



**AGECS**

The Association of Graduates  
in Early Childhood Studies

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X**

**Audax**

*(Latin) courageous, bold, daring*

**AUDAX 91 – Spring 2015**

Journal of the Association of Graduates in Early Childhood Studies

PO Box 12163, Franklin St, Melbourne VIC 3000

## **Council Members 2015**

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

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



## PRESIDENT'S REPORT

AGECS provides a well governed, well managed and sustainable key association to Early Childhood professionals with updated information and resources. Our new website will provide not only academic reports and studies but also 'in the field' articles that highlight quality programs that enhance children's learning. Early Childhood

Educators are actively seeking information and resources that will promote further positive interactions with children and their families. Reflection plays a significant role in an ECE's ability to provide a quality program, and the Facebook page that AGECS has set up will further challenge and inspire ECEs ideas and practice.

AGECS advocates for Early Childhood Educators by providing leadership, excellence and respect for our profession. We have established the AGECS Fellowship Programme for Leadership and Change and awarded three Fellowship grants. The Fellowship recipients will be presenting their studies to their peers through our journal, presentations and workshops. This is a requirement of the Fellowship grants; sharing new and innovative strategies and programs to further enthuse their peers in their Early Childhood settings and to harness respect within the field and externally.

AGECS is now exploring working in partnership with other stakeholders to promote professional standards to ensure excellence and innovation in the development of Early Childhood Education and Care. There are ECEs who are not able to access opportunities to attend conferences and workshops because of financial hardship or distance. AGECS will provide professional development/forums in regional settings as another means of reaching out to ECEs; to support their further understanding and knowledge of child development and learning so that all children have access to high standards of care and education in Early Childhood settings.

*AGECS inspiring, respecting and challenging Early Childhood professionals.*

**Maree Wiggins**

## **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 second opportunity closed on July 28<sup>th</sup> 2015

The current applicants from February are either on their study tour or have just completed it.

We are looking forward to meeting them at our AGM in November and seeing a snapshot of what they have achieved and will share with the Early Years Education Profession. Very exciting!

The next Fellowship round will close on February 28<sup>th</sup> 2016, please go to the AGECS website for further details.

## **THE SECOND AGECS FORUM**

**MONDAY 25 MAY 2015**

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

This forum was so informative, relevant and confronting at times, that the room was eerily quiet as the panel members spoke. Discussion began and questions were fired, proving that the topic had been an important one to share with our members. Everyone took plenty away but I believe the most powerful message was that "Educators are in a strong position to make a difference to children affected by Family Violence. Listening, nurturing, observing, planning, extending, facilitating and celebrating the child's presence and participation will make a difference every day." Whether outside agencies get involved or not, Educators can feel they have achieved providing an environment of safety, trust and care.

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

## **AGECS PRESIDENT'S TOUR – Members Only Event**

### ***Early Years at the NGV and the Art of Play***

**Saturday 14 November 2015**

10.00am

**The National Gallery of Victoria: Education Theatre**

180 St Kilda Road, Melbourne

*Creating inspiring opportunities for children and families to explore and engage with art and artists is a strategic priority of the NGV and aligns with Early Years priorities and curriculum frameworks in the education sector. The President's Tour will commence with a discussion of the innovative public and education projects for young learners at the NGV. Following this, participants will join NGV Educators for the Art of Play, an introduction to the gallery environment involving games, adventure and playful exploration.*

[RSVP 9 November.](#)

**The President's Tour will be followed by the**

**AGECS 2015 ANNUAL GENERAL MEETING**

**Saturday 14 November 2015**

11.45am

**The National Gallery of Victoria: Outdoor Design Space**



Further information at:

## Council Member Profile

- **Sue Atkinson-Lopez**

Sue is a Yorta Yorta woman whose traditional homelands radiate out from the junction of the Murray and Goulburn rivers in Victoria. Sue has continuously worked or volunteered in the Early Childhood field for almost 40 years within the preschool, TAFE and higher education sector. She has been very fortunate to work on the lands of the Kulin nations in Melbourne with Aboriginal and Torres Strait Islander EC practitioners and students since 1985. In 2008, with wonderful support from her local Aboriginal community, Sue completed her PhD thesis '*Indigenous self-determination and early childhood education and care in Victoria*'. Sue retired from teaching on a regular basis due to ill health in 2012, but continues to contribute to academia as an Honorary Research Fellow at the University of Melbourne's Graduate School of Education, Youth Research Centre. Sue remains active at a grass roots level as a volunteer especially in the city of Moreland where she sits on several committees.

## Member Profiles

**Helen Walker-Cook** has been working in the children's profession since graduating from KTC in 1969.

After 4 years in sessional kindergartens, including starting a new kindergarten, she opted for a change & worked casually at Kindergarten Supplies while studying her sociology degree at LaTrobe University. She then taught at John Barnaby Uniting Church Kindergarten in Collingwood, where most families came from the high-rise flats nearby. After establishing an occasional care service in Collingwood for children of parents learning English classes, she then began teaching child care students at Prahran TAFE, where she remained for over 25 years, including teaching in the Aboriginal Childcare Course, Family Day Care courses and Out of School Hours courses. She currently teaches Certificate III in her local neighbourhood house (including running a community playgroup to enhance students' practical skills) and supervises students studying Bachelor of Early Years at NMIT (Melbourne Polytechnic)

## **Dorothy Plummer**

has retired from a career in education and is currently enjoying her hobby of creative writing. She brings to her writing the experiences of a mother, grandmother

and a great grandmother. Writing rhyming verse for young children is her favourite genre and she draws upon the world of early childhood for her source material and inspiration.

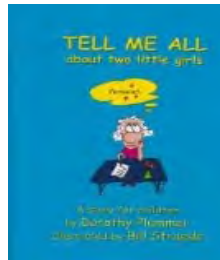
Below is a sample of Dorothy's writing from one of her 4 books titled:

***'Tell me all about two little girls'.*** (Referring to a friendship of 80 years)

'on the tumbledown pier  
She held little fear

As she jumped across spaces with glee  
She'd laugh and cry out  
With a skip and a shout  
Hey, everyone, just look at me!

***Illustrated by Bill Straede.***



***©Dorothy Plummer***



## Editor's Choice..... from the archives



**Current Affairs Bulletin August, 1951** (an excerpt)

### **The need for Kindergartens:**

Because the dependent infant must develop gradually into the independent adult, there comes a time when he is ready for some carefully graduated experiences with other people outside the home. To wait until the child is 5.5 or 6 and must go to school maybe an undue prolonging of the period of dependence and may plunge him too suddenly into a large group for which his previous experiences have not prepared him. The nursery kindergarten can act as an extension of the home by providing the simplest kind of experience in group living, thus serving as the first stepping stone from the home to the community at large. Many parents are aware that there exists somewhere today a helpful fund of knowledge about children if only they could gain access to it. Their confidence in the old ways has been shaken, they wish to try new methods but don't know where to begin. Their perplexity may lead to indecision and lack of sureness with resulting insecurity and difficult behaviour in the children.

The nursery kindergarten can put parents in the way of gaining the understanding and information they desire. It can increase their security and help them enjoy their children.

"Companionship with other children" is the answer given by parents to the question "Why do you send your child to kindergarten?" This is undoubtedly one of the chief benefits, as is also the teachers guidance who really understand children and who have plenty of time to answer questions, make explanations wait for a child while he does things for himself and generally aid learning. A fairly intimate relationship with other adults who are not the child's parents is an advantage at this stage too, and helps the growing up process.





## Notes from the Field in the Early Years.....

- **Raising a Transgender child** By Marlo Mack.

*"Definitely a boy."* The ultrasound tech pointed at the screen. *"See?"* I looked at the grainy image of the child inside my belly and smiled. Yes, definitely a boy.

I didn't really care about the sex of my first child. I was just thrilled that I was about to become a mother, and I set about preparing myself to be the mother of a son.

Except, it turns out, I wasn't the mother of a son. The ultrasound tech hadn't made a mistake – the boy "parts" were clear as day on the screen. The mistake we made was to assume that every child with a penis will turn out to be a boy.

"I'm a girl, Mama," my four-year-old said. My 'son' went on to tell me that something had gone wrong in my "tummy" that had made him come out as a boy instead of a girl. He wanted me to put him back in my belly, "to fix this mistake".

I spent the following year trying to convince my child that he was indeed a boy. I told him that he was perhaps a "different kind of boy" (he had always preferred dolls and princesses and pretty things to the things most boys seem to like), and that this was just fine with me and his dad, but that he was certainly still a boy.

My child didn't give in. He kept on insisting, week after week, month after month, that we'd all made a mistake. He felt like a girl, he said. He had a "girl heart", he said. He was a girl. And the more I pushed back, the more I tried to help him see himself as a boy, the sadder he became.

I did all the things parents do when their child is struggling; I took my child to the paediatrician and a psychologist. They said there was nothing wrong with my child, neither physically nor psychologically. "But he may be transgender," the psychologist said.

Transgender? This word terrified me. The only transgender people I'd seen were sex workers in R-rated movies or spectacles on trashy TV talk shows. How in the world could my child – my sweet, innocent child – be like them? That was four years ago, before the world had met Laverne Cox and Caitlyn Jenner. I've learned a lot since then. I learned that gender identity does indeed form in early childhood. I learned that I needed to listen to my child and take her seriously. I'm now the proud mother of a seven-year-old

transgender daughter. She's everything you hope your young child will be: self-confident, curious and in love with her life. As a boy, she was miserable; as a girl, she's radiant.

And yes, I worry. And yes, it's hard. The world is starting to wake up to the fact that transgender people exist, but many people still don't understand what it's all about. They confuse gender with sexuality ("Is this really an appropriate topic to discuss with such a young child?"). But my child's identity as a girl has nothing to do with sexual attraction; being transgender is about who you are, not about whom you will love.

Others tell me it must just be a phase. "My child wanted to be Spiderman when he was that age but, of course, I didn't take him seriously."

I worried and wondered about this, too. I hoped and prayed for months that it was just a phase. For some kids, it is. Some young kids are what psychologists call "gender-nonconforming". They are boys who love "girl stuff". They are girls who are "tom boys". But those kids feel fine about the gender assigned to them at birth. That's how they differ from mine and other transgender kids.

For children like mine, living life in the gender we've assigned them is literally intolerable. If we force them to do so, they get depressed and anxious. When they're teenagers, they have sky-high rates of drug use and suicide attempts. For parents like me, supporting our kids in their transgender status is literally a matter of life and death. Ultimately we choose to have a transgender child over the alternative of no child at all.

[www.essentialkids.com.au](http://www.essentialkids.com.au)



- **Exchange EveryDay.**

## **Humour in the Toddler Room Oct 2015**

*Life can be pulled by goals just as surely as it can be pushed by drives.*  
-Viktor Frankl

We all know that laughter is the best medicine, but a team of French scientists has discovered that using humour also appears to help toddlers learn new tasks, reports a new study in the journal *Cognition and Emotion*:

"Building on the knowledge that making older children laugh can enhance many aspects of cognition, Rana Esseily and her colleagues designed an experiment to see whether using humour could also have an effect on the ability of infants to learn.... When Esseily and her colleagues studied their data, they found that the children who laughed at the antics of the adults were able to repeat the action themselves more successfully than those who didn't laugh, as well as those who were included in the 'humorless' control group.

"Why laughter seems to be related to the toddlers' ability to learn isn't entirely clear, but Esseily and her team put forward two possible explanations. The first relates to temperament. In this case, it is not humour per se that may have facilitated learning, the authors suggest, but [that] temperamentally 'smiley' babies were more likely to engage with the environment and, therefore, to attempt and succeed at the task."

"The second explanation the authors put forward relates to brain chemistry. It is well known that positive emotions, like laughter or engaging well with an experimenter, can increase dopamine levels in the brain, which in turn has a positive effect on learning. Thus, the effect observed here might be a general effect due to positive emotion and not to humour or laughter per se."



## **A Healthy and Active Australia**

- **No Jab No Play work underway**

The Department of Education and Training (DET) and the Department of Health and Human Services (DHHS) are working closely with the Municipal Association of Victoria to finalise details and sector support materials for the proposed No Jab No Play legislation. The proposed legislation will require children to be fully immunised for their age before enrolment in an early childhood service can be finalised and is expected to come into effect on 1 January 2016. The legislation will apply to all early childhood education and care services providing long day care, kindergarten, occasional care and family day care. It will not apply to:

- outside school hours care
- casual occasional care services that offer care of less than 2 hours per day and less than 6 hours per week, this includes crèches at gyms and shopping centres
- playgroups
- enrolment in primary or secondary school.

A letter containing details of the proposal was sent by the Ministers for Health and Education to early childhood services likely to be impacted by the proposed legislation. Support materials in development for early childhood education and care services include a toolkit that contains a detailed explanation of acceptable documentation, assessing eligibility for the proposed 'grace period' for vulnerable and disadvantaged families and recommended responses to likely scenarios that services may encounter. Many enquiries have been received by service providers, DET and DHHS. A web page of common Questions and Answers was established on the DHHS website [www.health.vic.gov.au/immunisation/factsheets/no-jab-no-play.htm](http://www.health.vic.gov.au/immunisation/factsheets/no-jab-no-play.htm) and continues to be updated in line with incoming queries.

[www.education.vic.gov.au/documents/childhood](http://www.education.vic.gov.au/documents/childhood)

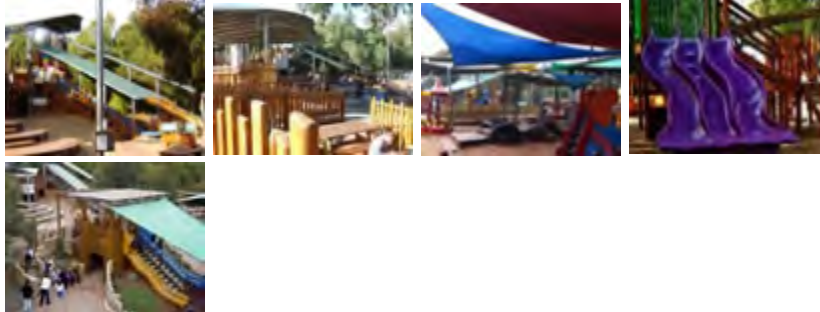


- **Places to Play!**

- 1. Victoria's biggest Adventure Playground**

Midland Highway, Shepparton, between Shepparton and Mooroopna.  
This playground has been continually developed over the last 10 years. A space of regional significance.

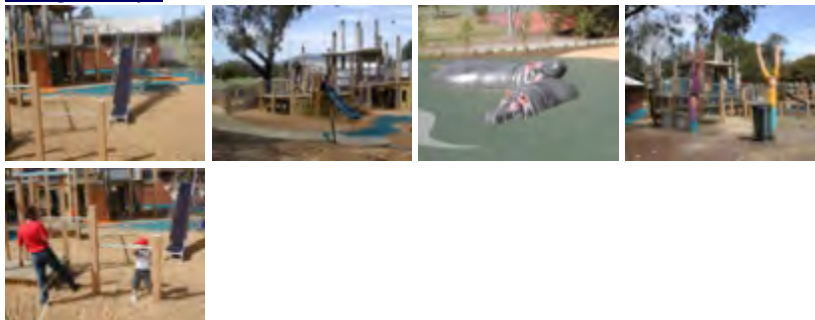
[Google Maps](#)




- 2. Bayswater Park**

Accessible Playground for All  
Bayswater Road, Bayswater (City of Knox)  
45 minutes from the city  
Designers: [Mary Jeavons Landscape Architects](#)  
and Ian Latchford, [Allplay](#)

[Google Maps](#)



Well worth a look. 

- **What does it mean to support children with additional needs?**

Every child is different and the support that helps one child may not work for another. Children are likely to benefit more when the support they receive is tailored to their individual needs. Families may be aware of individualised strategies that help support their child. When families share these with their school or ECEC service, educators can feel confident in how to respond and support children with specific needs. For example, a child who becomes overwhelmed by changes in routine may be prepared by their family by talking through what the changes will be and practising them with support from an educator or teacher with whom they have developed a strong relationship.

Educators can support children with additional needs by:

- Working with families to meet children's physical, developmental, social and emotional needs
- Building on children's strengths and capabilities
- Working with health professionals and families together to discuss and plan ways of best supporting children
- Talking to children about differences and how they can include children in their play
- Explaining the importance of caring and understanding in an early childhood setting
- Providing opportunities for all children to play and learn together and promoting cooperative, caring and helpful behaviours in all children at the service
- Celebrating all children's identities (eg culture, race, ethnicity, age, language, gender, ability).

[www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)



## • Building Respectful Relationships with Children

### CELEBRATIONS, HOLIDAYS AND SPECIAL OCCASIONS

By Anne Stonehouse



Rituals or traditions, experiences shared regularly, contribute to a sense of community and belonging, as do celebrations that are handled sensitively. These can be valuable for children, families and educators. Both the planning and preparation, and the events themselves, can be satisfying and pleasurable experiences. Holidays, while it is important to acknowledge holidays in a children's service, there are a number of issues to be aware of. Not everyone celebrates the same holidays. Christmas and Easter, for example, have their origins in Christianity and are not universally observed.



Some families may acknowledge the secular aspects of Christmas, and are happy for their child to participate in the celebrations in the service. It is crucial to know families' views, respect them and avoid either a child participating in something the family objects to, or creating a situation in which a child is singled out or left out. Discussing holidays and celebrations with families and allowing them to influence what happens is important. Among people who celebrate the same holidays there is usually variation in how they celebrate. Avoid stereotypes that assume conformity where it does not exist. Exploring different ways families celebrate holidays and their rituals can be a very interesting and meaningful way for children to learn about similarities and differences. They are likely to be fascinated by differences in how people live. There are other potential risks from celebrating holidays from various cultures. Too much emphasis on holidays and festivals in other cultures can be tokenistic. Treating aspects of cultures as curious and unusual, approaching some holidays as 'normal' and others as 'different', can decrease understanding and acceptance, which is the opposite to what we would want to happen. 'Special occasions are celebrated in ways that recognise, respect and strengthen children's appreciation of diversity and difference' (DEEWR, 2009, p. 72). Being sensitive to other issues such as

family composition is crucial. Acknowledging Mothers' Day and Fathers' Day needs to be done with care, with sensitivity to the composition of each child's families. Again, dealing with that in a way that doesn't single a child out as different is important. Many holidays and celebrations have a strong materialistic component – typically a focus on gifts. When discussing holidays such as Christmas or celebrations such as birthdays or name days, avoid emphasising gifts and talking about what children received or hope for. In fact, an appropriate emphasis is the opposite – that is, viewing a holiday as time to think about doing something kind for others, giving instead of receiving. Keep in mind that, particularly with major holidays such as Christmas, there may be a lot of focus on the celebration with preparations being made at school, at home and in the community. If this is the case, treating it in a low-key way in the children's service would be desirable. Celebrating special occasions In general, it is probably more valuable for the service; children, families and educators – to create their own celebrations rather than focusing a great deal of attention on holidays. A special occasion worth celebrating can include a new child in the service, an achievement such as learning to swim or being able to read a whole book without help, farewelling an educator or welcoming a new one, an educator getting married or graduating from university, the return of a child who has been away for an extended time, or a baby born into the family of one of the children. Events in the community can be the focus of celebrations. The changing of the seasons lends itself to celebrations, as can the build up to the AFL Grand Final. These kinds of celebrations can help children tune in to the world around them. Encourage children to suggest causes for celebration. Involve them in planning and preparing for them.

[www.gowrie.com.au](http://www.gowrie.com.au)



*Details of these two books about celebrations and festivals are available at:*

<http://www.teachingsolutions.com.au/multiculturalism-30>.

*When purchasing online enter AGECS in the Promotion Code box on the Checkout page to receive a 15% discount.*



## Indigenous Resources and Information

- **Early Years Policy Reform** by Emma Sydenham

For Aboriginal and Torres Strait Islander children, the benefits of early education and child care are undeniable. Children who have attended early learning programs are:

- more socially and developmentally ready for school
- more likely to have good attendance at school
- at less risk of harm and in need of child protection services
- more likely to achieve positive educational outcomes
- less likely to engage in criminal behaviour in the long-term.

Furthermore, integrating early education programs with health, social and emotional supports for children and families is known to deliver stronger outcomes across the board. In Aboriginal and Torres Strait Islander communities, early learning centres provide a touchpoint for the entire family to access services and engage with the community, while giving children the best start in life. The centres provide:

- critical early learning supports
- early identification of learning disabilities
- basic health services
- parenting support programs
- cultural programs that build pride and identity
- transition to school programs
- family support and capacity building
- information sharing and community events
- employment opportunities for locals.



These functions are not add-ons, but fundamental resources for families and children who wouldn't **otherwise access formal support services**.

We are concerned that under the Australian Government's new **Child Care Assistance Package**, thousands of Aboriginal and Torres Strait Islander children will miss out on the benefits of integrated early learning and child care services.

The proposed reforms will apply a 'one size fits all' approach to the sector, forcing Aboriginal and Torres Strait Islander services to operate under a mainstream, inflexible, user-pays model. While funding allocated to assist struggling families has increased and provides potential to greatly strengthen

early childhood outcomes, the package will nevertheless likely lead to the exclusion of Indigenous children who need it most. In remote and disadvantaged areas where there is not a strong market and high levels of unemployment—this model may see the closure of many centres. The highly regulated prescription of service operation in the National Quality Framework also does not reflect the realities in many communities and will see children fall between the cracks.

Aboriginal and Torres Strait Islander early years services, led by the Secretariat of National Aboriginal and Islander Child Care (SNAICC), propose a series of recommendations to redress the shortcomings of both the existing funding system and the proposed reforms.

[www.snaicc.org.au](http://www.snaicc.org.au)



## ***Entertainment for Educators.....***

**At the  
movies**



- **Simshar**

The film was Malta's entry in the Best Foreign Language Film category at this year's Academy Awards –And you can see why it felt moved to do so. It's a heartbreaking story that crystallises so many aspects of the refugee crisis without presuming to pass judgement on any of them. It's based on a tragedy that occurred in Malta and its waters in 2008.



## Blinky Bill the Movie

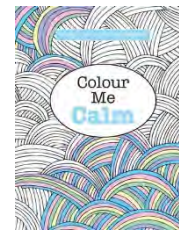
An adventurous young koala embarks on a journey across the wild and dangerous Australian outback in the hope of finding his missing father, but he soon discovers that there is more to being a hero than meets the eye. Based on Dorothy Wall's book.

### Books

#### Colour Me Calm

Switch off, unwind, and unleash your creativity as you lose yourself in the flow of colouring in these stunning patterns and designs.

By Elizabeth James



#### Winner of the 2015 CBCA for Picture Book: **My Two Blankets**

By: Irena Kobald, Freya Blackwood (Illustrator)

Cartwheel has arrived in a new country, and feels the loss of all she's ever



known. She creates a safe place for herself under an 'old' blanket made out of memories and thoughts of home. As time goes on, Cartwheel begins to weave a 'new' blanket, one of friendship and a renewed sense of belonging. It is different from the old blanket, but it is eventually just as warm and familiar.

## Phone Apps

### **Nighty Night - Bedtime Story**

"Nighty Night" is the perfect App for a daily go-to-sleep ritual with sweet music and elegant narration. Watching all the animals go to sleep is a lovely way to set the mood for bedtime.



Google apps for Android.



### **Simple Yoga.**

Your own personal yoga instructor at home. 60 plus poses.

By daily workout Apps. Amazon \$4.47

## TV

### **Changing Minds Series return (on the ABC)**

Observational documentary focussing on mental health problems in teens and early twenties.

## ***What's on around us .....***

- **Melbourne Zoo**



### **new frog exhibit open**

In this immersive space, you'll get to meet our precious, endangered Frogs including the tiny yellow and black Southern Corroboree Frog, the green Spotted Tree Frog and the Stuttering Frog which sports some impressive striped legs. (Free admission for children on weekends)

- **Making Monkeys 'cause we can**

Everyone is invited to be part of Space2b's 100 Stripey Monkeys project. A community effort to produce and distribute stripey monkeys to children in detention. The stripes symbolise inclusiveness, tolerance, acceptance and understanding.

[Janine@space2b.com.au](mailto:Janine@space2b.com.au)



- **Merry-Go-Market**

8 Nov 2015 - 20 Dec 2015, Queen Victoria Market Kids can enjoy a festival just for them at the market every Sunday in November and December with plenty of free activities, food and entertainment.

[www.thatsmelbourne.com](http://www.thatsmelbourne.com)

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

- **Connections: A resource for early childhood educators about children's wellbeing**  
[www.himh.org.au](http://www.himh.org.au)
- **The Transition to School**  
[www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)  
[www.kidsmatter.edu.au/families/starting-school](http://www.kidsmatter.edu.au/families/starting-school)
- **Why Art in Parks?**  
[www.hphcentral.com](http://www.hphcentral.com)
- **Active Play Key to Curbing Childhood Obesity**  
[www.playaustralia.org.au](http://www.playaustralia.org.au)
- **Rethinking Botanical Gardens as spaces for children**  
<http://preciouschildhood.blogspot.com.au>



*Well worth a look.*



## SUSTAINABILITY

- **"Crying Wolf" and "Be Careful" is too Risky!** By Niki Buchan

Baby birds in a nest will remain absolutely silent until the parent arrives with food which it will only do once the adult feels there is no danger. Some birds on the ground will noisily fly up to distract the intruders while their young instantly hide silently until the parent bird declares it safe to move on again. These young instantly react to the adults warnings; no arguments....their lives may depend on their obedience. This is part of their instinct for survival. Many of our young children do not appear to have the same instinct for survival. Adults are constantly warning children to be careful - most children do not react at all and may in fact see this as a challenge and increase the behaviour! A child running away from a parent towards a busy road may run faster as the parents shouts louder, thinking it is a game!

We use this phrase when we want:

children to be aware of others in the environment: " BE CAREFUL!" (not to bump the baby)

children to be aware of their actions "BE CAREFUL!" (not to spill when pouring milk)

children to undertake risky tasks "BE CAREFUL!" (of the cars when crossing the road),

children to be aware during play "BE CAREFUL!" ( of slipping when climbing the tree)"

and many other opportunities!

Do we use this phrase too often and children, who are constantly being told to be careful; become immune to the phrase... has it lost its meaning? What do they need to be careful of? A snake on the ground or a flying saucer about

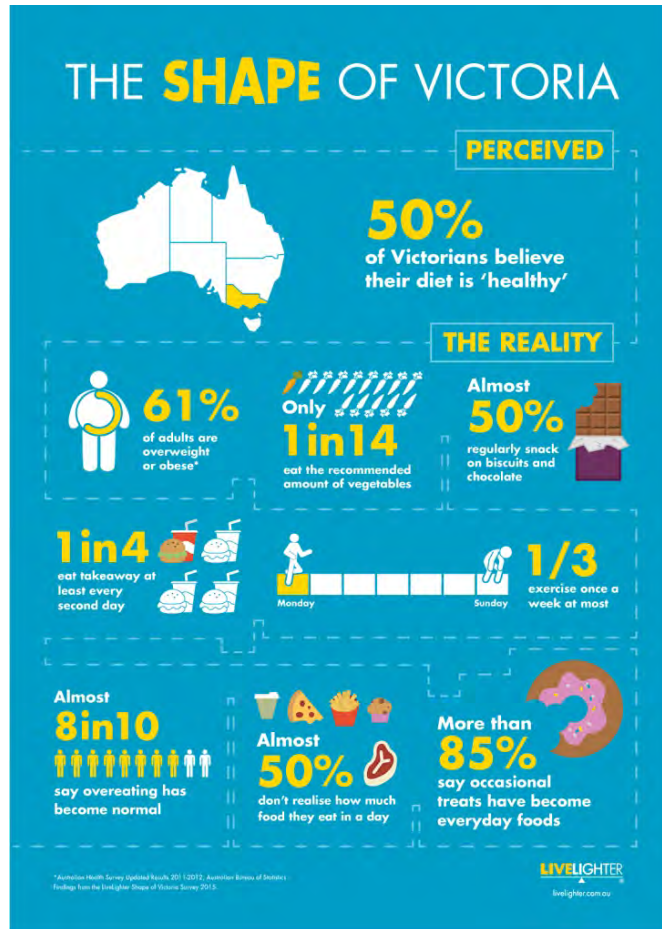


to land on their heads? Are we 'crying wolf' too often? In a risk averse society children are overly protected, not allowed to experience or evaluate possibly risky opportunities for themselves. Adults use terms such as 'be careful' which are meaningless as they are heard too often and children no longer react with caution. The risk is that children are not able to judge and therefore react to REAL danger in an appropriate way.

<http://preciouschildhood.blogspot.com.au/>

- **New research reveals our unhealthy habits**

Shape of Victoria Survey 2015



<http://www.healthytogether.vic.gov.au/>





## **PROFESSIONAL ARTICLES OF INTEREST**

- **AEU Bulletin sept 2015**

**Heads of Agreement secured - time to celebrate your win!**

It is with great delight we announce that a Heads of Agreement for a new VECTAA and LGECEEA has been secured between the parties (AEU, ELAA and the MAV), with associated funding to be delivered by the Victorian Government.

This Heads of Agreement addresses our key issues of salaries, career structure and workload, and will underpin the new agreements we ultimately reach. The parties signed this Heads of Agreement yesterday (September 23)

**What is contained in the Heads of Agreement?**

**Upfront salary parity for early childhood teachers with school teachers.** This will deliver an immediate pay increase of 8.5% for graduate teachers entering the profession, and an immediate pay increase of 13.25% for teachers at the top of the scale. Teachers throughout the classification scale will receive significant upfront increases to align them with their colleagues in schools. For the life of this four-year agreement, there will be an **annual 3% increase**, delivered as 1.5% each February and August.

This is a major win and achieves a key part of our campaign. It sends a clear message to our teachers that you are respected and valued, and deserving of salaries enjoyed by teachers in other sectors.

Written by Shayne Quinn

[www.aeuvic.asn.au/update](http://www.aeuvic.asn.au/update)

- **Commonwealth Government Announcements**

As announced by the Prime Minister Malcolm Turnbull on 20 September 2015, child care policies and programmes have been transferred to the Department of Education and Training.

Also announced were the new ministers:

Minister for Education and Training: Senator the Hon Simon Birmingham

Minister for Vocational Education and Skills: the Hon Luke Hartsuyker MP

- **Early Childhood Teacher Registration**

Why is registration important? Similar to other professions, ECT registration provides recognition of early childhood teachers as teaching professionals who are qualified, suitable to teach and maintain their currency of practice. Registration protects the public by ensuring that only qualified and suitable professionals are teaching Victorian children. This also protects the integrity of the profession because people not meeting these requirements cannot be registered. For these reasons registration is supported by all peak bodies in the early childhood sector including the Department of Education and Training, Early Learning Association Australia, Municipal Association of Victoria, Early Childhood Australia (Victorian Branch), Australian Education Union and the Victorian Independent Education Union. Always remember what your registration means and be proud to call yourself a registered teacher!

So if you're one of the 35% who still have to send in documents of your qualifications and proof of identity, please do that as soon as possible. Soon, you will not be able to teach without it.

[www.vit.vic.edu.au](http://www.vit.vic.edu.au)



## **OBITUARIES**



**Rest in Peace for those educators who have passed away in  
2015.**

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