

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

LaWB The Learning at Work Book

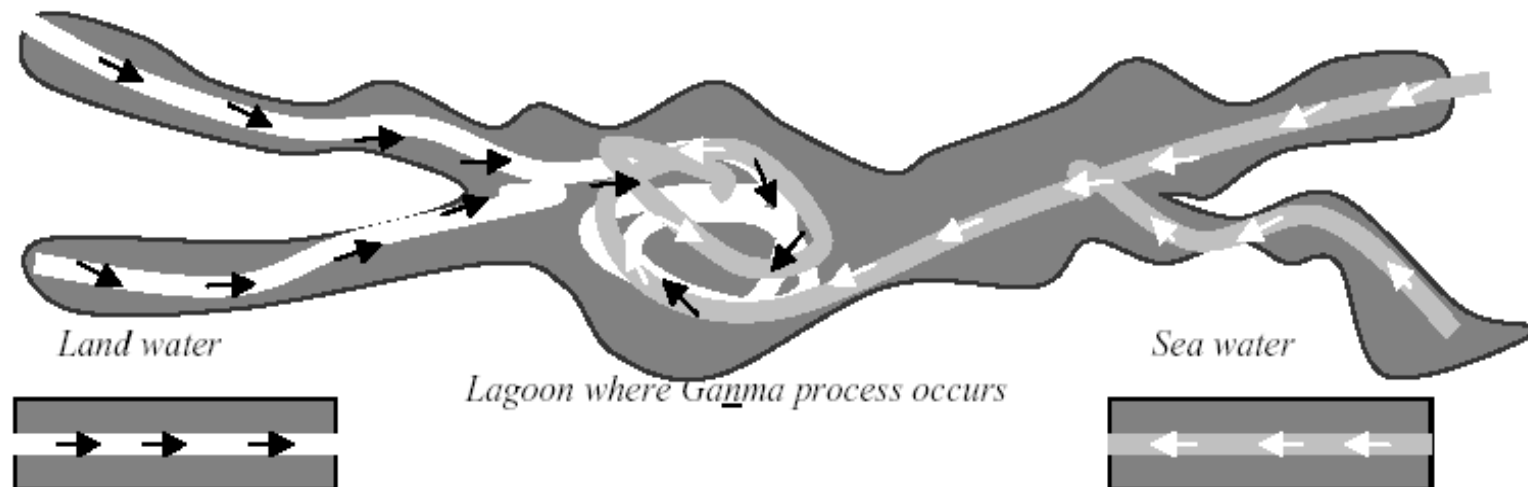


*Melodie Bat, Lyn Fasoli & Robyn Benbow
With - Alison Wunungmurra, Julie Danzey, Rebekah Farmer, Jan Fleming, Alison
Breheny, Lisa Albion, Claire Kilgariff, Kaye Lowe*

Teaching & Learning



- Self-determination
- Both-ways



Ganma 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?



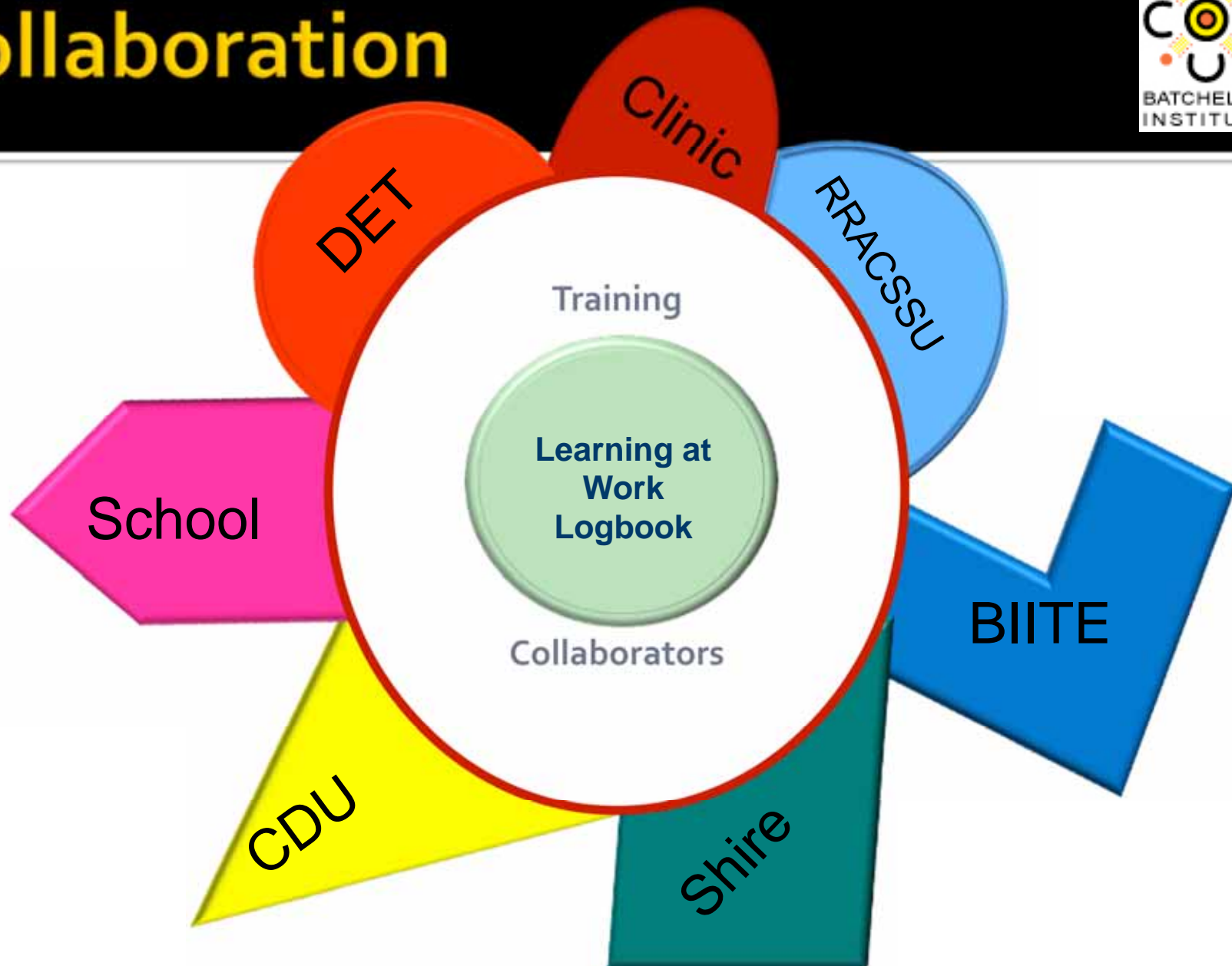
FROM:

- Unsupported individual study, isolated, independent

TO:

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

Collaboration



LaWB content & exit points



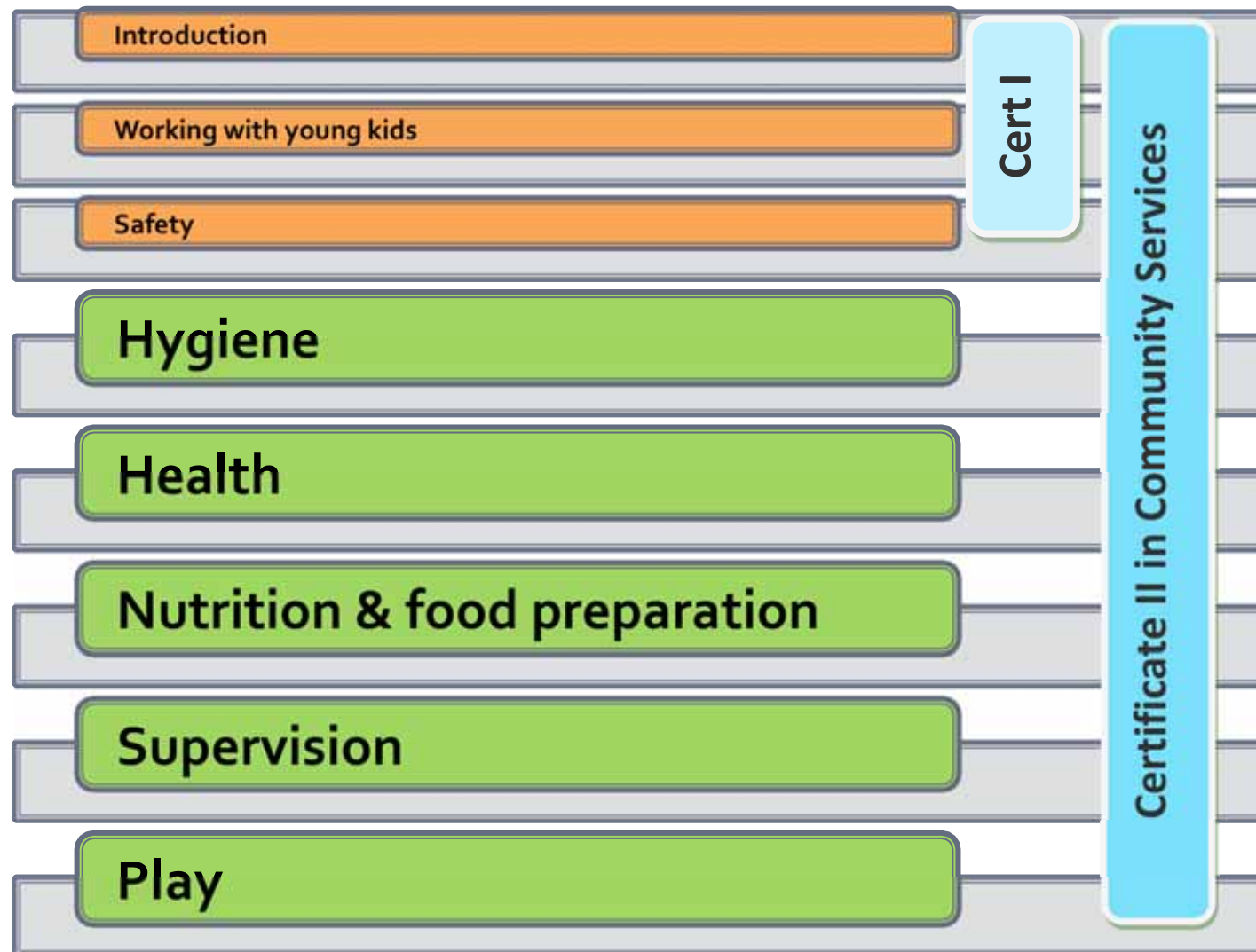
Introduction

Working with young kids

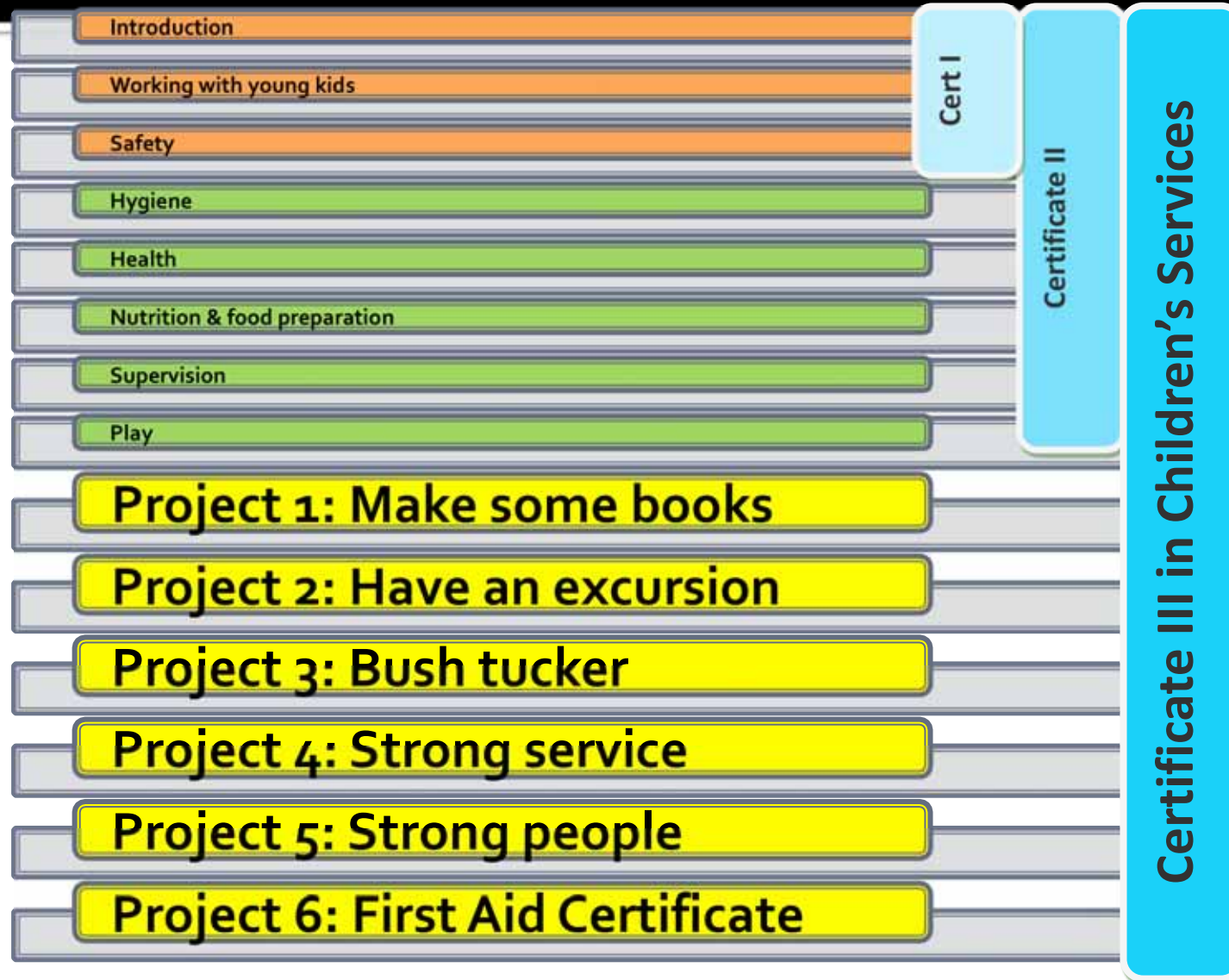
Safety

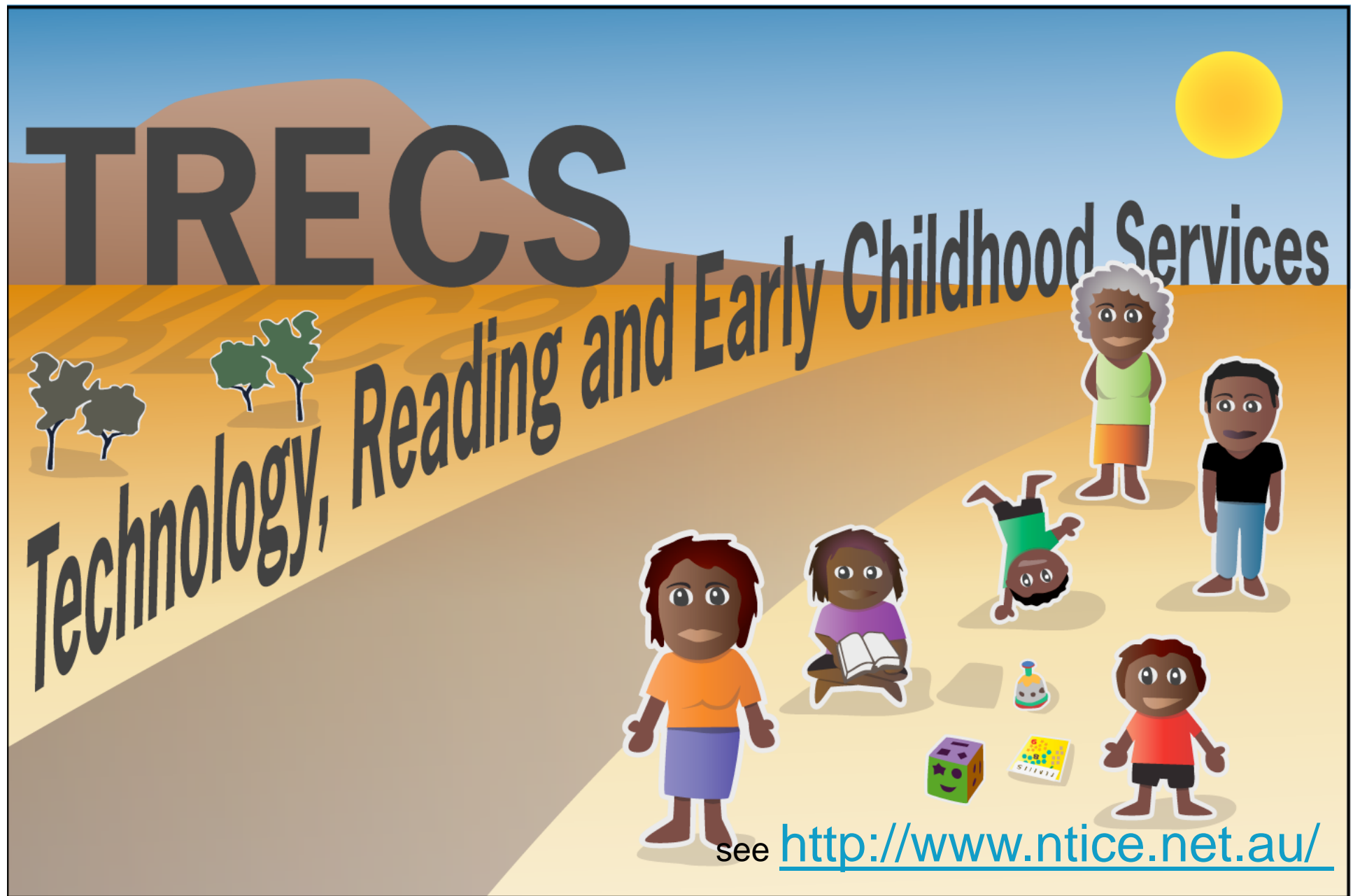
Cert I in Work
Preparation

LaWB content & exit points



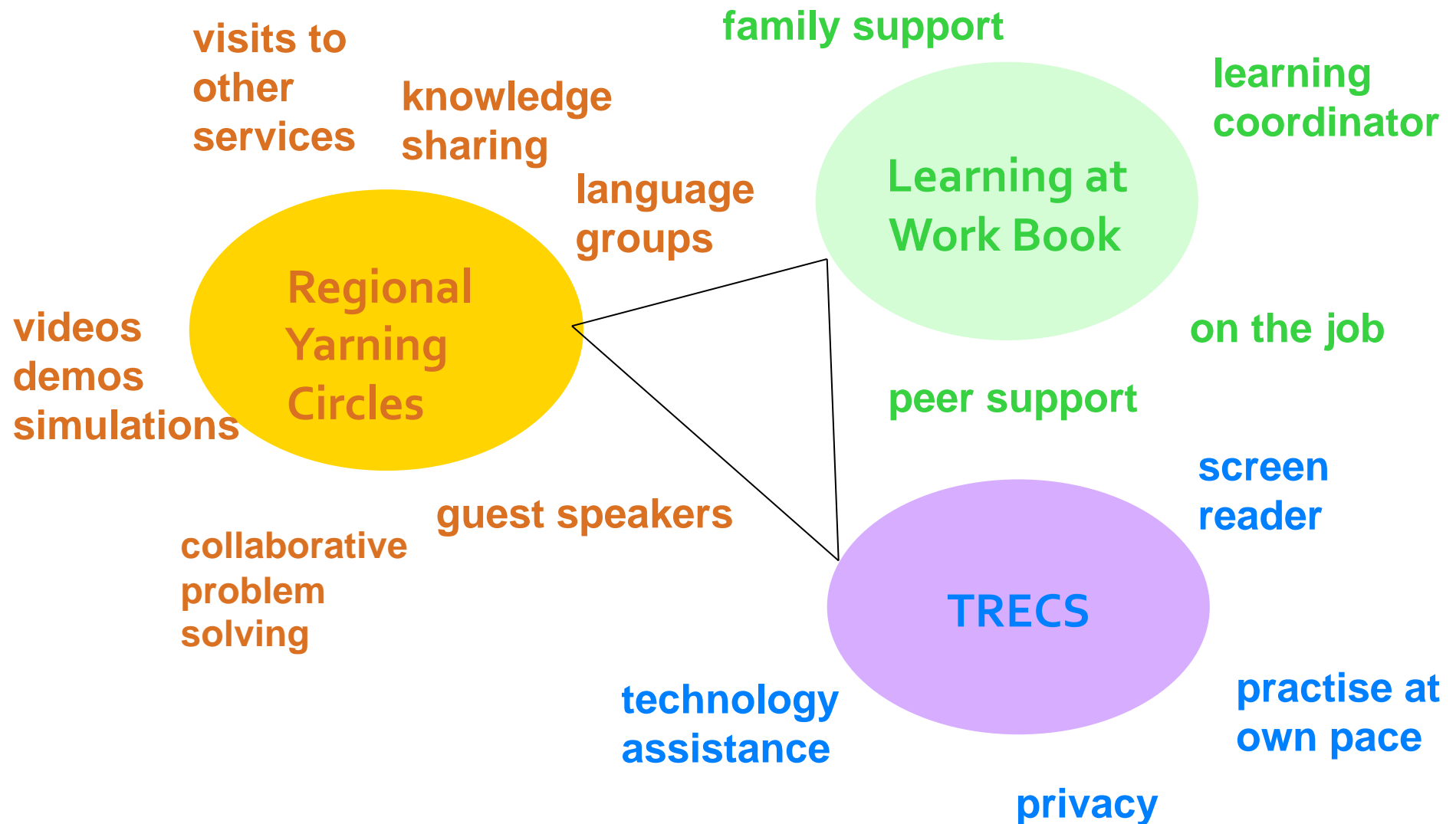
LaWB content & exit points



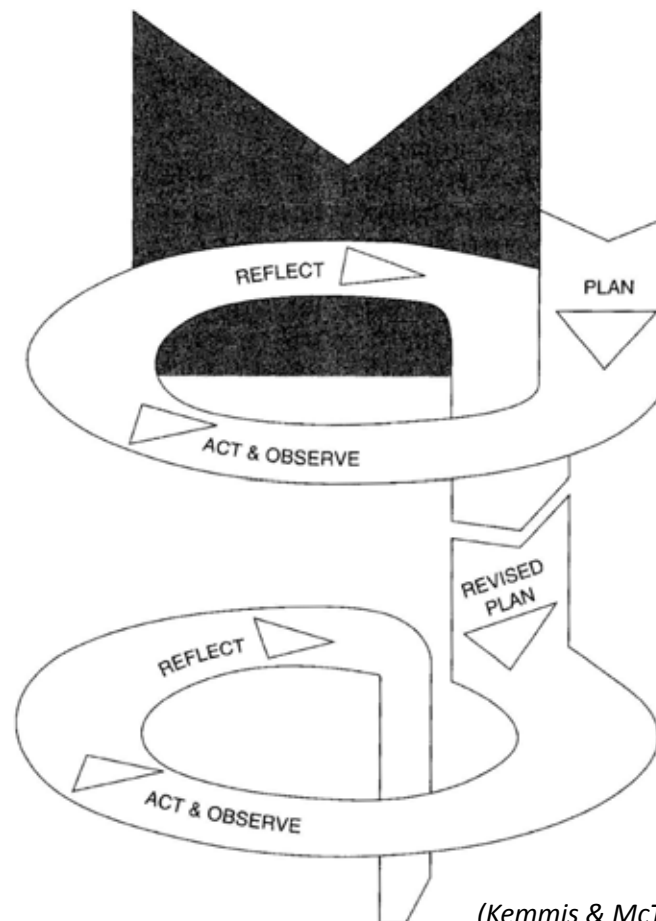


For *Read English on the Web*, see <http://www.cdu.edu.au/centres/reow>

Community-based learning support



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

TRECS

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: Every task



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 →

Activities	Tasks	Competencies at element level	Both-ways	Employability skills	Quality standards	EYLF	Possible points of NRS assessment
1. What is a safety?	<p>1A What is safety? Brainstorm.</p> <p>1B What does a safe centre look like?</p> <p>1C Why is it so important that everyone is safe?</p> <p>1D Reflect on activity</p>	<p>HLTOHS200A3. Participate in OHS consultative activities</p> <p>CHCCN301A1. Maintain a clean and hygienic environment</p> <p>CHCCN301A3. Provide a safe environment</p> <p>CHCCN301A6. Administer medication within guidelines</p> <p>HLTOHS300A 1. Plan and conduct work safely</p> <p>HLTOHS300A 2. Support others in working safely</p> <p>CHCORG303A1. Contribute to the effective operation of the workgroup</p>	Two knowledge systems: include both Western and Indigenous knowledges.	<p>Communication</p> <p>1. Listening and understanding</p> <p>Communication</p> <p>3. Reading and interpreting workplace related documentation such as safety requirements and work instructions</p>	2.3 Each child is protected.	<p>Outcome 1: Children have a strong sense of identity</p> <p>Outcome 5: Children are effective communicators</p>	<p>Locates specific information relating to familiar contexts in a text which may contain data in simple graphic, diagrammatic, formatted or visual form.</p> <p>Writing 2</p> <p>Completes forms or writes notes using factual or personal information relating to familiar contexts.</p>

Literacy support



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.


Literacy support



Our safety checklist	
	✓ or ✗
Inside	
Power points up high.	
Kids eat away from the toilet.	
All the rubbish is in the bin.	
The poisons are locked away.	
The nappies are all in the bin.	
Outside	
The play equipment is safe.	
There's shade for the kids to play.	
The locks on the gate are up high.	
The rubbish is all gone.	
The dogs are kept out.	
The sandpit is clean.	
It's soft under the swings.	

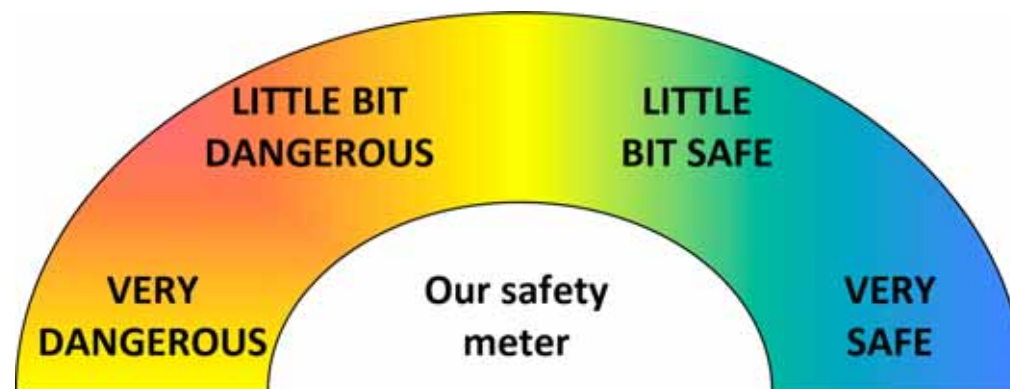
Literacy support



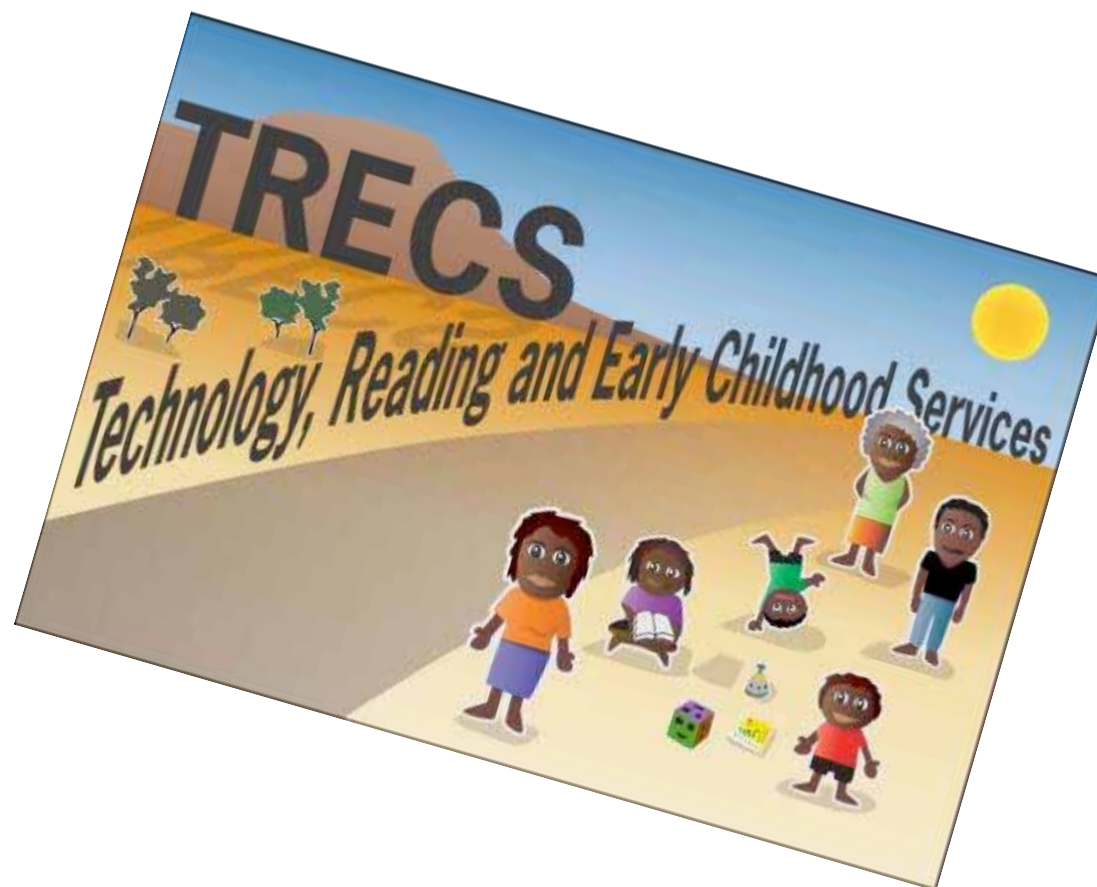
Draw an arrow  to where you think your place is on the safety meter. It might look like this:



We are....



Literacy support



Indigenous knowledges



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.

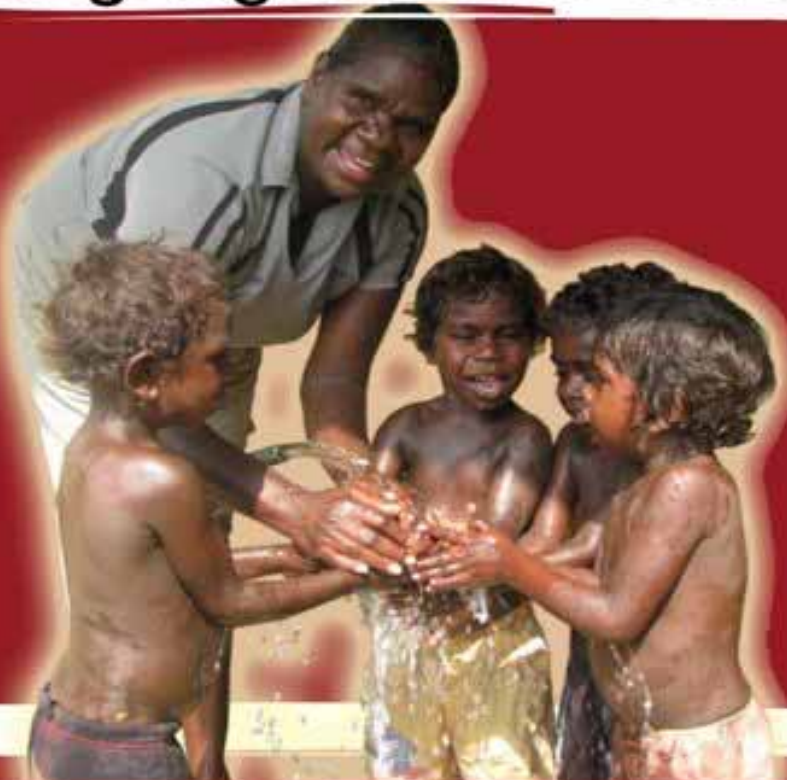
Sign here:	Phone:
Date:	

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.

Weekly Program					
	Big Muscles (gross motor development)	Little Muscles (fine motor development)	Thinking (cognitive development)	Talking and Listening (language development)	People and Me (social and identity development)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Program Poster

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.



Program Picture Cards



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 EVERYDAY OF THE WEEK.
- ~ THIS WILL MAKE SURE KIDS GET ACTIVITIES THAT HELP THEM GROW AND DEVELOP.

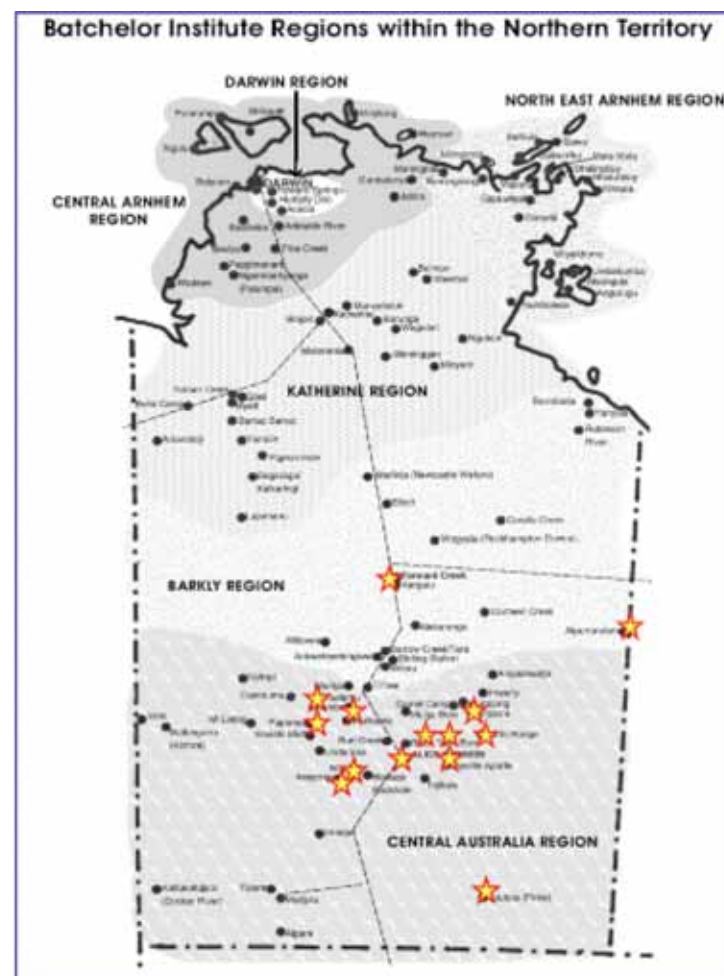
Weekly Program					
	Big Muscles (gross motor development)	Little Muscles (fine motor development)	Thinking (cognitive development)	Talking and Listening (language development)	People and Me (social and identity development)
Monday	Good For: • People and Me • Talking and Listening CULTURE - DANCE	Good For: • Little Muscles • Thinking WEAVERS	Good For: • Little Muscles • Thinking PENCIL DRAWING	Good For: • People and Me • Talking and Listening CULTURE - IN LAYERS	Good For: • People and Me • Talking and Listening CULTURE - BLOOD POST
Tuesday	Good For: • Little Muscles • Thinking HOPKINS	Good For: • Little Muscles • Thinking HARRIS RICHARDS	Good For: • Little Muscles • Thinking PUZZLES	Good For: • Little Muscles • Talking and Listening TWEETLANDS	Good For: • Little Muscles • Talking and Listening DRAMATIC PLAY PUPPETS
Wednesday	Good For: • Little Muscles • Thinking FOOTBALL	Good For: • Little Muscles • Talking and Listening CULTURE - TRADITIONAL ART	Good For: • Little Muscles • Thinking CARDS	Good For: • Little Muscles • Talking and Listening MIXAL TONES	Good For: • Little Muscles • Talking and Listening HONEY COMB
Thursday	Good For: • Little Muscles • Talking and Listening SEED-SHAPS	Good For: • Little Muscles • Talking and Listening PLAYDOUGH	Good For: • Little Muscles • Thinking ART AND CRAFT	Good For: • Little Muscles • Talking and Listening PEEK A BOO-GAMES	Good For: • Little Muscles • Talking and Listening TOWNS
Friday	Good For: • Little Muscles • Talking and Listening CULTURE - TRADITIONAL ART	Good For: • Little Muscles • Talking and Listening CULTURE - TRADITIONAL ART	Good For: • Little Muscles • Thinking SHANE POPS	Good For: • Little Muscles • Talking and Listening SINGING	Good For: • Little Muscles • Talking and Listening DOLLS

Example Program

Current pilots in the NT



- Tennant Creek
- Papunya
- Areyonga
- Ntaria
- Finke
- Alpuurrurulam
- 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



