What can corporate do now?

Central and regional corporate areas also have a responsibility to reflect on practice and actively work to build capacity in order to strengthen self-determination in education, aligned with the Reform Directions.

Below are some suggestions that may be useful to guide reflection and possible actions as a starting point.

The table below provides staff with a practical tool to assist reflection, conversation and action based on the findings of the Campfire Conversations.
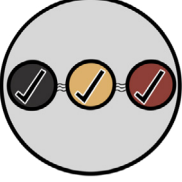
	Reflect on Reform Directions	Possible actions
Accountability	→ How is our commitment to strengthening outcomes and self-determination for Aboriginal and Torres Strait Islander people reflected in our Business Plan? → How do we demonstrate our shared responsibility in this space? → How do we assess ourselves according to community's expectations?	→ Include a dedicated Marrung/Aboriginal education/self-determination capability in position descriptions. → Appoint a lead staff member to encourage and support other staff with responsibility and practice. → Review governance, reporting and accountability arrangements with the view to increasing the opportunity for input from the Aboriginal community and ensuring the measures against which we are evaluating success are meaningful to the Aboriginal community.
Truth-telling	→ Do our programs, materials, policies and advice take into consideration the legacy and ongoing impacts of colonisation and actively work to address these impacts? → Do our programs, materials, policies and advice highlight the strength, diversity and enduring cultures of Aboriginal and Torres Strait Islander peoples?	→ Listen to the public hearings of the Yoorrook Justice Commission (yoorrookjusticecommission.org.au/). → Audit the outputs, programs, materials, policies and advice to ensure inclusion of Aboriginal and Torres Strait Islander perspectives across the work of the Division/Area. → Explore opportunities to learn about and incorporate the stories and experiences of the local Aboriginal and Torres Strait Islander community/communities where our office is located, or where our services reach.
Partnerships	→ What formal and informal partnerships do we have with Aboriginal community stakeholders and are these resourced appropriately? → How do we engage meaningfully with Aboriginal community stakeholders? → Where does our work with community sit on the Continuum towards Aboriginal self-determination? (see Figure 1 below)	→ Explore opportunities to formalise and resource partnerships with Aboriginal community stakeholders involved in our work. → Be mindful of, and seek ways to alleviate, cultural/colonial load of those who are regularly sought for their voice and expertise. → Invite Aboriginal and Torres Strait Islander colleagues and stakeholders to provide feedback on: – where our work sits on the self-determination Continuum – how we will know if we are tracking in the right direction.
Culturally safe and responsive school system	→ How do we encourage a culturally safe and responsive school system through increasing representation and visibility of Aboriginal and Torres Strait Islander peoples, culture and perspectives in the work that we do? → How do we know if our workplace is culturally safe for Aboriginal and Torres Strait Islander peoples? → Do our policies and processes make it harder or easier for schools to create a culturally safe and responsive learning environment?	→ Adopt measures to ensure racism is identified, confronted and not tolerated. → Familiarise ourselves with the vision, objectives and actions of the department's guiding documents relating to Aboriginal education and inclusion: – Marrung: Aboriginal Education Plan – Dhelk Wukang: Aboriginal Inclusion Plan – Aboriginal Employment Plan → Discuss how to progress these actions to achieve the vision and objectives of these guiding documents, within our spheres of influence. → Be mindful of, and seek ways to alleviate, cultural/colonial load of those who are regularly sought for their voice and expertise. → Ensure the responsibility to create a culturally safe and responsive system is shared by all and not placed solely on Aboriginal and Torres Strait Islander staff/workers.
Voice	→ How do we capture and amplify the voices of local Aboriginal community/communities? → How do we invite and utilise the input of Aboriginal staff, organisations and community stakeholders in our decision-making?	→ Actively support and seek out opportunities for Aboriginal and Torres Strait Islander representation in decision-making. → Ensure that recruitment processes encourage employment of Aboriginal and Torres Strait Islander peoples and foster leadership and career growth.
Capacity building	→ How do we support our staff in understanding the learnings from this report? → How do we build the knowledge of ourselves and our staff in identifying and supporting the needs of Aboriginal and Torres Strait Islander students and working respectfully with Aboriginal and Torres Strait Islander people and organisations? → What resources, knowledge and tools are available to build the capacity of our staff? → How do we ensure our work area is responsive to the aspirations of Treaty?	→ Ensure that all staff have access to professional learning opportunities hosted by Aboriginal people/organisations (e.g. cultural awareness, trauma and healing, Indigenous data governance etc.). → Include specific Marrung/Aboriginal education/self-determination goals in PDPs and Business Plans. → Reach out to the Koorie Outcomes Division and/or the regional Koorie Education Workforce to discuss our work and options to build capacity and capability. → Utilise resources and professional development offered by Victorian Aboriginal Education Association Incorporated. → Learn about the work and roles of the Victorian Treaty Authority and the First Peoples' Assembly of Victoria.

Figure 1

Continuum towards Aboriginal self-determination

INFORM → CONSULT → COLLABORATE

PARTNERSHIP → CO-OWNERSHIP → DECISION-MAKING AND RESOURCES CONTROL