



# Goolum Goolum Early Years Term 3 2025

**Welcome to our Term 3 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
- Playgroup & wayipungitj Update
- Riley Callie PD Training Resources / Blak ignited
- Self-Care and Wellbeing for Educators
- Embrace Summer 2025
- Gariwerd Seasons

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

- Remembrance Day

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!

**Michelle Cameron** Early Years Team Manager  
[michelle.cameron@goolumgoolum.org.au](mailto:michelle.cameron@goolumgoolum.org.au)

**Tori Power** Delkaia Aboriginal Best Start Facilitator  
[tori.power@goolumgoolum.org.au](mailto:tori.power@goolumgoolum.org.au)

**Phoebe Tucker** wayipungitj & Girrin Playgroup Facilitator  
[phoebe.tucker@goolumgoolum.org.au](mailto:phoebe.tucker@goolumgoolum.org.au)

**Matt Cockerall** wayipungitj & Girrin Playgroup Facilitator  
[Matthew.Cockerall@goolumgoolum.org.au](mailto:Matthew.Cockerall@goolumgoolum.org.au)





## Dates of Significance

- **September–November:** “Petyan” (Spring time in Gariwerd seasons) which is known as the Wildflower Season
- **7<sup>th</sup> September** – Indigenous Literacy Day
- **11<sup>th</sup> November** – Remembrance Day
- **11<sup>th</sup> November** – Anniversary of the passing of the Aborigines Protection Act 1869
- **21<sup>st</sup> November**– Anniversary of the Long Walk Canberra
- **November–January:** “Ballambar” which is Early Summer in the Gariwerd Seasons. Known as the Butterfly Season.
- **3<sup>rd</sup> December** – Eureka Day
- **5<sup>th</sup> December** – Anniversary of Ebenezer mission reserve handover
- **10<sup>th</sup> December** – World Human Rights Day
- **10<sup>th</sup> December 1985** – Lionel Rose was inducted into the Sport Australian Hall of Fame
- **13<sup>th</sup> December** – Anniversary of the first successful Native Title settlement in Victoria – found in favour of the Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagalk Traditional Owners

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](http://www.vaeai.org.au)**



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.



# Delkaia Aboriginal Best Start Update



This terms update comes from Madelaine and her team of educators at the **Bennet Road Kindergarten** in Horsham.

Early Education and Care services are exceptionally busy places. Busy educators and busy families can make it hard to make time to build relationships with each and every family in a timely manner. This Delkaia update details one small change that Madelaine Deckert and her team of educators implemented that had a huge impact on their relationships with families.

Madelaine set out to find more ways to have positive interactions with families even if it wasn't face to face. She worked with the Educational leaders within Emerge EYS to double check the organisations policies regarding use of photos, social media and technology. It was decided that sending photos of children to their families only, using the Kindergarten's mobile phone, did not pose a risk and met all Policy, Procedure and legislative mandates.

Educators made time to send positive texts and photos of the families' children participating in the program each week. Specifically, those families who could not always make time to interact with educators at pick up and drop off times. Families would respond to the texts and/or mention them when they came to pick up their children at the end of the session. Naturally, this led to more conversations and a building of trust with families. When asked what the key learnings from this plan, Madelaine responded:

*"It was a very doable activity, and it really opened up the communication with families".*



# Playgroup & wayipungitj update



We officially started Girrin Playgroup in the new Goolum Goolum building this term! Which we are all so excited about.

We had great feedback from the families that they all love our new space!

Playgroup was super busy for our first session in the new building, with a couple of new families attending for the first time ever.

We are so happy with our new playgroup room and are keen to continue adding our little touches to make it our own ☺

We have shared some photos of our new space with you below



# Riley Callie PD Training Resources



The creator of Riley Callie Resources is a proud Dunghutti woman named Deborah Hoger. Deborah is an anthropologist who is extremely passionate about making sure Aboriginal Culture is embedded in childhood education settings, from early years and right through.

Riley Callie Resources has partnered with First Nations experts to offer a range of professional learning opportunities for those who are wanting to extend their knowledge in Aboriginal perspectives.

These PD resources are available in both online workshops and some in-person workshops.

The workshops they currently have available are focused on Embedding Aboriginal Perspectives through STEM and Building your Cultural Intelligence.

We highly recommend clicking on the link below to check out the great resources Riley Callie have on offer.

**<https://www.rileycallieresources.com.au/professional-development-workshops>**



## Self-Care and Wellbeing for Educators

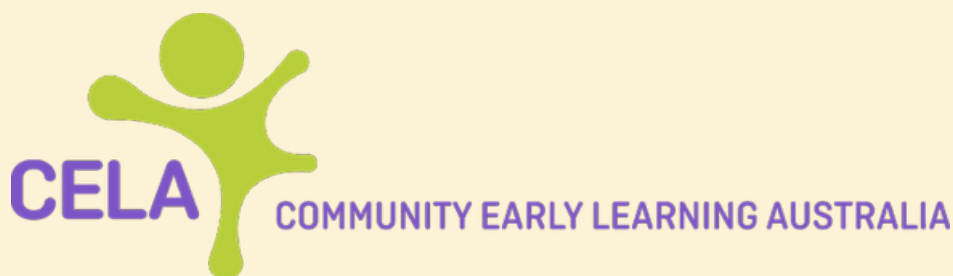


Self-care and the wellbeing of Educators is so important. Not just with the day-to-day demands of working in Early Years, but also with all the heavy stuff that's been going on in recent news nation wide.

We would like to share two different resources with you that we think might be beneficial to take a look at. Remember, you need to make sure you're looking after yourself too ❤️

Please click on the links below:

- **[Prioritising Wellbeing - CELA](#)**
- **[Wellbeing at Work Matters - Beyond Self-Care - An Educator Wellbeing Guide](#)**



# Embrace - Summer 2025 Inclusion Support



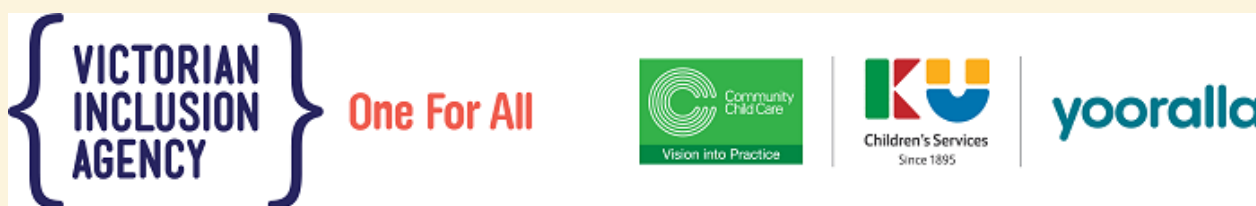
We would like to share with you, a link to the Summer 2025 edition of the Embrace Inclusion Support Magazine.

**[https://www.viac.com.au/sites/default/files/VIA\\_Embrace\\_Magazine\\_Edition%2016\\_Summer%202025\\_WEB\\_spreads.pdf](https://www.viac.com.au/sites/default/files/VIA_Embrace_Magazine_Edition%2016_Summer%202025_WEB_spreads.pdf)**

In this magazine you can find articles including:

- How to talk to young children about Aboriginal and Torres Strait Islander history and colonialism
- An OSHC Service's reconciliation journey "From unaware to advocate"
- How to look after your wellbeing
- Supporting Autistic children through their education
- Posters and free resource

Embrace magazine is a great resource put together by the Victorian Inclusion Agency, with lots of important information that we think will definitely be worth the read :)





## Gariwerd Seasons - Petyan

We are now in one of my most favourite seasons of the year - **Petyan** (Spring)! ☺

Petyan is one of the six seasons from Gariwerd.

It is known as "Late Spring" - the season of wildlife and wildflowers.

There are six different seasons in Gariwerd, recognised by the Djab Wurrung and Jardwadjali Peoples - This is due to the changing patterns of the environments (such as the behaviour of animals, weather, plant growth etc).

The Six Seasons, as written on the Deadly Story website:

- Kooyang (Late Summer) - Season of eels and parched landscape
- Gwangel Moronn (Autumn) - Season of honey bees, sunrises and flocking birds
- Chinnup (Winter) - Season of cockatoos, cool climate and early wildflowers
- Larneuk (Early Spring) - Season of nesting birds and changeable weather
- Petyan (Late Spring) - Season of wildlife and wildflowers
- Ballambar (Early Summer) - Season of butterflies, warm weather and wetland plants

To read more about the Six Seasons, please click the following link to the Deadly Story website:

[https://deadlystory.com/page/aboriginal-country-map/Community\\_Spaces/Gariwerd](https://deadlystory.com/page/aboriginal-country-map/Community_Spaces/Gariwerd)





## Remembrance Day

We would like to share a great article with you from Yarn, called 'Remembrance Day From An Indigenous Perspective' - Written by Hannah Devlin.

We think it is a good way to demonstrate to Educators how important it is to educate and expose themselves to First Nations Peoples' perspectives of events.

If Educators develop a deeper understanding, they can more readily incorporate First Nations perspectives into their curriculum.

The article talks about things such as:

- The freedom that Indigenous Diggers fought for, was not granted to them.
- Systems of oppression, policies and beliefs of "White Australia".
- The significant number of First Nations Peoples who served in both World War I and World War II.
- The comparison in treatment of Aboriginal Veterans whilst they were serving overseas, to when they returned home.
- Using Art to create change.

To view the article, please click here: <https://www.yarn.com.au/blogs/yarn-in-the-community/remembrance-day>



# Blak Ignited



We aim to highlight resources that support the work that you are doing to embed First Nations perspectives into your environments and programming. One such resource is the work of Blak Ignited. You can click on the link below to reach their website:

<https://www.blakignited.com.au/about>

From the website:

"Tammy Baart is a proud Dharug woman of the Boorooberongal clan, an award-winning educational leader, and the Founder of Blak Ignited — a purpose-driven consultancy igniting human potential through honouring culture, reclaiming identity, and transforming systems. With over two decades of executive experience across educational, corporate, and community sectors, Tammy brings a fierce commitment to disrupting inequity and reimagining how we lead, learn, and live".

When visiting Blak Ignited's site, make time to visit the resources tab and explore what's on offer. Tammy has given us permission to share one of those resources with you in our newsletter. On the next page, you will find an infographic titled "You're not done!" Tammy writes:

*"Here's the truth: **Cultural Awareness is not Cultural Intelligence.***

*Awareness helps you notice difference. Cultural Intelligence (CQ) teaches you how to respond — with humility, care, and accountability. One eases your discomfort. The other centres our dignity.*

*Awareness may have opened your eyes. It certainly has its place! But CQ opens your heart, actions, and systems. This matters because too often, I see RAPs that look great on paper — but fail in practice. They stall, stagnate, or silently disappear.*

*Why? Because organisations confuse intention with impact. RAPs won't succeed through box-ticking, calendar moments, or performative acknowledgements. They need leaders with cultural intelligence. They need teams who walk with mob — not just clap from the sidelines".*

*The infographic is provided across the next three pages. A link is provided so you can download it in full.*





# Blak Ignited

**Blak Ignited**

# YOU'RE NOT DONE!

You don't become culturally safe by knowing the right words.

**LET'S BREAK IT DOWN:**

**CULTURAL AWARENESS**

Cultural Awareness may ease your discomfort.

You feel good for trying.  
You learn the right words.  
You hope you won't offend.  
You can say you did something.

But:

- Mob still feel silenced in meetings.
- Protocol is performed without presence.
- We're included when it's convenient — not when it counts.

**CULTURAL INTELLIGENCE**

Cultural Intelligence centres our dignity.  
You stay curious, even when it's hard. You ask whose voice is missing — and make room. You change systems, not just language.  
You walk with us — not ahead of us, not for show.

And that:

- Builds trust that can't be faked.
- Creates spaces where mob don't have to shrink.
- Moves the needle from representation to respect.



# Blak Ignited



## WHAT ELSE SHOULD I UNDERSTAND?

|                            | Cultural Awareness Training                                                                                                                                                 | Cultural Intelligence (CQ) Development                                                                                                                                                                                                                           |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Primary Focus</b>       | Information about Aboriginal and Torres Strait Islander peoples, histories, and basic protocols.                                                                            | Building the capacity to engage, adapt, and lead respectfully in culturally diverse and dynamic contexts.                                                                                                                                                        |
| <b>Typical Content</b>     | <ul style="list-style-type: none"> <li>✓ History of colonisation</li> <li>✓ Protocols and terminology</li> <li>✓ Key dates and events</li> <li>✓ Do's and don'ts</li> </ul> | <ul style="list-style-type: none"> <li>✓ Self-reflection and bias awareness</li> <li>✓ Relational accountability</li> <li>✓ Cultural empathy and adaptability</li> <li>✓ Navigating power and privilege</li> <li>✓ Building culturally safe practices</li> </ul> |
| <b>Level of Engagement</b> | Passive. Often a one-way delivery of content.                                                                                                                               | Active. Involves inquiry, dialogue, reflection, and behavioural practice.                                                                                                                                                                                        |
| <b>Emotional Outcome</b>   | Feels safe for non-Indigenous people. Often avoids discomfort.                                                                                                              | May feel uncomfortable — but opens the door to deep growth, empathy, and integrity.                                                                                                                                                                              |
| <b>Behavioural Change</b>  | Temporary awareness. Behaviour may shift in front of mob, but not behind closed doors.                                                                                      | Sustained change. Decisions, systems, language, and leadership evolve over time — even when mob aren't in the room.                                                                                                                                              |
| <b>Lasting Impact</b>      | "I know <i>about</i> culture."                                                                                                                                              | "I <i>live and lead</i> with culture in mind."                                                                                                                                                                                                                   |

**Reconciliation Action Plans** aren't failing because the goals are wrong — they're failing because the work is **shallow** and the commitment is **performative**.

- RAPs get written for optics, not outcomes.
- "Cultural competency training" is ticked off — with no follow-up.
- Identified staff carry the emotional labour while systems stay unchanged.
- Relationships are transactional, not transformational.
- Culture is included in events — but excluded from strategy.

Without Cultural Intelligence, RAPs become documents of intent with no behavioural spine.



# Blak Ignited



## With Cultural Intelligence training:

- RAPs are lived, not laminated.
- Leaders model relational accountability – not just attendance.
- Cultural learning is embedded into onboarding, development, and evaluation.
- Systems shift – not just statements.
- Mob feel safe, seen, and supported every day, not just on the calendar.
- CQ brings RAPs to life – by translating principles into practice and relationships into respect.

**Awareness is a start.  
Cultural Intelligence is a  
commitment.  
One eases your  
conscience. The other  
upholds our dignity.**

***Igniting Human Potential***

**Tammy Baart**  
[www.blakignited.com.au](http://www.blakignited.com.au)

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You can download the infographic from the resources page here:

**<https://www.blakignited.com.au/resources>**

Tammy has also developed a partnership with Riley Callie Resources, and they offer workshops and training. You can find more information here: **<https://events.humanitix.com/host/riley-callie-resources-pty-ltd>** We have written about Riley Callie resources earlier in this edition of the newsletter.

Additionally, you can subscribe to their fortnightly newsletter. The link can be found below. Our latest edition is also found [here](#). Subscribe here: **<https://blakignited.us20.list-manage.com/subscribe?u=89b18d0a7040a9eda45abd9d8&id=7400b62a31>**

