



EPIISODE 4



Right Under Your Nose

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

On their quest to the beach, Little J, Nanna and Big Cuz struggle to find what they need before sunset.

When the power goes off, Nanna takes the kids to the beach to catch a feed and cook it in a fire pit. But will Big Cuz ever hook that fish and will Little J find that extra special something for Show and Tell?

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

In this episode we see Little J participating in the school routine during his transition day and sharing his knowledge of his lived experiences being out on Country with his mob. We see Little J's independence and autonomy as each opportunity for learning emerges. Little J counts objects on Country and learns new words to describe what he sees on Country, and this enriches his language skills which are then used in the transition program. His teacher, Ms Chen, is flexible and values the processes of sharing that Little J uses to share his knowledge and understandings with his peers, and she is happy for him to involve Big Cuz in the process. She also values the experiences the children have lived whilst out on Country, and she values what the children are bringing to the classroom.

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"> • 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 on 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 a small imaginative play space using sea animals, water in a container, trees, sand and figurines for the children to retell the story, or imagine and create their own stories.
- Invite children to participate in a dramatic play experience by acting out part of the storyline from the episode, and with the children choose which part of the story it might be.
- Create or co-create a space that shares the key learning experiences or interests arising from the viewing of a particular episode.
- 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:
 - country and the food it provides us.

- how can we be safe on Country?
 - what are the many things we can do on Country?
 - what do we know about our local Country?
 - These conversations can also be extended to become inquiry projects.
- Provide a small collection of items or images of items (photographs or books) that have been respectfully collected from the ocean and beach landscape to explore and wonder about in a space for resting, mindfulness and relaxation.
 - Research how animals move in waterways and then invite the children to use their bodies to imitate the animals. Extend on this by encouraging their movements to reflect the music and its tempo. You can add instruments or ribbons and fabrics to extend the play.
 - Play music that incorporates Australian waterways and their sounds to explore and wonder about through listening and imagination in a space for resting, mindfulness and relaxation.

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:

- Briggs-Pattison, S. Harvey, B. (1999). *Swan Eggs*. Illustrated by Karen Briggs. Sydney : Scholastic
- Brim, W. & Eglitis, A. (2005). *Creatures of the Rainforest: Two Artists Explore Djabugay Country*. Broome, W.A. : Magabala Books
- Button, J. (2008). *Joshua and the Two Crabs*. Broome. W.A. : Magabala Books
- Emmerton, S. & Elliot, J. (2004). *My Mob Going to the Beach* : Black Ink Press
- Lucas, D. & Searle, K. (2005). *Walking with the Seasons in Kakadu* : Allen & Unwin
- One Arm Point Remote Community School. (2010). *Our World Bardi Jaawi: Life at Ardiyooloon*. Illustrated by One Arm Point Remote Community School : Magabala Books
- Paul S. (2016). *Crabbing with Dad*. Illustrated by Paul Seden : Magabala Books
- Thorpe, S. & Leffler, D. (2003). *The Emu Egg* : Indij Readers
- Turner-Jensen, N. (2012). *A beach for Us to Play: Deadly Reads for Deadly Readers*. Illustrated by Maggie Prewet : Magabala Books

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:

- <https://www.youtube.com/watch?v=TS-ktbHq060>, Auntie Julie Freeman (Narrator). (2015). *Narawarn and the Coming of the Sea* : Australian Museum

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/>
- Flear, 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>
- 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%933_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>

