

## Aboriginal and Torres Strait Islander Focus for 2025 (Draft)

In 2024, we met with the AEW from Parafield Gardens Primary School to discuss the next steps in a Reconciliation Action Plan. We also finalised our work around the curriculum links through Wandana. In 2025, we will collaborate more to develop our **Reconciliation Action Plan**. We have started connecting with other Aboriginal sites to find out about incursions and excursions and curriculum focused on Aboriginal learning and specifically about the **8 Aboriginal Ways of Learning**, to embed these principles into our practice. In 2025 we also met with CAFHS and discusses any possible connections to increase the numbers of ATSI families coming into the centre. Additionally, we are committed to strengthening connections with Aboriginal people in our community and integrating **Aboriginal ways of knowing and being** into our preschool program. To further this, we will explore **Aboriginal early childhood consultancy** (e.g., Koori Curriculum) to enhance **culturally responsive practices** and deepen our educators' understanding of Aboriginal perspectives.

### Term 1: Connection to Land and Country

- **Welcome to Country & Acknowledgment of Country** – Continue to teach children to acknowledge the Traditional Custodians of the land through reading stories such as *Somebody's land*; introduce tapping sticks as traditional Aboriginal musical instrument. To focus on the 'why' of all activities linked to ATSI learning/
- **Dreamtime Stories** – Read and discuss stories such as *How the Birds Got Their Colours* or *The Rainbow Serpent* – set up story tables to foster children's understanding of aboriginal culture and shared and sustained thinking
- **Indigenous Art & Symbols** – Explore dot painting, sand art, and storytelling through symbols. Incursion experience with local Aboriginal people/groups to explore Aboriginal art.
- **Bush Tucker Exploration** – Introduce native foods (e.g., lemon myrtle, wattle seeds) through sensory play. This will form part of our ongoing Sustainability Plan in partnership with Green Adelaide.
- **Aboriginal land**- Exploring learning around different Aboriginal groups throughout Australia in the children's learning about the sider community.
- **Outdoors**- Reviewing the Aboriginal focus that is evident in the front of the building and throughout the centre and making changes as needed. Having an ATSI mural on our new child-parent book swap library in the front grounds to be finished in term 1 2025.
- Seeking authentic Aboriginal connections in the local area to assist with our plans (which commenced in 2024).
- **Reviewing the curriculum** specifically around ATSI connections.

### Term 2: Aboriginal Music & Dance

- **Aboriginal Music Exploration** – Listen to and move to traditional and contemporary Aboriginal music.
- **Making & Playing Clapsticks** – Create simple instruments and learn basic rhythms.
- **Animal Dreaming Stories** – Learn about animals in Aboriginal culture (e.g., the emu, kangaroo, and turtle).

### Term 3: Language & Storytelling

- **Indigenous Languages** – Teach simple words from the local Aboriginal language (e.g., greetings, numbers, animals) through engaging with books such as *Kurna animals'*, *Ngaityu Ngaityu* (numbers)
- **Storytelling with Natural Materials** – Use rocks, leaves, and sticks to create story scenes.
- **Traditional Aboriginal Games** – Play games such as **Kolap** (throwing game) or **Kai** (ball game).

### Term 4: Caring for Country & Sustainability

- **Nature Connection** – Encourage respect for nature, exploring local plants and animals.
- **Recycled Art & Weaving** – Use natural and recycled materials to create woven mats or art inspired by Aboriginal techniques.
- **End-of-Year Reflection** – Children share what they have learned about Aboriginal culture through art, songs, or storytelling.

Regular experiences also include singing Aboriginal songs (e.g., *Niina Marni*, *No buru on the bus*) during morning greeting and relaxation time and Aboriginal symbol display to promote children's understanding of Aboriginal ways of knowing and being and encourage discussion).