

The *Leadership* Conference 2025



Community
Child Care

Vision into Practice

WOMINJEKA | WELCOM

Leading with
purpose in early
years and OSHC

Wednesday 23 July



Acknowledgement of Country

Community Child Care Association (CCC) acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of this nation and the Traditional Custodians of the land on which we work.

We recognise their continuing connection to culture, land, water and community. We pay our respects to Elders past and present. We acknowledge the strength of family connection and kinship within Aboriginal and Torres Strait Islander communities and their ongoing dedication to educating and caring for children. Sovereignty of these lands was never ceded.

We would like to thank Yorta Yorta and Gunnai artist Dixon Patten for creating this artwork which depicts CCC's cultural learning journey

Rhonda Livingstone

Meaningful engagement with
families and communities
a
culturally responsive approach



Meaningful engagement with families and communities – a culturally responsive approach

Rhonda Livingstone National
Education Leader, ACECQA



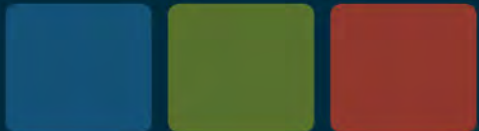
Acknowledgement of Country

ACECQA acknowledges that we are meeting on the Traditional Land of the Wurundjeri Woi-wurrung and Bunurong Boon Wurrung people, and I would like to take this opportunity to pay our respects to Elders past and present and extend that acknowledgement and respect to Aboriginal and Torres Strait Islander people joining us today.

I recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. I acknowledge and recognise the rich histories and diverse cultures of Aboriginal and Torres Strait Islander peoples, and the valuable contribution their diversity brings.



Lifelines and Bloodlines | Artist – Chad Briggs | 2018



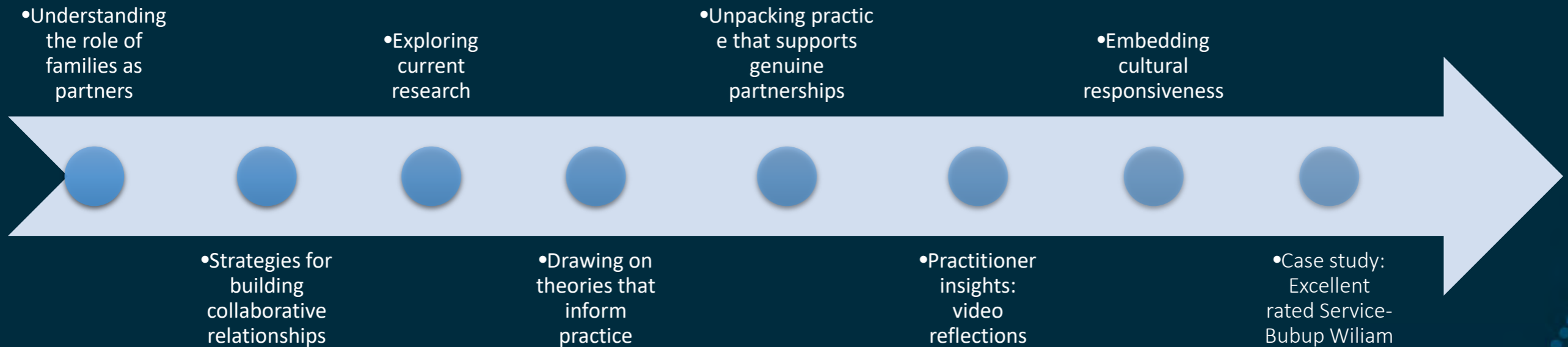
Australian Children's
Education & Care
Quality Authority™

The role of ACECQA



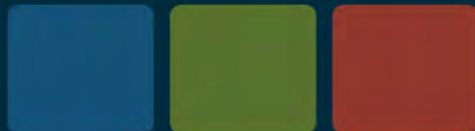
Australian Children's
Education & Care
Quality Authority™

Session outline



***“It takes a village
to raise a child”***

African Proverb



Australian Children's
Education & Care
Quality Authority™





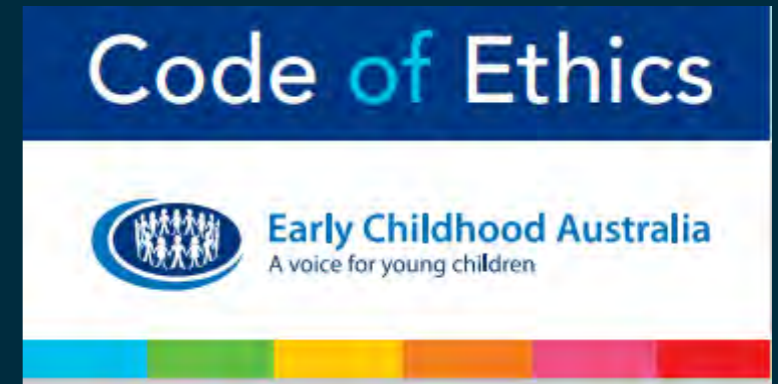
Guiding principles of the NQF

- The rights and best interests of the child are paramount
- Children are successful, competent and capable learners
- Equity, inclusion and diversity underpin the Framework
- Australia's Aboriginal and Torres Strait Islander cultures are valued
- The role of parents and families is respected and supported
- Best practice is expected in the provision of education and care services



Australian Children's
Education & Care
Quality Authority™

Early Childhood Australia (ECA) Code of Ethics



In relation to families, I will:

Support families as children's first and most important teacher and respect their right to make decisions about their children

Listen to and learn with families and engage in shared decision-making, planning, and assessment practices in relation to children's learning, development, and wellbeing.

Develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging.

Learn about, respect, and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs, and kinship systems.

Respect families' right to privacy and maintain confidentiality.



Australian Children's
Education & Care
Quality Authority™

Services don't work in isolation—*they're part of a network of relationships that connect and influence each other.*



Australian Children's
Education & Care
Quality Authority™

Engaging families from enrolment



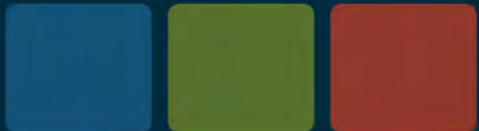
- Share information about the program and how you operate
- Share your philosophy
- Ask families to share their preferences
- Engage and listen
- Be mindful of perceptions
- Recognise significance of kinship and family structures



Australian Children's
Education & Care
Quality Authority™

Aboriginal and Torres Strait Islander family considerations

- Understand the diversity of Country, protocols
- Respect local histories
- Seek out support from local Elders
- Engage and listen actively
- Be mindful of diverse perspectives
- Consider all family structures



Collaborative Partnerships

“Children thrive when they, their families and their educators work together in partnership to support their learning, development and wellbeing.”

Early Years Learning Framework (EYLF V2.0)



Australian Children's
Education & Care
Quality Authority™



Research

Collaborative partnerships between educators and families are vital for children's learning and wellbeing.

Grounded in **respect and inclusion**, these relationships:

- support cultural responsiveness
- encourage shared decision-making
- support resilience
- align with QA6 and principles from Te Whāriki, such as Whānau Tangata (family) and Whakamana (empowerment).

Source: Kapoor, G. S. (2024). Collaboration with Children and Families in Early Childhood Education. IJNRD



Australian Children's
Education & Care
Quality Authority™

Theories that inform practice

Drawing on a range of perspectives, research and theories can challenge traditional ways of thinking and encourage educators to:

- investigate
- discuss and debate
- recognise
- consider
- find new ways of working



Australian Children's
Education & Care
Quality Authority™

Socio-cultural theories



- emphasise the central role that families and cultural groups play in children's learning

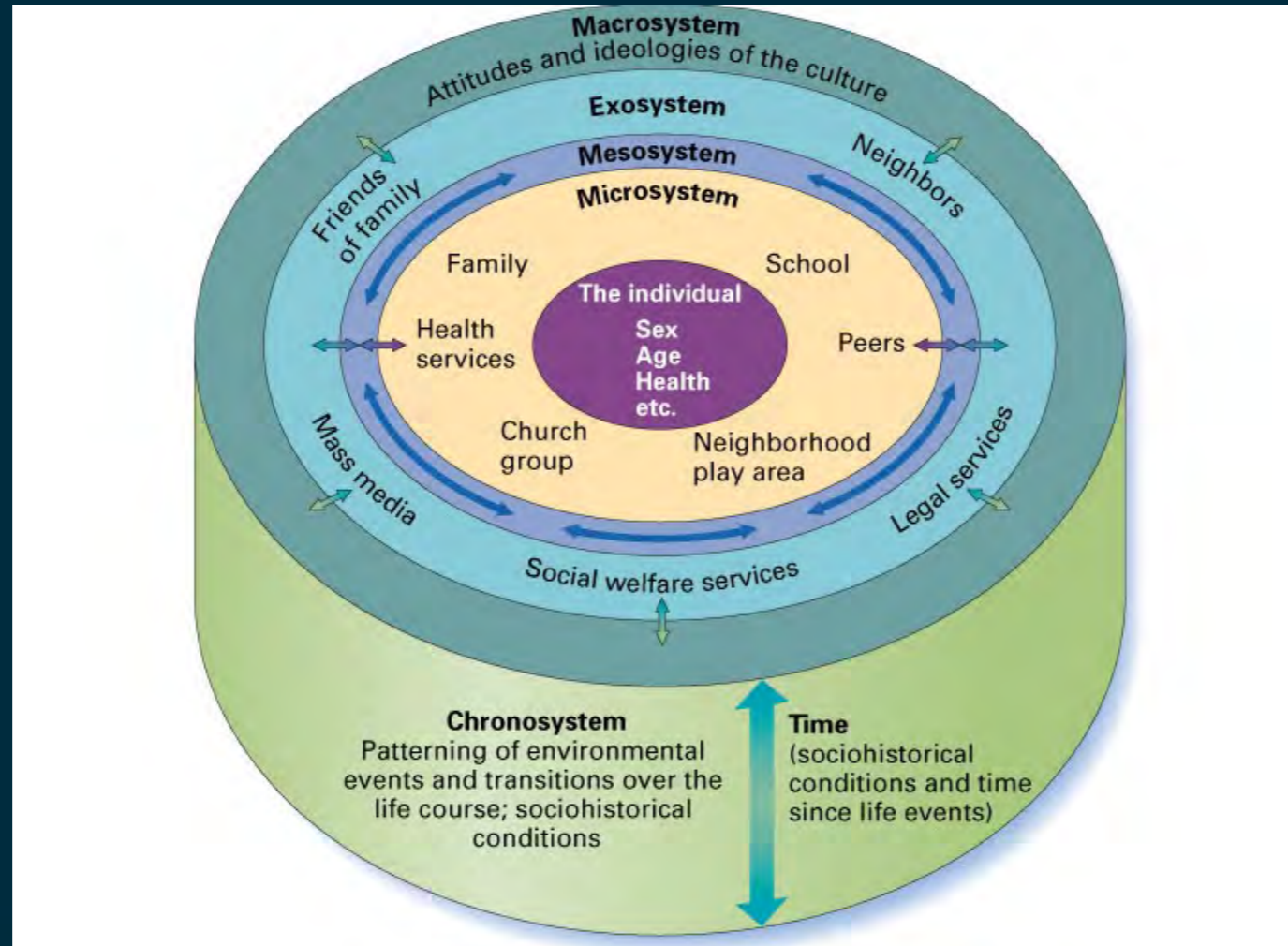
- the importance of respectful relationships

- provide insight into social and cultural contexts of learning and development.



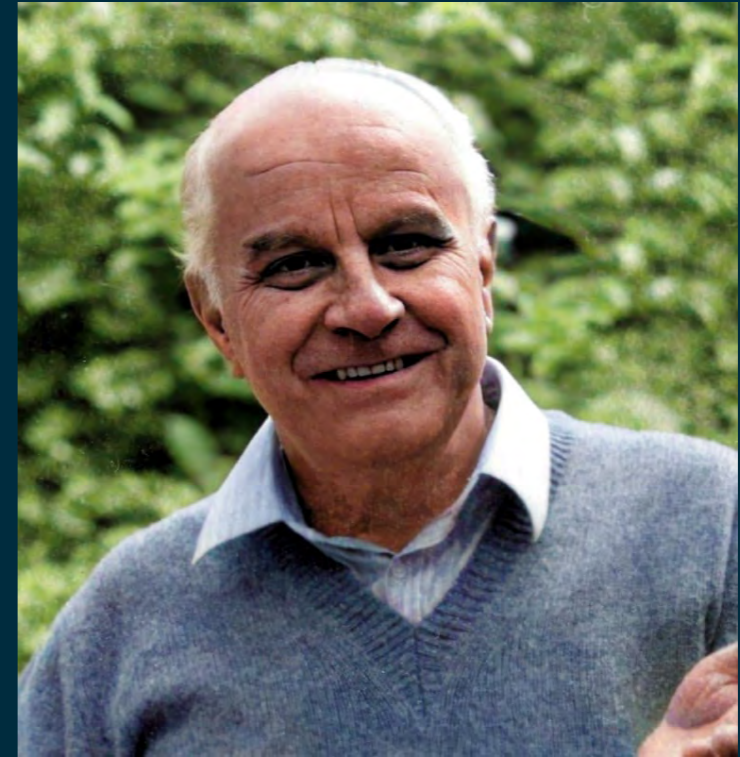
Australian Children's
Education & Care
Quality Authority™

Bronfenbrenner- Ecological systems theory



Loris Malaguzzi and the Reggio Emilia Approach

The Reggio Emilia approach views children as capable learners, *shaped by relationships with family, peers, and community.* It values family partnerships, curiosity, and learning through meaningful, reciprocal interactions.



Australian Children's
Education & Care
Quality Authority™

Aboriginal and Torres Strait Islander ways of knowing, being and doing

Aboriginal and Torres Strait Islander perspectives are based on

'systems thinking'

This means looking at the natural environment, human relationships, and even relationships with non-human elements, *as all being interconnected.*



Australian Children's
Education & Care
Quality Authority™

Place-based and relational pedagogy

- Learning is shaped by children's environments, relationships, and communities

- Place-based pedagogy connects learning to local culture, environment, and community

- It fosters children's belonging, identity, and responsibility to their place

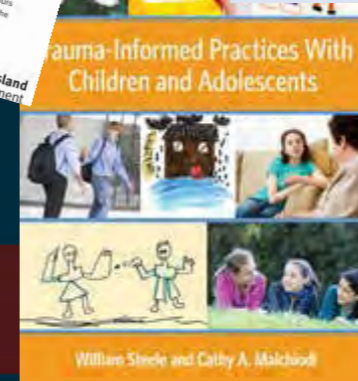
- Relational pedagogy values respectful relationships with children, families, educators, and communities

- Together, these approaches create rich, responsive learning grounded in context and connection

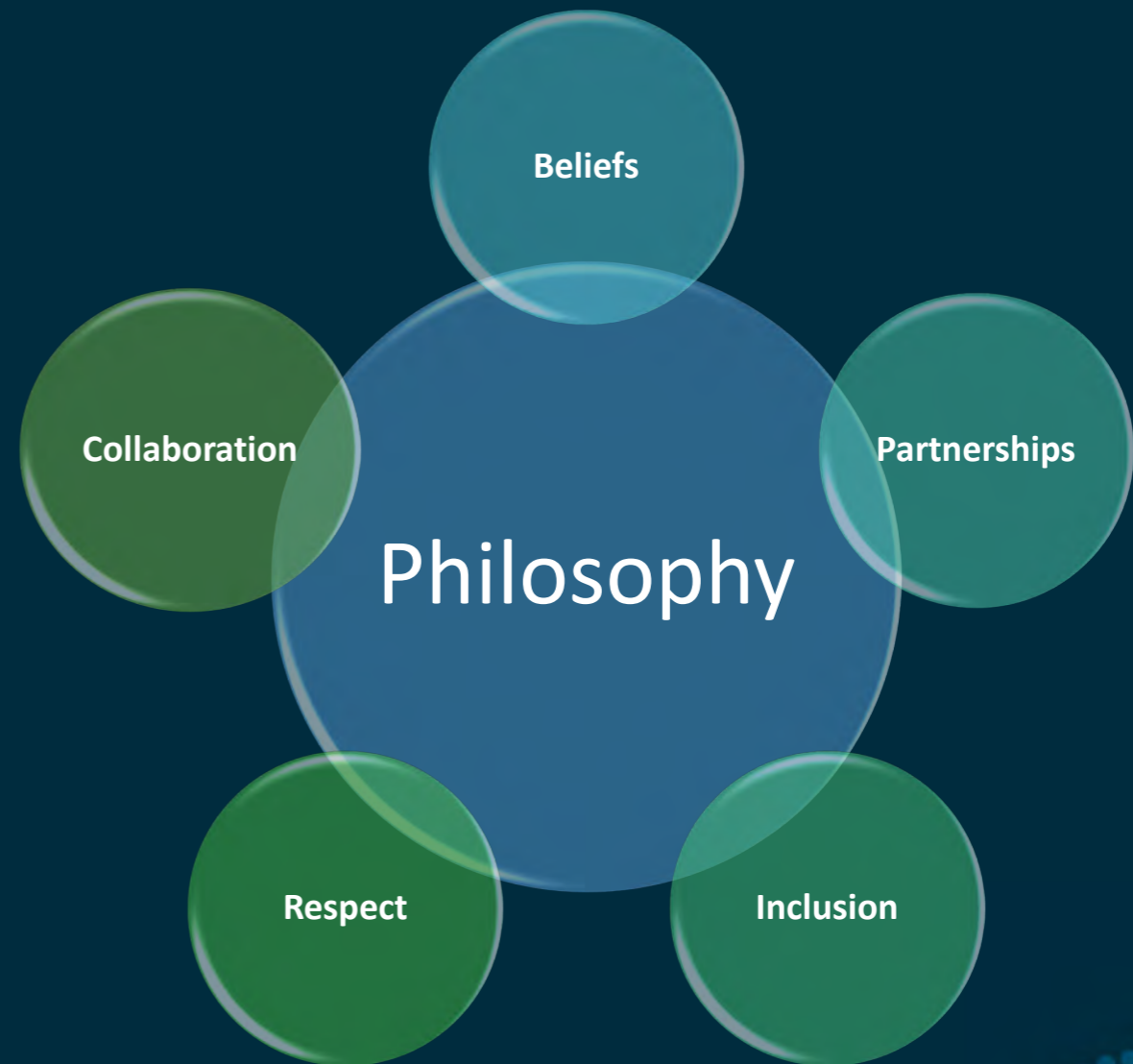


Australian Children's
Education & Care
Quality Authority™

Research on the impact of trauma



Service Philosophy



Australian Children's
Education & Care
Quality Authority™

Access and participation



Inclusion means **full, meaningful participation** for every child, not just access



•Children and families bring **diverse ways of knowing, being, and doing.**



•Educators promote inclusion by **valuing diversity** and seeing all children as capable.



•Every child's voice should be **actively sought, valued and recognised.**



•**Equity, inclusion, and diversity** underpin the National Quality Framework and guiding principles.



Australian Children's
Education & Care
Quality Authority™

Cultural responsiveness

“Cultural responsiveness is vital to delivering services that ensure Aboriginal peoples and Torres Strait Islander peoples feel safe, reach their full potential, thrive and achieve meaningful outcomes in our schools, early childhood education and care settings, and workplaces.”

*Aboriginal and Torres Strait Islander
Cultural Capability Framework*



Cultural responsiveness

Building strong, respectful partnerships with families requires educators to be deeply committed to culturally responsive practice.

Culturally responsive practice is evident in everyday practice when educators commit to developing their own cultural knowledge alongside:

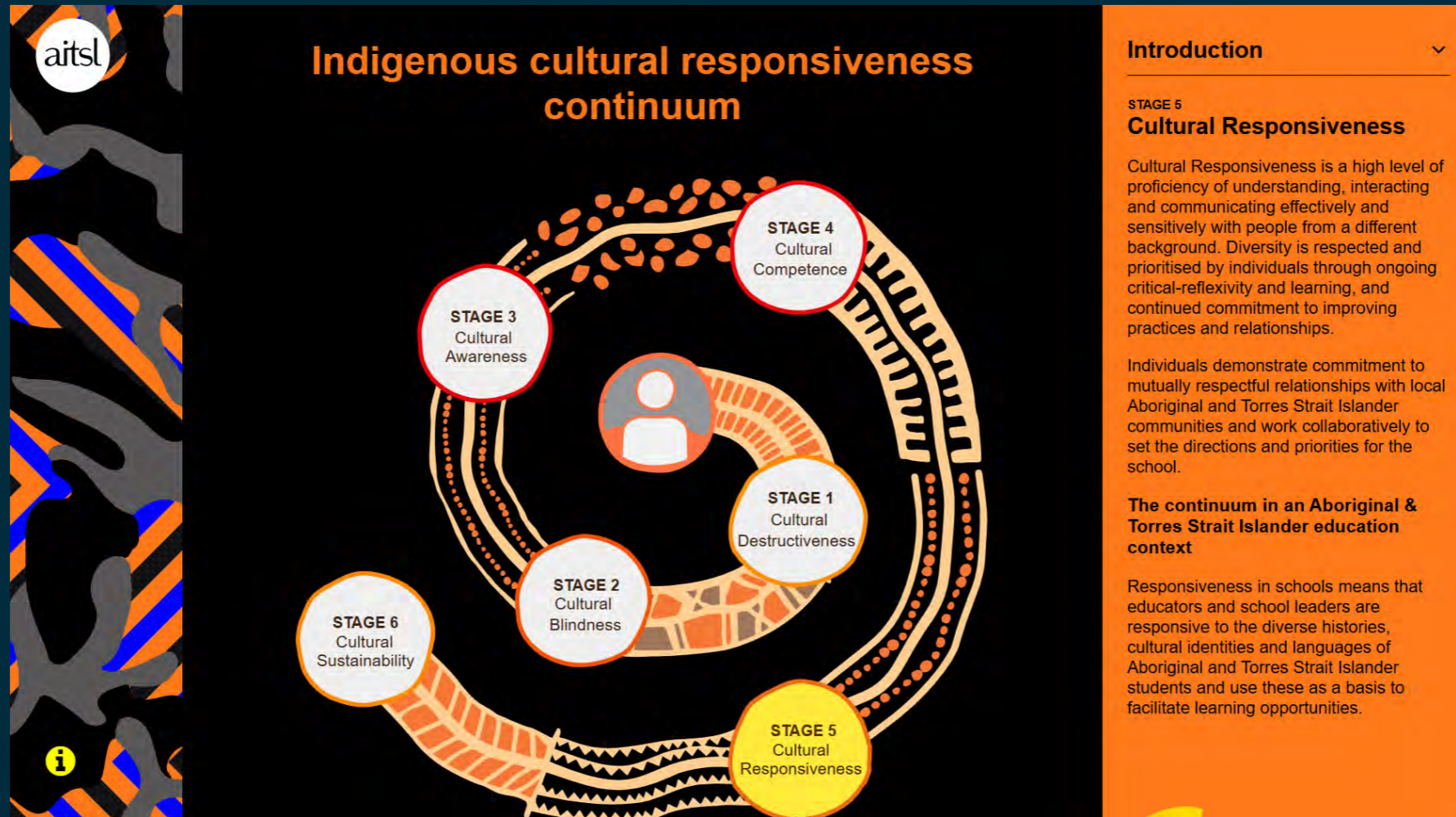
- children
- families
- communities.



Australian Children's
Education & Care
Quality Authority™

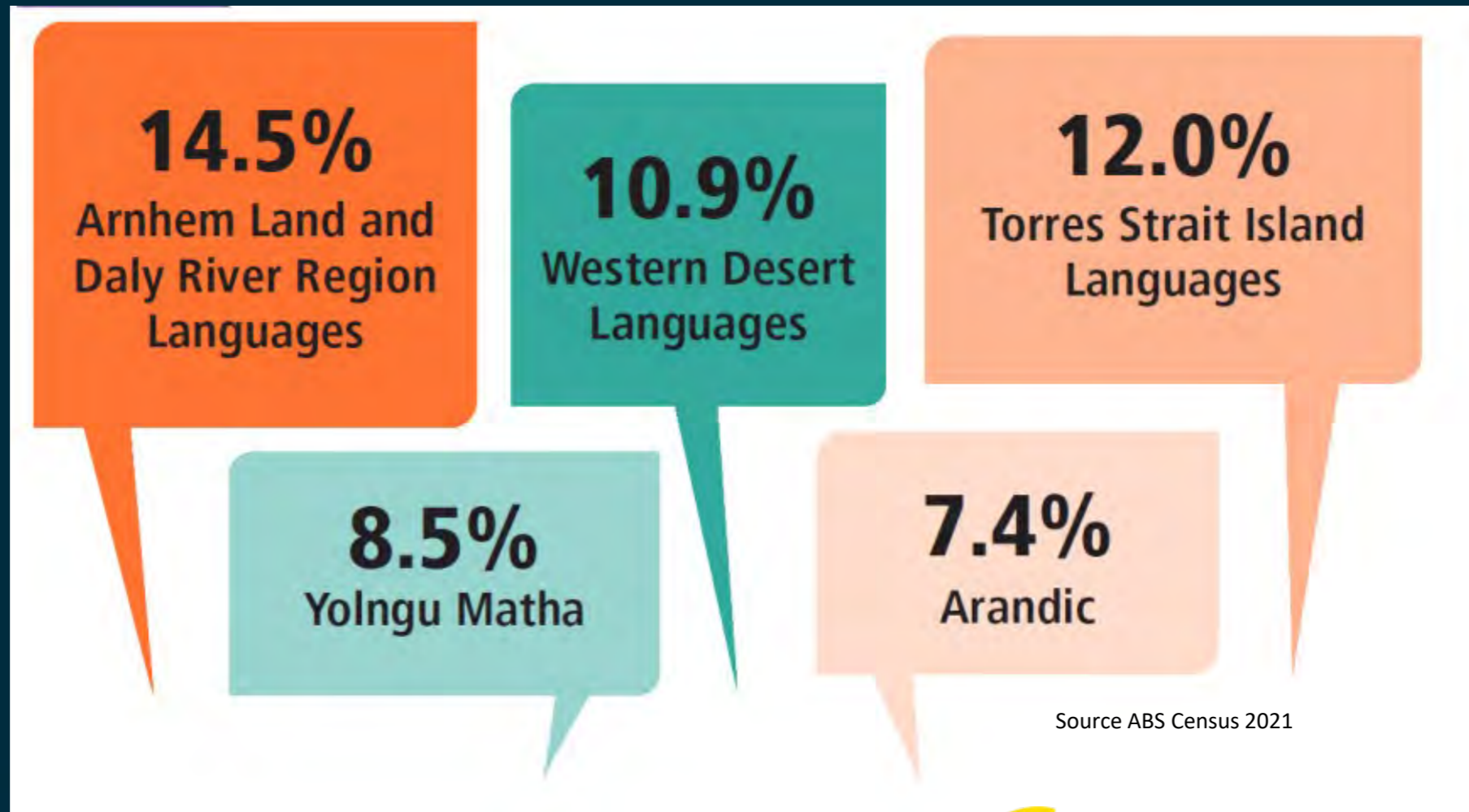
AITSL's Indigenous cultural responsiveness continuum

continuum.aitsl.edu.au



Australian Children's
Education & Care
Quality Authority™

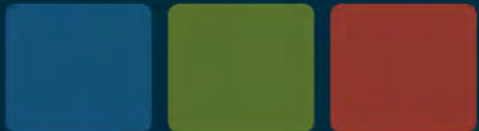
Why is being culturally responsive crucial in education and care contexts?



Australian Children's
Education & Care
Quality Authority™

Consider these culturally responsive practices:

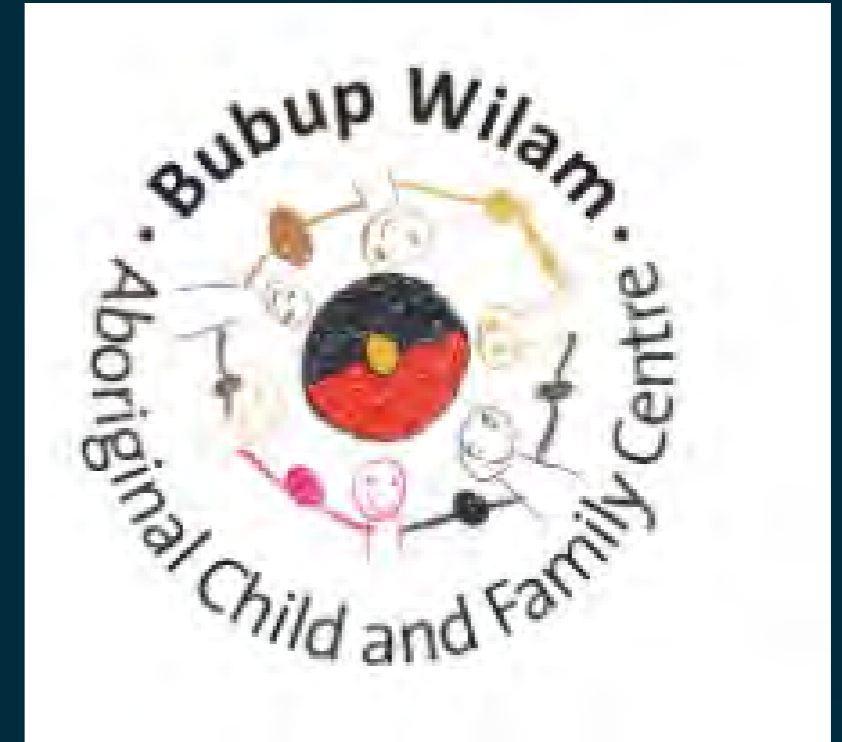
- ✓ Be brave, ask questions
- ✓ Show vulnerability
- ✓ Allow time for sharing and storytelling
- ✓ Use a strengths-based approach
- ✓ Consider connections and challenges



Australian Children's
Education & Care
Quality Authority™

Bubup Wilam: Balayang Program

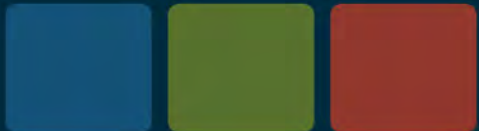
- Developed in response to their transition program and to maintain partnerships with local schools
- The program utilizes a dedicated transition to school/Balayang coordinator
- Working with approximately 40 schools
- Involves visiting each child at their school once a term for their first year and continuing to visit twice a year for the next two years
- Providing the school principals the opportunity to observe Bubup Wilam's practices and service model, reflect on ways to support Aboriginal children and families .



Australian Children's
Education & Care
Quality Authority™

Key Messages

- ✓ **Relationships matter**—they are the heart of quality education and care.
- ✓ **Families are partners**—not just participants in their children's learning.
- ✓ **Theory informs practice**—but reflection transforms it.
- ✓ **Every child has the right to be seen, heard, and valued**— and participate meaningfully.
- ✓ **Cultural responsiveness**—it's essential for quality, inclusion and belonging.



Australian Children's
Education & Care
Quality Authority™

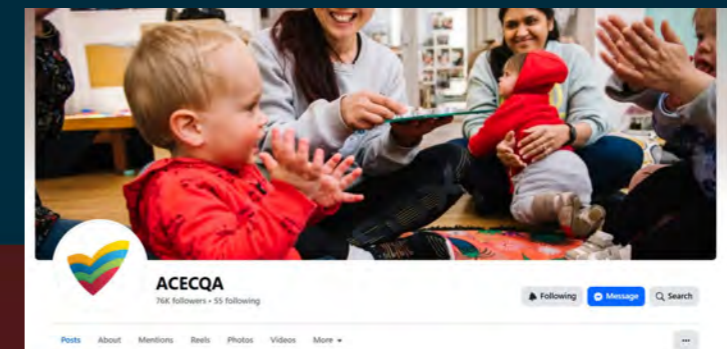
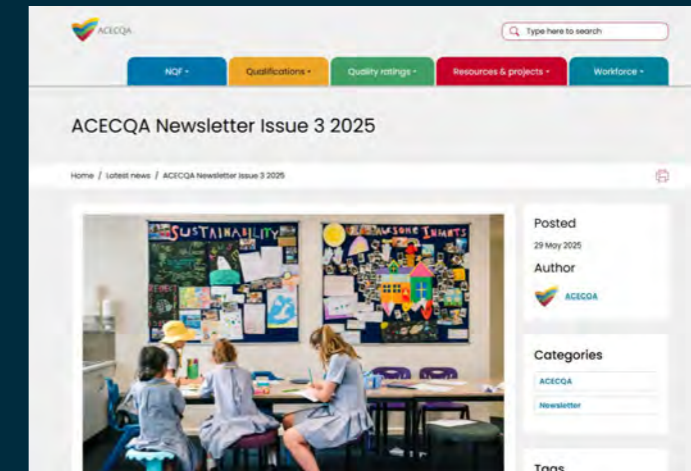
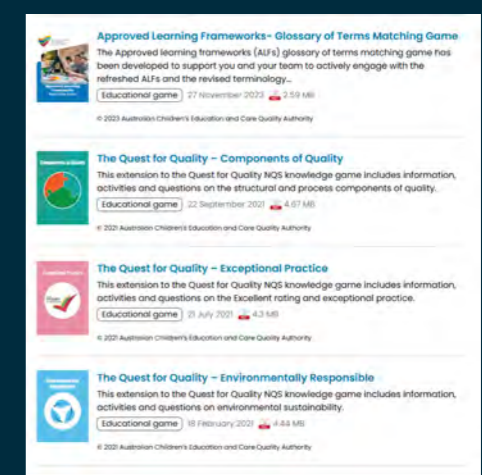
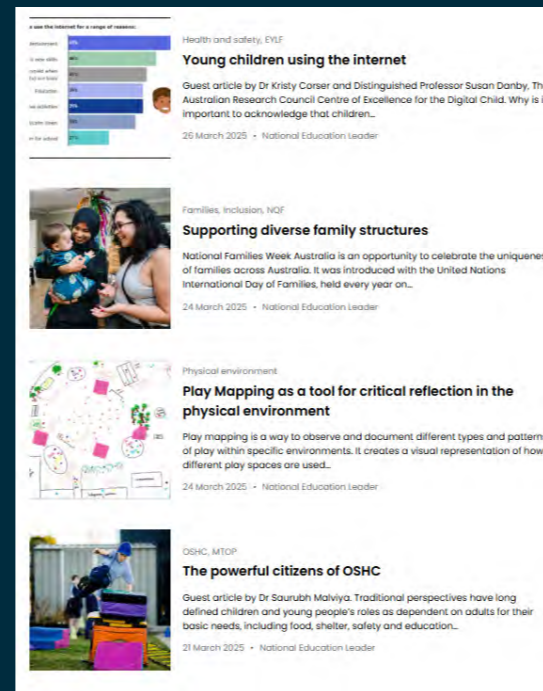
Further information

For more information or to access our resources visit the ACECQA website:

<https://www.acecqa.gov.au>

Educators, service leaders and providers are also encouraged to engage with:

- the ACECQA Facebook page and community
- the ACECQA newsletter
- the Quest for Quality Packs
- the We Hear You blog
- recent NQF snapshot data
- The Guide to the NQF.



Thank you



Australian Children's
Education & Care
Quality Authority™

The *Leadership* Conference 2025



TELL US WHAT YOU THINK!

It is important to us to hear your feedback about your experience today. Your insights help us improve all areas of what we do!

All completed surveys go into the draw for a chance to WIN a prize* – Winner will be announced at the conclusion of the conference.

Scan to have your say –
it only takes 5 mins!



Your coffee fix at The Leadership Conference
is thanks to:



You could WIN one of these fantastic prizes from our partners:



1 x \$100 Bunnings voucher and merch hamper



3 x \$100 eftpos gift card



1 x COS work essentials gift basket (packed with stationery,
art supplies, sweet treats and more!)

1 x All Fresh fruit basket

**Terms and conditions apply.*



The
Leadership
Conference
2025

The *Leadership* Conference 2025

NOON GUDGIN | THANK YOU



Community
Child Care

Vision into Practice

