Create

Freedom to BE
Freedom to BECOME

- At Clovelly children's centre (C C C) we believe:
- Children need a great deal of freedom in order to CREATE
- Freedom to investigate, to try things out, to make mistakes and correct their own mistakes.
- Freedom to choose where to invest their CURIOSITY, INTELLIGENCE and EMOTIONS.
- Freedom to realise how reason, thought and imagination can create continuous interweaving between concepts and ideas.
- Freedom to realize that free thought can change and actively change the world in a positive way.

Immersing children in authentic creative experiences is not a new concept in early childhood pedagogy

At C C C we totally and passionately believe that creativity has a vital and pivotal role to play in the development of the whole child. We enable our children to explore many possibilities learning.

We do this by offering open ended objects to our children to encounter. We encourage them to follow an idea, a thought or even a dream.
What a wonderful year it has been, it has gone so quickly. The children have built secure relationships with their educators and their peers, through positive interactions. The children have become curious and great explorers as they have engaged in the many learning experiences throughout the year, demonstrating their capabilities. The Puggles have contributed and connected to their environment throughout the year caring for their worms and chickens feeding them, as well as looking after our luscious gardens. Through this care they have a much better understanding of their environment and the world around them.

Places and spaces:

During their time in the Puggles our children were encouraged to ..........

Catch the curiosities
Look deeper

Value all things because everything is interesting when you look closer
Observe what narratives are visible

It has been wonderful watching the children help their educator to set the art/drawing space up and then to utilise it. Contributing to the set up has given them a sense of ownership and belonging. And respect for the area.
The children have spent a great deal of time investigating indigenous art through books, pictures and the internet. One of the paintings they chose to print and frame was a wonderful piece of indigenous artwork, Waterholes and Rivers by Farren Furber Jampijinpa.

Allegra was first to begin our piece of artwork she studied the painting of waterholes for quiet sometime before placing her brush onto the blank canvas. Beginning with circular motions to represent the watering holes in the provocation painting. Observing the dots on the painting, Allegra asked if we will paint dots, her educator explained the process of the painting they are doing and that her and her peers will be able to paint the dots on after the paint has dried. Our next artist was Jura he brushed on the paint with little pauses throughout to study the artwork. Taja was our last little artist to add her touch on the first process of this piece, she finished this part of the process by painting in all the white places on the canvas. Once the paint had dried the children collaborated again and painted their artwork with a darker blue.

Once the paint had dried Allegra and Jura began placing dots to complete our art piece, this was done with a stick and the end of a paintbrush. The dots were placed in a way to represent the movement of the oceans current. The children have worked on their art pieces with passion, commitment, pride and confidence demonstrating their imaginations and creative abilities.
Out the gate
One of our goals this term was to get the Puggles out the gate, with much excitement this was achieved as the children went in small groups to see the fish pond in the next street, the look of awe and wonder on their faces was priceless.

The older children are showing their readiness to move into the Plateenas, its so wonderful to see them spread there wings and soar high with their many capabilities and confidence.
Sally set up a trapeze area for the children in the verandah. Mia, Jura and Finn were swinging along and using their physical skills and body awareness. It allows them to experience and test out what their bodies are capable of. Levy stood up on Andrew’s knees the first to reach up high and then the second time he reached up all by himself confidently.

Movement is one of the most important aspects of a young child’s life. Most early interactions involve movement. Movement can help children develop, not only motorically but emotionally and socially as well. Their well-being can be greatly enhanced if they are given simple foundations in all areas during their early years. These foundations will carry through as they continue to develop and learn. Considering how vital motor skills are for the continued development of children, at CCC we know and support the motor program for all young children is an excellent idea. Motor activities are a valuable component of all early childhood education programs.
Trapeze artistry in the Puggles introduced by Claire, Eveleigh’s beautiful mum and followed through by the Puggles educators. Clair continues to come on FRIDAYS to teach the Puggles the art of TRAPEZE even though Eveleigh only attends MON TUES and WED.

This is clearly passion and inspiration.

Thanks Claire.
Over recent months, the Plateenas room has undergone a transformation. Shelves have been rear-
ranged and different resources have been added to the spaces. The children helped to create our loose parts shelf, where five transparent bowls contain single coloured loose parts. The children seemed intrigued with the space, enjoying the notion of keeping the parts sorted into their own colour groups. The loose parts soon became known as “treasures,” and we encouraged the children to bring in their own loose part treasures to add to our collection.
Around the same time, we were given a book to add to our art space. The book was about the artist Yves Klein. We found out that Yves was a painter who decided to work in only one colour, Blue. He created his own shade of blue and called it Yves Blue. Not only did Yves Blue become a discussion point between the Plateenas children, though also the different techniques that Yves used to create his artworks. One in particular, was how he painted people with his special blue paint and then directed them to move around large canvases to create his work. We provoked further discussion with the children, who decided that they would like to try this style of painting themselves.

The Plateenas chose to work in one colour, blue, like Yves. They really seemed to enjoy experimenting with movements upon the canvas, also describing different sensory aspects of the paint and canvas on their bodies.

The children have integrated their love of art, with their curiosity surrounding colour. From the loose parts space, to the magnet tiles and window blocks, where they experiment with colours and shadows all year. Combining two of their passions, the Plateenas have created a truly amazing artwork that they are excited to unveil to everyone.

Enjoy!
The Joeys

The Whale known as ‘Victoria’

It is only natural that Whales are part of the Joeys Art Show. We look for them at beach kindy. Victoria shares her stories of diving and whales, and many of us see whales in our everyday life. The children chose to include thanking the whales in our Acknowledgement of country.

The idea of a large paper and bamboo whale form was an extension of our lantern making. When we started to decorate the whale many of the forms were symbols, circles, dashes and dots. We added some aboriginal art pieces for inspiration, to add another layer to the art. The children have named the Whale ‘Victoria’.

The Joeys decided the whale needed water to swim in. After discussion between teachers, children and parents we decided to try a Shibori technique of dying cloth. Practising our knots, we tied our recycled material at intervals and soaked in the dye overnight. Unwrapping the material revealed a patterned and many shades of blue. Floating in the breeze to dry, our waves looked like they were floating in a watery motion.
This is how the Joeys celebrated

**NSW Outdoor class room day:**

- Lunch outdoors
- Science outdoors

Classroom Day is a global campaign to celebrate and inspire outdoor learning and play. On the day, thousands of schools around the world take lessons outdoors and prioritise playtime. In 2017, over 2.3 million children worldwide took part, almost 200,000 of those were in Australia. Outdoor learning improves children’s health, engages them with learning and leads to a greater connection with nature. Play not only teaches critical life skills such as resilience, teamwork and creativity, but is central to children’s enjoyment of childhood.

Learning science through literature

**How to demonstrate water displacement to our children**

After reading “Alexander’s Outing” earlier and then set up an experiment. We placed a rubber duck in an empty container and filled it with water which helped him rise to the top and escape! We filled our container with water, and marked the level of the water on the container so we could monitor our progress.
ART IN ACTION

Connecting with our earth with clay from Gadigal country
Our Kitchen Garden Programme combined with colour theory to offer an opportunity for children to connect to the natural colours found in our natural environment. It provides a variety of learning experiences on a whole new level.

Discussing the seven colours in the rainbow: red, orange, yellow, green, blue, indigo and violet, our children became intensely aware of all the rainbow colours in our garden.

Athe challenged their thinking and asked:

*Are there any colourful edible flowers or plants in this garden that we can match to the colour chart?*

Colour theory is both the science and art of colour. It explains how humans perceive colour; how colours mix, match or clash; the subliminal (and often cultural) messages colours communicate; and the methods used to replicate colour.
Matching the colours of the nature around us to the colour swatch.

Gabriel and Oliver looked around the garden and matched the items they found to the coloured swatch. Further investigations helped children learn that one colour, such as red, can have different tones.
Melting rainbow colours using HEAT

This leads to......
After removing the husks from the corn, the children decided not to throw them away. Instead, they created mini masterpieces for the upcoming art show.

Joeys prepare for lunch by chucking the corn.

After removing the husks from the corn, the children decided not to throw them away. Instead, they created mini masterpieces for the upcoming art show.
On my arrival to the centre this morning I was greeted with a gaggle of sunnny faces emulating chiming voices from familiar children

The three children who greeted me were girls. They were at the bottom of the garden climbing a tree and having discussions about how strong they were, how their muscles held them up in the tree and how they could entwine themselves in and around the branches because of their mighty strength.

Vigorously, they jumped, from the ground to reach the bottom branch that required their robust bodies to stretch and aim simultaneously. This required a relative degree of difficulty demanding an all around ability to make judgements while they flung their bodies up, in and around the branches.

The girls had a trust relationship with the tree that enabled fierce and robust movement from branch to branch as their bodies flexed and stretched into solid poses that they held for periods of time.

“Baby, you know how I do this tree?” One of the girls asserted. “Tell me” I replied. “I muscle myself, like this” she said as she flexed her bicep to demonstrate her virility. “It’s the Gadigal tree” the other girls exclaimed. “It gives us power” the third girl vociferated and laughed heartily. I watched as the girls climbed, contorted, concentrated and cackled as they demonstrated their physical prowess enabled by the ‘Gadigal tree’.

This story isn’t an isolated one. The talk of power and strength is well embedded in the children’s repertoire and their storylines that map their play.
CRITICAL REFLECTIONS : DR RED  
I feel a sense of solidarity with the girls in how they described themselves, what they were doing, and, where they were doing it. I felt like a sense of gender equity was active in their cells; that their bodies had every right to express strength and that that strength was articulated in words as well as enacted. It reminded me of the questions we asked in chapter 2 of The Anti-Bias Approach in Early Childhood, about how environments teach us and grow us up and what we can learn from this environment in this pedagogical moment.

I cannot claim that this is the case all across the country or the world for that matter. We know that gender inequity is rife, especially for girls, who in some places are not allowed to be educated or to climb trees, nor speak of their strength.

This story doesn’t eclipse the pony tails, unicorn clips, love of pink and other things that can so easily be mistaken to express ‘girl’. They don’t. They express how we have constructed a particular kind of femininity, but this does not mean by any stretch of the imagination that femininity and strength cannot and do not go together. They do. And they certainly did today!

This story also illustrates a particular kind of relationship with place in how the children have referred to a tree as ‘the Gadigal tree’ albeit an introduced species - which is another line of enquiry to explore especially because Clovelly is a contested postcolonial place that is understood differently by different Aboriginal people in the community. Still, the everyday Acknowledgments of Country and the Yarning Circles that the educators and teachers have introduced, through consultation with local Aboriginal people and families, become part of an everyday vernacular rather than a tokenistic mention, in how children have another language to describe that place outside its current colonial name.

These moments are critical to learning, based on the simple (yet complex) fact that if you feel good about yourself you’ll learn better. If you feel like you belong, you’ll learn better. They are not just about identity, yet identity, it is thought, is at the heart of learning, these moments are what make us and what makes the world in which we live and if that world is an anti-bias one then we are on the way to all kinds of equity and reconciliation. Call me naïve, but it is with great optimism that I share this moment today...
There were jagged rocks. There was a slippery slope. There was wiggly water. There was a pooling puddle. There was sturdy stomping. There was serious splashing. There was gritty dirt. There was chunky bark. There was scratchy sand. There were spit spot sploshes of intermittent rain from a threatening cloud. There was hysterical laughter. There was a sophisticated script. There was fierce friendship. There was delicious delight. There was lovely luscious learning.

For an immeasurable amount of time, two girls consciously and contentiously played with a puddle. With access to a pump that they can activate independently, this puddle provided universes, a cosmology, the extraordinary and the ordinary simultaneously.

Pumping was measured so that there was enough water to muck about in but not to be overused. No adult intervened. No adult instructed. No adult cautioned. No adult lead nor followed.

Chortling incessantly like a tree full of cockatoos before a storm, the two girls sat, sang, quibbled and synonymised as the puddle provoked their sensibilities. On a not very warm afternoon, the water bit at their toes and needle numbed their feet. Still they scurried and splashed squealing all the while. With no sign of the water warming to soothe their seemingly numb feet, their conversation about what the water was doing and why spanned all kinds of imaginative, scientific, Socratic and spectacular other-worldliness.

Time ticked on. An hour, maybe more. The two girls sat. They stopped. They noticed their reflections and become overjoyed that there were actually four of them there in the dirty pool. Two others dressed like them. Two others doing what they were doing. Two others that they were sure had cold feet too.

Cold feet is such an enticing way to consider their curriculum making. Anticipation. Trepidation. Unknowingness. Willingness. There was no threat - except for the potential commentary of an adult - of which I became guilty. But which opened up possibilities for becoming worldly with Country.
Becoming with country, creatively

Watch us’ they giggled to each other as they splishy sploshed their feet. ‘Yes I’ll watch’ I replied.

As I tried to be a good watcher, I then asked what they were doing. ‘Hahahahahahahahahahaha’ they replied. I cast about seeking a theoretical framework for this reply, as my early childhood cells have been well educated to do. I wondered about a hahahahahahahahahaha theory and what it could teach me. How might hahahahahahahahahaha enable me to reflect? Critically reflect? Plan? Document? How might hahahahahahahahahaha signal that I should move away from what was already rich or to comply with the request to join in. What was I to do with hahahahahahahahahahaha? Based on my relationships with the girls, I know hahahahahahahahahaha wasn’t an exclusion strategy.

Amidst the pleasure of feeling cold with increasingly numbing extremities hahahahahahahahaha appeared to express a worldview of cold water as a teacher or ‘another’. Cold water as a knowledge holder that their little human bodies couldn’t know without it - lest the cool breeze also played a part in their shivery giggles in the silvery sludge.

It reminded me that not all the knowledge is human and not all explanations of what we do are able to be expressed in words. It reminded me that Country (water being part of what we know as Country) is always at work teaching us and growing us up. It is up to us to notice. To recognise that Country makes us respond, change, feel, transform and become.

Planning for water play seems so benign in comparison. Developmental ways of ‘providing’ children with sensory experiences seem so narrow. The work of a bit of water, dirt, bark, sand and a few feet generated timeless learning in what we call ‘play’. The sophistication of this ‘play’ enabled. It destabilised those little feet to cold and numbness that lead to hahahahahahahahahaha as the description of what the two girls were doing.

I could have analysed this as joy, and perhaps that was there too. Awe and wonder and all of those phenomenological expressions we value in early childhood. So lets not rule them out given we know that there are multiple things going on simultaneously in our everyday curriculum. But lets not limit those experiences to one way of becoming, because becoming with Country is an everyday experience. An ordinary everyday experience that is so easily overlooked by our human dominated ways of viewing children. Instead lets wonder what Country teachers us everyday. How Country makes us ‘feel’ everyday. How Country grows us up everyday and how without Country there is no learning.
Volunteers make an extraordinary contribution to Australian society. Volunteers are the lifeblood of our community and come from all walks of life: working people, students and professionals, young people and retirees, from every town and community.

So many people are drawn to Clovelly. It is indeed a special place. One such person is a friend of Joel our treasurer. His name is Tomek and he does a lot of volunteer work and interesting study in mindfulness with children and adults. Tomek visits us every Tuesday and has been introducing the concept of mindfulness to our lucky children across all the ages.

Thank you Tomek
Special call out to Luke Azzopatti. Luke qualified as an ECT in July. After many years of working full time, and studying part time, he is now a qualified teacher. CONGRATS. What a fabulous achievement.

Rupert is officially a published composer. When Rupert was 3 1/2 yrs old, he composed his own musical song with Luke. This was such a special learning experience. The documentation of this creative process was chosen to be part of book about learning through the arts in Early Childhood. Rupert and his family attended the book launch a few weeks ago. In this picture he is standing next to

This book is a piece of gorgeous art in itself. The book contains a series of sketches of specific examples of art practice in early childhood settings, from writing songs about monsters with a child, (RUPERT) to making with clay, exploring Aboriginal arts, working with pigments to teaching drawing and creating mosaics. We bought a copy for our centre. There are not many 3–4 year olds who can claim to be published. Well done Rupert.
It takes a village to raise a child WE ARE SO BLESSED for the families in the Clovelly village

Management Committee 2018/2019 All this is done on a volunteer basis in free time.

President - Chrissy
Vice President - Orla
Treasurer – Joel
Secretary - Zoe and Phoebe
General member (and part of the sustainability group) Molly
General member - Yasmin
The committee meets 4/5 times per week is responsible for ensuring the pre-school fulfils its financial and legal obligations. We discuss the general management of the pre-school and take part in making decisions in relation to its operation.

OUTGOING MEMBERS: We say a sad farewell and ginormous thank you to Niki, Katia and Anabella

Sustainability committee 2018/2019
Outgoing co-ordinator We say a sad farewell and ginormous thank you to Louise and Orla
Co coordinator David and Emma
Felicity
Dani
Kerry
Cook book contributors 2019
Nicole
Katherine
Duba
Marni
Eliza

Plejoin at anytime in the new year. Please feel free to

Thank you to all the weekend families who cared for all our bees, guinea pigs, chooks and gardens.