



# *EDUCATING YOUNG CHILDREN*

*Learning and teaching in the early childhood years*

**AUTUMN 2007**

**VOLUME 13**

**NUMBER 1**



**JOURNAL OF THE EARLY CHILDHOOD  
TEACHERS' ASSOCIATION INC.**

PUBLISHED BY  
Early Childhood Teachers'  
Association (ECTA Inc.)

Copyright © 2007  
ECTA Inc.  
ISSN: 1323:823x

EDITORIAL PANEL  
Lynne Moore (Editor)  
Angela Drysdale  
Lyn Hunt  
Bronwyn MacGregor  
Ingrid O'Brien  
Sue Webster  
Emma Friis  
Mathilda Element

PROOF READING  
Angela Le Mare

ECTA JOURNAL  
LIAISON  
Lynne Moore  
m. 0418 1999 14  
e. l.moore@candk.asn.au

ECTA CONTACT  
DETAILS  
Sandra Kenman  
p. +61 7 3358 2336  
f. +61 7 3358 5881  
e. info@ecta.org.au  
w. www.ecta.org.au  
ECTA Inc.  
PO Box 1029,  
New Farm Q 4005

DESIGN  
Graphic Skills Pty Ltd

PRINTING  
Cornerstone Press

The ECTA Coordinating  
Committee and the ECTA  
Journal Editorial Panel  
wish to acknowledge the  
contributions of the  
children for the  
illustrations used for the  
journal cover and other  
ECTA printed material.

Address all correspondence and advertising enquiries to  
Early Childhood Teachers' Association (ECTA Inc.)  
PO Box 1029, New Farm Q 4005  
p. +61 7 3358 2336 f. +61 7 3358 5881  
e. info@ecta.org.au w. www.ecta.org.au

Journal contributions  
Articles and ideas for possible inclusion in the journal, following review  
by the editorial panel, are welcomed. See inside back cover for  
submission guidelines.

Advertising rates (GST inclusive)			
Per Issue	1 Issue	2 Issues	3 Issues
Full Page	\$451.00	\$407.00	\$363.00
Half Page	\$269.00	\$242.00	\$214.50
Quarter Page	\$181.50	\$148.50	\$121.00
Eighth Page	\$121.00	\$88.00	\$71.50
Inside Back Cover	\$1100.00	\$825.00	\$715.00
Outside Back Cover	\$1100.00	\$825.00	

Inserts  
\$200 for an insert to be included. Written notification of intent is  
required, as there is a limit on the number of inserts per issue.

Dates for contributions		
Published		
No 1	Last week in January	Autumn
No 2	Last week in May	Spring
No 3	Last week in October	Summer

Advertising policy  
ECTA Inc. reserves the right to determine the suitability and quality of  
any camera-ready artwork supplied by advertisers. Advertisements in  
Educating Young Children (EYC) are the responsibility of the advertiser.  
While EYC makes reasonable efforts to ensure that no misleading claims  
are made by advertisers, responsibility is not accepted by EYC or ECTA  
Inc. for statements made or the failure of any product or service to give  
satisfaction. Inclusion of a product or service should not be construed as  
an endorsement or recommendation by ECTA Inc. Advertisers should  
comply with the Trade Practices Act 1974.

Copyright ©  
No part of this journal may be copied or reproduced in any form  
without written permission. To the best of the editors' knowledge all  
details were correct at the time of printing.

EYC subscriptions  
Subscriptions to the journal are included in your ECTA membership.  
Single back copy issues can be purchased for \$15 plus postage  
(GST inclusive).

EYC disclaimer  
The opinions expressed in this magazine are those of the authors and  
not necessarily those of the ECTA Inc. or the editorial panel.

Editorial policy  
The material published in the journal will aim to be inclusive of children  
in Australia wherever they live, regardless of race, gender, class, culture  
and disability. The journal will not publish material which runs counter  
to the wellbeing and equality of all children and their families, and those  
who work with them.



# Contents

## Editorial

From the President . . . . .	2
From the Editorial panel . . . . .	4
Preparing for Prep, ready for action in 2007 . . . . .	5
The first weeks of Prep . . . . .	6
It's time to go to Prep . . . . .	8
Reflections on Prep . . . . .	10
Prep at Gympie South State School . . . . .	12

## Teacher Stories

A world of difference . . . . .	13
Gayndah Preschool – 30th year anniversary and farewell . . . . .	15
ECTA Interview – Hayley McSkimming . . . . .	19

## Partnerships

Digital photography in early childhood mentor project . . . . .	21
Regional Groups . . . . .	24

## Feature Articles

Auditory processing in the early years of schooling . . . . .	25
Habits of mind . . . . .	28
Using clay in the early childhood environment . . . . .	33
Investigating science and technology . . . . .	36
Young children's mis/understandings of the ADHD label . . . . .	38

## Book Reviews

Midsummer Knight . . . . .	41
Mokie & Bik . . . . .	42
Pirates Eat Porridge . . . . .	42
Numeracy in the Early Years – Project Good Start Final Report 2005 . . . . .	43
From the bookshelf . . . . .	43

Date Claimer . . . . .	44
------------------------	----

## ***From the President***

Welcome to the first 2007 issue of *Educating Young Children*. These first few months are always a busy time of year for early childhood professionals. Many are beginning the process of settling in children who will join them on a journey of learning and discovery throughout the coming year. Others are engaged as administrators, support personnel and educators of adults undertaking certificate, diploma and degree courses. I wish you well in your efforts to promote quality in the work you do for children and their families



The year 2007 brings new challenges for us. The commencement of the 2007 school year has, of course, been uppermost on the minds of Queensland early childhood teachers for the past three years. This year we see large numbers of four to five year old children and early childhood school-based teachers across Queensland entering Preparatory Classrooms for the first time. The Trial and Phase-In teachers have had time to settle into the new challenges of the Early Years Curriculum but, for the majority of our members working in the Preparatory Year classrooms, it will be their first step into this new environment. Buildings have been renovated or erected, furniture put in place, shelves filled with various resources. The teachers have spent time pouring over the new curriculum, attending training sessions and networking with colleagues to find solutions to less aide time, changes to working environments and P-1/2/3 class groupings whilst implementing a negotiated curriculum.

The new *C&K Building Waterfalls* curriculum has been published and will provide inspiration to all early childhood professionals. For our

members working in C&K services this year, the curriculum brings with it new challenges as they assess their current practice. I am sure many have read and reread the new curriculum and now it is time to put the philosophy into practice. Each new curriculum requires teachers to reflect on past practice, listen to new ideas and respond to them in practical terms.

For those of our colleagues working in child care there are also many challenges and changes ahead. The introduction of full-time Prep will probably mean reduced numbers of 4 - 5 year olds in all child care services and as a result there maybe some rationalisation of staff and service provision. However, the Health and Community Services Workforce Council has established the Child Care Skills Formation Strategy (CCSF) to provide a framework in which the Children's Services sector can work in partnership to address issues considered critical across the whole of the sector e.g. individual professional identity, external recognition of the profession, workforce recruitment and retention and systemic controls and barriers. ECTA is represented on the Planning Network and some of the Working Parties. Please visit the ECTA website for further updates. The other significant change for child care professionals will be as a result of the current review of Child Care Qualifications. This review will include determining the actual qualifications needed for various positions, staff recruitment and selection, staffing in rural and remote services and the requirements for rest periods. The Consultation Paper can be found on the ECTA web-site.

Change is a difficult time for all of us and when it is forced upon us it is even more difficult. But it can also be a chance to grow as professionals, to open our minds to the ideas of others and make significant changes to our own practice.

Recent decisions by the College of Teachers promise to be particularly challenging to those whose careers as early childhood professionals span that artificial divide of care and education. The impact on professional status and career growth for those who hold degrees and expect to be recognised as registered teachers can be enormous and potentially negative. Our members who are registered teachers working in C&K and other non-school-based centres or work environments are affected directly by these changes which will have implications for the entire sector.

ECTA has and will continue to assert that quality early childhood programs exist due to the dedication and commitment of specialist early childhood professionals. We will continue to emphasise that quality early childhood programs are not achieved solely by a well designed room or a wide selection of resources, although both of these help tremendously, but that it is the relationships that develop between the trained teacher, assistant and children that are the key to successful outcomes for children and families responsible for young children.

ECTA has always held as its core mission the provision of professional learning opportunities for early childhood teachers. Our 2007 conference will once again see a vast selection of practical workshops. We will produce four Videolinq workshops to be attended by early childhood professionals throughout the state. Members will receive three extremely professional issues of *Educating Young Children* with DVDs of various professional learning presentations held throughout the year. I would like to commend the editor Lynne Moore and her team for streamlining the publication of the journal.

I believe at this time of change and challenge we must now more than ever build our networking capabilities. ECTA now has nine active regional groups. They are in Cairns, Whitsundays, Fitzroy, Mackay & District, Gladstone, Hervey Bay, Cooloola, Bayside (Brisbane) and the Gold Coast. If you wish to join an established group, details of regional contacts are available on the ECTA website. If you are interested in forming your own regional group contact me at <kim@ecta.org.au>. Regional groups may apply for yearly professional funding grants to support regional Professional Learning initiatives, participate whenever possible in Videolinq workshops, receive copies of *Educating Young Children* & DVD for their group resource library and gain collegial support from professionals in their region.

I would like to thank all the members of the State Coordinating Committee for the encouragement and support they have offered me as I settle into my first year as President of ECTA. The task of following Toni Michael and Lyn Hunt seems impossible. They, in this position, have together led the Association for the last twelve years, alternating between roles of President and Vice-President. They both remain, to my great relief, on the State Coordinating Committee. They have passionately guided ECTA into the 21st century. They continue to exemplify true commitment to ECTA and the early childhood profession as a whole.

Their dedication and leadership means that ECTA is now the longest existing and largest state-based professional teachers association in Australia.

I look forward to working with and for early childhood professionals across the state during 2007.

Kim Walters



## From the Editorial Panel



Welcome to the first edition of *Educating Young Children* for 2007. We hope that you enjoy reading our stories as much as we enjoy bringing them to you. This year, wherever possible, we have committed to a journal that includes the voices of children and parents as well as

early childhood professionals. In this edition, the children from Junction Park State School share their reflections about their first week in Prep. We think that Mariah's and Jesse's comments say it all ...

*I like to play, play with play dough and play with the threading and play.* (Mariah)

*I like to play in home corner and I like the whole thing about school - the whole thing!*

... thank you Mariah and Jesse.

We also hear more from Kim McDermott, who continues her story about Prep from the perspective of a parent. Beryl Exley, in her article about Children's mis/understandings about ADHD shows how children's voice can extend our thinking and contribute to research. Finally, Camilla, Anthea, Isabella and Louisa

demonstrate their knowledge of literature review and analysis in our book review section.

Our teacher stories and partnerships provide a range of perspectives on Prep, inclusion, mentoring and, as usual, news from our regional groups while Bronwyn MacGregor, from the Editorial Panel, makes an emotional trip back to Gayndah State Preschool. We also continue to feature articles presented at the 2006 ECTA conference. In this edition we hear from Liz Hemingway, Phillip Moulds and Michelle Regan, Rebecca Lennon and Cathy Meehan and Anne Petriwskyj. This concludes our featured articles from last year's conference. Look out for articles presented at the 2007 conference in the next journal. For those able to attend the conference remember to mark your calendar - a date claimer is included to remind you.

If you would like to contribute stories, photos or representations from the children and parents of your service, please contact the Editorial Panel at <info@ecta.org.au>

We will leave you with a final word from Kim McDermott's daughter:

**What do you like best about Prep?**

*Playing, my teacher.*

**Is there anything you don't like about Prep?**

*No, it's fun.*

Lynne Moore on behalf of the Editorial team.

### Mark your calendar

In May C&K will hold a special centenary conference entitled *Waves of change: community, children, curriculum*.

The conference, to be held at the Brisbane Convention Centre on 19 and 20 May 2007 with a cocktail party on 18 May, will feature anti-nuclear activist and paediatrician **Dr Helen Caldicott** and clinical psychologist **Dr Louise Porter**. The conference will include workshops on change management, community capacity and involvement in early childhood and, of course, the new C&K curriculum *Building waterfalls*, just to name a few. For more information email: [info@candk.asn.au](mailto:info@candk.asn.au) or phone Joan Carse on 3552 5315.

[www.candk.asn.au](http://www.candk.asn.au)



## Preparing for Prep, ready for action in 2007

**Marita Fox**



*Marita Fox is Head of Primary at St Augustine's College, Springfield. This year, like many other State and Catholic primary schools, St Augustine's College is implementing the new Prep year. Marita took the time to answer some questions about the introduction of Prep, from a school administrator's perspective.*

***How many Prep classrooms will you have operating in 2007?***

In 2007 we will have one Prep class and two P/1 classes. This will involve 44 Prep students.

***What have been some of the challenges you have faced in relation to the establishment of those Prep classrooms?***

We have faced few challenges as our buildings were built early and used as a pre-school facility.

***How do you think young children will benefit from Prep?***

Children will benefit enormously from a delayed start to school. I believe that children need to have time to be children and starting more "formal" school later can enhance this. This is of course as long as the Prep programme remains very play based and doesn't become an opportunity to start school earlier.

***What support has there been for you as a Principal in preparing for Prep?***

Brisbane Catholic Education has offered excellent in-service as well as regular newsletters, updates and a support team.

***How have you gone about selecting staff to teach those Prep classes? What factors did you take into account?***



We have chosen two teachers who were presently at our College who are Early Childhood trained and extremely enthusiastic about the



introduction of Prep. Our third teacher we employed after advertising and interviewing from a very large group of applicants. Experience, qualifications, passion and enthusiasm for the role are high priorities for us.

***How have you supported your staff in preparing for Prep?***

Our staff have all attended an excellent in-service programme.

***What are some of the thoughts and feelings your staff have shared with you about the introduction of Prep?***

Our staff are excited about the introduction of Prep. They see many benefits of the programme and are currently brainstorming lots of ideas for its implementation.

***How have you communicated the introduction of the Prep classrooms to new parents? What has been their response to the concept of Prep?***

We have had College Information sessions, Prep enrolment sessions and orientation sessions to inform parents about the introduction of Prep. These sessions have included powerpoint presentations and literature to assist in informing parents.

***Do you think the introduction of Prep in the school will change the culture or environment of the school in any way? If so, how?***

I don't think that the introduction of Prep will change the culture and environment of our College to any great extent. As a relatively new College we work hard daily on building and reinforcing the culture of our College.

***Being a large school in the Catholic Education system, do you think that preparing for Prep has been more of a challenge than if you were a large state school?***

Preparing for Prep has not been a great challenge for us. I believe that we have been well supported by the Brisbane Catholic Education system.

## The first weeks of Prep

### Three Teachers' Perspectives

Karen Eleison, Kimberley Webb and Shannon Malone-Brierley are the Prep teachers at St Augustine's Catholic College, Springfield. They shared their experiences of the first few weeks of Prep.



Karen Eleison (BEd EC - QUT) has taught for five years in both Queensland State schools and in the Catholic Education system. She is currently Teaching and Learning Co-ordinator for Early Years and is a P/1 Teacher at St Augustine's College. She has a keen interest in literacy and numeracy development and has 25 children in her P/1 class.



Kimberley Webb (BEd EC - QUT) is in her third year of teaching and has joined the St Augustine's staff after two years teaching Kindy/Preschool for C&K. She has an interest in children's emotional/social expression, especially through visual arts, and is currently teaching a Prep-only class of 25 children.



Shannon Malone-Brierley (BEd - Griffith University) is also in her third year of teaching. Prior to her P/1 position, she has taught Year 3 and Year 4/5 classes. Shannon has a graduate Diploma in Early Childhood which she has converted into the first half of her Masters. Her P/1 class at St Augustine's currently has 10 children.

**What are your first thoughts about the first few weeks of Prep?**

**Karen** I'm excited to welcome so many keen, interested and enthusiastic learners. It's always difficult and tiring setting up routines, programs and informing parents of these. It has been especially challenging this year given all the media

coverage of the change to Prep. However, the children and parents have settled well.

**Kimberley** It has been hectic, but all's going well. Being in a P-12 school, I have found the hardest part for the children has been following the school routine (e.g. Break times, PA system announcements, whole school assemblies).

**Shannon** I felt a little like a prac student, not sleeping much and working really long hours. The children were relatively easy to settle and our staggered start helped immensely.

**How do you think the parents and children responded to this new concept of a Prep year?**

**Karen** I believe parents and children have come to Prep this year with very mixed expectations and understandings of what Prep year can and should be. Parents are keen to know and the children are very eager to discover, play and learn.

**Kimberley** Quite cautiously. We have an information night this week to explain Prep as parents really don't seem to have a great understanding of Prep. Children have come understanding that 'We're big now' and that they are a part of something 'bigger' than they have come from.

**Shannon** In general I feel that most parents were excited and a little cautious about 'how it will all work'. The children were so excited to be a part of our learning environment. The Year One parents, while they acknowledge that my teaching partner (Karen Eleison) and I will do a great job, are concerned that their children will be left behind in a Prep/1 environment.

**How do you think young children will benefit from Prep?**

**Karen** Our Prep students are very much part of our school community and this will benefit them in their transition to Year One and a more routinised/structured school environment. Readiness for learning and the social aspect of being part of the greater school community will also have a big impact on the Prep children. We hope that they develop a love of learning, and a realisation that learning happens in





# The Prep Year

many ways, not just at a desk. Play forms a big part of learning in our Prep and Prep/1 classrooms.

**Kimberley** At St Augustine's, where Prep is very much a part of the rest of the school, the children are getting lots of foundational knowledge of the workings/procedures of the school, which will take out a lot of the initial stresses and settling in period and anxieties when they start Year 1. Prep also gives children an opportunity to practice the foundational skills in socialisation.

**Shannon** I believe that this is a really exciting time for children to be entering school and if I had a child, I would be ecstatic if my child were beginning Prep in 2007. The in-service opportunities and training that have been provided for the staff has been fantastic. The children will benefit from all the fantastic new documents and research that has been carried out by BCE and Ed Qld in order to make sure our kids get the best and most diverse education possible.

**Looking back on the first few weeks, is there anything that you could have done now to be more prepared for the Prep year? Why/why not?**

**Karen** I would have had more discussions with co-teachers to establish common routines and procedures. I would also have held parent/child interviews to find out more about the child before starting.

**Kimberley** I would have preferred parent/teacher interviews before school started, to get a good understanding of the children before they arrived.

**Shannon** I would have loved to know a little bit more about the children, their parents and the environments from which they came. It would have allowed me to understand and plan a little more for what the children will bring to the learning environment.

**How do you approach planning for Prep-aged children? Do you have any additional resources to assist you?**

**Karen** The three Prep teachers plan together weekly, mapping out big concepts, school routines etc. Planning for Prep students then happens daily, dependent on their interests, play and investigations. Where possible/appropriate, in P/1, our Prep students join the Year One students. However, our Prep students have more outside experiences when Year One children have explicit

teaching for literacy/numeracy. In terms of resources, this year we have an interactive whiteboard which is brilliant, and brings a new dimension to our teaching.

**Kimberley** We have learning team meetings every fortnight to discuss the direction our classes and planning are heading. I have done a rough overview for the term, but the details of each day change every day, depending upon where our play, interests and investigations have taken us. We have our day broken up into times for play-based learning, explicit teaching and learning, routines/transitions, real-life and investigations.

**Shannon** My team teacher and I have a general overview, but to allow for real student-centred, inquiry-based learning, our planning remains flexible to take into account what the children are interested in at the time. We have a lot of the same resources that most schools have, but the one resource that we do have is our 'Early Years Team Learning Co-ordinator', who is worth her weight in gold!

**As a Prep teacher, what support networks do you have available to you during this first year of Prep?**

**Karen** Intra-school - support of Early Years Team, including our Head of Primary and Assistant Principal. Inter-school - Local teacher network for sharing resources, ideas and experiences. Brisbane Catholic Education - Early Years Blackboard Community, which is an online facility for sharing with other teachers in BCE schools.

**Kimberley** Catholic Education has an Early Years Blackboard Community that we can access daily. It has ideas, resources and support networks in it, which can be very helpful.

**Shannon** The Early Years Blackboard that has been established by BCE is a wonderful support network. It provides us with research, chat forums and other great links. The team that I work with and our Head of Primary are also great support networks.

**What are some of the thoughts and feelings the children have shared with you about their time in Prep so far?**

**Karen** The children are really enjoying the whole 'big school' experience. They are keen to participate and share what they know. When we asked the question 'What did you like about today

... how you worked or how you played?' they responded ... "I love everything about school." "School is great!" "I like it when my friends help me." The children like the choices they have and the access they have to resources, teachers and the other 'big kids'.

**Kimberley** They seem to be enjoying themselves. Most are enjoying being at the same school as their older brothers and sisters and they feel very grown up having privileges such as the tuck shop available to them. They also seem very proud of themselves when they get through a day without any tears (which we have had in the first weeks with their separation from the parents).

**Shannon** The children are loving what the 'big school' has to offer. Our Prep children have large smiles on their faces and are engaged in the learning space. I have had more than one child tell me that 'school rocks!' Overall, the Prep children appear to be eating up everything that school has to offer, which has been wonderful and inspiring to witness first hand.

*If you are a Prep teacher and would like to offer your contributions to reflections on the first year of the preparatory year implementation in Queensland primary schools, please visit the ECTA website at [www.ecta.org.au](http://www.ecta.org.au) for more details about contributing to the ECTA EYC journal.*

## ***It's time to go to Prep***

### ***Continuing a parent's story***

***Kim McDermott***

The last time I wrote about my reflections on the preparatory year was 2004. It was just after the official announcement was made, and I realised my youngest child would be part of the first intake in 2007. At that time I was enjoying being the parent of a preschooler, delighting in the caring and supported program on offer for my child. All the discussion about Prep focused on the differences between preschool and Prep and there was little wonder parents were concerned about what Prep would look like and how our children would respond. At the time my youngest child was just two years old and Prep seemed a lifetime away, but oh, so quickly the time arrived.

Since the time of the announcement, my youngest has continued to enjoy playgroup once a week and the building of social connections with neighbourhood children. In 2006 she started kindergarten for two days a week and for a parent, this was a big step. I had returned to work and worried about how all this change would impact on her settling in to kindergarten. Young children surprise you at every turn - she took to kindergarten like an expert. This was a huge relief to me. At this

time Prep was in the news again. Articles in the newspaper by 'experts', pointing out various dangers and lack of support for children, seemed to be the only source of information about the Prep year unless you knew someone whose child was in a Prep trial class. It was difficult to ascertain what was true or correct, the result of which was increased anxiety. Yes, I looked on the government website but I couldn't 'see' what Prep was going to be like in action. Questions were answered but I still couldn't get an idea of what Prep looked like. I guess this was because it was new. Preschool had been visible for 30 years and you had a picture of what it was like. Not so with Prep.

Our first breakthrough came when our school held an induction session for parents of Prep children toward the end of 2006. At last we could see images of Prep classes in action and hear about how our school was going to introduce children to the world of school. As a parent I welcomed the relaxed and honest approach taken by the school. There was no hard sell, no over the top promises, just a considered approach about how the needs of young children moving to a large school setting



# *The Prep Year*

would be addressed. It was reassuring to hear from a teacher about the little things – what they would do if a child was upset, what they would do for lunch and supervision and toileting issues. It sounded great and when my husband and I collected our daughter from her visit to a Prep room she was excited and keen to go back.

We decided not to over-emphasise Prep during the summer holidays, rather, we left it to our daughter to do the talking. School uniforms and bags were visible and the topic came up from time to time. She would ask who was going to be in her class and what sorts of things she would do. There was great excitement when a letter arrived addressed to her from her Prep teacher - this added a sense of reality about going to Prep. I can't remember how many times we read that letter but it was a welcomed touch.

Day one arrived and the family swung into a familiar school routine that this time included the youngest. Arrival saw us welcomed by the teacher who took time to chat with parents and interact with children. The tone in the classroom was relaxed with all the familiar activities available for children. Parents were provided with a welcome letter that explained some of major routines for the day e.g. teacher aide hours, toileting routine, lunch times and pick-up procedures. We chatted with other parents and watched as our daughter went about the business of familiarising herself with the classroom. What else was there to do but say good-bye and have a great day!

Day one was over - happy faces (if somewhat tired) greeted us. There was much chatter about games, songs and exploring the school (particularly a visit to the Principal's office). And so it has been for the first two weeks of school - happy and eager to go, much greeting of friends, new and old, and many stories to tell about routines and expectations. I've been amazed at how well all the children appeared to have settled in and have picked up on routines. Issues raised in the media about teacher aide time and supervision appear to be being managed effectively at the school. I see

children playing and the teacher and teacher aide interacting with them. The classroom is light, airy and functional and close to outdoor play areas.

There are still a few questions in the back of my mind but time will tell if and how they are addressed:

- How will the teacher adjust the curriculum to meet the needs of children?
- Will the teacher continue to emphasise play in learning?
- Will the school try to introduce more formal expectations?
- Will additional learning resources be available as needs and interests change?
- Is the outdoor environment used to its full extent as a learning area?

Even with these questions, my initial reactions are mostly positive and I'm appreciative of the strategies put in place by the school to make the children's move to the big world of school (my children attend a large primary school) as supported as possible. Perhaps it's best left to my daughter to provide her insights about starting Prep. This is what she had to say:

**Q:** Tell me about Prep.

**A:** We play with the dress-ups and make up games. I play with (lists friends). We have stories and songs and (teacher's name) tells us how to be good friends.

**Q:** What do you like best about Prep?

**A:** Playing, my teacher

**Q:** Is there anything you don't like about Prep?

**A:** No (laughing) it's fun

For our family it has been an interesting journey from 2004 to 2007 trying to find out information about Prep, and work out what the issues are for us. But, at this point in time, we are happy because our daughter is excited and full of enthusiasm for Prep. We'll see what the coming year brings.

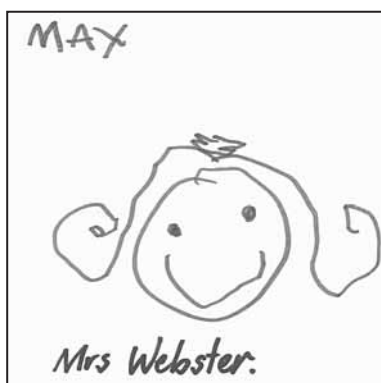
## Reflections on Prep

### Prep Children at Junction Park State School

**Sue Webster**

After eight days of Prep at Junction Park State School, I asked my darling group of children which activities they liked the best. Below are their drawings and responses.

(Please note that Fred is our Prep Bear. Fred visits one child's home each night to have a look at where each child lives, meet his or her family and have a play. Children complete a drawing at home about Fred's activities and report back to the class the next day.)



Charlotte - My favourite activity is making a necklace and doing a gluing. I like to stick stuff on. The glue sticks to my fingers.

Marlo - I like to use the tap tap game and bang the nails. I like the dancing and playing with the blocks. I like to talk on the carpet and read stories.

Ruth - I like to play outside with my friends and in the dress-up home. We have long skirts that go swish swish. I want to take Fred home.

Max L. - I liked taking Fred home and playing with him. I like to look and investigate spiders in the playground. I love the books on spiders. They have eight legs and eight eyes. We read it in a book.

Bailey - I like home area, marble tick and taking Fred home. My Mum and Grandma are going to do roster next week. They will watch me and help my friends if they need help.

Kyle - I love to play outside on the scramble net. It is like a big spider's web.

Edward - My favourite is having a story and doing a puzzle. I like the funny face you make on the metal board. There are two faces and you can make them into girls and boys with funny hair and eyes.

Awab - I like to make a train to go on the train tracks. I like to do painting with the big brushes and the yellow and blue.

Scarlett - I love drawing pictures, threading, painting and sleeping. My Mum like to thread with beads.

Imogen - I like threading, tap tap, drawing, gluing (I do lots of gluing), music, and playing outside in the cubby house. I really like the playground at school.



Rhiannon - I like to dress up in home area, look at Mrs Webster's pet spiders in the tree at Prep and to cuddle Fred. I like to play with Jye and Marlo. Marlo is strong.





# The Prep Year

Max G. - I like to play with the playdough, puzzles and having a rest. I like the soft music and the tape stories at rest time. My bones need a rest.

Mariah - I like to play, play with playdough, and play with the threading and play.

Mint - Computers is my favourite. I like to play in the sand and make mud food.

Tara - I liked playing a game of chess with Fred. He is yellow. He is nice to cuddle. He is soft.

Jacob - I want to play with the computers.

Joah - I like to play on the computer, swing on the swing. I like to have lunch at Prep. I loved taking Fred home.

Jesse - I like to play in home area and I love the whole thing about school - the whole thing.

Jye - My favourite things are playing games with the kids, making trains with Marlo, doing the obstacle course and everything. I like the cushion that you jump on and it goes bounce. I like the song that says Scooby Doo. (I'm happy you're here today - So Big CD)



Lily - I like taking photos, playing on the computers, with the marbles (they make lots of noise), being in an Australian Animal group, doing hessian bag painting and having stories. My family always buys books.

Amy - My favourite is the playdough - it is red. I like the rollers with the lumps on. And I like the blocks.

Heath - My favourite is mobilo, computers and taking Fred home. I put my mobilo in the office to show Mum when she picks me up.

Jack - I love to play with mobilo and the train tracks. All my friends like the mobilo. We play with it every day.

Nedd - I am looking forward to taking Fred home. Mrs Webster says I am a great tidy up kid. I like to tidy up the playdough. It is red and very soft.



Kyle - I like to play outside and to take Fred home. I like playing in the rainforest at school. We saw a lizard and the Grade Three's screamed and ran away. I didn't.

Mira - I like playing on the computers and playing with my friend Mint. We dress up together and make food.



## ***Prep at Gympie South State School***

***Sheila Kath, Prep teacher, Gympie South***

Gympie South has had a trial Prep class for four years. I elected to stay teaching the preschool children. This meant that for 2007 with only half a year's intake there were two of us wishing for the same job!! We put our heads together and decided to share a class for this year.

During our Prep meetings last year we put in place some plans to ensure a smooth start to Prep.

1. That we would reduce the daily hours. Week One to lunchtime 1.20pm, Week Two to after lunchtime 2.00pm and for the next week 2.30pm
2. That the children would eat with the junior school in the undercover area but that they would play in the Prep yard (ex-preschool) until we felt they were ready for the bigger, busier junior play area.
3. That both teachers would work together for the whole of the first week (voluntarily).

We have 26 children in our class. This allows us to have our teacher's aide during all of the contact hours.

So how did our plans work?

Re 1) The early finishing time has worked really well. We have had 100% cooperation from the parents, heaps of positive feedback and no tired or cranky children. We used this time for interviews with parents,

Re 2) Eating time. For the first three days we took the children down early so that we could have time for the children to become familiar with the setting. We are still sending them five minutes early with our teacher's aide until the teacher on duty arrives.

Playing time. This is also working really well, We have a variety of equipment available for the children at this time and for 20 minutes the teacher aide supervises them. When the teacher comes back the children have an extended outside time where investigations, play, focussed learning and teaching, as well as gross motor activities can be facilitated. This means there is

no time limit and we can even incorporate indoor/outdoor activities if appropriate.

NB. To accommodate this plan the teacher aide has 20 minutes duty at 1st break in the Prep playground. Teachers each day have one duty in the school yard and one in the Prep yard. This means that teachers are not getting any full break. This of course was our decision, otherwise the children would have to play in the junior playground which we did not think was appropriate at this stage. (We hope to remedy this as a new teacher has been appointed to our school.)

Re 3) Both teachers working Week One. This was wonderful. We had three adults in the Prep class for the whole time. We were able to give each child our attention and guide them into routines, transitions, appropriate behaviours, play together and sort out any potential problems quickly and calmly. We worked out routines that worked for both of us. We were able to observe the children together, discuss and come up with plans and ideas. The children got to know both of us. They have responded so well and were already in a routine by the beginning of Week Two. The voluntary time we gave has been so worthwhile, I would thoroughly recommend it to anyone who works part time.

Our teacher's aide has to do other school duties before 9am and after 3pm. This makes it impossible to "catch-up" at the end of the day with observations, plans and so on. This time was so valuable to our Preschool Program. Also, with no before-school time, it is difficult to convey the plans and requirements for the day ahead. I have not come up with a solution yet to this problem.

I am finding the change of timetable with set break times, lunch boxes, drink bottles, bells etc. really challenging. I think I was at one of the few preschools left in Queensland who still operated on half day sessions with shared fruit snacks!! So I am learning alongside our new Prep children. I'm sure with patience and a positive outlook I will adapt to all the changes.

## ***A world of difference***

### ***A teacher's journey – inclusion and Tourette/Asperger's Syndrome***

***Coralie Donaldson – class teacher, Samford State School***

How my classroom practices changed after being introduced to the beliefs of Dr Mel Levine.

I thought I had a fairly inclusive classroom and usually developed close relationships with my students and parents. However, my opinion of this changed dramatically during my experience of teaching Brynn.

It all started towards the end of 2003 when I was asked to meet with his parents as he was going to be in my Year Two class the following year. These people arrived with a wealth of knowledge, a deep understanding of their son, copious notes, pen and paper and a copy of Dr Mel Levine's 'A Mind At A Time'. Wow! In all my years of teaching I had usually been the one required to provide the information. Three hours later, the meeting finished! I was blown away. All sorts of thoughts were racing through my head.

There began the most incredible journey I have ever had in my whole teaching career!

Over the last few weeks of that year Brynn spent some time in my room to help with his transition from Year One to Year Two. I observed and tried to interact with him during this time, realising that there were to be many challenges to come. The end of the school year arrived. I had read a little of 'A Mind At A Time' and experienced a little of Brynn and his parents. The Christmas holidays came and went. For the first time in my life I was reluctant to begin the new school year. I was really scared. I didn't have the knowledge or the skills to cope with this child!

It wasn't long before some of Brynn's major issues became apparent:

- He had violent reactions to triggers which were hard to pre-empt.
- He suffered from major sensory overload, reacting negatively to touch, transitions or

change of any kind and couldn't cope with loud noises.

- His attention span was extremely short and his listening and processing skills very poor.
- He was unable to verbalize his feelings and became easily frustrated.
- He had not developed appropriate social skills, and would constantly make loud noises and use inappropriate language.

I soon realized that all the strategies I already possessed were not going to be enough to ensure the best for both Brynn and the other children in my class. This is when I was glad to have the teachings of Mel Levine to refer to. I became acquainted with many of his philosophies and beliefs and I am sure that this is what saved my sanity and provided a safe and productive environment for all.

I began to focus more on strengths and interests (rather than focussing on weaknesses). This helped alleviate some of Brynn's anxiety and helped with self esteem.

The use of Mel Levine's demystification techniques with Brynn helped him understand his own strengths and weaknesses and realise why he was having trouble in certain areas. This involved talking to him on a personal level about the issues that were occurring. I also had continual discussions with the whole class about how all minds are wired differently and how we need to support and accept each other.

Some of the strategies that I found most useful were:

- I informed all the parents at parent/teacher evening how I was going to be running my classroom and talked to parents about differences that exist between all children.
- I used visual cues to show the structure of the day. I did this with the whole class each morning.

- Verbal and visual prompts were used to redirect inappropriate language.
- I used Brynn's love of story writing to keep him focussed and achieve learning outcomes (strengthening strengths).
- I ignored weaknesses e.g. poor pencil grip when writing.
- We intervened at breakdown points i.e. realized when things were becoming too much for Brynn, intervened before a crisis point was reached and saved him from humiliation.
- Implemented incentive schemes which were negotiated with his parents.
- Used the five point scale (Kari Dunn Buron and Mitzi Curtis) to give Brynn a vocabulary to state how he was feeling and strategies for controlling his anger.
- Always allowed him 'down time'. In his case he needed to leave the room and walk. Boundaries needed to be set for this to ensure safety.

One of the most important things I needed to do was to try and understand how Brynn was feeling and to prevent him from feeling inadequate and humiliated.

Sometimes the impact on the whole class was enormous and it took a lot of nurturing and explaining to the children to make them very understanding and accepting. However, when violence is an issue there can be no acceptance and measures had to be taken to ensure the

safety of the other children. This was probably without a doubt the most emotionally challenging aspect of my time teaching Brynn. This is where a very supportive team of people is essential!

This team was made up of Special Education Unit teachers and aides (Brynn was receiving 100% coverage to allow classroom inclusion), admin, colleagues and his parents. There were numerous meetings, both formal and informal, with all stakeholders and a constant exchange of information, advice and support. Constant discussions with his parents was very important. This was a two way street and they were constantly researching, reading and giving me advice.

In the two years that I had the pleasure of teaching Brynn (the pleasures far outweigh the hard times - looking back), I consider myself to be extremely lucky. There were many rocky times, many gin and tonics after work, some tears and lots of hard work, but I have grown so much as a teacher and now have a completely different way of viewing the children in my class. I believe that I will always use what I have learnt and what I still have to learn from Mel Levine. I owe so much to Brynn and his parents as, in my entire teaching career, no family has ever touched me in quite the same way and I will be forever grateful.

I now receive newsletters via email from <[www.allkindsofminds.org](http://www.allkindsofminds.org)>. I thoroughly recommend that you use this site as it is very informative and has many links for both teachers and parents.

***The use of Mel Levine's demystification techniques with Brynn helped him understand his own strengths and weaknesses and realise why he was having trouble in certain areas. This involved talking to him on a personal level about the issues that were occurring. I also had continual discussions with the whole class about how all minds are wired differently and how we need to support and accept each other.***



# Teacher Stories

## ***Gayndah Preschool – 30th year anniversary and farewell Reflections from a past teacher and teacher aide***

***Bronwyn MacGregor in consultation with Bev Pickering (Mrs Pickering)***

On Saturday, 21st October 2006 the staff, parents and children of the Gayndah State Preschool hosted celebrations for the 30th year anniversary of the preschool. Part of that celebration was also a farewell, as the preschool is one of hundreds across Queensland that was replaced by the new 2007 Prep Year. As a past teacher at the preschool, I made the journey to Gayndah for the day with my new daughter, Eva and a dear friend, Bev Pickering, who was teacher aide at the preschool for over 20 years. It was, as Bev put it ... "A long way to go for a cup of tea!", but the journey gave us time to reminisce and reflect on the 30 years that the preschool had operated.

Gayndah State Preschool was my first teaching placement after I graduated from the Mt Gravatt campus of the Brisbane College of Advanced Education (BCAE). I taught there for two years in 1988 and 1989, Bev Pickering or Mrs Pickering as she was known by everyone, was the preschool's teacher aide. Mrs Pickering was there to greet me when I first arrived, as she had been for all the teachers before and after me. My time as teacher at the preschool seemed like a speck in its thirty year history, especially compared to the many years Bev had spent there, but I could still recall some of the wonderful times we had during my two year stay. As we made the four hour journey to the celebrations, we recounted some of the highlights of the preschool's colourful history.

The preschool began in 1976, and was officially opened in October of that year by the Honorable Claude Wharton. The preschool grew from early beginnings as a C&K affiliated kindergarten. When the new State Preschool building was completed, the staff and children from the kindergarten literally moved next door. In its first year, the preschool staff ran both the preschool and the kindergarten. Maureen Robbins and Margaret Stevens were



*Pam Slack (past parent and current Gayndah State Primary School Secretary) remembers the parents of preschoolers and makes a presentation to the current preschool staff.*

the teachers, and Mrs Pickering was the teacher aide. The following year, a full-time teacher was found for the kindergarten, and Maureen and Bev became entrenched at the preschool. As you would imagine, there were a number of teachers at the preschool over the 30 years. After Maureen left to take care of her small children, there was a year where a series of relieving staff taught in the preschool. During this time, the one constant was Mrs Pickering. Bev remembered that one of the relief teachers was Jenny Organ and one preschooler went home to tell her parents that the new teacher's name was Miss Piano. She also recalled that there was almost a 'coup' staged by the parents of the kindergarten that year. They were concerned by the number of staff changes that had occurred and wanted to bring back a preschool year at the kindergarten so that their children could have the same teacher. A permanent preschool teacher, Michelle Barton, was eventually found, and things began as normal again at the start of the school year. Bev noted that even though that year was full of staff changes, the children were the best group she had ever had. "They seemed to love having a different teacher each term and always

# Teacher Stories

tried to be on their best behaviour for the new teacher," she said.

After Michelle Barton came Alana Harris. Alana was a Burnett 'local' as she came from nearby Mundubbera. She later left Gayndah to teach at the Mundubbera Preschool. I was the next teacher to follow Alana, and following me were Mark Millard and then Helen McGuinness. The last of the preschool teachers was Jeanne Lester who is now teaching in the Prep Year at the Gayndah State Primary School. The preschool was always guided by a committee of parents and Bev said it was often hinted that part of her job as teacher aide was to 'marry off' the teacher to a local so that s/he would stay at the preschool. Ironically, only Helen McGuinness actually married a local, and she was transferred to Bundaberg just after meeting her husband, so that plan never worked! Bev also said that parents joked that she was to put the pill in the female teachers' coffees so that they wouldn't leave to have babies. All joking aside, Mrs Pickering was the one constant and there are generations of children and parents who can't think about the Gayndah Preschool without thinking about Mrs Pickering. As the teacher aide, she saw all of the teachers come and go along with the children. The town was almost in mourning when she left the preschool to take on a fulltime position as an ambulance officer after over 20 years of educating the town's children. Bev Pickering was eventually replaced as teacher aide by Helen Cherry. The other long serving staff member at the preschool was Val Tannock. Val was cleaner at the preschool for over 25 years and tirelessly mopped glue, paint and other sticky substances up off the floor and wiped away a million hand prints from the glass partition in the children's toilets.

The preschool also had its own mascot. Mrs Pickering's dog Benny Boy always gravitated across the road from home to lie about the preschool grounds. This docile black bitser was adored by all of the children and was as much a part of the preschool as the trees he would

sometimes shelter under. When I arrived at the preschool, I also inherited the preschool's penny turtle, and a budgie that somehow changed color one year after a visit home to a preschooler's house during the holidays. Being a rural school, the local wildlife sometimes made its way to preschool. Bev recalled the day a large brown snake slithered into the grounds, over the sandpit logs, through the sandpit, across the yard and out across the road. She said she could never sit comfortably on the sandpit logs again after that! I also remembered that we had one preschooler bring in an echidna for 'show and tell' one day. This prickly fellow managed to escape from its box and doors were closed in every direction until we managed to get him back in again. We also had our share of caterpillars, silkworms, magpies and a family of bearded dragons that used to show up to eat the petunias and daisies in the garden.

Perhaps the most impressive pet the preschool had was Gus the barn owl. I discovered an injured owl on the road one night when traveling back from a trivia night at Binjour. There were always owls in that area as they hunted the mice and rats that were in abundance during the peanut-growing months. I took the owl back to my teacher accommodation where he spent the night in a



*Helen Cherry, Nita Roberts (Teacher Aides), Alana Harris (Teacher 1984 - 1987), Jenene Lester (Current Teacher), Mrs Bev Pickering (Teacher Aide 1976 - 1998), Helen McGuinness (Teacher 1995 - 2000), Bronwyn MacGregor (Teacher 1988 - 1989),*



# Teacher Stories



*Mrs Bev Pickering (past teacher aide), Bronwyn MacGregor (past teacher), Kerry Shaw (mother of previous students Amanda and John), Nirvana Euler (mother of previous students Justin, Brendan, Jordan and Alira)*

box in my bedroom. The next day the local vet operated to amputate his injured wing, but didn't give him much hope. Gus pulled through the operation so I named him Gus, because I found him in the month of August. We were then left with the problem of feeding a one winged owl. Initially we began with mince wrapped in cotton wool, but soon word got out about Gus, and everyone was bringing in dead mice to feed him. Much to her horror, Mrs Pickering's deep freezer was soon centimeters deep in frozen mice. We also tried a mice breeding programme at the preschool, but supply could never meet demand! Eventually, Gus fell victim to a poisoned mouse, but he was a beautiful visitor and the children were lucky to be able to have been able to get so close to such a lovely bird.

The children were well used to being around all sorts of creatures. One day a caravan of camels rode into town. Their owner was giving camel rides to pay his way from Darwin to the southern states. We all piled into Mrs Pickering's bus and spent the preschool session riding camels. As part of my preschool programme, we visited each child's home. All 25 children and two adults would walk to a child's home, have a picnic in their yard, watch them ride their bike and check out their pets. One day we even visited my house, which was

standard Department of Education teacher accommodation. Whilst having our morning tea we discovered Rebecca was missing. We went looking and found her in my bedroom ... neatly making my bed! If a child lived out of town, we took advantage of Mrs Pickering's bus (she and her husband Charles also had two of the school's bus runs) and visited by bus. On our home visits we encountered a big bull, pigs, a woolly lamb, a camel and even an emu. We milked cows and rode horses and patted every dog and cat.

Home visits were just a few exciting experiences on offer at the preschool. We had our very own circus, a wedding, a fashion parade, a disco, an obstacle-a-thon and a Teddy Bears Picnic. We often invited the Year One class or the kindy children over to our events, and in later years the primary school music and PE teachers regularly took sessions with the preschool children. One year the school LOTE teacher even came over and taught the children German. There was always a sense of community. At Christmas time I took the children down the main street and we sang carols door to door, and when the biannual Gayndah Orange Festival was on, the preschool children always hand made items for their entry in the window decorating competition. Bev recalled that the preschool even won 'Best Window' a couple of times.

As with all schools, the preschool did its share of fundraising. Mrs Pickering and Alana once spent several weeks making toffee apples to sell. Apparently the preschool oven had a boiling saucepan of toffee on it every day for weeks, and the preschool children sold the apples over the fence one day during the school's athletics day. "It was a great money spinner," Bev said. Parents were always willing to lend a hand and many often stayed to do puzzles or cooking and the like with the children. The local council also supported the preschool and I remember one day the large council truck came to remove a rotting tree stump from our yard.

# Teacher Stories

I had forgotten to turn off the soaker hoses the day before and, no sooner had it driven through the large double gates of the playground, when it was bogged to the axles. We had to get yet another big council truck to tow it out again and the children spent all day the next week jumping on the wheel ruts to level out their playground again.

I returned to the preschool for the 30th Anniversary celebrations still half expecting to see the little children that I had taught running around in the playground. Instead, I learned they were all now in their twenties, scattered across the state working as butchers, teachers, bank tellers and the like. Only one of the children I taught was there for the celebrations. I taught Brendan Euler and his older brother Justin, but all four children in Brendan's family went to the Gayndah preschool, and Mrs Pickering remembers all of them. There were a few more parents of the children from my time in attendance. It was great to catch up on old times. Pam Slack recalled how I shocked the parents by asking the children to call me Bronwyn rather than Miss Lindley, but everyone soon got used to the idea and the children respected me just the same.

It seemed a little strange that a whole new generation of children were singing songs to entertain the gathering of parents and teachers. As I listened to local member Councilor Diane Baker giving her speech to farewell the preschool that day in October last year, I noticed some of the changes that the preschool had seen over the years. The trees that I had lovingly watered were now large and shady, the old fort and scramble net has been replaced by a new alpine log playground and we ate our sandwiches under the shade of the old sandpit which was now a covered eating area. The pinboards in the class room were covered with class photos from every year that the preschool had operated, and the octagonal tables were strewn with past work samples, newsletters, photos and commemorative bags. Beyond just



*My daughter Eva, Mrs Pickering, My past student Brendan Euler and Myself.*

the physical changes, the preschool had seen changes that meant the children were no longer able to just jump in a bus to do a home visit. They no longer threaded rolled up foil bottle tops and dyed pasta or pasted dyed egg shells or toilet rolls on their collage. They danced to CDs of The Wiggles instead of singing to the tune of the piano or to Hap Palmer on vinyl record.

Councilor Baker said that we were there to celebrate the wonderful times that we had all had at the preschool over the past 30 years, but we were also there to farewell preschool as we looked forward to the new changes that will come with Prep Year. I guess it was a long way to go for a cup of tea, but I was glad I made the trip. I was glad that my life had come full circle and that I had brought my baby daughter to the place where I first started my career as an early childhood professional. For children, 2006 was a big year for change. They saw the loss of Steve Irwin, a change in The Yellow Wiggle and the end of Queensland State Preschools. I guess every new generation knows only the future, and my daughter Eva, like many of her little friends born last year, will grow up knowing Bindi Irwin, a New Yellow Wiggle, and the Prep Year.

Farewell preschool...we had a blast!



## ECTA Interview

### Hayley McSkimming



Hayley McSkimming is a recent university graduate working as the Year Two Teacher at St Margaret's Anglican Girls School.

**Q. Tell me a little bit about your background prior to working at St Margaret's.**

Since I was young girl, I have always wanted to work with children. During my adolescence, I decided that I wanted to be a teacher when I grew up. After completing my schooling I then went on to study a Bachelor of Education - Early Childhood at Queensland University of Technology. Throughout my studies, I associated with children by way of nannying and tutoring for a number of families. I completed my degree midyear which had a very positive outcome. Instead of launching into a full time job, I did relief work for the rest of the year. This enabled me to gain so much experience and I considered this time an 'extended prac'. It allowed me to get a variety of ideas from different teachers and their teaching styles. It also provided me with an opportunity to work with children from a range of diverse backgrounds and from varying year levels. I gained further understanding of children's different learning styles, needs and abilities. Towards the end of the year, I applied for the position at St Margaret's and, after receiving the job, I was lucky enough to have the Christmas break to prepare for the following year.



Welcome Board

**Q. What advice could you give a graduate starting in a new school?**

Don't stress!!! Although, this seems nearly impossible, try not to look at the whole picture because it is very overwhelming. Break it down into achievable outcomes; for example, plan one Key Learning Area at a time. Also, most importantly, don't be afraid to ask questions. I carried around a notebook and recorded anything I thought of at the time. No matter how small or insignificant the question might seem, I found that fellow staff members are always happy to help and it was another thing you could delete from your mind and 'to do' list. Some of my questions included: where certain resources were placed in the school, what lunch/gate duties I was required to do, what specialist lessons my class have and the names of the girls in the class so I could label desks, lockers and make class charts in advance. It is also very important to get to know the school and its values as well as building relationships with your mentor and neighbouring staff members. Read the *Schools Teachers' Handbook* carefully as this will answer many of your questions, such as appropriate dress, daily organisation, events held throughout the year and extra curricular activities.

**Q. How did you prepare for the beginning of the year?**

Because I am a very organised person, my aim was to try and be as organised as possible before the new year began because there are so many little things to deal with once you start in the classroom. Try to gather as much background information as possible on the students. This will help with your planning, particularly literacy, and will reduce the amount of initial assessment required in the first fortnight. Work out what assessment you need to do with the girls particularly in the first few weeks. I also wrote a letter to be sent home to the students during the Christmas holidays to welcome them and introduce the unit for Term One. Another note was organised to send home to parents at the end of the first week. In addition to this, homework and the *Homework reading outline* and explanation

# Teacher Profile



*Aesthetically pleasing resources*

was prepared in advance before the term began. This is just an example of some of things that were done leading up to the beginning of the year.

## ***Q. How did you set up the classroom?***

Try to get as many friends and family to help out with making resources and setting up the classroom. I endeavoured to create a personalised positive learning environment with a friendly and exciting atmosphere for the girls. Below I have listed some of the things that I did to set up my classroom:

- Matching boxes labeled with each KLA for the girls to put their books.
- Listening post area and reading corner.
- Art table and trolley with a variety of art materials and recycled items.
- Table and chairs set up for guided reading.
- Organised resources labeled into categories, including materials in cupboards.
- Organised assessment folders and labels for filing cabinet.
- Organised stationary i.e. coloured dots for books for each KLA, etc.
- Set up desks with handwriting strips on the top and the child's name.
- Set up baskets for different learning centres and wrote and laminated explanations of each learning centre.
- Inspirational quotes.
- Aesthetically pleasing and stimulating resources for the girls to look at and play with.
- Welcome board for the girls with all their names on it so they feel welcome when they arrive at school.
- Names on lockers.
- Made an editing guide for the girls to use in class.
- Calendar and weather chart.

- Literacy task boards.
- Classroom helpers chart.
- Looked through the book list and worked out what book and stationary I wanted for each subject. Thought about how I was going to label them and where I was going to put them in the room because this is all done on the first day at school.

Each term, I completely reinvent the room to match the particular Unit being studied in the classroom. This certainly motivates the girls to start afresh a new term and they really love returning to school after the holidays to get a surprise and discover the new learning adventure.

## ***Q. How do you feel now that you have taught for three terms of the year?***

Each term, it gets easier because you learn how to work smarter as opposed to working harder. One of things that I found hard to come to terms with at the beginning of the year was that there was so much that I wanted to do for the girls and simply not enough hours in a day to do it all. So, as the year has gone by, I have learnt to prioritise my work better and to put things into perspective. Each term has been like another building block for me. I believe that, in this profession, we should never stop learning and should constantly be making our building blocks higher and higher, therefore developing a greater knowledge of teaching. I am proud of myself and what I have achieved with the girls throughout the year. Being a graduate teacher allows you to have a fresh approach and be open to a variety of ideas. I have contributed to the school by having a positive attitude, great enthusiasm and new ideas to offer.

## ***Q. What do you think is the best part of teaching?***

I can honestly say that I did not choose this career, the career chose me. A large part of this job role is inbuilt. Having a natural rapport with children, a caring nature and a love of teaching is, in some ways, not something that can be taught or learnt. This is genuine passion. This overwhelming factor is so crucial and it allows me to perform my job with 150% effort. The rewards stemming from teaching are immeasurable. It's this aspect of teaching that drives one to go that extra mile. To take part in a child's learning journey and witness their discovery of the world is such a special feeling.



## ***Digital photography in early childhood mentor project***

***Kim Walters***

During 2006 ECTA members throughout Queensland were involved in a mentoring project to investigate using digital photography in curriculum, using photography as a pedagogical approach and developing photographic resources. The project was funded jointly by Joint Council of Queensland Teachers Associations (JCQTA), Australian Government Quality Teacher Program (AGQTP) and Education Queensland.



*Networking: Annie Dickey, Libby Gaedtke, Lisa Cooper and Kim Walters*

Our mentor project commenced with a Videolinq presentation which allowed ECTA to take this professional learning opportunity to rural and remote areas across the state. The presentations were well attended with several participants travelling long distances to attend. The high attendance numbers reinforced ECTA's commitment to delivering professional learning opportunities to all our members. From this telecast, expressions of interest to join the Digital Photography Mentor Project were sought. Seventeen ECTA members were selected from across the state from Cairns to Toowoomba. The project spanned all of the early childhood sectors with Mentees from Community Child Care, Limited Hours Child Care, C&K, Early Intervention, Preschool, Preparatory and Primary settings involved.

As part of the mentor project, I attended two mentoring workshops which proved to be well organised and provided useful information and

strategies. It was also helpful to hear of the success and failures of other projects and to learn together with other Mentors to improve project outcomes.

Mentees were asked to establish goals before the hands-on session but as Liz's email points out this is often a difficult task when you are embarking on a new learning journey. 'The only way I could have improved on it (hands-on training session) was knowing what I really wanted before the day - but I didn't and needed some time to talk with Kim to discuss my options and to make a decision.'

The first order of business was therefore for the Mentee and myself to establish what would benefit them in their specific working environment. Once established the actual hands-on sessions were all very individualised with all the Mentees having different IT skill levels and goals.

During their personal mentoring session in their own school/classroom Mentees focused attention on talking through ideas and developing skills and knowledge. Personal sessions were followed up with group email chats to share feedback, ideas and questions.

During the project I facilitated introductions between Mentees in Cairns and in Hervey Bay to develop networks to support teachers in these rural/remote regions. The three Cairns Mentees were introduced over a lovely meal on the strand. Whilst in Hervey Bay we met over Irish stew. Libby wrote afterward, 'Dinner out was a good idea to meet with Anne, and strengthen that link with other early childhood personnel, and also go over what we'd learned.' Mentees in other areas across the state shared ideas and networked via email. These follow-up email chats helped support Mentees and kept up the momentum and enthusiasm. Mentees enjoyed hearing what others were doing and gained inspiration from this. Many mentioned the value of these exchanges and reading the learning journeys of their fellow Mentees.





Kim Walters and Jenny Bremner

During the project Mentees reached out to others and networked to further build their own and others' skills and ideas. They initiated contact and sharing with other professionals at their site and throughout the local area. A dedicated page was established on our website <[www.ecta.org.au](http://www.ecta.org.au)> to showcase feedback and introduce the Mentees to ECTA members.

Positive outcomes for teachers who participated were an increase in skills and ability and increased confidence to use these in practical ways to enhance communication and learning within their setting. Changes resulted in curriculum strategies, ideas for use and ability to create resources more effectively.

The following words of reflection, shared via email exchange during the project, give an insight into the wide variety of pedagogical ideas that were shared between Mentees during the project.

*I have immense gratitude and satisfaction, not only for the time Kim spent with me, but also for the generous amount of information she kept coming my way alerting me to various tips and wrinkles involved in Digital portfolios. Patricia*

*Kim I picked up on your idea of taking a photo of the kids constructions and scribing the instructions to make them, printing it all out so that it can be shared by their peers. This has been a big hit but I wish I could touch type. It would make everything so much faster. The parents have enjoyed seeing/sharing these and I will compile them and make a book. I have also begun teaching the children how to use the camera so they can*

*photograph what is important to them. So I feel that I am moving on although there is still heaps more to do! Jane*

*Last week I took photos of the props the pirates had for their pirate show (made them into cards). This lead to good recall and stimulated the building of a pirate ship and enhanced play. My 'camera at home' project is going well with the children having their chance to take a camera home to take photos of special things around their home ... and preschool bear goes with them (buddy idea). I still love to use your documentation books ALL THE TIME and the children and parents love to watch the Digital Learning Stories on the computer ... and for me it is so easy to use - very quick! We are also tracking the growth of our silkworms and seeds ... PLUS ALL THE SPONTANEOUS PHOTO SITUATIONS WHICH ARISE!!! Never a day goes by without taking a photo!!! Lisa*

*The benefits to our school community will be enormous. The benefits will also spread to our local early childhood network as we share what we've learnt, demonstrate our knowledge and generally rave about it! The day with Kim unlocked it for me. The Digital Learning Stories on the computer are a big feature in our room. The children are "driving" it now and the parents are also using it nearly daily to see what we've been up to. The parents are so impressed, and I think they really saw the benefits of that one day out of the classroom for my own learning. I've shown it to Year One teachers, two teacher-aides and a friend working in our SEU - DP, so the sharing has begun and we've got some professional learning sessions coming up where we're going to show them how to get the Power Point happening so easily in their rooms. I think the best bit is that Insert Photo Album, as it makes it so quick. Libby.*

*I have been working on my digital portfolios and I now have a slide show for the parents of each day of photos taken during the day. I've been doing documentation of the children's learning, using digital photos, and displaying it around the room. I am starting to use photos to make sequencing cards of things we do such as cooking or the men making a path outside our room. April*

*I have been using digital photos to do newsletters every couple of months - a sheet with twelve small*





*Liz Fallon and Kim Walters*

*photos with captions and then some more information for parents on the back. The children love the photos so, hopefully, they show the newsletters to their parents and talk about what they have been doing at preschool. Lynne*

*The digital portfolios are going great, and I have taught the rest of the EI team how to do them. The other visual resources that you brought have sparked my imagination as well, and we are attempting a few new ideas within the classroom. Jenny*

*Kim my session was great. The only way I could have improved on it was knowing what I really wanted before the day. I consider myself very lucky that I had the opportunity to sit with Kim and discuss what my needs were and then work through these needs and have her set me up and teach me the skills I needed to move forward to closer achieving my goal of spreading the word of the great things my preschoolers do and being able to document their learning in such a personal and valuable way to the children and their parents (as well as me). My preschoolers are in love with their photo stories on the computer, they re-read them all the time, their parents are amazed and my teacher aide's bewildered at how adept they are at manipulating the computer to access this information. Liz*

*I personally found it extremely rewarding to help the ECTA Mentees on their individual digital journeys. Being able to visit their teaching environment and to later hear how my visit had led to direct changes in their*

*pedagogy was very exciting as, due to the visit, I could envisage the displays and resources being offered in their rooms. I felt that the mentor project enhanced communication between parents, children and staff. Having the time set aside during working hours was a special bonus as learning a new skill takes time and, for busy early childhood professionals, time is too often a valuable commodity.*

*It is especially pleasing to read the reports from Mentees who took the next step and mentored others, sharing their newly found skills and pedagogical ideas with other professionals at their school or in the local area. This pyramid effect of Mentees becoming Mentors shows the huge potential that mentoring has in our profession.*

*I would like to thank all the ECTA Mentees for their enthusiasm and sharing during the project.*

*Cairns Jenny Bremner* (Cairns & Cape Early Intervention)

*Cairns Lynne Ireland* (Boopa Weren Kindergarten C&K)

*Cairns April Schipke* (Edge Hill State School Prep)

*Hervey Bay Lisa Cooper* (Kawungan State Preschool)

*Hervey Bay Libby Gaedtke* (Kawungan State Preschool)

*Hervey Bay Anne Dickey* (Hervey Bay Neighbourhood Centre Limited Hours Child Care)

*Gladstone Liz Fallon* (Kinford State Preschool)

*Clifton Loretta Charlesworth* (Clifton State Preschool)

*Sunshine Coast Sue Nichols* (Memorial Park Community Preschool & Kindergarten C&K)

*Brisbane Sharlean Bird* (Lady Gowrie Child Care)

*Brisbane Patricia Hobson* (West End State School)

*Brisbane Shannon Bull* (Wellers Hill State School)

*Brisbane Shae Conomos* (Camp Hill Infant State School Preschool)

*Brisbane Ingrid Nicholson* (Eatons Hill State School)

*Brisbane Jane Speed Smith* (Chapel Hill State Preschool)

*Brisbane Simone O'Keeffe* (Serviceton South State School)

*Brisbane Keria Newman* (Samford Preschool)

*A full list of ECTA members involved in the project can be found on the ECTA website.*

## Regional Groups

ECTA has now nine active regional groups across the state located in Cairns, Whitsunday's, Mackay, Fitzroy, Gladstone, Hervey Bay, Cooloolo, Gold Coast and Brisbane Bayside. Each regional group aims to provide professional networking and/or learning for its members. How a group achieves this is dependent on the group needs and the time and energies of its members. Some groups meet socially to network and catch up with each other informally to share concerns and achievements between sectors. Other groups organise workshops or large regional conferences. Groups may choose to meet as often as they wish. They may invite a guest speaker to a meeting or hold a sharing or resource-making afternoon. Other groups may meet specifically to facilitate professional development events.



*Cooloolo Regional Group  
afternoon networking*

There are no requirements imposed by the State Coordinating Committee for how or when the group meets or for the group to facilitate workshops or conferences. We do ask, however, that

the regional group be inclusive of all professionals in the various early childhood sectors. If a regional group chooses to facilitate a professional development opportunity in their region, they may apply to the State Coordinating Committee for a professional development grant of up to \$500 per year to help cover the costs involved.

Several major changes to the Regional Group Policy Statement during 2006 have streamlined the regional group registration and accounting process. Each regional group now has a bank account opened on their behalf by the State Coordinating Committee. Paperwork is prepared by the State Coordinating Committee and sent to the nearest Bank of Queensland branch in the region. The two ECTA financial members who nominate to be the signatories for the regional group cheque book simply need to provide identification verification to the branch and sign the pre-prepared paperwork. Each month the regional group and State Coordinating Committee will receive bank statements. There is now no

requirement for regional groups to submit Business Activity Statements (BAS). Regional groups who have more than \$1000 revenue other than ECTA grants are required to submit a simple statement of income and expenditure.

Registered regional group benefits include:

- *Educating Young Children* journals for the group library
- DVD recordings of selected Videolinq presentations and ECTA Annual Conference main address and/or master classes
- petty cash grants of \$50 each year
- professional development grants of up to \$500 per year
- ECTA insurance to cover professional development initiatives
- participation in Videolinq presentations televised across the state (dependent on availability)
- dedicated regional group webpage to advertise events and showcase initiatives
- support of the State Regional Group Coordinator.

The State Regional Group Coordinator, presently Kim Walters, provides a link between regional groups and the State Coordinating Committee. Kim is available to give advice and support on all matters concerning facilitating workshops and conferences. Email exchange builds on professional networks and informs regions of the key issues and professional development opportunities being offered across the state.

This year the State Coordinating Committee are interested in the formation of special interest regional groups. It is envisaged this may be a group that might meet on-line with members coming from across the state. These regional groups are joined not by location but by a shared interest. Groups might consist of early childhood professionals working with special needs children, for example, or teachers new to the early childhood setting who feel they would like to network with others for support and/or inspiration.

The Regional Group Policy Statement and registration forms are available on the ECTA website <[www.ecta.org.au](http://www.ecta.org.au)> follow the regional group link. If you are interested in forming a regional group or special interest regional group please feel free to contact Kim via email at <[info@digitalpreschool.com.au](mailto:info@digitalpreschool.com.au)> or phone on 0418157280.

## ***Auditory processing in the early years of schooling.***

***Liz Hemingway***

### **What is auditory processing?**

Before we proceed, the difference between hearing and listening needs to be highlighted.

- Hearing is a physiological process involving the identification of sound.
- Listening is an active process using both ears which develops later in childhood and is influenced by environmental noise, fatigue, anxiety, motivation and processing speed. The auditory stimulus travels along the neural pathways to the brain where it is “processed”, allowing the listener to do a number of things instantaneously:
  - determine the direction of the sound
  - identify the type of sound
  - separate the sound from background noise
  - interpret the sound.

Auditory processing (AP) has been defined in a number of ways which include:

*Auditory processing involves attention to detection, and identification of the signal and decoding of the neural message (Katz & Stecker, 1992)*

*The way our central mechanisms receive, perceive, decode and utilize speech/sound signals (Lasky & Katz, 1983)*

My favourite is ... Auditory processing is *What we do with what we hear* (Katz, Stecker and Henderson, 1992)

### **What is an auditory processing disorder/difficulty?**

There is significant debate as to a suitable definition of Auditory Processing Disorder/difficulty (APD), as well as the most appropriate label to describe it. In some areas it is referred to as Central Auditory Processing

Disorder, auditory perception problem, central deafness, and “word deafness”.

In current literature there has been a move from the term Central Auditory Processing Disorder/difficulty (CAPD) to Auditory Processing Disorder/difficulty (APD). For the purpose of this article the term Auditory Processing Disorder/difficulty (APD) will be used.

The American Speech-Language-Hearing Association (ASHA) - 2005 approved the following definition:

*(Central) auditory processing disorder [(C)APD] refers to difficulties in the processing of auditory information in the central nervous system as demonstrated by poor performance in one or more of the following skills:*

- *sound localization and lateralization*
- *auditory discrimination*
- *auditory pattern recognition*
- *temporal aspects of audition.*

So an APD can be defined as an *observed deficiency in one or more of the above-listed behaviours* (ASHA 2005).

### **What causes auditory processing difficulty?**

To make sense of things in the world around us we use information gathered through all our ‘senses’ as well as our attention, memory and cognition skills. Researchers have tried to comprehend how these processes work together, and where and what causes a breakdown in the ability to process auditory stimuli, but as yet they haven’t come up with a conclusive answer.

### **What are the academic characteristics of children who may have APD?**

Baran (1998) offers the following characteristics, but it’s essential to remember



that not all children will present with all the characteristics of:

- poor expressive and receptive language abilities
- poor reading, writing, and spelling
- difficulty taking notes
- difficulty learning other languages
- weak short-term memory
- behavioural and/or social problems which may be linked to poor language and academic skills.

Often APD becomes more obvious in poorer listening environments such as open classrooms and with background noise. Frequently, children may not demonstrate any problems until they begin formal school and have to listen actively in order to learn.

Some children get through the preschool/preparatory years without their listening or auditory-attending difficulties being noticed. They use compensating strategies such as being alert to visual cues, reading body language, and predicting what will be said next. Sometimes they are incorrectly thought to be “better listeners” than other students.

Year One may be the first time these children are educated in large classrooms where oral instruction is one of the chief ways of teaching. By the end of year one, a child who experiences substantial APD may begin falling behind academically, start to misinterpret oral directions, and experience limited success mastering sound-symbol relationships. Difficulty with learning to read and a consequent increase in frustration levels, usually ensures they are noticed and their auditory difficulties identified.

Others slip through the ‘net’ using well developed compensatory strategies. Frequently, their “listening” problems are ascribed to gender, or that the child makes a choice as to whether they listen or not. There may be a number of reasons why this appears to be so:

- noise levels in the classroom vary
- teacher’s voices range from 20 decibels louder or softer than the noise of the classroom
- the pace and pitch of the teacher’s voice
- the direction the teacher faces when talking
- the number of children in the room whose bodies absorb sound
- the proximity of a classroom to noisy areas such as the playground
- the position of the child in the class room.

Listening and processing auditory information is an effortful activity for a child with APD and, consequently, the child may tire more easily than his or her class mates. Being physically tired adds to the processing difficulty and frequently results in an increase in frustration levels. If a child feels things are ‘too much’ to cope with, there may be a decrease in attention or concentration. Children who experience APD may present as less able to process spoken language when they are tired or in times of transition e.g. changing class.

The school learning environment is susceptible to numerous changes and it is easy to understand how this might affect the ability of a child with APD ability to learn.

### **How is an auditory processing difficulty identified?**

A parent or a teacher may be the first person to notice symptoms of an auditory processing difficulty. Given the complexity of auditory processing disorders, it is vital to involve a multidisciplinary team including school guidance officers, doctor, teachers, parents, audiologists and speech-language pathologists.

Auditory processing abilities develop at different rates in different children and the recommendation is that APD testing for children aged seven and older is appropriate. However, there are much younger children whose auditory behaviours, language, and



academic characteristics indicate that APD is a strong possibility and, even without a formal diagnosis, these children would benefit from classroom support.

An audiologist will give tests that can determine the softest sounds and words a child can hear, as well as a battery of tests which will assist to identify the processing problem.

A speech-language pathologist can identify how well a child understands and uses language.

The school guidance officer will provide information about cognitive and behavioural issues that may contribute to classroom performance.

Checklists that ask teachers and parents to observe the child's auditory behaviours may be used to determine a need for the APD evaluation. All the information gathered will assist in the most appropriate diagnosis being made.

## **What can be done to help children with APD in the classroom?**

Many techniques effective with children with APD would be beneficial to other children, as long as the strategies employed are specific to the child's areas of need (Bellis, 1996; Chermak & Musiek, 1997):

- modify the environment by reducing background noise and other distractions
- ensure that the speaker gets the child's attention before speaking
- seat the child close to the speaker
- use a slower speaking rate
- be specific – instructions must be simple, concise, concrete
- encourage the child to check that he or she "heard" all of the instructions
- use images or gestures to reinforce understanding and memory of a sequence or list

- allow time for the child to respond or catch up
- teach the child compensatory strategies or "meta" strategies to listen actively.

Homes, church and shopping centres are also noisy places, and parents can apply the same basic rules as for the classroom.

## **References**

- Katz, J, Stecker, N & Henderson, D "Introduction to Central Auditory Processing," in Katz, J, Stecker, N & Henderson, D (Eds.) *Central Auditory Processing: A Transdisciplinary View*, Chicago: Mosby Yearbook, 3-8, 1992.
- Lasky, EZ, & Katz, J 1983, *Central auditory processing disorders*. Baltimore: University Park Press.
- American Speech-Language-Hearing Association. (2005). (Central) Auditory Processing Disorders–The Role of the Audiologist [Position statement].
- Baran, J A 1998, *Management of adolescents and adults with central auditory processing disorders*. In Masters MG, Stecker NA, & Katz, J (Eds.). 1998. *Central auditory processing disorders: Mostly management*. Needham Heights, MA: Allyn and Bacon, pp.195-214.
- Bellis, TJ 1996. *Assessment and management of central auditory processing disorders in the educational setting: From science to practice*. San Diego, CA: Singular Publishing Group.
- Chermak, G & Musiek, F 1997, *Central Auditory Processing Disorders: New Perspectives*. Singular Publishing Group, Inc. "What we do with what we hear"

***Often APD become more obvious in poorer listening environments such as open classrooms and with background noise. Frequently children may not demonstrate any problems until they begin formal school and have to listen actively in order to learn.***

## ***Habits of mind***

***Phillip Moulds and Michelle Ragen***

### ***Dr Phillip Moulds***

Phillip is the Deputy Headmaster – Curriculum of Brisbane Grammar School. Along with his teaching of Physical Science to grades 9-12, he has responsibilities in the areas of school planning, professional and curriculum development and administration.

While teaching, Phillip completed his PhD at the University of Queensland in 2002, with his thesis exploring the deliberate teaching and assessment of thinking processes and dispositions (Habits of Mind). In 2003 he received a prestigious Westfield Premier's Scholarship as a part of the Queensland 2003 Teacher Excellence Awards, and was awarded the Australian College of Education Teacher Excellence Award in 2004.

### ***Michelle Ragen***

Michelle is the Assistant Head of English at Brisbane Grammar School. As well as teaching English in Years 9-12, Michelle has an active role in developing curriculum resources and implementing the pedagogical framework.

---

### ***Introduction***

The Habits of Mind are a very natural idea. Think of children that you know, and you will be able to identify characteristics that they demonstrate when they are actively engaged in thinking and learning. It is these characteristics that suggest the general concept of the Habits of Mind and make it persuasive at the same time.

Considerable research demonstrates that successful people in almost any walk of life also display these characteristics or dispositions. Art Costa calls them Habits of Mind. They are patterns of thinking and behaving in intelligent ways and are displayed when people are confronted with life's dilemmas and problems. We want our children to develop those habits that lead them to become lifelong learners, effective problem solvers and decision makers, able to communicate with a diverse population and to understand how to live successfully in a rapidly changing, high-tech world.

In this article Costa's 16 Habits of Mind will be described. Strategies for how you, as teachers, can help your children develop these habits, and ways to observe whether your children are getting better at them will be suggested. This list is not meant to be complete. As we learn more about

these habits, we will discover additional indicators of growth in children's thinking abilities.

### ***1. Persisting***

Efficient problem solvers persevere even when the solution to a problem is not readily apparent. They have a wide range of problem-solving strategies. Children often give up in despair when the answer to a problem is not immediately known. You might hear them say, "I can't do this," "It's too hard," or, they just want to get the task over with as quickly as possible. They lack the ability to analyse a problem, to develop a system or strategy to approach the problem.

Children develop persistence by increasing their use of alternative strategies of problem solving. They collect evidence to indicate that their problem-solving strategy is working, and if one strategy doesn't work, they know how to back up and try another. They realise that their strategy must be rejected and another employed.

Help your children by reminding them of previous successes with similar problems, that there are many strategies to try, and that they are effective problem solvers. It is more helpful to learn three ways to solve one problem rather than learn one way to solve three problems!

## **2. Managing Impulsivity**

Successful people have a sense of deliberativeness. They know how to monitor their own impulses and resist jumping to conclusions. Often children blurt the first idea that comes to mind, shout out an answer, start to work without fully understanding directions or make immediate value judgments about an idea – criticising or praising it before considering its pros and cons. They may take the first suggestion given or accept the first idea that comes to mind rather than considering alternatives and consequences of several possible directions.

Help your children to learn to manage their impulses, by asking them to explain rules before beginning a task or game, talking over a plan for solving a problem, exploring alternative problem-solving strategies, and considering consequences of actions before beginning.

## **3. Listening to Others - With Understanding and Empathy**

Successful people spend an inordinate amount of time and energy listening. They empathise with, and strive to understand, other people's points of view. Being able to paraphrase another person's ideas, detecting indicators of their feelings or emotions, accurately expressing another person's concepts, emotions and problems - are all indications of listening behaviour.

Some children ridicule, laugh at, or put down each other's ideas. They are unable to build upon, consider the merits of, or operate on another person's ideas. You will know if your children are getting better at listening when they can attend to another person, demonstrate an understanding of, and empathy with, another person's idea or feeling by paraphrasing it accurately, building upon it, clarifying it, or giving an example of it. When a student can say, "Peter's idea is ... but Sarah's idea is ..." or "Let's try Shelley's idea and see if it works," or "Let me show you how Gina solved the problem, then I'll show you how I solved it," then you know they are listening to and understanding others' ideas and feelings.

## **4. Think Flexibly**

Successful people consider alternative points of view. Sometimes children think that THEIR way to solve a problem seems to be the ONLY way. They may decide that THEIR answer is the only correct answer. They are more interested in knowing

whether their answer is correct, rather than being challenged to find other answers. They avoid ambiguous situations and have a need for certainty rather than tolerating doubt. Their minds are made up and they resist being influenced by reasoning that contradicts their beliefs.

As children become more flexible in their thinking they consider another person's point of view or rationale. They can state several ways of solving the same problem and can evaluate the merits and consequences of two or more courses of action. When making decisions they will often use such words as "however", "on the other hand," or, "If you look at it another way ...".

Discuss with your children how thinking flexibly can aid their success and describe how you handle situations when working with others who are not flexible.

## **5. Thinking About Their Thinking (Metacognition)**

Successful people are aware of themselves – their own thoughts, actions, values and their effects on others. Often children are unaware of their own thinking while they are thinking. Lacking a plan of action to solve a problem before they begin, they are unable to determine if that plan is working or if it should be discarded and another plan employed. They seldom plan for, reflect on, or evaluate the quality of their own thinking. When asked, "How did you solve that problem?" they may reply, "I don't know, I just did it." They are unable to describe the steps and sequences they are using before, during, and after the act of problem solving. They cannot transform into words the visual images held in their mind.

You can determine if your children are becoming more aware of their own thinking if they are able to describe what goes on in their head when they think. When asked, they can describe what they know and what they need to know, what information is lacking and their plans for producing those data. They can describe their plan of action before they begin to solve a problem. They can list the steps and tell where they are in the sequence of a problem solving strategy; they can trace the pathways and blind alleys they took on the road to a problem solution.

You can help your children by using "thinking words" such as "compare", "analyse", "predict", "classify," and "conclude".

## **6. Striving For Accuracy And Precision**

Successful people appreciate and strive for correctness, elegance, and fidelity. Children, however, are often careless when completing work. Being anxious to finish so they may go on to other things, they seem to feel little inclination to reflect upon the accuracy of their work, to contemplate their precision or to take pride in their accomplishments. Speed of completion surpasses their desire for quality.

You may observe your children's growing desire for accuracy as they take time to check over their work as they grow more conscientious about precision, clarity and perfection. They go back over the rules by which they were to abide, the models and visions they were to follow, and the criteria they were to employ to confirm that their finished product matches exactly. Help them by setting standards: "If you were to do a really excellent job cleaning up your room, what will it look like?"

## **7. Questioning and Posing Problems**

One of the distinguishing characteristics between humans and other forms of life is our inclination and ability to FIND problems to solve. Children often depend on others to solve problems, to find answers, and to ask questions for them. They sometimes are reluctant to ask questions for fear of displaying ignorance.

Over time, we want to observe a shift from parents and teachers asking questions and posing problems, towards the child asking questions and finding problems for themselves. Furthermore, the types of questions children ask should change and become more complex and profound. A child may request data to support another person's conclusions and assumptions: "How do you know that's true?"

You will hear him or her pose more hypothetical problems characterized by "what-if" questions: "What do you think would happen IF ...?" or "IF that is true, then what might happen if ...?"

We want children to be alert to and recognize discrepancies and phenomena in their environment and to inquire into their causes: "Why do cats purr?" "How high can birds fly?" "Why does the hair on my head grow so fast, but the hair on my arms and legs grows so slowly?"

## **8. Applying Past Knowledge To New Situations**

The ultimate purpose of learning is to learn from experience. When successful people encounter

problems, one of the first things they ask themselves is "What do I already know about this?" "What strategies helped me in the past that I can apply to this new problem?"

Too often children begin each new task as if it were being approached for the very first time. Teachers are often dismayed when they invite a child to recall how they solved a similar problem previously and the child doesn't remember. It's like they never heard of it before, even though they had the same type of problem recently. It is as if each experience is a separate event that has no relationship to anything that came before or that comes afterward.

Children can be observed growing in this ability as they are heard to say, "This reminds me of ..." or "This is just like the time when I ..." They explain what they are doing now in making references to previous experiences. They call upon their store of knowledge and experience as sources of data to support theories to explain, or processes to solve, each new challenge.

## **9. Thinking and Communicating with Clarity and Precision**

Language and thinking are closely entwined. Successful people use specific terminology, refrain from over-generalising, and support their assumptions with valid data. When you hear vague, fuzzy language, you detect vague, fuzzy thinking. Some children's language is confused and imprecise. They describe objects or events with such non-specific words as "weird," "nice," or "O.K." Names of objects are such as "stuff," "junk," and "things." Their sentences are punctuated with "ya' know," "er," and "uh."

As a teacher you need to be alert to vagueness in language and help your children become more specific by clarifying some of their vague comments.

As children's language becomes more precise, you will hear them using more descriptive words to distinguish attributes. They will use more correct names and labels. They will spontaneously provide criteria for their value judgments describing why they think one product is BETTER than another. They will speak in complete sentences, voluntarily provide supportive evidence for their ideas, elaborate, clarify, and define their terms. Their oral and written language will



become more concise, descriptive and coherent.

## **10. Gathering Data through All Senses**

All information gets into the brain through the sensory pathways: ears, eyes, skin, nose and tongue. Successful people realise that to learn something, it must be experienced. To know a wine it must be drunk; to know a role it must be acted; to know a game it must be played; to know a dance it must be moved; to know a goal it must be envisioned. Those sensory pathways that are open, alert, and acute absorb more information from the environment than those whose pathways are withered, immune, and oblivious to sensory stimuli.

You will observe your children using all their senses as they touch, feel, and rub various objects in their environment. (Young children may put things in their mouths.) They will request a story or rhyme be read again and again. They will act out roles and “be” the thing: a father, shopkeeper or a fish. “Let me see, let me see,” or “I want to feel it,” or “Let me try it,” or “Let me hold it ...” they will plead.

## **11. Creating, Imagining, Innovating**

“I can’t draw.” “I was never very good at art.” “I can’t sing a note.” Some people think creative humans are just born that way; that creativity is in their genes and chromosomes. Increasingly we are coming to realize that all human beings have the capacity to generate novel, original, clever or ingenious products, solutions, and techniques – if that capacity is developed.

Successful people are creative. They try to examine problem solutions differently, examining alternative possibilities from many angles. They tend to project themselves into different roles using analogies, starting with a vision and working backwards, imagining that they are the objects being considered. Creative people take risks – they “live on the edge of their competence”, testing their limits. Creative people are open to criticism and hold up their products for others to judge and seek feedback in an ever-increasing effort to refine their technique. They constantly strive for greater fluency, elaboration, novelty, perfection, beauty, harmony and balance.

Children often need help to know how to tap their creative potentials. Techniques such as brainstorming, mind-mapping, and metaphorical

thinking help to loosen the thinking. Some examples: ask your children to find connections and hidden relationships among two or more unlike objects: “In what way is gravity is like a feather?” Create your own plant and an environment in which it can live: “How does it feel to be a flat tire?” “How do you think a zero feels?” “Which is crisper, carrot or yellow?” “Which is the happiest room in your house? Why?”

## **12. Responding with Wonderment and Awe**

Enrapture your children with phenomena, intriguing situations and jaw-dropping experiences. Surround them with beautiful scenes, technological marvels and science fiction; let their imaginations take flight. Successful people find enjoyment, enthusiasm and fascination in their work and world. Allow your children range to explore whatever they are intrigued with – as long as they are experiencing the passion. Passion may be the key to creativity.

Invite your children to share their interests – what electrifies and mystifies them. Create a safe environment, where they feel free to share their fascination, their emotions and their exhilaration. Make it cool to be passionate about something! Share with your child your own fascinations. Allow them to see you enthralled and excited about a problem or discovery and compelled with your own work.

You may observe them communing with the world around them, reflecting on the changing formations of a cloud; being charmed by the opening of a bud; sensing the logical simplicity of mathematical order. They will find beauty in a sunset, intrigue in the geometries of a spider web and exhilaration in the iridescence of a hummingbird’s wings.

## **13. Taking Responsible Risks**

Flexible people seem to have an almost uncontrollable urge to go beyond established limits. They are uneasy about comfort; they “live on the edge of their competence”. They seem compelled to place themselves in situations where they do not know what the outcome will be. They accept confusion, uncertainty, and the higher risks of failure as part of the normal process and they learn to view setbacks as interesting, challenging and growth-producing. However, they are not

behaving impulsively. Their risks are educated. They know that some risks are not worth taking!

We need to teach our children how to learn to take intellectual as well as physical risks. Students who are capable of being different, going against the grain of the common, thinking of new ideas and testing them with peers as well as teachers, are more likely to be successful in this age of innovation and uncertainty.

#### **14. Find Humour**

Another unique attribute of human beings is our sense of humour. Laughter transcends all of us. Its positive effects on psychological functions include a drop in the pulse rate, the secretion of endorphins, an increased oxygen level in the blood. It has been found to liberate creativity and provoke such higher level thinking skills as anticipation, finding novel relationships, visual imagery, and making analogies. Children who engage in the mystery of humour have the ability to perceive situations from an original and often interesting vantage point. They tend to initiate humour more often, to place greater value on having a sense of humour, to appreciate and understand others' humour and are able to laugh at situations and themselves. Some students find humour in all the "wrong places"—human differences, ineptitude, injurious behaviour, vulgarity, violence and profanity. They laugh at others yet are unable to laugh at themselves.

#### **15. Thinking Interdependently**

Successful people realise that all of us together are more powerful, intellectually and/or physically, than any one individual. Problem solving has become so complex that no one person can go it alone. No one has access to all the data needed to make critical decisions; no one person can consider as many alternatives as several people can.

Some children do not work well in groups; they have underdeveloped social skills. They feel isolated, they prefer their solitude. "Leave me alone – I'll do it by myself." "They just don't like me". "I want to be alone." Some children seem unable to contribute to group work either by being a "job hog" or conversely, letting others do all the work. Children need to learn how to work in groups, how to justify ideas and to test the feasibility of solution strategies on others. It also requires the development of a willingness and

openness to accept the feedback from a critical friend. Through this interaction the group and the individual continue to grow. Listening, consensus seeking, giving up an idea to work with someone else's, empathy, compassion, group leadership, knowing how to support group efforts, altruism – all are behaviours indicative of cooperative human beings.

#### **16. Learning Continuously**

Intelligent people are in a continuous learning mode. Their confidence, in combination with their inquisitiveness, allows them to constantly search for new and better ways. People with this Habit of Mind are always striving for improvement, always growing, always learning, always modifying and improving themselves. They seize problems, situations, tensions, conflicts and circumstances as valuable opportunities to learn.

Sometimes children confront learning opportunities with fear rather than mystery and wonder. They defend their biases, beliefs and storehouses of knowledge rather than inviting the unknown, the creative and the inspirational. Being certain and closed gives them comfort while being doubtful and open gives them fear.

Our wish is for creative students and people who are eager to learn. That includes the humility of knowing that we don't know, which is the highest form of thinking we will ever learn. Paradoxically, unless you start off with humility you will never get anywhere so, as the first step, you have to have already what will eventually be the crowning glory of all learning: the humility to know – and admit – that you don't know and not be afraid to find out.

#### **In Summary**

This list of the Habits of Mind and the conditions that promote them are not meant to be complete. As teachers, we have great responsibility for instilling these dispositions in our children. We must teach them to value intelligent, creative, and rational action. To do so, however, we must provide the conditions that will nurture these habits. We must believe that ALL children can continue to grow in their ability to behave more intelligently. We must have faith that all humans can become increasingly more gifted than they are presently capable of demonstrating. Finally, we must set an example by becoming models of these habits of mind ourselves.

## Using clay in the early childhood environment

Rebecca Lennon

In Early Childhood settings children are continually exposed to a wide variety of two dimensional visual art experiences but the opportunity to fully explore three dimensional media is not as frequent. This may be due to adults who are inexperienced or lack confidence with clay modelling, but sometimes teachers can be reluctant because using clay can be messy and the final product falls apart, much to the disappointment of the "artist". Don't be put off by the fact that you don't have access to a kiln. There are many simple techniques and methods that can be used with young children to ensure they are engaged in a rich clay experience that builds self esteem, confidence and personal expression.

Clay is a wonderful sensory experience that invites a myriad of language. Children are trying to communicate and express the way that they can mould and change form to represent their world.

*Its malleable nature allows children to have control over the forms they make and have the power to change any part with pressure from their fingers. It is impossible to make mistakes with clay.*

Kathleen Bailer, 2001  
www.k-play.com

Children need to be given time to discover the properties of the clay ... the textures, the forms and the consistency ... to feel, push, flatten, roll, pinch, poke, squeeze, squish and cut. Beginning explorations with clay can be made simple by putting a block of clay on the table for children to investigate. Children need to use their hands to understand how to manipulate and change its shape. Pre-cut shapes limit fine motor development and crush evidence of creativity by encouraging children to rely on the shapes that are provided.

Once children have had meaningful 'play' time, it is important to ensure that children's explorations are 'structured'. This does not mean adults are telling children 'what to do', but the teacher's role is to guide their explorations in a way that ensures children develop skills and acquire new language that prepares them to explain and justify decisions made about their visual representations.

Inquiring minds need to drive explorations. Incidental experiences often bring children's ideas to

life. If we pose questions that provoke investigation, children will automatically be engaged in meaningful problem solving ... How can we make clay stand up? What happens if we ... ? How can we prevent a structure from collapsing? How can we join clay together so it is strong and long lasting? Adults need to work beside children: to act as the "consultant not the director" (Bartel, 2006)

There are four stages of development for 'clay play' in early childhood:

- **Exploration Stage** - children will explore and experiment with clay just to see what it can do. This is a time when they develop the language required to communicate about shape and form.
- **Shape Stage** - children learn how to shape the clay by rolling it into balls and coils
- **Design Stage** - children will begin to explore texture by pressing found objects into the clay.
- **Representational stage** - children will begin to create pieces according to their personal experiences (i.e. people, animals, trees, flowers). <<http://ww2.sjc.edu.syc/claypage>>

### Some techniques for modelling with clay

There are many simple construction techniques that can be easily modelled for young children to ensure they achieve success, strengthen their fine motor muscles and have fun along the way. However, it is important that these techniques are not 'taught' too early. Children are capable of "discovering" these techniques throughout their investigations. The teacher's role is merely to guide.

The following methods are outlined in a developmental sequence according to the above stages.

#### Coils





# Feature Articles

The coiling technique requires the modelling material to be rolled out into long lengths (like snakes). The coils are rolled up to create forms. The structure is strengthened by applying water and scoring the surfaces that are to be joined. They can be smoothed out and blended together.

## *Towers - a Reflection*

I sat at a table with a group of five year old children and modelled rolling out a 'snake' using clay. The children naturally followed. We started to see who could make the longest snake without breaking it. Measuring became of incidental importance. I continued to 'structure' the explorations by turning my snake into a snail...magic! The children were making coils and I began to use the terminology "coil" to foster and extend their language.

One child joined two coils together and pretended they were glasses. They stuck together and the children laughed and explored this individually. We worked together as a group to make coils of many different sizes. We started joining them together to make a wall. The wall started to curve and ended up joining together. We formed a cylinder shape. The motivation levels increased dramatically when the children observed a tower that was growing in front of their eyes. Coils were being made without fear of failure. Many joined us and the children were modelling and explaining the coiling technique for their peers. The group were setting goals for the tower to reach a certain height. As the height was reached they set new height targets. The children brainstormed and decided on a name for their tower...



### *"The Swirling Coil Tower"*

What began as an exploration of a new technique ended up as a peer tutoring maths session about circles, coils, cylinders and heights. Children were engaging in rich and meaningful language that described the process of the coil technique ... and they didn't even realise!

## *Slab constructions*

Clay is sliced or rolled into flat, wide, thick lengths that can be used as a strong support or structure.

Slabs can be curved, straight or stand up. They can be used as a roof, a wall, a floor. The possibilities are only limited by imagination.



## *Castles -A reflection*

After reading a well known fairytale a group of kindergarten children were brainstorming the attributes of castles in response to the idea that home corner could be changed into a castle. As the children were contributing ideas, I was modelling the clay castle in front of them. They, of course, became keen to make one of their own.

Small groups of children worked together to design their own castles. We used large sheets of paper to plan a castle just as an architect would do. We found photos of castles in books and on the internet to help us with ideas. Each group had their own ideas and visions of how they wanted their castle to look. Once the big decisions were made, we set out to bring our castles to life. Problem solving was productive as the children had to discover ways of joining walls together so they would stand up.



# Feature Articles

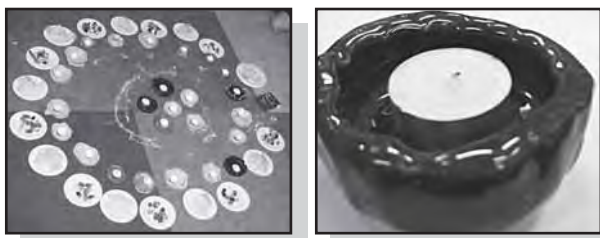
## Pinch pots

Pinch pots begin with a ball of clay and a thumb is pushed in. The pot shape is created by pinching the clay between the thumb and fingers as the ball is turned.



## Diwali Lamps : a reflection

A group of early primary children were exploring a unit of work about other countries. A boy in the class celebrated the "Diwali" with his family and communicated the traditions associated with the Hindu religious festival. We read some stories and looked at traditional artwork that reflected the Indian culture. The word Diwali means "row of lights" and Diwa lamps are lit in autumn to preserve the daylight hours. We made small candle holders using the pinch pot technique.



## Tips for easy clean up

- Cover tables with fabric: old sheets are ideal. Tape them down so that they don't slip. Clay will not stick to the fabric when children are rolling and pushing the clay as it will to mats and tables.
- Use fishing line to cut clay. Tie a large bead on each end of a 20cm length of nylon fishing line
- Have small buckets of water: clay can easily block up sinks when hands are washed. Buckets can be tipped into a garden once finished and this also assists in water conservation in our current water crisis.
- Don't provide water on tables for the children to smooth out the clay if your purpose is for the children to model shape and form. The clay becomes very slimy and difficult to work with.
- Clay can be kept well for up to several days if

wrapped in a damp cloth, covered in thick plastic and kept airtight. To provide moisture, wet sponges can be added to the container or balls of clay can be formed and small amounts of water put inside. If clay has dried out it can be broken or crushed into small parts and soaked in water overnight.

## Tips for ensuring that clay pieces last

- Show children how to join clay so it will last.
1. Older children can make, and then use, a 'slurry' when joining clay. A slurry is water and clay mixed together to form a thick paste.
  2. Score each surface before joining.
  3. Blend and smooth edges together.
- Make sure edges and walls are not too thin as clay shrinks in the drying process and cracking will result
  - Once creations are complete, they can be painted (coated) with a PVA/water mixture. Use about 1/2 water and 1/2 PVA glue. Paint can also be added to the mix if colour is desired.
  - Use small pieces of wood as a base for clay to dry on. The wood is solid and will not bend therefore limiting the chance of cracking. It is also easy to move the clay when needed and make a good long term display solution. Soft wood is always difficult to source for young children to use for wood work, but hard wood is quite good to use in this situation as there is no need to hammer into it.

## References

- Bailer, K 2001 *I am Clay*, [www.k-play.com](http://www.k-play.com)
- Bartel, M 2006 *Clay and Kids: the Natural Way to Learn*, <<http://www.goshen.edu/art/ed/clay&kids.htm>>
- Kolbe, U 2002 *Rapunzel's Supermarket: All About Young Children and their Art*, Peppinot Press Aust
- Linderman, MG 1997 *Art in the Elementary School Brown and Benchmark*, Sydney
- Crombie, M et al. 1998 *Preschool Curriculum Guidelines*, Qld School Curriculum Council, Qld
- Lenten, T et al. 1986 *Praxis: A Guide to Art/Craft Curriculum Development*, Secondary Art/Craft Standing Committee, Victoria
- Wright, S 1987 *In Search of Creative Art in Young Children*, Early Childhood Resource Booklet, No. 4, Qld School Curriculum Council The Arts: Years 1-10 Syllabus (2002) Qld School Curriculum Council, Qld

## ***Investigating science and technology***

***Cathy Meehan and Anne Petriwskyj***

Cathy Meehan and Anne Petriwskyj lecture at the School of Early Childhood, Queensland University of Technology in early childhood curriculum and pedagogy across a range of ages and a variety of topics, including science and technology and inclusive education. Their combined early childhood teaching backgrounds cover child care, kindergarten, preschool, the early years of school and early childhood special education. Their current work with early childhood student teachers on inquiry-based learning in science and technology, places emphasis on exploring, problem-solving, and deepening understanding of the natural and designed world.

While nature awareness experiences have long been a favoured form of scientific exploration in early childhood programs, investigations in areas such as physics, chemistry, geology, astronomy and technology have been more problematic for teachers. This may relate to a sense that these topics are too difficult for young children or may be grounded in teachers' own sense of unease with some of these areas of knowledge. Current views of young children as competent individuals coupled with an understanding that teachers are co-learners rather than experts, offer new opportunities to expand science and technology education in early childhood programs.

### ***Science and technology***

Many people see science as experiments. Technology is viewed as computers. But this paper suggests that science is about wider inquiry about the world, and technology is more broadly about design. Science and technology overlap and interweave but are separate disciplines, each with its own emphasis – science explains the natural world, while technology develops practical solutions in the designed world. They share a focus on inquiry, investigation, thinking and problem-solving, but Fleer and Jane (2004) identify ways they differ.

<b><i>Science involves</i></b>	<b><i>Technology involves</i></b>
Why things happen	How things are made
Identifying questions	Identifying needs
Predicting and explaining causes	Finding solutions
Discovering	Inventing

The strands of the Queensland Years 1-10 science and technology syllabus documents provide a practical framework for thinking about learning opportunities for children aged birth to eight, regardless of the type of program they attend. Science strands are life and living, earth and beyond, natural and processed materials, energy and change, and science and society (QSA, 1999). Technology strands are technology practice (design-make-appraise), systems, materials, and information (including computers) (QSA, 2003).

Science inquiry and investigation are supported in the Quality Improvement and Accreditation System documents, in particular with Quality Area 5, and the Early Years Curriculum Guidelines which support active investigation and problem solving (National Childcare Accreditation Council, 2005; Queensland Studies Authority, 2006).

### ***Simple everyday experiences***

Very young children explore with all senses, so safety is an issue, but many simple everyday experiences and events lend themselves to raising awareness of the world (e.g. mobiles, wind chimes, streamers, lacy curtains, ankle bells on elastic bands, verandah railing shadows, air bubbles in milk (Young & Elliott, 2003a). Toddlers and three year olds enjoy basic gardening provided they can touch things and be involved in watering or planting. Water and sand play may be extended with the introduction of more varied accessories or presentations (e.g. wet sand and jelly moulds), but more thoughtful questioning and comments help to bring out the science and technology concepts (e.g. Where does the water go in the sandpit?





# Feature Articles

How can we keep water in our waterhole?). Children's fascination with their own bodies also offers opportunities to investigate bones, insides and body coverings (Fleer & Leslie, 1995).

## **Children's investigation projects**

Investigation projects arising from children's own curiosity are effective ways to consider both science and technology issues with preschool, preparatory or junior primary children, and engage children in answering their own real-world questions (Young & Elliott, 2003b). Technology projects can include surprising things, and usually incorporate a scientific aspect that can be explored with children (Fleer & Sukroo, 1996). For example:

- Planning playground or room changes – design a new playground or piece of equipment on a computer, drawing on paper, or building with a construction set; problem-solve.
- Building a boat or bridge – read a story part-way through until you come to a problem (e.g. Lighthouse Keeper's Lunch, Mr Gumpy's Outing, Mr Archimedes' Bath), then make a bridge, boat etc to solve the problem (i.e. bridge for the lunch, boat to hold everyone).

## **Richness and Fascination**

Hadzigeorgiou (2001) stresses that the wonder and romance of science needs to be retained if young children are to develop a positive disposition to inquiry, and suggests the use of science stories alongside hands-on investigations. Winer (1996) has produced a series of illustrated poetry books about natural science (e.g. Spiders Spin Webs) while Nayler and Keogh (2005) have developed concept stories that present comic-style illustrations of varied ideas children might hold about phenomena, to prompt discussion.

Songs and movement to music might also create a sense of involvement with phenomena (e.g. Bake a Cake, moving like a cake rising showing air bubbles; Rain, with actions). The use of really beautiful objects can also enhance the experience (e.g. giant leaves can have crayon drawn on their veins, or swamp

bloodwood pods, lotus and jacaranda can be arranged on a brass bowl to touch). Shadow puppets of animal life or machines can illustrate light concepts as well as natural science (e.g. Swimmy story; hot air balloon).

## **Summary**

In summary, children's everyday environments offer many opportunities for exploring science and technology. For teachers, being an 'expert' is not a prerequisite for having real, active and meaningful experiences for young, competent and capable children to discover, question, investigate, theorise, hypothesise, make, create, trial, design, and make sense of their natural and made environments.

## **References**

- Fleer, M. & Hardy, T. (2004). *Science for children: Developing a personal approach to teaching*. Frenchs Forest : Pearson.
- Fleer, M., & Jane, B. (2004). *Technology for children : Research-based approaches*. Frenchs Forest: Pearson.
- Fleer, M., & Sukroo, J. (1996). *I can make my robot dance: Developing a technology program for 3 to 8 year olds*. Victoria: Curriculum Corporation.
- Fleer, M., & Leslie, C. (1995). *What do I look like on the inside? Developing children's understanding about their bodies*. Resource book series, 2(1). Watson: A.E.C.A.
- Hadzigeorgiou, Y. (2001). *The role of wonder and romance in early childhood science education*. *International Journal of Early Years Education*, 9 (19), 63 - 69.
- National Childcare Accreditation Council. (2005). *Quality Practices Guide*. Sydney: Author.
- Nayler, S., & Keogh, B. (2005). *Concept Cartoons in Science Education*. Cheshire: Millgate House.
- Queensland School Curriculum Council. (1999). *Science: Years 1 to 10 Syllabus*. Author: Brisbane.
- Queensland Studies Authority (2006). *Early Years Curriculum Guidelines*. Author: Brisbane.
- Queensland Studies Authority. (2003). *Technology: Years 1 to 10 Syllabus*. Author: Brisbane.
- Young, T. & Elliott, S. (2003a). *Let's discover*. Croydon: Tertiary Press.
- Young, T. & Elliott, S. (2003b). *Let's investigate*. Croydon: Tertiary Press.
- Winer, Y. (1996). *Spiders spin webs*. Sydney: Margaret Hamilton.

## ***Young children's mis/understandings of the ADHD label***

***Beryl Exley***

Dr Beryl Exley, a lecturer and researcher within the Faculty of Education at the Queensland University of Technology, reports on research that examines young children's understandings of the Attention Deficit Hyperactivity Disorder (ADHD) label. Alarming, separate case study interviews conducted with two infant grade boys and three of their non-labelled peers found that these students believed drugs to be the 'answer' to behavioural issues. Furthermore, these students believed that ADHD was a 'contagious disease'. These findings highlight children's mis/understanding of the origins and management of ADHD behaviours and should be of immediate concern to those involved with the care of young children. *All children's names are pseudonyms.* Contact details: <b.exley@qut.edu.au>

---

By all reports, we seem to be in the grip of an ADHD 'epidemic' in Australia. Never before have so many young children been labelled as ADHD, nor have so many prescriptions been written out for the range of psycho-stimulant drugs that are purported to help an increasing number of young children 'manage' their behaviour (Mackey & Kopras, 2001; Miranda, 2005). Yet, most of the literature from the last two centuries that reviews the aetiology of ADHD, drugs to 'manage' the condition and therapy programs to promote the self-regulation of the 'disorderly child' and more effective parenting and teaching have failed to bring about significantly effective change (see Cooper, 2001). Furthermore, much of this literature only offers contradictions. Even in recent years, the medical researchers themselves admit to still being not able to prove that the 'condition' exists, how the stimulant drugs work, nor the long term affects of regular drug taking (Kollins, Barkley & DuPaul, 2001; Hall & Gushee, 2002; Demaray et al, 2003). Despite the inconsistency and controversy, record numbers of young children are being labelled as ADHD and, for many of them, this also means being subjected to a lengthy period of drug experimentation. This article reports on the findings of an interview-based study conducted with infant grade children from an Australian capital city primary school. The study explored young children's understandings of the ADHD label. Two alarming mis/understandings were revealed from children labelled as ADHD and their non-

labelled peers: drugs are needed to change behaviour; and ADHD is a contagious disease.

### ***Mis/understanding One: Drugs are the 'best' solution for changing behaviour***

Due to the children's ages, and to ease into the discussion about inappropriate behaviour with the two infant grade boys labelled as ADHD, I brought along my toy puppy. Puppy is a soft cuddly toy, medium brown in colour, with long floppy ears. I told the children about the fun times Puppy and I had together. I then turned the discussion to his at-school behaviour. I said, 'Puppy has been getting into trouble at school. His teacher said he was calling out in class, not finishing his work, and fighting at playtime. I just don't know what to do with him.' I waited for any impromptu responses. In separate interviews, both boys spontaneously suggested that Puppy could have ADD [sic]. Anthony advised me to take Puppy to a doctor to have the diagnosis of ADD [sic] confirmed. He also suggested that Puppy was behaving the way he was because he's forgotten his tablets. On two occasions, I asked Benjamin to nominate strategies a teacher could use to assist Puppy to control himself. On the first occasion Benjamin said, 'Maybe ask his Mum and Dad to give him four tablets.' On the second occasion Benjamin said, 'Like a big tablet that will make him have self control.' However, the amount of medication that Benjamin suggests is in excess of the dose that he was taking as part of his



# Feature Articles

'management' of ADHD - two 10gram tablets each 24 hours.

In the small group interviews with the young children not labelled as ADHD, Thomas and Elizabeth both view drugs as the solution to changing behaviour.

## **Extract One:**

Thomas – *I think that probably he got a bit crazy at the start and he's a bit mad too...Because he didn't take his tablets.*

Beryl – *And where do you think the craziness came from?*

Thomas – *The way he was born.*

Elizabeth – *Well I don't think that way at all. It's probably just that he didn't take his tablets sometimes. Wilson needs to take his tablets at 10.45 - that's for morning tea - and he takes one for lunchtime, at 1 o'clock. He takes this letter [to the office] from Mr H to tell him to take his tablets.*

Elizabeth speaks with certainty about the significance of drugs in response to Thomas' supposition that ADHD could also be a genetic condition. Elizabeth's belief could be developed through the teacher's unwitting public promotion of drugs for affecting change in the behaviours of students labelled as ADHD.

## **Mis/understanding Two: ADHD as a Contagious Disease**

In an interview with Benjamin, a child labelled as ADHD, we were talking about playground friends for my Puppy. I asked Benjamin what he thought Puppy would do at playtime. Our discussion continued as follows:

## **Extract Two:**

Benjamin – *Just play by himself and that.*

Beryl – *So what would Puppy do if he wanted to go and play with another group of Puppies?*

Benjamin – *Ask.*

Beryl – *What do you think the group would say?*

Benjamin – *No.*

Beryl – *Why would they say no?*

Benjamin – *Because they might be able to catch the ADD[sic].*

Beryl – *Oh, they can't, can they?*

Benjamin – *I just think so, because how did Puppy catch it? ... Because it's a bad disease and it makes him get out of his seat and do bad things like call out.*

In a separate interview with children not labelled as ADHD, another infant grade girl, Ferguson, spoke about another student who she deemed as exhibiting inappropriate behaviour.

## **Extract Three:**

Beryl – *And where do you think he gets the bad behaviour from?*

Ferguson – *His brother, [who] was born with a disease to make him bad.*

Beryl – *What disease?*

Ferguson – *It's this kind of disease, I don't know what kind but he's got a disease and it made him sick and his brother got even worse and now they're two bad boys together.*

This research highlights young children's mis/understandings of the origins of ADHD and their belief in the primary role of drugs in changing behaviour. These findings should be of immediate concern to those involved with the diagnosis and support of children labelled as ADHD. Care should be taken to ensure ALL young children have adequate and reasonable understandings of the origins of behavioural labels, realistic understandings of the role of drugs, and knowledge of alternative strategies. Misunderstandings such as the ones revealed in this study should be corrected; however, doing so is easier said than done. As the introductory paragraph argued, even those involved at the forefront of research into ADHD cannot agree upon the origins, the primacy of drugs and alternative strategies.



# Feature Articles

## References:

Cooper, P 2001 Understanding AD/HD: A Brief Critical Review of Literature, *Children & Society*, 15, 387-395.



Demaray, MK, Schaefer, K, & Delong, LK 2003 Attention Deficit/Hyperactivity Disorder (ADHD): A National Survey of Training and Current Assessment Practices in the Schools. *Psychology in the Schools*, 40(6), 583-597.

Hall, AS & Gushee, AG 2002 Medication Interventions for ADHD Youth: A Primer for School and Mental Health Counsellors. *Journal of Mental Health Counselling*, 24(2), 140-153.

Kollins, SH, Barkley, RA, & DuPaul, GJ 2001 Use and Management of Medications for Children Diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). *Focus on Exceptional Children*, 33(5), 1-23.

Mackey, P, & Kopras, A 2001 Medication for Attention Deficit Hyperactivity Disorder (ADHD): An Analysis by Federal Electorate (Inquiry analysis No. 11. 2000-01). Canberra: Federal Parliament.

Miranda, K 2005 New Drugs Subsidised on the PBS. Retrieved xxxx, 2006. Available from <<http://www.health.gov.au/internet/ministers/publishing.nsf>>

- NO ENTRY FEES
- \$1.50 PER WEEK ADMINISTRATION FEE
- LOW OPERATIONAL COSTS
- COMPREHENSIVE INCOME PROTECTION AND LIFE INSURANCE
- MEMBER INVESTMENT CHOICE
- BALANCED GROWTH OPTION HAS RETURNED A COMPOUND AVERAGE INTEREST RATE OF 9.65% P.A. SINCE THE FUND'S INCEPTION - 1989
- NO COMMISSIONS PAID TO ADVISERS OR BROKERS
- WEBSITE WITH EASY TO USE CALCULATORS TO PROJECT YOUR RETIREMENT INCOME
- ACCESS TO DISCOUNT HOME LOANS, LOW COST CREDIT CARD & OTHER BANKING PRODUCTS
- FINANCIAL PLANNING SERVICE (INCLUDING SALARY PACKAGING)
- ALLOCATED, MARKET LINKED & NON-COMMUTABLE PENSIONS
- SOLID RETURNS

YEARS TO 30 JUNE 2005	COMPOUND AVERAGE* RETURNS % P.A. BALANCED GROWTH OPTION
1 YEAR	13.90
2 YEARS	13.70
3 YEARS	9.93
5 YEARS	7.77
10 YEARS	9.34
SINCE INCEPTION (1989)	9.65

\* AVERAGE IS THE COMPOUND AVERAGE OF THE ANNUAL RETURNS FOR THE NUMBER OF YEARS SHOWN.

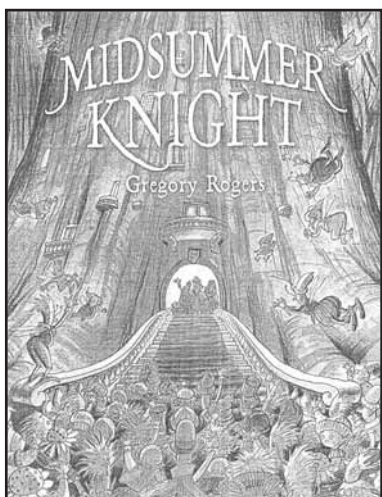
**WEBSITE: [WWW.QIEC.COM.AU](http://WWW.QIEC.COM.AU)**  
**EMAIL: [INFO@QIEC.COM.AU](mailto:INFO@QIEC.COM.AU)**  
**CONTACT QIEC SUPER ON (07) 3238 1290 OR 1300 360 507**  
 TELEPHONE QIEC SUPER FOR A COPY OF THE FUND'S PRODUCT DISCLOSURE STATEMENT (PDS).  
 YOU SHOULD CONSIDER THE PDS BEFORE MAKING A DECISION ABOUT BECOMING A MEMBER.

## Title: Midsummer Knight

Author: Gregory Rogers  
Published by: Allen & Unwin

ISBN: 9781 741 145 236  
RRP: not stated

Reviewed by: Bronwyn MacGregor and Anthea and Camilla (aged 5 and 15)



What is interesting about this book? Well, for starters ... it has no words. It is the work of Brisbane illustrator, Gregory Rogers. Rogers was the first Australian to be awarded the prestigious Kate Greenaway Medal for illustration, and his first wordless picture book *The Boy, The Bear, The Baron, The Bard* received many awards and was selected as one of the ten best illustrated picture books of 2004 by the New York Times. The quality of Rogers' illustrations makes the telling of this visual tale imaginative and entertaining but, if you're wondering how to make the most of this swashbuckling story of friendship and courage in the classroom, you can access Teachers Notes from the Allen and Unwin website. To find out how what a young reader thought about this wordless book, I asked five-year-old Anthea to review the story with the help of her older sister Camilla. Here's what they thought:

Camilla and Anthea: The story is about a bear that is chased by bees and goes into a kingdom where he finds a fairy. Then the fairy takes him on a bird through the kingdom. The bear goes to the palace where he gets locked in the dungeon. He finds the king and queen there also. The bear pretends to be a monster and they all get out. They catch the baddie and there is a big fight. The baddie gets squashed by the bear. The king and queen give him a medal and then the bear goes back home. Anthea says you can make the story up from the pictures (there are no words) Anthea liked the bear and the baby bird. Camilla thought the illustrations were very detailed and full of story.

## ECTA PHOTOGRAPHIC COMPETITION



Fourteen photographs were presented for judging at the recent ECTA AGM. The winning photograph was taken by Roslyn Heywood of the Theodore Early Childhood Centre. Roslyn wins free membership to ECTA for 2007, and a fabulous all-in-one printer donated by Hewlett Packard. Roslyn's photograph best represented the theme 'Adults and children learning together'. All other photographs submitted for judging are featured on the ECTA website at [www.ecta.org.au](http://www.ecta.org.au)

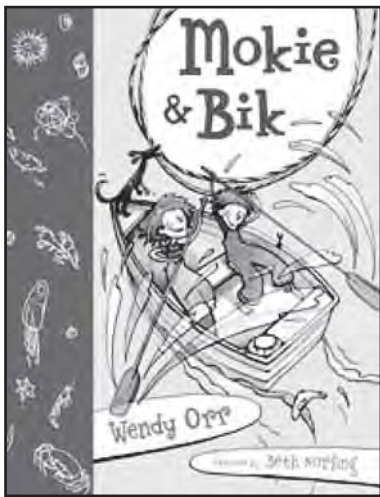


## Title: Mokie & Bik

Author: Wendy Orr  
Illustrated by: Beth Norling  
Published by: Allen & Unwin

ISBN: 1741 145 503  
RRP: \$14.95

Reviewed by: Bronwyn MacGregor and Isabella Ganko (aged 12)



Twins, Mokie and Bik set sail on their houseboat, the Bullfrog and adventures abound. In the company of Laddie the dog and Slow the sleepy turtle (yes Turtle), these youngsters encounter chaotic fun on the high seas while Mum is busy Arting (yes Arting), and Ruby sings old sea shanties. This book was inspired by the true tales of the author's father and his twin sister, who grew up on a houseboat, spoke their own language (hence the arting and the turtle), and got into crazy adventures! It is recommended for reading aloud or for readers aged six to eight. Here's what twelve-year-old Isabella thought of this little book.

Isabella: I think *Mokie and Bik* is a good story for younger readers because it is easy to read with lots of fun pictures. In the story there is a girl, a boy, and a dog. The dog loves the kids and looks after them. The story is full of adventure on a little boat. The two children are always competing with each other. I loved this book; it was full of interesting words and funny little stories about life for two children, a dog and a turtle on a boat.

---

## Title: Pirates Eat Porridge

Author: Christopher Morgan  
Illustrated by: Neil Curtis  
Published by: Allen & Unwin

ISBN: 1741 147 766  
RRP: \$12.95

Reviewed by: Bronwyn McGregor and Luisa Ganko (aged 8)



At first look, this book has everything that should appeal to any young reader. It's got a tree house, a treasure map, a pirate ... and the odd naughty word like 'bum' (giggle, giggle). While the illustrations are black and white, they are comical and cartoon-like. The story is filled with squiddly bottomly questions and a hearty pirate vocabulary that is sure to entertain young readers. The publishers suggest this book is ideal for readers aged five to nine, or for reading aloud - in a BIG pirate voice! Here's what eight-year-old Luisa thought of this little book.

Luisa: *Pirates Eat Porridge* was a good book but I've read some better ones. It was very short for me as I tend to read much longer books. It is about two children left at home when their mother goes shopping. Then a pirate knocks at their door asking if they have seen his treasure map. What happens next is the pirate takes the children for a ride out to sea in their cubby house. They travel to a dangerous island where pelicans spit in pirates' eyes. I think boys who are interested in pirates would like this story. Thank you so much for letting me read it.



## Title: Numeracy in the Early Years - Project Good Start Final Report 2005.

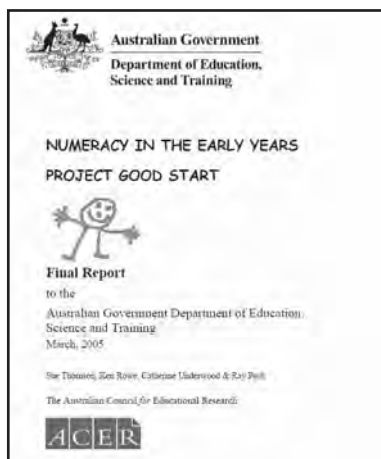
Authors: Sue Thompson, Ken Rowe, Catherine Underwood & Ray Peck

Published by: ACER

ISBN: 0 86431 461 2

RRP: available for download <[www.acer.edu.au](http://www.acer.edu.au)>

Reviewed by: Kim McNamara, Head of Curriculum, Wellers Hill State School



*Project Good Start* was an initiative of the Australian Government to support their main objective of providing young children with strong foundational skills in literacy and numeracy.

The main aims of *Project Good Start* were to:

1. Identify effective numeracy practices in early childhood settings - in both the year before and the first year of formal schooling;
2. Provide parent and community understandings of numeracy; and
3. Examine the results of effective numeracy programmes on young children.

The result of the Project's findings is this final report. The final report provides a comprehensive outline of the background research, samples and analysis of "best practices" in both the year before school contexts and the first year of primary schooling.

The chapters profile each case study and their accompanying analysis. Whilst these chapters are very dense with data, they make interesting reading. Most readers will probably benefit from reading the case study which matches their own context. A reading of at least one other context which is different from their own would also make for interesting professional reading and serve as a great comparison.

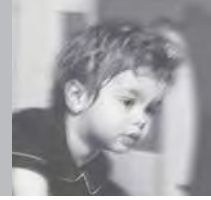
Of most interest, is the chapter which outlines the Project summary and findings. Ten findings are listed and they deal with issues such as numeracy assessment, professional development, indigenous students, effective teachers and curriculum. Each finding is brief and to the point and therefore makes excellent and informative professional reading.

The Appendices provide samples of survey instruments which were used to collect the data for the Project. These instruments would be useful for both teachers and administrators to gather information about the students, programmes and teachers in their own schools.

Readers should not be deterred by the thickness of this publication, but instead choose the chapters which are most relevant to them as professionals.

### ***From the bookshelf...***

Family Planning Queensland (FPQ) will launch its first illustrated children's storybook *Everyone's got a bottom* this year. *Everyone's got a bottom* is about self protection skills for young children under eight years old. It's part of FPQ's campaign for early childhood sexuality education as a child protection measure. The book was produced collaboratively by author Tess Rowley, illustrator Jodi Edwards, and FPQ educators and is published by FPQ. *Everyone's got a bottom* is available from 3 April 2007. For details go to <[www.fpq.com.au](http://www.fpq.com.au)>



# DATE CLAIMER

## **ANNUAL ECTA CONFERENCE 2007**

**SATURDAY 23rd June 2007**

**KEYNOTE SPEAKER – ROBYN MOORE – *The Voice of “Blinky Bill”***  
*who will speak about “The Power of the Word”*

The Annual ECTA Conference for 2007 will be held on  
Saturday 23rd June at John Paul College, Daisy Hill, Brisbane

For 30 years, Robyn Moore has been changing people's perceptions through “the power of the word” as an educator, in advertising, syndicated radio comedy, animation series and now as a speaker at National and International Conferences. She is passionate about increasing access to human potential and opening pathways to 100% participation in life through “breakthrough” communication! This highly entertaining, inspiring and thought-provoking keynote presentation is designed to “shake up” participants' perceptions of effective communication, leadership and the truth about their own power as educators, leaders, parents ... human BEINGS. The Keynote also sets the scene for the whole “life-altering” inquiry into re-discovering passion, values, potential and satisfaction. This theme will be further extended in a Masterclass to be held in the morning.

There will also be two other Masterclasses - Stefania Giamminuti (Reggio Emilia) and Clinton Woodvine (Circus Challenge) and at least 15 other Workshops to choose from dealing with a range of professional and curriculum issues. There will also be an exciting and interesting Lunch-Time Programme.

Conference brochures will be posted to ECTA members in mid-March but at least one week before the general mail-out. This will give ECTA members a chance to register early and get their first or second Masterclass/Workshop preference. The 2007 Annual ECTA Conference looks to be another successful professional learning event. Look out for further information on the ECTA web-site <[www.ecta.org.au](http://www.ecta.org.au)> over the next few months.

## Guidelines for contributors

The ECTA journal committee welcomes all contributions and ideas for possible inclusion in the journal. These guidelines should help you to prepare your contribution.

### Style

In order to maintain a uniformity of approach within the journal, the *Macquarie Dictionary* and the *Style manual for authors, editors and printers* (6th edn) are preferred as the bases for reference. Australian spelling is used in preference to American.

- All numbers up to twelve should be written as words; figures are used for numbers 13 upwards (e.g. one, eleven, 18, 200). Exceptions are where numbers appear in a table, list or refer to a measure (e.g. Anne was seven years old when she walked 5 kilometres to school).
- Examples of dates and times: 15 February 2006, 1900s.  
If very few numbers are included in the article: She left at ten o'clock. If precision is required: She left at 7.25 am in order to catch the seven-forty train.
- Money is usually written as numerals (e.g. 20c or \$0.15, \$120 and \$88.15) but words may be used in approximations such as 'he made millions of dollars'.
- Titles should be in italics e.g. *The Australian* rather than 'The Australian'.

### Language

Your submission should be written in a style that is jargon-free, easy to read and without the assumption that your audience has any prior knowledge of your topic. If you use an acronym, include the full reference the first time e.g. Early Childhood Teachers Association (ECTA).

Avoid stereotypical, sexist, ageist or racist language. An internet search for 'The Language of Disability' will assist you in this specific area (e.g. 'uses a wheelchair' instead of 'wheelchair bound').

### Specific terminology

We are presently compiling a standardised list of frequently used terms.

Examples are:

- day care (rather than daycare or day-care)
- child care (rather than childcare or child-care)
- preschool (rather than pre-school)
- the Preparatory Year or Prep (rather than prep)
- Year One, Year Two/Three (words rather than numbers)
- 'the staff members are' (instead of the awkward singular noun 'the staff is . .')
- programme (rather than program, unless the latter is correct in the specific context)
- five-year-olds (i.e. age with hyphens)

The journal committee reserves the right to undertake some minimal editing or rewriting in order to maintain conformity of 'house style'. If an article is provisionally accepted, but fairly major changes are required, we will contact you to discuss this.

### Referencing

Ensure you include references where relevant. The preferred ECTA Journal style is that used in the *Style Manual*.

Example from a book: O'Hagan M 2001, *Early Years Practitioner*, 4th edn, Harcourt: London.

Example from a journal: Bredekamp S (2006), 'Staying true to our principles', *Educating Young Children*, Vol 12 No. 2, Spring 2006, Australia.

Direct quotations within your article should be in italics and referenced with name of author and the source.

### Length of contribution (maximum)

- Feature Article: 1200 words • Book review: 300 words • Regular article: 650 words

### Form of submission

Your contribution should be submitted via email to [info@ecta.org.au](mailto:info@ecta.org.au)

Photographs may be submitted digitally – minimum three megapixels on the highest resolution. Art works should be scanned. Photographs require a release agreement. A hard copy should also be included. Author release forms must be signed and a hard copy forwarded to ECTA GPO Box 3254 Brisbane 4001.

Where original artwork or material has been submitted it will be returned at the contributor's request. All contributors will be sent a copy of the journal.

## ECTA COORDINATING COMMITTEE - 2007

### PRESIDENT

Kim Walters  
m. 0418 157 280  
e. [kim@ecta.org.au](mailto:kim@ecta.org.au)

### VICE PRESIDENT

Gary Davey  
m. 0433 391 672  
e. [gdave2@eq.edu.au](mailto:gdave2@eq.edu.au)

### IMMEDIATE PAST PRESIDENT & CONFERENCE CO-CONVENOR

Toni Michael  
m. 0401 692 123  
e. [toni1954@bigpond.net.au](mailto:toni1954@bigpond.net.au)

### SECRETARY

Bronwyn MacGregor  
m. 0422 933 187  
e. [bron@ecta.org.au](mailto:bron@ecta.org.au)

### TREASURER

Shae Conomos  
m. 0407 732 193  
e. [shae@ecta.org.au](mailto:shae@ecta.org.au)

### JOURNAL EDITOR

Lynne Moore  
m. 0418 199 914  
e. [l.moore@candk.asn.au](mailto:l.moore@candk.asn.au)

### CONFERENCE CO-CONVENOR

Robbie Leikvold  
m. 0407 377 531  
e. [leikvoldbne@optusnet.com.au](mailto:leikvoldbne@optusnet.com.au)

### WEB WEAVERS AND E NEWS

Gail Halliwell  
m. 0410 696 038  
e. [gail@ecta.org.au](mailto:gail@ecta.org.au)

### COMMITTEE MEMBERS

Lyn Hunt  
e. [lyn@adaq.com.au](mailto:lyn@adaq.com.au)  
Ingrid O'Brien  
e. [ingrid@ecta.org.au](mailto:ingrid@ecta.org.au)  
Mark Cooper  
e. [mark.cooper@qed.qld.gov.au](mailto:mark.cooper@qed.qld.gov.au)



