

# BEDROCK

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# BEDROCK

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# Change THE RULES

## We have the power to Change The Rules

**When early childhood education teachers are not given the same level of dignity and respect in their remuneration as teachers in school settings, we know the industrial rules governing this country are broken.**

Early childhood education teachers require the same level of qualifications as teachers in any other contexts, but are, in many settings, paid less.

This is due to relevant employers and a Federal Government who are actively working to diminish the professional standing of early childhood teachers.

These powers work to convince those in the early childhood sector that, somehow, their work is not of the same worth as the work of other teachers.

As a Union we know this is far from the truth, and we strive to achieve fair and decent wages for all teachers in all contexts.

We also have a Federal Government that lacks the decency to commit to permanently funding Universal Access for our next generation of Australians.

It is utterly shameful that the leaders of this country can fight over who gets the top job, when those who are trying to educate the youngest and most vulnerable learners in Australia are left without respect and any commitment to funding.

The government may be comfortable with neglecting our children, but our members are not.

We continue to fight for proper salaries for our members in early childhood education, despite unfair laws that seek to divide and conquer by prohibiting all sector wide bargaining.

We continue to call on the government to show leadership and commit to funding early childhood education.

And, we continue on our path to make history, with the IEUA NSW/ACT Branch's pursuit of enhancements to the Modern National Award through a landmark pay equity case.

Change happens only if we make it happen – and we are well on our way to creating this change.

There is, however, still work to do if we hope the Change The Rules and restore fairness to Australia's workplace laws and the society we want for our children.

**Terry Burke**

**John Quessy**

QLD NT Secretary NSW ACT Secretary



BEDROCK

# UPFRONT



## Another inspiring conference

Many of the stories in this issue of *Bedrock* are derived from presentations at the 2018 IEUA NSW/ACT Branch Early Childhood Conference, held on 8 September. The conference was attended by about 100 teachers and other practitioners, who were inspired and engaged by speakers with an overriding theme: that the pay and respect for early childhood teachers must be improved. Shadow NSW Early Childhood Education Minister Kate Washington attended once again to explain the ALP's position and receive feedback from teachers on funding issues. For those who could not physically attend the conference, it was live streamed by Teachers Learning Network (TLN).

## Free PD for NSW members continues in 2019

During the NSW/ACT IEU Conference, IEUA NSW/ACT Branch Secretary John Quessy announced that the Union would continue to provide free PD for its early childhood members through TLN in 2019.

"We do this for lots of reasons but predominately because you deserve access to high quality PD and you embrace these opportunities," Quessy said.

Programs are accessible in two formats. Online programs are accessible from home, your workplace or from a mobile device. Log on to a website at the scheduled time and you are welcomed by an online host who will support you throughout the session. TLN identifies high quality and innovative teachers who present the workshop. Topics include working with children with additional needs, promoting pro-social behaviour, building relationships with families and creating inviting play spaces.

Recorded programs are available 24 hours a day, seven days a week. They are 'on-demand', so can be completed at a time that meets your needs. They include Nature Play, working with students with ASD, incorporating Aboriginal perspectives and leadership skills. See [www.tln.org.au](http://www.tln.org.au)

## Qualified teachers talk the talk

Macquarie University researcher Associate Professor Sheila Degotardi has found big differences in the amount of clear, audible adult talk under twos are exposed to in early learning. A quarter of children heard less than 11 words a minute, which could be a risk for their language development. In rooms where there was more interaction between children, teachers and educators, not surprisingly children heard more words. In a room with a


university educated teacher, there was more likely to be higher quality interactions.

"It's not surprising that having a university qualified early childhood teacher as an educational guide, leading the other adults in the room by example, give better results," Degotardi said.

"Their deep professional knowledge lets them lead their team to establish experiences and use interaction behaviours that enhance language development."

Full study: <https://www.tandfonline.com/doi/full/10.1080/09669760.2018.1479632>

### Red tape matters



A new report *Effect of Red Tape on Child Care* from the Commonwealth Senate Select Committee (headed up by Senator David Leyonhjelm) questions whether early childhood education and care staff need qualifications. It also calls for the dismantling of the regulatory system that has governed early childhood education since 2012, (so no more National Quality Framework) on the basis that it costs employers money. Apart from ignoring the mountain of evidence of the benefits of having a qualified early childhood teacher in the room, this idea places children in danger, as there are plenty of examples from around the world where lax regulations have led to children being harmed, or even killed, while in care.

See report: [https://www.aph.gov.au/Parliamentary\\_Business/Committees/Senate/Red\\_Tape/Childcare/Interim\\_report](https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Red_Tape/Childcare/Interim_report)

### Members respond to revision of Queensland Kindergarten Learning Guideline

IEUA-QNT members remain concerned about a number of changes present in the Queensland Curriculum and Assessment Authority's (QCAA) revision of the Queensland Kindergarten Learning Guideline (QKLG), after making a formal submission to the authority.

Our Union's submission had been prepared in response to contact from members working in the early childhood education sector, who raised issues with several elements of the revised guideline.

Member concerns included a reduced emphasis on play based learning, coupled with an increased emphasis on formalised literacy and numeracy skills.

While the previous QKLG includes explicit reference to the importance of play based learning, members noted that the revised draft made only limited reference to the importance of "play, real-life engagement and routines and transitions" as learning contexts.

Members also noted that the revised guideline included more formalised expectations relating to development of literacy and numeracy skills than the current document.

Our Union strongly supports the use of play based

pedagogies as evidence based best practice in the early years and believes the QKLG should, therefore, make explicit reference to the importance of play and reduce the emphasis on formal literacy and numeracy skills.

Upon receipt of a final draft of the guidelines from the QCAA, it has become evident that the formal emphasis on literacy and numeracy remains despite the QCAA's acknowledgement of our submission.

Members who find this to be of concern will continue to express the issue by contacting the QCAA.



### Elders' stories improve kindy participation

The second phase of the Elders as Storytellers campaign has been launched by the Queensland Government.

The Elders as Storytellers campaign is part of the Department of Education's broader The Early Years Count strategy – seeking to ensure all Queensland children to benefit from early childhood education by encouraging Aboriginal and Torres Strait Islander families to enrol their children in kindergarten.

Queensland Education Minister Grace Grace said the second phase of our Elders as Storytellers campaign was unique.

"We have Elders from the Aboriginal, Torres Strait Islander and Australian South Sea Islander communities all working together to highlight the benefits of a kindergarten participation.

"It's great to have respected elders on board to help promote this important message."

Grace said the Elders as Storytellers campaign reflected the State Labor Government's commitment to supporting Aboriginal and Torres Strait Islander children to engage in early childhood education.

"We have made significant progress towards the 2018 target of 95% of Queensland's Aboriginal and Torres Strait Islander children participating in kindergarten, having reached a figure of 91.7% in 2017.

"Since the first phase of this campaign began in 2017, we have reached two million Queenslanders and helped increase the number of Aboriginal and Torres Strait Islander children enrolling in kindergarten."

For more information on Elders as Storytellers and to view the campaign videos, visit [www.qld.gov.au/biglearninglife](http://www.qld.gov.au/biglearninglife).





# Dispelling the 'paying for playing' notion

***Lifting Our Game*, a report by Susan Pascoe AM and Professor Deborah Brennan, is playing a significant part in raising the profile of early childhood teachers to government and the community at large.**

The report was jointly commissioned by all state and territory governments who wanted research carried out into early childhood education to match the Gonski Review into school education.

Presenting on *Lifting Our Game* at the IEUA NSW/ACT Early Childhood Conference in September, Pascoe explained how the report provided ample evidence of the need for greater investment in early childhood education and its workforce.

The report examined the significant contributions high quality early childhood education makes to school outcomes.



# ***“Investing in early childhood education is generally more effective and economic than trying to close developmental gaps later.”***

Children who participated in a high quality early childhood education program are:

- more likely to be ready for school
- higher achievers in school
- less likely to need special education placements
- less likely to repeat a grade in school
- more likely to complete high school
- more likely to go on to further education, and
- more likely to be employed, and at a higher wage.

OECD analysis of PISA data found that better student performance at age 15 is strongest in school systems that:

- provide a longer duration of early childhood education to a larger proportion of the student population
- have smaller child to teacher ratios in preprimary education, and
- invest more per child at the preprimary level of education.

Pascoe said while the states and territories are interested in early childhood education for its intrinsic educational value, the Federal Government is interested in workforce participation and return on investment.

Pascoe said the report shows the government can get a ‘double dividend’ from early childhood education: increased workforce participation and better social and educational outcomes.

“Investing in early childhood education is generally more effective and economic than trying to close developmental gaps later. It makes a meaningful difference in building the capabilities and confidence a child needs to transition smoothly from early childhood education into school. Data from the Australian Early Development Census (AEDC) show that in both advantaged and disadvantaged communities, children who attend preschool are less likely to be developmentally vulnerable than children who did not attend preschool.

“Ongoing reforms that lay the foundations in the early years for future learning and close the learning differential between advantaged and disadvantaged students, are essential to ensure all children have the best start in life.

“Australia needs to create the pre-conditions for excellence in school education by increasing access to high quality early learning, and engaging parents, carers and students as partners in learning from a child’s early years.

“Developmentally vulnerable children are more likely to face difficulties settling into school. Unless they receive additional support early, this impedes a child’s long term ability to learn and to achieve strong educational outcomes.

“To continue to grow student outcomes, we need to attract and retain the best and most effective teachers

in the profession. Teaching must become a high status profession of expert educators.

To sustain continuous improvement, Australian schools need access to: valid and reliable evidence of effective teaching practice; independent and rigorous evaluations of commercial and other teaching and educational interventions; and the most recent findings on educational innovation and research — in an accessible format that can be readily translated into classroom use.”

## **Government asks**

Australian governments should:

- agree to permanent, adequate funding for Universal Access in the year before school and the National Quality Framework
- preserve flexible early childhood education and care delivery on a jurisdictional basis, within nationally agreed objectives and standards
- review the Melbourne Declaration on Educational Goals for Young Australians to embed the importance of the early years as the foundation for learning in core education frameworks and policies, including articulating governments’ objectives for child outcomes
- work towards early childhood education investment reaching at least the OECD average, as a proportion of GDP
- progressively implement universal access to 600 hours per year of a quality early childhood education program, for all three year olds, with access prioritised for disadvantaged children, families and communities during roll out
- ensure future early childhood education investment and reform should include a range of additional, targeted interventions, for both children and their families, to ensure all children can fully benefit from a quality early childhood education and have the skills and attributes needed for school and later life, and
- promote and support full participation by three and four year olds in quality early childhood education programs, in particular to maximise participation by vulnerable or disadvantaged children.

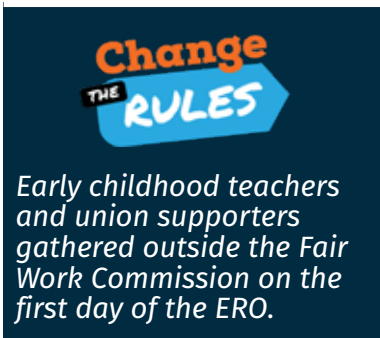
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# Why you need a pay rise



## **IEUA NSW/ACT Branch Industrial Officer Dr Michael Wright reports on the recent developments with the IEUA's application for an Equal Remuneration Order (ERO) to the Fair Work Commission (FWC).**

IEUA is asking the FWC to remedy wages for early childhood teachers. The IEUA has been fighting this campaign on behalf of early childhood teachers since 2013, when it first made the ERO application.

The Union wants to prove that early childhood teachers do work of comparable value to similar professionals, but being mainly female, are underpaid.

In late July, 2018 the FWC commenced hearings, where the IEU's evidence was presented. Our evidence consisted of the statements of 23 witnesses and tens of thousands of pages.

However on the second day of this process, the FWC Bench made a statement to the parties that it considered "on the basis of the opening submissions received on 26 July 2018 as well as our very preliminary perusal of the evidentiary and other materials filed to date, that there may be an issue as to whether the minimum rates of pay applicable to early childhood teachers in the *Educational*

*Services (Teachers) Award 2010* are properly set having regard to the value of the work performed by such teachers".

Taking the FWC's statement into consideration, the Union made an application to increase rates in the *Educational Services (Teachers) Award 2010* on the basis of increased work value. We have asked for our work value claim to be joined to the ERO claim and for them to be run concurrently in the FWC.

The addition of the work value claim provides the IEU with another opportunity to argue for the pay of early childhood teachers to be fairer and more relevant, regardless of which sector of the industry they are employed in.

But this means we need to provide the FWC with additional evidence. As a consequence, the combined ERO/work value case will take longer than envisaged. The FWC has reserved new hearing dates for the combined case between June and August 2019.

Although this may seem like yet another delay, the Union hopes that being able to put both cases together may increase the ultimate chances of success.





Over the rainbow and  
beyond the light box:

## A journey with the Reggio Emilia educational project

**My journey with the Reggio Emilia educational project commenced with my undergraduate studies, teacher and director Emma Cullen writes.**

I remember being deeply inspired by the ideas and the thinking that followed, and excited that there might be another way to program, outside of the 'boxes'. This influenced my teaching, and set me on a path of inquiry – reading, thinking, talking with colleagues, pushing the bar, leading change – and soon there was transformation of environments, deeper listening and thinking, strengthened relationships, and richer curriculum explorations and experiences.

I continued to read, talk with others and attend professional development training opportunities. Every mention of Reggio Emilia further ignited a spark inside of me, and I knew that one day I had to visit this place for myself. My dream was finally realised in 2016, and I embarked on a Reggio Emilia Australia Information Exchange (REAIE) study tour. Joined by passionate educators from around the globe, we spent seven days immersed in Italian culture, exploring the ateliers of the Loris Malaguzzi International Centre, visiting some of the schools of Reggio Emilia, soaking up the wisdom and insight of the incredible speakers, and engaging with like minded professionals in the most intense and rich pedagogical dialogue I had experienced. The spark inside was well and truly alight!

I returned to Australia a different person. I had an intensified sense

of curiosity and wonder. I had new friends all over the country and knew just how important these collegial relationships were. I wanted to share ideas, unpack meaning, be challenged and create new knowledge. My team was keen to hear about my experience, but the challenge of portraying such an incredible journey was real. I shared photos, readings, and snippets from my notes, but no words could describe the experience – the colours, sounds and taste of Italy, the richness of the ateliers and schools and the depth of thinking.

I was reminded that learning is messy, complex, and interwoven, and when you have a group of educators with diverse backgrounds, it takes time. This gave me permission to slow down, and to start with cultivating a sense of curiosity and wonder.

As a team, we considered our image of the child. What did we believe about children? Was this authentically reflected in our curriculum and rhythm of the day? We considered our image of the teacher. Who were we? What was our role? How did this impact on our relationships? We considered our environments. Were they working as a 'third teacher'? How were they connected to our community and wider context? Did they support relationships? Were we provisioning with appropriate time, space and materials? We considered the Hundred Languages. How did our environment support encounters? Did we have enough experience

and confidence with a range of art materials? Were we limiting our provisions to those things within our comfort zone? How could we widen our lens? We considered our pedagogical documentation. Were we authentically capturing the children's voices? Where was our voice? Were we giving ourselves enough time to think and unpack?

The questions continued, and so did the gradual changes in our collective thinking and practice. We seized professional development opportunities and attended together where possible. Some of our team met Carla Rinaldi at a conference in Darwin, and the photo of our encounter remains in the foyer as a reminder of our collegial learning, and the possibilities ahead.

When an opportunity to take up a position on Norfolk Island crossed my path earlier this year, the flame inside flickered brightly. Leaving my team at such an exciting time on their journey was not an easy decision, but I am now living in a beautiful and remote environment, getting to know new children and families, and working with a new team and community. While the challenges are immense, the possibilities are exciting. My heart is full, the flame is burning brightly, and my spirit is well and truly alive. As Loris Malaguzzi said, "nothing without joy"!

# Professionalism, ethics and the meanderings of a secret nanna

**After 40 plus years in the early childhood sector I am reflecting as a professional and a grandmother on some issues close to my heart, Conjoint Associate Professor Linda Newman, University of Newcastle, writes.**

This has been stirred by recent centre visits, selecting places for precious grandchildren. I am therefore not afraid to provoke. During my career, I have wished to 'bottle' some centres: the wonderful atmosphere, active happy children and highly interactive, intelligent, caring educators. Unfortunately though, much of what I have seen and heard lately has embarrassed and concerned me. What do I mean?

I've seen bored, sometimes distressed children receiving little attention, harsh words to a child who had wet his pants (he looked under three to me), little or no evidence of a learning program in place, breaches of confidentiality, and weak answers to queries about curriculum or programing. I could continue.

All this when the sector is looking for higher pay, based on claims of professionalism and hard, complex work, and national efforts to increase quality. Concurrently, some educators spend time on social media, talking about how wonderful we are as professionals and how we deserve more respect and pay. They often also seek answers when they should check directly from policy or regulations. Here, I see supportive educators giving answers or steering the questioner to a source of information. The answers aren't always correct! This sets up a misinformation cycle.

Meanwhile Senator Leyonhjelm (January 2017), said "and then they brought in this National Quality Framework and they [unqualified women] had to go and get a Certificate III in childcare in order to continue the job they were doing — you know, wiping noses and stopping the kids from killing each other. All we did was drive up the cost because of this credentialism." (news.com.au, 2017)

Our response? I witnessed many distressed, emotional educators: 'I work hard, you hurt my feelings'. It would have been more professional and powerful to articulate a calm,

clear response, as one educator finally did to great media attention.

Let's consider/reconsider what a professional is. Dockett (2017, p9), recognising the constraints, sees a lack of professional identity: "There has been a tendency to refer to all educators in prior to school settings as a 'teacher' regardless of their qualifications. This has contributed to a lack of understanding of the pedagogical role of early childhood teachers and a lack of professional status, when compared with teachers in school settings. Coupled with often limited access to professional development opportunities, early childhood teachers may be professionally isolated and not in a position to advocate strongly for their own professional recognition".

In 2005, I wrote a list of what I then considered a professional to be. I can see how much times have changed in little more than a decade, and I would refine some of these points, but they remain useful in explaining our work:

- fulfils a social necessity
- has specialised knowledge based on research gained over long preparation
- specialised skill that allows a service to be offered
- considered experts in their field
- willingness to go beyond the call of duty
- shows autonomy
- identifies culture and core values of the profession
- shows altruism
- confidence, faith and trust from clients
- relatively well paid for making the judgements autonomy requires, and
- resolves complex issues, (Newman & Pollnitz 2005).

This prompts the question of whether we actually are a profession or rather, an occupation, that requires lesser qualifications, and little autonomy in acting on complex issues. The persistence of a 'mothering' approach (requiring low or no qualifications) pervades in our society, rendering our work as occupational. The Senator obviously agrees. We therefore need to be clearer about what our

professionalism now is. In my view, what constitutes professionalism can/should be related to theoretical perspectives (post-structural, sociocultural, feminist etc). Some are outlined in the Early Years Learning Framework (EYLF).

Professionals also:

- claim power and status within their practice
- take ownership of their specialised knowledge and articulate this clearly
- exercise autonomy over their knowledge and develop and perpetuate it
- counter the dominant political agenda by taking charge of their professional learning
- collaborate on their aims and interests
- seek public recognition, and
- work towards deep understanding of research, theory and policy (Dyer, 2018).

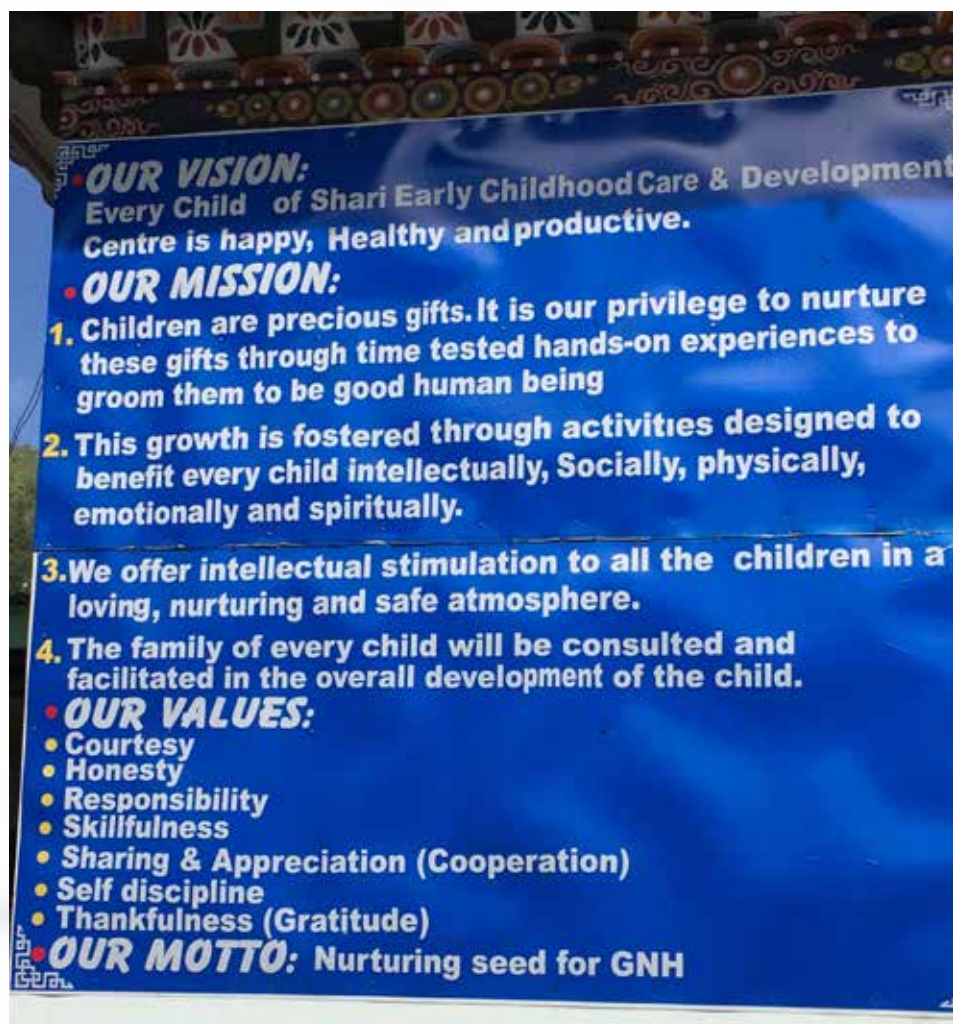
It pays to remember that professionalism is a social construct, changing with time, place and the values base, that can be challenged by performativity and accountability requirements and top down approaches.

Consider the implications of Vennin & Purola's (2013) research in Finland (cited in Ward, 2018). They found three views of professionalism from their research: a Customer Standpoint, in which practitioners understand themselves as service providers – the parent is a customer whose needs must be met (45%); a Professional Standpoint, in which the educator is expert with parent less knowledgeable and less competent (20%); and a Partnership Standpoint in which parents and educators as equal partners both bringing valuable knowledge and expertise (20%).

There is general agreement that an important component of professionalism is ethical practice. A brief consideration of what ethics is (but is not limited to):

- behaviour that is right, fair, good or just
- what we should do, rather than what we must do
- making tough choices through energetic self reflection





- based on values
- similar to morality
- striving for a good life – pleasure, freedom, honesty, justice, integrity, productivity, efficiency and profitability
- principle based, eg benefit, preventing and avoiding harm, autonomy, justice, fidelity (faith, truth and loyalty) (Newman & Pollnitz, 2005, p75)
- standards of behavior grounded in values
- not easy (can make us feel uneasy) grey rather than black and white, and
- ethical professionalism involves making complex, difficult judgments.

### Provocations

The following provocations involve ethical professionalism. Perhaps you and your team could develop and rehearse your answers in a staff meeting to be better prepared next time you are put on the spot.

A reporter approaches you at a rally for fair pay. She sticks a microphone in your face and asks: 'If you get a pay rise, struggling parents will have to pay more. Do you want this?'

A prospective parent/ grandparent/ visitor asks: 'I have heard that my centre should have a curriculum. I

asked and the director said learning through play. Can you please explain what is your curriculum?' 'What is your approach to literacy in this centre?' 'I don't want my child to just play. I want him ready for school. Why don't you use stencils like my nephew's centre?'

An authority asks: 'How can you show that you are meeting the Australian Professional Standards for Teachers?' A colleague: 'The boss has called me in. Will you please say I was in the room all afternoon – you know I needed the time out to deal with family issues.' 'How dare they tell me I can't put things about work on Facebook. That's my private life – nothing to do with them.' 'The boss said all our parents sign to say we can use children's photos so I can put them on our centre Facebook – it's good publicity and they look so cute. Is this OK?'

### Advocating our professionalism

Mind your language: If you talk about your service, you are adopting a 'Customer Standpoint' view of professionalism. This will most likely mean satisfying the family, rather than the child. Though of course we want satisfied families, complete focus on their requests does not

allow you to contribute your research based knowledge from years of study, or your deeply held professional core values. Teachers who say 'we must do (a certain activity) because the parents want it' are adopting a Customer Standpoint approach to professionalism.

I constantly hear the terms 'industry' or 'childcare'. An industry is staffed by somebody with an occupation (rather than a profession). Remember, occupations require 'trained' staff who do things in a certain way. Workers are generally highly supervised, and usually do not need to make complex and critical decisions alone. Is this you? If you work in a 'profession' you require all the attributes of a professional described above, and more.

Finally, don't apologise, don't whinge, rehearse your responses, know your stuff – don't jump on the rumour train, and rebadge/reframe – speak loud, speak proud!

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# Changing the rules

for early childhood education employees crucial

**Australia's current workplace laws give employers an unfair balance of power, and lack the robustness necessary to protect workers. The early childhood education sector is not immune from this reality, Journalist Sara El Sayed writes.**

Shaping the minds of Australia's youngest citizens is vital work – yet early childhood education employees in many settings are treated unfairly when it comes to pay and conditions.

These teachers are not given the respect they deserve for what they do, and instead face a system that is actively diminishing the importance of their work.

With the vast majority of employees in the sector being women, the devaluing of early childhood education has wide social and economic impacts.

When work of equal value is not equally remunerated this contributes to the gender pay gap, which currently exists at 14.6% in Australia.

The reality is that the rules as governed by the current federal coalition government perpetuate this gap.

This government has failed to address inadequate wage standards in female dominated industries, and continues to uphold legal obstacles that prevent employees in such industries from achieving fairness through bargaining.

But across Australia IEU members are fighting to change the rules in early childhood education.

## Union movement at the forefront for change

One of the biggest issues facing early childhood workers across the country is pay equity.

The current system effectively sees work with young children as unworthy of just pay and conditions.

In our preschools and kindergartens, early childhood teachers in many settings can receive \$32,000 less than their counterparts who work in primary schools if employed under the Modern National Award.

The IEUA NSW/ACT Branch is pursuing a landmark case in the Fair Work Commission (FWC) in a bid to ensure all early childhood teachers receive equal pay for work of equal value – by changing the award.



The FWC, as a result of the IEUA application has now stated there is a potential “issue” in award wages for early childhood teachers.

The FWC has indicated that there may be better scope for such an outcome by reviewing the wage rates in the Modern National award.

The widening of the scope has implications beyond the early childhood sector.

Changing the Award would effectively make history and open the door for other employees to make similar change across other industries in Australia.

Read more about this significant move to change the rules on page 8.

### **There's more to do to restore a fair bargaining system**

Even for some teachers working in kindergartens with collective agreements, the pay gap can continue to exist.

In Queensland, a kindergarten teacher at the top of the incremental scale covered under a contemporary collective agreement can receive approximately \$7000 less than their teaching counterpart in say a Queensland Catholic primary school or a state school.

IEUA-QNT Branch Executive member and director at Borilla Community Kindergarten, Emerald Jenny Finlay said all teachers with the same qualifications should be paid equally, regardless of the context they work in.

“While pay and conditions for early childhood teachers have improved over the years through collective bargaining, there is still some way to go,” Finlay said.

“These teachers have the same qualifications, have to meet and maintain the same Queensland College of Teachers (QCT) registration standards and deliver a curriculum prescribed by the government.

“Early childhood education teachers should definitely be remunerated and respected at the same level as other teachers in schools.

“The context of the work may differ, but the relevance and value of that work remains important.

“Teachers specialise in different areas to meet the needs of different children at different ages and stages of learning.

“One specialisation is no more valuable than another.”

Finlay said lack of consistency of agreements across the sector contributes to the problem.

“Some employers are still trying to strip back employees’ working conditions.

“Issues of pay parity are only exacerbated when there is a lack of consistency between early childhood education agreements,” Finlay said.

### **Legalising sector bargaining can restore fairness**

IEUA-QNT Senior Industrial Officer John Spriggs said current workplace rules greatly tipped the balance of power in favour of employers during negotiations, resulting in workers generally experiencing record low wages growth, with many collective agreements facing the threat of being cancelled or terminated on employers’ demands.

“In the early childhood sector our members have set benchmarks in terms of working conditions in Queensland

kindergartens. It is crucial that we protect this legacy and continue to make enhancements to wages and conditions.

“However, currently early childhood employees across Queensland alone are covered by hundreds of separate collective agreements with varying negotiated provisions.

“In order to guarantee fair collective bargaining, which includes uniformity of wages and conditions, members in the early childhood sector need to be able to collectively negotiate one single multi-employer certified agreement for the whole sector.

“However, our members’ capacity to do so is frustrated by Australia’s current broken industrial laws.”

Sector bargaining is the act of workers in a common industry negotiating conditions collectively in an agreement to cover workplaces with multiple employers.

Under current laws, this is illegal.

“Workers are prevented from bargaining across an industry even though this might be what is required to stop employers from gaining an unfair advantage,” Spriggs said.

“The concept of a single agreement for all kindergartens is not without precedent, as historically one collective agreement existed for every kindergarten in Queensland.

“In 1996 shortly after collective bargaining was established in Queensland, our union successfully finalised a collective agreement that applied to every single community kindergarten in Queensland.

“However, a range of factors, including the introduction of multiple governing bodies, limitations on multi-employer agreements in the legislation and restrictions on the resources

available to employees when seeking such agreements, resulted in a move away from one single agreement.

“To give members the ability to create multiple-employer agreements, sector bargaining should be legalised.”

Spriggs said government funding is already given to all kindergartens at the same level, therefore a common expenditure on labour costs would be a reasonable position.

“The most logical outcome would be that all kindergartens be subjected to the same agreement with the same level playing field.

“This would go a long way to further recognising that community kindergartens are a crucial part of the education sector.”

### **Change needs to happen now**

At this moment union members across Australia continue to fight to Change The Rules.

The voices of IEUA members are crucial in ensuring we are able to achieve positive change.

If you believe the rules need to change for early childhood education employees, join the campaign to Change The Rules and restore a fairness to our workplace laws.

Visit [www.changetherules.org.au](http://www.changetherules.org.au) for more information.

**“Early childhood education teachers should definitely be remunerated and respected at the same level as other teachers in schools.”**



# Working in harmony

**Sue Legg is celebrating retirement after 52 years as an early childhood teacher. She shared some of her memories at the IEUA NSW/ACT Branch Early Childhood Conference.**

My early childhood teaching journey began in England with the childcare badge in girl guides. I realised I loved the learning process with the younger children and became an early childhood teacher when I left school.

In 1974 I came with my husband and two very young sons to Australia. I graduated from teacher to director in a short space of time. I enjoyed my working career and after many years decided I didn't want that responsibility anymore and left full time work for casual teaching.

It didn't last long though as I was willing to become a casual director and had a few years of short term employment which I just loved. I thought I was nearing retirement when I saw an advertisement for coordinator of a crèche.

The crèche was part of a new scheme for migrants learning English. While the parents were in class, we cared for their children.

## **Children teaching us**

Some of these families had only been in Australia two weeks and

some had come from refugee camps. We wanted to offer the children the opportunity to choose and create, while we cared and nurtured them and their parents. We began the enrolment process and soon realised that with so many different cultures and languages, it was us, the staff, that would be learning, and it was the children and the parents who would be teaching us.

The program provided 500 hours of English lessons and we provided 500 hours of care. TAFE recorded the hours the parents attended and we had the usual sign in and out procedure. The student that was enrolled in the English class was the person responsible for this signing. It was usually the mother and in some of the cultures we experienced this was a major issue as, firstly, this person did not speak English or write in English or read English! Sometimes she had not been educated at all and was illiterate.

The different cultures had different child rearing practises, but without conversation the mother handed over her precious child to a stranger. We had to build the trust between us and we felt honoured to be given that trust. We learnt ways to share and understand the needs of the parents

and the children. We used signing and humour and lots of opportunities to share meals, as this was a common area that we could all enjoy. Our first Harmony Day was so different!

The Harmony Day organisers suggested sharing food from other countries, but we did that every day. So on our Harmony Day we ate Australian food! We invited the parents to join us for afternoon tea and we read and acted Possum Magic. We used a large teaching map of Australia, moved around the room, visiting the different cities and eating the food as outlined in the story. I intended to use our percussion instruments for the whole group to sing and dance to our CDs. But I had not taken into account the wonderful skills of the parents. Soon the scarves were wrapped around heads, the bells were being shaken and the drums were being beaten.

We were so lucky to be free to change our day to suit the children and the families. We used visual recording of the day's activities and had the time to be there, in the moment, as it should be.

I was so fortunate to be part of this program. Would I do it again? In a heartbeat!



# POP goes sustainability



## **How do you think about sustainability? Do you have a coherent understanding of what it means to live sustainably? And, as educators, to teach this concept?**

The Protecting Our Planet (POP) Sustainability workshops at the IEUA NSW/ACT Branch's Early Childhood Education Conference on 8 September explored these matters and looked at learning resources for early childhood centres and parents.

Sutherland Shire Council Children's Services won a NSW Environmental Trust grant to develop materials that engaged educators, children and families in sustainability. Developed with parents and educators, the POP project comprises over 300 education resources available for loan to families, training, events and social media initiatives.

The POP resources proved as useful for the parents as they did for the children. The evaluation showed that the materials were starting points for numerous games and activities such as composting, gardening, healthy eating, avoiding waste and recycling.

One parent said "the kit of resources helped because it provided another strategy to talk about good food in a non threatening way". Another parent said "the games about vegetables made a big difference to my son's eating habits".

A teacher at one centre said "the POP kits help us embed sustainability into the curriculum – through practical, fun and hands on activities. The items are directly relevant and applicable to the students' lives; they are age appropriate and they help make the connection to living in caring, healthy and sustainable ways". Another staff member said the resources provoked a powerful question from one of the students: "Why should I protect nature"?

Examples of the POP resources were available at the conference workshops and participants selected an

item that would be popular at their centre. Participants were also asked four questions: concerns for the future, priorities for their children at the centre, values, and a word/idea that should be included in a definition of sustainability.

Participants talked with others about their answers and the resources they had selected, before moving into groups where they were given butcher's paper to record key sustainability ideas linked to health. Each group considered a different aspect: people, communities, planet.

Finally, the ideas were pulled together into a coherent understanding of sustainability. Participants were asked to identify commonalities across the various elements; they were also asked to link their own answers from the opening activity and the selected POP item to this scribbled map of sustainability.

The point of the activity wasn't to develop a definition of sustainability. Instead, it was to encourage participants to develop an agreed understanding of sustainability back at their centres – and to develop it with the children and the parents. All agreed our workshop activities could be used at their centres.

It is our contention that, without a thought out and agreed definition of sustainability at a school or centre, incoherence and confusion about this important concept are taught. Without an agreed understanding, teachers would be missing great opportunities to see where their resources and day-to-day activities fit in helping people create a sustainable world.

**Phil Smith, sustainability education consultant and Deborah Long, Quality Practice Manager, Children's Services, Sutherland Shire Council**

**The POP resources are available for loan. Contact Deborah at [SSC:vdlong@ssc.nsw.gov.au](mailto:SSC:vdlong@ssc.nsw.gov.au)**

# Apps assisting early childhood learning

**Teachers who are allowed the space to exercise their professional judgements in the use of technology, in a way that complements the play based nature of kindergarten, are seeing its benefits in early childhood education applications. Journalist Sara El Sayed speaks with members about their experiences using two apps in the early childhood context: the Early Learning STEM Australia (ELSA) app, and the Early Learning Languages Australia (ELLA) app.**

## **What is ELSA?**

The Early Learning STEM Australia (ELSA) is described as a play-based digital learning program, in the form of an iPad application, for children in kindergarten and preschool.

ELSA's STEM (Science, Technology, Engineering and Maths) practices aim to encourage children to ask questions, make predictions, experiment, and form reflections.

The app has been developed by the University of Canberra to

support the National Innovation and Science Agenda's Inspiring all Australians in Digital Literacy and STEM measure, which seeks to increase the participation of Australian children in STEM and improve their digital literacy.

The program is currently in its pilot stages, with a number of centres across Australia participating.

Four iterations of the app were to be released throughout 2018.

The first app was based around patterns and relationships, and







the second around location and arrangement. At time of writing the third app was to be released within September, and the fourth by the end of the year.

IEUA-QNT member and Director at C&K Oakey Kindergarten Christina Petrie said while technology can provide a great opportunity to share and learn, it's important to be conscious of guiding children so that they use technology wisely.

"We model the responsible, creative and curious use of technology.

"We want children to actively use technology, not just passively consume it."

### Complementing play

Concerns surrounding the use of iPads in classroom generally stem from questions of children's screen exposure throughout the day; however, when professionals can control the way these apps are used within their own centres, the benefits are there to be realised.

Petrie said the program allows for learning about STEM, which can be extended through play-based practices.

"We embed STEM practices within our kindergarten environment already, and the app extends children's understanding and

thinking while using Information and Communications Technology (ICT) and providing fresh ideas on implementing experiences around STEM.

"For example, we link the app content to engagement with our centres 'loose parts' area, a space where children can make patterns, sequence and sort objects.

"Children also build on these concepts through activities such as retelling *The Hungry Caterpillar* story using a felt board.

"Learning about 'location' has also been further explored through the children creating their own maps – where they draw directions leading to a special toy or treasure – as well as discussions about 'location' during bush walks.

"We have aimed to provide STEM learning activities within our daily program, always providing activities and invitations for play-based around the current apps and trying to bring the STEM language across in our discussions with children.

"There has been a real increase this term with our children being 'pattern sniffers' – you can see that they are now applying their knowledge to their current learning as they will often now notice and point out patterns without needed scaffolding."

IEUA-QNT member and teacher at Balonne Kindergarten Tina Kirby said although the implementation of the app had some initial issues, adapting the app to her centre's needs made all the difference.

"I've found that the best way for our centre to engage with the app is to do it in group time – we gather on the carpet and I display the app on the big screen.

"This allows the children to ask questions, and listen to others' questions.

"There will be times when one child will understand a concept or question, and they then explain it in their own words, which can help others in the group understand as well.

"To me the app gets the children started talking about those concepts – patterning, direction and mapping – and we can extend this learning further through their play."

### How are the children reacting?

Petrie said her centre had found that not all children were interested in applying their time to the apps, while other children enjoyed engaging with them.

"It seems to depend on the child's age.

"Most children have particularly enjoyed the Directions activity in the

Location and Arrangement ELSA app where children go on an excursion to the zoo and follow directions to get to each animal on map.”

At Kirby’s centre, some of the children were finding the activities in the app too simple.

“Kindergarten aged children can be a lot more clued-in than people may think – and the simplicity of some of the activities can make them a bit boring for some children.

“This is why it’s always best to build on these concepts further through play – to allow teachers and staff to educate in a way that makes sense to each child on an individual level.”

### What is ELLA?

Early Learning Languages Australia (ELLA) is a digital, play based language learning program.

It aims to help children become more familiar and comfortable with different languages early in life so that they can stay engaged with learning languages in later years.

Children in the ELLA program learn language through apps called The Polyglots. They are currently available in nine languages: Arabic, Chinese (Mandarin), French, Hindi, Indonesian, Italian, Japanese, Modern Greek or Spanish.

About 2500 preschools (80,000 children) are participating in the 2018 ELLA program.

The ELLA program has been available for early childhood centres to access since 2017. When it was released, the reception of the app had been mostly positive from students’ perspectives, but some concerns had been raised as to whether educators were properly equipped to implement it into their classrooms.

In its second year of operation, the ELLA apps seems to be proving itself as a useful resource to teachers.

IEUA-QNT member and teacher Katlyn Lennon has been running the ELLA program at C&K’s Redbank Plains Kindergarten for two years.

“I was really quite interested in it because I liked the idea of bringing technology into the room, and how that would work with the children,” Lennon said.

“I thought being able to share another language with them would be an excellent opportunity, but I did hesitate at first.

“I was initially concerned about how long they would have had to sit in front of a screen for it to be effective.”

Within the first two weeks of enrolling in the ELLA program, Lennon



surveyed the children’s parents.

“I asked their families if they were actually interested in their children participating, and the response was overwhelmingly ‘yes’.

“Some of their responses reflected my concerns about screen time – but this was something that I intended to manage.”

### Children engaging effectively

Lennon said the program this year had taken on a life of its own.

“It has definitely been effective.

“The children not only use the selected language (Spanish) while they’re playing with the app, but they’re using it in outside the program as well.

“They start counting in Spanish with me just for fun and I think ‘this is really working’.

“They can take that learning outside the classroom and do it in the real world.”

### Quality depends on resourcing and time

The positive outcomes from these applications are clear, but these could not have been realised without staff having the space to exercise their professional judgements, and the time and resourcing to enable them to deliver a meaningful program.

A 2016 Deloitte report of the trial of ELLA stated that educator unfamiliarity with the languages being taught and the correct pronunciation had limited confidence in the apps’ implementation.

“As a teacher I like to know and understand what I am teaching,” noted one participant in the report.

“I felt that I didn’t have enough understanding of the language and to gain a strong understanding of this one area of my program would take a lot of time.”

It is essential for staff feel properly equipped to roll out these programs.

The apps require centres to supply their own tablets. Internet access for some kindergartens can also be an issue.

Lennon said having up-to-date technology was essential in having the program run smoothly.

“We did have brand new iPads, which definitely helped in the implementation.”

Time to attend professional development was also key.

“I participated in both of the face-to-face learning conferences held in Brisbane, which were really important as they explained so much more about the program.

“Our early childhood assistant also participated in the online training – and she said that was a huge benefit.

“This resourcing was essential for us and without it we, or any centre, could not facilitate the program with such success.”

To learn more about the ELSA and ELLA programs visit [www.elsa.edu.au](http://www.elsa.edu.au) and [www.ella.edu.au](http://www.ella.edu.au)

### References

<https://www2.deloitte.com/au/en/pages/economics/articles/evaluation-early-learning-languages-australia-trial.html>

<https://www.ella.edu.au/>

<https://elsa.edu.au/>



# A story of belonging and balance in ecosystems



The children's collaborative biotopic map

**Rosanne Pugh, Director at KU Ourimbah Preschool and Children's Centre, in her workshop at the IEUA NSW/ ACT Branch Early Childhood Conference, presented on research co-constructed with children at her centre and their researchers.**

This research referenced *The Project Approach* (Helm & Katz, 2011) to illuminate children's voices as they encountered daily walks on campus and the play affordances in nature. Throughout the project attention was focused on children's intellectual dispositions (Helm & Katz, 2011) and the various ways children might choose to initiate their involvement through decision making, enquiry and/or direct engagement.

We began with a problem of the impacts of invasive species on the health of the local ecosystem, where an introduced *Gambusia* fish species now threatened frogs through predation. We could see this vividly as our field trips progressed from built ponds to waterways. Teacher planning considered children's likely questions, their potential funds of knowledge, relevant on campus field sites to visit, experts as visitors, centre learning resources and feasible artefacts to create.

Critical friend (Ann Pelo) offered further insights, suggesting the exploration of non scientific threads about relationships. How might children link their relational experiences of friends and family to the pond ecosystems and animals as integral to the envisaged project? Pelo also argued two simultaneous intentions for educators: 'An intention to honour and strengthen children's processes as thinkers, making meaning of the world via empathetic insight, and an intention to offer opportunities to learn the working of the world' (Critical Friend, 5 September 2017).

Negotiating these intentions required sensitivity, alertness and a willingness to envisage a continuum of perspectives from a philosophical and relational one to a purely scientific one. All perspectives had merit for opening 'a deeper realm of thought and feeling' with children (Critical Friend, 5 September 2017). Also, we noted that feelings or affective dispositions most often bring

a dimension of urgency for children and adults alike, whether the concern is personal, local or global in scale.

The curriculum project approach phases were initially mapped out, but post implementation with children, a dynamic, multi layered process was evident:

**Phase 1 - Getting started:** The children and educators explored what creatures they noticed during field trips and shared their knowledges and any misconceptions, leading to a focus on *Gambusia* fish and frogs.

**Phase 2 - Developing the project:** The children explored what they could find out by researching with others about *Gambusia* fish and frogs. In depth field investigations, invited experts, resources such as maps and various expressive media were employed to document their research and learning.

**Phase 3 - Concluding the project:** This phase focussed on how the children could tell everybody what they now knew. They created a large biotopic map depicting waterways, animals, plants and litter to communicate findings and promote broader advocacy, then considered what next.

In summary, the children explored a multiplicity of interrelationships both human, flora and fauna in their natural environs leading to their expression of key conceptual understandings about balance and belonging through various media. Such key ecological concepts resonate at local and global levels and are fundamental to systems thinking and sustainability, alongside the process skills children practised such as observation, negotiation and problem solving. In sharing this research study and embedded curriculum project we envisage potential for implementation in other settings where local environs and sustainability concerns may offer a provocation for co-constructed and transformative learning, plus community advocacy and action both by and with children for sustainable futures.

**Dr Sue Elliott, Principal Investigator, University of New England, Rosanne Pugh, Ann Pelo, Co-investigator and critical friend role for Rosanne Pugh**



# Cultural learning big priority for kindy

**Toogoolawah Kindergarten in south east Queensland has been working to imbed cultural awareness practices into their everyday lessons and play for several years. Journalist Sara El Sayed speaks with teacher Melissa Spence to get an insight into how the centre makes this a central part of its program.**

Incorporating cultural learning into early childhood programs is vital as it can promote understanding of and mutual respect for diversity – as well as creating an inclusive environment for all children and families.

Staff at the kindergarten are taking a committed and informed approach to cultural learning, and the children and their families are responding with enthusiasm.

IEUA-QNT member and teacher at the kindergarten Melissa Spence said the practices all started with engagement with families.

“All our activities have been developed through observations and collaborations with children’s families.

“For example, last term we wanted to make cultural awareness relevant to the children and families that we have enrolled, so we gathered information from families through the creation of family trees, which the children enjoyed sharing with the class.

“We, along with the children, identified all the different places our families have originated from, and located these places on a map.

“We then extended this activity by going on a ‘world tour’ – which involved collaboratively creating passports, and ‘visiting’ a different country, as identified in the family trees, each week.

“We provided experiences that helped the children learn about these countries and the different cultures.

“We cooked and tasted traditional foods, explored art techniques, gave Highland and Irish Dancing a go and learnt about different musical instruments and animals.

“On the last day of term we had a drama class from a local high school visit to teach us some cultural games.”

Melissa said the tours had children exploring places such as New Zealand, England, Scotland, Malta, Papua New Guinea, the Philippines and Holland – as well as taking a closer look at what there is to learn from the Australian context.

## **Children’s Acknowledgement of Country**

Melissa and her colleagues make learning about Aboriginal and Torres Strait Islander traditions and cultural practice a priority at their centre.

While the centre participates in NAIDOC Week celebrations annually, Melissa and her team make cultural learning an everyday part of their kindergarten.

“Together with the children we have developed a personal Children’s Acknowledgement of Country – which features hand gestures to go with each line.





"When we have visitors to the kindergarten they also participate in the Acknowledgement of Country," Melissa said. Children and staff gather in a yarning circle daily to deliver their Acknowledgement:

We at Toogoolawah Kindergarten  
would like to say thank you  
to the traditional owners of the land.  
for letting us share your land.  
We promise to look after it,  
the animals and the people too.  
Hello land (all touch the land).  
Hello sky (all touch the sky).  
Hello me (hug self).  
Hello friends (open arms).

"Our centre proudly displays the Aboriginal and Torres Strait Islander flags, which are accompanied by posters – created by the children – explaining the origin of each flag.

"We often watch and reflect on videos of traditional Aboriginal arts practices.

"The children learn about dances and how instruments – such as the didgeridoo – are made.

"This year we were fortunate to have Indigenous Artist Rainbow Eagle provide a hands on experience for the children.

"He used traditional story telling techniques, didgeridoo and puppets to teach the children about caring for the environment."

Melissa has also incorporated language learning into routine sing-alongs.

"We have developed a version of *Head, Shoulders, Knees and Toes* that uses traditional Aboriginal language words, which I learnt through my previous work in an Indigenous community kindergarten."

### Culture through cooking

The kindergarten has also been able to successfully engage students through cooking and growing food.

"We recently made damper with the children, using some native plants from our bush tucker garden."

The bush tucker garden was established last year after a parent helped create a vegetable garden at the centre.

"We thought the garden would be a great opportunity to introduce the children to native plants, and build awareness that food isn't just what is grown in crops or found in supermarkets.

"Building awareness started with reading the story *Where The Forest Meets the Sea* by Jeannie Baker – to introduce children to changes in the environment, and how this can affect native plants and food.

"This discussion was then extended to how to care for the environment – with a focus on some of the illustrations in the book of plants and food.

"Children and educators then collaboratively planted a selection of plants in the bush tucker garden."

Melissa suggested centres looking to develop their own bush tucker gardens should start by researching native plants.

"It is critical though that you always check whether or not native plants are poisonous."

Members can do this by referring to their relevant state government's health website before purchasing.

"Then contact local nurseries to source the plants," Melissa said.

"We currently grow native ginger and mother of herbs in our garden – and we are looking to source Warrigal greens and native lemon grass."

### Garden receives positive community response

Children and their parents have embraced the changes that Melissa and her team have put in place.

"Each day the children are actively engaged in these practices, and are always keen to water and care for our gardens.

"We've had positive feedback from parents both, verbally and via surveys, about the implementation of these practices.

"We've also had positive community feedback – recently a local community member invited us to participate in a council garden competition."

"We know culture is all about community, so we welcome all feedback, and regularly invite community members and groups to visit the kindergarten – to talk to parents, or give presentations to children."

To find out more about how you can make Aboriginal and Torres Strait Islander cultural learning a bigger part of your centre's activity, visit [www.narragunnawali.org.au](http://www.narragunnawali.org.au) for advice and resources that align with the Early Years Learning Framework and Reconciliation Action Plan (RAP) Actions.

# Your questions answered

*Sherryl Saunders is an industrial officer for IEUA-QNT and Lisa James is an organiser for the IEUA NSW/ACT Branch. They answer your industrial and legal questions as they relate to state laws and regulations.*



## Dear Sherryl

I work as an assistant in a kindergarten. During a recent staff meeting, we were reminded that we all have mandatory reporting obligations if we suspect that a child at the centre is being abused. I want to make sure I do the right thing, so can you explain what my obligations are?

**Ben**



## Dear Ben

As of 1 July 2017, all early childhood education and care professionals have an obligation under the *Child Protection Act 1999 (QLD)* to report suspected physical or sexual abuse of a child. This obligation extends to all educators, not just teachers. The obligation is to report a reasonable suspicion that a child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse, in circumstances where the child may not have a parent who is able and willing to protect the child. The report is to be provided in writing to the Department of Child Safety.

Although the reporting requirement under the *Child Protection Act* is technically only enlivened when the child may not have a parent who is able and willing to protect him/her, you should note from the word 'may' that you do not need to be absolutely certain that this is the case. It would be better to err on the side of caution, if there is any doubt about a parent's ability and/or willingness to protect a child at risk of harm.

Under National Law and Regulations, an approved provider also has an obligation to report to the regulatory authority any incident or allegation of physical and/or sexual abuse occurring at a service. In Queensland, the regulatory authority is the Office of Early Childhood and Care. Employees of a service would therefore have a responsibility to report any suspicions of physical and/or sexual abuse at the service to their supervisor.

**Sherryl**

## Dear Lisa

I just handed in a medical certificate and was told that 'unfit for work' is not enough information and the director wants the doctor to write what I was sick with. Can the director refuse my medical certificate and insist on knowing about my health issues?

**Jennifer**



## Dear Jennifer

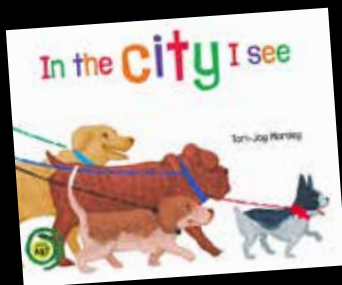
Employers do not have the right to access confidential medical information of employees without the consent of the employee. Some medical conditions pose absolutely no threat to the safety of children and there is no need to disclose these. However, because the service needs to ensure the safety of the children at the centre, your employer is entitled to request a medical certificate stating that you are fit for work, before you are allowed to return after taking personal leave. This ensures medical records remain confidential without placing any of the children enrolled at the centre at risk of a communicable disease. It is also possible to ask that your doctor writes the general nature of an illness on a certificate with your agreement, without listing a particular diagnosis.

If a medical certificate or statutory declaration or other evidence that would satisfy a reasonable person was refused by an employer, the IEU would be willing to address this issue with the employer directly on behalf of our member.

**Lisa**



# GIVEAWAYS



## **In the City I See**

**Author and illustrator:** Tori-Jay Mordey

**Publisher:** Magabala Books

**Three copies to give away**

In this delightful early childhood board book, Tori-Jay Mordey's graphic illustrations bring the city to life in all its colourful glory. Mordey's bold and painterly art style celebrates the pace of the cityscape, whether it be her built environment of tall buildings and big signs, or her moving panorama of long buses. With a fresh and youthful eye, Mordey captures the quirky gait of walking dogs and a jittery assembly of hungry pigeons as they share the streets with happy buskers and lots of people!

*In the City I See* is also a gentle snapshot of how our Indigenous culture is reflected in our cities. It will become a valuable and loved addition to family book collections and libraries in rural, regional and urban areas.



## **The World's Cutest Animal Colouring Book**

**Illustrator:** Lulu Mayo

**Publisher:** Lonely Planet Kids

**Three copies to give away**

Here comes a colouring book that is seriously cute! Each spread features a coloured animal pattern on the left, and a black and white version on the right. From the jungle treetops, to the ocean floor, there's a fabulous choice of animals to create and complete. Copy the colours, or create your own bold and beautiful combinations.

There are 22 adorable animals to choose from, many of them decked out in super sweet outfits!

At the back of the book you'll find a world map, pinpointing where in the world each cute creature can be found, plus some fun facts about each animal featured.



## **Free Diving**

**Author:** Lorrae Coffin

**Illustrator:** Bronwyn Houston

**Publisher:** Magabala Books

**Three copies to give away**

A poignant tribute to the Aboriginal men and women who worked in the pearling industry as 'free divers' in the late nineteenth century in Western Australia. The fictionalised lyrical narrative is based on the celebrated song *Free Diving* by singer-songwriter Lorrae Coffin. It sensitively reflects the emotional journey of a young man who leaves family and country to work on a lugger with Japanese and Malay divers by his side. Bronwyn Houston's illustrations are a deep sea celebration that illuminate both the glory of the ocean and the extreme dangers encountered by the free divers.

Email entries to [giveaways@ieu.asn.au](mailto:giveaways@ieu.asn.au) with the giveaway you are entering in the subject line and your name, membership number and address in the body of the email. All entries to be received by 10 December 2018.

