

CENTRE CLOSURE DAY 1 & 2: TRAINING NOTES

“Cultural respect and safety – engaging with Aboriginal Australian’s workshop”

SEAFORD DISTRICT COMMUNITY CHILDREN’S CENTRE INC.

2016

Documentation: Team Notes from Training

Training Day Information & Preparation: STAFF

our CENTRE



Seaford District Community Children's Centre have an Enterprise Bargain Agreement 2015-2017 with the Management Committee that supports two full closure days per year for employees to engage in professional training opportunities as an entire staff team. This is the first **compulsory** two day centre closure training that has been actioned as a result of this EBA and Director, Jodie Berkinshaw is seeking to further build upon Element 6.3.4 of the NQF

Element 6.3.4 *The service builds relationships and engages with the local community.*

At Seaford District Community Children's Centre Curriculum decision making is guided by the 5 guiding principles of the National Quality Framework of key importance to our service and an ongoing goal of our QIP is '**Australia's Aboriginal and Torres Strait Islander cultures are valued**'. *Cultural competence is about your attitudes and how you assemble your social and professional toolkit [of knowledge and skills] in making education inclusive for Aboriginal and Torres Strait Islander children (Rose, 2009).* As a staff team we have deep interest in cultural competence and continue our learning through reading, resources and training.

our TRAINING

Cultural Respect
Training and
Consultancy

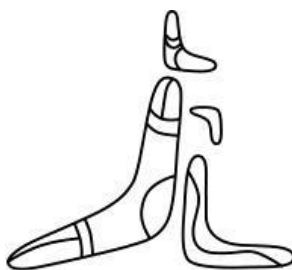


"Cultural Respect and Safety – Engaging respectfully with Aboriginal Australians" is the name of the two day workshop Seaford District Community Children's Centre employees will be attending. Kathleen Stacey, Director of Beyond was recommended by Gowrie SA (our Professional Services Coordinator) to co-facilitate with Sharon Gollan. This two-day workshop focuses on material that will extend and enhance participants' ability to:

- identify, understand and respond to racism, including institutional racism
- recognise and understand how dominant culture and whiteness impact on experiences, opportunities, and outcomes for Aboriginal and Torres Strait Islander Australians
- appreciate the impact of colonisation and dispossession for Aboriginal and Torres Strait Islander Australians, including the historical and ongoing effects in their everyday lives
- support and implement initiatives for Aboriginal and Torres Strait Islander Australians as part of their work roles.

NB: This is not Aboriginal cultural awareness training.

our VENUE



TANDANYA
NATIONAL ABORIGINAL
CULTURAL INSTITUTE INC.

Tandanya is owned and managed by the National Aboriginal Cultural Institute Inc. It is Australia's oldest Aboriginal-owned and managed multi-arts centre. In 2014, Tandanya celebrated 25 years of continuous operation since the Institute was incorporated in 1989.

'Tandanya' is the Kurna word for "place of the Red Kangaroo". The Kurna people are the traditional owners and custodians of the Adelaide Plains. Tandanya's name reflects the organisation's ongoing commitment to honour and respect the traditional owners and custodians for this country.

Training Day Information & Preparation: STAFF

our LOGISTICS

DATES : Day 1 Friday 15th July, 2016
Day 2 Monday 18th July 2016

TIME : 9:15 am to 4:30 pm

LOCATION : Tandanya
253 Grenfell Street, ADELAIDE SA 5169
(20 minute walk from Adelaide Railway Station)

PARKING : [http://upark.com.au/daily-specials/#early-bird-parking-rundle-street-on-line-\\$13](http://upark.com.au/daily-specials/#early-bird-parking-rundle-street-on-line-$13)

TRAIN TIMETABLE : Attached ~ *Please allow 20 minutes walking time from Adelaide Railway Station to Tandanya*

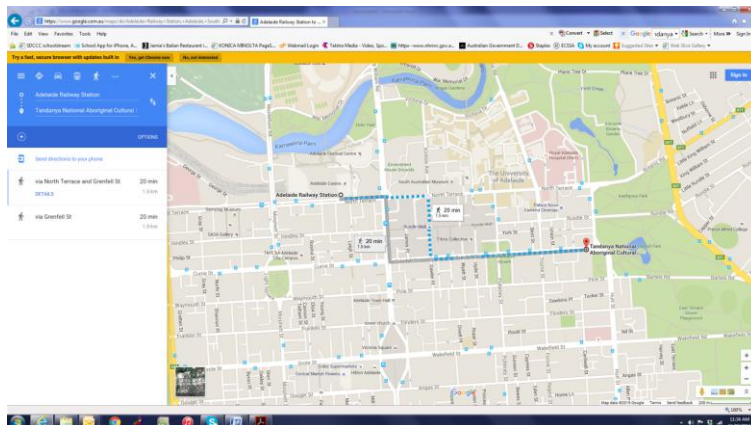
LUNCH : Morning tea and lunch will be catered for. All day coffee & tea is available.

CODE OF CONDUCT :

“Cultural Respect and Safety – Engaging respectfully with Aboriginal Australians”

This training is a professional learning opportunity.

All staff are reminded that whilst some content may be challenging it is an expectation of Seaford District Community Children's Centre Management that all staff work within the Philosophy of the Service and Centre Core values.



CENTRE CLOSURE DAY 1 & 2: TRAINING NOTES

“Cultural respect and safety – engaging with Aboriginal Australian’s workshop”

RACISM

What is RACISM?

In groups of four the Educator Team was asked to identify what Racism is. Each group had the opportunity to document their brainstorm. What was identified in the follow up was that from the 118 responses not one of the groups actually “named” Racism. There were some duplicated ideas which are identified below in this A-Z of definition of Racism.

Acceptance v. Non Acceptance	Division	Inherited	Opinionated	Stereotypes
Anger	Dominant	Insensitive	Overpowering	Stereotyping
Arrogance	Emotional Responses	Insulting	Pain given	Stereotyping
Awkward	Environmental	Intent to Hurt	Pain received	Stereotyping Culture
Being Empowered to have a voice	Exclusion	Intolerance	Painful	Subtle
Bias	Exclusion	Judgement	Peer Pressure	Superiority
Blame	Exclusion	Judgement (lifestyle, diet, traditions, dress)	Peer Pressure	Suppressing
Bullying	Experience	Judgements	Pointing Out Differences	Targeting Minority
Bullying	Experiences	Judging	Political Saturation	Taught
Challenged	Family	Lack of Knowledge	Power	Thinking you are better than others
Challenging	Fear	Lack of Opportunity	Prejudice	Tolerance
Club Culture	Fear	Language we use (phrases)	Pushed Aside	Toxic
Commonplace Thinking	Generational differences	Learned Beliefs	Put downs	Uncomfortable
Community Norm	Gut knowing	Less/More Attention	Put downs	Uneducated
Conflict	Harassment	Media	Reasserting your Power by disempowering others based on cultural beliefs and heritage	Uninformed
Conformity	Hierarchy	Media	Rejection	Up Bringing
Contemporary Culture	Hereditary	Modelled	Righteous as a Defence	Used in Humour
Core Beliefs	Hurtful	Name calling	Role Playing	Used in lowest form of humour
Cultural	Hurtful	Name calling	Separation	Vehement Hate
Difference	Ignorance	Narrow Minded	Shame	Verbal
Discrimination	Ignorance	Negativity	Shame	Vicious
Disempowering	Ignorance	Non Verbal	Snide Commentary	War
Displacement	Ignorant	Obvious	Speechless	
Disrespect	Ingrained Beliefs	Old Fashioned	Stagnant Thinking	

Repeated concepts of Racism include:

Beliefs (2)	50% of the Educators identified Racism in relation to
Bullying (2)	
Challenged (2)	
Experience (2)	
Fear (2)	
Media (2)	Learned Beliefs, Bullying, Challenges, Experiences, Fear, Media, Name Calling, Peer Pressure, Power, Shame, Humour & Put Downs
Name calling (2)	
Peer Pressure (2)	
Power (2)	
Put downs (2)	
Shame (2)	75% of the Educators identified Racism in relation to
Humour (2)	
Exclusion (3)	
Hurtful (3)	
Judgement (4)	
Stereotyping (4)	100% of the Educators identified Racism in relation to
Ignorance (4)	
	Judgement, Stereotyping and Ignorance

What we hope to learn about ...

For Ourselves?

Group 1 :

- Awareness/Perspective
- Understanding/Correct Language
- Empathy
- Tools & Strategies
- Open to learning/acceptance

Group 2:

- Awareness
- Acceptance
- Understanding
- Knowledge
- Appreciation
- Feeling Safe
- Building Relationships –being open to having conversations
- Gain more knowledge
- Empathy
- Responsibility
- Willingness to move forward and make positive changes

Group 3:

- Greater understanding of culture
 - Impact of today's Aboriginal Australia from history
 - Truth
 - Culture
 - History
- Greater understanding of ourselves and the effect of our “whiteness”
 - Limited education
 - Selected from “whiteness lense”
 - Stereotyped images of Aboriginal people
- Times for reflection of being privileged
- Not to fear “getting it wrong” – It's better than not doing anything at all
- Accepting we are lifelong learner – What do we do with this knowledge and understanding?

Group 4:

- Understanding of self in relation to whiteness. Seeing ourselves in a new light, through a different lens

- To see in a different perspective (others and ourselves)
 - Sense of compassion
 - New understanding of history
 - Seek truth
- Have embedded practice, not a tick box
- To open our hearts
- To gain knowledge and understandings to have confidence to dispute racism
- To be professional and respectful and confident in our language with children and families
- To revisit learning
- To feel confident to have conversations with each other and personal family members

For Our Centre?

Group 1 :

- Shared Vision
- Stop Racism
- Equality/Equity
- Incorporate into Philosophy
- Shifts in attitudes and values
- Reconciliation Action Plan
- Share Historic Culture

Group 2:

- Engaging
- Welcoming with Cultural Display
- Willingness to learn to implement
- Building partnerships
- Equality – Equity : Deeper Understanding and Practice
- Acknowledgement
- Welcoming
- Vision to be Seen – Represented Valued

Group 3:

- Be inspired to learn together with the children
- What do Aboriginal Australians value when looking for a Community Child Care Centre?
 - What creates trust
 - Signs, Flags, Names of Rooms (Familiarity can create trust and feelings of security)
- Having all Educators complete this training together is so valuable for our service
- This training is embedded in our service, authentic and unified

Group 4:

- To increase confidence and competence as an educator
- For our children to “pick us”, the adults up on our mistakes as a reflection of our practice and children’s learning
- To be a team in our understandings – a collective
- Respect our individual journeys
- To gain a deeper knowledge of culture
- To be brave enough to start/open conversations
- Be leaders in our service
- Be ongoing learners with a strong commitment
- For children to be leaders
- Recognise our power to interrupt children/our own/other’s white lens thinking
- Learn more about the injustice of the Aboriginal and Torres Strait Islander peoples in white culture
- Awareness of lack of education in the twisting of history through a white lens

For Our Community?

Group 1:

- Educating the wider community
- More Aboriginal families use our services and feel welcome
- SDCCC influenced by A.T.S.I. (Aboriginal and Torres Strait Islander people)

Group 2: Nothing Noted

Group 3:

- Building trusting relationships is the key for establishing mutual respect

Group 4:

- For our Centre to be a safe place.
- For our Centre to be honest, welcoming, respecting, inclusive and celebrate
 - A new insight into our own racism
 - Awareness of recent events
 - How to stop discounting Racism is happening all around us
- For Aboriginal people to have a voice and be heard
- For Aboriginal people to feel comfortable to share their stories
 - How and when will education change?
 - What can we, as early educators, do?

Where to from here ...

What will we start thinking about?

Group 1:

- Resources for educators, children and families
- Embedded practice
- Networking and establishing relationships with indigenous community
- How we can share this learning, thinking and knowledge with children and families
- Relationships with families and community
- Educating oneself for greater understanding

Group 2:

- Implementing our new found knowledge
 - Practices
 - Meaningful resources
 - Connecting to our local 'community'
- Family Contribution
 - Trust
 - Input
 - Partnership
 - Giving families the time/safe space
 - Bring workshop agreements with us

Group 3:

- Blurbs in handbooks
- Statements about our Aboriginal and Torres Strait Islander cultural respect and safety
- Philosophy
- Embracing, sending and driving a positive message to Management/Parents and the wider community

Group 4:

- Resource appropriateness and where to find them
- Conversations with family
- Building stronger relationships with professionals to support us
 - Networking
 - Pathways
- To begin our curriculum changes now
 - What is our first step process?

What will we start talking about?

Group 1:

- Talking with others about their knowledge and understandings of history
- Whiteness
- The truth of history 'missing moments'

Group 2:

- Discussing or highlighting cultural values in our families and where relevant, advocate for them
- Sharing what we have learned
- Openly discussing it, naming it

Group 3:

- Acknowledgement of Country
- Curriculum planning and reflection
- Staff sharing being confident and knowledge based
- Conversations/listening to children
- Positive ideas about what is black

Group 4:

- Creating a 'project learning book' about what we have done in relation to Aboriginal inclusion and learning
- Future training within this area of knowledge
- Contacting Marion Cultural Centre to support us in finding resources/information
- Opening links with families and preparing parents with what their children will be learning formally and informally
- Talk to our families, asking their opinion and suggestion on what we could do differently to show our respect and acknowledgement of indigenous culture

What will we start doing differently?

Group 1:

- Through understanding 'whiteness' we can celebrate ALL cultures. What does that look like?
- Keep discussing and communicating
- Giving scope and opportunities for children to explore and question their 'family culture'

Group 2:

- Being brave enough to learn to have slip ups and ask questions
- Willingness to work on my 'self' barriers
- Accepting and understanding of other's (language)
- Sharing with co workers
- Speaking up

Group 3:

- Access to diverse 'toys' & resources
- Connections with community
 - Past, present, future
- Reframing children's thinking with intentional teaching
 - Use of language
 - Music
 - CD's
 - Book
 - Naming objects

Group 4:

- Purchase new resources ie books, play materials
- Interrupting and reframing racism and patterns of racist thought/dialogue
- Owning, identifying and sharing our 'slip ups'
- Implementing new policy to support educators and staff
 - Revisit our 'non bias and inclusion policy'
- Implement all changes in a deliberate and meaningful way with our new knowledge
- Looking at altering our environment
 - Bush tucker garden
 - Tarnda
- Offer opportunities for children to take home and transfer their learning to their families
 - Travelling dolls
 - Paintings/artwork
- Greeting and saying farewell to children and families using Kurna language

How will we know that we are making a difference?

Group 1:

- KPI reflect within teams
- Signed contract to support the evolving practices within the centre
- Attitudes
- Short Term/Long Term
- Embedded throughout the centre
 - Routines
 - Environment
 - Interactions
 - Curriculum

Group 2:

- That communication continues
- That we stick to creating safe spaces for discussion to occur from now on

Group 3:

- Parents are aware & feedback provides support
- More people of Aboriginal & Torres Strait Islander background access our centre
- Continue to build on Kurna language
- Continue to build genuine connections with Aboriginal and Torres Strait Islander parents & families

Group 4:

- Actively seeking feedback
- Receiving feedback from the community
- When families are being recommended to attend our service
- From the children's voice/language/actions
- Noticing and acknowledgement from families and community
- When families feel comfortable and safe to share their culture
- When families share their experience/ideas

Workshop Evaluations

How were the presentations or exercises useful to you?

- Brought me a level of awareness I didn't have prior to the training
- Interactive, insightful & heartfelt. Providing steps, little by little, to create a change and new perspective. Desire to learn more
- Made easy to understand and very focused. Interactive, heartfelt and new perspective
- They were interesting to hear in others/own opinions/views. To now have an understanding.
- Gained knowledge that I did not have before about whiteness and white privilege
- Knowledgeable history lesson
- Gave me questions to ask of others provoking my thought process. Information given was of a topic that will be discussed in greater detail in my centre.
- Exercises were very helpful. It was good to hear other's perspectives and thoughts as we considered the questions that were presented.
- Very useful information as an educator, parent and a community person. Opened up many thought processes.
- Very informative
- To hear others thoughts & feelings, to speak, to be reminded, understand how they would feel
- Really good but I need to follow on reading and knowing more
- Very useful, an eye opener (really enjoyed group discussions)
- Got me thinking about my own beliefs and practices
- Opened my eyes, got thinking about my own life and how I can make a difference
- Very useful. I have opened my eyes to many aspects of cultural awareness.
- It opened my thoughts on other cultures. It made me realize that it is a learning journey
- Very useful. Very informative and beautifully presented
- Informative and broadened my knowledge and understanding
- Valuable to brainstorm in a small group sharing ideas with colleagues
- Really useful, eye opening about the lack of Aboriginal Australian culture that is being educated
- Collective discussion, self reflection, positive to acknowledge and move forward. The importance of Australian history. Sharing vision.
- Very thought provoking
- Very much so. I found the exercises and collaborative discussions were valuable to share our ideas and understandings, groups and misconceptions.
- I found the exercises a wonderful vehicle for discussion among my group and work mates. It made the information seem relevant as sharing our ideas gave us meaning and clarity. The presentations were an incredible source of information.
- It was a valuable time to listen and converse with others and share learning, differences, perspectives, unpack, to acknowledge or reaffirm what we understood/misunderstood about the presentations. The exercises were a valuable time to listen, talk and share with each other.
- The personal experience of Sharon and Kathleen made the examples of real to me
- Fascinating information with a good mix of sharing, storytelling and factual information. Could have stayed listening for the rest of the week.
- I am awake: To my whiteness. To Racism. To the Hidden History of the Australia story & I am ready to consciously use my voice to speak truth in all my relationships that were once challenging invisible political disguises. I now begin my unlearning.

Has the workshop contributed to your thoughts about service provision? How?

YES=29

NO=0

- Unified us. Group training = bonding. We have a new goal/aim for the service
- Gently, carefully, reflecting, interacting
- Slowly introducing into the centre
- Introducing /Addressing it slowly and respectfully
- By slowly learning and introducing knowledge as we learn ourselves
- Provoked my thoughts on how to implement changes and give information to my service
- I think for me it has confirmed my beliefs but also made me more aware of the Aboriginal culture and I am sure it will be something I will process for a while and it certainly will influence my programming and practice.
- Respect our individual journeys and have slip up moments
- Understanding on many levels of both sides of the weaving in and out, putting it into practice slowly. Being aware of how to approach and when
- Being a migrant, heard things differently. Workshop made me aware of a lot of things about the real Australian history.
- Changes need to be made in early education to embrace Aboriginal culture and bring truth to the history of our Nation's people.
- I have learnt so much over the past two days
- Lots of ideas from all of us. Lots of information and brainstorming.
- By implementing the culture in the service's practice and policy
- Self reflection, lots of ideas. Shared/Brainstorming/Questions
- Motivation to research and learn more so as to embed it into everyday practice and curriculum
- Continuing to learn. Be confident to share, ask questions. A valuable whole team experience. Not very often do we have an opportunity to learn as a whole team
- Building relationships with families with now a deeper understanding and appreciation of our culture
- Self reflection. Eye opening. What can I do/contribute. Brainstorm
- What will I do differently? What will we explore and celebrate? The feeling it is okay to make mistakes and aware of our learning journey.
- We have now begun a journey to commit to anti-racism
- It reinforced the importance of respect and embracing cultural diversity. It gave me the courage to succeed to communicate this to others
- It has educated me on the need to let relationships grow slowly, to put the brakes on "my need" to advocate with the service for Aboriginal Australians
- Providing information from my newly gained knowledge. Confidence to speak openly about how we white skinned people misuse our privilege and how it deeply affects others.
- Mindfulness about the "whiteness lens". Give time to 'listen' to people and their stories. Build rapport and relationships slow and steady equal positive outcomes for Aboriginal children and their families.
- It is more than ever my responsibility to use the not for profit service sector of early childhood education to raise awareness of cultural respect and safety for Aboriginal Australians.

What changes, if any, would you suggest for this workshop when it is next offered?

- More group discussions as I think it was important
- I thought the workshop was presented and researched so well
- The workshop has been delivered very clearly and respectfully
- To learn more about Aboriginal Culture
- More 5 minute breaks for group discussion. Keeps us alert.
- People to write their thoughts “Because I am white ...” privately and then asked to share
- More group work
- I found the exercise “Because I am white ...” confrontational in the physical aspect while being aware of the significance it provided. I would have been comfortable to contribute in another manner.
- I thought it was informative, challenging and will continue to reflect on what we discussed.
- The workshop was so amazing. I wish there was a longer delivery because the information was/is so valuable but I understand that it had its format and it worked beautifully.
- If anything, for it to be longer. The content and delivery is fantastic and I will remember and continue on this journey.
- Exceptional delivery. Honestly presented. Our 30 women have never sat so silently, so you held a space that was so well for us to learn in.

Any other comments?

- How do we make this more common knowledge and awareness? Thank you for sharing your stories.
- Thank you! Wow! Very inspiring.
- Very worthwhile training and interesting
- Thank you so much for a fantastic, passionate and knowledge filled training
- Thank you for providing this workshop. My eyes are view has been opened
- Thank you for the wonderful and enlightening workshop. Well presented and delivered!
- Thank you for a well presented training and sharing your personal stories
- Thank you. Comfortable environment. More centre’s need to attend this workshop to spread awareness.
- Really enjoyed the small group discussions & opportunity to record our conversation that were occurring outside of this workshop
- I loved this morning’s session (Day 2) and learned a great deal of history
- Thank you. Thank you for giving me the opportunity to attend, learn and share in a safe space.
- Thank you to you both for sharing your knowledge, individual stories and patience
- Thank you. Coming from an English background I have never realized/considered my “white dominance”. This workshop and how it’s been delivered has given me the enthusiasm and belief that we can change families and community thinking.
- I would value ongoing contact, support, connection between your organisation and SDCCC. Maybe you can come n’sit.
- The pace, tone, content, truth of this workshop has opened my heart in gratitude. Thank you for guiding me gently.

Outcomes

'Cultural respect and safety - engaging respectfully with Aboriginal Australians'

Facilitated by Beyond - Sharon Gollan and Kathleen Stacey

15 & 18 July 2016

2 Day Centre Closure Professional Development

When making decisions for Seaford District Community Children's Centre we must reflect on the guiding principles of National Quality Standards

- The rights and best interests of the child are paramount.
- Children are successful, competent and capable learners.
- ***Equity, inclusion and diversity underpin the framework.***
- ***Australia's Aboriginal and Torres Strait Islander cultures are valued.***
- The role of parents and families is respected and supported
- Best practice is expected in the provision of education and care services.

The National Quality Standards states '*Continuous learning updating and maintaining educators' knowledge is a joint responsibility of educators, co-ordinators, the director and the management committee, and includes a range of professional development strategies that challenge and extend current thinking*'.

As a result of the United Voice - Seaford District Community Children's Centre 2015 Collective Agreement the staff team was afforded by our ***SDCCC Management Committee*** an opportunity for our first ever two day centre closure for the purpose of professional development.

Seaford District Community Children's Centre educators and staff members have a *deep interest and commitment* to understanding and exploring Aboriginal and Torres Strait Islander Australian culture as reflected in the centre Quality Improvement Plan (QIP) over many years. This is demonstrated through

- Individual educators accessing training offered by our Professional Services Coordinator (PSC) Gowrie SA including Aboriginal and Torres Strait Islander Australians - Cultural Competence and Developing a Reconciliation Action Plan.
- Research and reading as part of our interest and reflection of our curriculum Framework.
- Our acknowledgement of Kurna people as the traditional custodians of the Adelaide plains region; Southern Kurna Country includes Onkaparinga and our related decision to adopt Kurna names for each grouping of children at our centre.
- Using Kurna language with children for naming body parts, counting and animals as a result of book purchase and children's music cd's
- Purchasing and exploration of resources including books, music and dolls.

As the leader of the service it was important to me that this *incredible* professional development opportunity would build our capacity for *equity* and commitment to the wider community, *inspire* our educators, have a significant impact on the skills, knowledge and attitudes of the staff team and practices moving forward. The training reflected the guiding principles of the National Quality Framework and the principles and practices of both learning frameworks Early Years Learning Framework for Long Day Care and My Time Our Place *for school aged care in Australia*.

'Cultural competence is much more than awareness of cultural differences. It is the ability to understand, respect, communicate with, and effectively interact with, people across cultures' (Framework p.16).

Sharon Gollan and Kathleen Stacey led 30 Seaford District Community Children's Centre staff team members on a life changing journey about Aboriginal and Torres Strait Islander Australians, their rich history and culture. The facilitators intentionally created an open, safe and participative learning environment infused with a unique teaching methodology that guided our team on our cultural learning journey.

Exploration of ***colonisation and dispossession*** allowed us to develop an understanding of its ongoing impact and effects on Aboriginal and Torres Strait Islander Australian peoples to this day.

We were allowed unhurried time to consider our emotional and intellectual responses to racism including ***institutionalised racism*** which has been highlighted in the media in recent weeks.

Our growing understanding of ***dominant culture and whiteness*** allowed us to recognise the impact that these societal attitudes and beliefs have on opportunities and outcomes for Aboriginal Australians; a revelation to even the most informed amongst us.

Where to next?

As a result of our *'Cultural respect and safety - engaging respectfully with Aboriginal Australians'*

2 Day Professional Development our staff team is committed to:

1. *Identifying and implementing strategies as an organisation that support 'closing the gap' between Aboriginal and Torres Strait Islander Australians and non-Indigenous people in our education and care service and community.*
 - collate documented ideas, knowledge and strategies recorded at the training day
2. STOP racism
3. Support Reconciliation through *Narragunnawali: Reconciliation in Schools and Early Learning*
4. Review and update Seaford District Community Children's Centre *Philosophy to incorporate our recognition of Aboriginal and Torres Strait Islander Australians*
5. *Develop a service Reconciliation Action Plan*

Recommended Resources

The **Recommended Resources** provides your staff with multiple options for further information about the areas discussed at the workshop - it includes articles, books, videos and websites. The additional attachments include:

- ① **Unpacking the invisible** - This is Peggy McIntosh's article on what it means to be white with multiple examples of white privilege.
- ① **The Redfern Speech** from December 1992 - This video may not have been shown but the speech was mentioned.
- ① **The Rudd National Apology Speech** on February 13th, 2008 - This day and speech was mentioned.
- ① **Policy eras in Australian history** - This is a brief summary of the five different sets of policies shaping the lives of Indigenous Australians since Australia was colonised, which builds on the material discussed on the morning of Day 2.
- ① **Institutional racism framework** – The outline of the presentation on institutional racism about the two sets of cultural ways. Our expectation that we ask your staff to respect is to use this resource as a personal reminder about the presentation, and not to distribute it. Many people do not understand this framework if they have not gone through the context we set for it in the workshops – which takes 2 hours to go through – and we do not want it misused (which has previously occurred).
- ① **1967 Referendum Campaign History Trust of SA** – This was created by the History Trust of SA in 2007 on the 40th anniversary of the Referendum. It is relevant to all states/territories in Australia, so provides useful background on the work leading up to the Referendum, with only one page focused on the Aboriginal South Australians who worked on the campaign.
- ① **1967 Referendum Fact Sheet** – This was put together by Reconciliation Australia and has more information on the state by state voting outcomes, and the approach taken in the census.
- ① **Pilger Breaking the Australian Silence 09** – This is the text of a speech given by journalist John Pilger who was awarded the Sydney Peace Prize in November 2009. In the latter half of his speech he talks about the silence regarding the realities of Australia's treatment of Aboriginal Australians and Torres Strait Islander Australians, and what it will take to break that silence as individuals and a country.
- ① **National Anti-Racism Strategy** - This was launched in 2012. A link to the Australian Human Rights Commission website for the 'Racism. It stops with me' campaign that is connected to the national strategy is provided in the Recommended Resources document.
- ① **Words of wisdom** – some quotes that may provide inspiration or guidance in maintaining a commitment to address institutional racism and build cultural respect.
- ① **Black vs White** - Compare the nature of associations made with the word 'black' compared to 'white' from the Macquarie Dictionary.