

# Project book



**AHCILM305A**

**Work with an Aboriginal**

.. . . .

Working on country

## About this resource

This work is a Language Literacy and Numeracy (LLN) resource designed to build numeracy skills for those undertaking vocational training in Care and Land Management. It can also be used in any learning field requiring skills in providing appropriate information on cultural knowledge.

The resource was prepared by a funding recipient not related to the Commonwealth who has been funded under the Workplace English Language and Literacy (WELL) Program by the Australian Government Department of Industry.

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ISBN 978-0-9922989-6-8

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Source: The National VET E-Learning Strategy, Flexible Learning Toolboxes, Indigenous Ecotourism, Series 3, © Commonwealth of Australia 2009

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## Introduction

This project book forms the assessment tasks for AHCILM305A Work with an Aboriginal community or organisation. You must complete all activities in this assessment. This project activity book will give you the opportunity to demonstrate your skills, abilities and knowledge to:

- complete activities
- answer questions
- investigate cultural knowledge
- provide information on cultural knowledge.

## Preparation

To begin:

- read the project book
- make a note of anything you don't know
- speak to your trainer and get them to explain anything you don't understand
- discuss with your trainer or community mentor any resources you might need to complete your project, such as:
  - digital camera
  - audio equipment
  - poster paper and art equipment
  - artefacts
  - plant or animal samples.

## Community mentor

If you are working with a community mentor they will help you to:

- read and understand the content, activities and tasks
- know where to get further information
- identify other community members who can help you to:
  - gain permissions and permits
  - find out about cultural knowledge and protocols
  - get advice to complete your project work.

## Resource book

Each section of this project book contains activities that must be completed. The content that relates to the project activities can be found in the resource book for this unit.

Section	Topic	Project activities	Resource content
1	Define Australian history from an Aboriginal cultural and community perspective	1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Parts 1.1 to 1.6
2	Summarise actions of governments to deal with the effects of European colonisation on Aboriginal people	2.1, 2.2, 2.3	Parts 2.1 to 2.3
3	Outline strategies for working with Aboriginal organisations and people	3.1, 3.2, 3.3, 3.4	Parts 3.1 to 3.4
4	Operate effectively in a job role working with an Aboriginal Community or organisation	4.1, 4.2, 4.3, 4.4, 4.5	Parts 4.1 to 4.5



There are different types of activities in the project books. These include:

- **Workplace scenarios**
- **Gathering and recording information**
- **Planning and developing activities**
- **Preparing and providing information for others.**

### Student details

Name:

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Address:

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Phone:

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Email:

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Student number:

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### Community mentor details

Name:

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Address:

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Phone:

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Email:

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## Section 1 Define Australian history from an Aboriginal cultural and community perspective

### 1.1 Social structures of Australian Indigenous societies



#### Activity 1.1.a. Gather and record information - social structures

Who are the traditional owners/cultural custodians of the country on which you work/study. What is the traditional language of the local community?

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Explain or draw the local kinship structure and explain how it influences the way you work on country?

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How are the Dreaming stories passed down in the local community?

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What are the kinship social structures in the community?

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What are the kinship protocols in the community?

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## 1.2 The impact of European colonisation



### Activity 1.2.a. Prepare and provide information for others

Plan to talk to a group of government stakeholders (eg Health, Education, Justice) about the impact of European colonisation on the local land and community.

#### **Terra nullius**

What would you ask visitors to look for on the local country to show that 'terra nullius' was an incorrect assumption of the white settlers?

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What would you say to a group of visitors regarding the impacts of European colonisation on the local people and land?

- **Disease:** Is there evidence of the effects of foreign disease on the traditional people?

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- **Dispossession:** What happened to the local peoples' access and use of their traditional country?

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- **Population:** How did colonisation affect the population of the traditional people?

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## 1.5 Cultural authorities for the local country and community



### Activity 1.5.a. Gather and record information

People with cultural authority have the appropriate knowledge of cultural practices to make decisions about what is permitted on their country. They also have the recognition and permission of the local community as a person who can speak for country.

Find out what you can about the following aspects of cultural authority in the local community. If you are able, use the internet to find out information. Otherwise talk to your mentor or community people.

Cultural authority	Information gathered
<p><b>Local authority</b> Who are the people in the local community who have the recognition and permission to speak for country?</p>	
<p><b>State authority</b> Which state department has the authority to protect, conserve and promote Australian Indigenous heritage. How do they do this?</p>	
<p><b>National authority</b> <a href="#">Australian Heritage Council</a> The AHC is the Australian Government's advisory body on heritage matters. How do they do this?</p>	
<p><b>National Indigenous authority</b> <a href="#">The National Congress of Australia's First Peoples (Congress)</a> The Congress was established in 2010 as a national leader and voice for Indigenous people. What services do they provide?</p>	
<p><b>Other Authority – (for example PBCs, Land Councils, Terrain, Wet Tropics, EPA)</b> You may know or learn of another agency that provides advice on cultural authority in the local community. Record information about other authorities.</p>	

## 1.6 Current trends in Indigenous communities





### Activity 1.6.a. Gather and record information

Search for information on what is happening today in the local community. Use the National trends as a guide but feel free to include other information that you might discover.

National trend	The local community – trends and strategies
<b>Indigenous population</b> <ul style="list-style-type: none"><li>• The Indigenous population is young and growing rapidly.</li><li>• The Indigenous population is growing at more than twice the rate of the total population.</li></ul>	
<b>Language</b> <ul style="list-style-type: none"><li>• Throughout Australia, 11% of Indigenous people speak an Indigenous language as their main language at home.</li><li>• In remote areas, this figure rises to 42%.</li></ul>	
<b>Health</b> <ul style="list-style-type: none"><li>• Health concerns are far higher in the Indigenous population across a wide range of conditions.</li><li>• <i>Closing the Gap</i> is having a limited outcome in overcoming these issues.</li></ul>	
<b>Health services</b> <ul style="list-style-type: none"><li>• no regular general practitioner</li><li>• limited after hours support services</li><li>• lack of Indigenous health staff</li><li>• affordability of medical services and medications</li><li>• cost of travel and accommodation</li><li>• transport difficulties</li><li>• no follow up on discharge</li><li>• lack of treatment plans.</li></ul>	

National trend	The local community – trends and strategies												
<p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• There are not enough bedrooms in most Indigenous houses.</li> <li>• Major structural damage is evident in a large number of houses.</li> <li>• Housing repair tradespeople are difficult to engage in rural and remote areas.</li> <li>• Some housing designs can be unsuitable for remote-area environment</li> </ul> <table border="1" data-bbox="193 506 762 728"> <thead> <tr> <th>Housing type</th> <th>Indigenous people %</th> <th>Non-Indigenous people %</th> </tr> </thead> <tbody> <tr> <td>Owner</td> <td>28.6</td> <td>72.3</td> </tr> <tr> <td>Renting</td> <td>68.5</td> <td>26.1</td> </tr> <tr> <td>Other</td> <td>2.9</td> <td>1.5</td> </tr> </tbody> </table>	Housing type	Indigenous people %	Non-Indigenous people %	Owner	28.6	72.3	Renting	68.5	26.1	Other	2.9	1.5	
Housing type	Indigenous people %	Non-Indigenous people %											
Owner	28.6	72.3											
Renting	68.5	26.1											
Other	2.9	1.5											
<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• The number of Indigenous people completing Year 12 has increased by 18%</li> <li>• 40% of Indigenous people aged more than 25 years held a non-school qualification (up from 32%).</li> </ul>													
<p><b>Employment</b></p> <p>Employment data for Indigenous people shows mixed results:</p> <ul style="list-style-type: none"> <li>• More Indigenous Australians were in employment in 2008 (54% of people aged 15-64 years, up from 48% in 2002).</li> <li>• The unemployment rate for Indigenous people decreased from 23% to 17%.</li> <li>• However this unemployment rate was still more than three times the rate for all Australians.</li> </ul>													

How could your project contribute to overcoming any negative social trends in the community?

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## Section 2 The impact of government laws and policies

## 2.1 Government laws and policies



### Activity 2.1.a Gather and record information on government laws and policies

How did the restrictive laws and policies prior to 1960 affect the local community?

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How did the Stolen Generation policies affect the local community?

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What steps have been taken to help Stolen Generation families in the local community?

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What aspects of the reconciliation process have had the greatest effect on the local community?

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Are there any 'good news' reconciliation projects occurring in the community?

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**Activity 2.1.b. Optional internet research**

If you have access to the internet, research one or more of the following sites and write a few notes about what you find out.

**From little things**

For a powerful insight into the story of Vincent Lingiari and the determination of the Gurindji, go to: [From Little Things Part 1](#) (7 mins) and [From Little Things Part 2](#) (8 mins).

Notes:

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**Torres Strait issues**

Research the Internet for current issues affecting the health and wellbeing of people in the Torres Strait. What are the key cultural issues to keep in mind when dealing with Torres Strait Islander people?

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**Closing the gap**

Research the closing the gap program at the Australian Indigenous [healthinfontet](#). List some of the 'building blocks'?

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Write down a few ideas for small things you could do to help 'Close the Gap'.

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**Reconciliation Action Plans**

Read about Reconciliation Action Plans at [Reconciliation Australia](http://Reconciliation Australia). Could your organisation or project be covered by an RAP?

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## 2.2 Indigenous land ownership, acquisition and management



### Activity 2.2.a. Prepare and provide information for others

Write some notes to begin preparing a general talk on land rights to a group of tourists visiting the local community.

#### Indigenous land rights

What do we mean by the term Indigenous land rights?

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Explain the difference between **freehold title** and **perpetual lease**?

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What is the role of the Indigenous Land Corporation (ILC) and how can it help the local community?

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Have any Land Right claims been granted to the local community and are there any planned for the future? If so, describe the impacts these claims will have on land care projects.

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## 2.3 The social impacts of government laws and policies



### Activity 2.3.a. Gather and record information

The social impact of government policies can be seen in the changes to traditional Indigenous lifestyle, law, health and education.

What are the government laws and policies that have had the most significant impact on the local Indigenous community?

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What are some of the qualities of the local community that are special and specific to this community only? Some things to consider include:

- location (urban, rural remote)
- tribal backgrounds
- local community establishment, historical timelines
- education, health and community services
- employment and housing
- health.

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In what way do these special qualities of the local community interact with government laws and policies?

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## Section 3 Strategies for working with Aboriginal organisations and people

### 3.1 Working with communities and organisations



#### Activity 3.1.a. Workplace scenario - cultural safety

The cultural reference group has asked you to submit a short report on how your project will provide a culturally safe environment for staff, visitors and community people.

What does the term 'cultural safety' mean to you?

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How will your project promote cultural safety for staff, community people and visitors?

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How will you involve extended families in the planning, decision making and monitoring of workers' roles and responsibilities?

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How will you provide support to co-workers and volunteers to cope with the added pressure of community expectations?

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## 3.2 Indigenous ways of working



### Activity 3.2.a. Plan and develop an activity

Indigenous people, particularly those living in remote areas, process the world differently to the western, city-based ways of doing things.

How will you build Indigenous ways of working into your project? Use the following headings to guide your answers:

Indigenous ways of working	How will you build Indigenous ways of working into your project?
<b>Story-telling</b> Story-telling is a key way of sharing information. Personal stories are used to share private information and need to be respected as a powerful means of communication.	
<b>Visual processing</b> Pictures, symbols, drawings, paintings and maps are better options for passing on information than written and spoken words.	
<b>Non-verbal communication</b> Indigenous people work with feelings, gestures, actions and hands-on methods of communication.	
<b>Being on country</b> Working with Indigenous people 'on country' links your project to the local land and ecology.	
<b>Open to new ways</b> Although many practices are grounded in ancient knowledge, Indigenous people are also skilled at lateral thinking and applying new methods to solve problems.	
<b>Community sharing</b> Indigenous people have an expansive view of sharing things, including knowledge and learning. New methods are considered on a community rather than individual level.	

### 3.3 Recognise potential conflicts

### 3.4 Implement strategies to minimise conflicts



#### Activity 3.3.a. Workplace scenario - reducing conflicts

It is unrealistic to think that your project will go ahead without any conflicts. Conflicts can range from minor disagreements to potentially project-ending disputes such as barring access to a desired location.

#### Conflict issues

How many conflict issues can you think of regarding your project? Consider small and large items.

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#### Possible solutions

Write down some ideas for possible solutions to the conflicts you have identified.

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#### Confidentiality

Talk with people about how confidentiality works in your local community.

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## Section 4 Operate effectively in a job role working with Indigenous organisations

### 4.1 Indigenous cultural protocols



#### Activity 4.1.a. Workplace scenario: cultural protocols

Protocols are guidelines on the right way to behave when you are communicating with community people.

#### Community protocols

Find out how cultural protocols guide the way things are done in the local community. Are there formal guidelines written down? Are there unwritten rules that people learn over time? What should those working with this community do to find out how to behave on country?

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#### Elders

How are elders thought of in the community? Do they still have the same authority they once had? Do young people show respect to elders in a traditional way?

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### Home and community visits

Write down some important protocols you would follow when visiting the home of a community person.

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## 4.2 Community traditions and customs



### Activity 4.2.a. Prepare and provide information for others: traditions and customs

It is important to ensure that both you and your visitors are aware of the behaviours expected of them during their visit. Write some notes to begin preparing a general talk on the traditions and customs that they might encounter during their visit.

Traditions and customs	Notes on what you will advise your visitors
<p><b>Time:</b> Indigenous time places less importance on what numbers are showing on your watch.</p>	
<p><b>Privacy:</b> You may need to organise permits with land or community councils well before your visit. Sorry time, funerals and cultural ceremonies are times of special privacy. Be extremely sensitive in communities at these times.</p>	
<p><b>Sorry time:</b> The ceremonies following a death are extremely important to Indigenous people and take precedence over all other activities.</p>	
<p><b>Restrictions:</b> In most communities there are places that may be closed to visitors because of their cultural significance.</p>	
<p><b>Talking to community people:</b> Language, eye contact, older people, hand gestures, questions, clothing.</p>	
<p><b>Photography and filming:</b> Taking photos of people, objects or cultural activities.</p>	



## 4.3 Maintain productive relationships



### Activity 4.3.a. Workplace scenario

You have been asked to travel to a community you haven't been to before. The purpose is to share information about your land management project with key community people. They are interested in possibly starting a similar project in their community.

Think about three important actions you would take to develop and maintain productive relationships with the new community people:

Action 1

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Action 2

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Action 3

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## 4.4 Create and give mutual respect



### Activity 4.4.a. Gather and record information

#### Credibility

What is the difference between *credibility* and *respect*?

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#### Empathy

Empathy is the ability to understand another person's situation. What can you do to gain a true feeling of the issues facing community people?

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#### Sharing

What can you do to ensure that community people are equal partners in your project? How will they benefit from the outcomes of what you do together?

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## 4.5 Get feedback on your personal work levels



### Activity 4.5.a. Personal performance feedback

When you are reviewing your own performance it is easy to over-estimate or under-estimate how well you are doing.

- **Over-estimating:** when you are passionate and enthusiastic about a project you often think things are going better than they are.
- **Under-estimating:** on the other hand, people usually don't want to be seen as a 'big note' so they play down how well they are doing.

Which of these do you think might apply to you? - give reasons:

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### Feedback

List two steps for gaining honest feedback on your work performance:

#### Step 1.

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#### Step 2.

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