We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

Bidjigal and Gadigal people lived in and around the Clovelly /Coogee area.
Innate creativity causes happiness and awe. These moments of artistic experiences are associated with positive affective states. The concomitant benefits of curiosity, creativity, flexibility, hope, mindfulness, as well physical, psychological and spiritual health can’t help but lead to great happiness! This is why Clovelly Child Care Centre strives to create a space where wonderment and awe can flourish.
‘Children use visual language as a means of playful enquiry’ (Kolbe, 2014, p71). Throughout July and August, our children have continued to build on their interests and understanding of the textures, shapes, effects and contrasts created using different watercolor paints. This calming, flowing art medium has provided opportunities for the children to engage socially as they sit beside their friends and observe their ideas and creations, or engage independently as they immerse themselves in their own colorful creations.

Consistencies with the use of the color blue may be noticed in our artworks, as this is a favorite of many of our children and often provided upon request. Repeated encounters with color during free, explorative play enables children to learn about color through personal experience. “They will learn the ways in which colors come together to create new colors... They will learn the ways in which colors complement each other and contrast with each other” (Pelo, 2007, p.35). Our child-centered philosophies support our role as a guide for children to explore their own journey of color, giving them the tools to grow their visual language and use color to tell stories and express meaning (Pelo, 2007).
Over time, children have had the opportunity to explore different textured canvases, and different sized art paper to observe the different effects and challenges these create using watercolor. This enabled our Puggles to revisit and challenge their ideas and thinking, as well as building on their fine motor skills to create more intricate designs. An example of this may be observed with the fine and detailed watercolor artwork on our tiny pieces of art paper. Time and repeated opportunity to explore a consistent medium also enabled some of our children to develop their own unique style of art, with some children repeatedly filling their entire page with color, while others chose to focus on their technique as they carefully dipped their brush into the paint and enjoyed a more careful, patterned approach using brush strokes. Sharing the joy with each unique creation, and displaying current artworks on the walls of our room communicates our acknowledgement and respect for our children’s individual “aesthetic awareness and their attention to beauty” (Pelo, 2007, p.35).
We have embedded sustainability in our explorations of art. Learning could be transferred from one context to another, as our watercolor paints were often available to continue to explore in our outdoor space using a recycled fabric material canvas. “Materials enhance learning when they reflect what is familiar and also introduce novelty to provoke interest and more complex and increasingly abstract thinking” (DEEWR, 2009, p.16).

The characteristic of wonderment and curiosity about the world of ideas underpins art explorations, and can be described as journeys into understanding. “This characteristic is aligned with developing children’s sustainability dispositions” (Dinham, 2014, p.15). Attitudes and dispositions for learning are central to building a strong foundation for lifelong learning.

We hope you enjoy our art show as much as we have enjoyed creating our art pieces.


How our dance with light began...

With Vivid on display in the city and the winter solstice occurring soon, we continued to celebrate with the light and coloured shapes on our light box, and the addition of the rope light and trapezoid mirror. Our Puggles expressed great interest and intrigue with the rope light going in to the metal bowl and its reflection illumination from within. The trapezoid provided many moments of wonder and joy for our children as they ventured in to the space, gazing and rejoicing at the many reflections of themselves.

This space continued to fuel our children’s sense of awe and wonder as they revisited their explorations of negotiating their bodies in space in our trapezoid, and experimented with cause and effect of proximity to the light.

Sensory explorations connecting us to PLACE and LAND

Building on our children’s ongoing interest of mark-making and, in the beginning of August, we created a sand board together. Traditional symbols often used to express meaning in art, were added to extend our Puggles mark-making ideas in play.
A for Apple

Can you point to the apple Ruari is holding up to his eye?
The children began their love of mosaic through our mosaic magnets and engaging in open ended experiences, where they would create designs and patterns.

There has been a strong interest in our world around us this year. We celebrate the ocean community our children. We continue to connect to our natural environment and so we have based our mosaics inspired by the oceans, and its changing colours of blues and greens.
In each drop of water......
This is the story that provoked our interest about tie-dying and why we started this art process.

While the Plateenas had been creating wonderful water colour paintings, they noticed that the white cloth, where they place their paintbrush to dry out, created an art work itself. As an extension of these experiences, we provided to the children dye and paper towels, and watched what happened …………….

Wonderful experiences and art works!

The children demonstrated enjoyment and concentration while making their tie dyes. Something small became wonderful experiences and art works... Fabric, natural dye, dylon, stones, strings and forks were used to create table cloths and art works, reminding the ocean and the reflection of the light into the sea...
The Plateenas participated in a workshop with Clara, Alfie R’s mum.

They learned to use only natural resources, as onion skin, ginger, hibiscus tea and water to dye pieces of fabric.
This was an incredible experience and aligned to our sustainability practices. The Plateenas were very interested in the whole process.

These are some techniques the Plateenas experienced:

Kumo Shibori is the most conceptual technique. The process uses miscellaneous found objects to create the patterns. Shibori designers tie fabric around these items which are used as the resist and the outcome is as unique as the objects selected.

Miura Shibori uses the processes of looping and binding to create patterns. A slightly more involved process, miura designers need to pluck pieces of the cloth with a hook and needle. The outcome is more intricate repeated designs.

Kanoko Shibori is the style that most closely resembles tie-dye. Like their western counterparts, kanoko practitioners today often use elastic bands to tie the fabric, as opposed to the threads of fabric they would have used in the past.

Wrapping cotton fabric around river stones.
The idea for Patchwork came from the children’s interest in the book ‘Elmer – The Patchwork Elephant’ and the centre’s philosophy surrounding sustainability. We noticed that the Plateena’s loved to paint. Sometimes too quickly to write a name on. So throughout the year we have been collecting the unnamed artworks to eventually create something with the children.

So with Elmer in mind and being sustainable we used a collection of small unnamed paintings to create a collaborative patchworks in Blue and pink for the art show.
Plateenas Visual Art Educators
Jacob's Statement

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

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 our 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

Our ALWAYS sculpture in collaboration with artist Jacob Nash continues as we begin work on the mini mirrored letters.

We look again to the land to source inspiration.

▪ ‘A’ is for Acknowledgement of Country and features some of the words from the acknowledgement that the Joeys wrote.
▪ ‘L’ is adorned with leaves from our old gum tree. The tree is part of the Joey’s story.
▪ ‘W’ is for water. We observe the ocean on Beach Kindy and use watercolours to represent water in all its wonderful colours and behaviours.
▪ ‘A’ is for animals. We love our native birds and bees in the Joeys yard.
▪ ‘Y’ is yaama gunima. It means “hello Mother Earth” in Gamilaroi language. It is a special song gifted by Walgan Priscilla that we sing each day as we come to the yarn circle. The hand prints represent saying ‘hello’ and our clay is from Gamilaroi land.
▪ ‘S’ is for sea glass collected by the Joeys on Clovelly beach. Although not a natural resource - it has been weathered by the elements and smoothed by the ocean.
Ode to a tree inspired by the song of a magpie – Livvie wrote a song about our eucalyptus tree fungus disease and final removal.
The Joeys get inspiration from each other and this year the heart motif has been hugely popular and ever more intricate. With the theme for this year’s art show being HeART in Country we are happy to share with you these beautiful paintings, drawings and collages of hearts.
**Timeline of Events:**
6pm. Grand opening – All families met in the Joeys yard
6:15pm. Acknowledge Country - Joeys
  Directors address: *Art becoming country*
  Interactive art experiences
6:20pm. Joeys music performance: *Ode to our tree*
6:25pm. Sketch circle around the Giving tree stump in Joeys room.
  *Our children’s artworks were displayed in every room this year.*
  *We viewed all our children’s work even if our child was not in the other rooms.*
  *Thank you to all the parents who became a Patron of the Arts by supporting our local artists.*
  *This was the first time many of our children were “professional artists” because they had the opportunity to “sell” their original works.*

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**heART in country**

**Auction bids:**
We would like to acknowledge the following Patrons of the Art as the lucky winners of our Silent Auctions held at our art show.
Please see Debbie/ Athe / Catherine for payments before you pick up your art works in the classrooms

- **Puggles:**
  - Water colour wall hanging no. 1 – Jodie Gewone
  - Water colour wall hanging no.6 - Nicolette Kenny
  - Water colour wall hanging no.7 - Debbie Zerbst
  - Watercolour wall hanging no.8 - Felicity Young
  - Water colour wall hanging no.9 - Jack Mooney

- **Plateenas:**
  - Frame 1 blue - Florence Gee
  - Frame 2 pink - Marina Oxley
  - Table cloth 1 Drops of water - Gemma Young
  - Table cloth 2 Drops of water - Marni Jackson
  - Flower tie dye – Melanie Muntz
  - Hanging wall 1 Victoria Gray

- **Joeys:**
  - Ephemeral triangle art – Philippe Maes
  - We have raised a total of $501.57 for our silent auctions and $2393 for individual art works. (Money is still coming in)

*Thank you so much for your generosity*

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*“If the artist has outer and inner eyes for nature, nature rewards him by giving him inspiration.” – Wassily Kandinsky*

Payments are still coming in.
We will let you know the exact amount raised by the end of the week.
This year the Joeys educators and the Joeys children removed most of the plastic materials from our environments both indoors and outdoors. Most of our plastic toys (with the exception of a few plastic buckets and spades, lego and magnatiles) were replaced with sticks, leaves, mulch, bark, stones and flowers. This has had a major positive impact on their play and well-being.

Nature play – unstructured play outdoors – is vital to a healthy childhood.

For children, play is learning. There is no better space for kids to learn than the outdoors, and there is no better play resource than nature. One of the best lessons children can be taught in their early years is to play outdoors. Children innately reap great benefits as they grow connection and appreciation of the natural environment. In the structured, busy and technologically-advanced world we live in, the role of outdoor play that we experienced as children is being forgotten.
The Joeys have the word wall in their room and the older children have been practicing writing their names everyday. Literacy is an essential component program in early childhood. The children have been exposed to the literacy program through books and play based learning experiences on a daily basis.

In conjunction with this, we collected the sticks from the garden and made some alphabet sticks together.

In a small group discussion we talked about:
- Why we used wire instead of glue to join the sticks together – “The sticks are stronger than paper” Juno said.
- The shape of each letter and how to make them. We incorporate math skills in this experience. We learned about the length and shapes.
- The children showed an interest and had good comprehension of making the alphabet.
Nature is the best teacher.
The children extended their interest in sticks by painting their ends with different colours. The children mixed the colours by themselves and once they painted a full basket of sticks, they worked together to make random shapes by matching the colours. We captured little bits of conversations between the friends while they were playing with their new coloured sticks.
Matilda: “This is team work. Team work is the really good thing to do for your friends. You need to help each other and be gentle.”
Kitty: “Hey, there is no colour at one of the ends of this stick! Hang on, we can just match it with the plain stick then.”
Olivia: “I got blue and white. I need to find white and add other colours too”

Painted Sticks

The array of coloured sticks lead the children to create their own games.

Here are two of the games they made up
1. Match the colours
2. Ship-shape-stix
• When children have access to outdoor learning, they develop value and an intrinsic love for outdoor play.

• Intrinsic motivation is developed through providing opportunities for self-directed, freely chosen and self-motivated engagement.

• As educators, we cater for choice and provide space for self-led outdoor play. We know and believe this will increase the potential that children will value outdoor play, and see it as meaningful and fun.

• We understand that using our outdoor environment at CCCC offers the opportunity for a more inclusive and accessible curriculum for all learners, due to its naturally active multi-sensory appeal.

• This is why we provide loose parts for children to play with in the playground (branches, sticks, rope, crates, wood, etc.) and allow them to create whatever they can dream up.
Extended learning and more possibilities

The children chose different objects to paint besides the sticks such as rocks, bark, leaves, dried grass.

- All our children play outdoors for ‘daily grounding’. We encourage our children to remove their shoes and spend as much of the day walking or standing on the grass barefoot. We do this in all weather conditions.
Climate change is one of the biggest problems facing the world and it isn’t being addressed quickly enough.

Clovelly Child Care Centre Climate Action: (CCCCCA)

Raising awareness: BIKE Week 16/09/19 to 20/09/19

Reduce our Carbon Footprint content.

This important work is helping our children take action to tackle the climate challenge.

Biking and Walking is better for our environment (At-a-glance)

The transportation sector is the largest source of AUS greenhouse gas (GHG) emissions; most of which are carbon dioxide emissions.

Bicycling and walking are not just recreational activities; these options help to reduce greenhouse gas emissions, traffic congestion and our demand for oil. Additional benefits include reducing other environmental impacts of motorized transportation, such as noise and the destruction of open space, wetlands, and other habitats.

Save our planet

a plea from Australian school children

Three members of the Plateenas represented CCCC at the strike. Louis, Jura and Jana. Here is a picture of Louis at the domain. His mum told us it was his first strike ever.
The Joeys’ Strike
Action Art
bike week 15 Sep to 20 Sep

Our action is to raise awareness to keep carbon levels low by supporting bike riding all week. Bike week crossed over all learning areas such as movement, well being and fitness, sustainability, literacy, numeracy, visual storytelling, loose parts and engineering.

Our message was clear

Reduce carbon.
Ride more –
Drive less

We love mother earth and we need to protect her.
Steam: The art of absorption

This quote from Dr. Howard Gardner, a psychologist and professor of education at Harvard University, perhaps best sums up this whole discussion: *everyone deserves to learn about the arts and humanities just as much as they deserve to learn about maths and the sciences*. Expanding STEM to STEAM has been proposed by educators and pundits, who believe that *an ‘A’ should be added to promote arts and the humanities as important pillars of interdisciplinary education*. As expected, debate has arisen in regard to this issue – many contend that adding an ‘A’ is unnecessary as innovative thinking is already implicit when discussing STEM, while others believe that well-rounded education cannot be achieved until the arts and humanities are recognised. Let’s further unpack the STEM vs STEAM debate to analyse their similarities and differences.

**STEM (Science, Technology, Engineering and Mathematics)**

STEM entails the scientific and mathematical concepts of primary and secondary education. Focusing on how these four disciplines interact and integrate with one another, STEM-based learning seeks to equip students with interdisciplinary skills and knowledge required in the modern world.

**STEAM (Science, Technology, Engineering, Arts and Mathematics)**

STEAM is an expansion of STEM through its acknowledgement of the arts as a key cog of interdisciplinary learning. Defining the arts as language, social sciences and humanities, STEAM promotes the importance of creative thinking when approaching STEM projects. By incorporating an ‘A’ and thus the arts into STEM, proponents argue that it creates a well-rounded reflection of contemporary curriculum.
Out of the gate exploration - Eco warriors at Clovelly Child Care Centre (CCC)

Why do we celebrate out the gate opportunities like visits to the beach, parks, local shops and museums

• To understand and acknowledge the traditional custodians of the land and be inspired to become custodians of the land too
• Ask children about what they need to think about when playing in these areas in relation to their safety.
• (Our weekly walks to Clovelly beach does just that.)
• Walking in the rain to the beach wearing the appropriate gear does wonders for a healthy body and mind
• We want to see everyday nature play become a normal part of every child’s life at Clovelly child care centre, so that they can develop into resilient, healthy and creative members of the community.
• To foster a love of their land and oceans
• To become sustainable in their everyday living
• To become activists for the future of planet earth
• To build self-regulation and self-risk assessment skills in children, we do safety walks around natural areas
• Learning about PLACE. The joeys learn how to use a compass N S W E. they design their own compasses using loose parts

We can teach children to increase their health and wellbeing from a young age and how to build identity and connection by playing outdoors, connecting with nature and their real community – their local and school community, and in their neighborhood's.

*We collect sea glass from Clovelly beach and use it for embedding numeracy skills*
Working Bee on 14 September

The following jobs were completed

**Joeys**

**Mulch Clean Up *high priority**

TLC to our veg gardens and plants: Empty the #compost bins in pig area

Lay out mulch in areas that is needed (guinea pigs home)

Remove excess leaves around the yard

Clean out the chicken coop area. Empty the #compost bins in garden veg area * high priority

**Puggles**

Tighten rails on the black fencing * high priority

General up keep. (Removing leaves from Gutters and Drains)

I would like to thank you for volunteering for our working bee. We did such a great job ... it really does takes a village to create the most special Centre 👏👏👏💪💪🐓🍂🌲
Playschool joins our beach kindy program to film us at Clovelly beach

We will inform you when this special episode will be aired on TV

Play School is currently producing a series called “Going Wild” and our children are involved in some of the Through the Windows segments. Each episode focuses on a different wild environment and the Windows segments will show footage of each of those environments and the animals that inhabit the landscape.

Our children were required to commentate the footage, telling us in their own words a little about the animals – their features, how they move and why their environment is important. We filmed two of these segments at Clovelly Beach. One will feature the ocean, another polar regions.
Our joeys have been exploring the properties and ingredients of slime throughout the year with Lorraine so we were delighted to invite a group of alumni children to make their version of slime with the children.

Amy is an alumni mum who contributed many hours to CCCC sustainability and parent committee while her three boys attended CCC. She got all the ex Clovelly CC students Slime Store Staff to work so we have:

- Quinn Ryan (graduated 2013)
- Owen Beckman (graduated 2013)
- Ruby Arthur (graduated 2013)
- Yestyn (graduated 2015)
- Ernie Ryan (graduated 2017)

These innovative children have created their own business model SLIME STORE and they work at birthday parties, school events etc.

SLIME is known as a non-Newtonian fluid (a bit like silly putty and quicksand) so it covers elements such as mixtures, liquids and solids, viscosity and pressure.
To the children of Yarrawong Childrens Centre!

I (PJ) have been busy, meeting new people, going to the beach, and even being on a film shoot for Playschool. I am on Bidjigal land. Anyway, attached is a quick snapshot of what I’ve been up to while I’ve been at Clovelly Childcare Centre. I have had a great time here, and felt very welcome, but it is time to move on (with your consent). I met a lovely lady from the Sydney Day nursery in Paddington, and am thinking I need a culture fix of galleries, cafes and talks. Tell me what you think.

Love PJ

The Joeys from Clovelly Child Care Centre

To the Joeys!

Thank you so much for sharing your special adventures with PJ. He looks like he is having an amazing time with you all and I bet he has absolutely loved Beach Kinder as there isn’t a beach here in Wiradjuri country! I have found some photos of the snow here and thought I would share one with you. It is wonderful that PJ will be spending some time at Sydney Day Nursery too! Oh the adventures a bear can have!

The children from Yarrawong Childrens Centre

To the children of Sydney Day Nursery!

We would like to hand over our beautiful PJ To Kate. Please take good care of PJ. We love PJ! PJ came with us everywhere. We hope you like the pictures Sienna and Juno drew specially to say goodbye. Kitty, Livvie, Sienna, Juno and Matilda have some knowledge to share with you so you can get to know PJ.

PJ loves to jump. PJ loves hugs and kisses. PJ is wearing a jumper knitted in Aboriginal colours – Red is for land, Yellow for the sun and Black for the Aboriginal Nation. PJ loves the beach. PJ will be in playschool soon. Don’t forget to send us an email every now and then to let us know what PJ has been up to. Also send a message to the children at Yarrawong Childrens Centre too.

The Joeys from Clovelly Child Care Centre

To the children of Sydney Day Nursery!

We have been custodians of PJ. PJ is a little bear from Yarrawong Childrens Centre in Wiradjuri Country. We are know passing PJ forward to Sydney Day nursery (SDN) in Gadigal country where PJ will meet many other children. I wonder where PJ will visit after?

Dr Red introduces us to PJ

The children are all very excited to spend some time with PJ, he spent our rest time watching David Attenborough talking about Incredible Insects! They already love PJ, but we are desperate to know what his name stands for! Thankyou again, Kate and Stephanie.
Building relationships and collaborative partnerships with Clovelly Public School (CPS)

This year we have cemented a wonderful reciprocal relationship with Clovelly Public school. A very warm and successful meeting was held at Clovelly public primary school between Rhianna Grentell Assistant Principal (ES1), Deputy Kate Butson, Principal Matt Jackman and myself. We all agreed that we would support and include each other in a variety of ways.

1. Our first venture was organizing weekly visits from the kindergarten to fill our "Grande worm farms" with the CPS compost. In return, the school community will have access to fresh worm juice which does wonders for gardens large or small. This has been a wonderful partnership.

2. Some children in the Joeys had an opportunity to participate in the book week parade. Clovelly Public school put on a grand affair. It was very impressive to see all the school children, teachers and principals alike dressed up as their favorite literary character.

3. We were invited to watch the final dress rehearsal of the CPS annual school play. It was FAB!

3. In term 4, the children starting primary school next year will visit the CPS library and be able to take out library books.

4. Clovelly childcare alumnae that are presently at CPS will present their experience of primary school towards the end of the year.