



Pemulwuy

Newsletter of the NSW AECG Inc.

April 2016

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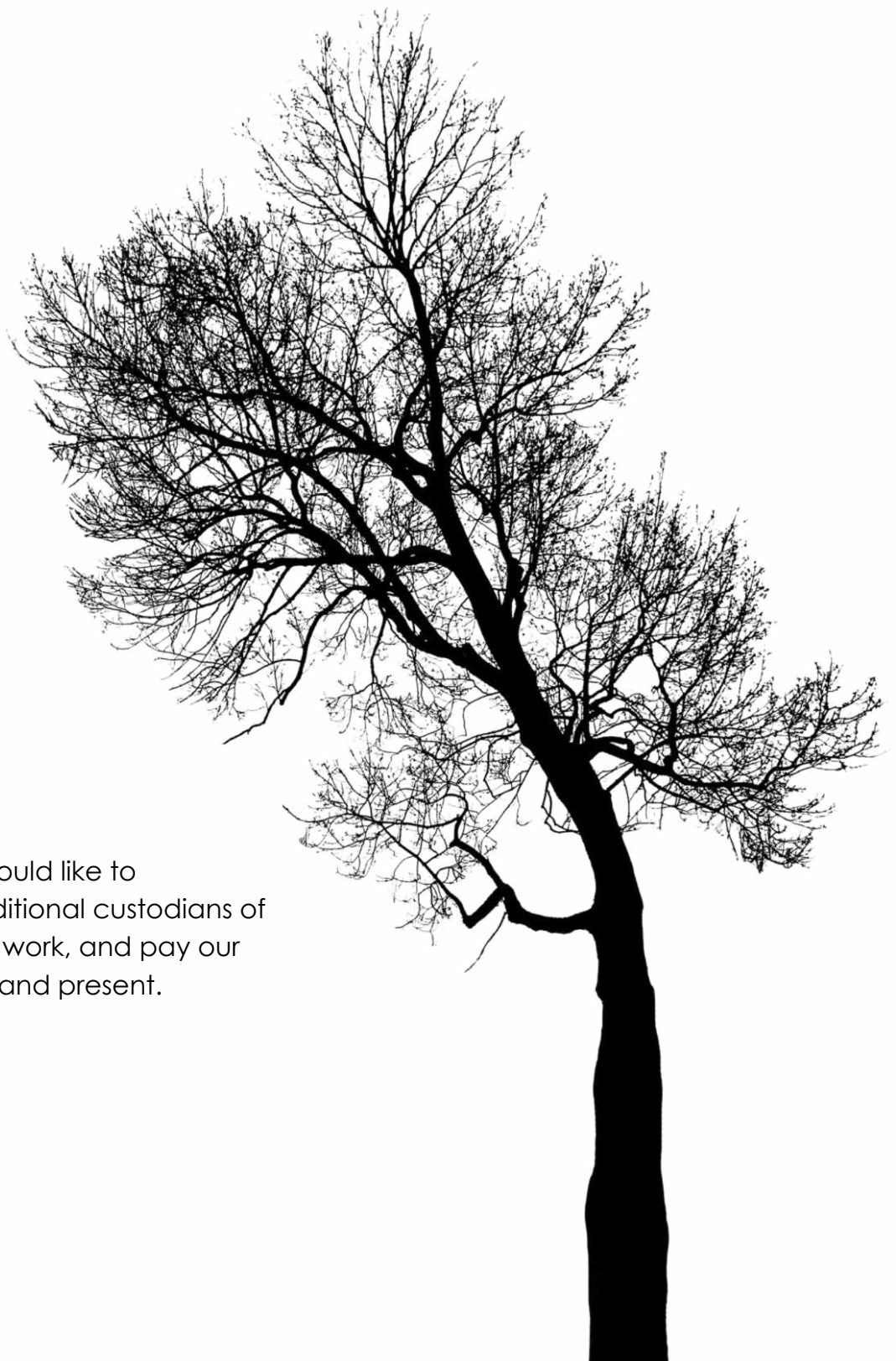
AGM
2016



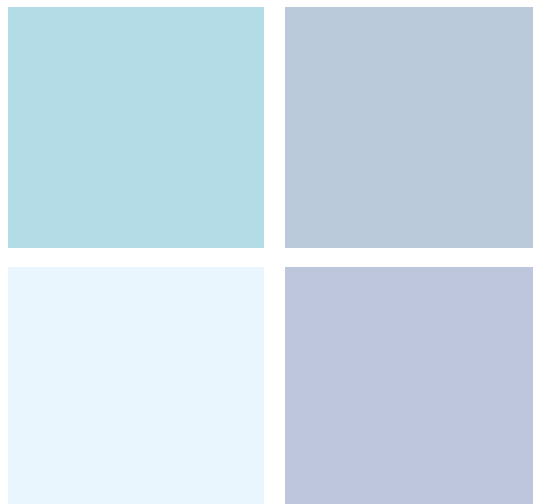
Have your say

Want to have your say?

Let everyone know the great things happening in your Local or Regional AECG. To be published, send your photos and stories to: info@aecg.nsw.edu.au



The NSW AECG Inc. would like to
Acknowledge the traditional custodians of
the land on which we work, and pay our
respect to Elders past and present.

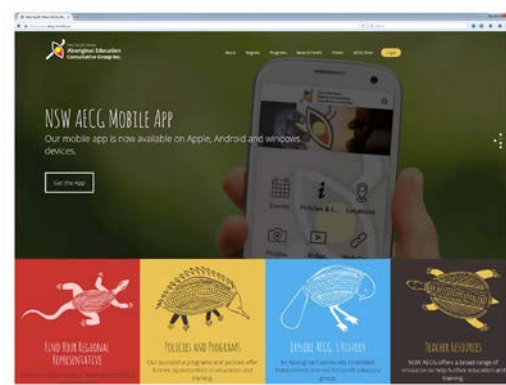


From the President...

Welcome to a new edition of Pemulwuy, the newsletter of the NSW AECG. Time is flying by once again and I guess it won't be long before another year has passed by. As usual, the AECG has been out and about and keeping busy ensuring Aboriginal education and our voice is placed front and centre and our voices are heard.

We have been busy running professional learning for a variety of people including teachers, administration staff, Directors of Public Schools and the Department of Education learning and leadership teams. This includes how to design, implement and assess Cultural education programs and we are working with three schools and communities to design and implement their Cultural Studies program.

We are currently running workshops at Regional AECG meetings around school planning so we are better able to engage in the consultation process and ensure Aboriginal peoples have input into the planning process and their voices heard regarding the education of their children.



We are excited to step back into the language space and do what we can to support the recovery, re-voicing and re-practicing of our languages. There should be more commentary on this over the coming months.

Don't forget to keep up with what we are doing on our new website www.aecg.nsw.edu.au or by downloading our app or liking our Facebook page.

As always, this is but just a snapshot of the myriad of activities that's been happening around the state. Hope you enjoy the read!!!!

Cindy Berwick
President
NSW AECG Inc.



Annual General Meeting

2016

The 2016 Annual General Meeting was held in Dubbo on Wiradjuri Country. The proceedings started with a Welcome to Country in language from Di McNaboe and the lighting of the candle and a dance performance by students from Plattsburg Public School and Callaghan College Wallsend Campus.



Ashleigh Griffin and Anika Dregio

After the usual apologies and housekeeping arrangements, delegates and attendees proceeded through the itinerary with vigorous and robust discussion. Raymond Ingrey acted as the returning officer for the election of office bearer positions for Vice President, Secretary, Treasurer and 5 AMC members. In the evening, the dinner was held at the Savannah Function Centre within the confines of the Taronga Western Plains Zoo. Special guests in attendance included Greg Prior from the Department of Education and Communities.

Highlight of the evening dinner, is the presentation of major awards. These were as follows:

Top HSC Aboriginal Studies Result 2015 – Benjamin Simpson from Sydney Distance Education Centre.

Top non Aboriginal student in HSC

Aboriginal Studies 2015 – Anika Dregio from Cheltenham Girls High School.

HSC Aboriginal Studies Teacher Recognition

Award 2015 – Ashleigh Griffin from Mackellar Girls High School, Northern Beaches Senior Campus.

AECG Life Member – Gail Simpson

AECG Associate Life Member –
Joy Kingsford



Cindy Berwick and Gail Simpson





Remembering through Art



Taylor Curry's work - "The Accident"

Art Express is the annual showcase of the very best artworks produced across the state in the HSC Visual Arts practical component. In 2015, Denison College of Secondary Education Kelso High Campus student Taylor Curry had his work nominated for inclusion at this prestigious exhibition. His work titled 'The Accident' is a deeply personal work describing the life changing events that affected his family after his mother was involved in a horrific car accident.

Taylor planned and created the artwork over a twelve month period. His final artwork was painted on the bonnet of a car and he was inspired by both his Aboriginal heritage and the impact the event had upon his family. His work reflects the story of the tragedy and how his family was looked

after by his nan and then how the family was reunited after his mum's recovery.

Taylor intends on working as an artist. He looks forward to working as an artist in residence at Kelso Campus guiding younger students in the school to produce murals and other artwork.

Close up of Taylor's artwork



Australia Remembers

Many Aboriginal and Torres Strait Islander peoples enlisted and served in the armed forces during World War 1. Their roll is not complete and probably never will be. Enlistment papers usually carried no reference to race. Many enlisted under false names and places of birth in order to avoid the provisions of the Defence Act or the unwanted attention of Protectors of Aborigines. Many oral histories of those who served may have been lost as a result.

Yet it is worth mentioning the deeds of Private William Allan Irwin, the most decorated Aboriginal soldier to have served in World War 1. William hailed from Coonabarabran and enlisted in the AIF at Narrabri on the 3.1.1916 at the age of 37 years and 10 months. His records list his occupation as a shearer. Later that year, he sailed for Southampton in England. From there, he saw extensive action on bloody battlegrounds of the Western Front. He was wounded in June 1917 at Messines and then twice more at Villers-Bretonneux.

In August 1918 his Company of the 33rd Battalion was involved in heavy fighting near Mont St Quentin. Severely wounded in the back and thigh, he later died the following day. For his actions and conduct, Private William Allan Irwin was awarded the DCM – Distinguished Conduct Medal. His DCM was awarded posthumously. Irwin was the only Aboriginal soldier specifically mentioned as such by the WW1 historian Charles Bean.

The official citation for his award reads:

"For conspicuous gallantry and devotion to duty during operations at Road Wood on 31st Aug, 1918. Singlehanded, and in the face of heavy fire, he rushed three separate machine gun nests, capturing guns and crews. While rushing a fourth, he was severely wounded. His irresistible dash inspired the whole of his company."

London Gazette No 31186; 14th February 1919
Commonwealth of Australia Gazette; No 75,
17th June, 1919



A very unfortunate series of events occurred many years after William's death when in the late 1930s or early 1940s, the manager of Carroona Mission, a man named Caldwell, asked Bill's brother Harry (to whom the medals were forwarded to as next of kin) for a loan of the decoration and service medals for display at an Anzac Day ceremony at the Carroona Aboriginal School (now Walhallow). Shortly after the ceremony and the medals not having been returned, Harry asked the manager for them only to be told they had been mislaid. This was typical of the contempt most of these managers had for the people they were 'protecting'. It would be nice to think that after all these years if those medals were found among someone's possessions not knowing their significance that they would be returned to their rightful owners. They would be inscribed - W A IRWIN No 792.



Private William Allan Irwin lies at rest in the Commonwealth War Graves Cemetery at Daours on the Western Front in France along with 1,231 other Commonwealth servicemen.

Lest We Forget.

William Allan Irwin's name will be projected onto the exterior of the Hall of Memory at the Australian War Memorial in Canberra on:

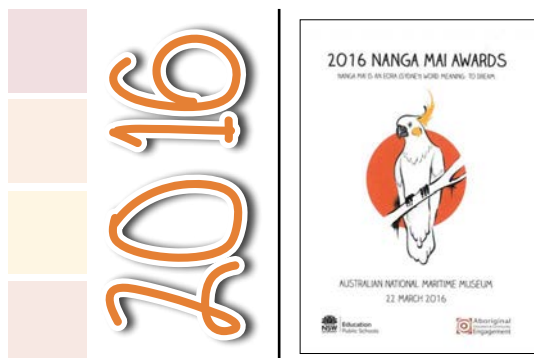
- Mon 22 February, 2016 at 3:45 am
- Fri 15 April, 2016 at 8:47 pm
- Mon 30 May, 2016 at 8:16 pm
- Mon 11 July, 2016 at 5:05 am
- Thu 25 August, 2016 at 4:34 am
- Sun 16 October, 2016 at 8:39 pm
- Sun 18 December, 2016 at 10:37 pm
- Mon 20 February, 2017 at 9:25 pm



Nb. These dates and times are estimates.

Please note that previous advised times on this site have recently been changed to ensure that early evening projections are clearly visible and not affected by twilight. The actual time of projection could also change as a result of weather and other factors, so it is advisable to check closer to the date. In the rare event of a temporary loss of electrical power, the names scheduled for display in that period will not appear until the next time listed.

Reference: Koori Mail, RSL Reveille, Australian War Memorial



NSW Public Schools Nanga Mai Awards

Nanga Mai is an Eora word meaning 'to dream'

The Nanga Mai Awards celebrate and recognise innovation, excellence and achievements in Aboriginal education across NSW public schools and communities.

The NSW Aboriginal Education Consultative Group Inc congratulates this year's recipients on their achievements and wishes them every success in their future endeavours.

Student Awards:

Encouragement Award

- Nikayla Rose Brown: Beverly Hills Girls High School
- Wesley Maya-Gundy: Wyndham College
- Kalinya Fernando: Newtown Public School

Outstanding Student Engagement Award

- Lilly Lyons: Liverpool Girls High School
- Rebecca Schweikert: Wyong High School
- Brittany Simpson: Alexandria Park Community School

Outstanding Achievement in Sport Award

- Rebekah Dallinger: Narrabeen Sports High School
- Ebonie Cooper: Ballina High School

Outstanding Achievement in Performance/Creative/Visual Arts Awards

- Amberlilly Gordon: Dubbo College Senior College
- Steven Crawford: Maitland High School

Outstanding Achievement in Public Speaking Award

- Bradley Thurecht: Tharawal Public School
- Tyahla Munro: Cowra Public School

Student Leadership Award

- Emily Backhouse: Mount Annan High School
- Joseph Graf-Cooper: Wyong High School

Academic Excellence Award

- Ellouise Brown: Gorokan High School
- Jake Ayscough: Maitland High School

Highest Achieving Aboriginal Student in the Higher School Certificate Award

- Gemma Pol: Great Lakes College Senior Campus

Staff Awards:

Award for Outstanding Contribution to Educational Achievement by an Aboriginal Staff Member

- Helen Archibald-Simmons: Wauchope Public School

Award for Outstanding Contribution to Educational Achievement by a non-Aboriginal Staff Member

- Lisa Haller: Canterbury Public School

Award for Outstanding Leadership in Aboriginal Education

- Natalie Pierson: Riverwood Education Office

Award for Outstanding Leadership in Aboriginal Languages

- Penelope Grace: Toormina High School

School/Community Awards:

Award for Outstanding Contribution to Educational Achievement by a Community Member

- Jodie Bell: Airds Community of Schools

Award for Outstanding School and Community Partnership

- Niland Public School

Award for Outstanding Commitment to increasing knowledge and understanding of Aboriginal histories, culture and experiences of Aboriginal peoples

- Maclean High School

Director's Meritorious Award – Love of Learning

- Roslyn McGregor: Walgett Community College

St. Joseph's

Junior AECG



Lochinvar is a small village located in the Hunter Region of New South Wales, eleven kilometres west of the regional centre of Maitland.

Recently the school held its Annual General Meeting for their Junior Aboriginal Education Consultative Group (AECG). The school had the great pleasure of having a delegate from the NSW AECG, Melinda Brown, at its meeting to officiate proceedings. She was accompanied by Shaylee Matthews, a Youth Workers from the Local Aboriginal Land Council, Mindaribba.

Together, Melinda and Shaylee shared their knowledge and inspired the students to learn more about themselves, their cultures and the connections to Country. They also nominated and voted for management committee members, with each position being hotly contested by several students from across different year levels.

After careful tallying of votes, the management committee members were elected as follows: President - Scarlet Avery, Vice President - Makenzie Mills, Secretary - Storme Bell, Assistant Secretary – Joshua Rachubinski and Treasurer - Lachlan Prestwich.

Congratulations!



Gonski/Resource Allocation Model (RAM) funding issue



The NSW AECG Inc. is concerned about the Turnbull Government's lack of commitment to funding the last two years of the Gonski educational funding reform model.

Background: In 2011 the independent Gonski review found that too many Australian children were missing out on a good education due to a lack of resources. The review specifically indicated that the existing funding model failed to deliver resources to the areas where they were most needed. Based on the review's findings the Resource Allocation Model (RAM) was developed with the aim to ensure more appropriate needs-based funding is provided to schools to improve educational outcomes, specifically for students:

- from low socio-economic backgrounds;
 - with low level disability;
 - still developing English language proficiency;
 - from Aboriginal backgrounds; and
 - from remote and isolated school communities
- (Source: Review of Funding for Schooling – Final Report, 2011)

Importantly the Gonski review recommends that needs-based funding is best allocated to strategies that are tailored to local needs and encourage parent and community engagement. The NSW AECG recognises that the allocation of additional needs-based funding brings significant potential for the development of contextually relevant education programs that deliver educational outcomes for Aboriginal kids in NSW.

Political context: Prior to the 2013 federal election the then NSW Premier Barry O'Farrell and Prime Minister Julia Gillard committed their Governments to providing six years of funding (2014-2019) under the Gonski plan. After the 2013 federal election the Abbott - Turnbull Government has illustrated a commitment to only the first four years of the six year funding plan. The last two years of funding under the Gonski plan is where the bulk of the funding will be provided to schools.

The Turnbull Government's justifications for not funding the fifth and six years of the plan are based on concerns about 'the budget', whether the additional funding is leading to 'educational outcomes' and 'teacher quality'.

Prime Minister Malcolm Turnbull - Gonski funding is *"being considered by the Government in the context of a very tight budget...The key element is teacher quality...The measure of a successful education policy is not simply the money that's been spent...the measure is the educational outcomes"* (Source: ABC News 30/10/2015).

Federal Education Minister Simon Birmingham - *"if you're going to deliver extra education funding it has to be clear how the money will be used... what we will do is make sure that any funding commitments the Turnbull Government make are commitments driven by how you improve student outcomes"* (Source: SMH 29/12/2015 & 29/01/2016).

In stark contrast to the Turnbull Government's comments Labor opposition leader Bill Shorten, along with NSW Liberal Government leadership, have expressed strong support for the continuation of the Gonski funding reforms.

Opposition leader Bill Shorten – Gonski funding will be *"funded in full and on time... Every Australian child should have the same chance of succeeding at school as any other kid in the country – no matter their background, no matter where they live, and no matter what type of school they go to – government, independent or Catholic,"* (Source: The Guardian 28/01/16).

NSW Premier Mike Baird - *"vital extra dollars are being delivered to principals and school communities across the State who will decide how best to use the funding to support their students...I understand their (federal government's) budget position but we're committed to delivering these funds... it's too early for them (Federal Government), at this stage, to be making that decision"* (Source: NSW Teachers Federation 03/02/2016).

NSW Education Minister Adrian Piccoli - *"Our position is the full six years of Gonski should be funded...The extra money is not being spent on salaries or class sizes," he said. "It's being spent on things we know work: quality teaching, school counsellors, speech therapists. We are giving targeted support to children in kindergarten at risk of falling behind."*

The money is being well spent in NSW" (Source: SMH 29/12/2015).

Considering the Gonski funding only began in 2014 the NSW AECG Inc views the Turnbull government's statements as both premature and illustrating little to no recognition of the educational outcomes that have already been achieved as a result of the RAM/Gonski funding.



GONSKI FACT SHEET



WHY GONSKI MATTERS FOR INDIGENOUS EDUCATION

EDUCATION GAPS HURT INDIGENOUS STUDENTS

Aboriginal and Torres Strait Islander students are still an average of two to three years behind their non-Indigenous classmates in literacy and numeracy.

Aboriginal and Torres Strait Islander young people are 24 times more likely to be in detention than non-Indigenous young people.

Only 55% of Aboriginal and Torres Strait Islander young people complete Year 12.

To turn this around we need to invest resources in the schools these students attend.

HOW GONSKI CAN HELP

Gonski funding consists of additional targeted funding, called loadings, to the schools which educate kids who need it most.

There are five loadings for kids who:

- Go to a rural, remote or small school
- Have English as a second language
- Have a disability
- Come from a low socio-economic family background
- Who are Aboriginal and/or Torres Strait Islander

Many Aboriginal and Torres Strait Islander students would be eligible for more than one loading.

These loadings mean more money for school to run extra programs to meet the needs of individual kids.

WHAT'S HAPPENING NOW

Gonski funding has arrived in schools in some States and Territories and is already lifting results for Aboriginal and Torres Strait Islander students through:

- Smaller class sizes
- More specialist teachers, speech therapists, and psychologists and teacher aides
- New literacy & numeracy programs, cultural programs

But some States and Territories haven't passed on extra funding to schools and those kids are missing out on opportunities.

THE THREAT TO GONSKI

Despite its success, there is no guarantee the full six years of Gonski funding will be delivered as planned.

The Federal Government now says it will not fund its share of the last two years of the agreements - when most of the extra funding is to be delivered.

We need the full six years of Gonski to make sure ALL schools have the resources to meet the needs of their students.

Schools need full Gonski funding to ensure all Aboriginal and Torres Strait Islander students can get the education that lets them reach their full potential.

REGISTER YOUR SUPPORT WWW.IGIVEAGONSKI.COM.AU | [/igiveagonski](https://www.facebook.com/igiveagonski) [@igiveagonski](https://www.instagram.com/igiveagonski)



Artist Inspiration

at St Joseph's Campus Lochinvar



Student Bobbie Nichol from St Joseph's Campus has created a painting after being inspired by the work of former Wonnarua Elder Uncles Les Elvin.

Bobbie remembers Uncle Les as a really good teacher, always explaining things very well with an attitude of let's get in and do this and make it happen. He was hands on and he'd always would get in and help to get things going. He had a very good sense of humour and was very passionate about his work.

Bobbie said Uncle Les was a well-respected Wonnarua Elder, artist and teacher, and will always be remembered as a humble and generous man who touched the lives of everyone he met, especially the students at this school. He was awarded the NAIDOC artist of the year in 2008. At St Joseph's, Uncle Les was integral in painting and coordinating a large mural artwork that involved over five hundred school community members.

Last year many of the students at St Joseph's were involved in our 'Make your Mark' mural. Long before they began painting, Bobbie met with Uncle Les to ask for his permission and guidance to undertake this project. He gave his blessing for the work and worked closely behind the scenes with Mrs Carol Cunningham to ensure they were following protocol and doing justice to our Wonnarua tradition and culture.

Bobbie Nichol is one of the many Aboriginal students at the school who are gaining a better knowledge of and appreciation for their Aboriginal heritage through being involved with St Joseph's Junior AECG.

After the completion of his painting, Bobbie donated it back to the school.



Local AECG Photo Comp Entries

Thank you to all the Local AECG's that sent in photos for our 'Best Local AECG' competition. There were some great creative entries! The winner will be announced at the 1st State Meeting in June. Here are the entries:



Wollondilly



Tweed Wollumbin



Lismore



Ballina/Cabbage Tree Island



Guringai

LEETON: Small Community. Big Achievers.



Leeton

Leeton: Small Community. Big Achievers



Leeton

Leeton: Small Community. Big Achievers



Leeton

Ancestors Spiritual approval Connecting to Country



Nambucca

Culturally Gumbaynggirrised Fun Deadly & Exciting



Nambucca



Goodooga



Nyngan



Collarenebri

On local Country with Community



Ryde

Leeton's AECG Generation of commitment!



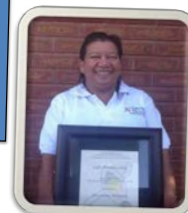
Sara Morgan Life Member 1



Elizabeth & Tyrone Morgan looking forward to attending our Local AECG meeting on Sunday



Mark & Delia Morgan Life Member



Leeton

on the Money Aboriginal Representation on Our Currency

Fifty years ago on the 14 February 1966, Australia introduced decimal currency. In came dollars and cents and out went pounds and pence. The Royal Australian Mint which opened in 1965 in Canberra undertook this mammoth change.

Decimalization provided Australia with the opportunity to create an entirely new currency that would reflect a new change in the post war era of growth and prosperity. The new design of notes and coins were also to reflect Aboriginal people's representation on them.

A public competition was held to seek names with a unique Australian name. Over 1000 suggestions were received with names such as the 'Austral', 'Oz', 'Boomer', 'Roo', 'Kanga', 'Emu', 'Koala', 'Digger', 'Zac', 'Kwid', 'Dinkum' and 'Ming' (nickname of Prime Minister Menzies).



'Dollar Bill' and the brochure outlining the currency conversion.

Although Menzies wanted to name the currency the Royal, emphasizing a strong link to the Crown, it was overturned in favour of the 'dollar.'

The new \$1, \$2, \$10 and \$20 banknotes and the 1, 2, 5, 10, 20 and 50 cent coins were issued on

14 February 1966 in line with the timetable set three years earlier. A \$5 note was issued the following year.

Compared to the previous currency note series, the decimal banknotes were more clearly 'Australian'. This was the crucial condition in the plan given to the designers.



Early/initial design of the new Royal banknote

The new one dollar note featured a design by the artist David Malangi (1927 – 1999) who came from Arnhem Land in the Northern Territory. He used more prominent brush strokes than his other counterparts from Arnhem Land. In 1988 he travelled to New York as part of the Dreamings exhibition of Aboriginal artworks from Australia and in 2004 his work was displayed at the National Gallery of Australia called No Ordinary Place.

Yet his artwork on the one dollar note depicting the mortuary feast of the ancestral hunter Guumirringu was used without his consent or permission. The Reserve Bank later acknowledged this mistake of copyright (which opened up other issues of Aboriginal copyright) and Malangi was financially compensated for this error.



The back of the one dollar note was distinctive with an interpretation of an Aboriginal bark painting by David Malangi.

In 1988, a ten dollar note was released that featured new technology by the nations' peak research body, the CSIRO, to prevent counterfeit reproduction. This was the first of the plastic or polymer notes that we all know today and at the time, it was a world first for this type of bank note circulation.



An Aboriginal youth in ceremonial paint, a Morning Star Pole and other artwork designs are depicted on reverse side of this note.

The distinct gold colour of the fifty dollar note features Aboriginal 'inventor' David Unaipon (1872-1967), born in South Australia. For many years, Unaipon was an employee of the Aborigines' Friends Association. He travelled widely and lectured on his ideas, gave sermons on Christianity and talked about Aboriginal legends and customs. His original manuscript of the publication, *Legendary Tales of the Australian Aborigines* features on this note.



The note also features drawings of his inventions including the patent application for an improved mechanical hand piece for sheep shearing in 1909. Unaipon was also absorbed with the principles of perpetual motion. His theories around polarized light and helicopter flight earned him the moniker as Australia's "Leonardo" (da Vinci). He made patent applications for inventions that included centrifugal motor, a multi-radial wheel and a mechanical propulsion apparatus. Unaipon was awarded the Coronation Medal in

1953. He travelled around Adelaide and country areas in South Australia, often on foot. At times, he was refused accommodation because of his race.

By the 1980s, high inflation had become a problem and there was need to replace the paper one and two dollar notes with coins. During this period, the higher denominations of the fifty and one hundred notes were also introduced.

The two dollar coin featured an Aboriginal Elder Gwoya Jungarai (1895 – 28 March 1965), also known as 'One Pound Jimmy', from central Australia. However, the design was not meant to depict any Aboriginal person in particular. The coin also incorporates the Southern Cross and the native grasstree called the *Xanthorrhoea*.

Gwoya Jungarai's image appeared on an Australian stamp in 1950, although only his picture appeared titled 'Aborigine' with no reference to his actual name. His image also appeared on the front cover of the tourism publication 'Walkabout Magazine' in 1936 and again later in 1950. Yet the man responsible for using the image of Jungari in the magazine actually supported the White Australia Policy doctrine and he saw Jungari as a symbol of a dying race. In some respects, Jungari's image may have just been a stereotype appearance of who the 'Australian Aborigine' was at the time.

There is some conjecture how he derived the name 'One Pound Jimmy' but as a respected and well-informed individual, he would charge the fee of one pound for his guidance. Of course, two dollars was the equivalent to one pound.

Two of his sons, Cliffard Possum Jungari Tjapaltjarri and Tim Leura Tjapaltjarri were notable artists in their own right.

Interestingly, of the currency discussed, the Aboriginal people depicted are all male.





On Thursday 31 March 2016 as part of Seniors Week, Tech Savvy Elders was launched at the National Centre of Indigenous Excellence in Redfern. The NSW AECG partnered with MGoals, Telstra and Family and Community Services to run technology workshops for Elders. Students from local schools showed Elders how to operate an iPad and then recorded stories. The Tech Savvy Elders bus travelled up and down the coast with workshops being held at Eden, Ulladulla, Nambucca and Evans Head.

Learning and fun was had by all!!! A special thanks to the Local AECG's for their support and facilitation of the event.



Resources & Professional Learning

This year the NSW AECG are again running Professional Learning workshops throughout the state. For further information or to register your interest, please contact our Curriculum Officer, Dave Lardner on (02) 9550 5666 or dave.lardner@aecg.nsw.edu.au. Resources will be available through our website or contact Wallula Munro on (02) 9550 5666 or wallula.munro@aecg.nsw.edu.au.



THE MALIYAN EXPERIENCE

Supporting Cultural Excellence

**Take the Journey to Aboriginal and/or
Torres Strait Islander Cultural Competence**

The development of the Maliyan Experience has involved extensive consultation with Aboriginal peoples, including local Elders, community representatives, the NSW AECG and TAFE Western staff.

The Maliyan Experience provides participants with a comprehensive cultural journey including an On Country experience facilitated through the local AECG.

The Maliyan Experience compliments the NSW AECG Connecting to Country Program, and those who have completed this are encouraged to further their knowledge and understanding by participating in the Maliyan Experience.

*'Maliyan' means 'Wedged Tailed Eagle' in
Wiradjuri and Kamilaroi (Gamilaraay) languages*

Is Cultural competence important to you?

Would you like to be in a culturally safe workplace?

Do you want to improve the way in which you communicate with Aboriginal peoples and/or Torres Strait Islanders?

The Maliyan Experience is TAFE Western's six stage Cultural competence training program for individuals and business. The Maliyan Experience will help you integrate knowledge and understanding of Aboriginal peoples and/or Torres Strait Islanders and others into your attitudes, practices, business standards and policies—generating better outcomes for all. Cultural competence is gained through knowledge, the application of that knowledge and first hand experience with Aboriginal and/or Torres Strait Islander peoples and Cultures.

THE SIX STAGES

All our trainers are Aboriginal people from a range of Aboriginal Countries, ages and perspectives and have been endorsed by TAFE Western's Aboriginal Community Reference Group.

AWARENESS

STAGE 1 *The Maliyan Journey*

Start the journey for free. In this stage you will identify your own Cultural assumptions or those of your organisation by taking The Maliyan Experience quiz for free.

STAGE 2 *The Maliyan Way to Awareness*

During your Maliyan Way to Awareness you will investigate the following five topic areas; Racism, Identity, Cultures, Socio-political and Community Engagement.

COMPETENCE

STAGE 3 *The Maliyan Way to Competency*

During a one day workshop you will gain a deeper understanding of Cultural protocols and practices.

STAGE 4 *The Maliyan Way to Growth*

You will enjoy an On Country experience, with classroom learning, to take your skills to the next stage and implement positive change in the workplace.

ORGANISATIONAL IMPLEMENTATION

STAGE 5 *Implementation the Maliyan Way*

During a three hour workshop, we will work with your organisation to:

- establish an Aboriginal Community Reference Group
- create a Cultural Framework
- identify the goals of an Aboriginal Employment Strategy
- continue the Cultural competence journey

STAGE 6 *Consolidating the Maliyan Way*

All organisations that complete Stages 1 to 5 of the Maliyan Experience receive two hours free specialised consultation to support ongoing application of your Maliyan Journey.

'We had a fantastic Maliyan Experience and left the day with plans on how we can implement changes for the better in our workplace.'

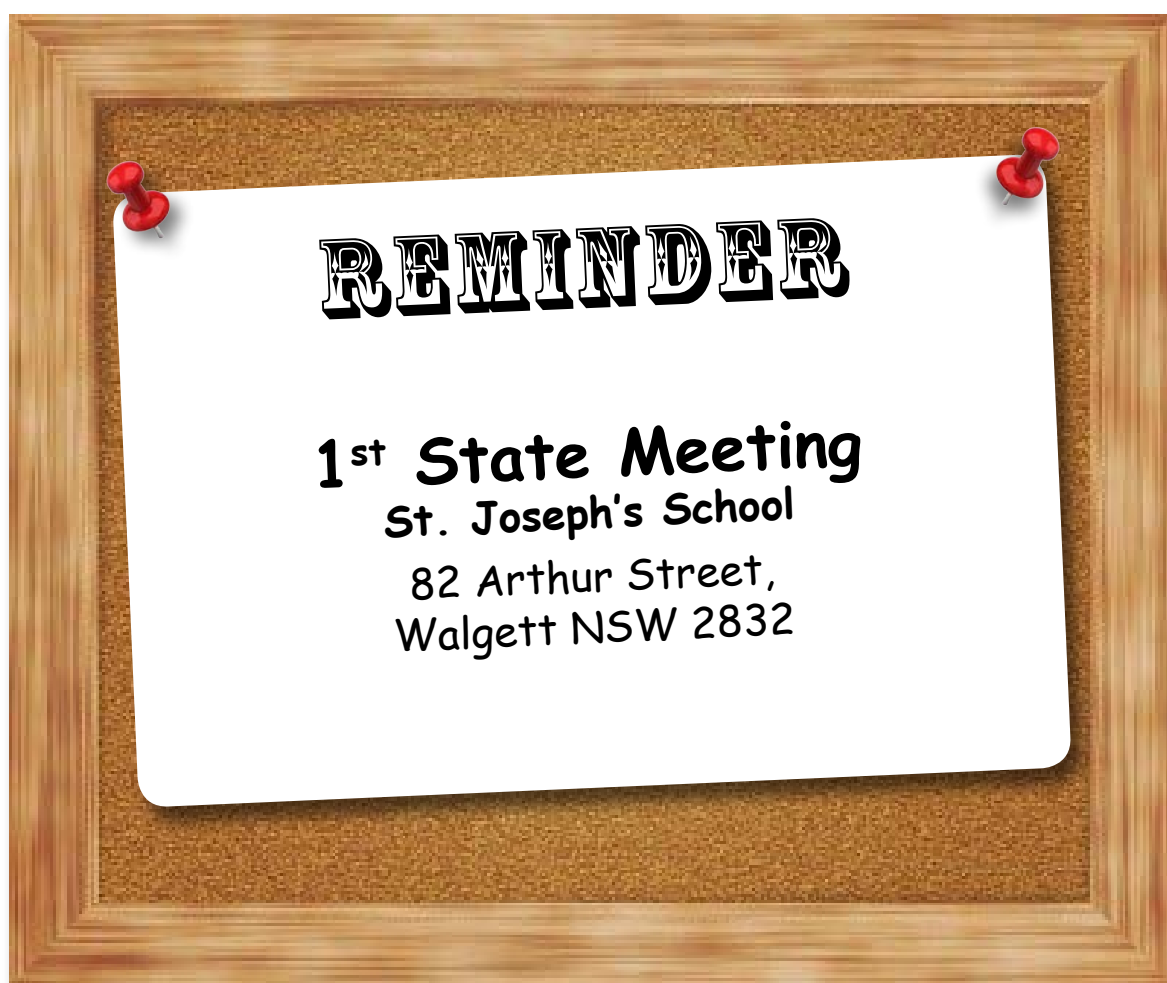
Sue Rogan, Manager, Pre Entry Programs, Future Moves, CSU

ABOUT US

TAFE Western acknowledges that it stands on the lands of the Wiradjuri, Ngemba, Muruwari, Barkindji, Wailwan, Wongaibon and Gamilaroi peoples. The organisation and its staff recognise the strength, resilience and capacity of Aboriginal peoples and pays respect to Aboriginal Elders past and present.

Our experience in Aboriginal education and training has been recognised in NSW with the award of a TAFE NSW Gili Award every year since 2011.

'Bridging the gap' in the disadvantage Aboriginal peoples experience in relation to education, health and employment opportunities is a vital part of our mission.



Contact Us

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NSW AECG Inc.



AECG App



New South Wales
Aboriginal Education
Consultative Group Inc.