



EPIISODE 2

Wombat Rex



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

Big Cuz tricks Little J into believing that the Giant Wombat is not extinct.

Beware of tricking Big Cuz – she'll always trick you back! Little J and Levi are astonished to find footprints from the extinct Giant Wombat, unaware they've been fooled. But maybe the tracks will lead to something truly amazing.

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

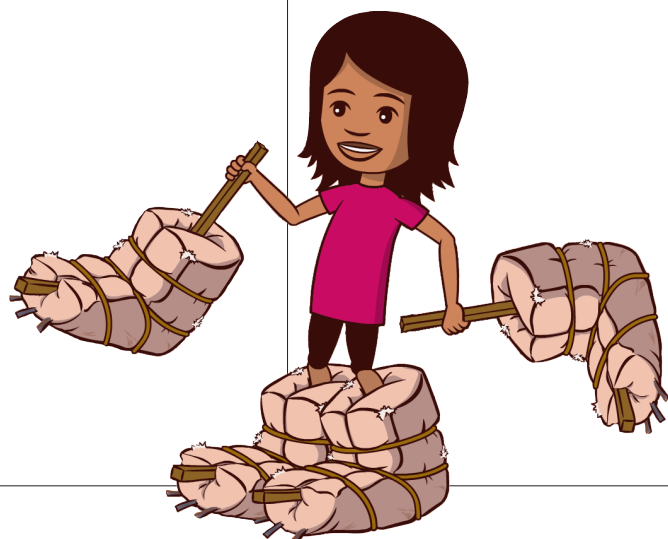
In this episode we see Little J sharing his Indigenous knowledge from home at school with his peers and teacher, Ms Chen. However, this time the classroom which Ms Chen takes the children to is outside on Country – outside of the regular schoolyard. Ms Chen encourages Little J to share his knowledge of Country. Little J is proud to share his knowledge and Nanna is proud of Little J being the knowledge holder in the space. The families and school have joined together, and the Indigenous pedagogy of storytelling is shared alongside the Country as it provides the curriculum. Little J is learning everyday school pedagogies through being a story-teller alongside family and his peers.

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"> • There are Indigenous stories in the night sky • There are Indigenous stories in the land • Indigenous Stories hold messages to teach us about life and Country • Australian Megafauna • Astronomy of Country • Animals on Country • Country gives us night and day • Seasons of Country • Elders, families and children are knowledge holders • We can use technology to help us research information we are seeking • Classrooms can be indoor environments and outdoor environments on Country • Elders, families, friends and children are all important in caring for themselves and each other • Using your imagination is important • Tracking marks in the land can tell us a story about the animals around us in Country • Sounds in Country • Being out in Country is good for our well-being • Some resources we see or find should be left with Country • We all have a responsibility to care for Country • 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 with the children a small imaginative play space using wombats and people figurines for the children to explore or retell the story, or imagine and create their own stories.
- Invite children to participate in a dramatic play experience of acting out a part of the storyline from the episode. In this episode it could be the part of the story when Little J and Levi are following tracks and discover the megafauna.
- 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 focus on tracks and images of Australian megafauna.
- 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 based around:
 - sounds of Country.
 - megafauna.
 - Indigenous stories in the night sky and in the land.
 - (These conversations can also be extended to become inquiry projects).
- Play 'Music of the Night Sky' (from Patyegarang, composed by David Page, (2014), Bangarra Dance Theatre - <http://my.bangarra.com.au/auxiliary/Reserve.aspx?p=360>) to explore through listening, imagination, and to wonder about in a space for resting, mindfulness and relaxation.
- Listen to the 'Star Stories' (Star Stories. (2015). VACL: <https://vimeo.com/146605413>)
- Create animal tracks for children to explore in a tray full of sand. Invite the children to draw the tracks using their fingers, a stick or other objects. This art experience can be extended by providing (in addition to the sand) paints, crayons and other markers for children to express their own ideas and understandings of the tracks animals leave on Country.
- Create a dramatic play space by providing images of families and children camping to invite children to create their own camping play space. Provide camping items or encourage children to improvise using open ended materials or everyday materials which they can use to build their own camping area.

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:

- Boodjar, N. {various picture books} see: <http://noongarboodjar.com.au/publications/books/>
- Prewett, M. (2012). *Two Mates*. Illustrated by Maggie Prewett. Broome, Western Australia : Magabala Books.
- Solomon-Dent, L. (2008). *How Wurrin the Sun was Made*. Illustrated by Eileen Harrison. Bairnsdale, Vic. : Yirruk-TinnorGunnai Language Program
- Solomon-Dent, L. (2008). *The Southern Cross and Nerran the Moon*. Illustrated by Eileen Harrison. Bairnsdale, Vic. : Yirruk-TinnorGunnai Language Program
- Sturtley, B. (2011). *Our Camping Trip with Dad*. Thuringowa, Qld. : Black Ink Pres

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:

- 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)
- www.vaclang.org.au, *Digital Resources for Language*, Apps from The Victorian Aboriginal Corporation for Languages (VACL) – (Click on Resources then apps for picture books and apps of picture books and teaching notes)
- <http://australianmuseum.net.au/diprotodon-optatum>, DiprotodonOptatum (Megafauna), (2017), Australian Museum
- <https://www.youtube.com/watch?v=ixDRXIWZ4K0>, Page, S. (choreographer). (2014). *Patyegarang* : Bangarra Dance Theatre
- <http://my.bangarra.com.au/auxiliary/Reserve.aspx?p=360>, Page, David, (composer). (2014). *Patyegarang*. Walsh Bay, N.S.W. : Bangarra Dance Theatre
- <https://vimeo.com/146605413>, *Star Stories*. (2015). VACL
- <http://www.cv.vic.gov.au/stories/aboriginal-culture/>, Victorian Aboriginal Culture : Culture Victoria, Victorian Government

- www.youtube.com/watch?v=LzFYFutiwoA, *Through Our Eyes - Dhinawan 'Emu' In The Sky* with Ben Flick. (2014) : Local Land Services Western Region. Ben Flick, an Aboriginal man from the Kamilaroi language group of north-western NSW, explains a creation story passed down to him regarding 'the emu in the sky'. Astronomy is used to identify the correct time of the year to collect emu eggs. This documentary is one of nineteen that comprises the Through Our Eyes series featuring Aboriginal Elders and knowledge-holders from the Ngemba, Kamilaroi and Euahlayi language groups in north-western NSW (Brewarrina, Walgett and Lightning Ridge) describing the land management practices and social, spiritual and cultural knowledge that enabled their people to care for the country for tens of thousands of years.
- www.youtube.com/watch?v=ut7wrTsKTmA: *Through Our Eyes - Native Foods At Narran Lake* with Brenda McBride (Dharriwaa). (2014) : Local Land Services Western Region. Brenda McBride, an Aboriginal lady from the Kamilaroi language group of north-western NSW, walks through the Narran Lakes locale near Walgett, pointing out various native plants and how they were used by Aboriginal people in the past. She also highlights the midden which is the second largest in NSW. This documentary is one of nineteen that comprises the Through Our Eyes series featuring Aboriginal Elders and knowledge-holders from the Ngemba, Kamilaroi and Euahlayi language groups in north-western NSW (Brewarrina, Walgett and Lightning Ridge) describing the land management practices and social, spiritual and cultural knowledge that enabled their people to care for the country for tens of thousands of years

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>
- 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.foundationforsuccess.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>

