



AGECS

The Association of Graduates
in Early Childhood Studies

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Audax

(Latin) courageous, bold, daring

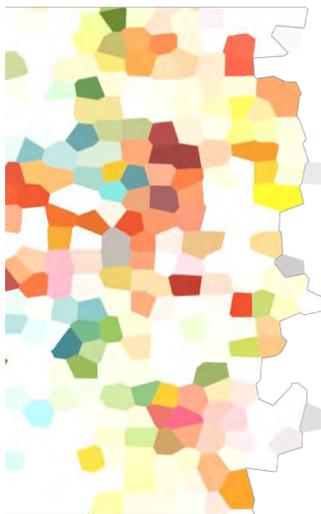
AUDAX 89 – Spring 2014

Journal of the Association of Graduates in Early Childhood Studies
PO Box 12163, Franklin St, Melbourne VIC 3000

Council Members 2014

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PRESIDENT'S REPORT

AGECS Council invests time, commitment and support to the Early Childhood profession. The members volunteer a considerable amount of time and energy to provide forums, AUDAX and other member services such as the website.

AGECS recognises that quality training for Early Childhood professionals will provide quality early childhood settings. These settings enhance learning and developmental achievements for all children, with the most significant impact being on the outcomes of the most disadvantaged and marginalised children in our community.

Vulnerable children and families is a continuing focus of DEECD; 'Vulnerable children action plan' The Department's plan to implement Victoria's Vulnerable Children Strategy 2013 – 2022.

The Victorian Government has adopted the following definition:
Children and young people are vulnerable if the capacity of parents and family to effectively care, protect and provide for their long term development and wellbeing is limited. (p.4)

Early Childhood services play an important role in supporting vulnerable children and families through the promotion of child development, wellbeing, early identification, and linking with early interventions services.

This report highlights how vulnerable children and families who access universal services will have a greater chance of being identified and being supported by other professionals. It is further acknowledged that

affordable access to high quality learning will provide the best possible chance to succeed at school and beyond.

Early Childhood services develop strong relationships with children and families and we can get the greatest return for children's further learning and growth by providing a welcoming non – judgmental environment which supports children's sense of belonging. A key outcome is that vulnerable children receive timely and optimal support to meet their developmental and wellbeing needs.

Our role as Early Childhood Educators is to increase our awareness and understanding of all obstacles that can inhibit children and families. This level of empathy can increase skills that invite discussion and assist us to engage in conversations for further recommendations that can improve outcomes for children and families.

Early Childhood professionals who are well resourced at responding effectively to vulnerability are recognized as being in the position to have effective relationships with children and families that will lead to early identification and intervention that will support the long term development of wellbeing and education of children at risk.

AGECS will continue to provide the resources and advocacy that will promote Early Childhood professionals to have high standards of relationships with children and families that impact on a positive future.

Maree Wiggins

NOTICE OF MEETING

The President and Members of the Council of the
Association of Graduates in Early Childhood Studies

Request the pleasure of your company at the

2014 ANNUAL GENERAL MEETING

Saturday **22 November** 2014 at 12.30pm

at

**The University of Melbourne Early Learning Centre and Boorai – The
Children’s Art Gallery**
40 Clarke Street, Abbotsford.

RSVP to assist with catering
17 November 2014

CALL FOR NOMINATIONS FOR COUNCIL
must be received no later than 12.30pm on 21 November 2014

**N.B. Nominations for Council must be originals and sent to
PO Box 12163, Franklin Street, Melbourne, VIC 8006**

If you are unable to attend the meeting, please remember to lodge
your vote by
returning a completed MEMBER VOTING FORM (proxy)

All forms are available online at: www.agecs.org.au

Letter to the Editor

from Alison Ingamells (nee Rush)

I graduated from the Kindergarten Teachers College in 1954, as did 43 other girls.

We are having a 60 year Reunion at the end of this year and hope to have up to 20 graduates of 1954 attend an afternoon tea arranged by 3 of these 'girls' still living in Melbourne.

We all valued our training and our years of Kindergarten teaching and will no doubt enjoy a good catch up and many reminiscences



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

- **15 Great Parenting Ideas by Michael Grose**
 1. Do more things with kids than for them
 2. If you want happy, resilient kids You Go First.
 3. Expect kids to behave well
 4. Catch kids being resilient and persistent
 5. Attend to your kids Mental health
 6. Make sure kids help at home without being paid
 7. Move kids down the road from 'ME' to "WE'
 8. Teach kids to do what's right, not what's easy
 9. Do things with your kids
 10. Parent from the same script, even if you're not together
 11. Avoid your first impulse when kids misbehave
 12. Create a culture where there is nothing so bad that 'we' can't talk
 13. Don't be a family that is always on the go
 14. Build self knowledge in kids
 15. Make the most of teachable moments

• **Are You a Kinesthetic Learner?** March 2014

Babies need social interactions with loving adults who talk with them, listen to their babblings, name objects for them, and give them opportunities to explore their worlds -Sandra Scarr

Constant Hine offers this guidance:

"People with strong body/kinaesthetic intelligence process information and express themselves through their bodies, muscles, movements, or senses. Their bodies are avenues to learning and understanding any content or subject. These people are sensitive and attentive to environmental comfort such as temperature, lighting, and body comfort; these elements greatly impact their ability to focus and learn.

"If this is one of your strong intelligences, then you teach from your strong intelligence using body/kinaesthetic strategies. For example, you are mindful when setting up the learning environment to consider body comfort, making sure there is adequate space for each person at tables, and frequently provide 'body breaks' by having people stretch, get up, and do standing group activities, such as discussions and recording on flip charts on the wall, rather than staying seated.

You provide 'toys' and manipulative equipment for participants to use independently during your sessions, with the purpose of providing something for them to do with their hands, helping them focus and stay engaged."

Exchange Everyday.

<http://www.ccie.com/eed/>

• **The Importance of Father Involvement**

Many dads have an idea of what a 'good father' is and of the experiences and relationships they would like to have with their children. Like any new role, fathers may want to be 'good dads' and have a strong and connected relationship with their child, but might feel unsure of how to begin this process.

Some ways that fathers might get involved with their children are through:

Engagement (direct contact with their children)

Accessibility (being available to their children)

Responsibility (looking out for their children's care and welfare).

By being involved in any of these ways, fathers become engaged in the lives and wellbeing of their children. Children benefit from quality interactions, where fathers engage and bond with them. Dads being involved really can make a difference to their child's mental health and wellbeing. For starters, fathers can give children a person to trust, to bond with and feel secure around.

Fathers also have the opportunity to parent their child in different ways from other family members (e.g., dads can provide special experiences through play, which helps develop children's physical abilities and helps them to manage new and exciting experiences).

Further, boys who are connected with their dads often have more self-control, while girls connected with their dads often have strong feelings of being confident and capable and have a positive sense of identity. Good father-child relationships in early childhood are also associated with good father-child relationships in adolescence.

When dads are affectionate and helpful to their child, children are more likely to get on well with their siblings. When children have fathers who are emotionally involved (e.g., acknowledging their children's feelings and helping them deal with difficult times), children have better social skills which means they are more able to have positive relationships with other children and are likely to behave less aggressively.

When dads are involved in their young children's care it means that they can help their children build strong relationships during childhood and later in life and the father-child bond is more likely to last into the child's adulthood.

www.kidsmatter.edu.au

• **Building Respectful Relationships With Children**

The Early Years Learning Framework (EYLF) identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. This factsheet will explore the role of the educator in developing positive, meaningful and nurturing relationships. Reflective questions are included to promote reflection and discussion.

Within an early childhood community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

We know that for children to feel safe and secure, they need to have a strong attachment and connection with a caring adult or adults. This requires educators to find ways to establish relationships with children and their families from the moment they first enter the setting.

For educators to develop relationships with children they need to have procedures in place that actively welcome and orientate new families and children to the setting. For example, they might need to ask:

- Do we have an orientation process for families and is there an opportunity for families to provide feedback about this process?
- How do we gain information about children before they commence in the program? How do we decide what information is important to know?
- How do we support children new to the setting to feel safe, confident and valued in the early childhood setting?
- How do we create an environment that reflects and respects the diverse backgrounds, abilities, strengths and needs of all children?
- How do we ensure all children and families 'belong'? What does 'belonging' look like in our setting?

Respect for children can also be seen in the way educators view children and how they include them in decision-making processes. Educators make many hundreds of decisions throughout the day. It is important to ensure decisions are made with the child's best interests in mind.

[Wehearyou.acecqa.gov.au](http://wehearyou.acecqa.gov.au)

• **Indigenous Resources and Information**

Message from the Minister

It is with great pleasure that I present to you a copy of the Department of Education and Early Childhood Development's Aboriginal Early Years Events Calendar and Cultural Learning Kit for 2014-15.

The Aboriginal Early Years Events Calendar and Cultural Learning Kit 2014-15 is an initiative that responds to the Victorian Early Years Learning and Development Framework (VEYLDF) outcome 1, 'Children have a strong sense of identity'.

The Aboriginal Early Years Events Calendar and Cultural Learning Kit is a practical tool that promotes Aboriginal cultural awareness in children and early childhood services.

Developing learning resources that are responsive to children and their culture is key to a child's learning and development. Promoting respect for diversity assists children to begin to appreciate the similarities and differences between cultural groups, while children's personal, family and cultural histories shape their learning and development.

Children develop a deeper sense of identity through participating in celebrations that are culturally rich and unique.

I encourage all early childhood services to actively participate, share in and celebrate dates and events of historical and cultural significance.

Hon Wendy Lovell MLC
Minister for Children & Early Childhood Development

. [Aboriginal Early Years Events Calendar.pdf](#)

<http://www.education.vic.gov.au/Documents/about/programs/aboriginal/Aboriginal%20Early%20Years%20Events%20Calendar.pdf>

Entertainment for Educators.....

At the Movies

Boyhood

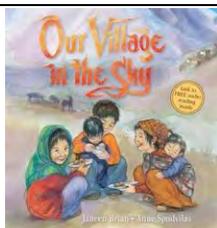
Filmed over 12 Linklater's growing up as Mason who



eyes. BOYHOOD charts the rocky terrain of childhood like no other film has before. Snapshots of adolescence from road trips and family dinners to birthdays and graduations and all the moments in between become transcendent, BOYHOOD is both a nostalgic time capsule of the recent past and an ode to growing up and parenting.

years with the same cast, Richard BOYHOOD is a groundbreaking story of seen through the eyes of a child named literally grows up on screen before our

Books



'Our village sits above the great river, nestled in the Himalayan mountains. This is what we do on summer days when school is closed for holiday time, in our village in the sky.'

Janeen Brian's evocative poems, beautifully illustrated by Anne Spudvilas, reveal how the vital work of children in a remote village can be transformed through imagination

into joyful play.

Rudolf the reindeer was lying in bed with a runny red nose and an ache in his head. 'I'm sorry,' he sled. You'll have to ask my It's the night before sneezing his little red nose reindeer to help pull the a little reindeer who trouble. Will she find a behaviour? Or will she Day?



groaned. 'I just can't pull a sister Ruby instead.' Christmas and Rudolf is off. So Santa needs another sleigh. Rudolf's sister Ruby is always finds herself in BIG way to bring her best bring chaos to Christmas

A cheeky and charming celebration of the Christmas spirit by Nicki Greenberg
Short-listed, Speech Pathology Book of the Year, 2014

Phone Apps

Awesome Note

As the name implies, is an iPhone app for do lists. Of all the personal organization apps on Apple's mobile devices, Awesome Note is one of the most visually compelling, letting users choose which colors, background images, fonts, and icons they want to use in their notes



\$3.99

Awesome Note (+Todo)
creating notes and to-

T.V.



BAD EDUCATION

The tale of a new teacher (out of training) in a dysfunctional school is not just funny, but charming.

ABC2- Tuesdays 10pm. New series



BACKYARD SCIENCE

No Bunsen burners or laboratories here, this is science for everybody, anywhere. Wherever the kids want to take it; in the garden, in the kitchen or in the shed, this is science BY kids FOR kids!

ABC 3



What's on Around Us.....

- **Christmas Square**

This December the City Square will be transformed into Christmas Square, a magical wonderland of festive proportions.

29 Nov 2014 - 25 Dec 2014, City Square



- **Sounds Like Somewhere:**

Artplay, City of Melbourne. December 12th

Enter a room where sounds and objects hang in the air. Is this under the sea? Or high up in a forest of trees? Make something to add to this intriguing world and listen to the sounds that change the way you look at the landscape all around.

This is a contemplative sound and visual installation designed for children to share with their grown ups. Explore different spaces and sonic worlds and add your own mobile-like creations to the landscape around you.

artplay@melbourne.vic.gov.au

- **ELAA Gowrie conference**

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

Caulfield Racecourse.

www.togetherwegrow.com.au

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

- **Intentional teaching and EfS with under 2's**
www.adelaide.edu.au
- **A fine balance: Understanding the roles educators and children play as intentional teachers and intentional learners within the EYLF**
www.academia.edu
- **Cooking to Promote Development and Learning with 2 – 5 year olds.**
www.growingminds.org
- **"Learning Experience" activities and suggestions that will empower and enable you as educators to support multicultural education using the principles laid out in the new ELYF Framework.**
www.globalkidsoz.com.au
- **Mental Health Alert: access to nature is crucial**
<http://www.hphpcentral.com>



Well worth a look.



- **PATH OF LEARNING**

Have you made your own paper?

MAKING PAPER WITH KIDS: Ideally it would have been great for each child to have been able to make their own piece of paper and then add something of their choosing to it (seeds, flowers, glitter, coloured tissue paper, leaves) before it dried. We've talked about where paper comes from = trees and how important it is for us to recycle paper as many times as we can to save more trees from being cut down. But talking is one thing, seeing and doing is better

SEE THE DETAILS HERE:

<http://www.youclevermonkey.com/2014/07/making-recycled-paper.html>



THE AGE NEWSPAPER

- **Childhood experts cane report**

Author: Rachel Kleinman Date: 27/07/2014

Some of the childcare policies touted by the Productivity Commission risk dire consequences for children's wellbeing and development, according to early **childhood experts**. One academic said it would be "internationally embarrassing" if Australia put economics and workforce participation ahead of children's needs.

The commission's draft **report** into childcare and early **childhood** learning was released last Tuesday amid fanfare about proposals to subsidise nannies and grandparents for caring, streamlining and to means test the childcare rebate. The draft **report** tried to tackle the lack of access to affordable, flexible and accessible childcare for many families, a known barrier for parents, particularly mothers, returning to the workforce.

But Sandra Cheeseman, of Macquarie University's Institute of Early **Childhood**, said she was concerned children and their welfare were not the focus of the **report**.

"I do not think that Australia can go down the path of a purely economic argument when it comes to the education and care of young children," Ms Cheeseman said. "I believe that would be internationally embarrassing. The benefits to children have been completely sidelined because the economy needs to be strengthened and we need women to be at work."

She slammed the draft as "retrograde" for proposals that appeared to separate the issues of care and education, following several years of policies that have worked towards integrating them.

Experts expressed alarm over a proposal to dilute qualification requirements for carers of zero-to-3-year-olds. The commission said there was "little compelling evidence" for employing highly educated staff for children from birth to three years old in long day care.

Under the National Quality Framework, established in 2012, centres are

required to have 0-3-year-olds looked after by staff with an equal mix of certificate III and diplomas in early **childhood** education and care. An early **childhood** teacher should also be available once the number of children reaches a certain figure. But the commission wants this scrapped and argued a certificate three qualification was sufficient.

"The focus should be on quality care and not a significant educational component," the **report** said.

Ms Cheeseman said: "This policy seems to say that if you're under three you don't need to be educated and you don't need to learn."

Early **Childhood** Australia chief executive Samantha Page feared for the impact on babies in childcare. "The notion that a certificate three-qualified person is sufficient to work with babies is a misreading of the evidence. If you're caring for five [babies] at once and they're all under one, you need to be skilled," she said. "I'm not saying these kids all need French lessons and yoga, but what I am talking about is qualified educators, a stable workforce, a rich learning environment. We need to make that crystal clear to the commission."

Melbourne University Associate Professor Kay Margetts said the recommendation to include nanny rebates was a positive proposal for children's welfare and development. "Much research shows that nanny care had benefits over long day care for children's outcomes, so I do like this idea," she said.

The draft **report** also highlighted potential social and developmental benefits for disadvantaged and special needs children of having increased access to childcare.

But overall, there was not a strong focus on quality and children's needs in the draft **report**, Professor Margetts said.



NATIONAL QUALITY STANDARDS UPDATE

New National Education Leader web page

Home | Subscribe to newsletter | Text size A A | Contact us

Australian Children's Education & Care Quality Authority

National Quality Framework | Educators and Providers | Families | Regulatory Authorities

Home | Educators and Providers | National Education Leader

National Education Leader

EDUCA (EDU) AND PROVIDERS

- Working with your Regulatory Authority
- Qualifications
- National Education Leader
- Application and notifications
- Assessment and ratings
- Excellent ratings
- Review of ratings
- NQF ITS
- National Registers
- Educators and Providers Library

Welcome to the National Education Leader's information and resource page. This page will provide insight into National Quality Framework topics of interest and information on upcoming events. Rhonda Livingstone is ACECQA's National Education Leader and she is enthusiastic, upbeat, and committed to, assisting education and care services to implement the National Quality Framework and supporting providers and educators in the important work of providing outcomes for children and families. This page will provide valuable resources, links, clarifications and ideas to help you as educators and providers in your quality improvement journey. For more information about Rhonda, see our ACECQA Executive profiles.

Did you know?

There has been much discussion recently about the critical periods for brain development. Strong evidence exists that experiences in the early years of life have long-term consequences. This is because development occurs at its most rapid pace during early childhood. Early brain development research has shown that experiences in this time play a pivotal role in sculpting intellectual capacity, personality and behaviour.

Latest Newsletter

Events

Subscribe to newsletter

Looking for information and resources

about the NQF? ACECQA has launched a new web page to help educators and providers in their journey to improve quality education and care.

ACECQA's National Education Leader, Rhonda Livingstone, works with regulatory authorities, peak organisations and professional support coordinators (PSCs) to provide helpful advice to educators and services about the NQS and NQF. The new web page brings this work together, providing regular updates and links.

Visit [the new web page](#) to read the current featured article. It examines the critical stages of a child's brain development and how early experiences directly affect children's intellectual capacity, personality and behaviour.

PREMIER'S SUSTAINABILITY AWARDS 2014



Seedlings: Sustainability in the Early Years

Knox City Council, Alpine Shire, City of Melbourne, City of Port Phillip and Yarra Ranges Council

The concept of sustainability has made its way into the Victorian Early Years Learning and Development Framework, the National Early Years Learning Framework and the National Quality Standards.

The Seedlings Early Years Education for Sustainability (EYEfS) Framework, funded by the Victorian Government, was designed specifically for the Early Years Sector. It is designed to be adaptable and flexible so that it can be implemented in any service type – Maternal and Child Health, Playgroup, Family Day Care, Long Day Care, Preschool or Integrated Service under any management structure.

The Seedlings approach has been tested by 60 services with representation from all service types and management structures across the local government areas. These pilot projects have shown tremendous leadership within and across the sector, creating wonderful opportunities for the children in their care, their families and themselves as educators to help define what sustainability means to them and their community. Participants have developed knowledge and skills, and built partnerships and collaborated with others, either in the sector or their local community. The EYEfS Framework identified and responded to a critical gap in the sustainability education sector, providing specific tools and a framework that can be replicated across a range of early childhood contexts.

www.facebook.com/seedlingsEYEFS

THE EARLY YEARS AWARDS- 2014

Awarded in Children's Week

Award Category	Program	Winner
Better access to child and family support, health services, schools and early education and care services	The Family Friendly Rooms	Swan Hill Rural City Council
Improvements in parents' capacity, confidence and enjoyment of family life	Parent Place	City of Ballarat
<i>Highly Commended -</i> Improvements in parents' capacity, confidence and enjoyment of family life	Chinese Family Services	Connections Uniting Care
Communities that are more family and child friendly	Better Communities for Children Leadership Network	Mansfield Shire Council
Minister's Award	Wyndham Refugee Family Resource and Mentoring Program	VICSEG New Futures

For more information about applying for the Early Years Awards 2015, please phone (03) 9651 3415 or email beststart@edumail.vic.gov.au



GENERAL ARTICLES OF INTEREST



BRAINWAVE

SUPPORTING CHILDREN WITH
NEUROLOGICAL CONDITIONS

- **The Brainwave Story (A Victorian Charity)**

Brainwave was founded 20 years ago by Josephine Nicholls whose six year old son, Nicholas, was diagnosed with a brain tumour – a harrowing situation for any family.

She decided to form a charity whose mission was to provide practical assistance to children and their families with much-needed rehabilitation and mobility equipment as well as hosting a range of family activities and events.

These activities connect people with shared challenges and provide some fun relief for children who live with debilitating conditions.

Brainwave aims to reduce the impact of paediatric neurological conditions on children and their families by offering practical assistance and emotional support to help improve their quality of life.

Brainwave's approach is one of respect, care, inclusion, positivity and a desire to create a strong sense of community.

www.brainwave.org.au



Well-qualified well set to meet demand

Author: Kristie Kellahan My Careers, The Age 16/08/2014

Pre-school teachers are encouraged **to** up skill, Kristie Kellahan writes. Careers in pre-school education are **set to** soar in the next five years, according **to** a recent survey by IBISWorld.

A predicted 6.8 per cent increase in jobs in the industry will create **demand** for more highly skilled educators.

Erin Foo, a student of Torrens University's master of education (early childhood) program, studies online and is building on her bachelor's qualification.

"From an early age, I knew that I wanted **to** teach," Foo, 24, says. "I love seeing the transformation from an infant **to** a child and it's empowering and inspiring **to** know that I can have a positive impact on the early Childhood industry." Teaching now for 2? Years, Foo has worked with students of various ages and in a variety of settings. Her ambition is **to** complete a doctorate in early childhood education and ultimately run her own early learning centre.

Foo says the master's program is preparing her for future opportunities.

"Through learning the latest pedagogical theories, I can become a better teacher and provide revolutionary care environments that go beyond ensuring the health, care and happiness of young children; I can provide children with a lifelong love of learning," she says Torrens is a new university, and Foo says the "exceptional" lecturers want their students **to** succeed.

"The online nature of the course allows me **to** work and improve my qualifications simultaneously," she says. "The small class sizes have allowed me **to** really connect with my peers and create a network of professionals that have a shared, common goal of revolutionising the early childhood industry."

Torrens' online learning portal, LENS (Learn, Evolve, Network, Socialise, enables students **to** connect online with other education professionals in a simple and convenient way. "The connectedness between LENS, the modules, the online library and discussion boards provides an environment where I want **to** contribute **to** the learning and experiences of others," Foo says.





M e d i a R e l e a s e - i n b r i e f

September:

- Young children with disability or developmental delay will be given a better start in life thanks to a \$570,000 skills boost to front-line specialists.

Minister for Children and Early Childhood Development Wendy Lovell joined families at SCOPE in Chelsea to announce funding for Early Childhood Intervention Service (ECIS) practitioners.

- The Commonwealth Government is committing funding to extend the national partnership agreement on early childhood education.

This announcement will provide certainty for families and services for 15 hours of kindergarten in 2015.

October:

- Children starting Prep in Victorian government schools next year will learn a foreign language until at least year 10 Minister for Education Martin Dixon and Minister for Children and Early Childhood Development Wendy Lovell today joined students at Newport Gardens Primary School to launch the *My Passport to Languages* initiative, and present Japanese passports to incoming Preps.

Language education will be given a flying start with all Preps to receive a special passport-style achievement booklet for the language they will learn at school.

Mr Dixon said next year's Preps will be the first group to benefit from at least 11 years of quality, compulsory languages education.

"We know that children who participate in high quality languages education as early in life as possible become better thinkers and more confident communicators and global citizens,"



OBITUARIES



Joan Forster

Joan was one of the earliest Graduates of the Kindergarten Training College, Melbourne ~ and well known as an outstanding Head of MLC Junior School; also later as a Patron of MLC. Although unable to attend Graduates' Meetings after her move to Airey's Inlet, she kept in touch ~ through friends ~ with Graduates' affairs and (along with her vigorous efforts as a naturalist and conservationist) she kept her strong commitment to the education and welfare of young children to the end of her life. 29/07, at the age of 97

Jane Westman



Rest In Peace

2013 AUDAX

We are offering 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 2013.

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 3000 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.