



PD PATHWAY

• YOUR GUIDED PD JOURNEY •

VELG TRAINING'S PD PATHWAY • MONTH #3 •

A personal journey for you...

We want you to feel **Educated**, **Inspired** and **Empowered** and simply, we want to take you on a journey. Over the next three months, we are going to step you through some of the fundamentals and help you navigate your way around the wide range of FREE resources and information available to you as a Velg Training member.

This PD journey will be a planned approach to taking some time to explore just a sample of what you have available at your fingertips.

Each month there will be a new topic for you to dive into that includes a focus area each week.

Simply work your way through each PDF which becomes your record of professional development!

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• MONTH #3 •

FIRST NATIONS CULTURAL SAFETY

The Standards require that RTOs foster a culturally safe learning environment for First Nations people. As a professional in an RTO, it's vital to understand that Cultural Safety is an active practice, not just a passive awareness. It requires you to take intentional steps to build an environment where all students, particularly First Nations people, feel safe, respected, and valued.

This means moving beyond simply acknowledging diverse backgrounds to actively affirming and protecting the identities, worldviews, and lived experiences of every learner. As a VET practitioner it's important for you to understand the requirements and practices that can help build cultural safety.

HOW TO USE YOUR PD PATHWAY CALENDAR...

Under this month's topic we have a focus area for each week for you to explore via the hyperlinks.

1. Ensure you are logged into your Velg Training account
2. Click on the link for the week you want to focus on, you will be taken directly to the resource
3. Print this document out or fill in the interactive areas to take notes, jot down ideas, and complete the reflection activities
4. Don't forget this is evidence of your activity and can be attached to your PD record!

	EXPLORE	FOCUS AREA
WEEK 1	Knowledge Hub Web Page/s	Unpacking safe and inclusive learning
WEEK 2	VelgCasts	Exploring First Nations Cultural Safety
WEEK 3	Professional Resource	An overview of grief and bereavement practices
WEEK 4	Reflection Tool	Reflecting on our own understanding and practice

NOTES / WEEK #1

Knowledge Hub Webpages - Unpacking safe and inclusive learning

Click here for our webpages dedicated to **Safe and inclusive learning**, **Diverse Learners** and **First Nations Cultural safety**. While you are reading each of the Knowledge Hub pages take notes about information that resonates with you.

Then, complete your responses to the reflective questions provided below to cement your understanding.

NOTES

REFLECTION

Safe and inclusive learning means:

The types of diverse individuals I've had interactions with in my workplace are:

First Nations Cultural Safety recognises:

NOTES / WEEK #2

VelgCast Video - Exploring First Nations Cultural Safety

Watch the 7-minute [VelgCast on First Nations Cultural Safety](#). As you are watching take notes of anything that might be new to you or that extends your understanding. Then complete the quick quiz below to reinforce your learnings.

Then, complete your responses to the reflective questions provided below to cement your understanding.

NOTES - SOME INTERESTING THINGS I DIDN'T PREVIOUSLY KNOW ARE:

QUIZ - MULTIPLE CHOICE – CIRCLE OR CHECK THE BOX WITH THE ANSWER*

QUESTION 1

According to the 2025 Standards for RTOs, when is a provider required to ensure a culturally safe learning environment for First Nations people?

- ☐ a. Only when a First Nations learner is enrolled in a course.
- ☐ b. Only for RTOs that receive specific government funding for Indigenous programs.
- ☐ c. At all times, as a fundamental part of how every RTO operates.
- ☐ d. During specific cultural events, like NAIDOC week.

QUESTION 2

Which of the following is described as a key element of a culturally safe environment within an RTO?

- ☐ a. Ensuring all learners are treated exactly the same to avoid singling anyone out.
- ☐ b. Providing flexibility to accommodate cultural obligations, such as sorry business.
- ☐ c. Having a one-off "Welcome to Country" at the start of the year.
- ☐ d. Using learning materials from at least 20 years ago to show historical context.

QUESTION 3

The video highlights that one of the most important starting points for an RTO is staff capability. What is the recommended approach to cultural competence training for staff?

- ☐ a. A single, comprehensive training session for new staff during their induction.
- ☐ b. Training only for trainers and assessors who work directly with learners.
- ☐ c. Providing a list of articles for staff to read in their own time.
- ☐ d. Providing continuous opportunities for all staff to reflect and grow their understanding.

QUESTION 4

When creating a culturally safe environment, the video emphasizes the importance of including First Nations voices. Which of these is an example of actively including First Nations voices in decision-making?

- ☐ a. Sending out a general feedback survey to all students at the end of the year.
- ☐ b. Reading a book written by a First Nations author
- ☐ c. Involving First Nations people in course design, validation, or advisory groups.
- ☐ d. Displaying First Nations artwork in the RTO's reception area.

NOTES / WEEK #3

Professional Resource - An overview of grief and bereavement practices

Click here to access the **ATSI Grief and Bereavement Professional Resource: Working with Aboriginal or Torres Strait Islander Grief and Bereavement A Resource for Workers**, produced by Grief Australia.

This resource is designed to provide some guidance around the grief and bereavement practices of First Nations people. Use the notes section below to record your thoughts/ideas and reflection.

THOUGHTS

REFLECTION

Something I can specifically be mindful of moving forward:

NOTES / WEEK #4

Self-Reflection Tool - Reflecting on our own understanding and practice

Click to download our [Cultural Safety Self-Reflection Tool](#) (you may need to 'enable editing' after download)

This tool is designed to support ongoing, personal reflection for all staff. Its purpose is to help us deepen our understanding of First Nations peoples, histories, and cultures, and to consider how we can contribute to a culturally safe environment for our learners, community partners, and colleagues.

Complete the self-reflection questions relevant to your role inside that tool – to reflect on your own current practice. Using that information guide your next steps by completing your Cultural Safety Action Plan (also found on page 6 of the tool), below:

My Cultural Safety Action Plan

Cultural safety is a journey through different stages: Awareness (knowing differences exist), Sensitivity (understanding and respecting differences), Competence (having the skills to work effectively across cultures), and Safety (the outcome, where people feel respected and safe).

Based on your reflections above, consider the following questions to guide your next steps.

1. What am I already doing well? What are my strengths?

(e.g., "I am passionate about using inclusive language in my training materials.")

2. What is one key area I would like to improve or learn more about?

(e.g., "I want to become more confident in delivering an Acknowledgement of Country.")

3. What is one practical step I will take in the next 3 months to build my skills in this area?

(e.g., "I will reach out to our local Aboriginal Education Consultative Group to ask for advice on local protocols.")

4. What support or resources from [Your RTO Name] would help me on this journey?

(e.g., "More time for professional development," "Connections to local Elders,")

*Week 2 Multiple Choice Quiz - Answer Key & Explanations

- Q1. c) At all times, as a fundamental part of how every RTO operates.
- Q2. b) Providing flexibility to accommodate cultural obligations, such as sorry business.
- Q3. d) Providing continuous opportunities for all staff to reflect and grow their understanding.
- Q4. c) Involving First Nations people in course design, validation, or advisory groups.