



AGECS

The Association of Graduates
in Early Childhood Studies

AUDAX



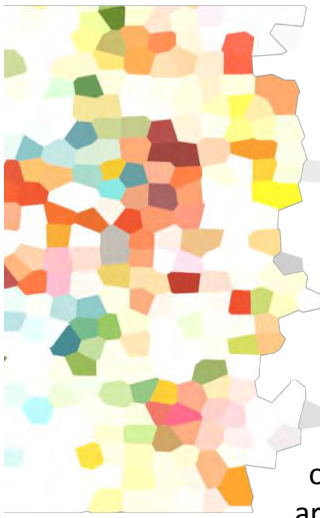
Audax

(Latin) courageous, bold, daring

AUDAX 95 – Spring 2017

Journal of the Association of Graduates in Early Childhood Studies

PO Box 12163, Franklin St, Melbourne VIC 3000



President's Report

AGECS is becoming well known in the regional areas of Victoria by providing STEM forums in Geelong, Werribee and Bendigo. We have partnered with Deakin, Gordon TAFE and La Trobe University Bendigo. These campuses provided a venue and excellent administrative support to assist with offering our forums to Early Childhood professionals.

The feedback from participants at these forums has been very positive; enabling attendance to presentations (no cost and in local venues), timing of presentations (school holidays and day/evenings) and capacity to network.

STEM is a popular topic with Early Childhood professionals and the Department of Education and Training; encouraging ECEs to promote and guide learning in the areas of Science, Technology, Engineering and Maths in children. All the participants

at the STEM forums were inspired and challenged to recognise how children learn and the activities that are already in their ECE programs which are STEM related.

The STEM forums were interactive and this format invited lively discussion and discovery. Dr Coral Campbell who lectures at Deakin University delivered inquiry-based workshops, providing activities that encouraged exploration and understanding about how a child would investigate the properties of movement, inanimate objects and natural phenomena. All children's attempts at participating in a directed activity involve research and investigation, and the use of specific vocabulary supports the investigation as well as defines the action, composition and outcomes.

Participants acknowledged that incidental learning was very powerful for readily and easily applying maths and coding skills, engineering and science projects. Children's play provides so much scope to harness and further develop children's thinking in the STEM disciplines. Observations of children's play can reveal STEM aspects and opportunities to extend children's ideas.

As Early Childhood professionals, we will be the vanguard in developing interest and emerging skills in STEM, which will promote problem solving, encourage participation and motivation to explore the possibilities and think in more complex ways.

Early Childhood professionals continually update their professional learning to invest in the best return for children's learning. The more skilled and knowledgeable we are of children's ability to be motivated and confident learners the more we can enhance curiosity, creativity, collaboration, and critical thinking. Young children's play is based naturally in science, maths, technology and engineering. High-quality early-learning environments provide children with a structure in which to extend their natural inclination to explore, to build, and to question.

AGECS endeavours to continue to deliver high-quality forums and PDs across Victoria; reaching out to Early Childhood professionals in metropolitan and regional areas where access to up-to-date information is not readily available or too expensive.

AGECS leads the provision of innovative and challenging learning to Early Childhood professionals to develop quality early childhood settings. These settings enhance learning and developmental achievements for all children with the most significant impact being on the outcome of children experiencing vulnerability.

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 dispossession of the Wurundjeri peoples and other Aboriginal Victorians due to the impact of colonisation.

AGECS Forum in May 2017

- **Respectful Relationships & Reflective Practice: An interactive conversation with Dr Ruth Schmidt Neven**

As noted in this Practice Principle of the VEYLDF, the relationships we develop with children and families are fundamental to our role as early childhood educators. How children's behaviour is managed can change if organisational and group dynamics also change. Ruth took this



further explaining the importance of an approach that focuses on group dynamics rather than individual children. There were many Early Years Educators at the forum and some robust conversation

came from audience questions and Ruth's responses. Everyone took learning from the evening back to their workplace, sharing Ruth's insights and maybe changing the way they interact with children.

<http://centreforchildandfamily.com/>

AGECS Forum in July 2017

(This forum was held in the Collingwood Town Hall and was well attended by members and non-members; followed by a scrumptious lunch).

- **Dr Sandhya Ramrakha from Otago University New Zealand spoke about supporting children's self-regulation** We were immersed in hearing about the findings of The Dunedin Study where researchers who for more than 40 years have been following the lives of over 1000 children who were recruited for the study at age 3! Results show that a small segment of the population accounts for a disproportionate share of costly service usage across a society's health care, criminal justice, and social welfare systems – and paediatric tests of brain health can identify these adults as young as age three, new findings out of the University of Otago's Dunedin Multidisciplinary Study suggest.



- **Alannah Dore**, our 2016 AGECS Fellowship recipient used the Fellowship Grant to create 2 videos as teaching tools in a project titled: ***'Empowering Early Childhood Educators to Embed Cultural Diversity into their Programs for Children Aged Birth to 2 years'***.

Everyone sat transfixed watching the videos. Amazing! Alannah presented her videos with meaningful narrative and we went on the journey she encounters in her mentoring position and how the concept of the videos came about. A success story of an Educator with a passion for improving outcomes for children through empowering Educators, and applying for a Fellowship Grant to enable her to lead and enact change.



Our members' contributions.....

Your Image of the Child: Where Teaching Begins

by Loris Malaguzzi (founder of Reggio Emilia Approach)

There are hundreds of different images of the child. Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child. This theory within you pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child. It is very difficult for you to act contrary to this internal image. For example, if your image is that boys and girls are very different from one another, you will behave differently in your interactions with each of them. The environment you construct around you and the children also reflects this image you have about the child. There's a difference between the environment that you are able to build based on a preconceived image of the child and the environment that you can build that is based on the child you see in front of you — the relationship you build with the child, the games you play. An environment that grows out of your relationship with the child is unique and fluid. The quality and quantity of relationships among you as adults and educators also reflects your image of the child. Children are very sensitive and can see and sense very quickly the spirit of what is going on among the adults in their world. They understand whether the adults are working together in a truly collaborative way or if they are separated in some way from each other, living their experience as if it were private with little interaction.

Posing Important Questions

When you begin working with children in the morning, you must, as adults, pose questions about the children, such as: "When are these children really going to begin socializing?" And at the same time the children will pose questions to the adults: "When are the adults really going to begin socializing?" This is a dialogue that needs to be continual between the adults and the children. The adults ask questions from the world of adults to the children. The children will ask questions to the adults. The expectations that the children have of the adults and the adults have of the children are important. We must spend some time talking about these expectations.

The family — mothers, fathers, aunts, uncles, grandparents

— is also involved in this questioning. Daily they need to ask: "What is this child doing in the school?"

It's very probable that once a day, maybe twice or three times or many times a day, the children are asking themselves: "What is my mother doing?" "What is my father doing?" "What is my brother or my sister doing?" "Are they having more fun than I am?" "Are they bored?"

The school we are talking about is not the school you are familiar with in the past, but it is something that you can hope for.

Considering Each Child's Reality

We can never think of the child in the abstract. When we think about a child, when we pull out a child to look at, that child is already tightly connected and linked to a certain reality of the world — she has relationships and experiences. We cannot separate this child from a particular reality. She brings these experiences, feelings, and relationships into school with her.

And it is the same for you as adults. When you enter the school in the morning, you carry with you pieces of your life — your happiness, your sadness, your hopes, your pleasures, the stresses from your life. You never come in an isolated way; you always come with pieces of the world attached to you. So the meetings that we have are always contaminated with the experiences that we bring with us.

Enjoying Relationships

The ability to enjoy relationships and work together is very important. Children need to enjoy being in school, they need to love their school and the interactions that take place there. Their expectations of these interactions is critical.

It is also important for the teachers to enjoy being with the other teachers, to enjoy seeing the children stretch their capacities and use their intelligences, to enjoy interactions with the children. Both parts are essential.

Both children and adults need to feel active and important — to be rewarded by their own efforts, their own intelligences, their own activity and energy. When a child feels these things are valued, they become a fountain of strength for him. He feels the joy of working with adults who value his work and this is one of the bases for learning.

Overactivity on the part of the adult is a risk factor. The adult does too much because he cares about the child; but this creates a passive role for the child in her own learning.

Learning to Wait

All of this pushes us to produce a higher level of observation. We must move beyond just looking at the child to become better observers, able to penetrate into the child to understand each child's resources and potential and present state of mind. We need to compare these with our own in order to work well together.

Our task is to construct educational situations that we propose to the children in the morning. It's okay to improvise sometimes but we need to plan the project. It may be a project that is projected over a period of days, or weeks, or even months. We need to produce situations in which children learn by themselves, in which children can take advantage of their own knowledge and resources autonomously, and in which we guarantee the intervention of the adult as little as possible. We don't want to teach children something that they can learn by themselves. We don't want to give them thoughts that they can come up with by themselves. What we want to do is activate within children the desire and will and great pleasure that comes from being the authors of their own learning.

We need to know how to recognize a new presence, how to wait for the child. This is something that is learned, it's not automatic. We often have to do it against our own rush to work in our own way. We'll discover that our presence, which has to be visible and warm, makes it possible for us to try to get inside the child and what that child is doing. And this may seem to be passive, but it is really a very strong activity on our part.

Becoming Totally Involved

It's a constant value for the children to know that the adult is there, attentive and helpful, a guide for the child. Perhaps this way of working with the child will build a different understanding of our role than we have had before. Clarifying the meaning of our presence and our being with children is something that is vital for the child. When the child sees that the adult is there, totally involved with the child, the child doesn't forget. This is something that's right for us and it's right for the children.

There are many things that are part of a child's life just as they are part of an adult's life. The desire to do something for someone, for instance. Every adult has a need to feel that we are seen/observed by others. (Observing others is also important.) This is just as true for children as for adults. Therefore, it's possible to observe, to receive a lot of pleasure and satisfaction from observing in many different ways. When the child is observed, the child is happy — it's almost an honor that he is observed by an adult. On the other hand, a good teacher who knows how to

observe feels good about himself because that person knows that he is able to take something from the situation, transform it, and understand it in a new way.

What the child doesn't want is an observation from the adult who isn't really there, who is distracted. The child wants to know that she is observed, carefully, with full attention. The child wants to be observed in action. She wants the teacher to see the process of her work, rather than the product. The teacher asks the child to take a bucket of water from one place to the other. It's not important to the child that the teacher only sees him arrive with the bucket of water at the end. What is important to the child is that the teacher sees the child while the child is working, while the child is putting out the effort to accomplish the task — the processes are important, how much the child is putting into the effort, how heroic the child is doing this work. What children want is to be observed while engaged, they do not want the focus of the observation to be on the final product. When we as adults are able to see the children in the process, it's as if we are opening a window and getting a fresh view of things.

"If only you had seen all I had to do." The child wants this observation. We all want this. This means that when you learn to observe the child, when you have assimilated all that it means to observe the child, you learn many things that are not in books — educational or psychological. And when you have done this you will learn to have more diffidence and more distrust of rapid assessments, tests, judgments. The child wants to be observed, but she doesn't want to be judged. Even when we do judge, things escape us, we do not see things, so we are not able to evaluate in a wide way. This system of observing children carries you into many different feelings and thoughts, into a kind of teaching full of uncertainty and doubt.

Discovering a New Way of Observing

Observing in this way offers tremendous benefits. It requires a shift in the role of the teacher from an emphasis of teaching to an emphasis on learning, teachers learning about themselves as teachers as well as teachers learning about children. This is a self-learning that takes place for the teacher and it enables the teacher to see things that are taking place in children that teachers were not able to see before. We have to let children be with children. Children learn a lot from other children, and adults learn from children being with children. Children love to learn among themselves, and they learn things that it would never be possible to learn from interactions with an adult. The interaction between children is a very fertile and a very rich relationship. If it is left to

ferment without adult interference and without that excessive assistance that we sometimes give, then it's more advantageous to the child. We don't want to protect something that doesn't need to be protected.

It's important for the teacher who works with young children to understand that she knows little about children. Teachers need to learn to see the children, to listen to them, to know when they are feeling some distance from us as adults and from children, when they are distracted, when they are surrounded by a shadow of happiness and pleasure, and when they are surrounded by a shadow of sadness and suffering. We have to understand that they are moving and working with many ideas, but their most important task is to build relationships with friends. They are trying to understand what friendship is. Children grow in many directions together, but a child is always in search of relationships. Children get to know each other through all their senses. Touching the hair of another child is very important. Smell is important. This is a way children are able to understand the identity of themselves and the identity of others.

Redefining Roles

We need to define the role of the adult, not as a transmitter but as a creator of relationships — We teachers must see ourselves as researchers, able to think, and to produce a true curriculum, a curriculum produced from all of the children. What we so often do is impose adult time on children's time and this negates children being able to work with their own resources.

When we in Reggio say children have 100 languages, we mean more than the 100 languages of children, we also mean the 100 languages of adults, of teachers.

The teacher must have the capacity for many different roles. The teacher has to be the author of a play, someone who thinks ahead of time

The teacher must forget all the lines he knew before and invent the ones he doesn't remember.

Teachers also have to take the role of the prompter, the one who gives the cues to the actors. Teachers need to be set designers who create the environment in which activities take place. At the same time, the teacher needs to be the audience who applauds.

The teacher has many different roles and she needs to be in many places and do many different things and use many languages. Sometimes the teacher will find himself without words, without anything to say; and at times this is fortunate for the child, because then the teacher will have to invent new words.

Forging Alliances with Families

We must forge strong alliances with the families of our children. Imagine the school as an enormous

hot air balloon. The hot air balloon is on the ground when the parents bring their children in the morning. Some parents think the balloon is going to rise up and fly around during the day. Others would really prefer that the balloon remain on the ground because that way they are sure their children are safe and protected. But the children want to go up and fly and travel everywhere in a hot air balloon, to see in this different way, to look at things from above. Our problem is that to make the hot air balloon fly we have to make sure that parents understand the importance of what the teachers and children are doing in the hot air balloon. Flying through the air, seeing the world in a different way, adds to the wealth of all of us, particularly the children. We need to make a big impression on parents, amaze them, convince them that what we are doing is something extremely important for their children and for them, that we are producing and working with children to understand their intelligence and their intelligences.

This means that we have to become skilled in flying and managing this hot air balloon. Perhaps it was our previous lack of skill that made us fall. We all need to learn to be better hot air balloon pilots.

Building Strong Images

What we have to do now is draw out the image of the child, draw the child out of the desperate situations that many children find themselves in. If we redeem the child from these difficult situations, we redeem ourselves. Children have a right to a good school — a good building, good teachers, right time, good activities.

This is the right of ALL children.

It is necessary to give an immediate response to a child. Children need to know that we are their friends, that they can depend on us for the things they desire, that we can support them in the things that they have, but also in the things that they dream about, that they desire.

Children have the right to imagine. We need to give them full rights of citizenship in life and in society. It's necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests. This is the image of the child that we need to hold.

Those who have the image of the child as fragile, incomplete, weak, made of glass gain something from this belief only for themselves. We don't need that as an image of children.

Instead of always giving children protection, we need to give them the recognition of their rights and of their strengths.

www.childcareexchange.com

Annual General Meeting and Members Tour – 2017

November 11th

10:00am

State Library of Victoria

Lunch provided

RSVP: November 6th

info@agecs.org.au

Graduation Hymn (KTC)

*To you who go forth upon Life's Way
With steadfast singing hearts
To you who tread on paths as yet untrod
With ideals lofty, clear,
Inspired by God, May you have joyous fellowship
And years of wisdom ripened,
May you have love and faith in all you do,
The little child to guide,
To minister unto,
Go you forth, fulfil your dreams,
Guide, uplift, encourage,
The dauntless spirit those before have shown
You share. Stand firm and know
That you are not alone,
That you are not alone.*

(Author unknown)

AGECS Fellowship for Leadership and Change 2016.

Recipient : Alannah Dore

Empowering Early Childhood Educators to Embed Cultural Diversity into their Programs for Children Aged Birth to 2 years through access to videos.

Early childhood programs need to provide children with the opportunities to develop a strong identity, feel connected and experience a sense of belonging. One crucial way is by connecting all children to their own and other cultures and languages. In addition, they should have exposure to the richness and benefits of diversity, building their own cultural competence at this formative time of rapid development. This project was created with educators and teachers of very young children in long day care services in mind, who can influence these outcomes.

Educators, in particular those who are not room leaders, and often spend the most time with the children, have a right to access professional quality training. This training should aim to promote motivation, stimulate willingness, enable educators to reflect on cultural attitudes (their own and the community) and how these are impacting on children attending their programs. Additionally, educators are entitled to be supported to increase their relevant knowledge and skills. In particular, early

childhood educators require support to actively incorporate Aboriginal and Torres Strait Islander perspectives and culturally and linguistically diverse considerations into their programs.

The motivation of dedicated early childhood educators to evolve professionally is often challenged by busy schedules. This frequently leaves them with little time for critical reflection and access to professional development (PD). A relevant practical means to support educators in developing their cultural competence became apparent over numerous observational visits to early childhood services. While tech-savvy early childhood educators frequently had minimal access to computers, most experienced maximum participation online through their smartphones. It was proposed that challenges and strengths be addressed toward increasing professional development utilising this knowledge. It was the aim of this project to reach early childhood educators who are in most contact with children, in particular those aged from birth to 3 years. This was achieved through the creation of two under seven minute videos accompanied by a guide for reflection, made available online via the AGECS website and therefore technologically accessible by educators, requiring minimal commitment of time.

The project's journey incorporated an ever-evolving series of creative practical and professional decisions. A willingness to let go when the excitement of an idea could not be materialised was required on frequent occasions. Additionally, openness to trying out new ideas that initially may have appeared as least likely to meet the proposed outcomes was advantageous. One example was letting go of the original concept of keeping the videos to three minutes in length to ensure viewer engagement. The decision to extend the videos from the proposed three minutes to over double the length was not done lightly. Video marketing guidelines emphasise the value of shortness in today's online viewing habits. However while a professional learning tool can be likened to selling an idea, these videos are provided in a PD context. The average PD session can be anything from 30 minutes to one day long. A decision was therefore made to include all selected key concepts informed by the Early Years Learning Framework and the Victorian Early Years Learning and Development Framework that was difficult to achieve in a shorter timeframe.



Funding, technical expertise, professional availability, time, energy and motivation combined to produce a package that will be freely accessible to educators and teachers online. With a fellowship grant awarded by the Association of Graduates in Early Childhood Studies in 2016, the videos were created by Alannah Dore, Director of the project and videographer, animator and editor Cath Murphy. These resources offer a collection of visual, auditory and emotive bursts of original imagery, music, and interviews. Through these various

modes of delivery, the videos convey both direct and indirect foundational messages: one relating to embedding Aboriginal and Torres Strait Islander perspectives in practice, particularly in Victoria, and the other focusing more broadly on cultural diversity.

Note: In light of the current changes to inclusion support for long day care services (and other childcare services), with the end of the Inclusion Professional Support Program on June 30 2016 and the commencement of the new Inclusion Support Program on July 1st 2016.

<https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/early-childhood-child-care/inclusion-and-professional-support-program>

Proposed Outcomes of the Fellowship Project

This project does not intend to meet the cultural competency gap in early childhood education in Australia but it does intend to be a major contributor to this process at the initial stages of cultural competency for educators.

This project does intend to provide a starting point for cultural competency through online training open to educators/teachers/services across Australia at no or low cost

This project intends to meet professional development needs for educators/teachers who are just beginning their journey toward cultural competency

This project intends to motivate/support participants that would normally not attend any other form of training due to

- other priorities set by the individual or the service they are part of
- lack of resources i.e. planning time, service and personal funds to pursue professional development
- unaware of their obligations under the national regulations for early childhood services
- unaware of how to begin to fulfil their obligations under these regulations .
- lacking confidence in how to move forward

For access go to www.agecs.org.au/resources

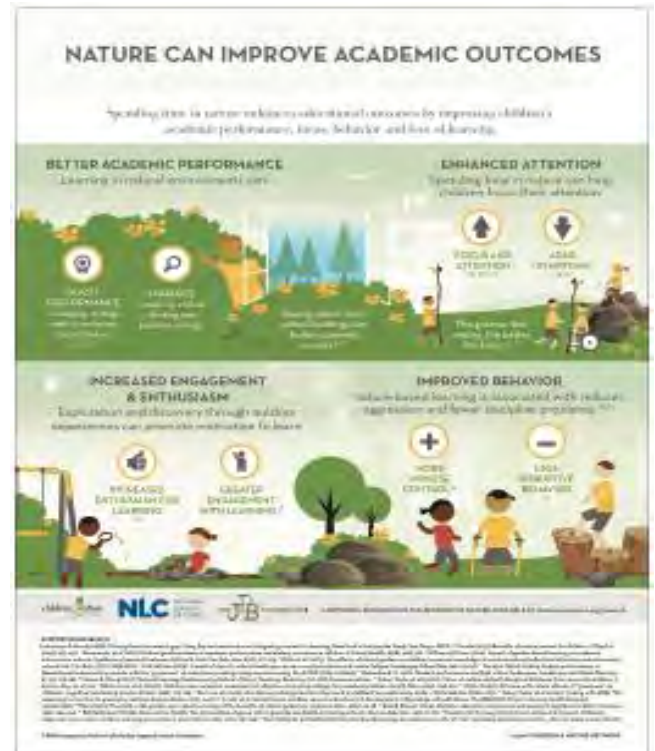
Alannah Dore

Notes from the Field.....

Children and Nature Network Posters

The Children & Nature Network is leading the movement to connect all children, their families and communities to nature through innovative ideas, evidence-based resources and tools, broad-based collaboration and support of grassroots leadership.

www.childrenandnature.org



Why Kids Should Work on a Vertical



Surface

1 Shoulder/Elbow Stability The use of larger vertical surfaces such as chalkboards, marker boards, and Smart boards allows children to use bigger arm movements that encourage strength and flexibility throughout the joints and muscles of the upper extremities. Even the hand gets a hefty boost of strengthening as it works against gravity to keep making vertical, horizontal and diagonal lines.

3 Midline Crossing When a child is writing or drawing across a large vertical surface, they have to cross the midline of their body with their dominant hand to reach all of the spaces. This is great practice for children who are struggling with midline crossing and establishing a strong hand dominance.

4 Wrist Extension/Pencil Grasp Vertical surface writing naturally puts the wrist in an extended position which encourages hand stabilization for better pencil grasp and control of writing utensils.

5 Visual Attention and Hand-Eye Coordination Working on a vertical surface brings the task closer to the child's eyes. This helps children who have difficulty maintaining visual attention to activities and can help to encourage hand-eye coordination, as the child has a better view of what they are doing

6 Spatial Awareness When a child works on a large vertical surface, it makes directional terms (up, down, left, right) much easier to understand because the child can relate the words to their own body!

7 Sensory Working at a vertical surface may be beneficial for fidgety children who work better in a standing position than sitting at a table. Let's face it, we all work better if we can change positions!

8 Core Strength and Posture Working in a kneeling or standing position at an upright surface gives children a good dose of core strengthening. There's no slumping or leaning on the back of the chair – the only choice is to engage those core and back muscles to maintain upright posture!

9 Core Strengthening for Babies:

We're talking about Tummy Time! Before they're born, babies spend 9 months crunched into a very tight space. They need Tummy Time to stretch out their abdominal muscles and strengthen the muscles of their neck and back. What skills will this help the child accomplish? Crawling, standing, walking, jumping, skipping..... Get down on the floor next to baby. Turn pages in picture books or magazines. This develops baby's eye strength and keeps her interested. Try tummy time in different places, like outdoors on a blanket.



-Most children develop adequate core strength simply by being children and engaging in play activities like the ones listed above. Unfortunately, due to busy schedules, an increase in screen time, and a variety of other reasons, we're seeing less and less of this kind of play in children today. And we're seeing more and more children in therapy who need intervention targeted at building the core muscles. www.theinspiredtreehouse.com

Government Initiatives.....

School Readiness Funding

The Education State Early Childhood Reform Plan: *Ready for Kinder, Ready for School, Ready for Life* is changing the way the Victorian Government funds kindergartens by introducing school readiness funding.



What is school readiness funding?

All services with a funded kindergarten program will receive additional school readiness funding based on the educational needs of children enrolled. The purpose of the funding is to better resource kindergartens to support all children to be developmentally on track when they reach school. It is a new, permanent part of the kindergarten funding model. School readiness funding commences for one third of funded services in 2019, with all services with a funded kindergarten program receiving the funding by 2021.

What further information needs to be collected?

As part of this reform, all services with funded kindergarten program will need to collect information on the education and occupation of parents/guardians, starting with children enrolling for 2018.

Why do we need education and occupation information from parents/ guardians?

The Department of Education and Training (DET) will use an approach which considers the education and occupation of parents/guardians to allocate additional funding, the same approach used in government schools. This approach

recognises that the education and occupation of parents or guardians is a strong predictor of children who need additional support. It means parents will be asked the same questions when enrolling their child in kindergarten as they are asked when enrolling for school.

What should you do next?

To prepare for the changes please familiarise yourself with the documents attached to this email, and share them with your staff. These include:

- School readiness fact sheet and instructions
- Template parental occupation and education form
- Occupation category comprehensive guide
- Postcard titled 'Introducing School Readiness Funding'

Meeting demand for Early Start Kindergarten

We're expanding to meet growing demand for Early Start Kindergarten. This will help more Koorie children and children known to child protection access two years of kindergarten for free.

More support for Koorie families and children

We know that Koorie families are more likely to access services when they feel culturally supported and have an existing relationship with the provider. We plan to support Koorie parents and children with culturally relevant services. To help Koorie parents provide a strong foundation for their children, we will fund four new Koorie supported playgroups and the Koorie Families as First Educators program, which will be delivered by Aboriginal Community Controlled Organisations in five Koorie communities in areas of high need.

www.education.vic.gov.au

Entertainment for Educators.....

At the Movies

Blue

An Australian documentary in ecological awareness. Director Karina Holden uses scientists, advocates and rangers on the front line and the movie holds a passion about making a difference to the impact of the aquatic environment, ranging across Australia and the Pacific Ocean.

PG



Ali's Wedding

After a white lie that spirals out of control, a neurotic, naïve and musically gifted Muslim cleric's eldest son must follow through with an arranged marriage, except he is madly in love with an Australian born Lebanese girl.

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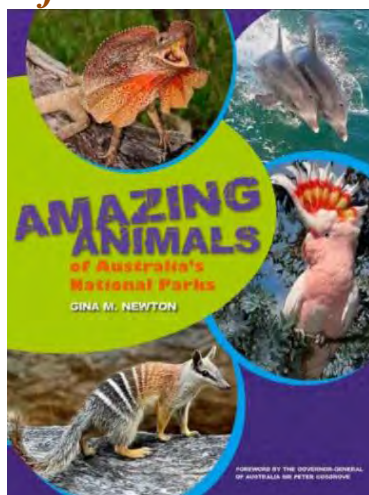


Reading

Amazing Animals of Australian National Parks,

This book brings Australian states and seven sections forests; rainforests; coasts, oceans and a selection of the inhabit them. At the beetles, spiders,

CBCA- 2017 Award



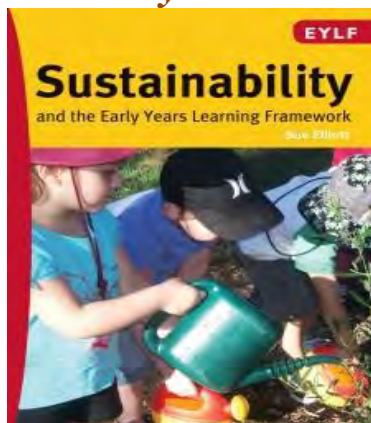
together 55 national parks, selected across all territories, and over 120 animals. It is divided into according to habitat (woodlands and grasslands; arid zones; mountains; wetlands and waterways; islands), each including a number of national parks fish, reptiles, frogs, birds and mammals that end of the book is a section on 'little critters'- butterflies, grasshoppers, bugs and so on.

for Information Book. by Gina M. Newton

Sustainability and the Early Years Learning Framework

As momentum around early sustainability has built over the last decade, it is evident that starting only possible, but also necessary. to collaboratively construct is the goal and this can be EYLF through a lens of

by Sue Elliott



childhood education for decade, it is evident that starting only possible, but also necessary. to collaboratively construct is the goal and this can be EYLF through a lens of

Apps for Educators

Animalia

Graeme Base's classical picture book is available in an interactive iPad app. Puzzles and word games add to the story, depending on the age group.



Equipt

Equipt is a free wellbeing app developed by The Police Association and Victoria Police, with input from members and leading health professionals. It is designed for, police employees and their families. Equipt will help strengthen your physical, emotional and social wellbeing. It will also put you in touch with help and support if you need it.



Television Viewing

MUSTANGS FC

A new series revolving group of misfits to get an and running. A mission tweens of 'Who am I?' do I want to be?'

(Belonging, Being and



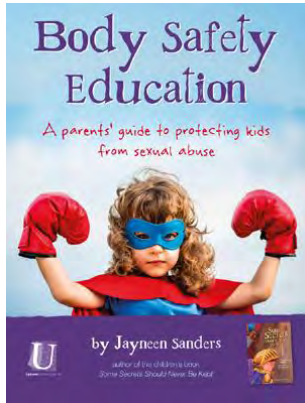
on ABC ME

around the struggles of a all-girls soccer team up statement for teens and Where do I belong?' 'Who

Becoming? EYLF)

General Articles of Interest to Educators.....

From the Early Childhood Australia Shop



Body Safety Education by Jayneen Sanders is a step-by-step guide for parents and carers on how to protect children from

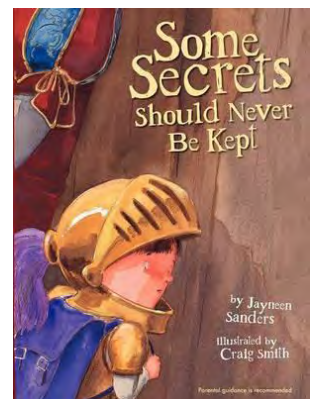
sexual abuse through personal body safety education. This guide contains simple, practical and age-appropriate ideas, as well as important information on how abusers groom children and families. Body Safety knowledge empowers children. It goes a long way in keeping them safe from sexual abuse, and ensuring they grow up as assertive and confident teenagers and adults. There is no downside!

Some Secrets Should Never Be Kept by Jayneen Sanders is a beautifully illustrated children's picture book that sensitively broaches the subject of keeping children safe from inappropriate touch. We teach water and road safety, but how do we teach Body Safety to young children in a way that is neither frightening nor confronting? This book is an invaluable tool for parents, caregivers, teachers and healthcare professionals to broach the subject of safe and unsafe touch in a non-threatening and age-appropriate way. The comprehensive notes to the reader and discussion questions at the back of the book support both the reader and the child when discussing the story. Suitable for children aged 3 to 12 years.

Story is a great medium to discuss difficult topics. 'Some Secrets Should Never Be Kept' was written to ensure children are armed with knowledge if they are ever touched inappropriately; and from the first unsafe touch, a child will understand to tell a trusted adult and keep on telling until they are believed. 'Some Secrets Should Never Be Kept' is available in 7 languages including English, Spanish, German, Chinese, Japanese, Italian and French.

Body Safety Education (also known as protective behaviours or child sexual abuse prevention education) involves so much more than focusing on stranger danger. In fact, 95% of sexually abused children will know their abuser and only 5% will be strangers. It is also crucial for children to learn that they must never keep secrets that make them feel bad or uncomfortable (in fact, we teach it's best not to have secrets in families, only happy surprises). The trouble with secrets is that they are the main tool used by child molesters to ensure children remain silent about the abuse. Ensuring the secret is kept is of utmost importance to the perpetrator. Therefore, threats and insisting no-one will believe the child is used as a way of controlling the child to be silent. Through Body Safety Education parents and children will learn the importance of there being no secrets between us.

Parents and carers need to be on the lookout for signs of sexual abuse in children and grooming behaviour which is often focused on themselves as well as their children. The answer to the question, 'How do I keep kids safe from sexual abuse?' is simple; teach them Body Safety Education from a very young age. Always use the correct names for their genitals, ensure they know that the parts covered by their swimsuit are known as their private parts, and that private means 'just for you', and consequently not for sharing. This is known as the swimsuit lesson. When you teach your child that 'your body belongs to you' you are empowering them with confidence through knowledge. Body Safety Education also involves teaching your child that no-one can touch their private parts, and if they do, they must tell a trusted adult until believed.



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Changes to the National Quality Framework



Australian Children's
Education & Care
Quality Authority™

The revised National Quality Standard (NQS) will come into effect on **1 February 2018**. For the first time, the NQS introduces key concepts for each element and standard to help support the children's education and care sector unpack the central ideas. The concepts will support services to collaborate to identify strengths and opportunities for quality improvement, including engaging families and others in the community (such as local schools) in the process. They also provide clarity for both services and regulatory authorities about what is being measured or assessed in each of the standards and elements. Educators, educational leaders and service leaders can use the concepts to assist in the self-assessment process, as well as in critical reflection and professional conversations. If you are looking for an engaging and interactive way to learn more about the revised NQS, we have developed The Quest for Quality game – a capacity building tool that integrates discussions and critical reflection. You can download the game from the [ACECQA website](http://www.acecqa.gov.au).



developed The Quest for Quality an element of fun into professional download the game from



What's Happening Around Us?

November 4- 12, Gasworks (Albert Park) showcases Organic Public Art.

November 24-25, 'Live Wires Forum', ECA (Melbourne)

Live Wires is uniquely focused on children from birth to 8 years old, engaging young girls in technology, the challenge of maintaining physical health, and creating digital literacy in young children. <http://www.earlychildhoodaustralia.org.au/events/live-wires-forum/>

December 9



The African Music and Cultural Festival in Federation Square, is Australia's largest annual African festival and showcases an array of music, dance, art, fashion and authentic Africa food.

www.whatsonmelbourne.vic.gov.au

January 27 2018. Hội Chợ Tết Mậu Tuất

Victoria Street Lunar Festival (Richmond) to Dog for the Lunar New Year. Hundreds of delicious smorgasbord of Asian food from www.yarracity.vic.gov.au



celebrate the Year of the stalls will be offering a different regions.

To honour the memory

Lyon, Heather Isabel, (MBE, MACE, FACE) 1917-2008

Pre-school teacher and educator Heather Lyon was appointed a Member of the Order of the British Empire on 11 June 1977 for her service to education.

- Awarded Diploma from Kindergarten Training College, Melbourne
- Awarded Advanced Diploma from Kindergarten Training College, Melbourne
- Director of the Ada Mary A'Beckett Kindergarten at Fisherman's Bend
- Gained Bachelor of Science in Education from the University of Columbia
- Lecturer at the Kindergarten Training College in Kew
- Vice-principal at the Kindergarten Training College in Kew
- Principal of the State College of Victoria Institute of Early Childhood Development (formerly Kindergarten Training College)
- Awarded the Queen's Coronation Medal
- Member of the Australian College of Education (MACE)
- Member of the Committee on Training Volunteers for Youth Work with the YWCA
- Fellow of the Australian College of Education (FACE)
- Consultant to the New South Wales Teacher Education Board for accrediting pre-school courses
- Foundation member for the Senate of the State College of Victoria
- Member of the Accreditation Panel for the Western Australian Tertiary Education Commission to accredit Early Childhood courses at the Western Australia Institute of Technology
- Member of the Victorian Standing Committee on Pre-School Child Development
- Member of the Premier's Committee on Equal Opportunity in Schools
- Council member of the Graduate Association of the Institute of Early Childhood Development
- Member of the State Enquiry into Teacher Education



Obituaries

Patricia Findlay, passed away July 2017

2017 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 2017.

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 postal service.

2017 Council Members:

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

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
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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
professional development and networking
members.

AGECS members work, or have worked, in
education and care and /or they have
field in other ways.



organisation providing
opportunities for their

the field of Early Childhood
significantly contributed to the

The Association has a 95 year history of
continues through its establishment of the
[Foundation of Graduates of Early Childhood Studies.](#)

philanthropic work, which



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, Franklin Street, Melbourne VIC 3000 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.