

| 5th SNAICC National Conference |

For Our Children: Living and Learning Together

Gibla Guddi Njudjun Wabu Minjaan
Title translated in the language of Gimuy Yidinji (Cairns)

| 4-6 June 2013 | Cairns Convention Centre

CONFERENCE REPORT





Secretariat of National
Aboriginal & Islander Child Care

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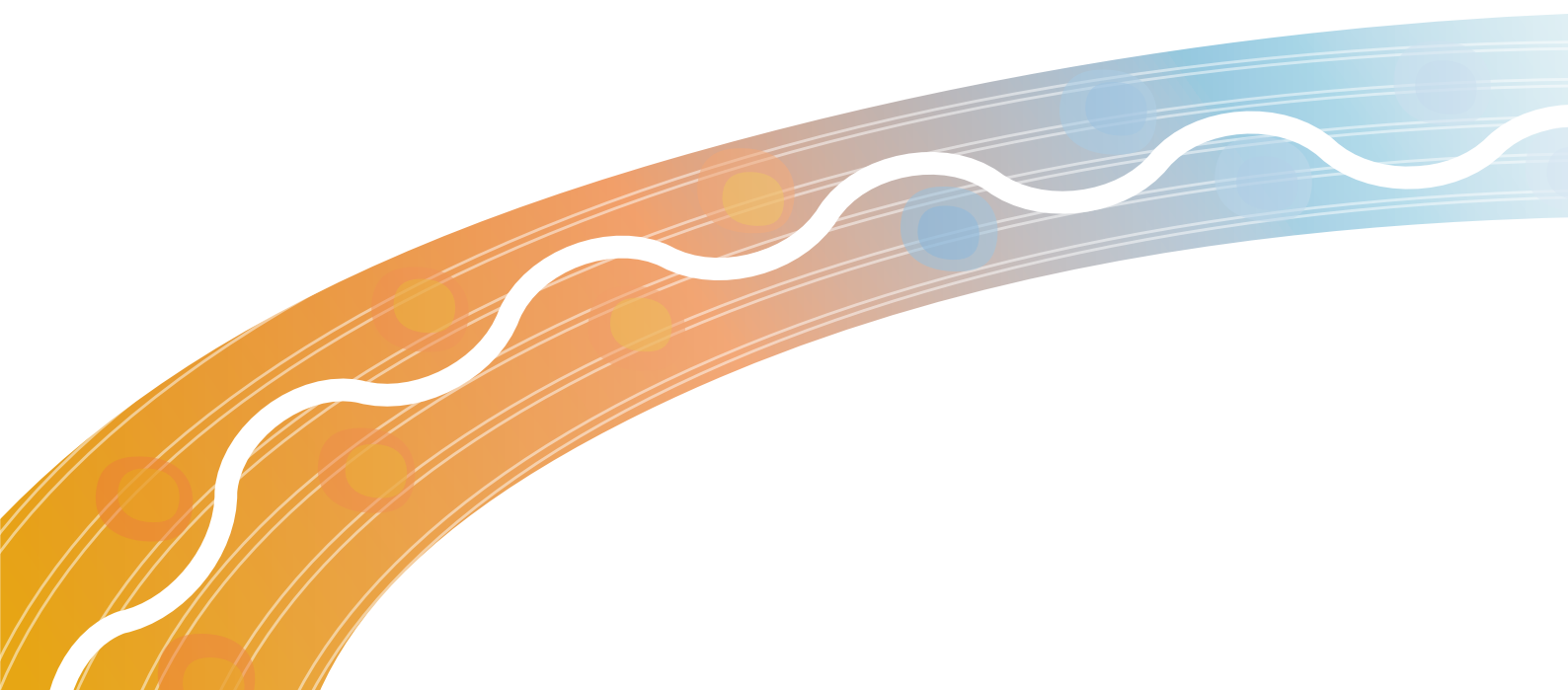
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WHAT IS SNAICC

The Secretariat of National Aboriginal and Islander Child Care (SNAICC) is the national non government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families.

SNAICC was formally established in 1981 after the creation of such a body was proposed by Aboriginal and Torres Strait Islander people at the 'First Aboriginal Child Survival Seminar' held in Melbourne in 1979. The organisation elected its first national executive in 1982 and has received Federal Government funding support from 1983. This year SNAICC also marks a milestone as it is SNAICC's 30 year anniversary as a funded organisation.

SNAICC has a membership base of Aboriginal and Torres Strait Islander community-based child care agencies, Multi-functional Aboriginal Children's Services, creches, long day care child care services, pre schools, early childhood education services, early childhood support organisations, family support services, foster care agencies, link up and family reunification services, family group homes, community groups and voluntary associations, and services for young people at risk.

SNAICC also has a network and subscriber base of over 1400 organisations and individuals, mostly Aboriginal and Torres Strait Islander, but also significant numbers of other community based services and individuals and state and federal agencies with an interest in Aboriginal and Torres Strait Islander families and children.

Our Vision

An Australian society in which our communities are empowered to determine their own future, where the rights of our children, young people and families are protected, our cultural identity and achievements are valued and our children and families have access to culturally appropriate services.

Aims and Objectives

- To advocate for the cultural, emotional, social, spiritual, physical and economic needs of Aboriginal and Torres Strait Islander children.
- To pursue Aboriginal and Torres Strait Islander community based and controlled responses to the welfare and support needs of Aboriginal and Torres Strait Islander children and families.
- To promote the early childhood development needs of Aboriginal and Torres Strait Islander children.
- To work toward the elimination of all forms of poverty and confront injustice which impacts upon the lives of Aboriginal and Torres Strait Islander children.

Our Mission

To provide a strong voice for Aboriginal and Torres Strait Islander children and families through a national body which represents Aboriginal and Torres Strait Islander children's services and promotes the rights, needs and aspirations of Aboriginal and Torres Strait Islander children and families.

Aims and Objectives (cont.)

- To promote public awareness and understanding of the historical and contemporary practices whereby Aboriginal and Torres Strait Islander children have been forcibly removed from their families and the ongoing consequences of these practices.
- To encourage, support and assist member organisations and Aboriginal and Torres Strait Islander communities to develop independent and sustainable responses to the needs of Aboriginal and Torres Strait Islander children and families.
- To collaborate with other Indigenous peoples, governments, non-government agencies, the corporate sector, international organisations and others in pursuing the rights of Aboriginal and Torres Strait Islander children.
- To advocate for the right of all Aboriginal and Torres Strait Islander children to grow up in a community free from the harmful effects of violence, child abuse and child neglect.
- To support the development of policy positions on issues affecting Aboriginal and Torres Strait Islander children and promote Aboriginal and Torres Strait Islander perspectives on such issues to governments, other relevant bodies and the broader community.
- To highlight and seek recognition of the positive contribution Aboriginal and Torres Strait Islander children and young people make to their communities and the nation.
- Secured an agreement from the Australian Government (through FaHCSIA), to develop a National Indigenous Child Care Plan. Following the change in government, key elements were then implemented through COAG framework agreement in 2006.
- Convened 'Our Future Generations: National Indigenous Child Welfare and Development Seminar' with the Commonwealth, ATSIC, and the Victorian Government in 2003.
- Research and publication of a paper on child abuse and neglect in the Northern Territory in 2003, *State of Denial – the Neglect and Abuse of Indigenous Children* in the Northern Territory.
- Convening the second National Aboriginal and Torres Strait Island child Survival conference in June 1997, a National Conference in Adelaide in 2007, in Alice Springs in 2010 and attracting over 1100 people for a National Conference in Cairns in 2013.
- Production of *Through Black Eyes - Family Violence Resource Handbook* in 1991 and 1992 which was updated and developed into the *Through Young Black Eyes Handbook* in 2002 and the *Through Young Black Eyes Workshop Kit* in 2008.
- Bringing to national prominence the story of the 'Stolen Generations' when in 1991 SNAICC was the first national organisation to call for a national inquiry into the 'Stolen Generations'.
- Developing the 'Proposed Plan of Action for Prevention of Child Abuse and Neglect in Aboriginal Communities' in 1996.
- Development of the National Aboriginal and Islander Children's Day, NAICD, (August 4th each year), as a major annual event celebrated by communities throughout Australia since 1988.

SNAICC's Activities

SNAICC's advocacy for Aboriginal and Torres Strait Islander children and their families, starting from 1981 has resulted in many key milestones and achievements both in policy developments at state, territory and federal levels and in developing innovative and useful resources for the sector.

Key milestones have included:

- SNAICC successfully lobbied for a strong National Standards for Out-of-Home Care in 2010, which now require the participation of Aboriginal and Torres Strait Islander communities in decisions concerning the care and placement of our children.
- The Association of Children's Welfare Agencies (ACWA) and NSW Aboriginal Child, Family and Community Care Secretariat (Absec) endorse the SNAICC Service Development, Cultural Respect and Service Access Policy in 2007.

SNAICC's recent achievements include:

- Partnering with Indigenous and Non-Indigenous organisations to launch a National Initiative to address the over-representation of Aboriginal and Torres Strait Islander children and young people in the child protection system.
- Celebrating 30 years as a funded organization in 2013.
- The 5th SNAICC National Conference, 'For Our Children: Living and Learning Together', Cairns 4-6 June 2013. The conference attracted over 1100 delegates making it the largest national gathering for our children and families.
- A public forum 'Stop the Creation of Another Stolen Generation' held on 14 June at Melbourne's Federation Square.

- Celebrating the 26th year of National Aboriginal and Islander Children's Day (NAICD) on 4 August.
- Training and workforce development workshops expanded nationally and continue to contribute to build the capacity of Aboriginal and Torres Strait Islander child and family services, to build confidence in using our resources, and to develop cultural competence for other services working with our communities.

Developed and distributed several key resources including:

- *Supporting Carers to Care for our Children* online resource launched to provide support for carers of Aboriginal and Torres Strait Islander children and 'Raising Our Little Ones' web resource launched to bring together traditional and contemporary child rearing practices.
- *Our Children, Our Culture, Our Way* coffee table book published to celebrate 25 years of - National Aboriginal and Islander Children's Day (NAIDC).
- *Right Here, Right Now, Our Rights Matter* child rights education kit produced for 2013.
- Several policy papers and reports including *Our Children, Our Dreaming* discussion paper on the over-representation of Aboriginal and Torres Strait Islander children in the child protection system. *Supporting Transition to School for Aboriginal and Torres Strait Islander Children: What it means and what works?* exploring current knowledge of how schools, communities, families and early childhood services can support Aboriginal and Torres Strait Islander children to begin, and thrive at, primary school.
- *Out-of-Home-Care* poster to interpret the National Standards Out-of-Home Care for Aboriginal and Torres Strait Islander children.
- *Through Young Black Eyes* kit continues to support training in family violence, child abuse and neglect was updated with a 2013 edition released.
- *SNAICC's Guide to Applying for Deductible Gift Recipient Status* published to assist not-for-profit children's and family services with fundraising.



THANK YOU

SNAICC wishes to thank everyone that contributed to the success of the 5th SNAICC National Conference.

The culmination of the SNAICC Conference requires the input and participation of many people to ensure its success. SNAICC would like to thank everyone that contributed to the success of the 2013 conference and particularly acknowledge some of the contributors below.

Firstly, we would like to start by thanking the Conference Expert Advisory Group. The group comprised of a number of experts and leaders from around the country working on issues relating to the wellbeing of Aboriginal and Torres Strait Islander children and families, SNAICC National Executive and SNAICC members. The group participated in planning meetings and provided guidance and direction on the conference.

Desley Thompson (Chair) CEO, Cape York/Gulf Remote Area Aboriginal & Torres Strait Islander Child Care Advisory Association Inc. (RAATSICC), Cairns, QLD.

Geraldine Atkinson, President, Victorian Aboriginal Education Association Inc. Northcote, Vic.

Shaun Coade, Aboriginal and Torres Strait Islander Healing Foundation, Vic.

Lisa Coulson, Director, Tasmanian Aboriginal Child Care Association Invermay, Tas.

April Long, Project Manager, National Centre of Indigenous Excellence (NCIE), NSW

Shane Merritt, Psychologist, Early Childhood Expert, NSW

Krista McMeeken, Law Graduate, Corrs Chambers Westgarth Lawyers, WA

Kerrie Tim, Special Advisor Indigenous Engagement, Australian Public Service Commission. ACT

A special mention to Desley Thompson for chairing the Expert Advisory Group and for her work and commitment during the conference. A huge thank-you to Desley Thompson's team at RAATSIC for volunteering their time during the conference to support our event.



The conference could not have been a success without the hard work of the organising team, Poppy Bervanakis, SNAICC's Conference Coordinator, Sharyn Low, Conference Secretariat and Larissa Walker, Conference Project Officer. Thanks also to all the SNAICC staff for their role in assisting with the organising and running of the conference and in particular Frank Hytten, Emma Sydenham and Catriona Elek for their input and direction. Thanks to SNAICC Chairperson, Sharron Williams for her commitment and energy during the conference.

Thank-you to the traditional owners for welcoming us onto their land and the community of Cairns for welcoming and supporting our conference. In particular we would like to thank all the community groups and children that attended the conference to perform for our delegates, which was a highlight for everyone. This included the Yarrabah State School Dance Troupe, Parramatta State School Dance Group, Boopa Werem Kindergarten and Biddigil Performing Arts group.

Craig Squires from Ochre Catering for providing great food and putting on a great conference dinner at the Cairns Cruise Terminal. The staff at the Cairns Convention Centre for providing great support to ensure the conference ran smoothly.

Thanks to Elverina Johnson, the Yarrabah Shire Council and the community of Yarrabah for hosting our wonderful film night.

Thanks you to all those involved in the Art & Craft Market. In particular to Umi Arts, Darryl Harris and Renee Harris, Yarrabah Arts Centre weavers and all the local artists and craftspeople that participated. The Balkanu and Cape York Arts Project for their assistance in producing our conference satchels.

We would also like to convey our appreciation to the guests that spoke at our conference. Children's Commissioner, Megan Mitchell for addressing the opening of the conference. Our international guest keynote speakers, Marta Maurás Perez, Cindy Blackstock and Cynthia Kiro, and to our Australian keynote speakers, Judy Atkinson, Kathy Guthadjaka (Gotha), Krista McMeeken and April Long. Thank you to all those who participated in facilitating sessions, workshops, gave presentations, showcased poster displays and shared your work and experiences with all of us – and all the exhibitors that participated in showcasing their services at the conference.

Of course, thank you to all our delegates that travelled to the conference – from all over the country – some from great distances from their homes and communities to share their great work with Aboriginal and Torres Strait Islander children and families. Without your positive energy and participation in sharing this wealth of knowledge it would not have been such a great success.



We acknowledge with thanks our supporters.

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INTRODUCTION

The 2013 SNAICC Conference built on the success of the last conference to become one of the largest conferences SNAICC has held thus far. The conference attracted over 1130 attendees from all states and territories making it the largest conference ever on Aboriginal and Torres Strait Islander children. The representation of delegates from all states and a diverse number of organisations provided the opportunity to discuss, share and debate issues on a national level. The conference location, venue and program provided the opportunity to have large gatherings and more intimate spaces for delegates to showcase the wealth of great work being carried out around the country.

The conference program was a diverse one and covered a spectrum of topics that addressed the needs of Aboriginal and Torres Strait Islander children and their families. The program provided strong representation from the areas of early childhood development, child protection, out-of-home care, healing, culture, rights, remote work, roles and responsibilities and working with families and young people. The keynote presentations gave us insights and perspectives on an international and national level and inspired and challenged delegates, organisations and governments to work towards a better future for our children.

Workshops and yarning circles were represented and led by Aboriginal and Torres Strait Islander community controlled organisations. Many of these celebrated and shared their culture's success and strengths of their unique and innovative programs. Several mainstream non-government and government organisations also had strong representation here.

Gathering in Cairns surrounded by the Murri country's ancient reefs and tropical rainforests, provided the opportunity for the Aboriginal and Torres Strait Islanders of north Queensland to share their work and local culture with us. We were fortunate to have local children attend daily to showcase their local culture and talents and provide what was one of the key highlights for everyone in attendance. Each day before our plenary sessions children danced and sang for us to showcase traditional Aboriginal and Torres Strait Islander dances and contemporary performances infused with traditional performance. Kindergarten children sang Torres Strait Island songs to us in both English and their Torres Strait Islander language. Local artisans and craftspeople also attended and showcased the local indigenous arts and culture of far north Queensland.

We were very appreciative of the participation and support of the local Aboriginal and Torres Strait Islander community and the Cairns community in general as this gave the conference its local flavour.

A social program on the Tuesday evening provided the opportunity for delegates to meet and participate in the local culture with a choice of three special events planned for them. We were very fortunate to be welcomed by the Elders and community of the coastal town of Yarrabah to run our film night. We were welcomed with their stories, traditional women's and men's dancing, local Kup Murri traditional dinner whilst showcasing some of the best digital stories made by Aboriginal and Torres Strait Islander children around the country.

Many delegates on the Tuesday evening participated in a local cultural experience at the Rainforestation Nature Park in Kuranda where their visit included a dreamtime walk, traditional Aboriginal performance in the parks amphitheatre and dinner in lush tropical surrounds. Other delegates joined a cruise around the surrounds of the Cairns Trinity Inlet where they were joined by a local storyteller.

The conference dinner was conveniently located opposite the Cairns Convention Centre in the beautifully restored and tropical themed heritage wharf building with stunning views of the Trinity Inlet. The casual dinner provided the chance for conference delegates to celebrate and mingle in the tropical surrounds of the Cairns inlet whilst relaxing to the sounds of a local roots and reggae band performing music about traditional and contemporary culture. Guests got to try some of the local cuisine with a buffet style menu consisting of mix of a traditional and modern fare.

This report aims to provide a summary of the conference highlights, evaluation feedback from the attendees, an outline of the keynote speeches and overall program. As we move forward we will be looking to present the next conference as a biennial event rather than triennial and look forward to working and meeting with you all again in 2015 in Perth, Western Australia.



CONFERENCE OBJECTIVES

Share and Celebrate Stories

To celebrate Aboriginal and Torres Strait Islander cultures, strengths and successes in child and family services. To share our stories and ideas about what works and how we address our challenges.

Listen, Learn and Grow

To listen, learn and grow our knowledge of Elders, families and communities, to strengthen our connection to culture. To inspire, foster and develop leadership and collective responses.

Inspire Action

To inspire and enable leaders, services and others to act in a way that strengthens Aboriginal and Torres Strait Islander agency, self-determination, and connection to culture. To ensure the rights of our children and families are respected and fulfilled.

OUR ACHIEVEMENTS

Evaluation feedback and data provided us with overwhelmingly positive feedback on the conference. Most of the delegates felt the conference was a positive and worthwhile experience with an overwhelming majority saying they would attend the conference again. Most areas were highly evaluated including the keynote speakers, the program, entertainment, special events and organisation of the conference.

We were hoping to build on the success of the last conference and with record attendances of 1130 attendees at this year's conference it is evident that there is a need for our conference and a need for people to have the opportunity to interact, share and discuss their stories in this setting.

The achievements of this conference were assessed and evaluated from a combination of registration data, anecdotal feedback and comments from participants, media coverage and evaluation data obtained from feedback evaluation forms that were distributed to participants (of which 140 were received). This information has allowed us to assess how well we have met our conference objectives and provided us with the feedback for future planning.

The overall feedback was that 87 per cent of delegates that attended found that the conference met their expectations, with 90 per cent of delegates expecting that they will attend the next SNAICC conference



Outcomes

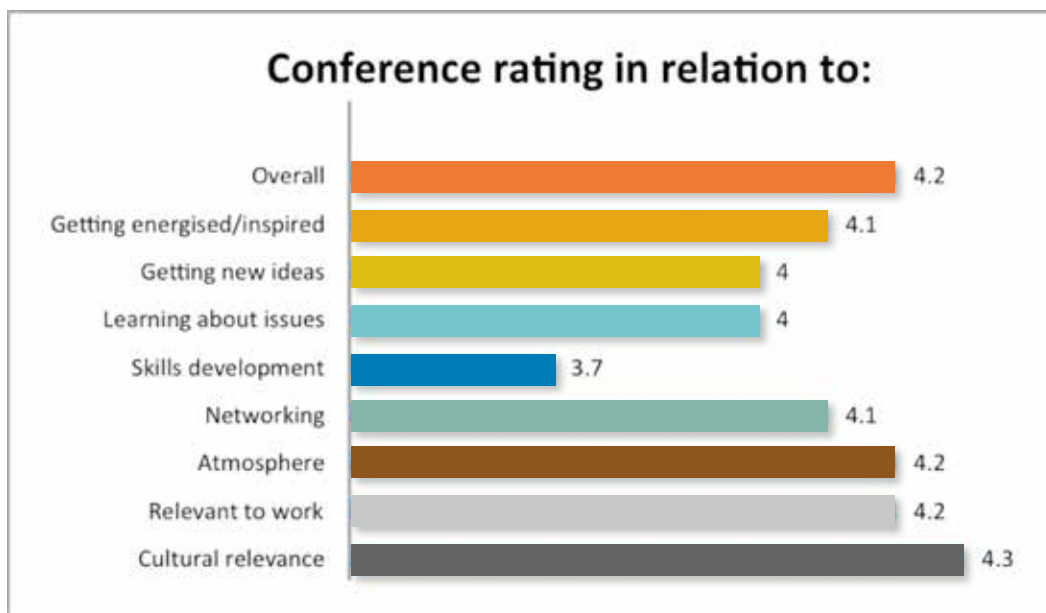
Based on all the above feedback we can conclude that the conference has set the objectives it set out for the conference. The conference provides the opportunity to share a wealth of knowledge from a diverse range of communities – it continues to promote and provide a better understanding of the Aboriginal and Torres Strait Islander culture and contributes to the importance of culturally strong services for children and families. The SNAICC National Conference has become a platform for this sector to continue to develop their skills, gain new knowledge and remain energised for the challenges their work presents. It also continues to promote and highlight SNAICC's important role as a national peak body in the child and welfare sector.

The Cairns Conference has been the largest SNAICC conference we have undertaken so far with:

- Over 1100 delegates attending from around Australia
- Over 70 concurrent sessions, yarning circles and workshops
- 7 international and national keynote speakers
- 229 abstract submissions
- 279 presenters
- Approximately 50% of the conference attendees were from Indigenous/Aboriginal organisations

In the evaluation forms we asked people to rate various aspects of the conference in order to evaluate our conference objectives. These ratings have been outlined along with some comments from our delegates.

It is evident from the overall ratings that delegates were very satisfied with the conference and that the conference objectives were sufficiently met. Our overall rating for the 'keynote presenters' was 4 out of 5.



- Rating from a scale of 1- 5 with the scale of end of 1 **disagreeing** and scale end of 5 **agreeing**

Below are some of our delegates comments.

Share and Celebrate Stories

Loads of great information, common strengths and challenges and what and how to approach these. Enjoyed the showcasing of the children through the performances, they were very moving.

Enjoyed the traditional performances, being with like-minded people, seeing the great work being done around Australia.

Great program, totally relevant content, great presenters, well organised and executed. I thoroughly enjoyed the keynotes and synergy of program content.

So many great programs and enjoyed the presentation where the Elders talked about family and parenting.

Such a great opportunity to meet so many top end workers; great keynotes and a good variety of workshops.

I appreciated the combination, the diversity of hearing all stories, successes and challenges.

The conference was better than I thought it would be! I have heard so many positive stories and learnt great new information. Such a friendly atmosphere meant you could approach new people easily.

Such inspiring stories, creative solutions and increased awareness of problems to be solved.

Loads of great information, common strengths and challenges and what and how to approach these. Gotha was great and told us what was working. Enjoyed the showcasing of the children through the performances, they were very moving.

Sessions and speakers were fabulous. So much to listen to, learn from, and think about.

Inspiring Action

Again Cindy Blackstock was amazing and her session actually inspired me so much I went back and changed some work I am currently undertaking. The welcome to Country was the most beautiful experience and you could feel the energy of the Ancestors for sure in the room that morning. The story from the Elder about her lands were lovely to hear and watching the children sing and dance and be so strong in culture was very inspiring.

The SNAICC conference was fantastic. I was very blessed being able to attend and got a lot of invaluable information. I really hope that we as Aboriginal and Torres Strait Islanders can make a difference in our children's lives.

I have to say that the conference was the best I have attended in years, the stories of success being shared were really relevant but it also reminded me that we have to step up and work together.

Great topics and networking, strong on early childhood and provided a great chance to reconnect with people.

I have lots of ideas to take back to the Centre to implement with the children and was great to meet like-minded educators.

Informative and inspirational speakers.

Listen, Learn and Grow

This was my first SNAICC conference and all the sessions helped me with ideas that I can implement in my programs. Especially enjoyed the session on Empowering Families.

Enjoyed the hands-on activities and workshops and Gotha's presentation on bi-lingual education. The women's business sessions and presentation from the women from Yuendumu were all highlights.

Gotha was brilliant! Reconnecting with Ngroo education and I really loved the positive climate of workshops.

Meeting and learning from others personal stories and the opportunity to learn from the varied lived experiences of others.

Lots of different ideas and positive feedback re program. Enjoyed the chance to connect with others and discuss ideas and issues.

I really enjoyed the workshops that featured case plans and allowed the participants to have input.

It was inspiring to hear what is happening in others states and territories for Aboriginal and Torres Strait Islander children. Gotha was inspirational and the Multi Mix Mob was emotionally moving. I will take these experiences and share them with our staff and committees.

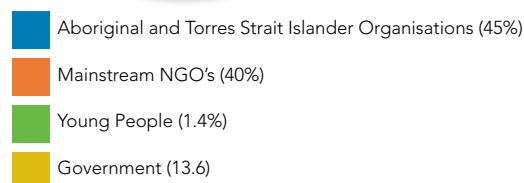
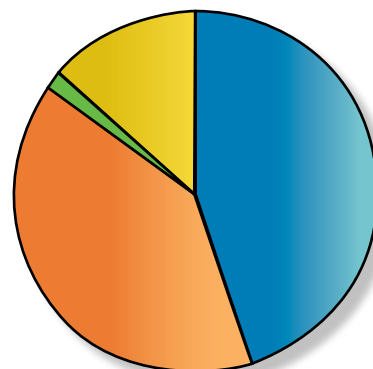
Good range of topics and agencies to network with. Good debate and learning opportunities.

Delegates Snapshot

Who attended the conference?

The conference continued to build on the success of its last conference and attracted a record number of delegates with 1030 attendees, making it the largest conference of its type. In 2013 we had 460 representatives from Aboriginal and Torres Strait Islander organisations. There were also 410 delegates from mainstream non-government organisations, 140 delegates from government agencies and 13 young people in attendance.

- 45 per cent of delegates came from Aboriginal and Torres Strait Islander organisations.
- 40 per cent came from mainstream non-government organisations
- 13.6 per cent came from government agencies and
- 1.4 per cent were young registrants



This table compares the participation of delegates over the last three SNAICC conferences. Key features include:

- 14 per cent increase in overall attendances
- 10 per cent increase from New South Wales with 30 per cent of overall attendees, making them the state with the most participation
- It is evident that the host states participation increases significantly with almost three times the participants from Queensland at this conference compared to the last conference.

| State or Territory of Origin | Participants 2013 | % 2013 | Participants 2010 | % 2010 | Participants 2007 | % 2007 |
|------------------------------|-------------------|--------|-------------------|--------|-------------------|--------|
| ACT | 31 | 2.8% | 20 | 2.1% | 35 | 5% |
| New South Wales | 340 | 30% | 194 | 19.9% | 162 | 23% |
| Northern Territory | 145 | 13% | 374 | 38.0% | 85 | 12% |
| Queensland | 309 | 27.5% | 115 | 11.8% | 90 | 13% |
| South Australia | 64 | 6.4% | 71 | 7.3% | 145 | 20.5% |
| Tasmania | 8 | 0.7% | 7 | 0.7% | 3 | 0.4% |
| Victoria | 142 | 12.6% | 139 | 14.2% | 131 | 18.5% |
| Western Australia | 84 | 7% | 57 | 5.8% | 54 | 7.6% |
| Total | 1123 | 100% | 977 | 100% | 707 | 100% |



We had good representation from regional and remote communities and children's services from most states and territories.

From Queensland we had a range of delegates from the larger towns of Cairns, Townsville, Mackay, Yarrabah and Mount Isa. From Far North Queensland's Cape York Peninsula from Cooktown, Hopevale, Weipa, Lockhart River, Bamaga and Doomadgee and from Thursday Island on the Torres Strait Islands.

From New South Wales delegates came from a wide range of rural and regional Aboriginal children's and family services including Dubbo, Coffs Harbour, Lismore, Orange, Albury, Ballina, Katoomba, Nowra, Gunnedah amongst many others.

We had good representation from Northern Territory communities with delegates from West Arnhem land's Goulburn Island, East Arnhem town of Nhulunbuy, Elcho Island on the coast of Arnhem Land and from the Central Desert town of Yuendumu. Many delegates also came from Darwin, Alice Springs, Katherine and Tenant Creek.

A good mix of attendees came from the ACT, this included federal government department staff, researchers, academics and some community workers. Representatives from Tasmania also attended from Hobart, Launceston and the Huon Valley and Lake region.

From Victoria we had a good mix of rural and regional delegates from the areas of Bairnsdale, Glengarry, Mornington, Mildura, Shepparton, Wodonga and Warrnambool.

Delegates from South Australia came from Ceduna, Mt. Gambier, Port Augusta, Port Lincoln, Port Pirie, Whyalla, including Adelaide and other regions.

Western Australian delegates came from a wide range of communities including Albany, Broome, Fitzroy Crossing, Halls Creek, Kalgoorlie, Kununurra, Turkey Creek and South Hedland, amongst other towns and from Perth.



An Aboriginal and Torres Strait Islander conference

It is important that SNAICC host a conference that is controlled by Aboriginal and Torres Strait Islanders and also represents this through the program content.

There are few Aboriginal and Torres Strait Islander gatherings of this kind and size and it is crucial to maintain this strength of culture to make it accessible. The 'cultural relevance' of the conference scored a 4.3 (out of 5) in the delegate evaluations along with the 'atmosphere of the conference' receiving 4.2 (out of 5).

The attendance of mainstream organisations, services and government representatives at the conference provided an opportunity for these attendees to gain a greater understanding of Aboriginal and Torres Strait Islander affairs and how to work with children and families within their communities.

Travel subsidies were offered to Aboriginal and Torres Strait Islander-owned and operated organisations to support strong representation and participation of these organisations in the conference and provide some funding for remote communities where funding for child and family services workers is limited.

The conference also provided an opportunity for a small group of young Aboriginal and Torres Strait Islander people attending the conference to meet with the newly appointed Children's Commissioner. Here they got the opportunity to discuss concerns and challenges facing them in their communities and hopes for their future.

Keynote Speakers and Plenary Sessions

There were seven keynote speakers at the conference. The speakers came from diverse backgrounds and expertise and provided us with presentations that gave us international and national perspectives.

We heard from Marta Maurás Perez, the recently retired Vice President of the UN Committee on the Rights of the Child, Professor Cynthia Kiro, former first Children's Commissioner of New Zealand and only Maori to have held this post and Professor Cindy Blackstock, a member of the Gitksan Nation and Director of The Caring Society of Canada.

We also had great local representation from Professor Judy Atkinson, educator Kathy Guthadjaka (Gotha) and two young representatives April Long and Krista McMeeken.

A plenary session was also dedicated to a panel discussion on a national initiative to address the over-representation of Aboriginal and Torres

Strait Islander children and young people in the child protection system. During the conference the campaign was still very much in its pre-launch stage but included presentations from a committed team of Aboriginal and Torres Strait Islander organisations led by SNAICC and included QATSICPP, Families Australia, CREATE and the ATSI Healing Foundations and supported by a broad base of national and state organisations.

More information on this national initiative 'Family Matters' and how to be involved are available at the SNAICC website at <http://www.snaicc.org.au/policy-advocacy>

The keynote presenters challenged and inspired delegates by sharing their work and thoughts with us in the plenaries. Where available to us we have published a section of the keynote speeches in the conference highlights of this report. The keynote speeches can also be viewed and listened to at our website.



Workshops, Displays and Exhibitors

We had a record number of sessions at a SNAICC conference with 72 concurrent sessions held at the conference, and two pre-conference workshops.

Many services from around the country shared with us their programs, ideas, practices and how Aboriginal and Torres Strait Islander children and families can benefit from these.

There was a diverse range of workshops presented from representatives across the country including rural and remote regions. These were run by the community, workers, academics and government employees.

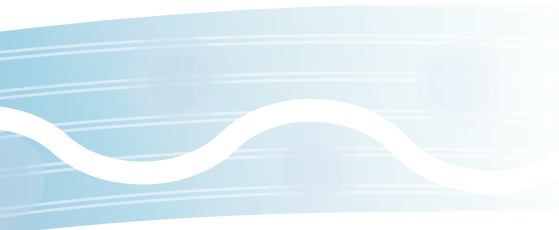
Some workshops included a cross-section of representatives presenting workshops on partnership models for effective delivery of culturally-appropriate services with representatives from mainstream organisations and Aboriginal and Torres Strait Islander community organisations.

Workshops focused on bi-lingual education, healing and several hands-on and interactive workshop sessions provided participants with opportunities to explore solutions that they could

apply to their work. There was also the opportunity to participate in workshops that included the use of storytelling and visual arts, including interactive workshop in relaxed settings (run by Reuse and Recycle) that allowed participants to have a hands-on experience in making crafts and other activities run in their programs. A hands-on look at the workshop DRUMBEAT and how it may assist young people and their communities also proved very popular.

The Multi Mix Mob Playgroup from NSW also participated in their presentation and performed songs from their program for delegates during the afternoon break.

There were 21 displays and 31 Exhibitors that participated and provided opportunities for services and organisations to share their research, services, campaigns, programs and resources with conference delegates. There were free giveaways available and exhibitors also made available for sale several resources and items. For a comprehensive listing of poster displays and exhibitors see the back section of this report.



Media

A good range of media coverage was received from various media outlets. The official media partner for the 2013 SNAICC conference was the Koori Mail. Many other outlets also supported the conference including the National Indigenous Times, ABC Radio and The Australian.

In the months leading up to the conference and the conference month, 12 media releases (and 3 media alerts) were distributed to primarily promote the SNAICC's National Conference in Cairns and the visit to Australia of Marta Maurás Perez, the former Vice President of the UN Committee on the Rights of the Child, who was a keynote speaker at the conference and participant at a public forum on the over-representation of Aboriginal and Torres Strait Islander children in out-of-home care in Melbourne on 18 June.

Media releases included:

- SNAICC national conference to explore critical issues (21 May)
- Funding of early childhood education and care services a critical issue at SNAICC conference (27 May)
- Former New Zealand Children's Commissioner to speak at SNAICC conference (29 May)
- Visiting UN official calls for urgent action to end discrimination (31 May)
- Programs for vulnerable children and families must consider impacts of trauma (3 June)
- Programs for vulnerable children and families must consider impacts of trauma (3 June)
- Our governments have failed Indigenous children, says Canadian Professor Cindy Blackstock (4 June)
- Conference delegates call for action to reduce high number of children in out-of-home care (6 June)

According to media monitoring agency Meltwater Press, SNAICC received 360 online mentions between mid-May and mid-June alone, mostly relating to the conference, the Melbourne forum and Ms Perez's visit.

The SNAICC conference received extensive media coverage including:

- major articles in the *Koori Mail*, *National Indigenous Times* and the *Australian* (online edition)
- numerous news items on the National Indigenous Radio Service (NIRS) and Gadigal Radio in Sydney, a 45-minute interview with SNAICC Deputy Chairperson on Tiga Bayles program on NIRS, 4KIG Townsville, and an item on ABC TV News 24
- lengthy interviews with keynote speakers on ABC Radio National Breakfast and Life Matters programs, ABC Radio Australia, Gadigal radio, Torres Strait radio and ABC Radio Broome, and
- coverage in local Cairns media, including ABC Radio (several items), Win TV and Cairns Post.
- lengthy interviews with Ms Perez on Jon Faine's program on ABC Radio 774 Melbourne, the Central Australian Aboriginal Media Association (Alice Springs) and National Indigenous Radio Service.



What we learned

The conference program was the largest presented thus far with over 70 concurrent sessions presented and 10 sessions concurrently per session time slot. This provided its own challenges in the programming of the conference but with so many worthy abstracts it was difficult not to include all these presentations.

The feedback from conference delegates was overwhelmingly positive with the majority of attendees very satisfied with the conference. Some constructive criticism was received and this primarily related to the volume of the program. With some sessions running over time some participants felt that some speakers did not have enough time and that longer sessions or fewer presenters should be considered. There was a strong demand for interactive sessions with delegates wanting even more interactivity in sessions and the opportunity to participate in more discussion at the end of the sessions. The yarning circles were generally well received and there were requests to have more of these and further develop opportunities for conversation and networking in informal settings.

SNAICC will take feedback from this conference on board for the next conference and continue to work to represent the interests of Aboriginal and Torres Strait Islander children. At the 2015 conference we look forward to reporting back on the objectives of our National Initiative to address

the over-representation of Aboriginal and Torres Strait Islander children and young people in the child protection system and continue to provide delegates with more strategic solutions and ways they can implement SNAICC campaigns into their work.

Major issues identified by delegates that need addressing, included:

- improving information sharing between organisations and government departments
- short-term and insufficient funding of community-controlled programs
- the need for more healing programs
- children's voices being heard by the government
- communities taking more responsibility and building on strong local practice
- Indigenous workforce development in early childhood and care sector
- SNAICC being a driver in a strategic and planned approach to advocating for equitable funding for budget based funding (BBF) services,
- number of children (and the roles of men) in out-of-home care, and
- lack of indigenous participation and cultural appropriateness in the care system.





Connecting to Sea Country

Yijala Yala Project - Leramugadu

Yarrabah Film Night & Dinner

| TUESDAY 4 JUNE 2013 |







TUESDAY 4 JUNE







WEDNESDAY 5 JUNE





THURSDAY 6 JUNE







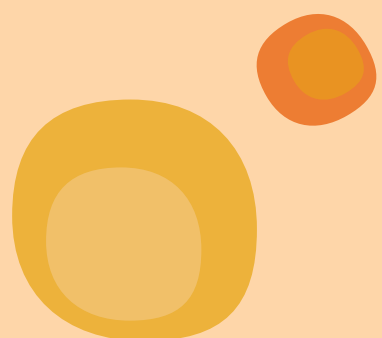
Marta Maurás Perez is a former member and Vice-president of the United Nations Committee on the Rights of the Child and Special Rapporteur for Australia (2009-2013), independent consultant in social policy, human rights and international relations. Marta is Chilean, a sociologist from the Catholic University of Chile, holds certificates on Public Administration from the University of Connecticut and in Ontological Coaching from the Newfield Institute.

For most of her professional life, Marta has worked for the UN which she joined in 1974 and has served in different senior capacities and organisations both in field stations in Latin America, Asia and Africa, and in regional offices and Headquarters. From 1998 to 2005 she served in the Office of Secretary General of the United Nations Kofi Annan as Director for Economic and Social Affairs and Chef de Cabinet to the Deputy SG from where she moved to become the Secretary of the Commission at the Economic Commission for Latin America and the Caribbean (ECLAC) for 2005–2007. Previous to the UN Secretariat, Marta was with UNICEF for 24 years where she served as UNICEF Regional Director for Latin America and the Caribbean (1992–98), Chief of the Sub-Sahara Africa Section in Headquarters, New York (1988–92), Representative in Mozambique and Swaziland (1984–1988), senior planning officer in Pakistan (1980–84), and as regional adviser on women's affairs in Latin America and the Caribbean (1974–80). After her retirement from the UN in 2007, Maurás was appointed as adviser Special Envoy of UNICEF for Latin America and the Caribbean till she was elected as independent expert to the UN Committee on Child Rights.

She is a member of the board of several national and international non-government organisations related to academic, social and political issues, and women and children's rights. She speaks Spanish, English, French and Portuguese.

“The Australian government urgently needs to improve efforts to redress persistent discrimination against Aboriginal and Torres Strait Islander children. The Convention on the Rights to the Child—to which Australia is signatory—provides a strong, universal blueprint for the basic needs of children. Participation of Indigenous peoples is at the core of change for Aboriginal and Torres Strait Islander children. The power of mechanisms and supports that enable genuine participation can be staggering. Similarly, allocating clear resources and improving monitoring mechanisms will see tangible benefits for the most vulnerable groups.”

Ms Marta Mauras Perez, former Vice President of the UN Committee to the rights of the Child



The right to culture for indigenous children in the Convention on the Rights of the Child.

By Marta Maurás Perez



Keynote presentation by Marta Maurás Perez to the SNAICC National Conference Tuesday 4 June 2013.

Introduction

Allow me to acknowledge the traditional owners and custodians of the lands we meet on and thank you for giving me this opportunity to open, along with such distinguished women, a Conference that promises to be a rich experience for all of us. In preparing for it I have been wondering what can I tell you that you have not already covered in the previous Conferences and in your own lifetime of experiences, relationships and studies, much more direct and, surely, much richer than mine.

So, I hope to be able to provide you with an overview of children and their rights from an international perspective, focusing on indigenous children and using the Convention on the Rights of the Child (the CRC or the Convention) – which is the central pillar of any discussion and action regarding children – I will touch also on the framework provided by the UN and the multilateral system.

In particular I want to focus on the cultural rights of indigenous children as seen from the Convention and the interpretation by the Committee on the Rights of the Child, of which I have been a member and Vice-president for the last four years. In doing so, I will reflect on the four basic principles, the foundation stones of the Convention: non-discrimination, the best interests of the child, the right to life survival and development and the right to be heard. I will also look briefly at persistent poverty and at the impact of business on indigenous children's rights drawing from recent work by the Committee and other UN entities and illustrating from experience and jurisprudence mainly from Latin America and Australia.

The Convention and the UN Framework

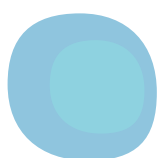
First let's look at the UN and the international framework.

It is important to note that there is no universal treaty on human rights of indigenous people of a binding nature. Historically there has been the assumption that the rights of indigenous peoples or minorities are protected primarily on the basis of the non-discrimination principle as enshrined

in some of the core international instruments such as the International Convention on the Elimination of all forms of Racial Discrimination (1965) and the International Covenants on Human Rights of 1966. At the regional level, the American Convention on Human Rights, the African Charter on Human and People's Rights and the Framework Convention of the Council of Europe all explicitly prohibit discrimination.

But in the last two decades the UN has developed a number of different mechanisms for raising the importance of the rights of indigenous people. The important UN State of the World Indigenous Peoples Report of 2009 (SWIP) has called this a "vigorous and dynamic interface" between the UN and indigenous peoples and it has come about precisely because there has been an increasing realisation internationally that indigenous people face systemic discrimination and exclusion all over the world thus requiring specific instruments. The ILO Convention #169 concerning Indigenous and Tribal Peoples in Independent Countries came into force in 1991. In 2001, the then Human Rights Commission designated a Special Rapporteur on the Rights of Indigenous Peoples and in 2003 the Permanent Forum on Indigenous Issues was established and has held periodic multi-stakeholders meetings. A landmark in this process was the UN Declaration on the Rights of Indigenous Peoples of 2007. While this Declaration is a non-binding instrument, it has marked an important change of mood in the international arena, which had led to the General Assembly to decide to hold a 2014 World Conference on Indigenous Peoples as part of a global development agenda – setting process beyond 2015.

The Convention on the Rights of the Child of 1989 is the first and most complete international human rights instrument that makes explicit reference in several of its articles to indigenous children as subject of rights able to exercise them individually and collectively in terms of their culture, religion, and language. Clearly, all rights enshrined in the CRC apply equally to indigenous children as they do to all children. Worth noting is that the Convention is the most universally ratified instrument of human rights.



Therefore the CRC has a heightened importance, particularly its centerpiece for indigenous children, Article 30, which I quote:

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice in their own religion, or to use his or her own language.

Articles 17 and 29 of the CRC also make direct reference to indigenous populations on, respectively, the role of mass media regarding the linguistic needs of children belonging to a particular minority or ethnic group and on the need for education to prepare the child to lead a responsible life in a free and open society among all groups, including persons of indigenous origin.

All three articles were drafted in recognition that indigenous and minority children are subjected to serious discrimination and vulnerabilities and therefore require special measures. Through art. 30 is expressed as a prohibition of the denial of rights “...shall not be denied the right,...”, the Convention calls for positive ways to respect, protect and fulfill the rights of all indigenous children and obligates States party to protect them against acts performed by the State or by other parties.

These positive or special measures need to be inspired by the four basic principles of the Convention. In particular, article 2 reinforces very strongly the notion that States shall respect and ensure the right to non-discrimination based on any condition whether of the child or his or her parents including race, national or ethnic origin, language, religion, gender, etc. And on article 12 on the right of the child to be heard and express his or her opinion, another basic pillar of the Convention, the Committee highlights the many obstacles for indigenous children to exercise this right and calls on State parties to create an environment that promotes the freedom of expression of children as individuals or as a group so that they participate in consultations on issues that affect them. It further states that “as regards legislation, policies and programmes that affect indigenous children in general, the indigenous community should be consulted and given an opportunity to participate in the process on how the best interests of indigenous children in general can be decided in a culturally sensitive way. I will touch on the other two basic principles, the best interests of the child and the right to life, development and survival, later on.

But while calling for special measures, the articles in the CRC that explicitly refer to indigenous children do not grant them a “special status”. What is meant is for States to ensure that indigenous children as well as any minorities have access to culturally appropriate services, for example, in health, nutrition, education, recreation and sports, social service, housing sanitation and juvenile housing

sanitation and juvenile justice. In doing so, States will take care that these services address multiple layers of discrimination such as those affecting girls, rural children or children with disabilities.

Additionally, article 30 underlines that the enjoyment of culture, religion and language can be exercised collectively and individually by indigenous children, “the child...in community with other members of his or her group...”. This is an important recognition of the traditions and collective values of indigenous cultures, while at the same time emphasizing the individual nature of the rights of the child. So for both political and civil rights as for economic, social and cultural rights of indigenous children the CRC recognizes cultural specificity. I will come back to this.

Faced with the actual reality of implementation of the Convention by States party, the Committee became keenly aware that despite explicit guidance indigenous children were experiencing continued and serious discrimination in many different aspects of their lives. Examples from the examination of periodic reports by States ranged from profiling by local police on the basis of race or origin to ethnically blind social policies and indifference to cultural diversity in terms, for example, of identity and name.

The Committee therefore decided to develop in 2009 a General Comment on Indigenous Children and their Rights (#11) in order to provide governments with further guidance on ensuring the rights of indigenous boys, girls and adolescents paying particular attention to the right to a cultural life. This has become an important reference in international human rights law regarding indigenous peoples.

Cultural rights

Turning now to cultural rights, it is clear from the Committee experience that many States do not pay specific attention to indigenous children or to their development in the context of their right to lead a cultural life. The starting point for the Committee is self-identification, fundamental criteria for establishing indigenous peoples rights. States need to recognize and respect the distinct cultures, history, language and way of life as an enrichment of the State's cultural identity. The Committee also aligns itself with the notion that cultural rights are essential to maintain human dignity and for positive human interaction among individuals and communities in a world increasingly diverse and culturally plural.

In its recommendations to States, the Committee insists that public policies need to take account of such things as:

- learning an indigenous language alongside the national language as a pillar of the educational system,
- health services sensitive to indigenous practices and knowledge

- a system of juvenile justice that takes account of traditional systems of justice and the child's own cultural identity, and
- family services that give priority to the family and community when deciding on issues such as adoption, care or abuse and violence.

In other words, a more integrated approach is required that will reconcile a children's rights approach with cultural specificity, so that indigenous children can effectively enjoy their rights specifically but on an equal basis with all children.

Some examples from the Committee's jurisprudence of 2012 illustrate these points: for Vietnam it urged the State to ensure full respect for the preservation of identity for all children and eliminate all efforts to assimilate ethnic minority populations with the Kin majority including passing legislative and administrative measure to account for the rights to a name, culture and language of indigenous minority populations; for Canada to take urgent measures to address the overrepresentation of Aboriginal and Afro-Canadian children in the criminal justice system and out-of-home care; and for Australia to review its "Bringing Them Home Report" in order to ensure full respect for the rights of Aboriginal and Torres Strait Islander children to their identity, name, culture, language and family relationships.

In the same vein, in his Report on the Situation of Indigenous peoples in Australia his 2010 visit, the Special Rapporteur commends progress be made in the country but highlights the need for a more integrated approach by government programmes to tackle the disadvantages faced by indigenous people by promoting their social and economic wellbeing as well as strengthening their free determination and cultural life.

The SNAICC national campaign to address the over-representation of Aboriginal and Torres Strait Islander children and young people in the child protection system – to be discussed and signed on this week – is an important step in this direction. Organized by a group of indigenous and non-indigenous organizations, it advocates for a new approach, which preserves and strengthens children's identity and connection to their culture, and empowers families and communities. It includes as key solutions, among others:

- promote understanding and respect for the rights and culture of Aboriginal and Torres Strait Islanders,
- place family and community decision-making at the centre of ensuring the safety and wellbeing of children and
- increase government expenditure and capacity on prevention and early intervention services.

Hopefully similar action can be organized to combat the steep over-representation on the juvenile justice system in Australia with indigenous children 26 times more likely than non-indigenous children to be in detention.


Another aspect of cultural rights highlighted by GC No.11 is that they need to be exercised within a human rights framework consistent with respect for others human dignity and physical integrity. Cultural practices referred to in art. 30 must conform to the Convention as a whole and cannot be justified if they are harmful to the child's dignity, health or development.

Practices such as early marriages, corporal or other degrading punishment and genital mutilation of girls need to be eliminated in active collaboration between the State and the indigenous communities, including children themselves, through education, awareness raising and legislation to change the norms and stereotypes behind them. In this sense, the Committee espouses the concept of respectful, horizontal and synergic relationships between and among cultures where integration and co-existence are basic objectives based on dialogue and mutual agreement making diversity a valuable resource.

On the best interests of the child – the third basic principle on the Convention –, the Committee has elaborated on the need for States and communities to ensure that both the individual as well as the collective perspective is applied when considering the best interests of indigenous children. Here again, the right of children to express their views becomes an important element of those decisions. It follows that the State should take measures, such as the training and awareness-raising of the relevant professional categories, to take into account collective cultural rights when deciding on the best interests of a child.

We all know what a difficult concept the best interest is. That is why the Committee has made an effort to be practical and operational as well as elaborate on the legal and normative aspects of the best interests principle in a manner that reflects and supports culture and identity. Four elements can be highlighted as guidance for those who need to access or evaluate indigenous child's best interests when taking a decision that concerns him or her:

- a) As an individual, like any other child, as essential element is his or her identity, in line with article 8 of the Convention. In other words, along with his or her opinion, the family context, the care and protection required, his or her health and education, consideration of the identity in terms of the culture and ethnic group to which the child belongs is a necessary factor. *Whoever takes a decision regarding a child's best interests, needs to take account of his or her identity and respect it.*
- b) Consideration of the collective cultural rights of the child should form part of the determination of his or her individual best interests. *Therefore, whoever is to decide taking as a primary consideration the best interests of an indigenous child must "take into account the cultural rights of the indigenous child and his need to exercise them collectively together with the members of his or her group.*

- 
- c) *Should there be conflict with other rights of the child (preservation of the family group or education, for instance), the different elements need to be balanced in order to ensure the fulfilment of the ultimate goal of the best interests determination – which is to guarantee that the child enjoys fully all the rights enshrined in the Convention and its Protocols and that he or she develops in a harmonious way.*
 - d) *When a general measure is adopted such as a law, a bylaw or a policy aimed at indigenous peoples, due consideration needs to be given not only to issues of general interest to them, like land property or access to natural resources and political participation but also to the best interest of the indigenous children belonging to that group, which should not be left unattended or be violated in favour of the interest of the larger group.*

Such an integrated community and family based approach is rarely followed, even by indigenous groups struggling for their rights. Sadly in my own country, the political platform advocated by indigenous leaders for this year's Chilean Presidential election campaign focuses exclusively on recognition, land recuperation and security. It is totally silent on children's and women's rights. This may be understandable given decades of State violence against mapuche people and children who have mobilised to recuperate traditional lands (object of formal complaints to the Interamerican Commission of Human Rights, but less so if one considers that official statistics show that more than 89% of indigenous children do not speak or understand any native language and are far behind non-indigenous children on all developmental indicators. Women and children need to be given a voice in drawing up and participating in decisions regarding policy priorities and both the State and indigenous leaders are obligated to create that space and take the best interest of the child into account in their political struggle.

Poverty and the Right to Life, Survival and Development

This brings me to the question of poverty and how it affects children in direct violation of their rights in particular the right to life, survival and development, the fourth basic principle of the Convention. The SWIP report quotes that indigenous peoples represent 5% of the world population but 15% of the world poor. It is well known that children are overrepresented among those living in poverty. This is also true for indigenous children who add other vulnerabilities to the poverty level of their families.

In Latin America and the Caribbean a long history of discrimination and exclusion has ensured that indigenous children are in a worse position than poor children in the general population. The levels vary according to the countries but the general pattern is the same: according to the UN Economic Commission for Latin America (ECLAC) and UNICEF

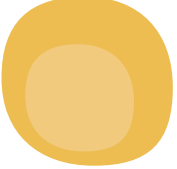
around 63% of all children in the region are affected by poverty in some way, while the situation is even more critical among indigenous children, 88% of whom are affected. On a positive note, the new round of censuses on 2010 and 2011 data now available from Ecuador, Mexico and Panama show improvements in school enrolment and attendance, with deprivation rates falling by one third and one half as compared to 2000 but challenges still remain particularly in regards to the quality of education, and access to housing and water.

Turning to Australia, the SWIP report points to the enormous disparities between the indigenous and non-indigenous population where the native aboriginal child born in 2009 could expect to die up to 20 years earlier than his or her non-indigenous compatriot. With the country ranking third in the Human Development Index (having improved recently to become second) i.e. among the very best in the world, it is striking that it would be placed 103rd when it came to the indigenous population. While these disparities are present also in Canada, New Zealand and the USA, the one lagging further behind is Australia with a stagnant index for indigenous populations since 1990. Indeed, the Development Index for Australia's indigenous unemployment rates 3 times higher than non-indigenous income. The Committee in its concluding observations "notes with appreciation that there is a range of measures including various types of subsidies, tax reductions and returns and other support for lower income families. Nevertheless it remains concerned that these are not equitably available to all families in need nor provided without distinction of place of residence or other discriminating factors.

In general, the Committee is consistent in its recommendations regarding improvement of the standard of living and reducing poverty among indigenous populations calling for the State to adopt a comprehensive policy and plan of action to positively address the rights of indigenous children, including investment in services and infrastructure in indigenous territories. Other enabling measures to combat poverty as its affect indigenous children are the need to ensure universal free birth registrations and appropriately disaggregated statistical systems that will help design specific policies and programmes. Overall, recognition n dialogue, including with children, are at the core of designing the policies and programmes aimed at the elimination of poverty and discrimination affecting indigenous people, allowing for a better understanding of the determinants and the measures required.

One aspect of discrimination that deeply concerns the Committee is gender-based violence and gender inequalities, which make the situation of women and girls from indigenous groups worse than that of the general indigenous population. To illustrate, in Latin America 20.6% of indigenous girls experience moderate and severe deprivation in education as compared to 17% of indigenous boys

at least 9 of 16 countries where this measurement was possible. In Australia, the Special Rapporteur on Indigenous People already reported in 2006 that infant mortality among aboriginal people is more than double that of non-aboriginal and that the imprisonment rate among aboriginal women is higher than that of any other community. His special report on Australia in 2010 mentions that the Australian Bureau of Statistics found that 18.3% of indigenous women experienced physical or threatened abuse in a 12-month period, compared to 7% of non-indigenous women. While commending the government for attaching urgency and priority to abating violence against women, the Special Rapporteur signalled that mainstream domestic violence and child protection models are reported to be inconsistent with Aboriginal and Torres Strait Islander cultures.



Hot out of the press, the UN has come out to report on Violence against Indigenous Girls, Adolescents and Young Women: a call to action 2013, the first attempt at providing a broad overview on the existing evidence on violence against indigenous girls and women. It underscores the association between the vulnerability to violence of young women and girls and the broader contexts of historical discrimination and marginalization of many indigenous peoples. The dimensions of violence cover from physical, sexual and psychological/emotional in the family and community to violence perpetrated or condoned by the State and violence in those communities that conform to deeply rooted patriarchal systems and practices that relegate women and girls to subordinate roles and positions in society as well as in conflict situations.

Paying attention to the plight of women and girls in remote communities, ensuring confidential counselling, sensitive services, appropriate legal assistance and engaging in dialogue specifically with women leaders are some of the measures required. These need to operate in most cases in constitutional, legal and institutional environments that enable prevention and response to violence. The CESC Committee is clear; States should "eliminate the institutional and legal obstacles as well as those based on negative practices, including those attributed to customs and traditions, that prevent women from participating fully in cultural life...". Clearly the major obstacles are limited awareness of the plights of indigenous girls and women, a culture of impunity, little knowledge and inadequate statistics.

The corporate sector and its impact

I want to turn now to look at the ways in which the corporate sector impacts upon the right of the indigenous children and the role of the State.

In line with the concern of recent years by the Special Rapporteur of Indigenous Peoples, the adoption by the Human Rights Council of the Guiding Principles of Business and Human Rights

an the activity by the OECD, UNICEF and Save the Children to produce guidelines for business, the Committee on Rights of the Child has also focused on the issue. Businesses have a duty to respect children's rights yet the Committee came across case after case of violations of children's rights by companies. So, it realized the need to establish a clear guidance for States on what they are required to do under the Convention to ensure that companies respect the rights of children. It is not enough for companies to subscribe voluntary codes of conduct. The Committee therefore issued GC #16 in February 2013 basing itself on jurisprudence accumulated over a long period of time.

Already in GC#11 on indigenous children, the Committee had clarified that art.30 called for States to establish positive measures of protection for indigenous children not only regarding acts (or omissions) by the States' legislative, judicial or administrative authorities but also against acts (or omissions) by the States' legislative, judicial or administrative authorities but also against acts by other persons (and for the CRC this includes legal persons such as businesses) present in the State party. This obligation extends not only to the public but also to the private sector implying that the State must regulate and influence the business sector in general to ensure that it does not treat indigenous children in a discriminatory manner. This is a delicate and much controversial position to take as it implies that the State must regulate and control actions by business that may impact on human rights.

Business activities can impact upon indigenous children's rights in many different ways. I have chosen to focus on two areas, which are perhaps, most significant: land acquisition, participation and consultation, and the role of the media as business enterprises.

1. Land acquisition, participation and consultation.

Indigenous communities often live in isolated areas that are covered for their natural resources. The impacts of land acquisition on indigenous children can be huge. The environment in which indigenous children live may be polluted or suffer water shortage as a result of business activities. Their social and cultural identity can be disrupted and endangered by the loss of land and natural resources they have previously relied upon. They may move to areas where access to education and health services is not certain. Families may be deprived of property rights and children of their inheritance rights. If the displacement is involuntary then girls can be at heightened risk of physical and sexual violence as well as economic marginalisation. They may be at risk of violence, exploitation and abuse from environmental degradation, displacement, loss of livelihoods and a breakdown in community ties.

Governments have very clear obligations under the CRC to prevent the rights of indigenous children from being violated including as a result of business activity. Preventive measures can include, for example, having a clear legal framework in place regarding the rights of land ownership, possession and access to lands that indigenous peoples traditionally occupy or use. Governments should also demand that businesses undertake a full child rights impact assessment prior to approval for a land acquisition project and children, should be provided with access to an effective remedy including reparation on rights are violated because of business activity. States must set a good example so that when they themselves have a business role they must not adversely impact on the children's rights. In Norway, for example, the Norges Bank Investment Management annually assesses and publishes the extent to which companies it invests in meet its expectations regarding preventing child labour and promoting children's rights in their workplace.

The United Nations Declaration on the Rights of Indigenous Peoples and the inclusion of Free Prior Informed Consent in the International Finance Corporation Performance Standard 7 means that seeking the free, prior and informed consent of indigenous peoples is now specifically required for any project (seeking international funding) that affects their communities and governments must ensure that potentially affected communities are consulted with. Yet indigenous children are the least likely to be consulted with about the impact of land acquisition on their lives either informally within families or communities or formally as part of companies' consultations.

In recent concluding observations, for example for Cambodia (2011), the Committee urges the State party 'to establish a national moratorium on evictions until the determination of the legality of land claims is made...(and)...to ensure that families and their children are not made homeless as a result of evictions for private and development activities.' For Ecuador in 2010, the Committee requests the State to ensure that the extractive industry conducts social and environmental assessments in consultation with local communities, including indigenous children.

Another way in which business activities impact negatively and disproportionately on the rights of indigenous children can be when businesses are based in one country – the home country, such as Canada or Australia or the UN – and operative in another country – the host country – in resource rich areas where indigenous children live. The host country should regulate and control the operations of foreign businesses but often will not do so adequately. Home states must prevent 'their' businesses from having a negative impact on the rights of indigenous (and other) children even though they may be located beyond their borders. Some measures include making conditional access

to public finance or insurance on a business carrying out a process to identify, prevent or mitigate any negative impacts on children's rights in their overseas operations.

With regard to Australia, while acknowledging the existence of a voluntary code of conduct on a sustainable environment by the Australian Mining Council ("Enduring Values"), the Committee in 2012 noted the State's inadequacy in preventing direct and/or indirect human rights violations by Australian mining enterprises abroad. It recommended that the State party:

- (a) Examine and adapt its legislative framework (civil, criminal and administrative) to ensure the legal accountability of Australian companies and their subsidiaries regarding abuses of human rights, especially child rights, committed in the territory of the State party or overseas...;
- (b) Take measure to strengthen cooperation with countries in which Australian companies or their subsidiaries operate to ensure respect for child rights, prevention and protection against abuses and accountability;
- (c) Establish that human rights impact assessment, including child rights impact assessments, are conducted prior to the conclusion of trade agreements with a view to ensuring that measure are taken to prevent child rights violations from occurring...

2. Role of the media in promoting the right of indigenous children.

The CRC explicitly refers to the important role the media – including privately owned media – can play in promoting the rights of indigenous children and having particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous. If media is only available in the majority language then there is a risk that it will not reflect content sensitive to the needs and issues of indigenous children. The media's portrayal of children has a profound impact on attitudes to children and childhood, and is an important influence on adults' behaviour towards children. This is a heightened importance for indigenous children who are constantly or even solely exposed to the local dominant culture, including to a globalised homogenous culture dominated by consumerism.

The Committee encourages States to ensure that indigenous children can access the media in their own languages in order for them to effectively exercise their right to be heard. It also emphasises the importance of not portraying indigenous children in a discriminatory or negative light. In El Salvador in 2010, for example recommendations included on the need to create consciousness and expand knowledge on the rights of indigenous boys and girls, especially through training of people who work with children in mass media professionals.

More generally for all children, but especially affecting children with some form of vulnerability, the Committee came across two issues of concern regarding the impact of the media on children's rights:

- a) Risks of marketing directly to children – including through digital media. Marketing aimed at children presents numerous child protection concerns that are not present when advertising to adults and that must be taken into consideration. For example, there are growing concerns about the effects of marketing on children's physical and mental health. Childhood obesity is increasing rapidly around the world and is linked to the development and marketing of energy-dense, micronutrient-poor foods and beverages that are high in fat, sugar and salt and marketed directly to children. In 2010 it is estimated that more than 42 million children under the age of five years will be overweight or obese of who nearly 35 million are living in developing countries.

There is some consensus that the varying degrees of vulnerability among children necessitate some level of protection from (or education about) advertising. This has given rise to a range of regulatory and self-regulatory initiatives including, for example, a complete ban on advertising to children under the age of 12 years in Norway and Sweden, and prohibitions on advertising during cartoon time in Italy. In the UK, children's television personalities are prohibited from appearing in any advertisements before 9pm, while merchandise based on children's television programmes must not be advertised within 2 hours preceding or following the program concerned.

Guidance by the Committee in GC No.16 in reference to these concerns is that States should ensure that marketing and advertising do not have adverse impacts on children's rights by adopting appropriate regulation and encouraging business enterprises to adhere to codes of conduct, in particular regarding the use of clear and accurate product labelling and information that allow parents and children's rights, health and business including the World Health Organization Framework Convention on Tobacco Control, International Code of Marketing of Breast-milk Substitutes and relevant subsequent World Health Assembly resolutions.

- b) Protection risks around children's access to digital media, for example, sexual exploitation, grooming and exposure to harmful content. Increasingly exposure of children and enable their right to information, to freedom of expression and to participation. Digital technology can be of great help to produce the kind of interactive and culturally sensitive education and communication material

required to develop multicultural and bilingual education, especially for remote areas where many indigenous and minorities children and families live.

Governments globally are trying to extend a protection response to increased on-line sexual exploitation and abuse of children by enacting legislation, prosecution, awareness raising support for children to recover. But these are yet insufficient or not applied universally. The media and Internet industry have a central role to play and, in following international frameworks and agreements, need to ensure fulfilment of their responsibility to respect and protect child rights.

Conclusions

I have attempted to provide you with a broad international perspective of the normative framework on indigenous children and their cultural rights and I have highlighted some issues that stand out as priorities for action.

Maybe the biggest challenge is to ensure that for to recognise them and to acknowledge the specific cultural context to which they belong or identify themselves, with universal policies and programmes, which at the same time take account of the need for specificity in their application.


This requires clear political will for dialogue and recognition of indigenous peoples, where respect for children's rights can and should be a fundamental piece. It is not possible to conceive a truly intercultural relationship without the wellbeing of indigenous children being a common objective for the whole nation. All too often children's rights have been in the shadow of larger community interests which while being fundamental for recognition and development should also recognise the identity of children as subject of rights and their realisation.

Finally, the State and the community need to open and promote spaces of participation for boys, girls and adolescents to express themselves individually and collectively on matters appropriate to their age and maturity.

In many societies, my own country being an example, a cultural diversity as a value and the resource for universal public policies is of recent date. Rather cultural diversity had been considered a difficulty and homogeneity had been the value. So to explore diversity from the rights of girls, boys and adolescents may help us get closer to the richness of our multi-culturalness and this Conference is a sterling example.

Many thanks.





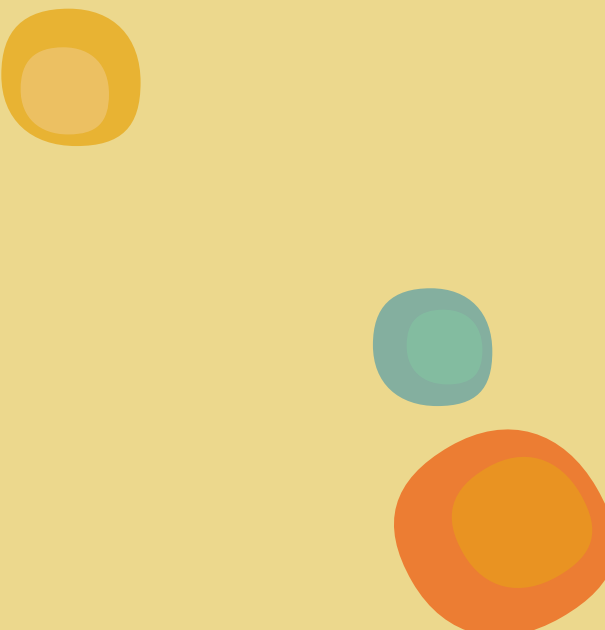
Dr Cindy Blackstock is the Executive Director, The Caring Society of Canada and Associate Professor, University of Alberta. The Caring Society of Canada seeks to promote and support First Nations child and family service agencies in Canada by providing research, professional development and public education services.

A member of the Gitksan Nation, Cindy has worked in the field of child and family services for over 25 years. She has worked as a social worker for the provincial government as well as a First Nations child and family service agency and was executive director of a regional Indigenous professional development agency for Indigenous social workers in 1998 before assuming her current post at the Caring Society in 2003.

Cindy is an author of over 50 publications on the welfare and rights of First Nations children. Her key interests include exploring, and addressing, the causes of disadvantage for Aboriginal children and families by promoting equitable and culturally-based interventions and the role of the voluntary sector in supporting community-based responses. Cindy's current professional interests include holding fellowships with the Ashoka Foundation, J.W. McConnell Family Foundation and the Trudeau Foundation.

“We work for children—so we need to work with children to ensure we are doing right by them and their families. Aboriginal children in Australia, similar to our First Nations children in Canada are overrepresented in child welfare care due to neglect driven by poverty, poor housing and substance misuse. Governments are simply not doing all they can do because these are all solvable problems but equitable, flexible and culturally-based funding is required to empower community solutions. Equality is not an aspiration, it is a right.”

Professor Cindy Blackstock, Director of The Caring Society of Canada



Just because we are small does not mean we can't stand tall – A keynote address on the Canadian Human Rights Tribunal on First Nations child welfare.

By Dr Cindy Blackstock



Keynote speech by Associate Professor Dr Cindy Blackstock on Tuesday 4 June.

What a great honor to be here in these traditional lands, the home of your peoples and ancestor's dreams.

In developed countries like Australia and Canada we expect our people and our governments to do better for children we know better for children. And yet too often our governments fail to step up to the plate.

This is a letter from a child to the Government of Canada to our Prime Minister. Its says:

Dear Mr Prime Minister Harper, hello my name is Imran, I think just because your skin color is different or you have a different religion does not mean that you should be treated differently, like right now we have proper houses, we have water and we have good schools, In Attawapiskat it's a First Nations community, and yet they are human beings too. I think something needs to be done.

And PS. We are trying to fix the mistakes we made from the past and you are not helping.

And PPS. Write back with an explanation.

Sincerely, Imran

You know a lot of people say "it is so simple that even a child can get it" and as Imran's letter shows our children do understand the importance of treating all children fairly, but too often our governments don't.

In Canada, First Nations children and their families experience inequalities in government services such as child welfare, health and education and basics like housing, water and sanitation even though their needs are higher due to the multi-generational impacts of colonization. Many of these inequalities are also tragically experienced Aboriginal peoples in Australia.

The inequalities have persisted over the decades and in their persistence, many children grew up without the full opportunity to grow up with their families, get a good education, be healthy and proud of who they are. These inequalities are not without solutions and yet the solutions that are available go unimplemented, or implemented only partially, because racial discrimination against children is often rationalized as a legitimate fiscal

restraint measure by wealthy governments like ours. The solution is for all peoples to stand against any form of government based inequality because as a country and as a people we cannot afford it. Our children are so sacred, so valuable, that equality should never be an aspiration for them, it is a right and a necessary step to ensure Indigenous children can live the life that their ancestor's dreamed for them.

Incremental equality has no place in the lives of children or in the public policy of our respective countries. As Richard Wilkinson and Kate Pickett, authors of the Spirit Level: Why More Equal Societies Almost Always do Better, point out -addressing inequalities for Indigenous peoples and others is better for all people. Their leading work reveals countries that address the gaps between rich and poor are more likely to have a robust economy, longer life spans, low incarceration rates, low teen pregnancy rates and improved levels of trust amongst citizens. These findings are supported by the evidence available on www.gapminder.org.

Governments are often aware of this evidence but fail to take the measures necessary to reduce the inequalities and make the lives of all citizens the better for it. The Canadian government, for example, has a G-8 economy, and yet in the UNICEF rankings placed Canadian children 17th in the world on a variety of wellbeing and education measures. It is a problem when a country's economy is doing better than their kids. Urgent measures are needed to reduce the inequalities particularly given that the higher needs of First Nations children and their families due to the multi-generational impacts of colonialism.

Canada and Australia share a colonial history marked by government authorized forced removals of Indigenous children aimed at eradicating Indigenous cultures and assimilating Indigenous peoples. Australia had the stolen generations and Canada had residential schools. The last residential school closed in 1996 but many of the tragic public policy patterns which were fundamental to the operation of the schools such as chronic under-funding and a diminishment of Aboriginal knowledge and ways of caring for children echo in

child welfare today. Child welfare in Canada has pretty much taken over from residential schools. We have more children in child welfare care today than at the height of residential schools. Driven there by poverty, poor housing and substance misuse. The good news is we know how to fix these issues through meaningful community and culturally based interventions targeted to those problems.

For example, in the United States there is the National Centre on Housing and Child Welfare (www.nchcw.org) where child welfare funding is targeted to alleviate housing problems for families coming to the attention of child welfare. The average cost of placing a child in child welfare in the United States is roughly \$45,000 per year and their experience shows many children have been able to stay safely in their homes for a housing investment of about \$13,000 per child.

Not only is staying safely at home in the best interests of the child but US state governments are saving millions of dollars in needless child welfare costs by supporting families with housing solutions that allow their children to remain at home. Progressive and effective interventions such as this can prosper in our respective countries but these equity-seeking initiatives cannot be built on a foundation of inequality nor should Aboriginal organizations be required to deliver service below what the government would afford itself.

First Nations child and family service agencies in Canada deliver child welfare services to First Nations communities on reserves. They are constrained by federal government requirements to follow provincial/territorial child welfare laws, even though in many cases these laws have not proven effective for First Nations children, and to do so with flawed and inequitable funding. After the Canadian Government failed to implement two solutions that were jointly developed with First

Nations to remedy the inequalities and give First Nations children a proper chance to grow up at home, a human rights complaint was filed in 2007 pursuant to the Canadian Human Rights Act.

The complaint alleges that the Canadian government's provision of First Nations child and family services is discriminatory on the grounds of race and national ethnic origin. Instead of embracing its obligations to provide equitable services, the Canadian government has spent millions in its unsuccessful efforts trying to derail the case on legal technicalities. It saddens me, that in a wealthy country like Canada where there are so many good and great people and where values of fairness and inequality are so pervasive that we have to take our government to court in order to get them to treat children fairly.

It shocks not only just indigenous people in our country; it shocks non-Aboriginal Canadians as well. When we filed this case in 2007 there was only 10 people in the room. We created this campaign where 'I am a Witness' which is a web-based public education campaign that makes all of the court documents and relevant reports easily accessible to the public and then we simply asked Canadians to follow the case in person or on line. With over 12,000 individuals and organizations formally following the case via "I am a Witness" - the children's case is the most watched human rights case in Canadian history. I find that there are two things that surprise Canadians the most when they watch the case: 1) that a legal case is even required to make sure a government treats kids fairly and 2) that the government's arguments are based on legal technicalities based on "their best interests" versus the best interests of Canadians and children. Despite, Canada's objections, the historic hearings on the discrimination matter began on February 25th of this year. It is the first time on Canadian history that our government appeared before a



tribunal that has the power to make binding orders to account for the treatment of this generation of First Nations children.

It was a great moment, and in the courtroom there was a lot of spectators, including children. Children may not be experts in politics and they may not be experts in the law, but they are experts in love and fairness and as one child said "when we see something wrong we want to fix it." They bring this wonderful energy to the courtroom, for example one group of kids brought an autograph book. They wanted autographs of all the lawyers and other people in the court process. They ask important questions. I heard one boy ask the government lawyer 'is Steven Harper [that's our Prime Minister] here?' and when the lawyer replied no. The child looked puzzled and said "shouldn't he be here because isn't he the guy that tells you what to do, I heard that lawyers have to do what their bosses need to say, so why isn't he here?"

You might wonder what children get out of possibly hearing their government argue on legal technicalities. We all know how baffling legal language can be and quite frankly how boring it sometimes can be but the children sat all quietly all morning listening to the government of Canada's submissions. During the lunch break a boy showed me a piece of paper where he had kept track of the questions the judge asked and the questions the government answered. There was a long list of tallies on one side of the paper and shorter list on the other side. He asked me 'do you know what this list is' and when I answered "no" he explained that "the long list is when the judge asked the people of Canada a question and the short list is when they answered'.

The promise of reconciliation lies in raising a generation of First Nations and non-Aboriginal children who celebrate cultural difference instead of trying to and overcome it. A generation that understands that equality does not exist unless there's equality for all and that freedom lies in the actions each of us takes to uphold it. While singing about freedom and respect in our national anthems may give us comfort - the song without a hand is just empty words.

Children in Canada are taking action. They are coming to Parliament Hill to read letters to the Government about the type of Canada they want all children, including First Nations children, to grow up in. They actually get a microphone and read their letters. This is one of them "I am Randy, I feel disappointed in the government, I think it's a bad idea what the government is doing, I dream this would stop, I hope that Canada would be a better place and I demand that First Nations children be treated equally, I am Randy'. Bethany writes 'Dear Prime Minister Harper, I think you should go back to grade 5, because I've already learnt about something called the Charter of Rights and Freedoms that say's you're supposed to treat everybody fairly and if you read that thing you

would know what kids at my kindergarten school already know, and that its not fair to tell some kids they're are not worth the money'.

I've been so honoured to be in your company, in your countries, in your traditional lands before and I have been so blessed to meet your Elders and your children. They have the same wisdom that our kids do back home, they know it's not fair that many Aboriginal children in Australia cannot get a clean glass of water, live in proper houses, get a good education and receive the support they need to speak their own languages. It's not right that Aboriginal children have to fight for the lands that their people have lived on for thousands of years. And it's not right that they have to go somewhere else to grow up because the government does not provide them with the culturally based in-home supports that they need to grow up at home.

Our ancestors are calling to us. We have to stand together, the time for equality and freedom for our children is right now. I wish I could of brought all the children with me from Canada it would have been a far more exciting flight. Instead I will share more of the letters they wrote in a book called "Children's Voices have Power: Children standing in Solidarity with First Nations Children" featuring the song "I am a witness" written for the campaign by First Nations artist, Riva Farrell-Racette. So, from the children of Canada to your hearts please join me in saying the children do have power and that power is our respective countries greatest hope.

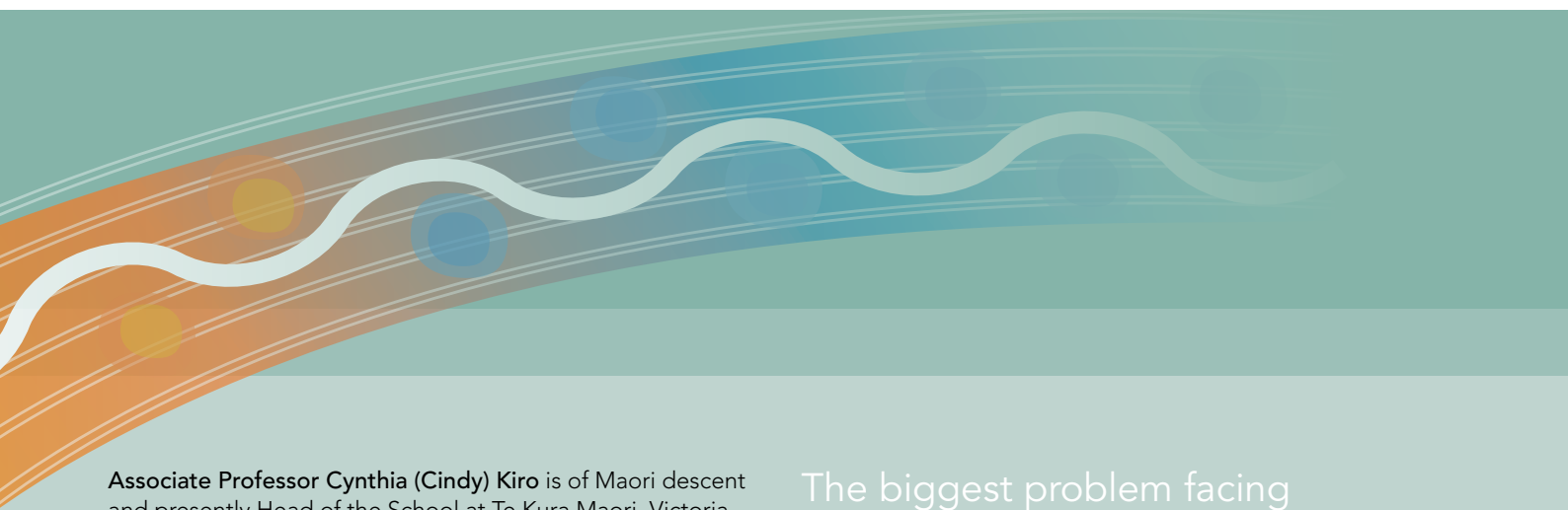
[Presentation of children's book and song played]

Dear Prime Minister Harper, we're trying to correct the mistakes of the past, and you're not helping. PPS: Write back with an explanation.

Let all of us stand together now in honor and the strength of our ancestors and let there never be another day or another time or another generation to have to strive for the basic right to be proudly who they are.

Thank-you so much for joining me, have a great conference.





Associate Professor Cynthia (Cindy) Kiro is of Maori descent and presently Head of the School at Te Kura Maori, Victoria University of Wellington, New Zealand. Prior to this Cindy returned to the School of Public Health at Massey University following her term as the fourth and first female Children's Commissioner between 2003–09, where she was the statutory advocate for children and young people. She has worked for over 20 years in a wide range of community organisations promoting M ori wellbeing and the wellbeing of children and young people. Cindy has a PhD in Policy and works in the areas of children's health and wellbeing, Indigenous health, health systems and health policy.

The biggest problem facing disadvantaged Maori and Pacifica children right now is a lack of adequate resources being committed by the government to crucial services and programs. Governments need to show leadership and foresight by investing in children now, and by having services focused on early intervention. If there is a failure to invest now, services won't be as preventative as they should be."

Professor Cindy Kiro, former New Zealand Children's Commissioner and first Maori female to have held the post.



Integrated health and social services: How they contribute to equity and good outcomes for indigenous families.

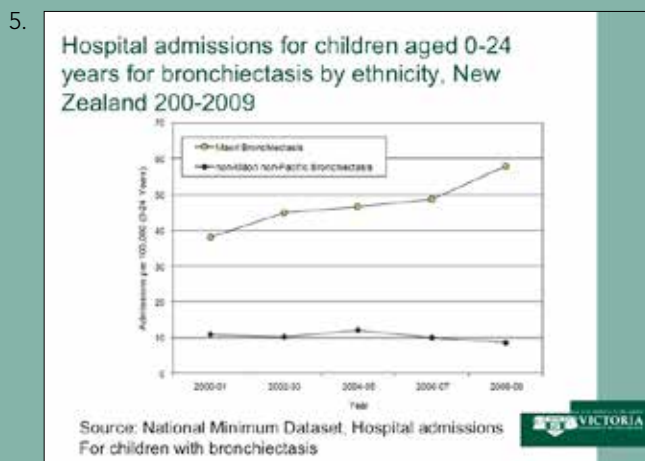
By Associate Professor Cynthia (Cindy) Kiro



This keynote presentation is not available for publishing but below is the PowerPoint presentation presented from Associate Professor Cynthia Kiro on Wednesday 5 June.

The full presentation can be viewed at our Plenary Videos section at www.snaicc.org.au/conference

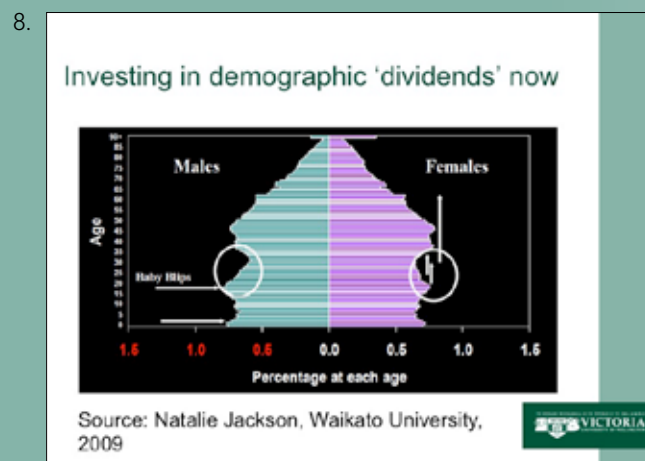
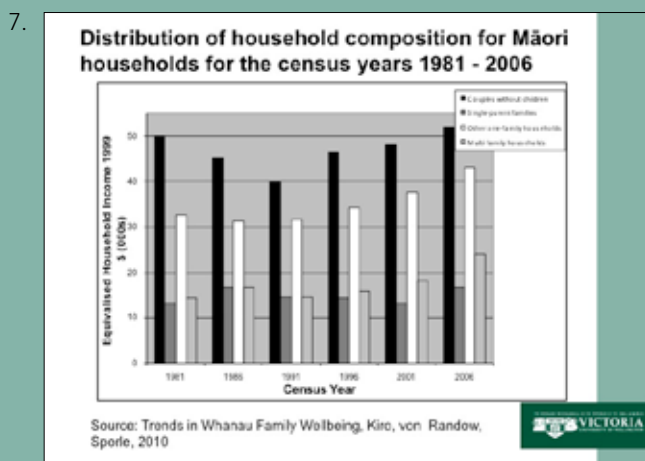
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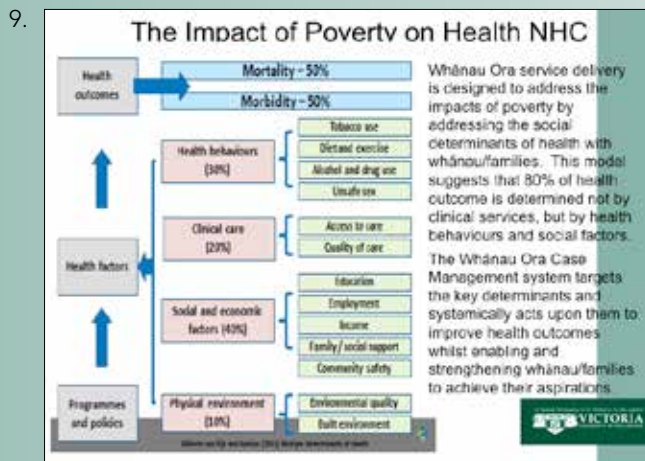


6. Māori Descent Population 1991-2006 Censuses

| Census year | Māori descent population |
|-------------|--------------------------|
| 1991 | 511,278 |
| 1996 | 579,714 |
| 2001 | 604,110 |
| 2006 | 643,977 |

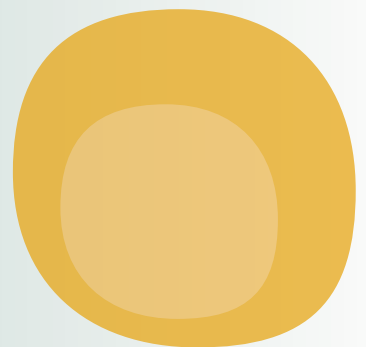
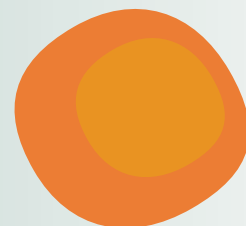
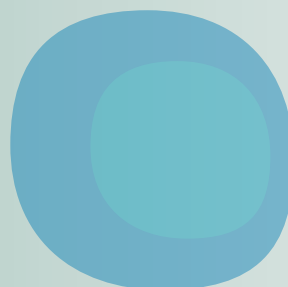
Source: Statistics New Zealand accessed June 2012





10. **New models of care**
- Outcomes focused (e.g. outcomes based contracting and bundling in Germany, USA and Netherlands to encourage extended primary care health teams, role substitution and reduced hospital admissions (including home based care))
 - Integrated services – including Whānau Ora
 - Earlier intervention – focus on primary care settings and home supported care rather than institutional or residential
 - Move from acute to primary and community care
 - Move to public health (including prevention)
 - More effective management of chronic conditions (settings, timeframe, life cycle of the disease)
- VICTORIA

11. **Conclusion**
- Indigenous models of care are a call to join up (integrate) services
 - Only those services which are 'quality' indigenous models will improve outcomes
 - Health and education of high need populations, such as indigenous peoples will not improve without a specific focus and a commitment to equitable health outcomes
 - These are cost effective and evidence based
 - Active engagement of Māori and Indigenous populations essential for improvement to occur
- VICTORIA





Kathy (Gotha) Guthadjaka – *My Teaching Life*

My friends call me Gotha. I have taught Yolngu children in the classroom for 40 years or so.

As a little girl I just wanted to be a teacher. I began my working career at the bottom rung of the ladder tending goats at the Elcho Island mission. I also worked as a house girl, cleaning dishes and scrubbing floors and then cleared stones for the church foundation before commencing work as a teaching assistant. I gained my teaching qualifications at Batchelor College and not long after that set my sights on pioneering a good education for my people in their own homeland.

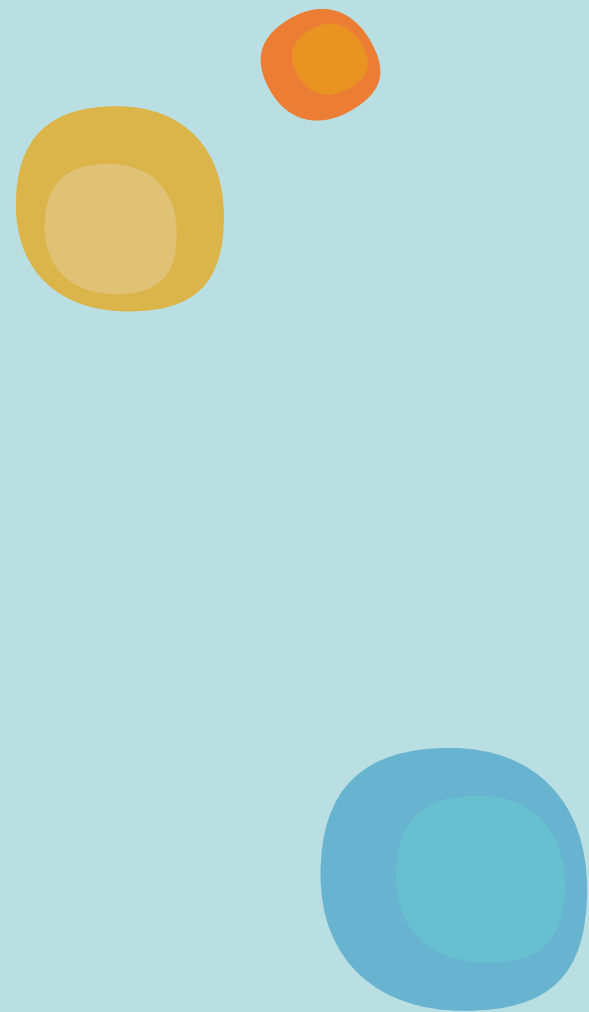
Most of my life I've looked after children. Some were my own children, some my grandchildren and great-grandchildren. Others were other people's grandchildren and some were children with problems at school.

In 1991 my husband, Colin and I moved out from Galiwinku to establish a new Homeland Centre and school at Gäwa. At that time I was still teaching with the NT Department of Education at Shepherdson College, where I had put in some 30 years of teaching. I retired from the NT Teaching Service at the end of 2002.

In 2003, we made new arrangements for education at Gäwa by partnering with the Northern Territory Christian Schools Association and cutting ties with Shepherdson College. With the arrival of good, dedicated full-time teaching staff and the Gäwa Christian School, I have been able to focus my attention on preserving Warramiri language and history. Of course, my aim is always towards the benefit of our children through good education that fits them.

Today I am a recognised fellow in the Northern Institute at Charles Darwin University and have represented my people at many venues around the world...

Over the years I have kept and presented a clear vision to coming generations. Now I am watching for young people who have learned the vision and want to run with it. Helping these will probably be my final contribution to the future of my people. Without vision the people are breaking up, but not all will break apart and drift away; some will stay to run with the vision.



The right to and the importance of education for Yolngu kids

By Kathy (Gotha) Guthadjaka



Keynote presentation by Kathy (Gotha) Guthadjaka on Wednesday 5 June.

How are you everybody?

Hello. I'm Gotha. I would like to acknowledge the traditional owners of this place and the organizers of this event. I'm very glad to be sharing with you today. You should know English is my 18th language. It is not my language.

As I said at the United Nations Convention on the Rights of the Child; "Our children have been forced to begin their school life in a language they do not understand. This is causing some very serious problems for Yol?u children."

I would like to say today that communities that don't work properly are a very serious problem. This is coming out, partly, from education delivery that isn't working properly.

Before we go further, I would like you to watch this short 10 minute video that was recorded at G  wa by a friend on a recent visit...

First Education that's Working

Two kinds of education delivery:

1. Education Delivery that works for its students.
2. Education Delivery that does not work for its students.

Education that does not work for its students does not work. In the end, it will produce communities that do not work. This is what we are turning around at G  wa.

What we have covered together so far is a background for what I would really like to say to you now.

Here is what one model of education that is working for Yolnu looks like:

Meaningful: (heart language)

Belonging: (ownership and a sense of safety and confidence) (Mulka) Felling comfortable, safe and confident.

To Maintain the Language: For example (The list of words that our children understand is getting smaller, word-by-word. Our words are being replaced with English words.) Colour by colour

Yolnu kids don't know all the colours in language just blue and black.

Unless own language increases in step with a growing knowledge of English, Yolnu people will lose their own language completely.

This would be a big loss of understanding. Other things lost with language would be: Song, Story, Land Title (Title Deeds are wrapped up and kept in Song, Story and Dance), Heritage and Inheritance. In other words, to lose language for Yol?u people is to lose most of what we have that is of real value to us (Wulmat is things of value without Wulmat you have nothing)

Is it good that children should lose their language by going to school?

- As teachers, there are other reasons for having own language in the classroom. The strongest reason is that all learning begins in the known and familiar and moves into the unknown and un-familiar. There is no other way for true learning. Even bush turkeys and cockies must know how to copy sounds and hear new sounds before they can learn to speak.

I want to tell you the story of my husband Colin who is Balanda (non Aboriginal). He woke up early in the morning and went to get food he walked through a camp with camp dogs that don't like Balanda they ran up to him barking and wanting to bite him. He yelled Chipbay Cha and the dogs stopped and looked up at him. He made them confused. How is the Balanda talking language... even the dogs understand the importance of language.

Here is the sound of my people having been taught to sing English songs before they could understand the language...(dvd presentation of Bepuka Mission Songs screened).

These songs are called 'Merrily Sink Me Donkey' and 'Lady'. They are Sung by my friend Bepuka, as her mother learnt it 70 years ago at Milingimbi Mission station. Now I want you to listen very carefully to the words and tell me what they mean, because, after 70 years, we are still trying to figure that out...

All our songs have a source and a song line, but we have no idea where these songs came from.

This kind of teaching without regard to barriers (language and culture) doesn't work very well. At Gäwa, we found that there were two parts to a better way:

Firstly, bridging (Gumurkkunihamirr); national and global:

Bridging is really about connecting. It is not a difficult thing to do. Yol u kids love to connect and the whole world loves connecting with Yol u kids. Schools and teachers only need to make the connections available and the 'bridging' will happen automatically. At Gäwa, we have found that 'bridging' gives children confidence. (aya u mulkayirr uli.)

Some schools separate Yo u and Balandá children. They don't realise what they have lost. At Gäwa bridging begins automatically at about the age of 3 or 4. If we have time at the end, I will show you some pictures of the kind of bridging that is happening at Gäwa.

Secondly, in-season local background for lesson content:

For good communication, the new teaching can often be communicated better with a familiar local illustration. This engages the students who take the position of being the 'experts' on the subject. A two way teaching often will go with this approach. (The students will often teach the teacher as the teacher is teaching them... like you saw on the video where the students were teaching their art teacher how to spell 'errk'.)

Wheat and cycad nut example: (Removing the husk and preparing the kernel for eating.) Cycad nuts are common knowledge in Arnhem Land. Wheat is unknown. When teaching about threshing where the husk is removed from the kernel we use cycad nut first because it is known then we move into the unknown.

- In Season local background for lesson content is for an open door to community involvement. (The lessons are in tune with where the community are at seasonally.)
- In Season local background is used for harmony in the lives of the students between home and school. (We may not realise the effect of bringing discord into the lives of children. It will affect them all their lives. It will create communities of people with many unrelated parts to their lives. This is not good. Some may think it useful, but it is not healthy.)
- For keeping the students focussed together. 'Together' is the normal way that Yolnu people work, live and learn.

Bridging Slideshow presented (8 minutes).
The Slideshow shows bridging in action.

That concludes presentation.

It is not Yolnu way to ask questions and answers.

Happy to yarn later about anything raised if you want to come and speak with us.

Thankyou





National Initiative – addressing the over-representation of Aboriginal and Torres Strait Islander children and young people in the child protection system.



Plenary Panel Presentation on Thursday 6 June. Including SNAICC, QATSICPP, Families Australia, CREATE, and ATSI Healing Foundation.

To view this presentation visit Plenary Videos at www.snaicc.org.au/conference.

Many of our Aboriginal and Torres Strait Islander children and young people are already being grown up safe, loved, connected and culturally strong in their own families and communities. We are all involved because we are working towards a reality where all Aboriginal and Torres Strait Islander children and young people can grow up this way. A committed team of Aboriginal and Torres Strait Islander organisations led by SNAICC, and supported by a broad base of national and state organisations, are planning a initiative to break the cycle of persistent and systematic removal of Aboriginal and Torres Strait Islander children and young people.

This session shared opportunities to be part of a national initiative built on child rights, culture and self-determination and encourage all Australians to step up and support our families and communities to regain our rightful place as the best caregivers for our children and young people. Panel speakers introduced the purpose of the national campaign, its origins, aims and proposed strategies. It mapped out the process and proposed ways for everyone to join us in building a powerful movement that can, and with widespread support, will succeed.

Facilitator: Sharron Williams, Chairperson, SNAICC

Panel speakers:

- **Rachel Atkinson, QATSICPP**, introduced the causes of gross overrepresentation and impacts of removal and the quest to focus on children and young people's wellbeing;
- **Sharron Williams, Chairperson, SNAICC** introduced the campaign including broad strategies as well as specific actions we can all take to support the campaign;
- **Simon Schrapel, CEO, Uniting Communities**, discussed how we can better resource our communities and agencies in partnership with others to achieve the campaign's goal;
- **Jacqui Reed, CEO, CREATE**, discussed engaging youth and children as integral partners in this campaign and as leaders of change for a better future.

Following these presentations, **Richard Weston, CEO, Aboriginal and Torres Strait Islander Healing Foundation**, facilitated an open forum discussion regarding the campaign. Facilitator, Sharron Williams will conclude with a summary of this discussion and the shared commitments, networks, resources and partnerships crucial to the success of this campaign.

"We have talked about this process for so long it now needs to be actioned."

Sharron Williams, Chairperson, SNAICC

"SNAICC has had these issues on the agenda for many years, put there by elders and leaders who have come before us. We now want to progress this journey by providing support for Aboriginal and Torres Strait Islander people and organisations with the solid support of several major NGO's, coming together to influence and guide the process to create this change."

Frank Hytten, Chief Executive Office, SNAICC

Working together to heal Generational trauma within Aboriginal children and their families.

By Emeritus Professor Judy Atkinson



Keynote presentation by Professor Judy Atkinson on Thursday 6 June.

To view this presentation visit Plenary Videos at www.snaicc.org.au/conference

Presentation not available for publication at time of printing.

Emeritus Professor Judy Atkinson is a Jiman (central west Queensland) and Bundjalung (northern New South Wales) woman, with Anglo-Celtic and German heritage. Her academic contributions to the understanding of trauma related issues stemming from the violence of colonisation and the healing/recovery of Indigenous peoples from such trauma won her the Carrick Neville Bonner Award in 2006 for her curriculum development and innovative teaching practice. In 2011 she was awarded the Fritz Redlick Memorial Award for Human Rights and Mental Health from the Harvard University program for refugee trauma.

Her book *Trauma Trails — Recreating Songlines: The transgenerational effects of trauma in Indigenous Australia*, provides context to the life stories of people who have been moved from their country in a process that has created trauma trails, and the changes that can occur in the lives of people as they make connection with each other and share their stories of healing.

Judy is a member of the Harvard Global Mental Health Scientific Research Alliance. She presently serves on the Australian Institute of Health and Welfare Scientific Advisory Committee on Closing the Gap research, and is on the Board of Directors of the Aboriginal and Torres Strait Islander Healing Foundation, as well as sitting on both the Education and Training Advisory Committee, and the Research Advisory Committee. She is the Patron of the We Al-li Trust.

April Long and **Krista McMeeken** are young Indigenous women that will share their experiences of promoting self-determination and the full realisation of Indigenous rights in Australia at both a grassroots and international level.

Both April and Krista participated as members of the Conference Expert Advisory Group.



April Long is an Aboriginal woman from Narara on the New South Wales Central Coast. April has strong connections to the Gumbaynggir and Darkinjung nations on the Central Coast and Mid North Coast of NSW. April is passionate about ensuring the rights of Aboriginal and Torres Strait Islander people, particularly young people. April recently participated in the 2011 NGO Delegation to the United Nations reporting on the Convention on the Rights of the Child and the overrepresentation of Indigenous juveniles in the criminal justice system. The overrepresentation of Indigenous youth in the criminal justice system is an issue that April is particularly passionate about. In 2012 April obtained a Bachelor of Law and a Bachelor of Arts. April was previously the National Project Manager of the National Indigenous Youth Leadership Academy (NIYLA) and is currently the Program Manager at the National Centre of Indigenous Excellence (NCIE).

A Nyoongar woman, **Krista McMeeken** is a human rights, youth and reconciliation advocate in her community in Perth. Having completed her Bachelor of Laws at the University of Western Australia she is now a Law Graduate at Corrs Chambers Westgarth in WA. Krista is also a full-time carer for her mother and a committee member for the WA Law Society's Aboriginal Lawyer's Committee and the National Indigenous Legal Conference 2012. In recognition of her commitment to community issues such as human rights and equal opportunities, Krista was also crowned Miss NAIDOC Perth in 2011, and was a finalist for Young Australian of the Year 2011.

Self-Determination and Collaboration



Keynote presentation by April Long and Krista McMeeken on Thursday 6 June.

By April Long

Introduction

Good afternoon everyone, I would like to begin by acknowledging that we are meeting on the lands of the Gimoy Yindjinge people and acknowledge their elders both past and present and thank them for their custodianship of land and for allowing us all to be here for the last few days as we talk about important business- our children.

My name is April Long and I am privileged to present with my co presenter Krista McMeeken who I shared a journey to the United Nations with as members of the Non Government Organisation delegation that presented to the United Nations Committee on the Rights of the Child.

As two Aboriginal women who are lawyers we are going to be typical lawyers and examine the law as it affects Aboriginal and Torres Strait Islander people here in Australia through a discussion of the Australian Constitution and international law- principally the United Nations Declaration on the Rights of Indigenous Peoples. Domestic and International law are two frameworks that Aboriginal and Torres Strait Islander people interact with to further advance the rights of Indigenous people.

Another framework is the invaluable work of our community and non-government organisations. This presentation will also focus on the work that our valuable community organisations do to promote Indigenous Excellence and prosperity for future generations of Aboriginal and Torres Strait Islander Children.

I am a Gumbangjiir Darkinjung woman with ancestral ties to my grandfather's communities but social and cultural ties to many communities in Australia. I have been privileged enough to work with our young people from many diverse communities as the Editor of the Indigenous Law Bulletin, National Manager of the National Indigenous Youth Leadership Academy and I am currently privileged to work at a place that embodies Indigenous excellence- the *National Centre of Indigenous Excellence* in Redfern Sydney.

I am going to present on the power of excellence and share my thoughts on constitutional recognition. My presentation is based on the premise that in order to achieve positive change for our people will must collaborate across sectors, across communities from our elder to our youth.

Krista will present on the *United Nations Declaration on the Rights of Indigenous People*, reflect on our journey to the UN and the role that international law plays in assisting Aboriginal and Torres Strait Islander Australians advocate for self-determination and the full realisation of our rights. Rights that Gotha Guthanjuaka and I talked about in an earlier presentation, rights to language rights to culture and education.

In the work that I do I am privileged to be surrounded by Indigenous Excellence, at this very conference we have heard from the wisdom of our elders, met new deadly young leaders, been absorbed in the knowledge of academics, teachers, doctors and all other contributions.

We have also heard about the Juvenile Justice rates that plagued our societies, the health conditions that stop our young people from succeeding, the overcrowding in housing that restrict families and communities.

We all have read the newspaper and commercial news segments that down grade our young people. News filled with images of our people being drunks, and our men being criminals and violators of woman and children's rights. These images permeate the news and infect the main stream discourse; however, there effect on our people is much greater.

To a large extent, what we don't see in the mainstream media are the 300 young Indigenous people that I attended university with at the University of New South Wales, or the 40 deadly young change makers at the National Indigenous Youth Leadership Academy that identified issues in their community and took action. Or the 500 young people on the Community of Excellence an Indigenous social networking site that connects young leaders from around the country on an online platform for social change and personal development.

We largely don't see stories of success such as almost 10% of the recognised top 100 women of influence in 2013 being Aboriginal and Torres Strait Islander women. We don't hear about the success of Aboriginal Authors like Anita Heiss or lawyers like Terry Jenkie and Megan Davis. That is of course, unless you pick up an Indigenous newsletter like the Koori Mail or you log on to the Koori Grapevine Facebook.

These images and stories we must celebrate and share internally and externally through our media channels. The development of the National Indigenous Television Network (NITV) to free to air has made a big impact, however, the dominant discourse is still largely filled with negative representation of who we are as peoples, as nations and contributors to Australian society.

The broaden-and-build theory states that *"positive emotions widen peoples outlooks in ways that, little by little, reshape who they are"*. This is a quote by Barbara Fredrickson an American psychologist who conducts research in positive psychology. Evidence suggests, then, that positive emotions may fuel individual growth in resilience. Noting that psychological resilience is an enduring personal resource, the broaden-and-build theory makes the bolder prediction that experiences of positive emotions might also, over time, build psychological resilience, not just reflect it.

We know that our communities and people are some of the most resilient in the world, surviving for 100 of 1000s of years, since time in immortal. We also know that our communities are filled with a sense of humour that enables us to not just survive but thrive in difficult circumstances. The Positive Psychology discourse provides scientific evidence to back what we all know...positivity makes us feel good and is important to our wellbeing. With evidence showing that positivity actually builds resilience surely we all have an obligation to foster and promote positivity?

At the NCIE we aim to build positivity by sharing the stories of success. The doctors like Kelvin Kong our lawyers, our teachers and our dancers like the Biddigil dancers that performed and others that have shared their talents during the conference to major productions by Banggarra and NAISDA. Through showcasing excellence, the NCIE is broadening young peoples' mindsets, expanding their opportunities and building their psychological resources, over time these positive emotions will also enhance peoples' emotional and physical wellbeing.

Edward Said's Labelling theory also tells us what can happen when the opposite of positive occurs when negative messages are constantly received. According to the theory if you constantly label a Young Aboriginal person as criminal, deviant, and delinquent they will internalise those labels and they become a self-fulfilling prophecy.

The conclusion being that negative labels change a person's self-concept and social identity to conform to a negative image. A negative message about a young Aboriginal person's identity limits their opportunities. Once again we know that stereotypes restrict our communities and limit our young people.

At the NCIE we do not work within the disadvantage framework. Whilst we are aware of the challenges in our communities and the work that needs to be done we do not publicise negative stories. The NCIE works in collaboration to drive collective impact and create positive social change. Through strong partnerships, we facilitate breakthrough learning experiences and sustainable life-changing programs. The NCIE is reframing the national conversation about Indigenous Australia through the lens of excellence and innovation. Our pathways and thought leadership lay the foundation for brighter futures for young Aboriginal and Torres Strait Islanders by cultivating talent, enriching potential and creating opportunities.

Whilst the statistics are concerning we do not focus on these and allow our communities and young people to be imprisoned in them. For example did anyone know that the Australian Research Alliance for Children and Youth found that 94% of 4-14 year olds are involved in sporting, social or community activities in Indigenous communities compared to only 60% for non Indigenous sporting and 35% for cultural. The fact that our young people are connected socially, culturally and through sport and recreation is a fantastic thing to be celebrated.

At the NCIE we surround our young people in positive images and role models to ensure our young people know that going to jail isn't a riot of passage, being arrested doesn't make you Aboriginal and regardless of your skin colour, you are a legitimate Aboriginal who wears their culture and pride on the inside, you can be a lawyer, a football player, a teacher or a professor. We focus on the excellent to recognise achievement and inspire and expand the possibilities for our young people. The NCIE is changing the nation's cultural fabric through our expression and promotion of Indigenous excellence. We are moving the country away from the deficit language of disadvantage and focusing discussion on Aboriginal and Torres Strait Islander stories of success, resilience and contribution.

Constitutional Recognition

A big issue of recognition that is currently being debated is constitutional recognition. As it currently stands there is no positive statement about who we are as Indigenous peoples in the Australian constitution, which is the foundational legal document in Australia. Moreover, Aboriginal and Torres Strait Islander people were not involved in drafting the document. Such an absence does

not recognise Indigenous excellence or promote positive messages to our young people.

As ANTAR has recently highlighted there are more references to Lighthouses, beacons and buoys in our constitution than there are about Australia's first peoples. As a lawyer and as a Koori woman that doesn't seem right.

This issue has in many respects divided our community, it has divided my family. My Auntie believes we are not bound by the invaders constitution; the current recommendation is weak and will not result in any real changes or benefits to our people. All of the issues that we have discussed at the conference won't be changed by changing the constitution and to some extent I agree with my auntie.

The constitutional reforms do not include lowering the juvenile justice rates or the infant mortality rates. However, if you apply the Broaden and Build Theory and the Labelling Theory. Surely the fact that the national document says nothing about Aboriginal people and our contributions to these lands before colonisation has a negative effect on our wellbeing. To be silent on whom we are as a peoples does not create positive images for our young people.

As it stands the Australian Constitution provides limited rights. We have some protection such as the right to vote. The right to trial by a Jury of our Peers. However, as many have noted it's difficult to say this right is guaranteed to Aboriginal and Torres Strait Islander peers when the Jury will largely or entirely be made up of non Indigenous Australians. The right to freedom of religion is also a constitutionally guaranteed right. You also have the right not to be discriminated because you're a Murri, Koori or Noongar but not because of your race simply because of your state of residency although some would argue that the State of Origin does that every year... QLD just keeps winning.

There is no right o freedom of speech or to be free from racism.

There is no prohibition on racial discrimination or a guarantee of equality.

Australia's constitution is the only constitution that allows for the Discrimination on the basis of race and contemplates disqualifying people from voting based on race. S.25 is an archaic section that does belong in our constitution. However the section has never been used although its presence in our constitution should be of national shame because it actually contemplates states banning a particular race from voting. Again this does not promote Indigenous excellence or create positivity.

At the moment we have not constitutional right to be free from discrimination.

An Expert Panel have recommended a prohibition of Racial Discrimination. Which states that laws

that are based on race must be for the purpose of overcoming disadvantage, ameliorating the effects of past discrimination, or protecting the cultures, languages or heritage of any group. However, who determines if the purpose of the law in for overcoming disadvantage there is still nothing in the section which requires consultation and collaboration with Aboriginal and Torres Strait Islander peoples.

A lot of people ask well what was 1967 about didn't we fix the issue then as you can see on the slides 67 only started the work. The 1967 reforms allowed Aboriginal and Torres Strait Islander people to be counted in the census and made Indigenous affairs a federal responsibility. This was important because rights for Aboriginal people where insecure and dependent on where one lived. 1967 took out some negative sections but it didn't put anything in that was positive in its replacement.

The language clause is one such clause that recognises Aboriginal and Torres Strait Islander languages as the original Australian languages, a part of our national heritage. Whilst the legal effect of this clause is limited it recognises our languages in the nation's most foundational legal document.

Symbolic change is the only live political possibility. But the question people are asking if constitutional change is once in 30, 50 or 100 yr chance will this be enough? Aren't our people tired of symbolism? Don't we want and need substantive change.

Legal protection in the constitution of a more maximalist kind is the inclusion of an agreement making provision or a treaty such as is currently in the Canadian Constitution. This reform would lead to greater legal rights; however, it is not currently a live political reality. A treaty has featured over many years of discussion in debate over constitutional change, some of which the Panel discussed positively but which did not feature in its final recommended package of proposals. There is obviously more work that needs to be done to establish who the treaty would be between and how it will create positive change for our communities? Moreover, I don't believe a treaty and constitutionally recognition are mutually exclusive. Nor does constitutional lawyers like Professor George Williams who notes that constitutional recognition does not compromise Aboriginal sovereignty, and considers both as important and necessary. He believes that Constitutional recognition and Aboriginal sovereignty are like two pieces in a larger puzzle. Recognising Aboriginal and Torres Strait Islander peoples in the Constitution will be a stepping-stone to opening up a larger conversation about sovereignty and other topics.

Others believe sovereignty should be dealt with before constitutional recognition, some believe that there is never going to be a 'right' time to talk about sovereignty; it will always be contentious

but something that we must discuss further before constitutionally recognition. I am of the opinion that sovereignty is a political issue not a legal dispute and not something to be tied into the constitutional recognition debate.

As it stands constitutional recognition is the issue on the agenda now. As we currently have the political leaders on board, we should take the opportunity.

But in the same vein will Constitutional Recognition lead to real change on the ground and in our communities? I believe in equal rights and that the law should not discriminate on the basis of race that's why I support constitutional recognition. However, I am not here to campaign but rather to simply educate people about the constitution and call for a celebration of the intelligence and dedication of our people to achieve a better future for our young people.

We are all trying to do something important for our mob we are just doing it in different ways. We are diverse, our communities are diverse, our cultures are diverse but what we need is more collaboration and respect for that difference. I respect that others have differing opinions about changing the constitution.

In order to achieve constitutional change a double majority must be achieved- the majority people in a majority of the states must vote yes. Only 8 out of 44 Referendums have succeeded with the 1967 Referendum being the most convincing YES VOTE. To achieve constitutionally recognition you need to change the hearts and minds of people. All of the Constitutional law research tells us if people don't know they vote no. It is everybody's democratic right to vote NO my priority is ensuring that people are educating about the options and the constitution. For me the real issue is when our people don't even know about the changes that are being put forward and their consequences.

Constitutional change can only be achieved through collaboration, across sectors. Similarly, If we want to disrupt the negative messages that are constantly portrayed to our young people we must work together to celebrate Indigenous Excellence.

Partnerships are a powerful thing. The title of this conference was for our Children Living and Learning Together- that is something I did at the United Nations with Gotha Guthanjuaka and Krista McMeeken along with a NGO delegation. International law is another way in which we can advocate for our rights as Aboriginal and Torres Strait Islander Peoples.

I would now like to invite Krista to present.

By Krista McMeeken

Introduction

I would also like to acknowledge the traditional owners and custodians of the land upon which we meet, the Gimuy Yidinji (Gimoy Yidingee) people and pay my respects to their elders past, present and future.

Before I start I would like to read a quote from the President of the United States Barrack Obama, "I'm inspired by the people I meet in my travels – hearing their stories, seeing the hardships they overcome, their fundamental optimism and decency. I'm inspired by the love people have for their children. And I'm inspired by my own children, how full they make my heart. They make me want to make the world a little bit better. And they make me want to be a better man." This is the message I will take away from this conference and I hope you have been similarly inspired.

My name is Krista McMeeken, I am a Nyoongar woman from the south-west coast of Western Australia and have been blessed with the opportunity to work with a great number of government, non-government and private sector organisations seeking to promote self-determination and the full realisation of Aboriginal and Torres Strait Islander rights in Australia. Having qualified as a lawyer, I am passionate about the advocacy of human rights, cultural development and reconciliation in our community.

My work in this area has been across a number of fields including community programs, educational programs and campaigns for recognition, not only in the constitution, but also in mainstream society. This pursuit has taken me to the international stage on a number of occasions, the most noteworthy of which was our presentation to the Committee on the Rights of the Child in Geneva in late 2011 to give the Committee some perspective, along with April and Gotha Guthanjuaka, of what it is really like for an Aboriginal person growing up, living and working in Australia. The focus of this presentation was on the Convention on the Rights of the Child, and particularly its requirements in relation to the detention of youth; opportunities provided to, and the meaningful engagement of, youth; and the ability to exercise culture as well as the recognition afforded to culture, in the broader Australian community.

For me I think the most shocking part of this experience was how keen the Committee was to listen to us! I guess what's scary about that is - why should it be? We, as Aboriginal people belong to one of the oldest, if not the oldest, cultures in the world, we are Australia's first peoples, we have a unique understanding of, and connection to, our land and those around us and we have experienced some of the greatest traumas and trespasses made against an individual race. But being listened to, and heard, is an experience that we get so

infrequently on our home soil, particularly about issues that affect our children.

How often are we given control of matters that affect our people? How often are we actually listened to, not merely "consulted" on issues that disproportionately affect our people?

And how often do the governments and companies of Australia take into account our cultural practices and obligations when drawing up periods for discussion before pushing through another ill-thought-out piece of legislation or policy which seeks to take away control of our own futures from us by limiting our income management, limiting recognition of our rights to our land and creating an increasing number of avenues towards forced adoption, detention and imprisonment for our children?

One way to empower ourselves and our communities is to develop our own awareness of the mechanisms and processes we can use to address the issues affecting our community and then bring them to the attention of others – this can mean talking to other members of your community, the media or your local council, the big companies or investors in your community or even the internet community – but in communicating awareness of what is happening, of our international human rights, of successful Aboriginal programs and sharing your views, you are taking affirmative steps in having the issue and indigenous views recognised within the broader Australian community, having an impact on those issues and making a difference by lifting the veil into our communities and having our voices heard. If we want to see positive discourse and change in our community, I believe we need to start right there – in our communities, in our families – and this is what we have been focusing on all week – supporting and strengthening our families.

In order for this to happen, the communication coming out of our communities should not just be limited to the issues we face, but should also extend to our triumphs! I know that there are a lot of positive things happening in our communities and they deserve to be shared not only amongst ourselves but also with the broader Australian community. I am calling for an end to the negative discourse regarding Aboriginal peoples largely perpetrated by the media and issuing a call to action for constructive work in our communities not only to acknowledge the issues in our community but also to give proper recognition to grass roots programs in our communities making a difference in areas of health, education, sport, community leadership, to name a few, in which our people and our youth are excelling. Because this is the message all Australians need to hear, and our children deserve to hear – we are strong and successful and determined to make a change.

I work with a number of cultural and educational programs in my community which seek to provide guidance and opportunities to our youth, but

one program with a difference is Miss NAIDOC Perth – a women's leadership and empowerment program which offers young Aboriginal and Torres Strait Islander women 6 weeks of training in public speaking, self awareness and self confidence through mentoring with the NAIDOC Perth Committee; the David Wirrpanda Foundation and top indigenous model and mentor Shannon McGuire. During this time the young women are encouraged to articulate and develop their plans for the advancement of our community before being given a platform to share these views at their community presentation night. One lucky advocate is then given the title of Miss NAIDOC Perth and provided with a 12 month platform from which to engage with the community and effect real change in the areas of our community they are most passionate about. Having just completed our 2013 campaign I can tell you a few things about our girls: they are stunning, they are intelligent, they are proud of who they are and they are passionate about our community, and the future of our children – this is the kind of thing that the media and broader Australian community should pick up on – proud indigenous youth engaging with and positively promoting their communities and their culture.

Programs like Miss NAIDOC recognise that while we may not all born to be politicians, we do all have a voice and we can all be teachers and makers of change within our community. Gandhi once said, "If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him... we need not wait to see what others do". That is to say that personal and social transformation goes hand in hand. It is about an awareness that one person alone can not change anything; unjust authority can only be overturned by great numbers of people working together with discipline and persistence. And this is the way Aboriginal culture has always been – learning together, teaching each other and moving forward. We should be continually collaborating between ourselves, our communities and the broader Australian community (like we have been all week) on how to create even more success in our communities by sharing our stories and experiences and learning from each other. This way we get an idea of the bigger picture and share in the success together, as one people, as one Australian community.

I think it is easy to feel alone as we step p to the issues facing our community every day but if we have learnt one thing from this conference – it's that we are all in this together and together we have the passion and the numbers to make a change.

One avenue I have learnt a lot about our rights from, and which impacts the broader Australian community with respect to indigenous rights is international law. International law is one of many mechanisms that seek to provide an avenue for the recognition of our rights here in Australia and

to support the development of a discourse that is removed from the trauma, shame, blame and knee-jerk responses of our past to the promotion of prosperity and excellence for our children's futures. And that, in a nut shell, was our experience in Geneva, an experience which resulted in tangible outcomes being promoted to our government by the UN and which saw a commitment to the instalment of a national child rights commissioner, Ms Megan Mitchell – who addressed us earlier this week.

Perhaps the key document, which promotes engaging in this positive and equalising discourse of Aboriginal advancement is the United Nations Declaration on the Rights of Indigenous Peoples. This document, to which Australia is a signatory, sets out the individual and collective rights of indigenous peoples, including rights to culture, identity, language, employment, health, and education. It also "emphasizes the rights of indigenous peoples to maintain and strengthen their own institutions, cultures and traditions, and to pursue their development in keeping with their own needs and aspirations". It "prohibits discrimination against indigenous peoples", and it "promotes their full and effective participation in all matters that concern them and their right to remain distinct and to pursue their own visions of economic and social development". While this is an excellent recognition of the rights of indigenous peoples and creates an international standard, Australia has not adopted this document into national law. It is therefore, in a legal sense, not binding upon the Australian government. I therefore urge the Australian government not only to adopt the principles of the declaration when addressing indigenous issues, but also to enshrine this document into domestic law so that it represents a base line requirement for all negotiations and developments with Aboriginal and Torres Strait Islander peoples in Australia and not simply our aspirations.

In speaking of aspirations, I think it is important to emphasise not only the importance of constitutional recognition for Aboriginal Australians in and of itself, but also the importance of substance over symbolism. We, as Aboriginal people, do not simply want lip service from the government - our country, our people, all Australians, deserve better. Australia is a developed, first world, country – we should have first rate recognition of our country's history and it's future – and that is where Aboriginal and Torres Strait Islander people lie – not simply a part of this nations history but also at the heart of its future. It is for this reason, among many others, that Australia's "founding document", the Constitution, should substantially ensure the recognition and equal development of its first peoples.

I strongly encourage you to access the information available in regard to constitutional reform, to make a decision for yourself and to become an advocate in your community – sharing the information with

others – so that they too can make an informed decision on constitutional recognition for themselves. I think you will be pleasantly surprised by the kind of conversation this generates, the enthusiasm of people in your broader community for the recognition of Aboriginal and Torres Strait Islander Australians in the constitution and the strength and unity that develops as a result of this joint process – after all recognition isn't just for us, it's about all Australians standing up and recognising our history and our future - together.

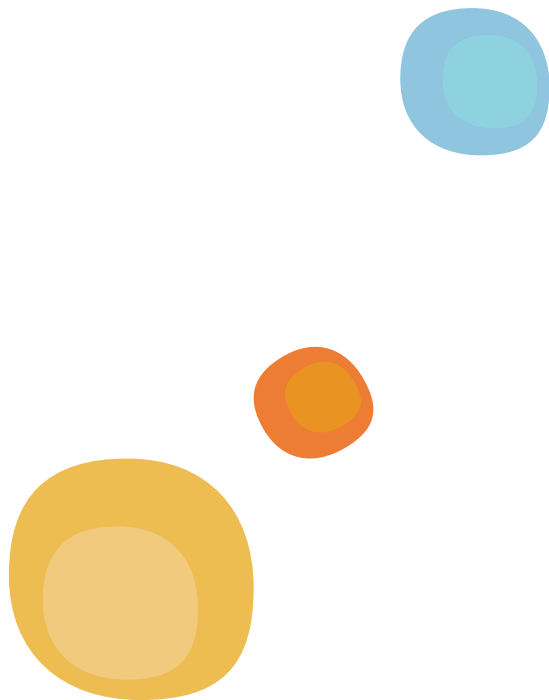
On that note I encourage you all to take the lessons you have learnt not only from the formal sessions this week, but also from your informal discussions with other participants and community members back to your own community and to use that energy and momentum to make the changes you want to see in your community and to shift our national discourse from one of shame and regret to one of hope and strength in our collective futures – because we know our children deserve better.

To quote Obama once more,

“change will not come if we wait for some other person, or if we wait for some other time. We are the ones we have been waiting for. We are the change that we seek.”

Thank you.





| 5th SNAICC National Conference |

For Our Children: Living and Learning Together

Gibla Guddi Njudjun Wabu Minjaan
Title translated in the language of Gimuy Yidinji (Cairns)

| 4-6 June 2013 | Cairns Convention Centre



PROGRAM

| www.snaicc.org.au |

PROGRAM AT A GLANCE

2013 SNAICC CONFERENCE FOR OUR CHILDREN: LIVING AND LEARNING TOGETHER

| MONDAY 3 June | PRE-CONFERENCE WORKSHOPS | For prepaid registrations only | 2pm to 5pm

DAY 1 | TUESDAY 4 June |
Visit Posters and Exhibitors

Opening Plenary

| 9am to 10.30am | GREAT HALL

- **Welcome to country**
- **Welcome performance by Yarrabah State School Dance Troupe**
- **Welcome from SNAICC Chairperson Sharron Williams**
- **Welcome message : National Children's Commissioner, Ms Megan Mitchell, Human Right Commission.**
- **International Keynote Speaker : Ms. Marta Maurás Perez**
– *The right to culture for Indigenous children in the Convention on the Rights of the Child.*
- **International Keynote Speaker : A/Prof.Cindy Blackstock**
– *Just because we are small does not mean we can't stand tall.*
A keynote address on the Canadian Human Rights Tribunal on First Nations child welfare.

Morning tea

Concurrent Sessions 1 to 10

| 11am to 12.30pm |

1. **MEETING ROOM 3+4** Promising strategies to support Aboriginal and Torres Strait Islander children and young people to realise their rights. Forum
2. **HALL A+B** Therapeutic family support.
3. **HALL C** Appropriate out of home care for Aboriginal children.
4. **HALL D** Parents in early childhood practice.
5. **MEETING ROOM 6** Stories from early childhood services.
6. **MEETING ROOM 2** Skill development for early childhood workers.
7. **MEETING ROOM 5** Cultural Support Plans. Workshop
8. **MEETING ROOM 1** Celebrating Aboriginal and Torres Strait Islander cultures. Workshop
9. **MEETING ROOM 8** Healing through reunions. YARNING CIRCLE
10. **MEETING ROOM 7** Successful ways of working with Aboriginal young people. Yarning Circle

Lunch, exhibitors and posters

Audio visual loop screenings HALL D

DAY 2 | WEDNESDAY 5 June |
Visit Posters and Exhibitors

Opening Plenary

| 9am to 10.30am | GREAT HALL

- **Performance by children from Boopa Werem Kindergarten**
- **Keynote Address : Prof. Cindy Kiro**
– *Integrated health and social services: How they contribute to equity and good outcomes for Indigenous families.*
- **Keynote Address : Kathy Guthadjaka (Gotha)**
– *The right to, and importance of education for Yolngu kids.*

Morning tea and INTERACTIVE POSTER PRESENTATIONS
Mezzanine Level

Concurrent Sessions 31 to 40

| 11am to 12.30pm |

31. **MEETING ROOM 5** Advancing the rights of Aboriginal and Torres Strait Islander children
32. **HALL C** Journeys with the National Quality Standards for early childhood services.
33. **HALL A+B** Different approaches to intensive family support.
34. **HALL D** Early intervention and prevention – working with mothers.
35. **MEETING ROOM 2** Services supporting families supports community wellbeing.
36. **MEETING ROOM 3+4** Healing as part of helping.
37. **MEETING ROOM 7** Creating open space – professional development in Aboriginal and Torres Strait Islander children's services. Workshop
38. **MEETING ROOM 1** Improving numeracy outcomes for young Australian Indigenous children. Workshop
39. **MEETING ROOM 8** SNAICC's guide to philanthropy and fundraising. Yarning Circle
40. **CONFERENCE ROOMS 1 to 3** Drumbeat music for social learning and connection to community. Workshop

Lunch, exhibitors and posters

Audio visual loop screenings HALL D

DAY 3 | THURSDAY 6 June |
Visit Posters and Exhibitors

Opening Plenary

| 9am to 10.30am | GREAT HALL

- **Performance by Parramatta State School Dance Troupe**
- **National Campaign** – addressing the over representation of Aboriginal and Torres Strait Islander children and young people in the child protection system.
A Panel of Presenters including SNAICC, QATSICPP, Families Australia, CREATE, and ATSI Healing Foundation.

Morning tea

Concurrent Sessions 61 to 70

| 11am to 12.30pm |

61. **MEETING ROOM 5** Rights, responsibilities and strategies – Aboriginal services.
62. **HALL D** Child protection – models of prevention.
63. **HALL A+B** Reclaiming Aboriginal culture for young children.
64. **HALL C** Cultural competence.
65. **MEETING ROOM 6** Stories from healing programs.
66. **MEETING ROOM 2** Early childhood services and families partnerships – transition to school.
67. **MEETING ROOM 1** Cultural safety and social change. Workshop
68. **MEETING ROOM 3+4** Healing intergenerational trauma. Workshop

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| <p>Concurrent Sessions 11 to 20</p> <p> 1.30pm to 3pm </p> <ol style="list-style-type: none"> HALL C Sustainable models and approaches to change in child and family services. MEETING ROOM 2 Play Power. MEETING ROOM 3+4 Child and family services - fostering community engagement. MEETING ROOM 6 Men's business. HALL A+B Engaging and empowering women – better outcomes for children. MEETING ROOM 8 Practical solutions and resources for 1st language. MEETING ROOM 5 Celebrating Aboriginal identity with young people. HALL D Protecting Aboriginal children experiencing family violence. MEETING ROOM 1 Practical best practice in the early years – hands on. Workshop MEETING ROOM 7 Sharing good practice: implementing the early years learning framework. Yarning Circle <p><i>*BONUS TUE. MEETING ROOM 9</i> Craft from caring for Country</p> <p><i>Afternoon Tea</i></p> | <p>Concurrent Sessions 21 to 30</p> <p> 3.30pm to 5pm </p> <ol style="list-style-type: none"> HALL C Genuine partnerships for change – Forum MEETING ROOM 3+4 Pride and strengths in parenting. MEETING ROOM 8 When young people are at risk – what works? HALL D Aboriginal and Torres Strait Islander early childhood educators. MEETING ROOM 2 Show and tell – engaging young children and community. HALL A+B Trauma and healing tools for Aboriginal child and family workers. MEETING ROOM 1 Whole community approach to child protection and community risk-mapping. Workshop MEETING ROOM 5 The Power of Participation... perspective of Aboriginal children and young people in care. Workshop MEETING ROOM 7 Journey with playgroups in remote communities. Yarning Circle MEETING ROOM 6 Family law pathways - supporting Aboriginal families at risk. Workshop | <p>EVENING Social Options by prior purchase from 6.00pm up until 10.30pm</p> <ul style="list-style-type: none"> • Dinner and Film Night at Yarrabah OR • Dinner and Rainforestation Cultural Evening OR • Inlet Cruise |
| <p>Concurrent Sessions 41 to 50</p> <p> 1.30pm to 3pm </p> <ol style="list-style-type: none"> MEETING ROOM 2 Future Funding for Aboriginal and Torres Strait Islander Integrated Early Childhood and Family Support Services: Where to Now? Forum HALL C Aboriginal care for Aboriginal children. HALL A+B Culturally safe service delivery. HALL D Conversational reading and teaching literacy with traditional Indigenous activities. MEETING ROOM 3+4 Kinship care. MEETING ROOM 1 Children's Commissioners: working together to advocate for outcomes for Aboriginal and Torres Strait Islander children. Yarning Circle MEETING ROOM 5 National Disability Strategy: Aboriginal and Torres Strait Islander perspective. MEETING ROOM 6 Engaging men through cultural activities. Yarning Circle MEETING ROOM 8 SNAICC resource service. Yarning Circle MEETING ROOM 7 Bi-lingual education. Workshop <p><i>*BONUS WED. MEETING ROOM 9</i> Craft from caring for Country</p> <p><i>Afternoon Tea and INTERACTIVE POSTER PRESENTATIONS - Mezzanine</i></p> | <p>Concurrent Sessions 51 to 60</p> <p> 3.30pm to 5pm </p> <ol style="list-style-type: none"> HALL D Cultural advice in child protection decision-making. Forum HALL A+B Partnerships and new ways of working in early childhood services. MEETING ROOM 2 Out of home care – transitioning, sibling groups, stability. MEETING ROOM 3+4 Stories of delivering services in remote communities. MEETING ROOM 1 Integrated training and workplace development in early childhood services. MEETING ROOM 8 The contribution of community resources. HALL C Educaring for whole of community change in healing generational trauma. Prof. Judy Atkinson. Workshop MEETING ROOM 6 Women's business. Yarning Circle (for women only). MEETING ROOM 7 Celebrating country in the early years. Yarning Circle MEETING ROOM 5 A partnership model ... culturally appropriate evidence based services. Workshop | <p>TROPICAL CONFERENCE DINNER - Cairns Terminal Function Centre 7pm to 10.30pm</p> |
| | <p>Closing Plenary</p> <p> 1.30pm to 3pm GREAT HALL</p> <ul style="list-style-type: none"> • Performance by Biddigil Performing Arts Group • Keynote Address: Prof. Judy Atkinson - <i>Working together to heal Generational trauma within Aboriginal children and their families</i> • Keynote Address: April Long, Law Graduate, National Indigenous Youth Leadership Academy at The National Centre of Indigenous Excellence and Krista McMeeken, Law Graduate, Corrs Chambers Westgarth Lawyers – <i>Self-determination and Collaboration.</i> • Conference closing remarks - SNAICC Conference Expert Advisory Group Chairperson, Desley Thompson. | <p>ART AND CRAFT MARKET supported by UMI Arts Cairns Convention Centre Foyer and Plaza 3pm to 5pm</p> |

CONFERENCE DAY 1 | TUESDAY 4 JUNE |

| Opening Plenary 9am to 10.30am | Concurrent Sessions 1 to 10 11.00am to 12.30pm | Family Resiliency: Early intervention and prevention is hard work. |
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| <p>GREAT HALL</p> <ul style="list-style-type: none"> • Welcome to country • Welcome performance by Yarrabah State School Dance Troupe • Welcome by SNAICC Chairperson Sharron Williams • Welcome message: National Children's Commissioner, Ms Megan Mitchell, Human Rights Commission. • International Keynote Speaker: Ms Marta Maurás Perez — <i>The right to culture for indigenous children in the Convention on the Rights of the Child.</i> • Keynote Address: A/Prof. Cindy Blackstock <i>Just because we are small does not mean we can't stand tall.</i> <p>This keynote address will focus on the Canadian Human Rights Tribunal on First Nations child welfare. How did it achieve an increase in supporters from 20 in a room the day the complaint was filed in 2007 to hundreds of people coming to watch these historic hearings and over 11,000 people and organizations following the case worldwide? Cindy will also showcase 'mosquito advocacy' and share some strategies on how small groups with great ideas for children but few resources can tackle the big guys and win.</p> | <div data-bbox="612 465 983 645"> <p>1 Promising strategies to support Aboriginal and Torres Strait Islander children and young people to realise their rights FORUM </p> <p>MEETING ROOM 3+4 F</p> </div> <p>This session will explore developments in Aboriginal and Torres Strait Islander children and youth rights in the past few years, and opportunities looking ahead, focusing on key strategies for improving child protection outcomes for our children.</p> <ul style="list-style-type: none"> • Olga Havnen, CEO Danila Dilba Health Services – on recent developments, opportunities and challenges in the child protection and family support service system. • Will Hayward, National Aboriginal and Torres Strait Islander Legal Services (NATSILS) - on law and policy reform reshaping outcomes. • Assoc. Professor Cindy Blackstock - on using strategic litigation and public campaigning, with children and young people leading the way in Canada. • Assoc. Professor Cindy Kiro - on the National Children's Commissioner as a forum for change of Indigenous children in New Zealand. • Olga Havnen - Conclusion <div data-bbox="612 1370 983 1451"> <p>2 Therapeutic Family Support</p> <p>GREAT HALL A+B</p> </div> <p>What's the Buzz? Bumblebees: A Therapeutic Preschool.</p> <p>This workshop will explore the therapeutic preschool model developed, including family assessment, individual therapy sessions and the group curriculum based on developing foundation and therapeutic learning areas within a culturally-relevant setting.</p> <p>Savana Little, Phoenix House, Qld</p> | <p>An interactive presentation of our therapeutic family support model, supported by case examples.</p> <p>Theresa Mace, Janelle Tyson, John Baldwin, Kummara Association Inc.QLD</p> <div data-bbox="1008 600 1372 878"> <p>A Long and Winding Road: Using trauma theory to enhance the way we work with Aboriginal families.</p> <p>VACCA's journey towards using trauma informed approaches throughout its work with families and in supporting staff.</p> <p>Adela Holmes and co-presenters. Victorian Aboriginal Child Care Agency, Vic.</p> </div> <div data-bbox="1008 913 1372 1012"> <p>3 Appropriate Out-of-Home Care for Aboriginal Children</p> <p>HALL C</p> </div> <p>Transforming the Landscape: Inside and Out.</p> <p>From expanded premises, Tangentyere Council is building on to their Safe Families program to provide a therapeutic residential care program that has taken into consideration the emotional and the environmental landscape of those involved with the program.</p> <p>Melissa Kean, Debra Garrett, Safe House, Tangentyere Council Inc., NT</p> <p>Caring Responsibly for Aboriginal and Torres Strait Islander Children and their Families: An Agency Approach.</p> <p>The presentation is about Djooraminda ('djoora' meaning child and 'minda' meaning home in the language of the Bardima language group of the Yamiitji people) a branch of Centrecare which is funded to provide child placement and family support services to Aboriginal and Torres Strait Islander families and children in the Perth metropolitan area.</p> <p>Glenda Kickett, Helen Humes, Centrecare-Djooraminda, WA</p> |
| <p>Morning Break 10.30am to 11.00am </p> | | |

Building and maintaining connections: towards a model of culturally safe, therapeutic care for traumatised Aboriginal and Torres Strait Islander children.

This presentation will explore an innovative model of culturally safe, therapeutic care for Aboriginal and Torres Strait Islander children and young people, removed from their families as a result of abuse and neglect.

Janise Mitchell, Shaun Chandran, Australian Childhood Foundation VIC and Glenda Kickett, Centrecare – Djooraminda, WA

4 Parents in Early Childhood Practice

HALL D

Families as First Teachers (FaFT): demystifying systems, nurturing children, empowering families.

This presentation highlights the FAFT story and engages participants in a sample of FAFT resources.

Rosetta Brim, Kathryn Mannion, Clorine Fatnowna, Families As First Teachers program. QLD

Families and Educators working together to create safe and supportive environments for Aboriginal and Torres Strait Islander Children.

A presentation on the findings of research conducted with Aboriginal parents and the implications for the decisions made by non-Aboriginal early childhood educators working with Aboriginal and Torres Strait Islander families.

Lynette Callaghan, Casey Bell, Kalaya Children's Centre, SA

Indigenous Parent Factor Program — Successful Learning in the Early Years at Home and School.

Presentation of this set of workshops that aim to engage Indigenous parents and carers of young Indigenous children in successful, worthwhile and sustainable ways that build Indigenous community capacity and support adult learning.

Jenni Curtis, Narelle Hansen, Australian Parents Council — Indigenous Parent Factor program, WA

5 Stories from Early Childhood Services

MEETING ROOM 6

Straight Start for a strong Torres Strait.

The success of Strait Start — a community-led early education program for families in the Torres Strait.

Katie Denzin, Lui (Ned) David, YUMI Education Support Service, Torres Strait Islanders' Regional Education Council (TSIREC), Qld

Our Way, Your Way, My Way.

A community's journey of learning together.

Lavene Ngatokorua, Port Augusta Children's Centre for Early Childhood Development and Parenting, and Tji Tji Wiru – Davenport Community Council, SA

The skills and strengths Aboriginal and Torres Strait Islander children bring to school

Drawing on analysis of information collected from *Footprints in Time: the Longitudinal Study of Indigenous Children*, this presentation will highlight the kinds of skills and strengths that Aboriginal and Torres Strait Islander children develop in early childhood.

Presented by Sharon Barnes and Fiona Skelton, *Footprints in Time*, Australian Government Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) and Stephanie Armstrong from the Australian Council for Educational Research (ACER) and co-authored by Sarah Buckley (ACER), ACT



YC

The SNAICC conference program has identified some sessions as 'Yarning Circles'.

How are we defining 'Yarning Circle'?

A yarn up or yarning is an Aboriginal term meaning to converse or have a conversation. A non-Aboriginal equivalent would be a discussion circle. This is an informal way of learning where a facilitator or discussion leader assists the communication flow so that discussion and information is shared and equally distributed around participants.

In this SNAICC conference we want the Yarning Circle to be about open conversations, learning from others, allowing equal participation in a safe space where every person in the circle can feel comfortable to share, feel supported and is respectful of each other's learning styles and wisdom.

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| <p>6 Skill development for early childhood workers MEETING ROOM 2</p> | <p>8 Celebrating Aboriginal and Torres Strait Islander Cultures WORKSHOP MEETING ROOM 1</p> | <p>Concurrent Sessions 11 to 20 and BONUS Tuesday Workshop 1.30pm to 3.00pm </p> |
| <p>Innovative Rural Remote Children's Services Delivery. A visual presentation with discussions around principles and practices, with opportunity to share ideas of what rural remote Early Childhood services want for their educators. Diana Homer, Early Childhood education and care workforce action plan, 2011–14: Rural Remote Engagement Strategy, Sunshine Coast Institute of TAFE, Nambour, Qld</p> <p>Yarn Up Tok Blo Yumi. Innovative delivery to support Aboriginal and Torres Strait Island inclusion in early childhood. Tania Porter, Tara Franks — Workforce Council; Kerry Maroney — Consultant; Katharin Bartley — Indigenous Professional Support Unit QLD. Department Education, Training and Employment, Workforce Council, Indigenous Professional Support Unit, Qld</p> <p>Quality through Qualifications: Achieving outcomes for children through skills development. Overview and discussion of changes to the national qualifications for early childhood educators in Australia. Emma Richards, Community Services and Health Industry Skills Council, NSW</p> | <p>An interactive session that through storytelling and visual art will strengthen connection to culture by enabling and inspiring the use of the arts as healing and celebratory mediums of self and community-expression. Davina Woods, Victoria University, School of Education, Vic.</p> <p>9 Healing through reunions YARNING CIRCLE MEETING ROOM 8</p> <p>Link-Up Victoria clients are Stolen Generations and include any Aboriginal or Torres Strait Islander adult who has been removed, fostered, adopted or placed in an institution who wishes to find and reconnect with their family. Bev Murray, Angela Swindle, Link-Up Victoria, Victorian Aboriginal Child Care Agency (VACCA), Vic.</p> <p>10 Successful ways of working with Aboriginal Young People YARNING CIRCLE MEETING ROOM 7</p> <p>Talk the talk and walk the walk — combining ways of knowing for delivering powerful women's business education to young girls. The yarning circle will commence with a presentation about creating a culturally sound 'women's business' education program for young girls in a savvy youth friendly framework. Gloria Dalywater, Kima O'Donnell – YFER The Fred Hollows Foundation, NT</p> | <p>11 Sustainable models and approaches to change in Child and Family Services HALL C</p> <p>National Framework for Protecting Australia's Children: progress, challenges and next steps. The presentation will provide an update on, and the challenges facing, the National Framework for Protecting Australia's Children, Australia's first ever national plan to tackle child abuse and neglect. Stella Conroy, Families Australia, ACT</p> <p>From 'Aboriginal disadvantage' to 'a life one values' — Reconsidering Aboriginal development objectives. Most existing 'Aboriginal development' programs focus on reducing Aboriginal disadvantage, but this paper argues for a broader approach, the 'capabilities approach', which encompasses Aboriginal cultural values, perspectives on well-being and development aspirations. Author — Anna Rakoczy, University of California, Berkeley, USA. Co-Author and Presenter — Krista McMeeken, Lawyer at Corrs Chambers Westgarth, WA</p> <p>Stronger Futures: A Rights-Based Approach. This paper explores key human rights principles and standards relevant to the Stronger Futures legislation, and in particular income management — how government and communities can work together to ensure compliance with human rights standards and to achieve the very important objectives of the Stronger Futures measures. In particular, key principles contained in the UN Convention on the Rights of the Child and the UN Declaration on the Rights of Indigenous Peoples will be explored as principles to guide implementation of the Government's Stronger Futures commitment. This session is aimed at advocates, community workers and government officials and policy makers. Ben Schokman, Human Rights Law Centre, Vic.</p> |
| <p>7 Cultural Support Plans WORKSHOP MEETING ROOM 5</p> | <p>Bringing Cultural Support Plans Alive for Aboriginal and Torres Strait Islander Children in Out-of-Home Care. An interactive workshop exploring the planning, research and implementation of a meaningful cultural journey for Aboriginal and Torres Strait Islander children in out-of-home care. Yolanda Finnette, Kalimna Jackomos, Victorian Aboriginal Child Care Agency (VACCA), Vic.</p> <p>Lunch Break 12.30pm to 1.30pm Film Screenings Loop HALL D</p> | |



12 Play Power

MEETING ROOM 2

Taking Playgroups beyond play: A simple model with real impacts for later life for Aboriginal children and families.

This presentation will provide an overview of Playgroup WA's Indigenous playgroup programs and outline in more detail how child development including health and wellbeing are incorporated into the program along with building capacity within families.

Christine Hawkes, Rebecca Murphy, Playgroup Western Australia, WA

Not Just Kids Play – A Model of Playgroup in Aboriginal and Torres Strait Islander communities.

Not Just Kids Play will discuss the model developed over the past 12 years by Playgroup Queensland for the implementation of supported playgroups in Queensland Aboriginal and Torres Strait Islander communities, including urban, regional and remote and details the critical factors that need to be considered for the strategy to be successful.

Lesley Olsen, Playgroup Queensland, Qld

Beyond The Rainbow and into The Dreamtime: a story-play program for children 3–8 years

Focusing on language and cognitive development, the presentation will showcase developing children's play using Australian Aboriginal and non-Aboriginal stories.

Claire Jennings, OzChild Vic.

13 Child and family services – Fostering community engagement and self-determination

MEETING ROOM 3+4

The Goothalins Women's Network — a case study of Self-Determination in practice.

An auspicing arrangement between a national provider with a community focus and an emerging Aboriginal organisation working towards better outcomes for children. The strengths of this arrangement and the components for its success will be presented.

Monique Perusco, Good Beginnings Australia; Janette Wyles, The Midtha Goothalins Women's Network; Jacqueline Bennett, Good Beginnings Australia and Midtha Goothalins Women's Network, Qld.

Building stronger Northern Territory Indigenous communities through reforming the child and family service system.

This presentation focuses on the processes and outcomes to date of the Northern Territory Government's work to integrate early childhood services in Indigenous communities. An innovative community engagement methodology is supporting local Indigenous families and community service providers to plan an integrated service delivery model. Regional services will be refocused to achieve the local plan, which will be further supported by NT-wide arrangements.

Emily Raso, Kate Race, Integrated Family Services, Department of Education and Children's Services, Northern Territory Government, NT

Aboriginal Youth and Family Network: Sharing the journey; Connecting Communities in Cultural Ways.

This paper will outline the way a community developed their own Aboriginal network in partnership with governments, non-government service providers and local Aboriginal organisations. It will also present the outcome — a new model of service delivery with tools based on social and emotional wellbeing developed with the whole of community. A culturally-appropriate service that is also accountable to local Aboriginal people.

Rosie Reschke, ac.care Aboriginal Youth and Family Network, Cheryl Love, DECD, Aboriginal Youth and Family Network Executive Committee Representative, SA

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| <p>14 Men's Business MEETING ROOM 6</p> <p>Brutha's Day Out. The aim of the Brutha's Day Out (BDO) program is to build stronger connections between Aboriginal men by their participation in cultural activities, which build self-esteem and strengthen the role of Aboriginal men in relation to each other, their family and community. Shaun Braybrook, Wulgunggo Ngala Learning Place; Jo Fox, Relationships Australia Victoria. Vic.</p> <p>Working with Central Desert Men Who Use Violence. Kate Francis will use a short presentation and a storytelling approach to shed light on the Cross Borders approach to working with Central Desert men in community. Kate Francis, Cross Borders Indigenous Family Violence Program. NT</p> <p>15 Engaging and Empowering Women – better outcomes for children and communities GREAT HALL A+B</p> <p>Old Mapoon Women's Group. This presentation will highlight the importance of women's groups in addressing family and community social issues by seeking local solutions. Leanne Ellis, Christine Cooktown, Apunipima Cape York health Council, and Jessica Tabuai Mapoon Women's Group Mapoon Aboriginal Shire Council. QLD</p> <p>A Strong Voice by Women — the Yuendumu Early Childhood Reference Group. This presentation will tell the story of this group becoming a strong voice: developing a strong sense of identity and commitment to leadership in Early Childhood and how they are being listened to by government and other agencies about what is important for growing up strong little kids in Yuendumu. Presented by the strong Warlpiri women involved – childcare workers, teachers, education assistants, mums and community members. Yuendumu Early Childhood Reference Group, Warlpiri Education and Training Trust and World Vision Australia NT</p> | <p>16 Practical solutions and resources for 1st Language MEETING ROOM 8</p> <p>Guugu Yimithirr Language Program. The Indigenous Knowledge Centre (IKC) runs this program with parents/grandparents and other members of the community. Any language program gives the feeling of identity, belonging and what should families be made of a feeling of unity, closeness and need. Shirley Costello, Hope Vale Indigenous Knowledge Centre (IKC). QLD</p> <p>Learning to read together through language and culture can be fun! The Honey Ant Readers. Strengthening connection to culture and respect for Aboriginal languages, through using the stories and language of Elders to teach children to read. Margaret James, Honey Ant Readers and Elders from Yipirinya School Council, Alice Springs. NT</p> <p>Practical solutions for teaching reading and writing in English and Aboriginal First Languages. An overview of the Australian Literacy and Numeracy Foundation's Early Language & Literacy Program — the delivery of which can be in a nominated Aboriginal First Language and/or English, as per the request of the community. Mary-Ruth Mendel, Australian Literacy & Numeracy Foundation. NSW</p> | <p>17 Celebrating Aboriginal Identity with Young People MEETING ROOM 5</p> <p>Measuring Success — Implementing culturally respectful and responsive Child Protection and Youth Diversionary programs in Western Australia — The challenges and benefits of a community led approach. Save the Children has been successful in establishing a diverse range of youth development initiatives in both metropolitan and remote locations. However, how do we ensure that these initiatives are responsive to the dynamic and ever changing community need? Ross Wortham, Karina Chicote, Save the Children. WA</p> <p>Sharing our tree of life in ways that make us strong. This presentation will share how the use of stories using the <i>Tree of Life</i> approach can be used with young Aboriginal and Torres Strait Islander people as a way of helping them to celebrate their culture, share their stories and heal. Lisa McClung, Shaun Coade, Aboriginal Services, Berry St. VIC</p> <p>Identity for Young Aboriginal People. The presentation will focus around what identity means to a young Aboriginal person, and how it impacts on them throughout their lives, also looking at how sometimes the system still creates barriers. Dee Sabey, Shona Foster, Families SA. SA</p> |
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| 18 Protecting Aboriginal children experiencing family violence HALL D | 19 Practical best practice in the early years – hands on WORKSHOP MEETING ROOM 1 WS | Concurrent Sessions 21 to 30 3.30pm to 5.00pm |
| <p>Preventing family violence and supporting our children our way: national Process Framework for Good Practice Principles</p> <p>This session will introduce a draft national Process Framework for Good Practice Principles which aims to underpin strategies to prevent and respond to family violence — with a particular focus on the needs of Aboriginal and Torres Strait Islander children. The session will highlight why this is so critical, the key evidence available and the process engaged to date. Comments will then be invited from participants. A participant discussion will be facilitated to refine the framework and identify key practices from services that implement it.</p> <p>Sharron Williams, Secretariat of National Aboriginal and Islander Child Care (SNAICC). VIC</p> <p>Lifeline's Domestic Violence Response Training (DV-alert) for Frontline Workers supporting Indigenous communities</p> <p>The Indigenous DV-alert program enables frontline workers who support Aboriginal and Torres Strait Islander families and communities to recognise, respond and refer cases of domestic and family violence.</p> <p>Uieta Kaufusi, Lifeline Australia. ACT</p> | <p>Using Indigenous resources in an early years environment.</p> <p>A hands-on 90-minute workshop designed to involve early childhood educators who are interested in exploring practical solutions to implementing best practice principles.</p> <p>Lorraine Walker, other Educational Experience support personnel, Educational Experience. NSW</p> | 21 Genuine Partnerships for change FORUM HALL C F |
|  | 20 Sharing good practice: Implementing the Early Years Learning Framework YARNING CIRCLE MEETING ROOM 7 YS | <p>This session will explore the meaning of genuine partnerships between mainstream and Aboriginal and Torres Strait Islander services, and some of the challenges and opportunities that they bring. Sector leaders share their learnings on how these partnerships can contribute to stronger local leadership and new ways of working to support and strengthen families caring for young children. Speakers will share practical tools for embarking on a successful process of partnership development and overcoming some of the challenges ahead.</p> <ul style="list-style-type: none"> • Marcus Stewart, Bubup Wilam Child and Family Centre VIC • Nick Corrigan, AbSec NSW • Betty Shepherd, Travis Borsi, Save the Children NT • Michele Pucci, Wunan Aboriginal Corporation, Halls Creek WA • Olga Havnen, Danila Dilba Health Service NT |
| | BONUS TUESDAY WORKSHOP Craft from caring for Country with community MEETING ROOM 9 Foyer BONUS | 22 Pride and strengths in parenting MEETING ROOM 3+4 |
| | <p>This interactive workshop includes a multimedia presentation and will give participants opportunity to experience first-hand the <i>Community-for-Family Collaborations</i> and other programs run by <i>Reuse and Recycle</i>. Participants will make crafts based on the <i>Care for Country</i> program run at <i>MNA Kids Club</i> and also have a hands-on experience of the <i>Swap It! Cooking for Family</i> program.</p> <p>Char Paul, Marie Tonks, Brenda Pearson and Liza Sellton, the MNA Kids Club - Reuse and Recycle, Cairns Inc. QLD</p> <p>Afternoon Break 3.00pm to 3.30pm </p> | <p>Mwarre Families - developing and delivering an Aboriginal Parenting Program.</p> <p>Through the development and delivery of an Aboriginal Parenting Program, Tangentyere Council is working towards building a program that focuses on existing strengths of Town Camp families whilst introducing new skills for a culturally and contextually relevant parenting program.</p> <p>Mel Kean, Nina Levin, Tangentyere Council. NT</p> |

Parenting our way: implications for practice.

This presentation is a culmination of a review of anthropological studies and yarning focus groups with Elders on what it means to parent our way and the strengths this brings to raising our children.

Gerald Featherstone, Kummara Association Inc. and Uni. Qld. School of Social Work and Human Services. QLD

Consider the Jarjums.

A presentation introducing this DVD that was specifically produced to present a culturally appropriate resource for Aboriginal and Torres Strait Islander parents going through separation, to help them understand the effects of high parental conflict on children.

Denise Johnson-Fines, Bundaberg Family Relationship Centre. QLD

23 When Young People are at risk – what works?

MEETING ROOM 8

Effective interventions for working with young people engaged in volatile solvent misuse in regional contexts.

Describes findings from a year-long research project focused on working with inhalant users in regional contexts.

Johanna Karam and Wendy Sammons, Youth Empowered Towards Independence (YETI). QLD

ASPIRE — Aboriginal Students Participating in Real Education.

Youth Off The Streets school programs equip and empower Aboriginal youth and their communities to embrace the future – standing strong and proud.

Lou Single, Danielle Montgomery, Youth Off The Streets Limited. NSW

Circuit Breaker Camps

A diversionary program involving camel trekking and animal husbandry as a means of re-engagement and development for disengaged young people in Alice Springs.

Nina Levin and staff from Tangentyere Council. NT

24 Aboriginal and Torres Strait Islander early childhood educators

HALL D

Acknowledging and honouring the past...our children our present...their journey and their teaching our future.

Three young Aboriginal and Torres Strait Islander teachers from the Cape and Gulf, who are leaders in their field, share the incredible ways of knowing and being that their children have taught and inspired them with.

Sarah Callinan, Creche & Kindergarten Association Qld LTD [C&K]. QLD

Strong Indigenous Educators Growing Strong Culture and Identity in the Early Years.

Queensland's approach to strengthening Aboriginal and Torres Strait Islander leadership and capacity to deliver better learning outcomes in the early years.

Denise Cedric, Yarrabah State School and Lynne Moore, Queensland Department of Education, Training and Employment. QLD

Family Day Care in the Indigenous Community?

Introducing the benefits of Indigenous Family Day Care Educators caring for Indigenous children in their community.

Jean Moran, Joanna Olsen. NSW

25 Show and tell — engaging young children and community

MEETING ROOM 2

The Multi Mix Mob — More than a Playgroup From Little Things Big Things Grow

How an Aboriginal Playgroup grew out of a local community and became so much more.

Nicole Ryan, Elena Julca, Cecily Williams and Oletha Ware, MultiMix Mob; Luke Edwards, The Bridge; The Multi Mix Mob Playgroup, Connect Marrickville 'Schools as Community Centres'. NSW

When a garden is a deadly idea.

An ARMSU research and resource development project showing how SA Aboriginal child care services share their deadly ideas and adapt them to engage children, staff and families in their centres.

Samantha Seymour, Aboriginal Resource and Management Support Unit (ARMSU) and Sharolyn Talbot, ARMSU and Indigenous Professional Support Unit (IPSU) SA Coordinator. SA

Building Resilience, Respect and Relationship through (Mainly Music) Rhythm, Response and Routine.

The mainly music program presents music-based activities, to Indigenous children (aged 0–5) and their families, in a culturally-appropriate way, to build resilience, respect, relationship, attachment and care through family support and early childhood development.

Julie Theakston, Tablelands Counselling & Support Service; Raelene Hawke, mainly music; Donna Grogan, Mareeba Child & Family Centre, Mulungu. QLD

26 Trauma and healing tools for Aboriginal child and family workers

GREAT HALL A+B

Listening to the silenced voices of child and youth victims of violence.

June and Kathi will talk about an approach to working with young victims of violence in Cape York.

Kathi Gibson-Steffensen, June Kellermeier, Cape York / Gulf RAATSICC Advisory Association. QLD

Culturally Appropriate Trauma-Informed Practice : The Yarning Up on Trauma Training Program.

This presentation will provide an overview of the Yarning up on Trauma training, a trauma-informed, culturally appropriate program that is delivered to workers within Aboriginal and Torres Strait Islander organisations.

Chris Tanti, Frances Loder, Aboriginal Clinician, Take Two Program, Berry Street. VIC

It Takes a Forest to Raise a Tree: Healing Children from the Storms in their Lives.

Remote Aboriginal workers will share stories about their role in the development of a talking tool which invites women into a conversation about the effects of violence on children.

Lucy Van Sambeek Relationships Australia NT, and remote Aboriginal workers from Yirrkala, NE Arnhem Land, Nguuu, Bathurst Island. NT



27 Whole community approach to child protection and community risk-mapping
| WORKSHOP |

MEETING ROOM 1

WS

This unique approach to abuse prevention education is underpinned by a whole-of-community focus.

A Community Risk-Mapping exercise is a visual display and qualitative data that can give adults the insight into why children participate in risk taking and private behaviours.

Holly-Ann Martin, Safe4kids (Aust) Pty Ltd. WA

28 The Power of Participation: Defining participation from the perspective of Aboriginal children and young people in care.
| WORKSHOP |

MEETING ROOM 5

WS

The importance of children and young people in care participating in decisions that affect their lives has been a topic of discussion in the child protection sector. However, CREATE Foundation has found that young people may view meaningful participation differently than the child protection system, seeing it as having to do more with the quality of relationships than mechanisms of involvement in the system. This workshop includes the viewing of a DVD featuring Aboriginal young people discussing what participation means to them, followed by an interactive discussion of participation in the context of engaging children and young people in care. This session will be presented by young people, Jacqui Reed and staff from CREATE Foundation.

29 Journey with playgroups in remote communities.
| YARNING CIRCLE |

MEETING ROOM 7

YS

Our Journey continues at Kurdu Kurdu Kurlangu Yuendumu Child Care Centre and Yuendumu Playgroup.

This will be a continuation of the stories shared at the 2010 SNAICC Conference about the Child Care Centre, Playgroup and Community at Yuendumu.

Judith McKay, Sharon Hughes, Marlette Ross, Sabrina Lewis, Selina Gorey, Amy Dixon, Jessica Marshall, Mary Butcher, Grace Butcher, Minnie Nelson, and Anna-Rita Watson. Kurdu Kurdu Kurlangu Yuendumu Child Care Centre, Central Desert Shire Council. NT

30 Sydney Aboriginal Family Law Pathways Network (AFLPN): A collaborative framework for supporting Aboriginal families at risk.
| WORKSHOP |

MEETING ROOM 6

WS

This newly-formed network aims to bring legal, therapeutic and cultural services to the table to strengthen collaborative efforts to increase knowledge in the Aboriginal community of legal and therapeutic services.

It aims to provide a framework that can reduce the removal of Aboriginal children from their families and improve individual, family and community wellbeing. Presenters include a magistrate, lawyers, Legal Aid and Aboriginal service providers:

Rick Welsh, Coordinator 'The Shed' at Emerton in Mt Druitt, NSW. 'The Shed' is an Aboriginal male targeted suicide prevention project. Rick has worked in collaboration with Legal Aid NSW

to provide a Defendant's program based at Mt Druitt Local Court over 2012 and has had Legal Aid NSW family law services being provided at the Shed in an early intervention model of service delivery. Rick is also coordinator of the Sydney Regional Aboriginal Men's Network, the chair of the Redfern Aboriginal Corporation and member of the Greater Sydney Family Law Pathways Network.

Glenn Thompson, Chair of the Greater Sydney Family Law Pathways Network. Glenn is a senior Sydney family lawyer who has written widely on family law issues.

Gemma Slack-Smith, Manager of the Care and Protection Practice for the Aboriginal Legal Service in NSW and the ACT. Gemma heads a small team of lawyers in the NSW Children's Courts and Local Courts representing Aboriginal parents and children in care and protection proceedings.

Judge Joe Harman, Federal Court Judge with experience in Family law, Child Protection and Family Dispute Resolution. Judge Harman is also lecturer at the University of Western Sydney and on the Federal Circuit Court's Indigenous Issues Committee. He has a particular interest and personal commitment to providing better services to the Aboriginal Community.

Mary Gleeson, Legal Aid NSW, Manager Outreach/ Partnerships Family Law Early Intervention Unit.

CONFERENCE DAY 2 | WEDNESDAY 5 JUNE |

| | | |
|---|---|---|
| Plenary 9am to 10.30am | 32 Journeys with the National Quality Standard for Early Childhood Services HALL C | 33 Different Approaches to Intensive Family Support GREAT HALL A+B |
| GREAT HALL <ul style="list-style-type: none"> • Performance by children from Boopa Werem Kindergarten • Keynote Address: Prof. Cindy Kiro — <i>Integrated health and social services: How they contribute to equity and good outcomes for Indigenous families.</i> • Keynote Address: Kathy Guthadjaka (Gotha) — <i>The right to and importance of education for Yolngu Aboriginal and Torres Strait Islander kids.</i> Proudly sponsored by  | The National Quality Standards Indigenous Resource Package. <p>A participatory approach to developing an Indigenous resource package that has resulted in a collection of resources that conceptualise quality early childhood practice.</p> <p>Donna Bradley, formerly Regional and Remote Aboriginal Children and Services Support Unit Central and Batchelor Institute of Indigenous Tertiary Education. NT</p> <p>A remote Indigenous Early Childhood Educators journey with the National Quality Standard.</p> <p>This interactive presentation will show how a childcare service in a remote community in Central Australia is looking at and using the National Quality Standard to strengthen their cultural practices and learn new ideas to work with young children.</p> <p>Irene Floyd, Susie Stafford, Central Desert Shire Council – Laramba Childcare. NT</p> <p>Growing Strong Indigenous Early Childhood Services in remote Australia through the National Quality Standard.</p> <p>This is the story of our journey with remote Indigenous children's services towards an understanding and implementation of the National Quality Standard.</p> <p>Sonya Johnstone, Kate Oudyn, Regional and Remote Aboriginal Children's Service Support Unit Central [RRACSSU] Batchelor Institute Indigenous tertiary Education. NT</p> | <p>Aboriginal Family Support workers leading the way: Delivering Intensive Family Support Services in the Child Protection system.</p> <p>This paper will be delivered by the Aboriginal Family Support workers from Save the Children and describe, in their way, their journey as lead workers in a tertiary child protection family support service. They will yarn about how the training and development work done to date has progressed their own professional practice.</p> <p>Presented by six Aboriginal Family Support Workers from Save the Children Australia (SCA), and supported by Wayne England and Megan Brown SCA; Vince Lagioia, Cheryl Majka and the Intensive Family Support Service (IFSS) Implementation Support Team Parenting Research Centre. NT</p> <p>The Family's Voice: An empowering multi-disciplinary team approach to placement prevention and reunification for vulnerable Aboriginal families.</p> <p>An outline of the Stronger Families Program components, and the difference the program has made as seen through the eyes of the family.</p> <p>Lisa Curtis, Erin Wanganeen, Victorian Aboriginal Child Care Agency and Reima Pryor, Senior Clinician Take Two Program, Berry Street Victoria. VIC</p> |
| Morning Break 10.30am to 11.00am Interactive Poster Presentation | | |
| Concurrent Sessions 31 to 40 11.00am to 12.30pm | | |
| 31 Advancing the rights of Aboriginal and Torres Strait Islander children: Using the UN Declaration on the Rights of Indigenous Peoples. MEETING ROOM 5 <p>This interactive session explores the complementary and reinforcing aspects of two key United Nations human rights instruments to advance the rights of Aboriginal and Torres Strait Islander children – the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), and the UN Convention on the Rights of the Child (CRC). This session will explore with participants how both instruments can be used by organisations, government and individuals to contribute and frame their work with Indigenous children. We will also seek to identify the knowledge and resources required to support children and young people to understand and utilise both the CRC and UNDRIP for the realisation of their rights.</p> <p>Ben Schokman, Human Rights Law Centre, Vic. Tara Broughan, UNICEF Australia, NSW</p> |  | <p>Co-constructing partnerships and practice between child protection and an Aboriginal managed and controlled primary health care organisation.</p> <p>This presentation will explore the development of a partnership between child protection and an intensive family support service that positions an Aboriginal-controlled organisation at the tertiary end of responding to neglect of children in Alice Springs.</p> <p>Jill Faulkner, Michelle Lord, Central Australian Aboriginal Congress (CAAC) and Marnie Dillon, NT Office of Children and Families. NT</p> |

| | | |
|---|---|---|
| <p>34 Early Intervention and Prevention — working with mothers</p> <p>HALL D</p> | <p>35 Services supporting families supports community wellbeing</p> <p>MEETING ROOM 2</p> | <p>36 Healing as part of helping</p> <p>MEETING ROOM 3+4</p> |
| <p>Bumps to Babes and Beyond.</p> <p>A project commencing in the antenatal period to enhance the connection between vulnerable Aboriginal and Torres Strait Islander mothers and their babies.</p> <p>Beverley Allen, QEC Early Parenting Centre and Mel Watson, Ada Peterson, Mildura Aboriginal Cooperative. VIC</p> <p>Walking with Young People - Nurturing the Core</p> <p>Sharing and learning using photographs, music and film to demonstrate how educating young people on pregnancy, birth and early parenting through interactive learning has been embraced by Cairns and remote communities in Qld.</p> <p>Annette Loadsman-Hucks, Gayle Rusher, Heidi Eastcott. Youth and Family Education Resources – Core of Life. QLD</p> <p>A comprehensive approach to preventing alcohol use in pregnancy: Strong Spirit Strong Future.</p> <p>This presentation describes the Strong Spirit Strong Future project, which provides workforce development to promote no alcohol use during pregnancy as the safest option.</p> <p>Julie Spratt, Judi Stone, Dionne Aitken. Drug and Alcohol Office, Western Australia. WA</p> | <p>Dhunupa Dhawu — Straight Story.</p> <p>Researching with the Community in Gapuwiyak to develop a greater understanding of family and community perspectives on education and how the process of partnership with the school can be realised and maintained.</p> <p>Shirley Nirrurranydji, Julie Fraser; Menzies School of Health Research - Centre for Child Development and Education. NT</p> <p>Family Health Team in Cape York.</p> <p>The Cape York Hospital and Health Service, Family Health Team would like to present its program, which is a multi-disciplinary team that provides early intervention and preventative support services to key partners, children and families in Cape York.</p> <p>Louisa Salee and team members. Queensland Health, Cape York Hospital and Health Service. QLD</p> <p>Nanko-Walun Porlar Nomawi (Wellbeing for Aboriginal Children & Families).</p> <p>Presentation of a social and emotional wellbeing framework applied in working with Aboriginal families so that change can occur in the Aboriginal community to reduce stigma and break down access barriers.</p> <p>Layla Scott Nanko-walun Porlar Nomawi (Child & Adolescent Mental Health Service). SA</p> | <p>Stronger Families Safer Children — Aboriginal Family Support Service Model.</p> <p>A model of working with and for families to plan to heal the underlying issues that have caused their children to be removed or unsafe in their care.</p> <p>Elaine Moosha, Peter Dyer, Aboriginal Family Support Service. SA</p> <p>Little Black Duck.</p> <p>The trials, tribulations and healing of one 'little black duck'.</p> <p>Darryll Farrell, Nerida Oberg, Anglicare Shoalhaven. NSW</p> <p>37 Creating Open Space - Professional Development in Aboriginal and Torres Strait Islander Children's Services. WORKSHOP </p> <p>MEETING ROOM 7 WS</p> <p>This session will explore the use of Open Space Technology as an appropriate strategy for professional development in Aboriginal and Torres Strait Islander Children's Services.</p> <p>Christine Dimovich, Jacqui Hunt-Smith and Cherelle Clare, Yorgonop Indigenous Professional Support Unit (IPSU). WA</p> <p>38 Improving numeracy outcomes for young Australian Indigenous children. WORKSHOP </p> <p>MEETING ROOM 1 WS</p> <p>This interactive workshop will present key research findings and hands on practical tasks from the Patterns and Early Algebra Preschool (PEAP) early numeracy project, with a focus on mathematics in prior to school settings.</p> <p>Assoc.Prof. Marina Papic, Institute of Early Childhood, Macquarie University, NSW; Dr Kate Highfield Macquarie University; Judy McKay-Tempest, Gowrie, NSW; Louise Cave, Birrelee MACS; and Priscilla Carmichael, Gujaga MACS. NSW</p> |



**39 SNAICC's guide to
Philanthropy and Fundraising
| YARNING CIRCLE |**

MEETING ROOM 8

YC

This Yarning Circle is an opportunity to discuss how philanthropy and fundraising could help raise money and support for your organisation. What are some of the things that your organisation may want to consider before contacting philanthropic sources or planning fundraising events? How do you apply for deductible gift recipient (DGR) status (and survive?!). What may be involved if you are planning to 'make the ask', apply for grants, or hold fundraising events?

Sue Beecher, Emily Cheesman, Secretariat of National Aboriginal and Islander Child Care (SNAICC)

**40 DRUMBEAT - music for
social learning and connection
to community
| WORKSHOP |**

WS

**CONFERENCE ROOMS
1 to 3 – go up stairs near lifts**

DRUMBEAT is a behavioural intervention using music to promote social understanding and build resilience. DRUMBEAT has been incorporated into the therapeutic practices of youth mental health services, drug and alcohol rehabilitation clinics and juvenile detention centres. This workshop will give interested people a 'hands on' look into the potential of DRUMBEAT and how it might work to assist the young people in their communities.

Simon Faulkner, DRUMBEAT. WA

Lunch Break

| 12.30pm to 1.30pm |

Film Screenings Loop HALL D

**Concurrent Sessions 41 to 50
and BONUS Wednesday
Workshop**

| 1.30pm to 3.00pm |

**41 Future Funding for Aboriginal
and Torres Strait Islander
Integrated Early Childhood
and Family Support Services:
Where to Now?**

| FORUM |

MEETING ROOM 2

F

This session will look at the direction and future support needed for early childhood and family support services currently operating under the Budget Based Funding (BBF) and Aboriginal and Torres Strait Islander Child and Family Centres (ACFC) programs. This is a critical issue following the review of the BBF program in 2012–13 and with ACFC funding due to end in 2014. This forum will be a participatory session for services and sector peaks to share their ideas and experiences, and to discuss the funding model, processes and mechanisms needed to support all Aboriginal and Torres Strait Islander integrated early childhood and family support services meet the needs of children and families in their communities around the country. It is coordinated by SNAICC.

**42 Aboriginal Care for Aboriginal
Children**

HALL C

**Aboriginal Guardianship for
Aboriginal Children.**

Report about the Victorian pilot project establishing how Aboriginal children on Protection Orders will have an Aboriginal person as their guardian.

Julie Toohey, Victorian Aboriginal Child Care Agency (VACCA). VIC

**Power of policy: How our values
and beliefs around caring for our
kids can come to life as policy,
driving capacity building and
cultural change in relation to
Aboriginal out-of-home-care.**

The story of the how the aspiration that "Ultimately, all Aboriginal children and young people in out-of-home care (OOHC) will be cared for by Aboriginal carers, supported by Aboriginal caseworkers employed by local Aboriginal managed agencies" was included as a guiding principle in the NSW transition of OOHC from government to the NGO sector and implications for building capacity in Aboriginal OOHC in NSW and other states and territories.

Wendy Hermeston, Aboriginal Child, Family and Community Care State Secretariat (AbSec). NSW

**43 Culturally Safe Service Delivery
GREAT HALL A+B**

**Towards Cultural Safety:
Exploring a cultural safety model
for staff and client wellbeing.**

The presentation will explore how Aboriginal agencies can develop an agency wide model that is therapeutic and culturally embedded.

Dr Peter Lewis, Sue Anne Hunter, Victorian Aboriginal Child Care Agency (VACCA). VIC

Our Kids Our Mob.

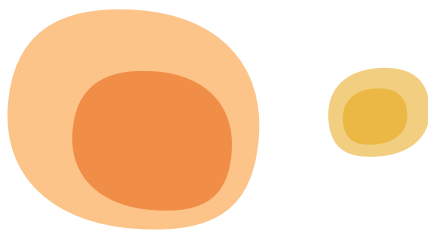
Supporting non-Aboriginal families in caring for Aboriginal Children — developing a culturally safe environment for Aboriginal children in non-Aboriginal families.

Adam Cryer, Families NSW — Hornsby Shire Council. NSW

**The development of culturally
safe service delivery to
Aboriginal and Torres Strait
Islander young people.**

To provide insight and reflection into improving cultural safety in youth services that support the emotional and social wellbeing needs of Aboriginal and Torres Strait Islander young people.

Wendy Sammons, Marcia Hedanek; Youth Empowered Towards Independence (YETI). QLD



44 Conversational reading and teaching literacy with traditional Indigenous activities

HALL D

The 3A Project: Early childhood Education and Care in remote Indigenous Communities, with a focus on Conversational Reading.

This interactive session will focus on the Conversational Reading element of the 3A Program and give participants a hands-on opportunity to use the 3A strategies with coaching from the project team.

Prof. Collette Tayler and Louise Cooke – Melbourne Graduate School of Education, The University of Melbourne; Lynne Beckingham, Gumala Aboriginal Corporation. VIC

45 Kinship Care

MEETING ROOM 3+4

Winangay Stronger ways with Aboriginal Children and Families.

Winangay Resources Inc. is a small group of Aboriginal and non Aboriginal women who are driven by a collective passion and have come together to work pro bono on the development of strength based culturally appropriate resources designed to ensure Aboriginal kids are raised in Aboriginal ways.

Paula Hayden, Auntie Susie Blacklock, Gillian Bonser, Karen Menzies.

Winangay Resources Inc Stronger Ways with Aboriginal Children and Families. NSW

Kinship Carers.

Assisting Kinship Carers to become more effective members of family and community.

Narelle Griffin, Department of Communities, Child Safety and Disability Services. QLD

Placement Stability: What does it mean for Indigenous kinship carers and how do carers, predominantly grandmothers, ensure 'stability'.

The presentation will highlight both the positive and negative aspects in ensuring stable kinship care

from the perspectives of Aboriginal kinship carers.

Marilyn McHugh, Social Policy Research Centre, University of NSW. NSW

46 Children's Commissioners: working together to advocate for outcomes for Aboriginal and Torres Strait Islander children

| YARNING CIRCLE |

MEETING ROOM 1

YC

The Northern Territory Commissioner, a Commissioner from the Victorian Commission for Children and Young People and the National Children's Commissioner will share some of their current and proposed strategies for working with Aboriginal and Torres Strait Islander children, families and communities, and some key successes achieved. In particular, issues around child protection, early childhood development and culture will be discussed. A discussion will be facilitated around how these bodies can play a critical role in increasing visibility and understanding of the human rights concerns impacting our children and young people, be a platform for children's voices and exert pressure for change in realities on the ground, and the supports they need to do this.

47 The National Disability Strategy: An Aboriginal and Torres Strait Islander perspective

MEETING ROOM 5

The National Disability Strategy: An Aboriginal and Torres Strait Islander perspective.

This presentation will enable discussions on disability issues in Aboriginal and Torres Strait communities with a focus on the National Disability Strategy and the Helping Children with Autism (HCWA) Aboriginal and Torres Strait Islander Liaison Officers Project.

Craig Flintoft, Director National Disability Strategy, and Mitchell Cole, Acting Branch Manager, Autism and Early Intervention Branch, Dept. of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA). ACT

The Lived Experience of Aboriginal people with disability.

By any measure Aboriginal people with disabilities are among the most disadvantaged Australians often facing multiple barriers to their meaningful participation within their own communities and the wider community. This presentation will discuss the lived experience of Aboriginal people with disabilities but also provide a way forward in promoting and protecting the human rights of Aboriginal people with disabilities.

Damian Griffiths, Executive Officer, First Peoples Disability Network (Australia).

48 Engaging Men and their families through cultural activities

| YARNING CIRCLE |

MEETING ROOM 6

YC

A yarning circle about how we are working together with families to engage their Indigenous dads, uncles, grandads and their kids through cultural activities.

This program is part of our Deadly Dads Project in Partnership with the two Schools as Community Centres.

Craig Hammond Indigenous Programs Manager, Family Action Centre, University Of Newcastle; Gina Ascott-Evans, Throuwalla Schools as Community Centres Irrawang Public School; Jennifer McLaren, Nar-un-bah Schools as Community Centres Fennell Bay Public School. NSW

49 SNAICC Resource Service

| YARNING CIRCLE |

MEETING ROOM 8

YC

The workshop will provide an opportunity for those in the sector who provide services for Aboriginal and Torres Strait Islander children and families, to participate in a workshop which explores current sector resource needs, and the use of current SNAICC resources.

Nick Butera, Joanne Borg, Secretariat of National Aboriginal and Islander Child Care (SNAICC). VIC



**50 Bilingual Education
| WORKSHOP |
MEETING ROOM 7**

WS

**Workshop by Kathy Guthadjaka
(Gotha) on Bilingual Education.**

Kathy Gotha is a Gadjirrk Warramiri woman living at Gawa on her ancestral land at the top of Elcho Island. She worked as a teacher for over 40 years at Shepherdson College, located in north-east Arnhem Land.

In 1985 Kathy and her husband Colin Baker and their families contributed to re-establishing the Gawa community and an independent school on Elcho Island. From 1991, Gotha was a teacher working at Sheppardson College and applied to be stationed at Gawa to teach local children. This offer was declined, but undeterred Gotha decided to take six months leave with no pay to teach on the homeland as a 'trial'. The six months turned into a full year by the end of 1991 there was the encouragement of Gawa being registered as an official Homeland Learning Centre.

After many years of struggle and limited support Gotha and Colin's desire to become a Christian school was granted in 2004. Gawa opened under the banner of NT Christian Schools. Now 55 students from three homelands attend Gawa Christian School and the small community of Gawa is thriving. A strong advocate of bilingual education programs, Gotha is determined, and is succeeding in providing the best education possible for the children at Gawa. As a consultant of Charles Darwin University, Yolnu Aboriginal Consultants Initiative she has also contributed to several works and presented to the UN Committee on the Rights of Children in 2011.

**| BONUS |
WEDNESDAY WORKSHOP
Craft from caring for Country
with community**

BONUS

MEETING ROOM 9 Foyer

This interactive workshop includes a multimedia presentation and will give participants opportunity to experience first hand the *Community-for-Family Collaborations* and other programs run by *Reuse and Recycle*. Participants will make crafts based on the *Care for Country* program run at *MNA Kids Club* and also have a hands-on experience of the *Swap It! Cooking for Family* program.

Char Paul, Marie Tonks, Brenda Pearson and Liza Sellton, the MNA Kids Club — Reuse and Recycle, Cairns Inc. QLD

Afternoon Break

| 3.00pm to 3.30pm |

Interactive Poster Presentation

**Concurrent Sessions 51 to 60
| 3.30pm to 5.00pm |**

**51 Cultural Advice in Child
Protection Decision-Making
| FORUM |**

HALL D

F

**Aboriginal and Torres Strait
Islander Participation in Child
Protection Decision-Making:
Learning from cultural advice
and support services.**

A forum style session that presents recent SNAICC research on the role of cultural advice and support services in child protection decision-making and includes discussion with an expert panel of cultural advice and support service leaders from across Australia.

Facilitated by John Burton SNAICC; Presenters are Sharron Williams, Aboriginal Family Support Services Inc (AFSS); Angela Webb, Aboriginal Child, Family and Community Care

Secretariat NSW (AbSec), Renessa Nelson, Victorian Aboriginal Child Care Agency (VACCA), Karen Salam, Queensland Aboriginal and Torres Strait Islander Child Protection Peak (QATSICPP).

Coordinated by Secretariat of National Aboriginal and Islander Child Care (SNAICC) VIC.

**52 Partnerships and new ways
of working in early childhood
services**

GREAT HALL A+B

**The Torres Strait's Journey with
Montessori.**

Celebrating the unique partnership between school, community and philanthropic groups in providing quality early education in the Torres Strait.

Lui (Ned) David, Kay Boulden, Montessori Children's Foundation; Judy Ketchell, Tagai State College (or nominee) Torres Strait Islanders' Regional Education Council (TSIREC). QLD

**The Art of Sharing Our Story:
Using Painting to Describe Our
Vision and Strategic Insights.**

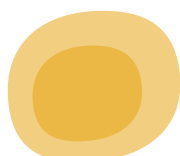
This presentation will showcase IPSU's new way of working with Aboriginal and Torres Strait Islander Children's Services across Queensland with a focus on creating real partnerships, fostering leadership and building true capacity.

Peter Demopoulos, Katharin Bartley, Queensland Council of Social Services/ Indigenous Professional Support Unit (QCOSS/IPSU). QLD

**Winanga-Li Aboriginal Child and
Family Centre - moving from
interim to full early learning
services.**

Winanga-Li is one of nine integrated Aboriginal Child and Family Centres being established in NSW and this presentation will provide an early learning perspective through this journey.

Allison West, Nikki Dorrington, Uniting Care Children's Services. NSW



53 Out of Home Care — transitioning, sibling groups, stability

MEETING ROOM 2

Transitioning Aboriginal children in care: More than just moving house.

The drivers, challenges and successes involved in moving out-of-home care responsibilities from government to non-government agencies.

Nick Corrigan, Aboriginal Child, Family and Community Care State Secretariat (AbSec). NSW

Siblings growing and thriving in care.

The successful journey of a large sibling group in care.

Carlton Lang, Ina Quinn, Aboriginal Family Support Services. SA

Envisaging a new model of stability for Aboriginal children.

This paper presents the findings of a review of 'permanent care' for Aboriginal children and highlights the need for a more holistic approach to 'stability'.

Julie Toohey, Gemma Morgan, Victorian Aboriginal Child Care Agency (VACCA). VIC

54 Stories of delivering services in remote communities

MEETING ROOM 3+4

Empowered parents: parent- child book-reading practices of Indigenous parents coached in Conversational Reading techniques at Galiwinku community.

This presentation will outline a Masters of Education case study research project, examining the contextual adaptation of a component of the Abecedarian Approach, Conversational Reading, in the remote Indigenous community of Galiwinku.

Louise Cooke, Professor Collette Tayler and Dr Jane Page; University of Melbourne and Northern Territory Department of Education. NT

Evolving the Contact Children's Mobile to serve children and families in the Ti Tree and Utopia Homelands regions.

Sharing the story of experiences and involving the Aboriginal community in the design development and delivery of this

holistic mobile service seeking to engage with children and families in remote areas of Central Australia.

Sue Kingwill, Contact Inc; Patty O'Neill, Contact Children's Mobile Team Alice Springs. NT

East Pilbara Journey.

This is the story of how once there was nothing and now there is something and more: The Newman YMCA Early Childhood Learning Centre has become a hub for a range of family services including Long Day Care, the Indigenous Playgroup, Intensive Support Mobile Playgroup, the Mobile Youth Service, a partnership with World Vision Australia to provide learning and training opportunities for families in remote communities and an employment program for Aboriginal playgroup leaders.

Kaye van Nieuwkuyk, Jackie Bickendorf, YMCA Newman, YMCA of Perth. WA

55 Integrated training and workplace development in early childhood services

MEETING ROOM 1

Deakin University Institute Koorie Education — Community-Based Delivery of the Bachelor Early Childhood Degree.

This approach to course delivery promotes access and equity for Aboriginal and Torres Strait Islanders students. Students from all areas; rural, remote and metropolitan, and across all age ranges, particularly mature age, are able to undertake studies without compromising their family and community obligations.

Assoc. Professor Lisa Thorpe and Rosemarie Garner, Institute Koorie Education Deakin University. VIC

Stronger people, Stronger services: Building the remote Indigenous Early Childhood Workforce in the Northern Territory.

This case study will introduce participants to a new, integrated early childhood training model, the 'Learning at Work Approach' designed for remote Indigenous staff working across a range of community and children's services.

Millie Olcay, Batchelor Institute of Indigenous Tertiary Education (BIITE); Kate Race, NT Department of Education and Children's Services; Liz Banney, Yuendumu; Indigenous student/s from Yuendumu. NT



Expressive Therapies For Healing And Child Wellbeing.

A paper about the first Indigenous team of workers to undertake training in the Certificate in Expressive Therapies in Australia.

Keran Thomas, Kacey Mitchell, Birdwing Therapies Social Work Practice. QLD

56 The contribution of community resources

MEETING ROOM 8

Today's Money for Tomorrow's Children.

Aboriginal people living in remote communities in Central Australia are using their money from land use agreements, predominantly with mining companies and government, in a positive way for the longer-term benefit of their communities.

Noel Heenan, Yuelamu Community; Ian Sweeney, Central Land Council. NT

Hidden Valley Children's Garden — Living and Learning Together.

The pitfalls and successes of building a community vision and community cohesion.

Dr Lorraine Gibson, Tangentyere Council. NT

57 Educaring for whole of community change in healing generational trauma | WORKSHOP |

HALL C

WS

A workshop with Emeritus Professor Judy Atkinson, Member Harvard Global Mental Health Scientific Research Alliance, Australian Institute of Health and Welfare Scientific Advisory Committee, the Board of Directors of the Aboriginal and Torres Strait Islander Healing Foundation and Patron of the We Al-li Trust.

This workshop will present and discuss the application of the Educaring model as a tool for whole of community change working towards healing for Indigenous peoples.

58 Womens Business | YARNING CIRCLE |

MEETING ROOM 6

YC

Walking together to create a stronger parenting communities in the future. (for women only)

Highlights and shares the story of a cross-generational, cross-cultural "women's business" event in a remote region of NT. It was designed and undertaken to improve communication, awareness and understanding in a step towards a more connected community of future parents and children.

Valerie Dhamarrandji, Miwatj Health Aboriginal Corporation; Djapirri Mununguritji, two high school students from Nhulunbuy High School, Tracy Smith and Deb Patrick (YFER) Yirrkala Community Centre. NT

59 Celebrating country in the early years | YARNING CIRCLE |

MEETING ROOM 7

YC

Developing educational programs acknowledging Aboriginal and Torres Strait Islander pedagogies and working from the strengths of culture within the early years of learning.

Priscilla Reid Loynes and Lisa Norris, Australian Council for Educational Research (ACER). VIC

60 A partnership model to deliver culturally-appropriate evidence-based services in child and family services. | WORKSHOP |

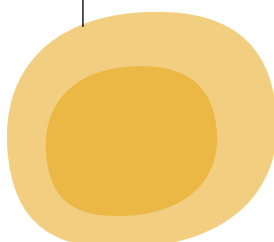
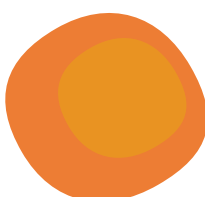
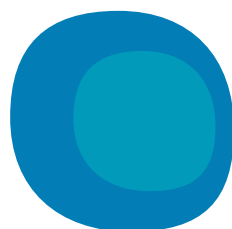
MEETING ROOM 5

WS

A partnership model between a mainstream organisation and Aboriginal and Torres Strait Islander community organisations to empower, build capacity and deliver culturally-appropriate evidence-based services in child and family centres and child protection services.

This workshop is a collaboration between The Benevolent Society, Kalwun, Ganyjuu, Wuchopperen and Mulungu about the partnership models that have been formed to establish Early Years Centres, child protection programs and Aboriginal Child and Family Centres in several locations in south east and far north Queensland. The workshop will outline the model, learnings and evaluation findings and provide an opportunity for partners and participants to contribute their own knowledge and experiences of working in partnership to provide culturally appropriate services to Aboriginal and Torres Strait Islander children and families. Partners will deliver an interactive workshop that tells the story, shares the learnings and evaluation findings of a partnership model between The Benevolent Society and four Aboriginal Community organisations to deliver culturally appropriate and evidence based early childhood and child protection services.

Michael Tizard, previously The Benevolent Society; Dr. Angela Carr, The Benevolent Society; Susan Cary, Manager Browns Plains Early Years Centre; Karen Dawson-Sinclair, CEO of Ganyjuu; Alana Laundry, Manager North Gold Coast Early Years Centre; Kieran Chilcott CEO of Kalwun Health Service; Damien Knight, Manager Cairns Early Years Centre; Deb Malthouse CEO Wuchopperen Health Service; Gail Wasson, CEO, Mulungu Medical Centre and the Mareeba Child and Family Centre. QLD



CONFERENCE DAY 3 | THURSDAY 6 JUNE |

Plenary

| 9am to 10.30am |

GREAT HALL

- Performance by Parramatta State School Dance Group
- **NATIONAL CAMPAIGN** — Addressing the overrepresentation of Aboriginal and Torres Strait Islander children and young people in the child protection system.

| PANEL |

Many of our Aboriginal and Torres Strait Islander children and young people are already being grown up safe, loved, connected and culturally strong in their own families and communities. We are all involved because we are working towards a reality where *all* Aboriginal and Torres Strait Islander children and young people can grow up this way. A committed team of Aboriginal and Torres Strait Islander organisations led by SNAICC, and supported by a broad base of national and state organisations, are planning a campaign to break the cycle of persistent and systematic removal of Aboriginal and Torres Strait Islander children and young people.

This session will share opportunities to be part of a national movement built on child rights, culture and self-determination and encourage all Australians to step up and support our families and communities to regain our rightful place as the best caregivers for our children and young people. Panel speakers will introduce the purpose of the national campaign, its origins, aims and proposed strategies. It will map out the process and propose ways for everyone to join us in building a powerful movement that can, and with widespread support, will succeed.

Facilitator: Sharron Williams, Chairperson, SNAICC

Panel speakers:

- **Rachel Atkinson, QATSICPP**, will introduce the causes of gross overrepresentation and impacts of removal and the quest to focus on children and young people's wellbeing;
- **Sharron Williams, Chairperson, SNAICC** will introduce the campaign including broad strategies as well as specific actions we can all take to support the campaign;
- **Simon Schrapel, CEO, Uniting Communities**, will discuss how we can better resource our communities and agencies in partnership with others to achieve the campaign's goal;
- **Jacqui Reed, CEO, CREATE**, will discuss engaging youth and children as integral partners in this campaign and as leaders of change for a better future

Following these presentations, **Richard Weston, CEO, Aboriginal and Torres Strait Islander Healing Foundation**, will facilitate an open forum discussion regarding the campaign. Facilitator, Sharron Williams will conclude with a summary of this discussion and the shared commitments, networks, resources and partnerships crucial to the success of this campaign.

Morning Break

| 10.30am to 11.00am |

Concurrent Sessions 61 to 70 and BONUS Thursday Workshop

| 11.00am to 12.30pm |

61 Rights, responsibilities and strategies — Aboriginal child and family services

MEETING ROOM 5

Talking to Government about human rights.

The Commonwealth Attorney-General's Department will hold a workshop on how non-government and community organisations can get involved in human rights reporting to the UN and talking to government about human rights.

Penelope Davie, Human Rights Policy Branch, Attorney-General's Department. ACT

62 Child Protection – Models of Prevention

HALL D

Help them grow up strong in head and spirit: culturally appropriate community education around child trauma from abuse and neglect — the lessons from a mobile outreach service.

Mobile Outreach Service *Plus* Aboriginal Therapeutic Resource Officers deliver culturally appropriate community education sessions which are designed to increase community awareness about the prevention and impact of, and response to, child trauma from abuse and neglect in Northern Territory remote communities. This presentation will outline our innovative model: what we do, how we do it and the positive outcomes of the sessions so far.

Dennis Dunn, Kerrie Taylor, Mobile Outreach Service Plus, NT Department of Education and Children's Services. NT



Assisting families and agencies in decision-making to determine the future of children at risk working with the Family Responsibilities Commission.

The Family Responsibilities Commissioners work with families and agencies to prevent the removal of children from community while ensuring the safety and welfare needs of children are met.

David Glasgow, Commissioner; Garry Port, Family Responsibilities Commission. QLD

Communities Keeping Kids Safe.

The Linked Up Grants program is a partnership between SNAICC, NAPCAN and the NT Office of Children and Families to fund and support innovative community-led child abuse prevention initiatives. The partnership is based on the belief that the solutions to keeping children and young people safe from abuse and neglect lie within the communities themselves. Participants will learn how the partnership was formed but more importantly how basketball competitions, community gardens and camps become initiatives to prevent child abuse.

Lesley Taylor, National Association for the Prevention of Child Abuse and Neglect (NAPCAN). NT

63 Reclaiming Aboriginal culture for young children

HALL A+B

Authentic Inclusion of Aboriginal Culture in Children's Centres.

Inspired by their local Indigenous culture, the authors engaged in a collaborative process with respected community Elders, educators, children and their families to connect with country.

Les Bursill OAM, Mary Jacobs, Catherine Lee, Peter Morgan – NZ Maori, Musician and Teacher Dharawal Publishing and The Point Preschool. NSW

Community projects and programs that celebrate and reclaim culture.

VACCA has two key community development workers that develop community projects and programs that engage with and involve Aboriginal families including children and youth. The essence of their work is a strong cultural foundation where families, youth and children have a voice, as they engage in, celebrate and learn about their culture and heal from grief, loss and trauma.

Megan Cadd-Van Den Berg, Sarah Diplock, Victorian Aboriginal Child Care Agency (VACCA). VIC

History of Aboriginal Early Childhood in Victoria told by VAEAI

Presentation on the history of early childhood in Victoria and insight into the struggles to get programs and services in place.

Aunty Rose Bamblett, Aunty Vera Briggs, Geraldine Atkinson, Victorian Aboriginal Education Association Inc. (VAEAI). VIC

64 Cultural Competence

HALL C

'You're in New Country': Researching Cultural Competence for Remote Indigenous Workforce Development.

This workshop will explore research strategies used with participants to investigate intercultural competence and strengthen the remote Indigenous early childhood workforce.

Rebekah Farmer, Dr Lyn Fasoli, Alison Wunungmurra, Millie Olcay, Batchelor Institute of Indigenous Tertiary Education (BIITE); Sue Ware, formerly West Arnhem Shire Council; Caroline Minaliwu, West Arnhem Shire Council. NT

Working and Walking Together: Stories from the journey towards cultural competence in family and relationship services.

This presentation will discuss the experiences of SNAICC and Family Relationship Services Australia in delivering cultural competence training for family and relationship services and lessons learned

Steve Hackett, SNAICC cultural competence training consultant. Family Relationship Services Australia.

How does 'two way' practice work? Perspectives of practitioners working with Aboriginal children and families in the Northern Territory.

Key findings from a 'case study' research project exploring the successful elements of bicultural practice in the NT children and families sector.

Professor Fiona Arney, Australian Centre for Child Protection and Josie Crawshaw, Michael Duffy, SAFT* Darwin. NT

65 Stories from Healing Programs

MEETING ROOM 6

Healing our Children, ensuring our future.

A presentation on the Cultural Healing program we deliver which is preventing suicides and addressing social and emotional wellbeing issues, whilst rebuilding the Warrior within to rebuild our children and families.

David Cole, Timmy BurBur, Balunu Foundation. NT

Healing Circles and Spheres: a therapeutic model for working with traumatised children from remote communities.

An interactive model that explores engagement and healing within the remote Aboriginal cultural context.

Dr Michelle Moss, Anthony Durwun Lee, NT

The 'Seasons for Healing' project — supporting communities dealing with grief and loss.

Kerry Stirling, Melinda Phillips, Good Grief NSW and Sharron Williams, Aboriginal Family Support Services. SA

*The purpose of SAFT (pronounced "safety") is to ensure all Aboriginal children and young people across the NT have the opportunity to grow up safe, strong and proud in functional families, connected to their past, hopeful for their future and able to reach their full potential.

| | | |
|--|---|--|
| <p>66 Early Childhood Services and Families Partnerships - transition to school</p> <p>MEETING ROOM 2</p> | <p>67 Cultural safety and social change WORKSHOP </p> <p>MEETING ROOM 1</p> | <p>70 How to engage in the National Campaign — Step up to support Aboriginal and Torres Strait Islander children to grow up safe and loved in their family and community WORKSHOP </p> <p>MEETING ROOM 8</p> |
| <p>Congress Preschool Readiness Program: Good health, good education, good life for our kids.</p> <p>This will be an overview of the successful implementation of an innovative and holistic program working through a primary health organisation to engage children with preschool.</p> <p>Patrick Cooper, Judith Ansell, Aboriginal Family Support Worker, Central Australian Aboriginal Congress Central Australian Aboriginal Congress. NT</p> <p>Empowering Families in Education:</p> <p>This session will provide an insight into the practical resources and delivery methods of the Parents and Learning Program (PaL) that helps parents help their kids get ready for school and is currently being delivered to families at home in Indigenous communities across Australia.</p> <p>Christine Hanrahan, Relena Ara, Napranum Parents and Learning Group. QLD</p> <p>Guwaala-y and Kunghah School Readiness Programs.</p> <p>An overview of how Northcott has worked with families, preschools, schools and their local communities to support children with a developmental delay and/or disability to transition to school.</p> <p>Terri Mears, Mariann Smith, Northcott Disability Services. NSW</p> | <p>Social change through inclusive practices enacting Sorry.</p> <p>Interactive workshop recognising barriers for Aboriginal families accessing mainstream preschools and how to change this.</p> <p>Jan Wright, Deb Mann, Ngroo Education Incorporated. NSW</p> <p>68 Healing Intergenerational Trauma WORKSHOP </p> <p>MEETING ROOM 3+4</p> <p>Development and implementation of community-driven projects that promote healing and prevention of intergenerational trauma.</p> <p>Lisa Hillan will present with one of the funded services. Aboriginal and Torres Strait Islander Healing Foundation. ACT</p> <p>69 Where to next for shared learning and advocacy for the Aboriginal and Torres Strait Islander Children and Family Centres? WORKSHOP </p> <p>MEETING ROOM 7</p> | <p>This will be a participatory session that provides space for you to input to the national campaign to work towards a reality where all Aboriginal and Torres Strait Islander children and young people grow up safe and loved in family and community. What is the national campaign and how can you be involved? What can you do in your community, in your region, in your state?</p> <p>We will discuss the national campaign's aims to better resource communities to support families and their children, to mobilise public support for change and to negotiate genuine and respectful partnerships with mainstream organisations. Come and have a yarn about how we can take action together to break the cycle of removal and see our children and young people loved, nurtured and cared for by our own.</p> |
| | <p>A workshop for Aboriginal and Torres Strait Islander Children and Family Centres to discuss the Centre's Leaders Forum held pre-Conference, their experience of the SNAICC Conference and where it takes them in terms of their ongoing communications, learning, sharing and advocating together to ensure strong and sustainable centres long into the future.</p> <p>This workshop is open to everyone, however it is primarily a participatory discussion for the child and family centres.</p> | <p> BONUS THURSDAY WORKSHOP Craft from caring for Country with community</p> <p>MEETING ROOM 9 Foyer</p> <p>This interactive workshop includes a multimedia presentation and will give participants opportunity to experience first hand the Community-for-Family Collaborations and other programs run by Reuse and Recycle. Participants will make crafts based on the Care for Country program run at MNA Kids Club and also have a hands-on experience of the Swap It! Cooking for Family program.</p> <p>Char Paul, Marie Tonks, Brenda Pearson and Liza Sellton, the MNA Kids Club - Reuse and Recycle, Cairns Inc. QLD</p> <p>Lunch Break 12.30pm to 1.30pm </p> <p>Film Screenings Loop HALL D</p> |



Closing Plenary

| 1.30pm to 3.00pm |

GREAT HALL

- Performance by Biddigil Performing Arts Group
- Keynote Address: Prof. Judy Atkinson - *Working together to heal Generational trauma within*

Aboriginal children and their families

Proudly sponsored by



- Keynote Address: Self-Determination and Collaboration
Two Indigenous young women from NSW and WA share their experiences of promoting self-determination and the full realisation of Indigenous rights in Australia at both a grassroots and international level. In advancing the rights of Indigenous children and

moving forward the keynote address emphasises the importance of cross-sector collaborations, international law, human rights, constitutional and cultural recognition. Most importantly the presentation calls for a move away from a deficit discourse filled with deficit language to the promotion of Indigenous excellence and prosperity for future generations of Indigenous children.

April Long, Law Graduate, National Indigenous Youth Leadership Academy at The National Centre of Indigenous Excellence NSW and Krista McMeeken, Law Graduate, Corrs Chambers Westgarth Lawyers WA.

- Conference summary and closing remarks — SNAICC Expert Advisory Group Chairperson, Desley Thompson.

Break

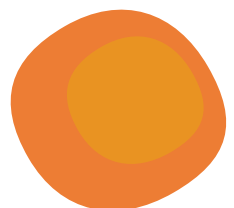
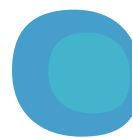
| 3.00pm to 5pm |

Art Market in the Foyer

POSTERS | MEZZANINE FOYER |

Poster presentations will be on display throughout the conference on the Mezzanine Level upstairs. Presenters will be available for questions and discussion during the morning and afternoon tea break on Wednesday 5 June.

1. **Waltja's work with families in central desert communities, in particular the *Young Mums* program and *Mobile Playgroups*.** Teresa Butler-Bowdon, Christine Armstrong, Waltja Tjutanku Palyapayi Aboriginal Corporation. NT
2. **Waabiny Mia is the Play House! for Aboriginal children and families.** Jodie Clarke, City of Armadale. WA
3. **The Honey Ant Readers in 6 Aboriginal languages.** Margaret James, Honey Ant Readers and Yipirinya Elders (Translators) Yipirinya School. NT
4. **Reaching out to Aboriginal mums, bubs, families and community members in the Blue Mountains.** Uncle Graeme Cooper, Blue Mountains Aboriginal Health Coalition Member and local Elder; Dianne Usher, Blue Mountains Aboriginal Artist; Rebekka Kovacs and Chris Haslam, Blue Mountains Aboriginal Healthy for Life Program. The Blue Mountains Aboriginal Healthy for Life Program is a program of the Nepean-Blue Mountains Medicare Local, and the Blue Mountains Aboriginal Health Consortium. NSW
5. **The *National Indigenous Professional Support Unit* — our journey working together to deliver quality care, strong in culture and focussed on the well-being of children, families and communities.** Kate Oudyn, Regional and Remote Aboriginal Children's Services Support Unit. Queensland Council of Social Services/Indigenous Professional Support Unit. QLD
6. **Walking together, yarning together, creating together - possibilities and new directions in leadership.** Christine Foreshe, Yenu Allowah Aboriginal Child and Family Centre. NSW
7. **Protecting Kids Our Way – from grassroot learnings.** Emma Schuh, Cape York / Gulf RAATSICC Advisory Association. QLD
8. **Consultation, collaboration and innovation: Strong Spirit Strong Future - Healthy Women and Pregnancies Project.** Julie Spratt, Michelle Gray, Dionne Aitken. Drug and Alcohol Office. WA
9. **Wominjeka — Don't be Shame We're Game DVD.** Sarah Diplock, Victorian Aboriginal Child Care Agency. VIC
10. **Building workforce capacity — one approach that focuses on current workforce challenges and provides strategies.** Louise Jonas and Megan Cadd-Van Den Berg, Victorian Aboriginal Child Care Agency. VIC
11. **Reconciliation Action — Walking and Talking — supporting children and young people.** Michelle Bates, Lifestyle Solutions (Aust) Ltd. NSW
12. **ThinkUKnow: Australian Federal Police Crime Prevention initiatives. The issues facing Australian children and youth online.** Robyn Burnett and Alexandra McHugh, Malunggang Indigenous Officers Network Australian Federal Police. QLD and NSW
13. **Safe Home Safe Kids — a Home Safety Kit for parents of young Aboriginal children.** Presented by Samantha Green and dedicated to the memory of Debbie Dwyer who tragically passed away in a car accident in March. This was Debbie's project, which we proudly present, along with a 2nd poster that reflects her tireless work with child safety. Illawarra Aboriginal Medical Service. NSW
14. **Working collaboratively to intervene in remote Indigenous communities — in this case to reduce high incidence of hearing loss amongst young Indigenous children caused by otitis media.** A/Prof. Lyn Fasoli, Alison Wunungmurra — Batchelor Institute of Indigenous Tertiary Education; Dr Damien Howard — Phoenix Consulting, Darwin. NT
15. **A Strong Voice in Early Childhood — development of local leadership — the Yuendumu Early Childhood Reference Group.** Presented by the strong Warlpiri women involved – childcare workers, teachers, education assistants, mums and community members. Yuendumu Early Childhood Reference Group, Warlpiri Education and Training Trust and World Vision Australia. NT
16. **Keeping Life Stories — a dynamic Case Management System — by practitioners for practitioners.** Raylene Popovich, Wendi Keenan, Barnardos Australia. NSW
17. **Building a statistical picture of Aboriginal children and young people — health, wellbeing, education and community, cultural and economic participation.** Erica Potts, Julie Nankervis, National Centre for Aboriginal and Torres Strait Islander Statistics, Australian Bureau of Statistics. ACT and NT
18. **Embedding Aboriginal and Torres Strait Islander perspectives into Kindergarten living, learning and environments.** Sandra Bulger, Lorraine Maund, Victor Maund, Creche and Kindergarten Association of Queensland Ltd. and Mourilyan Kindergarten. QLD
19. **Halls Creek Intensive Playgroup — Not Early Intervention but an authentic Early Childhood Educational discipline in its own right!** Sarah Callinan, Lola Reddy, Kim Ramalli, Will PA Jones, Deborah Davis, Dhagun Gur Unit, Creche & Kindergarten Association Qld Ltd. QLD
20. **Parents and Family, Children's First and Life Long Teachers: Aboriginal Leadership in Moreton Bay Region.** Lola Reddy, Sarah Callinan, Dhagun Gur Unit Creche & Kindergarten Association Qld Ltd. QLD
21. **Unique Solutions in the age of National Assessment — Empowering unique local solutions to National Standards. Stories of faith, trust, courage and endurance to celebrate and one question to share from three Regions.** Sarah Callinan, Dhagun Gur Unit, Creche & Kindergarten Association Qld Ltd. QLD



EXHIBITORS

Exhibitors will be located in the Convention Centre foyers. Numbers refer to booths and tables.

| BOOTH /TABLE | ORGANISATION | DESCRIPTION | WEBSITE |
|--------------|---|---|--|
| 1+2 | Educational Experience | A trusted advisor of the education and care industry. | www.edex.com.au |
| 3 | Global Kids Oz | Indigenous and multicultural resources. | www.globalkidsoz.com.au |
| 4 | NAPCAN | Preventing Child Abuse. | www.napcan.org.au |
| 5 | Berry Street | A not-for-profit, non-government and non-church based organisation that has been supporting Victorian children and families since 1877. | www.berrystreet.com.au |
| 6 | ChangeCourse | Aboriginal and Torres Strait Islander Peoples' Program, Oxfam Australia. | www.oxfam.org.au/explore/indigenous-australia/changecourse |
| 7+8 | SNAICC – Secretariat of National Aboriginal and Islander Child Care | A national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families. | www.snaicc.org.au |
| 9+10 | Modern Teaching Aids | Supplier of early childhood, primary and secondary school resources, teacher resources, school supplies, childcare supplies and classroom resources in Australia. | www.teaching.com.au |
| 11 | CCSA – your partners in management | A not-for-profit, non-government, membership -based organisation that supports the management of high-quality early childhood services and other community organisations. | www.ccsa.org.au |
| 12 | C & K Central | Creche and Kindergarten Association. | www.candk.adn.au |
| 13 | Wuchopperen Health Service | Aboriginal and Torres Strait Islander specific services for health, wellbeing and child protection. | www.wuchopperen.org.au |
| 14 | Life Without Barriers | A secular, not-for-profit organisation providing care and support services across Australia in urban, rural and remote locations and in New Zealand. | www.lwb.org.au |
| 15 | Education National | Early childhood and educational resources. | www.educationnational.com.au |
| 16 | Family Relations Services Australia (FRSA) | The national peak body for family relationship and support services. | www.frsa.org.au |
| 17 | Australian Institute of Family Studies (AIFS) | Delivering quality research on family wellbeing. | www.aifs.gov.au |
| 18 | The Lowitja Institute | Australia's National Institute for Aboriginal and Torres Strait Islander Health Research. | www.lowitja.org.au |
| 19 | ECTARC – Early Childhood Training and Resource Centre | A leading registered training organisation that specialises in early childhood training and professional development. | www.ectarc.com.au |
| 20 | ABRS – Australian Bernardo's Recruitment Services | Not-for-profit recruitment services specialising in the social network sector. | www.socialworks.org.au |
| 21 | RAATSICC – Cape York/Gulf Advisory Association | Peak advisory body and service provider on Aboriginal and Torres Strait Islander children and family matters for North Queensland communities. | www.raatsicc.org.au |
| 22 | Benevolent Society | Australia's first charity since 1813, the Benevolent Society help people change their lives through support and education. This year they are celebrating 200 years! | www.benevolent.org.au |
| 23 | Raising Children Network | Australian parenting website. | www.raisingchildren.net.au |
| 24 | Reconciliation Queensland Inc. | Promoting Reconciliation in Queensland. | www.rqi.org.au/ |
| 25 | Deadly Ears, Queensland Health | Deadly Ears is Queensland Health's Statewide Aboriginal and Torres Strait Islander Ear Health Program for children. | www.health.qld.gov.au/deadly_ears/ |
| 26 | Holyoake DRUMBEAT Program | Discovering Relationships Using Music - Beliefs, Emotions, Attitudes & Thoughts. | www.holyoake.org.au |
| 27 | PLACE Software | A child care service management tool, created by educators for educators. | www.placesoftware.com.au |
| 28 | HubWorks! | CCMS Software. | www.hubworks.com.au |
| 29 | The Book Garden | Books with cross cultural and sustainability themes and National Quality framework. | www.thebookgarden.com.au |
| 30 | CREATE Foundation | The peak body representing the voices of all children and young people in out-of-home care. | www.create.org.au |
| 31 | Honey Ant Readers | Literacy and Indigenous education resource. | www.honeyant.com.au |



SNAICC RESOURCES ARE HERE TO HELP

Do you need resources to assist with your work?

Did you know SNAICC members get many free resources?

New resources include:

- An online carers resource
- Learning Games for children
- Cultural needs booklet
- Healing in Practice
- Raising our Little Ones

Learn more about these and check out all our resources at

www.snaicc.org.au/resources



