

connecting preschools with Aboriginal community groups, orgs, health workers.

Make connections with Aboriginal community. Aboriginal workers and organisations

Knowledge and critical reflections. EYLF - connections to. Meeting ECS staff where they are

GP 2

Using Aboriginal terminology, symbols

## What approaches might you consider using or have used to strengthen Aboriginal and Torres Strait Islander perspectives as part of program delivery?

Listening to community concerns, connecting with other centres who are 'doing it well'

Respecting existing knowledge, encouraging celebration of Aboriginal and Torres Strait Islander days, gaining local knowledge

Attend cultural awareness training, access culturally appropriate resources

Assist in applying for grants e.g for bush tucker gardens

embed perspectives every day e.g acknowledge meth of country, caring for country

Aboriginal health impact statement - ensure part of project planning and perspectives

listening - encouraging yarning circles in ECSS

Critical reflection on all resources developed, consider images, colours used and cultural appropriateness

Keeping it fun for children songs, dances, language - why are we doing this. Connect with country. Tap into existing stories, arts, traditional crafts

authenticity - accessing appropriate resources,

# GROUP 3

What approaches might you consider using or have used to strengthen Aboriginal and Torres Strait Islander perspectives as part of program delivery?

Being gentle - go where there is momentum. Listen and learn

development of Bush Tucker resource - guided by a local Aboriginal Elder after having built relationship - takes time but grew organically

Encourage ECCC to connect with their local Elders

building community relationships - listening to expressed needs of local groups

Explore cultural barriers and work with all parts of community around what they would like to see - for example - looking at games and physical activity or what goes on a menu

Co design and system thinking - look collectively at what the barriers are to programs and work with settings to implement ways to reduce the barriers

Bush Tucker Garden project in Murrumbidgee: <https://www.mind.health.nsw.gov.au/about-releases/bush-tucker-gardens-in-schools>

Look out for what is happening in services - look to how you can adapt to local context with local examples

Listening to what services need - working with them to reach their goal - share approach with others

ensure program is reaching to people who need it most - looking for opportunities within centres who are wanting to lead or already leading those conversations

Our role could be to amplify and share information of Aboriginal people across different communities with our ECCCS

listening and being responsive to other ideas - letting go of what we may have thought but allow to be guided and let the voice of local Aboriginal people

Sharing knowledge and local connections, access to information and services that meet the needs for families that they can access - clinical alignment

Demonstrate authentic commitment and be a support eg always doing an Acknowledgment to workshops with centres, connect services into resource

Support services with knowledge about how to implement - rather than just sharing resources but a "how to" - turning resources to practical

Place based activities - help make connections in community where people need support to link in with Aboriginal people

find champions and share the story to show people what is possible

Murrumbidgee has just completed project with a local school with primarily Aboriginal students and focussed on teaching FMS - talk to Alex Walker for more info

Asking community what they need - how we can support and approaches - deliver in a culturally safe way

# GROUP 4

What approaches might you consider using or have used to strengthen Aboriginal and Torres Strait Islander perspectives as part of program delivery?

HPO to help educators feel confident to do acknowledgement to country regularly. Adapting it to their service and area

Knowledge - research local Aboriginal histories and contexts to empower HPOs and educators. E.g. Eora fisherwomen

Relationships and community connection - procure services from Aboriginal organisations  
<https://supplynation.org.au/>

Critical reflection and relationships: Identify local aboriginal community needs and support them to embed into programs

Critical reflection and authenticity : Embedding cultural perspectives into our daily practice e.g. mindfulness, walk on country, acknowledgement of country

Community connection and relationships: Create the local community

Relationships - Find your allies, share information and learnings to drive collective action E.g. Reconciliation champions

Understanding the community perspective by identifying places (e.g., nature) to meet, making the community feel comfortable

Ask community HOW they wish to work together, allow them to identify needs and HOW they wish to meet e.g park, less sterile environments

Trust, willingness, openness, patience in building relationships

place based activities or being on country. Where not possible what videos of country can you find and share?

# GROUP 5

What approaches might you consider using or have used to strengthen Aboriginal and Torres Strait Islander perspectives as part of program delivery?

**Embed  
Aboriginal  
perspectives  
as part of  
Munch &  
Move.**

**Co-design  
resources with  
community.**

Research to learn  
more about the  
community we live  
and work e.g.,  
professional  
development  
opportunities and  
workshops.

**Aboriginal  
Health Impact  
Statements.**

Community  
connection and  
relationship  
building with our  
community to  
better understand  
their needs.

Engaging with  
Aboriginal  
communities to  
ensure all resources  
are suitable for all  
populations.  
Consultation when  
designing  
resources.

Munch & Move PD  
workshop: embed  
Aboriginal  
perspective in  
Munch & Move.

# GROUP 6

What approaches might you consider using or have used to strengthen Aboriginal and Torres Strait Islander perspectives as part of program delivery?

Build relationships with community members. Example from NSLHD - Aboriginal and Health Services to deliver Lunch & Learn sessions.

Engaging with local community groups. Eg. Bush to Bowl - how to incorporate "bush" ingredients to everyday cooking. Bush Tucker garden

Opportunity - LHD tool to help identify support for A&TSI communities and NCOs working with A&TSI

Consideration - vegetation across different first nation countries. AECC (Aboriginal Education Consultative Group).

Some services are leaders in this space - including delivery of garden events with Elders

**Build stronger relationships with services who have greater A&TSI population**

Opportunity - Local knowledge, ABS, AECC, A&HS to identify A&TSI enrolments in ECS.

Opportunity - engagement with services (via survey) to better understand A&TSI enrolments