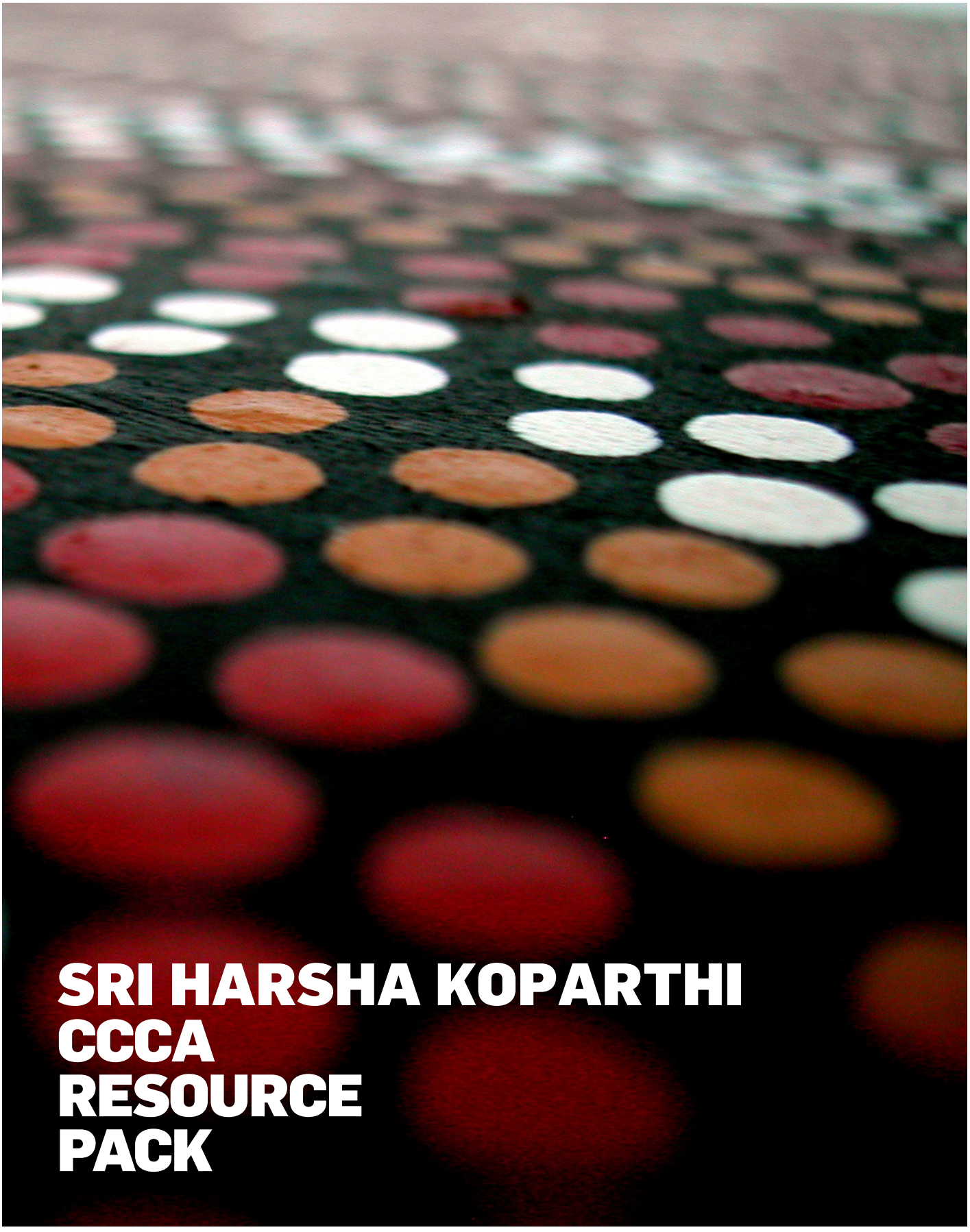


SRI HARSHA KOPARTHI CCCA RESOURCE PACK

CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

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CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

Sri Harsha Koparthi

has successfully completed the following course:

A FOUNDATION IN ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL COMPETENCE

03 February 2023

COMPONENT	STATUS	RESULT
ONE – Why cultural competence	*Completed*	*Passed*
TWO – Australia's first peoples	*Completed*	*Passed*
THREE – Worldviews, kinship and culture	*Completed*	*Passed*
FOUR – Initial contact: dispossession and extermination	*Completed*	*Passed*
FIVE - Early colonisation through to the second world war: protection, segregation and assimilation	*Completed*	*Passed*
SIX - Aboriginal agency: protest and resistance	*Completed*	*Passed*
SEVEN - Recent times: 1973 to 2008	*Completed*	*Passed*
EIGHT - Recent times: 2008 to present day	*Completed*	*Passed*
NINE - Torres Strait Islander peoples	*Completed*	*Passed*
TEN - Cultural competence in practice	*Completed*	*Passed*

TOTAL TRAINING HOURS COMPLETED: 10 hours

CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

SELF REFLECTION & PERSONAL OUTCOMES

The following information has been taken from your responses to the pre and post reflection questions you were asked to complete during the course and have been provided to you as a summary below.

MY COURSE REFLECTIONS

How do you feel about doing this cultural competence course?

Feeling excited

What do you think your reasons are for feeling this way?

Want to learn about aboriginals

What would you like to get out of this training?

Better understanding of their situation

CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

MY COURSE OUTCOME SCORES

At the beginning and end of the course you were asked to rate your knowledge and confidence in a number of key areas. Your course outcome scores are calculated from the difference between these two sets of scores. They are detailed below for your personal reference.

	SCORE PRIOR TO COMPLETION	SCORE POST COMPLETION	% CHANGE
Aboriginal and Torres Strait Islander cultures in general?	2.00	4.00	+100
Policies affecting Aboriginal and Torres Strait Islander peoples since colonisation?	2.00	4.00	+100
The immediate and long-term effects of these policies?	2.00	4.00	+100
The current circumstances of the Aboriginal and Torres Strait Islander populations?	3.00	4.00	+33
How confident and comfortable do you feel working, communicating and interacting with Aboriginal and Torres Strait Islander peoples, and in Indigenous contexts?	4.00	4.00	0

CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

ACTION PLAN

MY PERSONAL COMMITMENT TO RECONCILIATION

The first part of the action plan relates to you as an individual and what practical actions you have said you will make to create positive change within society in general.

---

1. Awareness and Respect

Reconciliation is everybody's business and all individuals have an important role to play in closing the knowledge gap between Aboriginal and Torres Strait Islander peoples and non – Indigenous Australians. Key to this is acknowledging and valuing Australia's First Peoples as citizens and taking pride in Aboriginal and Torres Strait Islander culture. You were asked to identify at least one action you would stop, start and continue in relation to this. The commitments you made are provided to you below for your ongoing reference.

STOP ACTIONS	
1	Not assume anyone to anything.
2	
3	

START ACTIONS	
1	fighting for aboriginals cause in my own way
2	
3	

CONTINUE ACTIONS	
1	Studying more about aboriginals
2	
3	

2. Getting to know your Aboriginal and/or Torres Strait Islander Community

It takes time to build relationships that show respect and improve opportunities. One of the first steps in getting to know your local Aboriginal and Torres Strait Islander community involves learning about local demographics, culture, history and community initiative and priorities. The commitments you made to building a greater understanding were:

INFORMATION REQUIRED		ACTION
1	What is local aboriginal land of the city i live in?	Attending Aboriginal events
2		
3		

3. Advocacy

Sharing the information you have learned is an important way to reduce the knowledge gap and improve relationships between Aboriginal and Torres Strait Islander peoples and other Australians. Your commitments to sharing information were:

START ACTIONS		DUE DATE
1	Sharing the information what i know with my aides	June2023
2		
3		

	CONTINUE ACTIONS	DUE DATE
1	Not stopping the process of learning	dec2023
2		
3		

MY COMMITMENT TO CULTURAL COMPETENCE IN THE WORKPLACE

This second part of your action plan contains specific actions in relation to the work you currently do and more broadly within the organisation in which you work.

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1. Awareness and Respect

All individuals have an important role to play in closing the knowledge gap between Aboriginal and Torres Strait Islander peoples and non – Indigenous Australians. Key to this is acknowledging and valuing Australia's First Peoples as citizens and taking pride in Aboriginal and Torres Strait Islander culture. Your commitments within the workplace or organisation were:

	STOP ACTIONS
1	Not assuming anything at workplace.
2	
3	

	START ACTIONS
1	I will ask the manager to ask all employees to take this course

START ACTIONS	
2	
3	

CONTINUE ACTIONS	
1	Learn more about the indigenous people
2	
3	

2. Building respectful relationships

It takes time to build working relationships that show respect and improve opportunities. In regard to your specific role and workplace you identified the following actions that will help you build better relationships with Aboriginal and Torres Strait Islander people and communities:

ITEM		DUE DATE
1	Do other courses	june2023
2	Talk to manager about aboriginal event	june2023
3		

CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

MY COURSE NOTES

These are the notes you made during the completion of the course and have been collated for your reference and ongoing learning.

TWO /	**COMPONENT ONE – WHY CULTURAL COMPETENCE**
Page name /	An introduction to Component One
Learner notes /	Keating 1992 Redfern speech- accepted that non aboriginals are result for present situation of aboriginals.
Page name /	Aboriginal and Torres Strait Islander people who access services provided by organisations, departments or individuals
Learner notes /	We need Purity in Hearts to treat everyone equally.
Page name /	Exploring racism
Learner notes /	Beyond Blue's national anti-discrimination campaign launched in mid 2014 highlights the impact of racism on the social and emotional well being of Aboriginal and Torres Strait Islander people. It shows that subtle or "casual" racism can be just as harmful as more obvious forms Racist attitudes are fear of difference, including differences in customs, values, religion, physical appearance and ways of living. There is not a lot of active racism but a passive one.
Page name /	Aboriginal and Torres Strait Islander employees
Learner notes /	Beyond Blue's national anti-discrimination campaign launched in mid-2014 highlights the impact of racism on the social and emotional well-being of Aboriginal and Torres Strait Islander people. It shows that subtle or "casual" racism can be just as harmful as more obvious forms Racist attitudes are fear of difference, including differences in customs, values, religion, physical appearance, and ways of living. There is not a lot of active racism but a passive one. Both racism and ignorance can be overcome with cultural education.
Page name /	Setting the scene: struggling in a modern world

TWO /	**COMPONENT ONE – WHY CULTURAL COMPETENCE**
Learner notes /	learning should be a 2 way street between non indigenous and indigenous. We have only one mother- i.e. Mother Earth(land). Indigenous and non indigenous are brothers and sisters.

THREE /	**COMPONENT TWO - AUSTRALIA'S FIRST PEOPLES**
Page name /	So who are Australia's First peoples?
Learner notes /	Aboriginal is often used to describe Australia's Indigenous Peoples. Contrary to popular belief, the majority of Aboriginal and Torres Strait Islander people live in major cities and regional towns not in remote or very remote areas, with 35% living in capital city areas.
Page name /	Names and language diversity
Learner notes /	Kriol/Creole in the Australian context, is a fusion of a traditional Indigenous language and English. 55% of Australian Indigenous peoples in remote areas speak their traditional languages.

FOUR /	**COMPONENT THREE - WORLDVIEWS, KINSHIP AND CULTURE**
Page name /	Aboriginal and non-Aboriginal worldviews
Learner notes /	ABORIGINAL WORLDVIEW Holistic view of health and wellbeing. NON-ABORIGINAL WORLDVIEW Aspects of health and wellbeing are often dealt with separately from each other, and from other factors such as environmental health, social wellbeing etc.
Page name /	The Dreaming as the basis of all aspects of life in traditional Aboriginal societies

FOUR /	**COMPONENT THREE - WORLDVIEWS, KINSHIP AND CULTURE**
Learner notes /	The Dreaming varies from group to group, and is a complex network of knowledge, faith and practices that derive from stories of creation, and which dominate all spiritual and physical aspects of Aboriginal life. The Dreaming is often used to describe the time when the earth, humans and animals were created. Term Dreaming is misleading and hence it is called Lore. They are a coherent and all-encapsulating body of truths which govern the whole of life During the Dreaming, ancestral spirits came to earth and created the landforms, animals and plants. These creation stories tell how the ancestral spirits moved through the land creating rivers, lakes and mountains, the stories tell us how people came to Australia and the links between the groups throughout Australia, how people learnt languages and dance, and how they came to know about fire. During the Dreaming or Creation period the Lore was given which has been handed down for generations through stories, music and dance.
Page name /	The Dreaming and spirituality
Learner notes /	At the time of Creation during the Dreaming, spirit ancestors took a variety of forms and identities and moved across the earth, at times re-entering the earth or the water or moving into the sky. Some ancestor beings appeared in human form, others identified as being both human and animal or human and bird while others were understood as being both human and plant. In Creation stories the ancestor beings are often referred to as terms like, “kangaroo-man, shark-man, native fig-man, bowerbird -woman, crow-woman or snake-man”. This does not mean they were half human half animal etc. this means that they were equally in essence human and animal or plant.
Page name /	Spiritual connection to land and water
Learner notes /	In Aboriginal and Torres Strait Islander society people do not own the land, but rather it is part of them, and part of their duty is to respect and take care of it. Aboriginal and Torres Strait Islander people refer to their land as the ‘Country’.
Page name /	Kinship
Learner notes /	Aboriginal society has no hierarchical structure. In an essentially oral tradition. The viability is maintained by a system of checks and balances.
Page name /	Kinship terms
Learner notes /	If you are Aboriginal or Torres Strait Islander, your aunts and uncles would be mothers and fathers to you – this means that you would consider them in that role and your relationship with them would be on a similar level.

FOUR /	**COMPONENT THREE - WORLDVIEWS, KINSHIP AND CULTURE**
Page name /	Kinship continued
Learner notes /	A 'skin' or 'skin group' is a section that is determined by the skin of a person's parents, and determines who a person is eligible to marry. The skin group classification is cyclical in nature, changing with each generation. Non-Aboriginal people are often confounded to hear Aboriginal people refer to their great-grandmother as their daughter, or their great-granddaughter as their mother. They are actually referring to the fact that those relatives are in the same skin group, as well as acknowledging the cyclical nature of the system. 'Poison' refers to a relation one is obligated to avoid. In many Aboriginal groups certain relatives are to be avoided in terms of verbal interaction. For example, there is an avoidance relationship between a mother-in-law and her son-in-law. Poison is similar to incest(my opinion)
Page name /	The practical implications of kinship systems
Learner notes /	An 'Elder' is regarded as a leader of the community who has gained recognition within their community as a custodian of knowledge, wisdom and lore who has permission to pass on cultural knowledge and beliefs.
Page name /	Other aspects of Aboriginal cultures
Learner notes /	Corroborees are Aboriginal ceremonies, which are dramatic representations in mime and song of the history of the tribe and The Dreaming. Sorry business' is the time of mourning following the death of an Aboriginal or Torres Strait Islander person. Aboriginal Flag- The black of the flag represents the Aboriginal people of Australia; The red represents the red earth, the red ochre used in ceremonies, and Aboriginal people's spiritual relation to the land; and The yellow circle represents the sun, the giver of life and protector.

FIVE /	**COMPONENT FOUR - INITIAL CONTACT: DISPOSSESSION AND EXTERMINATION**
Page name /	Western (non-Indigenous) worldview 1788
Learner notes /	The Great Chain of Being The Great Chain of Being was a method of classifying all forms of life into a hierarchy and had strong links with Christianity at the time. The Great Chain of Being positioned God and the angels at the highest level, and positioned white men just below them. It is somewhat similar to Caste Hierarchy.....
Page name /	Terra nullius, dispossession and extermination

FIVE /	**COMPONENT FOUR - INITIAL CONTACT: DISPOSSESSION AND EXTERMINATION**
Learner notes /	Terra nullius policy of Europeans- It means that Australia is land uninhabited
Page name /	Frontier violence and Aboriginal resistance
Learner notes /	Tribal leaders 1Pemulwuy- Survived attack of 7 bullets in one war 2Walyer- Tasmanian women 3Jandamarra

SIX /	**COMPONENT FIVE - EARLY COLONISATION THROUGH TO THE SECOND WORLD WAR: PROTECTION, SEGREGATION AND ASSIMILATION**
Page name /	Key events: 1869 to 1953
Learner notes /	In NSW, The Aborigines Protection Act 1909 becomes the primary statute governing Aboriginal lives until 1969, confining Aboriginal people to live in conditions of poverty, overcrowding, and epidemics of disease, until they are 'educated' or 'trained' to live in ways deemed acceptable to whites. Later Policy of Assimilation is done
Page name /	Protection and segregation
Learner notes /	Is the Dreaming like Manusmriti????
Page name /	Federation and Aboriginal peoples
Learner notes /	, the popular belief at the time was that Aboriginal people were a 'dying race', an example of 'primitive man', and would naturally die out as a process of human evolution
Page name /	Reserves and missions
Learner notes /	Concept of reserves are made under Protection act whose aim is to remove Aboriginals from their natural habitat. Reserves were areas of land set aside by the Crown for Aboriginal and Torres Strait Islander people and were managed by government employees.
Page name /	A.O. Neville: the 'Three-Generational Black-to-White Genetic Progression'
Learner notes /	AO Neville policy-turn blacks into whites within three to four generations.

SIX /	**COMPONENT FIVE - EARLY COLONISATION THROUGH TO THE SECOND WORLD WAR: PROTECTION, SEGREGATION AND ASSIMILATION**
Page name /	The forced removal of children
Learner notes /	Conditions improved in 1940, when the Aborigines Protection Board was abolished and replaced by the Aboriginal Welfare Board Stolen Generation- Taking half caste children to assimilate into mainstream At Cootamundra, Aboriginal girls were instructed to 'think white, look white, and act white'. This was part of the process to make the girls suitable wives for white men, in the belief that through interracial marriages, Aboriginal blood would be 'bred out'.

SEVEN /	**COMPONENT SIX - ABORIGINAL AGENCY: PROTEST AND RESISTANCE**
Page name /	Day of Mourning and Protest 1938
Learner notes /	Australia day(=when European settlers 1st came to Australia)= Day of mourning/Survival day
Page name /	Pilbara Strike
Learner notes /	Pilbara Strike=Blackfella's Eureka". It started in May 1946, and lasted until 1949 making it one of the longest strikes in Australia's history. It is strike in demanding rise in wages of laborer's
Page name /	The 1966 Gurindji Land Rights Strike
Learner notes /	The Gurindji strike was not the first or the only demand by Aboriginal people for the return of their lands - but it was the first one to attract wide public support within Australia for Land Rights.
Page name /	The Freedom Rides
Learner notes /	Charles Perkins- replicated the US Freedom rides by organizing a bus tour through rural NSW to protest against the segregation that was prevalent.
Page name /	FCAATSI and the Referendum
Learner notes /	FCAATSI- Lobbied for constitutional amendment in 1967.

SEVEN /	**COMPONENT SIX - ABORIGINAL AGENCY: PROTEST AND RESISTANCE**
Page name /	The Aboriginal Tent Embassy
Learner notes /	Aboriginal Tent Embassy On 26 January 1972, four Aboriginal men arrived in Canberra to establish the Aboriginal Tent Embassy. It is because Government's refused to recognise Aboriginal land rights and its demands.

EIGHT /	**COMPONENT SEVEN - RECENT TIMES: 1973 TO 2008**
Page name /	Self-determination, self-management and reconciliation
Learner notes /	Policy of Self determination in 1972(=aboriginals elect bodies which solve aboriginal problems). Later aim is to move into Reconciliation phase which means building relationships, respect and trust between the wider Australian community and Aboriginal and Torres Strait Islander peoples.
Page name /	Native title
Learner notes /	Native title rights and interests differ from Indigenous land rights in that the source of land rights is a grant of title from government. The source of native title rights and interests is the system of traditional laws and customs of the native title holders themselves.
Page name /	Northern Territory Emergency Response - 'The Intervention'
Learner notes /	The Northern Territory Emergency Response (NTER) involved assuming control over 73 'prescribed' Indigenous communities and designing and implementing the interrelated measures:

NINE /	**COMPONENT EIGHT - RECENT TIMES: 2008 TO PRESENT DAY**
Page name /	Constitutional reform
Learner notes /	Recognition Campaign- To recognize aboriginals in constitution. They made Uluru declaration which is rejected by parliament.

NINE /	**COMPONENT EIGHT - RECENT TIMES: 2008 TO PRESENT DAY**
Page name /	The origins of The Uluru Statement
Learner notes /	1901- federation est. excluded indigenous people. no voting rights etc 1967 refurendum- People agreed that commonwealth(=national level) to make laws for indigenous people but not states Makaratta- 2 parties coming together after struggle healing the divisions of the past. it is acknowledging that sthing is done wrong that is to be made right Barunga statement precursor of Uluru statement Mabo vs qld case- Recognized that indigenous ha land before European conquest Great Australian Silence- Not recognising indigenous history in Australian history Whitungi treaty in NZ is a model for australia The Uluru Statement calls for a First Nations Voice to Parliament and a Makarrata Commission to supervise a process of agreement-making and truth-telling. These reforms are: Voice, Treaty, Truth. The first reform is the constitutional enshrinement of a Voice to Parliament (Voice). A Voice is a common reform adopted around the world by liberal democracies to improve democratic participation for Indigenous populations. In Australia, the Voice will empower First Nations politically. It will be a permanent institution for expressing First Nations' views to the parliament and government on important issues affecting First Nations. The second reform is the Makarrata Commission to supervise a process of agreement-making between governments and First Nations (Treaty), and truth-telling (Truth). Voice, Treaty and Truth provide a clear and practical path forward for First Nations' self-determination in accordance with the United Nations Declaration on the Rights of Indigenous Peoples.

TEN /	**COMPONENT NINE - TORRES STRAIT ISLANDER PEOPLES**
Page name /	Spirituality and belief systems
Learner notes /	Many Torres Strait Islander peoples divide time into three categories: Augadth Zogo or Dempla Time refers to all history, religion, cultures, spiritual beliefs, stories, legends and folk heroes. As with the concept of The Dreaming, this time has no beginning and no end, everything continues and is part of the reality of living; Ata Time (the time of our grandparents) extends from the time of the arrival of non-Islanders up to approximately the Second World War (1939-1945); and Youme Time is within living memory.
Page name /	Ailan Kastom
Learner notes /	Ailan Kastom is the traditional framework that guides the lifestyles of Torres Strait Islanders and also extends to others living in the Torres Strait. It is a central part of life in the region. . It guides the way Torres Strait Islanders live; dictates how people relate to one another and the respect, protocols and customs that are expected of them

TEN /	**COMPONENT NINE - TORRES STRAIT ISLANDER PEOPLES**
Page name /	Aspects of culture
Learner notes /	One of the most significant ceremonies to Torres Strait Islanders is the 'tombstone opening'. The spirit of those who have died is held with great respect and specific rituals are performed to ensure they are at peace.
Page name /	The Torres Strait Islander flag
Learner notes /	The symbolic components of the flag and the meaning associated with them are: The green upper and lower panels represent the land; The blue panel represents the waters of the Torres Strait; The black lines represent Indigenous peoples of the Torres Strait Islands; The white feathers dhari (head dress) symbolises all Torres Strait Islander peoples; and The white of the star represents peace, the five major Island groups and the navigational importance of stars to the seafaring people of the Torres Straits.
Page name /	The Coming of the Light
Learner notes /	The Islanders acceptance of the missionaries and christianity meant the end of inter-Island conflict. Today, many Torres Strait Islander peoples of all denominations wherever they live, in the islands or on the mainland, come together to honour this anniversary. The Torres Strait Islander festival of the 'Coming of the Light' is a day like no other in Australia.

ELEVEN /	**COMPONENT TEN - CULTURAL COMPETENCE IN PRACTICE**
Page name /	Cultural protocols
Learner notes /	In some communities, shaking hands is inappropriate for general greeting as it has a specific meaning in traditional life, notably used during 'sorry business'. To shake hands as a general greeting can 'shame' (embarrass) an Aboriginal and Torres Strait Islander person.
Page name /	Cultural protocols
Learner notes /	Lore Business is the term used to describe traditional, sacred ceremonies presided over by elders - lore men and women and involving people from the same tribal group. While 'lore' is the foundation upon which Aboriginal and Torres Strait Islander society is shaped,
Page name /	Myths and misconceptions

ELEVEN /	**COMPONENT TEN - CULTURAL COMPETENCE IN PRACTICE**
Learner notes /	Petrol sniffing is a source of illness, social dysfunction and sometimes death in some Aboriginal and Torres Strait Islander communities, but its prevalence is concentrated in a relatively small number of communities, rather than nation-wide. The Bringing Them Home report recommended that the first step in healing is the acknowledgement of truth, and the delivery of an apology. The Apology was an important moment of acknowledgement, healing and reconciliation.
Page name /	Engaging with the community
Learner notes /	Conduct can be summed up in one word – RESPECT.

ACTION PLAN /	**BUILDING RESPECTFUL RELATIONSHIPS AND COLLABORATIVE PARTNERSHIPS**
Section /	List the Aboriginal and Torres Strait Islander communities, organisations and key stakeholders within your area or sphere of influence that could assist you in understanding the communities in which you work:
Learner notes /	Djjara

ACTION PLAN /	**BUILDING RESPECTFUL RELATIONSHIPS AND COLLABORATIVE PARTNERSHIPS**
Section /	List the relevant diversity practices and /or Indigenous workplace groups or units within your own organisation that you know of or would like to know more about:
Learner notes /	Having to make an event for aboriginals in workplace

ACTION PLAN /	**BUILDING RESPECTFUL RELATIONSHIPS AND COLLABORATIVE PARTNERSHIPS**
Section /	List the Aboriginal and Torres Strait Islander organisations and services that your organisation or department could use in the future:

ACTION PLAN /	**BUILDING RESPECTFUL RELATIONSHIPS AND COLLABORATIVE PARTNERSHIPS**
Learner notes /	Locals knowledge in employment

ACTION PLAN /	**BUILDING RESPECTFUL RELATIONSHIPS AND COLLABORATIVE PARTNERSHIPS**
Section /	How will your actions together with the knowledge you have gained of Aboriginal and Torres Strait Islander cultures help you and your organisation improve internal and/or external service and program outcomes:
Learner notes /	It will broaden my horizon and be more inclusive.

CENTRE FOR CULTURAL COMPETENCE AUSTRALIA

RESOURCES FOR FURTHER LEARNING

The following resources have been collated and provided as additional resources for the CCCA Aboriginal and Torres Strait Islander Cultural Competence Course to support your ongoing learning and for future reference.

Please note: resources are correct as of June 2020. Sources are not owned or managed by CCCA and as such some links may become inactive in the future. To access web links simply cut and paste the link into your internet browser window.

COMPONENT INTRODUCTION TO COURSE	
Title of Resource	**Paul Keating's Redfern Speech 1992**
Description	The following article gives a first person insight into Paul Keating's 1992 Redfern speech with additional commentary and perspective 20 years on. The author, Larissa Behrendt is an Australian writer and author and currently a Professor of Indigenous Research and Director of Research at the Jumbunna Indigenous House of Learning at the University of Technology, Sydney.
Source	http://www.smh.com.au/federal-politics/sadly-the-redfern-speech-is-still-the-highwater-mark-for-inclusion-20121209-2b3gd.html
Title of Resource	**Redfern Speech insights**
Description	The following article written by Tom Clark which featured in the Conversation, December 9, 2013 gives additional insight into the significance of the speech and the debate surrounding authorship of the speech. A longer version of this article also appeared in Overland, 213, Summer 2013.
Source	http://theconversation.com/keatings-redfern-speech-is-still-worth-fighting-over-21118 https://overland.org.au/previous-issues/issue-213/feature-tom-clarke/

COMPONENT ONE WHY CULTURAL COMPETENCE	
Title of Resource	**Cultural Competency Framework**
Description	The Australian Universities Indigenous Cultural Competency Framework provides guiding principles for developing cultural competency and for developing a cultural competence framework. Of particular relevance is the comprehensive bibliography within the National Best Practice Framework.
Source	https://www.universitiesaustralia.edu.au/uni-participation-quality/Indigenous-Higher-Education/Indigenous-Cultural-Compet#.U89AC9wxHHg
Title of Resource	**Reconciliation Action Plan**
Description	Find our more about Reconciliation Action Plans and how to commence the process for your organisation.
Source	https://www.reconciliation.org.au/reconciliation-action-plans/

RESOURCES FOR FURTHER LEARNING CONT...

Title of Resource	The Final Quarter / Racism: It stops with me
Description	Adam Goodes was a champion AFL footballer and Indigenous leader who has and continues to call out racism.
Source	https://thefinalquarterfilm.com.au http://www.youtube.com/watch?feature=player_embedded&v=_mtw5ZAtbaY http://itstopswithme.humanrights.gov.au
Title of Resource	**One Race**
Description	Jane Elliott, internationally known teacher, lecturer, diversity trainer, exposes prejudice and bigotry for what it is, an irrational class system based upon purely arbitrary factors.
Source	https://youtu.be/4yrg7vV4a5o https://youtu.be/f2z-ahJ4uws https://janeelliott.com/

COMPONENT TWO
AUSTRALIA'S FIRST PEOPLES

Title of Resource	Language Groups and Tribal Boundaries maps
Description	The State Library of South Australia holds many mapping resources that illustrate the Language Groups and Tribal Boundaries of Aboriginal Australia.
Source	http://www.slsa.sa.gov.au/site/page.cfm?c=4026
Title of Resource	**Aboriginal Australia Wall Map D R Horton 1996**
Description	The map is an attempt to represent all the language, tribal or nation groups of the Aboriginal people of Australia. Aboriginal groups were included on the map based on the published resources available between 1988 and 1994 which determine the cultural, language and trade boundaries and relationships between groups.
Source	http://aiatsis.gov.au/explore/culture/topic/language-map
Title of Resource	**Norman Tindale Map**
Description	The following link gives you information on the Tribal Boundaries in Aboriginal Australia Map published in 1974 and shows Aboriginal Group Boundaries at the time of European contact.
Source	http://archives.samuseum.sa.gov.au/tribalmap/index.html

RESOURCES FOR FURTHER LEARNING CONT...

Title of Resource	Atlas
Description	Macquarie Atlas of Indigenous Australia by Bill Arthur and Frances Morphy This is an introduction to the spatial analysis of indigenous Australians, with an emphasis on European contact to the present time. It features maps ranging across historical, cultural, political and environmental themes and is illustrated with photos and diagrams. Available as an e-book from iTunes.
Source	https://itunes.apple.com/au/book/macquarie-atlas-indigenous/id545528078?mt=11 Arthur,B and Morphy F (et al), 2006, The Macquarie Atlas of Indigenous Australia, Macmillan
Title of Resource	**Austlang**
Description	Austlang is an Australian Indigenous Languages Database that provides information about Aboriginal and Torres Strait Islander languages from a number of sources.
Source	http://austlang.aiatsis.gov.au/main.php
Title of Resource	**Native Language**
Description	Listen to a Dharug man of Sydney speak his language, Dharug and listen to others discuss the situation of Aboriginal Languages in Australia. Audio Clip is from ABC Splash, Re-awakening Australian Aboriginal languages.
Source	http://splash.abc.net.au/media/-/m/152022/re-awakening-australian-aboriginal-languages
Title of Resource	**Preservation of Australian Indigenous Language Collections**
Description	AIATSIS houses approximately 40,000 hours of audio, most of which is unique and unpublished. The recordings document Aboriginal and Torres Strait Islander languages, ceremonies, music, oral histories, cultural narratives, site descriptions, research seminars and important events.
Source	https://aiatsis.gov.au/collections/about-collection/languages
Title of Resource	**First Australians – Documentary Series**
Description	Over seven documentaries, First Australians, The Untold Story of Australia, SBS, 2008 depicts the true stories of individuals both black and white caught in an epic drama of friendship, revenge, loss and victory in Australia's most transformative period of history.
Source	https://www.sbs.com.au/ondemand/program/first-australians http://blackfellafilms.com.au/project/first-australians/

RESOURCES FOR FURTHER LEARNING CONT...

COMPONENT THREE WORLDVIEWS, KINSHIP AND CULTURE	
Title of Resource	**The Little Red, Yellow, Black Book**
Description	The Little Red, Yellow, Black Book published by Aboriginal Studies Press is a good starting point for those that want to know more about Australia's rich Indigenous cultures but don't know where to begin. Amongst others it includes topics such as The Dreaming, Men and Women's Business and Lore. Horton's Encyclopaedia of Aboriginal Australia is another great introductory book.
Source	Jonas, Bill and Langton, Marcia, 1994, The Little Red, Yellow, Black Book, Aboriginal Studies Press. Horton, D (ed) 1994, Encyclopaedia of Aboriginal Australia, Aboriginal Studies Press.
Title of Resource	**Aboriginal Cultures**
Description	The National Library of Australia holds a diverse range of material of Australia's past and contemporary Indigenous Cultures.
Source	https://www.nla.gov.au/what-we-collect/indigenous
Title of Resource	**Kinship: Northern Territory**
Description	Information on Kinship and Skin Names in the Central Northern Territory region provided by the NT Central and Northern Land Councils.
Source	http://www.clc.org.au/articles/info/aboriginal-kinship
Title of Resource	**Australian Native Bush Food**
Description	Two short videos on Australian native bush food and plants used by Aboriginal peoples presented by Clarence Slockee from the Royal Botanic Gardens of Sydney and farming techniques used by Aboriginal people to support their way of life. Video is filmed at Lake Condah, Western Victoria.
Source	http://splash.abc.net.au/media/-/m/30798/understanding-bush-food http://splash.abc.net.au/media/-/m/29898/indigenous-eel-farming
Title of Resource	**Sorry Business: Mourning for Mangatopi**
Description	Mourning for Mangatopi was filmed on Melville Island in the Tiwi Islands, NT in 1974 and includes footage of the Pukumani ceremony. Upon the death of their son, Geoffrey Mangatopi and his family, requested the film be made as a public record of a disappearing tradition.
Source	http://www.creativespirits.info/resources/movies/mourning-formangatopi#axzz3aqXHYSnw

RESOURCES FOR FURTHER LEARNING CONT...

Title of Resource	Supporting workers during Sorry Business
Description	This fact sheet provides advice to help employers support Aboriginal and Torres Strait Islander workers during Sorry Business.
Source	https://www.fairwork.gov.au/ArticleDocuments/1106/atsi-fact-sheet-sorry-business.pdf.aspx
Title of Resource	**Smoking Ceremonies**
Description	Frank Ansell, a traditional healer from Central Australia demonstrates how to conduct a Smoking Ceremony and explains the significance of this ceremony.
Source	http://www.youtube.com/watch?v=tDqy2HFIo50
Title of Resource	**Aboriginal Art**
Description	A Government Australia resource about Aboriginal and Torres Strait Islander Art which includes a list of useful links to other art and culture resources.
Source	https://www.arts.gov.au/what-we-do/indigenous-arts-and-languages
Title of Resource	**Aboriginal Art Symbols**
Description	Many of the symbols used by Aboriginal artists are a variation of lines or dots. Similar symbols can have multiple meanings according to the art region and the elaborate combination of these can tell complex Dreamtime stories.
Source	https://www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-symbols-glossary/
Title of Resource	**Totems**
Description	Access a Queensland Government fact sheet on Birth Ceremonies, Totems and Rites in Aboriginal Society.
Source	https://www.qcaa.qld.edu.au/downloads/approach2/indigenous_res012_0804.pdf
Title of Resource	**Totemism**
Description	Totemism in Australian is often characterised by reference to mythological ancestral beings that emerged from the earth at the beginning of time. The website below showcases the notebooks, films, audio recordings, illustrations and photographs collected by two well known anthropologists, Spencer and Gillen, between 1875 and 1912. It includes an extensive list of the totems referred to by Spencer and Gillen in their studies.
Source	http://spencerandgillen.net/totems

RESOURCES FOR FURTHER LEARNING CONT...

COMPONENT FOUR INITIAL CONTACT: DISPOSSESSION AND EXTERMINATION	
Title of Resource	**Resistance Fighters**
Description	Additional information and resources about Pemulwuy, a resistance fighter between 1788 and 1802.
Source	http://www.sydneybarani.com.au/sites/pemulwuy/
Title of Resource	**The Secret River**
Description	An introduction to The Secret River by Kate Grenville. This YouTube clip gives you insight into the behind the scenes adaption of the book by playwright Andrew Bovell for the Perth International Arts Festival in July 2013 and includes interviews with Director Neil Armfield and Aboriginal actress Ursula Yovich.
Source	http://www.youtube.com/watch?v=0WvHdTecH3A Grenville, Kate, 2005, The Secret River, Text Publishing
Title of Resource	**The Killing Times - Frontier Wars**
Description	This map shows evidence of mass killings from 1788 until 1928: a sustained and systematic process of conflict and expansion.
Source	https://www.theguardian.com/australia-news/ng-interactive/2019/mar/04/massacre-map-australia-the-killing-times-frontier-wars
Title of Resource	**Massacres**
Description	Gunditjmara Elder Aunty Iris Lovett-Gardiner speaks about her life at Lake Condah in the western districts of Victoria. Here Aunty Iris recalls massacres that occurred and the places at which they happened.
Source	https://cv.vic.gov.au/stories/aboriginal-culture/our-story/lady-of-the-lake-aunty-iris-s-story/ https://cv.vic.gov.au/stories/aboriginal-culture/land-and-spirit/the-land/ https://cv.vic.gov.au/stories/aboriginal-culture/indigenous-stories-about-war-and-invasion/war-songs/
Title of Resource	**Massacres**
Description	The following books contain accounts of the massacres, invasions and resistance of the early frontier wars.
Source	Elder, Bruce, 1988, Blood on the Wattle: Massacres and Maltreatment of Australian Aborigines since 1788 New Holland Publishers Butler, Kevin, Cameron, K & Percival, B., 1995, The Myth of Terra Nullius, Invasion and Resistance -the early years, Board of Studies

RESOURCES FOR FURTHER LEARNING CONT...

COMPONENT FIVE EARLY COLONISATION THROUGH TO SECOND WORLD WAR: PROTECTION, SEGREGATION AND ASSIMILATION	
Title of Resource	**Stolen Generation Testimonies**
Description	The Stolen Generations Testimonies project is an initiative by the Stolen Generations Testimonies Foundation to record on film the personal testimonies of Australia's Stolen Generation and share them online. Please be aware some of the stories are confronting and emotionally challenging.
Source	http://www.stolengenerationstestimonies.com
Title of Resource	**Map of Stolen Generations Institutions**
Description	This map includes many of the institutions, reserves and missions that Stolen Generations children were known or thought to have been forcibly removed to.
Source	https://healingfoundation.org.au/map-stolen-generations-institutions/
Title of Resource	**Follow the Rabbit Proof Fence**
Description	Follow the Rabbit Proof Fence by Doris Pilkington was first published in 1996. Based on a true story, the book is a personal account of an Indigenous Australian family's experience of the Stolen Generation. It tells the story of three young Aboriginal girls: Molly (the author's mother), Daisy (Molly's sister), and their cousin Gracie, who are forcibly removed from their families, later escape from a government settlement in 1931, and then trek over 2,400 kilometres home by following the rabbit-proof fence, a massive pest-exclusion fence which crossed Western Australia from north to south. The book was adapted as a film, Rabbit-Proof Fence, in 2002.
Source	Pilkington, Doris, 1996 Follow the Rabbit Proof Fence, University of Queensland Press http://www.sbs.com.au/movies/movie/rabbit-proof-fence
Title of Resource	**Protection and Segregation**
Description	Daisy May Bates (1863-1951) who was a welfare worker among Aboriginal people and also an anthropologist wrote 270 newspaper articles about Aboriginal Life in the late 1800s to early 1900s.
Source	http://adb.anu.edu.au/biography/bates-daisy-may-83
Title of Resource	**White Australia Policy**
Description	National Archives of Australia resources on White Australia Policy, including a newspaper article - Sydney Morning Herald 5 June 1945 - Attack on "White Australia" Policy, gives some insight into the beginnings of resistance to the White Australia Policy in 1945.
Source	https://www.naa.gov.au/search?search_api_fulltext=white+australia+policy

RESOURCES FOR FURTHER LEARNING CONT...

Title of Resource	White Australia Policy
Description	The newspaper article, The Argus October 7, 1955 - News Overseas, White Australia Policy angers Malaya more than Diggers shows how the White Australia Policy was questioned overseas in the 1950's.
Source	https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism/malaysias-anger-over-white-australia-policy
Title of Resource	**Immigration Nation**
Description	A TV series called "Immigration Nation" charts Australia's shift from its White Australia Policy to a multicultural nation. Cut and paste the you tube link below to access episode one of a three episode documentary series "Immigration Nation" which originally aired on SBS in 2010.
Source	https://youtu.be/X20748_iOD8
Title of Resource	**Assimilation**
Description	Further information on A O Neville, Chief Protector of Aborigines in the early 1900's.
Source	http://adb.anu.edu.au/biography/neville-auber-octavius-7821
Title of Resource	**Indigenous Military Serviceman: World War I and World War II**
Description	Philippa Scarlett's book, Aboriginal and Torres Strait Islander Volunteers for the AIF: An Indigenous Response to World War One is an informative publication containing many images and stories of Indigenous soldiers who volunteered in World War One.
Source	Scarlett, Philippa, 2012 Aboriginal and Torres Strait Islander Volunteers for the AIF: An Indigenous Response to World War One Indigenous Histories.
Title of Resource	**Indigenous People Serving in World War I**
Description	The State Library of Queensland: Queensland's World War I Centenary features a comprehensive collection of stories about Indigenous people serving in the World War 1.
Source	http://blogs.slq.qld.gov.au/ww1/tag/indigenous-soldiers/
Title of Resource	**Indigenous Diggers**
Description	Aboriginal and Torres Strait Islander people have served in every conflict and commitment involving Australian defence contingents since Federation, including both world wars and the intervals of peace since the Second World War.
Source	https://www.awm.gov.au/articles/encyclopedia/indigenous

RESOURCES FOR FURTHER LEARNING CONT...

COMPONENT SIX ABORIGINAL AGENCY: PROTEST AND RESISTANCE	
Title of Resource	**Freedom Rides**
Description	An interview with Hall Greenland who was one of the student activists at Sydney University in the 1960's. Hall recalls his experience of being on the Freedom Bus that travelled country NSW to expose the racism and segregation experienced by Aboriginal people.
Source	https://education.abc.net.au/web/splash#!/media/1815560/encouraging-an-angry-desire-for-self-determination
Title of Resource	**Day of Mourning 1938**
Description	Listen to SBS World News Australia Radio interview with Uncle Boydie Turner, a Yorta Yorta man and grandson of William Cooper, describing life for Aboriginal People in the 1930s and his memories of his grandfather. The interview was conducted on the 75th anniversary of the Day of Mourning.
Source	http://www.sbs.com.au/news/article/2013/01/24/remembering-1938-day-mourning-declaration
Title of Resource	**1967 Referendum**
Description	Watch Dr Lilon Bandler talk about her late mother's involvement in the campaign for the referendum for Indigenous rights in 1967, and reflect on the significance of the referendum more than 30 years later.
Source	http://www.youtube.com/watch?v=qasH5oJiSaU
Title of Resource	**1967 Referendum**
Description	For more information on the 1967 Referendum refer to the National Archives of Australia fact sheet (150).
Source	https://www.naa.gov.au/search?search_api_fulltext=1967+referendum
Title of Resource	**1967 Referendum**
Description	The digitised newspaper article from the Canberra Times, 19 August 1967 titled - Aborigines and the "Yes" vote gives you an insight into how the results of the referendum was received at the time.
Source	http://trove.nla.gov.au/ndp/del/article/106972528
Title of Resource	**Aboriginal Tent Embassy**
Description	A news article from the ABC dated 27 January 2012 titled The History of the Aboriginal Tent Embassy, gives an overview of the history of it history from 1972 to 2012.
Source	http://www.abc.net.au/news/2012-01-27/the-history-of-the-aboriginal-tent-embassy/3796630

RESOURCES FOR FURTHER LEARNING CONT...

Title of Resource	Aboriginal Tent Embassy
Description	SBS News interview: Q & A Aboriginal rights then and now, first aired in June 2012, features an interview with Michael Anderson, the last surviving founder of the Aboriginal Tent Embassy.
Source	http://www.sbs.com.au/news/article/2012/06/28/qa-aboriginal-rights-then-and-now
Title of Resource	**The Spirit of The Tent Embassy**
Description	A short ABC documentary, titled, The Spirit of The Tent Embassy was published on YouTube in July 2012 and features people sharing their stories and views about the history of the Aboriginal Tent Embassy and its significance.
Source	http://www.youtube.com/watch?v=QlBS4GO-xJE

COMPONENT SEVEN RECENT TIMES: 1973 - 2008	
Title of Resource	**Native Title**
Description	The Federal Court of Australia website provides information on the definition of Native Title, the role of the Federal Court and the processes involved.
Source	https://www.fedcourt.gov.au/law-and-practice/national-practice-areas/native-title
Title of Resource	**Eddie Mabo Interview**
Description	An ABC Radio interview featuring Eddie Mabo in 1988. Eddie speaks about his connection to Mer Island and explains the origins of the legal case, Mabo v QLD.
Source	http://www.abc.net.au/archives/80days/stories/2012/01/19/3412061.htm
Title of Resource	**Native Title Timeline**
Description	A detailed timeline of significant developments in Native Title legislation from 1982 to 2012 refer to the following article compiled by SBS in 2012 to mark twenty years since the Mabo Decision.
Source	http://www.sbs.com.au/news/article/2012/06/03/timeline-native-title-australia
Title of Resource	**Land Bilong Islanders**
Description	Trevor Graham directed a film called Land Bilong Islanders in 1989 that features Eddie Mabo and his family on Murray Island during the Mabo v QLD legal case. The full length film is available courtesy of the National Film and Sound Archive.
Source	http://www.mabonativetitle.com/mabo_21.shtml

RESOURCES FOR FURTHER LEARNING CONT...

Title of Resource	The Native Title Tribunal
Description	The Native Title Tribunal is an independent government agency established by the Native Title Act 1993. The role of the Tribunal is to make decisions, conduct inquiries, reviews and mediations, and assist various parties with Native Title applications and Indigenous and use agreements.
Source	http://www.nntt.gov.au/Pages/Home-Page.aspx
Title of Resource	**Prescribed Bodies Corporate**
Description	Additional information on and for Prescribed Bodies Corporate (PBC's) and for those organisations engaging with them.
Source	http://www.nativetitle.org.au
Title of Resource	**Land Rights Act**
Description	Information on the history of the Land Rights Act and in particular Land Rights in the Northern Territory.
Source	https://www.clc.org.au/articles/cat/land-rights-act/
Title of Resource	**Aboriginal Land Claims**
Description	The Office of the Registrar Aboriginal Land Rights Act 1983 (NSW) provides information and services relating to registering land claims and maintaining the Register of Aboriginal Land Claims & Register of Aboriginal owners. They also approve the rules of Aboriginal Land Councils, the issuing compliance directions, investigating complaints & mediating disputes.
Source	http://www.oralra.nsw.gov.au

COMPONENT EIGHT
RECENT TIMES: 2008 – PRESENT DAY

Title of Resource	Reconciliation Australia
Description	Reconciliation Australia is an independent, not-for-profit organisation. Our vision is for a just, equitable and reconciled Australia. Our purpose is to inspire and enable all Australians to contribute to the reconciliation of the nation.
Source	https://www.reconciliation.org.au/about-us/

RESOURCES FOR FURTHER LEARNING CONT...

Title of Resource	ANTaR and the National Close The Gap
Description	ANTaR is a national advocacy organisation dedicated specifically to the rights - and overcoming the disadvantage - of Aboriginal and Torres Strait Islander people. We do this primarily through lobbying, public campaigns and advocacy. In 2019, ANTaR took over the ongoing responsibility for the Close The Gap program from Oxfam.
Source	https://antar.org.au/ https://antar.org.au/closethegap/background https://www.oxfam.org.au/what-we-do/indigenous-australia/national-close-the-gap-day/
Title of Resource	**Uluru Statement From The Heart**
Description	The Uluru Statement From The Heart (Uluru Statement) represents a historic consensus of Aboriginal and Torres Strait Islander peoples in seeking constitutional change to enable a Voice to Parliament in the Constitution. Australia is the only country in the world yet to formally recognise its Indigenous people in the form of a treaty or constitutional recognition.
Source	https://fromtheheart.com.au/
Title of Resource	**Closing the Gap Report**
Description	Closing the Gap was the Government's response to Close The Gap when in 2008 the Government and COAG set out six targets to improve the health and lives of Indigenous peoples. Each year the Government releases an annual report o Parliament on progress in Closing the Gap.
Source	https://ctgreport.niaa.gov.au/

COMPONENT NINE
TORRES STRAIT ISLANDER PEOPLES

Title of Resource	Torres Strait Islander Fettlers
Description	An educational resource from the National Film and Sound Archive which features footage of Torres Strait Islander men in the 1960s who moved to the Pilbara in Western Australia for work.
Source	http://aso.gov.au/titles/documentaries/island-fettlers/
Title of Resource	**Torres Strait Islander Railway Songs**
Description	The Eastern Torres Strait Islander Railway Songs were a collection of songs that were sung by the Torres Strait Islander men working on the railway.

RESOURCES FOR FURTHER LEARNING CONT...

Source	http://railwaysongs.blogspot.com.au/2009/04/torres-strait-islander-railway-songs.html
Title of Resource	**Torres Strait Islander Pearling Industry**
Description	Seaman Dan was a Pearl Diver from the Torres Strait Islands. In the video he talks about his family and working life and his music career that only began at an age of 69.
Source	https://www.youtube.com/watch?v=1rKjvvOM07I
Title of Resource	**Torres Strait Islander Languages**
Description	The Torres Strait region is the home of two traditional languages and six dialects Meriam Mir (Mer dialect and Erub dialect) and Kala Lagaw Ya (Kulkalgau Ya, Kalaw Kawaw Ya, Kawrareg dialect and Mabuyag dialect). These are all recognised as severely and critically endangered languages by UNESCO, the Australian Government and Torres Strait communities.
Source	https://www.tstlanguages.org/
Title of Resource	**Torres Strait Islander Dance**
Description	Watch Torres Strait Islander Dancers perform a traditional Paddle dance during the Laura Aboriginal Festival in Laura, southern CapeYork. The dance is from the island of Boigu, in the far north of the Torres Strait and the song, “Kutau Gutha Thia”, is about a canoe, that drifted away and was later found. The boys depict paddling a canoe and dealing with the currents.
Source	https://www.youtube.com/watch?v=WzQBfZhSVSI
Title of Resource	**Torres Strait Islander Cultural Protocols**
Description	The Torres Strait Islander Authority Cultural Protocols Guide, compiled in February 2011 is available as a resource guide. The guide provides information on cultural protocols in regards to communication and community engagement in the Torres Strait Islands.
Source	http://www.tsra.gov.au/__data/assets/pdf_file/0005/1778/tsra20cultural20protocols20guide.pdf
Title of Resource	**Torres Strait Islander Food**
Description	The First Cook is the website of Torres Strait Islander Elder, Uncle Phil aka The First Cook. On his website you will find information on Kup-Murri which is a traditional Torres Strait Islander feasting ceremonies. Other recipes of traditional Torres Strait Islander Food can be accessed from the State Library of QLD.
Source	https://thefirstcook.cooking/kup-murri/

RESOURCES FOR FURTHER LEARNING CONT...

COMPONENT TEN CULTURAL EDUCATION IN PRACTICE	
Title of Resource	**Myths and Misconceptions**
Description	The Aboriginal and Torres Strait Islander Commission published 'As a matter of fact: Answering the myths and misconceptions about Indigenous Australians' in 1998.
Source	https://web.archive.org.au/awa/20060224010340mp_/http://pandora.nla.gov.au/pan/41033/20060106-0000/ATSIC/news_room/As_a_Matter_of_Fact/matterfact.pdf
Title of Resource	**Myths and Misconceptions**
Description	There are many resources that address the common Myths and Misconceptions that still exist surrounding Aboriginal and Torres Strait Islander peoples.
Source	https://www.reconciliation.org.au/wp-content/uploads/2017/11/Lets-Talk...mythbusting-PDF.pdf https://www.dca.org.au/podcasts/connecting-country-busting-myths-about-indigenous-australians (transcript: https://www.dca.org.au/sites/default/files/episode_5_connecting_country_transcript_0.docx) https://www.sbs.com.au/language/english/five-mistakes-people-make-in-conversation-with-aboriginal-people https://humanrights.gov.au/our-work/education/publications/2008-face-facts