



**AGECS**

The Association of Graduates  
in Early Childhood Studies

# AUDAX



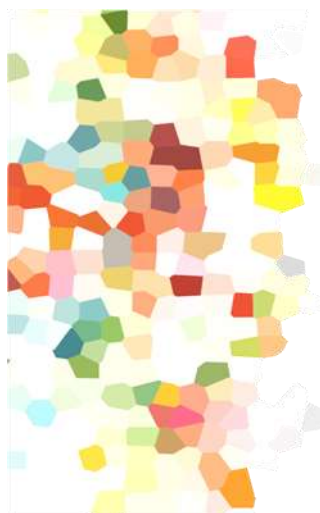
**Audax**

*(Latin) courageous, bold, daring*

**AUDAX 97 – Spring 2018**

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PO Box 12163, A'Beckett St, Melbourne VIC 8006

## *President's Report*



Children are in charge of their learning when they have opportunities to use their imagination to create and develop through play. Children manipulate tools and materials to complement their thinking, and the concept of 'Loose Parts' is an approach which provides fluidity rather than conformity.

AGECS provided an interactive 'Loose Parts' workshop at Werribee Learning Centre with Carolyn Lunt as presenter, an award-winning teacher, lecturer and consultant in the early childhood field and the co-author of *The Children's Experiences Folio*. Carolyn is well known in the Early Childhood profession and has a commitment to teaching sustainability and the use of the natural environment as an integral part of children's play. She brought a wealth of knowledge using videos and photographs of children's play with loose part items, handouts and worksheets. At the end of the session the participants were invited to take the materials that Carolyn had brought with her – years of accumulated treasure, there was very little left.

The feedback from most participants included that parents would not understand the depth of development with this type of play. Carolyn described this type of play as 'real work', involving planning, working out ways to get items to fit together, incorporating other ideas and sharing ideas. Children are busy when they are creating, they are not restricted by the rigidity of purpose-built toys. Instead inventing, and divergent thinking and problem solving are encouraged with materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways.

Some participants were concerned that colleagues would not support this type of 'messy' play, however all adults working with children need to be aware of exhibiting positive messages about play. Appreciating children's creations by listening to their conversations, commenting back and enjoying observing the sense of wonder in the children's play. For some Early Childhood professionals getting children to think for themselves is hard to do, especially if this is not normally how they work with children. Professional growth comes with being an active learner; tying theory to practise through reflective practice and building peer relationships to have professional dialogues and sharing ideas.

The process of risk assessment is participative and involves children, parents and staff who work with children. The communication that is generated from these types of discussions can be a positive way for parents and reluctant colleagues to formulate agreements and expectations about playing with and managing the loose parts. Learning about tools and responsibility for correct handling of items, and being safe, what does that mean, what do children and adults need to consider when playing with loose parts. This can include making sure structures are well supported, tools are being held and stored correctly, asking for assistance from peers and adults.

This workshop explored ways to store materials, source materials and practical ways to offer loose parts within an early childhood environment. Carolyn suggested setting up a Loose Parts directory of local suppliers; parents and community businesses and those surprise discoveries on the footpath.

Early Childhood professionals are essential as pro-active supporters of environmental issues; we are involved in children's early learning and using recycled and repurposed materials underpins ideals of the national Early Years Learning Framework which asks that each service take 'an active role in caring for its environment and contribute to a sustainable future' (NQS Standard 3.3).

*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.**

## *Our members' contributions...*

### **Premier's Volunteer of the Year, Dame Elisabeth Murdoch Award**

**Dr Sue Lopez Atkinson, Early Years Education**



**The Impact Award** presented to Sue at Government House in September 2018.

*A powerhouse of energy, intellect and wisdom, Sue is a proud Yorta Yorta woman and early childhood educator who, working with her community, has collectively put culturally relevant education into policy and practice. Sue has spent years supporting, teaching, explaining, sharing, laughing and encouraging, to achieve respect and justice for her people.*

### **Most outstanding Children's Program winner for 2018 Logie Awards**

#### **Little J and Big Cuz**

Produced by Ned Lander, ACER and Screen Tasmania.

**Dr. Sue Lopez Atkinson** has been involved in this production with advice and input as a member of the ACER Indigenous Early Years Advisory Committee.

The series is supported by SNAICC, NTIV, Film Victoria and distributed by Australian Children's Foundation.

*A fun 13 X 12 minute animated series for 4-6 year olds about 2 Indigenous kids living with their Nanna and Old Dog.*



[www.littlejandbigcuz.com.au/about](http://www.littlejandbigcuz.com.au/about)

## *Fellowship and grants from AGECS.....*

**The Possum Skin Pedagogy Professional Learning Project** is funded by The Association of Graduates in Early Childhood Studies (AGECS) and will be conducted over 4 mornings in semester 2. Aimed at practitioners working directly with children, the program will be led by Annette Sax, a Taungurung woman and early childhood consultant, and Denise Rundle, an experienced early childhood practitioner, with input from Victorian Aboriginal Elders and senior community members.

In 2016, Warrawong funded AAPEC to develop a Victorian early childhood pedagogy focusing on the possum skin cloaks of the Victorian Aboriginal community. Indigenous early childhood consultant Dr Sue Atkinson Lopez consulted with 7 Aboriginal Victorian Aboriginal Elders and senior community members to design the content of the 'Possum Skin Pedagogy: A guide for early childhood practitioners'. The document produced discusses 7 themes that can be explored with children referencing the possum skin as a marker of the maintenance and revival of Victorian Aboriginal culture and identity. AAPEC is a collective of people committed to embedding Aboriginal Perspectives in early childhood services with a focus on local Victorian cultures.

The group is made up of both Aboriginal and non-Aboriginal early childhood people.

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

- **Children's 'wondering': investigating a child-focussed approach to STEM learning.**

**Coral Campbell** was awarded a Fellowship for a project containing three components: engagement in an overseas approach to early childhood Science, Technology, Engineering and Mathematics education; academic interaction around STEM approaches; and development and delivery of Australian materials related to STEM pedagogy. On return to Australia, Coral will use the findings from the Jippo program (Finland) to develop an Australian approach to STEM

education, fusing the learnings from Finland with the context and current developments in Australia. As an outcome of the investigation, a set of materials for teachers in early childhood settings and families will be developed and provided to AGECS for distribution.



- **Promoting the social and emotional development of young children using the Pyramid Model and the Practice Based Coaching Approach - Teachers Learning and Collaborating.**

**Helen Baker** was awarded a Fellowship to participate overseas with the University researching the Pyramid Model of Teaching, with kindergartens practising the Model, then developing her project working with a number of educators supported with knowledge, skills and expertise to take a leadership role for working alongside families to build children's resilience and social and emotional competence. Helen will be developing Australian materials and using videos as a teaching tool.





## *Notes from the Field.....*

**ELAA, ECA and CCC have produced a joint Victorian election submission on:-**

### **‘Creating Children’s Future Today’**

We have a shared vision for the early years in Victoria where:

- universal access to early childhood education and affordable care is recognised as an essential step toward every child’s entitlement to a decent future
- the evidence supporting the critical importance of high quality early childhood education and care to educational and social outcomes is embraced by our political leaders and they take real action to ensure the continued regulation of service standards and ongoing sector reform
- services are adequately staffed today and into the future with early and middle childhood professionals who are supported and whose skills are valued and recognised
- government, the sector, and the community continually plan for the best programs, infrastructure, systems, and resources based on the latest research and real community need.

### **‘We have the evidence today’**

### **‘Ensuring access for today’**

### **‘Secure quality today’**

### **‘A strong workforce today’**

### **‘Planning today for the future’**



Of the 92 per cent of services in Victoria with a quality rating, just over one-third (34.2%) are exceeding minimum quality requirements (ACECQA, 2018)

To read the full report, go to:

[https://elaa.org.au/wp-content/uploads/2018/08/18108-ELAA\\_ElectionSubmission\\_FINALv2\\_web.pdf](https://elaa.org.au/wp-content/uploads/2018/08/18108-ELAA_ElectionSubmission_FINALv2_web.pdf)

## **• Why screens are stopping your children from sleeping at night**

Increased media use is linked to preschoolers getting less sleep at night and more sleep during the day, report researchers.

Previous research indicates that children ages two to five should only use screen media for about one hour a day to ensure their healthy growth and development. This guideline, however, is rarely followed. In the current study, daily screen time for preschoolers was more than double this recommendation.

This isn’t good, because media use can chip away at a restful night’s sleep for young children, threatening their ability to get the 10-13 hours of sleep they need per night, say study authors Jessica Moorman and Kristen Harrison of the communication studies department at the University of Michigan.

Inadequate sleep among children has been linked to obesity, depression, and anxiety, as well as weak school performance and poor social behaviours, such as acting out or displaying aggression toward peers.



### **How kids take in media**

The researchers assessed TV, DVD/VCR, video games, and computer/internet usage among 278 preschoolers, with average age of four years old. Parents and guardians completed an online or paper questionnaire about their child’s bedtime behaviour. They reported the hours of nightly sleep, daily naps, and quantity and times of media usage.

In addition to providing demographic information, parents responded to questions about sneaky media use—a new measure

representing the frequency children are caught using media when they should be sleeping. On average, respondents reported their children got close to 11 hours of sleep per day. Most of the children's media use occurred on weekdays after preschool, in the evening before bedtime, and over weekend days. About 19 percent of the children had televisions in their bedroom and 17 percent had two TVs in their room. More than 23 percent had a DVD/VCR and 9 percent had one video gaming system.

Moorman, a PhD candidate in communication studies and the study's lead author, says kids caught using media when they should be sleeping slept less at night, took longer daytime naps, and went to bed later on weekdays compared to the never-caught group—all factors that can negatively impact a child's healthy development. Not surprisingly, children with televisions in their bedrooms were 127 percent more likely to engage in sneaky media use compared to those without a TV in their room.



### **'Sleep consolidation'**

Harrison, professor of communication studies and study co-author, says that heaviest media users in the study likely have parents who are also heavy media users. This suggests that families should address these sleep concerns as a unit, not just for the youngest children in the household.

The bottom line: Although the kids are getting more than 10 hours of sleep daily, it's the timing of that sleep over the day that raises some cause for concern, the researchers says.

"As kids age, they typically grow out of the need for a daily nap, and this process is called 'sleep consolidation,'" Moorman says.



This can be observed in the differences between the sleep behaviour of young infants who sleep at all hours of the day for longer periods of time, and seven-year-olds who can go all day without a nap, getting their 10 hours of sleep in at one shot at night.

"Although these children may be meeting their required hours of sleep during any given 24-hour period, a longer daytime nap suggests a disruption to a child's process of sleep consolidation," Moorman says.

The longer naps by the heavy and sneaky media users could be one seemingly innocent yet impactful health-harming behaviour in preschool-age children, the researchers say.

[www.weforum.org/agenda/2018/01/why-screens-are-stopping-your-children-from-sleeping-at-night](http://www.weforum.org/agenda/2018/01/why-screens-are-stopping-your-children-from-sleeping-at-night)



## *Government Initiatives.....*

- **Glasses for kids**



Every prep to year 3 student at participating schools will be eligible to receive a free vision screening and if required, follow up eye testing and glasses.

The program enables up to 30,000 prep to year 3 students from 250 schools in the most disadvantaged areas to be tested for glasses. Nearly all initial vision screenings will be conducted at the school. Only a very small number of schools will need to visit a nominated optometrist in their local area for their free vision screenings.

Parental consent will be required for screening, which is not compulsory. The program is being delivered by State Schools' Relief and its partners, which is supported by the Department.

### **Vision screenings**

Vision screenings will be largely at schools, by either optometry students under the supervision of a registered optometrist or by a registered optometrist.

Students requiring additional eye testing will be referred to an established optometry practice for further bulk billed testing and dispensing of free glasses using a State Schools' Relief purchase order, if required.

### **Program schedule**

The schedule for the screenings of students will be set around the availability of the optometrists and their students and the schedules for each of the schools choosing to participate in the program.



- **The early childhood literacy teaching toolkit**

The Literacy Teaching Toolkit provides practical advice about the learning and teaching of language and literacy skills from birth to five years.

The resources within the Toolkit inform early childhood practice by presenting high quality integrated teaching and learning approaches focussed on language and literacy. With written advice, in-depth learning experience plans, and videos of exemplary practice, the literacy teaching toolkit provides key information to improve outcomes for all children in early childhood settings.

### **How to use this toolkit**

The toolkit for early childhood educators is organised into two developmental domains within language and literacy: interacting with others emergent literacy<sup>1</sup> (including reading and writing).

The structure of the toolkit is underpinned by developmental models of language and literacy.

<sup>1</sup> Both “emergent” and “early” are used in the research literature to describe the literacy skills that children develop in the period before school. The toolkit uses “emergent literacy” throughout to describe the skills that characterise the earliest literacy experiences of infants through to more formal literate practices that are observed in the year before school for many children.

### **Interacting with others**

In this part of the toolkit you can explore how spoken language skills (learning foci) develop, and how educators can create rich language learning experiences (teaching practices). This part of the toolkit is built around the theory of language form, content, and use (Bloom & Lahey, 1978), including both social and academic modes.

## Emergent literacy

In this part of the toolkit, you can explore children's engagement with written language (learning foci), and how educators can create emergent literacy experiences (teaching practices). This part of the toolkit is underpinned by the Four Resources Model (Freebody & Luke, 1990; Harris, Fitzsimmons, McKenzie & Turbill, 2003) which describes the different capacities developed by children as emergent readers and writers; that is a text decoder, text participant, text user, and text analyst.



Educators can choose to:

- watch a video exemplifying a focus or practice
- make use of the available learning experience plans in their own settings.
- read about particular focus or practice in detail.

The toolkit is designed to support intentional teaching. All sections of the toolkit are linked to the VEYLDF outcomes. Educators can create learning intentions using the learning foci; and embed them within experiences using the teaching practices.

[www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/Pages/default.aspx](http://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/Pages/default.aspx)



## • The Orange Door



The Victorian Royal Commission into Family Violence, and the Government's Roadmap for Reform: Strong Families, Safe Children recommended the establishment of Support and Safety Hubs to make it easier for people to find the services they need.

The Orange Door is a new way for women, children and young people who are experiencing family violence or families

who need assistance with the care and wellbeing of children to access the services they need to be safe and supported.

It is free to access help and support through The Orange Door and you do not need a referral. The Orange Door will be rolled out across Victoria by 2021, with operations beginning in some of the first locations from May 2018.

The Orange Door is open in Barwon, Bayside Peninsula, the Mallee and North Eastern Melbourne.

**Contact The Orange Door if:**

- someone close to you is hurting you, controlling you or making you feel afraid, such as your partner, family member, housemate or carer



- you are struggling with parenting due to family conflict, money issues, illness, addiction, grief or isolation
- you are concerned about the safety and wellbeing of a child or young person
- you are concerned about the safety of a friend or family member

The Orange Door provides:

- a more visible contact point so that people know where to go for support
- a connection to a wide range of supports across the spectrum of prevention, early intervention and response
- a coordinated and integrated service response for women, children and men where practitioners draw on specialist expertise
- an immediate response for people in crisis (during business hours) by linking them to specialist services, medical treatment and care, accommodation and practical assistance
- specialist support and tailored advice for victim survivors, families and children, with a strong focus on perpetrator accountability, based on the best available information and latest risk assessment tools.

The Orange Door is a key part of the ongoing reform of the family violence and children and families service systems. These reforms aim to strengthen responses for victim survivors of family violence and create better outcomes for children and families

[www.vic.gov.au/familyviolence/support-and-safety-hubs](http://www.vic.gov.au/familyviolence/support-and-safety-hubs)

<http://www.kidsfirstaustralia.org.au/news/38/whats-behind-the-orange-door>



## **STOP PRESS.....**

- **Ready for school-funding for 3 year old kindergarten**

In an Australian first, every Victorian child born under a re-elected Andrews Government will start kindergarten a year earlier, giving them the skills and experiences they need to be ready for school.

The state government will invest almost \$5 billion over the next decade to deliver a full 15 hours of three-year-old kinder, with the rollout beginning in 2020.

This will be the largest social, economic and educational reform ever undertaken in early childhood learning in Victoria's history.

The commitment is also good news for families struggling with the cost of living. Right now, many are forced to scrimp and save to cover the costs of three-year-old kinder – around \$5000 a year for 15 hours – while the vast majority see their kids miss out.

Recent research conducted by community service provider Uniting shows that nearly one in five families do not have their children enrolled in early learning because of the cost.

For families with a higher income, the Government will cover 65 per cent of their child's kindergarten costs, consistent with the current subsidy for four-year-old kinder. This represents a saving of at least \$3500 for families whose children attend a standalone kinder.

Those with kids who go to long-day-care will also benefit, with these centres given funding to employ teachers in their three-year-old rooms. Centres that make cost savings due to the investment will be required to pass any savings on to families.

Every Victorian child will have access to at least five hours of subsidised three-year-old kinder by 2022, progressively scaled up to 15 hours per week over the next decade.



## Entertainment for Educators.....

### \*At the Movies

***Custody*** filters the majority of its terror through Julien Besson, the 10-year-old boy at the center of his parents' vicious legal struggle. This device never feels exploitative, because as any child of divorce will tell you, the dissolution of one's parental unit is traumatic even when the split is amicable. And this is not an amicable split.



***Don't worry, he won't get far on foot.***

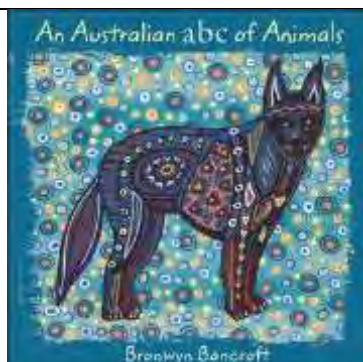
After Portland slacker John Callahan nearly loses his life in a car accident, the last thing he intends to do is give up drinking. But when he reluctantly enters treatment — with encouragement from his girlfriend — Callahan discovers a gift for drawing edgy, irreverent newspaper cartoons that develop an international following and grant him a new lease on life. Based on a true story, this poignant, insightful and often funny drama about the healing power of art is adapted from Callahan's autobiography



### \* Reading

#### ***Literacy Development***

These books are both a delightful introduction to the alphabet and numbers and a unique exploration of Australian wildlife—some familiar, others more unusual—as seen through the eyes of an indigenous artist. Animals include: kangaroo, bandicoot, wombat, echidna, cockatoo, frog, and goanna— **by Bronwyn Bancroft**



## *Inclusive Education in the Early Years*



*Inclusive education in the early years* introduces key concepts of inclusion, disability and inclusive education within the context of early childhood education. It focuses on effective approaches to facilitating inclusive education in the early years, addresses the Key Learning Areas and incorporates consideration of the prior to school, transition and early childhood school years. By Kathy Cologon.

Includes a chapter written by **Dr Sue Lopez Atkinson** and Prasanna Srinivasan on 'The Possum hunter – a ghost story for pre-schoolers?'

## \* Apps for Educators.....

### *Maternal Child Health information*



### *Starry night – interactive.*

Watch the iconic flows of Vincent Van Gogh's "Starry Night" come to life, in an animation! Drive the flows with your hand to create your own variation of the original painting! Dive in the landscape with immersive 3D zoom! Listen to the background ambient music, that is also responsive.



## \* Television Viewing



**Yarramundi Kids**, NITV, Tuesdays.

A children's television program features Indigenous kids and a cast of puppets, and is aimed at all Australian children. Its creator says that often the Yarramundi Puppets, which also make community visits, can reach children with messages of safety and health more effectively than adults can.

## *General Articles of Interest to Educators.....*

### • **Intergenerational Care Programs**

What happens when you bring a group of older residents to mix with young children in childcare? Clapping hands and singing songs is just one way they spend the morning together. These interactions are made possible by intergenerational care programs that have gained popularity in Australia in recent years.

Given changing economic, demographic and social pressures in Australia, there's an increased need for quality and cost-effective care arrangements for both older people and young children.

--Intergenerational care programs give children the opportunity to learn from and connect with an older generation, improve children's behaviour and attitude towards older people, and enhance the overall well-being of both young and old participants.

--Intergenerational care programs offer an effective alternative model of care in Australia in the face of increasing economic, demographic and social pressures. An extensive rollout of such programs has the potential to give families access to more, higher quality childcare, and helps older people feel like valued members of society.



The psychological and social benefits of intergenerational care programs are well recognised. Griffith University's Intergenerational Care Project is investigating the educational, workforce and economic benefits intergenerational care programs can bring to Australia.

This research is now well underway through Griffith University and is being conducted across four locations within Queensland and NSW. It's conducted with older adults living with dementia and children aged three to five years.

In this program, older people and children meet for one hour each week over 16 weeks. They partake in shared activities designed to enhance

engagement between generations.

Preliminary results suggest the reception of the program has been positive. Both younger and older participants expressed excitement and joy at being able to interact with each other.

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



### • **To play is to learn. Time to step back and let kids be kids**

#### **World Economic Forum Annual Meeting**

Real play is the freedom for children to engage with and learn from the world that surrounds them. By mentally and physically connecting children to the world, play empowers them to create and grow for the rest of their lives. It is a fundamental right for all children.



Research shows that play is vital to a child's development, equipping them with the skills necessary to tackle humanity's future, such as emotional intelligence, creativity and problem solving. To be a superhero is to lead; to host a teddy for tea is to organise; to build a fort is to innovate: to play is to learn.



We are committed to create a movement that prioritises the importance of play as not only something that lets kids be kids, but as something that sparks the fire for a child's development and learning. Partnering with children, parents, teachers, business, NGOs, stakeholders and society, our Real Play Coalition will empower and facilitate children's opportunities to grow and learn through play.

These opportunities should be granted to children wherever and whenever possible. But millions of youngsters around the world lack safe spaces for exploratory, hands-on play. In fact, 78% of parents agree that, during their childhood, the world was safer. It is critical that the freedom to play safely is not lost. Children who can play in a safe and supportive environment develop face-to-face communication, teamwork and negotiation skills, allowing them to become more resilient to life's challenges.

Many more children continue to miss out on play as it becomes less of a priority amid the pressures and distractions of our scheduled, test scored and technology-driven world. Sadly, our belief in the vital importance of play, both in and outside of the classroom, is not shared by as many as we would like. Studies have shown that, over the last 30 years, the time that children spend playing at school is fast reducing. In some countries, as many as two in three children complain that their parents organize too many activities for them outside of school, and nearly half (49%) of parents feel they struggle to find time to play with their children.

So long as our ever-changing world continues to pose new challenges to play, children's ability to develop skills that are essential to their future – and to the future of society as a whole – will be hindered. If 56% of children continue to spend less time outdoors than maximum security prisoners in the US, then the harder the search for our future leaders, creators and explorers will become.

Our fast-changing world, including the growth of technologies such as machine learning and artificial intelligence, means that children entering primary school today will be working in jobs that are yet to exist. This means we need to rethink and evolve our education systems, our on-the-job training programmes and our evaluation processes so that the children of tomorrow are poised for what the future may hold. The importance of the skills play promotes in the face of our changing world has never been higher. When children play, for instance, they practice original thinking, which is one of the main cognitive processes in creativity. Construction play in early childhood correlates to the development of spatial visualisation skills, which are strongly connected to mathematic capabilities and problem-solving skills in later life. The more our children play today, the more prepared future generations will be. Play is needed to endow us with leaders who can resolve conflict, problem solve, build socially connected communities and inspire society to flourish. We are committed to the idea that any child, wherever they are in the world, could be such a leader. Join us in protecting their real play.

[www.weforum.org/agenda/2018/01/to-play-is-to-learn/](http://www.weforum.org/agenda/2018/01/to-play-is-to-learn/)



## *The National Quality Framework-*



### **An update to the NQS effective October 2018.**

#### **2.2.1 Further clarification provided surrounding safe sleep and rest practices and recommended authority.**

- **Safe sleep and rest practices**

A key objective of the National Quality Framework (NQF) is to ensure the safety, health and wellbeing of children attending education and care services. Effective sleep and rest practices support each child's wellbeing and comfort and include appropriate opportunities to meet each child's need for sleep, rest and relaxation (Element 2.1.1). These strategies reinforce children's rights to quality education and care in an environment that provides for their health and safety.

Education and care services have a duty of care to ensure children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard. It is critical that services

ensure children are provided with safe sleeping environments, with policies and procedures based on recommended evidence-based principles and guidelines. Educators can also play an important role in providing safe sleeping advice to families aimed at reducing the risk of Sudden Unexpected Death in Infancy (SUDI) including Sudden Infant Death Syndrome (SIDS) and fatal sleeping accidents.

[Red Nose](#) is considered the recognised national authority on safe sleeping practices for infants and children. Approved providers and service leaders are encouraged to use this resource to regularly review and maintain the most up-to-date sleep and rest policies and procedures.



### *Questions to ask your team...*

**1.** Do you ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, while those children who **do** wish to sleep are allowed to do so, without being disrupted?

**2.** Do you have a range of strategies that can be used to meet children's individual sleep and rest needs?

**3.** Do you look for and respond to children's cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, decreased ability to regulate behaviour and seeking comfort from adults)?

**4.** Do you avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting?

**5.** Do you acknowledge children's emotions, feelings and fears?

**6.** Do you ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces. Wherever viewing windows are used, all children should be visible to supervising educators?

## What's Happening Around Us?

### • 19<sup>th</sup> to 28<sup>th</sup> October

#### **Land Art Generator Initiative - Free**

Acland St., St. Kilda

An exhibition of finalists of an international design competition to create an art installation that generates clean energy. Workshops, talks, walks and markets.



[www.portphillip.vic.gov.au](http://www.portphillip.vic.gov.au)

### • 3<sup>rd</sup> to 11<sup>th</sup> November

#### **Gasworks Arts Park**

Albert Park

A showcase of organic sculpture, an arts experience that displays living public art. Gasworks Park was transformed into a piece of living art, with works emerging from tree trunks, branches and walls, using organic materials such as leaves, twigs, twine, branches, moss, fruit, flowers, bamboo, cane, timber and stone.



### • 10<sup>th</sup> November

#### **AGECS members day.**



Koorie Heritage Trust, Federation square Melb.  
A Walking Tour: Introduction to Koorie culture  
Birrarung Wilam, followed by AGM and lunch.

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

### • 18<sup>th</sup> November

Music from the Wetlands, Alphington  
Created by the local community for the whole community, Music from the Wetlands Festival is the perfect Spring event to share with friends and family. Pull up a pea straw bale and enjoy the fabulous line up of musicians, explore stalls run by environmental and community groups. Pull up a pea straw bale and enjoy the fabulous line up of musicians, or explore stalls run by environmental and community groups. Food and drinks will be on offer while a children's program keeps the little ones entertained.



[www.yarracitycouncil.com.au/events](http://www.yarracitycouncil.com.au/events)

### • 25 – 29<sup>th</sup> June 2019

ECIA Conference, Sydney



#### **Research to Practice in Early Intervention.**

The Conference is for both Early Childhood Intervention Australia (ECIA) and International Society on Early Intervention (ISEI) and have a strong history of bringing together experts from all around the world. This is the first time that this conference will be held in the Southern Hemisphere.

[www.ecia.org.au/Learning-Events/National-Conference-2019](http://www.ecia.org.au/Learning-Events/National-Conference-2019)



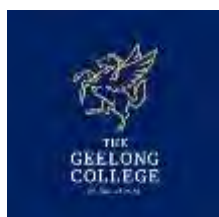
# FINALISTS

The Emeritus Professor Collette Tayler  
Excellence in Educational Leadership Award



**2018 is the first year this Award has been offered, in memory of Emeritus Professor Collette Tayler. The winner will be announced at the October 23<sup>rd</sup> ceremony for all Victorian Education Awards presentations.**

## The Geelong College Early Learning Centre



The Centre developed the 'Connection to Country' project, joined 'Narragunnawali' and

developed its own Reconciliation Action Plan. There have been great benefits for children, parents, staff and the wider community in understanding and embedding Aboriginal and Torres Strait Islander culture into its programs.

## Gowrie

The program's teaching and approaches to unique strengths and needs of the community. In a culture of curiosity, the study focused on how a professional learning program can affect the quality of educator-child interactions in its service.



## Victoria

team adapted learning meet the

## Community Kinders Plus

The organisation has studied Emeritus Professor Collette Tayler's research and has devised an assessment time line, tools and templates to observe, track and record children's progress and development. Community Kinders Plus has identified the need to provide our families with the opportunity to receive fair and equal education regardless of their financial and/or social status.





*Some post its for you.....*

"Each time one prematurely teaches a child something he could have discovered himself, that child is kept from inventing it and consequently from understanding it completely."

Jean Piaget



"Why do kids go up the slide? They are seeking risk and challenge in their play. Kids feel powerful scaling the slide. Going up the slide is fun. It's healthy adventure, often part of imaginative play. Climbing the slide helps kids test their strength, find their limits and gain balance, spatial awareness, and yes, social awareness and consideration."

- Heather Shumaker

Buy a kids tent, fill it with play sand. Kids can stay out of the hot sun, zip it up to keep cats from pooping in it & keeps the rain out.



**IF WE WANT OUR  
CHILDREN TO MOVE  
MOUNTAINS, WE MUST  
FIRST LET THEM GET  
OUT OF THEIR CHAIRS.**

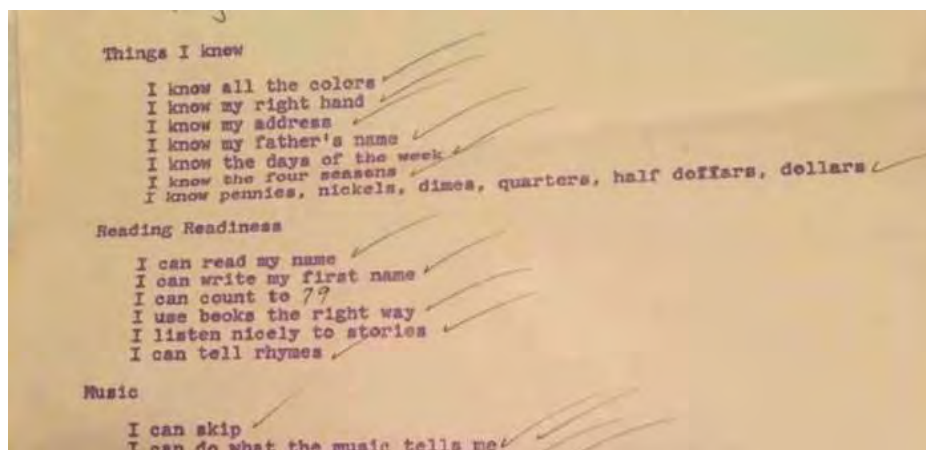
Noriette-Sander

*Ellen Whiteley*  
ELEMENTARY EDUCATION

## A bit of history from a 1950's Kindergarten

- A selection committee was set up to meet monthly to select the next children eligible to attend the kindergarten. One of the first subsidised kindergartens in the Hills.
- Miss Pescinari was the first directress, appointed by the Department of Child Welfare.
- Children were asked to donate 1/6d each week for 2 sessions or 2/s for 3 sessions going towards the teacher's salary.
- In 1952 there was an acute shortage of teachers. Ads were placed in newspapers to plead for a teacher, so as not to close the kindergarten. Closure would be a blow to the mothers.
- Hot Lactogen or Glaxo and biscuits or fruit were provided free to the children each day.
- A large fire was added to the kindergarten for comfort.
- Fortnightly card evenings were held at the kindergarten. Admission 2/- in aid of the piano fund.
- It was proposed to run a Dad's wheelbarrow Derby in conjunction with the fete on Saturday. Would your club accept the challenge and enter. The course is from the hotel to the kindergarten. 2/- to enter and the trophy is a dozen bottles of beer.

### A kindergarten report 1954



## Obituaries

We remember with respect, all Early Childhood Educators who have passed away.

## 2018 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 2018.

**If you prefer to receive a hard copy instead, you will need to email us at [info@agecs.org.au](mailto:info@agecs.org.au)**

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

### 2018 Council Members

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

### *AGECS Members – Where are you?*

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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  
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](http://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](mailto:info@agecs.org.au)**

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