

YEAR JULY 2020
TALARICO: TALARICO CONSULTING
Advocate The Image of the Child

It's time to get real with your practice. Is your attitude towards teaching & children's learning discreet & safe? Live up to the dominant discourses around the strong perception of the offer a robust contemporary curriculum.

Enlighten your work with children by committing to your role as professional & best support children as citizens in these challenging & changing times. Critical Pedagogy fosters a collaborative approach towards agents for social change.

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ren's Rights & Curriculum: social, ethical, & political
be unique to the Australian context
mental Education: essential environmental activism
with an active role in reconciliation
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CITY BOROONDARA EARLY YEARS



Advocate the Image of the Child

Presented by Nicole Talarico
www.talaricoconsulting.com.au

It's time to get real with your practice

- + Is your attitude towards your teaching & children's learning discreet & safe?
- + Live up to the dominant discourses around the strong perception of the child
- + Offer a robust contemporary curriculum
- + Enlighten your work with children by committing to your role as a professional
- + Best support children as citizens in these challenging & changing times.
- + Critical Pedagogy fosters a collaborative approach towards agents for social change.

We will explore;

- + How to be responsive in your contextual environment
- + Children's Rights & Curriculum: social, ethical, & political
- + Practice unique to the Australian context
- + Environmental Education: essential environmental activism
- + Children with an active role in reconciliation
- + Ideas for Documentation showcasing the thinking in our environments - critical to high quality practice

What you will gain

- + Know how to achieve integrity in your work; thoughtful & intentional pedagogy
- + Have insight into a rigorous learning environment; provocations to stimulate minds
- + Be conscious of the need to notice, wonder & consider with children
- + Respect children's knowledge, their thinking & possibilities for further learning
- + Inspired to support children to grow with compassion, empathy & a sense of social responsibility

Lets Begin...

Robust Contemporary Curriculum

- + This workshop was created well before Global upheaval COVID19 & Racism Riots
- + Now the content is Paramount
- + As pedagogical dialogue and practices gradually return to 'normal'
- + there appears to be a certain tension about what 'normal' is
- + Practices & Educational Systems reconsidered
- + Rethinking our role in teaching & children's learning

Educator Professional Profile: First & Foremost

- + What influences YOU
- + Childhood
- + Experiences in the field
- + Beliefs (teaching/Learning)
- + Mentors
- + Groups Belong to
- + Unconscious Biases
- + Dominant theoretical perspectives underpinning your beliefs & practices
- + Contemporary Approaches
- + Values in relation to working with colleagues, children & families
- + **Self Assessment is the foundation for Capacity building –individual-the service**

Critical Reflection to Flourish

- + “people to connect, share ideas, to work together...to see future possibilities, to bring them about from joint projects, and the mutual support that comes from compassionate collaboration.”
- + He also asked listeners to consider what will flourish and what will wither?
- + What a great opportunity to reflect upon the values that underpin our work (revisiting professional profile)
- + What will flourish and what will wither in your pedagogical contexts?

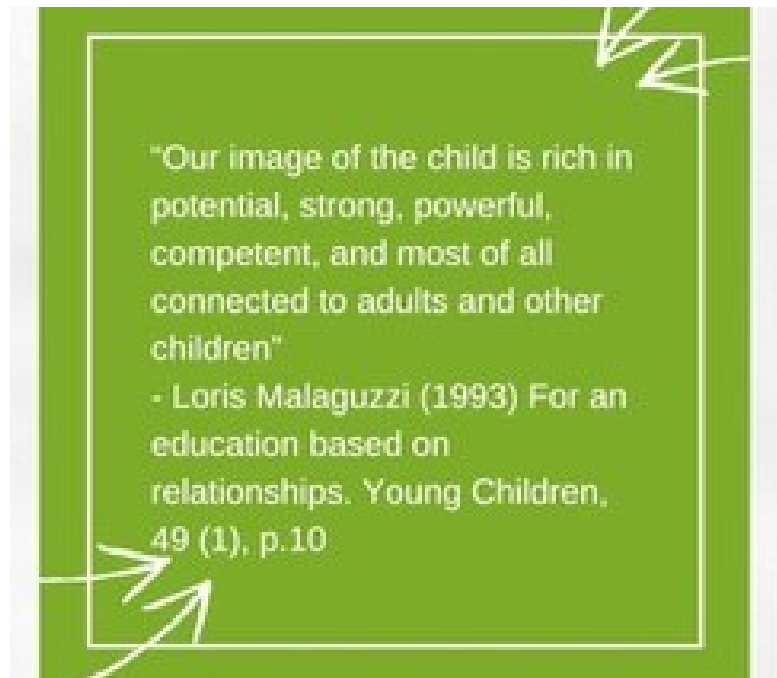
(Sir Ken Robinson, on ‘The Call to Unite’ on Live stream, May 2020)

Education: a political act

Reggio Emilia approach

- + Always declared education to be a political act.
- + "We can never underestimate our advocacy for children and their childhoods through the design of our daily contexts; with children, with families, and with colleagues and communities"
- + (Reggio Emilia Australia, Reframing Learning: From Uncertainty to Hope, 2020)

Malaguzzi



You may consider:

- + How are we listening to and building upon the ideas, wonderings and emotions of children, families, and each other to inform our pedagogical choices?
- + What are our priorities, and how will we reorient educational practices to flourish in our contexts?
- + What might you be grappling with as you contemplate life returning to a new type of normal? Could this be an opportunity for research?
- + Do you see uncertainty as a catalyst for transformation? How might you enable this to happen?
- + What might you do differently in both the short and long terms in response to the time of pandemic? What lessons will inform change in your community?

Children's Rights & Curriculum

- + Absolutely IS & SHOULD BE social, ethical, & political
- + We as sector need to be fierce (Red Ruby Scarlet, 2020)
- + Speak back to give our opinions about systems & structures that don't work for children

Rhonda Livingstone:

ACECQA's National Educational Leader

- + “Over the past two or three decades we have endeavoured to challenge and address injustice, racism, exclusion and inequity through legislation, awareness raising, rights education and an anti-bias curriculum”
- + “Underlying cultural competence are the principles of trust, respect for diversity, equity, fairness, and social justice... Culture is the fundamental building block of identity “
- + **The development of a strong cultural identity is essential to children’s healthy sense of who they are and where they belong**
- + **Belonging to groups and communities** and an understanding of the reciprocal rights and responsibilities necessary for **active community participation**

Community Connections

Thanking Hospitals



Blue Tree Project



Not a Choice It's a Right :

OUR CORE WORK :Teaching & Learning

- + Our youngest citizens
- + UN Convention Rights Child
- + ECA Code of Ethics
- + Commission Children & Young People
- + Philosophy Statements say?
- + Policies & Procedures?
- + *Go back to the core ideas in foundational documents of the sector*



Urgency in our sector to advocate

The current climate of social & ethical justice has sparked urgency in our sector to advocate unapologetically through our curriculums.

Do you incorporate Children's Rights into your environment?

You might display the UN Convention on the Rights of the child, a treaty encompassing civil, political, economic, social, health and cultural rights of children

BUT what impact is it truly having? We need to make this information strongly evident in our practices - active - live documents - influential - make a real difference



Race & Anti Racism – 3 ways

- + More than talking to children about racism
- + Anti-racism needs to be actively lived and modelled every day and teachers and parents alike play a critical role in this

(Reconciliation Australia)

- + 1. **Understand your own personal/cultural identity** and the **bias** that you hold (a journey of 'unlearning' and 'relearning')
- + 2. Have a **zero-tolerance approach to racism** at home and at service; hold people accountable
- + 3. **Actively listen to and amplify voices of Aboriginal and Torres Strait Islander people** by reading children's books, media, and films by Aboriginal and Torres Strait Islander authors and artists.

Children with an active role in Reconciliation

- + Ethics of **why** before introduction of symbolic meanings through rituals & displays - sharing knowledge with co educators
- + Respect & Authentic acknowledgement of the Aboriginal and Torres Strait Islander peoples of this nation and their continuing connection to country and culture?
- + Do you acknowledge your service takes its place on ancestral lands and nearby waterways? Do you know the origins of the land you reside on?
- + Do you meaningfully pay respects to the Elders and educators of each nation, past, present and emerging? to Country Each day? Before meetings?

How to be responsive & CHILD INCLUSIVE in your contextual environment

- + **Cultural competence** (the ways in which individuals and services work more effectively to support, promote and embrace cultural difference)
- + **Racism & Reconciliation**
- + **Aboriginal & Torres Strait Islander Culture** in Curriculums Children's Services & Schools – all ages
- + **Child Protection** – National Standards (10 elements) VIC-Commitment to Child Safe Organisations (& Standards)
Royal Commission & Reportable Conduct Scheme
- + **Helping Children to Thrive** (Emotional Support – Wellbeing)
- + **Children's VOICES need to be part of every aspect – opinions, ideas, feedback, understandings, adjust = collaborative learning*



Practice unique to Australian context Your State Your Location –

What's going on in your community?
What have you NOTICED?

Practice unique to the Australian context

- + Incorporate & deepen the understandings of narratives using reflective practice
- + **Acknowledgement** to Country (A Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners, to welcome visitors to their Country).
- + The hosting group welcomes the visitors, offering them safe passage and protection of their spiritual being during the journey on their land
- + Professor Mick Dodson “ *While they may all no longer necessarily be the title-holders to land, Aboriginal and Torres Strait Islander Australians are still connected to the Country of their ancestors and most consider themselves the custodians or caretakers of their land.*”

Positive Racial Identity & Attitudes

Imbedding Cultural Competence everyday

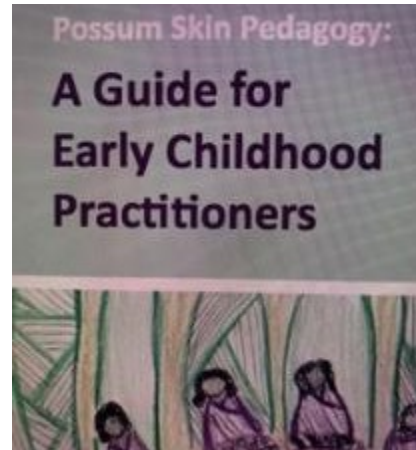
- + Yarning circle
- + Flags – Australian, Aboriginal, Torres Strait Islander
- + Resources i.e. dolls, books, puzzles, possum skins (from *authentic* suppliers?)
- + First Languages of the land
- + *We are not all equal- attitudes matter- children notice- Denial of Difference (Colourblindness – Derman Sparks 1988)

Building Belonging – A Toolkit for building cultural diversity & Responding to Prejudice

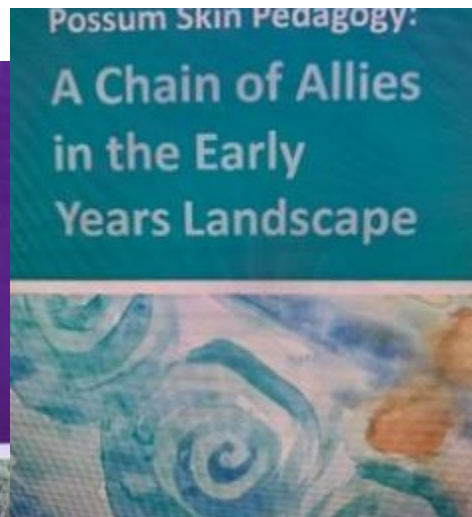
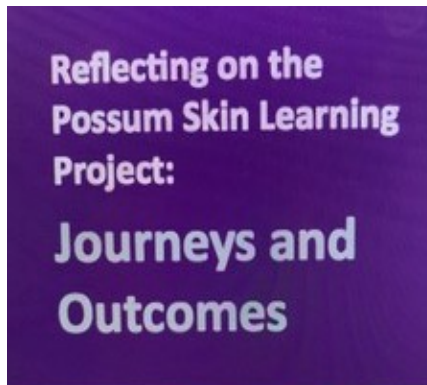


Humanrights.gov.au -

Aboriginal Pedagogy



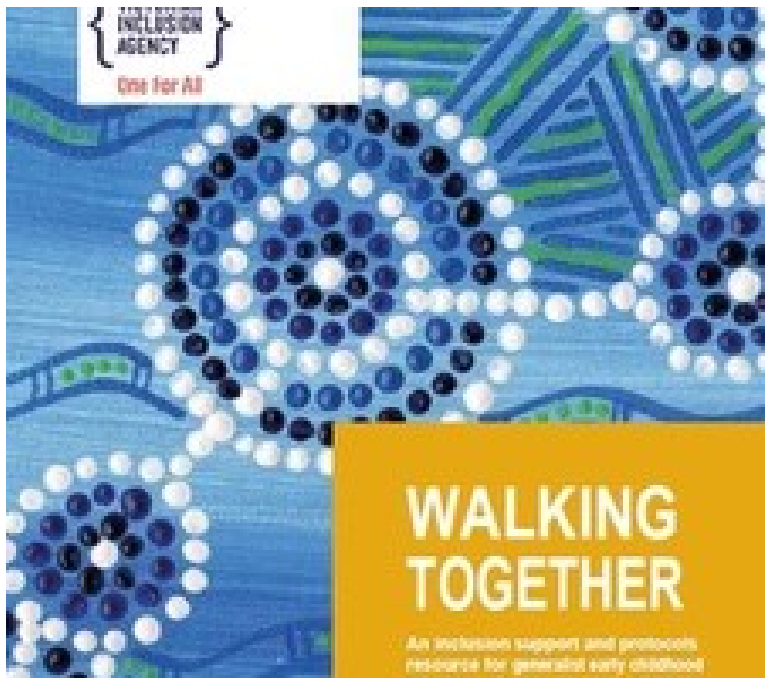
- + Action on Aboriginal Perspectives in Early Childhood (AAPEC) is a collective of people committed to embedding Aboriginal Perspectives in early childhood services with a focus on local Victorian cultures



- + Dr Sue Lopez-Atkinson with support from a number of Victorian Elders, senior members of the Aboriginal Community, SNAICC and the AAPEC Possum Skin sub-committee

Respect and Reflect Aboriginal people, content and perspectives -

Victorian Aboriginal Education Assoc Inc.



Koorie-inclusive learning environments



Environmental Activism

More than just vegies



Environmental Action Planning



Program for the JOY



Program for Wellbeing

Beyond Blue



A Community Friend

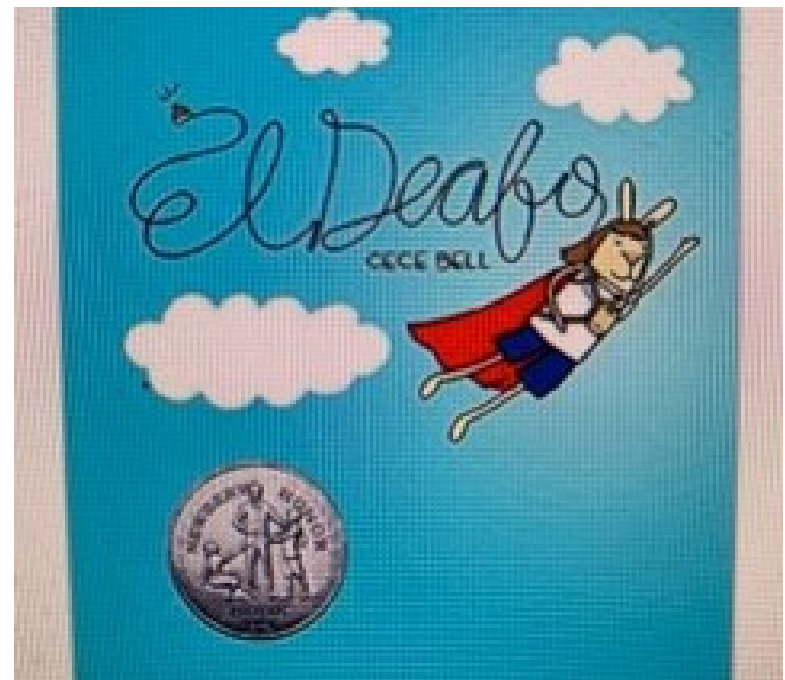


Program to Empower

A Mighty Girl Website



25 Books Starring Mighty Girls with Disabilities



Right to Risk Taking: To Feel a Win~ Lantana Kindergarten

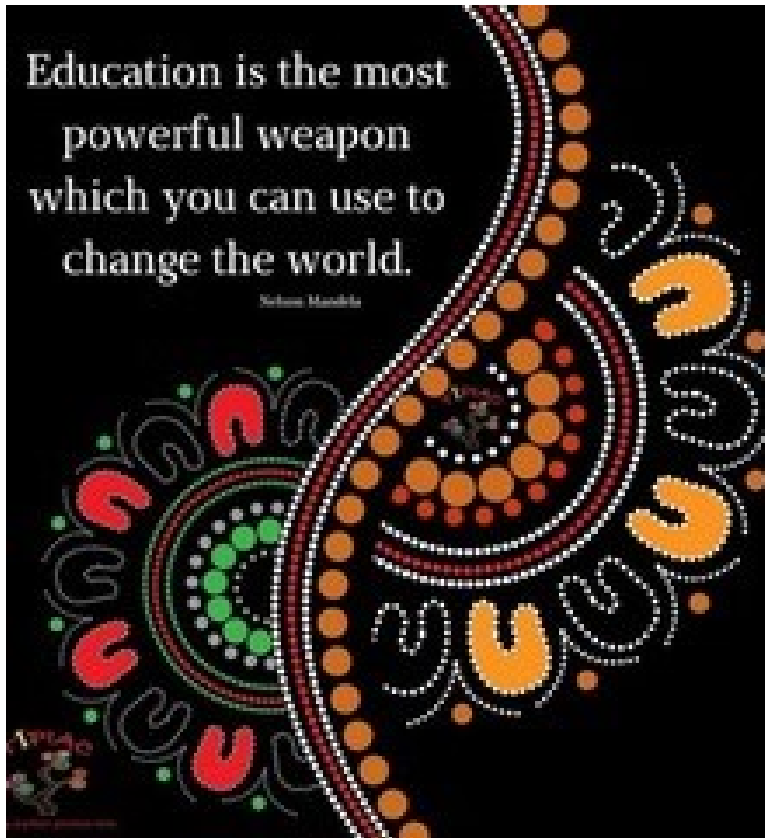
Billy Tea & Campfire



Sewing Machines



Final thought...



- + In Reggio Emilia in 2019, Claudia Giudici, President of Reggio children declared;
- + "We who are working with children, we have a duty and a responsibility to work with the idea of hope. It is only hope that will induce people to action, with a desire to change things."
- + (quote source: Reframing Learning: From Uncertainty to Hope, Reggio Emilia Australia, June 2020)

References

- + Reframing Learning: From Uncertainty to Hope, Reggio Emilia Australia, June 2020
- + Robinson, K. 'My thoughts for the Call to Unite', YouTube, retrieved 21/5/20
- + Guidici, C. April Reggio Emilia Study Tour, 2019
- + Commission for Children & Young People (ccyp.vic.gov.au)
- + www.reconciliation.org.au (Welcome & Acknowledgement of Country)
- + www.indigenous.gov.au
- + Yarn Strong Sista – www.yarnstrongsista.com (Possum Skin Pedagogy, Reflecting Possum Skin Pedagogy, Possum Skin Pedagogy: A Chain of Allies in the Early years Landscape)

References

- + The Koori curriculum (Yarn About Series – challenges stereotypes- shows Aboriginal & Torres Strait Islander people lived traditionally & how they live today
- + Gambay.com.au (First Languages Map)
- + ECA Learning Hub- Reconciliation
- + www.auntiewendysmob.com
- + Humanrights.gov.au - Building Belonging – A Toolkit for building cultural diversity & Responding to Prejudice
- + Beyondblue.org.au - Building Resilience – A practical Guide for Professionals
- + Lantana Kindergarten & Occasional Care SA
- + NQS PLP e-Newsletter No.65 2013
- + ecrh – cultural competence
- + ACECOA (2014) Rhonda Livingstone – We HearYou-What does it mean to be culturally competent

#Reconciliation #InThisTogether2020

- + Narragunnawali platform is full of support, resources & is free for everyone to access: <https://bit.ly/NarragunnawaliEducation>
- + NITV excellent suite of children's programs are ideal, for example Lil Jay and Big Cuz: <https://bit.ly/LilJayandBigCuz>
- + The many children's' books by Anita Heiss and also her anthology about growing up Aboriginal: <https://bit.ly/GrowingUpAboriginalBook>
- + Briggs' new book "Our Home Our Heartbeat": <https://bit.ly/BriggsBook>
- + The children's story of the Uluru Statement "Finding Our Heart": <https://bit.ly/FindOurHeartBook>