



CONNECTING WITH CULTURE ON DJA DJA WURRUNG COUNTRY



Building better futures
for children with disabilities



Connecting with Culture on Dja Dja Wurrung Country: Resource Kit

About

Connecting with Culture on Dja Dja Wurrung Country - Resource Kit has been developed through the Communities for Children Voice of the Aboriginal Family Project. Coordinated through Noah's Ark Inc this project is one of seven partnerships through the Communities for Children (C4C) Bendigo initiative.

This kit is a small example of the many tools and resources available to guide ways of offering and providing respectful work with First Nations People and primarily focuses on Dja Dja Wurrung Country. Greater Bendigo has two Traditional Owners - Dja Dja Wurrung and Taungaurang and it is important to ensure that you are aware of the Country you are on. We strongly encourage you to continue educating yourself and your workplace through existing and new relationships in your local community.

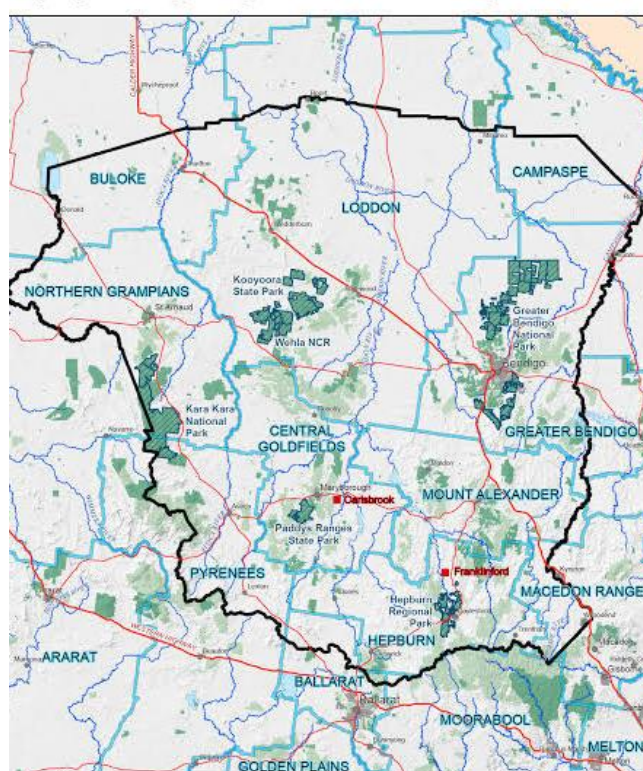
We are committed to hearing the Voice of Aboriginal Families and aim to respectfully share their voice, knowledge and tools to services and agencies as they seek to provide a welcoming and culturally appropriate service. We thank all of the contributors and advisors for their recommendations and assistance in the creation of this resource.

All links and information contained within this kit are correct at August 2020 however we advise readers to take responsibility for ensuring they are culturally appropriate by contacting the relevant agency and/or reviewing the links prior to administering. We welcome feedback and suggestions of additional links and resources by contacting the C4C Voice of the Family Worker – Amanda Lonergan at Noah's Ark: amanda.lonergan@noahsarkinc.org.au.

Funded by the Department of Social Services (DSS) under the Families and Communities Programme, the Communities for Children initiative aims to deliver positive and sustainable outcomes for children and families in communities throughout Australia.

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Dja Dja Wurrung Recognition and Settlement Agreement Area



1. Traditional Owners

Traditional Owners are Aboriginal people who have ongoing traditional and cultural connections to country.

The City of Greater Bendigo is located on the traditional lands of the Dja Dja Wurrung and the Taungurung Peoples of the Kulin Nation. They are the traditional custodians of this land.

The Dja Dja Wurrung are the Traditional Owners of a significant area of Central Victoria. Dja Dja Wurrung Country extends north from the Great Dividing Range including Mount Franklin and the towns of Creswick and Daylesford in the south east, to Castlemaine, Maldon and Bendigo, Boort and Donald in the north west, Rochester to the north east, and to Navarre Hill and Mount Avoca in the south west. It covers the catchments of Avoca, Loddon and Coliban Rivers.

The Taungurung are the Traditional Owner Group for the land encompassing the upper reaches of the Goulburn River and its tributaries north of the Dividing Range. It extends from the Campaspe River to Kilmore in the west, eastwards to Mount Beauty, through to Benalla in the north and south to the top of the Great Dividing Range.

The Dja Dja Wurrung Clans Aboriginal Corporation and the Taungurung Clans Aboriginal Corporation are the Registered Aboriginal Parties (RAPs) for the municipality and are the voice of Traditional Owners in the management and protection of cultural heritage.

Further information on the role and services of the local RAPs can be found at:

Dja Dja Wurrung Clans Aboriginal Corporation

<http://www.djadjawurrung.com.au/>

Taungurung Clans Aboriginal Corporation

<http://taungurung.com.au/>

2. Recognising Country

Providing a Welcome to Country or Acknowledgement of Country is a respectful way to recognise the continuing connection Aboriginal and Torres Strait Islander people have to land and waterways.

Welcome to Country and Acknowledgment Map: <https://achris.vic.gov.au/weave/wca.html>
<https://www.aboriginalvictoria.vic.gov.au/welcome-country-and-acknowledgement-traditional-owners>

A key difference between a Welcome to Country and Acknowledgment of Country is who provides it. This is explained further below.

What is a Welcome to Country?

A Welcome to Country is a ceremony provided by a Traditional Custodian to welcome visitors to their land. It can only be done by Traditional Custodians of the land that you are on. A Welcome to Country usually occurs at the beginning of an event, gathering or meeting. The ceremony can take many forms, including singing, dancing, smoking ceremonies or a speech, depending on the Traditional Custodian performing it.

*Dja Dja Wurrung Clans Aboriginal Corporation give Welcome to Country and undertake Smoking Ceremony at many events on Dja Dja Wurrung Country. They share Culture through presentations, on Country talks and tours and performance. More information and contact details can be found at <http://www.djadjawurrung.com.au/cultural-practices/>

What is an Acknowledgement of Country?

An Acknowledgement of Country is a statement that shows respect for and awareness of the Traditional Custodians of the land you are on and their long and continuing relationship with the land. Unlike a Welcome to Country, it can be delivered by anyone – Indigenous or non-Indigenous.

An Acknowledgement of Country can take place at the beginning of a meeting, gathering and event. It can be printed in publications, websites, email signatures and on signs, for example near the entrance of an Early Childhood Service.

*An Acknowledgement of Country can be a service/agency/business approved or personal statement. It is important to be relevant, thoughtful and offer with genuine meaning and should not be delivered as eg. simply part of a checklist on an agenda.

Children's Acknowledgement of Country examples:

"We pay respect to the Dja Dja Wurrung people for looking after and loving the land for such a long time before we came.

We promise to pay respect to ourselves, respect to each other and respect to the land."

- Shine Bright Spring Gully Kindergarten Acknowledgement of Country 2019

- "ABC KIDS listen acknowledges Australia's Aboriginal and Torres Strait Islander peoples, the Traditional Custodians of lands, waterways and skies across Australia. We thank you for sharing and caring for the land we learn and play on. We pay our respects to Elders, and we share our friendship and kindness."

<https://www.abc.net.au/kidslisten/ideas/earlylearning/acknowledgement-of-country/9788018>

- **Playschool Acknowledgment of Country**

We would like to acknowledge the Aboriginal and Torres Strait Islander peoples

Together we will touch the ground of the land

We will reach for the sky that covers the land

And we'll touch our hearts in care of the land

Thank you for the land we learn and play on

<https://iview.abc.net.au/show/play-school-acknowledgement-of-country>

- **Care for Country (To the tune of Frere Jacques)**

Jaara People, Jaara People

We show love to this land, We show love to this land

We respect and learn from you, We respect and learn from you

The stories you tell, The stories you tell

Care for Country, Care for Country

Love our Land, Love our Land

Plants, birds and animals, People of our land

Hand in hand, together we stand

- **We atinsert service name**

Would like to say thank you to the people of the Dja Dja Wurrung for letting us share your land.

We promise to look after it, the animals and people too.

Hello land (all touch ground)

Hello Sky (arms to sky)

Hello me (hug self)

Hello friends (open arms wide)

- **Here is the land, here is the sky.**

Here are your friends and here are mine

We stand together hand in hand

To respect and acknowledge the traditional owners of this land – the Dja Dja Wurrung people.

- **Video of children in school setting Wangal Land Acknowledgement**

“Together we touch the ground of the Wangal land

We reach for the sky of the Wangal land

And we touch our hearts for the care of the Wangal land”

https://www.youtube.com/watch?v=ksBoJT_gkVc

3. Flags

The Australian Aboriginal Flag

History

The Australian Aboriginal Flag was designed by artist Harold Thomas and first flown at Victoria Square in Adelaide, South Australia, on National Aborigines Day in July 1971. It became the official flag for the Aboriginal Tent Embassy in Canberra after it was first flown there in 1972. Since then, it has become a widely recognised symbol of the unity and identity of Aboriginal people.



In view of the flag's wide acceptance and importance in Australian society, the Commonwealth took steps in 1994 to give the flag legal recognition. After a period of public consultation, in July 1995 the Aboriginal flag was proclaimed a 'Flag of Australia' under the Flags Act 1953.

In 1997 the Federal Court recognised Harold Thomas as the author of the flag.

Form and symbolism

The Aboriginal flag is divided horizontally into halves. The top half is black and the lower half red. There is a yellow circle in the centre of the flag.

The meanings of the three colours in the flag, as stated by Harold Thomas, are:

- **Black** – represents the Aboriginal people of Australia.
- **Yellow circle** – represents the Sun, the giver of life and protector.
- **Red** – represents the red earth, the red ochre used in ceremonies and Aboriginal peoples' spiritual relation to the land.

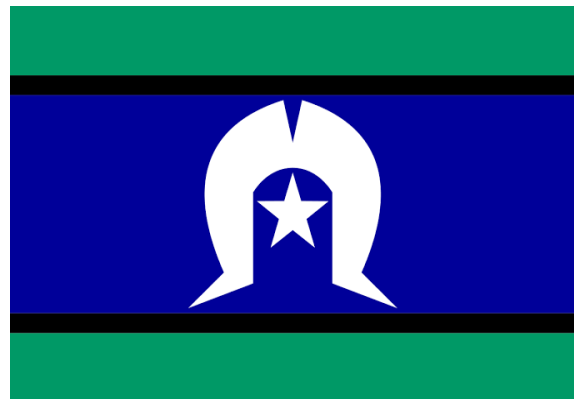
Display

The Aboriginal flag should be flown or displayed with the black at the top and the red at the bottom. Any questions on how and when to display the Australian Aboriginal Flag should be directed to the Commonwealth Flag Officer in the Department of the Prime Minister and Cabinet.

The flag was designed by Harold Thomas, a Luritja man of Central Australia, and was first flown on National Aboriginal Day in Adelaide in 1971. Gary Foley, a Gumbaynggirr man of north-east New South Wales and an Aboriginal Rights activist, took the flag to the East Coast where it was promoted in Sydney and Melbourne. Permission is not required to fly the Australian Aboriginal Flag. Purchase of flags: Mr Thomas has awarded a licence for the manufacture and marketing of the Australian Aboriginal Flag to Carroll and Richardson Flagworld.

Torres Strait Islander Flag

The Torres Strait Islander flag was designed by the late Bernard Namok as a symbol of unity and identity for Torres Strait Islanders. Adopted in 1992, it was the winning entry in a design competition run by the Island Coordinating Council, a Queensland statutory body representing the community councils in the Torres Strait.



In the same year it was recognised by the Aboriginal and Torres Strait Islander Commission (ATSIC) and given equal prominence with the Australian Aboriginal Flag. In July 1995 the Australian Government recognised it, with the Australian Aboriginal Flag, as an official 'Flag of Australia' under the *Flags Act 1953*.

Form and symbolism

The Torres Strait Islander flag has three horizontal panels, with green at the top and bottom and blue in between. These panels are divided by thin black lines. A white *Dhari* (traditional headdress) sits in the centre, with a five-pointed white star beneath it.

The meanings of the colours in the flag are:

- **Green** – represents the land
- **Black** – represents the Indigenous peoples
- **Blue** - represents the sea
- **White** – represents peace

The *Dhari* represents Torres Strait Islander people and the five-pointed star represents the five island groups within the Torres Strait. The star is also a symbol for seafaring people as it is used in navigation.

Display

Any questions on how and when to display the Torres Strait Islander flag should be directed to the Commonwealth Flag Officer in the Department of the Prime Minister and Cabinet.

Permission is not required to fly the Torres Strait Islander Flag, however, any questions on how and when to display the Torres Strait Islander Flag should be directed to the Torres Strait Island Regional Council.

Flying the three flags together

Australian flags can be obtained free of charge through the Constituents' Request Programme by contacting the electorate office of your local Senator or Member of the House of Representatives.

<https://www.pmc.gov.au/government/australian-national-symbols/australian-flags>



4. Language

Permission must be obtained to use Dja Dja Wurrung language. Please direct enquiries to Dja Dja Wurrung Clans Corporation.

- 50 Words - The 50 Words project aims to provide fifty words in every Indigenous language of Australia

<https://www.firstlanguages.org.au/projects/50-words>

<https://50words.online/>

- First Languages Australia

<https://www.firstlanguages.org.au/>

- Victorian Aboriginal Corporation for Languages

<https://www.vaclang.org.au/languages/djadjawurrung.html>



5. Education

- Victorian Education Department: Teaching Aboriginal and Torres Strait Islander Culture

<https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx>

- Victorian Education Department: Koorie Education Coordinator Contacts

<https://www.education.vic.gov.au/about/contact/Pages/marrungregional.aspx>

- Victorian Education Department: Marrung Strategy

<https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>

- Museums Victoria - First Peoples: Language, Culture and History

<https://museums victoria.com.au/museum-at-home/learning/first-peoples-language-culture-and-history/>

- VAEAI - Victorian Aboriginal Education Association

<https://www.vaeai.org.au/>

<https://www.facebook.com/vaeai/>

- Belonging, Being & Becoming meets People, Culture & Country

<https://www.narragunnawali.org.au/professional-learning/8/belonging-being-becoming-meets-people-culture-country>

- Wingaru Education <https://www.wingaru.com.au/>

6. Reconciliation Action Plans

A Reconciliation Action Plan (RAP) is a formal statement of commitment to reconciliation.

The key steps for Schools developing a RAP are:

- Establish a RAP working group
- Complete a reflection survey
- Write a vision for reconciliation
- Add RAP actions
- Submit the RAP
- Refresh the RAP

Schools and early learning services can develop a RAP through Narragunnawali: Reconciliation in Education.

Narragunnawali supports all schools and early learning services in Australia to foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

The [Narragunnawali platform](https://www.narragunnawali.org.au/raps/what-is-a-rap) is free to access and hosts a wealth of professional learning and curriculum resources to support the development, implementation and management of RAPs in schools and early learning services.

<https://www.narragunnawali.org.au/raps/what-is-a-rap>

<https://www.reconciliation.org.au/reconciliation-action-plans/>

7. Documents and Publications

- Working and Walking Together: Supporting Family Relationship Services to Work with Aboriginal and Torres Strait Islander Families and Organisations SNAICC (© 2010).

<https://www.supportingcarers.snaicc.org.au/wp-content/uploads/2015/03/02497.p>

- Australian Human Rights Commission: Links and downloads of a large number of publications are available here -

<https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications>

- Australian Human Rights Commission: Building Belonging: A toolkit for early childhood educators on cultural diversity and responding to prejudice

<https://humanrights.gov.au/our-work/childrens-rights/projects/building-belonging-toolkit-tackle-racial-prejudice-early>

- Australian Human Rights Commission: Aboriginal and Torres Strait Islander Peoples Engagement Toolkit 2012

[https://humanrights.gov.au/sites/default/files/content/pdf/about/Aboriginal%20and%20Torres%20Strait%20Islander%20Peoples%20Engagement%20Toolkit%202012%20\(pdf\).pdf](https://humanrights.gov.au/sites/default/files/content/pdf/about/Aboriginal%20and%20Torres%20Strait%20Islander%20Peoples%20Engagement%20Toolkit%202012%20(pdf).pdf)

- Australian Human Rights Commission: Aboriginal and Torres Strait Islander Social Justice

<https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice>

- City of Greater Bendigo Aboriginal and Torres Strait Islander Reconciliation

https://www.bendigo.vic.gov.au/Services/Community-and-care/Aboriginal_and_Torres_Strait_Islander_Reconciliation

- United Nations Declaration on the Rights of Indigenous Peoples (2007):

https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

- Marrung Aboriginal Education Plan 2016 – 2026

<https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>

https://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf

- Closing the Gap Report 2020

<https://ctgreport.niaa.gov.au/>

- SNAICC Partnerships

<https://www.snaicc.org.au/policy-and-research/genuine-partnerships/>

- Bendigo Reconciliation Committee: Identifying and Addressing Organisational White Privilege

<http://www.weenthunga.com.au/uploads/fckpg/files/Identifying%20Organisational%20White%20Privilege%20Sept%2020th%202018.pdf>

- Family Matters Resource Guide

<https://www.familymatters.org.au/publications/>



8. Online and Social Media Links

- Dja Dja Wurrung Clans Aboriginal Corporation

<http://www.djadjawurrung.com.au/>

- BDAC- Bendigo and District Aboriginal Co-operative

<https://www.bdac.com.au/>

<https://www.facebook.com/BendigoDAC/>

- Koori Curriculum

<https://kooricurriculum.com/>

<https://www.facebook.com/Kooricurriculum/>

- Koori Curriculum Educator Community

<https://www.facebook.com/groups/1556220701054644/>

- Aboriginal Children's Day

<https://aboriginalchildrensday.com.au/>

- Narragunnawali: Reconciliation in Education

<https://www.narragunnawali.org.au/>

<https://www.facebook.com/groups/319951271980279/>

- VACCA - Victorian Aboriginal Child Care Agency

<https://www.vacca.org/>

<https://www.facebook.com/vaccaorg/>

- SNAICC - Secretariat of National Aboriginal and Islander Child Care

<https://www.snaicc.org.au/>

<https://www.facebook.com/snaicc/>

- SBS: How to be a good Indigenous ally

<https://www.sbs.com.au/nitv/article/2018/05/28/how-be-good-indigenous-ally?fbclid=IwAR3axbVmZFS9jNaKiWKuqSv2eBzMY7BcWc0bwh6zVZHyEk3sKHOT-Rbt-U4>

- Children's Ground

<https://childrensground.org.au/>

9. TV, Films, Books & Music

TV

- **Little J and Big Cuz**

Little J, he's five and Big Cuz, she's nine. They're a couple of Indigenous Australian kids living with their Nanna and Old Dog. Little J and Big Cuz are busy with the ups and downs of playground and classroom. There's always something surprising going on whether it's at school, in the backyard...or beyond. The gaps in Nanna's ramshackle fence lead to Saltwater, Desert and Freshwater Country. With the help of Nanna and their teacher Ms Chen, Little J and Big Cuz are finding out all about culture, community and country

<https://www.littlejandbigcuz.com.au/>

- **Move it Mob Style**

Move it Mob Style is a 20 episode x 30 minute dance-based fitness program for television broadcast and online. Showcasing Aboriginal and Torres Strait Islander hip hop and popular music, Move it Mob Style is all about good beats: using dance to stay healthy. Shot on location in the many beautiful and varied places we live, Move it Mob Style showcases the deadly dance moves found in communities all around Australia. Led by young people, Move it Mob Style gets the whole community up and moving, while listening to some of the best Aboriginal and Torres Strait Islander music on offer.

<https://moveitmobstyle.com.au/>

- **Junjurri TV**

You're watching Junjurri TV with Nathalie McLean! Teaching our youngest people about the world's oldest culture! In Episode 1 Nat introduces herself and the show and we become expert storytellers together! Stay tuned for the next episode... Credits Creator/Host: Nathalie McLean Director/ Writer: Nathalie McLean Theme Music: Jenny's Theme by Jason Shaw URL: <https://audionautix.com> Music: Kalu Yurung dance troupe & Mark Coles Smith 'Kalaji' Cultural Consultant: Debra Bennet Supported by: Maribyrnong City Council - Arts & Culture For more information visit: www.nathaliemclean.com/junjurri-workshop or follow @junjurriworkshop on Instagram or Facebook for more content! All rights reserved. Junjurri TV & Junjurri Workshop content is not for sale or reproduction of any kind.

<https://youtu.be/ZFB8Hhe-yVU>

Films

- **Connecting with Culture on Dja Dja Wurrung Country**

Connecting with Culture on Dja Dja Wurrung Country aims to provide local perspectives on creating welcoming services for Aboriginal families and children.

<https://www.youtube.com/watch?v=aiRd1wAxen0>

- **Dja Dja Wurrung Conservation Management Pty Ltd**

https://vimeo.com/441201115?fbclid=IwAR3AJfF3qsBXD7geGQl1_nF94qGKvxIKR31QsoksZdrA4RCOhcLAh48rI9l

- **In My Blood It Runs**

Ten-year-old Djujan is a child-healer, a good hunter and speaks three languages. As he shares his wisdom of history and the complex world around him we see his spark and intelligence. Yet Djujan is 'failing' in school and facing increasing scrutiny from welfare and the police. As he travels perilously close to incarceration, his family fight to give him a strong Arrernte education alongside his western education lest he becomes another statistic. We walk with him as he grapples with these pressures, shares his truths and somewhere in-between finds space to dream, imagine and hope for his future self.

<https://inmyblooditrans.com/>

- **The Australian Dream**

The remarkable story of indigenous AFL legend Adam Goodes. Through the backdrop of Goodes' journey, the feature documentary explores race, identity and belonging in Australia today. (2019)

<https://iview.abc.net.au/show/australian-dream>

- **Rabbit Proof Fence**

Rabbit-Proof Fence is a 2002 Australian drama film directed and produced by Phillip Noyce based on the 1996 book *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara. It is loosely based on a true story concerning the author's mother Molly, as well as two other mixed-race Aboriginal girls, Daisy Kadibil and Gracie, who escape from the Moore River Native Settlement, north of Perth, Western Australia, to return to their Aboriginal families, after being placed there in 1931. The film follows the Aboriginal girls as they walk for nine weeks along 1,500 miles (2,400 km) of the Australian rabbit-proof fence to return to their community at Jigalong, while being pursued by white law enforcement authorities and an Aboriginal tracker. The film illustrates the official child removal policy that existed in Australia between approximately 1905 and 1967. Its victims now are called the "Stolen Generations".

https://en.wikipedia.org/wiki/Rabbit-Proof_Fence

<https://youtu.be/Lbnk8wSVMaM> Trailer

- **One Night the Moon**

One Night the Moon is a 2001 Australian musical film starring husband and wife team Paul Kelly, a singer-songwriter, and Kaarin Fairfax, a film and television actress, along with their daughter Memphis Kelly. Directed by Rachel Perkins and written by Perkins with John Romeril, it was filmed on Andjamatthanha land in the Flinders Ranges, South Australia for six weeks in early 2000. Kelton Pell portrayed an Aboriginal tracker, Albert Yang with Ruby Hunter playing his wife, who searches for the missing child. Musical score was by Kelly, Kev Carmody and Mairead Hannan, and with other artists they also contributed to the soundtrack. The film won ten awards, including two Australian Film Institute (AFI) Awards.

<https://vimeo.com/105559296> Trailer

<https://www.paulkelly.com.au/music-one-night-the-moon>

- **Gurrumul**

<https://www.sbs.com.au/nitv/article/2018/04/25/why-gurrumul-australias-most-important-documentary>

<https://www.gurrumulfoundation.org.au/>

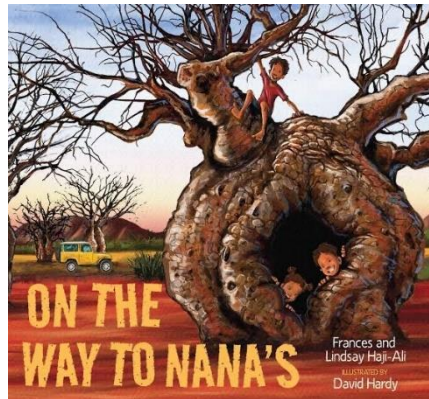
<https://youtu.be/MVORrx9jliE> Amazing Grace: Gurrumul and Paul Kelly

Children's Books

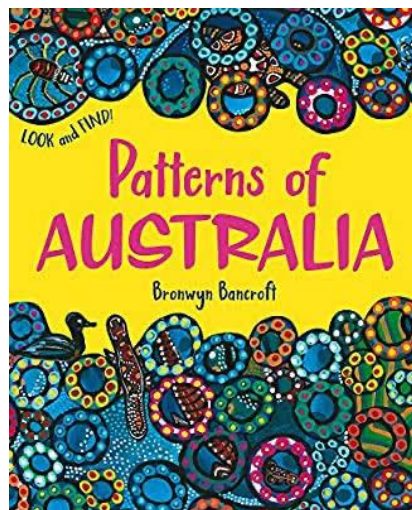
"Reading is an important life skill promoting brain development, language, imagination, emotions and so much more. Koori Curriculum has a unique offering of Aboriginal books based around culture, history, traditions, mythology and more. From titles that explore Aboriginal involvement in war to the 1967 Referendum in plain language for children to understand, our range will be sure to cover topics that we don't always feel confident in approaching ourselves." Koori Curriculum

<https://kooricurriculum.com/collections/children-s-books>

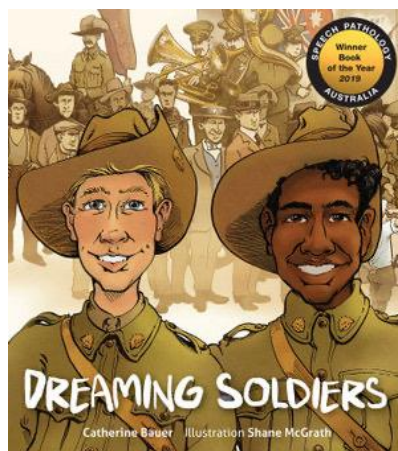
There are many outlets for children's books with an excellent selection available including titles which focus on Aboriginal specific stories as well as general stories of eg visiting the shops, counting etc which have Aboriginal families included. Here are 5 examples that have been recommended -



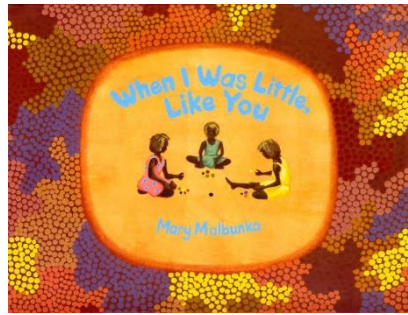
On the way to Nana's A spectacular family adventure counting backwards across the Kimberley. Authors: Frances and Lindsay Haji-Ali Illustrated by David Hardy



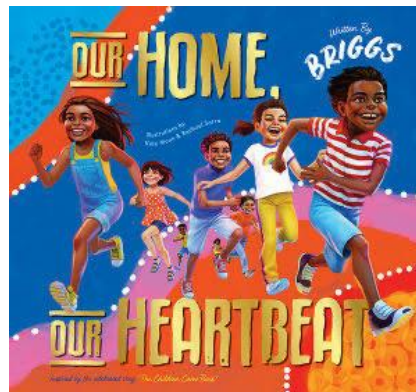
Patterns of Australia which represents a series of Australian landscapes and habitats in “patterns”, as seen through the eyes of acclaimed indigenous artist Bronwyn Bancroft.



Dreaming Soldiers by Catherine Bauer A powerful and moving story about true mateship.



When I Was Little Like You. Mary Malbunka tells her rich story of growing up in the early days of the Papunya settlement in central Australia, going bush with her family and learning about culture and life. A picture book for all ages.



Our Home, Our Heartbeat Adapted from Briggs' celebrated song 'The Children Came Back', ***Our Home, Our Heartbeat*** is a celebration of past and present Indigenous legends, as well as emerging generations, and at its heart honours the oldest continuous culture on earth.

Music

- Tiddas: Inanay

<https://www.youtube.com/watch?v=SYa6tsPqCnw>

- Wiggles: Taba Naba

<https://www.youtube.com/watch?v=58Xn9bTlxGI>

- Indigenous Australian music facts for kids

https://kids.kiddle.co/Indigenous_Australian_music

- Neil Murray: Dja Dja Wurrung Dja Dja Wurrung

<https://youtu.be/E8xf3KLUkH>

- Yothu Yindi: Treaty

<https://www.youtube.com/watch?v=Jf-iHCdafZY>

10. Key Dates

- **26 January:** *Survival Day*
- **13 February:** *National Apology Day*
- **20 March:** *National Close the Gap Day*
- **26 May:** *National Sorry Day*
- **27 May - 3 June:** *National Reconciliation Week*
- **3 June:** *MABO Day*
- **1 July:** *Coming of the Light*
- **7-14 July:** *NAIDOC Week*
- **4 August:** *National Aboriginal & Torres Strait Islander Children's Day*
- **9 August:** *International Day of the World's Indigenous People*

For further information about these key dates/weeks see the following links.

<https://aiatsis.gov.au/explore/articles/dates-significance>

<https://www.monash.edu/indigenous-australians/about-us/key-cultural-dates>

