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Learning Guide

Developing Cultural Competency

CHCECE001 Develop Cultural Competence
CHCDIV001 Work with Diverse People
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander Cultural Safety

This is a sample only.

Some pages have been omitted from this preview.
This unit learning guide relates to the following National Qualifications:

- CHC30113 Certificate III in Early Childhood Education and Care
- CHC50113 Diploma of Early Childhood Education and Care
- CHC40113 Certificate IV in School Age Education and Care
- CHC50213 Diploma of School Age Education and Care

Designed by
Childcare Resources Australia

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2nd Edition (2016)

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LMCRA-019v2 CHCECE001 Develop Cultural Competency
CHCDIV002 Promote Aboriginal and Torres Strait Islander cultural safety
CHCDIV001 Work with diverse people.

Sample
Acknowledgements

Special thanks to Ozoutback for permission to use their beautiful photos as part of our Learning Guide. It is truly wonderful to see natural photos of Aboriginal children in their own settings, exploring and learning.

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Please note: This Learning Guide contains photographs/pictures of Aboriginal adults and children.

Aboriginal and Torres Strait Islander readers are warned that the following information (text and videos) may contain images and voices of deceased persons.

CRA recognises the ongoing impact of the harsh injustices and exclusion inflicted on Aboriginal and Torres Strait Islander people since colonisation. CRA is committed to promoting reconciliation by encouraging learners to provide an environment of cultural safety and belonging for all Aboriginal and Torres Strait Islander people are respected and children’s cultural heritages are promoted and celebrated. First Australians continue to face ongoing disadvantage and exclusion and we have a shared responsibility as a nation to accept the challenge of reconciliation.
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How to Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in regulated Children’s Service in Australia. We recommend you keep these available on your computer or print out a copy so they are available at all times.

On the following pages are a list of icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.
### Learning Guide Icons

#### Reading
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

#### Recommended Videos
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

#### Reflection
Our reflection icon gives you a chance to think about your own experiences or about a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

#### Useful Websites
When you see our computer icon, you will be asked to go to the specified link for additional information.

#### Your Turn!
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

#### Check your answers
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
Tips for Successful Study!

1. Active Reading

Don’t just read - you will fall asleep: it’s very relaxing, you know!
   a) Read the Learning Outcomes first
   b) Read “Welcome to the unit” second
   c) Read the assessment task.

These will tell you what you need to learn and why it’s important. As you read, you will notice what you need. You may even think “hey, that’s the answer to question 4!” or “this is the type of Educator I want to be!”

2. Set yourself goals

“Today by 11am, I will have read up to Chapter 2” or “I will have completed the first two questions in my assessment!” Set a clear, realistic goal for the time you have to study. Write down your goal. Tell everyone you are unavailable and turn off your phone and social media! Try and finish each session on a positive.

3. Reward yourself

Reward yourself for reaching a goal. This does not need to involve cake as we are going to reward ourselves a lot! It could be a walk to the park, a break for a cuppa, going shopping or just time off. Whatever suits you: “Well done! You have achieved”.

4. I’m not getting this!

If you are not understanding something it can be frustrating.

Good!

It means you are learning something new. Sometimes you views of life may be challenged! It means you are moving out of your comfort zone, growing and stretching in your knowledge and skills. Although this may feel scary, it can sometimes feel easier to run away from it, this is just a temporary solution! It’s ok. Think back to a time when you didn’t know how to do something and then you achieved it i.e. riding a bike, driving a car etc. How great did you feel when you could do it? You can do this.

Here are some ideas to help:

- **Ease up on yourself.** It’s ok not to know everything – you are learning! Particularly if you are changing careers and you were an expert in your past field. Remember, you will be learning and building on your past skills but the information may be new to you.
- **Watch a video related to the topic** whilst having a cuppa – this can help your understanding. Relaxing helps you learn.
- **Leave that bit and move to another bit!** This is particularly important if stuck on a question. You can always come back to that one.
- **Sleep on it.** We process information at night whilst we sleep. You may find when you woke up the next day, it will all make sense!
- **Contact your trainer for help.** You are not alone and they are there to help.

5. I should be spending time with others

If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.

Happy Learning!
Welcome to Develop Cultural Competence

This guide covers:

CHCECE001 Develop Cultural Competence
CHCDIV001 Work with Diverse People
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander Cultural Safety

What is cultural competence? How do we develop cultural competence and why is it important? In these units you will have an opportunity to analyse your own current cultural competence and critically analyse the beliefs and values held as an individual and how these may affect your communication and work with others.

In this unit, we will discuss reconciliation and your role as an Educator in closing the gap between Aboriginal and Non-Aboriginal Australians. This includes developing an understanding of historical policies which have impacted on Aboriginal families and the current cultural beliefs and values of Aboriginal and/or Torres Strait Islander communities.

As an Educator, you will also develop the knowledge and skills required to provide an inclusive environment and make a real difference to the sense of belonging experienced by children and their families.

These three units have been combined as cultural competence is embedded in all aspects of our curriculum. From workplace employment, to developing partnerships with families and representing our community within our services. We have provided a range of online resources and toolboxes which will expand your knowledge and help you develop research skills needed in your role as an Educator.

For this unit will need to download and use the following documents:

- National Quality Standards
- Early Years Learning Framework
- Education And Care Services National Regulations
- My Time Our Place
- My Time Our Place Educators Guide
• Quality Area 1  Educational Program and practice  
• Quality Area 4 Staff arrangements  
• Quality Area 5 Relationships with Children  
• Quality Area 6 Collaborative partnerships with families and communities.

• Links to Frameworks  
  Implementation of frameworks required as part of job role in children services  
  Employability skills and core skills required in relation to reading and utilising National Quality Framework

• Inclusive environments  
• Partnerships with families and community  
• Employment and induction processes  
• Grievance  
• Communication  
• Code of conduct

• Article 7  
  Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

• Article 8  
  Governments should respect a child’s right to a name, nationality and family ties.

• Article 14  
  Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
# Learning Outcomes for 3 Units

On completion of this unit **CHCECE001 Develop Cultural Competence** you will be able to do the following:

1. **Reflect on own cultural identity and biases**
   1.1 Identify significant events in own family background or history which may influence current values, beliefs and attitudes
   1.2 Define aspects of the environment which influence own cultural identity
   1.3 Reflect on potential impact own background may have on interactions and relationships with people from other cultures
   1.4 Identify any knowledge, attitudes or skills to be developed to ensure cultural competency

2. **Identify and develop cultural competency**
   2.1 Identify the cultural identities of the children within the service, their families and the local community
   2.2 Critically analyse relationships, curriculum and activities
   2.3 Identify skills, attributes or knowledge that may need to be developed to ensure cultural competency

3. **Research Aboriginal and/or Torres Strait Islander communities**
   3.1 Identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels
   3.2 Reflect on contemporary impacts of historical issues, including those relating to Aboriginal and/or Torres Strait Islander people

4. **Support individual cultural identities**
   4.1 Identify and consult with appropriate persons to obtain knowledge of local cultural groups
   4.2 Support activities within the service to encourage and promote participation by all cultural groups
   4.3 Process information in a culturally sensitive way including identification of how and with whom information can be shared
   4.4 Provide opportunities for all families to share their context and cultural knowledge
   4.5 Provide opportunities for children and families to enhance their experience of cultural diversity
   4.6 Demonstrate respect for all home languages and expose children to different language and dialects, and encourage appreciation of linguistic diversity
5. Create environments to support children’s cross-cultural understanding and relationships

5.1 Plan and implement experiences that foster positive attitudes to inclusion

5.2 Explore with children the culture, heritage, backgrounds and traditions of each child within the context of their community

5.3 Promote establishment of constructive relationships with all children and families based on trusting relationships, respectful interactions, understandings of alternate world views and celebration of diversity

5.4 Use oral communication skills to role-model open, inclusive, ethical interactions with all children, families and colleagues

5.5 Observe children’s interactions and participation to identify the need for additional cultural support and cross-cultural understanding

Support the implementation of inclusive learning experiences

6.1 Implement experiences that build on the diverse backgrounds of children and families within the service, broaden children’s perspectives and encourage appreciation of diversity

6.2 Plan and implement experiences that focus on events, customs and beliefs that are relevant to the service’s children and families

7. Support children in developing confidence and strength in personal and cultural identity

7.1 Support experiences and environments where secure, respectful and reciprocal relationships between children, families and other adults can be established

7.2 Communicate and interact provocatively to help them work towards a strong sense of identity, wellbeing and of being connected to and contributing to their world

7.3 Implement group activities to allow children to use collaborative processes to solve problems

7.4 Engage with peers, mentors or others to support individual children with specific cultural needs as appropriate

7.5 Follow community protocols when engaging with community members
On completion of this unit CHDIV001 Work With Diverse People you will be able to do the following:

1. Reflect on own perspectives
   1.1 Identify and reflect on own social and cultural perspectives and biases
   1.2 Work with awareness of own limitations in self and social awareness
   1.3 Use reflection to support own ability to work inclusively and with understanding of others
   1.4 Identify and act on ways to improve own self and social awareness

2. Appreciate diversity and inclusiveness, and their benefits
   2.1 Value and respect diversity and inclusiveness across all areas of work
   2.2 Contribute to the development of workplace and professional relationships based on appreciation of diversity and inclusiveness
   2.3 Use work practices that make environments safe for all

3. Communicate with people from diverse backgrounds and situations
   3.1 Show respect for diversity in communication with all people
   3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence
   3.3 Where a language barrier exists use effective strategies to communicate in the most efficient way possible
   3.4 Seek assistance from interpreters or other persons according to communication needs

4. Promote understanding across diverse groups
   4.1 Identify issues that may cause communication misunderstandings or other difficulties
   4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
   4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations
   4.4 Address any difficulties with appropriate people and seek assistance when required
On completion of this unit **CHDIV002 Promote Aboriginal and Torres Strait Islander Cultural Safety** you will be able to do the following:

1. **Identify cultural safety issues in the workplace**
   1.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients
   1.2 Identify critical issues that influence relationships and communication with Aboriginal and/or Torres Strait Islander people
   1.3 Establish key aspects of cultural safety in consultation with Aboriginal and/or Torres Strait Islander people
   1.4 Evaluate the extent to which cultural safety is integrated in own work and workplace

2. **Model cultural safety in own work**
   2.1 Ensure work practices are grounded in awareness of one’s own cultural bias
   2.2 Reflect awareness of own and other cultures in work practices
   2.3 Use communication techniques and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people
   2.4 Engage with Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers, according to situation needs

3. **Develop strategies for improved cultural safety**
   3.1 Support the development of effective partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities
   3.2 Identify and utilise resources to promote partnerships
   3.3 Devise and document ways to support the delivery of services and programs that are culturally safe and encourage increased participation
   3.4 Integrate strategies that encourage self-determination and community control in services and programs

4. **Evaluate cultural safety strategies**
   4.1 Agree outcomes against which cultural safety strategies can be measured
   4.2 Involve Aboriginal and/or Torres Strait Islander people in evaluations
   4.3 Evaluate programs and services against desired outcomes
   4.4 Revise strategies based on evaluation with appropriate engagement of Aboriginal and/or Torres Strait Islander people
Chapter 1

Reflecting on Our Own Cultural Identity and Biases

What is a Worldview?
Everyone has lenses through which they view and interpret the world. A worldview is like a lens. It is our interpretation of what the world is like and what we believe to be true. It is our view of reality. It is defined in EYLF as our ‘life philosophy’ and we all see the world differently.

How Did We Develop Our Own Worldview?
Time and our experiences work together to develop our belief systems and life philosophy. We are influenced by people around us, their attitudes and values, things we see, read and do on a daily basis and what we perceive to be positive and negative experiences.

We integrate this as part of our culture.

What is Culture?
Culture refers not only to the country we come from and the language we speak. It is our beliefs, values and attitudes. It is our daily practices and ways of seeing, knowing and living.

Our worldview and people around us help shape who you are today and our cultural practices. It determines how we see the world and what the world means to us. These beliefs often stay with us in adulthood even when they are challenged.

Self Reflection
As Educators, we need to think about our own values, beliefs and attitudes about diversity. Is the belief true? Can it be proven? Where did that belief come from?
Here is an example of a worldview and culture working together:

**Worldview**
I have a particular worldview.
For example: I believe that all living things have rights and should be respected.

**Culture**
Daily practices include:
- Being considerate of my animals' needs and feelings
- Ensuring my children are raised with the same beliefs and are kind and respectful to animals.

**Cultural Competence**
Understanding and respecting that others will have a different worldview.
We acknowledge that not everyone has the same beliefs about animals.

**Your Turn!**
Reflect on your own worldview and culture and answer the following questions:

1. Identify significant events in own family background or history which may influence current values, beliefs and attitudes.

2. What experiences and people have shaped your understanding of the world and your current practices?

3. How could your view impact on your interactions with others?
What can influence your worldview and culture?

Beliefs
Practices
Experience
Values
Religion
Attitude
Age
Family
Physical attributes and abilities
Rituals/habits
Views and opinions
Socio-economic background
Environment
Sexual orientation
Ethnicity
Political beliefs
Ideologies

- Beliefs
- Practices
- Experience
- Values
- Religion
- Attitude
- Age
- Family
- Physical attributes and abilities
- Rituals/habits
- Views and opinions
- Socio-economic background
- Environment
- Sexual orientation
- Ethnicity
- Political beliefs
- Ideologies
**What Is Cultural Diversity?**

Understanding cultural diversity is an important aspect of cultural competence.

When asked about cultural diversity people often think of people from different countries and nationalities. They also may focus on different practices in relation to religious, food, dress, language.

This is not cultural diversity. This is only one part of cultural diversity. Cultural diversity refers to the individual differences which exist. We are all culturally diverse. It includes our beliefs, values and attitudes which influence our daily practice. People from the same cultural heritage will have different ways of living, being and knowing.

**Here is another way of saying it:**

Culture is our daily practices based on our belief, values and attitudes

Diversity means 'Different'

Cultural diversity is our individual differences.

Even people from the same cultural group will have differences.

This is diversity.

_This is a sample only._

_Some pages have been omitted from this preview._
Chapter 2

Identifying and Developing Cultural Competency

What Is Cultural Competency?

Cultural competence is about our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security and work towards equality in opportunity. Relationship building is fundamental to cultural competence and is based on the foundations of understanding each other’s expectations and attitudes, and subsequently building on the strength of each other’s knowledge, using a wide range of community members and resources to build on their understandings (EYLF page 6).

The Early Years Learning Framework and My Time, Our Place- school age care framework both include the practice of Cultural Competence. Cultural competence is more than awareness of cultural differences, it is the ability to understand, communicate with and effectively interact with people across cultures. It includes our need to:

- Show respect for multiple cultural ways of knowing, seeing and living
- Ability to understand, communicate and interact with people across cultures
- Celebrate the benefits of diversity
- Understand and honour differences

Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences (EYLF Framework, p.16 and My Time, Our Place, p15).
• Develop our own cultural competence through a two way respectful relationship with families
• Culture and the context of family as central to children sense of being belonging and lifelong learning
• Be aware of one’s view of the world
• Develop a positive attitude towards cultural differences
• Gain knowledge of different cultural practices and world views
• Developing skills for communication and interaction across cultures

Cultural competence involves knowledge, skills and attitudes.

Cultural competence is the understanding that:

**Belonging**: Children belong first to a family, a cultural group, a neighborhood and a wider community. Belonging is central to being and becoming in that it shapes who children are and who they can become.

**Being**: is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life.

**Becoming**: emphasises learning to participate fully and actively in society.

Within both frameworks cultural competency is supported by all principles including:

• Secure respectful and reciprocal relationships
• Partnerships
• High Expectations and equity
• Respect for diversity
• Ongoing learning and reflective practice.

**Skills, Attributes or Knowledge That May Need To Be Developed To Ensure Cultural Competency**

**Ongoing learning and reflective practice**

Our journey of cultural competence begins with developing deeper understanding of the term cultural competence and how it is used in the frameworks. Please go to the following documents and spend time reading and learning about cultural competence. Please select the document most relevant to your workplace or course.
Embedding Cultural Competence In Children’s Services

The three elements of cultural competence includes our knowledge, skills and attitudes. Cultural competence is not something applicable to only one part of our lives. According to Rose (2009) cultural competency to grow and be embedded in all our lives it needs to be applied on all three levels of operation:

- **Individual Level**
  - Intra-personal level
  - Your knowledge, skills, values attitudes and behaviour towards others

- **Service Level**
  - Interpersonal and intra-service
  - Management and operational frameworks, expectations, policies, vision statements, values of children, families and community support cultural competency

- **System Level**
  - Interpersonal and inter-services
  - How services relate to and respect the rest of the community, agencies, Elders, local community protocols etc.

The frameworks talk about the journey of cultural competence. The first step of the journey is an open mind to allow critical thinking and reflection of our own skills, knowledge and attitudes in relation to cultural competency. Whilst reading the educator’s guide, consider the Learning Journey of Cultural Competence diagram below (EYLFp26) and assess your own attitudes, skills and knowledge.
Embedding Cultural Competence Into Our Daily Practice

Cultural competence is not something we do once a week or a celebration of “diversity” by exploring different countries’ practices. According to Rose (2009), cultural competence should be incorporated into all three levels of our service.

Reflection

Using the following chart consider yourself and your current workplace.

- How is cultural competency embedded throughout the entire service?
- Are there any areas which cultural competency may be extended?
**Individual Level**

Intra-personal level

Your knowledge, skills, values attitudes and behaviour towards others

- Do educators reflect and have an awareness of their own beliefs, values, attitudes and biases and how these may affect relationships with others?
- Are interactions respectful?
- Does communication styles build trusting secure relationships?
- Are children’s cross cultural understandings?
- Are interactions respect and support diversity?
- Are stereotypes and biases challenged?
- Do educators understand and reflect on their cultural competence?

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**Service Level**

Interpersonal and intra-service

Management operation

- Is cultural competency reflected in the philosophy?
- Does organisationa goals respect diversity and promote an inclusive environment?
- What policies and practices support cultural competency?
- Is the environment inclusive?
- Do educators explore with children their culture, heritate, backgrounds and traditions?
- Do you process information in a culturally sensitive way?
- Do children and families have opportunity to enhance and share their cultural diversity?
- Do equipment and resources reflect diversity?

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**System Level**

Interpersonal and inter-services

How services relate to and respect the rest of the community, agencies, Elders, local community protocols etc.

- Does the service link with and gain knowledge about local cultural groups?
- Are their links with elders and local Aboriginal and Torres Strait Islander community groups in the local area?
- Does the service promote participation by all cultural groups?
- Who is in your community?
- What links are made with community agencies?
What Is An Inclusive Environment?

An inclusive environment is one where everyone feels safe, secure and a sense of belonging. It may also be referred to as a culturally safe environment. It is an environment where everyone’s culture is respected and celebrated. As educators we can create an inclusive environment through our:

- Attitudes
- Interactions
- Program
- Equipment
- Physical environment
- Linking with the wider community
- Implementing the theoretical perspective of “Belonging, Being and Becoming”
- Implementing the principles and practices of EYLF
- Implementing diversity into all Learning outcomes

Showing respect for diversity means:

- Educators understand children are born belonging to a culture influenced by traditional practices, heritage, ancestral knowledge, experiences, values and beliefs
- Educators honour these practices
- Respect means valuing and reflecting practices, values and belief in the curriculum
- Diversity contributes to the value of our society
- Children seeing themselves in the curriculum and environment supports their learning and sense of selves as competent learners as well as fostering motivation to learn
- Educators re-address unfairness.
- Provide opportunities to learn about similarities, differences, interdependence and how we can learn to live together (p13)

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We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want to know more?
Please see our recommended reading list for additional readings on this topic.

Happy Learning!
Resource Guide

Resources related to the topic:

**Audio Visual/E Videos**

**Early Childhood Australia E Videos:**
Exploring Reconciliation In Early Childhood Practice
*Cultural Competence*

**Indigenous Spiritual Wellbeing Toolbox**

[http://toolboxes.flexiblelearning.net.au/demosites/series12/12_03/content/04_story/04_impacts/01_it_stays_with_you/page1.htm](http://toolboxes.flexiblelearning.net.au/demosites/series12/12_03/content/04_story/04_impacts/01_it_stays_with_you/page1.htm)

**YouTube**

[www.youtube.com](http://www.youtube.com)
*Cultural Competence: Managing your prejudices.*

**First Australians: The untold story**


**Australian Government (2007). Raising Children.**
A guide for parents from birth to 5 years. Stronger families and communities strategies: Smart Population foundation.

**Websites**

**Australian Children’s Education and Care Quality Authority (ACECQA)** [www.acecqa.gov.au](http://www.acecqa.gov.au)

**Children Services Central** [www.cscentral.org.au](http://www.cscentral.org.au)

**Early Childhood Australia Association** [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

**Aboriginal Land Council**


**Our languages**


**Creative Spirits**

The Dreaming

Human Rights Commission
Australian indigenous health information

Ozoutback (Photos)
Reference


Suggestions for resources:


Reconciliation Australia Reconciliation Australia’s website includes a Resources section, which includes a page on ‘What is reconciliation.’ This is a good, short statement about what is Reconciliation in Australia.


The Healing Foundation website details work that supports culturally strong, community developed, locally run programs in communities across Australia to improve the wellbeing of Aboriginal and Torres Strait Islander people.

Make contact with your local Indigenous Professional Support Strait Islander families to participate in children service’ by Karen Atkinson

‘My Time, Our Place Framework for School Age Care in Australia’ Australian Government Department of Education

‘Educators Guide’ Australian Government Department of Education

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