Early Childhood
Learning & Development
IMMERSION EXPERIENCE

PRESENTED BY

child Australia

RECONCILIATION IN ACTION

Presented by Jessica Staines

Scan the QR Code to access the Reconciliation in Action Workbook



ACKNOWLEDGEMENT OF COUNTRY

I acknowledge the Traditional Owners of the land on which we are meeting.

I pay my respects to their Elders, past and present, and any Aboriginal or Torres Strait Islander peoples here today.



Image source: Evans Head Preschool

RAP ACTION:

ACKNOWLEDGEMENT OF COUNTRY

ACKNOWLEDGEMENT OF COUNTRY

Incorporating Acknowledgement of Country and Welcome to Country into meetings, gatherings, and events shows respect by upholding Aboriginal and Torres Strait Islander cultural protocols.

An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country.

An Acknowledgement of Country is different from a Welcome to Country. An Acknowledgement of Country can be offered by any person and like a Welcome to Country, is given at the beginning of a meeting, speech or event.

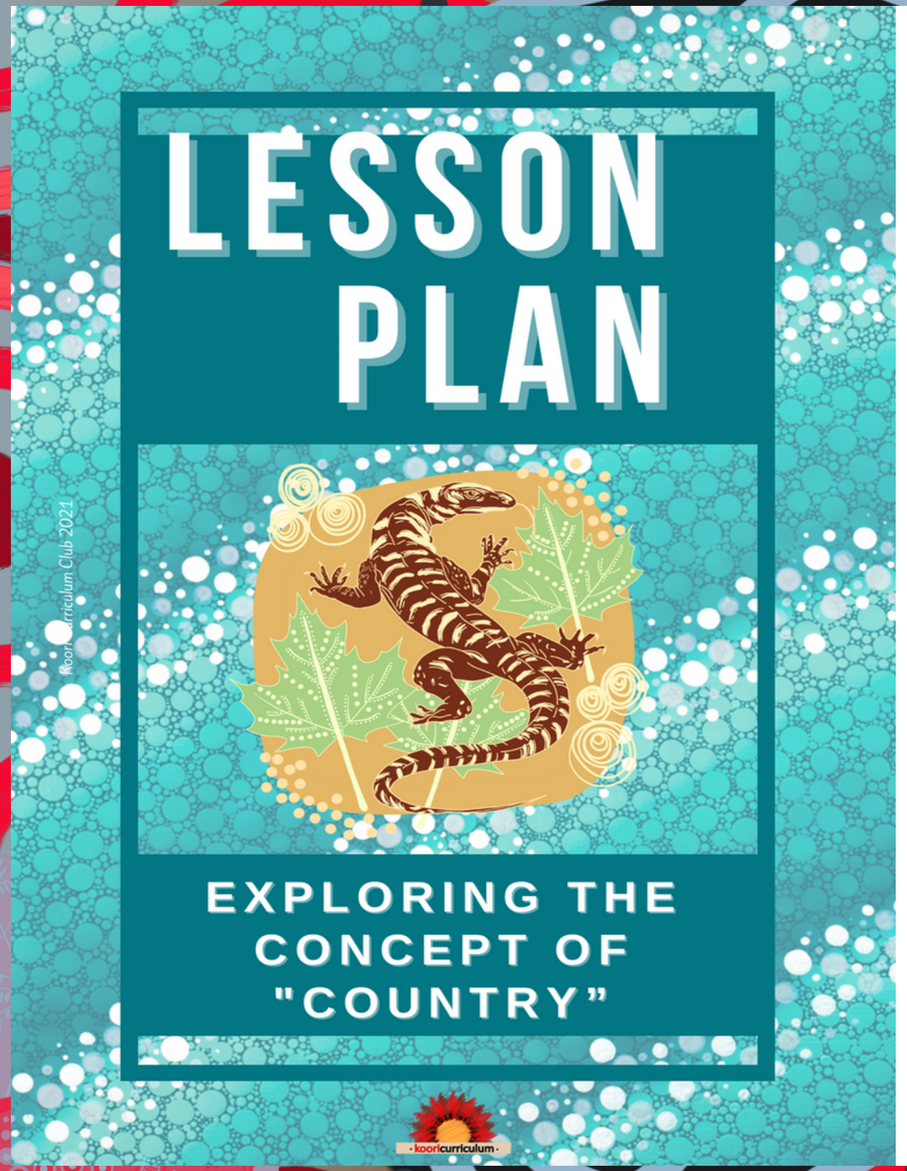
Welcomes to Country and Acknowledgements of Country are protocols that have been practiced for thousands of years. For non-Indigenous Australians, Acknowledgement of Country can be a symbol of reconciliation, and shows you recognise Aboriginal and Torres Strait Islander people's continuing connection to Country.

IDEAS FOR ACTION:

- Do online introductory learning
- Get to know Acknowledgement of Country guidelines and protocols
- Help others understand
- Acknowledge Country at meetings and events
- Acknowledge Country daily
- Share opportunities to acknowledge Country
- Acknowledge Country online
- Personalise and localise the wording



Image source: Evans Head Preschool



DELIVERABLES:

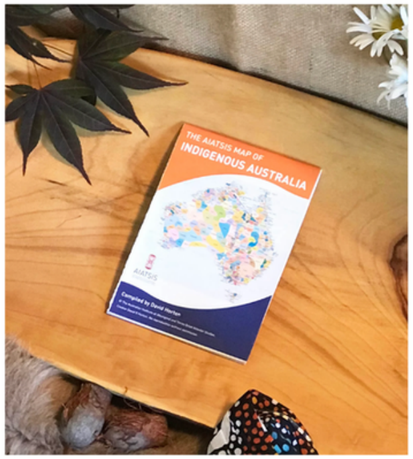
- Read the Exploring the Concept of Country lesson plan on the KC Club. Print off and discuss at next team meeting for ideas on how to further extend children's AOC.

1. IDENTIFY THE ABORIGINAL NATION YOU ARE BASED ON

Use the AIATSIS Lands Map to identify the Aboriginal nation where your service is located.

Discuss the geographic features of the land, for example:

- Are you on saltwater, fresh water, desert, bush, or mountain Country?
- What types of plants and animals are on your Country?





2. FAMILY PHOTO SHARING

Invite families to share photos of places and spaces where they feel connected to Country.

Create a community photo wall showcasing different landscapes and places of significance.

Have discussions with the children about why these places are special to them and their families.



Image source: Tilley's Early Learning Centre

3. READING BOOKS ABOUT COUNTRY

Choose books that explore the concept of Country and Aboriginal perspectives, such as:

"Sea Country" By Aunty Patsy



"Country" By Aunty Fay Muir & Sue Lawson

"Looking After Country with Fire" By Victor Steffensen



- Read these books during story time and facilitate discussions afterward to extend children's understanding.
- Use the stories as a starting point to talk about the natural environment and the importance of caring for Country.



4. WATCH THE PLAYSCHOOL ACKNOWLEDGEMENT OF COUNTRY EPISODE

Watch the Playschool "Acknowledgement of Country" episode with the children.

- Review and discuss the educators' notes provided for the episode to gain a deeper understanding of the themes and messages.
- Use this as a springboard for further activities and discussions about the importance of acknowledging Country.



5. DEVELOPING AN ACKNOWLEDGEMENT OF COUNTRY

Work with the children to develop a simple and heartfelt Acknowledgement of Country.

- Explain the purpose of an Acknowledgement of Country and involve the children in creating their own words.
- Recite the Acknowledgement of Country at the beginning of each day or during special events.

Our Acknowledgement of Country resources:

- Acknowledgement of Country Competition 2020
- Acknowledgement of Country Competition 2022
- Acknowledgement of Country Competition 2023
- Acknowledgement of Country and Welcome to Country Article
- Downloadable Acknowledgement of Country Guide For Educators
- Acknowledgement of Country Webinar (access via the KC Club learning portal)

6.WALK ON COUNTRY

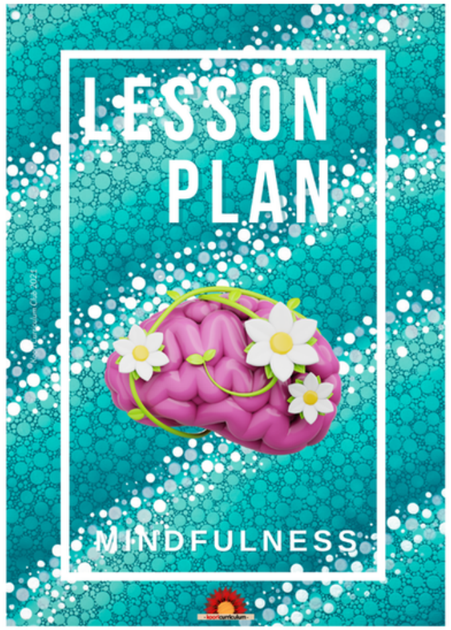
Plan regular outings where children and infants can experience and connect with their local environment.

Encourage observation and curiosity by asking the children to notice:

- Different plants, animals, and insects they see.
- Changes in the environment across different seasons.
- Sounds, smells, and textures of nature.

Help each child to find their own sit spot where they can practice mindfulness and connect with Country.

Tip: use the "Mindfulness" lesson plan in the KC Club learning portal for more ideas on connecting to Country



7. CARING FOR COUNTRY

Introduce the concept of caring for Country through community-based initiatives, activities could include:

- Discussing waste management strategies like "take three for the sea" where children pick up three pieces of litter every time they are out of the gate.
- Planting native plants in the garden or participating in community planting days.
- Creating posters or artworks that depict ways to care for Country, and displaying these in the community or preschool.



8. CREATING CONNECTING WITH COUNTRY SENSORY BASKETS FOR INFANTS AND TODDLERS

- Using the “borrow, use and return” approach develop sensory baskets that include natural elements like leaves, small branches, shells, rocks, and different textured fabrics.

- Allow infants and toddlers to explore these materials, which can help them build sensory awareness and a connection to their environment from a young age.







Image source: Coolibah Kids Early Learning Centre

9. ENGAGING WITH ABORIGINAL ELDERS AND EXPERTS

- Invite local Aboriginal Elders or experts to share their knowledge and stories about the land and its significance.

- This can be facilitated through storytelling sessions, traditional songs, and dances, or guided walks.



Image source: Tilley's Early Learning Centre

10. SHIRLEY PEARL AND HER BUSH FRIENDS LETTERS

Read the Shirley Pearl and her bush friends letters to learn more about Country, seasons, plants and animals through a cultural lens.

Access the letters and play prompts via your KC Club learning portal



11. LISTEN TO SONGS ABOUT COUNTRY

We recommend children's musicians Alinta & Waveney, Trish and Noel Butler and Sharron mirri Bell









DELIVERABLES:

- Educators and children to bring in photos that depict the places they are connected to. These photos are to be displayed in the AOC wall, encourage children to recall and retell their experiences of being on Country and what is special about the places they go to.

- Create a seasons table

- Create Acknowledgement of Country Cards

Image: Rose Park Children's Centre



DELIVERABLES:

- Investigate how the service can participate in regular on Country programs.



Images: Evans Head Preschool

DELIVERABLES:

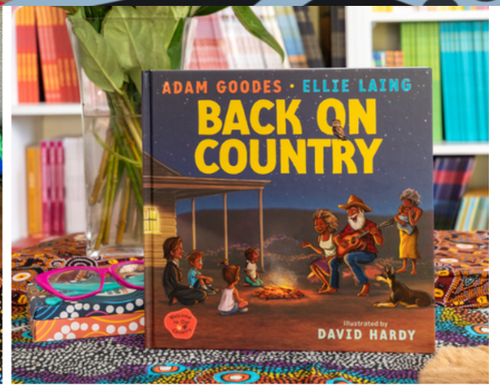
- Watch the Playschool Acknowledgement of Country episode and read educator notes

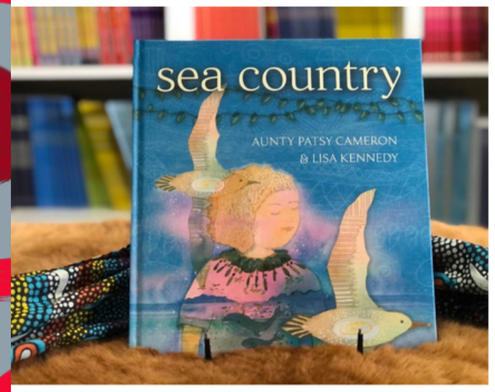












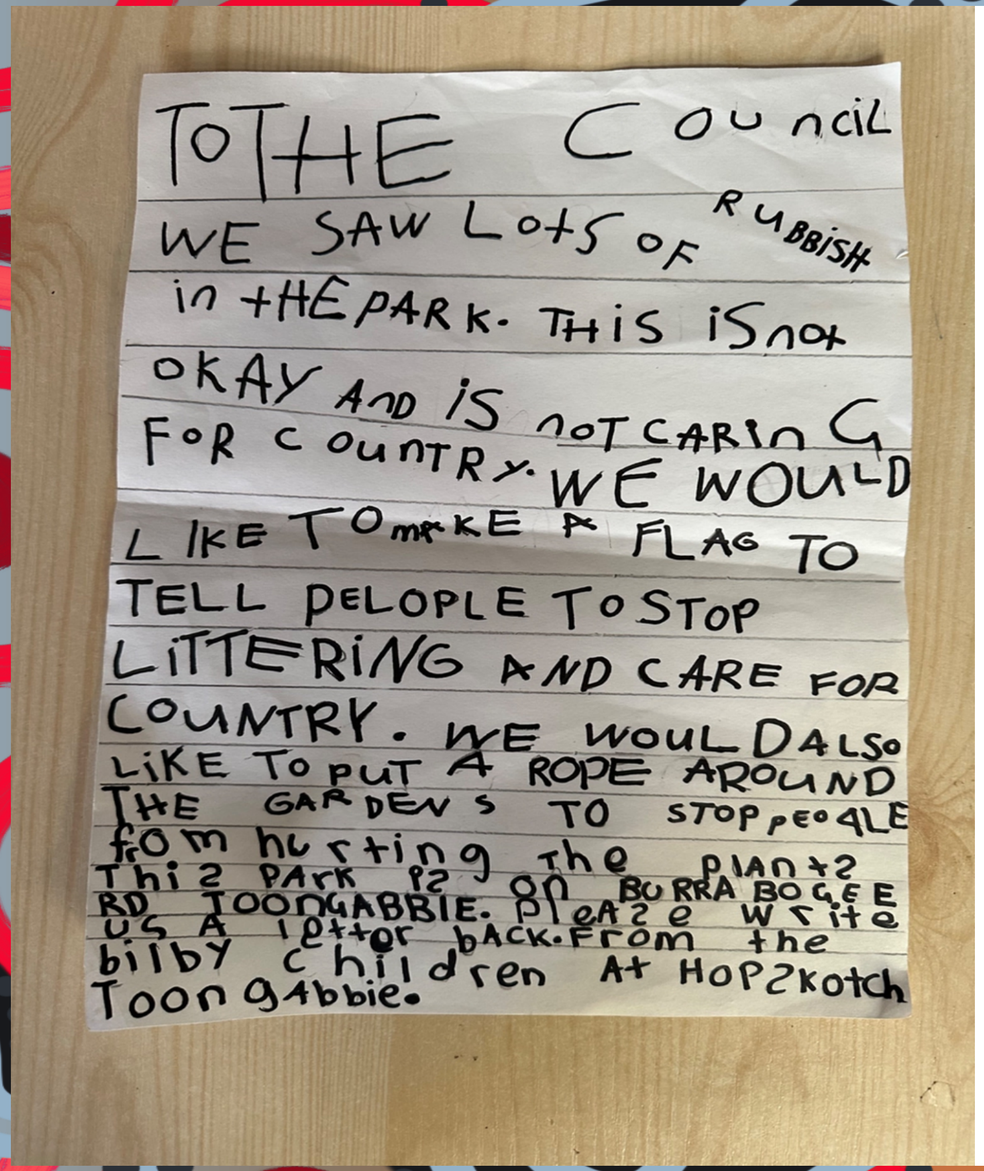






DELIVERABLES:

- Ask children what is Country and how can we take care of it at a group time session brainstorming session. This can be accompanied and scaffolded by books about Country. See here for recommended list:
  - Art in country
  - Back On Country - My Country
  - Sea Country
  - Coming Home to Country
  - Open Your Heart To Country
  - Sky Country
  - Country



DELIVERABLES:

- Connect words to practice.



Image: Hopskotch Kindergarten

DIMENSIONS OF RECONCILIATION

'At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.'- Reconciliation Australia

There are five dimensions of reconciliation and these are:

- Race Relations
- Equality and Equity
- Institutional Integrity
- Unity
- Historical Acceptance



Image: Cooma North Preschool

WRITING A RECONCILIATION STATEMENT

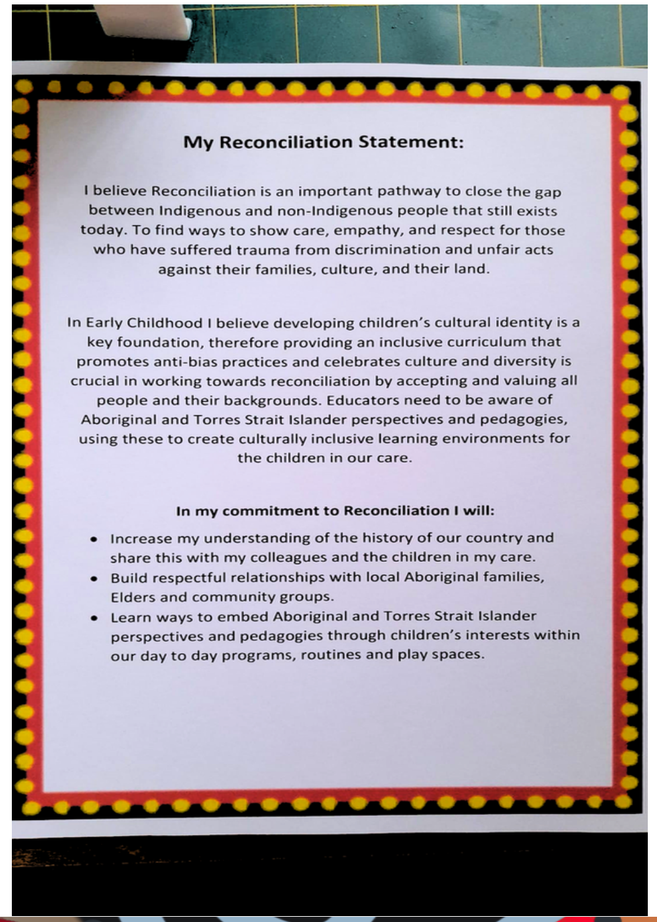
- Outline what Reconciliation means to you
- Describe what you believe Reconciliation looks like in the early years
- Define your actions and commitment towards Reconciliation

MY RECONCILIATION STATEMENT

The “Reconciliation” movement for me means achieving harmony between Indigenous and non- Indigenous Australians and ensuring equality for Aboriginal and Torres Strait Islander peoples. I believe that in order to become a reconciled country Australia must come to terms with its past and acknowledge the continual injustices, racism and oppression experienced by Aboriginal and Torres Strait Islander peoples and communities today. In the early years Reconciliation looks like educators making a commitment to building their cultural capacity by unlearning and relearning, communities coming together to create culturally safe and inclusive services for our families and educators becoming comfortable with being vulnerable whilst tackling the hard stuff and creating programs rooted in social justice and anti bias principles. In my commitment to reconciliation I:

- Strive to build relationships with whilst listening and learning from Aboriginal and Torres Strait Islander Traditional Owners and Knowledge Holders.
- Acknowledge my privilege and commit to broadening my world view
- Endeavour to create opportunities for Aboriginal and Torres Strait Islander businesses and communities
- Educate and share what I know with those within my sphere of influence.

RECONCILIATION STATEMENTS



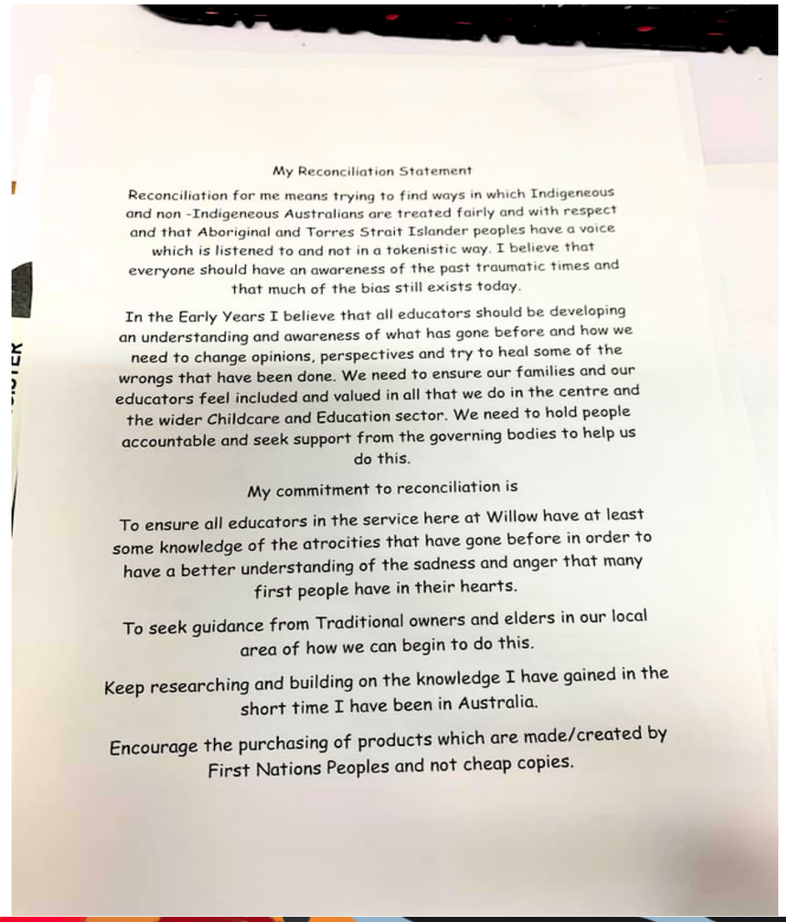
My Reconciliation Statement:

I believe Reconciliation is an important pathway to close the gap between Indigenous and non-Indigenous people that still exists today. To find ways to show care, empathy, and respect for those who have suffered trauma from discrimination and unfair acts against their families, culture, and their land.

In Early Childhood I believe developing children's cultural identity is a key foundation, therefore providing an inclusive curriculum that promotes anti-bias practices and celebrates culture and diversity is crucial in working towards reconciliation by accepting and valuing all people and their backgrounds. Educators need to be aware of Aboriginal and Torres Strait Islander perspectives and pedagogies, using these to create culturally inclusive learning environments for the children in our care.

In my commitment to Reconciliation I will:

- Increase my understanding of the history of our country and share this with my colleagues and the children in my care.
- Build respectful relationships with local Aboriginal families, Elders and community groups.
- Learn ways to embed Aboriginal and Torres Strait Islander perspectives and pedagogies through children's interests within our day to day programs, routines and play spaces.



My Reconciliation Statement

Reconciliation for me means trying to find ways in which Indigeneous and non -Indigeneous Australians are treated fairly and with respect and that Aboriginal and Torres Strait Islander peoples have a voice which is listened to and not in a tokenistic way. I believe that everyone should have an awareness of the past traumatic times and that much of the bias still exists today.

In the Early Years I believe that all educators should be developing an understanding and awareness of what has gone before and how we need to change opinions, perspectives and try to heal some of the wrongs that have been done. We need to ensure our families and our educators feel included and valued in all that we do in the centre and the wider Childcare and Education sector. We need to hold people accountable and seek support from the governing bodies to help us do this.

My commitment to reconciliation is

To ensure all educators in the service here at Willow have at least some knowledge of the atrocities that have gone before in order to have a better understanding of the sadness and anger that many first people have in their hearts.

To seek guidance from Traditional owners and elders in our local area of how we can begin to do this.

Keep researching and building on the knowledge I have gained in the short time I have been in Australia.

Encourage the purchasing of products which are made/created by First Nations Peoples and not cheap copies.

RECONCILIATION ACTION PLANS

- Aboriginal and Torres Strait Islander people in the classroom
- Cultural competence for staff
- Welcome to Country
- Celebrate National Reconciliation Week
- Build relationships with community
- Teach about reconciliation
- Explore current affairs and issues
- Acknowledgement of Country
- Aboriginal and Torres Strait Islander flags
- Take action against racism
- Curriculum planning
- Inclusive policies
- Staff engagement with RAP
- Celebrate RAP progress



Image: Compass Early Learning Centre

WHY GOAL SETTING IS IMPORTANT

- Helps individuals identify their specific role within a group
- Goals provide clear direction and a road map for your team
- They facilitate accountability and encourage ownership
- Goals can be a tool to measure momentum and progress
- Delegation of goals ensures nothing is missed and a holistic approach can be taken
- Individual goals can also be used to assess performance and contribution of specific educators

SMART GOALS

S: Specific.
Aim to be succinct, clear and to the point.

M: Measurable.
How will we know that we've achieved what we have set out to?

A: Attainable.
Goals should be challenging but realistic and within reach.

R: Relevant.
Goals should be important to the individual, team, service and community.

T: Time.
The scope and due date.

GOAL SETTING

What is your biggest challenge?

JANUARY

MONTH GOALS

Goal

Deliverables & Due Date

PD to support your goal

Reflections

JANUARY

MONTH GOALS

Goal

Deliverables & Due Date

PD to support your goal

Reflections

GOAL SETTING EXAMPLES

Goal: Embed authentic ways of Aboriginal and Torres Strait Islander perspectives in the program for the children. – Hyunmi

Deliverables:

- Complete “Embedding Aboriginal Perspectives” webinar with the Koori Curriculum March 2024
- Review current program and assess way cultural perspectives are currently being embedded. Make any amendments March 2024
- Join Koori Curriculum Educator Community on FB to network with other educators April 2024
- Connect with the local community to ascertain their perspectives, goals and aspirations for your curriculum

May 2024:

- Complete resource audit and identify any gaps May 2024
- Have a mentoring session with the Koori Curriculum to get feedback June 2024

PD To Support:

- KC Club
- Embedding Aboriginal Perspectives Webinar

GOAL SETTING EXAMPLES

Goal: Connecting with our community as we continue to increase our involvement in community events. – Katherine

Deliverables:

- Develop a Community Connections List and identify key stakeholders March 2024
- Read free Koori Curriculum guide Tips for Connecting With Community March 2024
- Download free Koori Curriculum guide Aboriginal and Torres Strait Islander Significant Dates March 2024
- Research protocols for your local community April 2024
- Assess your budget and ability to pay community for their services and involvement April 2024
- Identify the appropriate person/people to reach out to and make contact May 2024
- Map out significant dates and forward plan to attend community events May 2024
- Attend Reconciliation Week event May 2024
- Attend NAIDOC event 2024

PD To Support:

- KC Club

GOAL SETTING EXAMPLES

Goal: Each classroom designing their own Acknowledgement of Country and ensuring it is said every day, but also that the students know why/what it means. – Jenna

Deliverables:

- Watch Koori Curriculum AOC webinar March 2024
- Watch Playschool AOC episode and access the Educator Notes for ideas and inspiration March 2024
- Review past AOC competitions on KC Website to see the many ways an AOC can be done. April 2024
- Develop a lesson plan mapping out your intentions and get feedback April 2024
- Implement April 2024
- Review and Reflect May 2024

PD To Support:

- Acknowledgement of Country Webinar

GOAL SETTING EXAMPLES

Goal: To create a RAP Leader position

Deliverables:

- Write a position description of what the role entails by end of 2024
- Explore service budget and allocate funds for the position for 2025 commencement
- Identify opportunities for the RAP leader to have additional time for programming and planning for their role outside of their existing responsibilities. Dec 2024
- Share information about the role at term one team meeting and invite educator expressions of interest.
- Select applicant and have role commence by March 2025
- Review Role June 2025

PD To Support:

- ECA Reconciliation Symposium

RAP ACTION:

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN THE CLASSROOM

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN THE CLASSROOM

Aboriginal and Torres Strait Islander voices are essential when teaching about their histories and cultures, particularly regarding local knowledge. Non-Indigenous educators cannot speak for or about Indigenous experiences with authority, making Indigenous participation crucial in learning environments.

While many Indigenous people work in educational settings as teachers, administrators, or Indigenous Education Workers, they shouldn't be expected to shoulder reconciliation efforts alone. Community members, parents, and families may also contribute valuable perspectives.

Learning shouldn't be confined to traditional classrooms. Many Aboriginal and Torres Strait Islander people possess unique knowledge and skills that enrich students' educational experiences. Building genuine community relationships creates opportunities for meaningful knowledge sharing.

IDEAS FOR ACTION:

- Form an Advisory Board
- Hold a reflection session
- Build relationships first
- Co-create a lesson
- Prepare your class
- Talk about advice and needs
- Follow up
- Consider potential scenarios



Image source: Evans Head Preschool



DELIVERABLES:

- Listen to ABC Little Yarns Podcast with children and set up a listening station.
- Use Spotify and ABC Kids Listen Indigenous Playlists
- Access virtual gallery and museum exhibitions
- Watch ABC Playschool special episodes "Acknowledgement of Country", "Yarning and Dreaming" and "Walking Together".
- Watch Bangarra dancing on ABC iView
- Create a holistic First Nations library using our free guide
- Create an Elder or Artist in residency program
- Use KC Club Storybook in focus videos
- Watch the Koori Curriculums Show n Tell Episodes

Dear preschool friends,

I hope this letter finds you well and full of excitement. It's me, Shirley Pearl, and I have another wonderful story to share with you! My family and I recently went for a night time walk at Ku-ring-gai Chase National Park, and it was a truly magical experience.

On this winter night, we dressed warmly and rugged up because it was quite chilly. Baby Jesse James was sound asleep in a sling, snug against Mum. He loves being rocked to sleep during our outdoor adventures.

Walking at night is a special way to see things that we usually don't during the day. And tonight, we had a mission – to see the "Emu in the Sky." Dad led us to an ancient rock engraving of an emu, and Mum told us that the Guringai people used it to track the position of the emu in the sky. The stars would tell them what part of the breeding cycle the emu was in.



the emu in the sky

Right now, in June, the emu in the sky begins to move and shift its position. It appears horizontal in the sky at dusk, resembling a male emu sitting on a nest. During this time, most of the eggs have little chicks inside, so mob stop collecting them for food.

Dad helped me try to spot the emu in the sky. He taught me to look at the dark clouds and not just the stars. It took some time, but eventually, I started to make out the emu next to the Southern Cross. It was challenging because there were so many street lights around, but I think I could faintly see it.

I asked Mum if there were any emus around in the wild. I was really keen to see them nesting. Unfortunately, Mum told me that there are no emus in the wild around these parts anymore. It made me feel a little bit sad, but I knew that we could still learn about them and appreciate their importance.

Later that week, we visited Uncle Garry and Aunty Nat. Uncle Garry is a famous painter, and he even appeared on TV's Playschool. He showed me a beautiful painting of the emu in the sky and told me a story about how people would trick the emu away from the nest using an emu caller, so they could collect some of the eggs.

Aunty Nat reminded us that it's important to only take what we need and leave enough behind for the next generation of emus.

Then, they showed me some gorgeous emu eggs. One was a deep green colour, and the other had beautiful carvings on it.

Both eggs had a hole at the top and bottom, and Uncle Garry explained that this is where the yolk had been blown out for cooking.

By doing this, we can keep the shell intact and use it for art. Isn't that incredible?

emu eggs



I love learning about Country and hearing stories of the land and sky from my Elders. It reminds me to always be respectful and mindful of nature and everything it provides.

I hope you enjoyed my story and learning about the emu in the sky. Remember, there is so much beauty in the world, even at night when we may not see it at first. Keep exploring, little friends, and never stop learning.

Sending you love and wonder,



Shirley Pearl

Scan the QR code to watch Uncle Garry on Playschools "Sea & Space" episode



Shirley Pearl & Her Bush Friends June Play Prompts:

- Set up a space interest area and investigate more Aboriginal space stories. .





- Use book "What do you call a baby..?" by Kamsani Bin Salleh to introduce infants to emus.

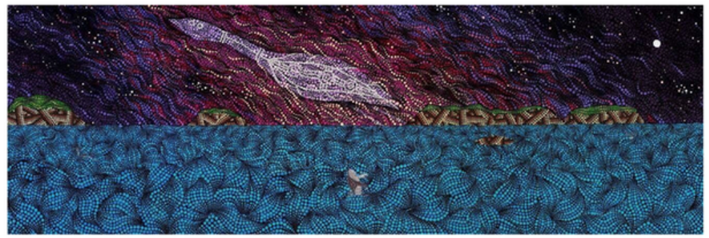
- Be inspired by Emus through the stories of Yankirri our travelling mascot (click the images below to access the adventures).





- Buy the "Emu in the Sky" print here to display as a provocation at an art experience or use for inspiration in a space of bird interest area. See other prints by Garry such as "Dusk" , "Under the Southern Cross" and his Bird collection to extend upon this.

Tip: These painting are also great for engaging infants in Aboriginal art. Remember to display down low at their eye level.













- Watch Garry Purchase speak about his painting "Emu in the Sky" on play school here



- Learn more about Emu Eggs with Jess' Show n Tell episode here



- Shop Emu resources here



- KC Club members check out your emu, space, bird and egg lesson plans for more ideas









CASE STUDY: GOODSTART EARLY LEARNING MOUNT LOUISA

Today for our morning group time Miss Michelle had another exciting letter to share with the children from Shirley Pearl. This months newsletter is about Shirley Pearl adventures at night to find the emu in the sky. Shirley's Dad led them to an ancient rock engraving of an emu, and Mum told us that the Guringai people used it to track the position of the emu in the sky.

The stars would tell them what part of the breeding cycle the emu was in. Right now, in June, the emu in the sky begins to move and shift its position. It appears horizontal in the sky at dusk, resembling a male emu sitting on a nest. During this time, most of the eggs have little chicks inside, so mob stop collecting them for food. This then led us onto further investigations about emu eggs and what they look like?



Our book was about an emu named Eddy. Eddy Emu has lost one of his eggs. He travels far and wide, looking for it. Has Lizzie Lizard seen it? Has Susie Spider found it? Is it among Connie Crocodile's eggs? Can Pip and Poppy Penguin help him. Join Eddy on his search and meet his friends. See all their different eggs and then lift the flap to meet the babies that have just hatched. And, finally, find out what happened to Eddy's egg.

Just like in the book the children had the opportunity to finish creating their emu eggs painting them in very colourful colours and placed them in a nest. The children then suggested we place the nest on our table that had our other emu information on that we got from reading Shirley Pearls letter. The children role played using the Australian animals walking through the country meeting all the different babies along the way to help Eddy find his baby chick.











RAP ACTION:

CULTURAL RESPONSIVENESS FOR STAFF

CULTURAL RESPONSIVENESS FOR STAFF

Cultural responsiveness is an ongoing personal journey. All Australians should understand Australia's true history and their own place, history and positionality in the racial structures (internalised, interpersonal and systemic racism) that continue to operate in Australia today. In addition, all Australians should develop understanding of, value and respect for Aboriginal and Torres Strait Islander histories, perspectives and cultures, including their unique connection to the land, waters and skies.

This is the base for better relationships between Aboriginal and Torres Strait Islander people and the wider community. Staff can improve their level of knowledge and understanding through building their cultural responsiveness and capacity. Schools and early learning services should provide various opportunities for staff to build and deepen their knowledge and understanding throughout their ongoing cultural responsiveness journey.

IDEAS FOR ACTION:

- Build a culturally responsive Australian teaching workforce professional learning
- Do online introductory learning
- Critically reflect on your own cultural identity
- Find a training provider
- Professional learning opportunities
- Community events





DELIVERABLES:

- Whole team to do reflection survey in Narragunnawali
- Team to get access to Koori Curriculum Club
- Assign Koori Curriculum Club learning pathways to individual educators
- Koori Curriculum to deliver in-service training for whole team
- Listen to Educator yarns
- Create an Educator Library with First Nations texts
- Go on a local walking tour with custodians to learn about the place where you live and work
- Watch Indigenous documentaries such as incarceration nation.
- Join online early childhood communities such as the Koori Curriculum Educator Community

RAP ACTION:

WELCOME TO COUNTRY

WELCOME TO COUNTRY

Protocols for welcoming visitors to Country have always been a part of Aboriginal and Torres Strait Islander cultures. Boundaries were clear, and crossing into another group's Country required a request for permission to enter. When permission was granted the hosting group would welcome the visitors, offering them safe passage and protection of their spiritual being during the journey. Visitors had to respect the protocols and rules of the land owner group while on their Country. Today, while these protocols have been adapted to contemporary circumstances, the essential elements remain: welcoming visitors and respect for Country.

Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander peoples who have been given permission from Traditional Owners, to welcome visitors to their Country. Your local Aboriginal Land Council or Native Title representative body can advise on organising a Welcome to Country by a Traditional Owner in your area. This is different from an Acknowledgement of Country, which anyone can perform. A Welcome to Country can take many forms including singing, dancing, a smoking ceremony or a speech in traditional language or English.

IDEAS FOR ACTION:

- Do online introductory learning
- Seek advice
- Welcome to Country at formal events
- Meet to discuss protocols
- Use the resources
- Explore the wider significance of Country



Image source: Civic Avenue



DELIVERABLES:

- Whole team to participate in a community Welcome to Country ceremony to experience what this is personally in order to transfer and share with children. Invasion/ Survival Day or Reconciliation Week may present an opportunity to do this.

Image source: Civic Avenue



DELIVERABLES:

- Discuss what a Welcome to Country is with children. Educators may use Aunty Joy Murphy's book "Welcome to Country" and Gregg Dreise "Hello and Welcome" to scaffold children's understanding.

Image source: Gaby Patino



DELIVERABLES:

- In addition, educators will display photographs of previous Welcome to Country hosted at the service to provoke children to recall and reflect of this experience.

- Involve children in writing an invitation to an Elder to perform a Welcome to Country and smoking ceremony at an upcoming event.

- Watch a welcome to country being performed at the beginning of the Indigenous All Stars Game

Image source: ABC

KOORI CURRICULUM EDUCATOR COMMUNITY

A support group for educators who are engaged with the Koori Curriculum and are looking for ways to meaningfully embed an Aboriginal perspective in their curriculum.

Scan the QR code to join the group

THE KOORI CURRICULUM CLUB

Are you wanting to respectfully embed Aboriginal perspectives in your program? Do you want to delve deeper and learn from multiple voices?

The KC Club is the place for you!! In our private membership you'll get amazing support to assist in the development of your centres Aboriginal programs.

Here you will find a:

- Warm welcoming safe community
- Insightful and relatable support
- Monthly Masterclasses featuring multiple voices with experts from around Australia
- Professional library of lesson plans and fact sheets

Scan the QR code to learn more

THANK YOU!

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Early Childhood
Learning & Development
IMMERSION EXPERIENCE

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SCAN ME

to download the ECLD Program