



**Early Childhood  
Australia**  
A voice for young children

# Newsletter

**WA BRANCH ISSUE 2 (June 2011)**

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## PRESIDENTS REPORT

*Dear ECA Members and Friends,*

Since our first Newsletter was published in March 2011 the National Reform agenda and consultative processes have provided us with ongoing opportunities through which we can represent ECA, showcase our work as a Branch and give voice to our members. We have also seen initiatives put in place to further strengthen the partnerships which exist between ECA national and state branches. A strong focus of our work has also been visible through our sub-committee working groups, in particular our Conference sub-committee which is preparing for our ECA National Conference: *Consulting the Compass - Defining Directions* to be held in Perth on 3rd – 6<sup>th</sup> October 2012. Our branch looks forward to having you all a part of our conference in 2012.

Our state based work with our ECA national organisation strengthens as new initiatives are put in place to best meet the needs of each state. One such initiative is the first ECA Leadership Forum for Branch Presidents and National Board Members. I will be representing our Branch in Canberra on the 21<sup>st</sup> July 2011 where we will consider opportunities and reflect on challenges. Our work in responding to ECA national directions is also evident through our review of the current ECA strategic directions for 2008-2011. We have recently provided feedback as a committee on the development of a new set of ECA Strategic Directions (2012 to 2014) and will provide future feedback so they are ready for the ECA National Conference in October 2011.

Our presence in Forums continues to be visible. Recently, we were invited to attend a forum held by the Australian Institute for Teaching and School Leadership (AITSL) in which they introduced the Professional Learning Flagship Program: Leading Curriculum Change. The focus was on Australian teachers leading curriculum change through flexible on-line interactive learning which connects them to a national community and supports their learning. At the forum we raised the need to fully represent the sector by making reference to the EYLF as well as the Australian Curriculum. From the feedback we received it became apparent that we needed to progress this further and raise our concerns in writing with AITSL. The timeline for this program is July 2011 to June 2012. Anyone interested in finding out more about this Program can access it through: <http://www.aitsl.edu.au/lcc>.

An invitation was also extended to me from the Commissioner for Children and Young People WA to attend a briefing session and a short presentation by Dr Margy Whalley and Professor Stuart Shanker. Both presenters were keynote speakers for the WAECEC Conference organised by Child Australia in Perth. The conference had over 550 registrations and ECAWA committee members manned a display stand. I was also recently approached as President of ECAWA Branch to be interviewed as part of a research study linked to current reforms. This is another pathway through which we can share our knowledge.

We consider our Branch meetings to be an important aspect of our work and would like to sincerely thank our presenters for sharing their expertise. In April our guest speakers were The Smith Family and YMCA who spoke about their numerous projects across metropolitan, rural and remote settings. In June I presented along with Teacher Leaders on our research: *Building Pedagogical Leadership Capacity in AISWA Schools*. This is an ongoing research project with Edith Cowan University and the Association of Independent School of Western Australia (AISWA). The presenters discussed their research in relation to their work in schools, their vision, action research, anticipated outcomes and school priorities.

Finally, I would like to thank our members who provided us with feedback in our newsletter survey. We look forward to seeing you all at our next branch meeting to be held on Tuesday 16<sup>th</sup> August and hope you will be able to join us and assist in the work of our sub-committee working groups.



**Elizabeth Stamopoulos**  
State President of ECA  
WA Branch.

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### 2011 Branch Meeting Dates

- Tuesday 16th August**  
6.00-7.00pm
- Tuesday 18th October**  
Annual General Meeting  
6.00pm
- Tuesday 13th December**  
Christmas Function  
Venue to be decided



## What would you like to see included in future ECAWA Branch newsletters?

- \* Diary items of relevant sector events here in WA.
- \* Profiles of other members. We rarely get to meet each other and through these profiles we could recognize others with similar areas of interest
- \* Practical strategies for developing essential skills. Maybe written by different people.. Eg 5 things I use to when planning
- \* Books for developing counting, measurement, etc
- \* Book reviews from the field of what book they used this month and how they used it

## What ways can we give our members a voice?

- \* I think if you give them ideas on how they could contribute some might come out of the woodworks. E.g. start by inviting them to 'advertise' their events, publish some of the committee member contributions and add invites to provide similar to the next edition at the bottom.
- \* Create a networking opportunity in which members can profile themselves and their services....
- \* Tell members stories, recall funny things ( anyone who works with children has many funny memories)
- \* Recognise good practice and maybe have editing assistance available for people who aren't confident writers. Maybe a simple structure that can be filled in. We have so many great people who don't have the confidence to share their ideas
- \* Article about ways to manage challenging situations and challenging people.
- \* Behaviour management tips and ideas.

## Stephanie Jackiewicz - National Director (WA)



There has been a great deal happening at the national level for ECA. One of the major projects ECA is currently undertaking is the Early Years Learning Framework Professional Learning Program. This project has included the following in relation to the Early Years Learning Framework: Workshops conducted across Australia \*\* Online forums \*\* Newsletters \*\*Facebook page \*\* Publications.

This has been a major undertaking by ECA and has exposed many early childhood educators to the work of ECA.

At the same time the CEO of ECA, Pam Cahir, has been travelling the length and breadth of the country with DEEWR representatives conducting National Quality Standards forums. These forums have enabled early childhood professionals from all sectors to discuss the National Quality Standards and their implications. ECA believe the National Quality Standards are a major step forward in ensuring high quality for children in the early years throughout Australia.

Another major issue arising at the national level for ECA is the matter of children in immigration detention. In light of this, a previous policy paper is to be revised updated, giving direction regarding this matter. Pam Cahir has been speaking to the media regarding this subject and advocating for the rights of these children.

These three initiatives are in keeping with the mission of Early Childhood Australia as stated below.

*"Early Childhood Australia will advocate to ensure quality, social justice and equity in all issues relating to the education and care of children from birth to eight years".*

## Missed out on the EYLF PLP Workshops?

You can check out the links below:

EYLF website - [www.earlychildhoodaustralia.org.au/eylfp/p/](http://www.earlychildhoodaustralia.org.au/eylfp/p/)

EYLF Facebook Page - [www.facebook.com/eylfp/p/](http://www.facebook.com/eylfp/p/)

EYLF Newsletter link - <http://www.earlychildhoodaustralia.org.au/eylfp/p/#link4> and <http://www.earlychildhoodaustralia.org.au/eylfp/p/BELLmailer.php>

Book purchases - <http://www.earlychildhoodaustralia.org.au/shop/index.cfm>

**Reflections from the World Forum on Early Years Care and Education**  
**Hawaii, May 3-6, 2011**  
**Jennifer Kenyon, Director - Subicare**

The mission of the World Forum Foundation is to promote an on-going global exchange of ideas on the delivery of quality services for young children in diverse settings. This is accomplished through gatherings of early childhood professionals around the world and by promoting the continuing exchange of ideas among participants. The World Forum is as a meeting place for people to share ideas on the delivery of quality services for children and families. This was the ninth World Forum to be held in 12 years. It attracted 850 people from 71 countries to Honolulu.

**Child care - the same but different**

The World Forum started with optional pre conference tours. I choose a tour that involved visiting two early years centres in Honolulu. This was a great experience and illustrated amongst other things how we bring different perceptions to things.

**Leadership matters**

I was honoured to be asked to assist with a presentation on leadership . The co-presenters were Holly Elissa Bruno and Michael Fahey. Holly Elissa Bruno is an engaging speaker who is also an author, professor, keynote speaker and radio host. She teaches leadership and management courses nationwide for Wheelock College and is a professional presenter. Michael Fahey is from Good Beginnings Alliance in Hawaii. Good Beginnings Alliance is dedicated to the creation of a coordinated system of support and services that ensures all Hawaii's children are safe, healthy, and ready to succeed.

**Leadership challenges**

Our presentation was on the Difficulties of Leadership. My discussion included how we as leaders sometime leave the difficult jobs until the last possible moment – ie Performance Management! As leaders we need to lead and address the unpleasant issue immediately and by following a few basic rules we can ensure that the performance management process is not only fair but effective.

**Fun at the Forum**

Most of the participants stayed at the forum venue, so everywhere we went we were meeting people and there was a great vibe about the place. Each day started at 8.30 with a plenary session followed by a choice of further sessions. These ranged across topics such as Curriculum, Nature and Creative Arts, Children's Rights, Quality, Children and HIV/Aids and Teacher Education, to name a few.

**Shared challenges**

Some common threads appeared throughout the discussions, showing that many of the challenges facing Australia are shared around the world. Among these challenges are: indigenous people around the world are fighting for equality in education and care, acknowledgement of the importance of play for children, and recognising the impact the environment has on our children. Families are also experiencing the same issues across the world - access to affordable quality care, lack of care for babies, access to quality, affordable health care.

**Australia leading the way**

It was interesting to note how keenly the rest of the world is looking at the early years sector in Australia and the change program we are implementing. We are one of the few nations adopting not only a national curriculum but also national quality and licensing procedures that are all being introduced concurrently. I noted with pride that the community child care sector in Australia is acknowledged as a provider of high quality and innovative care.

*The WF is a fantastic organisation doing great work. I would urge you to go to their web site or read their great magazine "Exchange". I found the World Forum to be such a positive and informative experience and would highly recommend it to others.*

**More information:**

World Forum - <http://worldforumfoundation.org/wf/wp/>  
Holly Elissa Bruno - [www.hollyelissabruno.com](http://www.hollyelissabruno.com).  
Good Beginnings - [www.goodbeginnings.org](http://www.goodbeginnings.org).  
Carol Lymbery – and Kerry Little [www.lymbery.com.au](http://www.lymbery.com.au),  
[www.transformleadercare.com](http://www.transformleadercare.com)  
Exchange magazine - [www.childcareexchange.com](http://www.childcareexchange.com)



**Response from Dr Suzanne Parry (Director) to a letter sent by Early Childhood Australia (WA Branch) to the Western Australian College of Teaching (WACOT) re: Registration of four year qualified teacher working in long day care centres.**

Dear Dr Stamopoulos

I refer to your letter of 7 June 2011 regarding the registration of four year qualified teachers working in long day care centres.

There appears to be two components to your question which I will endeavour to address.

There are a number of requirements for registration as a teacher as provided for in sections 33 and 33 of the *Western Australian College of Teaching Act 2004*. They include qualifications and fitness to teach requirements but do not include requirements as to place of employment.

Irrespective of their place of employment, a person is eligible for teacher registration if they have completed four years of higher education, with at least one year being a completed Initial Teacher Education program for primary or secondary schooling with a minimum of 45 days supervised teaching practice in a primary or secondary school. A person who has completed a four year Bachelor of Education specialising in Early Childhood Education for years 0 to 8 would normally meet these requirements. Similarly, a person who has completed an undergraduate degree and a Graduate Diploma in Early Childhood Education would normally meet the College's qualification requirements.

A Registered Teacher's place of employment is taken into consideration only when the College receives an application to renew the period of registration. A Registered Teacher employed as a teacher in a long day care centre would normally meet requirements for the renewal of registration.

Should you require further information, please call me on 9230 0606.

Yours sincerely



DR SUZANNE PARRY  
DIRECTOR



## Hey Little Ant

by Phillip and Hannah Hoose

Ideas from an Early

Childhood Book Rap 2011

Fiona Farren Level 3 Classroom Teacher ,  
South Bunbury Primary School (Kindergarten)

### CONSIDER CORE VALUES

Respecting differences  
Fostering respect for all living things  
Considering stereotypes  
Recognizing alternatives to resolving tension through violence  
Exploring concepts of big and small, powerful and powerless  
Standing up to peer pressure  
Personal accountability  
Consider how we are similar and different to ants.  
How we live, what we eat, what we do.  
Discuss if it is OK to kill something. What if it is a hundred bees? What if it is dangerous or just annoying? How do we decide what is right? Can we have different opinions or is someone always wrong? Why do we like ladybirds and loathe cockroaches?

### DIVERSIONS

Investigate magnification- spectacles/magnifying glasses/telescopes  
Investigate shoes  
Investigate how people find their way around and how various species negotiate their world  
Investigate who has the right to go into their house or garden or school?  
Find out who they are bigger than/smaller than  
Look at other stories that have giants in them or rely on the differences between being small or large for the plot for example, Titch by Pat Hutchins)  
Investigate playgrounds and safety  
Investigate how illustrators draw pictures for other peoples stories.

### PREDICTING:

Read title, description on the inside jacket  
Look at pictures  
Predict what might happen in this text.  
With each page, predict what the response will be by the other character.  
At the end of the first reading, discuss predictions and compare with what the author decided would happen in the text.  
A useful tip: With younger students, use a "crystal ball" idea (real or imaginary) to help with the concept of predicting/ seeing into the future.

### SOME IDEAS TO INTRODUCE THE STORY

Wrap the book in brown paper and read to the children without any picture clues. They will form their own mental images and can be given the opportunity to draw their ideas. These can be shared with the rest of the class. Show them the illustrations and consider and discuss their own impressions and how they may be similar or contrasting. *This is an effective way to introduce the role of the illustrator*

Read the book as part of thematic science based units such as mini beasts/living creatures/care for the environment etc.

The illustrations represent the extreme size differences. This can be part of a literature unit that examines texts that contrast the size as part of the plot or character development.

The book is an excellent example of a persuasive text and could be part of a series of books that engage readers this way. This can lead on to other examples of persuasive texts, for example, advertising

### ACTIVITY IDEAS

Draw around a child.

Ask children to draw a small ant. Scale the drawings and reverse the sizes and paint. The contrast in sizes will be clear as they are in the book. Ask the children " would you squish the ant or not? Why? ( no right/wrong answer this is a personal response) record and display the children's representations.

Decorate a background for example play ground, ants nest and draw on ants with black permanent marker.

Make ants out of egg cartons

Use fingerprints to make ants

Make a representation of an ants nest for the bulletin board after investigating in books and using the children's drawings and ideas.

Children draw pictures for size words from tiny to enormous and display.

Print ants - potato prints ( draw on legs and antennae)

Use model ants for counting and sorting activities

Examine and label the parts of an ant. Discuss the topic of 'insects'. Why is an ant an insect?

Orally develop a story . *For example, "I drank the potion and suddenly I was as tiny as the ant."* What do you think might happen next?

Act out the story with puppets made from paper bags. *Each child can make a*

The purpose of explicitly teaching reading strategies is to help students gain more meaning from what they are reading.

Teachers need to teach students to always:

Justify their answers, choices, opinions etc referring to and using information stated in the text eg. I think the character is sad (inferring) because he has a sad face and it says that he was crying (evidence from the text) OR The book is about dogs (prediction) because the cover has a picture about a dog,

Say how the reading strategy is helping their comprehension of the text eg By connecting with the character, I can understand that the character is angry and this helps me to understand why they kicked the bag and hit the boy

### FAVOURITE PART/ CHARACTER

Although picking out a favourite part or character is not a reading strategy per se, it is a useful activity to do with the Kindy and PP children as it can enhance their comprehension of the text overall. It is important to get them to say why they have picked that part of

### CREATING IMAGES:

A fun activity would be to read the text without the pictures after predicting the first time.

Let the children draw the boy and the ant.

Compare their drawings with others. Do their drawings change as the text is read?

Do they draw the ant small and the boy big? Why?

Then, show them the pictures and discuss why the illustrator has decided to show the ant as small on some pages, big on others. Why have they done this? Why not?

Reference- *First Steps, Reading Resource Book, Chapter 4, processes and Strategies*  
By Tamara Bromley Curriculum Leader Literacy.  
Kingston Primary School ; Level 3 Classroom Teacher



I would like to share my experience in supporting the inclusion of a child living in a detention centre into a mainstream long day care environment.

In the process of facilitating the enrolment and inclusion of the little girl it became very evident that the system and policies of government and detention center authorities did not share extremely pertinent information about the child, or their history and experiences with the care and education service. This not only caused an additional trauma for the child from a refugee background but also injury, hurt and anger of another child, her parents and the early childhood professionals involved.

Not only was background information on trauma and abuse not shared, current information that impacted on the child's wellbeing was withheld while accessing the early childhood setting.

The child is no longer accessing the long day care setting after having initially settled in well with amazing progress being observed in her social and communication skills. She was interacting with educators and had made friends with other children until one day she came in and attacked another child for no apparent reason.

I believe that if the early childhood professionals had been told that the family was extremely anxious because the successful outcome of their visa application had been

put in doubt by authorities the day before, they may have responded to the possible distress the child was under.

But they did not know, they also did not know about other traumas that this three year old had already experienced because this information was not seen as pertinent to the child's wellbeing while accessing an early care environment. The family has been released and is re-settling in South Australia. All files were 'closed'; nothing is being shared with settlement agencies or any other service. What about collaboration and partnership, human rights and duty of care?

I am the first person who advocates for families telling their own story and their right to decide what information about them is shared or not. But if trauma, abuse and neglect have been established should not all those supporting the child and her family collaborate and work in

partnership, sharing pertinent information to ensure health and wellbeing as part of the settlement and integration of the family?

Where are the child's rights in this incident? Where are the rights of the children that may become victims of attacks triggered by this child's trauma and strategies of self-regulation?

I would like to urge the members of ECA to advocate that relevant information impacting on the lives of these children is shared and acted on across departments, agencies and organization's to ensure that we can provide the best care and education for them and pave the path to belong in our community.

**Early Childhood Australia Disclaimer  
(WA newsletter)**

*The opinions expressed in this newsletter are those of the authors and not necessarily those of ECA. By publishing a diversity of opinion we hope to provide a forum which promotes professional growth, creativity and debate in the early childhood field.*



**COMING IN 2012**

**'Consulting the Compass  
—defining directions'**



Early Childhood Australia  
National Conference  
PERTH CONVENTION EXHIBITION CENTRE  
**3-6 October 2012**

CONFERENCE THEMES:  
**Networks  
Sustainability  
Engagement  
Wellbeing**



For further information visit: [www.econference.com.au](http://www.econference.com.au)