

NAIDOC WEEK

Information Sheet



Type of event:	Weeklong Service Wide Event
Date:	2-9 th July

What is the special event?	National NAIDOC Week celebrations are held across Australia in the first week of July each year (Sunday to Sunday), to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is an opportunity for all Australians to learn about First Nations cultures and histories and participate in celebrations of the oldest, continuous living cultures on earth. You can support and get to know your local Aboriginal and/or Torres Strait Islander communities through activities and events held across the country. We have a proud history of getting up, standing up, and showing up.
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Why is it important to Keiki Early Learning?	Respecting, understanding and embedding Aboriginal and Noongar culture, as the traditional owners of the land on which we operate, is an important part of our philosophy and vision for Keiki. We currently include influences from Aboriginal culture within our practices, such as a flags at each service, Aboriginal artwork and the Wanjoo Welcome Song as part of the daily curriculum. Embedding a deeper understanding of Aboriginal World Views and history within our practices and curriculum is a goal for all Keiki services.
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What are our expectations?	<p>This event does not need to be limited to the week of NAIDOC Week. Please begin planning at least 6 weeks in advance, communicate with children, staff, families and the community to gather ideas. If possible, continue to extend the week into future learning experiences.</p> <p>NAIDOC Week is a time to highlight where children's, educator's and families' current knowledge and understanding sits. Using the gathered information environments, resources and intentional teaching is planned to deepen children's and adults' knowledges on Aboriginal culture, both traditional and contemporary, in a way that is respectful and catered to children's interests.</p> <p>Posters can be displayed in centres or on noticeboards. Families should be advised of the planned experiences and information on the service's Aboriginal history is to be shared via Xplor.</p> <p>Services can send suitable images and experiences to Marketing for posting on Facebook and Instagram. A poster from the NAIDOC website can be displayed in service; if you would like one printed for you please contact head office with the size required (A4 or A3).</p>
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Activity Ideas	<p>https://www.naidoc.org.au/resources/educational</p> <p>Draw on Aboriginal Pedagogies (ways of teaching) to engage children in learning experiences</p> <ul style="list-style-type: none">• Using natural materials,• Using symbols and images to represent concepts and natural elements.• Tell stories in a safe place.
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	<ul style="list-style-type: none"> • Aboriginal arts and crafts: eg traditional aboriginal paintings, use of aboriginal colours, make paints or crafts using the earth and natural resources. (please ensure you discuss with the children why you are doing the arts and crafts to ensure it is not art and craft just for the finished product. This will require research on techniques, materials and colours used in aboriginal paintings) • Stories: reading of Aboriginal books, dreamtime stories. <ul style="list-style-type: none"> ○ Is there a dream time story for the area your service is located in? How can you incorporate this in your planning and curriculum? • Food: Create/eat/learn about traditional aboriginal food such as damper. Speak to Christie at Hamersley about her recipe book. <ul style="list-style-type: none"> ○ Please ensure you discuss with the children the reasons why you are doing this • Song and dance: Listen to/dance to songs in Aboriginal languages, learn about an instrument like the didgeridoo and clap sticks <ul style="list-style-type: none"> ○ See songs through the link to SharePoint below • Language: Learn some local Noongar words and what they mean. <ul style="list-style-type: none"> ○ See links to local language through the link to SharePoint below • Incursions/special people: Invite an Aboriginal elder or community member into the service to demonstrate a traditional activity. If you have a child of Aboriginal descent at your service, invite their family to share any special activities, ideas or recipes they enjoy at home.
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LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

<p>How can we link this event to our Philosophy?</p>	<p>Core Value: Our Community Our relationships with children and families are strengthened as we explore and develop a deeper understanding of the diversity and culture of families and the broader community. We respect and welcome all contributions from children, families and community members to our shared space of play and learning. By creating an inclusive environment our curriculum is enriched and each child's sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning.</p> <p>Core Value: Earth to Sky Following the steps of the Noongar people by empowering children to develop a true appreciation and love of the natural environment and its relationship to the world.</p>
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<p>How does this event link to the AEDC Data?</p>	<p>Physical Health and Wellbeing</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>8.9%</td> <td>8.4%</td> </tr> <tr> <td>Joondalup</td> <td>8.1%</td> <td>5.4%</td> </tr> <tr> <td>Wanneroo</td> <td>11.9%</td> <td>8.2%</td> </tr> </tbody> </table> <p>This event provides an opportunity to watch YouTube videos of dancing and music shared by aboriginal people. The service can plant a garden using bush tucker foods and spices.</p> <p>Social Competence</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>12.8%</td> <td>6%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>4.4%</td> </tr> <tr> <td>Wanneroo</td> <td>13.5%</td> <td>7.5%</td> </tr> </tbody> </table> <p>This event is an opportunity to continue to embed practices that recognise and support reconciliation in meaningful ways.</p> <p>Emotional Maturity</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>13.3%</td> <td>6.7%</td> </tr> <tr> <td>Joondalup</td> <td>10.7%</td> <td>4.6%</td> </tr> <tr> <td>Wanneroo</td> <td>14.1%</td> <td>7.2%</td> </tr> </tbody> </table>	Area	At Risk	Vulnerable	Stirling	8.9%	8.4%	Joondalup	8.1%	5.4%	Wanneroo	11.9%	8.2%	Area	At Risk	Vulnerable	Stirling	12.8%	6%	Joondalup	9.6%	4.4%	Wanneroo	13.5%	7.5%	Area	At Risk	Vulnerable	Stirling	13.3%	6.7%	Joondalup	10.7%	4.6%	Wanneroo	14.1%	7.2%
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	Use this event to create opportunities to develop the children’s empathy and understanding skills.												
	Language and Cognitive Skills												
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Children will ask questions and discuss together if you ask them questions. Read stories, watch educational video clips and provide children (or role model) the opportunity to question what they see, recount what they see and to investigate their questions. Cooking experiences can promote recognising patterns and taking steps.													
Communication and General Knowledge													
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Talk to and listen to the children.													

How does this link to the ECA Code of Ethics?	In relation to children, I will:
	<ul style="list-style-type: none"> Act in the best interests of all children Create and maintain safe, healthy, inclusive environments that support children’s agency and enhance their learning Provide a meaningful curriculum to enrich children’s learning, balancing child and educator-initiated experiences Understand and be able to explain to others how play and leisure enhance children’s learning, development and wellbeing Ensure childhood is a time for being in the here and now and not solely about preparation for the future Value the relationship between children and their families and enhance these relationships through my practice ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
	In relation to colleagues, I will:
	<ul style="list-style-type: none"> acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
	In relation to families, I will:
	<ul style="list-style-type: none"> learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems

How does this event link to the UN Rights of the Child?	Articles:
	<i>Article 3 All organisations concerned with children should work towards what is best for each child.</i>
	<i>Article 29: Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.</i>
	Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?

How does this event link to the National Quality Standards?	<i>1.1.1 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.</i>
	<i>1.1.2 Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</i>
	<i>1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.</i>
	<i>6.1.1 Families are supported from enrolment to be involved in the service and contribute to</i>

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	<p><i>service decisions.</i></p> <p><i>6.1.2 The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</i></p> <p><i>6.2.3 The service builds relationships and engages with its community.</i></p>
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