



AGECS

The Association of Graduates
in Early Childhood Studies

AUDAX



Audax

(Latin) courageous, bold, daring

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President's Report



We need to change and no longer accept the intergenerational sociocultural thinking that accepts discrimination and inequality.

Early Childhood Education is an enormous investment in developing a global shift to eliminate social inequalities. Children grow in families/communities/countries and learn through these relationships; they are being taught intentionally and incidentally how to relate to people and understand and accept differences. Early Childhood is the crucial time to develop a respectful understanding of the rights of all, and as adults our actions and words are always observed. This is a huge issue, as every child on this planet does not have an equal footing with their peers; whether they are living in privilege or poverty.

Social and emotional development in the early years frames the way children will grow into adults. AGECS provides forums/workshops/PDs to challenge and inspire Early Childhood professionals to promote quality teaching and learning for all children. These presentations are free and offer access to learning opportunities to all Early Childhood professionals on issues that are open to discussion/question and supports the identity and well – being of children and families. We as Early Childhood professionals have a responsibility to foster a deep sense of self and acceptance of diversity. We need to reflect on our own differences of opinions and how they affect the way we relate to colleagues, family and children. By developing a caring community, we can work towards breaking the cycle of violence and inequality. The phrase 'kids will be kids' can tend to condone inappropriate behaviours instead of taking the opportunity to explore and reflect a better way to behave.

AGECS free public forum in February: **THINK EQUAL: EMPOWERING CHANGE THROUGH EDUCATION** highlighted that discrimination and disaffection is learned at a very early age. Leslee Udwin founder of THINK EQUAL was awarded the 'Activist of the Year' at the UN Women for Peace Association.

Think Equal is a global initiative that calls for a system change in education in order to end the discriminatory mind set and cycle of violence across our world. With pilots already running in 7 countries, THINK EQUAL AUSTRALIA is working to bring the pilot to Australian kindergartens and early learning centres in 2019. THINK EQUAL believes that the process of imparting social and emotional development must start as early as 3 years of age. Their teaching program includes intentional teaching of 18 skills that will identify with children what they could do to help others. By challenging the norm that is generally sociocultural thinking, this program uses especially written children's stories as an essential part of teaching all children to choose to be kind and understanding.

Early Childhood professionals are crucial to empowering children to not only have a strong identity and sense of well – being but to also assist children develop the social skills and empathy that will create an acknowledgement of and acceptance of all peers. Early Childhood professionals have a duty of care to vanguard a global shift to eliminate social inequalities.

Be a 'peace advocate' to help create a peaceful world by prioritising teaching social and emotional intelligence to our children. Think Equal education initiative is working towards changing the world within a generation, let's be proactive and make it happen.

Maree Wiggins

The Association of Graduates in Early Childhood Studies (AGECS) meets in Carlton on the traditional lands of the Wurundjeri people. Our mission statement recognises that quality early childhood settings enhance learning and developmental achievements for all children, with the most significant impact being on outcomes for children experiencing vulnerability. In keeping with this we acknowledge the is possession of the Wurundjeri peoples and other Aboriginal Victorians due to the impact of colonisation.

AGECS AGM, November 10th 2018

Another successful AGM and Members Tour morning in Federation Square for all members to enjoy the Birrarung Wilam walk with a guide from the Koorie Heritage Trust, an organisation which provides a unique range of programs and services to promote, support and celebrate the Aboriginal culture of South-Eastern Australia.

The AGM was successfully completed in 15 minutes with the following members keen to be part of our team.

Maree Wiggins, Sue Lopez Atkinson, Sue Emmett, Annette Sax, Helen Holden, Sarah O'Donnell, Dorothy Connop, Avril McHugh, Tess Brooks, Sandra McCarthy, Wendy Grenfell, Alannah Dore, Sophie Patitsas, Candy Koch, Project Administrator: Kay Margetts



AGECS goes Regional.....



Growth in local quality lessons

SUNRAYSIA's early childhood educators will have access to more training, with the Association of Graduates in Early Childhood Studies (AGECS) set to run two free workshops in Mildura each year.

The two inaugural workshops, held in March, were delivered by Mildura-based Professor Bridie Raban who was the first early childhood professor in Victoria.

About 80 early childhood educators attended the sessions, with association president Maree Wiggins, who travelled from Melbourne to Mildura for the launch, highlighting the importance of bringing more professional development opportunities to regional and rural Australia.

Picture by Louise Barker, Sunraysia Daily newspaper

Pictured:-Retired Professor Bridie Raban with Maree Wiggins

AGECS Congratulates.....

Jane Page (a member of AGECS and one-time Council member was awarded the Medal of the Order of Australia (**OAM**) in the recent Australia Day honours for services to children

Dr Page is an Associate Professor in the Melbourne Graduate School of Education at the University of Melbourne where she has worked in the field of early childhood for the past 18 years, focussing on the application of human rights principles in early childhood settings. Dr Page has also been engaged with the Victorian Curriculum Assessment Authority (VCAA), an organisation that focuses on early years pedagogical practices since 2011, primarily as a co-researcher but also as an invited member on a wide range of important projects. More recently, Dr Page has been working with the Victorian Department of Education and Training programs as an invited member on a series of early years focussed programs and continues to contribute to the body of published literature on the early years through collaborations with the International Journal of Early Childhood and Australian Journal of Early Childhood. ...Read more at <https://thesector.com.au/2019/01/28/eccec-community-recognised-in-2019-australia-day-honours-list>

Our members contributions.....

A Letter from Heather Tinney

Dear AGECS Editor,

I have been receiving your newsletters since I graduated from KTC in 1955 and thank you for keeping me informed.

After graduation, I returned to Ballarat and taught at Midlands Kindergarten for three years. After marriage and raising four children, I took the three year old group in East Croydon Kindergarten and the Toddler group in South Croydon.



*Thank you,
Heather Tinney (nee Ponshon)*

Sharing my Professional Journey in Early Childhood Education.

Mary Merlin (nee Lewis)

Graduated 1945

As a child I attended a very small country school; there was a very good teacher and some pretty bad ones. Even to a small child the difference was evident, and when I passed from the infant's department, I decided to be one of the good ones.

As I trained 60 years ago, it was at Mooroolbeek in Kew. That was during wartime, and we had girls from interstate as well as Victorians, I was a resident student, along with others from far away, and the staff were caring and considerate, saw that we were often homesick, lost in a strange place, and had only each other to turn to for help and advice. Their gentle nurturing attitude showed us how we should treat the children in our care, as they would be venturing into new territory too.

As it was wartime, the little spare time we had was spent working in the canteen at the Postings Depot of the RAAF at the showgrounds in Flemington, helping in the vegetable gardens of Rockingham, a rehabilitation hospital down the hill from College, or as waitresses at the Cathedral restaurant in the city.

There had been pale green uniforms with white MKTC monograms for students working in kindergartens, but with clothes rationing and shortages in general

they were discontinued. The earlier students had had them.

There would have been about 20 resident students spread over the three years of training. Most of us slept on an open balcony facing North, we had canvas bedcovers that became furred with moisture in damp weather but remained warm and dry underneath. The food was cooked for us, but we served ourselves in the dining room, it was a bit complicated as there were coupons for meat and butter.

Miss Muffie Paul was Principal for my first year, she had an encyclopaedic memory for details Mrs Edwards from the Children's Hospital was the Psychology lecturer, and was understanding about research projects, and very, very practical about children's development and activities.

Dr A.E. Floyd from St Paul's Cathedral took us for music; he could make the stones sing in 4-part harmony. His knowledge and experience were ours for the asking.

Mrs Alexander took us for music later, she showed us folk music from all over the world, and June Epstein, another muso, understood the music children like.

Dr Mona Blanch had a medical practice in South Yarra (I think), she taught us about diet and posture and activity, she was scathing about super-hygiene, she

said it interfered with the development of natural immunity. Mrs Frances Derham was queen of the art department.

And my very favourite was Miss Auriole Fraser, who led us into an understanding of the enormous influence of good children's literature, how to tell stories properly, how to persuade parents that what children like and what appeals to adults are not necessarily the same thing.

In those days Kinder attendance was regarded as a "head-start" for the under-privileged, rather than the right of every child, as now.

My pleasure was, and still is, teaching children that their voices are the best musical instrument, social and practical tool for getting on with others. Use it well, use it often, use it with care.

After graduation I became the first trained teacher in the Mildura district, and taught with Kathleen Kelly after whom the kinder was eventually named.



Kathleen Kelly Kindergarten

Then I set up a new kinder in Red Cliffs, working with Jack Isaacs to make a good place out of an old RAAF mess hut from Lake Boga.

I vowed I would never start another kinder from scratch, but a few years later was asked to change the Save the Children Welfare Centre in Robinvale into a kindergarten.

That place used every spare minute for 17 years, making it into a place where every eligible child attended willingly.

The programme is child and family based, it continues under the guidance of another Mooroolbeek graduate, Rhonda Gorman nee Jury.

There were always children from every background whom it suited, and they were welcome.

The indigenous children love babies, and many new mums bring their babes to show, bathe them and dress them. With the children helping and watching. The parents trusted me with their most precious possessions, their children, and the mums would gather in the kitchen to peep through the serving hatch at what we were doing.

We always had a senior matriarch on the staff, to assure the mothers that supervision went with authority more than one way. One matriarch was the best cuddler in the business, she could calm the most

fretful child, and they all turned to her for comfort when things went wrong.

Another was a whiz at toilet training, a needed skill as many of the three year olds came to us still in nappies. We had a stock of spare clothes, and still another took care of that department, we made what we were short of, collected from the op shop, and more affluent mums didn't forget us as children grew out of pants and dresses.

Some background to the **Save The Children Fund Kindergarten in Old Street Robinvale, set up in 1973.**

Save the Children Fund in Melbourne heard that the local children were getting a pretty bad time, not doing well at school and having a lot of sickness, They sent a Welfare Officer to see how they might help.

Mrs Ostermeier lived in a rented house, had no equipment and nowhere to work from.

The young people would go to meet her, and they would sit under a shady tree to talk, play games, and write in the sand.

The SCF Centre was the hub of Aboriginal activity.



There were dancing classes and social evenings, homework groups and clubs for the children, craft and hobby meetings for the women, workshops in money management, cooking, laundry, even a big Christmas party sponsored by the Lions' Club of Red Cliffs.

For a time a hot mid-day meal was provided for school children at nominal cost, with the women helping to prepare and serve it.

The people asked for a 3-year-old kindergarten, where the children could meet others outside their group, and prepare to mix in at big Kindergarten and then school. Parents could meet each other too, and it would be made easier for them to join in whatever was happening in the community.

Two Aboriginal assistants were employed to work with the Kindergarten, always including a senior woman who could see that the children's care was appropriate to Aboriginal standards.

The group was very successful, every eligible child attended fairly regularly.

At first a station wagon and later a Kombi would pick up the children from their homes and return them when the session was over.



Programmes have always been geared to the wishes of the Aboriginal parents, they were always welcome and could visit and stay as long as they liked, to support a timid child or a child with a disability, to have a look at the programmes and suggest changes or additions.

As well as the Aboriginal children there have been Greek, Italian, Maori, Tongan, Yugoslav, Turkish, Asian, Anglo and other people attending.

In 1990 The Murray Valley Aboriginal Co-op took over the centre, but the programme did not alter.

I do have a life membership of the Graduates' Association, and value greatly the regular copies of Audax that keep me up to date.

Story-telling at the three Kindergartens in the area and PR work among the indigenous families still keep me busy. My problem now is that when someone with whiskers or curves says "Hello!" I have to ask who they are; they have changed in the days since they were three years old.

Mary Merlin

The AGECS Fellowship Programme for Leadership and Change

Since AGECS began offering Fellowship opportunities, 10 Educators have explored further education and shared their learnings with all of us.

Catherine Hamm and Andrea Broughton share their stories.

✚ Out and About with Kulin seasons

By Dr Catherine Hamm (for 2018-19)



Out and About with Kulin seasons is an inquiry informed by the concept of "place as a pedagogical contact zone" (Hamm, 2018; Common Worlds Research Collective, 2016). This concept underpins the idea that places are always in a state of entanglement of human and more-than-human others. The term contact zone (Haraway, 2008) gestures towards the ways in which entanglements occur and how we can learn with and from place. In Australia, this involves attending to the ways in which places are always already Indigenous land. Working in

partnership with the team from Yarn Strong Sista, we will document the changes to plants, animals and waterways as we move through the cycle of Kulin seasons. The inquiry aims to document the seasons as a way to respectfully foreground local Aboriginal knowledges as we walk together with Wurundjeri country. Local, Aboriginal worldviews that focus on relationships (not exclusively human ones), relationality and circular ways of knowing (Martin, 2016) are always present in ordinary moments as we walk. These encounters serve as powerful provocations to generate teaching and learning with place, not just about places.

In Term 3, 2019, the project team will present inquiry documentation through an arts-informed showcase; "The Kulin seasons studio". This interactive showcase will share the inquiry with the local early childhood community and also include two professional learning sessions. A mural that documents the Kulin weather cycle will also be completed, located at Clare Court Children's Service in Yarraville.

This work responds to the imperative from the revised Victorian Early Years Learning Framework for teachers

to have a strengthened focus on “recognis[ing] and respect[ing] Aboriginal cultures and their unique place in the heritage and future of Victoria. Learning about and valuing the place of Aboriginal people will enhance all Victorian children’s sense of place in our community”.



Making Sense of Sensory Processing

by Andrea Broughton

'At the end of 2017 I read an article from an OT at STAR SPD linking toileting issues to Interoception I had never heard of Interoception! Since beginning in Early Intervention I had added Proprioception and Vestibular to my list of the regular 5 senses we all know about, but this was completely new. An Eighth sense. The more I read, the more it all made sense (sorry – pun). The lack of awareness of what was going on INSIDE your body could impact on so many aspects of life. Not feeling pain from an infection or injury, not realising you need to go to the toilet until it is too late, not realising you are hungry and that your energy levels and mood are low because of this. Exploring the STAR Institute’s webpage lead me to information about its founder Dr Lucy Jane Miller, and references to her two books ‘Sensational kids – Hope and help for children with Sensory Processing Disorder (SPD)’ and ‘No Longer A SECRET – Unique common sense strategies for children with sensory or motor challenges’ with Doreit Bialer.



Sensory Processing is something that we all do – we use our senses to guide us through our world without bumping into or dropping things, and to help us work out whether things we see, hear, smell, taste or touch are safe or dangerous, and how we should react to them. ALL of us have sensory preferences – we may love or hate strong flavours or smells, rollercoaster

rides, rock music, bright vivid colours, big hugs, massage or tickles. Only when our preferences are so strong that we cannot calmly tolerate non-preferred input, and it impacts on our daily function, is it described as a Disorder.

According to STAR research, almost all children / people with Autism Spectrum Disorder have Sensory Processing Disorder, and so do many with ADHD. Some people have Sensory Processing Disorder without any other diagnoses. Having an awareness of a child’s sensory preferences, avoidances and issues gives us a great starting point to understand their struggles with behaviour, emotional regulation and engagement with peers and activities. I started to look at the challenges I was supporting children with in a whole new light, especially in busy, noisy, bright Early Childhood settings where many kids were really struggling to remain regulated and calm.

The term regulated means being in a calm, alert state, ready to interact with everything around you in an appropriate way. Conversely, dysregulated describes someone who is overwhelmed by their surroundings and may be on the way to a meltdown. Dysregulated kids may lash out by hitting someone to make them go away, throwing things to express their frustration, or running away to escape unpleasant sensory input. A SECRET is an acronym for Attention, Sensation, Emotion regulation, Culture / Current conditions, Relationships, Environment and Task. These seven areas can each be considered when we are trying to support a Challenge area for a child. Challenge areas can be anything within the child’s day which is not going as well as it could or should be. For example, a Challenge area for a preschool child could be ‘remain on the mat for 3 minutes’, for a school child – ‘line up at the end of play time without pushing or shoving’, for an older child – ‘keep focussed on homework for 30 minutes’. Challenge areas can be in any location,

so we can also include 'get through the supermarket without a meltdown', 'allow others to join him in the playground', 'tolerate having a haircut, going to dentist etc'.

During the first part of 2018 I began trialling the framework in my visits to families as an Early Intervention provider and found how useful it was to consider so many different aspects of a situation. One child tolerated a haircut, another started eating at the table with his family!



I contacted STAR in Denver to ask about sharing the framework with others in a wider audience, as I felt that many educators, therapists and families and would benefit from the knowledge. STAR said that I would need to attend an Intensive Mentorship at the STAR institute in Denver, Colorado to ensure that I had enough background sensory knowledge to support the A SECRET framework. This seemed like an enormous undertaking, financially and professionally, and I was not sure what to do next.

Then I saw the information about the AGECS grant, and to cut a long story short, was lucky enough to be granted one to attend the Intensive Mentorship, and then spend a further few days in Denver to work with the Education team at STAR to write a presentation to share with educators here in Australia.

The week long training was indeed Intensive. A group of 15 of us discussed all the different aspects of sensory processing, reviewed research in this area, observed therapy sessions at the centre and discussed how we would use this new knowledge in our own settings. The US model of Early Intervention and therapy is VERY different from here, and at times I struggled to work out how I could use this new learning in the natural settings, strength based approach we use here, as they were all working in clinics to a medical model. I am proud to say that,

although I was the only non Occupational Therapist / Physiotherapist in the group; the reading I had done beforehand, plus my interaction with all the team members in my Early Intervention team, meant that I was not out of my depth.

The following week I sat with Mim Ochsenbein and Caraly Walker from the STAR education team and we brainstormed what we wanted to achieve. The Framework was complete in itself, but we needed to consider what information educators would need to be able to use it in their settings. Mim put together an overview of Sensory Processing, and I drew up the parts of the presentation which look at the importance of creating a team around the child, including educators, parents and any therapists who may be involved. I considered what information about the child would be needed before using the framework, and how educators could collect and record this developmental profile.

The AGECS grant had included a requirement that I present the workshop in Bendigo and Maryborough free of charge to educators and Early Intervention professionals.

To help gauge the success of the presentation, I created a number of SurveyMonkey surveys which measured participants' confidence in understanding sensory processing terminology, supporting children with sensory processing issues, collaborating with parents and therapists, and using the A SECRET framework. Attendees were required to complete these before the training, and requested to do so again afterwards.

Overall, the opportunity to look at a child's development, engagement and challenges from a new perspective seems to have really struck a chord with everyone who has attended the training. Initial feedback from the surveys also shows that they are all valuing the input from parents and other professionals more, and intend to ensure they get as much information as they can about strategies that have worked in other places and other times with other people, to help them plan for their own settings.

I am immensely grateful to AGECS for this grant and the opportunity it has opened up for me and all the educators who access the training.

Facebook : Early Childhood Outreach
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What is PEDAL?

Our mission is to conduct academic research into the role of play in young children's lives and to inform wider practice and policy. PEDAL is located in the University of Cambridge's Faculty of Education, and was launched in October 2015 with funding from the LEGO Foundation. PEDAL is part of the **Psychology, Education and Learning Studies Research Group** at the Faculty.

Why research play?

Play is an integral part of a happy childhood. All children and most adults engage in playful activities, including physical play, play with objects, symbolic play, pretence play and games with rules. At the minimum, it is clear that play is enjoyed by its participants, and this alone indicates it has motivational value in relation to learning.

However, beyond this, little has been scientifically established about the possible benefits of human playfulness. Through PEDAL's research, the role of play in children's education, development and learning will be more widely understood by those involved in their care and education. New insights will inform effective evidence-based policy and practice - and will unlock a source of knowledge

and inspiration that will improve children's lives around the world. As a popular form of childhood play, pretend play has long been regarded as a window on children's emotional development. Typically performed in an 'as if' way, pretend play is defined as spontaneous activities that include at least one of the three forms of pretence¹:

- object substitution (using a banana as a phone)
- pretend attribution of properties (pretending to be at a nice warm beach on a cold day)
- imaginary objects (an imaginary car or food)

During pretend play, children not only create diverse roles from pirates to monsters, but also emotional encounters faced by these imaginary characters. Characters can feel happy, sad, angry, or worried, just like in the real world. Why do children engage in these pretend emotions? What empirical evidence has been found regarding the links between pretend play and children's emotional competence? The role of pretend play in children's emotional

development has been proposed from different perspectives. Vygotsky², for example, pointed out that pretend play has dual emotional effects - a child "weeps in play as a patient, but revels as a player". When taking an imaginary role, a child needs to act against immediate impulse, and therefore demonstrate "greatest self-control" in play³.

By shifting between emotions of varying intensity, children maintain their pretend play at a manageable emotional level, which serves as a vehicle to express and regulate their emotions⁴.

Pretend play provides children a unique opportunity to exercise their emotional mastery. Recent studies have lent support to the links between pretend play and children's emotional competence. For example: Children who showed higher levels of imagination during play were rated as having better emotion regulation by their parents⁶.

Pre-school children who engaged in more role-taking and acting scored higher on emotional understanding interviews⁷. Children whose play was high in fantasy scored higher in an affective empathy task⁸.

Dramatic pretend play games improved emotional control among four year-old children with low socio-economic status⁹.

By Zhen Rao
Cambridge PhD student.





It's real to them, so adults should listen: what children want you to know to help them feel safe.

By Tim Moore

We spoke to 121 children and young people aged 4-18. The participants represented various institutional contexts, including having attended early learning centres, schools. Children know the risks, but might misjudge the extent of the danger.

In addition to snakes, ghosts, escaped tigers and bullies, participants raised concerns about child abusers and abductors, online dangers, wars and terrorism. They said they learnt about these threats by hearing things directly from parents, siblings and peers (including quiet discussions that weren't for them), the television and radio, and social media.



In recent months, we have been confronted by events that make the world seem unsafe. During the life of the Royal Commission into child sexual



Many children and young people felt they were exposed to so much information about risk, they often found it difficult to determine how pressing the danger was. When their parents, teachers and other trusted adults failed to talk to them about the issues, they said they often imagined the worst-case scenario.

abuse, we conducted to better understand how children and young people conceptualise and experience safety. We wanted to know what they believed adults might do to both keep them safe and help them feel safe.

Children felt this lack of safety in their bodies – they sweated, felt butterflies in their stomachs, found it hard to settle and concentrate, and were easily frightened. They demonstrated these fears in their behaviours – by being restless, feeling tired and fighting with others.

They said it was often difficult to articulate their emotions and they needed adults to help them find the words. They needed help to understand the links between their lack of security and their response. Ultimately, children and young people need adults who are there for them, who discuss their fears, provide them with enough information to deal with potential threats but not cause them unnecessary worry, and help them understand how other adults and the community around them are keeping them safe.

Tim Moore is a Senior Research Fellow at the Centre for Community Child Health, Melbourne Children's Hospital, where he leads reviews of research literature on child development, family functioning and public services.

www.theconversation.com.au

Toddlers engage more with print books than ebooks.....

Kevin Dickinson

www.weforum.org



Neurological development, educational success, social aptitude, the benefits of early reading are well-known. A new study finds that print books offer better communication and bonding opportunities for parents and their toddlers. Look into any toddler's room. Some are decked out in paraphernalia, others in dinosaurs and star charts. What you're seeing is less an extension of that toddler's burgeoning personality, but more an alter to the parent's dreams for that child's future. But if there is one thing every toddler's room needs, it's a bookshelf overstuff with colourful spines, big-eyed characters, and dulcet rhymes. The benefits of early reading are well-known. Reading assists in neurological development. It transmits a love of learning and promotes early academic success (setting the stage for later academic success). It helps maturate positive psychological traits such creativity, confidence, and empathy.

Tech-savvy parents looking to cutback the clutter and shrink that bookshelf into tablet form may want to reconsider. A study recently published in Pediatrics has found that toddlers interact more with print books than

ebooks, and those print books will need somewhere to stay.

Analyzing the art of the read

The study's objective was to see if parents and toddlers interacted differently while reading books in various formats. They gathered 37 parent-toddler pairs and had the parents read stories from the Little Critter series in back-to-back sessions, setting a 5-minute time limit for each.

They used a different format for each session: a print book, a basic ebook, and an enhanced ebook (one that comes with music, sound effects, and animated characters). The researchers recorded the sessions to observe the interactions between parent and toddler. These could include discussing the story, asking questions, collaborative reading, positive directions, and negative directions.

he results suggest that toddlers are most engaged when reading a print book. They employed more book-related verbalizations and collaborated more in the process. This goes for parents, too. The adults engaged in more dialogue, asked more questions, and showed greater signs of bonding and sharing the experience with their child. "The print book is really the gold standard in eliciting positive

interactions between parents and their children," Dr. Tiffany Munzer, the study's first author and a fellow in developmental behavioural pediatrics at the University of Michigan "Parents know their children well and have to make it come alive for their child to create that magic." Such positive interactions were less frequent with ebooks. However, ebook did show more collaboration in format-specific directions — as in, "You have to swipe it like this" or "No, don't touch that button." In other words, the device itself became an impediment to developing a natural rhythm of learning and relationship.

Perri Klass, a paediatrician who co-wrote the study's accompanying commentary, notes that earlier research has suggested ebook enhancements are disadvantageous for young children. They can diminish story engagement and obstruct text comprehension. This new study suggests that even basic ebooks can be problematic if parents are too busy engaging with the device, not their child.

This realization can be helpful for parents who feel assaulted by new technology promising their child a developmental head start and who lack the funds to experiment with every new gadget emerging in an already crowded market.

"You don't need a lot of bells and whistles to support your child's development," Dr. Suzy Tomopoulos, assistant professor in the department of pediatrics at NYU School of Medicine, told the New York times. "Engaging the child and talking to the child does a wonderful job of supporting early child development".

What's Happening around Us.....

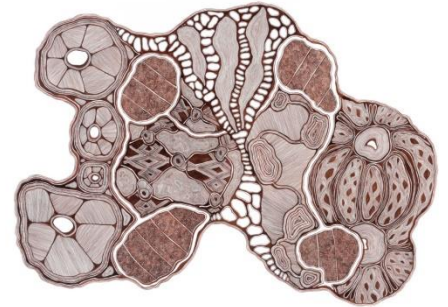
May 4th – July 28th

The exhibition *Koorroyarr* presents works by Gunditjmara Keerray Woorroong artists and sisters; Kelsey and Tarryn Love incorporating possum skin, weaving, sculpture, wood, and canvas.

Koorie Heritage Trust, Federation Square.

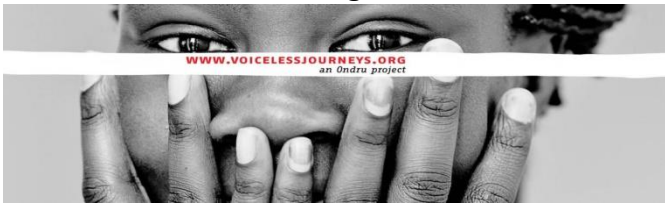
Koorroyarr translates to 'granddaughter' in the Keerray Woorroong dialect. The body of work presented is heavily inspired by Kelsey & Tarryn's family, their Aunties, Uncles, Elders, brothers and sisters, that teach the traditional stories and practices, and continually guide them back to their cultural practices and their home country.

Language revival is an intrinsic passion in the family, and the sisters endeavour to explore and revive this through their art practice. The sisters explore symbolism and use a consortium of mediums to reflect their contemporary perspective. As they constantly learn, they revive and reinvent tradition in exploring their own identities and individuality in a modern landscape.



24th April to 24th June

Voiceless Journeys presented by Ondru
Richmond Town Hall, Bridge Road.



Voiceless Journeys is an art project that aims to celebrate the cultural diversity and raise awareness about the journey, struggle, survival and achievements of people from diverse backgrounds. The focus is on people who left their countries as a result of their homelands' internal problems or

conflicts to make their life in Australia—people who positively shape our communities. Diverse groups of people co-exist in Australia but they do not necessarily enjoy a sense of community. There exists a challenge to build a sense of community that opposes racism, xenophobia and oppression.

15 – 21 May

National Families Week is a time to make contact with your extended family of family activities within the wider meaning of family and to make the most



celebrate with your immediate family, and friends and share in the enjoyment community. It is a time to celebrate the of family time. www.nfw.org.au

21 May



Box Hill Institute Lilydale Lakeside Jarlo Dr, Lilydale

The Learning for Sustainability Conference aims to bring together a diverse range of people from the Knox, Manningham, Maroondah, Whitehorse and Yarra Ranges community as they explore ways to embed sustainability into schools and pre-schools. This conference will aim to inspire, inform and support those working towards sustainably focused education, infrastructure and attitudes.

Movies to See.....

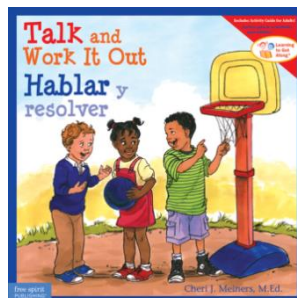
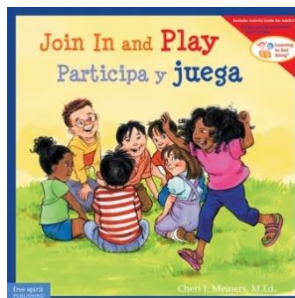
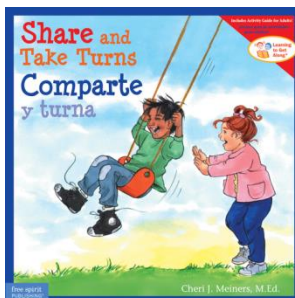
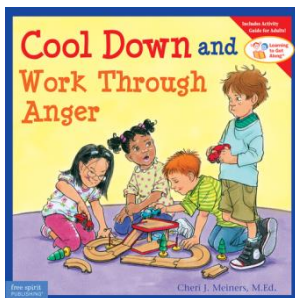


Five Feet Apart -

Seventeen-year-old Stella spends most of her time in the hospital as a cystic fibrosis patient. Her life is full of routines, boundaries and self-control -- all of which get put to the test when she meets Will, an impossibly charming teen who has the same illness. There's an instant flirtation, though restrictions dictate that they must maintain a safe distance between them. As their connection intensifies, so does the temptation to throw the rules out the window and embrace that attraction.

Books to Read with Children.....

Our Learning to Get Along series helps children learn, understand, and practice basic social and emotional skills. Real-life scenarios, lots of diversity, and captivating illustrations make these read-aloud books perfect for home and childcare settings, as well as schools and special education settings. Each book ends with a section of discussion questions, games, and activities adults can use to reinforce what children have learned.



by Cheri J. Meiners, M.Ed.
illustrated by Meredith Johnson

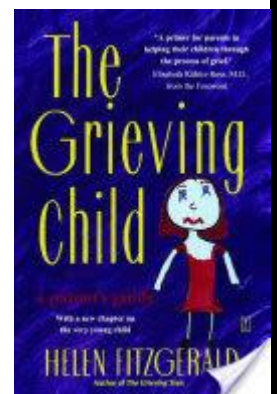
Book to Read for the Educator.....

Explaining death to a child is one of the most difficult tasks a parent or other relative can face. *The Grieving Child* offers practical, compassionate advice for helping a child cope with the death of a parent or other loved one. Parents of children from preschool age to the teen years will find much-needed guidance, covering:

- Helping a child visit the seriously ill or dying
- Using language appropriate to a child's age level
- Selecting useful books about death
- Deciding whether a child should attend a funeral

With a new chapter devoted to the special issues of the bereaved toddler, *The Grieving Child* provides invaluable suggestions for dealing with a child's emotional responses (including anger, guilt, and depression) and helping a child adjust to a new life.

By Helen Fitzgerald



Apps for Children.....



Sesame Street's Breathe, Think, Do app is designed to teach younglings vital problem-solving and de-stressing skills. Your kids will help a colourful Muppet monster friend solve problems by staying calm, making plans, and seeing what works best. Kids can pick solutions, see them in action, and participate in "Breathing with the Monster" to learn self-soothing breathing techniques.

Day by day, **My Very Hungry Caterpillar** grows bigger and bigger, until he changes into a beautiful butterfly. Then a new egg is laid and the adventure begins again. Hatch him from an egg, drag tasty fruits from a nearby tree, then watch as he eats them! And when My Very Hungry Caterpillar gets sleepy, just tuck him into his bed.



Facebook for Educators.....

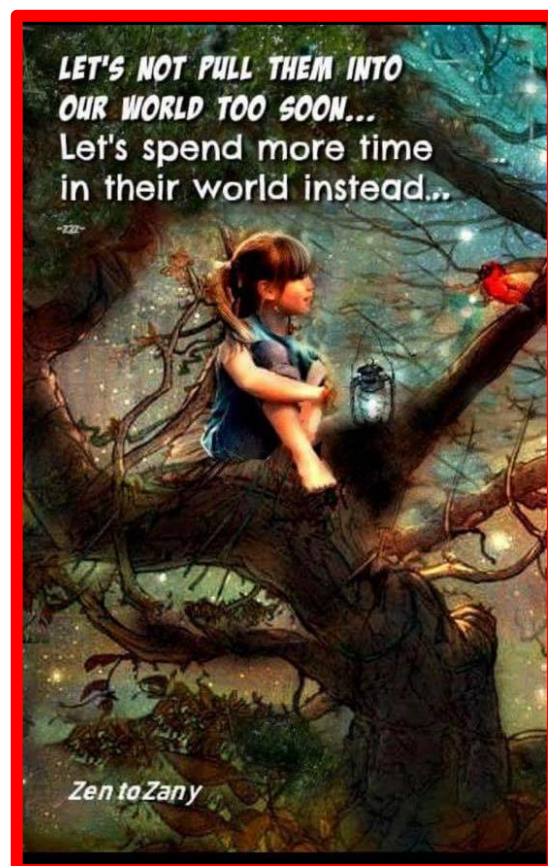
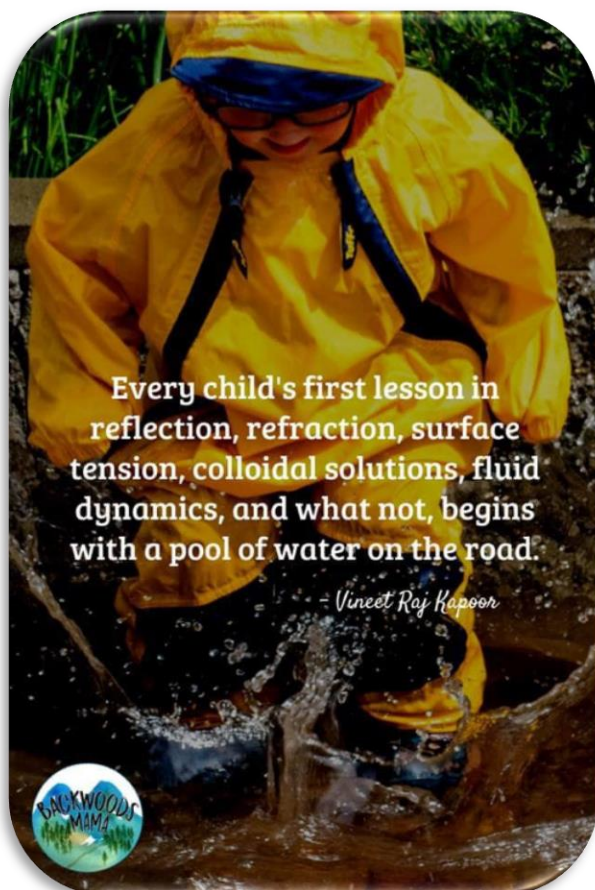
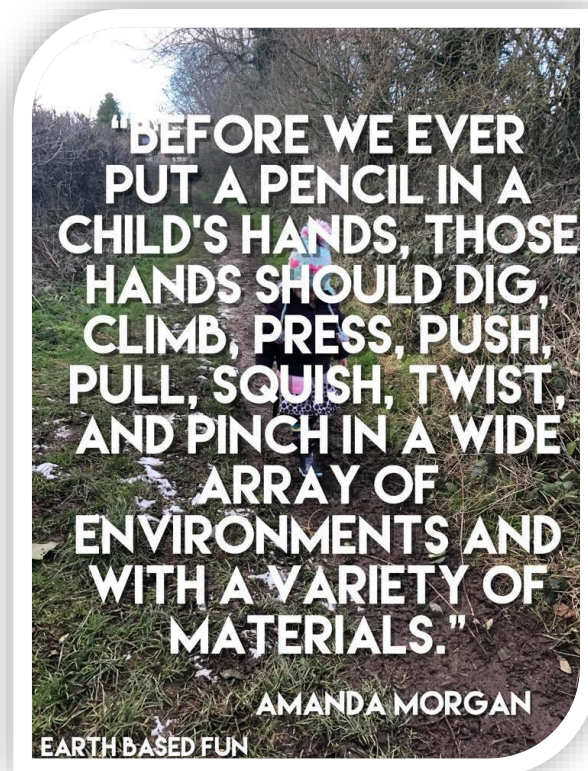
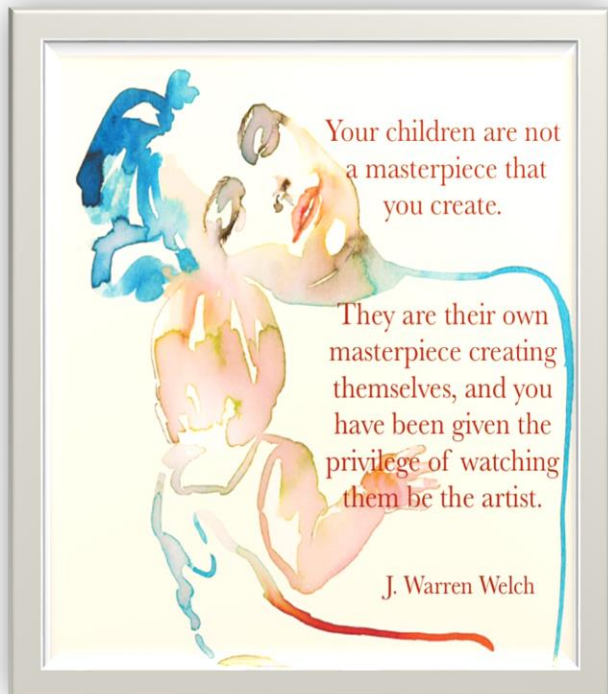


International Waldorf School, The Hague. The International Waldorf School educates children to become positive, active and engaged global citizens. We do that by aiding each student in his or her development as an independent, freethinking individual ready to become an active member of society. In addition, we also offer parents solid pedagogic support. Growing up in a strange, transient and changeable environment is therefore a key topic.



1. **The Empowered Educator** inspiring ideas and resources for early learning. **Observe the children at play**, listen to their conversations, think about the questions they are asking then bring that information to your planning and setup of invitations. Is there something you are extending on? An interest you want to help the children explore? A learning concept you want to help clarify?

Some Post-its for your noticeboard.....



Obituaries...



❖ Frances Winifred Nall 31.12.24 - 10.07.18.

❖ Heather Low (11.10.1921 - 13.04.2019)

It is with much sadness that I inform you of the passing on Saturday 13 April, 2019 of Mrs Heather Low (née Weaven)

Heather was an **AGECS** council member for 30 years and often attended the AGM and members tour for many years.

Heather was Life Governor, past Board Member (1969-1976), Coerwull Member, past student (Class of 1939, School Captain), IGOGA Life Member, past staff member (1943-1945) and past parent of Ivanhoe Girls' Grammar.

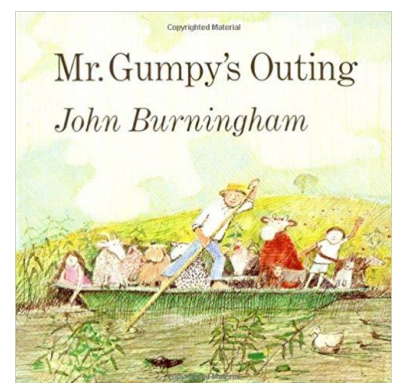
Heather was a much loved and respected member of our School community having contributed over 60 years of service across a range of School Associations including a large number of these years on the Ivanhoe Girls' Old Grammarians Association (IGOGA) committee. Importantly, Heather for many years has presented the School Captain badges to our student leaders in both our Senior and Junior School. Heather's passing is a great loss to our School and the wider community. She was a strong advocate for Ivanhoe Girls', girls' education and in her professional career was a Kindergarten teacher and had a passion for Music.

In 1983, Heather was awarded a prestigious Life Governorship by the School and in 2018 she was presented with a 60 Year Coerwull Service Award.

Our thoughts are with Alison, Meg, Kirsty and Charles.

❖ John Birmingham 04.01.2019

Much-loved author, John Birmingham has died aged 82. The creator of popular books including *Mr Gumpy's Outing*, *Avocado Baby*, *Oi! Get Off Our Train*, died on January 4 after contracting pneumonia. His first book, *Borka: The Adventures of a Goose with No Feathers* won the Kate Greenaway Medal and started an amazing career.



2019 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 2019.

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

For all other members, you will still receive your hard copy through the post al 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.

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

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

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

The Association has a 95 year history of philanthropic work, which
continues through its establishment of the

[Foundation of Graduates of Early Childhood Studies.](#)



History of the Association

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

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

Please send correspondence and articles for inclusion to:

PO Box 12163, A’Beckett Street, Melbourne VIC 8006 or email to info@agecs.org.au

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