

## SNAICC 2013 CONFERENCE - SESSION 06 Skill development for early childhood

### Yarn Up -Tok Blo Yumi

We would like to thank you for listening and sharing as we took you on a snapshot of the **Yarn Up Tok Blo Yumi** journey through our individual stories

Yarn Up –Tok Blo Yumi is a collaborative project involving Health and Community Services Workforce Council/Professional Support Coordinator Queensland, Queensland Council of Social Services/ Indigenous Professional Support Unit and Department Education and Training and Employment (TAFE QLD). The process involves face to face sessions linking regions via video conferencing. Using this technology has enhanced our learning community and assisted to build culturally competent and inclusive early childhood education and care environments and to demonstrate how (it) looks different in each community.

Over six sessions, this innovative approach enables enquiry and exploration about our understanding of Aboriginal and/or Torres Strait Islander culture, community and history using a participatory learning approach. The bringing together of professionals across the early childhood education and care sector supports participants to embed the principles, practices and outcomes of the learning frameworks and to meet national quality standards.



Participant guide the way the content is delivered in these sessions which will include reference to:

- ✓ Reflect an awareness of Aboriginal and Torres Strait Islander history and culture in work practices
- ✓ Reflect an awareness of own and other cultural realities in work practices
- ✓ Communicate effectively with Aboriginal and Torres Strait Islander people
- ✓ Reflect cultural safety in workplace and professional relationships
- ✓ Work in partnership with Aboriginal and Torres Strait Islander people and communities

These elements all make up the unit of competence **HLTHIR404D Work effectively with Aboriginal and Torres Strait Islander people, which** can be credited in a range of Children's Services qualifications.

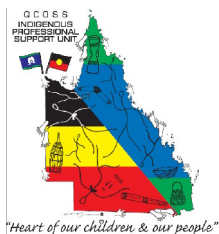
Each session is attended by Elders in the community and facilitated by the partnership. The facilitator needs to have the ability to enable the group to deconstruct issues such as racism, colonisation, stolen generation, history to embed world views into everyday practice. The learning's and stories are captured through individual documentation in personal journals and in the documentation of a group journal.

A critical component of the process is to establish a way of working together that reflects secure, respectful and reciprocal relationships; participants create a space where there are no wrong questions and where they can ask those things they have not felt comfortable asking before. This has been enabled through an action learning participatory approach.

As the Educators Guide to the Early Years Learning Framework highlights a participatory approach where;

"Cultural competence is a two way learning process. A culturally competent organisation that values and respects diversity helps everyone feel like they belong. More specifically, being familiar with the rich and long history of Australia, including our Aboriginal and Torres Strait Islander history and culture, enriches all of us." *Educators Guide EYLF (P.27)*

"Action research begins with hopes, dreams and desires. An action researcher hopes that they can create a change for the better, dreams of a better world and desires to make a difference (Macnaughton and Hughes 2008, pg 1)



## What is the Art of Hosting

Today you have heard three very different stories, yet each with a similar theme, that of personal journeys, relationships, learning's, challenges, and a desire to look at individual application of work through a different lens.

“Storytelling is one of the most powerful knowledge management tools of the Art of Hosting community, Contained in our stories is both the experience and learning that will grow our capacities to use the Art of Hosting” ( The Art of Hosting Workbook, 2012, pg 56)

The formation of a circle to engage in discussions and learn is reflective to learning within a community approach as we all have stories of practice and yarns of life experience that we all can share, learn from. This approach supports a cultural perspective to learning and growing and connecting to country we are living and working by sharing local stories and community knowledge.



Some of the arcs we have referred to include:

- **Narrative Arc\***: The thread of the story – people, events, stages. You might also harvest facts, emotions and values that are part of the story, etc.
- **Process Arc\***: What interventions, processes, applications, discoveries happened?
- **Pivotal Points\***: When did breakthroughs occur, what did we learn?
- **Application**: What can we learn from this story for application in our own or other systems?
- **Taking Change to Scale**: What can we learn from this story about taking change to scale?
- **Questions**: What questions arise from this story that we could ask of any system?
- **Synchronicity & Magic**: What happened during this story that pointed to synchronicity and the magic in the middle?
- **Specific theme**: Harvest the story using a specific theme, like collaborative leadership, the art of participation, etc. and see what it tells you
- **Art of Hosting pattern arc**: The 6 Breaths: Where did each breath occur during the story?  
The 5<sup>th</sup> organisational paradigm: Where did new forms of governance and working occur?  
Core team/calling team: What did we learn about holding the centre of this work? There may be others as well.
- **Principles**: What principles of working can be gleaned from this story? What did we learn about participatory practices? What principles of complex living systems were reflected in this work?
- **The Story Field\***: How did the field of the system's story change? Can you name the story or metaphor the system started with and what it moved to?

The stories you have heard and the various arcs we have explore have asked are meant to provide you with a taste of Yarn Up Tok Blo Yumi,

We hope that it sparks something in you if you have more questions than answers at the end of this session then we have done our job well.

We hope that this process invites you to think differently, to ask questions and challenge yourself and others

