



Marrung 2026–2036 First Nations Education Strategy

Marrung 2026–2036 is structured around six key priorities and 31 supporting actions across early childhood, school and tertiary education.

Our shared vision

Victoria will be a state where:



The rich and thriving cultures, knowledge and experiences of First Nations people are celebrated by all Victorians;



education service systems are inclusive, responsive and respectful of First Nations people at every stage of the learning and development journey;



every First Nations person achieves their aspirations and is strong in their cultural identity.

Guiding principles

Self-determination

First Nations communities possess the knowledge, expertise and authority to determine what is best for learners.

This strategy prioritises self-determination by embedding First Nations leadership and decision-making across all systemic levels. Transitioning towards shared decision-making and co-design, ensures First Nations peoples maintain a genuine, ongoing role in shaping education policies and programs.

Advancing systemic transformation

Marrung 2026-2036 addresses institutional barriers, structural racism and bias through respectful partnerships grounded in trust, transparency and shared responsibility.

Achieving ambitious targets requires reform across policy, practice, systems and accountability.

This transformation relies on respectful partnerships with First Nations communities, grounded in trust, transparency, and shared responsibility.

Cultural safety and responsiveness

Cultural safety is non-negotiable. All learning environments must be safe, inclusive and respectful of First Nations identities, cultures and experiences.

All educators share responsibility for utilising culturally responsive practices and ensuring First Nations perspectives are integral to teaching and learning.

Key priorities



1

Workforce capacity and capability

Develop culturally safe, inclusive, co-ordinated and responsive workforces with the expertise to support improved learning and wellbeing outcomes for First Nations learners across early childhood, schools and tertiary education.



2

First Nations leadership and partnership

Strengthen partnerships with First Nations families and communities to advance self-determination across early childhood, schools and tertiary education sectors, and ensure First Nations leadership guides policy, design and delivery.



3

First Nations languages

Support First Nations communities to protect, reclaim, and sustain languages in ways that are culturally safe and reflect community defined priorities in recognition that languages play an important role in cultural affirmation



4

Curriculum and teacher practice

Strengthen and embed Aboriginal and Torres Strait Islander perspectives as integral and ongoing elements of teaching and learning.

Educators will use culturally responsive and evidence informed practices to ensure **what** is taught (curriculum and learning frameworks) and **how** (teacher practice) is respectful and responsive to all learners.



5

Learner engagement, participation and voice

Education systems acknowledge, respect, and actively support the diversity of First Nations learners that enable full participation, continuity of learning, links to community and family, and access to opportunities. The voices of First Nations learners are centred and meaningfully responded to, with genuine opportunities to shape educational experiences.



6

Transitions and pathways

First Nations learners receive culturally responsive, tailored support across all transitions — from early childhood and school to tertiary education and/or employment.

Marrung 2026–2036 First Nations Education Strategy

MARRUNG



Artwork Name: **nyuka-yangga** (to approach, to come this way)

Artist: **Emma Bamblett**

Mob: Wemba Wemba, Gunditjmara, Ngadjonji and Taungurung Connections

nyuka-yangga is a visual representation of the *Marrung 2026–2036 First Nations education strategy*, and the education journey from early childhood to tertiary pathways. Red and ochre streams represent the guiding principles of self-determination, advancing systemic transformation, and cultural safety and responsiveness.

Connected symbols reflect the strategy's six priorities: workforce capacity and capability; First Nations leadership and

partnership; First Nations languages; curriculum and teacher practice; learner engagement, participation and voice; and transitions and pathways.

Blue waterways connect these elements, while Murray cod symbolise partnership between the department and community. Gathering places and repeated linework acknowledge Elders sharing knowledge, culture and support through consultation, listening and connection.

31 supporting actions

1 Workforce capacity and capability

- 1.1 Build capability across education settings for all staff.
- 1.2 Develop First Nations workforce practice models.
- 1.3 Establish a structure to drive Marrung implementation at a school and service provider level.
- 1.4 Grow and strengthen the First Nations workforce across early childhood education, schools and the Victorian VET system.
- 1.5 Develop a First Nations engagement framework for educators.

2 First Nations leadership and partnership

- 2.1 Support, strengthen and expand ACCO service provision.
- 2.2 Develop a First Nations data sovereignty and governance policy.
- 2.3 Support existing education governance mechanisms to incorporate a focus on improved learning and wellbeing outcomes for First Nations learners.
- 2.4 Review and revise processes to further develop streamlined, sustainable and flexible funding, contracting and reporting arrangements with ACCOs.
- 2.5 Increase First Nations voice in decision-making at a local, regional and state level.

3 First Nations languages

- 3.1 Actively promote the incorporation of First Nations languages.
- 3.2 In partnership with Traditional Owners and ACCOs, promote clear guidance for the development and implementation of languages programs.
- 3.3 Celebrate learning settings that are teaching First Nations languages.
- 3.4 Support First Nations languages delivery.
- 3.5 Strengthen opportunities for First Nations people to reclaim and reconnect with language, and provide opportunities to share language, including through expansion of the First Nations languages teacher workforce.
- 3.6 Support educators' understanding of Koorie English including through targeted professional learning.

4 Curriculum and teacher practice

- 4.1 Support educators and teachers to incorporate First Nations knowledge and expertise into their practice and content.
- 4.2 Work with the Victorian Institute of Teaching (VIT) and the Victorian VET Educator Academy to strengthen recognition of high-quality First Nations professional learning in the teacher registration and educator capability development process.
- 4.3 Enhance targeted initiatives to support First Nations learners.
- 4.4 Strengthen support for Initial Teacher Education providers to prepare confident and culturally responsive graduate teachers.

- 4.5 Work with VIT, Australian Children's Education and Care Quality Authority and the Victorian Council of Deans of Education to strengthen approaches relating to relevant standards.
- 4.6 Strengthen school and service provider review and planning processes to drive clear expectations, improve accountability and monitor impact.
- 4.7 Implement Statewide Treaty Reform: Inclusion of Truth-telling in the Victorian Curriculum 2.0.

5 Learner engagement, participation and voice

- 5.1 Ensure First Nations learners are supported and connected to education and training systems.
- 5.2 Empower and amplify the voice of First Nations learners and families.
- 5.3 Improve attendance, participation and sense of belonging through community defined strategies, informed by evidence and local context.
- 5.4 Strengthen early intervention and re-engagement approaches.
- 5.5 Strengthen approaches to identify, respond to and address racism.

6 Transitions and pathways

- 6.1 Strengthen supports for First Nations learners across key transition points.
- 6.2 Improve access to and participation in diverse and high quality education and career pathways.
- 6.3 Strengthen family and carer engagement and provide continuity of support through key transition points.