



## About our Member Forums

*Our vision is for all children to actively participate in quality education and care services that recognise, value and celebrate diversity.*

In response to our members' needs FKA Children's services will be hosting a number of FREE member forums during Term 3.

Covering a range of topics and free for *fkaCS* members, these forums are guaranteed to be topical, evidence-based, relevant and practical.

Take advantage of this member benefit. Come along with your colleagues to learn something new, challenge yourself and leave with some practical tips to support your work with children and families.

**FORUM 1 | Thursday 27 July | 3pm to 5pm**

## Troubling place and reconciliation pedagogies in early childhood education

Research Project findings presented by Mat Jakobi, Catherine Hamm, and Mindy Blaise  
Victoria University

### About the presenters

As walkers, talkers, and place makers, **Mat, Catherine, and Mindy** come to the project in different ways.

**Mat Jakobi**, an Aboriginal teacher educator at Victoria University brings a commitment to embedding Aboriginal standpoints in early childhood teacher education, research and practice. Importantly, within these standpoints are the overarching concerns for sovereignty and self determination.

**Catherine Hamm** comes to this project as a white settler woman, but also with a connection to the Victorian Aboriginal community. As a lecturer at Victoria University, she is interested in the role of place in (re)centring Aboriginal knowledges as part of everyday practice in early childhood education.

**Mindy Blaise**, professor of early childhood education at Victoria University, is an Australian-American settler woman, and has lived in Melbourne for 12

years. However, place never feels quite 'right' to her. She comes to this project with a history of and commitment to troubling the developmental, racist, (hetero) sexist, and imperialist knowledge base that dominates early childhood education.

### Designed for

Early childhood teachers, educators and professionals working with children and families from culturally and linguistically diverse (CALD) backgrounds

### Eligibility/cost

FREE for fkaCS Members (30 places available)

### Location

FKA Children's Services  
42 Dight St  
Collingwood VIC 3066

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## Troubling place and reconciliation pedagogies in early childhood education

### Forum summary

Australia has many layers of colonial inscription that are not always visible and these layers create a mixture of knowledges that have been remapped over a much longer history of Aboriginal knowing. In more recent times early childhood education has sought to pedagogically reconcile Australian practices, but as we argue, educators are troubled in placing Aboriginal ways of doing and being within and against the multicultural, diversity, and developmental discourses that have dominated the field.

Making Aboriginal knowledges visible requires a shift in how we understand place in early childhood education. To trouble place as a pretty and safe back drop for children to play in, master, or learn about, we propose that different kinds of practices are required to recognize and think-with the local places in which children live, learn and grow.

In our work together, we sought potential new cosmologies that include engaging with the tensions that come when Aboriginal perspectives are foregrounded, rather than 'included' or 'bolted on' in everyday curriculum and pedagogy. Rather than seeking neat research outcomes, that could clearly identify a pathway to pedagogical reconciliation we acknowledged and worked with the multiple and sometimes conflicting standpoints of the research team, and paid attention to how Land generated these dialogues.

By experimenting with a walking, dialoguing, and placing methodology, we show how an Australian Aboriginal teacher educator and two settler white women are dialoguing in ways that scratch at the layers of inscription that are present in the Australian landscape. Three critical placing practices (engaging, scratching, and (re)centring) will be presented as a dialogic performance and as a strategy to make visible the processes of troubling place and reconciliation pedagogies in early childhood education.

## Event Details

### Forum format

3pm-3:15pm: Registration, tea/coffee

3:15pm-4:15pm: Forum presentation (1hr)

4:15pm-4:35pm: Audience question time/discussion

4:35pm-5pm: Wrap-up, tea/coffee, networking

### Location

FKA Children's Services, 42 Dight St, Collingwood VIC 3066

### Getting there/venue accessibility

#### Parking

Parking in Dight St is permit parking only, however all day metered parking is available in nearby Wellington St. Parking also available in surrounding streets near Collingwood College (Campbell St) outside of school pick-up/drop-off times.

#### Public Transport

Access fkaCS via the Smith St tram (#86), Collingwood and Victoria Park train stations and various bus routes along Johnston St and Hoddle St.

#### Access for people with wheelchairs/mobility aides

The fkaCS Multicultural Resource Centre and Training Room are located on the ground floor. They can be accessed through a standard door or roller door. A wheelchair accessible toilet located on the ground floor. Please feel free to call us to discuss your access needs.

### Contact us

FKA Children's Services

42 Dight St, Collingwood VIC 3066

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#### Not a member?

*Join now to take advantage of our membership benefits and support children's cultural and linguistic rights.*

*New membership year 1 July 2017 to 30 June 2018.*

*Find out more via [www.fka.org.au/membership](http://www.fka.org.au/membership)*