



# EPIISODE 3 New Tricks



## 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

### Little J frets that his dream of being an acrobat is not the RIGHT dream...

Little J dreams of being an acrobat, while the other kids want to be rescue workers like Uncle Mick. When Jacko and B Boy join Little J's backyard circus, they try to persuade Little J to put on a show, but he's worried about being laughed at...

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

In this episode we see Little J becoming aware and familiar with the routines in school as he intentionally learns with and from his peers and community members. He then shares his physical skills with his peers and learns that school is a safe place for him to share his interests. All the children celebrate each other's achievements and this too provides a safe place for everyone to participate and achieve to their fullest potential. Little J's friendship with (and inclusion of) Jacko shows he is learning that inclusion is important. We also see community member Uncle Mick returning to the school to share the physical aspect of his job, which tells us the school values and provides a space for family and community engagement.

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"> <li>• We can design and make things by re-using what we have at home</li> <li>• We can design and make things by using what we have from Country</li> <li>• Using your imagination is important</li> <li>• Sounds of "Country"</li> <li>• Elders, families, friends and children are all important in caring for themselves and each other</li> <li>• Elders, families and children are knowledge holders</li> <li>• Classrooms can be indoor environments and outdoor on Country</li> <li>• Being out in Country is good for our well-being</li> <li>• Indigenous languages and communities are unique and diverse</li> </ul>	<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"> <li>• Elders, families and children are knowledge holders</li> <li>• Engaging with our community to hear their stories of Country</li> <li>• Engaging with community members to share in their stories of their life experiences</li> <li>• Engaging with surrounding and broader communities' stories</li> </ul>

## 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, to be creative and explore 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 string, rocks, trees, water, figurines and other items 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 providing a range of images of the different jobs in the local and broader community, from a range of fields.
- Share images and stories of Indigenous role models from the local and broader community (see: Talking Up Our Strengths cards from SNAICC, 2009).
- 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:
  - the different jobs children would like to try or be in when they grow up.

- what are tricks for acrobats? Can we create and perform tricks in our early learning space or at home?
- why did Little J save the rubbish? What other items could we use around home for our tricks or play?
- what other games can we play with ropes? Are there games Indigenous peoples played with ropes and/or string?
- what else can we do to care for Country?
- what and how can we design and make things by using what we have on Country?
- what do we need to do to keep safe with our tricks and play?
- Search and Rescue workers in our community.
- how there are many ways to show people that we appreciate what they have shared with us.
- when we try new things we can learn new things.
- how we can all join in games in different ways and in different roles. How can we make the games we play inclusive of all friends?
- how we can share our stories with our friends.
- how we can celebrate each other's success and the learning of new knowledge and skills.
- These conversations can also be extended to become inquiry projects.

- Provide open ended materials in the outside classrooms for the children create and make their own tricks and games in their play.
- Play Indigenous traditional games (with modifications as needed) that involve rope and string (see: *Yulunga: Traditional Indigenous games*, 2009).
- Provide rope and fibres and other open ended materials for children to create their art.

## 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:

- Prewett, M. (2012). *Two Mates*. Illustrated by Maggie Prewett. WA Broome : Magabala Books
- Prior, C. & McKenzie, P. (2007). *What I Wanna Be*. Rockdale, N.S.W. : Indij Readers

## 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](http://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](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/>
- Fler, M. & Raban, B. (2007). *Early Childhood Literacy and Numeracy: Building Good Practice* : Canberra Department of Education, Employment and Workplace Relations
- Fler, 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](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](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>

