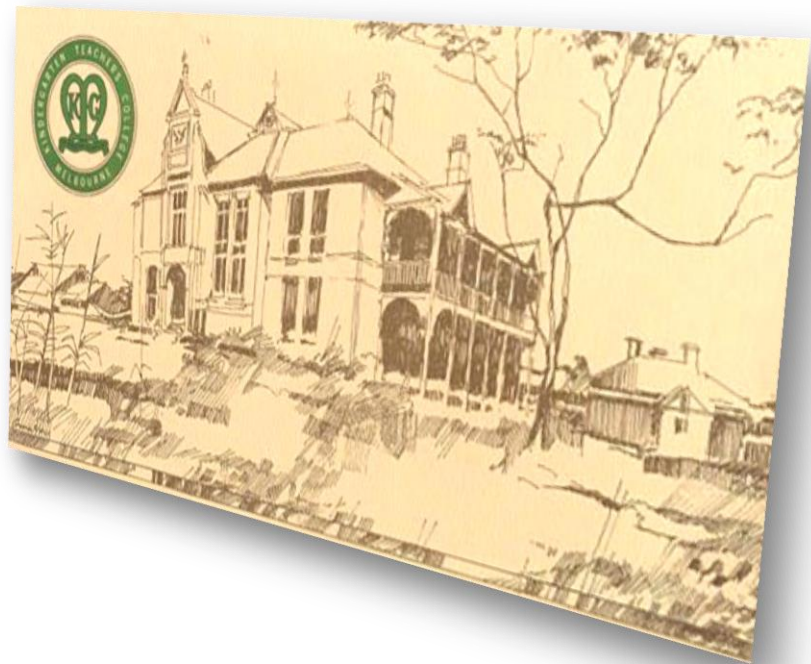




**AGECS**

**The Association of Graduates  
in Early Childhood Studies**

# AUDAX



## **AUDAX**

*(Latin) courageous, bold, daring*

### **AUDAX 103 - Spring 2021**

Journal of the Association of Graduates in Early Childhood Studies

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## Welcome!

I am excited to share our updates with you since our Autumn edition. The COVID 19 lockdowns across Victoria have taken their toll on the early

childhood sector in numerous ways. I would like to congratulate Victorian early childhood teachers and educators for their deep commitment and dedication to the children and families who depend on them despite the stresses and strain they have endured.

The AGECS has had another busy year focusing on AGECS policies and procedures to create a strong foundation enabling the expansion of free professional development (PD) services to the early childhood education and care sector (ECEC). The infrastructure within the organisation has enabled extensive feedback from the sector to guide the selection of PD options on offer by AGECS.



In particular I would like to highlight the launch of The AGECS first **Reconciliation Action Plan (RAP)**. The RAP is situated within the overall mission of The AGECS; to support all children including vulnerable children and their families.

The RAP is now available online and I encourage you to take a look and listen to the accompanying video (fast forward) to hear AJ Williams-Tchen provide vital information for the ECEC community. The RAP working group is undergoing the process of implementing the agreed actions.

It is very exciting to see the ideas developed by the various AGECS sub committees take form. These include the **100-year celebration committee, cultural change committee and membership**.

Yes, next year The AGECS will be 100 years old! We plan to celebrate our wonderful Victorian ECEC community. AGECS values and deeply appreciates your dedication to all children and their families especially as we close The AGECS century with two extremely difficult years. The celebrations will bring numerous opportunities and surprises to demonstrate the value we place on all educators and services.

The 100-year celebration will include The AGECS **rebranding**. The new look represents a modern AGECS acknowledging a long, productive and philanthropic history while ready to address current and future challenges and needs of the ECEC sector. The AGECS rebranding is designed to be relevant and appealing for decades to come. The rebranding is in

the final stages of planning. It will be unveiled in the coming months across AGECS media, resources and documentation.

The newly formed **Digital Resource** committee is developing innovative downloadable resources based on requests to AGECS from the Victorian ECEC community. It will include infographics, posters and short videos online. STEM or STEAM themes are examples of topics requested by our members. Look out for these resources in 2022.

In addition, we have just completed the first stage of a new '**working with us**' process for members. This includes volunteer opportunities for members to be instrumental in The AGECS Council mission. We have created an Expression of Interest process for prospective council members who have relevant expertise and knowledge to join Council. Council members are elected at the AGM, for a one-year term. Applicants will be reviewed for recommendation on skills, connections, relevant experience and cultural fit prior to nomination at the AGM. A further opportunity for members to be involved is to join an AGECS committee. Council look forward to inviting AGECS members who may like to build their skill set and extend their resume while contributing to quality early childhood education across Victoria. More information will be circulated prior to the end of 2021, on these and other exciting developments for expanding opportunities for members.

As my term of President draws to a close, I would like to express my gratitude to all members who have utilised The AGECS PD support, applied for Fellowship grants and provided us with invaluable feedback. I am also grateful to Council for an incredible two years despite the challenges due to the pandemic. A huge thankyou goes to Alex Heard, our Engagement Coordinator, for her innovative attitude, extensive skills and ability to re frame and extend our event ideas. I have to also say many thankyou's to Liz Potter, our Program Manager, who has worked above and beyond her role too. Liz has put into concrete action the myriad of ideas that have come across her desk with profound knowledge, practicality, skill and a smile.

I look forward to continuing on Council as a general member for many years to come.

**Alannah Dore**  
**President 2021**

## ***Our Members.....***

### **A Casual Teacher's Experience**

After working at a private school for 30 years in a full day Kindergarten program I retired about 12 years ago and started working as a CRT. I did a lot of relief work mainly in the private school sector in both 3 and 4 year old programs. When COVID-19 struck last year I made the decision not to work in Terms 2 and 3 as I was quite nervous about it all. My daughter is also a Kindergarten teacher at the school where I had taught. During those 2 terms when numbers of children at the centre were restricted, she was often doing Zoom sessions from home to cater for children who weren't permitted to attend. This was certainly an unfamiliar way of teaching and she had to be quite creative to come up with different sessions to keep her class interested in staying on Zoom. She would often include her own children in videos she created (a 5 year old boy and a 7 year old girl) to make it more personable.



In Term 4, when COVID-19 restrictions had eased I felt more comfortable and returned to work. I had really missed teaching, the children, and the connection with other staff at the Centre. However there was a different scenario to which I had to adjust to very quickly. No parents were permitted on Campus and children were dropped off and picked up as a drive through. There are 6 kindergartens at this Campus so that's around 150 children to organise. It was quite an exercise to manage but the staff and children were amazing. Earlier this year when we went in to another lockdown, this was introduced again and what surprised me was how the little 3 year olds settled in to this routine.

No longer could they hold on to Mummy or Daddy as they would leave the kindergarten, they just had to get out of the car quickly and be taken to their rooms by different staff members. I really felt for the families who were missing that connection with the kindergarten classroom and their child's teachers, with phone calls and emails becoming the main form of communication between Early Childhood Educators and parents.



This week when I relieved I had yet another experience when the Head Master informed us that as a precaution they had to close the kindergartens immediately as a child who had been there a couple of days before had tested positive and they weren't sure how long she'd been infectious. Staff went in to overdrive phoning parents and helping children to get organised to go home. It was done efficiently and throughout this exercise the children were constantly being reassured that everything was ok.

For me as a CRT I've had to adapt to certain changes and restrictions at the Centre where I work but it hasn't been a difficult task. Going to work has given me a purpose, a reason to get out of the house and do something I love doing. When I'm in the kindergarten, teaching, it feels like things are quite "normal" and I enjoy interacting with other staff. I truly admire the work and dedication of the Early Childhood Educators currently in the field and feel for all the families who have been impacted by COVID -19 and the Lockdowns.

**Sue,**

**Kindergarten Casual Relief Teacher**

**School setting**

## Congratulations to Bridie Raban!



Bridie was awarded an Honorary University Fellowship by Hong Kong Baptist University.

Unfortunately, Bridie was unable to attend the ceremony in Hong Kong but was able to be

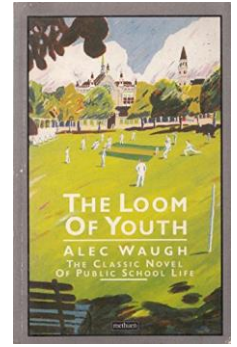
present via Zoom and shared this image from the day with us.

Bridie's association with Hong Kong Baptist University began in the mid-1990s when she was invited to chair the accreditation committee for a new degree program for the training of early childhood teachers, under the Early Childhood and Elementary Education Division of the School of Continuing Education. She was appointed Visiting Professor of Education in the Division from 2012 to 2014, which gave her a deeper understanding of the role of early childhood professionals in supporting Hong Kong families. During her time with the University, she shared her insights and experience in open seminars for students, field practitioners and parents. She also led a team of academics and teaching staff in a research project entitled "How observation leads to teaching", which changed the focus from assessment of learning to assessment for learning. Bridie was the first Professor of Early Childhood Studies appointed in Victoria in 1995 and only the second in Australia. The journey that led to Professor Raban becoming a world-respected authority on early childhood education and care, literacy development and intervention began back in the United Kingdom. Her own childhood had a big influence on how her future would be shaped and what she would later achieve.

Like many young British children at that time, Professor Raban was packed away to boarding school when she was just six years old. She was devastated

by the experience and recalled crying most of the time.

By the age of 15, she had dropped out of school, but that summer she read her first book from cover to cover – *The Loom of Youth* by Alec Raban Waugh. The book, which tells the story of his own parents sending him away to school and how that made him feel, had lifted her spirits and motivated her to move forward.



And so began a long and illustrious journey. Professor Raban returned to school and went on to study at the University of Hull in England, becoming a teacher upon graduation in 1965 and supporting children who had difficulties with their reading. Her experience reading that book had changed the direction of her life – and now she wanted the whole world to be able to read!

After teaching for 12 years, Professor Raban began to ask why some children experienced difficulties on starting school. This led to further research and the beginning of her academic life, first at the University of Bristol and then at the University of Reading, where she gained a PhD in Education in 1985. She later became Professor of Primary Education (Early Years) at the University of Warwick before a pivotal move to Australia, becoming Inaugural Professor of Early Childhood Studies as well as Associate Dean (Research) at the University of Melbourne.

Professional Raban is now retired and lives in Mildura where she enjoys the climate and the river. She continues in the role of Honorary Professorial Fellow of the Melbourne Graduate School of Education. Her passion to educate and inform still burns deep and she continues to write and run workshops through the Association of Graduates in Early Childhood Studies in the state of Victoria.

***Text courtesy of Bridie Raban***



## ***What's happening out in the Field?***

- **Children are actively engaging in environmental awareness and change**

*By Dr Jeanne Marie Iorio and Professor Nicola Yelland, University of Melbourne*

If you spend just five minutes thinking about young children,  
How do you see them?  
Where do you see them?  
Playing on the playground?  
Being rocked to sleep?  
Holding hands with an adult as they take their first steps?  
But how often do you see young children as capable people and contributing to their local and global communities?



The image of the child as deficit is reflected in early childhood programs and related funding implemented on a cost-benefit argument. This reduces children's status in communities and only recognises their importance when they become adults who contribute to the economy.

In taking this approach, we limit the potential of more inclusive and wide-ranging approaches to the education of young children that recognise the strengths that all children bring to their own learning and their communities. Children viewed from this perspective have important stories to share – stories that are responsive to their lives, experiences, and communities.

Further, as educators and researchers, it is our responsibility to create contexts where children are active and contributing to their communities. For example, in urban and regional Victoria, schools and early childhood centres are participating in educational environmental awareness and change.

### **The Out and About Project**

The [Out and About](https://www.goingoutandabout.net/) project includes activities like children walking with teachers every week or fortnight to local places. The teachers include Indigenous history and perspectives as they explore, with the aim of building deep relationships with the local environment. And, by taking part, these children became part of the local community and join the global issue of climate change.

The COVID-19 pandemic has given us the opportunity to rethink our vision for education and to reconsider what is regarded as 'normal' in these complex times. We have been challenged by the unexpected and we need to respond by redefining the structure, content and essence of schooling. We think that all children can flourish in an education system where they are viewed as citizens capable of contributing to the world and engaging with the complexities of life.



### ***Some questions to consider***

*-Did you know there is a lack of relationship between humans and the planet and this disconnection contributes to the current state of our environment?*

*-Did you know that if we shift our energy system away from fossil fuels that make greenhouse gases towards good energy, we could maybe stop climate change?*

*-Did you know that climate change impacts bees and if bees die, humans will only have 4 years to live?*

<https://www.goingoutandabout.net/>  
[#goingoutandabout2021](#)

## What is Children's Day?

National Aboriginal and Torres Strait Islander Children's Day (Children's Day) is our national day dedicated to celebrating our children. [Children's Day is celebrated across the country each year on 4 August.](#)



Children's Day is a time Aboriginal and Torres Strait Islander families and communities and all Australians; celebrate the strengths and culture of our children. It is an opportunity for us to show our support for Aboriginal and Torres Strait Islander children, as well as learn about the crucial impact that culture, family and community play in the life of every Aboriginal and Torres Strait Islander child.

### 'PROUD IN CULTURE, STRONG IN SPIRIT'

SNAICC – The National Voice for our Children. Aboriginal and Torres Strait Islander families and communities have provided love and care for their children, growing them up strong and safe in their cultural traditions, for thousands of generations. For our children, safety, wellbeing and development are closely linked to the strengths of their connections with family, community, culture, language, and Country. SNAICC CEO Catherine Liddle is a proud Arrernte/Luritja woman; "When I was a young girl growing up out bush, we used to lay out under the stars in our swags and see the story of the Seven Sisters," Ms Liddle said. "Growing up with these stories, immersed in my Country, my culture, was so important for me understanding who I am. "Our songlines have been passed down from generation to generation, and we want all Australians to learn our stories – and for our children to feel proud about the rich culture that has endured for millennia." Since 1988, 4 August was chosen to communally celebrate the birthdays of Aboriginal and Torres Strait Islander

people taken from their families at a young age – the Stolen Generations. Children's Day is a chance for all Australians to celebrate Aboriginal and Torres Strait Islander stories, language and the rich cultures of all First Nations Australians.



Aboriginal and Torres Strait Islander children are 2.5 times more likely to be developmentally vulnerable early in life than non-Indigenous children, and only half as likely to access early child care services.

See [The Family Matters Report 2019](#).

While we know rates for preschool enrolments (4-year-olds) are relatively high for Aboriginal and Torres Strait Islander children, attendance rates are low in each state and territory.

### Why is it important?

The majority of Aboriginal and Torres Strait Islander children are thriving and growing up strong in their cultures, with support from their families and communities. However, a significant number of our children continue to face ongoing challenges stemming from colonisation and its effects. This includes discrimination, poverty, systemic removal, intergenerational trauma, dislocation from land and culture, and community disempowerment.

To achieve equality, we must approach these challenges through a holistic approach, considering Aboriginal and Torres Strait Islander children's wellbeing, safety and development.

**\*Add AUGUST 4 to your calendar for 2022.**

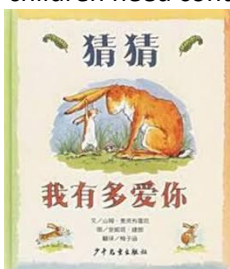
<https://www.snaicc.org.au/>

## Supporting bilingualism, multilingualism and language learning in the Early Years

### Partnerships with Families

#### A Scenario:-

Melissa is an English-monolingual educator working with bilingual children and families in an early childhood setting. She understands that each family's structure, lifestyle, interests, goals and community engagement influence its language practices and choices. Melissa knows that bilingual families are their children's primary source of language knowledge. In discussions with parents, Melissa explains that the proficiency developed by bilingual children in their two languages is the foundation for their academic and intellectual development. To build on the cognitive and linguistic benefits of bilingualism, children need continued development of both



languages. To support parents' capacity to engage in literacy activities with their children, Melissa offers access to the setting's bilingual library, and encourages parents to read, sing, rhyme and play with the child in their family language. Melissa

also encourages them to reach out to the local library to access a variety of bilingual resources, such as books, music, movies, playgroups and story times. These connections are particularly useful for new migrants and bilingual families whose languages are not widely spoken or who may have difficulty connecting with others who speak the same language. Melissa has developed a resource guide that provides parents with relevant information about raising children bilingually (useful websites, applications,) and has it translated into the languages of her community.

### Language and Learning Outcomes

#### A Scenario:

Chloe and her family moved from Guangzhou to Melbourne. She attends LDC all week. She speaks Mandarin, and only started learning English on arrival in Australia. Lately, Chloe's parents have noticed that being in the day care setting is influencing Chloe's mood and interactions. Chloe's parents share these concerns with Chloe's educators, pointing to the language barrier as the main cause for her distress. Daniela, the centre director, understands that Chloe is proficient in Mandarin, and therefore the centre's approach has been to support Chloe to learn English as an additional language.

However, after speaking with Chloe's parents, Daniela realises the centre needs to **change its approach** to

respond better to Chloe's needs by facilitating her communication in both English and Mandarin. Daniela collaborates with Trudy, the Kindergarten Teacher. Trudy has implemented a visual schedule and cues, and relies heavily on non-verbal communication. She also uses various one-on-one and small-group activities to engage Chloe in social, emotional and literacy learning. Chloe is keen to participate in the program.



However, despite these efforts Trudy often experiences the frustrating limitations of not sharing Chloe's first language and realises that many reactions are not being communicated. They realise they need to create opportunities where Chloe can express herself freely. Daniela invites Yitong, a bilingual educator who works at the centre. By collaborating closely, Trudy and Yitong gain a better understanding of Chloe's linguistic skills. They draw on the notion of linguistic interdependence to develop learning activities. These activities provide rich language opportunities for Chloe to affirm the value of her home language with Yitong and develop her English abilities (listening, speaking, literacy) with Trudy. The educators regularly reflect on and communicate about their interactions with Chloe so they can best support Chloe to establish connections between her languages and become aware of her emerging bilingualism.

Daniela creates a multilingual ecology at the centre. She ensures that all the visual communication, labels, signage and print materials reflect Chloe's bilingualism. Trudy and Yitong select bilingual books, music and resources to support biliteracy development and bilingual play and interactions. Trudy has also taken on the challenge of becoming an emergent bilingual educator, and is excited to learn simple characters, words, phrases and songs in Mandarin.

Daniela communicates the new approach and strategies to Chloe's parents. She invites them to collaborate as partners to support Chloe's emergent bilingualism.

Vcaa.vic.edu.au



## Avoiding Cultural Tokenism in Early Childhood Settings

by **Lorna**

## What Is Cultural Tokenism?

Cultural tokenism occurs when aspects of cultures are acknowledged inadequately or because we have to.

Some things to be aware of include:

- Placing cultural artefacts on display without knowing or providing children with information about the item's heritage or significance.

***For example, displaying an Aboriginal or Torres Strait Islander cultural artifact that doesn't represent the cultures of the Aboriginal or Torres Strait Islander people within your local area, or using this item to represent all Aboriginal and Torres Strait Islander cultures.***

- Setting specific days for specific cultures and celebrating a cultural event in a superficial fashion or using the event as the only form of exposure to that culture.



***For example, celebrating Chinese New Year for one day and not exploring other aspects of Chinese culture in day-to-day practices.***

- Using cultural attire or traditional foods as the only way of teaching about cultural diversity.

**Food** - While exploring different types of food is a useful starting point for teaching about diversity, respect for cultural differences should extend beyond an appreciation of different foods.

**Clothes** - It's also important to be cautious when using different forms of cultural dress, as wearing traditional attire as a 'costume' can be offensive to people who wear it as part of their cultural identity.



Having a sign on the door that says 'Welcome' in many languages, then have staff rolling their eyes when someone from another culture or race walks through the door.

## Celebrating Cultures Respectfully Within the Service



Educators can play an important role in facilitating a child-centred celebration and this can be done in several ways:

- Ensuring children have the agency to make choices about the celebrations they would like to participate in.
- Engaging families to give advice on customs.
- Encouraging and supporting family members to be involved in sharing their customs and celebrations with your service.



- Creating an awareness of the celebration amongst the rest of the group.
- Notifying the wider child care/kindergarten community about the celebration.

***For example, taking photos to display on the service notice board, or displaying children's artwork and drawings about the celebration***



- Providing young children and toddlers with materials



which reflect a significant event or celebration which they have recently participated in.

- Displaying posters/language/books/music of the different cultural groups participating in your setting and community.**

<https://aussiechildcarenetwork.com.au/articles/childcare-articles/avoiding-cultural-tokenism-in-early-childhood-settings>

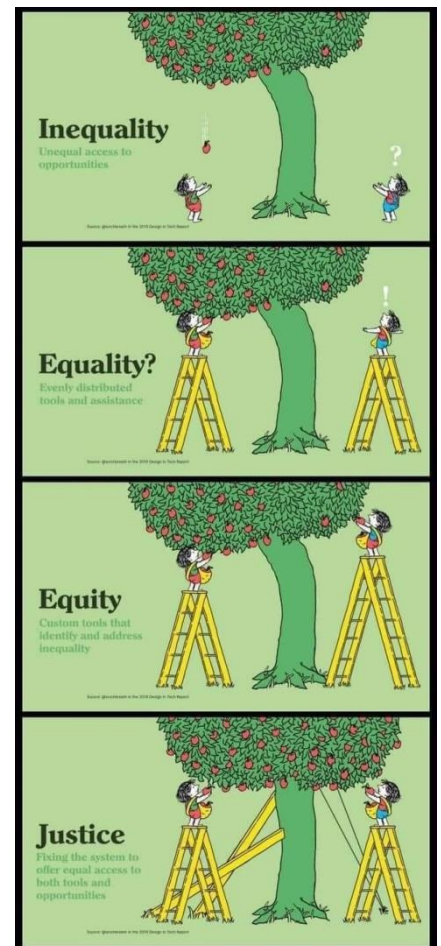


## Ideas for Your Noticeboard....



Never try to  
rationalize with a child  
that is emotional.  
They don't want  
advice, they want love.

SARAH BOYD



## IN OUR CLASSROOM WE PREFER CHILDREN TO:

Create...rather than duplicate

Speak...rather than listen passively

MAKE BOOKS...rather than fill workbooks

Solve their own problems...  
rather than the teacher's problems

Initiate...rather than imitate

Move...rather than wait

Ask questions...  
rather than answer the teacher's questions

Make art...rather than do crafts

Choose wisely...rather than being told

TRY AGAIN...rather than fail

© Bookpala Ink

www.bookpala.com.au

## ***Educator Team Discussion Ideas.....***

### ***How to replace 'BE CAREFUL' and encourage problem-solving instead***

Children often ignore when we say the same thing again and again. "Be careful" is one of those phrases.

At the same time, we don't want a child to avoid experimenting. We want them to welcome challenges.

So, what do you think of engaging their critical thinking skills instead?

#### **Strategy 1 – Add Specifics**

***"Are you testing those planks before you walk on them?"***

***"That would be a long way to fall. How can you do it safely?"***

***"Sometimes ladders tip over. What can you do to secure it? Do you need my help?"***

***"Can you try to walk like a careful kitty?"***



#### **Strategy 2 – Foster Awareness**



***"Do you see that rock?"***

***"Can you hear that sound?"***

***"Do you feel the heat from there?"***

***"Can you walk and carry the sticks?"***

#### **Strategy 3 – Problem Solving rather than Avoiding**

***"What's your plan if you climb that branch?"***

***"Where will you leave that rock?"***

***"What can you use to avoid it falling?"***

***"How will you get down?"***

***"How can you steer it?"***



## ***What's on Television...***

### ***New Gold Mountain SBS 4 part series***

**History**, they say, is written by the victors. This has usually translated to "white men", especially when it comes to Australian history

New Gold Mountain, a new homegrown series screening on SBS, brings some fresh voices to the fore to tell a dusty, blood-soaked yarn set in a familiar past. Taking place in the post-Eureka Stockade goldfields of Ballarat, the four episodes examine the murder of a white woman, whose body is found near a Chinese mining camp. The camp's head man Leung Wei Shing worries the white authorities will point the finger at the Chinese, while Indigenous worker Hattie is equally worried the local Indigenous mob will be blamed.

This morally complex and very classy take on a piece of Australian history makes an important contribution to the story of ourselves.



### ***Making It Australia – Ten Ideas for resources***



Having scoured every shed and cornered every crafter, Channel 10 are proud to introduce their 13 incredibly talented Makers, ready to showcase their artistic genius, unique skills and passion for their craft on 10's epic new crafting and DIY series, Making It Australia.

The top Makers will need to saw, sequin, and sculpt their way through a series of challenges for their shot at the \$100,000 grand prize and title of Master Maker.

With hosts Susie Youssef and Harley Breen ready to cheer on the Makers, plus guidance from expert judges, award-winning Production Designer Deborah Riley and renowned Paper Engineer Benja Harney, the sky really is the limit for this creative bunch.

### ***The Great Australian Bee Challenge – ABC iview***



In this two-part special, host Paul West challenges four families to successfully keep a honeybee hive, bringing these everyday Australians up close with the latest science about bee brains, communication and behaviour.







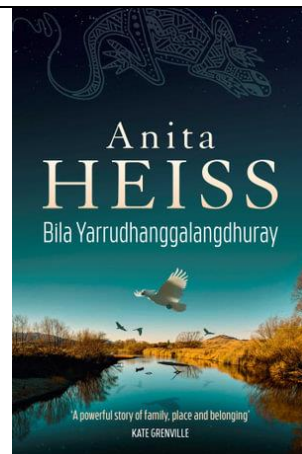
### MACQUARIE PEN ANTHOLOGY of ABORIGINAL LITERATURE

Edited by Anita Heiss and Peter Minter

A ground breaking collection of work from some of the great Australian Aboriginal writers, the *Macquarie PEN Anthology of Aboriginal Literature* offers a rich panorama of over 200 years of Aboriginal culture, history and life.

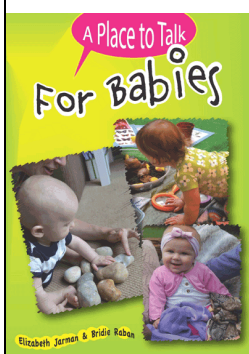
From Bennelong's 1796 letter to contemporary creative writers, Anita Heiss and Peter Minter have selected work that represents the range and depth of Aboriginal writing in English. The anthology includes journalism, petitions and political letters from both the nineteenth and twentieth centuries, as well as major works that reflect the blossoming of Aboriginal poetry, prose and drama from the mid-twentieth century onwards. Literature has been used as a powerful political tool by Aboriginal people in a political system which renders them largely voiceless. These works chronicle the ongoing suffering of dispossession, but also the resilience of Aboriginal people across the country, and the hope and joy in their lives.

Set on timeless Wiradyuri country, where the life-giving waters of the rivers can make or break dreams, and based on devastating true events, *Bila Yarrudhanggalangdhuray (River of Dreams)* is an epic story of love, loss and belonging.



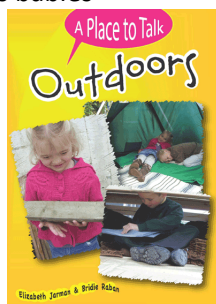
Dr Anita Heiss is the author of non-fiction, historical fiction, commercial women's fiction, poetry, social commentary and travel articles. She is a regular guest at writers' festivals and travels internationally performing her work and lecturing on aboriginal literature. She is a lifetime ambassador of the indigenous literacy foundation and a proud member of the Wiradjuri nation of central NSW. Anita is an Ambassador of the GO Foundation, Worowa Aboriginal College and the Sydney Swans. She was a finalist in the 2012 Human Rights Awards and the 2013 Australian of the Year Awards

### A Series of 6 Books –A Place to Talk for Babies, Toddlers, Preschoolers and Outdoors.



Getting the environment right inside and out **for babies** is key, especially as they make their first transitions from home into a new environment. The photographs, case studies and principles in this book will help you to make sure that your setting really supports transition, nurtures relationships, strengthens the connection with home and reflects babies'

preferred contexts for learning. **Outside** is such a preferred context for so many children. The ideas in this book will inspire you to review your outside spaces and make sure they are the kinds of places where young children will develop their language skills.



### When Things are Alive They Hum – (Adult Fiction)

When Things are Alive They Hum poses profound questions about the nature of love and existence, the ways grief changes us, and how we confront the hand fate has dealt us.

"I wrote this story as a love letter to my sister who has Down syndrome". Hannah Bent.



The novel raises complex moral issues such as when, if ever, one person has the right to make life and death decisions for another.

By Hannah Bent

## Further resources for your Early Childhood Centre....



### Motivation App

Get your colleagues motivated and inspired with daily random quotes. Motivating your team is likely to be high on the agenda. Keep positive thoughts front and centre so you're in your best frame of mind.

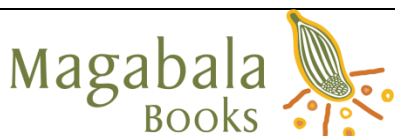
You can set encouraging pushes whenever you like for self esteem, stress management, relationships etc.  
Example: ***"When you feel like giving up, remember why you held on for so long in the first place."***



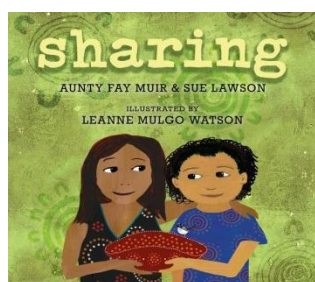
### ABC wildlife App.

This award-winning app allows children to explore the concept of spelling through

the wild world of animals. ABC Wildlife has over 80 touch activities with animal vocabulary, more than 100 interesting videos, making it an interactive picture book for children. To begin children simply click on the image to learn more about the animal. Younger children will need the text read aloud to them as there is no narration, however it is good reading practise for older children.



Based in Broome, Western Australia, Magabala publish Aboriginal and Torres Strait Islander authors, artists and illustrators from all over Australia. An independent, not-for-profit Indigenous Corporation. They play a significant advisory role within the publishing industry, modelling best practice for the publishing of Indigenous stories. Magabala also delivers a range of innovative social and cultural initiatives.  
Order online.



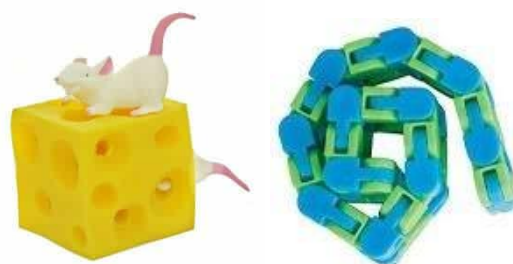
### Autism Parenting Magazine



Fidgets are especially useful in helping all children, especially those with autism spectrum disorder (ASD) with self-regulation. Hand fidgets can help manage anxiety, improve attention/ability to focus, or even help children calm down when dealing with a surge of emotions such as extreme anger or frustration. Children on the autism spectrum can benefit from fidgeting, especially when they are stimming or engaging in hand flapping.

Squeeze, stretch, and push **the little mice** through the holes and pull them back out again! This fidget toy helps with fine motor coordination, hand strengthening, and is a great stress reliever. Plus, it has such a nice texture and feel to it.

**Wacky tracks** bends in many directions to create endless shapes and makes a satisfying "clicking" noise as each link is moved



## What is happening around us...

### Children's Gallery Melbourne Museum

The Pauline Gandel Children's Gallery at Melbourne Museum is a place where children can explore, play and learn.

Future palaeontologists will excavate fossils in a dinosaur dig. Budding botanists will traverse the discovery garden, exploring plants and stories. For everyone who loves to dance, there is a 'camouflage disco' where children turn into spotty and stripy disco dancing animals.

This gallery is for families, carers, educators and children to learn together. The exhibitions combine hands-on exploration and discovery, open-ended play-based learning, extraordinary immersive environments and museum collection objects. **Suitable for babies to five-year-olds.**

<https://museums victoria.com.au/melbournemuseum/whats-on/childrens-gallery>



November - <https://2021arc.com.au/>

### November 23<sup>rd</sup> - Speech Library Talk

To celebrate Speech Pathology Australia's Book of the Year, join speech pathologist Aoife Rodgers as she takes you through the key speech and language developmental milestones for children aged 0-5. Aoife will walk you through the role speech pathologists play in developing children's speech, language and literacy.

Bookings required. This event will be online via Zoom. A link will be sent to you beforehand.

[yarralibraries@yarracity.vic.gov.au](mailto:yarralibraries@yarracity.vic.gov.au)



### 23<sup>rd</sup> November - Baby Bilby - Nature Play @ Cranbourne Gardens

Kids will create Australian landscapes, build burrows & make tracks using natural resources. They will play in the desert sands & explore the rhythm of animal movements through music & dance. Royal Botanic Gardens Cranbourne

1161 Ballarto Rd, Cranbourne Victoria 3977

### December 7<sup>th</sup> – Italian Story Time with Donna

Moreland City Council

[libraryevents@moreland.vic.gov.au](mailto:libraryevents@moreland.vic.gov.au)

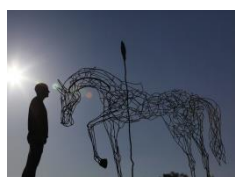


### The Gruffalo Trail 2– Until July 2022

Pick up The Gruffalo Trail 2 throughout all 14 acres of Rippon Lea Estate.

Journey through the winding paths and gardens into a deep dark wood, and spot your favourite characters using the new augmented reality app.

[Rippon Lea Estate, 192 Hotham Street, Elsternwick, Victoria, 3185](#)



Visit Hanging Rock Winery to experience **Art in the Vines – Sculpture Exhibition.**

Until March 2022

Wander a trail of discovery, glass-in-hand, through this extraordinary exhibition of contemporary outdoor sculpture. It features more than 20 artworks from Australia's most highly-acclaimed sculptors and is all set against the Macedon Ranges' most iconic

vista of their vineyard, Hanging Rock and Mount Macedon.



## Obituaries

**We take time to remember all passed Early Childhood Educators.**

**Judith Thompson-** Recently deceased.



A strong, amazing lady. It was my pleasure to work with Judith with Warrawong Day Care Kindergarten for many years. She was a gifted kindergarten teacher and very

much involved in

supporting the graduates. Photo is of Judith at Warrawong, at my farewell in 1992.

**June Waite OAM**

### **Margaret Gowans (Cove)**

Passed away 2nd January 2021 at age 91 years.

Margaret graduated from Kindergarten Teachers College in 1949.

Margaret was President of The Graduates Association in 1970 – 1975. She was a competent and diligent president over this time.

In 1976, Margaret organised the preparation and printing of the 'History of the Forest Hill Kindergarten', one of the two Kindergartens the Graduates (AGECS) owned. The other was Warrawong Kindergarten.

Margaret was also Editor of AUDAX during her time on Council of AGECS.

*(In 1960, the Forest Hill Kindergarten started offering emergency short-term residential care for up to 20 pre-school children aged two to six years whose families were unable to care for them at home. The kindergarten also offered day care under similar emergencies for a small number of children. In 1969–70 the kindergarten had an annual intake of 230 children).*

**This tribute was provided by Wendy Syme**



### **Esma Kelso**

Passed away January 30th 2020.

Esma grew up in Burnley and attended MacRobertson Girls High. After leaving school, she attended the Kindergarten Training College in Kew. Esma then commenced a long, successful and influential career in ECE.

Esma worked virtually fulltime while supporting her family in postings such as at Allambie and Preshill. In retirement, she remained active at the local St Dunstan's Kindergarten.

Esma's greatest contribution was through various leadership positions. She was appointed president of the FKA in 1978. This was a period of significant change in how Kindergartens operated, along with broader social changes in the rise of immigration. She was able to influence government policy and one example was the establishment of the Multicultural Resource Centre, for delivery of services to children from migrant backgrounds.

Another example was at the Forest Hill centre which provided emergency and holiday care for preschool children. Her tireless work there in the 1970's ensured that it received appropriate support and funding to continue its excellent work.

Esma also worked as a Teacher of English to Turkish migrants living in Government housing, providing support and friendship to Iranian asylum seekers and supporting Meals on Wheels.

Esma lived a rich and fully-lived life well into her 90's.

**This tribute was provided by Esma's son, Jonathon.**

## 2021 AUDAX

We are providing AUDAX as an electronic Journal to our members.  
For those members who have supplied an email address to us, AUDAX will be sent to that address in 2021.  
If you prefer to receive a hard copy instead, you will need to email us at [info@agecs.org.au](mailto:info@agecs.org.au)

### 2021 Council Members

Alannah Dore  
Maree Wiggins  
Avril McHugh  
Sue Emmett  
Sophie Patitsas  
Sandra McCarthy  
Sarah O'Donnell  
Dorothy Connop  
Gillian Shelley  
Nichola Marriott  
Wendy Grenfell

**Administration officer:**

**Liz Potter**

**Events Coordinator:**

**Alex Heard**

### AGECS Members – Where are you?

Moved house? Changed email address?  
Login to the website at [www.agecs.org.au](http://www.agecs.org.au) to update  
your details, or email us, or call 0492 956 829 and leave  
a message.

**Full membership once only fee: \$50.00**  
**No annual fee**

## Foundation of Graduates of Early Childhood Studies

The Association of Graduates in Early Childhood Studies  
is a membership-based, not-for-profit organisation providing professional  
development and networking opportunities for their members.

AGECS members work, or have worked, in the field of Early Childhood  
education and care and /or they have significantly contributed to the field  
in other ways.

The Association has a 99-year history of philanthropic work, which continues through its establishment  
of the Foundation of Graduates of Early Childhood Studies.



### History of the Association

The history of the Association goes back to 1922 when the principal of the  
Melbourne Kindergarten Training College, Kew, Miss Mary Gutteridge  
encouraged the students to form the Past Students Association (PSA). Its  
aim was *“to bring together graduates for the purpose of fellowship, to  
maintain links with, and to contribute to, the College and to explore ways of  
establishing a home where deprived children enrolled in the Free  
Kindergartens could spend a holiday and have their health restored.”*



Join AGECS via the website: [www.agecs.org.au](http://www.agecs.org.au)

Please send correspondence and articles for inclusion to:

PO Box 12163, A'Beckett Street, Melbourne VIC 3000 or email to [info@agecs.org.au](mailto:info@agecs.org.au)

Disclaimer: The opinions expressed in AUDAX do not necessarily reflect the policies of the Association of Graduates in Early Childhood Studies. Articles are  
published to provide a forum to share news and provide opportunities for discussion.