

MAINTAIN CULTURAL PLACES



CONTENTS

INTRODUCTION	1
1. PROTECT CULTURAL PLACES	2
2. GET READY	14
3. DO MAINTENANCE	22
4. FINISH UP	24
RESOURCES	28
1. HERITAGE MANAGEMENT ACTIVITIES	28
2. LEGISLATION PROTECTING ABORIGINAL HERITAGE	30
3. JOB SAFETY ANALYSIS (JSA)	31
4. PRE-START CHECKLISTS	32
5. JOB SHEET	33
REFERENCES	34

PUBLICATION NOTES

BHP Billiton Iron Ore is proud to support Greening Australia to provide valuable conservation and land management training to communities throughout the Pilbara through the Indigenous Training Program.

This Learning Guide series has been developed as part of our partnership of the program.

Gavin Price, Head of Environment, BHP Billiton Iron Ore

Greening Australia is proud to produce and provide the comprehensive suite of new ALEP Learning Guides. The guides are compatible with the new horticulture and conservation industries training package and suited to developing skills in Indigenous communities within remote areas of the country where employment opportunities are limited. We would like to thank BHPBIO for their generous support in the development of the guides.

Brendan Foran, National CEO Greening Australia

The second series of ALEP Guides is aligned with a number of units of competence from the *Training Package AHC10 – Agriculture, Horticulture and Conservation and Land Management* (Release 8.0). The units selected are frequently used within Certificates I to III in Horticulture and Conservation and Land Management. As such they cover, where possible, the elements, performance criteria and required skills and knowledge of each unit.

The principal goal of these resources is to support the learning process; the learning activities may complement a trainer's assessment plan. The intent is that they will be used in an interactive manner with learners rather than as self-paced study guides. The structure and sequence have been designed to follow the logical steps of the practical tasks wherever possible. Concepts are introduced and then consolidated with discussion and/or practical activities.

The writers consider that these guides can provide a sound technical foundation but also strongly encourage trainers to complement the guides with additional, authentic resources from relevant industry texts and websites. The guides can be used in part or in their entirety but should always be linked to practical activities to strengthen the teaching and learning.

Genuine consideration was given to the level of language used in the guides. The goal has been to find a balance between simplifying the language to an accessible level and ensuring that the vocational concepts are addressed. The writers contend that with appropriate support these texts can provide an opportunity for students to strengthen their language, literacy and numeracy skills, which may be required for pathway progression.

A number of Aboriginal people have been involved in developing this ALEP Guide, which is considered suitable for use within a program based on Aboriginal pedagogies.

INTRODUCTION

Welcome to *Maintain cultural places*. This learning guide covers information about protecting and maintaining places of cultural significance. This may involve a range of activities in a range of different locations and consultation with custodians of the sites.

Maintaining cultural places may require skills with a range of tools, equipment and machinery; chemical usage; and prescribed burning. If this is the case, it is recommended that this unit be delivered in a holistic way with other units relevant to these tasks. Suggested relevant ALEP Guides to support this delivery are *Participate in OHS processes*; *Operate basic machinery and equipment*; *Assist with prescribed burning*; *Install, maintain and repair fencing*; *Apply chemicals under supervision* and *Conduct erosion and sediment control activities*.



RESOURCES REQUIRED

To complete this training you will need the following:

1. Permission from custodians of the cultural places to be maintained
2. Any management plans for the area to be protected
3. Appropriate Personal Protective Equipment (PPE)
4. Safety gear, including first aid kit and drinking water
5. Vehicles, machinery and tools to carry out maintenance tasks



LEARNING ACTIVITIES

There are three kinds of activities to complete. These activities may go toward your final assessment.

SECTION	ACTIVITY	SATISFACTORY (Y/N)	DATE
DISCUSSION ACTIVITIES			
1.1	The cultural places in your region		
1.2	The management plan for your region		
1.3	Identify maintenance jobs		
1.4	Reporting damage or breaches		
2.1	PPE		
2.1	Hazards and controls		
3.3	Working with cultural diversity		
PRACTICAL ACTIVITIES			
3.3	Role-plays – working with cultural diversity		
PROJECT			
1	Section 1A – Project plan		
2	Section 1B – Plan resources		
2	Section 2 – Get ready		
4	Section 3 – Do maintenance		
4	Section 4 – Report on project outcomes		

**NOTE**

Culture is all the knowledge, values, attitudes and social behaviour of a particular society.



The overall aim of this guide is to look at ways to protect important places in your region. These places are important because they are valued by your culture. 'Protect' means 'to look after'.

1.1 WHAT ARE CULTURAL PLACES?

For many non-Aboriginal people, cultural places are often churches, graves, war memorials and historic buildings. These places may also be culturally important to Aboriginal people.

Many Aboriginal people, however, see all their Country as a cultural place. Their culture is not separate from the land or sea. Cultural places can include natural features of the land such as:

- Hills
- Valleys
- Trees
- Caves
- Rock formations
- Waterholes and springs
- Reefs
- Coastal areas or dunes

Cultural places can also include areas where specific activity happened or still takes place. These places may include:

- Law grounds
- Living areas with grinding holes, artefacts, remains
- Burial areas
- Engravings, rock art sites
- Middens
- Fish traps
- Rock mounds and stone arrangements
- Contact sites
- Massacre sites
- Prehistoric sites

**DISCUSSION ACTIVITY**

Discuss the cultural places in your region with your group.



It is important to care for and protect these places for many reasons, including:

- To show respect
- To learn about Country
- For ceremonies
- To help elders facilitate young people to connect with sites and stories
- To remember historic events and keep them going
- To learn about the old ways and strengthen two-way knowledge
- To learn about evidence of customary law or native title
- To keep them for future generations



DISCUSSION ACTIVITY

Why is it important to you to protect the cultural places in your region?



Cultural places can be anywhere. Sometimes they are remote, and sometimes they are in cities. Different locations need different kinds of maintenance and can present different challenges.



DISCUSSION ACTIVITY

What are some of the difficulties your workplace faces in maintaining your cultural places?



1.2 PLANNING & PERMISSION

To plan the job, you need to understand what has to be done. You and your supervisor can visit the site to work out some ways to protect it. When developing the plan you need to think about how you can do the work in the safest way possible. You also need to make sure the design of the work does not create any additional risk for visitors or other people. For example, is it better to use timber posts or star pickets, plain wire or barbed wire?

You then need to make sure you have permission from the right people. If you are worried, talk with your supervisor about who should give permission.

Often the work you do will already be written in the management plan for the area. Your work plan might be linked to important priorities for your community or organisation. This plan may give your group the authority to carry out the work.

Many groups protect cultural places by developing and following a management plan for that area. This is the case on both Aboriginal land and other land.

Indigenous Protected Areas always have a plan as part of their management.

Plans guide ranger groups on the places that need protecting and the ways to protect them.

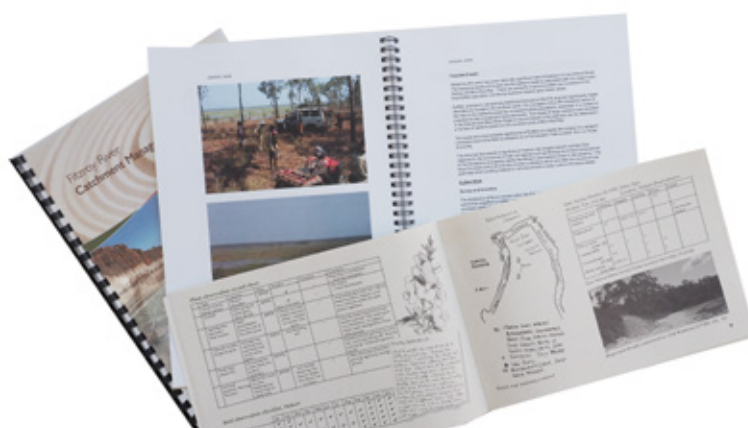


DISCUSSION ACTIVITY

Do you have a management plan for the area your group protects? What specific places does the plan ask you to protect? If you don't have a plan for your area then look at the Dhimurru plan in the *Resources* section.



See a sample management plan from Dhimurru in the Northern Territory at *Resource R1*, page 28.



1.3 MAINTENANCE

One of the ways to protect cultural places is to maintain the area. When maintaining an area you will fix any damage and stop damage from occurring again.

Cultural places can be damaged in two ways:

- By natural events, e.g. weather, weeds, fire, animals
- By people, e.g. inappropriate land use, vandalism

The kind of maintenance you do will depend on the kind of site and the kind of damage you are trying to avoid. Following are some stories about the maintenance work done by three different ranger groups.



NOTE

Vandalism is deliberate damage to property.

