

*Always Be You -
Conversations
and connections
for mental
health*



With delivery partners



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Included below are reflective questions referred to during the webinar along with links to additional information, resources and references.

In practice reflective questions

These reflective questions can be used to form the basis of a conversation with your Be You Action Team or Learning Community Leadership.

- ② How might you create opportunities for conversations, discussions and collaboration ensuring that all voices are heard and responded to respectfully?
- ② What is the place of cultural competence in a professional conversation?
- ② Reflect on what the children and families are bringing/contributing, saying, doing – what are the group and overall community priorities are for your setting?
- ② What does engagement with reconciliation look like at our service?
- ② Who in our community can we work with to develop our cultural competence and how?
- ② How do we make cultural knowledge visible in everyday practices?
- ② What pedagogical practices do we have in place to create a safe environment where children develop a strong sense of self?
- ② How will you embed a community approach to supporting children’s resilience?
- ② Social, emotional, cultural and spiritual wellbeing in your community – does it include individuals, community and country?

Links to additional information, resources and references from the webinar

Always Be You resources:

<https://beyou.edu.au/resources/always-be-you>

Be You Wellbeing Tools:

<https://beyou.edu.au/resources/tools-and-guides>

Be You Professional Learning:

<https://beyou.edu.au/learn>

BETLS observation tool:

<https://beyou.edu.au/resources/tools-and-guides>

Stop Reflect Act framework:

<https://beyou.edu.au/learn/family-partnerships/assist>

Family Partnerships domain, Partner module:

<https://beyou.edu.au/learn/family-partnerships/partner>

Early Support Domain, Inquire module:

<https://beyou.edu.au/learn/early-support/inquire>

Learning Resilience domain, Embed, Empower modules:

<https://beyou.edu.au/learn/learning-resilience>

Action Charts:

Learn about this community; Making connections visible; Family means connections

<https://beyou.edu.au/resources/always-be-you>

Reconciliation Australia:

<https://www.reconciliation.org.au>

Narragunnawali:

<https://www.narragunnawali.org.au/rap/actions/21/cultural-competence-for-staff>

SNAICC - Secretariat of National Aboriginal and Islander Child Care:

<https://www.snaicc.org.au>

Educators' Guide to the Early Years Learning Framework for Australia:

<https://docs.education.gov.au/documents/educators-guide-early-years-learning-framework-australia>

ACECQA:

<https://wehearyou.acecqa.gov.au/2014/07/10/what-does-it-mean-to-be-culturally-competent>

AITSL:

www.aitsl.edu.au/lead-develop/develop-others/coach-others/professional-conversations

Attendee questions and answers

How do we make cultural connections age appropriate?

Maybe start with looking at the world through the child's eyes - what might the child see hear and interact with that expands their experience of culture.

Can we ever really be value -free?

No-one is value free - we all have values but they can be unconscious. And being value-free is not the goal. Positive values are what make us functional human beings.