At Clovelly Child Care Centre, we strive to ensure that our practice is very inclusive and fosters a sense of belonging. The importance of belonging is why our curriculum in the education and care sector is called BELONGING, BEING and BECOMING. Ensuring our children, families and staff feel like they are respected and they belong, is pivotal to do what we do as educators.

**We believe:** Our story begins with the notion of wonder and delight.

**We know:** Children are capable, competent and active learners. They are important contributors to their communities

**So we:** Catch the curiosities. Value all things because everything is interesting when you look closer. We observe what narratives are visible and use our observations as the foundation of our curriculum.

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These are our reflections about important values we hold dear in our pedagogic practice: This is the way we ensure we strive for ethical practice

Overcoming bias is one of the foundations of our philosophy. The way we do this is by bringing anti-bias reflections into our everyday practice and to think explicitly about some area of bias that we may encounter such as bias in abilities, gender, race, ethnicity and sexuality. We are inspired by four basic anti-bias goals which are:

**Goal 1:** Each child will demonstrate self-awareness, family pride and positive social identities

**Goal 2:** Each child will express comfort with human diversity, accurate language for human differences and respectful and caring human connections

**Goal 3:** Each child will increasingly recognise unfairness and understand unfairness hurts.

**Goal 4:** Each child will demonstrate empowerment to act against prejudice (Scarlet and Bryant, 2017, pp 56) We use these goals as a guide to plan our curriculum and yearly events.

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**What’s buzzing?**

Here’s what’s happening in the next three months of 2019

**March**
- 21 – Purim, Harmony day and Poetry day (Trifecta of fun)
- 25 – Butterfly enclosure (till the 29th)

**April**
- 1st - Classroom Critters (till the 5th)
- 9 - PMC meeting
- 12 - Public School holidays (till 30th)
- 19-22nd - Good Friday till Easter Monday
- 24 - Story time with Bronwyn All welcome - “Turban, ties and Turkish slippers” 10am
- 25 - April Anzac Day

**May**
- 6 - Ramadan
- 19 - Green Fair
- 26 - Sorry day
- 27 - Acknowledge the custodians of our land festivities

**June**
- 4 - PMC
- 10 - Queens birthday
- 21 - Lantern Parade
Staff development for our wonderful team

All the teachers got excited and delighted to inspire, nurture and educate your children at our first professional development during our pupil free day, the wondrous Red Ruby Scarlett gifted our staff with an incredible professional development session with the breathtaking Priscilla Reid-Loynes from the Indigenous Education Consultancy.

Dr Red describes our encounter so poetically, “In her beautiful and powerful way, Priscilla carried us into gentle introspection and worldly Indigenous awareness of the relationship between Country and spirit and self-care. The experience of the multisensibility of our present lived realities converged with the injustice of how Country is struggling because of human impact.


Priscilla taught us another kind of togetherness as entire educative collective sang together in language and, water, element of focus, poured down my face. The beauty of that music is still emanating in my mind and through every cell in my body.

She gathered our spirits and once again together we all encountered our first practice of Wayapa. Moving together on that cloudy day, gentle wind, sturdy trees singing us. Anticipating the full moon, Priscilla storied us through the relationship between the moon and the ocean - our kindred place at Clovelly as a beach community. The sun, the solstice, the phases of the moon, all things that shape us, land, animals, time, care for Country is care for ourselves. are intra-related.

She began by asking us ‘what world do we want to leave behind for children?’ and we are passing that on to you…”

Based on ancient Indigenous knowledge and wisdom that focuses on taking care of the Earth as the starting point for healing ourselves.

Having an energy connection to the Earth is what has sustained Australian Aboriginal people to be the world’s oldest, continuous living culture – for over 80,000 years!

Today, for most of us, we have become disconnected from the land, from our tribe, from our food and from our Spirit. Through Earth mindfulness, deep breathing and narrative meditation and movement, Wayapa® provides a sense of belonging to the Earth while creating holistic wellbeing.
puggles
This is what our ‘life curriculum’ learning is all about.

As we warmly welcome back our Puggles, a new sense of identity begins to form as an older, more competent and confident being. Opportunities are available to explore a nurturing role, and confidently guide their younger peers. Self-regulation, confidence, inhibitory control and greater social understanding are some of the many skills that thrive in development when caring for and interacting with younger peers.

For the newest members of our Puggle family, each day presents a new opportunity to explore and learn with a sense of security, that, in turn, fosters a sense of freedom from a ‘safe base’. It is from this space children feel free to take risks and try new things, therefore move forward in areas of their development.

Our days are filled with endless moments of self-education through play and exploration.

A sense of belonging is developed when children build trust and develop attachments to those that care for them. “When children feel safe, secure and supported they grow in confidence to explore and learn” (DEEWR, 2009). ‘Belonging’ is our curriculum as we embark on our learning journeys at the beginning of the year.

“Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development.” (p.1, Centre of the Developing Child at Harvard University, 2004)

“They learn a great deal from each other. They learn how to share, to engage in reciprocal relationships (e.g. taking turns, giving and receiving), to take the needs and desires of others into account, and to manage their own impulses.. The warmth and support of caregivers in a child care setting also influence the development of important capabilities in children, including greater social competence, fewer behavioural problems and enhanced thinking and reasoning in later years.” (p.2, Centre of the Developing Child at Harvard University, 2004)

Clovelly CCC is a special place. Our Educators, staff and parents are deeply committed to providing an environment where children holistically thrive.

We are so grateful to share this learning journey together.


Welcome to our first Newsletter edition, Plateenas families! There is a lot happening in the Plateenas room and we are excited to share with everyone. Firstly, we are pleased to see how our children have settled into their new environment with a minimum of fuss. They participate in a wide range of experiences and consequently are learning and developing from them.

Our curriculum has a strong focus on the interests of the children. It means their learning focus is organic and we will keep updating it, based on the children’s curiosity and wonder.

Social and emotional skills are our fundamental to this age group. It is vitally important that our precious children will learn to feel safe, secure and loved. We would like them to have a strong sense of belonging to our community.

Our Plateenas are sharing beautiful and lovely moments with us. It is so rewarding seeing how they are quickly strengthening their sense of wellbeing, while they are building their confidence and interacting with each other. This is vital to potentialize their learning.

“Respect all the reasonable forms of activity in which the child engages and try to understand them.” Maria Montessori

We also would like to share that we will smoothly incorporate Spanish in our daily routine, as it is beneficial to our children to learn a second language, in terms of cognitive development and problem solving skills.
community partnerships with our families

- trapeze training with mum Clair
  - Clair helping children to fly up high during their Gymnastics class

- yoga with mum Mel
  - Mel pretending the Plateenas were pirates swimming in the sea during one of their Yoga classes.

We would like to thank our families for sharing their skills with us. Both these wonderful mums visit the Plateenas weekly and share their love and passion with our beautiful children.
Welcome back to all new and returning Joey families! The children have settled well and are making new friends and building strong connections with their educators.

Our wider curriculum has been about connecting with country and land through the following experiences:

**Clay program...**

Using our beautiful rich red clay from Gamilaroi land we have been exploring form, structure and relationships. Relationships between materials, each other and with country. The clay table is often a hub of chatter or peaceful reflection.

**Literacy:**

The curriculum is set up to give children many opportunities to develop their early literacy skills. Mark making is often dismissed as scribbles when in fact it is a really important step in a child’s journey into writing. The Joeys are amazing writers! As educators we are able to scaffold and encourage children’s learning.

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**Friendly reminders and housekeeping:**

- Please name ALL clothing. We can only return lost clothing when they have your child’s name written on them.
- Please apply sunscreen on your child every morning.

Please pack a spare set of clothes and a warm outer layer as the weather does change. Remember to bring a raincoat on wet days as we do love to play outdoors.
Music and movement

• Joeys joined Luke in the music space, ready to explore. Luke introduces the concepts of time and beat, using the 4/4 time signature and the crotchet note. The children pass around a picture of a stave containing the time signature and an image of the crotchet note.

• Percussion instruments are shared around and Luke demonstrates how to play the beats in a bar of music. Everyone practices playing the beats together, gaining more confidence through repetition.

• Basic concepts of dynamics are explored, as the children practiced playing the beat softly, (Piano), as well as loudly, (Forte).

• The Joeys create a dance to go with the indigenous song, ‘Innanay Capuana.’

• The children really seem to enjoy the music, as well as the dancing, sweeping their feet, shoeing away with their arms and stomping. Through these music and movement sessions, the children have the opportunity to see that music is a language of its own, as well as learning about the musical concepts that vary expression and delivery. As children engage with the arts, they express themselves and make meaning.

Outdoor space

Outside play in the Joeys has been inspired by Mother Nature, our “Third Teacher”. Three main themes that have gained traction, and longevity are:

Camping, Mixing Potions and Creating a Fairy Garden.

These activities help children develop across the curriculum, from science (what materials will float or sink in our potions?) to creativity (creating a fairy boat from bark and twigs) to meteorology (knowing we cant light our camp fire as the weather is too hot). These activities are overlaid by a rich tapestry of social connections, that duck and dive, direct and inspire play.
STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

• We began our exploration of STEM for the year with unstructured water play. Water is a compelling source of pleasure for children and as a medium it serves as a wonderful foundation for understanding many scientific concepts.

• Our initial play with water led to the discovery of whirlpools (water flow and gravity), the concepts of floating and sinking (buoyancy) and painting with water (evaporation).

• We began to add more structure to the play by introducing ice and this branched out into many more areas of learning. The sensory experiences of touch provoked lots of new vocabulary and the children enjoyed the hands on experiences.

The other area of interest which has flowed from water play is working with ramps. Many of the Joeys have found the flow of water fascinating.

Small groups work together experimenting with the speed and volume of water. The children have used boats, cars and ice in various ways to observe and predict the affect of water on these objects.

Conserving water became an important offshoot for the children to learn. They are now conscious that we must try to find ways to recycle the water at play.
During the weekend Pip (An certified arborist and Clovelly dad ) lovingly removed some dead wood from our beautiful eucalyptus tree in the Joeys yard. It saddens me deeply to inform you that while Pip removed a large dead branch, he noted that growing at the base of a dead branch was a small fungus known as GANODERMA FRUCTIFICATYION. It was tiny 50cm in diameter and so it there is no immediate high risk. However, it effectively condemns this tree for removal. Pip suggested we have a “round the tree” discussion about how we proceed. We held a special “giving tree” yarn circle with the Joeys. This has sparked an interest in trees which led to a new learning journey about life cycles. The Joeys have a deep sense of custodianship for our land and many discussions were held about looking after our trees.
Olivia, Christopher, Winter and Athe read Ingenious Jane by Susan Chandler in the Joeys yard. Jane loves to invent a lot of things and shows her creations to both her big brother and sister. One of them was a giant combination of jelly, jam and pudding bowl. Using this story we then decided to make something together.

What should we make?

Brainstorming:

- First the children decided what fruit should we use for our activity. We thought of different fruit and had different opinions whether they liked it or not. At the end, we all agreed to use strawberry.
- Next step was to pick what should we make. Jelly and pudding were on top of the list but we decided to go with smoothies instead.
- Olivia helped to write a recipe for our strawberry smoothies and the children were excited to make it.
- We also remembered to use rice milk for Quinn instead of full cream.
Max: “Excuse me, are we using fresh strawberry or frozen strawberry?”
Athe: “That is really good question Max. We are using both. So we combine the frozen and fresh strawberry for this smoothie.”
Christopher: “And we use milk and honey too.”
Olivia: “Don’t forget to put the bananas.”

Note: During this process, the children instinctively used language to describe what is happening – the colours, textures and tastes of the ingredients. Thinking about what to cook means thinking about a balance of recipes that are sweet, savoury, healthy or less healthy. The most important thing is, that we need to feel happy and enjoy ourselves in the cooking experience.

“There is no such thing as wasted time in the kitchen..’ Laura Esquivel
(Like Water for Chocolate, 1990)
The Plateenas have grown their desire to participate in the Kitchen Garden Program. Besides looking after their garden everyday, they always get excited every time we put the ingredients out. Eveleigh: “What are we going to make today? Can I help?” Atha: “We are going to make the yogurt bark today and of course everyone can help.”

The Plateenas children had a very good understanding when it comes to helping their teachers in a cooking experience. They washed their hands thoroughly, had their listening ears on, hands were on the table whilst listening to the instructions, and the most important thing was to HAVE FUN!

**Reflection:**

The children worked together as a team to create this delicious yogurt berry with shredded milk chocolate on top for afternoon tea. It was a delightful experience, as the most of the children wanted to get involved in the experience. The exciting part was their anticipation and excitement for the next week’s activity. It shows how much the Kitchen Garden activities have impacted their eating habits and their mindset to try something new.
A few weeks ago we had a visit from an inspiring young boy who calls himself “Plastic free boy”. He is 13 years old and for the past few years, he has been on a mission to raise awareness about dangers polluting our oceans with plastic. He spoke to our children and played his own documentary movie about how he found simple solutions towards a more sustainable ecosystem on planet Earth. He first began this odyssey when he learnt how turtles are mistaking plastic pollution in the oceans as food.

At Clovelly Child care centre, we pride ourselves by our innovative and authentic sustainable awareness. Plastic free boy was very impressed at the steps we take in our daily practice such as:

- We have installed small worm hotels in veg gardens. (We have ordered two giant worm farms)

- We are super-conscious of how we constantly try reduce our waste. We are waiting for giant worm farms to be delivered to our centre in a couple of weeks …..WATCH the space

- We reuse, recycle and upcycle whenever we can.

- We use cloth nappy’s (for the last 30 years we have reduced thousands of tons of landfill)

- We recycle our paper, cardboard and bottles

- We throw our used teabags into our compost bin and we pour our left-over coffee grains in our garden

- We use water from water tanks and we are trying to use less electricity by using solar panels

- We have a soft plastic collection which we drop off at the recycling plant in Matraville every few weeks. - Please help us by trying some of these strategies at home so that we can join the war on waste as a committed and
supportive relationships with our families

• ALWAYS AT BARANGAROO RESERVE

• Barangaroo headland hosts a large scale outdoor sculpture by local Bangarra artist in residence Jacob Nash, featuring the declaration ‘ALWAYS’: always was, always will be.

• Artist’s Statement

• In this context, the word ALWAYS comes from the declaration ‘Always was, always will be Aboriginal Land.’

• I look at this as a statement about Truth, Ownership and Protest. A Re-claiming of what has been taken from us and a Celebration that this land has sustained and nurtured the oldest living cultures in the world, for thousands of generations and will continue to do so forever more.

• This work, ALWAYS, is as much about the future, as it is about the past. It’s also about respecting country, our ancestors the caretakers of this land and understanding that land and people are inseparable. Our people and our culture will never leave this place - we are one. It also comments that as a nation we now have a shared history. I hope this work and its associated meanings, will let all Australians consider who we are as a nation and how we want to define ourselves and our history in the future.

• As you look through the letters of ALWAYS framing the surrounding landscape, I hope you get a sense of the importance of this word, its meaning and how collectively we have an opportunity to change the future.

– Jacob Nash

Clovelly childcare centre is so proud to share this with our community
Roots of Empathy

Roots of Empathy is an international, evidence-based classroom program that has shown significant effect in reducing levels of aggression among children by raising social/emotional competence and increasing empathy. In our early childhood setting we will begin to plants the seeds of empathy understanding and link all the experiences to The National Quality Standard Areas (The NQS) and Early Years Learning Outcomes (EYLF).

Seeds of Empathy Family

A seeds of Empathy Family volunteers in the classroom with their baby who is under 6 months old at the beginning of the program. Felicity and Darcy (Quinn’s family) will be visiting the classroom once every two /three weeks during the year. Felicity lives in the community so she reflects the cultural, racial and linguistic tone of our neighbourhood.

Felicity will be our first Family guide

The Family Guide coaches the children to observe, comment on, and draw conclusions about the baby’s development during a Family Visit. The Family Guide also gives the children a vocabulary for labelling the baby’s feelings. This vocabulary helps them to understand and talk about their own feelings and the feelings of others, thus giving preschoolers a basis for developing a “literacy of feelings”.

This role is supported by Debbie who will be the Literacy coach.
Overview of intentional concepts

- Session 1: Introduction to Seeds of Empathy
  - Concept: Babies are more vulnerable than we are.
    - Illicit care for Darcy
- Session 2: What can babies teach us
  - Concept - The power of nurturing
- Session 3: Identify range of feelings
  - Concept - What do you feel when you are near a baby or watch a baby or try engage with a baby what happens to your voice?
- Session 4: The power of really looking deeply at Darcy’s face
  - Concept moving away from our own perspective to Darcy’s perspective.
  - Reading Darcy. What is he feeling judging by his facial expression? Without language, how do you know what someone is feeling
- Session 5: Looking at Darcy’s hands and feet
  - Concept. Human baby development
- Session 6: The power of kindness
  - Concept: Sewing seeds of the “other” rather than the “self”
This is how Clovelly childcare centre got involved with Gunawirra:

- The people from Gunawirra have expressed through their vision and care of Aboriginal children, a need for basic health care necessities for these children. Many of the children arrive at school with no underwear, no access to toothbrushes and toothpaste, hence there is poor oral hygiene and lack of basic health necessities.

- They are urgently in need of Care Packs for a girl or boy aged between 2-5 years old.
- Care pack contents:
  - Underwear
  - Socks
  - singlet
  - age appropriate toothbrush & toothpaste
  - face washer
  - band aids
  - antiseptic cream
  - soap
  - Shampoo
  - pack of pocket tissues

- In Aboriginal mythology Gunawirra means the invisible seed of all creation.
- Gunawirra designs unique, innovative and transformational programs to empower young Aboriginal parents with:
  - Children aged 0 to 5 to break the life cycle of suffering caused by loss of country, community, culture and family.
  - Gunawirra is a Non Government Organization with Public Benevolent Institution status. It has top level professional Workers from Psychoanalysis, Psychiatry, psychology, social work and art therapy.
  - One of Gunawirra’s signature programs is the Five Big Ideas program
  - By teaching preschoolers about personal hygiene, basic health care and simple nutrition, significant
  - Improvements to primary health care can be created, therefore reducing longer term chronic health problems and
  - Ultimately reducing the difference in life expectancy between Indigenous and non-Indigenous Australians.
Harmony Day

March 21 is Australia’s Harmony Day, which celebrates the country's cultural diversity. It coincides with the United Nations’ International Day for the Elimination of Racial Discrimination.

Harmony Day is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values.

For us at Clovelly Child Care Centre, it’s a chance to reflect on Australia’s multiculturalism and the power of inclusiveness, respect and belonging.

The Joeys had a lovely Harmony Day. We talked about what Harmony meant to us, We agreed its about being kind to everyone. ... giving out love and receiving it in return. During yarn time, we read the book “We are Love”, and put sparkles on our Harmony Poster.
• Picturing Soundscapes - Becoming With Country

• Woof woof woof woof woof woof woof woof woof... some of this woofing requires translation whilst other bits are wholly embodied woofy becomings. The magnificent multifarious curriculum in the Joeys room is increasingly being generated through Becoming With Country. Specifically Dion Beasley and Johanna Bell’s books ‘Too Many Cheeky Dogs’ and ‘Go Home Cheeky Animals’. Following the barking in the boat (see my last professional expression for that story - I’ll pop the link in the comments), and lots of reading the books, a focus on the way that Dion expresses movement and sound with line, and, a hearty conversation with a parent, the fascination with making sound visible continued.

• When I walk through the gate a particulate group of children greet me with a request to work with the watercolour pencils and the books. This often precedes good morning! But what a good morning it is when you are greeted with such a request. So on this rainy Monday we set up the table with the pencils, beautiful quality water colour paper, our Nomenclature of Colour book and Too Many Cheeky Dogs. But today we had another beautiful book to take our fascinations into another contemporary Aboriginal artists visual expression of sound, a collection from an exhibition brought in by a parent who has Aboriginal children at the centre. This beautiful collection called ‘Found’ privileges a whole host of Yolnu contemporary artists, but the painting that spoke to us most, entitled ‘Yidaki Power’ by Nalkuma (2012) took our visual portals of sound into new ‘past/present’ (Haraway, 2003) places.

• We googled the sound of the Yidaki and connected that sound to Nalkuma’s painting. Children correlated this with the sound of Dion’s dogs. I chose a track that has the Yidaki sounding dingo, to keep the barking experience in place. Children began barking and drawing at the same time. Their skill with the water colour pencils becomes more sophisticated each time we use them, the obvious outcome of repeated use of arts materials and teaching technique. Though I’m not too focused on the recognisability of what the children draw, but instead the nuances of the expressions of what they’re embodying through this off leash run in the park with Dion’s dogs.

• Some children are scaffolding themselves by looking at Dion’s dogs and drawing them alike - all with sound. Others are more ensconced in the visual expression of sound experimenting and exploring how to draw it and then give it echo through what the water colour pigments affords us when they brush it with water. One child was particularly fascinated with Nalkuma’s painting and carefully engaged in the same colour scheme to image the sound of the dingo powering out of the Yidaki. I desperately wanted to dive into their imaginations. I was thirsting to know what was going on in their beautiful minds as they worked. While their drawings portrayed one element of what they were thinking and feeling, my curiosity was about how they were becoming with dogs to Become With Country. I had an insatiable pedagogical appetite and I wanted to woof them up.
The Aboriginal child at the table began fusing the two sound making artists together as he drew and narrated both in English and in dog. He was the expert on Nalkuma’s painting and he asked the child beside him ‘can you hear it?’ as he lifted the book to his ear. In turn the child responded by listening to his drawing. Their eye contact was howling with delight as their eyes simultaneously locked. As a witness to this moment I can’t do it any justice here in words, but if you could feel my heart beating you too would understand.

The conceptual connection was captivating.

Following this encounter with past/present old knowledge and new knowledge, the children began storying their visual expressions. Some scientifically explaining how it worked, some imaginatively, and others with pressure and speed in how they penciled in lines what they heard in the illustrations. This lead to a hyperbolic discussion about the length of sounds and how that could be expressed visually. And so emerged a loooooooooooooong visual sound. But a dilemma arose. The words ‘bark’ and ‘woof’ both end in fricatives, so they are essentially short sounds. So there was a discussion about whether it was ‘bark’ and ‘woof’ in slow motion or whether there were lots of them (a stunning entry into learning musical notation methinks). Then our Yidaki expert reminded us that the sound keeps going and that we can make short sounds long when we draw them ‘that’s what the water does’ he said.

These lengthy gatherings around the table bring so many questions to my mind. Nominally, how do I even begin to assess learning in this moment? What might I miss? What will I privilege in my professional expression of the encounter given I am writing it post? Where will it go next?

There are a myriad of other facets to how Dion and Johanna’s books have wagged their way into the curriculum and how they are enabling us to constantly think about how our everyday Becoming With Country is entwined into the very fibre of our fur. But I’ll save them for another day... Woof! ❤️
Learning through music means having important factors covered, such as building up your child’s social skills through songs, dances and games as stated earlier. As well as their listening skills, confidence and a sense of being important (as everyone is), ability to communicate through songs, animosity, sensibility, feelings and needs.

I also include traditional and musical children’s games, dances and role plays from around the globe. I am always focusing on the expansion of their abilities especially auditory, concentration, social and self confidence/self-esteem.

At the end of the day my philosophy is that through music it is possible to express feelings of happiness as well as sadness.

My goal is that through music, rhymes and games in different languages to be able to present the children with an array of cultural manifestations. Meanwhile helping the children learn about the different cultural and musical aspects that help in their psychometric development as well as social advancement focusing on the child care centre community and the multi-cultural communities that we live in.

I have prepared a vast array of songs not only in English but also traditional songs, rhymes and various new ones in other languages. All of this is accompanied with live music provided by myself and of course the children singing along or shaking some maracas!