Seminar 3: Girraway Ganyi Consultancy Close The Gap: Early Childhood Education



CONSULTANCY

SEMINAR 2:

Speaker:

AJ Williams-Tchen Mentor (Cultural Mentor: Girraway Ganyi Consultancy)



WELCOME

'Yamma Dummarung'

Wiradjuri Greeting

WIRADJURI / WOTJOBULAK

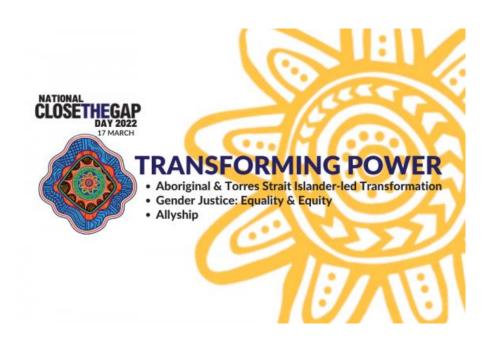




What is National Close the Gap Day?

CLOSE THE GAP DAY

17 March 2022





What are the gaps we are trying to close?

Closing the Gap Report

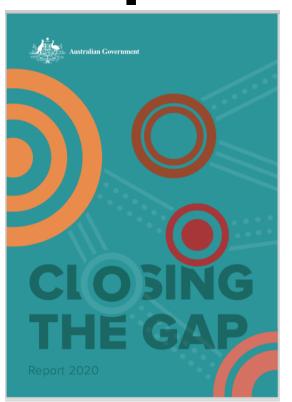


www.closingthegap.pmc.gov.au

The new targets:

- 1. Close the Gap in life expectancy within a generation, by 2031
- 2. By 2031, increase the proportion of Aboriginal and Torres Strait Islander **babies** with a healthy birthweight to 91 per cent
- By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Fulltime Schooling (YBFS) early childhood education to 95 per cent
- 4. By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the Australian Early Development Census (AEDC) to 55 per cent
- 5. By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent
- 6. By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-34 years who have completed a tertiary qualification (Certificate III and above) to 70 per cent
- 7. By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15–24 years) who are in employment, education or training to 67 per cent
- 8. By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25–64 who are **employed** to 62 per cent
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people living in appropriately sized (not overcrowded) housing to 88 per cent
- 10. By 2031, reduce the rate of Aboriginal and Torres Strait Islander adults held in incarceration by at least 15 per cent
- 11. By 2031, reduce the rate of Aboriginal and Torres Strait Islander **young people** (10-17 years) in detention by at least 15 per cent
- 12. By 2031, reduce the rate of over-representation of Aboriginal and Torres Strait Islander children in out-of-home care by 45 per cent
- 13. A significant and sustained reduction in violence and abuse against Aboriginal and Torres Strait Islander women and children towards zero
- 14. Significant and sustained **reduction in suicide** of Aboriginal and Torres Strait Islander people towards zero
- 15. a) By 2030, a 15 per cent increase in Australia's landmass subject to Aboriginal and Torres Strait Islander people's legal rights or interests
 b) By 2030, a 15 per cent increase in areas covered by Aboriginal and Torres Strait Islander people's legal rights or interests in the sea
- 16. By 2031, there is a sustained increase in number and strength of Aboriginal and Torres Strait Islander languages being spoken

Closing the Gap Report



www.closingthegap.pmc.gov.au

- to increase the proportion of Aboriginal and Torres Strait Islander children enrolled in early childhood education to 95% by 2025.
- to increase Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains (physical health and well-being, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge) of the Australian Early Development **Census (AEDC) to 55% by 2031.**



What are the barriers to Indigenous children's participation in early childhood education?

Poor child health

Lack of local services

Out-off-pocket

Administrative complexity

Lack of transport



Limited awareness of services

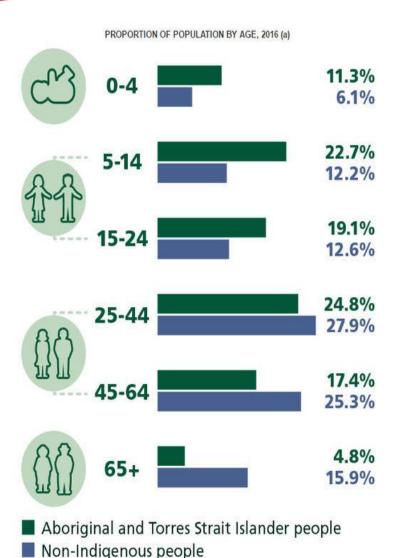
Lack of
confidence in
the value of
early childhood
education



Perception that child is too young to participate



What do current statistics show us in 2022?



- 34% of the Indigenous population is under the age of 15
- 54% of the Indigenous population is under the age of 25
- 77.9% of the population is under the age of 44 years

	Languages spoken	Housing
Current Indigenous Children 2022	1:10 Indigenous people speak an Australian Indigenous language	38% of families own a house compared to 66% non-Indigenous
Birthweight	Developmentally on track	Smoking in pregnancy
Aboriginal babies continue to be more than twice as likely to be of low birth weight compared to all WA babies	35% of Indigenous children were deemed to be developmentally on track, compared with 57% of non-Indigenous	Aboriginal women are significantly more likely to smoke during pregnancy than non-Aboriginal women
Ear disease		Teenage fertility rate
twice as likely to suffer ear diseases and hearing problems as non- Aboriginal children and young people.	CLOSING THE GAP	The teenage fertility rate for Aboriginal women aged 15 to 19 years increased over the last decade.
Motherhood	Hospital rates	Interpersonal violence
The median age of Aboriginal women who give birth is 24.7 years, more than 5 years lower than all other mothers	Aboriginal children are considerably more likely to be hospitalised for injury than non-Aboriginal children	10 X more likely to experience interpersonal violence
Child protection	Child Protection	Detention
Indigenous children aged 0–12 were almost 7 X as likely to be the subject of a substantiation notification for child abuse and neglect	8 X more likely to be child protection	Indigenous children aged 10–14 were 36 X as likely to be in detention

Current health & social conditions 2022

Foundation 15% of total Indigenous deaths were caused by heart disease. 1:5 over the age of 17 have indicators of heart disease.

All Cardio-vascular disease

Dementia

Dementia affecting Indigenous Australians at earlier rate (45 -65).



In 2018, second leading

cause of death

Higher death rates.

10 X more hospitalizations.

1:5 over the age of 18 have

indicators of chronic

30% report long-term



Dental & Oral health

More cavities, tooth loss, gum & periodontal disease. Less likely to seek preventative care (2017)

Cancers

45% more deaths



Kidney Diseases



CLOSING THE GAP

Sexually Transmitted Diseases

3 X rate of chlamydia,

7 X rate with gonorrhoea,

and 5 X with syphilis

compared with general

population (2016)

40% of Aboriginal & Torres Strait Islander

people report eye conditions + 85 per cent

kidney diseases (2019) **Respiratory diseases**

Ear Conditions

85 per cent of people that

are hard of hearing are



Eve & Ear Health

respiratory condition. Death rate is 5 X that

over the age of 50 (2019) of non-Indigenous Australians

of people that are hard of hearing by 50

Mental Health

Median Age

2.5/5 diagnosed + 'higher psychological **distress' (2020)**

The median age of an Indgienous person in Australia is 23 years of age

Death by Suicide Suicide rates triple non-Indigenous counterparts (15-24 & 25-34 age range) & double the rate (35-44 year range). Suicide is the leading cause of Indigenous

adolescent deaths (2019)



How does this relate to Early Childhood Education?

NATIONAL QUALITY STANDARDS IN EARLY CHILDHOOD EDUCATION AND CARE (ACECQA)

mandates to values Australia's Aboriginal & Torres Strait Islander cultures

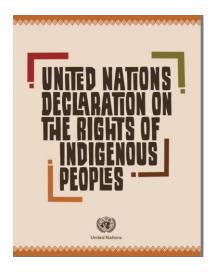
outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Each child's current knowledge, strengths, ideas, culture, abilities and interests and the foundation of the program. All aspects of the program, including routines, are organised in ways that maximi opportunities for each child's learning. Practice Educators are deliberate, purposeful, and thoughtful in their decisions and action scaffolding through open-ended questions, interactions and feedback. Child directed learning Educators are deliberate, purposeful, and thoughtful in their decisions and action scaffolding through open-ended questions, interactions and feedback. Child directed learning Educators are deliberate, purposeful, and thoughtful in their decisions and action scaffolding through open-ended questions, interactions and feedback. Educators and co-ordinators take a planned and reflective approach to influence events and their world. Assessment and planning cycle Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflective approach to implementation and reflective and procedures in groups, drive programs for each child. 2.1 Health Each child's health and physical activity is supported and promoted. Each child's health and physical activity is supported and promoted. Each child's health and physical activity is supported and promoted. Each child's health and physical activity is repromoted and appropriate opportunities to me		NATIONAL QUALITY STANDARD		
The educational program enhances each child's learning and development. 1.1.1 Approved learning framework Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. 1.1.2 Child-centred 1.1.3 Program learning opportunities 1.1.3 Program learning opportunities 1.1.4 Intentional teaching 1.1.5 Practice 1.1.6 Educators facilitate and extend each child's learning and development. 1.1.1 Intentional teaching 1.1.2 Practice 1.1.2 Responsive teaching and scaffolding 1.1.3 Child directed learning 1.1.4 Educators respond to children's ideas and play and extend children's learning scaffolding 1.1.5 Child directed learning 1.1.6 Educators redelibrate, purposeful, and thoughtful in their decisions and action scaffolding 1.1.3 Assessment and planning cycle 1.1.4 Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. 1.1.5 Assessment and planning cycle 1.1.6 Educators and co-ordinators take a planned and reflective approach to implementation and reflections and continuous and second and reflective approach to implementation and reflection and reflective program planning and implementation. 1.1.2 Health Each hild's reflecting and responsibili		Concept	Descriptor Quility Authority	
1.1.1 Approved learning framework Curriculum decision-making contributes to each child's learning and developmen outcomes in relation to their derichty, connection with community, wellbeing, confidence as learners and effectiveness as communicators. 1.1.2 Child-centred Each child's current knowledge, strengths, ideas, culture, abilities and interests and the foundation of the program. All aspects of the program, including routines, are organised in ways that maximity opportunities for each child's learning, and development. 1.2 Practice Educators facilitate and extend each child's learning and development. 1.2.1 Intentional teaching Educators are deliberate, purposeful, and thoughful in their decisions and action scalling and scaffolding 1.2.2 Responsive teaching and scaffolding Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. Each child's agency is promoted, enabling them to make choices and decisions the influence events and their world. 1.3.1 Assessment and planning Educators and co-ordinators take a planned and reflective approach to implementation and reflection. 1.3.2 Critical reflection Critical reflection or children's learning and development, both as individuals and in groups, drives program planning and implementation. 1.3.3 Information for families Families are informed about the program and their child's progress. Children's health and safety Children's health and safety Children's health and safety Each child's wellbeing and comfort opportunities to more each child's new proportate opportunities to meet each child's new proportate opportunities to meet each child's new proportate of respective approach and proportate of respective approach and proportate of respective all provided and promoted. 2.1.2 Health Each child's health and safety Children's health and safety Children's health and safety Effective illness and injury management and hygiene practices are promoted and ingroups, driver	QA1		Educational program and practice	
outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectivenes as communicators. 1.1.2 Child-centred Each child's current knowledge, strengths, ideas, culture, abilities and interests and the foundation of the program. 1.1.3 Program learning opportunities 1.2 Practice Educators are deliberate, purposeful, and thoughtful in their decisions and action of the program, including routines, are organised in ways that maximi opportunities for each child's learning. 1.2.1 Intentional teaching Educators are deliberate, purposeful, and thoughtful in their decisions and action scaffoling and scaffoling through open-ended questions, interactions and feedback. 1.2.2 Responsive teaching and scaffoling through open-ended questions, interactions and feedback. 1.2.3 Child directed learning Educators are sepond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. 1.2.3 Assessment and planning cycle of observations interactions and feedback influence events and their word. 1.3.1 Assessment and planning cycle of observations and servations and effective approach to implementation and reflection of critical reflection on children's learning and development and their child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. 1.3.3 Information for families 1.3.4 Families are informed about the program and their child's progress. 1.3.5 Children's health and safety 2.1.1 Health 2.1.1 Wellbeing and comfort 2.1.2 Health practices and procedures implemented. 2.2.3 Children's health and safety 2.3.4 Healthy lifestyle 3.4 Healthy lifestyle 4.5 Healthy setting and physical activity is supported and promoted. Each child is protected. 2.4.2 Inciden	1.1	Program	The educational program enhances each child's learning and development.	
the foundation of the program. 1.1.3 Program learning opportunities all appears of the program, including routines, are organised in ways that maximi opportunities for each child's learning. 1.2 Practice Educators facilitate and extend each child's learning and development. Educators are deliberate, purposeful, and thoughtful in their decisions and action each child's learning and thoughtful in their decisions and action each child's earning through open-ended questions, interactions and feedback. 1.2.3 Child directed learning Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. 1.3.1 Assessment and planning cycle Each child's agency is promoted, enabling them to make choices and decisions the influence events and their world. 1.3.1 Assessment and planning cycle Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. 1.3.2 Critical reflection Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. 1.3.3 Information for families Each child's learning and development is supported and promoted. 2.1.4 Health Each child's learning and development is supported and promoted. Each child's velleting and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and releasation. Effective liness and injury management and hygiene practices are promoted and implemented. 1.3.1 Healthy lifestyle Healthy eating and physical activity is exported and appropriate for each child. 2.2.2 Includent and emergency management and hygiene practices are promoted and appropriate for each child. 3.1 Design The design of the facilities is appropriate for the operation of a	1.1.1	Approved learning framework		
1.2 Practice Educators facilitate and extend each child's learning and development. 1.2.1 Intentional teaching Educators rac deliberate, purposeful, and thoughtful in their decisions and action 1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. 1.2.3 Child directed learning Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. 1.3.1 Assessment and planning Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. 1.3.2 Critical reflection Critical reflection critical searning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. 1.3.3 Information for families Tamilies are informed about the program and their child's progress. 1.3.4 Health Wellbeing and comfort Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. 1.3.3 Healthy lifestyle Healthy seating and physical activity is supported and promoted. 1.3.4 Healthy lifestyle Healthy seating and physical activity are promoted and appropriate opportunities to meet each child's need for sleep, rest and relaxation. 1.3.5 Healthy lifestyle Healthy seating and physical activity are promoted and appropriate opportunities to meet each child's need for sleep, rest and relaxation. 1.3.5 Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. 1.3. Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. 1.3. Healthy lifestyle Healthy eating and physical activity are promoted and implemented. 1.4. Healthy are promoted and appropriate for each child. 1.5. Healthy are promoted and appropriate for each	1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests and the foundation of the program.	
Educators are deliberate, purposeful, and thoughtful in their decisions and action cardiology and searching and scaffolding through open-ended questions, interactions and teetdack. 1.3 Child directed learning Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. 1.3 Assessment and planning Educators and their world. 1.3 Assessment and planning cycle influence events and their world. 1.3.1 Assessment and planning cycle child searning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. 1.3.2 Critical reflection Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation, planning, implementation and reflection. 1.3.3 Information for families Families are informed about the program and their child's progress. 1.3.4 Health 1.3.5 Wellbeing and comfort Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. 2.1.2 Health practices and procedures Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. 2.1.2 Safety Each child is protected. 2.2 Safety Each child is protected. 2.3 Suffery Including appropriate opportunities to meet each child's need for sleep, rest and relaxation. 2.4 Healthy iffestyle Healthy eating and physical activity are promoted and appropriate for each child implemented. 2.5 Asfety Each child is protected. 2.6 Asile protection Management, educators and staff are aware of their roles and responsibilities to implement and the properties of the purpose, including supporting the access of every child. 2.6 Physical activity are average of their roles and responsibilities to dentity and respond to every child a risk of abuse or neglect. 2.7 Physica	1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximis opportunities for each child's learning.	
1.2.2 Responsive teaching and scaffolding through open-ended questions, interactions and feedback. 1.2.3 Child directed learning through open-ended questions, interactions and feedback. 1.2.4 Assessment and planning Educators and ended their world. 1.3.1 Assessment and planning cycle of bearing and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. 1.3.2 Critical reflection Critical reflection on children's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. 1.3.3 Information for families 1.3.4 Information for families 1.3.5 Families are informed about the program and their child's progress. 1.3.6 Critical reflection Critical reflection on children's learning and implementation. 1.3.7 Families are informed about the program and their child's progress. 1.3.8 Children's health and safety 1.3.9 Health Each child's health and physical activity is supported and promoted. 2.1.1 Wellbeing and comfort 2.1.2 Health Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and releasation. 1.3.1 Healthy lifestyle 1.3.2 Healthy lifestyle 1.3.3 Healthy lifestyle 1.3.4 Healthy lifestyle 1.3.5 Healthy lifestyle 1.3.5 Healthy lifestyle 1.3.6 Healthy lifestyle 1.3.7 Healthy lifestyle 1.3.8 Healthy lifestyle 1.3.9 Healthy eating and physical activity are promoted and appropriate for each child. 2.3.1 Supervision 2.4.2 Incident and emergency 2.5 Incident and emergency 2.6 Incident and emergency 2.7 Incident and emergency 2.8 Incident and emergency 2.9 Incident and emergency 2.1 Incident and emergency 2.2 Incident and emergency 2.3 Children's health and shared. 3.1 Design 3.2 The design of the facilities is appropriate for the operation of a service. 3.3 Use 3.4 Design 3.5 Physical environment 3.6 Use	1.2	Practice	Educators facilitate and extend each child's learning and development.	
through open-ended questions, interactions and feedback. 2.3 Child directed learning Each child's agency is promoted, enabling them to make choices and decisions the influence events and their world. 3.1 Assessment and planning Cycle influence events and their world. 3.2 Assessment and planning cycle of observation, analysing learning, documentation, planning, implementation and reflection on children's learning and development is assessed or evaluated as part of an one of cycle of observation, analysing learning, documentation, planning, implementation and reflection. 3.1 Information for families Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. 3.1 Information for families Families are informed about the program and their child's progress. 3.2 Critical reflection on children's learning and evelopment, both as individuals and in groups, drives program planning and implementation. 3.3 Information for families Families are informed about the program and their child's progress. 3.4 Health Each child's wellbieing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and releasation. 3.4 Health practices and procedures effective iliness and injury management and hygiene practices are promoted and implemented. 3.5 Each child's wellbieing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and releasation. 4.5 Each child's wellbieing and comfort is provided for, including appropriate opportunities to meet each child's need the provided program and the provided and appropriate for each child. 3.1 Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. 3.2 Serve Each child is protected. 4.5 All times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. 4.6 All times, reasonable precautions and adequate supervision ensure	1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and action	
influence events and their world. Assessment and planning Educators and co-ordinator table a planned and reflective approach to implementing the program for each child. Assessment and planning cycle Each child's learning and development is assessed or evaluated as part of an origining cycle of observation, analysing learning, documentation, planning, implementation and reflection or children's learning and development, both as individuals and in groups, drives program planning and implementation. 1.3.2 Critical reflection or children's learning and development, both as individuals and in groups, drives program planning and implementation. 1.3.3 Information for families Families are informed about the program and their child's progress. Children's health and safety Children's health and safety Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. Effective illness and injury management and hygiene practices are promoted and implemented. Healthy lifestyle Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. 2.2 Safety Each child is protected. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and haard. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and haard. Anagement consultation with relevant authorities, practiced and implemented. Anagement, educators and staff are aware of their roles and responsibilities to identity and respond to every child at risk of abuse or neglect. Physical environment Children's hearthy and respond to every child at risk of abuse or neglect. Physical environment Use The design of the facilities is appropriate for the operation of a service. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. Fremises, furniture and equipment are	1.2.2			
implementing the program for each child. Assessment and planning cycle implementing the program for each child. Assessment and planning cycle implementation and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. Cirtical reflection or children's learning and development, both as individuals and in groups, drives program planning and implementation. 13.3 Information for families Families are informed about the program and their child's progress. Children's health and safety Children's health and safety Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. 21.1 Wellbeing and comfort Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. 21.2 Healthy lifestyle Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. 22. Safety Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. Healthy lifestyle Healthy eating and physical activity are promoted and appropriate for each child. Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation and appropriate for each child. Each child's wellbeing and advisual activity are promoted and appropriate for each child. Each child's wellbeing and physical activity are promoted and appropriate for each child. Each child's wellbeing and and hazard. Plans to effectively manage incidents and emergencies are developed	1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions th influence events and their world.	
ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. Critical reflection Critical reflection Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. Tamilies are informed about the program and their child's progress. Children's health and safety Each child's health and physical activity is supported and promoted. Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. Lil Wellbeing and comfort Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. Healthy iffestyle Healthy acting and physical activity is supported and appropriate opportunities to meet each child's need for sleep, rest and relaxation. Healthy iffestyle Healthy acting and physical activity are promoted and appropriate for each child. Learning and physical activity are promoted and appropriate for each child implemented. As all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. Child protection Amagement, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Physical environment The design of the facilities is appropriate for the operation of a service. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. Learning and purpose and purpose including supporting the access of every child. Inclusive environment Use The service environment is inclusive, promotes competence and supports explored and and purpose, including supports to expect the operation of a service environment is inclusive, promotes competence and support sexplored on a purpose, including supports to include the purpose, including su	1.3	Assessment and planning		
in groups, drives program planning and implementation. Families are informed about the program and their child's progress. Children's health and safety Li.1 Wellbeing and comfort Each child's health and physical activity is supported and promoted. Li.2.1 Health practices and procedures implemented. Li.3 Health practices and procedures implemented. Li.4 Health practices and procedures implemented. Li.5 Safety Each child is protected. Li.6 Safety Each child is protected. Li.7 Incident and emergency management At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. Li.6 Incident and emergency management Child protection Management, deuctaros and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Physical environment Literature and equipment are safe, clean and well maintained. The design of the facilities is appropriate for the operation of a service. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. Literature and equipment are safe, clean and well maintained. The service environment is inclusive, promotes competence and supports Literature and equipment are safe, clean and well maintained. The service environment is inclusive, promotes competence and supports Literature and equipment are safe, clean and well maintained. The service are further and equipment are safe, clean and well maintained. The service are further and equipment and adapted to support every child's participation and the pages every child in quality experiences to both built and natural environments. Literature and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. Literature and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	1.3.1	Assessment and planning cycle	ongoing cycle of observation, analysing learning, documentation, planning,	
Children's health and safety 1.1 Health Each child's health and physical activity is supported and promoted. 2.1.1 Welbeing and comfort 2.1.2 Health practices and procedures 2.1.3 Health practices and procedures 2.1.3 Health practices and procedures 2.1.4 Healthy lifestyle 2.1.5 Healthy lifestyle 3.1.6 Healthy setting and physical activity are promoted and appropriate for each child. 2.2. Safety 2.2.1 Supervision 3.2.1 Incident and emergency 2.2.2 Incident and emergency 2.2.3 Child protection 4.2.3 Il times, reasonable precautions and adequate supervision ensure children are protected from harm and haizard. 2.2.2 Incident and emergency 2.2.3 Child protection 4. All times, reasonable precautions and adequate supervision ensure children are protected from harm and haizard. 2.2.3 Child protection 4. All times, reasonable precautions and adequate supervision ensure children are protected from harm and haizard. 2.3.1 Design 5. Physical environment 6. Physical environment 6. Dutdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.1.1 Upkeep 7. Premises, furniture and equipment are safe, clean and well maintained. 8. Premises, furniture and equipment are safe, clean and well maintained. 8. Premises, furniture and equipment are safe, clean and well maintained. 8. Premises, furniture and equipment are safe, clean and well maintained. 8. Description and be engage every child in quality experiences in both built and participation and to engage every child on quality experiences in both built and participation and to engage every child on quality experiences in both built and participation and to engage every child on engage in play-based learning. 8. Premises and environments and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 8. Premises and environments and equipment allow for multiple uses, are sufficient in number, and enable every ch	1.3.2	Critical reflection		
2.1. Health 2.1.1 Wellbeing and comfort 2.1.2 Wellbeing and comfort 2.1.3 Wellbeing and comfort 2.1.2 Health practices and procedures 2.1.3 Health practices and procedures 2.1.3 Health practices and procedures 2.1.4 Healthy lifestyle 2.1.5 Safety 2.1.6 Healthy lifestyle 2.1.7 Healthy lifestyle 2.1.8 Healthy eating and physical activity are promoted and appropriate for each child. 2.2 Safety 2.2.1 Supervision 2.2.2 Incident and emergency 2.2.2 Incident and emergency 2.2.3 Child protection 2.2.3 Child protection 2.2.4 Incident and emergency 2.2.5 Incident and emergency 2.2.6 Incident and emergency 2.2.7 Incident and emergency 2.2.8 Incident and emergency 2.2.9 Plans to effectively manage incidents and emergencies are developed in 2.2.1 Supervision 2.2.2 Incident and emergency 2.2.3 Child protection 2.2.3 Management, educators and staff are aware of their roles and responsibilities to 2.2.1 Incident and emergency 2.2.2 Incident and emergency 2.2.3 Child protection 2.2.3 Child protection 2.2.4 Management, educators and staff are aware of their roles and responsibilities to 2.2.5 Incident and emergency 2.2.6 Incident and emergency 2.2.7 Physical environment 3.1 Design 3.1 Design 3.1 Design 3.2 Uyekeep 3.3 Premises, furniture and equipment are safe, clean and well maintained. 3.2 Uyekeep 3.3 Premises, furniture and equipment are safe, clean and well maintained. 3.3 Inclusive environment 3.4 Inclusive environment 3.5 Premises, furniture and equipment are safe, clean and well maintained. 3.6 Premises, furniture and equipment and adapted to support every child's participation and the passed learning. 3.6 Premises, furniture and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 3.3 Environmentally responsible 3.4 Resources support play-based learning. 3.5 Premises and environmental environmental sand environmental to be come	1.3.3	Information for families	Families are informed about the program and their child's progress.	
2.1.1 Wellbeing and comfort Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. 2.1.2 Health practices and procedures Health practices and procedures Health procedures At all times, reasonable precautions and adequate supervision ensure children an protected from harm and hazard. 2.2.2 Incident and emergency management and hazard. 2.2.3 Child protection Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. 2.2.3 Child protection Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Anagement, deucators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Physical environment The design of the facilities is appropriate for the operation of a service. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 2.2 Use Premise, furniture and equipment are safe, clean and well maintained. The service environment is inclusive, promotes competence and supports exploration and play-based learning. Outdoor and indoor spaces are organised and adapted to support every child's participation and the engage every child in quality experiences in both built and natural environments. 2.2 Resources support play-based learning. 3.3.1 Resources support play-based learning. 3.4.2 Resources support play-based learning. 3.5.3 Environmentally responsible The service cares for the environment and supports children to become	QA2		Children's health and safety	
opportunities to meet each child's need for sleep, rest and relaxation. 2.1.2 Health practices and procedures Editive liliness and injury management and hygiene practices are promoted and implemented. 2.2 Safety Each child is protected. 2.2 Supervision At all times, reasonable precautions and adequate supervision ensure children an protected from harm and hazard. 2.2.2 Incident and emergency Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. 2.2.3 Child protection Management, educators and staff are aware of their roles and reprostibilities to identify and respond to every child at risk of abuse or neglect. 2.3.1 Design The design of the facilities is appropriate for the operation of a service. 3.1.1 Design Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.2.1 Use Premises, furniture and equipment are safe, clean and well maintained. 3.3.2 Use The service environment is inclusive, promotes competence and supports exploration and play-based learning. 3.3.4 Resources support play-based learning. 3.5.5 Resources support play-based learning. 3.6 Promomentally responsible The service cares for the environment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	2.1	Health	Each child's health and physical activity is supported and promoted.	
implemented. 2.2 Safety Each child is protected. 2.2 Safety Each child is protected. 2.2 Safety Each child is protected. 2.2 Lincident and emergency management consultation with relevant authorities, practiced and implemented. 2.2 Incident and emergency management consultation with relevant authorities, practiced and implemented. 2.2.3 Child protection Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. 2.2.3 Physical environment 3.1 Design The design of the facilities is appropriate for the operation of a service. 3.1.1 Design Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.2.1 Upkeep Premises, furniture and equipment are safe, clean and well maintained. 3.3.2 Use The service enricoments is inclusive, promotes competence and supports exploration and play-based learning. 3.3.4 Resources support play-based learning including supports and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 3.3.3 Environmentally responsible The service cares for the environment allow for multiple uses, are sufficient in number, and enable every child to engage in play-pasted learning.	2.1.1	Wellbeing and comfort		
2.2.1 Safety 2.2.1 Supervision At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. 2.2.2 Incident and emergency management consultation with relevant authorities, practised and implemented. 2.2.3 Child protection Physical environment authorities, practised and implemented. 2.2.3 Child protection Advancement authorities, practised and implemented. 3.1 Design The design of the facilities is appropriate for the operation of a service. 3.1.1 Pit for purpose Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.1.2 Upkeep Premises, furniture and equipment are safe, clean and well maintained. 3.2.1 Inclusive environment Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based learning. 3.3.3 Environmentally responsible The service careform the environment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.	
At all times, reasonable precautions and adequate supervision ensure children ar protected from harm and hazard. 2.2.2 Incident and emergency plants or effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. 2.3.3 Child protection Management, deucators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Physical environment 3.1 Design The design of the facilities is appropriate for the operation of a service. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.2.1 Upkeep Premises, furniture and equipment are safe, clean and well maintained. The service environment is inclusive, promotes competence and supports exploration and play-based learning. Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 3.3.3 Environmentally responsible The service cares for the environment as upports children to be force.	2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	
2.2.2 Incident and emergency plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. 2.2.3 Child protection Management, deucators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Physical environment The design of the facilities is appropriate for the operation of a service. Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.1.2 Upkeep Premise, furniture and equipment are safe, clean and well maintained. 3.2 Use The service environments in fluxibly promotes competence and supports exploration and play-based learning. Outdoor and indoor spaces are or granised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based learning. 3.3.4 Environmentally responsible The service cares for the environment and supports children to be former in number, and enable every child to engage in play-based learning.	2.2	Safety	Each child is protected.	
management consultation with relevant authorities, practised and implemented. Anagement, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Physical environment The design of the facilities is appropriate for the operation of a service. Junto or and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. Premises, furniture and equipment are safe, clean and well maintained. The service environment is inclusive, promotes competence and supports exploration and play-based learning. Junto or and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. Resources support play-based learning. Resources support play-based learning items and to engage every child to engage in play-based learning. Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. The service cares for the environment and supports children to become	2.2.1	Supervision		
identify and respond to every child at risk of abuse or neglect. Physical environment The design of the facilities is appropriate for the operation of a service. Judgor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. Judgor Premises, furniture and equipment are safe, clean and well maintained. The service environment is inclusive, promotes competence and supports exploration and play-based learning. Judgor and indoor spaces are organised and adapted to support every child's participation and to enjage every child in quality experiences in both built and natural environments. Resources support play-based Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. Judgor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	2.2.2			
3.1 Design The design of the facilities is appropriate for the operation of a service. 3.1.1 Fit for purpose Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.2.1 Upkeep Premises, furniture and equipment are safe, clean and well maintained. 3.2.2 Use The service environment is inclusive, promotes competence and supports exploration and play-based learning. 3.2.1 Inclusive environment Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based learning. 3.3.3 Environmentally responsible The service cares for the environment and supports children to be forme	2.2.3	Child protection		
3.1.1 Fit for purpose Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. 3.1.2 Upkeep Premises, furniture and equipment are safe, clean and well maintained. 3.2 Use The service environment is inclusive, promotes competence and supports exploration and play-based learning. 3.2.1 Inclusive environment Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based learning Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 3.2.3 Environmentally responsible The service cares for the environments and supports children to become	QA3		Physical environment	
3.1.2 Upkeep Premises, furniture and equipment are safe, clean and well maintained. 3.2 Use The service environment is inclusive, promotes competence and supports exploration and play-based learning. 3.2.1 Inclusive environment Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based learning learning 3.3.3 Environmentally responsible The service cares for the environment and supports children to become	3.1	Design	The design of the facilities is appropriate for the operation of a service.	
The service environment is inclusive, promotes competence and supports exploration and play-based learning. 1.1 Inclusive environment Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. 1.2.2 Resources support play-based learning 1.3.2.3 Resources support play-based learning 1.3.2.4 Resources support play-based learning 1.3.2.5 Resources support play-based learning 1.3.3.6 Environmentally responsible 1.3.4 Resources and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 1.3.4 Resources support play-based learning. 1.3.5 Resources support play-based learning. 1.3.6 Resources support play-based learning. 1.3.6 Resources support play-based learning. 1.3.7 Resources support play-based learning. 1.3.8 Resources support play-based learning. 1.3.9 Resources support	3.1.1	Fit for purpose		
a exploration and play-based learning. 3.2.1 Inclusive environment Outdoor and indoor space are or grainsed and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 3.2.3 Environmentally responsible The service cares for the environment and supports children to become	3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	
participation and to engage every child in quality experiences in both built and natural environments. 3.2.2 Resources support play-based Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. 3.2.3 Environmentally responsible The service cares for the environment and supports children to become	3.2	Use		
learning number, and enable every child to engage in play-based learning. 3.2.3 Environmentally responsible The service cares for the environment and supports children to become	3.2.1	Inclusive environment	participation and to engage every child in quality experiences in both built and	
	3.2.2			
	3.2.3	Environmentally responsible		

	Concept	Descriptor	
QA4		Staffing arrangements	
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.	
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.	
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.	
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	
QA5		Relationships with children	
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.	
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships	
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	
QA6		Collaborative partnerships with families and communities	
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	
6.2.3	Community engagement	The service builds relationships and engages with its community.	
QA7		Governance and Leadership	
7.1	Governance	Governance supports the operation of a quality service.	
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.	
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.	
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	

EARLY CHILDHOOD AUSTRALIA'S CODE OF ETHICS

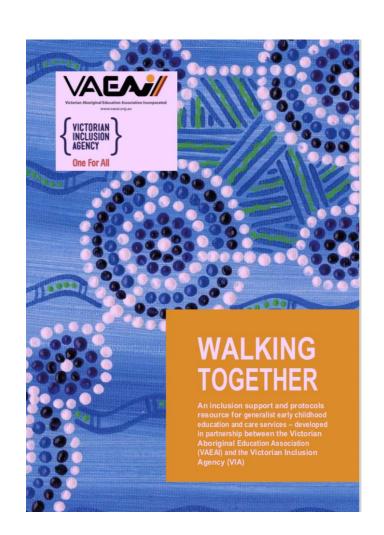
Acknowledges Aboriginal & Torres Strait Islander ways of being and caring for children, as informed by the principles in the United Nations Declaration on the Rights of Indigenous Peoples





WALKING TOGETHER

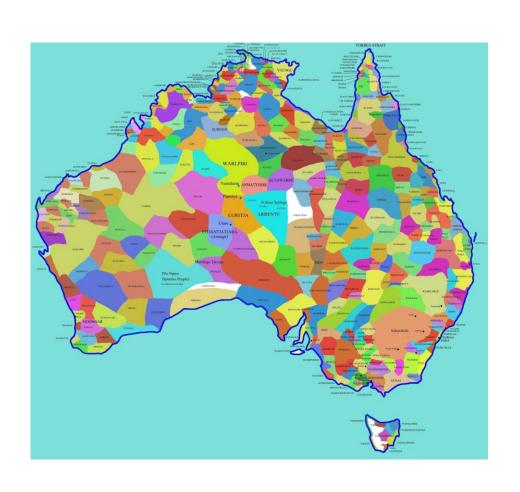
- Welcoming Aboriginal & Torres Strait Islander families & children
- Increasing educators, families and children's' knowledge and understanding of Aboriginal & Torres Strait Islander people, histories, cultures, perspectives & contemporary contexts
- Contributing to reconciliation
 & countering racism & discrimination





What can I do to support Close The Gap Day in my Early Childhood Service?

FAMILY HISTORIES

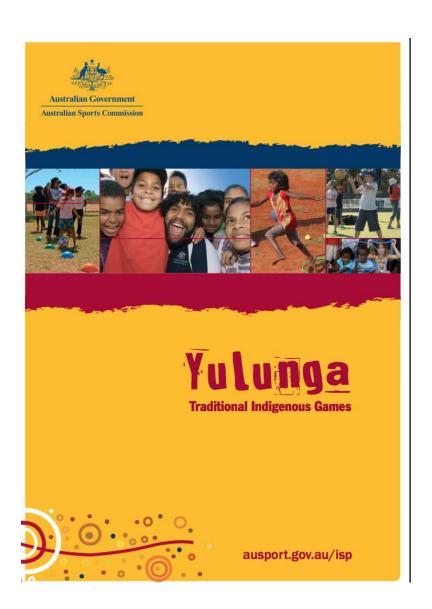




Locate where you were born.
Who are the traditional owners?

Where were your parents born?
Who were the traditional owner?

INDIGENOUS GAMES



INDIGENOUS GAMES





Background

This ball-throwing and hitting game was played by the Diyari people from near Lake Eyre in South Australia. The balls were called *koolchee*.

Language

This mini-game/ skill activity is named for the Diyari people who played the game of *kookchee*.

Shart description

The aim of the activity is to roll a ball to rebound off a wall in order to hit a skittle.

Players

- Play as individuals or in pairs

Playing area

An open space with a rebound wall

Equipmen

 One ball and one skittle or marker cone for each player or pair of players

Garne play and basic rules

- Hayers place a skittle 1-3 metres from a wall.
 From a line 5-10 metres in front of the wall players roll up to five tenis balls in a fur n to rebound off the wall and attempt to knock over the skittle. The fewer the number of balls used to knock over the skittle the better.
- If the skittle is knocked over it is moved 1 metre further away from the wall. If the skittle is missed, the skittle is moved 1 metre doser to the wall. Agoal line can be set 5-7 metres from the rebound wall. Agoal is scored when a player has successfully been able to progress the skittle, metre by metre, back across the goal line.

Variations

- Students alternate their rolling hand.
- Vary the angle of the rebound to increase the difficulty of the activity.
- Vary the distance of the roll and distance the skittle is away from the wall.

Teaching points

- Line up facing the other team. Tennis balls ready.
 Skittle set up.
- Bend down and roll along the ground or underarm throw to bounce it off the wall.
- Aim for the skittle. Fingers towards, palms up, opposite arm and leg.
- · Collect the balls. Keep going. Next player
- Well done. Good hit.



TAG GAVIES

gtja



SOHOOL YEARS

Background

The Gifga (moon) play game from the north Queensland area was usually played when a number of children gathered together. The full version of the game obser ved involved imitation and adding aspects along with a running and chasing addivity.

Language

Gitja was the Koko yellanji language ter m signifying the moon

Shart description

This is a chasing and catching (tag) game. It is a simplified version of a more involved game.

Players

A group of 10–14 or more players

Plaving are

· A designated area suitable for the activity

Garne play and basic rules

- In this game a player takes the part of Gija.
 Rayers form a circle around a player with Gija on the outside and another player on the inside of the circle.
- The player in the circle represents someone who has eaten Gtja's food by mistake and Gtja wants him or her to know it was the wrong thing to do.
- The game starts and Gija attempts to catch (touch) the player who is in the middle of the circle. The players in the circle hold hands to attempt to 'stop' the Gija and to help the player being chased.
- The Gitja may not break through the arms but can duck under them to chase. The players in the circle bend down to stop the Gitja. Players allow the player in the middle to go outside the cir cle and back into it as he or she is chased by Gitja.
- Ray continues until Gtja has succeeded in catching (couching) the player or a set time expires. The players must stay within the designated playing area when running and chasing.

Variation

Play with two people to be chased by Gitja.

Commen

This version is shortened from a full game of *Gija* and does not include the acting and playing aspects. However, it still reflects the basic nature of the game.

Teaching points

- Form a circle. Flaver inside. Gitia outside.
- · Hold hands. Do not break through the arms.
- Duck under:
- Keep going. Help the runner. Cheer for him/her.
- Good. Change over. Well done everyone.

© Astralian Sports Commission 2008 ausport.gov.au/ isp

© Australian Sports Commission 2008 ausport.gov.au/ isp

DOLLS & PROPS

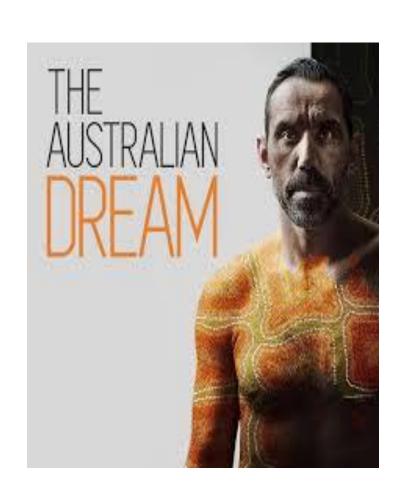




BLOCK PLAYING



PARENT VIDEO NIGHTS





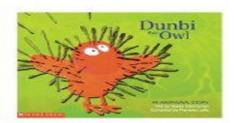
ACKNOWLEDGEMENT



COLLECTION OF INDIGENOUS BOOKS









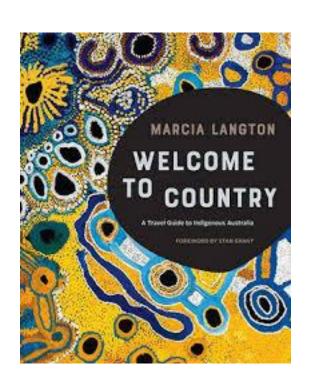


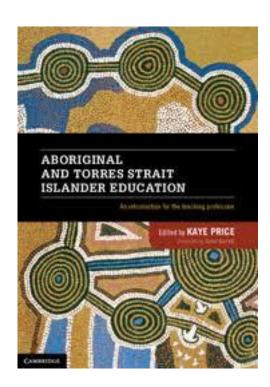


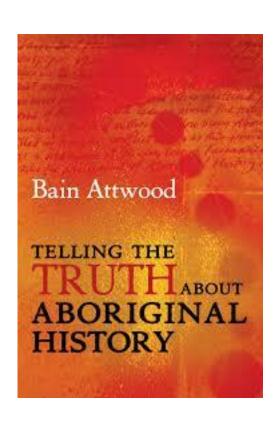




COLLECTION OF INDIGENOUS BOOKS FOR STAFF







What does AJ do to help Close The Gap?





WORK IN REMOTE COMMUNITIES









MENTAL HEALTH WORKSHOPS

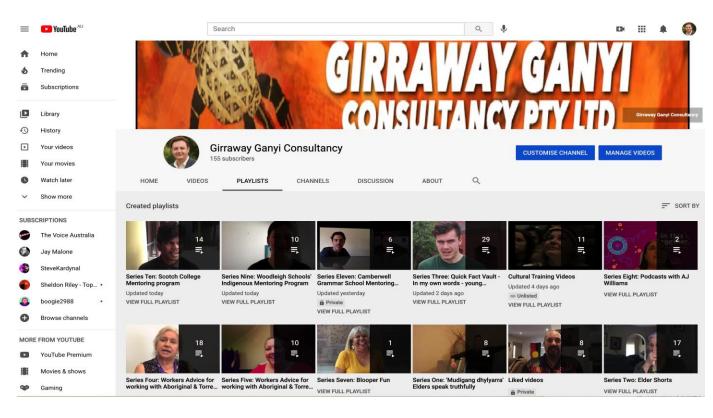








YOUTUBE CHANNEL





Playlist Three: Quick Fact Vaults

Playlist Nine: Woodleigh School's Indigenous Mentoring Program

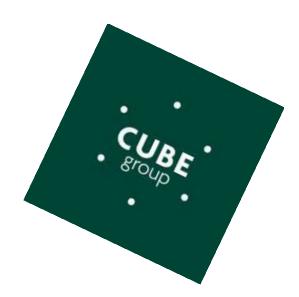
Playlist Ten: Scotch College Mentoring Program

Playlist Eleven: Camberwell Grammar School Mentoring Program

RESEARCH











AWARDS









THANK-YOU

'Madang Uway'

Wiradjuri Farewell



CONSULTANCY