

Cultural Safety Document - Coordinating Teachers Role

Potter Museum of Art Learning Programs for 65,000 Years are co-designed by exhibition curators and Ngarrngga curriculum experts, and facilitated by a team of Indigenous and non-Indigenous university students.

As part of our ongoing cultural safety framework, **we require school staff members to read, acknowledge, and ensure that students adhere to the following expectations** during attending this excursion.

This framework is informed by the **Department of Education's Child Safety Standard 1** whereby schools are required to: *Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.*

Our expectations:

As part of our commitment to providing a culturally safe environment for Indigenous staff, we ask the following from attending students and school staff members:

- To listen and respond respectfully whilst Indigenous Learning Facilitators share aspects of their identity, recognising the diversity of Indigenous peoples' characteristics, beliefs and cultures.
- To understand and respect that Indigenous Facilitators are not able to answer all questions relating to First Nations people and culture, specifically on topics that sit outside the scope of the learning program content.
- To attend the program and engage with Indigenous perspectives with an open mind, without judgement or preconceived ideas.

Coordinating Teacher Role:

- ☐ We ask that coordinating school staff members to **share this document** with attending school staff members
- ☐ Additionally, it is the Potter's expectation that the coordinating teacher has followed the [Department of Education \(or equivalent\) guidance and policy for Excursions](#).

Attending Teacher Role:

- ☐ Upon arrival, attending teachers will be asked to read, acknowledge and sign a version of this document at the start of the program.
- ☐ Attending school staff members are responsible for managing the duty of care, supervision and behaviour of students during the Potter Museum of Art learning program.

Shared Teacher Role:

- ☐ We strongly encourage coordinating and attending school staff members to facilitate a conversation with students about the above expectations prior to attending the program.
- ☐ We have provided written and audiovisual resources to support Coordinating and Attending teachers prepare themselves and their students for engaging with the 65,000 Years exhibition.
 - Please ensure you and the attending staff read [Preparatory Booklet 1](#) and follow the guidance on facilitating conversations about cultural safety (p.13-16) and general safety and wellbeing (p. 17-19) before attending the exhibition.

- We invite all teachers to register to watch our free Teacher Professional Development session recordings online: [Session 1: Curatorial Focus](#) and [Session 2: Educational Resource Focus](#)

Termination of Program:

If student behaviour creates an environment that is culturally, physically or emotionally unsafe for our staff, Potter Museum of Art reserves the right to terminate a program, or ask your attending teachers to remove a student(s) from the program.

If you have any questions, please do not hesitate to contact school-bookings@unimelb.edu.au.

Thank you for supporting our Indigenous staff as they share their knowledge and culture so generously. We hope you enjoy learning about 65,000 Years of Aboriginal and Torres Strait Islander art, history and culture.