



## Angaston Kindergarten

### Statement of Commitment to Aboriginal & Torres Strait Islander Peoples

We acknowledge the uniqueness of every child and family within our culturally diverse community, and commit to building our cultural competence within the kindergarten community and beyond. We acknowledge Australia's Aboriginal and Torres Strait Islander peoples and will celebrate and embed their cultural richness into the teaching and learning at our site. In particular, we respectfully acknowledge the traditional lands of the Peramangk people on which Angaston Kindergarten stands and strive to build our knowledge of and connection with Peramangk people past and present.

Through this statement of commitment, we recognize the Nations that make up Aboriginal and Torres Strait Islander communities and commit to progressing:

- the rights of Aboriginal and Torres Strait Islander children to be culturally strong and secure
- the ongoing significance of the home, culture, language and heritage of Aboriginal and Torres Strait Islander children to developing identity and a sense of self-worth
- the need for early childhood services to positively reflect and promote Aboriginal and Torres Strait Islander identities
- the importance of all Australians knowing and understanding the histories, current realities, and aspirations of Aboriginal and Torres Strait Islander children and families

(Excerpt from, Early Childhood Australia Respect, Connect, Enact – A Reconciliation Action Plan For Early Childhood Australia 2012-2016)



### *United Nations Convention on the Rights of the Child*



***“Rights” are things every child should have or be able to do. All children have the same rights.***

***Article 30: You have the right to practice your own culture, language and religion – or any you choose.***

***Minority and indigenous groups need special protection of this right. (United Nations Convention on the Rights of the Child)***

## Statement of Commitment to Aboriginal & Torres Strait Islander Peoples (ATSI) – Action Plan 2013 - 2014

ACTION	EARLY YEARS LEARNING FRAMEWORK LINKS	WHAT THIS ACTION SHOULD LOOK LIKE	WHO'S RESPONSIBLE	TIMELINE/S
<b>1.1 Acknowledge the past history of Aboriginal and Torres Strait Islander peoples and how it continues to impact on families today.</b>	<i>Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about the ways of knowing. For Australia it also includes promoting greater understanding of ATSI ways of knowing and being.</i> <i>(Principles: Respect for diversity, EYLF, pg 13).</i>	<ol style="list-style-type: none"> <li>1. Site philosophy statement reflects a commitment to ATSI people</li> <li>2. Display sites acknowledgement to ATSI peoples</li> <li>3. Display Commonwealth apology</li> <li>4. Acknowledgment of country at official meetings and gatherings</li> <li>5. Children introduced to child friendly acknowledgement to country at morning mat time.</li> </ol>		
<b>1.2 Embed teaching and learning practices that are respectful of Aboriginal and Torres Strait Islander people into the daily running of the site.</b>	<i>Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences.</i> <i>(Practice: Cultural Competence, EYLF, pg 16).</i>	<ol style="list-style-type: none"> <li>1. Display Aboriginal and Torres Strait Islander flags</li> <li>2. Staff seek professional development to broaden knowledge when available</li> <li>3. Celebrate and promote significant days and events that support ATSI cultures i.e. Harmony Day, Reconciliation week, NAIDOC week.</li> <li>4. Staff reflect on children's play and learning during reflective planning and consider future opportunities to embed ATSI cultures and perspectives in teaching and learning.</li> </ol>		
<b>1.3 Actively seek connections with Aboriginal and Torres Strait Islander communities, in particular the Peramangk community.</b>	<i>Educators continually seek ways to build their professional knowledge and develop learning communities. They become co-learners with children, families and community, and value the continuity and richness of local knowledge shared by community members, including ATSI Elders.</i> <i>(Principles: Ongoing learning and reflective practice, EYLF, pg 13).</i>	<ol style="list-style-type: none"> <li>1. Continue to build our sites relationship with Peramangk Custodian Isobel Campbell</li> <li>2. Organise a welcome to country event through Isobel Campbell</li> <li>3. Seek advice and build relationships with DECD ATSI personnel</li> <li>4. Engage with the dare to lead initiative.</li> </ol>		
<b>1.4 value Aboriginal and Torres Strait Islander cultures as living, modern and relevant.</b>	Educators view culture and the context of family as central to children's sense of being and belonging, and to success in lifelong learning. Educators also seek to promote children's cultural competence. <i>(Practice: Cultural Competence, EYLF, pg 16).</i>	<ol style="list-style-type: none"> <li>1. Embed ATSI perspectives into pedagogical practices, policies and procedures where possible</li> <li>2. Ensure site resources authentically support our commitment to ATSI peoples and cultural competence.</li> </ol>		
<b>1.5 Challenge the prevailing stereotypes, racism and injustice towards Aboriginal and Torres Strait Islander peoples.</b>	Educators think critically about opportunities and dilemmas that can arise from diversity and take action to redress unfairness. <i>(Principles: Respect for diversity, EYLF, pg13).</i>	<ol style="list-style-type: none"> <li>1. Staff model cultural competence to children, families and the wider community</li> <li>2. Provide resources for staff and families to gain further information about ATSI peoples</li> <li>3. Utilise DECD – Countering Racism Policy and Guidelines</li> </ol>		