

REAIE Network Meeting
 7 September 2022
 6pm - 7.30pm
 Northern Nursery School

Convenors: Deb Garrett, Virginia Aghan, Victoria Kirkwood

Minutes: Victoria Kirkwood

Attendees: (in person or via zoom) Caroline Arthur, Gina Bruce, Anna Cimarosti, Liz Cohen, Natalie Cordukes, Emma Cullen, Suzette Feltrin, Su Garrett, Linda Henderson, Chemane Huon, Joanna Krabman, Gianna La Rocca, Kylie Lawson, Robbie Lee, Danielle Leete, Sarah Marksman, Courtney McConnell, Lou Nade, Edel O'Loughlin, Dalma Rehak, Giuliana Ricci, Sakuntala Sakuntala, Helen Smith, Deborah Thomas, Di Thompson, Katy Vander Donk, Sara Zappia & Connie Zhang.

Apologies: Sarah Herbert

Item	Discussion	Action
Formal Business	Introduced how the hybrid session would work. Acknowledgement to country, Natalie Cordukes	
Northern Nursery Tour	Thank you to Natalie Cordukes and the team at Northern Nursery School for so generously sharing their space and professional wonderings. So many rich ideas to continue pondering and take back to our own settings.	
The adult's presence in the environment	<p>We have been talking about professional identity, the image of the child as reflected in service philosophy and the presence of the adult in the philosophy.</p> <p>The reflection revealed differences and challenges within service and school contexts. This meeting we would like to take a deeper dive using small group discussion.</p> <p>Reflection questions for the tour both in person and online.</p> <ul style="list-style-type: none"> ● What do you notice? ● What do you recognise? ● What do you respond to? 	Reflect on the adult's presence in your own service when you return.
Small Group Discussion	<p>The group broke off into smaller groups taking the opportunity to engage with new people.</p> <p>The online Zoom group spoke about how the environment felt calm, warm and welcoming. The entrance space had furniture, such as couches, that suited adults as well as children. There were interesting artefacts which captivated meaningful stories and implied a sense of history. There were large coffee table books about art etc. Displays were respectfully arranged and aesthetically beautiful. Lighting was used to create a homely feel. The children's art, words and writing was included in every</p>	

aspect of the environment.
Environments were complex and layered. The history of the service felt present and formed part of the relationship. Deb reminisced that on revisiting the space prior to the meeting the familiar was ever present - the digging patch, the outdoor environment, the slope in the bathroom. "As an adult these spaces were as important to me as they would be to children". Frame of reference to adult identity in the philosophy.

One group present in person discussed: :
Sarah Marksman - powerful, one thing that stuck out was how much of the children's writing was visible... they're connected to the place and get ownership of that, they write it, it becomes a part of it, of the learning; feels like the place is theirs; mark making is made visible, in different ways, not necessarily letters. It's not just spaces, you've created a place.

Danielle - children and their work, presence is visible, respected, their voices are displayed, can revisit older documentation, feel the history and old was being respected, visible intent.

Giuliana - as soon as we walked in you could see the values, that statement, the flag, the history, the identity.

Dalma - children are present everywhere I look, capable children, the different spaces resonate a calm vibe where learning and growth are celebrated, perfected, there's perfection in the imperfection, celebrating children and their abilities, as they tidy up and look after the environment, putting children first, listening to their voice, children supporting each other, mentoring each other, so much attention given to the details.

Di - see the past and new, nice to have a fresh eye, fresh ideas in the workplace, working together, the teachers are behind that, to showcase the children and their work and their learning.

The children's connectedness to place is visible and can be felt, the structure of the preschool allowing and supporting this.

Rolling evolution, opening to different ways of being, evolution implies growth.

I responded to the beauty, natural beauty, aesthetics, emotions, adults that truly respect children.

Growth, morning meetings, children coming together to share ideas and bounce ideas off each other, bringing children together is a challenge if not same days in long day care centres.

Children creating their own philosophy, Grevilleas class agreement/ philosophy, projecting it into the future, bringing the two-day group and three-day group together through our Grevillea philosophy:

Through morning meeting discussions, we explored our worlds, which started with a statement from a friend "I'm

	<p>sitting next to someone new”, starting off conversations about newness and inclusivity, accepting and embracing the new. “My world is different from yours” followed as we drew out worlds and some were icy. The concept of our worlds and how we see them, what is in them, and how they interconnect was born, opening up to the large community and world, reaching to supporting and doing fortnightly cook-ups for the ‘streeties’ community kitchen that has been running all year since, along with gaining deeper understanding of what kindness is and what it does to the world. More values were explored until the need for putting these all together to express, collectively, what NNS, what the Grevillea Room and our world is about for us, the values we discuss, live by, practice every day, and would like to invite others to see, investigate, sharing and connecting our worlds with those who enter our spaces.</p> <p><i>During these small group brainstorming sessions, collecting ideas for our Grevillea class agreement, Henry said an idea for our agreement “could be <u>includable</u>.” then he explained “It means if someone asked can I play then we say ‘yes!’”. “What if we say no?” Harry wondered and Henry’s response was “Then you’re <u>disrespectable</u>.”</i></p> <p>‘Philosophy’ was noticed in songs like Hakuna Matata (“This song is about philosophy!” Brock) from the Lion King, understanding other philosophies and agreements others might choose to live by. “No worries”. The children have been observing, noticing and very importantly have been living by these values embedded and interwoven in our everyday life and conflicts, as they arose, have been solved through out values of ‘helping’, ‘includable’, ‘kindness’, ‘friends’, ‘sharing’, ‘actions’ and it’s been a heart-warming and uplifting journey, together for us all, Grevilleas, and through ‘actions’, ‘feelings’ and ‘words’ these have also been shared through the children with their families, other NNS children and teachers.</p>	
<p>Sharing the video tour post meeting</p>	<p>To continue our rich conversation from this meeting, Northern Nursery has kindly agreed to share the video with the participants. The video link will be sent to the email you provided to REAIE. We hope you enjoy revisiting the service and reflecting further on the discussions from the evening.</p>	
<p>Next meeting</p>	<p>Our next journey will be at the International Grammar School Early Learning Centre.</p> <p>Reflective relaunch: Where would we like to take this conversation? Where are you in your journey? Where are others in their journey? How can we support each other in our journey?</p> <p>Wednesday 16th November, 2022 International Grammar School Early Learning Centre 4-8 Kelly Street</p>	

Ultimo
6pm- 7.30pm





