

8. How does your school or service actively engage Aboriginal families and communities?

9. What plans does your school or service have for its staff to increase their knowledge about working with Aboriginal children, families and communities?



Supporting the social and emotional wellbeing of Aboriginal children

Act on it: Self-reflection tool

A self-reflection exercise for professionals working in social and emotional wellbeing settings.

This tool is designed to help schools and services explore how they support the social and emotional wellbeing of Aboriginal children, and identify steps towards strengthening that support. This tool can be used at the beginning, middle and end of your use of the animations as a resource to reflect on progress and achievements. These reflections will help your service to develop an Action Chart.

Note: This guide has been adapted from the Australian Psychological Society's **Building the APS RAP** self-reflection exercise for members for use by professionals working in schools, early childhood education and care and health services. **Building the APS RAP** is available at www.psychology.org.au.

1. What does social and emotional wellbeing mean for you personally?



2. What does it mean for your school or service or the sector in which you work?

5. What relationships does your school or service have with Aboriginal families and communities in your local area? What could be done to strengthen these relationships?

3. The stories highlight some key messages important to the social and emotional wellbeing of Aboriginal children. Specifically, how does your school or service support these key messages?

6. How is respect for, and understanding of, Aboriginal culture and people developed and demonstrated at different levels of your school or service?

4. What things could your school or service do differently to support Aboriginal children's social and emotional wellbeing?

7. How does your school or service celebrate and acknowledge Aboriginal people and culture?

