

Seminar 3: Girraway Ganyi Consultancy

Close The Gap: Early Childhood Education



Girraway Ganyi

CONSULTANCY



SEMINAR 2:

Speaker:

AJ Williams-Tchen Mentor

(Cultural Mentor: Girraway Ganyi Consultancy)

We are proud to
acknowledge the
Wurundjeri
peoples as the
Traditional Custodians
of this land





WELCOME

*‘Yamma
Dummarung’*

Wiradjuri Greeting

WIRADJURI / WOTJOBULAK





QUESTION

**What is National
Close the Gap Day?**

CLOSE THE GAP DAY

17 March 2022

NATIONAL
CLOSE THE GAP
DAY 2022
17 MARCH



TRANSFORMING POWER

- Aboriginal & Torres Strait Islander-led Transformation
- Gender Justice: Equality & Equity
- Allyship

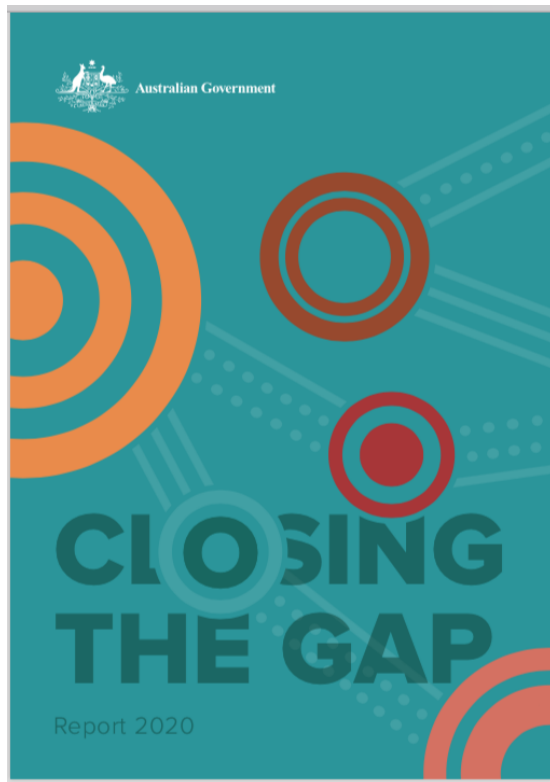




QUESTION

**What are the gaps we
are trying to close?**

Closing the Gap Report

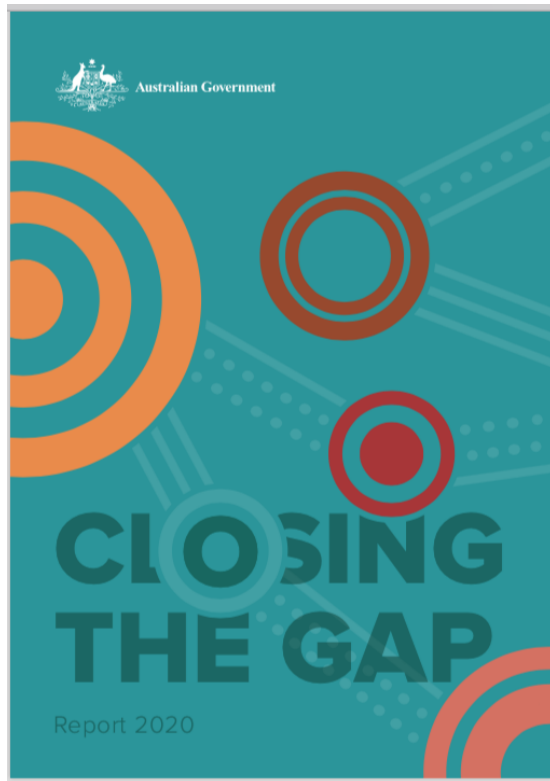


www.closingthegap.pmc.gov.au

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
3. 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
9. 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.



QUESTION

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

**Poor child
health**

**Lack of local
services**

**Administrative
complexity**

**Out-of-pocket
costs**

**Lack of
transport**

**Fear of
racism**

**Limited
awareness
of services**

**Lack of
confidence in
the value of
early childhood
education**

**Perception that
child is too young
to participate**

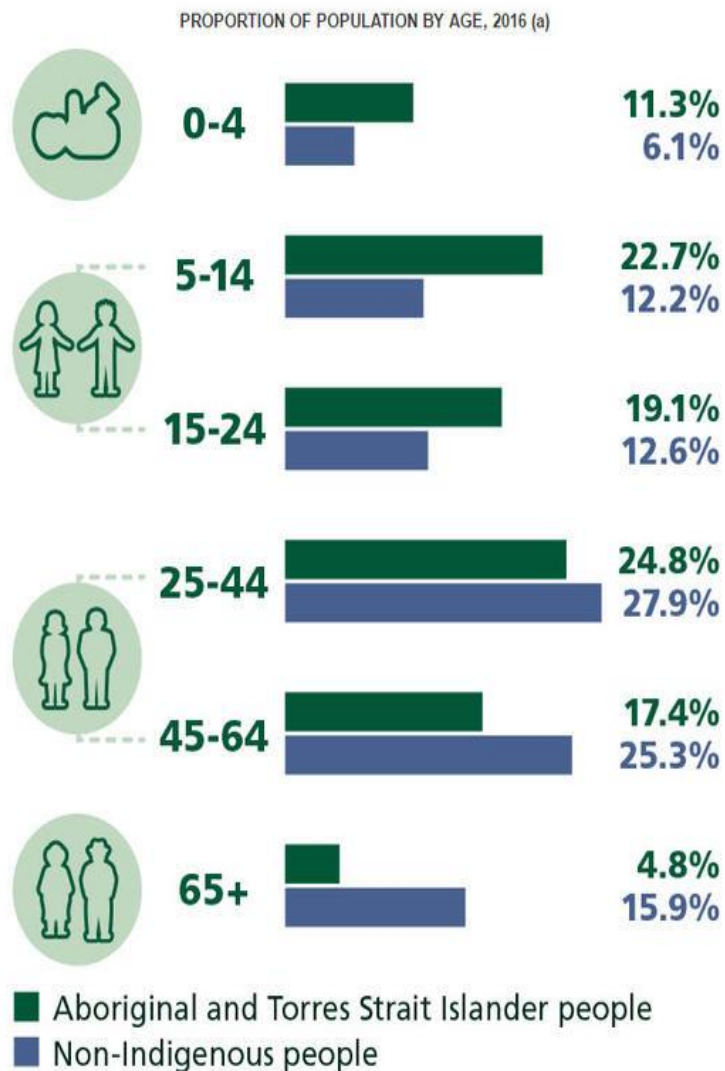


Australian Government
Australian Institute of
Health and Welfare



QUESTION

**What do current statistics
show us in 2022?**



(a) Usual residence Census counts. Excludes overseas visitors. Includes Other Territories.

Source: ABS Census of Population and Housing, 2016

- **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**

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

Current health & social conditions 2022

All Cardio-vascular disease



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



Dementia

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

Diabetes



4 X more common.
In 2018, second leading cause of death

Dental & Oral health



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

Cancers

45% more deaths
Mortality rates higher (2018)



Kidney Diseases

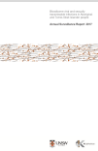


Higher death rates.
10 X more hospitalizations.
1:5 over the age of 18 have indicators of chronic kidney diseases (2019)

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)



Respiratory diseases

30% report long-term respiratory condition.
Death rate is 5 X that of non-Indigenous Australians

Ear Conditions



85 per cent of people that are hard of hearing are over the age of 50 (2019)

Eye & Ear Health

40% of Aboriginal & Torres Strait Islander people report eye conditions + 85 per cent of people that are hard of hearing by 50

Mental Health

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



Median Age

The median age of an Indigenous 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)



QUESTION

**How does this relate to
Early Childhood Education?**

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

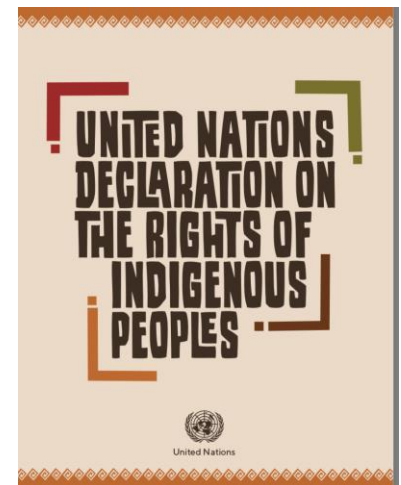
**mandates to
values
Australia's
Aboriginal &
Torres Strait
Islander
cultures**

NATIONAL QUALITY STANDARD		
Concept	Descriptor	
QA1	Educational program and practice	
1.1	Program	
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	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
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.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	
1.3.1	Assessment and planning cycle	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.2	Critical reflection	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.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QA2	Children's health and safety	
2.1	Health	
2.1.1	Wellbeing and comfort	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	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	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.
QA3	Physical environment	
3.1	Design	
3.1.1	Fit for purpose	The design of the facilities is appropriate for the operation of a service.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	
3.2.1	Inclusive environment	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.2	Resources support 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 natural environments.
3.2.3	Environmentally responsible	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.3	Environmentally responsible	
3.3.1	The service cares for the environment and supports children to become environmentally responsible.	

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

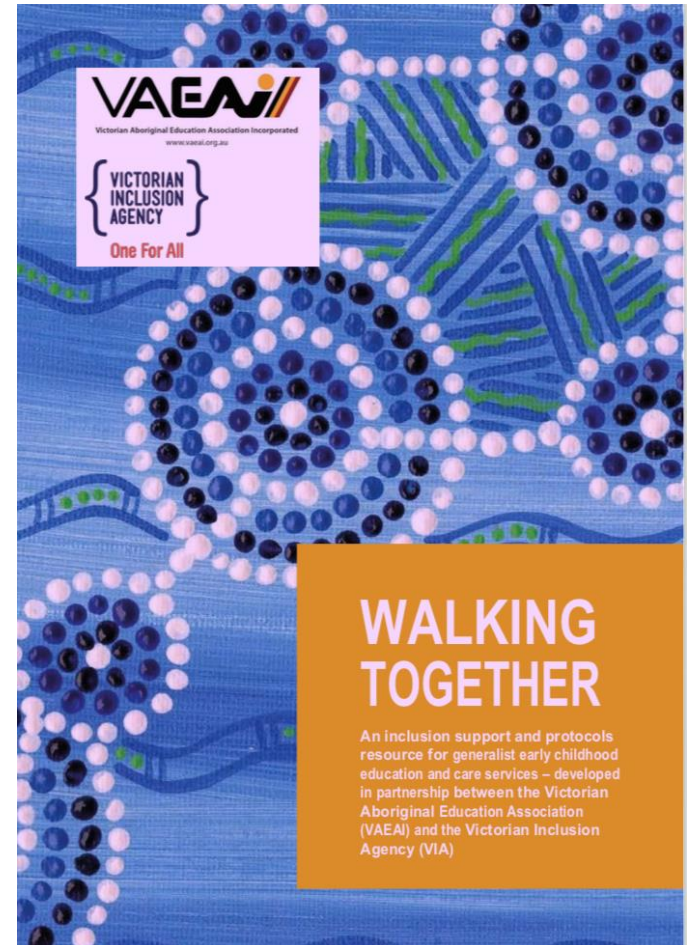
EARLY CHILDHOOD AUSTRALIA'S CODE OF ETHICS

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**

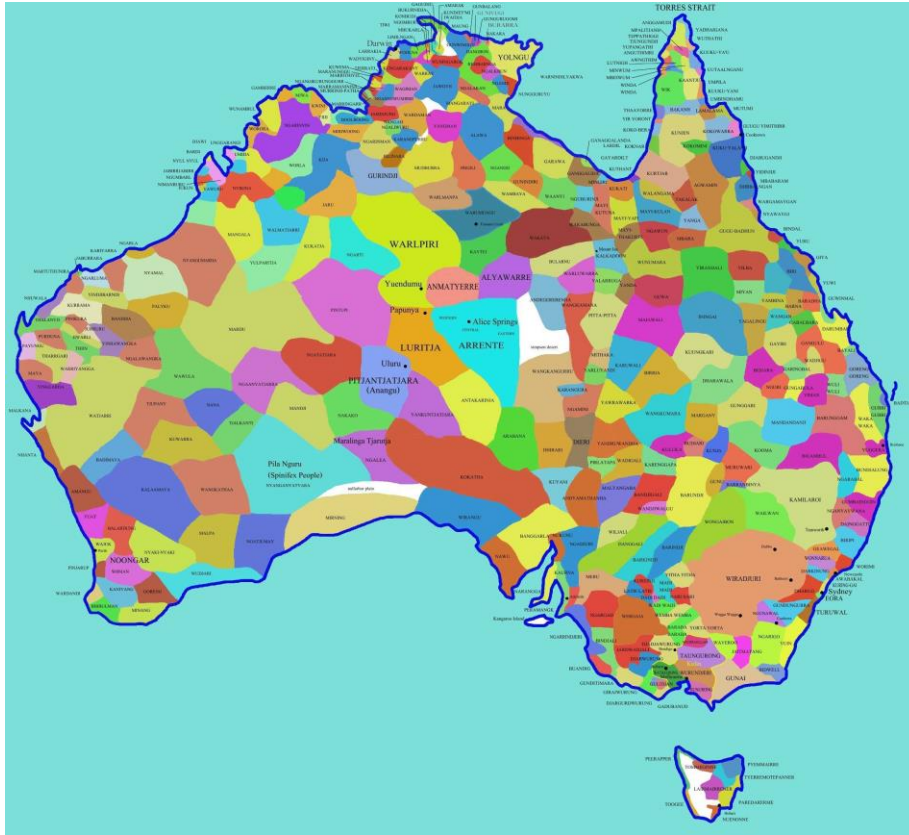




QUESTION

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

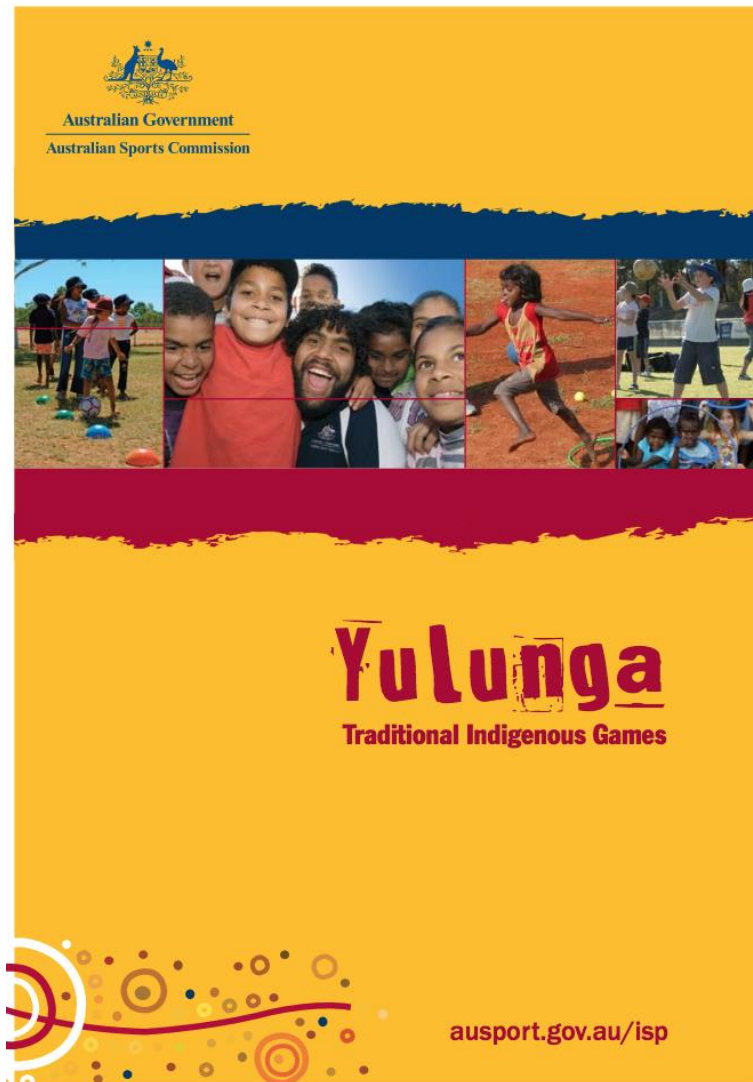
QUESTION



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

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

INDIGENOUS GAMES



INDIGENOUS GAMES

BALL-ROLLING GAMES



Australian Government
Australian Sports Commission

di yari kool chee

'di-ya-ri kool-chee'



SCHOOL
YEARS
K-3

SCHOOL
YEARS
4-6

Background

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

Language

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

Short 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

Equipment

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

Game play and basic rules

- Players 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 tennis balls in a turn 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 closer to the wall. A goal line can be set 5-7 metres from the rebound wall. A goal 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 under arm 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 GAMES



Australian Government
Australian Sports Commission

gtja

'gt-ja'



SCHOOL
YEARS
K-3

Background

The *Gtja* (moon) play game from the north Queensland area was usually played when a number of children gathered together. The full version of the game observed involved imitation and acting aspects along with a running and chasing activity.

Language

Gtja was the Koko-yellanji language term signifying the moon.

Short 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

Playing area

- A designated area suitable for the activity

Game play and basic rules

- In this game a player takes the part of *Gtja*. Players form a circle around a player with *Gtja* 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 *Gtja* 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 *Gtja* and to help the player being chased.
- The *Gtja* may not break through the arms but can duck under them to chase. The players in the circle bend down to stop the *Gtja*. Players allow the player in the middle to go outside the circle and back into it as he or she is chased by *Gtja*.
- Play continues until *Gtja* has succeeded in catching (touching) 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 *Gtja*.

Comment

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

Teaching points

- Form a circle. Player inside, *Gtja* 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.

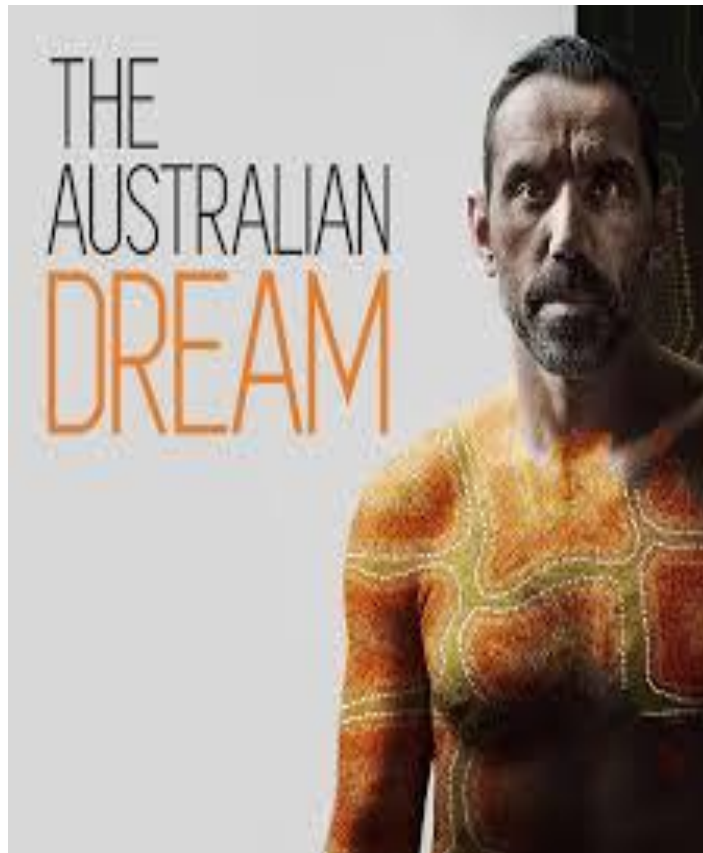
DOLLS & PROPS



BLOCK PLAYING



PARENT VIDEO NIGHTS



ACKNOWLEDGEMENT

WE ARE PROUD TO
ACKNOWLEDGE

Aboriginal

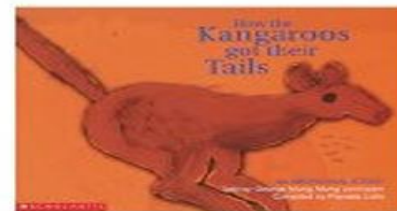
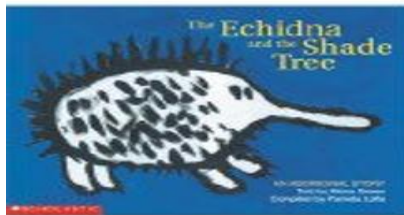
PEOPLE AS TRADITIONAL OWNERS
OF THESE LANDS AND WATERS



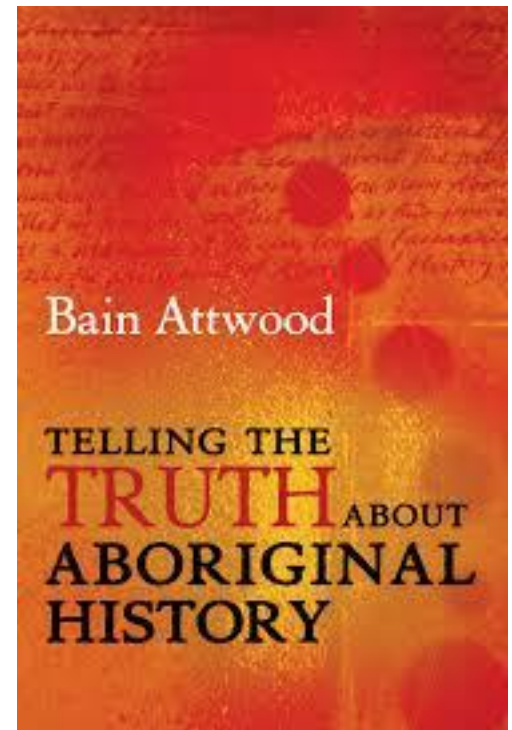
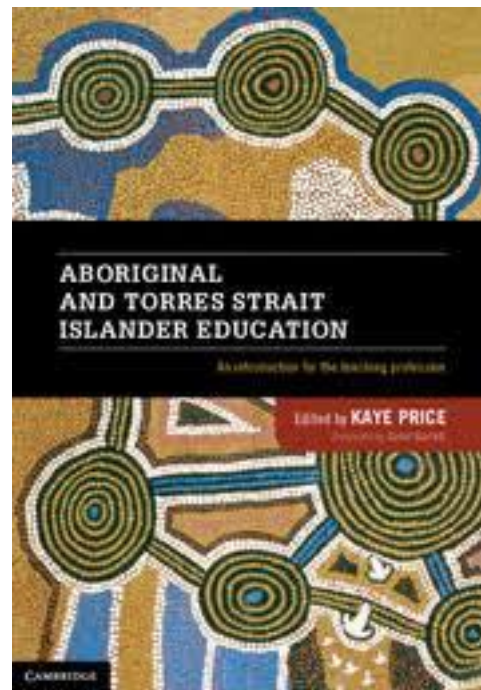
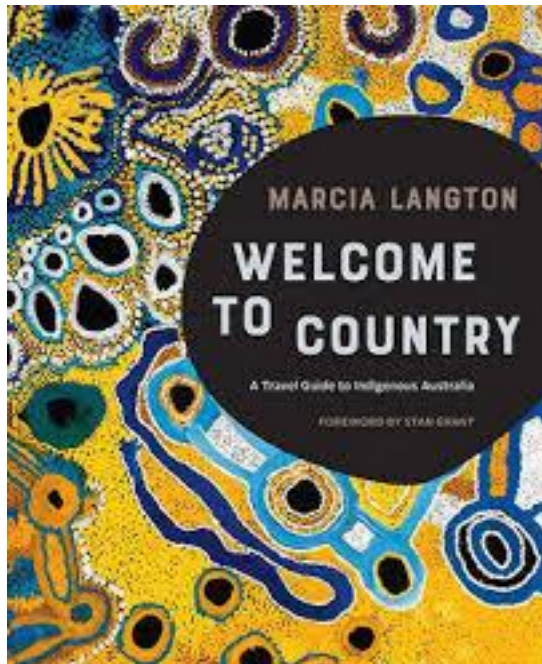
© Harold Thomas 1971 Aboriginal Flag

Contact **ANTaR**  (02) 9285 0060 antar.org.au

COLLECTION OF INDIGENOUS BOOKS



COLLECTION OF INDIGENOUS BOOKS FOR STAFF





**What does AJ do to help
Close The Gap?**

MENTORING IN SCHOOLS



WORK IN REMOTE COMMUNITIES



CULTURAL AWARENESS TRAINING



MENTAL HEALTH WORKSHOPS



YOUTUBE CHANNEL

The screenshot shows the YouTube channel page for Girraway Ganyi Consultancy. The channel has 155 subscribers and a banner image with the text "GIRRAWAY GANYI CONSULTANCY PTY LTD". The page displays a grid of created playlists, including:

- Series Ten: Scotch College Mentoring program (14 videos)
- Series Nine: Woodleigh Schools' Indigenous Mentoring Program (10 videos)
- Series Eleven: Camberwell Grammar School Mentoring... (6 videos)
- Series Three: Quick Fact Vault - In my own words - young... (29 videos)
- Cultural Training Videos (11 videos)
- Series Eight: Podcasts with AJ Williams (2 videos)
- Series Four: Workers Advice for working with Aboriginal & Torre... (18 videos)
- Series Five: Workers Advice for working with Aboriginal & Torre... (10 videos)
- Series Seven: Blooper Fun (1 video)
- Series One: 'Mudigang dhytyarra' Elders speak truthfully (8 videos)
- Liked videos (8 videos)
- Series Two: Elder Shorts (17 videos)



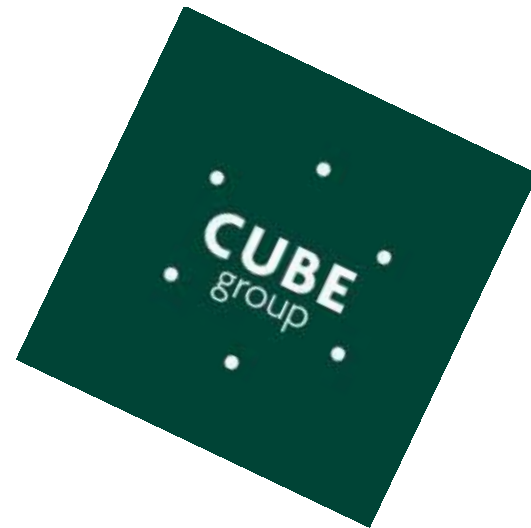
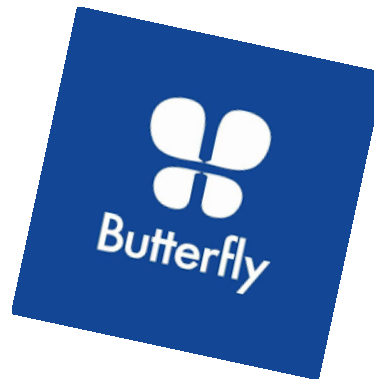
Playlist Three: Quick Fact Vaults

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



Girraway Ganyi

CONSULTANCY