

NGULLUK KOOLUNGA NGULLUK KOORT ELDER

EARLY SCHOOLING PRINCIPLES AND PRACTICE RECOMMENDATIONS

EARLY SCHOOLING PRINCIPLES

1. Recognise that Aboriginal children's health is inclusive of their physical, social and emotional wellbeing which in turn is considered intimately connected to their sense of belonging and connection to community, culture and country.
2. Recognise the importance of identity, culture and family/kinship network to Aboriginal children's sense of self and belonging, pride, confidence and learning.
3. Recognise and acknowledge the strengths of an Aboriginal child and their cultural differences and what these contribute to the knowledge and learning of all children.
4. Recognise that sharing is a real strength of and an important component of Aboriginal culture and that it is taught to Aboriginal children from a young age.
5. Recognise that independence and freedom are valued components of Aboriginal culture that are taught to Aboriginal children from a young age.
6. Recognise that Aboriginal kids learn how to live in 2 worlds from a young age and bring important but different strengths from their Aboriginal world.
7. Recognise the importance of children learning Noongar language (parents questioned why are kids learning Indonesian, Chinese, Japanese but not Noongar).
8. Recognise the impact of colonisation (including stolen generations, missions, etc.) on families and parents in terms of intergenerational trauma, grief, and loss of culture on Aboriginal children's sense of self, pride, and behaviour.

EARLY SCHOOLING PRACTICE RECOMMENDATIONS

1. Provide culturally appropriate early schooling (kindy/pre-school, early school years) that is honouring and respectful of culture, identity and Aboriginal knowledge, child rearing practices, and ways of learning.
2. Provide more Noongar Language teachers, Aboriginal teachers, education assistants and liaison officers within early schooling settings.
3. Teach Noongar culture and history from Aboriginal perspectives as part of the curriculum (not just token NAIDOC days).
4. Ensure that Elders and other Aboriginal people (own mob) have a valued role in education settings.
5. Work with Aboriginal parents and the local Aboriginal community to address the ongoing and deep-seated lack of trust in services, workers, schools, kindy and playgroups (the provision of culturally appropriate services is one of the keys to (re)building trust with children, parents and other family members).
6. (Re)Provide bus services for parents who have difficulty getting their children to their early childhood education settings.
7. Work with Aboriginal children, parents and the local Aboriginal community to address the negative impact of the school environment on a child's experience of school, ongoing attendance and engagement with the school.
8. Provide opportunities for Aboriginal children and families to participate in cultural activities, get out of the suburbs and be healthy and active together.

