencing project with students Families of Indigenous Scholars invited to share their culture with the School 	Ongoing	Indigenous Scholars Programme Coordinator, Indigenous Student Coordinator, Primary Indigenous Education Group, ELC and CGS Care Indigenous Education Group
Cultural competence for students and children	<ul style="list-style-type: none"> CGS students to hold a forum to discuss their understanding of the Acknowledgement of Country and local Aboriginal history Indigenous Scholars to visit Primary School and share their culture and traditions 	Ongoing	Indigenous Scholars Programme Coordinator, Indigenous Student Coordinator Primary Indigenous Education Group, Boarding House staff
Family and community room	<ul style="list-style-type: none"> Dedicated space for Aboriginal and Torres Strait Islander students maintained to assist in respecting cultural sensitivities and Sorry business 	Ongoing	Indigenous Scholars Programme Coordinator, Indigenous Student Coordinator

Respect

Respect in the classroom

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Teach about reconciliation	<ul style="list-style-type: none"> RAP Working Group to engage with literature and Reconciliation resources on teaching about reconciliation and implement learning opportunities 	Ongoing	RAP Working Group
Explore current affairs and issues	<ul style="list-style-type: none"> Students given opportunities to explore current affairs and issues in tutor groups Staff encouraged to use current affairs and issues as case studies to engage with curriculum 	Ongoing	Heads of Student Houses, Heads of Departments

Respect around the school

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Acknowledgement of Country	<p>Acknowledgement of Country given at important occasions, including:</p> <ul style="list-style-type: none"> Gatherings to celebrate and commemorate Aboriginal culture, history and people Gatherings to mark the start of each School year, semester or term Gatherings to mark important moments in the life and history of the School Gatherings to mark our development of the School's campus and environment, including the opening of new buildings and facilities Gatherings to welcome significant groups of new people to the School, including boarders, year groups, special visitors, etc. 	Ongoing	Head of Senior School, Head of Primary School, Indigenous Scholars Programme Coordinator
Visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures	<ul style="list-style-type: none"> School to continue work in commissioning Indigenous art for the campus Aboriginal map to be displayed in the School Photos of significant successful Indigenous and non-Indigenous Australians to be displayed at CGS, being mindful of protocols 	Ongoing	Director of Community Development, Primary Indigenous Education Group
Care for Country	<ul style="list-style-type: none"> Bush Tucker Garden to be maintained and used as a learning tool for all students Nature walks with local Aboriginal people to continue Indigenous land use, water knowledge, astronomy and cultural fire covered in curriculum 	Ongoing	Indigenous Student Coordinator, Associate Director of Student Life (ELC), Primary Indigenous Education Group, Director of Academic Education



Respect with the community

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Aboriginal and Torres Strait Islander flags	<ul style="list-style-type: none"> Flags to be flown in the Main Quad, the Primary School, and the Northside Campus 	Ongoing	Director of Community Development, Director of Action and Service (Primary)
RAP launch	<ul style="list-style-type: none"> RAP to be launched through internal and external campaigns 	Ongoing	Community Development, Indigenous Scholars Programme Coordinator
Take action against racism	<ul style="list-style-type: none"> Discrimination discussed regularly in assemblies and addresses from leadership team Racism to be discussed in tutor groups and as appropriate in classrooms 	Ongoing	Whole School



Opportunities

Opportunities in the classroom

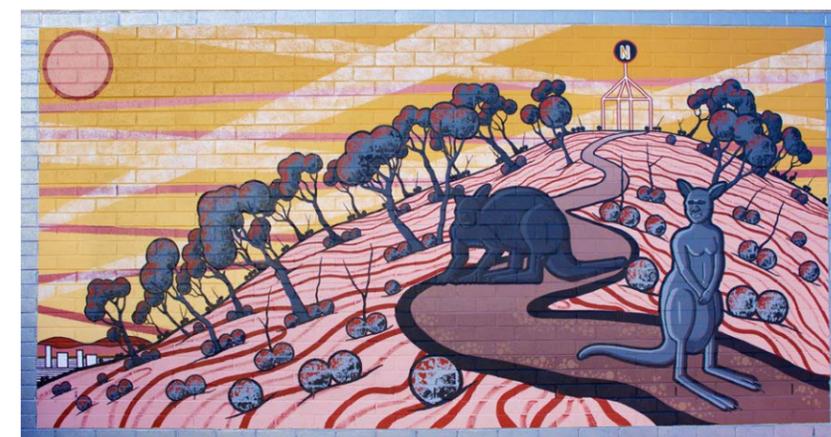
ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Curriculum planning	<ul style="list-style-type: none"> • Cross-curriculum objectives to be reviewed across departments • Renewed focus on cross-curriculum objectives to be instigated 	Ongoing	<ul style="list-style-type: none"> • Head of Primary School • Director of Action and Service

Opportunities around the school

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Inclusive policies	<ul style="list-style-type: none"> • Hiring policies to be reviewed to ensure inclusivity and recommending Indigenous applicants • Staff policies to be reviewed to ensure inclusivity 	By December 2020	<ul style="list-style-type: none"> • Human Resources Department
Staff engagement with RAP	<ul style="list-style-type: none"> • Hard copies of the RAP to be distributed to each department and Primary year groups • Each department to compose a vision statement in their documentation: What do we want all students who leave our School to know and understand about Aboriginal and Torres Strait Islander culture? 	Upon launch	<ul style="list-style-type: none"> • Community Development Office • Heads of Department • Director of Action and Service

Opportunities with the community

ACTION	DELIVERABLE	TIMELINE	RESPONSIBLE
Celebrate RAP progress	<ul style="list-style-type: none"> • Report to Reconciliation Australia each September 	Yearly	<ul style="list-style-type: none"> • RAP Working Group
Aboriginal and Torres Strait Islander languages	<ul style="list-style-type: none"> • Acknowledgement of Country to be taught to staff and students in Ngunnawal language • Ngunnawal language utilised in lessons where appropriate • Indigenous Scholars encouraged to present Acknowledgement of Country 	Ongoing	<ul style="list-style-type: none"> • RAP Working Group • Indigenous Scholars Programme Coordinator • Primary Indigenous Education Group



Artwork by Blak Douglas



Artwork by Marle Ashby, Indigenous Scholar 2020



Artwork by Joseph Cameron



Artwork by Year 5G

RECOMMENDED WEBSITES WITH LINKS TO FURTHER RESOURCES & WEBSITES

Aboriginal Studies Library Guide University of Sydney (freely accessible to the public)
LIBGUIDES.LIBRARY.USYD.EDU.AU/ABORIGINALSTUDIES

The Spinney Press: Weblinks for Students
SPINNEYPRESS.COM.AU/WEB-LINKS-FOR-STUDENTS/

Authentic Aboriginal Educational Resources – Aboriginal Owned Business
RILEYCALLIERESOURCES.COM.AU/TEACHERRESOURCES

Aboriginal Studies Association: Professional Learning, resources, and support for Aboriginal Studies
ABORIGINALSTUDIES.COM.AU/

National Aboriginal and Torres Strait Islander Education Strategy
EDUCATION.NSW.GOV.AU/CONTENT/DAM/MAIN-EDUCATION/TEACHING-AND-LEARNING/AEC/MEDIA/DOCUMENTS/NATSIEDUCATIONSTRATEGY.PDF

Terminology Guide
NARRAGUNNAWALI.ORG.AU/ABOUT/TERMINOLOGY-GUIDE

The Little Red Yellow Black resources
AIATSISSIS.GOV.AU/EDUCATION/CURRICULUM-RESOURCES/LITTLE-RED-YELLOW-BLACK-RESOURCES

Aboriginal and Torres Strait Islander Histories and Cultures. Cross Curriculum Priority Version 9 (2022)
V9.AUSTRALIANCURRICULUM.EDU.AU/TEACHER-RESOURCES/UNDERSTAND-THIS-CROSS-CURRICULUM-PRIORITY/ABORIGINAL-AND-TORRES-STRAIT-ISLANDER-HISTORIES-AND-CULTURES

WEBSITES WITH TEACHING RESOURCES

State Library NSW
SL.NSW.GOV.AU/LEARNING

SBS Education Site
SBS.COM.AU/LEARN/

ABC Education Site
ABC.NET.AU/EDUCATION/

Reconciliation Australia
NRW.RECONCILIATION.ORG.AU/

Official NAIDOC Site
HNAIDOC.ORG.AU

Australians Together
AUSTRALIANSOGETHER.ORG.AU/

Human Rights Commission
HUMANRIGHTS.GOV.AU/

Commonwealth Government
INDIGENOUS.GOV.AU/TEACHING-GUIDES/CURRICULA-PROJECT

Reconciliation Australia
RECONCILIATION.ORG.AU/

Healing Foundation
HEALINGFOUNDATION.ORG.AU/SCHOOLS/

Our Land, Our Stories
CENGAGE.COM.AU/PRIMARY/BROWSE-SERIES/OUR-LAND-OUR-STORIES

ABORIGINAL SPECIFIC WEBSITES

Common Ground
COMMONGROUND.ORG.AU

Share our Pride
SHAREOURPRIDE.ORG.AU

Your Story Your Journey
YOURSTORYYOURJOURNEY.NET

NSW Aboriginal Land Council
ALC.ORG.AU/

Uluru Statement of the Heart
ULURUSTATEMENT.ORG

Australian Institute for Aboriginal and Torres Strait Islander Studies
AIATSISSIS.GOV.AU/EDUCATION

READING LIST

Dream Big & Imagine the What If – Kylie Captain

Be That Teacher Who Makes a Difference & Lead Aboriginal Education for All Students
– Kylie Captain & Dr Cathie Burgess

Talking to My Country – Stan Grant

Tell Me Why – Archie Roach

Growing Up Aboriginal in Australia – Edited by Anita Heiss The First Scientist – Corey Tutt

Born Again Blackfella – Jack Charles

Dark Emu – Bruce Pascoe

Hidden in Plain View. The Aboriginal People of Coastal Sydney – Paul Irish

Welcome to Country – Marcia Langton

The Biggest Estate on Earth. How Aborigines Made Australia – Bill Gammage

Fire Country – Victor Steffensen

Defying The Enemy Within – Joe Williams

Sand Talk – Tyson Yunkaporta

The Drovers Wife – Leah Purcell

Too Much Lip – Melissa Lucashenko

Australia Day – Stan Grant

Growing Up Aboriginal in Australia – Edited by Anita Heiss

Finding The Heart of The Nation – Thomas Mayor

Indigenous Australia For Dummies – Prof Larissa Behrendt

Reading list: compiled by Kylie Captain and Dr Cathie Burgess, Aboriginal Studies Association



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Grammar
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