



# Aboriginal and /or Torres Strait Islander Indigenous Policy

*The Farmhouse Montessori School believes all children, families and the community should be supported to participate successfully and harmoniously in the school's curriculum and activities. ' Belonging, Being and Becoming (The Early Years Framework for Australia) clearly states that all children, regardless of their abilities, the family constellation to which they belong, or the community they belong, or the community that the family resides, have a right to simply belong, be and become.' . We therefore ensure that we not only ' assist each family to develop a sense of belonging and inclusion', we 'respect uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems' as stated in the Early Childhood Australia Code of Ethics. We respect the Guringai people as traditional custodians of the land on which the school is situated.*

## Relationships:

The Farmhouse Montessori School is committed to developing an understanding of the Aboriginal and Torres Strait Island people with respectful and authentic understanding, and, most importantly, to avoid tokenism. We have no existing Guringai people left in our community.

## Respect:

- Our school is based on a culture of respect. We see respect for the individual, our community and our environment as interconnected. The school identifies that respect is a critical aspect of our Aboriginal and Torres Strait Islander policy and the foundation for honouring and acknowledging the position of Aboriginal and Torres Strait Islander peoples and building long term meaningful relationships and understanding. The school's sign also states we acknowledge the Guringai people as traditional custodians of the land the school is situated on.
- The Aboriginal flag is flown on the flag pole.
- Acknowledgement of Country takes place before school events.
- Children are invited to pay their respects and Acknowledgement of Country before we start our group activities each day.
- Traditional Elders perform Welcomes to Country at significant school events.
- Indigenous art is displayed in the classrooms.
- Aboriginal and Torres Strait Island books are available in the children's library.
- Aboriginal and Torres Strait Islander Peoples perspectives/ content included in the teaching of a range of curriculum areas for all ages. This includes music, instruments, songs, language. We encourage Indigenous picture cards in our language area.
- Use of Aboriginal and Torres Strait Islanders peoples resource section, includes books by Aboriginal and Torres Strait Island authors.
- Children to be addressed annually by a Aboriginal or Torres Strait Islander professional.

## Opportunities:

- All employees at The Farmhouse Montessori School are expected to communicate respectfully and sensitively to all families.
- Our school supports Aboriginal and Torres Strait Island families to access our school environment.
- Aboriginal and Torres Strait Islander People are encouraged to apply to our advertisements for school positions.
- Families of the school are aware that our environment that is welcoming and supportive of Aboriginal and Torres Strait Island children, families and communities.
- All student, including Indigenous students will be supported to reach their full potential.

## Children and Educators

- Educators create an anti-bias environment which includes appropriate visual and aesthetic resources which reflect the Aboriginal and Torres Strait Island people.
- Educators create an anti-bias environment which incorporated Aboriginal and Torres Strait Island peoples culture within the program.
- Educators broaden children's perspectives and encourage an appreciation of diversity and difference.

- Educators talk about issues of inclusion, exclusion, fairness, unfairness, bias or prejudice as they arise in the children’s everyday experiences to help instil inclusive practices.
- Educators expose children to images, books and resources that reflect children and people of the Aboriginal and Torres Strait Island people.
- Educators will seek training opportunities if needed to support the understanding of cross cultural awareness.
- Educators ensure a balanced view of contemporary Aboriginal and Torres Strait Islander peoples through images, books and resource used.
- The school subscribes to SNAICC (Secretariat of National Aboriginal and Islander Childcare) and receive e-Newsletters to keep up to date with current advocacy issues and information about Aboriginal and Torres Strait Islander inclusion.
- Educators include ATSI cultural perspectives, awareness and history in their intentional teaching and planning for children.

Source

- [www.ncac.gov.au](http://www.ncac.gov.au)
- <http://www.ipsunswact.com.au>
- <http://www.snaicc.asn.au>
- Oxfam
- Secretariat of National Aboriginal and Islander Child Care
- National Indigenous Times
- Early Childhood Australia, 2011 Code of Ethics cited at: [http://www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/early\\_childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html)
- Commonwealth of Australia, 2010, *Educators Belonging, Being & Becoming Educator’s Guide to the EYLF for Australia*, Australian Government Department of Education, Employment & Workplace Relations for the Council of Australian Governments.

Policy Review Date	Modification	Reviewed & Approved
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