



EPIISODE 13



Night Owl, Morning Maggie

Educators

The learning documents for each episode are a spring-board for engaging with and embedding Indigenous perspectives and pedagogies in early childhood environments. The following ideas have been developed to engage educators and children in diverse ways. The intention to provide a starting point and educators are encouraged to:

- Engage with local and broader Aboriginal and/or Torres Strait Islander communities to learn from and with their communities.
- Engage with local and broader Aboriginal and/or Torres Strait Islander communities to build authentic relationships.
- Consider the transitions that take place in children's lives every day and our role as educators to work with children and families to support them during this time. The moments of transition can be big events such as the transition from early childhood into Primary school, coming from home into Kinder every day or from one learning experience to another in the early learning environment.
- Consider the spaces in your indoor and outdoor environments and the possibilities of the key ideas of Indigenous knowledge and culture and how these can build on current understandings and create new learning opportunities with children, families and community.
- Engage with your local community to grow a language that shares and respects the voices of Indigenous peoples, their knowledge and their cultures.

EYLF Belonging, Being and Becoming

LEARNING OUTCOMES				
Children have a strong sense of identity	Children are connected with and contribute to their world	Children have a strong sense of wellbeing	Children are confident and involved learners	Children are effective communicators
<p>1.1 Children feel safe, secure, and supported</p> <p>1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</p> <p>1.3 Children develop knowledgeable and confident self-identities</p> <p>1.4 Children learn to interact in relation to others with care, empathy and respect</p>	<p>2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>2.2 Children respond to diversity with respect</p> <p>2.3 Children become aware of fairness</p> <p>2.4 Children become socially responsible and show respect for the environment</p>	<p>3.1 Children become strong in their social and emotional wellbeing</p> <p>3.2 Children take increasing responsibility for their own health and physical wellbeing</p>	<p>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating</p> <p>4.3 Children transfer and adapt what they have learned from one context to another</p> <p>4.4 Children resources their own learning through connecting with people, place, technologies and natural and processed materials</p>	<p>5.1 Children interact verbally and non-verbally with others for a range of purposes</p> <p>5.2 Children engage with a range of texts and gain meaning from these texts</p> <p>5.3 Children express ideas and make meaning using a range of media</p> <p>5.4 Children begin to understand how symbols and pattern systems work</p> <p>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking</p>



Synopsis

Fascinated by an owl in the backyard, Little J turns nocturnal with disastrous results.

Little J becomes nocturnal to watch a barking owl in the backyard. But the next day he's exhausted – and falls asleep at ridiculous times and in strange places. Now it looks like he's going to sleep through all the fun of the sleepover...

What do we see happening for Little J during his transition to school?

In this episode we see Little J learning about the importance of a good night's sleep. He falls asleep in class but the teacher provides space for him to rest as she understands that sometimes children's curiosity and excitement can be powerful and its best to let him rest. Though Little J is sleepy, the teacher also understands that he is becoming aware and familiar with the routines in school. We see Little J learning about Country through his own observations, and this is extended upon by Nanna sharing her knowledge with him, which we know he would share at school since the school welcomes the strengths of the children and their knowledge of Country and values their capacity to share knowledge.

Programmatic elements integral to high quality transition programs:

1. Broad focus on child development that prioritises capacity to learn over specific knowledge
2. Targeted approach to building children familiarity and relationships with school
3. Family engagement and involvement throughout the transition process. (pg4, SNAICC, 2014)

WORKING WITH ABORIGINAL WORLDVIEWS, KNOWLEDGES AND COMMUNITIES IN EARLY CHILDHOOD EDUCATION

Indigenous knowledge and culture	Early Years Learning Curriculum through inquiry projects	Community
<ul style="list-style-type: none"> • We can design and make things by re-using what we have at home • Using your imagination is important • Animals of Country • Elders, families, friends and children are all important in caring for themselves and each other • Elders, families and children are knowledge holders • Classrooms can be indoor environments and outdoor on Country • Being out in Country is good for our well-being • Indigenous languages and communities are unique and diverse 	<p>Using the list of Indigenous knowledge and culture, or through the construction with children, families and communities, engage with the key points to create an early years learning curriculum through inquiry projects.</p>	<p>We would like you to understand:</p> <ul style="list-style-type: none"> • Elders, families and children are knowledge holders • Engaging with our community to hear their stories of Country • Engaging with community members to share in their stories of their life experiences • Engaging with surrounding and broader communities' stories

EARLY YEARS LEARNING CURRICULUM: INDOOR & OUTDOOR ENVIRONMENTS

The suggested learning experiences can be in both the indoor and outdoor learning environments.

- Provide open ended materials, as selected with and by the children in their play, for creativity and exploration of their current and new understandings of their encounters with the world around them and the stories shared in the Little J and Big Cuz series.
- Create or co-create a small imaginative play space using trees, magpie figurines, owl figurines and other items that reflect the story in a small basket for the children to retell the story, or imagine and create their own stories.
- Create or co-create a space that shares the key learning experiences or interests arising from the viewing of a particular episode. For this episode it could be providing feathers and books of birds for the children to explore. You could also provide images of nests and chicks.
- Invite children into intentional conversations to explore the key learning experiences or interests arising from the viewing of a specific episode. For this episode it could be a discussion about:
 - birds on Country.
 - birds of the day and the birds of the night; the meaning of nocturnal and nocturnal animals we have on Country.
 - things we do when we have sleepovers with our friends and family.

- things we do with our families and friends when not at kindy.
 - the importance of having a good sleep every night. What happens when we feel tired?
 - feathers from birds.
 - songs that birds sing.
 - songs or stories about the Earth or Country.
 - things we can use around home to step in to the character of birds or animals, etc.
 - when walking on Country what do we see happening around us?
 - magpies and their babies.
 - These conversations can also be extended to become inquiry projects.
- Provide a small collection of feathers to explore and wonder about in a space for resting, mindfulness and relaxation.
 - Provide materials for children to create their own books for drawing. Intentionally observe the birds that can be seen on Country from the early learning space, and photograph the birds. Try and find out the Indigenous words for local birds and use these to make reference to the birds. Observe how the birds move, and then invite the children to use their bodies to imitate the animals to music. Extend on this by encouraging their movements to reflect the music and its tempo.

Picture books

The following picture books extend and build on the Indigenous knowledge and culture within the Little J and Big Cuz episode and series:

- Driese, G. *Mad Magpie*. (2016). W.A. : Magabala Books
- Lucas, D. *Walking the Seasons in Kakadu*. (2003). Illustrated Ken Searle : Allen & Unwin

Web links

The following web links extend and build on the Indigenous knowledge and culture within the Little J and Big Cuz episode and series:

- http://archive.creative.vic.gov.au/Projects_Initiatives/Indigenous_Arts_Initiatives/Nyernila_%E2%80%93_Listen_Continuously_Aboriginal_Creation_Stories_of_Victoria, *Nyernila – Listen Continuously: Aboriginal Creation Stories of Victoria* : Creative Victoria and the Victorian Aboriginal Corporation for Languages (VACL)
- www.activewild.com/australian-animals-list/, *Active Wild, Wildlife and Science Facts* (Australian animals)
- www.activewild.com/australian-birds-list/, *Active Wild, Wildlife and Science Facts* (Australian birds)

ADDITIONAL TEACHER RESOURCES

The following list of teacher resources can be used to guide and build on the pedagogy and curriculum within the learning experiences and the Indigenous knowledge and culture.

- *Aboriginal and Torres Strait Islander Resource Portal*. Kids Matter: <https://www.kidsmatter.edu.au/atsi-resources/search>
- Atkinson, S. 12(3) *Indigenous Pedagogies in Early Years Education and Care Settings in Victoria - A story of Indigenous self determination*: education.unimelb.edu.au/__data/assets/pdf_file/0008/1338416/Members_Briefing_Papers_A_Collection_2014.pdf
- Boodjar, N. {various picture books}: <http://noongarboodjar.com.au/publications/books/>
- Crook, S. (2004). *Improvise Innovative Play Experiences for Children Under Eight*. Croydon : Victoria Tertiary Press
- Crook, S. & Farmer, B. (2002). *Just Imagine Creative Play Experiences for Children Under Six*. Croydon : Victoria Tertiary Press
- *Early Years Learning Framework (EYLF) Fact Sheets*. SNAICC Resource. (2012). SNAICC: <http://www.supportingcarers.snaicc.org.au/wp-content/uploads/2015/03/02896.pdf>
- *8 Priorities for Aboriginal and Torres Strait Islander Children and Families*. (June 2011). SNAICC: <http://www.snaicc.org.au/wp-content/uploads/2015/12/02761.pdf>
- *Facilitating Cultural Competence with Children*. FKA Children's Services: <http://fka.org.au/cms/uploads/docs/tip-sheet-facilitating-cultural-competence-with-children-final-0516.pdf>
- Farmer, R. & Fasoli, L. (2011). *You're in new country, Advice for non-Indigenous mentor's trainers and teachers*. Dubbo & online : Charles Sturt University: http://eprints.batchelor.edu.au/277/1/Farmer_%26_Fasoli_2011__You%27re_in_new_country.pdf
- Fasoli, Lyn, Wunungmurra, Alison, Ecenarro, V and Fleet, A (2010) *Playing as becoming: Sharing Australian Aboriginal Voices on Play*. In: *Play in Early Childhood Education: Learning in Diverse Contexts*. Oxford University Press, Sydney. <http://eprints.batchelor.edu.au/235/>
- Fleer, M. & Raban, B. (2007). *Early Childhood Literacy and Numeracy: Building Good Practice* : Canberra Department of Education, Employment and Workplace Relations

- Fleer, M. (2015). *Science for Children*. Port Melbourne, Vic. : Cambridge University Press
- *Foundations for Success: Guideline for extending and Enriching Learning for Aboriginal and Torres Strait Islander Children in the Kindergarten Year*. (2013) : Queensland. Dept of Education, Training and Employment
- *Journey to big school*. (2014). Victoria : SNAICC
- Lee-Hammond, L. and Jackson-Barrett, E. (2013) *Aboriginal children's participation and engagement in Bush School*. In: Knight, S., (ed.) *International Perspectives on Forest School*. SAGE Publications Ltd, London, England.
- Martin, K. (2005). *Childhood, Relatedness and Lifelihood: Aboriginal Ways of Being, Knowing and Doing*. in J Phillips & J Lampert (Eds) *Introductory Indigenous Studies in Education: the Importance of Knowing*. Sydney, NSW: Pearson Education.
- Martin, Karen L (2017) *Voices and Visions: Aboriginal Early Childhood Education in Australia*: Pademelon Press, Mt Victoria New South Wales
- Mason-White, H. (2014). *Journey to Big School: Supporting Aboriginal and Torres Strait Islander children's transition to primary school*. North Fitzroy, Vic. : SNAICC: <http://www.snaicc.org.au/wp-content/uploads/2016/01/03316.pdf>
- Notley, W. *Aunty Wendy's Mob CD: Happy to be me* (with the accompanying Teaching Guide and Big Book)
- Nyernila – *Listen Continuously: Aboriginal Creation Stories of Victoria*, Creative Victoria and the Victorian Aboriginal Corporation for Languages (VACL): http://archive.creative.vic.gov.au/Projects_Initiatives/Indigenous_Arts_Initiatives/Nyernila_%E2%80%93_Listen_Continuously_Aboriginal_Creation_Stories_of_Victoria
- Queensland Dept of Education, Training and Employment, <http://www.foundationsforsuccess.qld.edu.au/sites/ffs/files/resources/foundations-for-success.pdf>
- Scarlet, Dr R. R. (Ed.). (2016). *The Anti-Bias Approach in Early Childhood*, [3rd ed.]. Sydney N.S.W. : Multiverse Publishing
- *Supporting Transition to School for Aboriginal and Torres Strait Islander Children: What it means and what works*. (2013). SNAICC: <http://www.snaicc.org.au/supporting-transition-to-school-for-aboriginal-and-torres-strait-islander-children-2013-report/>
- *Talking Up Our Strengths*. (2009) : SNAICC and Innovative Resources, SNAICC: <https://innovativeresources.org/resources/card-sets/talking-up-our-strengths/>
- *Teaching Resources* : Magabala Books: <https://www.magabala.com/resources>
- Young, T & Elliot, S. (2003). *Just Investigate Science and Technology Experiences for Young Children*. Croydon, Vic. : Tertiary Press
- Yulunga: Traditional Indigenous Games. (2009). Canberra : Australian Sports Commission: http://www.ausport.gov.au/__data/assets/pdf_file/0011/376139/SP_31864_TIG_resource_K-3.pdf
- Yulunga: Traditional Indigenous Games Resource Package. (2009). Canberra : Australian Sports Commission: <http://www.healthinonet.ecu.edu.au/key-resources/promotion-resources?lid=18559>

REFERENCES

- *Belonging, being and becoming: The early years learning framework for Australia*. (2009). Canberra, ACT: Department of Education Employment and Workplace Relations for the Council of Australian Governments [DEEWR], Commonwealth of Australia <https://www.education.gov.au/early-years-learning-framework>
- *Journey to big school*. (2014). Victoria : SNAICC <http://www.snaicc.org.au/wp-content/uploads/2016/01/03316.pdf>

