

POLICY NO 54: ABORIGINAL PERSPECTIVES

Key Policy Contact Person: Manager, Our Village Family Childcare

POLICY STATEMENT:

Our Village Family Childcare (OVFC) is committed to working with Australian Aboriginal and Torres Strait Islander Cultures and developing pedagogical practices that inform curriculum planning that underpins this culture.

CRITICAL INFORMATION:

- To build an inclusive culturally competent environment the above strategies need to be integrated into whole of service practice every day.
- One-off events about food, dance, dress, music, language, and art can be least effective when developing cultural competence.
- Understand that service philosophy and practices do not necessarily lead to being culturally competent.

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PURPOSE:

To ensure that curriculum planning for Aboriginal and Torres Strait Islander Cultures underpins the culture. OVFC will support Educators and Coordination Unit staff to develop respectful and reciprocal relationships with Aboriginal and Torres Strait Islander people within their local context.

SCOPE/RESPONSIBILITIES:

This document applies to all Educators, Families, Coordination Unit Staff, Volunteers and Students of OVFC.

STATEMENT OF DIVERSITY

Sunbury and Cobaw Community Health is committed to improving the health of our community and

being accessible to all, including people from culturally and linguistically diverse (CALD) communities, those from Aboriginal and Torres Strait Islander background, people with a disability, Lesbian Gay Bisexual Transgender Intersex and Queer (LGBTIQA+) people and other socially vulnerable groups and supporting their communities across the lifespan from birth to older age.

DEFINITIONS:

Culture	Is a set of rules for behaviour that shapes the characteristics of a group of people. It is learned and nominate the rules of a culture that are shared by the group which are passed on from one generation to the next.
Aboriginal Culture	Many Indigenous people in Australia have a unique view of the world that’s distinct from the mainstream. Land, family, law, ceremony, and language are five key interconnected elements of Indigenous culture. For example, families are connected to the land through the kinship system, and this connection to land comes with specific roles and responsibilities which are enshrined in the law and observed through ceremony. In this way, the five elements combine to create a way of seeing and being in the world that’s distinctly Indigenous. (https://australianstogether.org.au/discover/indigenous-culture/culture-identity/)

PROCEDURES:

To understand Aboriginal and Torres Strait Islander social and cultural heritage OVFC Family Child Care Educators, Coordination Unit Staff, Volunteers and Students will undertake the following:

- Become more aware of one’s own world view.
- Acknowledge the huge influence of culture on individuals.
- Develop positive attitudes towards cultural differences.
- Gain knowledge of different cultural practices and world views
- Develop skills for communication and interaction across cultures.
- An ongoing process of self-reflection and examination of one’s own world view and culture to assist with cultural competence.

PRACTICES:

Our Village Family Childcare, Coordination Unit, Educators will:

- Support children to develop confident self-identities through interactions and experiences.
- Support the children to understand their culture and background as well as being open and respectful to other cultures.
- Get to know the child and their family and support them to be actively involved in planning and evaluating the learning.
- Know the Aboriginal cultural history of your local community.
- Embed Aboriginal and Torres Strait Islander perspectives into the curriculum; it should be visible every day.

- Recognise and acknowledge your own stereotypes and biases and the subtle and not so subtle ways these biases may affect their interactions with Aboriginal and Torres Strait Islander children and families.
- Acknowledge and understand that cultures are not static; a wide range of variations exists within cultures that affect family choices and practices.
- Understand that practices will not be successful with all families. All families are different and what works for one will not work for another.
- Get to know the resources you already have in your service as a starting point for further cultural learnings and resource needs.
- Have the children explore and research cultures with their Educator.
- Embed Aboriginal and Torres Strait Islander perspectives following the principles and practices of the Early Years Learning Framework v2.0.

Ongoing strategies to increase knowledge about Aboriginal Australia:

- Attend relevant Aboriginal and Torres Strait Islander training.
- Meet and talk with Aboriginal people outside of the service.
- Access resources from organisations such as Indigenous professional Support Unit (IPSU), the Secretariat of National Aboriginal and Islander Child Care (SNAICC) etc.
- Access various websites and TV channels which provide opportunities for enhancement of cultural experiences for children and Educators i.e., NiTV channel, SBS and ABC etc.
- Listen to Aboriginal radio programs.
- Learn about your local community's Aboriginal history and heritage.

Examples of experiences to be included in the curriculum:

- Create a calendar of Aboriginal events that can be celebrated at the service.
- Add local events that are happening within the Aboriginal community to the parent and staff notice board.
- Invite (incursions) local cultural groups who can offer interactive cultural experiences with the children and Educators.
- Plan excursions to relevant local cultural events, services, and groups
- Network with local Aboriginal community and partner with them on a specific project
- Invite Elders from your local Aboriginal community to take part in celebrations and significant events.
- Play traditional Aboriginal games.
- Ensure your service has a range of Aboriginal resources - maps, flags, music, puzzles, books, dolls, videos, posters etc.

APPENDIX:

- SCCH Client Empowerment Policy and Procedure
- SCCH Code of Conduct Policy and Procedure
- SCCH Diversity and Inclusion Policy and Procedure

REFERENCES:

- [Education and Care Services National Regulations, \(version July 1, 2023\) – Regulation 168](#)

- [Early Years Learning Framework, Being, Belonging and Becoming V2.0, 2022](#)
- [My Time Our Place V2.0, framework for school aged care](#)
- [Child Safe Standards](#)
- [CELA Community Early Learning Australia](#)
- [Child Australia, Professional Support Coordinator, Western Australia](#)
- [Australians Together, last updated on 15 January 2020](#)
- [Guide to the National Quality Framework – Quality Area 2,4,6,7](#)

RELATED POLICIES & PROCEDURES/ WORK INSTRUCTIONS:

- Interactions with Children & Guiding Children’s Behaviour – 19
- Excursions – 16
- Enrolment and Orientation – 31
- Active Supervision – 52
- Inclusion – 23
- Code of Conduct – 40
- Children’s Learning & Development and Active Play – 43
- SCCH Client Empowerment Policy and Procedure
- SCCH Code of Conduct Policy and Procedure
- SCCH Diversity and Inclusion Policy and Procedure

VERSION CONTROL AND LEGISLATION:

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