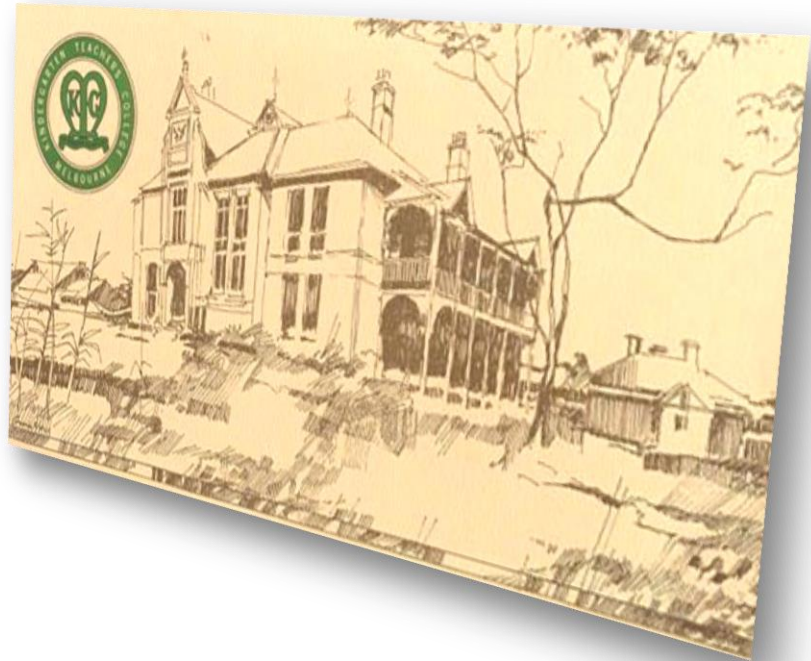




**AGECS** | The Association of Graduates  
in Early Childhood Studies

# AUDAX



**Audax**

*(Latin) courageous, bold, daring*

**AUDAX 100 – Autumn 2020**

Journal of the Association of Graduates in Early Childhood Studies  
PO Box 12163, A'Beckett St, Melbourne VIC 8006

## *President's Report – Alannah Dore*



Warm regards to everyone and welcome.

Given that we have only just passed Easter it has been an eventful 2020 so far; first with the bushfires and now with lockdown in Victoria to address the COVID 19 Pandemic.

We are grateful for the generosity of time, energy and the unique expertise members bring to the AGECS and would like you to know we are here to support you if there is anything we can do.

In addition to global and national challenges AGECS has been through a major transition this year with changes in staff and accompanying procedures. While the tasks have been many, new infrastructure has meant more streamlined procedures, ease of access to vital information for office-bearers, while management of membership has been simplified.

Despite recent events we hope to move forward during the coming months to access online systems enabling AGECS to reach further afield in Victoria, such as providing efficient podcasting platforms. These practices could then be utilised beyond 2020 as additional features to face-to-face delivery of professional learning.

AGECS has appointed an excellent new Events Coordinator, Alex Heard, who will join us after things get back to normal with the delivery of events.

We look forward to AGECS growing in inclusive practices, policies and procedures with future actions supported by AJ who was recommended by early childhood aboriginal professionals to support AGECS with training and consultation. AJ is highly qualified and experienced in Aboriginal

perspectives as well as organisational management and communications.

I would like to mention the successful forum on February 26<sup>th</sup> at the University of Melbourne with very positive feedback from participants via evaluations. In addition to the inspiring panel lead by Karen Hope, conversations following the presentation on the night clearly indicated a need for support in central rural Victoria.

This again highlights the potential for AGECS to be instrumental through Early Childhood Education professional development opportunities that assist educators to support vulnerable children and their families across Victoria.

For example, drawing on the research for the mentoring model conducted by Dr. Sue Emmett. This “Cultural Change in Early Childhood Development Education and Practice” by Professor Anne-Maree Morrissey and Professor Andrea Nolan (2019)

Our valued regional representatives are in conversation even during this time of lockdown in readiness for new means of delivery and future projects. We anticipate some of these events will be delivered, initially online, in the future.

Awarded Fellowship scholarships have been suspended due to overseas travel being involved. I look forward to adapting with the times and remaining productive and inspired as we progress through the coming months.

***Alannah Dore***

***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 activities.....

## Annual General Meeting,

November 2019

### Clare Court Gowrie ELC, Yarraville

The morning was well attended by 25 members who came to hear a most informative presentation from Catherine Hamm, telling us about her work at the ELC and the AGECS Fellowship she received for the development of **'Out and About with Kulin Seasons'**. We were able to view the mural in place on the creek side of the building with Catherine taking us on her journey as she explained what the mural represented and how the children were involved.

We also held our AGM, thanking Maree Wiggins for her amazing work as President for the past 7 years. The Council was elected quickly and we welcomed new members, Nicola Marriot and Gillian Shelley.



## Forum 1, February 2020

Melbourne University

### Exploring Pedagogy, Practice and People 2020 and the next ten years in Early Childhood education

Facilitated by Karen Hope "While what we hear and learn is important, it is what we do differently that is the true measure of the success of professional activities. Disrupt – do something different than the usual". (Karen Hope Consulting) In exploring what 2020 and beyond will look like for our work with young children, Karen led a panel of educators in discussion of issues related to pedagogical wellbeing. Karen, Ruth and Mary provided an open and broad discussion and insight with the audience who posed questions and comments that added further perspectives and dimensions to our own philosophy.

## Workshop, March 2020

Deakin University, Geelong

### The Healing Power of Connection and Nature:

Niki Buchan spoke to the group on how adults can gently support children, working towards healing through nature and nurturing connections. There is growing concern regarding the rise in mental health issues notable in even very young children. Educators are increasingly looking for support in dealing with children with diagnosed and undiagnosed issues often leading to a range of 'challenging behaviours' at home and in class. Trauma, Anxiety, PTSD, Depression, ADHD are more prevalent in society than realised and currently diagnosed, educators are in a position to make a big difference in the lives of these children. Niki's presentation explored:

- how some mental health issues can be transferred from one generation to another
- how 'challenging behaviours' could be the child's way of communicating and asking for help
- how adults can gently support and work towards healing these children through a combination of nature and a strong nurturing connection.

[www.naturallearning.net.au](http://www.naturallearning.net.au)



# AGECS Archives – 2019

## The Dive

**By Dorothy Connop & Alannah Dore**

During the latter part of 2019 the Melbourne Graduate School of Education, (MGSE), where AGECS has traditionally been based, underwent renovations. Because of these pending renovations AGECS, along with all other occupants of the building, were asked to clear all boxes from storage. AGECS had many boxes of past records, old books and some toys, (donations for preservation), and many photographs, slides and other historical memorabilia.



A small group of AGECS Council Members undertook this massive task, categorising and assembling various groups of materials, including historical documents, photographs, newspaper cuttings, and the toys and books mentioned earlier. This task required decisions to be made about what to keep, what to lose and what to archive. We established a criterion for making these decisions and set about diving into the multiple boxes, (tissues at hand for the sneezes that resulted from the rising dust that engulfed us).

Many historical treasures were discovered, most of which are tagged for inclusion in the 'Auriole Fraser Library', still housed at MGSE. These included some toys and books that originated from Warrawong and Forest Hill, along with other items donated by retired Kindergarten Teachers and/or their families.

Of the phot



ographs, slides, audio tapes, an 8mm silent film reel and a couple of VHS tapes that we unboxed, AGECS Council decided to convert the vast majority into digital files, to ensure that they were preserved for future generations.

An industrial strength shredder was hired for the appropriate disposal of old financial and other records and many days and nights were spent faithfully shredding and disposing of the resultant waste paper.

Historical documents, newspaper cuttings and other historical records have been preserved in readiness for preparations for the AGECS 100 year anniversary in 2022. All original photographs, slides, etc, have been stored in appropriate archival storage. As is required of all businesses, organizations, and charities, financial records of the past seven years are kept for potential auditing purposes.

It was a formidable task, but brought with it an increased knowledge and awareness of the origins and history of AGECS, which was very rewarding. The task also offered an insight into the strength, fortitude, insightfulness and dedication of the people who began the Association and who maintained and developed the Association through depressed and difficult social times. Since those early days AGECS has continued to respond to the changing needs of the Early Childhood community, with initiatives that reflect current circumstances and need.



## ***AGECS Fellowship recipient – Sarah O'Donnell***

### **Emotional Freedom Technique**

#### **Background**

4 years ago, I headed to a conference that included something called Tapping or EFT. To be honest I was going to see some of my favourite meditation teachers in action and thought I might duck out when the tapping happened. Now, tapping is not tap dancing and EFT is not electronic funds transfer. EFT (Emotional Freedom Technique) or tapping is a gentle technique in which a person lightly taps on acupressure points on the upper body. Often it is referred to as acupuncture without the needles. EFT can be used for reducing stress in the body which in turn reduces psychological based concerns (this can include reducing pain, supporting weight, addiction and managing trauma).



At the conference my interest was raised, here was a tool that had been shown in brain MRI's to support people to reduce stress in their body and Dr Peta Stapleton showed evidence to support this. Dr Lori Leyden also presented and here is where I truly sat up, she had spent over a decade working with the young genocide survivors of Rwanda and victims of mass shootings in schools in the USA, to reduce the trauma in their bodies. The young people had been able to move on with their lives, and to engage in studies and meaningful work.

I was fascinated, if children in such severe circumstances could have the trauma released from their bodies, how could we use EFT to support children in early childhood? This is a cheap tool and easy to use. If we could reduce the stress educators were feeling in services where children were showing

trauma, we may be able to reduce burnout and improve outcomes for children.

#### **Opportunities**

The opportunity to apply for the AGECS Fellowship meant that I was able to fully train as an EFT Practitioner with EFT International. Training provided me with the skills to be able to facilitate basic training, and to investigate the possibility of working one on one with educators, using EFT as part of a mentoring program for teachers. Training took me to Coffs Harbour and 4 days of training before needing to complete 50 practice sessions, which took about 10 months.

The absolute highlight however was being able to participate in a study tour through the Mind Heart Connect Foundation with Dr Lori Leyden in Broome, Western Australia. This is where the Foundation has commenced regularly training for educators and health providers. Lori has world wide recognition as a trauma healing expert. The Kimberley region has embraced the technique of EFT as a tool too significantly reduce trauma in their community. Of note has been that for the indigenous community they can use the tool, without it impacting on or changing any of their own beliefs or ways of life. I was fortunate to be able to work with Lori, support and participate in the Foundations Evidence Based EFT Field Training for Traumatized Communities.

During the course of the two day training in Broome I gained a greater understanding of how trauma affects the brain and learnt skills that can reduce daily stressors for educators and families they work with. Tapping is a tool that can be used in addition to the skills already acquired as an educator. The greatest learning in the two days was the understanding that we as educators cannot fully work with children and families if we have not managed our own stress and traumas.

#### **Trials**

Post my training I was able to trial sessions with educators, where I would deliver two hour sessions that allowed them to learn the basic "recipe" of EFT. Thank you to **Gowrie Broadmeadows, Community Kinders Plus** and **KingKids** for bringing together groups of educators to experience tapping to support reducing the stresses felt in their current role.



- Educators expressed they frequently feel under stress in their roles. This included dealing with children with what seems to be more and more needs, both physically and emotionally, parents who are putting greater demands on them and employers having greater expectations.
- Educators expressed stress impacts on their personal lives, their time with families, made them no longer want to work in the field, and made them feel burnt out.

### Outcomes

During the two hour session I was able to teach the basics of tapping in which we acknowledge a feeling such as “frustration at the child who has just hurt us” and accept that this is how we feel. We often feel guilty at having such feelings, even though we have every right to feel angry at being hurt. We score out of 10 how strongly we have this feeling. We then release the issue from our body, by tapping on acupressure points; this is named a somatic release. We retest after each round of tapping to see if the score out of 10 is reducing.

EFT sounds and looks weird..... However there is in excess of 130 scientific clinical trials that have shown that it works including reducing cortisol (a stress hormone) in our bodies. Whilst a few educators reported that this was not a tool they would use, the vast majority reported that this was a tool that they could easily use, and it left them feeling less stressed. Overwhelmingly educators requested further information on EFT, as they felt that with more practice and training this was something that could be utilised regularly in services. EFT can be used alone, but it can also be used with two educators as a way of supporting each other.

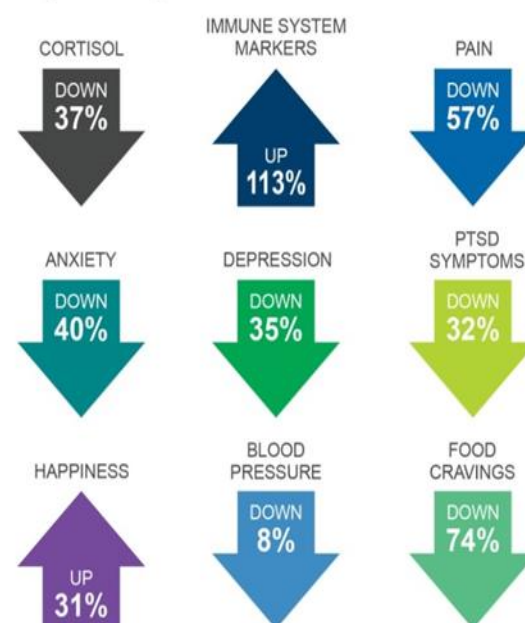
### Future Plans

I still have a little more to go on my fellowship as “COVID-19 has unfortunately put a delay on a return trip to Fitzroy Crossing in the Kimberley. Where I was to have an opportunity to learn “Tapping first aid” which is a new program developed for educators to gain a greater understanding of tapping in one day. Once I have completed this training I hope to be able to support educators in Victoria with similar programs.

### Thanks

I once again thank AGECS for my acceptance in to the Fellowship program. I feel excited and optimistic, that EFT will support large numbers of early childhood educators who are facing stress in their daily work. My hope is that I can continue to not only teach EFT but to also use this skill as part of a mentoring program for educators.

## Clinical EFT Improves Multiple Physiological Markers of Health



© Mind Heart Connect 2018. Bach, D., Groesbeck, G., Stapleton, P., Banton, S., Blickheuser, K., & Church, D. (2018). *Journal of Evidence Based Integrative Medicine*.

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

For more information on EFT/Tapping please visit [petastapleton.com](http://petastapleton.com) or [MindHeartConnect.com](http://MindHeartConnect.com)

**Sarah O'Donnell**

## News from the Field of ECE.....



- The AEU, DET (Department of Education and Training), ELAA and MAV (Municipal Association of Victoria) continue to meet to discuss the next set of conditions and funding for employees under the VECTEA and the EEEA. (benchmark workplace agreements).  
[www.mav.asn.au](http://www.mav.asn.au)
- DET is currently developing guidance and resources to support kindergarten programs to be delivered remotely  
[www.education.vic.gov.au](http://www.education.vic.gov.au)
- The Australian Health Protection Principal Committee (AHPPC) continues to provide updated advice for early childhood education services, which are considered essential services during the COVID 19 pandemic.  
[www.health.gov.au](http://www.health.gov.au)
- In these difficult times it has never been more important to support children, their families and our community. The Centre for Community Child Health will continue to deliver research, projects and services that focus on the health, development and wellbeing of children.  
[www.rch.org.au](http://www.rch.org.au)
- The Early Years Online Safety Program will provide tailored training, support and resources for the early childhood sector. The program will run until 30 June 2020  
Office of E Safety Commissioner  
[www.infrastructure.gov.au](http://www.infrastructure.gov.au)



- Download a [self-care planning fact sheet and template](#).  
Feeling anxious in certain situations can help us avoid danger, it's how we've evolved to keep ourselves safe. Even if you are not typically an anxious person, it's common to feel some anxiety during periods of change or uncertainty.  
If you're feeling anxious or worried during this time, you're not alone. Anxiety is normal, and in some cases it can be helpful. For example, research during past pandemics show that people who worry are more likely to do the things that help to keep the virus at bay, like frequent handwashing.  
[www.blackdoginstitute.org.au](http://www.blackdoginstitute.org.au)
- **Home schooling**—values the learning that takes place simply from living, rather than restricting learning to what takes place within a classroom. Home schoolers learn from a variety of outlets, from interacting and taking part in community activities, traveling, to everyday experiences like going to the grocery store or planning meals. Children learn from books, mentors, online courses and curriculum. The key to self-directed learning rests upon the notion that children should have a choice. They should be free to direct their own education. That they have the option to say no to certain learning options. Why? Because the very idea of learning rests upon this choice. Leading education theorists believe that a learner's interest is necessary to result in learning. There can be no real learning under compulsion or coercion.'  
[www.exchangeeveryday.org](http://www.exchangeeveryday.org)

## Ideas for your Notice Board.....

“

Every time you think of calling a kid 'attention-seeking' this year, consider changing it to 'connection-seeking' and see how your perspective changes.

— Dr. Jody Carrington

PSYCHOLOGIST

### NOT EVERYTHING IS CANCELLED

sunshine is not cancelled  
spring is not cancelled  
love is not cancelled  
relationships are not cancelled  
reading is not cancelled  
naps are not cancelled  
devotion is not cancelled  
music is not cancelled  
dancing is not cancelled  
imagination is not cancelled  
kindness is not cancelled  
conversations are not cancelled  
hope is not cancelled



#keeplookingup  
SimpleStencils.com

### ALL THE MAGIC HAPPENS ON THE FLOOR!



So, why is **creativity** so important?

**Purpose of School!**



Prepare Students for a world we can't envisage

Thought:  
Dylan Wiliam

So when they're **STUCK** with something



they've never **SEEN** before

they choose to **THINK**



Instead of **REMEMBER...**

@bryanflatters



## Articles of Interest in ECE.....

### • Effects of the Media from a Child Development Perspective

Child development theory has educated teachers and informed policy makers for 50 years. In the last decade, the same strong foundation of child development principles has been applied to identify the risks of prolonged or inappropriate exposure of children to the media.

#### The need for meaningful play.

Play is basic to the healthy development and learning of children. Through the process of play, children can master experiences that may have been scary or difficult for them, they can learn to think creatively, take risks and solve problems. Children need to be in charge of their own play—they need time, space and props to encourage them.



#### Media experiences that help ...

Many children's programs are designed to promote imaginative play, such as Play School. Encourage children to extend what they have seen with materials that are available around the home. Watching Play School yourself may help you to come up with some ideas. Be sure to praise what they produce.

#### And media experiences that don't ...

Television can never substitute for children's direct experiences in interacting with the world. However, it could provide them with the kind of content they need for play. Too much television can not only cut deeply into play time, but can sometimes provide a

narrow range of content for children to use in play. Many themes in programs are removed from children's experience and understanding. Play becomes merely imitative rather than creative. Single purpose toys marketed along with these shows further the tendency to imitation.

#### Tips for finding positive media experiences for under sevens

1. Choose programs made for preschoolers. There are many on the ABC. Those rated P on commercial TV are also developed just for preschoolers
2. Avoid programs classified PG or above
3. Use your local library or ABC store to borrow or buy age-appropriate DVDs or games
4. Use the Australian Council of Children and the Media's Know Before you go Movie Review Service which provides reviews from a child development point of view of all G and PG (and some M) movies released since July 2002. Click on the 'Know Before You Go' button on the ACCM home page
5. <https://childrenandmedia.org.au/news/news-items/2020/screen-resources-for-parents-and-children-at-home>
- 6.

#### latest Movie Reviews

**Dark Crystal, The (G)** - Not suitable under 8; parental guidance to 11 (violence, scary scenes and themes) 7 April 2020

**Little Prince, The (PG)** - Not suitable under 9; parental guidance to 11 (very sad themes (parting from loved ones, death of loved ones, dying, suicide) and dark / scary scenes) 6 April 2020

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

## • The Corona Childhood: what have our kids lost in the lockdown?

By Jacqueline Maley, *'The Age'*.

For young children whisked out of childcare, the loss in opportunities to learn through play is incalculable. "Children have huge social engagement in the early years at childcare centres," says Dr Jennifer Skattebol, a senior research fellow from the University of NSW Sydney specialising in early education and care. "They meet people beyond their families and learn different ways to do things. That is exponentially expanding their social skills.

"They have a variety of learning experiences - messy play, developmentally appropriate physical challenges set up for them so they can explore autonomously." Associate Professor Catherine Neilsen-Hewett is the director of pedagogical research at the Early Start centre at the University of Wollongong. Recent articles published on Early Start's website have titles such as "Caring for kids in times of crisis" and "How to speak to children during challenging times". It's a long way from its pre-pandemic content on "Expert tips for getting kids ready for 'big school'".



Neilsen-Hewett says the move by the federal government to offer subsidy protection to the childcare sector was framed solely in terms of workforce productivity. "The message around the education aspect of early childhood hasn't been captured, we have missed that," she says. "But we know early childhood education and care plays an important role in early development."

Literacy and numeracy outcomes, critical thinking skills, emotional self-regulation and advanced social cooperation are all linked to high-quality early childhood education. "If children are not getting that, that can certainly put them at risk in terms of their long-term development," Neilsen-Hewett says.

"Ninety per cent of their brain is developed by the time they reach five years old. Missing out on early education experiences is going to have a bigger impact than, say, missing out on year 4."

Professor Harriet Hiscock is a paediatrician with the Murdoch Children's Research Institute and a fellow of the Royal Australasian College of Physicians. She says

some families initially reported an improvement in their family life after social distancing and lockdowns were imposed. "The board games and puzzles came out, and kids who struggled with bullying at school were getting a reprieve," she says.

"But at the other end of the spectrum there are kids who are really missing their interaction with their peers."

While technology can help a lot, social media is no substitute for normal interaction. "They're missing the chance to bond with, and make memories with that peer group," she says. "Group activities like sport and drama, where you learn to take turns and share and work as a team - all those opportunities are diluted by what's going on."

Boredom is one thing that cuts across class and privilege. But parents shouldn't try to prevent their children from feeling bored. "To be bored is fantastic," says Dr Kate Highfield, who works in research translation for Early Childhood Australia. "It's great for creative thinking skills and giving them opportunities to solve problems themselves." Skattebol also says periods of boredom are good for children. "We've been used to a society where we never get bored," she says. "Walking with your children through boredom is an incredibly important life skill and one we've lost to a certain degree. We think our children have to be entertained all the time." "Parents who have never really played with their children are learning to play," says Highfield. Neilsen-Hewett says it's important not to focus too much on our sense of loss. "That reconnection we're having with family is precious. We live in such an over-scheduled, hurried world where kids' lives are filled with adult-led activity," she says. "This is a real opportunity to sit and pause and just enjoy those relationships."

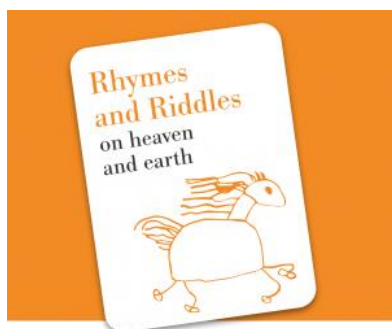
The other silver lining to the COVID cloud is the resilience and ingenuity it will hopefully breed in our children. They belong to an on-demand generation that has enjoyed a higher standard of living than any other that has come before it. They are accustomed to constant stimulation and high levels of parental interference.

"The qualities this period offers all of us to develop in ourselves - things like patience, problem solving - they are skills for the future," says Skattebol. "And resilience. We all need to learn that we can fall over and get up again. This is falling over and getting up again on a big scale." [www.theage.com.au](http://www.theage.com.au)

## • At Home with the Reggio Approach

*Each day Reggio Children and the Preschools and Infant-toddler Centres – Istituzione of Reggio Emilia Municipality, are continuing to develop ideas and initiatives, for us to stay together, play together, and make school together.*

<https://www.reggiochildren.it/en/athomewiththereggioapproach/>



## HAVING FUN WITH PAPER AT HOME

Paper material is present in our homes in a multitude of varieties and quantities, sometimes in unexpected ways.

This proposal, for children aged 0 to 5 years old, aims to try and reveal the secrets of paper\* and open up new imaginaries, through multi-sensory explorations that focus on the body as a tool of sensing and perceiving, of knowing, and of learning.

Together with your youngest children, to go in search of **different kinds of paper**. Now lay the papers out on the floor, or on a large table, trying to put them together in such a way as to vary them.

Together with the children try observing the materials, at a distance, close up (perhaps you even have a magnifying lens), try touching them with your hands, with your bare feet (if they're on the floor), and make the papers converse with the light from a torch.

Then, almost like a *sound keyboard*, we can discover what sounds the papers are capable of making, by stroking them, scratching, tapping, scraping them slowly, or quickly, perhaps with the help of a small wooden stick, or a metal one.

e size, the colour, the thickness, and the texture (smooth, rough, lightweight, heavy, corrugated, etc.) until you have carpets of material.

## PLAYING TOGETHER AT HOME

Advice and suggestions for games to play and invent at home: ideas for passing the time with a quality series of activities offered by teachers, educators and staff in Reggio Emilia's infant-toddler centres and preschools and at Reggio Children.

### Sound Riddle

> [Sound riddle - Part 1](#) / [Part 2](#) / [Part 3](#)

> [Sound riddle - new playlist](#)

> [Photo riddles](#)

### Investigating through drawing

> [Zoo of drawings](#)

> [Trasformations](#)



## • Aboriginal Small Grants Project in Early Childhood Education

**The Aboriginal Small Grants Project** was an initiative of the EACH Health Promotion Team.

**‘Vanessa Murdoch, Aboriginal Health Promotion Officer**, EACH Health Promotion provided one to one support to each participant of the ASG project to guide them on their cultural journey. Vanessa being a proud Kullilla woman from Queensland was able to share her own knowledge and expertise of Aboriginal culture and history to ensure these projects achieved their primary aim of improving the health and wellbeing of Aboriginal and Torres Strait Islander people within our local community. In delivering this project, it would not have been possible without the wonderful support from colleague, **Catherine Delaney**.

This initiative gave the team the opportunity to work with early years and schools in Knox and Maroondah to support and provide assistance to create culturally inclusive and safe environments. This project aimed to increase staff capability to ensure their service environment is a place that Aboriginal and Torres Strait Islander families feel safe, strong and connected, and for services to form meaningful connections and relationships with local Aboriginal and Torres Strait Islander communities, as well as access to resources to assist them in implementing indigenous culture and practices.

The last census in 2016 showed there were 1320 Aboriginal and Torres Strait Islander people living in these 2 municipalities. Fifteen services participated in the first round of grants.

Services that promote awareness of Aboriginal and Torres Strait Islander culture gain a better understanding of community connectedness and contribute to the overall social and emotional wellbeing of Aboriginal and Torres Strait Islander people with an appreciation of diversity and difference.



**Some examples of the Early Years services work are:**

- Through help and assistance from Vanessa, Kindergarten groups began to use Aboriginal names endorsed by the Wurundjeri Council, 'Balam Balam' 'Gurrng Gurrng' 'Dan Dan' and 'Durrop'.
- Developing **Acknowledgement of Country** with and for the children to start each day.
- The use of a 2 metre tree stump to create a sculpture that reflects the original inhabitants of the area, the Wurundjeri people, also to include some Torres Strait Islander children attending the kindergarten. Three local wildlife residents were chosen, The Bunjil, Possum and a Tawny frogmouth. Five stumps were transformed featuring the local totems as a meeting place at the kindergarten.



- Purchasing a Devils Marble Rock from the Ayres Rock region (Uluru), and this was then painted by an Aboriginal artist to be a welcoming piece of art in the garden. Indicating belonging, trust and connection with the land and natural resources, to the Aboriginal and Torres Strait Islander communities.



- Murals painted by an Aboriginal artist, with the children depicting the local environment, Aboriginal art and the kindergarten community. Each has a story which the children explaining the meaning to their parents.



- To include resources that give children an opportunity to listen to traditional language, relate it to pictures and engage in story telling through symbols.



Some quotes from Educators:

***Looking back over the grant project, can you tell us what was the most significant change for your early years' service?***

'When we first got the rock delivered, the children climbed all over it, but as soon as it got painted, the attitude to the rock changed. The children now treat the rock with respect, and they have the understanding of what the rock replicates.'

'Cultural inclusion is now part of the preschool's learning areas, embedded in little facets everywhere.'

'The conversations and the cultural inclusion work among students.'

'Books purchased, including ***Sorry Sorry***, written by Anne Kerr, informs children of a significant aspect of Australian history, an introduction to understanding the journey of reconciliation with Australia's first People.'

'This has become a part of the multi-cultural environment that we have here. We value all people and respect differences. Vanessa from EACH has been that link to the information.' 'It has raised the awareness of the importance of inclusion and creating safe places. How something small can have a significant impact.'

**Acknowledgement that this information was sourced from The Aboriginal Small Grants Project Storybook which was released in December 2019.**



# ***What is Happening Around Us.....***

## **Viewing**

### **THALU – NITV**

WA setting, Indigenous series of young kids teaming up to avert the apocalypse. ***Thalu*** is an Australian children's fantasy television series which first screened on NITV in 2020 and later on ABC Me. The five-part series focuses on a group of indigenous children who undertake a journey to save their country from the threat of a mysterious dust cloud and its inhabitants, the Takers.



### **Jimmy Shu's Taste of the Territory – SBS Food**



Northern Territory food scene is wildly multicultural with a rich indigenous culture and adventurous cuisine. Jimmy Shu, explores the diverse food scene of tropical Darwin through the sights, smells, breathtaking landscapes and stories of the Top End's most celebrated and hidden food communities. Join Jimmy as he lifts the lid on the family recipes of Darwin's home cooks, tastes the street food and local produce of the famous Darwin markets and delves into the amazing flavours of Indigenous bush foods.



**Animals at home-**  
**-Melbourne Zoo**  
**-Healesville Sanctuary**  
**-Melbourne Aquarium**

We're bringing the zoo to you with 24/7 animal live feeds and updates to watch at home.

We've set up live stream animal cameras and the keepers have recorded their talks so you can bring the zoo to life from anywhere.

The parrots, koalas, tree-kangaroos and echidnas have been joining us live from Healesville Sanctuary.

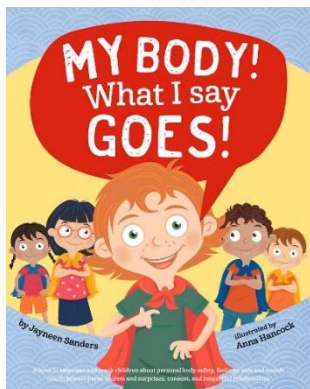
<https://www.zoo.org.au/animals-at-home/>

[www.melbourneaquarium.com.au](http://www.melbourneaquarium.com.au) › explore › live-stream





## Resources to consider.....



This child-friendly and age-appropriate picture book provides everything a child needs to know to help keep them safe from inappropriate touch. They will learn to identify safe and unsafe feelings, recognize early warning signs, develop a safety network, use the correct names for private parts, respect others' personal body boundaries, understand the difference between safe and unsafe touch, and the difference between secrets and surprises. Throughout the book, open-ended questions are provided so children have an opportunity to voice their ideas about the key messages. Further discussion questions are included at the back of the book.

By Janeen Sanders



### A Box Full of Feelings

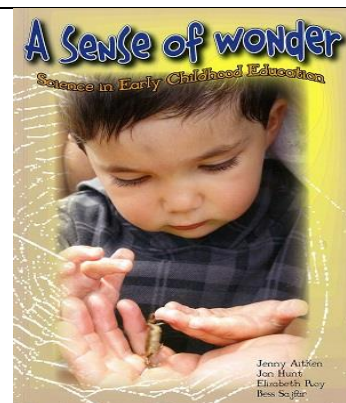
This second edition of *A box full of feelings* is designed specifically to support the social-emotional development of children aged two to seven years. The set is built around four basic feelings: happiness, fear, anger and sadness. The box contains several basic materials to get children involved in more than 20 different activities, all year round. With a great variety of activities to choose from, they can be offered in a flexible way: as guided group activities, as optional activities, as part of a separate area for social-emotional development or occasionally as a response to certain events.

By Marina Kog, Julia Moons and Luk Depondt  
Research centre for experimental education (Leuven university)

### A Sense of Wonder

Explores the possibilities for experiencing science in early childhood settings, together with practical ideas to inspire early childhood educators and pre-service students. The book outlines an early childhood science framework divided into four learning areas: biological science, physical science, earth science and environmental science. Valuable connections are made from the areas of science to the principles, practices and learning outcomes of the *Early Years Learning Framework*.

By Jenny Aitken, Jan Hunt, Elizabeth Roy and Bess Sajfar



### The Provocation cards

In this collection are intended to support critical reflection, discussion, debate and deeper thinking about teaching, learning and what it means to be a professional educator. Their use will result in a better learning experience for children, families and educators.

The provocations can be used with educators with all levels of formal qualifications and experience. There are many ways to use the provocations in a variety of settings.

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

# Obituaries

## Rest in Peace



### *Beginnings and Endings with Lifetimes in Between*

Have you ever wondered why a butterfly lives for only a few weeks?

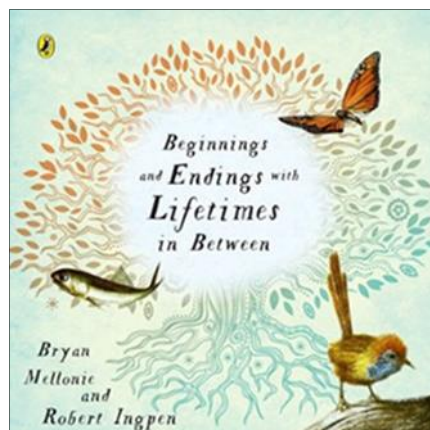
Or why a tree lives for hundreds of years?

You may have been sad when someone in your family,  
or a favourite pet became sick and died.

There is a beginning and an ending to everything that is alive.

In between is a lifetime. Dying is as much a part of living as being born.

By Bryan Mellonie, Robert Ingpen



## 2020 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 2020.  
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)

### 2020 Council Members

Alannah Dore  
Maree Wiggins  
Avril McHugh  
Sue Emmett  
Sophie Patitsas  
Sandra McCarthy  
Sarah O'Donnell  
Helen Holden  
Dorothy Connop  
Tess Brook  
Gillian Shelley  
Nichola Marriott  
Wendy Grenfell  
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**Liz Potter**  
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**Alex Heard**

### AGECS Members – Where are you?

Moved house? Changed email address?  
Login to the website at [www.agecs.org.au](http://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 98 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:

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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.