

## Reconciliation Week

<b>Date:</b>	27 <sup>th</sup> May – 3 <sup>rd</sup> June 2023
<b>Duration:</b>	Full Week – embedded in educational program.



<b>What is the special event?</b>	<p>National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can contribute to achieving reconciliation in Australia.</p> <p>Reconciliation is a journey for all Australians – as individuals, families, communities, organisations and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander Peoples.</p> <p>Reconciliation is a term that is used widely to describe the unifying process that brings Aboriginal and Torres Strait Islander people and the broader Australian community into a more respectful relationship that restores justice and equity for everyone. Early childhood educators join with our colleagues in many other parts of the Australian community including business and sporting clubs, who have been working for many years to support Reconciliation in Australia.</p> <p style="text-align: center;"><b>The 2023 theme is ‘Be a Voice for Generations’</b></p> <p>This theme is about being a voice for reconciliation in everyday life, where we work, live and socialise. Its where we recognise past generations, future generations and do what we can to ensure there is a more just, equitable and reconciled country for all – especially the children we currently educate and care for.</p> <p style="text-align: center;"><a href="https://www.reconciliation.org.au/our-work/national-reconciliation-week/">https://www.reconciliation.org.au/our-work/national-reconciliation-week/</a></p>
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<b>Why is it important to Keiki Early Learning?</b>	<p>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.</p> <p>We currently include influences from Aboriginal culture within our practices, such as Yarning Circles (mat sessions), 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.</p> <p>In 2022 all Keiki services developed their own Reconciliation Action Plan using the resources available on the <a href="#">Narragunnawali website</a>.</p>
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<b>What are our expectations?</b>	<p>Keiki will be sharing Kaartdijin (knowledge) with the Koolangka (children) about Kura (the past) and Yey (the present) and the Whadjuk Boodjar (country).</p> <p>Now is a perfect time to revisit your RAP. Your Reconciliation Action Plan has been created and published. See where you are, what have you been working on and where to next.</p> <p>In 2023, Keiki is embracing the changes to the Learning Frameworks EYLF and MTOP.</p>
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	<p>During this week, reflect upon the following principles:</p> <ul style="list-style-type: none"> <li>- Respect for diversity</li> <li>- Aboriginal and Torres Strait Islander perspectives</li> </ul> <p>Reflect upon the practice:</p> <ul style="list-style-type: none"> <li>- Cultural responsiveness</li> </ul> <p>Now is also a great time to reflect upon your knowledge and understanding of reconciliation. How can you support reconciliation and what do you need to know more about?</p> <p>Ideas:</p> <ul style="list-style-type: none"> <li>• Have a Yarn with colleagues about reconciliation</li> <li>• View samples of Aboriginal and Torres Strait Islander Art</li> <li>• Hold a TED talk screening for your staff meeting told by Aboriginal and Torres Strait Islanders peoples</li> <li>• Cook and serve traditional foods eaten by Aboriginal and/or Torres Strait Islander peoples             <ul style="list-style-type: none"> <li>○ Discuss these ingredients with the children</li> </ul> </li> <li>• Have a yarning circle (mat session) to share stories with the children</li> <li>• Use the Narragunnawali resources  <a href="https://www.narragunnawali.org.au/curriculum-resources">https://www.narragunnawali.org.au/curriculum-resources</a> </li> <li>• Explore the meaning of reconciliation with children and families</li> <li>• Discuss how we can be a voice for others</li> </ul> <p>Resources:</p> <p><a href="#">Storytime collection</a></p> <p><a href="#">Resources from 'The Spoke' Early Childhood Australia's Blog.</a></p>
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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><b>How can we link this event to our Philosophy?</b></p>	<p><b>Core Value: Our Community</b></p> <p>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><b>Core Value: Earth to Sky</b></p> <p>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><b>How does this event link to the AEDC Data?</b></p>	<p><b>Physical Health and Wellbeing</b></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><b>Social Competence</b></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> </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%
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	<table border="1"> <tr> <td>Wanneroo</td> <td>13.5%</td> <td>7.5%</td> </tr> </table> <p>This event is an opportunity to continue to embed practices that recognise and support reconciliation in meaningful ways.</p> <p><b>Emotional Maturity</b></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> <p>Use this event to create opportunities to develop the children’s empathy and understanding skills.</p> <p><b>Language and Cognitive Skills</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>9.3%</td> <td>5.6%</td> </tr> <tr> <td>Joondalup</td> <td>6.9%</td> <td>3.1%</td> </tr> <tr> <td>Wanneroo</td> <td>11.8%</td> <td>6.6%</td> </tr> </tbody> </table> <p>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.</p> <p><b>Communication and General Knowledge</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>11.4%</td> <td>6.8%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>3.5%</td> </tr> <tr> <td>Wanneroo</td> <td>13.8%</td> <td>7.9%</td> </tr> </tbody> </table> <p>Talk to and listen to the children.</p>	Wanneroo	13.5%	7.5%	Area	At Risk	Vulnerable	Stirling	13.3%	6.7%	Joondalup	10.7%	4.6%	Wanneroo	14.1%	7.2%	Area	At Risk	Vulnerable	Stirling	9.3%	5.6%	Joondalup	6.9%	3.1%	Wanneroo	11.8%	6.6%	Area	At Risk	Vulnerable	Stirling	11.4%	6.8%	Joondalup	9.6%	3.5%	Wanneroo	13.8%	7.9%
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<p><b>How does this link to the ECA Code of Ethics?</b></p>	<p>In relation to children, I will:</p> <ul style="list-style-type: none"> <li>Act in the best interests of all children</li> <li>Create and maintain safe, healthy, inclusive environments that support children’s agency and enhance their learning</li> <li>Provide a meaningful curriculum to enrich children’s learning, balancing child and educator-initiated experiences</li> <li>Understand and be able to explain to others how play and leisure enhance children’s learning, development and wellbeing</li> <li>Ensure childhood is a time for being in the here and now and not solely about preparation for the future</li> <li>Value the relationship between children and their families and enhance these relationships through my practice</li> <li>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</li> </ul> <p>In relation to colleagues, I will:</p> <ul style="list-style-type: none"> <li>acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills</li> </ul> <p>In relation to families, I will:</p> <ul style="list-style-type: none"> <li>learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems</li> </ul>
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<p><b>How does this event link to the UN Rights of the Child?</b></p>	<p>Articles:</p> <p><i>Article 3 All organisations concerned with children should work towards what is best for each child.</i></p> <p><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></p> <p>Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?</p>
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<b>How does this event link to the National Quality Standards?</b>	<p><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></p> <p><i>1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</i></p> <p><i>1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.</i></p> <p><i>6.1.1 Families are supported from enrolment to be involved in the service and contribute to 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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