

# 2018



# YEARBOOK

HERITAGE EARLY CHILDHOOD CENTRE

PLEASE REMEMBER THAT WE ARE EDUCATORS NOT PHOTOGRAPHERS. AT HERITAGE WE ARE CHILD FOCUSED (WHICH MEANS SOMETIMES OUR CAMERA MIGHT BE OUT OF FOCUS). WE DO OUR BEST TO CAPTURE THESE SPECIAL MOMENTS BUT IN THE END IT IS THE CHILDREN'S WELFARE AND LEARNING THAT MATTER MOST.



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## our Philosophy Statement

We recognise that teaching & learning have continued to take place on the land on which our Centre stands for many thousands of years. We are honoured to continue this tradition & acknowledge the Ngunawal people as the Traditional Custodians of the land

## our Mission

**Our Mission** is to work together to build a safe, respectful and nurturing environment focused on maximising each child's sense of wellbeing and acquisition of skills for life and learning (*Belonging, Being and Becoming*).

## our vision

**Our Vision** is to create a warm and inclusive family atmosphere where all educators and families feel inspired to work together in a genuine partnership focused on providing a dynamic learning environment to ensure each child realises their full potential. Regardless of race, gender, age, ability, social status or family structure, our vision is to ensure each child is able to participate in all aspects of the program. We value the different gifts that each child brings to our community and embrace the many world cultures represented at Heritage. We celebrate our multicultural roots for the wealth of knowledge and understanding they bring to our community and Aboriginal and Torres Strait Islander cultures, identities and connections to community and country are valued.

**Our Vision for Reconciliation** is to look forward to a day when all Australians celebrate the longstanding and continuing contributions of the First Australians to our nation's shared history and identity. It is important that we, as a country, recognise our true history and past, present and continuing cultures. We acknowledge that it is a child's right to learn about this land, the Traditional Custodians and their histories. We believe that children who are respected and know their rights can be empowered to advocate for others' rights. We acknowledge that racism has no place in Heritage Early Childhood Centre or in the wider community and commit to providing tools and resources to take action against racism. We strive to ensure that we continue to respectfully embed Aboriginal and Torres Strait Islander cultures in all that we do. We are committed to reaching out to Aboriginal and Torres Strait Islanders people within our community to break down barriers and move forward together. As early childhood educators, we understand that from little things big things grow.

## our Aims

**Respect and Dignity:** We aim to ensure each child is given the opportunity to play, discover and grow in an atmosphere of care and mutual respect where their dignity and rights are preserved at all times.

**Emotional Security:** We aim to build warm, respectful and meaningful relationships between all our children, families and educators in order to create a community of learners which is a support network for all. We know that respect comes from being acknowledged, understood and empathised with in relationships that have meaning, and understand the importance of establishing an emotionally secure foundation based on respect in order to support each child's developing sense of self and empathy for others.

**Holistic and Inclusive Approach:** We take a holistic and inclusive approach to caring for and educating our children and aim to develop each child's understanding of the world in which they live by developing broad based knowledge, skills and attitudes to prepare them for lifelong learning. We aim to develop not only every child's cognitive ability but also their social, physical, linguistic and emotional skills.

**Innate Curiosity and Creativity:** Our philosophy is underpinned by the view that each child is naturally creative, capable and inquisitive. We understand that children are fundamentally motivated to explore and discover the world by actively employing a complex network of abilities, interests and symbolic languages. We know that children 'learn through play' and recognise children's agency from birth.

**Connecting to our Environment:** We understand the importance of connecting children to the natural world in order to develop their respect for maintaining the health and beauty of the environment. We are committed to teaching children to care and respect the land of the local indigenous people and to love all the beauty and freedom it has to offer. We value the pedagogy of outdoor learning and are inspired by the Forest School Theory. We believe this approach is essential for building each child's health and fitness, life skills and resilience and aim to balance safety with the need to explore risks in order to encourage children to make sound supported judgements about risk taking. We believe outdoor education fosters a sense of community and adventure, encourages exploration and inspires creative minds. 'Exploring beyond the fence' is a fundamental part of the Heritage program while the surrounding landscape, Australian culture and consultations with a local Aboriginal Elder strongly influence the design of our indoor and outdoor spaces.

**Self-Reliance:** We believe in encouraging children to express themselves and their opinions and allow them to undertake experiences that develop self-reliance and self-esteem. Our educators actively listen to each child throughout the day in order to genuinely understand their needs and what is important to them and strive to create a natural flow of stimulating activities and quiet times where each child feels safe to seek reassurance.

**Qualified Team of Educators:** We embed ongoing critical reflection in all areas of our practice by building a culture of inquiry and continuous improvement among our educators. We believe in fostering a team approach where all our educators are equally respected and valued for their contribution. We employ highly qualified educators and empower our trainees to continually upgrade their qualifications.

**Differentiated Curriculum:** Our educators view every child as a unique person with their own interests, needs and energy levels. We understand that children mature at different rates and have preferred styles of learning and our educators are trained to provide an enriched, flexible and differentiated curriculum. We understand that children learn best when the program reflects their interests and has meaning for them personally and plan our program based on careful observations of each child's individual knowledge, ideas, culture, abilities and interests. We utilise project-based collaborative learning, initiated by children, families, educators or involvement in the wider community to support creative thinking and problem solving. We understand that learning can happen every moment of every day and it is our job to "make the most of every moment."

## Our Core Values

Identity, Respect, Community, Resilience, Contribution.

*"Young children's earliest years are the foundation for their physical and mental health, emotional security, cultural and personal identity and developing competencies"*

United Nations Committee on the Rights of the Child



# OFFICE



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**Heritage  
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procedures  
developer**

**Julia**



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heritage](http://www.anu.edu.au/childcare/heritage)

# Nursery



**Assistant  
Director &  
Team  
Leader**

**kate**



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Team  
Leader**

**Eranga**

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Assistant**

**Titi**



**Sabi**



**Team  
Assistant**

**ALEX**

**claudia**



**Nicole**







**Nursery 2018**



# Toddlers



**Team  
Leader**  
**Kirsty**



**Assistant  
Team  
Leader**  
**preet**

**Team  
Assistant**  
**Dragana**



**Team  
Assistant**  
**Briar**

Heritage Early Childhood Centre



"Where every child is an individual"

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**Team  
Assistant**  
**Brittany**

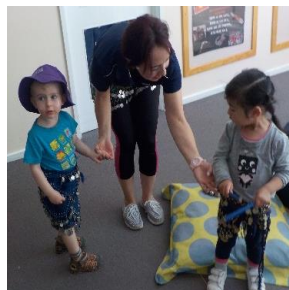


**Team  
Assistant**  
**ROSS**



**Team  
Assistant**  
**Hannah**

**Team  
Assistant**  
**sandra**



**Team  
Assistant**  
**ROCIO**



**MADZ**



**Manju**



**Team  
Assistant**  
**Martha**





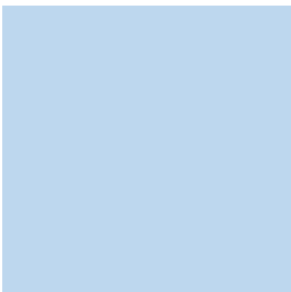
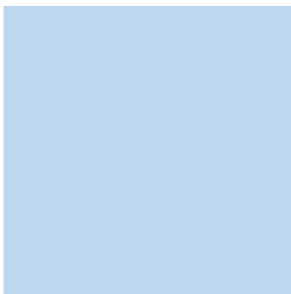
# Toddlers 2018



# preschool



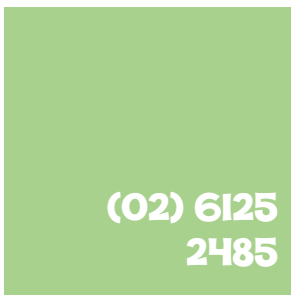
**Team  
Leader**  
**Ryan**



**Assistant  
Team  
Leader**  
**Alicia**



**Chinese  
Language  
Teacher**  
**Tina**



**Team  
Assistant**  
**Tomasz**







**preschool 2018**



# Acknowledgement of country

**Here is the land,  
Here is the sky,  
Here are my friends,  
and here am I**

**We acknowledge and celebrate the First Australians on  
whose traditional lands we meet, and pay our respect to  
the elders of the Ngunawal people past and present.**







Reconciliation Australia

# Reconciliation

## Australia

### 27 May to 3 June

#### Why Reconciliation in Early Childhood Education?

Reconciliation aims to encourage cooperation and improve harmony between Indigenous and non Indigenous Australians. It involves improving relationships by developing an understanding of how history has shaped our relationship with each other and the importance of respecting each other's culture. Reconciliation is important not only to Indigenous people but also to Australia's future as a cohesive nation.



Educators sat down together in our last room meeting and talked about how we can show or teach the meaning of Reconciliation to our little ones. We started to display Aboriginal and Torres Strait Island Flags, and the Acknowledgement of Country in the room. We have also been using more natural resources when the children engage in visual art experiences (painting, collages and playdough). The children enjoyed exploring the natural resources and had a chance to get familiar with them as well. We also have the greetings in different languages in the room to show our respect for other cultures as well. Some common Aboriginal symbols were also introduced to the children to encourage their knowledge about Aboriginal culture. We will continuously set up our environment to be more inclusive and welcoming to all cultures including Aboriginal and Torres Strait Islander culture.



As a part of National Reconciliation Week, the Toddlers went for a walk in the bush lands of ANU and we spoke about Aboriginal cultures and how we can respect the land we live on...



Before beginning our walk, the Toddlers sat in a circle and held hands as we began our Acknowledgement of Country. We spoke about where we were going, some of the things we might see on our walk and the Toddlers has some great ideas of how we can respect the land we live on. We agreed that we are on the land of the Ngunawal People and this is where they used to live... and still do!

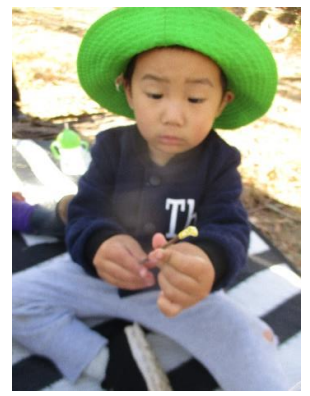


After gathering various natural materials, we sat as a group and had a look at pictures in an Australian Animal book. We looked particularly at the drawings of the animals, who painted them Kirsty asked, 'me' said Jensen, 'an Aboriginal artist' suggested Kirsty, 'we both painted them' reassured Jensen! We discovered that an Aboriginal artist painted them because of the way they were drawn with dots and fine lines, how could we recreate this beautiful work we wondered, 'STICKS' called Joni as he had one in his hand. We set off to find the perfect paintbrush sticks for ourselves.



We created our own symbols in the dirt...





In the shade of a eucalyptus tree, the Toddlers painted using sticks they'd collected from all over as brushes on paper and natural materials such as bark, sticks & pine cones. The Toddlers showed an interest in using the natural materials to create something new & wonderful of their own.





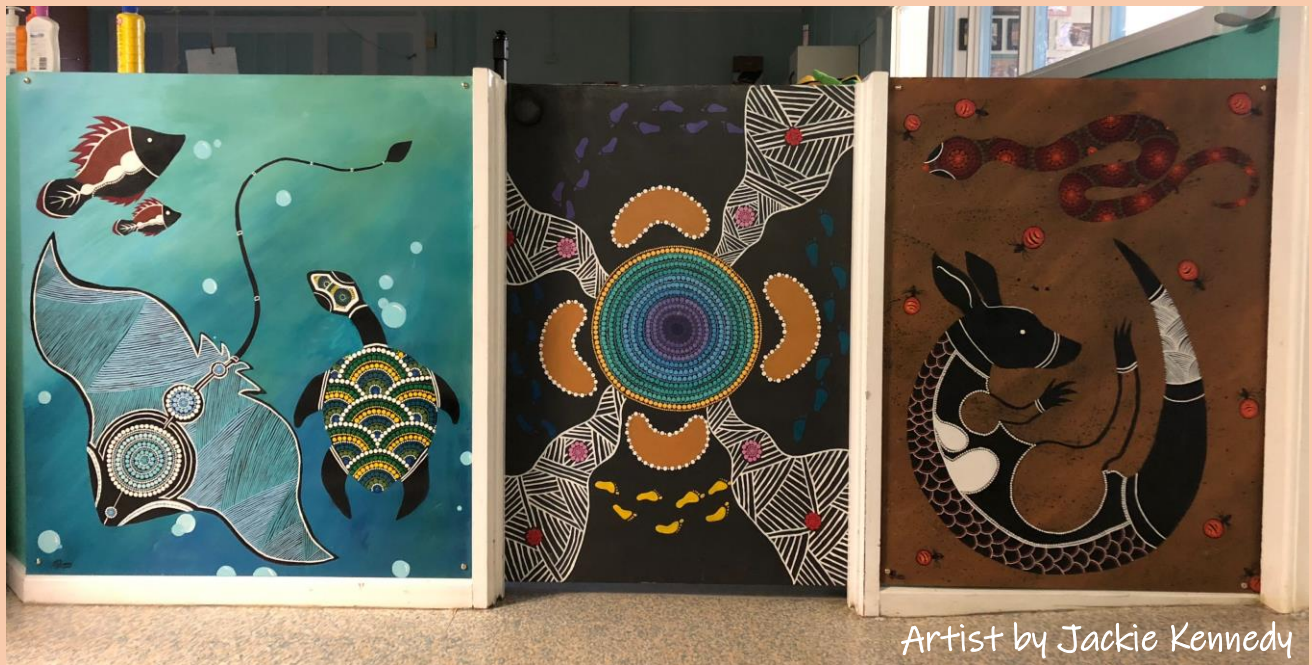


Yumulundi and Welcome greeted Dragana as the Toddlers came together in the garden to participate in group time. Yumulundi means welcome in our Ngunawal language, we also sang a song to greet each other. We looked at the Aboriginal flag, the Toddlers had some interesting ideas about this, 'that's a flag' said Jensen as he pointed towards it, 'that's a circle' said Isla T, 'it's a sun' she added. Looking at the Australian flag, 'they are stars' said Nora as she also pointed to the flag, Daniel and Ted helped to count the stars, '6' they got to! We also looked at the Torres Strait flag, 'green for grass' said Daniel, what a great idea and Isla T added 'water' for the blue part - some great thoughts Toddlers!



In the sunshine on the deck, Toddlers and Preschoolers joined Katie to do some Australian nature yoga! After our Acknowledgement, we warmed up our bodies by hopping around like kangaroos from stepping stone to stepping stone. We then had a go at balancing like a boab tree and perching like a bird on one foot... Then being all different Australian animals in different poses :)

The entrance of Heritage says a lot to people walking through our door for the first time. We wanted people to see how Australian culture is embedded throughout Heritage and for this visual to also show our commitment to reconciliation. We would like to thank Jackie Kennedy for her amazing artwork that helped to encompass these ideas for our front entrance, helping to create an entrance that promotes a feeling of cultural safety.



Artist by Jackie Kennedy

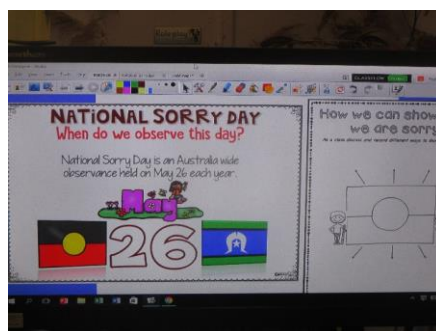
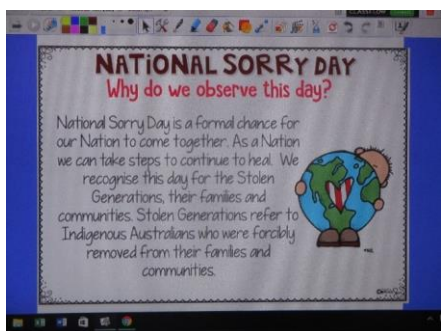




National Sorry Day is an Australia-wide observance held on May 26 each year. This day gives people the chance to come together and share the steps towards healing for the Stolen Generations, their families and communities. Stolen generations refer to Indigenous Australians who were forcibly removed from their families and communities.



At group time today we looked at National Sorry Day which is tomorrow (May 26). Asking what the Preschoolers think 'Sorry' means some of the answers were: Gio, "Be nice", Talma, "Being friends", Ansgar, "You can't be mean or pinch", Sinead, "You have to be sorry for Aboriginals and Amber said, "When your heart is freezing" We looked at what it means to be sorry and how if we say sorry, we follow this by our actions like giving a hug. We looked at what the Aboriginal Flag and Torres Strait Islander colours represent. For the Aboriginal flag, red is the dirt, black is the people and the yellow is the sun. For the Torres Strait Islander Flag, green is the land, black is the people, blue is the water, the star represents the five island groups. I then asked the children what Sorry Day should look like (Ansgar: A birthday cake where everybody gets birthday cake., sound like (Riley: Loud, Alex: I love you) and feel like (Fionn: Sad, Claudia: Happy, Riley: Happier). The children were asked what they could do after they say sorry to make their friends happy. They said: Janthra: Give a hug, Amber: Smile, Ona: Give them tickles



We continue to look at National Reconciliation Week and Sorry Day. We reviewed where European settlers travelled from when coming to Australia and why there was a need to say sorry. The Preschoolers began learning about the Stolen Generations.

- Stanley: They could say can I please go back to my real family.
- Lucas: Cuddles
- Stanley: Pick a flower for them
- Sinead: Put a flower on their hat
- Ansgar: Give them a birthday cake
- Rishi: Playing with your friends
- Fionn: It's Aboriginal Flag
- Xiaoling: There were fighting
- Ruth: Police can give children back
- Sinead: Sad and you cry and miss your home
- Rishi: They miss their children.





Children were sharing aspects of their culture like what they eat, where is that country if they could spot it on the map, what kind of language they are using in that country and whether the people look different or dress differently to Australia.

**Xiaoling:** I am from China, they eat noodles. My mummy is from there. Chinese language and I speak Chinese and English.

**Ansgar:** I am from Germany. Germany is Deutschland. What do they eat there? Sausage. What language? Deutsch and they look the same and they dress the same as here.

**Ona:** I am from Spain. It's a lot of people busy walking there. They eat rice, carrots and beans. There is a lot of dress, pink and sweaters. Different dress. You can say cómo estás, muy bien and hola.



In Chinese we created the Aboriginal flag with crepe paper. We looked at the different colours: Red (红色 Hóngsè), Yellow (黄色 Huángsè) and Black (黑色 Hēisè). We also practised the words for paper (纸 Zhǐ) and for glue (胶 Jiāo) and as we used them we practised saying the words.



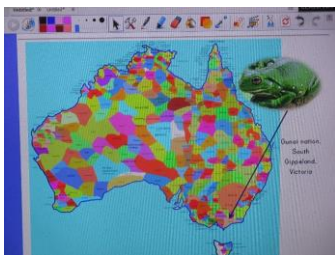


Australian history is becoming much less of a mystery for the Preschoolers as we dive deeper into Stolen Generations territory in a sensitive manner. All the Preschoolers helped build two communities in Australia; a majority Aboriginal and Torres Strait Islander community and an English Australian community. This included trees, shelters, buildings and other structures. Adults and children were also added to the communities. The Preschoolers were reminded that not all Indigenous people have dark skin and we chatted about the differences we can see amongst each other. Much of this related to hair

Then came the trucks which took the Aboriginal children away from their families and back to the English communities. The Preschoolers heard how these children, some as young as themselves, stayed in boys homes and girls homes or with white Australian families. Again, it was reinforced that this happened in the past and we are now friends and working on ways to create a better future together.

The Aboriginal children were not allowed to speak their own language and much of their culture over this time was lost. We talked about all the different languages children speak at home (e.g. Chinese Mandarin, German, Spanish, Catalan, Punjabi, English and more) and how important it is to keep learning and speaking these languages.

Canberra or Gamberra as it is sometimes pronounced in Ngunawal language was a meeting place for neighbouring tribes. To keep with tradition, a meeting with the Preschoolers from next door at University Preschool was organised and we met in the Nursery garden to show them our Fit-A-Thon course and then big garden



We looked at the Aboriginal story of Tiddalik the frog. The story is from the Gunai nation in Gippsland Victoria. The children chose different pictures of animals and cut them out themselves. Tiddalik was a frog that was very thirsty and drank up all of the water causing a drought. All the animals tried to make him laugh like a kookaburra telling jokes or the kangaroo and emu playing Leapfrog, which didn't work. Finally the eel tried and succeeded by twirling around and ended up tying himself into a knot. All the water came rushing back and the drought ended. Tiddalik was so embarrassed all the frogs still hide in reeds and only come out when it is quiet.





# Reconciliation Action Plans

Provide a framework for organisations to realise their vision for reconciliation.

***Our Vision for Reconciliation is to look forward to a day where all Australians celebrate the longstanding and continuing contributions of the First Australians to our nation's shared history and identity. It is important that we, as a country, recognise our true histories and past, present and continuing cultures. We acknowledge that it's a child's right to learn about this land, the Traditional Owners and their histories. We believe that children who are respected and know their rights can be empowered to advocate for other's rights. We also acknowledge that racism has no place in Heritage Early Childhood Centre or in the wider Community, and commit to provide tools and resources to take action against racism. We strive to ensure that we continue to respectfully embed Aboriginal and Torres Strait Islander cultures in all that we do. We are committed to reaching out to Aboriginal and Torres Strait Islander people within our community to break down barriers and move forward together. As Early Childhood Educators we understand that from little things big things grow.***

We are really proud of the improvements and achievements we have made over the past few years and the RAP (Reconciliation Action Plan) helps to continue to support and celebrate further learning, connections and improvements. After successfully submitting our draft, the RAP is now listed on the Reconciliation Australia website.

So how can you help? We are open to any suggestions or contacts you may have that will support our programs and knowledge. Another area you may like to help us with is a gardening project which will be set to start in October. The aim is to turn the front entrance garden into an Australian bush garden with some landscaping and native plants. It is the first glimpse of Heritage that our visitors see and one of our major meeting places for special events.

## Links and further information:

- **Roadmap for Reconciliation by Council for Aboriginal Reconciliation** [www.austlii.edu.au/au/other/IndigLRes/car/](http://www.austlii.edu.au/au/other/IndigLRes/car/)
- **Reconciliation Australia** Reconciliation Australia's website includes a Resources section, which includes a page on 'What is Reconciliation?' This is a good, short statement about what Reconciliation means in Australia. [www.reconciliation.org.au](http://www.reconciliation.org.au)
- **ANTaR Victoria's Reconciliation** ANTaR Victoria is a Reconciliation organisation that believes 'Reconciliation is whitefella business'. <http://antarvictoria.org.au>
- **Australian Government** This website details an Australian Government perspective on Reconciliation with a extensive collection of links to written and visual materials. <http://australia.gov.au/about-australia/australian-story/reconciliation>
- **The Healing Foundation** <http://healingfoundation.org.au/> The Healing Foundation website details work that supports culturally strong, community developed, locally run programs in communities across Australia to improve the wellbeing of Aboriginal and Torres Strait Islander people.





# NAIDOC WEEK

8<sup>th</sup> to 15<sup>th</sup> July

NAIDOC Week celebrations were held at Heritage to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Books and props were used to understand their culture and life throughout the rooms. Preschoolers went to the National Museum which helped them extend their knowledge. Toddlers also went for a walk and enjoyed their connection to the land.

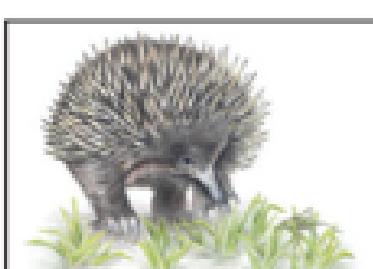


Eranga invited the children to join for story time. Honglin and Shanza came over to the mat area and sat nicely waiting for friends. We acknowledged the country together using our hands. Archie, Honglin and Shanza did the actions following educators. We read a book about Australian animals, 'Special Land.' The children enjoyed looking through the animal masks while identifying them.





# Walking on Country



Brittany created a wonderful Australian bird yoga experience with the Toddlers today and began the session with the Acknowledgement of Country. The book used was titled "Birds Around the Billabong". The Toddlers actively copied the actions. Theo and Magnus were really interested in the book and moved very close to the front to get a good look at all the birds. They also copied the noise of a siren as Brittany explained that a lyrebird can copy sounds (like the sound of a fire engine). Nora and Ted did some great copying of the actions for the majority of the group. Henry C did lots of actions and gave the educators cuddles in between. Harrison, Magnus and Theo liked running across the room to do the action of an eagle. At first Rachel stayed close to Brittany and just watched the other Toddlers, but towards the end of the session she began to copy the movements with a big smile on her face, particularly the emu walk.



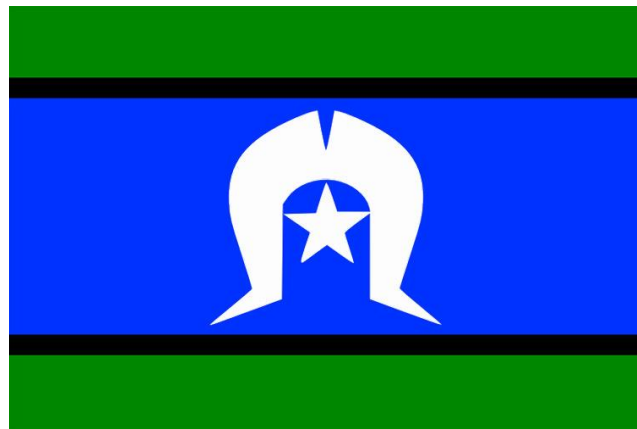
As we walked around we acknowledged our country and talked about the special birds native to our county.



The Aboriginal flag is divided horizontally into halves. The top half is black and the lower half red. There is a yellow circle in the centre of the flag.

The meanings of the three colours in the flag, as stated by Harold Thomas, are:

- **Black** – represents the Aboriginal people of Australia.
- **Yellow circle** – represents the Sun, the giver of life and protector.
- **Red** – represents the red earth, the red ochre used in ceremonies and Aboriginal peoples' spiritual relation to the land.

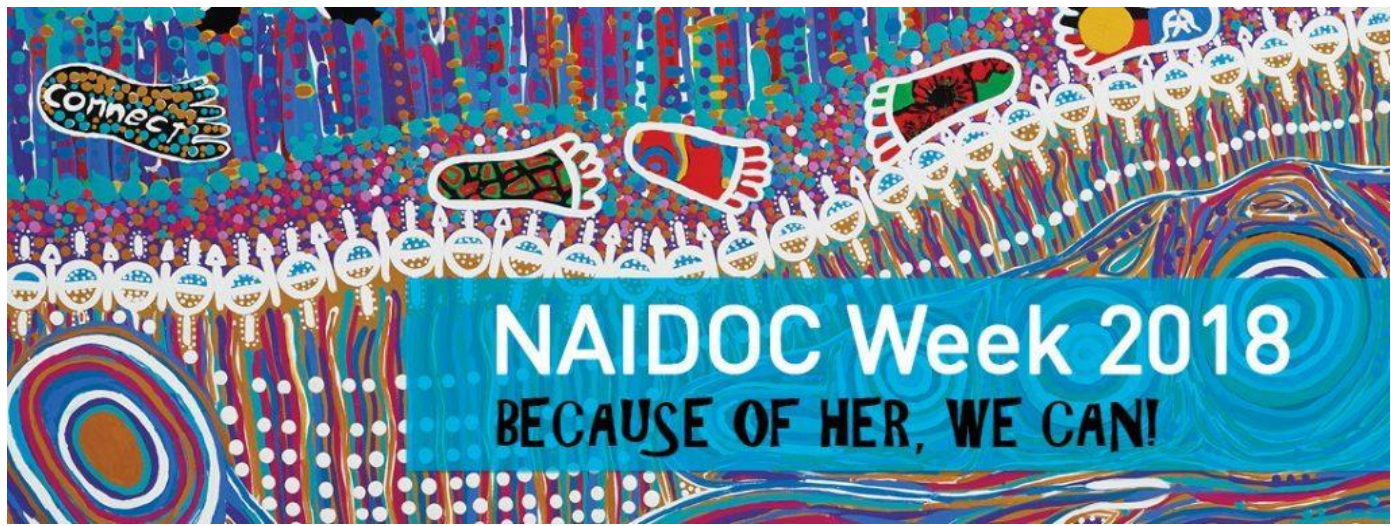


The Torres Strait Islander flag has three horizontal panels, with green at the top and bottom and blue in between. These panels are divided by thin black lines. A white Dhari (traditional headdress) sits in the centre, with a five-pointed white star beneath it.

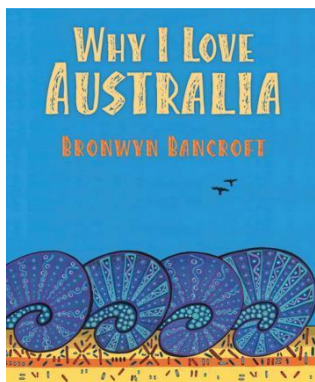
The meanings of the colours in the flag are:

- **Green** – represents the land
- **Black** – represents the Indigenous peoples
- **Blue** – represents the sea
- **White** – represents peace





The Preschoolers placed the Australian, Torres Strait Island, Aboriginal, Russian and Spanish flag in their rightful place this morning after finding them in the Pacific Ocean. We also greeted each other using the Russian greeting "privet", Ngunawal greeting "yolngu" and Spanish greeting "hola".



We read a book called 'Why I love Australia' by Bronwyn Bancroft which has beautifully illustrated pictures using traditional Aboriginal painting and drawing symbols. The Preschoolers discussed what NAIDOC week was about and why it was important to participate in culturally rich Indigenous Australian experiences. To finish off the session the Preschoolers were read a story called Edwina the Emu (Alicia even wore an Emu mask).







The Preschoolers arrived at the Museum and we explored the main foyer which has recently been refurbished. The Preschoolers were all so respectful and very quiet while we walked around exploring. The Preschoolers looked through different parts of the Museum as we walked towards the 'First Australians' exhibition. The Preschoolers spotted the Aboriginal flag many times throughout the Museum and were all eager to find out information about different Aboriginal aspects of the Museum. While we were discussing the fish traps with the Preschoolers, a lady came up and commended the Preschoolers for such wonderful knowledge and said it was beautiful to see how respectful and interested they are in Australian History and as she left with a smile on her face she said "I am so happy that these young children are the future of Australia". This was a wonderful comment and we also feel the same, we were proud educators listening and watching how engaged and interested the children were. The Gallery of Aboriginal and Torres Strait Islander Peoples is the largest gallery at the National Museum of Australia. Many of the stories are told by Aboriginal and Torres Strait Islander people, who speak of diversity and connections, the strength and continuity of identities, and the central nature of spirituality in their lives. As we watched some messages from different Aboriginals the Preschoolers noticed that Tyronne (who comes to visit us) was on the screen and was talking about artefacts around Canberra and their importance to his clan.







Alicia introduced some of the symbols that can be seen in some Aboriginal artwork. We discussed what the children thought each of the symbols meant to them.

- Lucas: sun
- Ava: pattern
- Ansgar: Boomerang
- Gio: Aboriginal drawing
- Sinead: Rainbow
- Bella: Sea
- Rishi: Cool side
- Yago: A car
- Ava: Looks like 'w'.
- Ansgar: Raining
- Alex: Two men
- Claudia: Catterpillar
- Lucas: Teeth
- Ella: Rainbow
- Rishi: Circle
- Alex: Star
- Harry: Mountain
- Janthra: Hill
- Gio: Arrows
- Alex: Kangaroo



Waterhole /Campsite



Fire / Smoke Water



Kangaroo Track



Human Track



Man /Woman



Emu Track /Spear



Rainbow /Cloud



Possum Track



Rain



Star /Sun





Learn about our  
Ngunawal people



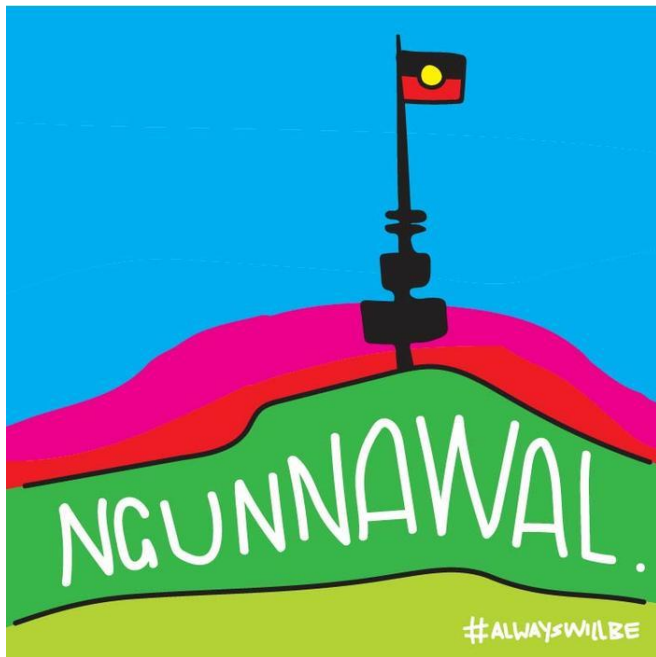
# THUNDERSTONE CULTURE ON THE MOVE



The first session of the Thunderstone Aboriginal culture program occurred today with Ronnie from Culture on the Move. Ronnie and her son Cohen taught the Preschoolers two traditional hunting games. The first involved a stocking (fox tail) and tennis ball (ball of clay) that the Preschoolers swung around and threw towards a target. The second involved large bouncing balls (beroo/kangaroos) and the Preschoolers throwing tennis balls (boomerangs or spears) at the passing beroo working on their target throwing and aim.







Ngunawal Elder Tyronne Bell and his son visited the Preschoolers today as part of the Thunderstone Aboriginal Culture sessions that are facilitated monthly at Heritage. Today, Tyronne began teaching us an Acknowledgement of Country in language which was very new for everyone. Tyronne was particularly impressed with how quickly the children were able to understand and pronounce the Ngunawal words. He said they sounded even better than a lot of adults that he teaches.

The Preschoolers learnt the Ngunawal words for animals such as kangaroo (beroo), platypus, snake, dog, frog and bird. We hopped up and acted out the movements of each animal as well. We also learnt the names for possum and lizard and Tyronne offered to bring some possum and kangaroo for the Preschoolers to try. He also showed us the map of Indigenous Australia with all the language groups throughout Australia.



# NGUNAWAL

# LANGUAGE





# NGUNAWAL PLANTS



We had a Thunderstone Aboriginal Culture Session with Adam Shipp. He showed us all about the native plants that are here in Australia. We tried out some peppermint gum and also had a go at washing our hands with a type of wattle leaf. We also learnt about:

- Murnong:** bush potato / **Galaga:** bush onion / **Peppermint gum:** tea that helps colds and sore throat
- Chocolate lily:** can eat the purple flowers and they taste sweet. These can be found all around Canberra.
- Bush raspberry:** makes a tea that helps soothe a sore tummy
- Bush bandaid:** a sticky plant that goes on a wound stopping bleeding
- Soap bush (wattle):** that made bubbles when they scrubbed their hands in water.







# NGUNAWAL SYMBOLS



Today Aboriginal Elder Tyronne from Thunderstone and the pre-schoolers discussed different Aboriginal Symbols that were used to share stories and messages between his clan and many other Aboriginal communities. He explained to the children that symbols were used to connect to their cultural spirits and beliefs, as well as exchanging messages with others. Tyronne then invited the children to draw particular symbols that when complete told a story. The children were very engaged and tried very hard to draw the symbols all on their own. The Preschoolers then came back together and Lucas, Sinead, Ella, Riley and Yago showed the class and Tyronne their stories.

# TRADITIONAL ABORIGINAL DOLL MAKING







# ABORIGINAL STRAW DOLLS AND ANIMALS



Learn about our  
Ngunawal people



The Preschoolers continued their straw dolls and animals they started last week with Ronnie (Thunderstone Aboriginal cultural sessions) or started their first one if they weren't present on the day. There was lots of wrapping, winding and tying wool around collections of straw.







What a fantastic walk for the Preschoolers today with a very special bonus of Aboriginal Elder Adam Shipp come along for part of the journey. Adam's specialty is bush tucker and he had lots of awesome things to share about native plants and how they can be used for food and other purposes! But first we discussed all the items children, educators and collectively that we would need for the walk. This included bags, lunchboxes, drink bottles, the trolley, toolbox, musical instruments, the base camp map and more. We have been giving the group increasing levels of responsibility on walks with things like the base camp mat and deciding on reasonable boundaries once we arrive at our destination. So off we went with Adam who stopped regularly to educate the Preschoolers. Adam noticed an ants nest and explained that in the colder months the worker ants go out and collect lots of little sticks which they bring back and leave on top of the nest. The sticks absorb heat to make the nest warmer. Then, during the hotter times of the year the ants bring back small white quartz stones which reflect the sunlight, making the nest cooler. What amazingly clever creatures! There was also a Kurrajong tree whose seeds can be eaten in Autumn.



**LEARN  
ABOUT  
NATIVE  
PLANTS**







A green spiky looking plant which Adam called bush rice produces seeds which, you guessed it, look like rice and these can be boiled and eaten or crushed to make a different type of flour. When the seeds are soft and ripe they can also be eaten like cereal for a protein hit. Adam taught the Preschoolers how to say magpie friend in language (sounds like mudgee gurru) which the children started to sing and chant as they continued to walk. The magpie and any other magpies we encountered along the way left us alone.



Adam showed the Preschoolers kangaroo grass which gets its name because the seeds look like kangaroo paws. The seeds can be crushed and ground up to make flour and then bread. And it's gluten free! Last time Adam visited us he brought wattle branches with him to show the Preschoolers how to make bush soap but this time he located a very large wattle tree not far from the Kurrajong. So many native plants!







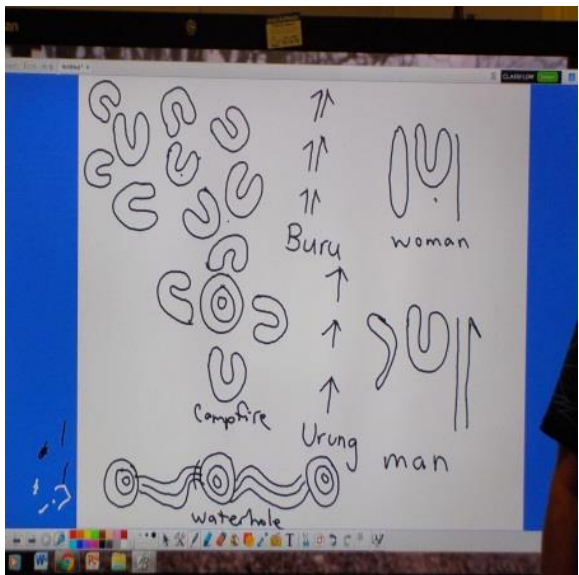
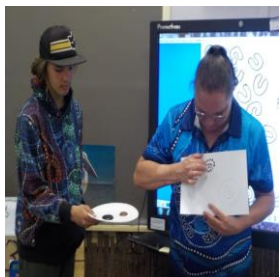
Adam stopped at a bunch of She Oak trees which he explained Aboriginal people use to make clapping sticks and boomerangs because the wood is very hard and great for these particular items.



As we neared our lunch destination (the big dishes), Adam found several more bushes that he described to the children. The red flowers on one could be soaked in water to make a sweet drink like cordial and the purple flowers of another can be used with the leaves to make a calming tea. Adam also said it tastes a little bit like green tea. When all the purple flowers blossom, this also told Aboriginal people that the fish were laying their eggs so it was a great time to go fishing!



# CULTURE ON THE MOVE



Learn about our  
Ngunawal people





Wiradjuri woman Ronnie Jordan returned to teach the Preschoolers more about Aboriginal culture after a very successful straw doll craft activity last time she was here. Today, the session involved music, dance and art. Ronnie demonstrated a number of native animal movements and clapping stick tempos that children joined in with, she reviewed symbols introduced by Tyronne, and then the Preschoolers drew their own symbols and painted over the top with their fingers using a dot style. The Preschoolers chatted about traditional items and their uses including a gun gun/coolamon (holds water – Ansgar, baby – Talma, food – Riley, bugs – Lucas). Another question Ronnie asked the Preschoolers was about what they think people used to make blankets. Sinead guessed grass or hair and Ella guessed a fox tail. Ronnie explained that animal fur was used.





# BUSH WALK



The Preschoolers were joined by Ngunawal Elder and friend Tyronne Bell as well as Vicki who hung out with the Preschoolers and walked with us back to Heritage via the spirit levels and cave bush. There were some big jumps off another favourite climbing spot. In this area, children like to find lots of different ways to get to the top and back down again.









This Valentines day is  
**Sweetheart day!**

AND WE'RE RAISING FUNDS TO PROVIDE SUPPORT FOR CHILDREN,  
TEENS AND ADULTS AFFECTED BY CONGENITAL/CHILDHOOD HEART  
DISEASE ALL ACROSS AUSTRALIA.

Wednesday 14<sup>th</sup> February 2018

Gold coin donations

Please come dressed in red for the day.



# Sweetheart Day on 14<sup>th</sup> of February

On 14<sup>th</sup> of February, Heritage held a fundraising event for **HeartKids SweetHeart DAY**. We proudly raised \$165.20 to provide support for children, teens and adults affected by congenital/childhood heart disease across Australia. It was lovely to see so many children and Educators dressed in RED to show their support ❤️ Thank you for your donations.

More details relevant to the event: <https://www.heartkids.org.au/whats-on/sweetheart-day-2018>







We then made a love heart using our fingers or arms with another friend.



Dragana and the Toddlers made the Preschoolers delicious love heart waffles as a snack after fruit. The Preschoolers loved it.



Sweetheart Day on 14th of February









# HARMONY DAY 21 MARCH

Our diversity is our strength



we will be celebrating Harmony Day here at Heritage on 21<sup>st</sup> of March! Harmony Day is a day to celebrate Australian multiculturalism, based on the successful integration of migrants into our community.

Australia is the most successful multicultural country on earth and we should celebrate this and work to maintain it. Harmony Day is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values. What a great reason to get involved!

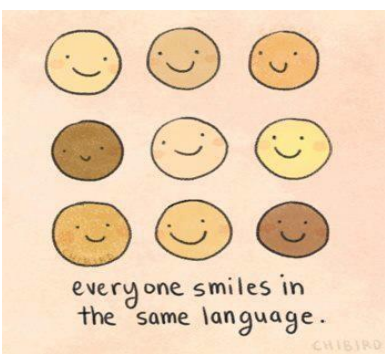
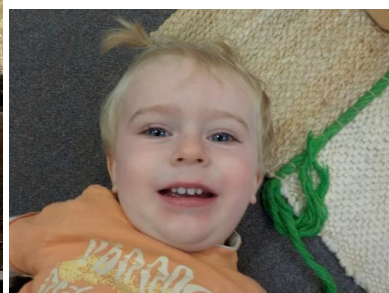
We invited Children to dress up in any cultural outfits or simply wear orange!



# Harmony Day on 21<sup>st</sup> of March

We celebrated the **Harmony Day** on March 21st.

A number of children and educators wore their beautiful traditional dress at Heritage. Everybody enjoyed dancing, singing, playing musical instruments, and cooking a variety of cultural foods throughout the day.



We are all different and that's beautiful.





**YOU DON'T GET HARMONY WHEN EVERYONE SINGS THE SAME NOTE.**

**- DOUG FLOYD**





What do we know about Harmony day?

"We have a barbeque"- Ava

"To celebrate all other countries and our own"- Abi

"Wearing these clothes"- Amber

"At home I speak German" - Ansgar

"My daddy is from India" - Rishi



# Harmony Day... Everyone belongs...







# meet & greet

HERITAGE FAMILIES

MEET and GREET

BBO / FRUITS / DRINKS will be available

This will be an opportunity to meet other families  
and chat to educators about how we plan the  
program for individual children.

WEDNESDAY 21st of  
March 2018 at 4pm



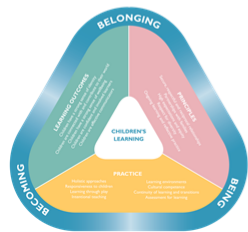
# Meet and Greet On 21<sup>st</sup> of March

We held our annual 'Meet and Greet' event on 21<sup>st</sup> of March. We welcomed new families, and gave them the opportunity to become familiar with Heritage Program Cycles, other families, and Educators throughout the event. If you do have any questions regarding your child's room program, please have a chat with educators in the room, or Katie, our Educational Leader.

## Creating a Community of Learners Did you know...?



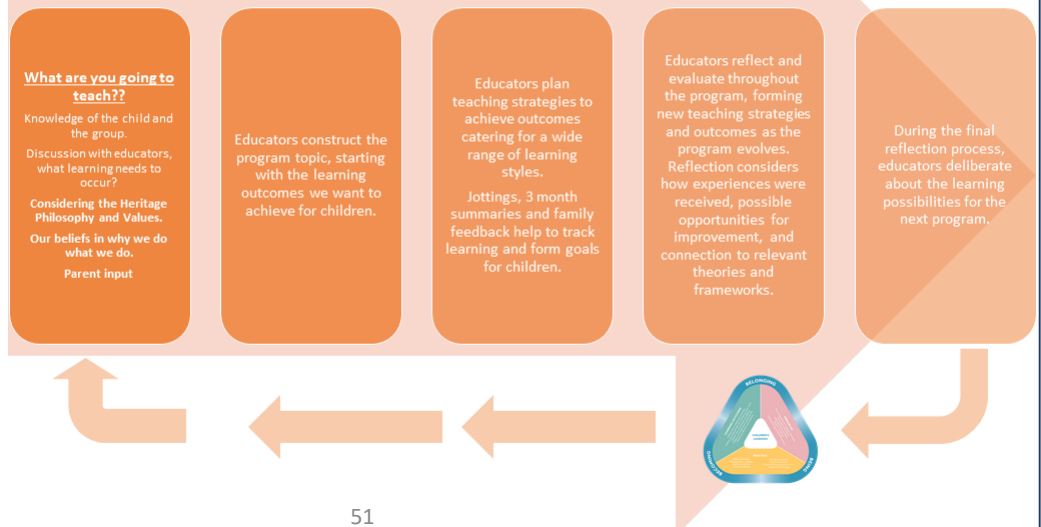
[Heritage 5 Values]



[Elements of EYLF]



## Heritage Program Planning Cycle







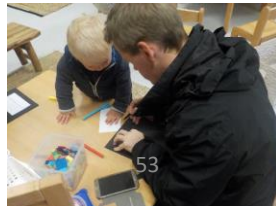
Join us in celebrating all the things  
we love about mum  
and other family members  
with a Mothers Day breakfast

Friday 11<sup>th</sup> of May from 8am to 10am  
in each room

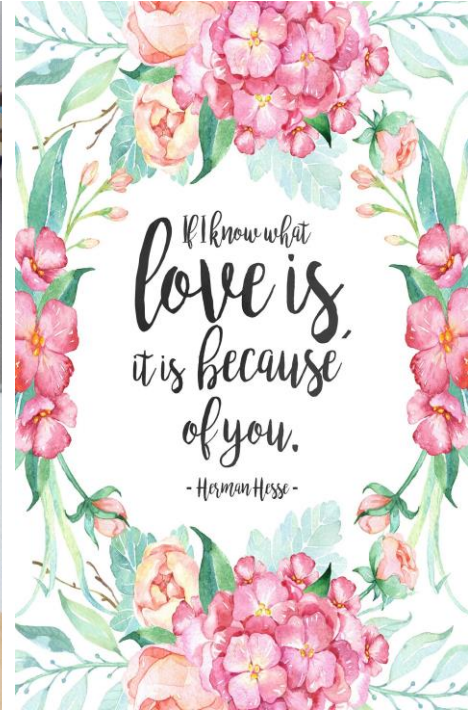


# MOTHER'S DAY ON 11<sup>th</sup> OF MAY

Happy Mother's Day! Thanks to mums, dads and grandparents who came along and celebrated Mother's Day together. We enjoyed having mums and dads with a Mothers Day Breakfast.



















# HAPPY Mother's day











HAPPY MOTHER'S DAY



THANK YOU





# THE ANNUAL HERITAGE FIT-A-THON



WEDNESDAY 23<sup>RD</sup> OF MAY 2018  
2:30PM TO 4PM IN THE NURSERY GARDEN

2:30PM NURSERY (RED TEAM)  
3:00PM PRESCHOOL (GREEN TEAM)  
3:30PM TODDLER (BLUE TEAM)



Don't forget to get lots of sponsors.  
This will help raise funds for our community meeting place.  
All family members are welcome to join the cheer squad.



# Heritage Annual Fit-A-Thon on 23<sup>rd</sup> of May

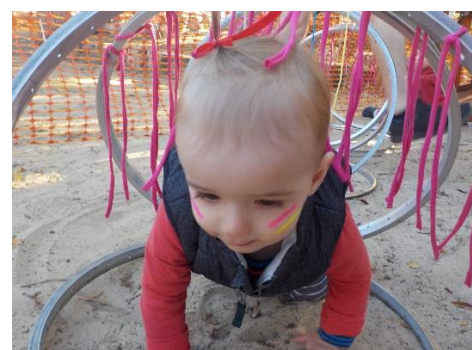
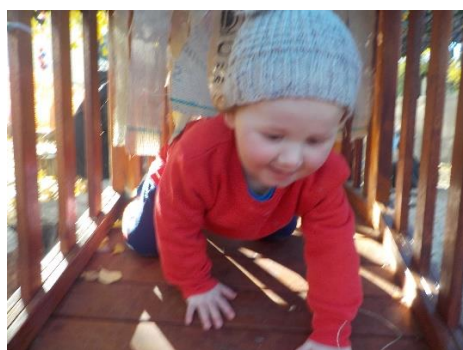
Heritage held the annual **Fit-A-thon** on 23<sup>rd</sup> of May. All children participated in the event and tried new obstacle courses. What a great energy we had! Educators and parents cheered along and encouraged the children to have a go.

Heritage is committed to promoting healthy eating and regular physical activities. Thanks to the parents who made kind donations toward the centre. We raised \$1,350.00. The money will be used to purchase equipment for our outdoor environment.



# RED TEAM GO!







# BLUE TEAM GO!











What a wonderful day it was! There is no better way to promote a fit and healthy lifestyle than doing it ourselves... Thank you to those who have handed in their sponsorship forms. Well done team Toddler!!!









# The Green Team











# PYJAMAS

All day long

Fri 10<sup>th</sup> of Aug 2018

Please wear your pyjamas to  
Heritage for a cozy and fun day!  
Please wear outside appropriate  
shoes for safety!

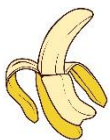


# PYJAMA Day on 10<sup>th</sup> of August

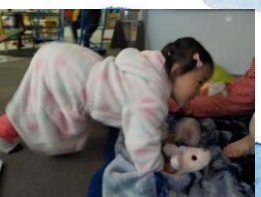
What a cozy day we had! The children came with their PJs and snuggled up for the day. Pancakes and waffles were cooked for morning tea, and lots of fun activities happened throughout the day including cooking, reading, playing musical instruments and even nature walks. We also raised money for Aussie farmers for the drought. We raised \$351.60 and handed it over to farmers through the drought relief fund.















Cereal for morning tea this morning. Talma showed great concern that Riley was here and cereal has gluten intolerance. Alicia explained that we had gluten-free cereal for her and Fionn. The Preschoolers loved their morning tea. "We are having two breakfasts" yelled Xiaoling







For relaxation the Preschoolers snuggled up with a pillow and watched a bit of the movie Lorax... We even had a small treat (POPCORN)... Very relaxing watching a movie, eating popcorn and being in their pyjamas.





# Find your TREASURE



CBCA Children's Book Week  
18 - 24 AUGUST 2018  
#CBCA2018



**BOOK WEEK 18<sup>th</sup> – 24<sup>th</sup> AUGUST**

**ON TUESDAY 21<sup>st</sup> AND THURSDAY 23<sup>rd</sup> OF  
AUGUST COME DRESSED AS YOUR  
FAVOURITE BOOK CHARACTER AND BRING  
A BOOK TO SHARE WITH YOUR FRIENDS AT  
HERITAGE**

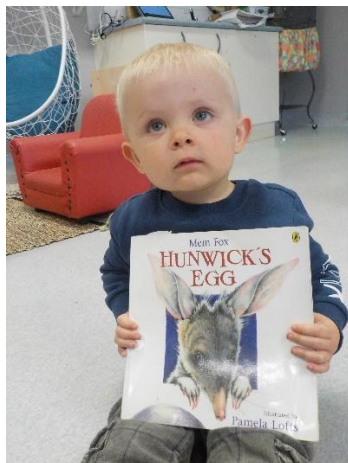


# BOOK WEEK from 18<sup>th</sup> – 24<sup>th</sup> OF AUGUST

The Children's Book Council of Australia (CBCA) first celebrated Book Week in 1946 as a means of bringing words, images and stories into the hearts and minds of Australia children to enrich our nation and nurture a literate, educated and creative society. Every year Heritage celebrates Book Week. We asked our children to dress as their favourite characters and share their favourite book with peers. We had many book characters throughout our Book Week at Heritage. We are proud that these experiences help to enrich and nurture their literacy and creativity.



We've had a fantastic book week



Be awesome! Be a Book nut! -Dr. Seuss





WE Lose  
ourselves  
in  
BOOKS  
we FIND  
ourselves  
THERE too



Adventure  
is just a page  
away...




A book is  
a dream  
that you  
hold in  
your hands

-Neil Gaiman





What great costumes the Toddlers had today! A great start to our first book week dress up day for the week! Can't wait to see Thursday's dress ups!



"I do believe something very magical can happen when you read a good book."  
- J.K. Rowling







**The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.**

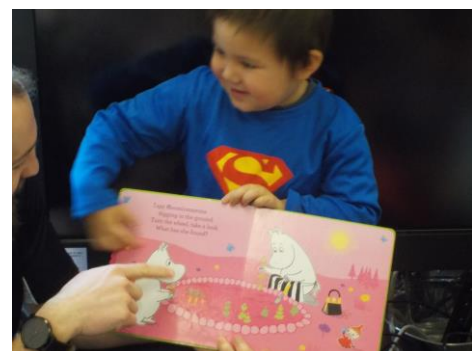
**-- Dr. Seuss**







- Eli - Spiderman. That's Peter Pan, he has special power I think
- Bella - Elsa
- Audrey - I'm Beauty and the Beast
- Gio - This is called Legs. I did my own story Gio and Meerkat
- Lucas - this is a happy ghost
- Sinead - Frozen. Elsa
- Xiaoling - Elsa dress and Chinese book
- Stan - Zog. I am a dragon.
- Chester - this is a book all about space. I'm mouse astronaut
- Fionn - Lego book. There is aliens. I'm a dragon



- Rishi - Lion in Cornflakes
- Ansgar - his soft toy lion in his German
- Ella - Body Book



- Mia - Beauty and the Beast
- Xiaoling - Peppa Pig in Chinese
- Sinead - Red Riding Hood

"Reading a good book is like taking a journey." - Emma Gulliford



# HERITAGE ART NIGHT

THURSDAY 30<sup>TH</sup> OF AUGUST  
FAMILY ENTRY \$20

SOUP & BREAD ROLLS / CHILDREN'S ART WORKS / ART AUCTION INCLUDED





# Art Night On 30<sup>th</sup> of August

What an amazing Art Night! In August Heritage was transformed into an art gallery for one special evening. Families got together to look at our children's beautiful works of art. Big thanks to the families that prepared and shared yummy soup. It was a great chance to catch up with friends and get to know other families from the Heritage community. An additional thank you to the parents who participated in the art auction and the highest bidders, we hope that the artworks bring good memories and brighten up your home. We were able to raise over \$1000 and purchased some musical instruments with the funds.



*Art is too important not to share.*

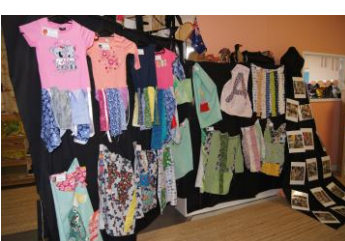
*- Romero Britto*

*Creativity is contagious, pass it on.*

*- Albert Einstein*



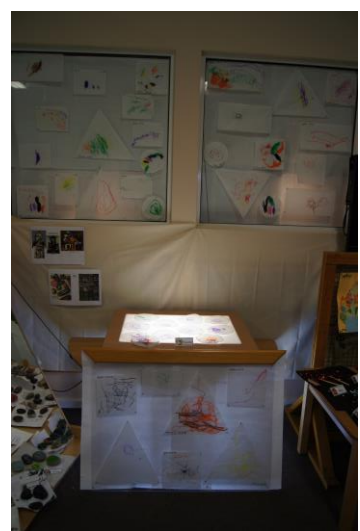








*Every child's art is unique, the children pursue it more when appreciated.*





# Heritage Fashion Design Studio



Katie turned the music room into our very own fashion design studio. She put such a big effort into inviting the children into a room that provides endless opportunities for their imagination and creativity to run wild.







**1. Patience!** The sewing machine is a very exquisite tool but it is very temperamental. Just to operate the machine correctly requires patience.

**2. Perseverance** Many times we have seen children show me a hem stitch done on a piece of calico beautifully, but when hemming their garments, they have managed to sew together several layers... :( Unpicker to the rescue!

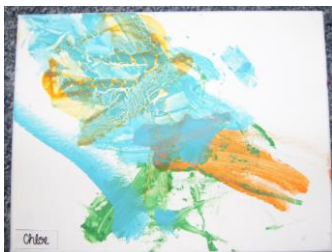
**3. Life Skills & Creativity** The techniques the children are taught at The Fashion Studio are the same as those taught to adults. They are simplified to suit their age but they are generally the same and they are encouraged to have the same level of accuracy on a basic 1cm seam that would be on a designer garment. Creativity is something I believe comes from within and it can be nurtured/developed, but without the technical skills, it is difficult for a child to express fully and can often lead to frustration. We have given priority to teaching technical skills and have often seen is students adding their creativity to the project.

**4. Following a 'Process'** The process at times can seem tedious, repetitive, or long but this process is important to reinforce their skills and confidence. The outcome however makes it all worthwhile and eventually the process becomes enjoyable.

**5. Achievement** By making a garment that children can wear, there is a huge sense of achievement. They can show others what they made whilst feeling a sense of pride and fulfillment.



# Nursery Canvas Painting









Dear teachers,

We really LOVED it! Did not expect to be bidding, but felt quite sad we didn't win in the end... Expect a major scuffle at the car park next year! Such great pieces, and such lovely creations. You put in so much work; really amazing... We are very fortunate that Lucas is with you. The cauliflower soup I chose was really yummy too. Don't know who made it, but I loved it! I don't have any suggestions on how to improve it. It was pretty perfect.

With many, many thanks,  
Shuge & Roald (& Lucas)





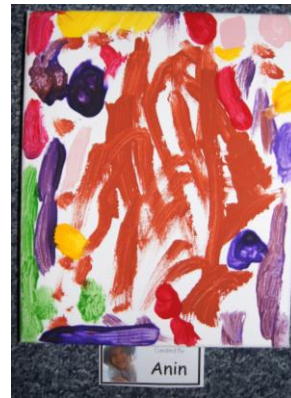


Big thank you to you all for the enormous efforts to put everything together. Congratulations for another successful Art Night! The rooms were beautifully set up and the night went smoothly with lots of laughs, smiles and WOWs. The timing was perfect, not too long, not too short. The soup + bread rolls, fire and music were brilliant. I was quite impressed by the various forms of art explored by children. The origin of each piece of art by all the small artists was a big highlight of the artworks. Love them all. The only suggestion I have for future Art Nights might be more impressive artwork for auction and brighter spotlights for the artworks to make them more attracting. If possible, make a few group works and then pick the best one to represent each room? Overall, it was great fun event for me and Paul and Sophia. We had a great night. Many thanks!

Cheers,  
Annie



# Preschoolers Canvas Painting





# Preschoolers Canvas Painting





# Preschoolers Canvas Painting



Dear Educators,

I was deeply moved and touched by Art Night last night and wanted to pass on my sincere thanks for all your efforts in not only preparing for the night, but also the many weeks of working with the children doing such innovative and diverse creative activities. The care that you each hold for the children's work, and therefore the children themselves was evident in the way each and every creation by the children was so carefully and proudly displayed last night. Art Night is now one of my most fond memories of Henry C's time at HECC thus far. Also, he loved the live music, and sat quietly and still for a long time watching and listening. It was simply great!

- Katherine

## Auction Night







Thanks to Heritage Families. You guys made our Art night so special.

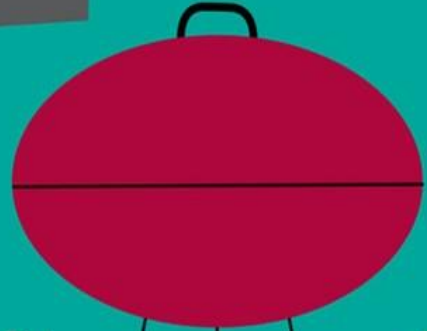




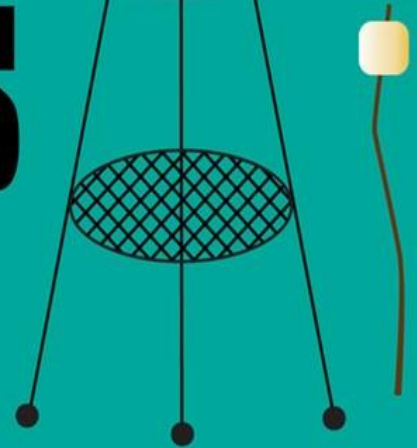
# Heritage Father's Day Celebration



**HAPPY**



**FATHER'S**



**DAY**



Join us in celebrating all the things we love about our DADs and other family members with a Father's Day BBQ

Friday 31<sup>st</sup> of Aug 2018 from 4pm to 5:30pm  
In our Heritage Front Yard



# Happy Fathers' Day On 31<sup>st</sup> of August

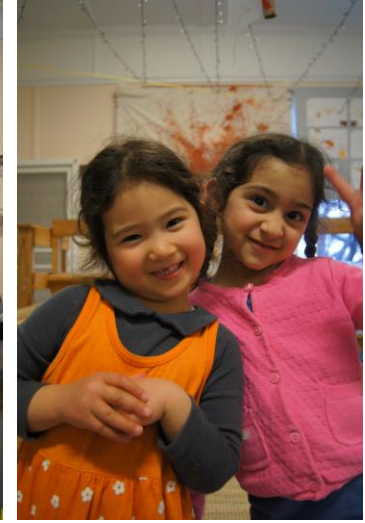
It rained outside, so we held our Fathers' Day celebration in the Toddlers' room. It was lovely to see some grandparents come along too. Hope you had a wonderful Fathers' day with Heritage families.











Together  
we make a  
family.



I ♥  
DAD

...because every picture  
tells a story...

Happy Fathers' Day  
on 31<sup>st</sup> of Aug