

Wirnalung Ganai 2019–2021

Aboriginal Inclusion Plan
Department of Education
and Training





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Department of Education and Training**

Wirnalung Ganai – is Ganaikurnai language, which translates as 'Our People'.

Artwork

Artist : Brett Watkins, a proud Ganai (Victoria) and Yamatji (Western Australia) man.

Description of the art:

Centre: Spirit of the Elder; cultural teacher and mentor to young people. Supporting connectedness and identity

Outside: Children and young people pursuing their dreams and becoming strong leaders

White ochre: Represents spirit and land; white is throughout the artwork as spirit is everywhere

White circles: Represents people and communities coming together

Circles: Joining circles depict people and communities coming together

White curvy lines: Joining each other represents not thinking in a straight line; not giving children and young people false hopes but having high aspirations for them and with them.

Layout and Design

Bayila Creative

www.bayila.com.au

Acknowledgement of Traditional Owners

The Department of Education and Training acknowledges and honours the Traditional Owners of Victorian lands and waters and we pay respect to Elders past and present of all Victorian Aboriginal communities.

Language used in this plan

The Department of Education and Training recognises the diversity of Aboriginal people living throughout Victoria. Whilst the terms 'Koorie' or 'Koori' are commonly used to describe Aboriginal people of southeast Australia, this plan uses the term 'Aboriginal' to include all Aboriginal and Torres Strait Islander people living in Victoria. Koorie is maintained when it is the name of a program or title.

June 2019

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This document is also available on the internet at www.education.vic.gov.au/marrung

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Message from the President, Victorian Aboriginal Education Association Incorporated

As the Victorian Government's partner of almost 30 years in Koorie education and training; the Victorian Aboriginal Education Association Inc (VAEAI) have led major changes across the sector. However, there is more that can be done, including building a more inclusive and supportive workplace for Aboriginal people.

Workplace inclusion is about creating a physical environment that acknowledges Aboriginal culture, listening to an Aboriginal person's knowledge and experiences, and working 'with', rather than 'for' Aboriginal people and organisations. This means supporting diversity and promoting equal opportunities for all.

The Department of Education and Training's role is to support students and families to reach their greatest education potential.

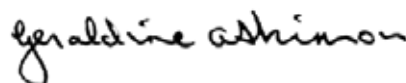
The workforce drives this work, supporting these achievements for all students, including Aboriginal students.

Wirnalung Ganai 2019-2021 promotes greater voice on all education matters across the life cycle of all Department programs and projects.

The plan will seek to ensure that Aboriginal people are better represented at all levels and areas of the Department, and that career development, progression and retention for Aboriginal staff is seen as a priority. It will also commit the Department to invest further in Aboriginal entrepreneurs, through engaging Aboriginal enterprises when procuring products and services.

Wirnalung Ganai 2019-2021 is everyone's business. Wirnalung Ganai 2019-2021 will enhance the way the Department works, including through building attitudes and practice.

I challenge you to adopt this strength-based approach to inclusion and show your commitment to Aboriginal inclusion. In doing this you will influence the actions of those around you.



Geraldine Atkinson

President

**Victorian Aboriginal Education Association Inc
(VAEAI)**



Secretary's Foreword

I am pleased to invite all Departmental staff to come together and commit to our third Aboriginal inclusion plan, Wirnalung Ganai 2019-21. Self-determination is not about walking alongside Aboriginal people or asking Aboriginal people to carry the load on inclusion. It's about Aboriginal people leading in the design of policies and programs for Koorie people in education and training. The plan is a call to action.

The Department employs approximately 235 Aboriginal staff and works closely with Aboriginal organisations to achieve our goals. We have some good stories to tell about the success of community and government working together - the gap in four year old kindergarten participation rates has been closed, increasing numbers of Koorie students are completing VCE or equivalent, we have high rates of Koorie student participation in Vocational Education and Training and an increased Koorie focus in the Adult Community and Further Education sector.

But we must do more. We must actively increase our cultural knowledge and build mutually respectful relationships with Aboriginal people to increase representation in our workforce and improve outcomes for Koorie learners in early childhood services, schools and training institutions.

Through extensive consultation, our Koorie staff and our partners have told us that they want consistently high expectations of Koorie staff, they want Aboriginal expertise to be heard and not dismissed. Koorie staff want their workplace to know about and celebrate Aboriginal cultures, and understand the lasting impact of colonisation. Our staff want to feel culturally safe at work; hearing and seeing respect for Aboriginal culture and First Nations people consistently.

The Department's leadership has heard and listened. The actions in the plan offer immediate support to Koorie staff and partners who have felt the load of initiating and driving Aboriginal inclusion in the Department. The plan also offers practical guidance to non-Aboriginal staff who may feel unsure about where to start in making our workplaces inclusive. Change means taking risks, and with this will come mistakes. In a culture of continuous learning, we acknowledge mistakes, develop solutions and keep growing.

This plan invites us to act differently, to always seek and listen to Koorie voices and to be inclusive in every phase of our work. We know that inclusion and education are key to improving outcomes in all spheres. Wirnalung Ganai 2019-21 is not an add on – it is about how we work and how we live our values.



Jenny Atta
Secretary



Our Thanks

***Gunaikurnai* peoples**

The title of this Aboriginal inclusion plan, *Wirnalung Ganai* 2019–2021 is Gunaikurnai language, which means 'Our People'.

There are about three thousand Gunaikurnai people in Victoria, consisting of five major clans: Brabralung, Brataualung, Brayakaulung, Krauatungalung and Tatungalung. The Gunaikurnai people are recognised by the Federal Court and the State of Victoria as the Traditional Owners of a large area of Gippsland spanning from Warragul in the west, to the Snowy River in the east, and from the Great Divide in the north, to the coast in the south.

Contributors to the development of *Wirnalung Ganai*:

- Victorian Aboriginal Education Association Incorporated (VAEAI)
- Victorian Aboriginal Child Care Agency (VACCA)
- Victorian Aboriginal Community Controlled Health Organisation (VACCHO)
- Victorian Aboriginal Community Services Association Limited (VACSAL)
- Department of Education and Training employees who attended consultation workshops throughout Victoria and shared their lived experiences, values and aspirations for Aboriginal inclusion.

Victorian Aboriginal Corporation for Languages (VACL)

VACL provided cultural expertise and facilitated permission for the Department to use Aboriginal language names for the five key areas of focus in our inclusion plan: Palaver, Wirraway, Dangbulk-bulok, Ngutjanatj Wurrkur Din Teein and Ngulu-dhan-ngi.

VACL advocates for First People's language because it is their identity. Language is an ancestral right connecting First People to Country and culture.

Language is a part of culture, and knowledge about culture, is a means of empowering people. Language contributes to the wellbeing of Aboriginal communities, strengthens ties between Elders and young people, and improves education outcomes for Aboriginal people of all ages.

The Department of Education and Training

Who are we?

The Department of Education and Training leads the delivery of education and training services to children, young people and adults:

- directly through government schools
- indirectly through the regulation and funding of early childhood services, non-government schools, and training programs.

We implement Victorian government policy on early childhood services, school education, training and higher education services. We also manage Victorian government schools and drive improvement in primary and secondary government education.

The provision of high-quality education, training and early childhood services is fundamental to building a society that has strong economic growth, productivity and employment, better health outcomes and greater social cohesiveness. The goals we set, the changes we implement, the systems we support, and the services we offer, all culminate to foster improved learning and development outcomes.

Our vision


The strong vision of the Department and our Aboriginal inclusion plan is guided by the *Marrung: Aboriginal Education Plan 2016–2026*:

‘Together we give every Victorian the best learning and development experience, making our state a smarter, fairer, more prosperous place’.

‘Victoria will be a state where the rich and thriving culture, knowledge and experience of our First Nations Peoples are celebrated by all Victorians; where our universal systems are inclusive, responsive and respectful of Aboriginal people at every stage of their learning and development journey; and where every Aboriginal person achieves their potential, succeeds in life, and feels strong in their cultural identity’.

The purpose of this plan is to achieve the vision of Aboriginal inclusion identified by staff and stakeholders during consultation. That is, the Department will be:

- a culturally safe place for Aboriginal employees, potential employees, volunteers, visitors, community partners, learners and families
- an organisation where Aboriginal people, without fear of retribution or questioning, proudly identify as Aboriginal and feel safe to be themselves, and where the expertise shared by First Nations Peoples is valued and respected
- an organisation committed to Aboriginal self-determination, which is fundamental to better outcomes for Aboriginal learners, and affirms the relationship between government and the Aboriginal community as being one of mutual respect and joint decision-making.



We will deliver our vision for Aboriginal inclusion through five key areas of focus:

- *Palaver* (Leadership and Governance)
- *Wirraway* (Policy Development)
- *Dangbulk-bulok* (Programs and Services)
- *Ngutjanatj Wurrkur Din Teein* (Workplace Organisational Development and Change)
- *Ngulu-dhan-ngi* (Communications)

These areas of focus correlate with the Victorian Aboriginal Inclusion Framework (VAIF). The VAIF provides guidance to government about how services can be more inclusive for Aboriginal people.

The Victorian Aboriginal Affairs Framework includes 11 principles that guide self-determination; human rights; cultural integrity; commitment; Aboriginal expertise; partnership; decision-making; empowerment; cultural safety; investment; equity and accountability. These principles underpin how each action in Wirnalung Ganai will be implemented.

Our Aboriginal inclusion plan focuses on making the corporate aspects of the Department culturally appropriate, including the development and planning of service provision and policy, and communications across the early years, schools and vocational education and training (VET). It also complements *Marrung: Aboriginal Education Plan 2016–2026*, which outlines key actions to support improved outcomes for Aboriginal learners and better inclusion practices across early childhood services, schools and VET. Aboriginal inclusion in the VET sector is also supported by the *Wurreker Strategy*, which involves the employment of Koorie Liaison Officers in TAFE and dual sector institutes, the provision of Wurreker implementation plans at each institute, and Wurreker Brokers at VAEAI working with TAFE and industry.

Our plan also reiterates our commitment to workplace development and change by increasing the number of Aboriginal public sector employees, at all levels, within the Department, including the Victorian Public Service and Government Teaching Service. This pledge aligns with *Barring Djinang*, the Victorian Government strategy to enhance Aboriginal employment outcomes across the Victorian public sector.

What is our Aboriginal inclusion story?

The Department of Education and Training has been working consistently to improve educational outcomes for Aboriginal learners, alongside our principal partner in Aboriginal education, the Victorian Aboriginal Education Association Incorporated (VAEAI); a partnership that was first formalised in 1990. VAEAI was established in 1976 with the aim of increasing the presence and voice of Aboriginal people in education decision-making.

Our pathway to improving Aboriginal education outcomes includes:

- 2000: Wurreker a vocational education strategic plan developed in partnership with VAEAI
- 2008: Wannik: Learning together – journey to our future education strategy for Aboriginal students
- 2012: the Department launched its first Aboriginal inclusion plan, Wirnalung Ganai – Our People. The actions focused on building cultural awareness of employees in the corporate workplace and aligned with the five areas of focus in the Victorian Aboriginal Inclusion Framework
- 2015: the Department launched its second Aboriginal inclusion plan, Wiranalung Ganai, which established key action areas that focused on systemic change, including systemic inclusion; data improvement; employment and economic participation; and community engagement
- 2016: the Department launched Marrung: Aboriginal Education Plan 2016–2026. This plan was developed and is being implemented in partnership with the Victorian Aboriginal community including VAEAI, with support from the Victorian Aboriginal Child Care Agency (VACCA) and the Victorian Aboriginal Community Controlled Health Organisation (VACCHO)
- 2017: the Department launched the Investing in Our People (IOP) Strategy that includes an emphasis on building a safe and inclusive workplace, supported by the VPS Workforce Diversity and Inclusion Strategy
- 2018: the Department established the Koorie Staff Network. As one of the largest employers in Victoria, we have the opportunity to impact positively on the employment of Aboriginal people, and to provide career opportunities that are challenging, fulfilling and culturally safe.

Currently, the Department employs 76,817 people, which includes 235 staff who identify as Aboriginal and/or Torres Strait Islander, equating to 0.33 per cent of the total workforce. Employees in the Department include Victorian public service (VPS) employees and Government Teaching Service (GTS) employees: including principals, teachers and education support staff. The majority of the Department's employees (72,833) are employed in the GTS with 209 (0.286 per cent) identifying as Aboriginal and/or Torres Strait Islander people. Of the 3,984 VPS employees, 26 (0.7 per cent) identify as Aboriginal and/or Torres Strait Islander people.

Several whole-of-government frameworks have guided and informed our work. These include:

- Barring Djinang, a five-year strategy to support improved Aboriginal employment outcomes across the Victorian public sector. Launched in 2017, Barring Djinang aims to coordinate whole-of-government actions to increase the proportion of Aboriginal and/or Torres Strait Islander people employed in the public sector, and to improve their career development. It includes a two per cent public service Aboriginal employment target
- Victorian Aboriginal Affairs Framework 2018–2023 includes eleven self-determination principles that underpin all practice: human rights, partnership, investment, cultural integrity, decision-making, equity, commitment, empowerment, accountability, Aboriginal expertise and cultural safety
- Victoria's Social Procurement Framework, released in 2018, encourages buyers and suppliers to deliver social, economic and environmental outcomes that benefit the Victorian Aboriginal community, the economy and the environment.

Developing this plan

This is the Department's third Aboriginal inclusion plan. The process for developing the plan included:

- establishing the Aboriginal Inclusion Steering Committee, chaired by the Deputy Secretary, People and Executive Services, with membership from across every group of the Department
- consulting with departmental staff and drawing on the experience and knowledge of the senior staff of our Aboriginal partners to Marrung: Aboriginal Education Plan 2016–2026, including VAEAI, VACCA, VACCHO, as well as consultation with VACSAL.

**Step 1:
Review of previous
plans**

**Step 2:
Staff and
stakeholder
consultations**

**Step 3:
Draft plan**

Aboriginal Inclusion Plan Steering Committee

The Department organised eleven three-hour consultation workshops for staff in regional and metropolitan locations across Victoria. This included a specific workshop with the Department's Koorie Staff Network. Approximately 170 Aboriginal and non-Aboriginal employees attended these workshops, exploring what Aboriginal inclusion looks like, sounds like, and feels like, to establish a vision for the future. Over 470 inclusion actions were generated through the consultations, many of them aligned to similar themes.

The cultural knowledge and expertise of Aboriginal people, both partners and employees, the lived experience of departmental staff, and the passion and vision of leaders, has been consolidated into this plan to define what Aboriginal inclusion is and the actions required over the next three years to make Aboriginal inclusion a reality.



What is Aboriginal inclusion?

The voice of staff and stakeholders

We asked departmental employees and our Aboriginal partners to tell us about their aspirations for the future, and what they believe Aboriginal inclusion is—exploring what Aboriginal inclusion looks like, feels like and sounds like in our Department.

We learnt there are a lot of good things happening in our workplace. But we also learnt some employees and Aboriginal partners have experienced or observed inconsistencies in inclusive practices, at times resulting in Aboriginal people not feeling culturally safe. We learned that for the Department to be an organisation that consistently looks, feels and sounds inclusive for Aboriginal people, we have some work to do.

What our consultations told us about aspirations

In defining what Aboriginal inclusion is, staff and stakeholders identified the ideal future state, or vision, of Aboriginal inclusion in the Department.

The voices of staff and stakeholders articulated throughout the consultation workshops are captured below—these aspirations, these voices, have informed the actions across the five key areas of focus in our plan.

What does Aboriginal inclusion look like?

I would see:

- the Department's commitment and the inclusion plan would be talked about in the Aboriginal community; people would know about the impact the plan is having
- Department leaders would prioritise Aboriginal business and attend events of Aboriginal significance, both in the workplace and the community
- Decision-makers would stop and reflect on how Aboriginal inclusion can be achieved at every touch point where Aboriginal people and the Department engage
- Department policies, frameworks and guides would actively consider Aboriginal inclusion and see Aboriginal business as a priority
- Department staff would have regular contact and conversations with Aboriginal organisations—sharing good new stories and accepting the solid advice and expertise of Aboriginal people to minimise problems and the need for crisis management
- Aboriginal perspectives would be built-in, rather than bolted on, to policies and service design
- Aboriginal plans would be implemented and monitored for accountability
- Department staff would know the local Aboriginal community, the name of the traditional lands they work on, and the Aboriginal networks and organisations in the local area, particularly the key Aboriginal partners to Marrung: Aboriginal Education Plan 2016–2026
- Department staff would initiate and work hard on building relationships with Aboriginal organisations
- Aboriginal inclusion would look the same in all areas of the Department, across central and in each group
- employees would be inspired by Aboriginal leaders who have strong engagement and messages, and who demonstrate Aboriginal perspectives and beliefs by what they do and say
- employees would be on a clear pathway to cultural competency, attending ongoing training and accepting cultural supervision
- there would be real equity between non-Aboriginal and Aboriginal staff, enabling Aboriginal employees to maintain their cultural integrity
- there would be a cultural lens over our departmental values.

"everyone celebrating Aboriginal success: scholarships, graduations, achievements of staff and funded organisations, and significant dates for the Aboriginal community"

"multidisciplinary teams...and both Aboriginal and non-Aboriginal people owning Aboriginal business and days of celebration"

"removal of the 'otherness' and acknowledgement that Aboriginal inclusion is the responsibility of everyone"

"more Aboriginal staff in the Department in non-identified roles in every group, Region and Area, and seeing more Aboriginal staff in leadership roles"

"a physically welcoming environment, respecting and celebrating Aboriginal language, peoples, events, artworks, flags and images"

"Aboriginal people not being excluded from conversations and non-Aboriginal people not self-excluding or feeling unable to contribute"

What does Aboriginal inclusion sound like?

I would hear:

- Department staff talking consistently about their high expectations of Aboriginal learners and their respect for Aboriginal employees' cultural knowledge and expertise
- Department leaders and decision-makers talking about self-determination—how they can enact it in the workplace—and openly discussing when it hasn't worked and what could be done differently in the future
- Aboriginal people at the centre of decision-making; recognising that for many staff, this would require a shift in how things are done
- A Welcome to Country at key events and genuine Acknowledgement of Traditional Owners at meetings, showing a clear understanding of the purpose of such cultural protocols
- Aboriginal people, staff, learners, organisations and networks being spoken about respectfully
- the strong voice of Aboriginal people in the Department being recognised and trusted
- culturally competent people prioritising Aboriginal business and engagement (instead of 'I'm too busy to do that' or 'the timelines don't allow for that level of engagement with Aboriginal people')
- Aboriginal business being discussed during induction and orientation programs for new employees.

"Aboriginal and non-Aboriginal staff talking about Aboriginal business; mutually respectful conversations about Aboriginal cultures, knowledge and histories"

"Non-Aboriginal people excited and talking about how their job; what they say; how they behave; their engagement with Aboriginal people; and their language, contributes to better outcomes for Aboriginal learners and families"

"Acknowledgements in meetings because this act in itself, is a profound statement of inclusion"



What does Aboriginal inclusion feel like?

As an Aboriginal person I would feel:

"comfortable and safe to identify and stand proud in my Aboriginal culture"

"proud, acknowledged and appreciated"

"confident to raise issues, knowing they will be followed up, and that my expertise is recognised and trusted"

"valued, rewarded and culturally safe"

"supported by departmental leaders who demonstrate strong cultural awareness, and who are respectful, welcoming and non-judgmental"

"that my workplace is ready for an Aboriginal workforce; encouraging a sense of belonging and connectedness"

"included and valued for my Indigenous knowledge, regardless of what level I am in the organisational structure"

"that my cultural expertise is valued and respected and I am not expected to assimilate and conform"

As a non- Aboriginal person I would feel:

- Joy and pride celebrating Aboriginal cultures, peoples, histories and significant events
- Eager to learn more about Aboriginal cultures and protocols and understand how my actions may be influenced by white privilege
- Confident to have respectful conversations with Aboriginal people in order to expand my knowledge about Aboriginal perspectives in relation to my work
- Assured to talk about the Aboriginal programs my Department provides.



Key areas of focus and inclusion actions

The five key areas of focus in our Aboriginal inclusion plan are based on the Victorian Aboriginal Inclusion Framework. Making an explicit commitment to integrate inclusion, self-determination and cultural safety into all our work practices will lead to better outcomes for Aboriginal people, clients and the organisation.

Inclusive organisations can enhance the wellbeing and productivity of employees by fostering an environment that values diversity and does not tolerate racism or discrimination. Inclusion also improves respect, trust and relationships with Aboriginal communities. Through the five key areas of focus and corresponding actions, inclusion will be built into all aspects of how the Department functions—from the top level down through the organisation. The actions build leadership and employee capacity, support improved client outcomes and improve relationships inside and outside the Department between Aboriginal and non-Aboriginal people.

1. Palaver (Leadership and Governance)

Leaders are accountable for the achievement of organisational goals. Our leadership group provides guidance, establishes structures, and is responsible for the behaviour, culture and values in the Department. Aboriginal communities were, and continue to be, governed by strong and respected leaders, including Elders. Where cultural lore established expected behaviours and accountabilities, community yarns and forums continue to be a key mechanism for Aboriginal leaders to make decisions and support community goals. Palaver is Gunditjimarra language for 'conference' and reflects how our leadership group works with Aboriginal people and organisations in a way that enables self-determination.


What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
1.1. Support leaders to champion Aboriginal inclusion, including self-determination.	<ul style="list-style-type: none"> Identify Aboriginal inclusion as a priority in all Department group and Authority Business Plans. Embed cultural safety in the workplace in the Department's Inclusive Workplaces Guide, which supports the implementation of the Department's equal opportunity, discrimination and diversity policies. Develop and deliver cultural understanding and safety training (CUST) for departmental leaders (including executive officers, senior education improvement leaders and managers) that also explores self-determination and how to implement it in practice. 	<ul style="list-style-type: none"> Group and Authority Business Plans include actions supporting Aboriginal inclusion from July 2019. Inclusive Workplaces Guide available from July 2019. Number of departmental leaders completing CUST. 	<p>Executive Director, Portfolio Strategy and Planning</p> <p>Executive Director, People</p> <p>Executive Director, Koorie Outcomes</p>

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
1.2 Promote and resource Wirnalung Ganai champions in each group, Authority and Region of the Department to proactively engage employees in Aboriginal inclusion at the local level through a range of innovative strategies.	<ul style="list-style-type: none"> Recruit Wirnalung Ganai champions in each group, Authority and Region of the Department and provide them with training and support to fulfil their role. 	<ul style="list-style-type: none"> Wirnalung Ganai champions are recruited, representing all departmental groups, Authorities and Regions from December 2019. Wirnalung Ganai champions from each group, Authority and Region facilitate two inclusion actions annually from 2020. 	Executive Director, Koorie Outcomes
1.3 Establish strong, consistent leadership to monitor the implementation of Aboriginal inclusion.	<ul style="list-style-type: none"> Review the Aboriginal Inclusion Steering Committee membership to enable representation from relevant executives responsible for actions and all Department groups, Authorities and Regions. 	<ul style="list-style-type: none"> Terms of reference and membership to the Aboriginal Inclusion Steering Committee reviewed annually. 	Executive Director, Koorie Outcomes

2. Wirraway (Policy Development)

Policies provide a framework for issue identification, departmental decision-making, communication and service delivery. All policies must be inclusive of Aboriginal people. In community forums, traditionally Aboriginal people used words and concepts to demonstrate strong thinking and good plans. Wirraway is Boon Wurrung/Taungurung, which reflects deep thinking.

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
2.1 Establish a process that ensures time for deep listening and engagement with Aboriginal people is considered at all stages of policy development and project delivery, and review the process annually.	<ul style="list-style-type: none"> Ensure briefing templates for the Education State Board (ESB), Executive Board (EB), and key departmental standing committees (including relevant sub-committee of the Department Executive Board) have an Aboriginal Impact Statement, which enables members to: <ul style="list-style-type: none"> » determine whether appropriate engagement has taken place with Aboriginal stakeholders » identify the positive impact of policies and projects on Aboriginal stakeholders » utilise risk mitigation strategies to either remove or reduce unintended negative impacts on Aboriginal stakeholders. Provide guidance to Department staff on appropriate engagement and how to conduct an Aboriginal Impact Assessment. 	<ul style="list-style-type: none"> Briefing templates to ESB, EB and key departmental standing committees have an Aboriginal Impact Statement from October 2019. Guidance materials produced by October 2019 with ongoing advice available. 	<p>Director, Cross Portfolio Strategic Integration Branch</p> <p>Executive Director, Koorie Outcomes and Executive Director Enterprise Portfolio Management Office</p>



What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
2.1 Continued...	<ul style="list-style-type: none"> • Include strategies to engage with Aboriginal stakeholders (where relevant) in all project management plans. • Review existing policies that impact on Aboriginal staff and stakeholders in reference to guidance outlined in the Aboriginal Impact Statement. • Support self-determination by ensuring representation of Aboriginal people on key groups/forums to inform decision-making. • Provide advice to staff on self-determination, including strategies to support respectful engagement with Aboriginal people. 	<ul style="list-style-type: none"> • Project planning templates updated by October 2019. • Key policies reviewed and updated accordingly by October 2020. • Number of decision-making groups with Aboriginal representation. • Advice to staff provided by December 2019, and ongoing advice available. 	<p>Executive Director, Enterprise Portfolio Management Office</p> <p>Relevant Executive Directors, and Executive Director, Koorie Outcomes</p> <p>Relevant Executive Directors, Executive Director, Koorie Outcomes</p> <p>Executive Director, Koorie Outcomes</p>

3. Dangbulk-bulok (Programs and Services)

Programs and services should be designed and delivered in inclusive ways so that external and internal barriers to Aboriginal inclusion are eliminated. In Aboriginal cultures there are words to describe support, assistance, cures and remedies. Dangbulk-Bulok is Boon Wurrung/ Taungurung language for 'ideas' from which programs and services emerge.

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
3.1 Deliver on the Victorian Government's Aboriginal procurement target (one per cent of government procurement is from Aboriginal enterprises), as outlined in Victoria's Social Procurement Framework 2018.	<ul style="list-style-type: none"> Provide resources to assist staff in identifying and engaging with potential Aboriginal suppliers of goods and services and publish on the Department's Corporate Procurement Portal. Amend corporate procurement procedures and policies to reflect the Victorian Government's commitment to self-determination, including how suppliers will be inclusive of Aboriginal people in their work and how they will promote the cultural safety of Aboriginal people, wherever appropriate. Amend corporate procurement procedures and policies to emphasise and support the achievement of the Department's Aboriginal business procurement target. 	<ul style="list-style-type: none"> Resources are available on the Department's Corporate Procurement Portal from October 2019. Procurement procedures and policies are amended by December 2019. The one per cent small-to-medium Aboriginal business procurement target is achieved from 2019–2020 onwards. 	Executive Director, Procurement
3.2 Foster authentic relationships between the Department and Aboriginal people as a platform to effectively plan and implement initiatives.	<ul style="list-style-type: none"> Encourage departmental employees and leaders to attend Aboriginal stakeholder events. Consider appropriate lead times in the development of plans, programs and strategies to enable genuine and diverse co-design and engagement of Aboriginal stakeholders. 	<ul style="list-style-type: none"> Aboriginal stakeholders report increased and effective engagement with the Department. 	Executive Director, Koorie Outcomes

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
3.3 Recognise Aboriginal cultures in all new buildings and significant upgrades to Victorian government schools.	<ul style="list-style-type: none"> Establish processes to engage with the local Aboriginal community, through VAEAI, to provide advice regarding appropriate recognition (i.e. Aboriginal and Torres Strait Islander flags, plaques recognising Traditional Owners and culturally appropriate physical spaces). 	<ul style="list-style-type: none"> All new buildings and significant upgrades to Victorian government schools recognise Aboriginal culture. 	CEO, Victorian School Building Authority
3.4 Support improved coordination and collaboration across the Department in areas delivering Aboriginal programs and services.	<ul style="list-style-type: none"> Establish an Aboriginal programs and services community of practice that brings together senior policy and project officers with responsibility for implementing programs and services that impact on Aboriginal clients. 	<ul style="list-style-type: none"> The Aboriginal community of practice is established by December 2019, with membership from across the Department. The Aboriginal community of practice meets quarterly from 2020 	Executive Director, Koorie Outcomes

4. Ngutjanatj Wurrkur Din Teein (Workplace Organisational Development and Change)

Government departments need to build, retain and develop Aboriginal employees and the capacity of other stakeholders, including the non-Aboriginal workforce and external agencies, to ensure workplaces reflect the communities they serve. Ngutjanatj Wurrkur Din Teein is Guditjimara language for 'safe work place'.

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
4.1 Support Barring Djinang: Aboriginal Employment Strategy for the Victorian Public Sector, which aims to improve Aboriginal employment across the Victorian public sector; including achieving a VPS 2 per cent Aboriginal employment target.	<ul style="list-style-type: none"> Develop an Aboriginal Employment Plan that focuses on: <ul style="list-style-type: none"> » attracting and retaining Aboriginal candidates and employees » supporting career progression » providing culturally safe workplaces » enhancing support for Aboriginal staff, including continuing the Koorie Staff Network and establishing a Koorie Teachers Network. 	<ul style="list-style-type: none"> Department's Aboriginal Employment Plan is launched by the end of December 2019. 	<p>Executive Director, Koorie Outcomes</p> <p>Executive Director, People</p> <p>Executive Director Professional Practice and Leadership</p>
4.2 Increase the knowledge and understanding of departmental employees in corporate roles regarding Aboriginal cultures and Aboriginal inclusion.	<ul style="list-style-type: none"> Develop and facilitate CUST for corporate employees. Make CUST resources available for ongoing learning opportunities, including through the Workforce Diversity and Inclusion collaboration site and LearnEd. Measure and report on the uptake of CUST among corporate employees. 	<ul style="list-style-type: none"> Corporate CUST is delivered each quarter from July 2019. 	<p>Executive Director, Koorie Outcomes</p> <p>Executive Director, People</p>

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
4.3 Develop systematic approaches to incorporate Aboriginal perspectives into departmental induction processes.	<ul style="list-style-type: none"> Continue to incorporate Aboriginal perspectives into the central staff induction process. Identify opportunities to incorporate Aboriginal perspectives into the regional and/or program induction processes. 	<ul style="list-style-type: none"> All induction processes include Aboriginal perspectives by October 2019. 	<p>Executive Director, People</p> <p>Executive Director, Koorie Outcomes</p>
4.4 Promote significant dates (on page 36) in central and regional workplaces to encourage staff to actively acknowledge, commemorate or celebrate events.	<ul style="list-style-type: none"> Establish an Aboriginal events committee, with representatives from central and Regions, to plan and coordinate activity and communications for significant dates. Support Regional Directors and Deputy Secretaries to identify funds for the Aboriginal events committee to resource events, activities and communications across departmental workplaces. 	<ul style="list-style-type: none"> Aboriginal events committee established by July 2019. Number of events recognising significant dates in Aboriginal affairs. 	<p>Executive Director, Communications</p> <p>Executive Director, Koorie Outcomes</p> <p>Regional Directors and Deputy Secretaries</p>

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
4.5. Develop and communicate strong practice and increase knowledge and understanding in the Department of terms such as 'cultural safety' and 'self-determination'.	<ul style="list-style-type: none"> Develop an Aboriginal Cultural Safety and Wellbeing Commitment to: <ul style="list-style-type: none"> » support a shared understanding of cultural safety and self-determination » outline support available for Aboriginal staff and their managers » establish, or promote, appropriate mechanisms to respond to discriminatory behaviour. 	<ul style="list-style-type: none"> Aboriginal Cultural Safety and Wellbeing Commitment in place by June 2020. 	<p>Executive Director, People</p> <p>Executive Director, Koorie Outcomes</p>
4.6 Recognise and value Aboriginal cultures and people in our buildings and workplaces.	<ul style="list-style-type: none"> Refresh the Department's Accommodation Policy, including information for staff on how workspaces can recognise Aboriginal culture: <ul style="list-style-type: none"> » Inspire staff in Region and Area offices and workplaces to review the presence of Aboriginal inclusion in their physical environments and commit to improving it » Establish a process and open expressions of interest for staff to be involved in research and consultation to name identified Department meeting rooms using Aboriginal language and/or Aboriginal people who have made a significant contribution to the community. Display the Aboriginal and Torres Strait Islander flags, acknowledge Traditional Owners and display Victorian Aboriginal art in central buildings and workplaces. 	<ul style="list-style-type: none"> Increased visibility of Aboriginal culture and people across the Department's offices. Expression of interest for staff to be involved in the naming the Department's meeting rooms is launched in August 2019 in recognition of United Nations International Day of the World's Indigenous Peoples. 	<p>Executive Director, People in conjunction with Regional Directors and Executive Director, Communications</p> <p>Executive Director, Koorie Outcomes</p> <p>Executive Director, People</p>

5. Ngulu-dhan-ngi (Communications)

Meaningful communication supports inclusive practices that assist with building respectful relationships across the workforce, Aboriginal communities and local communities.

Ngulu-dhan-ngi is Boon Wurrung/Taungurung language for 'much talking'.

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
5.1 Support departmental staff to respectfully engage with Aboriginal people and organisations in the planning, implementing and evaluating of their work.	<ul style="list-style-type: none"> Review the DET Stakeholder Engagement Framework 2011 in partnership with Aboriginal people, and refresh to include principles of practice for engaging with Aboriginal people. Utilise targeted communications to promote to the Department's business areas: <ul style="list-style-type: none"> the role of VAEAI, as well as Local Aboriginal Education Consultative Groups (LAECGs) the role of relevant Aboriginal Community Controlled Organisations (ACCOs). 	<ul style="list-style-type: none"> Refreshed engagement framework by end 2019. Number of targeted meetings with ACCOs and Department business areas. Staff shadowing/ exchange programs established by December 2019. 	<p>Executive Director, Communications and Executive Director, Koorie Outcomes</p> <p>Executive Director, Koorie Outcomes</p> <p>Executive Director, Koorie Outcomes</p> <p>Executive Director, Koorie Outcomes, and Executive Director, People</p>
5.2 Develop a systemic communications approach across the Department to promote Aboriginal inclusion through the regular sharing of good news stories.	<ul style="list-style-type: none"> Develop a comprehensive Wirnalung Ganai communications strategy that includes: <ul style="list-style-type: none"> developing articles to promote Aboriginal inclusion in Corporate Update and Schools Update reviewing the Department's public web pages to include visible examples of Aboriginal inclusion across Victoria creating a dedicated Aboriginal inclusion edugate web presence to promote good news stories, cultural insights, case studies, profiles, new programs and initiatives, and updates on Marrung. 	<ul style="list-style-type: none"> Wirnalung Ganai communications strategy developed by July 2019. 	<p>Executive Director, Communications and Executive Director, Koorie Outcomes</p>

What are we going to do?	How are we going to achieve it?	How will we measure our performance?	Who will champion the action and ensure accountability?
5.3 Provide staff with a set of standards regarding language and the writing and design of documents to ensure these are inclusive of Aboriginal people, and to ensure the Department's visual styles complement Aboriginal design aspects.	<ul style="list-style-type: none"> Review and update the Department's Writing style guide. Review and update the Department's Visual style guide, which may include an expanded bank of Aboriginal artworks and images. 	<ul style="list-style-type: none"> Writing style guide refreshed by October 2019. Visual style guide refreshed by March 2020. 	Executive Director, Communications
5.4 Develop a guide for departmental staff to acknowledge Traditional Owners, supported by corporate CUST.	<ul style="list-style-type: none"> Develop a guide that complements Aboriginal Victoria's protocols and highlights the Department's expectations regarding Acknowledging Traditional Owners. 	<ul style="list-style-type: none"> Guide developed by October 2019. 	Executive Director, Koorie Outcomes

Monitoring and reporting

Aboriginal Inclusion Steering Committee

The Committee is chaired by the Deputy Secretary, People and Executive Services and meets quarterly. It includes representation from each group in the Department (including executives with responsibility for the plan's deliverables), Regions and the Koorie Staff Network.

The Committee monitors implementation of the plan and will annually review actions within the plan. The Committee will provide a progress report every six months to the:

- Relevant sub-committee of the Department Executive Board
- Marrung: Aboriginal Education Plan Central Governance Committee that has membership from Aboriginal organisations as well as regional and central departmental staff, and
- The Koorie Staff Network.

Divisions and Regions

Divisions and Regions will be responsible for implementing a number of actions in Wirnalung Ganai. In addition, Regions and Areas will develop local actions and initiatives with community partners to further promote Aboriginal inclusion.

The Wirnalung Ganai champions, alongside the Koorie workforce and Aboriginal community partners, will provide advice, coaching and cultural expertise to enable Regions to identify local actions for inclusion in their business plans.

A number of regional staff are also members of the Aboriginal Inclusion Steering Committee, where actions are monitored and innovative practice and good news stories are shared and communicated.

Groups and Authorities

Department groups and Authorities in central will be accountable for delivering and monitoring a number of specific actions.

Like Regions, groups and Authorities will have Wirnalung Ganai champions, alongside the Koorie workforce and Aboriginal community partners, to provide advice, coaching and cultural expertise to help identify actions specific to the work area and to include in their business plans.

External Reporting

The Department will promote its actions and achievements from this plan through whole-of-government Aboriginal affairs mechanisms, including the Senior Officers' Group on Aboriginal Affairs and the Secretaries' Leadership Group on Aboriginal Affairs.

Indicators of success

The success of the plan is determined by whether actions are fully achieved using inclusive process.

The vision of this plan sets the purpose of the plan, which is that the Department will be:

- a culturally safe place for Aboriginal employees, potential employees, volunteers, visitors, community partners, learners and families
- an organisation where Aboriginal people, without fear of retribution or questioning, proudly identify as Aboriginal and feel safe to be themselves, and where the expertise shared by First Nations Peoples is valued and respected
- an organisation committed to Aboriginal self-determination, which is fundamental to better outcomes for Aboriginal learners, and affirms the relationship between government and the Aboriginal community as being one of mutual respect and joint decision-making.

The Aboriginal Inclusion Steering Committee will identify key indicators to measure success of the plan which will include data, such as employment data, responses to the annual People Matters Survey and continued engagement and dialogue with staff to gather qualitative data.

The Aboriginal employment plan will set specific indicators relating to all aspects of attraction, retention, employment and career development.

Aboriginal inclusion everyday

During consultations the Department heard many examples of actions that help foster a feeling of cultural safety at work and enhance Aboriginal inclusion.

The Department was reminded that employees—leaders, managers and decision-makers—do not need permission or a plan to be inclusive.

Employees and Aboriginal partners suggested thinking beyond the organisational focus of this plan to consider how individuals can take action.

The Department was reminded that learning isn't always comfortable and that it's ok to make mistakes, but importantly, not to be paralysed into inaction by the fear of not getting it right the first time.

Here are some ideas:

Acknowledge formally recognised Aboriginal Traditional Owners

At team meetings, other meetings, events and gatherings, check out the interactive map at Aboriginal Victoria to learn about the Traditional Owners and understand why it's important to acknowledge them. <<https://www.vic.gov.au/aboriginalvictoria/heritage/welcome-to-country-and-acknowledgement-of-traditional-owners.html>>

Positive sharing of Aboriginal inclusion

Appreciative Inquiry is a well-known tool to raise consciousness and change attitudes, confidence and behaviour. In stand-ups and division meetings share positive stories about Aboriginal inclusion.

Planning a new project

At the beginning of every new project, ask, 'How can I ensure Aboriginal people are at the centre of decision-making during this project?' Make this a focus of stakeholder and engagement plans.

Review your writing

Look at your writing and ask, 'Have I used a Human Rights and inclusion lens?' 'Have I avoided othering in my writing?' i.e. not referred to Aboriginal people as 'them' or 'they' and 'Have I recognised that Aboriginal is a proper noun and ensured it is capitalised?'

Look at your work environment

As a team talk about opportunities to create a more inclusive environment that recognises and celebrates Aboriginal cultures and histories—act on these ideas.

Review your work plan

Spend time thinking about what can be done to progress Aboriginal inclusion and ask, 'What can I do in my job, my team, unit or division?' Make a commitment to include your actions in your work plan.

Celebrate or commemorate significant dates

The Department will organise events centrally and in Regions to acknowledge Aboriginal key dates, however you can plan small activities or develop innovative ways to recognise these events in your work area. Keep it simple and do your research. Some examples include: a morning tea and shared information, a short film watched together, a guest speaker, a trivia/quiz at lunchtime, a book club discussion of an Aboriginal author's novel or attending a community NAIDOC event.

Identify learning in your PDP

Everyone is at a different place on the cultural competence continuum. Identify training and development opportunities to increase your knowledge about the community you work in, Aboriginal cultures and histories. To read more about the cultural competence continuum and cultural safety, take a look at: Building Respectful Partnerships 2010 and This is Forever Business 2010, both published by the Victorian Aboriginal Child Care Agency.

Talk

Are the conversations you have regarding work inclusive of Aboriginal people? How will you include Aboriginal perspectives? Do you have respectful relationships with Aboriginal community members, networks and organisations? Do you have effective working relationships with Aboriginal colleagues? Do you spend time in the community – perhaps meetings can be held at Aboriginal Community Controlled Organisations (ACCOs), rather than at the Department?

Recruitment

Advertise vacancies in the Aboriginal media (for example, the Koori Mail), and circulate through the Koorie Staff Network (through the Koorie Outcomes Division) and include an Aboriginal person on your selection panel.

Find out more yourself

Visit the purpose-built collaboration site that supports Aboriginal inclusion:

<<https://edugate.eduweb.vic.gov.au/edrms/collaboration/WDI/Pages/Koorie.aspx>>

Research and grow your knowledge about initiatives and key stakeholders in Aboriginal affairs at the local and state-wide level by taking a look at some of the links below:

- Reconciliation: <<https://www.reconciliation.org.au/>> and <<http://www.reconciliationvic.org.au/>>
- Frequently asked questions: <<https://deadlyquestions.vic.gov.au/>>
- Education: <<http://www.vaeai.org.au/>> and
- <https://www.vcaa.vic.edu.au/Pages/alcv/resources_langteams_teachers.aspx>
- Aboriginal Languages: <<http://vaclang.org.au/>>
- Victorian Aboriginal cultures and histories: <<https://museumsvictoria.com.au/bunjilaka>> and <<http://korieheritagetrust.com.au/>>
- State-wide organisations: Child and Family Services <<https://www.vacca.org/>> Health and wellbeing (including ACCOs throughout Victoria) <<http://vaccho.org.au/>> Community Services <<http://www.vacsai.org.au/>>

Significant dates

There are many significant dates on the Aboriginal calendar that are an important part of Australia's shared history and are for all Australians to commemorate and/or celebrate. All Department of Education and Training staff are encouraged to organise events in their local workplaces to acknowledge these dates. Look out for events in your local community and join in.

26 January - Survival Day

Many Aboriginal Australians choose to mark Australia Day by acknowledging the survival of their cultural heritage following the invasion of Australia by Europeans.

13 February - National Apology to the Stolen Generations

This day marks the anniversary of the formal apology made on 13 February 2008 by the Federal Government and the Parliament of Australia to Australia's Aboriginal and Torres Strait Islander people, in particular, to the Stolen Generations by the then Prime Minister, Kevin Rudd.

24 March - National Close the Gap Day

National Close the Gap Day is an annual event originally held to raise awareness of the poorer health outcomes experienced by Aboriginal people. It now provides a platform to raise awareness in other key areas including education, employment and justice.

26 May - National Sorry Day

This day is especially significant for those Aboriginal and Torres Strait Islander children who were forcibly removed from their families, communities and cultural identity to assimilate. Past government policies of forced removal remained in place until the early 1970s. The children who were taken from their families are known as the Stolen Generations.

National Sorry Day marks the anniversary of the tabling in parliament of the Bringing them home report on the National Inquiry into the Separation of Aboriginal and Torres Strait Islander children from their families, on 26 May 1997.

27 May - Anniversary of the 1967 Referendum

In 1967, more than 90 per cent of Australians voted in a Referendum to remove clauses from the Australian Constitution, which discriminated against Aboriginal and Torres Strait Islander Australians. The Referendum also gave the Commonwealth Government the power to make laws on behalf of Aboriginal and Torres Strait Islander people.

27 May - 3 June - National Reconciliation Week

Established in 1996, National Reconciliation Week offers people across Australia the opportunity to focus on reconciliation and to hear about the cultures and histories of Australia's Aboriginal and Torres Strait Islander peoples. It is a time to reflect on achievements so far, and the things that must still be done to achieve reconciliation.



3 June - Mabo Day

On this day in 1992, the High Court of Australia, delivered a landmark decision, which recognised the traditional rights of the Meriam people to their Mer (Murray) Island in the Torres Strait.

Six of the seven judges upheld the claim and ruled that the lands of this continent were not terra nullius (land belonging to no-one) when European settlement occurred, and that the Meriam people were 'entitled as against the whole world to possession, occupation, use and enjoyment of (most of) the lands of the Murray Islands'. The judgments inserted the legal doctrine of native title into Australian law. The High Court recognised the fact that Indigenous peoples had lived in Australia for thousands of years and enjoyed rights to their land according to their own laws and customs. They had been dispossessed of their lands piece by piece as the colony grew and that very dispossession underwrote the development of Australia into a nation.

The decision took just under ten years from when the plaintiffs including, Eddie Koiki Mabo, began their legal claim for ownership of their lands on Mer Island.

1 July - Coming of the Light

This is a particular day of significance for Torres Strait Islander people. It marks the day the London Missionary Society first arrived in the Torres Strait. The missionaries landed at Erub Island on 1 July 1871. Religious and cultural ceremonies are held by Torres Strait Islander Christians across the Torres Strait and on the mainland to commemorate this day.

July - NAIDOC Week

National Aboriginal and Islander Day Observance Committee (NAIDOC) Week is held in the first full week of July each year and celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander peoples—the first Australians and the oldest surviving culture in the world. At the end of the week, Aboriginal and Torres Strait Islander peoples' contributions and achievements are recognised through the annual national NAIDOC Awards ceremony.

4 August - National Aboriginal and Torres Strait Islander Children's Day

Children's Day, and the week leading up to it, is a time to celebrate the strengths and cultures of Aboriginal and Torres Strait Islander children. It provides an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the crucial impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child.

9 August - United Nation's International Day of the World's Indigenous Peoples

The International Day of the World's Indigenous Peoples has been observed annually since 1974, to promote and protect the rights of the world's Indigenous peoples. This event recognises the achievements and contributions that Indigenous people make to improve world issues such as environmental protection.

13 September - Anniversary of the UN Declaration on the Rights of Indigenous Peoples

The United Nations Declaration on the Rights of Indigenous Peoples was adopted by the United Nations General Assembly during its 61st session at the UN Headquarters in New York City on 13 September, 2007.

