In recent years the word ‘wellbeing’ has been spoken and written about at length. Since 2009, the KidsMatter Early Childhood Initiative has had a huge reach in supporting services in doing more to support young children’s mental health. This edition’s guest statement from the KidsMatter Team tells us of the proposed new structure. The best news is that KidsMatter, and support to early learning services, is continuing.

We congratulate Margaret Sims, Professor of Early Childhood Education at the University of New England, on her achievement: the William Walker Award for Excellence in Educational Leadership. For those of us who have worked alongside her in many different forums, we know she is a deserving recipient.

Suzanne Blythin shares with readers her comprehensive model around wellbeing for her staff in outside school hours care programs, where underlying principles of caring for staff equal the principles of caring for children. Cyndy Newman shares with us a very practical approach to educator/staff wellbeing: changing the staffroom from one of policy documents to one of rest and relaxation. With educators going on strike for better wages and conditions, I can’t help but ponder why we as a sector see award-wages and conditions as the benchmark that most educators are paid under? It is, after all, the minimum educators can receive. I salute those organisations and services who have implemented this, as well as individuals who have negotiated above award-wages and conditions for themselves. As Suzanne and Cyndy both remind us, a culture of respect and fairness has many rewards.

The Early Years Learning Framework saw the term ‘including the voices of children’ become, ‘almost a catch cry’, says Lynette Funnell. Here Lynette, Jayne Sanders and Caroline Roberts share their insights around listening and hearing children’s voices, including the voices of infants, preschoolers and children in outside school hours care.

Like all editions of Every Child, we provide several articles from across Australia to make you think, broaden your understandings and hopefully try new ways of being and doing in your work with young children. Lisa Boyd shares with us her process of self-reflection when she lived in a remote Indigenous community in the Northern Territory, and the impact, not only on her professional life, but her personal life as well. We learn how the children, educators and community at the Honey Tree Preschool Bellbird improved the ‘air quality’ in the preschool through indoor plants—a great example of STEM in practice.

One of the hardest tasks for educators is talking with families about concerns you may have about their child. Jackie Brien gives us some very useful ideas about this important part of our role as professionals.

Anne Stonehouse’s article on daily transitions, a complex and ever-changing part of every child’s day, makes us re-think how we, either individually as an educator or an educator team, manage these well.

This edition also has more on reconciliation, understanding that learning skills takes time, a community architectural alphabet hunt, supporting literacy learning everywhere, and so much more.

I trust by now you and the children you work with are settled into your classrooms and services and you have time to read, reflect and have professional conversations on the range of articles we present in this edition. Taking time for yourself to sit quietly and read is, after all, good for you. So might be playing in puddles, as this delightful cover suggests. It’s up to you.

Judy Radich
Every Child Co-Editor

‘...a culture of respect and fairness has many rewards.’