

Goolum Goolum Early Years Term 1 2025



Welcome to our Term 1 edition of the Goolum Goolum Early Years Newsletter!

Our Early Years team are committed to supporting services to provide accessible, high quality early childhood services that are culturally inclusive for Aboriginal and Torres Strait Islander families.

In our everyday work and within this newsletter, we strive to provide you all with information to support you in this important work.

Cultural inclusivity benefits everyone and we thank you all for your continued efforts in this space.

This issue's key topics include:

- Dates of Significance
- Delkaia Aboriginal Best Start Update
 - **Including exciting information about the use of the 50 words website!**
- Deadly Ed - Early Years resource guide
- Opportunities for reflection
 - Journey of Health and Wellbeing
 - Representation matters
 - Culturally safe workplace & cultural fitness

And we have also included some important information for upcoming days of significance

- ANZAC Day - 25th April
- National Sorry Day - 26th May
- Reconciliation Week - 27th May - 3rd June

GGAC Early years team are also excited to announce that we are working towards developing an Educators resource link on the Goolum Goolum website!

Under the Early Years tab on our main website, we will be having direct links to all of the information we share with you, as well as links to past copies of our newsletter for you to continually refer back to.

WATCH THIS SPACE!

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Victorian Aboriginal Education
Association – VAEAI
Is the peak Koorie community
organisation for education and
training in Victoria.
They work for community to
build success in education &
training.

To find the latest VAEAI news,
and access to the link for the
Koorie Education Calendar
head to their website:
www.vaeai.org.au

Dates of Significance for Term 2

- ANZAC Day
 - 25th April
- National Sorry Day
 - 26th May
- Anniversary of the 1967
Referendum
 - 27th May
- National Reconciliation Week
 - 27th May – 3rd June
- Mabo Day
 - 3rd June



By following this link, you can
download free resources, access
further reading, and learn ways in how
you incorporate these meaningful
conversations within your Early Years
settings.



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Delkaia Aboriginal Best Start update

Amazing to think we are at the end of term one already! I have been out visiting services, but have not made it out to see everyone yet. Please sing out if you have a preferred day or time for me to visit.

Resources

I've recently worked with some newly qualified teachers who expressed that they were not sure where to start when it comes to embedding Aboriginal and Torres Strait Islander perspectives into their services and programming. Their questions led me back to revisit some resources that were made available on the ACECQA website when the EYLF was updated in 2023. One of the resources states:

"The main differences you will see are a stronger connection between the frameworks and the National Quality Standard in areas such as sustainability, theoretical approaches, critical reflection, the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing, inclusion and the addition of three new principles".

Taken from: [InfoSheet_ALF_overview_V2.0.pdf](#)

Another resource focuses entirely on the key updates to both the National and approved Learning Frameworks vision statement of:

"Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes"

[Information Sheet EYLF-Aboriginal and Torres Strait Islander perspectives_v2.pdf](#)

I encourage you to have a read through the above resources and even have another look at the ACECQA website link that supports the changes made to the framework:

[Approved learning frameworks | ACECQA](#)

When it comes to resources, another good place to start is the MIP. Have you come across the Marrung Inclusion Practices guide (MIP), that was developed by the Wimmera South West Area team as a guide for your work in this space?

If you have not come across this document before, please reach out to our staff here at GGAC or your KESO's at the Dept of Education and we can email you a copy. It mirrors the Victorian [Marrung Education plan 2016-2026](#), and includes many examples of practices that can support you in your work towards incorporating Aboriginal and Torres Strait Islander perspectives into your services. It is most definitely worth a read.

On page 5 of the MIP, under the objective, *Creating a positive Climate for Learning and Development*, it lists the following practice: *Teachers, educators and other staff know the names of the Traditional Nation, language and local tribal groups that inhabited the land on which the early years' service now sits*

Within that objective, it includes an example of a Best Practice Recommendation as:

Plan for continuous learning about local Aboriginal knowledge, history, culture, and [language](#)

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50 Words Website

I have shared the above practice example as it leads me nicely into sharing some of the biggest resource access news this term! Barengi Gadjin Land Council (BGLC) have shared the 50 words website on their Facebook page for International Mother Language Day.

If you haven't visited the site yet, here is a link to the Wergaia section:

[50 words](#)

Some of the words shared relate to body parts and could be used to sing the Hokey Pokey, others are animal names, and greetings including:

Dalk = hello

Nyakinyanuna = goodbye/I'll see you later

Kate Williamson in Warracknabeal has the greetings displayed on the entry and exit to their Kindergarten room and uses them at group times as the year progresses.

The 50 words website also includes sound bites so you can hear the pronunciations of each word.

If you have a smart TV or an iPad, you can share this with the children as you learn it together. Reach out if you need any assistance locating the Indigenous language spoken on the Country your service sits upon.

As discussed above, including Language is just one way that you can work towards the vision of our industries frameworks:

"Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes". ([InfoSheet_ALF_overview_V2.0.pdf](#))

I look forward to sharing more of the work happening in the DABS space in the next newsletter.

Tori :-)

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DeadlyED

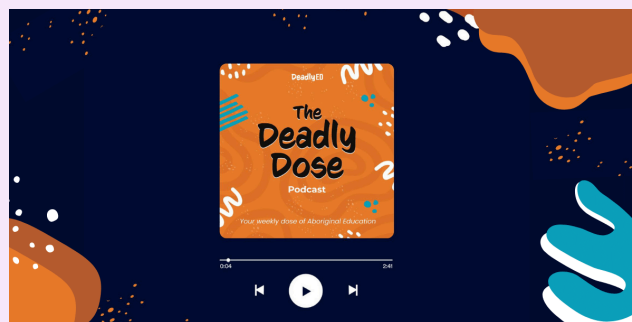
Deadly Ed is a business owned and operated Kane Wright (Proud Darug man) and Josh Brown (proud Worimi man).

Deadly Ed works to ensure anyone in any location can get access to quality, authentic Aboriginal Education.

Deadly Ed programs are linked with the Early Years Learning Framework. They have a team of experienced staff located across Australia. Make contact and see if they have someone available in your area. Wherever possible, request a Traditional Owner to work with your organisation. Some activities include: Art, Dance, Bush Tucker, Indigenous Games and Cooking for 1-5 year olds.

Other resources you will find on their site include information on Yarning Circles and Gardens, Educator PD, and guides for Reconciliation Action Plan. New to their site are their Early Childhood resource packs.

[Please click here if you would like to have a look at the Deadly Ed website.](#)



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Opportunities for Reflection

Given the political and emotional landscape in the aftermath of Survival Day, we wanted to share some positive and empowering resources to help you with your journey as allies for our first Nations Peoples. Starting with this informative video shared by the Victorian Inclusion Agency (VIA) newsletter.

"This beautiful animated video, from the Government of Western Australia's Department of Health, helps promote understanding of Aboriginal people's experiences from colonisation to the present day"
<https://youtu.be/cDYGjkcjUdg?si=nb8cGnkngSSG Tk0y>.

Part of being an ally is reflecting upon the resources within your services. Are they inclusive? Do they represent cultures positively and accurately? We have shared an article on completing a bookshelf audit on the following page. But also visit [AIATSIS Guide to evaluating and selecting education resources Mar25.pdf](#) for an in-depth look at select appropriate resources for teaching Aboriginal and Torres Strait Islander histories, cultures, and languages respectfully and effectively.

VIA's January e-newsletter also provided this gem of an example, of a parent at a school stepping up as an ally to help her children's school review their resources for inclusivity.

Check the link here: [How an old book created a commitment to better represent First Nations Australians – SCIS](#)

There are many individuals like Kerry Klimm, Dale Robertson, and organisations like the ECA, already doing the work of finding contemporary resources for our early years services. You might like to visit the following sites when you next have a budget to refresh your library.

Kakadu Plum Co

[Buy Australian children's books online – Kakadu Plum Co](#)

Koori curriculum

[How to create a First Nations Library for children | Koori Curriculum](#) and [Books – Childrens | Koori Curriculum](#)

ECA

[Reconciliation Resources | Early Childhood Australia Shop](#)

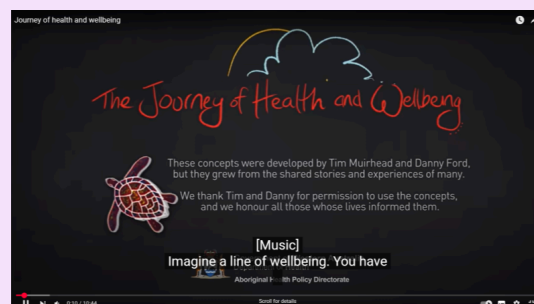
and

[Story Time Collection – Early Childhood Australia](#)

VAEI

[early years koorie resource guide-resource only](#)

[Recommended First Nations children's books – Readings Books](#)



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Representation Matters (Bookshelf Audit from CELA)

We came across a very helpful article from CELA explaining why it is so important for Educators to conduct regular bookshelf audits to ensure your book collection is diverse and inclusive.

In the article they describe “the importance of ensuring that children, particularly in the early years, are exposed to books which feature people of all cultural backgrounds, sizes, skin colours, genders, languages and family structures.”

By doing this, we can help contribute to a child’s sense of belonging.

You will find on the website they have broken the guide up into 4 steps:

Step 1

Divide your books into human main characters and non-human main characters (animal/vehicle/vegetable/etc.)

Step 2

Split your animal books into gender

Step 3

For your Human Protagonists:

- Split by Gender
- Split by Race
- Split by Differently Abled (Physical and Neurodiverse)
- Split by LGBTIQ Representation
- Split by Family Structure

Step 4

Review your results!



To learn more about representation in your book corner/library
please click here

<https://www.cela.org.au>



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How to build a Culturally safe workplace with Aboriginal and Torres Strait Islander Staff

Below is a link to a webinar from the Australian Institute of Family Studies, to help your workplace become more Culturally Safe for Aboriginal and Torres Strait Islander staff.
<https://aifs.gov.au/webinars/how-build-culturally-safe-workplace-aboriginal-and-torres-strait-islander-staff>

Some main points to take away from this webinar:

- At their workplace, Aboriginal and Torres Strait Islander staff should feel comfortable to be themselves and express their beliefs (both Cultural and spiritual)
- Identity and beliefs should be valued and respected
- The range of challenges Aboriginal and Torres Strait Islander peoples may face in the workplace including: juggling work with Cultural responsibilities, impacts of colonial load, vicarious trauma, generational trauma, burnout, lack of recognition, opportunities and promotion in the workplace.



Goolum Goolum Early Years ANZAC DAY 2025



Aboriginal and Torres Strait Islander contribution to War

As most of us know, Anzac Day falls on the 25th of April each year.

Indigenous Anzacs are overlooked when it comes to commemorations. Over 1000 Aboriginal and Torres Strait Islanders fought in World War 1, over 4000 in World War 2. The biggest community in Australia to contribute to World War 2 were the Torres Strait Islanders. Indigenous Anzacs received lower pay and poorer conditions than all the other soldiers.

There were profound barriers when it came to Indigenous peoples trying to enlist in the wars, including being discriminated against because of the colour of their skin, who their family/ parents were, if they were seen to be 'not substantially of European origin or decent'.

A lot of Indigenous soldiers had to lie about their background to be accepted.

Aboriginal and Torres Strait Islander peoples wanted to enlist for many reasons, some including: to serve their country, regular work and income, and to be treated with better respect and equality.

As a part of the soldier settlement scheme, soldiers returning to Australia were promised to be leased land to work and live on. Indigenous Anzacs were also promised this, but were very rarely given the land they were promised, coming home to nothing or forced to live on missions. Even traditional owners were forced off their own land to give to non-Indigenous servicemen.

These Aboriginal and Torres Strait Islander men went to War for decades to protect a nation that denied them the most basic of human rights.

It is important we remember our Mob who served, and acknowledge and commemorate them.

Websites and Resources

<https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2023/04/ANZAC-Day-Indigenous-Service-2023.pdf>

[Generations of Service: The Lovett Family Digibook - Anzac Portal \(dva.gov.au\)](#)

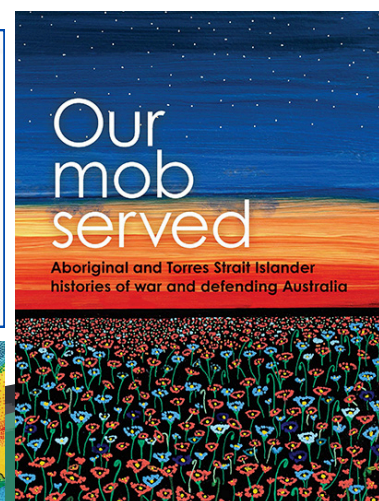
[Advanced Search | Australian War Memorial \(awm.gov.au\)](#)

[For Indigenous veterans | Department of Veterans' Affairs \(dva.gov.au\)](#)

[Research a soldier | Australian War Memorial \(awm.gov.au\)](#)

[Our Mob Served - a vivid picture of Indigenous war service | AIATSIS](#)

[About us | Serving Our Country \(anu.edu.au\)](#)





NATIONAL RECONCILIATION WEEK 2025

Bridging Now to *Next*

27 MAY – 3 JUNE | **#NRW2025** | RECONCILIATION.ORG.AU



EVERY YEAR NATIONAL RECONCILIATION WEEK (NRW) IS BROUGHT TO LIFE THROUGH YOUR ACTIONS. WITH NRW 2025 FAST APPROACHING (27 MAY – 3 JUNE), START GETTING READY TO SHARE, REFLECT AND ACT ON THE THEME BRIDGING NOW TO NEXT.

GET NRW READY!

- POSTERS & FLYERS
- DIGITAL ASSETS
- REGISTER & SEARCH EVENTS
- MULTILINGUAL TRANSLATIONS
- CREATE A WORKPLACE CHOIR
- COMMUNITY INSTALLATION ACTIVITY



reconciliation.org.au

#NRW2025



RECONCILIATION
AUSTRALIA

National Reconciliation Week

Narragunnawali: Reconciliation in Education Program



Narragunnawali: Alive, Wellbeing, Coming Together & Peace

Narragunnawali is a program of Reconciliation Australia. A free online platform with *tools and resources, for schools and early learning services, to take action towards reconciliation between non-First Nations Australians and Aboriginal and Torres Strait Islander peoples.*

<https://www.narragunnawali.org.au/about>

All tools and resources provide practical ways to introduce meaningful reconciliation actions in and around classrooms, schools and your local community. With each resource you will find:

- Learning Outcomes
- Inquiry Questions
- Activity guidelines and/or further learning activities
- & Curriculum links – linking to EYLF Outcomes

The Narragunnawali program also allows teachers and educators professional learning along side these curriculum resources, from early learning, primary and secondary levels.

Some of the resources you will find include:

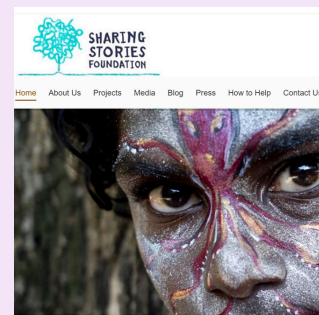
Building Belonging



Caring for Country

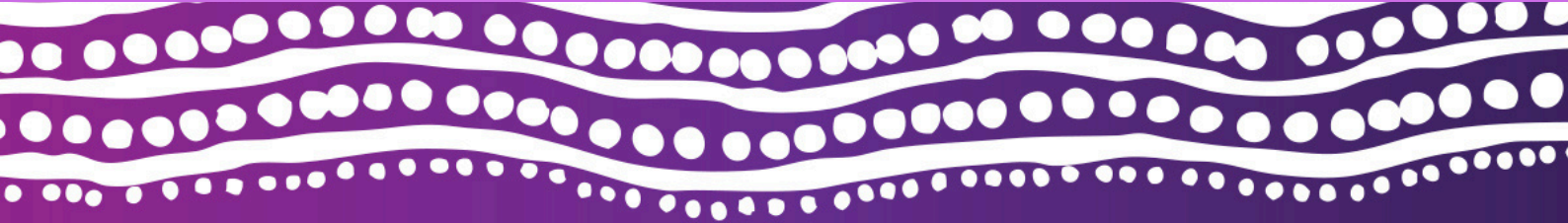


Sharing Stories



<https://www.narragunnawali.org.au/curriculum-resources>





National Sorry Day



26
May



Commemorating Stolen Generations