Government of **Western Australia**
School Curriculum and Standards Authority

Cross-curriculum Priorities







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Sugunphattharint, V. (2017). *Liffey Falls State Reserve at the Midlands Region of Tasmania, Australia* [Photograph]. Retrieved March, 2026, from https://www.istockphoto.com/photo/liffey-falls-state-reserve-at-the-midlands-region-of-tasmania-australia-gm855582212-140785281

Acknowledgement of Country

Kaya.
The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community.
We offer our respect to Elders past and present.

Design by Tyrown Waigana (2025).

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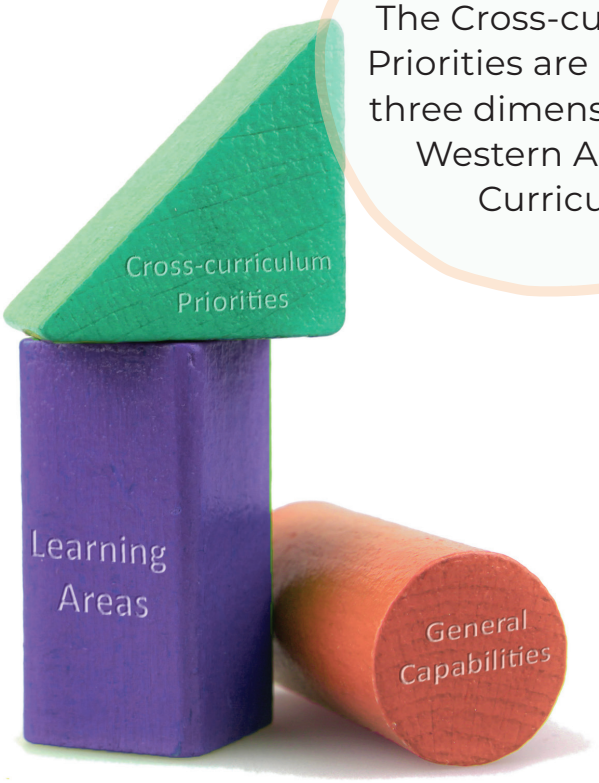
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What are the **Cross-curriculum Priorities?**



The Cross-curriculum Priorities are one of the three dimensions of the Western Australian Curriculum. The other dimensions are the Learning Areas and the General Capabilities.

The Cross-curriculum Priorities are not assessed unless they are identified within the learning area content of the Western Australian Curriculum.

There are three Cross-curriculum Priorities in the Western Australian Curriculum:

- **Aboriginal and Torres Strait Islander histories and cultures**
- **Asia and Australia's engagement with Asia**
- **Sustainability**.

Image adapted from: Nevov, 2018

The Cross-curriculum Priorities support the relevancy, currency and engagement of the Western Australian Curriculum while reflecting national, regional and global contexts. Cross-curriculum Priorities are addressed through Learning Area content; they are not other Learning Areas or subjects. The Cross-curriculum Priorities provide opportunities to enrich the content of the Learning Areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply Cross-curriculum Priorities to Learning Area content vary. Cross-curriculum Priorities are embedded in curriculum content descriptions where the development of knowledge, understanding and skills relating to the Cross-curriculum Priority is core to the delivery of the Learning Area content. They can also be identified by teachers when planning teaching and learning experiences, and through their choices of texts and activities to deliver the curriculum content.

Where teachers build meaningful connections to the Cross-curriculum Priorities in their teaching, great opportunities exist for students to develop rich and deep learning experiences.

Children are first introduced to these concepts when they begin schooling, as the Principles that underpin *Belonging, Being and Becoming: The Early Years Learning Framework* include connections to the Cross-curriculum Priorities. Students continue to engage with the priorities throughout their time at school, through connections teachers make as they deliver the curriculum content from the Pre-primary to Year 10 curriculum. Additionally, the Years 11–12 course syllabuses also identify connections to the Cross-curriculum Priorities.



Images adapted from: Kennedy, 2014; Galitskaya, 2021; Sugunphattharint, 2017

Structure

Each Cross-curriculum Priority has an overview statement that describes the priority and provides a rationale for its inclusion in the Western Australian Curriculum.

For each Cross-curriculum Priority, organising ideas scaffold the development of knowledge, understanding and skills of the priority and promote connections between the priority and Learning Area content. Organising ideas are embedded in a Learning Area according to the relevance of its content to the organising ideas.

A glossary is provided to ensure clarity, consistency and understanding of the key terms across the priorities.



Image adapted from: Hale, 2020

Aboriginal and Torres Strait Islander histories and cultures



Introduction

> ... provides all students with opportunities to learn about, engage with and respect Aboriginal and Torres Strait Islander histories, cultures and contributions.



The Western Australian Curriculum works towards addressing two distinct needs in education relating to Aboriginal and Torres Strait Islander histories and cultures.

1. The Aboriginal and Torres Strait Islander histories and cultures Cross-curriculum Priority provides Aboriginal and Torres Strait Islander students with the ability to see themselves, their identities and cultures reflected in the curriculum.

2. The Aboriginal and Torres Strait Islander histories and cultures Cross-curriculum Priority provides all students with opportunities to learn about, engage with and respect Aboriginal and Torres Strait Islander histories, cultures and contributions. Student engagement with the priority supports reconciliation, and recognition of the world's oldest continuous living cultures.

(Education Council, 2019)

Image adapted from: bonchan, 2014

The Aboriginal and Torres Strait Islander histories and cultures Cross-curriculum Priority provides opportunities for all students to deepen their knowledge of Australia by learning about the world's oldest continuous living cultures. Students learn that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

The Aboriginal and Torres Strait Islander histories and cultures Cross-curriculum Priority engages with Aboriginal and Torres Strait Islander peoples' knowledges, experiences, values and perspectives.

Using respectful and culturally responsive language is an essential component of reconciliation and strengthening relationships between Aboriginal and Torres Strait Islander peoples and the wider Australian community. A critical step to becoming culturally responsive is the recognition that existing collective nouns used to describe Aboriginal and Torres Strait Islander peoples are increasingly being rejected by many First Nations peoples.



Images adapted from: Kent, 2024; Kennedy, 2014

The Western Australian Curriculum uses the terms Aboriginal peoples and Torres Strait Islander peoples. For many Aboriginal and Torres Strait Islander people and their communities across Australia, the terms 'First Nations' and 'Australian First Nations peoples' are also widely accepted to collectively refer to both distinct groups of peoples. These terms encapsulate the cultural diversity of both the First Peoples of Australia (Aboriginal peoples) and the First Peoples of the Torres Strait (Torres Strait Islander peoples), who lived in Australia and the Torres Strait prior to colonisation, and who still call these lands home. They are used in international contexts where the Aboriginal and Torres Strait Islander peoples are recognised as First Nations Peoples.

There may be other terms that Aboriginal and Torres Strait Islander peoples of a particular area or location prefer and it is important to use them.



Image adapted from: Kerr, 2011

Structure

The framework for the Aboriginal and Torres Strait Islander histories and cultures Cross-curriculum Priority is illustrated in Figure 1.

Figure 1:
Framework for the Aboriginal and Torres Strait Islander histories and cultures Cross-curriculum Priority

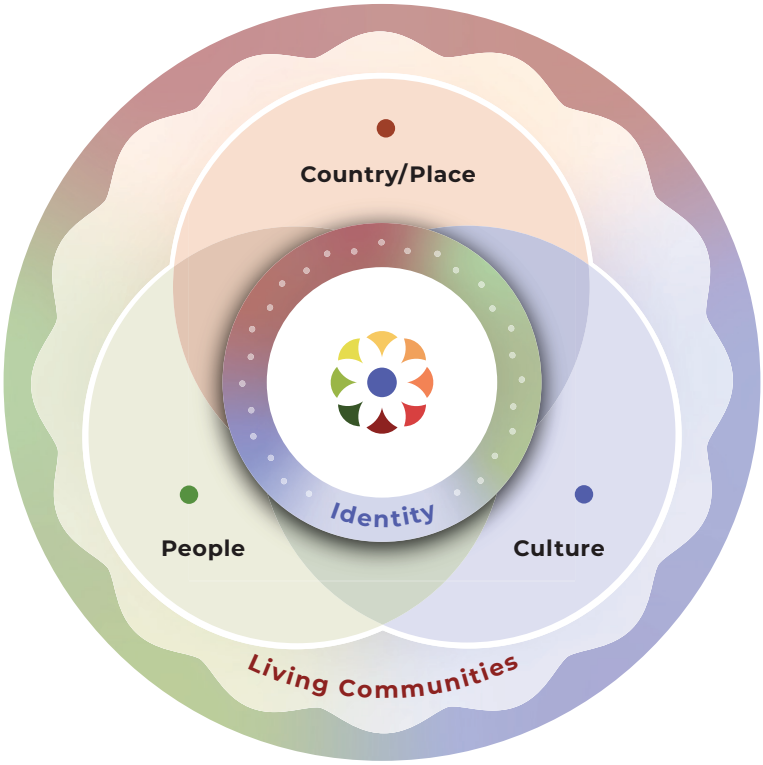


Figure 1 depicts Living Communities and Identity as central to Aboriginal and Torres Strait Islander histories and cultures. Australians should know that Aboriginal and Torres Strait Islander peoples form significant, diverse and resilient living communities within contemporary society.

To further explore and understand Aboriginal and Torres Strait Islander peoples' living communities and identities, the framework articulates and supports the acquisition of deeper knowledge and understanding through the three interconnected aspects of Country/Place, People and Culture.

Country/Place



- Recognises the special connection that Aboriginal and Torres Strait Islander peoples have to Country/Place and celebrates the unique belief systems that connect them physically and spiritually to Country/Place.
- Positions Aboriginal and Torres Strait Islander peoples as the Traditional Owners of Country/Place and highlights how native title law recognises the rights and interests of both the First Peoples of Australia and the First Peoples of the Torres Strait in Country/Place.
- Acknowledges the impacts of colonisation and the doctrine of *terra nullius* on Aboriginal and Torres Strait Islander peoples' ownership of, and access to, Country/Place.

People



- Acknowledges the occupation of the Australian continent by Aboriginal peoples for more than 65 000 years.
- Highlights that Australia has two distinct First Nations peoples, each encompassing a diversity of nations and peoples.
- Examines the sophisticated social organisation systems, protocols and kinship structures, and the significant contributions of Aboriginal and Torres Strait Islander peoples' histories and cultures on a local, national and global scale.

Culture



Images adapted from: Kent, 2024; Kennedy, 2014

- Examines the cultural diversity of Aboriginal and Torres Strait Islander peoples, including their unique ways of being, knowing, thinking and doing.
- Recognises Aboriginal peoples as belonging to the world's oldest continuous cultures and acknowledges the many historic and enduring impacts on the cultures of Aboriginal and Torres Strait Islander peoples.
- Clarifies that the cultures of Aboriginal and Torres Strait Islander peoples are not static and have internationally enshrined special rights that ensure the cultures are maintained, controlled, protected and developed.

Organising ideas

Country/Place



Image adapted from: Hawkins, 2019

These organising ideas support all students to learn about, engage with and recognise the special connection of Aboriginal and Torres Strait Islander peoples to Country/Place and acknowledge the impacts of colonisation on their ownership of, and access to, Country/Place.



Image adapted from: Harrison, 2019
Map adapted from: Flinders, c. 1814

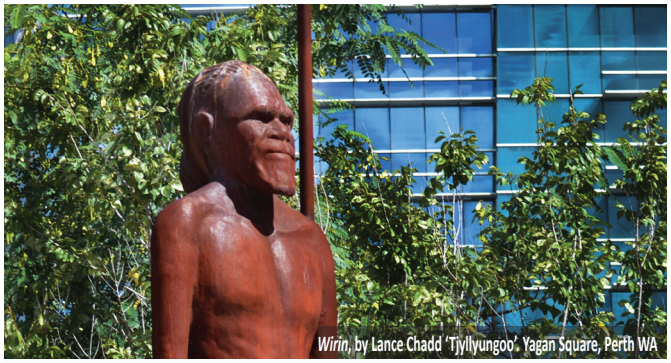
- Aboriginal and Torres Strait Islander communities maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, waterways and skies.
- The occupation and colonisation of Australia by the British, under the now-overturned doctrine of *terra nullius*, was experienced by Aboriginal and Torres Strait Islander peoples as an invasion that denied their occupation of, and connection to, Country/Place.
- Aboriginal peoples are the Traditional Owners of Country, protected in Australian law by the *Native Title Act 1993,* which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country. This recognised legal right provides for economic sustainability and a voice into the development and management of Country.

... belief systems that are connected to the land, sea, waterways and skies.



Australia has two distinct First Nations peoples ...

People


Wirin, by Lance Chadd 'Tjyllyungoo'. Yagan Square, Perth WA

These organising ideas recognise that Australia has two distinct First Nations peoples, each encompassing a diversity of nations and peoples, and support all students to examine, understand and value the significant contributions of Aboriginal and Torres Strait Islander peoples' histories and cultures on a local, national and global scale.

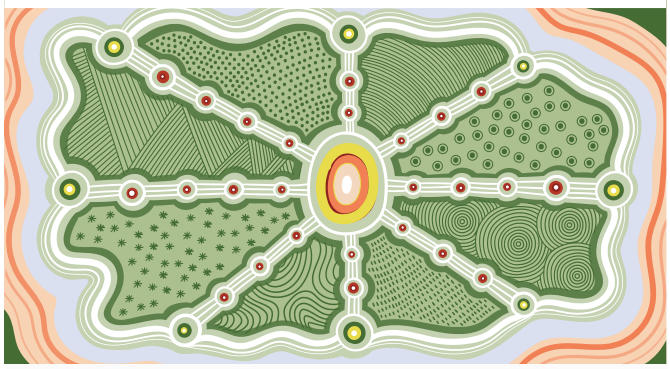


Images adapted from: Baker, 2022; UWA, 2020; Drost, 2022 and Brūzītis, 2025

- Australia has two distinct First Nations peoples; each encompasses a diversity of nations across Australia. Aboriginal peoples have occupied the Australian continent for more than 65 000 years. Torres Strait Islander peoples have occupied the region for over 2500 years.
- Aboriginal and Torres Strait Islander peoples have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.
- The significant and ongoing contributions of Aboriginal and Torres Strait Islander peoples and their histories and cultures are acknowledged locally, nationally and globally.

… they have the right to maintain, control, protect and develop their cultural expressions …

Culture



Design by Tyrown Waigana (2025)



Images adapted from: Phelps & DFAT, 2024; Arnau, 2025

These organising ideas examine the cultural diversity of Aboriginal and Torres Strait Islander peoples and support all students to learn about, engage with and recognise Australian First Nations peoples as belonging to the world's oldest continuous cultures.

- Aboriginal and Torres Strait Islander societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- Aboriginal and Torres Strait Islander peoples' ways of life reflect unique ways of being, knowing, thinking and doing.
- Aboriginal peoples belong to the world's oldest continuous cultures. Aboriginal and Torres Strait Islander peoples demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Asia and Australia's engagement with Asia



Introduction

Knowing, understanding and growing engagement with Asia are foundational for young people as Australia seeks to strengthen its ties in the Asia region.



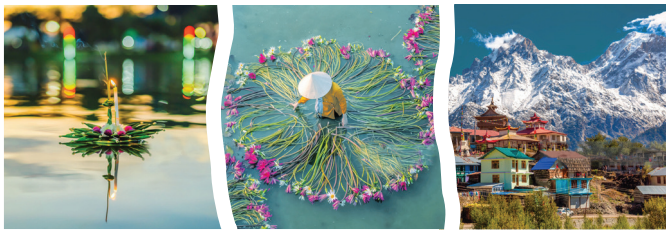
The Asia region exerts significant influence globally and in Australia. Young people need to develop the knowledge, skills, capabilities and attitudes to effectively navigate and contribute to our regional neighbourhood.

Asia is our part of the world. Knowing, understanding and growing engagement with Asia are foundational for young people as Australia seeks to strengthen its ties in the Asia region. Australians require intercultural understanding, empathy and confidence to contribute to, and understand, Asia–Australia engagement.

Image adapted from: Sakaew, 2023

To know Asia and its diversity, students need an insight into the societies, beliefs, histories, cultures, languages and environments of the nations within the region. They need to develop understanding of the region's contemporary challenges and opportunities. Knowledge, understanding and active engagement between Australia and Asia counteract unintended assumptions and stereotypes, and build positive relationships when guided by critical thinking, respect and reflection.

Students develop understanding that Asia's global significance and strategic influence continue to expand. Asia is the most populous region in the world, home to two-thirds of the world's people. The region is among the largest producers and consumers of goods and services in the world. Current significant shifts in global innovation networks and economic, security and technology systems, alongside global environmental and social challenges, heighten the need for Asia–Australia engagement.



Images adapted from: Galitskaya, 2021; Nguyen, 2024t; Dey, 2022

Australia increasingly seeks opportunities to engage with Asia strategically, politically, culturally and economically. People, environments, economies, technologies, transport and communications systems, security, cultures and histories of Asia and Australia are interdependent. These deep connections are reflected in historical relationships developed over hundreds of years, and contemporary relationships. Popular culture can provide opportunities for Asia–Australia engagement, particularly through the arts and media.

Connection and collaboration are essential for young people to understand Asia–Australia engagement. The opportunities provided by learning a language of Asia, travel initiatives, study programs, the internet and online forums generate diverse cultural perspectives and experiences. Students become informed and active citizens across local, regional and global communities, and contribute to Australia's social, intellectual and creative capital.



Image adapted from: Hakase_, (2021)

Defining Asia

Asia can be described in terms of cultural, religious, historical and language boundaries or commonalities.

Different geographical definitions can be applied to Asia to identify subregions:

North-East Asia

- China
- Taiwan
- Japan
- Mongolia
- North Korea
- South Korea

South-East Asia

- Brunei Darussalam
- Cambodia
- Indonesia
- Laos
- Malaysia
- Myanmar (Burma)
- the Philippines
- Singapore
- Thailand
- Timor-Leste
- Vietnam

South Asia

- Afghanistan
- Bangladesh
- Bhutan
- India
- the Maldives
- Nepal
- Pakistan
- Sri Lanka

Central Asia

- Kazakhstan
- Kyrgyzstan
- Tajikistan
- Turkmenistan
- Uzbekistan

West Asia

- Bahrain
- Iran
- Iraq
- Israel
- Jordan
- Kuwait
- Lebanon
- Palestinian Territories
- Qatar
- Saudi Arabia
- Syrian Arab Republic
- Türkiye
- the United Arab Emirates
- Yemen

Note: short country names rather than official country names have been used.

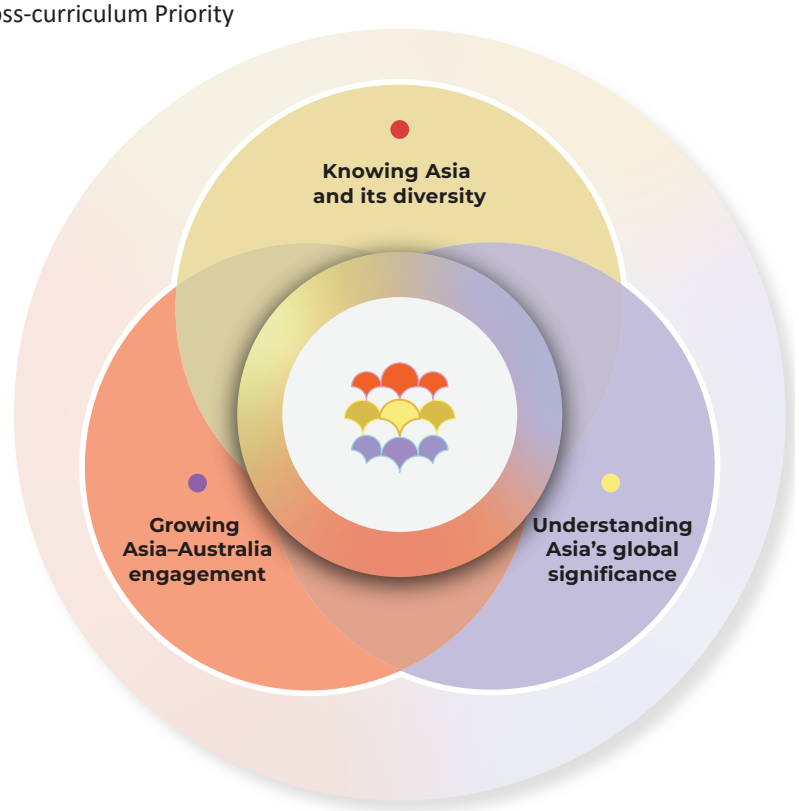
Different geographic regions of Asia, or parts of it, can also be referred to as:

- **Asia-Pacific**, which describes countries across Asia, inclusive of Australasia and the Pacific Island nations
- **Indo-Pacific**, which includes the combined Indian Ocean and Pacific Ocean, and the landmasses that border them
- **ASEAN** (Association of South-East Asian Nations), which includes nations that are part of a regional intergovernmental organisation comprising the 11 South-East Asian nations, with Australia included as an ASEAN partner.

Structure

The Asia and Australia's engagement with Asia Cross-curriculum Priority is based on three sets of organising ideas, as illustrated in Figure 2.

Figure 2:
Framework for the Asia and Australia's engagement with Asia Cross-curriculum Priority



Organising ideas

Knowing Asia and its diversity



Image adapted from: Martinus, 2016

These organising ideas emphasise the need to appreciate the backgrounds, experiences, stories, religions, beliefs and perspectives within and among the nations of the Asia region and the interconnections with Australia. It is supported by understanding Asia and Australia's interconnected environments – natural, managed and constructed – and the political, financial and technological systems that drive relationships.



Images adapted from: Din, 2025; Ghildiyal, 2018; Din, 2025

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

The nations of Asia influence historical and contemporary global relationships ...

Understanding Asia's global significance



Image adapted from: Wong, 2022

These organising ideas examine the ways in which different significant nations in Asia have effected change and contributed to global developments, with human endeavour expressed through aesthetic, creative, political, economic and scientific pursuits. Highlighting key individuals, events, developments or nations reinforces how they have contributed to Asia's global significance.



Images adapted from: Akela, 2017; Daintree, c. 1860–1869; Purnama, 2021

- The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.
- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Growing Asia–Australia engagement



Image adapted from: Steele, 2020

These organising ideas include the relationship-building contribution of Australians with Asian heritage and explore how active connections between young people and Asia's diverse communities can be deepened and contribute to global citizenship. Interaction enables students to build empathy and grow appreciation and respect for cultural and linguistic differences, and leads to collaborative opportunities and outcomes. These active connections provide lived experiences of global citizenship for young Australians, including through popular culture, and nurture relationships that reflect the historical and contemporary interdependency of Australia and the nations of Asia.

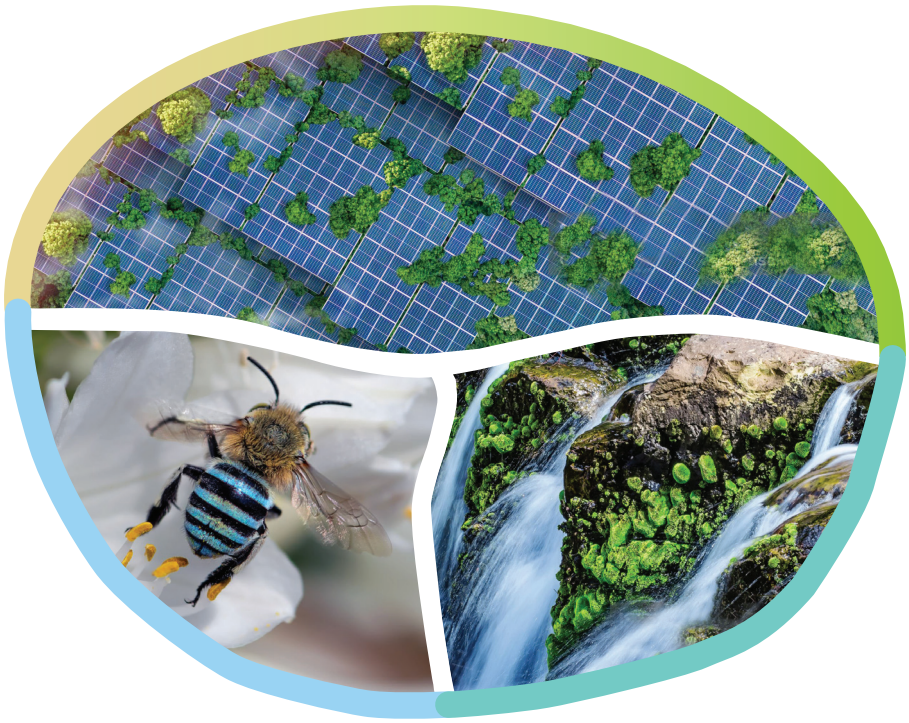
Interaction enables students to build empathy and grow appreciation and respect ...



Images adapted from: Shakya, 2025; Cheung, 2023

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.
- Australia and Asia are interdependent through a range of historical and contemporary connections.

Sustainability



Introduction





... encourages students to reflect on how they interpret and engage with the world.

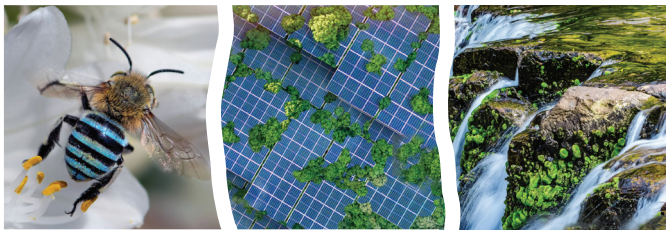
Sustainability addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living seek to meet the needs of the present generation without compromising the needs of future generations.

The Sustainability Cross-curriculum Priority is futures-oriented and encourages students to reflect on how they interpret and engage with the world. It is designed to raise student awareness about informed action to create a more environmentally and socially just world.

Images adapted from: Louise, 2023 & 2022

Actions to improve sustainability may be individual or collective endeavours shared across local, national and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment. Actions should reflect values of care, respect and responsibility, and require individuals and communities to recognise, adapt to and manage change.

Young people require the knowledge and skills to engage with contemporary issues such as climate change, biodiversity loss, equitable access to resources, and preservation of cultural and language diversity. They are looking for social, economic and political models that provide solutions to these issues.



Images adapted from: Louise, 2023; Sukkasemsakorn, 2024; Sugunphattharint, 2017

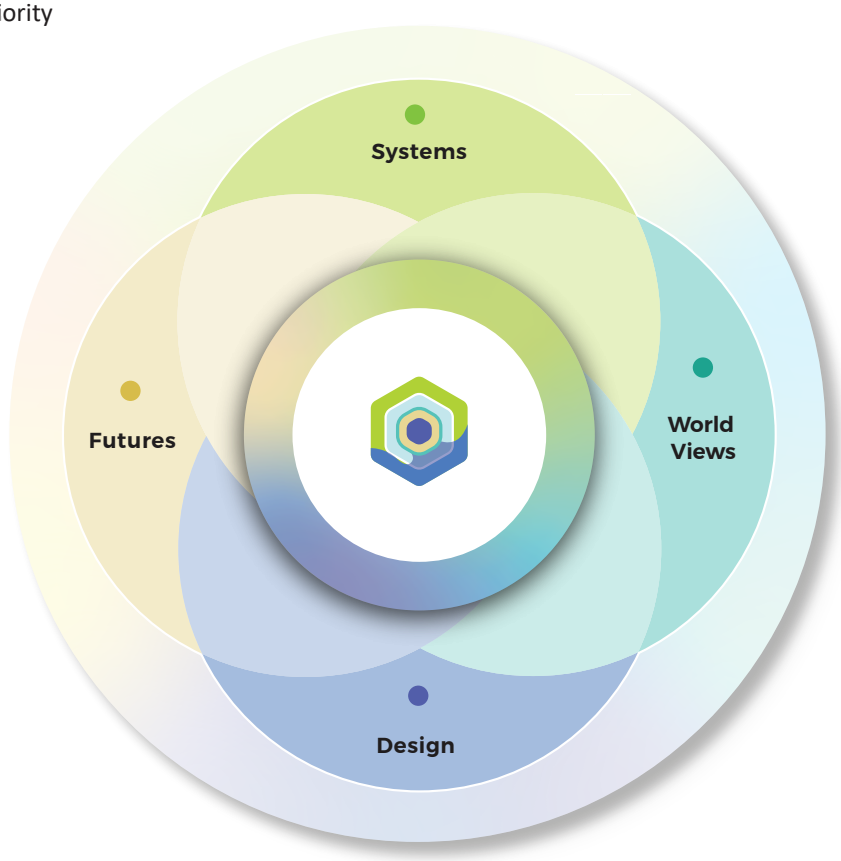
The Sustainability Cross-curriculum Priority explores the knowledge, skills, values and world views necessary for people to act in ways that contribute to a sustainable future. Designing solutions and actions for a sustainable future requires an understanding of the ways environmental, social and economic systems interact, and an ability to make balanced judgements based on present and future impacts.



Structure

The Sustainability Cross-curriculum Priority is based on four sets of organising ideas, as illustrated in Figure 3.

Figure 3:
Framework for the Sustainability Cross-curriculum Priority



Organising ideas

Systems



Image adapted from: NASA, 2015



Images adapted from: Petersen, 2026; Shvets, 2021; paulaphoto, 2015

These organising ideas address the interdependence of Earth's systems (atmosphere, biosphere geosphere and hydrosphere) that support all life on Earth, and social and economic systems.

- All life forms, including human life, are connected through Earth's systems (atmosphere, biosphere, geosphere and hydrosphere) on which they depend for their wellbeing and survival.
- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.
- Social, economic and political systems influence the sustainability of Earth's systems.

Sustainable patterns of living require the responsible use of resources ...

World views



Image adapted from: Bravo, 2016

These organising ideas address the role of world views (sets of attitudes, values and beliefs) that shape individual and community ideas about how the world works and our role in the world.

World views are formed by experiences at personal, local, national and global levels ...



Images adapted from: Ruiz, 2017; Spragg, 2012; Moerlina School, 2023

- World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.
- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

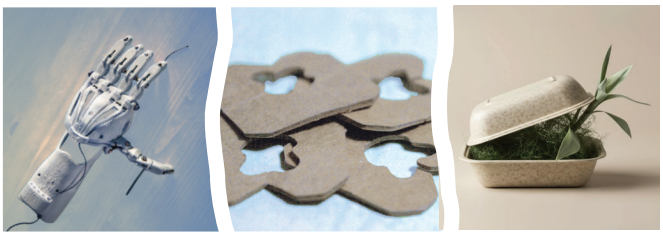
Design



Image adapted from: Winger, 2020

These organising ideas address the role of innovation and creativity in sustainably designed solutions, including products, environments and services, that aim to reduce present and future impacts or to restore the health or diversity of environmental, social and economic systems.

Sustainable design requires an awareness of place ...



Images adapted from: splotramienny, 2016; Sustainability Directory, n.d.

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.
- Creative and innovative design is integral to the identification of new ways of sustainable living.
- Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

Futures



Image adapted from: Rawpixel, n.d.

These organising ideas address ways of thinking and acting that seek to empower young people to design action that will lead to an equitable, sustainable and inclusive future.

... empower young people to design action that will lead to an equitable, sustainable and inclusive future.



Images adapted from: Gibb, 2019; JarrahTree, 2013; Thurtell, 2021

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.
- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Glossary

A

Aboriginal peoples

One of two distinct First Nations peoples of Australia. Aboriginal peoples have the world's oldest continuing cultures, which are expressed in traditional, contemporary and dynamic ways. There are hundreds of distinct Aboriginal nations and peoples, each with their own languages, cultures, customs and practices. In Australia, 'Aboriginal' is an imposed broad term and is not inclusive of the different Indigenous cultures and identities across Australia.

Asia

Geographically, the largest continent, bounded by Europe and the Pacific, Arctic and Indian oceans. It can be described in terms of cultural, religious, historical and language boundaries or commonalities.

Asia–Australia engagement

A range of social, cultural, political, historical or economic relationships or technological connections supporting engagement between Australia and the peoples of Asia.

Asia's global significance

The importance that is assigned to Asia in the global economy, Asia's population as a proportion of global population, and the maturing and unifying relationships between countries within Asia.

Asia-Pacific

A region including Australia, countries across Asia and Pacific Island nations.

Australian citizenship

The legal status of full membership of Australia acquired by birth or application, with civil (rights, responsibilities), political (participation, representation) and social (contribution) commitments.

B

belief system

A set of principles or tenets which together form the basis of a philosophy, moral code or religion.

C

colonisation

The establishment of a colony or colonies in a country or area. Colonisation dispossessed Indigenous people of their traditional lands. In Australia, colonisation began with the First Fleet's arrival from Britain in 1788 and progressed over time with settlements in different states.

Country/Place

Spaces mapped out that individuals or groups of Aboriginal and Torres Strait Islander peoples of Australia occupy and regard as their own and as having varying degrees of spirituality. The concept of Country is complex, multi-dimensional and more than a physical space. It includes lands, seas, waterways and skies, people, animals and plants.

cultural expressions

Cultural content resulting from the creativity of societies, groups and individuals. This includes cultural stories; body, cave and sand paintings; symbols; song; dance; artworks; and material culture.

culture

A body of beliefs, attitudes, values, language/s, skills, knowledge, laws, customs and tools by which communities structure and organise their lives and interactions.

D

diaspora

People or groups living outside their homeland who maintain their heritage and connection.

diversity

The mix of people in a group or society, i.e. differences in factors such as age, abilities, culture and religion and/or in how people identify in relation to factors such as gender and sexuality.

E

Earth and environmental systems

The interrelated, interdependent and interacting Earth systems (the atmosphere, biosphere, geosphere and hydrosphere).

economic sustainability

Economic activity that supports the economic needs of the present without compromising the ability of future generations to meet their own needs.

economic system

A system that coordinates resource allocation, and production and distribution of goods and services, within a society or country.

equity

An idea about fairness based on individual or group needs that can be used as a criterion (e.g. for resource allocation).

F

First Nations peoples/First Peoples

Collective terms that refer to Indigenous peoples of a country/ies or region/s. Aboriginal and Torres Strait Islander peoples are the First Nations peoples of Australia. These terms recognise the diversity of Aboriginal and Torres Strait Islander peoples across and within their own nations, including their collective rights to sovereignty and self-determination.

Aboriginal peoples have occupied the Australian continent for more than 65 000 years and are the First Peoples of Australia. Torres Strait Islander peoples have occupied the Torres Strait region for more than 2500 years and are the First Peoples of the Torres Strait. The First Peoples of Australia are the Traditional Owners of the lands, waters and skies.

G

global citizenship

The idea that at a global level, an individual's rights are defined by the Universal Declaration of Human Rights, and responsibilities are interpreted differently (e.g. to care for the environment).

I

Indigenous Cultural and Intellectual Property (ICIP)

The rights Aboriginal and Torres Strait Islander peoples have to their own heritage and culture. ICIP includes songlines, language, dance, symbols and art as well as knowledge about medicines, bush foods, sacred sites and ecology.

Respecting ICIP means collaborating with and seeking prior and informed permission from Aboriginal and Torres Strait Islander peoples for any use of ICIP. Aboriginal and Torres Strait Islander peoples are the custodians of their traditional knowledge and cultural expressions. Aboriginal and Torres Strait Islander protocols determine how knowledge and culture can be shared and used. Protocols may be different for each community.

interdependent

A condition or connection where social, cultural, economic, technological, environmental or other systems impact each other or affect how people live.

interrelationship

A shared history or connection between countries or economies developed over time that influence contemporary relationships.

invasion

Entrance as if to take possession or overrun. British colonisation was experienced by Aboriginal and Torres Strait Islander peoples as an invasion that denied their occupation of and connection to Country/Place.

K

kinship

A system used to decide how people relate to each other and their roles, responsibilities and duties. A feature of Aboriginal and Torres Strait Islander peoples' social organisation and family relationships.

N

nation

A community of people formed based on a common language, history, ethnicity or culture and, in many cases, a shared territory.

R

region

An area of the world sharing common characteristics (e.g. a geographical region such as South East Queensland or a regional intergovernmental organisation such as the Association of South-East Asian Nations [ASEAN]).

S

social system

A system defined by patterns of interactions and relationships between individuals, groups and institutions.

T

terra nullius

A Latin term used in international law meaning 'land belonging to no-one'. The concept has historically been used to justify the colonisation of Australia.

Torres Strait Islander peoples

One of two distinct First Nations peoples of Australia. Torres Strait Islander peoples are the Traditional Custodians of the Torres Strait and have occupied the region for more than 2500 years.

Traditional owners

Aboriginal or Torres Strait Islander peoples who are descendants of the original occupants of an area. They have continuing connections to lands, seas, waterways, skies and communities through these ancestral connections.

W

world views

A set of attitudes, values and beliefs about the world around us that inform our thoughts and actions.

Acknowledgements

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