

Acknowledgement of Country

We would like to acknowledge the traditional owners of the land and pay our respects to all Aboriginal people and our Elders both past and present.

It is with pride that we enter this country to share our story; pride for the survival and pride for the strength of not only Tasmania's Indigenous people's but of the many nations across this continent.

Community Strengths in an Early Childhood Program

*Bachelor of Teaching
(Early Childhood Services)*

Warawara – Dept. of Indigenous Studies
&
Institute of Early Childhood

MACQUARIE
UNIVERSITY



Presenters: Natalie Burns & Kylie Flood

Overview of workshop

 Activity

 Background

 Our Students

 Units of Study

 Support Programs

 Closing the Gap

Play Activity

Reflect on your earliest play experiences within your family, your extended family, neighbours or within your community.

Discuss things like who you played with, what you played with, the rules involved in your play, the personal and community boundaries.

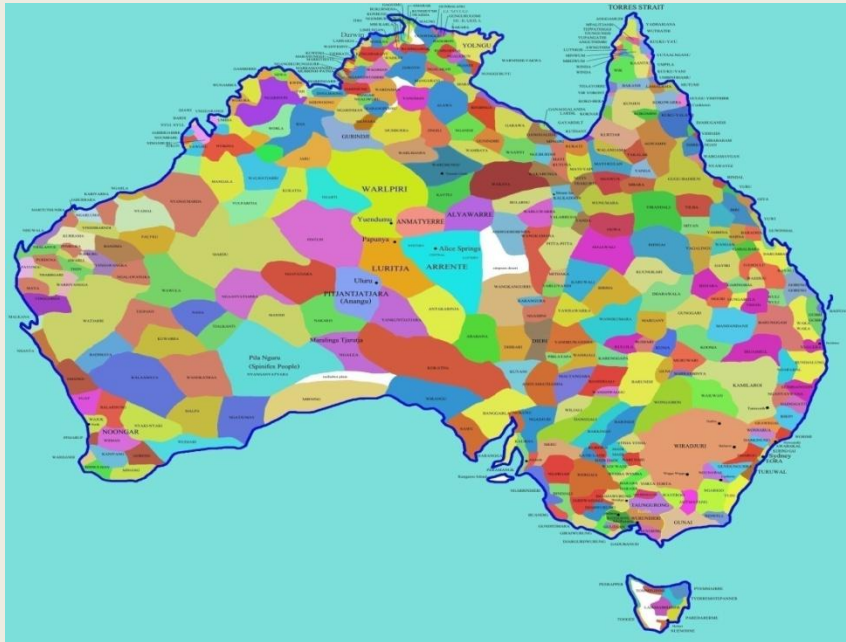
Do you think this has influenced who you are today?

The Bachelor of Teaching (Early Childhood Services)

- Recognise and builds on existing strengths and resilience
- Culturally inclusive curriculum
- Students, their families & community
- Relevant community focus

Student Population

Traditional



Contemporary



Early Childhood Sector



Your Community

**2009 GRADUATES
INCLUDING STUDENTS OF THE
BTEACH PROGRAM**

Roles within Centres

Unqualified roles

- Assistants
- Cooks
- Cleaners
- Bus drivers
- Maintenance persons

After the BTeach

- Teachers
- Room leaders
- Directors
- Coordinators
- Researchers
- Adult Educators
- Advocates
- Negotiators
- Community leaders
- Consultants

Four areas of study

- Business & Academic reading/writing
- Indigenous specific topics
- Core Early Childhood units, &
- Leadership & Management

Business & Academic Writing and Reading

- Build foundations
 - academic literacy
 - business writing
 - statistics
- To ensure
 - academic success
 - advocacy capabilities
 - wide professional literacy range

Indigenous Specific Topics

- Identity
- Political factors
- Contemporary issues
- Health issues
 - Children
 - Communities
- Historical factors
 - Traditional parenting styles

Core Early Childhood Units

- Theories of play
- Theories of development
 - Social & Emotional development
 - Provisioning is reflective of childhood experiences
- Remember, provisioning is reflective of childhood experiences

Leadership and Management

- Managing people
 - Recognising and understanding staff
 - Strengths
 - Learning styles
 - Management styles
 - Identifying and promoting staff development
- Management practices
 - Centre reporting
 - Funding applications &/or agreement
 - Day to day administrative tasks
 - Rostering
 - OHS

From My Own Experience..

- Child care experience only from high school work experience programs
- Enrolled in an early childhood program and felt isolated and without much support at all
- Doris – Closing the Gap – making a difference to kids, families and community
- Working in student support role at Warawara – BTeach students

Support at Warawara

- Culturally appropriate environment for learning and personal growth
- Academic and personal support
- Dedicated and enthusiastic Indigenous and non-Indigenous staff
- Scholarships and Prizes
- Indigenous Tutorial Assistance Scheme
- Backfill

Scholarships and Prizes

- While available to all students, we have scholarships and prizes for students of the BTeach
- Awarded for proficiency in academia; community contribution, and focus on cultural perspectives
- Available to encourage further study to Grad Dip in Early Childhood Education
- Funded and donated by members of the Macquarie University community

Indigenous Tutorial Assistance Scheme (ITAS)

- Government Funded program administered by Department of Education Employment and Workplace Relations
- Students permitted 2 hours per unit per week with extra assistance during exam periods – Group or Individual sessions
- Academic and personal support

ITAS Cont...

- Graduates “comeback” to mentor current students enrolled in the Program
- Matching students with mentors of the same discipline creates networks that might not have been created, in both the student’s own community and Sydney
- At some stage of their degree, almost all of the students in the BTeach have accessed ITAS

Backfill

- Government funded program administered by DEEWR
- Structured Training and Employment Project (STEP) – Backfill
- Creates Employment opportunities
- Implemented to maintain carer/children ratios in childcare centres
- Frees child cares centres and organisations of the financial burden

Closing the Gap Targets

1. Close the life expectancy gap within a generation
2. Halve the gap in mortality rates for Indigenous children under five within a decade
3. Ensure access to early childhood education for all Indigenous four year olds in remote communities within five years
4. Halve the gap in reading and numeracy achievements for children within a decade
5. Halve the gap for Indigenous students in year 12 attainment or equivalent attainment rates by 2020
6. Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade

1. Close the life expectancy gap within a generation

- Public health policies
 - Local
 - Statistical
- Advocating
 - Health lifestyles
 - Diet
 - Exercise
 - Immunisation
 - Breastfeeding

2. Halve the gap in mortality rates for Indigenous children under five within a decade

- 83% of deaths in the first year of life
 - Most in the first month
- Educating Parents
 - Developmental awareness
 - Benefits of play and interpreting play
 - Prevention
- Support
 - Independent
 - Knowledgeable
 - understanding

3. Ensure access to early childhood education for all Indigenous four year olds in remote communities within five years

- “Without preschool learning opportunities Indigenous students are likely to be behind from their first year of formal schooling”

Closing the gap on Indigenous Disadvantage...

- Research findings suggests Indigenous families prefer Indigenous centres with Indigenous staff

(Childcare Choices of Indigenous Families – Institute of Early Childhood, Macquarie University)

- Backfill
 - Employment
 - Training and Education

4. Halve the gap in reading, writing and numeracy achievements for children within a decade

5. Halve the gap for Indigenous students in year 12 attainment or equivalent attainment rates by 2020

- Research indicates that through the provision of quality early childhood experiences, children gain passion and an interest for learning that lasts a lifetime.

The High/Scope Perry Preschool Project (1962)

The original Perry Preschool no longer exists, but the High/Scope Educational Research Foundation—founded in 1970 by Perry Preschool researcher David Weikart— continues to collect follow up data from the participants of the 1962 study.

“The [High/Scope Perry Preschool] study found that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool.”

<http://www.highscope.org/Content.asp?ContentId=219>

6. Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade

- 48% of the Indigenous workforce aged population was in employment in 2006 compared to 72% for other Australians.
- Providing employment experience via Backfill

Bachelor of Teaching (ECS) and Community

- Producing quality early childhood teachers – and built and strengthened community ties
- Our students benefit from and contribute to the success of our support programs
- Our students during the program and after they graduate work directly with their own community to help close the gap
- Deadlier with a Degree – IEC Initiative

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