



RECONCILIATION —THE HEART OF ADVOCACY

Reconciliation is at the heart of the advocacy work of Early Childhood Australia (ECA) and has been for many years. ECA demonstrates this in many ways, including its own Reconciliation Action Plan (RAP), its commitment to the reconciliation symposiums and through its carefully written and selected resources. This issue of *Every Child*, with its focus on reconciliation, demonstrates this ongoing commitment and will inspire educators to focus their work with young children around the information and ideas expressed in this issue.

The guest statement by Karen Mundine, the CEO of Reconciliation Australia, sets the tone for this issue with information about the highly successful *Narragunnawali* program, which gives all educators the opportunity to access the program and use the resources for themselves, their peers and the children and communities in which they live and work. Adam Duncan, from Wiradjuri Preschool and Child Care, implores us to not only write and use the RAP as a tool to enact our vision, plans and goals around reconciliation but to think carefully about how we can include children's voices in such a process. His examples give us many possibilities.

Narelle Dewhurst and Fiona McFadden from St Anne's Long Day Care Centre, discuss 'their story without an end' after attending the ECA Reconciliation Symposium on the Gold Coast earlier this year. Their story demonstrates a commitment to lifelong learning through new knowledge, renewed commitments and changed practices.

Setting up a dreaming corner in her learning environment is one way Jillian Munday, an educator at Little Saints Pre-K, St Paul's Grammar School OSHC, demonstrates to readers, in a very practical way, her commitment to reconciliation. Readers will find her list of suggested resources helpful.

Di Roberts gives us a taste of her very intense but rewarding account of living and learning in a remote Aboriginal community. The success of this experience lies in sound early childhood practice—shared understandings, honest and transparent communication and transferring of skills from one context to another.

We interview both Jessica Staines and Jackie Bennett who are taking part in the Global Leaders for Young Children program. We can learn a lot from their insights as they discuss being an Aboriginal person in Australia today, and the importance of embedding culture and identity into curriculum and practice.

The productivity report on Australia's children from birth to adulthood gives us a snapshot about the wellbeing of children and young people and unfortunately still shows concerning statistics for Aboriginal and Torres Strait Islander children in poor school attendance, in out of home care, in relation to child protection and in detention, to name a few. Our work in early education and care must find ways to support these children and families wherever we can.

While this edition has its focus on reconciliation, it would not be *Every Child* if we did not bring you other articles that ask you to reflect on your own practices with children, your peers and colleagues. These cover ECA's *Code of Ethics*, risk taking, learning how to learn, spatial reasoning and mathematics and much more.

I trust you find this edition stimulating and useful and hopefully some, if not all of our suggested resources will find their way into your service and school libraries.

Judy Radich
Every Child Co-Editor

**'... SOUND EARLY CHILDHOOD PRACTICE—SHARED UNDERSTANDINGS,
HONEST AND TRANSPARENT COMMUNICATION ...'**