Supporting self-determination in the remote Indigenous children’s services workforce

LaWB
The Learning at Work Book

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With - Alison Wunungmurra, Julie Danzey, Rebekah Farmer, Jan Fleming, Alison Breheny, Lisa Albion, Claire Kilgariff, Kaye Lowe
- Self-determination
- Both-ways

Lagoon where Gamma process occurs

Gamma metaphor: Marika 1999, p.112
Why now?

- National policy reforms
- Critical shortage of trained staff
- NT early childhood audit
- Workforce development funding
- ACT Group (Advocacy: Collaboration Training) in Central Australia
The intention

- Self-determination
  - Capacity building
  - Access
  - Learning to learn
  - Empowerment

- Both-ways
  - Knowledge sharing
  - Inclusive partnerships and collaboration
  - Embedded into learning design
Literacy takes time

To assume that literacy is a simple skills acquisition process that can be delivered in a programmed way, in a short period of time, in a language not used by the learner in their speech community, and achieve outcomes comparable to mainstream standards is unrealistic.

Literacy is a gradual process that cannot be speeded up. It will take more than two or three generations for literacy to truly seep into family and community practices.

If we are serious about increasing literacy in the remote Indigenous world, then, in addition to thinking about schooling, we need to pay attention to providing the resources that support everyday adult literacy practices.

(Kral, 2009, p.4)
LaWB: What’s different?

FROM:
- Individual learning model

TO:
- Workforce development model
LaWB: What’s different?

FROM:

- Relationship between RTO and individual

TO:

- Shared responsibility for collaborative learning relationships
- “Our business is your business!”
LaWB: What’s different?

FROM:
- Training away from the workplace

TO:
- Learning is part of workplace practice
LaWB: What’s different?

FROM:

- Trainers deliver knowledge & skills from mainstream VET qualifications  
  (One-way)

TO:

- Knowledge is shared amongst lecturers, mentors, tutors & learners  
  (Both-ways)
LaWB: What’s different?

FROM:
- Ad hoc encouragement study

TO:
- Training expectations embedded in work roles
- Incentives to complete
LaWB: What’s different?

FROM:

- Unsupported individual study, isolated, independent

TO:

- Community of learners supported by:
  - each other
  - schools
  - employers
  - visiting agencies
  - training providers
Collaboration

Training

Learning at Work Logbook

Collaborators

School

CDU

Shire

BIITE

DET

Clinic

RRACSSU
LaWB content & exit points

- Introduction
- Working with young kids
- Safety
- Cert I in Work Preparation
LaWB content & exit points

- Introduction
- Working with young kids
- Safety
- Hygiene
- Health
- Nutrition & food preparation
- Supervision
- Play
- Certificate II in Community Services
LaWB content & exit points

- Introduction
- Working with young kids
- Safety
- Hygiene
- Health
- Nutrition & food preparation
- Supervision
- Play

Certificates:
- Certificate I
- Certificate II
- Certificate III in Children’s Services

Projects:
- Project 1: Make some books
- Project 2: Have an excursion
- Project 3: Bush tucker
- Project 4: Strong service
- Project 5: Strong people
- Project 6: First Aid Certificate
For Read English on the Web, see http://www.cdu.edu.au/centres/reow

see http://www.ntice.net.au/
Community-based learning support

- Regional Yarning Circles
- videos demos simulations
- visits to other services
- knowledge sharing
- guest speakers
- collaborative problem solving
- language groups

- TRECS
  - technology assistance
  - privacy

- Learning at Work Book
  - peer support
  - on the job

- family support
  - learning coordinator
  - screen reader
  - practise at own pace

privacy
Curriculum design: action research

(Kemmis & McTaggart in N. Denzin & Lincoln, 2005, p. 564)
Learning cycles

Plan:
Access existing knowledge
Interact with new knowledge
Plan further investigations

Act & observe:
Do something with the new knowledge
Record learning

Reflect
Reflect on learning
Think about future implications
Safety: Whole topic

SAFETY: What do we do to keep everyone at the service safe?

Plan: safety
- Activity 1: What is safety?

Act & observe: safety
- Activity 2: How safe is our place?
- Activity 3: What to do if there is an emergency or an accident

Reflect: Safety policy? What did we learn?
- Activity 4: Let’s get safer
- Learning journey check-up
Safety: Each activity

Safety activity 2: How safe is our place?

Plan

*Task 2.1: Make a plan to check safety in your early childhood service*

Act & observe

*Task 2.2: Use your safety checklist*
*Task 2.3: Ask the families*
*Task 2.4: Watch the kids*
*Task 2.5: What do we do if something is not safe?*

Reflect

*Task 2.6: Keeping yourself safe at work*
*Task 2.7: Thinking back*
Safety TASK 2.2: Use your safety checklist.

Plan: Get ready

Get your safety checklist ready.

Act & observe: Walk around and do the safety checklist.

Walk around an early childhood service. Fill in the checklist. When you are finished, talk about what is safe and what is not safe. Show someone the safety hazards you found. Get an early childhood worker to sign your work.

Reflect: Ready to do more?

✗ No: do it later when you are ready. ✓ Yes: do the next task now →
<table>
<thead>
<tr>
<th>Activities</th>
<th>Tasks</th>
<th>Competencies at element level</th>
<th>Both-ways</th>
<th>Employability skills</th>
<th>Quality standards</th>
<th>EYLF</th>
<th>Possible points of NRS assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is a safety?</td>
<td>1A What is safety? Brainstorm. 1B What does a safe centre look like? 1C Why is it so important that everyone is safe? 1D Reflect on activity</td>
<td>HLTOHS200A3. Participate in OHS consultative activities CHCCN301A1. Maintain a clean and hygienic environment CHCCN301A3. Provide a safe environment CHCCN301A6. Administer medication within guidelines HLTOHS300A 1. Plan and conduct work safely HLTOHS300A 2. Support others in working safely CHCORG303A1. Contribute to the effective operation of the workgroup</td>
<td>Two knowledge systems: include both Western and Indigenous knowledges.</td>
<td>Communication 1. Listening and understanding Communication 3. Reading and interpreting workplace related documentation such as safety requirements and work instructions</td>
<td>2.3 Each child is protected.</td>
<td>Outcome 1: Children have a strong sense of identity Outcome 5: Children are effective communicators</td>
<td>Locates specific information relating to familiar contexts in a text which may contain data in simple graphic, diagrammatic, formatted or visual form. Writing 2 Completes forms or writes notes using factual or personal information relating to familiar contexts.</td>
</tr>
</tbody>
</table>
What is a safe place?
Finish this sentence:

A safe space...

Some ideas to help
- means happy kids.
- is a good place to work.
- has no rubbish.
- has no broken toys.
- has no poisons where kids can get them.
- has no one smoking in it.
# Our safety checklist

<table>
<thead>
<tr>
<th>Inside</th>
<th>✅ or ✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power points up high.</td>
<td></td>
</tr>
<tr>
<td>Kids eat away from the toilet.</td>
<td></td>
</tr>
<tr>
<td>All the rubbish is in the bin.</td>
<td></td>
</tr>
<tr>
<td>The poisons are locked away.</td>
<td></td>
</tr>
<tr>
<td>The nappies are all in the bin.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outside</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The play equipment is safe.</td>
<td></td>
</tr>
<tr>
<td>There’s shade for the kids to play.</td>
<td></td>
</tr>
<tr>
<td>The locks on the gate are up high.</td>
<td></td>
</tr>
<tr>
<td>The rubbish is all gone.</td>
<td></td>
</tr>
<tr>
<td>The dogs are kept out.</td>
<td></td>
</tr>
<tr>
<td>The sandpit is clean.</td>
<td></td>
</tr>
<tr>
<td>It’s soft under the swings.</td>
<td></td>
</tr>
</tbody>
</table>
Draw an arrow up to where you think your place is on the safety meter. It might look like this:

We are....
Safety learning story

Ruby was playing on the swings. She was swinging really high and she was laughing.

One little kid, Tom, was walking near the swings.

Mary was watching and she yelled out to Ruby “Hey, Ruby, look out for that little boy there!”

So Ruby stopped the swing and then she helped Tom to have a swing.

Ruby was learning to keep the little kids safe and to help them play.
Evidence and assessment

- Workbook evidence
- Workplace assessment
- Third person witnessing

*Walk around and do the safety checklist.*

Walk around an early childhood service. Fill in the checklist.

When you are finished, talk about what is safe and what is not safe. Show someone the safety hazards you found.

Get an early childhood worker to sign your work.
Support resources

The Crèche Kit
Working together for our kids
Visual Program Kit

This kit can help you to make a basic weekly program of activities for kids at your service - to help them grow to be strong Indigenous children.

1. Put the program poster on the wall

2. Look at the different program picture cards
   - The picture cards tell you the area of development kids use when they play at each of the activities.

3. Make your weekly program
   - Think about what kids like and what they are interested in.
   - Think of what the kids can and can’t do – think about safety.
   - Think about what equipment you have in your service.
   - Choose the things you would like to do with the kids over the week.
   - Stick program picture cards on the program poster for every day of the week.
   - This will make sure kids get activities that help them grow and develop.

Example Program

Basic Child Care Skills Training for new Creches - a partnership project between Batchelor Institute & Charles Darwin University and funded by the Australian Government Department of Education, Employment and Workplace Relations through the Child Care Services Support Program.
Current pilots in the NT

- Tennant Creek
- Papunya
- Areyonga
- Ntaria
- Finke
- Alpurrurulam
- Engawala
- Irrultja
- Soapy Bore
- Santa Teresa
- Yipirinya (in town)
- Yuelamu
- Laramba
Current pilots in the NT
Current pilots in the NT
Both-ways
Both-ways
Both-ways