



AGECS

The Association of Graduates
in Early Childhood Studies

A

U

D

A

X

Audax

(Latin) courageous, bold, daring

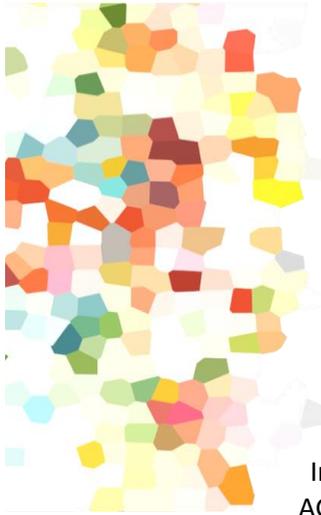
AUDAX 90 – Autumn 2015

Journal of the Association of Graduates in Early Childhood Studies
PO Box 12163, Franklin St, Melbourne VIC 8006

Council Members 2015

President: Maree Wiggins
Secretary: Kay Margetts (Assoc Professor)
Treasurer: Avril McHugh

Sue Atkinson-Lopez
Alannah Dore
Wendy Grenfell
Sandra McCarthy
Anne-Marie Morrissey (PhD)
Sophie Patitsas



PRESIDENT'S REPORT

AGECS has had a great start to 2015.

We have a number of initiatives that we will be implementing to further our commitment to support the Early Childhood profession.

Website:

In partnership with the Aboriginal communities AGECS is updating its website and this will

include an acknowledgement of country that has been written by Dr Sue Lopez-Atkinson, a Yorta Yorta woman and approved by Aunty Joy Wandin Murphy, Senior Wurundjeri Elder.

Our first forum for the year: February 24

“CLOSING THE GAP.

HOW CAN WE EMBED ABORIGINAL PERSPECTIVES IN THE EARLY YEARS?”

The Forum panel provided an opportunity to hear from respected Aboriginal and non-aboriginal persons who discussed issues of ‘Closing the Gap’ for Aboriginal children and families.

There has been a growing awareness from Early Childhood professionals that including Aboriginal culture is only but a small part of respectfully recognizing the Aboriginal communities. When an Early Childhood Centre and its participants acknowledge that the Aboriginal communities are the first people of this country, then we are showing respect. We learn about identity when we seek out local Aboriginal residents and they are invited and welcomed at all times to share their knowledge with the families and Early Childhood Educators at our centres.

Let’s be proud of Australia’s heritage, let’s recognize that the land we live on has a history of 60,000 - 100,000 years: there is aboriginality all round us.

NB: The Podcast of this forum is available on the AGECS website.

The AGECS Fellowship Programme:

The AGECS Fellowship Programme for Leadership and Change was launched at the AGM on Saturday 22 November last year. The Fellowship Programme is open to AGECS members. The first round closed on February 28th 2015 and from the applicants received we awarded 3 Fellowship grants. These recipients will be writing articles for AUDAX and also giving presentations to Early Childhood professionals in the form of workshops or seminars. The next Fellowship round will close on July 28th, please go to the AGECS website for further details.

AGECS is updating its website and has also has a Facebook page; we are endeavouring to make connections between Early Childhood Educators to inspire and challenge your commitment to providing quality education and care to all children and developing respect and being respected as professionals in promoting children's development.

Maree Wiggins
President

NEXT AGECS FORUM MONDAY 25 MAY 2015

Increase your understanding and responsibilities when dealing with Family Violence in your programs.

Are these questions you have asked yourself:

Is 'that' child in the group 'just quiet'? Why is this child in a constant state of anxiety when we approach him/her? Why does that mum just sign in and run out the door? Why does the mum always stand behind her husband and not add to the conversation?

Council Member Profiles:

Alannah Dore

Alannah Dore is currently working as an Inclusion Support Facilitator for the South East Outer Melbourne Inclusion Support Agency. Her background includes many years in the early childhood field teaching in various roles around Victoria. These include different kindergartens and child care services, running parenting groups and teaching child care training at TAFE which included a Koori Childcare program. Another TAFE course was teaching an accredited Parent Education Leadership Training to enable educators to facilitate parenting groups.

Alannah has taught professional and personal development to Nannies at the Council of Adult Education. She has also worked as a family counsellor and personal development coach in her own private practice, a consultant for bi-cultural support at FKA Children's services, a mobile multi-cultural resource library consultant and writer and an assessor and student support for Certificate III in Children's Services and Diploma in Children's Services. Alannah has a Diploma of Teaching, Bachelor of Education, Advanced Certificate in Family Therapy and is currently studying a Masters in Early Childhood.

Sandra McCarthy

Sandra holds a Diploma of Teaching in Early Childhood and a Graduate Diploma in Educational Studies - Music.

Sandra has worked in the Early Childhood field for 30 years in a variety of settings including sessional kindergarten, consultancy in child care, Certificate III and Diploma in Early Childhood Training and Assessment. She has managed and operated her own early learning setting for many years.

Sandra is currently an Educational Leader for a family day care scheme and is trying very hard to make a difference in that area of Early Childhood. Sandra is passionate about the delivery of quality practice and believes that keeping up to date with current research and practices is vital to providing quality in early childhood settings. Sandra is extremely interested in the wellbeing of children and educators; and theories around emotional intelligence and brain development.

Editor's Choice:

'The way we arrange the outdoor space can have both a positive and a negative effect on children's behaviour, and so design ideas that will encourage positive behaviours and safe play are vital to best practice.'

Pattie Morgan



Notes from The Field of Parenting in The Early Years.....

Exchange EveryDay.

- **Lego for Girls**

"Boys as well as girls should be able to play with the same Legos[®]," claims Lego[®]. However, The Optimist (Winter 2015) reported that most Lego[®] characters are still men, and when Lego[®] shows a profession, it's most often with a male figure. Women, on the other hand, are represented by princesses and mermaids.

A Dutch scientist, Ellen Kooijman, decided to do something about this. "I missed the female Lego[®] figures at work. It would make the Lego[®] community much more diverse," she contended. Kooijman responded to a call to design your own Lego[®] figures and submitted a palaeontologist, an astronomer, and a chemist. Her figures were so popular that Lego[®] decided to make this set a reality.

- **"What's the Risk of No Risk"** by Deb Curtis.

"Keeping children safe is paramount to the work we do every minute when we are with children. We must always stop or prevent situations that threaten children's well-being. But when we do intervene on behalf of children's safety, we can do it with the understanding that life has many challenges and risks, and children deserve experiences and tools to learn to negotiate on their own. The saying, 'With few risks there are few rewards' is very true. Learning involves risk. Relationships involve risk. Feeling competent and confident in the world requires meeting a challenge and working to overcome it. "When children are involved in a situation we think is too risky or dangerous, rather than just stopping them we can offer alternatives that keep them safe while preserving opportunities for them to develop to their fullest potential. This work requires that we pay attention to the children's perspectives, use our power thoughtfully, and act responsibly. We can ensure that children have a childhood where they feel exhilaration, while still being protected and supported by adults and their friends. We can support them in learning that determination pays off, and they can become competent decision makers, able to assess risks, contribute to the well-being of others, and reap the rewards of their efforts.

Maribyrnong Early Years conference 2010 presentation

by Pattie Morgan.

Reflecting on your play space – some questions to ask when planning

- *Where are the active spaces?*
- *Where are the quiet spaces?*
- *Where are the open spaces?*
- *How are these spaces defined to minimise intrusion?*
- *How many simple play units are there?*
- *How many complex or super play units are there?*
- *How is the space arranged to communicate behaviour and promote safety?*
- *Is the backdrop dynamic or static?*
- *Where are the defined smaller areas?*
- *What loose materials are available?*
- *What does the space offer in different weathers?*

Through the lenses of the NEYLF and the VEYLF, here are some thoughts for getting started. Maximise access to outdoor play spaces, don't let it evaporate like water in sunshine! Provide opportunities for direct contact with nature: sand, water, dirt, plants, animalsthe dirtier the better! ·Be resourceful and imaginative in the use of materials and spaces to promote play – “open ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature”

Create leafy green vegetative rooms or spaces, to foster an awareness and appreciation of the natural environment, and thus provide a platform for ongoing environmental education”.

Be a significant adult who fosters an appreciation of the natural world and shares a sense of wonder and curiosity, who is there to scaffold “children’s existing knowledge and skills to enhance their learning”, who is able to teach intentionally because the environment facilitates children’s intrinsic motivation, and who allows the TIME for significant play to develop.

Reflect the socio-cultural context and natural landscape.

Work collaboratively with children, management, families and staff to create a shared vision of the outdoor program. ·

www.ebonymanzi.com/

A Healthy and Active Australia



The **Get set 4 Life – habits for healthy kids Guide** was developed by the Commonwealth Scientific and Industrial Research Organisation (CSIRO) for the Australian Government. The Guide provides **practical information** on key areas of health and development such as: healthy eating, regular exercise, speech and language, oral health, skin and sun protection, hygiene and sleep patterns.

The Guide has been developed as an interactive guide that provides practical information to assist parents/carers to interact with their child in developing and reinforcing the importance of establishing healthy life habits.

The Guide is now available in 6 community languages – Arabic; Traditional Chinese; Greek; Italian; Spanish and Vietnamese on Enhanced Primary Care Program (EPC) website.

The Get set 4 Life – *habits for healthy kids* Guide is provided to parents/carers as part of the **Healthy Kids Check** for all four year old children who are permanently resident in Australia or who are covered by a Reciprocal Health Care Arrangement.

The aim of the Healthy Kids Check is to ensure every four year old child in Australia has a basic health check to see if they are healthy, fit and ready to learn when they start school. The Healthy Kids Check promotes early detection of lifestyle risk factors, delayed development and illness, and introduces guidance for healthy lifestyles and early intervention strategies

The Healthy Kids Check can be undertaken by a medical practitioner, including a GP but not including a specialist or consultant physician, or a practice nurse on behalf of a GP.

For further information on the Get set 4 Life Guide and the Healthy Kids Check go to www.health.gov.au/epc

Why is the Australian Government investing in KidsMatter Early Childhood?

The mental health and wellbeing of Australian children is an important and legitimate concern of the government. Research has shown that many mental health problems among adults have their origins in childhood. A child in good mental health is more likely to have good prospects in later life, performing better in education, employment and the development of relationships.

Australian research indicates that between four per cent and 14 per cent of children aged from 18 months to three years have mental health problems such as anxiety, social withdrawal and high levels of aggression. These figures are similar to those reported for pre schoolers and infants in international studies.

There is a solid body of evidence indicating that helping children build resilience leads to better mental health. In addition, if children with mental health difficulties are identified early and their condition managed, they will be less likely to have poor mental health outcomes as adults.

www.kidsmatter.edu.au

Well worth a look. 

Building Respectful Relationships with Children

• **What does it mean to be culturally competent?**

By Rhonda Livingstone

Over the past two or three decades we have endeavoured to challenge and address injustice, racism, exclusion and inequity through legislation, awareness raising, rights education and an anti-bias curriculum. Cultural competence reinforces and builds on this work.

So what does cultural competence mean and why is it so important for children to have their culture and cultural backgrounds acknowledged, respected and valued?



Underlying cultural competence are the principles of trust, respect for diversity, equity, fairness, and social justice. Culture is the fundamental building block of identity and the development of a strong cultural identity is essential to children's healthy sense of whom they are and where they belong.

Educators who respect diversity and are culturally competent:

- have an understanding of, and honour, the histories, cultures, languages, traditions and child rearing practices
- value children's different capacities and abilities
- respect differences in families' home lives
- recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing
- demonstrate an ongoing commitment to developing their own cultural competence in a two-way process with families and communities
- teach, role-model and encourage cultural competence in children, -- recognising that this is crucial to ensuring children have a sense of strong cultural identity and belonging.

Indigenous Resources and Information

- **A Guide on how to work better and form stronger links with Aboriginal families**

By Sharolyn Talbot and Teresa Butler-Bowdon

A unique new resource from Aboriginal Resource & Management Support Unit (ARMSU) in South Australia brings together the wisdom and experience of many people who have worked closely with and formed strong partnerships with Aboriginal families and communities.

The resource — Linking Together for Aboriginal Children — seeks to give non-Indigenous people insight and confidence to work better with Aboriginal families and to form stronger links with the Aboriginal community in their area.

A range of topics are presented under the two main focus areas of Partnerships with Families and Partnerships with Communities.



- building relationships with families
- child rearing and family life
- cultural identity of families
- learning about local Aboriginal groups
- including Aboriginal culture in your service, and

- respecting cultural protocols.

While this book has been written specifically for educators working with children and families in children’s services, much of the content will be relevant and useful to all people who work with Aboriginal children and families in a range of community or health services.

The connections with the National Quality Framework for early childhood education and care services are demonstrated throughout the resource.

We thank all of the Aboriginal educators in children’s services and acknowledge their connections to country, ancestors, language and traditions throughout South Australia and other States and Territories. The book is available through the online shop on the ARMSU website:

www.armsu.org.au

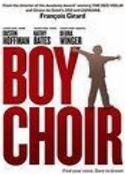
Entertainment for Educators.....

At the movies

Boychoir (2015)

Boychoir is a 2014 American drama film directed by François Girard and written by Ben Ripley. The film stars Dustin Hoffman, Kathy Bates, Debra

Winger, Josh Lucas, and the American Boychoir School. Stet is a troubled and angry 12-year-old from the wrong side of the tracks. His single mother dies, after which his father brings him to an elite music academy, which is a boarding school, because Stet can sing well, and because the father has a new wife and two daughters, and keeps it secret to them that he has a son from another woman.



Testament of Youth (2015)

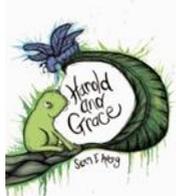
Testament of Youth is a 2014 British drama film based on the First World War memoir of the same name written by Vera Brittain. The film stars Alicia Vikander as Vera Brittain, an independent young woman who abandoned her Oxford studies to become a war nurse in a time when education was difficult for women.



Books

Harold and Grace by Sean E. Avery

Harold and Grace and a tadpole which exclusion. A story of offering support.



hatch at the same time. A caterpillar transform shape and endure friendship, accepting differences and



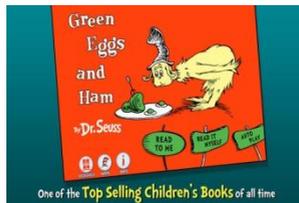
No Fear: Growing Up in a Risk Averse Society by Tim Gill

Over the past 30 years activities that previous generations of children enjoyed without a second thought have been relabelled as troubling or dangerous, and the adults who permit them branded as irresponsible. 'No Fear' argues that childhood is being undermined by the growth of risk aversion and its intrusion into every aspect of children's lives. This restricts children's play, limits their freedom of movement, corrodes their relationships with adults and constrains their exploration of physical, social and virtual worlds.

Phone Apps

Green eggs and Ham by Dr Seuss

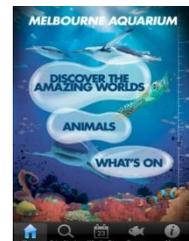
Join Sam-I-Am in app as he offers his ham here and there Explore pictures, and personalize the narration. Will Sam-try green eggs and



this interactive book friend green eggs and and everywhere! learn new vocabulary, story with your own I-Am get his friend to ham?

Melbourne Aquarium

Melbourne Aquarium's iPhone application allows you to access heaps of fun facts and cool images of our amazing underwater animals, taking you on a journey through the aquarium's four exciting worlds; Antarctica, Weird and Wonderful, River to Reef and Sharks Alive. Suitable for early years and primary children.



What's on around us.....

- **ELAA Gowrie Conference**

May 29-30 2015. *Together we grow investing in our future.*

Caulfield Racecourse.

www.togetherwegrow.com.au

- **Baby Bounce**

January to June 2015. 10.30 – 11.30am State Library Victoria.

Join in with sessions of reading to babies, songs and fun. FREE.

- **Children's workshop: a garden beneath the waves**

May 10th. St. Kilda Linden Art

Come and weave a piece of coral out of recycled ropes, plastics and fibres.

Help the seabed grow across the wall to encourage an awareness of the plastic pollutions that inflict the world under the sea.

www.lindenarts.org.au

- **National Aboriginal and islander children's day**

August 4th

Children's Day, and the week leading up to it, is a time to for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. The day is an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the crucial impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child.

- **The 2015 Beyond Tomorrow early childhood conference**

ECMS August 6th. Melbourne Convention Centre

www.ecms.org.au

Some useful Internet sites for recent news and research in the Field of Early Education.....

- **Response Ability Social and Emotional Wellbeing:
A Teacher's Guide**

The Guide is a resource for pre-service teachers undertaking university programs across early childhood, primary, middle and secondary years.

<http://www.himh.org.au/>

- **Learning from early childhood philosophy, theory and pedagogy:
Inspiring effective art education**

www.earlychildhoodaustralia.org.au

- **Global kids Oz is now a proud member of the Indigenous Art Code.
They are committed to ethical and transparent business dealings
with indigenous artists and abide by the standards set out in the
code.**

www.globalkidsoz.com.au

- **Benefits for Children of time spent in Nature**

<http://www.hphpcentral.com>

- **Getting our kids outdoors – 51 things to do before you are 12**

www.playaustralia.org.au

- **Malmsbury Botanic Gardens**

The lake has a resident flock of ducks and geese, which many people come to feed. The Gardens date back to the early 1860s when a number of other small Botanic Gardens were formed around

Victoria. <http://home.vicnet.net.au/>



• SUSTAINABILITY

5 Kid-Friendly Yoga Poses To Help Your Child Avoid A Meltdown

Maybe it's a refusal to put on a hat, maybe it's wanting to get out of the car, or not get out of the car — whatever the trigger (and it can be anything, can't it?) we all know the moment when our child is careening toward a full-on meltdown.

And at that point, the difficulty in processing whatever has happened has moved from a mental reaction to a physical one. The overwhelming feelings that the child is experiencing are now manifesting as physical sensations and stress. Therefore, addressing these physical reactions in the body with some yoga is a great place to start!

Here are five kid-friendly yoga poses to help support in those seemingly impossible moments:

- **Bees Breath**

First and foremost, to take a deep breath can be a great way to moment of pause to tension. Breathing can be even more especially when it is "Bee's Breath" is a to facilitate this.



ask your child to help create a help release with your child effective, also fun. wonderful way

Sit on your knees — inhale and get very long through your spine with your arms back. Exhale and lower your forehead toward the ground as you buzz like a bee all the way down.



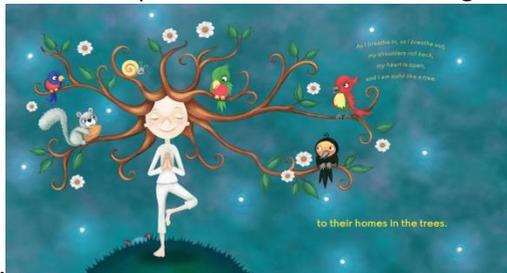
- **Cloud Pose**

As I breathe in, I bend my knees and scoop the clouds around me.

As I breathe out, I stand tall and release the clouds above me.

- **Tree Pose**

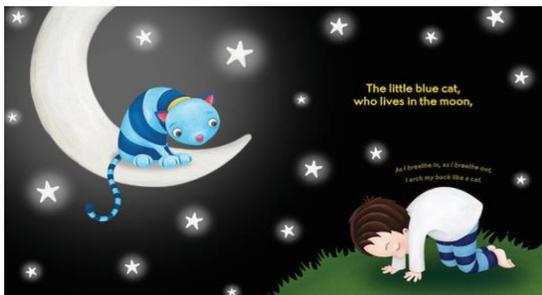
The stillness and concentration required in the Tree Pose brings rest



to a frustrated mind.

- **Cat Pose**

As I breathe in and breathe out, I arch my back like a cat.

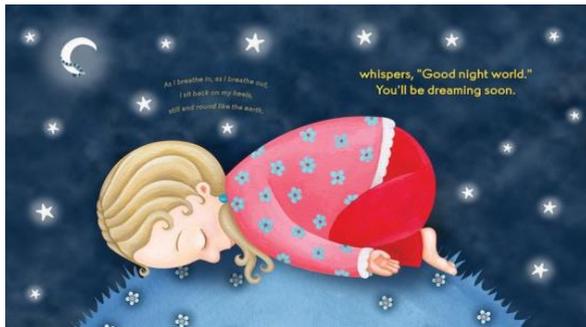


- **Child Pose**

It can be so helpful in stressful moments to give your child ways to self-soothe. In a yoga class, the pose used to “take a rest” is Child’s Pose. This restorative pose allows for a child to curl up and is a great stretch also for the lower back, hips and thighs. It also has a wonderful calming effect on the central nervous system.

This moment of coming into a comforting position can help a child get a much needed moment to self-soothe and re-group.

Begin on your hands and knees. Press back to sit on your heels and bring your chest to rest on top of your thighs. Your arms can be stretched out in front of you or tucked in by your sides. Breathe deeply and rest.



Adapted from Good Night Yoga: A Pose-by-Pose Bedtime Story, by Mariam Gates. Illustrated by Sarah Jane Hinder.

THE AGE NEWSPAPER

- **Childcare kids more likely to develop social, emotional and behavioural problems** by Jorge Branko

An Australian-first study finds students of childcare centres are potentially better prepared for school but more likely to develop social, emotional and behavioural problems. The Queensland University of Technology research found kids in centre-based care academically outperformed those in home care at four to five years old. But by six to seven they were potentially more likely to suffer increased emotional and behavioural problems and poor health. QUT Faculty of Education researcher Dr Chrystal Whiteford, who completed the study for her PhD, said they could also have worse language and literacy skills.

These results applied to children that had been enrolled in childcare centres early on in life.

Kids, who had been in "high-dose" child care, more than 20 hours a week, had the potential for increased behavioural problems and poor health. But Dr Whiteford said it was too early to make any judgements about the value of childcare centres.

"It's essential that we don't just take these findings and suggest centre-based care to be a problem," she said.

"Child and family characteristics play a large role in a child's developmental outcomes, above that of their early child care experiences.

"Rather than being alarmist, we need to be taking a closer look at all the risk and protective factors and looking for interventions that can lead to improved outcomes for all children."

Dr Whiteford said the most important thing to take away from the study was the importance of research into early childhood care and that the early childhood experiences of children mattered.

"Previously focus has been on preschool and kindergarten and the relationships between those experiences and early outcomes so it's important for us to really start looking at the really early (effects), our three-year-olds and under," she said.

Dr Whiteford's research, which she said was the first to use such a large data set to investigate early childhood care, also found Australian centres overall provided a "high" level of care.

AWARDS

Premier's Sustainability Awards 2015

The Premier's Sustainability Awards acknowledge and celebrate outstanding achievements in the sustainable use of Victoria's resources through innovation and sustainable practices.

Opening date: April 27th.

Closing date: July 13th



Victorian Education Excellence Awards

Celebrating Victoria's Learning Community by recognising the outstanding achievements and practice of education professionals.

Nominations and applications for the 2015 Victorian Education Excellence Awards will open in Term 2, 2015.

<http://www.education.vic.gov.au/about/awards/>



GENERAL ARTICLES OF INTEREST

- **Anxiety in children and young people**

Everyone can experience feelings of stress and anxiousness at times. They may arise when a person is experiencing high levels of stress due to life events such as starting school, changing jobs or making major decisions. Small amounts of nerves or anxiousness can actually improve performance and functioning, such as before you give a speech, prior to a job interview, or performing in a play. These feelings of stress and uneasiness are part of the body's normal physical, mental or behavioural response to situations of uncertainty, or to a perceived threat or danger. Our brain registers a perceived threat and sends signals to the body via the nervous system and hormones to get ready for 'fight or flight.' This causes an increase in breathing and heart rate and a change in blood flow throughout the body, to prepare it for movement. It can also be accompanied by unpleasant feelings such as dizziness, nausea and perspiration. For some children and young people, feelings of prolonged stress, worry and anxiousness do not go away once the immediate threat or perceived threat passes. For others, anxiety often occurs out of the blue, without a particular reason or cause.

Why is it important?

Anxiety and anxiety disorders are a serious condition that cause a person distress and can impair their relationships, schooling and everyday functioning. Anxiety and anxiety disorders often have their onset during childhood and adolescence, and along with depression are the most common mental illnesses experienced by young people. Approximately 15% of young Australians aged 4 -17 years display behaviours associated with anxiety disorders. Anxiety can have a significant impact on children and young people - whether they experience temporary changes to wellbeing, or more severe and long-lasting symptoms associated with a mental illness. Impacts can be seen on a child or young person's behaviour such as withdrawal or aggression, poorer problem-solving skills, attention seeking behaviour and low self-esteem. It can also be reflected in their academic performance, including poorer performance at school due to an inability to participate in class discussions, group-work and school performances. Anxiety and anxiety disorders can also have physical consequences for children and young people such as tiredness, irritability, diarrhoea or stomach aches. Symptoms of anxiety may present differently in children and young people than in adults.

Symptoms can be expressed either physically or mentally. Common symptoms in children and young people may include:

- Dizziness, nausea, perspiration and a racing heart;
 - Restlessness and irritability;
- Crying or easy or frequent loss of temper;
- Freezing, clinging or shrinking in children;
 - Avoidance and procrastination;
- Disruption to sleep and eating patterns;
 - Decline in academic performance;
 - Truancy and refusal to attend school;
- Withdrawal from social activities or a failure to speak in social situations;
- Obsessive thinking, perfectionist behaviour and compulsive behaviour.

<http://www.responseability.org/>

www.brainwave.org.au



Early Childhood Teacher Registration

All Victorian early childhood teachers will be required to be registered with the Victorian Institute of Teaching as of 30 September 2015. Teachers who do not register will need to have a valid legal exemption. The new requirement was introduced to recognise early childhood teachers as professional educators, and provide parents and carers assurance that their children are receiving top quality care from professionals who meet consistent standards of practice. Visit the Victorian Institute of Teaching's website for further details and to register for regular updates.

For more information, see:

[Early Childhood Teacher Registration Factsheet \(docx - 376.93kb\)](#)
[Early childhood teacher/provider – Victorian Institute of Teaching](#)

OBITUARIES



Pattie Morgan 8/04/15

Pattie's history and expertise in early education for children is a long one: starting as an Infant Teacher in NSW, and then retraining as a kindergarten teacher at the Institute of Early Childhood Development (IECD). Her work included sessional preschool teaching, piloting the mobile preschool program in socially isolated communities, working as a preschool field officer after completing her Graduate Diploma in Special Education (Early Childhood), then back to grass-roots to work in sessional preschool programs and mentoring both EC and pre-service teachers. Pattie was instrumental in setting up a program for children having a second year of preschool as a transitional group.

Her 'extra-curricula' activities included assisting in developing good professional practice, culminating in a Knox-wide Philosophy of Education, presenting workshops for teachers and long day care educators on outdoor programming including outdoor play spaces that enhance the social and emotional development of children with additional needs. More recently, Pattie worked as a consultant in outdoor programming and play space design, delivered training with Play Australia, and was a member of the Play Australia Board.

Pattie supported Educators and Committees in designing playgrounds that would enhance children's exploration of natural play spaces, be involved in their own learning and provide opportunities for everyone to spend more time in outdoor spaces.

Rest in Peace

2015 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 2015.

If you prefer to receive a hard copy instead, you will need to email us at admin@agecs.org.au

For all other members, you will still receive your hard copy through the postal service.

AGECS Members – Where are you?
Moved house? Changed email address?

Login to the website at www.agecs.org.au to update your details, email us, or phone 03 8344 0990 and leave a message.

ONCE ONLY MEMBERSHIP FEE
(INCLUDING AUDAX subscription)

Full membership once only fee: \$50.00

No annual fee

Join via the AGECS website at www.agecs.org.au

Please send correspondence and articles for inclusion to:

PO Box 12163, Franklin Street, Melbourne VIC 8006 or email to

admin@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.



The Association of Graduates
in Early Childhood Studies

Spread the word...

Join our community of early childhood professionals with a breadth of knowledge that will provide inspiration and encouragement throughout your career

Visit the website
for online member
resources



Enjoy
instructive, entertaining,
networking events



*Find out more about the
charitable grants distributed
annually through the
Foundation of Graduates in
Early Childhood Studies*

www.agecs.org.au

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