

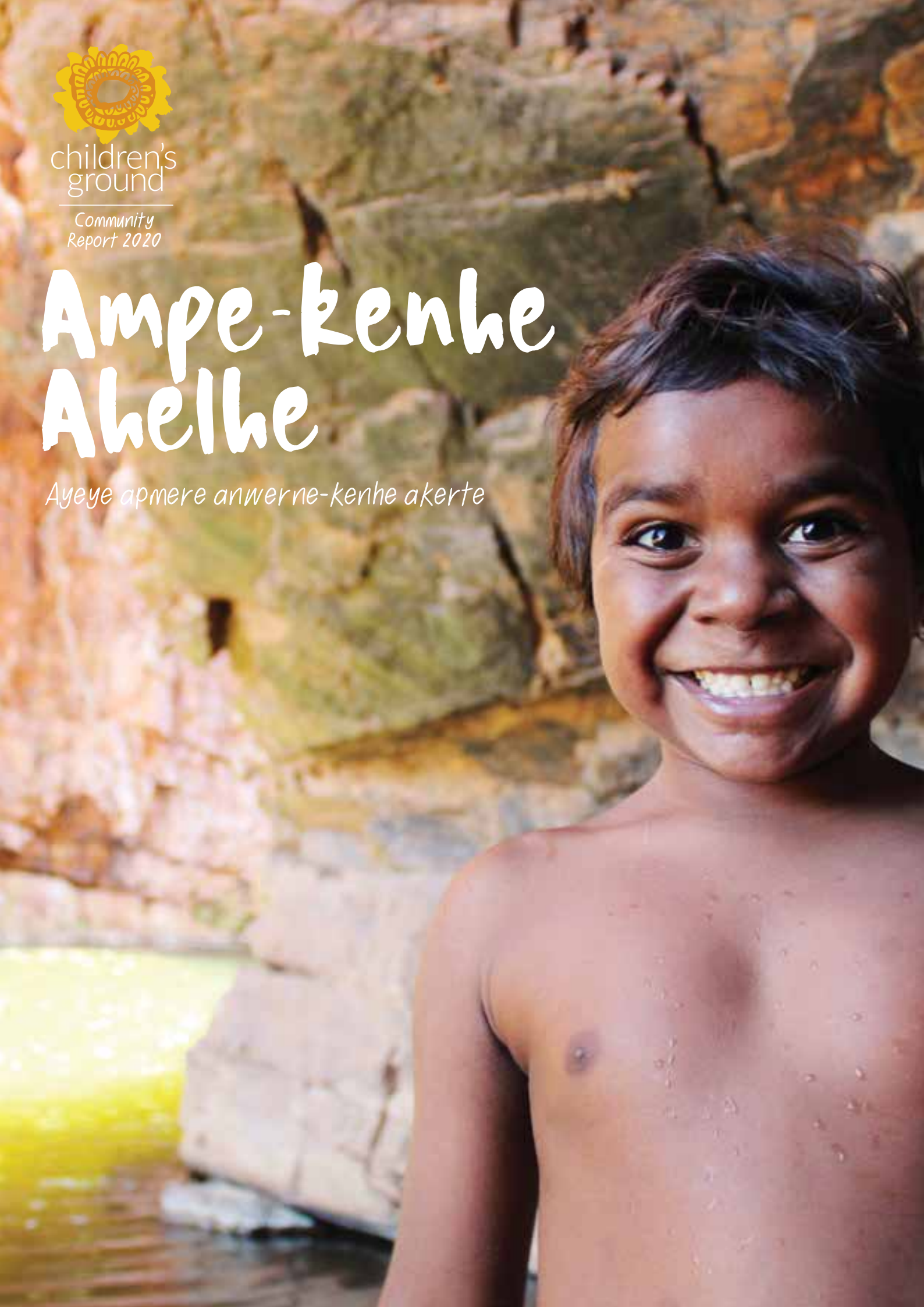


children's
ground

Community
Report 2020

Ampe-kenhe Ahele

Ayege apmere anwerne-kenhe akerte



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Ampe-kenhe Ahelhe is the Arrernte translation for Children's Ground. This is the name we use for Children's Ground in Central Australia. *Mparntwe* is the Arrernte word for the area in and around Alice Springs.



Angkentye anwerne-kenhe akngerreparte mape-kenhe

Voices From Our Leaders

"We are introducing this book to you so you can see what we do, who we are and what the story of Ampe-kenhe Ahelhe is all about! Every year our story is growing – with the children, the families and the work itself. Ampe-kenhe Ahelhe is the best chance we have for the future of our children."

MK TURNER OAM, AMPE-KENHE AHELHE DIRECTOR



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"We're here to teach our grandchildren. When they have children, they can look back at this book and see what we tried to do and then pass it on to their children. They'll think – these people have been strong. They will look at these photos of us old people and will understand, even if we pass away, that we opened up Children's Ground."

MARLENE RUBUNTJA, AMPE-KENHE AHELHE DIRECTOR



"We're here to teach our grandchildren. When they have children, they can look back at this book and see what we tried to do and then pass it on to their children. They'll think – these people have been strong. They will look at these photos of us old people and will understand, even if we pass away, that we opened up Children's Ground."

MARLENE RUBUNTJA, AMPE-KENHE AHELHE DIRECTOR





Apmere anwerne-kenhe mwerre anetye-ke

Keeping Our Communities Safe: COVID-19

When COVID-19 became a big worry earlier this year, we knew that a slow response could be disastrous for our communities. Ampe-kenhe Ahelhe quickly responded by working together to ensure all families were safe, informed and equipped to deal with a potential outbreak of COVID-19.

We all came together to keep each other safe, focusing on health promotion and prevention in the following areas:

Health Promotion

We held daily meetings at Ampe-kenhe Ahelhe to discuss the worries about COVID-19 in our communities. Combining this with emerging health advice, we created informative posters, signs and videos in Arrernte and English to make sure everyone had the right information to keep their families safe.

Through videos, Elders and senior staff spoke in their First Language to give health advice regarding hand-washing and hygiene practices as well as how to maintain social and emotional wellbeing during this challenging time. Our young people started a COVID-19 Communications team and began making videos with COVID-safe messages directed at First Nations youth. These videos were published on Children's Ground social media channels and shared by many other national Aboriginal organisations, including ICTV (Indigenous Community TV channel).

Community Planning

We created COVID-19 plans with each family so we could talk about and document the needs in our community in terms of health, safety, food security, income, learning and wellbeing.

During this time, some families decided to move back out bush to their Homeland outstations. We supported this with provision of transportation, learning kits, food and environmental health resources. This enabled families to create safe environments for themselves away from town and to reconnect with their Country.

Protecting Our Elders

We knew that our Elders were at high risk of illness from COVID-19, so we created individualized plans and provided ongoing support for food security, health security, social and emotional wellbeing and environmental health. Due to serious risks associated with overcrowding, Ampe-kenhe Ahelhe collaborated with six other Aboriginal-controlled organisations to call upon the Australian Government to support the establishment of designated 'Elders Protected Areas' where our Elders could isolate if COVID-19 reached our communities.

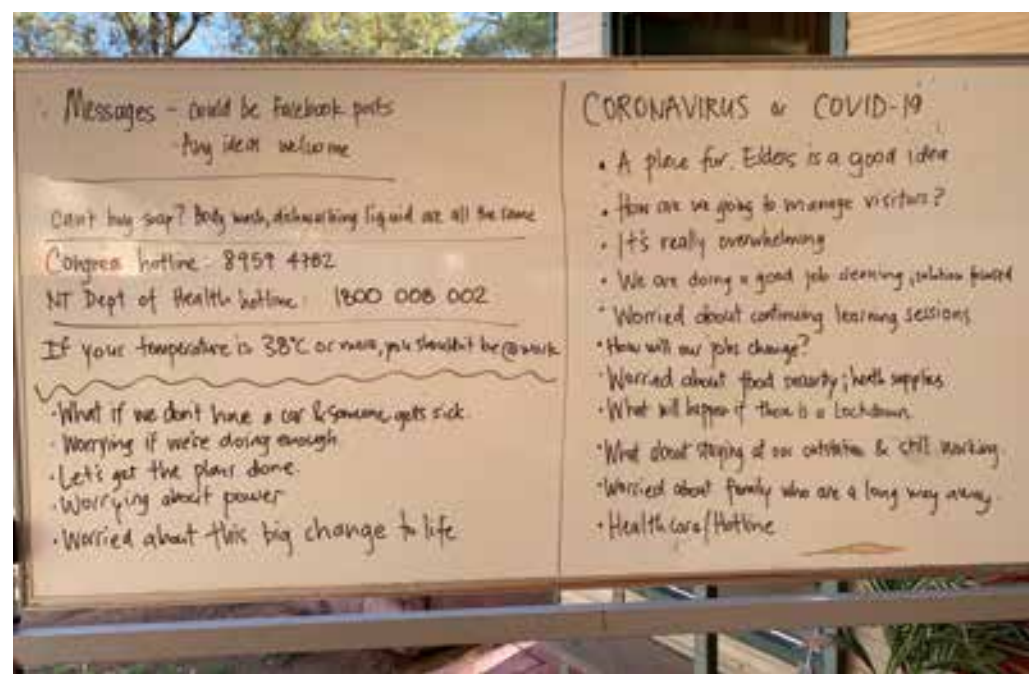
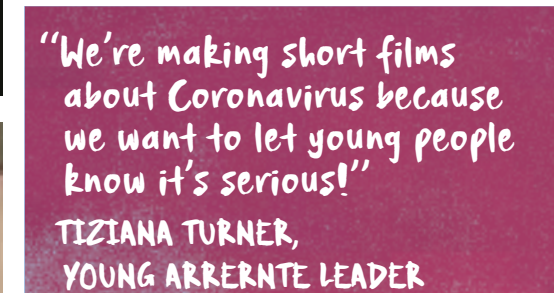
Environmental Health & Food Security

We knew it was important to make sure families could still access all the food and hygiene supplies they needed, particularly in remote areas. Through the generous donations, we established a short-term food security and hygiene supply program, reaching nearly 100 families. Our partnership with Ingkerreke Outstation Centre Service was really important, as they provided transport logistics for bush locations. Through a small grants process, we were also able to work with three other local Aboriginal organisations to address food security across the NT.

Learning & Wellbeing

Despite the challenging circumstances, families knew it was important to continue learning activities for their children. In town, Ampe-kenhe Ahelhe educators ran small Early Years sessions in the front yards of family homes, following social distancing rules. Some of our children and families really thrived in this learning environment, when we could bring education to their homes.

For families who decided to isolate on Homelands, Ampe-kenhe Ahelhe provided education kits, in person support and phone support for adults and young people who ran learning activities remotely. The at-home learning packs were a hit!





Aluralkwe: Little Well Outstation

Moving to our outstation during COVID-19

Written by Rosario Young, Blair Young, Laurel Milera and Marita McMillan

Our little group of families moved to Aluralkwe from Uyenpere Atwatye when the COVID-19 pandemic hit and restrictions were being put in place. We were really worried for the COVID-19 and wanted our families, our kids, our Elders to stay safe.

At Aluralkwe, we have three houses and it takes about three hours to drive here from Alice Springs. We have 25 people living here from 70 years old down to 2 years. Most of them are children. We have 7 adults. We all lived at Uyenpere Atwatye (Hidden Valley Town Camp) before coming out here. Everyone is doing so well out here and we have a few young fellas who were getting into trouble in town but are now settling into living out here and don't want to return to town.

Ampe-kenhe Ahelhe is now supporting us to live out here, bringing out learning resources, food, medicines and other things we need to live well out here and supporting us with trying to sort out the water problem

and issues with the houses. All of us are suffering with sore eyes due to all the flies, but we are using fly nets and slowly sorting it out for the kids with the cream and drops Ampe-kenhe Ahelhe health staff have sent. Ingkerreke is also helping. More people want to come and live out here with us. It is especially good for the young boys who have been walking the streets and getting into trouble at nights.

We get our two tanks filled up once a week with water. Only one of the tanks is connected to the plumbing - this is up at the well, on the hill at the old camp, maybe two kms away. Both the tanks are small. The pressure to the house is not good from the tank at the well and it runs out in two days. When it has run out we don't have any water coming out of any of the taps in any of the houses. When we only have the tank next to the house to use we have to be really careful and fill buckets to take inside for washing up and cooking. We have to fill the toilets by hand. When the tank next to the house is also empty then we have to drive over to Casey Bore, about 33kms away, to

bring in our own water. This has to be done a few times a day as we only have a few jerry cans for transporting water.

We only have hot water when the plumbed water is coming in. That is only in one house though. The other two houses don't have hot water and they don't have stoves either. The middle house has no power. We used to have donkeys for heating water for showers but they are gone now. We want to keep our houses clean, but this is really hard when there isn't enough water for mopping or washing all the time.

We only have one line coming in for phone (satellite) and we have to use a phone away card to call out. These are expensive and run out really quick. If we had a health worry the nearest clinic is at Santa Teresa, about a 2 hour drive away. If we don't have any credit we can't call anybody. Some of our kids have asthma, one young one has a lung problem and is always on medication. We have older people here. We would like to look into getting internet but are not sure how to do that yet.

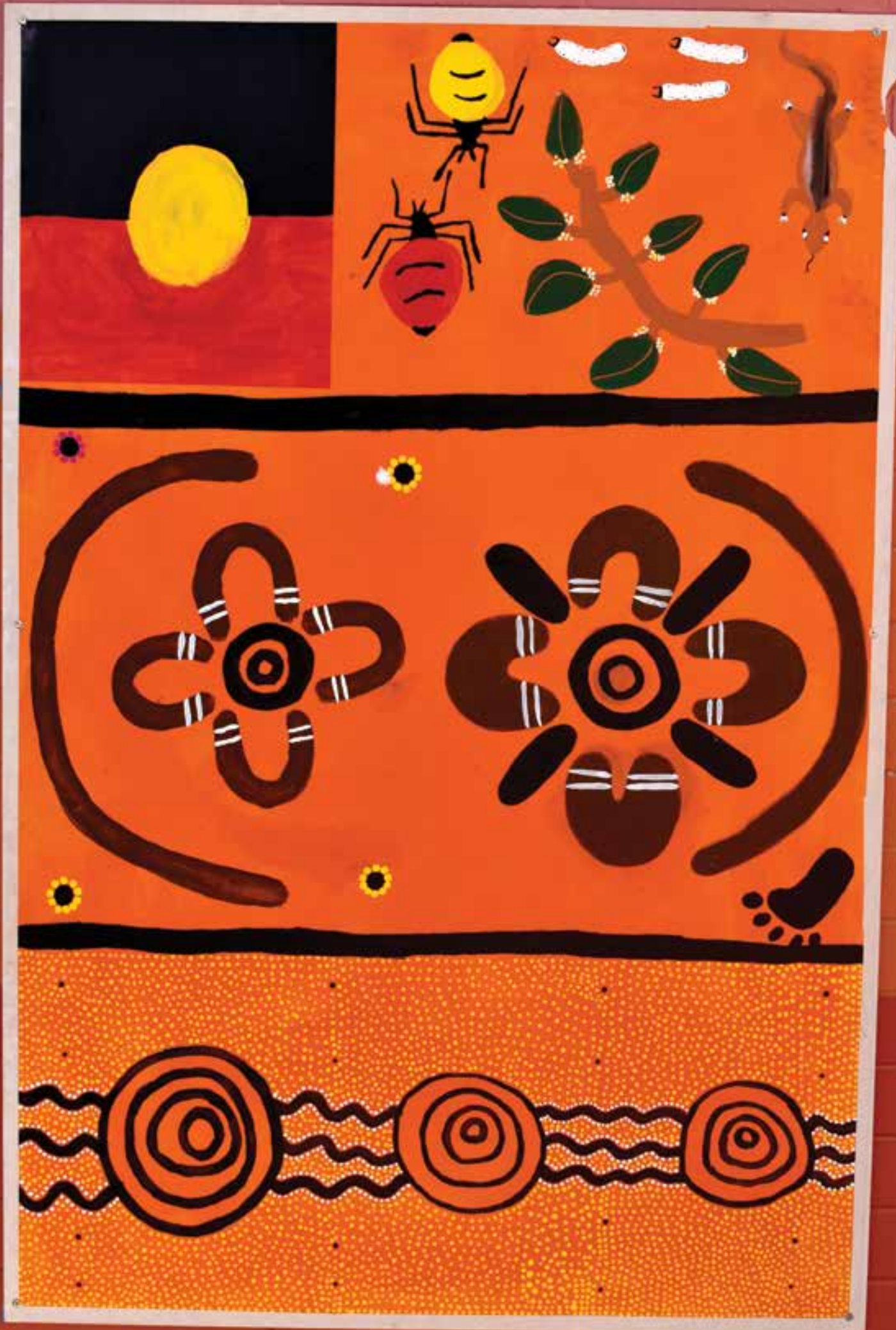
We want to stay out here now. We want a school and we want to look after the place. With the young fellas we have been fixing fences and building wind breaks around the house. We do as much maintenance as we can with what we have got. We'd like to have some more tools so we can keep looking after the place.

The support CG-CA was able to provide this group of families to return to Aluralkwe was important. The ongoing communication that ensured families were supported to stay out there was significant in supporting a family-led response to the pandemic. Outcomes in social and emotional wellbeing were significant for these families. With outstations once described as a lifestyle choice by a previous Prime Minister, at this time, had the NT had to deal with community transmission of the virus, it could have been the saving grace for First Nations people in the central desert and elsewhere. Unfortunately, despite multiple attempts at drilling to find a better source of water for the community, a secure water source

was not established and families have now returned to Alice Springs after several months of living at Aluralkwe. What the move showed the families, was that they could live well on country without the stress of living in town and the issues that can become a daily occurrence both within the family and in Town Camps - alcohol and other drugs concerns, domestic and family violence and juvenile justice. Everybody seemed so proud to be on Country full time and physically everyone was doing better and getting regular exercise. For the young men, having responsibilities to the family like building wind breaks and collecting firewood, maintaining the water supply and generators, managing rubbish, etc. made their place and purpose was clear. For the children, the calmness that emanated from within was at contrast to their behaviour in town. Responsibility for the older women and senior community members was for looking after everyone and ensuring the children and young people learned about their Country and how to care for it. And for everyone the responsibility to growing up their kids as a priority.

"Everyone is doing so well out here and we have a few young fellas who were getting into trouble in town but are now settling into living out here and don't want to return to town."





Anwerne-kenhe Angkentye, Iterrentye: Our Principles



**Iwenheke apeke
unte lyernpenye
unte anthetyeke**

**Expect the best and
deliver the best.**

This is what our kids and families deserve.



**Akweke anthurre
mapenge urrke
arne mpwaremele
urrkapetyeke**

Start early with the little ones.

This is when their brains are developing, when good health and wellbeing is so important. If we start early, we have the best chance for getting our kids on the right track.



**Akweke itnekenge
akwete anetyeke
itnenhenhe
amangkelhe-**

ilenhemele

**Stay with the children and grow
with them until they are big.**

It will take 25 years to see the changes we want to make. We want to follow the children we are working with now every step of the way and make sure they have every opportunity made available to them.



**Tyenrtye
ingkerrenyekenge
urrkapetyeke**

Work with everyone.

It is our aim to work with every child and family in our communities. If all families are supported and included, this will strengthen the whole community.



**Mwarrentye arle
arne mpwareme
renhe tnaketyeke**

**Use and celebrate
people's ability.**

We celebrate people's abilities and their capacity to contribute, whether they are artists, translators, authors, healers, teachers or advisors. There is a wealth of talent and knowledge in our communities. We see the ability in people, not the deficits.



**Arne ingkerrenyekenge
angentelhe
ilettyeke: tyenrtye
ngwenhe mwerre
anetyeke, akalttye
irremele, tyenrtye ngwenge
artweye mapenge**

**Connect everything – education,
health, culture, identity
and economic wellbeing.**

They are all connected, in the way that Aboriginal lore and society is connected.



**Arne mpwaretyeke
arrurle arle
mpwarewarre
tyarte ante
nthakenhe arle lyete arne
mpwarewarreme arteke**

**Always think about old ways and
new ways of doing things.**

You have to know your history to go forward – so we never forget the old ways – and we integrate new knowledge to make sure we are delivering the very best. This is innovation.



**Anwenehe Ampe-
kenhe Ahelhele
iwerre arratye
alhetyeke akwete**

**community—ele arke
apentetyeke**

**We are led by the children,
their families and community.**

We are the directors, designers, deliverers and evaluators.



**Ingkerrenyekenge
apmerenye
apurte—irreme
apmerenye**

**Whole of community in
community.**

We are delivering where people live, building upon the social, cultural and economic capital for the whole community. We are making our communities places where kids are safe, with things to do, learn and be involved with, where they are happy and we as families are proud.





Message from our Chairperson

William Tilmouth

2020 has been a big year: for Children's Ground, for our communities, for the world. In light of the COVID-19 outbreak, Black Lives Matter and ongoing issues of global warming, the world is realising that things must change. We have seen the power of community in dealing with each of these crises. We can no longer subscribe to individual advancement over the advancement of others. Of course, this kind of thinking is how First Nations communities have lived and thrived for over 65,000 years. At Children's Ground, we give prominence to First Nations solutions as they are designed to sustain our people, cultures and lands. One of our guiding principles at Children's Ground is *"Always look at the old ways and new ways of doing things."* It's the only way we're going to survive. We are taking the brilliance of our culture and our inherent innovation and combining this with global knowledge and technologies. We do not see our children as needing to be fixed. We know our next generation can be formidable. It is our responsibility to provide them with the best opportunities.

We are in our fourth year at Ampe-kenhe Ahelhe (Children's Ground Central Australia). I've seen lots of changes over that time. I have watched people who previously had very little to look forward to and young people who were lost now finding their voice and a place for their talent. When I walk into Children's Ground and see my Aunties and spend time in their presence, a part of me is healing the

damage of being stolen as a child. I watch my Elders teach us, over the advancement of others. I watch the Elders and the adults teach the young people and the children. I see the strength they give one another and I know that we are on the right track. We are building back the strength through generations, the connection that holds our languages and cultures. We continue to be challenged by not having the financial resources we need to fulfil our complete strategy, particularly as more communities are asking us to work with them. However, what I see is a renewed hope and energy in my people. This report is a celebration of their hope and what this has created in our communities.

Children's Ground is leading a new era in First Nations systems design. At the heart of this is education. It is the first of its kind in Australia and we are beginning in Early Childhood. All around the world we see First Nations communities providing education for their children in First Language, first culture and first identity. Sadly, in Australia we deny our children this basic right. Instead we put them on a pathway to welfare and a lifetime of dislocation and injustice. We are implementing our rights through Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples which says: *Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural*

methods of teaching and learning. Australia is the only country in the world I know of that doesn't allow this. It's all based on the false premise that Aboriginal people are not capable of independent thought, therefore 'we will think for you, make decisions for you'. That's what assimilation was all about - underestimating our capacity to think - and to take agency over our own lives. With Children's Ground, we are showing people that we can do it - we are capable. And it does work. Children's Ground is a long-term strategy. But every indication is showing that this is working: empowering people to make decisions about how they want to grow their own children up.

We've been spreading that word this year. The impact of COVID-19 on Australia has challenged us all, but it has also created new opportunities. I've been around the world and haven't left my couch. I've been speaking about Children's Ground and the documentary *In My Blood It Runs* on a lot of online webinars. I see my life in Djuwan and the lack of change over the past 50 years, and why Children's Ground is so important. We do not want another generation growing up marginalised, living in fear, lost and under surveillance, not welcome and not seen. The film shows us the truth through the eyes of our children. It makes us question how this can continue today. It also shows us the power of our families when they back in their solutions.



Message from our CEO

Jane Vadiveloo

What a year! Just reading this report brings huge joy. It is a wonderful celebration of the power of Elders, families and children and the team has been absolutely incredible this year.

The leadership of Aboriginal people throughout the Northern Territory prevented the serious threat of COVID-19. What it showed was the exceptional ability of local people to assess, strategise, implement and succeed against the greatest challenges of our time. At Children's Ground, we are led by phenomenal strategists and thought leaders from the grassroots.

The Black Lives Matter movement highlighted the deep injustices facing First Nations people in Australia. It highlighted why Children's Ground does what we do - to completely upend a system of injustice and replace it with dignity, respect and empowerment - this report shows that this is possible.

This year, not only did the team ramp up to deal with COVID-19, they kept learning alive, health promotion soared and culture and language were strengthened. This report provides a window into their many many achievements this year. Central to this is always the children and their vibrant brilliance as they grow and learn. And then of course our Elders who always guide me and to whom I am always grateful. For me there have been many

highlights including Utyerre Apanpe and the amazing *In My Blood It Runs!* One of the greatest joys has been watching more young people step into leadership, finding a voice, building confidence and knowing that they belong.

This community report is a celebration of people and place, language and culture, innovation and resilience. This is just some of the amazing work and there are is much more that we celebrate. It is also important to remember that behind this is the reality of the day to day injustices that people live with, that continue to rock people's lives. These are and must be dealt with every day to enable the change and to create the space for empowerment.

This year, we bought our new home thanks to the generosity of Philanthropy and somehow, through everything else that was happening, Ampe-kenhe Ahelhe moved in with huge excitement. This is significant in so many ways. I remember walking with Felicity Hayes to get the keys after the property settlement. Felicity's family still lives in tin sheds in Alice Springs, on their own country. She continues drawn out negotiations for tenure and water security. This made the purchase of Children's Ground's new home so very significant. We secured Arrernte land in the interest of Arrernte people; land that has been colonized is now returned to the people. It is such an important piece of land with a long history of educational leadership by our Elders.

"One of the greatest joys has been watching more young people step into leadership, finding a voice, building confidence and knowing that they belong."

The pace of the year never relented and everyone just kept stepping up. We have learnt a lot again; dealing with unexpected challenges revealed strengths through new ways of working that have been empowering. The world has supercharged online and this brought the opportunity to bring the voices of community into new places - through online webinars, meetings and forums - across the world.

It has been a strange year for me to watch from afar, but it also has shown our growth and the strength of Ampe-kenhe Ahelhe.

As you read this report, hear the sounds of children, the bush, the Elders, the laughter, the hope and the voices of the people.

Thank you all who support our work.



Message from our Directors

Mel Kean and Angee Ross

Mel: 20 out of 20 in 2020. In January, that's what we were aiming for. It's how we felt; enthusiastic, motivated, full of energy and aspiration. It was where we were as a team in our first planning session for the year. Coming into our fourth year at Ampe-kenhe Ahelhe we had a solid team of staff, big plans for the year ahead and general excitement all around. At that stage we didn't know yet, that in June we would be relocating to our forever home - that excitement was yet to come, along with the rollercoaster that has changed the world for everybody - COVID-19. That word, COVID-19 has become part of our language now.

In a nutshell I'm not totally sure how to even describe the year that we have had at Ampe-kenhe Ahelhe. Better I can describe the human qualities amongst families, our staff and our broader Children's Ground supporters and funders (the CG family) that continue to rise to the fore and overcome challenges along the way. Generosity. Love. Care. Commitment. Humility. Leadership. Dedication. Perseverance. Courage. Compassion. And always Resilience. Not to mention humour and the ability to have a laugh in the most trying of times.

The threat of COVID-19 hit us all like a brick. Previously I didn't think we could work any harder. Dealing with COVID-19 prevention and risk management was Ampe-kenhe Ahelhe in overdrive. It pushed everyone. To watch the team pivot towards a

greater focus on health was incredible. The seriousness with which everyone took the threat, the leadership of the Ingkerrekele Arntarnte-areme (Ampe-kenhe Ahelhe Governance Committee), the different methods of approaching preventative health responses and education and the non-stop work supporting families and the community to deal with the unknown was inspiring.

Through COVID we began accepting large and small donations of a variety of goods to assist people to clean their homes, maintain good hygiene, manage food insecurity, prepare for winter with limited stock on shelves in stores etc and all made possible by the storage we were able to maintain at our new site. We essentially grew into a distribution centre. We supported families who live in outstations and couldn't come into town to shop as well as those families who relocated from town to outstations to stay safe. As we negotiated biosecurity zones and communication issues we managed to source and deliver over 13,000 household items and 249 food parcels to 160 households.

The generosity of our philanthropic family - both old friends and new ones, has blown us away this year. In February the purchase of Lot 209 on 2 South Terrace by some very special supporters that have put their faith behind Children's Ground and the people driving it since the beginning, has provided us with the security of a permanent home. I can't think about

it too deeply because this level of generosity is terribly overwhelming. Each day we sit with our quiet gratitude for a gift that means so much and helps us to deliver on the approach that we have all committed to. Saying thank you will never be enough so we say it in our everyday work, in the courage it takes to disrupt and work differently, in leadership and the opportunities that are stepped into, in our dedication and perseverance to maintain the focus each day and never lose sight of the 25 year goal ahead of us. We will never stop.

And through all of this, children continued to be born and grow and learn. Children remain at the heart of everything we do. We are seeing changes from our first four years. We are seeing children asking their parents to learn Arrernte, seeking out the knowledge that will nurture their identity and being part of a movement that celebrates the strengths of family, the inherent connection to Land and the commitment to transferring knowledge. Families that are growing, with younger children and babies following their brothers and sisters into Children's Ground activities. Adults that are expanding their learning through opportunities to lead, to develop and to be guided by their Elders.

So, as 2020 draws to a close, do we feel like we got 20 out of 20 in 2020. Well, we feel like we got double that! You will read all about it in this report and can celebrate with us the incredible achievements at Ampe-kenhe Ahelhe in 2020.



Angee: Werte! Ayenge Angee Ross, Director of Learning, Health and Wellbeing at Ampe-kenhe Ahelhe.

As I reflect on the year that was my first as the newly appointed Director of Learning Health and Wellbeing, I feel like my journey has only just begun. After 25 years of teaching in the systems that so continuously failed our children and families, I had arrived at Ampe-kenhe Ahelhe. I have been an educator of two generations of children. Now I am back working with some of my first students and their children; my family and friends. What a privilege!

The first student I met at Ampe-kenhe Ahelhe was just so impressively smart. She was confident, articulate and spoke her language with pride. Her smile would light up the world with her beautiful, big, dark eyes, her glistening teeth and beautiful curls. I had a blissful conversation with a child of the future and I knew then and there that we were on track. My heart skipped a beat; I held back tears of absolute pride and excitement. I had witnessed a child with a strong spirit (Utnenge). Our ancestors and our Elders who carry our history and stories know our children are as capable as any others to succeed if we start with them when they are little.

As Therese Ryder, one of our Arrernte Elders says: *"My grandchild is 2 now and that's when I like to teach them language. They need to hear it and we need to speak it to them and to others and they will hear how it is pronounced and they will learn to speak fluently in the right context, early."*

We are all constantly on a learning curve to support children and families from birth to adulthood with our Elders - on Country with strong language cultural ties. We are observing our children with their families (often up to five generations). We are seeing the integration of health and learning sessions that take place with our families, on their Country.

"Akangkeme (getting happy). Full of happiness, feeling lovely, for family, friends, especially when we are all together on Country."

MK TURNER OAM, AMPE-KENHE AHELHE DIRECTOR

Together we have collaborated to run learning sessions with the Men's and Youth, Maternal and Child health and Social and Emotional Wellbeing teams, integrating counselling and nutrition. We are developing resources for our Arrernte curriculum and making books,

"We are observing our children with their families (often up to five generations). We are seeing the integration of health and learning sessions that take place with our families, on their Country."

using our hidden talents and skills. As a growing team at Ampe-kenhe Ahelhe, we have learned to love and trust and treat one another with a respect. This comes with knowing who we are, where we come from, how we relate to this Country and the importance of language and culture. These are the most important outcomes for our children, which will enable them to take part in both worlds, with the new and the old. We are starting early with our little ones ensuring they know their kinship connections to Country, family and where they belong so that their spirit remains strong forever.

What an amazing journey this year has been as we shift and learn and grow with our little ones. Thank you to all our family and friends, volunteers and especially our philanthropic families who have supported us and stayed with us on this journey. We are and always will be, the Children's Ground Family. Kele mwerre. Thank you!

Ampe Mape Ampe-kenhe Ahelhe

Children's Ground Children 2020



Constance
Yarrenyty Arltere



Ebalena
Yarrenyty Arltere



Connolly
Yarrenyty Arltere



Zena
Yarrenyty Arltere



Kaylahni
Yarrenyty Arltere



Rhonda
Yarrenyty Arltere



Russel
Yarrenyty Arltere



Anton
Yarrenyty Arltere



Irick
Yarrenyty Arltere



Clarice
Yarrenyty Arltere



Neveah
Yarrenyty Arltere



Zoe
Yarrenyty Arltere



Jacob
Yarrenyty Arltere



Jazelle
Yarrenyty Arltere



Kileera
Yarrenyty Arltere



Gertrude
Yarrenyty Arltere



Tishana
Yarrenyty Arltere



Tashina
Yarrenyty Arltere



Yulanda
Yarrenyty Arltere



Alyssa
Yarrenyty Arltere



Brody
Yarrenyty Arltere



Josiah
Yarrenyty Arltere



Micaiah
Yarrenyty Arltere



Jahliyah
Yarrenyty Arltere



Karen
Irrkerlantye



Edgar
Irrkerlantye



Jashayelyn
Irrkerlantye



Marahlia
Irrkerlantye



Aleyah
Irrkerlantye



Kayden
Irrkerlantye



Tahlia
Irrkerlantye



Richard
Irrkerlantye



Oren
Irrkerlantye



Sharmarnie
Irrkerlantye



Rodney
Irrkerlantye



Warren
Irrkerlantye



Jessie
Mpweringke Anapipe



Janaya
Mpweringke Anapipe



Aaliyah
Mpweringke Anapipe



Libby
Mpweringke Anapipe



Anna Marie
Mpweringke Anapipe



Winston
Mpweringke Anapipe



Kiralee
Mpweringke Anapipe



Marthalias
Mpweringke Anapipe



Stephen
Mpweringke Anapipe



Ellarisha
Mpweringke Anapipe



Rekiah
Mpweringke Anapipe



Cathy
Mpweringke Anapipe



Delena
Mpweringke Anapipe



Mykelliah
Mpweringke Anapipe



Talina
Mpweringke Anapipe



Jahvontae
Mpweringke Anapipe



Matthius
Mpweringke Anapipe



Cletus
Mpweringke Anapipe



Dominic
Mpweringke Anapipe



Andre
Mpweringke Anapipe



Francisca
Mpweringke Anapipe



Monica
Mpweringke Anapipe



Zelia
Mpweringke Anapipe



Zaylani
Mpweringke Anapipe



Jasmine
Mpweringke Anapipe



Jayla
Mpweringke Anapipe



Thomasina
Mpweringke Anapipe



Braxton
Mpweringke Anapipe



Colagro
Mpweringke Anapipe



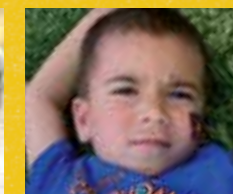
Ibrah
Mpweringke Anapipe



Roseally
Mpweringke Anapipe



Allanah
Mpweringke Anapipe



Logan
Mpweringke Anapipe

Ampe akngerre mape Ampe-kenhe Ahelhe-arenge

Children's Ground Young People 2020



Ashley
Uyenpere Atwatye



Florence
Uyenpere Atwatye



Joaquin
Uyenpere Atwatye



Alidia
Uyenpere Atwatye



Lucas
Uyenpere Atwatye



Killan
Uyenpere Atwatye



Frankie
Mpwerkingke Anapipe



Montannah
Mpwerkingke Anapipe



Nigella
Mpwerkingke Anapipe



Mykel
Mpwerkingke Anapipe



Justin
Mpwerkingke Anapipe



Kelsey
Mpwerkingke Anapipe



Taylaaliyah
Uyenpere Atwatye



Naliah
Uyenpere Atwatye



Carolina
Uyenpere Atwatye



Maria
Uyenpere Atwatye



Romario
Uyenpere Atwatye



Verelda
Uyenpere Atwatye



Alexis
Mpwerkingke Anapipe



Shequelle
Mpwerkingke Anapipe



Darius
Mpwerkingke Anapipe



Desmond
Mpwerkingke Anapipe



Shekina
Mpwerkingke Anapipe



Tasinya
Mpwerkingke Anapipe



Shanika
Uyenpere Atwatye



Helen
Uyenpere Atwatye



Zavahna
Uyenpere Atwatye



Nyiesha
Uyenpere Atwatye



Clevone
Uyenpere Atwatye



Tristyanna
Uyenpere Atwatye



Shania
Irrkerlantye



Liliana
Irrkerlantye



Lakayla
Irrkerlantye



Edwina
Yarrenyty Arltere



Kelisha
Yarrenyty Arltere



Shishana
Yarrenyty Arltere



Trevor Junior
Uyenpere Atwatye



Patricia
Uyenpere Atwatye



Mahalia
Uyenpere Atwatye



Elijah
Uyenpere Atwatye



Jaybon
Uyenpere Atwatye



Beverly
Uyenpere Atwatye



Ezra
Yarrenyty Arltere



Sheralitha
Uyenpere Atwatye



Edie
Uyenpere Atwatye



Lindsay
Uyenpere Atwatye



Reishida
Uyenpere Atwatye



Arnold
Uyenpere Atwatye



Hartley
Uyenpere Atwatye



Kirsty
Uyenpere Atwatye



Natalie
Uyenpere Atwatye



Jimmy
Uyenpere Atwatye



Arkiesha
Uyenpere Atwatye



Ashanti
Uyenpere Atwatye



Tyiaz
Uyenpere Atwatye



Dujan
Uyenpere Atwatye



Tim
Uyenpere Atwatye



Michael
Uyenpere Atwatye



Olivia
Uyenpere Atwatye



Azaria
Uyenpere Atwatye



Keanu Junior
Uyenpere Atwatye



Deondre
Uyenpere Atwatye



Talisa
Uyenpere Atwatye



Thompson
Uyenpere Atwatye

Ampe-akweke areye amangkemele itne akaltye-irreme rterrke akwete anetyenenge.

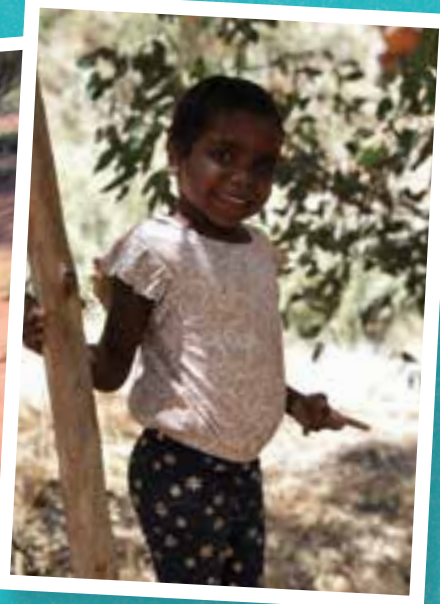
As our little kids grow up, they're learning
and staying strong all the way.

4
years with
Ampe-kenhe
Ahelhe!
2016-2020

Ellarisha



"Here I was giving Ellarisha her
first taste of tyape (witchetty
grub) during a Learning on Country
session at Mpweringke Anapipe in
2016. Now she's all grown up - and
a big sister to two little ones!" -
Antoinette, Ellarisha's mother



Aaliyah



"Aaliyah has been learning
a lot through Ampe-kenhe
Ahelhe. I can see the changes.
She's also getting really good
at the healthy routines: face-
cleaning and handwashing."
- Maxine, Aaliyah's mother

Rodney



"Rodney has really grown up
a lot from when he started
with Children's Ground.
He acts like a big boy now!"
- Felicity Hayes, Senior
Arrernte Educator



Liliana



"Lily has grown up now. Her time with
Children's Ground has taught her a lot:
language, culture, healthy routines. It
made her confident to enter mainstream
school. The teachers have said she's a little
role model for the other children."
- Felicity Hayes, Senior Arrernte Educator



Gertrude



"Coming to Ampe-kenhe Ahelhe
has helped Gertrude become the
curious and confident learner
she is today. She is brave with
her learning and always trying
new things. She loves coming to
learning sessions and going on
country with her family. She is
always excited when she sees
the bus arrive!"
- Emma Fulgenzi, Early Years
Educator

"Kileera has been coming to
Ampe-kenhe Ahelhe since 2016.
From the very beginning!
She feels comfortable here
because she's surrounded
by her family: sisters,
grandmother Dulcie and me."
- Roxanne, Kileera's mother



Kileera





“The children listen quietly and carefully because it’s in their language.”

MARITA MCMILLAN, SENIOR ARRERENTE EDUCATOR



“At Children’s Ground, children learn about what they see. We are making books, so they can see the words in both Arrernte and English – learning both ways in one day. We want kids to learn out on Country. They learn better on their Homelands.”

KWEMENTYAYE KNGWARRAYE PALMER, AMPE-KENHE AHELHE DIRECTOR

Akaltye-irreme Unte Mwerre Anetyeke

Learning and Wellbeing

Learning and Wellbeing is at the heart of everything we do at Ampe-kenhe Ahelhe. We know there are different ways of doing education, but the first education should be with family and Country. Children need to learn culture when they’re young. They need to know about the stories, the histories and places where they live and grow - their Country. Ampe-kenhe Ahelhe is the right place for them to be learning this. We are designing a new First Nations-led education system, so our children can have the best of the best - both in First Language and culture, and in English.

2020 has been a big year of growth and change in Learning and Wellbeing. As we continue to walk alongside

all the children and families in our communities, we are integrating our platforms more than ever, because in First Nations societies everything is connected. All our learning activities include health promotion, nutrition, creative arts and culture, and are supported not just by educators but by Community Development workers, Men’s and Youth workers and Health workers. We are all coming together to create the best learning environment for our children.

While the threat of a COVID-19 outbreak in the NT affected all our communities, we were able to quickly adapt our Early Years learning delivery to suit the changing environment and ensure education for our children continued. We provided learning

resources for families who went back to their Homelands to isolate so they could continue independent learning. When it was safe to do so, our Early Years educators ran socially-distanced learning sessions in the front yards of family homes. Even if Ampe-kenhe Ahelhe staff couldn’t come out to visit, young people from the communities stepped up to lead learning sessions independently.

There have been many exciting developments across the four communities we work with, along with the beginning of Walk and Talk and Early Years activities with a fifth community: Amengkwerne. You can hear from each group in the community pages of this report.

“Ampe akaltye-irretye itne akweke aneleke tyerrtye urrperle-kenhe itirretyeke. Itne akaltye-irretye ayege, mape-ke, ayege apmere-kerte, ante ayege arrulenge nthenhele apeke itne aneme ante amangkeme apmere itnekenhnele. Akaltye-irretyeke merne pwertye-arenge nthenhele uthemele arretyeke, mwerre anthurre itne akaltye-irreme arne nhenhe mapeke nhenhe Ampe-kenhe Ahelheke. Ampe arnterre ahentye aneme. Itne akngerre akaltye-irreme arrernte-ke.”

MK TURNER OAM, AMPE-KENHE AHELHE DIRECTOR

“Children need to learn culture when they’re young. They need to know about the stories, the histories and places where they live and grow - their Country. Learning about bush tucker and where they can find it. I think it’s really good they learn these things at Children’s Ground. Kids really like it. We tell them stories. They’re learning lots of Arrernte.”



Arrernte-kenhe Angkentye

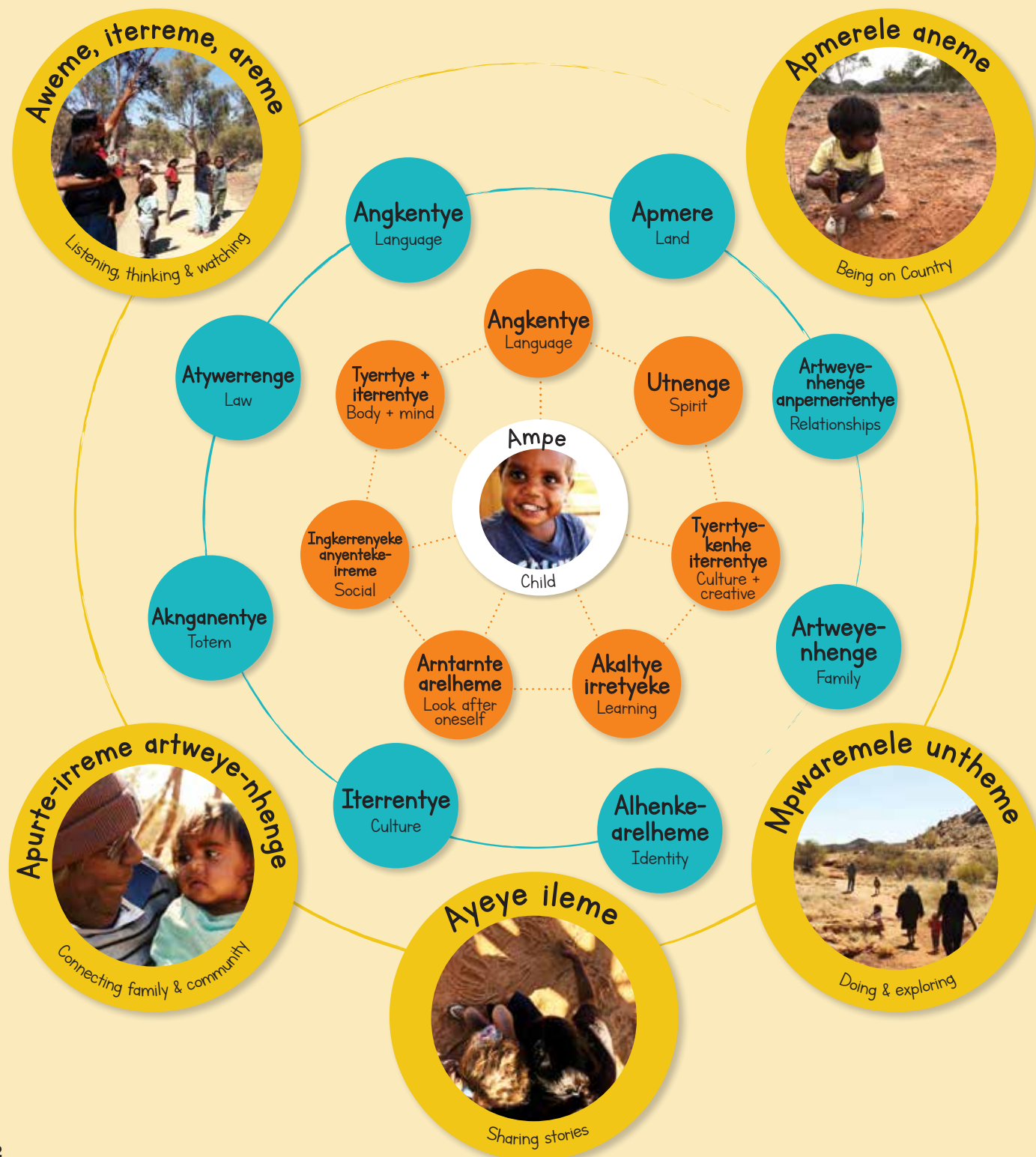
We have always been told that the Western way is the better way than what we already had. We have never been validated for our knowledge. We are writing it down so you can see that we can teach our children our way, the way we have been doing for generations. We are writing about a very deep and rich way of learning which is so important for us and our children.

Below you can see our Arrernte curriculum. It shows the:

5 Arrernte Practices of Teaching

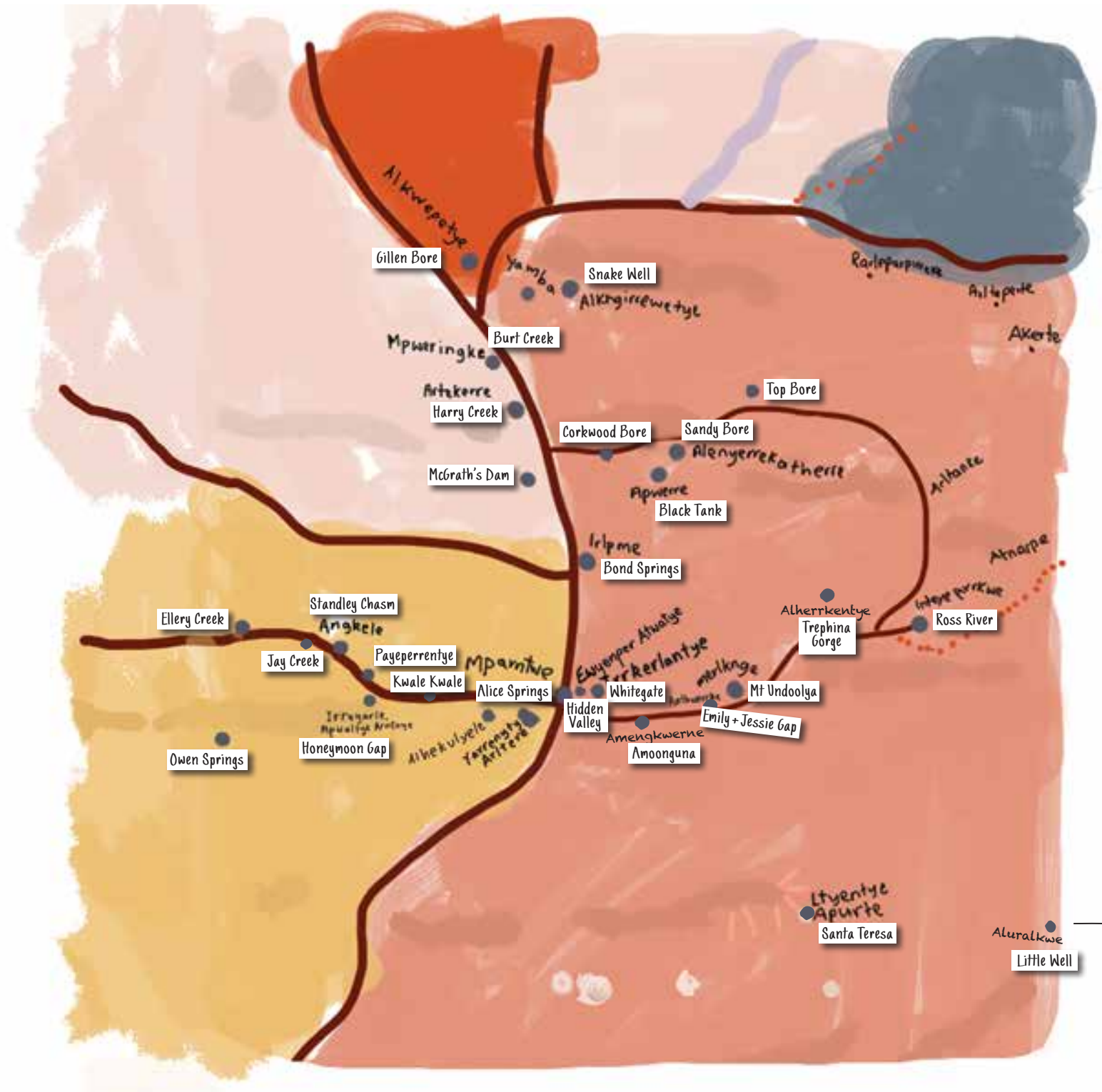
8 Arrernte Principles of Learning

7 Arrernte Strengths of the Child's Learning



Akaltye-irreme Apmerele

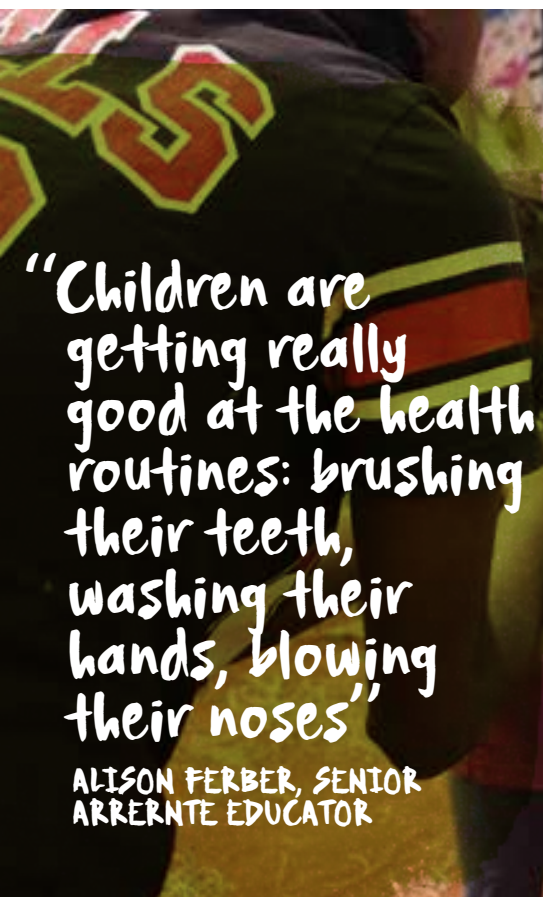
Learning on Country is important for our children because the land is the foundation of their education. This map shows some of the important places in Central Australia where we visit and run learning sessions across our five communities: Yarrenyty Arlttere, Mpweringke Anapipe, Irrkerlantye, Uyempere Atwatye and Amengkwerne.





"Smoking babies and bush medicine makes strong bodies."

MK, FELICITY, DULCIE & LOUISE



"Children are getting really good at the health routines: brushing their teeth, washing their hands, blowing their noses"

ALISON FERBER, SENIOR ARRRERNTTE EDUCATOR



"The baby and I were sitting down on the dry river bank playing with a pot of water. I thought it was a good opportunity to teach the baby about Country, and to have family time too. The bonding with baby and Country makes our old ancestor spirits happy and proud."

LARISSA MENERI, CHILD & MATERNAL HEALTH



"Children's spirits get stronger as they grow, especially when on Country and with family."

MK, FELICITY, DULCIE & LOUISE

Tyerrtye Mwerre Anetyeke

Health and Wellbeing

Health is embedded into everything we do at Ampe-kenhe Ahelhe, prioritising First Nations health systems and incorporating Western knowledge. We're not just looking at the health of the child, but of the whole community. This is why we continue to grow our health team across child and maternal health, nutrition, social and emotional wellbeing, environmental health and health promotion.

Cultural health and safety is very important. To keep the spirits of our children strong, we know they need to be learning on their Country from the right cultural educators in their families.

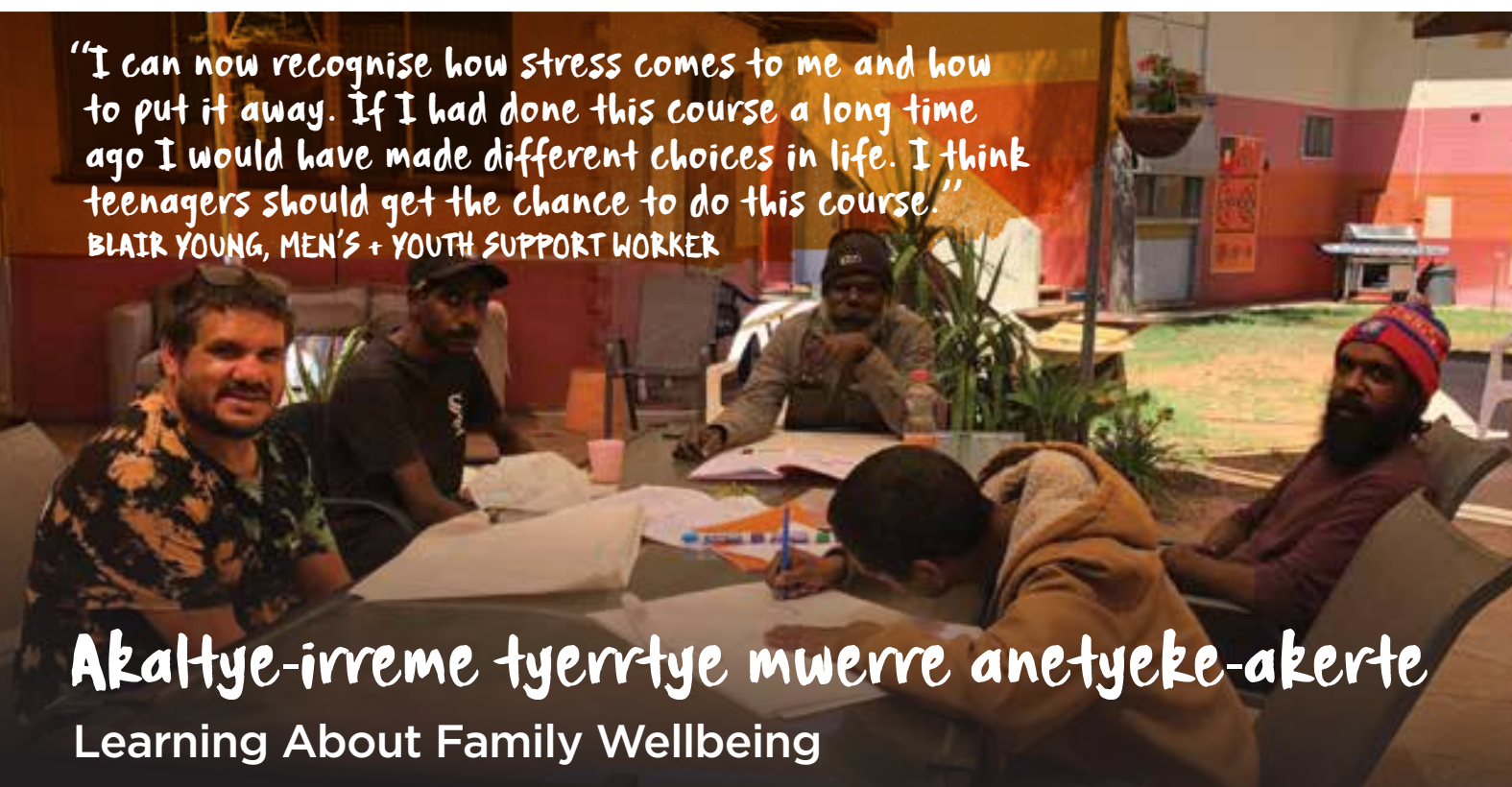
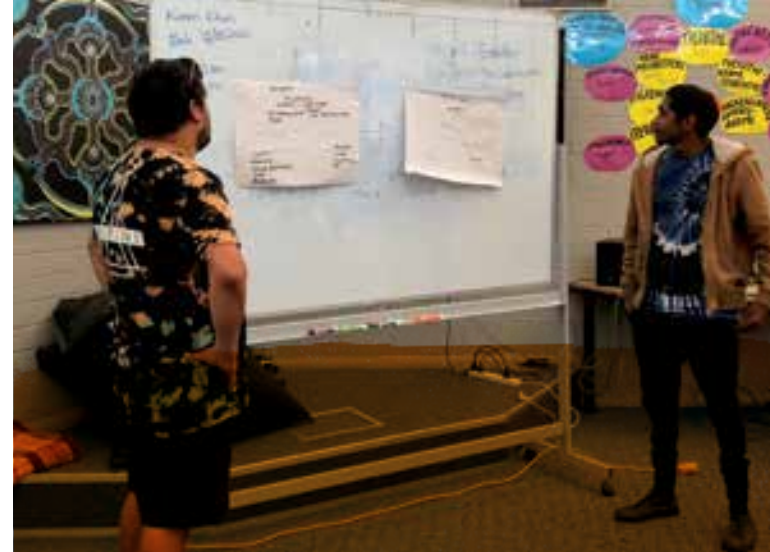
At Ampe-kenhe Ahelhe, we are teaching children their language, their kinship, their Country and their history to keep them healthy and strong with a sense of belonging. Our First Nations health system comes from the land, so just being on Country is good for a child's development. Here they have access to nutritious food and bush medicines; we incorporate learning

about finding and identifying these into our Early Years activities.

Healthy routines are integrated into all our learning sessions. The children are getting really good at brushing their teeth, washing their hands and faces and learning to take care of themselves. We eat healthy foods and have conversations about nutrition and treating our bodies right. We partner with specialists from the Northern Territory health department and Congress who visit our Early Years activities, like a hearing specialist or the tooth fairy to teach children about dental health. The tooth fairy says that the Ampe-kenhe Ahelhe children's teeth are the best! Our Health and Learning teams work very closely together to embed health lessons into everything we do, using our guiding health framework *Utnenge, Tyerrtye, Mwerre Atnyenetyeke Iltye Tyerrtye Urrperle-kenhenge: Health in the Hands of the People*.

This year we hired a First Nations Child and Maternal Health Specialist who has been working to set up Mums, Dads and Bubs groups across our communities. This is encouraging young parents to join in with Ampe-kenhe Ahelhe and find support for any of their health or baby worries. We all need to work together to grow up strong, healthy children.

When the threat of COVID-19 became real in the Northern Territory we immediately began to support the needs of our families, ensuring everyone had access to health information in language and could prepare their homes or go live back on their Homelands. Our Elders are very important to us, so we did lots of work to support them to be safe. We developed Family Wellbeing Plans across all the families we work with in partnership with Akeyulerre (The Arrernte Healing Centre). This included nutrition, health needs, hygiene routines, Renal and family responsibilities. We know it's important to work together for the wellbeing of our communities.



"I can now recognise how stress comes to me and how to put it away. If I had done this course a long time ago I would have made different choices in life. I think teenagers should get the chance to do this course."
BLAIR YOUNG, MEN'S + YOUTH SUPPORT WORKER

Akaltje-irreme tyerrtye mwerre anetyeke-akerte

Learning About Family Wellbeing

At Ampe-kenhe Ahelhe, we are growing a local workforce to design, drive and monitor the change that we are looking to see over the next 25 years. We have the knowledge of 60,000 years of our people encouraging us, and we are learning from all of those strong people who have come before us. At Ampe-kenhe Ahelhe we have the opportunity to lead and the time to consider what has been holding our people back. We are developing our training program and this year, in partnership with the Batchelor Institute of Indigenous Tertiary Studies, a group of us completed the Certificate II in Family Wellbeing.

Designed by and for First Nations people, this course helped skill us up on effective communication techniques and how to manage conflict resolution.

It is a holistic and community centred approach to personal wellbeing - which is the way we approach everything at Ampe-kenhe Ahelhe.

Through role plays and discussions in a safe, supportive environment, we were encouraged to share and discuss issues that have impacted our own and other people's personal and professional lives. Designed specifically for communities experiencing complex social, emotional and historical problems, the course provides strategies in addressing issues as they arise in the future.

After successfully running this course in 2020, we have already locked in dates for 2021.

"I've really noticed this group of participants build their confidence with the role plays. This is the best group I have ever had!" COURSE TRAINER

"The course contained practical content applicable to everyday life. We explored strategies to cope with stressful situations and looking at what causes us stress. Personally I got a lot out of the positive change triangle. I enjoyed learning from fellow participants and very knowledgeable instructor."
CAMILLE DOBSON, OPERATIONS MANAGER



Atyenge Ampe-kenhe Ahelhe Ayeye

My Children's Ground Story

By William Lowah

I've been working with Ampe-kenhe Ahelhe for a few years now doing Men's and Youth work and family support. It was a good feeling to start work here, because before that I was on Centrelink for a long time. When I came to Ampe-kenhe Ahelhe it gave me that spark back.

Ampe-kenhe Ahelhe helped me get up on my feet. They've helped a lot of families. The staff are too deadly! You've all done a lot of things for us - to help us.

Working at Ampe-kenhe Ahelhe gave me the confidence to accept a new job I was offered at the hospital making prosthetic limbs. To me, it feels like making art. I get to work with a lot of my Arrernte families. And I need to start working on my own prosthetic leg soon!

Ampe-kenhe Ahelhe is a good place for family to get together, teach their children, and just be together. Children are learning from their Elders and Elders are learning from the young ones as well - with technology. We're all learning from each other. And the staff, everybody - we're all in it together, learning. Ampe-kenhe Ahelhe is everybody. Doesn't matter if that is someone's kid - it's everyone's responsibility. Because we're all here now. We're all in this ground, apmere (Country/place) together. We've all got to help each other because it's all about family. Some families aren't sitting well right now. But they're still strong, they're still coming to work. I've worked with children before and families - that's the kind of work that I love doing. That's the best thing. You get to see the children, the mother, the father. You get to see it all.

"I'm always going to be a part of Ampe-kenhe Ahelhe and Akeyelurre. That's my job for life. That's my backbone, those two places".

It's really good to see more staff coming on board at Ampe-kenhe Ahelhe this year - to see more young people getting employed. I told the young fellas in my family, "You know why I'm leaving Ampe-kenhe Ahelhe? I think you're both ready now to step up and do my job. And just keep doing it." It's been really good for them working here.

Although I'm working at the hospital now, I'm always going to be a part of Ampe-kenhe Ahelhe and Ampe-kenhe Ahelhe will always be a part of me no matter what. I told my new boss: I'm always going to be a part of Ampe-kenhe Ahelhe and Akeyulerre. That's my job for life. That's my backbone, those two places.

Mpweringke Anapipe 2020

Nthakenhe irreme?
What's happening?



We had a learning session all about snakes! Children were taught how to wrap a compression bandage, educators read stories about snakes and everyone painted their own snake picture.



"Going to the light show (Parrtjima) was a chance to listen and watch our culture. It was a chance to spend time with all our family, together"
- Michael Gorey, Senior Arrernte Educator



Kele mwerre Mparntwe Desert Park! Anwerne angkeneme ampekenhe ahelhelenge. Anwerne akngeke ampe akweke mape imenetyeke arne pwetye arenge mape akerte akaltjele anthemele. Thank you to the Alice Springs Desert Park for having us visit! We took the little kids to teach them about the bush animals and where they live.



We are teaching children how to find bush tucker on Country, like this alangkwe (bush banana) here.



"I taught the children about the Aboriginal flag as it's part of their identity. The red is the land which we walk on, the black is the tyerrtye (body) and yellow is the uterne (sun) that we live under. I taught them to collage the colours and understand what the flag represents. I am excited to practice and learn how to be a strong educator and a mum."
- Nakita Ferber, Early Years Support Worker



Burt Creek families established a permanent Learning and Health hub in their community!



"Ampe-kenhe Ahelhe-le antheme ampe
angetyeke nthakenhe itne awelheme
ante itne apeke muerre awelheme school
nhenhe, ante apmere itnekenhe. Itne apure
awelhetye-kenhe aneme apmerele ante itne
angkeme akngerre. Itne akangkentye aneme
ante itne apuretye-kenhe aneme."

KWEMENTYAYE KNGWARRAYE PALMER, AMPE-KENHE AHELHE DIRECTOR

"Children's Ground gives kids a chance to talk about how they feel.
And they feel comfortable in this school – especially on their
Homelands. They don't feel shy when they're on Country; they just
speak up. You can see they're really happy and proud of who they are."

Irrkerlantye 2020

Nthakenhe irreme? What's happening?



Fighting for Tenure at Irrkerlantye: update

Me and my family are Traditional Owners of Mparntwe (Alice Springs). The Government is saying the right things, but I am not sure where we are going. I keep going to meetings. I keep following the journey of my Aunt. Another year has gone, and we are still waiting for our tenure, for water, for power, to be able to build a house for our families. Last year the Chief Minister came and met with me at Irrkerlantye. This year he wrote to me and my family and said:

"My Government recognises that land tenure is crucial to the lives of Aboriginal people, spiritually, physically, socially and culturally and is committed to ensuring land and sea ownership delivers on the economic and social aspirations of Aboriginal people."

The Northern Territory Government acknowledges the need to explore tenure and servicing solutions at the Irrkerlantye community and has agreed, in-principle, to provide the Irrkerlantye community with appropriate land tenure, so that Irrkerlantye residents can pursue residential and community development opportunities." (Chief Minister Michael Gunner in correspondence to Felicity Hayes 5th June, 2020).

Last summer we had three new water tanks installed by Children's Ground. We will depend on these for another year. They provide us with increased access to water. Tangentyere fill up the water for us. It was 46°C on Christmas Day last year, without power and living in tin sheds – it is hot. Without water we would be in real trouble. Support from the Government for this infrastructure was promised but so far hasn't happened. We will keep fighting for our rights, it's what we deserve. I hope next year when I write this report, the message will be different.



"We had a NAIDOC Week celebration at Irrkerlantye with all the children, families and staff! We cooked damper and roo tails while the children were busy crushing ochre. It made me really happy."
- Felicity Hayes, Senior Arrernte Educator



"We've been running Early Years sessions at Mt Undoolya. There are lots of babies being born out there - we cuddle them lots and tell them stories." - Felicity Hayes, Senior Arrernte Educator



Yarrenyty Arltere 2020

Nthakenhe irreme? *What's happening?*



Roxanne is leading a skin name game during an Early Years session.



Gertrude learnt how to find a ripe native fig!



Dulcie is teaching her granddaughter Kaylanhi how to make damper.



Shishana is painting a rainbow serpent in mud on a tree during a Learning on Country trip to Ellery. She is showing her learning of this important cultural story from her Elders and educators.



We have been holding 'spa days' to create playful, healthy activities that support good health routines for children and families.



Here we are having a local governance meeting so everyone can be part of planning and decision-making.



Uyenpere Atwatye 2020

Nthakenhe irreme? What's happening?



We began our year of Early Years learning with a smoking ceremony at our community centre.



Bambi is showing Joaquin how to cut up healthy food.



Blair is leading a learning activity about artweyehenge (kinship) and anpernirrentye (skin groups).



"Children's Ground is the best! We didn't have anything like this before. We invited you to come work in our community because we knew you would stick around. Any ideas we have - you support us! I'm very proud of what we've achieved together this year."
- Tim Macnamara, Community Leader



"We've been taking the children for walks around the community so they can learn how to find bush medicine. Now, they're spotting them straight away!"
- Marita McMillan, Senior Arrernte Educator



"Ashley is a good listener. He's learning both Arrernte and English. He's good at recognising the trees and the bush medicine. We can see him growing and changing."
- Marita McMillan, Senior Arrernte Educator





"I really enjoy learning from the Elders. I'm getting knowledge from them so I can teach the young ones and they can look up to me."

EDMOND DOOLAN, MEN'S + YOUTH SUPPORT WORKER



Mwerrentye Warrke Irretyeke

Economic Development and Wellbeing

A key part of our Economic Development and Wellbeing platform is to provide culturally appropriate and supported employment that works with our strengths. By creating employment and economic opportunities for everyone: young people, parents, Elders, men and women, our communities will strengthen and grow. We are surrounded by cultural professors, healers, teachers, law people, directors, artists and linguists. At Ampe-kenhe Ahelhe we recognise the wealth of talent in our communities.

This year we have continued to employ many more First Nations people of all ages and skills, expanding our Ampe-kenhe Ahelhe family across Learning, Health, Men's and Youth, Admin, Finance, Research and Evaluation, Community Development and Governance.

We have further developed our *Anwerne Ingkerrekele Mpwareke: By Us, For Us* resource development enterprise this year with the publishing

of four new children's books in our First Languages. Three of these books are written in Arrernte and one celebrates the linguistic diversity of Yarrenty Arltene Town Camp by incorporating the eight languages spoken in the community: Luritja, Arrernte, Western Arrernte, Anmatyerr, Alyawarr, Warlpiri, Gurindji and English. This book, *Our Languages*, is a true celebration of language, culture and community strength, with words in eight different languages sitting alongside photos of soft sculptures created by Yarrenty Arltene Artists - the community's own artistic social enterprise. The three new Arrernte books use themes of opposites, universal folk/fairy tales, direction, repetition and hand signals to develop children's skills in their First Language.

As in 2019, the Indigenous Literacy Foundation has decided to include over 2,000 copies of our books in their Book Supply and Family Book Packs next year, enabling our books to reach over 400 First Nations communities.

This year, with help from our fantastic volunteer Sam Horman, we've also developed some of our children's books into audio books and app books with interactive language-learning games. Our Educators have been teaching young people how to use these language games on the iPads, and they are now available for public download from the Apple and Google Play app stores.

Our Enterprise team has been collaborating with other teams across Ampe-kenhe Ahelhe to support computer literacy and digital illustration skills. We have also produced a number of new retail products this year including puzzles, t-shirts, caps, flashcards, postcards, colouring-in books and an Arrernte language learning poster.

The strength and value of our First Language resource development has been recognised by the awarding of another ILA (Indigenous Language and Arts) grant to continue this work. Bring on 2021!



"For me, working at Children's Ground is like going back to school again. There's always something new to learn from these Elders. I love working here."

PURINA ANDERSON, COMMUNITY RESEARCHER & HEALTH PROMOTION SUPPORT



"We published 4 new books this year and made audio recordings of the last series of books. Kids are, really enjoying them."

FELICITY HAYES, SENIOR ARRERNTE EDUCATOR



Language, culture & our children's future

Interview with Felicity and Camille



This interview was originally published in Social Work Talk Quarterly, a periodical sharing a diverse range of stories, opinions and voices.

Tell me a little bit about who you are and how you got involved in Children's Ground

F: My name is Felicity Hayes and I am an Arrernte educator and the author of some of the books we've made. And I got involved in Children's Ground because we wanted to make a change for our children. Our children in mainstream schools are failing. There is no culture in the classrooms – our children are being taught their culture for 45 minutes once a week in the mainstream schools. We decided to make the changes and started Children's Ground so that our children can learn language and culture with their parents and grandparents and young people around them. I have 9 Grandchildren myself and they each speak 5 languages: Arrernte, Luritja, Pitjantjatjara, Warlpiri and English.

C: I'm Eastern Arrernte, my family comes from Ltyentye Apurte. I went away from Alice Springs when I was quite young and ended up going to university and getting a couple of degrees there and becoming an Academic! I was teaching in the Aboriginal Foundations program for kids that wanted to get access to university. The thing that struck me about most of these kids is that they

didn't have strong connections to their heritage and a lot of them were very angry about being Aboriginal, what it means to be Aboriginal. There were lots of issues around identity. We spent a lot of time trying to unpack all of that with them and getting them into a healthy way of thinking about themselves and hopefully taking pride in their First Nations identity and culture. After 20 years I came back to Alice Springs and my mum, who is a phenomenal educator and strong Arrernte woman, was pushing and pushing for me to get back involved into something to do with First Nations culture.

How many languages do you speak?

F: I'm fluent in Arrernte and English, and I speak a little bit of Luritja and Pitjantjatjara. I can also understand other Arandic languages: Anmatyerr, Alyawarr, Western Arrernte and Pertame.

C: I speak English and a little bit of Arrernte. I'm not fluent, but Arrernte is the name for lots of different language groups so the Arrernte language goes from below the South Australian border all the way up to Mount Isa. So most of those groups can effectively communicate with each other.

What is the main goal of Children's Ground?

F: The main goal is changing the education system for our First Nations children. The Western education

environment is very difficult for our children. It's a strange environment. Our children aren't learning what their parents and grandparents know. It's a different world when they go to the mainstream schools. English is their second language and the classrooms can't support the kids with their First Language.

C: We've got a lot of different areas we are working on. There has been a big focus on Early Years education, but we have also started developing other areas. Health is another big area for Aboriginal people and it impacts on children's ability to learn etc. So we have a health team that integrates with our Learning team and healthy routines for kids, teeth brushing and looking after our bodies are always a part of Early Years activities. We are also doing community development and looking at systemic change in communities. We're starting to explore the enterprise space by publishing books in Arrernte language and developing business enterprise in communities. So, Children's Ground is really a holistic approach to trying to address issues within Aboriginal communities which leads to better outcomes and all those things that people want to see changed in their own communities.

The big push at the moment is education reform. Felicity was one of the advisors for the film *In My Blood It Runs* and we've been using that as a vehicle to lobby the government to make systemic change that is going to be good for Aboriginal people. Children's Ground is wanting to collect 25 years of data to support this, so starting a 0-25 longitudinal study on all aspects to see if the things we are doing are working. We are reviewing our work often and tweaking things and then recording that so in the future we will be able to use that as solid evidence to make some of these changes to Aboriginal education and health that the government is tracking.

Tell me a bit about what your educational experience was like.

F: Well I grew up in Ltyentye Apurte at Santa Teresa Mission and my primary years I was at the mission school learning English. We didn't have our First Language in schools so I was lucky to have grandparents and my mum and dad who taught me my First Language and culture on the weekends. We would go out bush you know, walk the land. We were getting the education that our old people wanted for us.

When I had my own children I used to go to school with them sit in the classroom to help them feel comfortable and read the books to them. As I started to do some teacher

training and learned from people like my mum, I realised that the children needed to learn their First Language first.

How old were you when you learnt to read and write your own language?

F: I think I was 30-something. That's when I learnt to read and write in my own language. That's where it all started for me. Writing it down on paper it was really hard. In the old days we didn't write our language down because we didn't need to.

When Children's Ground came along, I was able to practice my Arrernte writing skills. You know, that's what I've been waiting for! To be able to write down stories in our own language and teach our own children.

C: The Arrernte language was only put into a written language in the early '80s. My mum was one of the people who worked on the Arrernte dictionary. That's why a lot of people aren't strong language writers because it has only recently been written. All this work that Felicity and the team at Children's Ground have been doing is to ensure that learning how to read and write in your first language is more of the norm. So, it becomes every day that these children write, read and speak Arrernte and English.

"It's the kids who we are trying to build this language and culturally rich environment around."

It's been a long journey hasn't it Felicity? To get to this point. A new edition of the Arrernte dictionary will be out at the end of this year. There is more time invested in ensuring people can write the language as well as speak it. It's about giving it strength and keeping it growing and alive and people using it.

I'm assuming speaking the language would be a really key part of working at Children's Ground?

C: Yes. We also have Western-trained First Nations and non-First Nations Educators who aren't fluent Arrernte speakers, but they are always willing to learn, and they learn from our Arrernte educators everyday - whether that is new concepts or words or whatever. First Nations and Western-trained Educators are working together to give the children that enriched learning environment. It's the kids who we are trying to build this language and culturally rich environment around.



Camille, were you also educated in English like Felicity?

C: Well yeah actually. My dad is Non-Aboriginal and I grew up in an era where he thought that English was the most important thing so we should learn just English. We used to go out bush with my nan and my mum and we'd learn a lot of the Arrernte names of plants and animals and just common everyday things but stringing a sentence together can be challenging for me. I have the essential ones like 'Do you want to come down to the coffee shop and get a coffee?' but I don't speak Arrernte fluently. My mum would love me to. I have been learning and doing classes with my mum. I am getting better, but I didn't have that opportunity to learn my First Language in school.

What is it that is different about education at Children's Ground?

F: Well, we take children out on Country, out bush and teach them about what's out there. We teach them to look after for themselves too, like how to survive out bush and find bush tucker. We teach the children what to do if you have a problem when you are out bush. There is a lot of food and water out there, you know. You can go down to the creek and look at all these places you can find water. We

also teach them to identify different animals. We teach them about the sky and the bush and to learn about culture and language.

C: We teach children about the skin system that tells you about your relationship to Country and others. There is spirituality things in there too. Across Country there are stories that intersect, so when children are on country they are taught about the Country and who is related to it and who is responsible for it. Different groups of people have different responsibilities. There are boys things for the boys and girl things for the girls too. At Children's Ground, we're trying to teach about all aspects of First Nations culture. We start from little kids so they learn Arrernte baby talk so they can get those sounds and then as they get older they become fully immersed in First Nations culture and language.

It sounds like you are really trying to ensure that that knowledge you have isn't lost to western education when they spend 5 days a week at school. Is it just about that production of knowledge?

C: I think so but it's also more than that. All that stuff we are doing, there is science in it and maths in it. It's already there! The Western way of doing it is very English. When you go into a classroom it can be very

boring! You're almost held captive. But when you are doing education out on Country the whole family is involved. Mum and Grandma might come to the session and they are teaching and learning as well. It's not like you're being raised by a stranger, or a foreign person in a foreign environment. You are in your own environment with people you know and love and trust and getting the best learning from that. You're learning all the things that matter *and* you're complimenting it with Western education too. At Children's Ground, we also have Western-trained educators teaching kids the things that they need to build the foundation skills for English too. It's not depriving kids; it's giving them the richness of all they need to be really awesome people in the future! They are going to go out into the world feeling empowered with cultural pride and be able to navigate in any environment - the Western world or Arrernte world. It's making learning real for them and I think kids love that. They are really learning things.

Well we might talk about your book now! Felicity where did you get your idea for your book 'Iwenhe Nhenhe?'?

F: It's about what animals you see when you're out bush. It's about learning about kangaroos and dingoes and birds and things like that. It's about the native animals.

C: What about this book Felicity? This one is about what comes out at night.

F: Yes! Moths, stars, moon and the calendar and also the shapes you see.

C: This is another one, *The Thirsty Little Mouse* and then this one is called *Apmwe Iwenhe?* Which means *What Snake?* It's a comparison book, big small, fast/slow etcetera.

F: There is also a book about warnings in everyday life, when you see thunderstorm coming in the distance you know that it is going to bring rain and it's going to bring hail and it might break the trees and you've got to watch for all these things to keep safe.

C: We've also got the family book - *Artweyenhenge* so this is all the family and also uses counting. We've also got one called *Alkere* which is all just about the one word, like 'sky'. A lot of these books are illustrated by the kids and then we also use these illustrations on things like T-Shirts.

So are these books written in both English and Arrernte?

C: Yes they are. Actually some are in audio book format too, which Felicity narrates. This last book is called *Our Languages* and is written by families from Yarrenyty Arltere Town Camp which has their soft sculptures in it. It has eight different languages which are all the language groups that live in the Larapinta area in that community.

So, it's celebrating not only the artists out there but also the language groups in the community.

So are you using these in your classrooms?

F: When we go on Country we take these books for the kids to read to keep the language alive and teach them to talk properly in Arrernte.

C: Heaps of the mainstream schools have purchased them as well, so they are used a lot all over the place. What helps people to use them is also the audio books where you can hear how things are pronounced

What do you think still needs to be done?

F: I think we need to look at the way we teach our First Nations children. We want to teach our children what is out there, not just in the classroom. There are things happening in the bush and down at the river. There is always learning, even when you go camping, there are always things to learn about. How to make a fire, find water, look after the environment itself.

C: For Children's Ground we are only 4 years into a 25-year approach. I feel we need to invest a bit more into the community development space. I think also if we want to make change in the educational space we need to continuing developing curriculum documents that we can put alongside the data we are collecting so we can

"It's not depriving kids; it's giving them the richness of all they need to be really awesome people in the future! They are going to go out into the world feeling empowered with cultural pride and be able to navigate in any environment - the Western world or Arrernte world."

influence change. It's broader than what is happening in Alice Springs and in the Northern Territory because I think our approach has potential for a lot of kids in schools everywhere! There has to be changes in school. Felicity and I came out OK but there are a lot of kids that don't fare well in the mainstream education system. Teachers are overstretched, classrooms are too big, there isn't one on one support. It's treated like day care: kids don't see their parents all day, the kids are taught by strangers. At Children's Ground, we encourage parents to be part of their children's learning which is vitally important for First Nations people to change things for our kids. We want to engage our kids in more positive learning experiences. We've got a long way to go...but we've got 21 years!



"Kids are learning about the old ways and the new ways. The cultural activities are really important. And no feeling shame. They need to feel proud of who they are."

KWEMENTYAYE KNGWARRAYE PALMER,
AMPE-KENHE AHELHE DIRECTOR



"Some things are fading away, but we have to fix it with all the little kids. We work with them while they're young so they can grow up strong."

MARLENE RUBUNTJA, AMPE-KENHE AHELHE DIRECTOR

Arne Mpwaretyeke, Mwantyele Antirrkwetyke

Creative and Cultural Development and Wellbeing

At Ampe-kenhe Ahelhe, creativity and culture underpins everything we do. In First Nations societies, art, music and dance all form part of and are interconnected with culture. Stories, song and dance about land, kinship, language, totems and law are all part of our identity, so we embed this in learning activities for our children. We know there are different forms of education that are important for our children, but their first education is with family and Country.

Being on Country is central to everything - health, learning, culture and wellbeing. We are the Country. Without the Country we are nobody. Our body is the Country and the Country needs everybody to look after it. It's important for our children to ground themselves on Country. We teach the children about who holds the land and who tells stories about

the land. They learn these stories so they can pass it on. It's important for children to learn songs for ceremonies and for dancing.

Earlier this year we held a planning camp at Inteye Arrkwe, East of Mparntwe (Alice Springs). This gave us a chance to share knowledge and approaches to education from a First Nations worldview and work on the Arrernte-kenhe Angkentye (Arrernte Curriculum) - an evolving learning framework developed and practiced by our First Nations educators at Ampe-kenhe Ahelhe.

In First Nations societies, culture cannot be separated from creativity. At Ampe-kenhe Ahelhe, we integrate painting, drawing and making into our Early Years activities and community celebrations. Earlier this year, each community worked on their own mural centred around a different

Children's Ground principle or aspect of the Arrernte-kenhe Angkentye to be revealed at our Open Day. These artworks provided an opportunity for children and families to reflect on our principles and create something both beautiful and meaningful that brings our new home at 2 South Terrace to life. Kaylene, a First Nations educator from Yarrenyty Arltere, selected the theme for her community mural - 'learning and being on Country'. The group came together to paint a colourful interpretation of an illustration from the Luritja children's book created by Ampe-kenhe Ahelhe Yarrenyty Arltere authors and illustrators *Nintirringanyi ngurra ku* (*Learning on Country*). Children and families find painting relaxing so we make sure we are creating lots of opportunities for creativity during Ampe-kenhe Ahelhe activities.



"It's been really busy this year at Ampe-kenhe Ahelhe. A lot of exciting things are happening and new families are joining in. I feel really happy. Sometimes I look at all the children and think 'Wow! This has just spread like wild fire!' All those years ago we started Ampe-kenhe Ahelhe little bit by little bit. And now look at this! I'm very proud."

**KWEMENTYAYE KNGWARRAYE PALMER,
AMPE-KENHE AHELHE DIRECTOR**



Tyerrtye Areye Mwerre Anetyeke

Community Development and Wellbeing

'Working with community, in community' is a key Children's Ground principle. We are supporting communities to be safe places that thrive culturally, socially and economically. To achieve this long-term goal over our 25 year plan, we ensure that community development sits under everything we do. Each community has its own leadership, governance structures, resources and strengths. Each has a unique vision for the future. We listen and back people's vision, with cultural governance prioritised at every step of the journey.

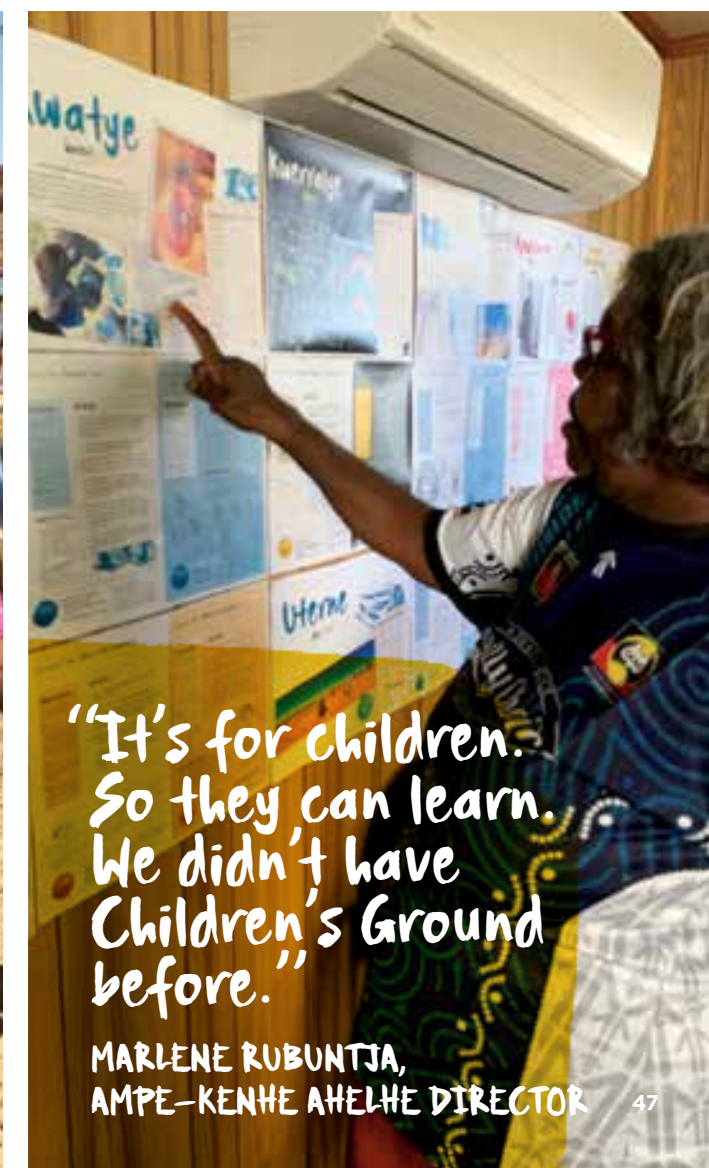
At Ampe-kenhe Ahelhe, families are developing community plans for the places where they live. This will ensure we can keep remembering each unique vision for our communities. This year, Mpwerkingke Anapipe made progress on

their dreams for their community, with the establishment of a Learning and Health hub on Country at Burt Creek. Staff and families have been coming together to set up an inspiring indoor educational environment, developing pride in the hub they are creating that will sit permanently in their community. We know that the growth of opportunities and facilities on Country, where people live, improves the social, emotional and economic wellbeing of the entire community.

Our Men's and Youth Team has been growing this year, bringing more young people on board to work across Learning, Health and Community Development. Our young people are emerging into strong leaders. We saw this a lot during the threat of COVID-19. Young people at Ampe-kenhe Ahelhe came together to form a media team,

developing health messaging and filming videos aimed at informing young people about the virus and how to stay safe. We are so proud of their leadership in caring for our communities and Elders. The Men's and Youth Team also supported many on Country learning camps this year and is looking to partner with other organisations in the future to support our young people to get back on Country.

Families in our communities experience a lot of stress. Many people are dealing with the hardships of life and loss, sorry business, funerals and community unrest. But we know our communities have a vision for their future, and at Ampe-kenhe Ahelhe we continue to walk alongside them as we all change the future for the next generation.



"It's for children. So they can learn. We didn't have Children's Ground before."

**MARLENE RUBUNTJA,
AMPE-KENHE AHELHE DIRECTOR**



Bringing 'In My Blood It Runs' Back Home

Uyenpere Atwatye Premiere

In My Blood It Runs is an important film to us at Ampe-kenhe Ahelhe. Djujan, the film's star, and his brothers and sisters are part of our Uyenpere Atwatye (Hidden Valley Town Camp) community and his grandmothers (our Elders and Directors) worked as key film advisors. The Uyenpere Atwatye community felt it was important to hold the premiere of the film in the community where it was made - to come together, celebrate and acknowledge everyone's achievements.

The Ampe-kenhe Ahelhe Men's and Youth team worked with Uyenpere Atwatye to organise the community event, through which 16 people were paid for work on the night. Many people from the Town Camp were enthusiastic to contribute to this celebratory event and tidy the area up

for the screening later that evening. People wanted to show off their community in the best light, spending the entire morning raking, cutting grass, mending fences, putting up heshen, moving lights and toilets - all in 40+ degree heat!

Around 500 people from Uyenpere Atwatye and the broader Mparntwe community attended the premiere, which was a true showcase of the strength and resilience of First Nations families. Community leaders and Elders led Arrernte children in a significant cultural dance performance.

Our Chairperson William Tilmouth spoke of First Nations leadership, the importance of culture in education and the need for self determination - not assimilationist policies. Children's Ground ambassador Pat Cash talked

"The big success in my eyes, was the positive energy created amongst the community after the premiere. Our Men's and Youth team tripled in size!"
DOM MERCURI, MEN'S + YOUTH TEAM

about his relationship with Central Australian families and the strength of this film. Djujan presented his story, surrounded and celebrated by his family and community.

We are so proud of everyone who contributed and participated in the evening. It was a true display of community and cultural strength and leadership.

Amenkgwerne 2020

WALK AND TALK

After the Amoonguna Community Council invited Children's Ground to work in their community we began our Walk, Talk and Act process. We started talking with families, discussing the Children's Ground Approach, what we were doing across central Australia and exploring what families and community members wanted Ampe-kenhe Ahelhe to look like in their community. Everyone has been really happy to have learning for their little ones happening.



Diane leads the first Learning on Country session at Anthwerrke (Jessie Gap).



Ellarisha and Steven are both connected to Mpweringke Anapipe and Amenkgwerne, so they have lots of opportunities to access learning activities with different family members.





Ayeye Ampe-kenhe Ahelhe-akerte

Telling the Children's Ground Story

In August this year our Research and Evaluation team grew from one part time position to employment of three First Nations staff. Every staff member has a part to play in Research and Evaluation at Ampe-kenhe Ahelhe. With a larger team to support our leaders and communities in the collection of data and stories for our 25 year longitudinal evaluation, we are on track to continue this hard work as we continue to grow.

The Research and Evaluation team is settling in well and have already become actively involved in data collection for our evaluation of the first three years of Ampe-kenhe Ahelhe. They will be working on talking with all families about our long-term evaluation as we keep telling the Children's Ground story of change and impact.

We hope to publish the first Ampe-kenhe Ahelhe Evaluation report in the next few months. This will be a huge achievement and will publish data and information that we chose to collect all the way back in 2016 & 17 when we were designing this platform. We ensured we were capturing information about children's cultural development and strengths in our surveys and we continue to discuss the data analysis and collection as part of our governance responsibilities.

"We are doing research our way and the Western ways. We need to do both. Government looks at numbers. We need to tell it that way as well our way – we have to look at things in many ways." – WILLIAM TILMOUTH, FOUNDING CHAIR



Ampe-kenhe Ahelhe on a page: a guide for evaluation

This painting shows what Ampe-kenhe Ahelhe is and how we lead it. We are living it and leading it. People have lived it for the last sixty thousand years - even today we still live it, but we are bombarded from all these negative influences. This painting shows us standing strong as a group.

We also use this painting to evaluate how we are going with Ampe-kenhe Ahelhe. We are collecting numbers about kids and families engaging in learning, health and work. We are also collecting stories from our families and staff. We look at both the numbers and stories to see if we are making changes for kids that we all want to see.

Semi-circle shapes: In the middle and all over this painting represent *ilthe/apmere* which means home, where we live - our land, Country and community. We make this a safe place for everyone.

Little curved shapes: These are people. The larger shapes are adults, the smaller shapes are children. The curved pictures with the hats represent male elders. The curved pictures with scarfs are female elders. They are all within that home, within that community, and in Ampe-kenhe Ahelhe. Connected as one across generations. The old people are standing behind the young people - we are all being led and taught by the old people.

Four big half circles: These are kids, families and elders in each area - all the Ampe-kenhe Ahelhe communities.

They are within their own traditional lands/communities - but are all together too. This is bringing everyone together and everyone watching over the children.

Footprints: They are coming in and out - children and all families and communities interacting with each other and Ampe-kenhe Ahelhe - Sharing, caring and together. That is one of the most important things about Ampe-kenhe Ahelhe.

- Within Ampe-kenhe Ahelhe we have learning - led by us. Children are learning our cultures and languages and Western learning too. The footprints are us always looking back and following the Ancestors in our teaching and learning.
- Footprints are also the knowledge travelling around for all the kids. We are creating the footprint with the children so they can build the life they want. Wherever they live they might have their own children and begin the cycle again. This will stop them from living the hardship we have now.

Four outer circles: These are children when they become adults - graduated students from Ampe-kenhe Ahelhe with a good future. They have had all those experiences and the knowledge they have gathered through Ampe-kenhe Ahelhe. This will mean they have real choices. They will have the opportunity to get jobs in different

places - it could be in their own community, or anywhere in Australia or overseas. Each circle is like a choice, an option - work, study, family, leader. We want our kids part of the world.

Black spaces: This is where we all work together.

- It is where male and female elders and communities work together - where everyone works together because everything and everyone is connected to the land - where our country stops, someone else's starts - our kids need to know all the stories.
- It is also about us sharing what we are doing at Ampe-kenhe Ahelhe - with other communities and with people outside of Ampe-kenhe Ahelhe.

Little half circles facing out: These are the funders and partners of Ampe-kenhe Ahelhe. They have their backs towards the centre to show that they are not controlling us but supporting us. The funding and support is coming into the community and we have a responsibility to them. We give back information about what is happening in our community, sharing who we are, showing the changes in learning, health and life of our children, families and communities. Our partners a part of Ampe-kenhe Ahelhe we all work together.

White lines: These are connecting everything and all of us. It is us standing strong with each other for our children. Our communities will strengthen for everyone. We will continue learning and growing together forever.

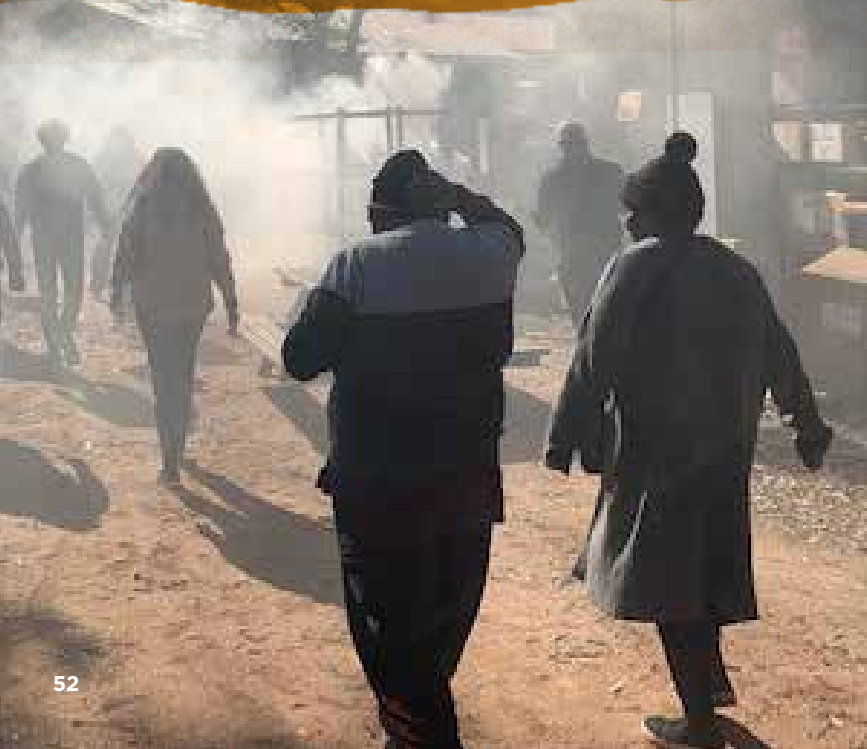
Blue and white dots: Inside the yellow curves these are the knowledge - the teaching and learning travelling around (in homes/communities and Ampe-kenhe Ahelhe). When new babies are born they are in the middle. The whole family are watching, caring and teaching. We are all responsible for each child - to look after their mind, their spirit, their body and all their knowledge.

The painting shows our ownership. The families and communities have ownership of Ampe-kenhe Ahelhe through all that *impatye*, all those footprints. We focus on keeping the centre and core strong and functional for the little ones - it's their foundation, their language and their culture.

If we don't have those strong pathways our mob can't go anywhere. Everyone around the outside can support us, but we must start and stay with the elders as we grow. We celebrate our children, our culture, our knowledge, our Elders, our young people, our families. Everyone has a story. Our kids will grow up proud, not lost.



"It's really good this new Children's Ground home at the old IAD campus. Plenty of space now. I used to work here with old Arrernte women and collect language and stories about our community."
 KWEMENTYAYE KNGWARRAYE PALMER,
 AMPE-KENHE AHELHE DIRECTOR



"I love our new Children's Ground space. It feels like coming home for me. I've taught here all my life."
 MK TURNER OAM, AMPE-KENHE AHELHE DIRECTOR

Anwerne apmere arlkarle Ampe-kenhe Ahelhe
 Our new Children's Ground home

After much hard work, planning and generous support from philanthropy, we finally found a big, permanent location to set up Ampe-kenhe Ahelhe's Central Hub this year at 2 South Terrace.

Our new, forever home in Mparntwe sits on land previously owned by the Institute of Aboriginal Development (IAD), where many of our Elders and families worked and studied, contributing their cultural expertise, sharing knowledge and learning. Through our work at Ampe-kenhe Ahelhe we want to honour the history of IAD which has been around for 50 years. "I grew up here, so it feels like home," said William Lowah (Men's and Youth team member). "MK would put me

down to sleep in the corner there, and that's where I would play in the fish pond," he pointed out.

When our Chair William Tilmouth came to visit, he found a cupboard door with the names of previous IAD workers on the back. "We know all these people written here. There is so much history in this place and now this is our opportunity to add to it."

When families from Yarrenyty Arltere saw the space they remarked at how big it was and were excited to see its potential. Senior Cultural Advisor Dulcie Sharpe commented, "It's really good that we're here - I used to work here."

From here, our community and place-based operations will be managed and supported. This will

be an intergenerational hub of safety, learning and wellbeing, on the foundations of an important site for many First Nations families.

Staff and families from each community have been benefiting from the opportunity to spread out across the larger campus, enabling us to all have our own areas, but also work together. This is where planning for place-based learning can occur, alongside governance and collaboration with other teams including Health, Men's and Youth and Enterprise.

Come visit us at our new home, and walk with us as we acknowledge the strengths of the past and grow into the future.

Ampe Anwerne-kenhe Rhterrke Ingkerre Atnyenetyeke

Stronger Communities for Children, Atitjere & Engawala



Stronger Communities for Children (SCfC) is a community development program funded by the National Indigenous Australians Agency (Australian Government) that puts decision-making in the hands of First Nations communities. Children's Ground works with SCfC in Atitjere & Engawala communities (Plenty Highway region), approximately two hours north-east of Mparntwe. Although there is overlap with the Alyawarr and Anmatyere Nations, both communities are part of the Arrernte Nation and all our families are connected.

Children's Ground has been working with SCfC in the Plenty Highway region since July 2018. Our role is to support local governance and decision-making as people decide what changes they want to see for children, families and their community, and then work together with community, government and other organisations to try and make these changes happen.



Our governance model:

"In the centre sits the Stronger Communities for Children decision-making group. Leading into the decision-making group are footprints from the Plenty Highway communities and outstations. We all come together to discuss what we want to see for our children and how we can use our funding to make it happen. Footprints walk together from the decision-making group into a Coolamon: this is where our ideas go and this is our vision for looking after children and young people. Inside are the bush foods that represent our culture, strength and good health. The circles up the top are all the happy and healthy children of the Plenty Highway region."

Painting by Maria Ross

2020 update

2020 has been incredibly challenging for many young people, families and communities. COVID-19 meant remote communities went into lockdown for 3 months; people were worried about the threat of the virus, movement was restricted and many remote communities were underserved due to travel restrictions on organisations that otherwise travel to these places from Mparntwe (Alice Springs). Despite this, with the leadership of the local Decision-Making Groups, community members continued to work towards creating better outcomes for children and families and we have seen some wonderful achievements across the year.

Highlights from 2020 include:

- COVID-19 Environmental Health Project in partnership with Central Desert Regional Council. This saw cleaning and personal hygiene kits distributed to all households in Atitjere, Engawala & surrounding outstations, accompanied by health & hygiene conversations.
- Community-led soap and bush medicine making workshops with children and young people.
- Small-scale on-country trips led by families to support cultural wellbeing through the community lockdown period.
- Bush first aid training, increasing skills and knowledge in communities to respond in an emergency, particularly when on Country and away from the clinic.
- Participation and presentation at the SCfC Knowledge Sharing Seminar held with all SCfC communities in Mparntwe (Alice Springs) in September.
- All-of-community cultural camp to the Dulcie Range National Park supported by Waltja Tjutanku Palyapayi Aboriginal Corporation.

Thank you to our partners and other organisations in the region for their support of SCfC so far: Arltarpilta Rangers and the Central Land Council, Central Desert Regional Council, Waltja Tjutanku Palyapayi Aboriginal Corporation, Central Australian Remote Health Development Services, Rainbow Gateway, NT Department of Education, Ninti One and National Indigenous Australians Agency.

We are looking forward to the future and supporting more activities and opportunities for children, young people and families in the Plenty Highway region.



"The best thing for us this year has been showing our children their country and culture through our Language & Culture Fund. Young people get bored, spend too much time on their phones and hang around too much in Alice Springs. We don't want this. We want to create a safe place for them out bush. We want to build up our cultural programs and keep it going. We need to show our children their country and culture and about how the old people lived because this is their history, and identity. We don't want this to be lost."

SCfC DECISION-MAKING GROUP, ATITJERE



"We need to embrace and celebrate spaces like this because it's come from a long line of people who didn't have opportunities like this. We are still walking in their footprints. And we are leaving footprints too."
JO WILMOTT, FIRST NATIONS EDUCATOR & CULTURAL ADVISOR

"Being at this forum makes me think – us Arrernte mob, we can do this. We want people to come together like in the old times when old people used to come together. These forums create the space for us to do that."
ACACIA LEWIS, COMMUNITY RESEARCHER



Utyerre Apanpe: First Nations Educators' Network

This year, Children's Ground has continued to support and promote the aspirations of Utyerre Apanpe - a network of First Nations educators seeking change in the national education system for future generations of First Nations children. Working group members travelled to Canberra in February 2020 to meet with Government, politicians and advisors and to support the screening of the film *In My Blood It Runs*. This visit was important in order to promote the work of Utyerre Apanpe and the leadership of First Nations educators who are calling for reform on a national level.

The third forum of Utyerre Apanpe was held 6-8 October 2020 both virtually and physically in Mparntwe (Alice Springs). First Nations educators, leaders and young people joined virtually from Darwin, Marlkawo (West Arnhem Land), Brisbane, Cairns, Perth, Melbourne and Canberra. Over three days, participants discussed First Nations educational frameworks, curriculum, pedagogy, standards and reform. We saw a strong representation from young people and a commitment to create a dedicated day for youth voices at next year's gathering. Forum participants commented that the most enjoyable aspect of the forum was listening to and connecting

with others - their sharing of stories, knowledge, culture, language, Country, their experiences and the work they are doing with passion, commitment and care. Participants agreed that they wanted Utyerre Apanpe to be the vehicle for change - a way to speak with politicians about reforming the education system to acknowledge First Nations structure and standards and to fundamentally achieve great outcomes for our children so they can hold their heads up high. To ensure Utyerre Apanpe is successful, participants wanted to see the young ones involved so they can learn, be guided and mentored by Elders and be ready and able to carry on.

"It's really unique that First Nations educators have this space. I've never had the opportunity to be surrounded by First Nations educators before. I'm excited to see educators from other nations come into the network."
RENEE PHILLIPS, FIRST NATIONS EDUCATOR



Mape Ampe-kenhe Ahelhe

Children's Ground Staff 2020



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Angelina Annamae Annamaria Annette Antoinette Ash



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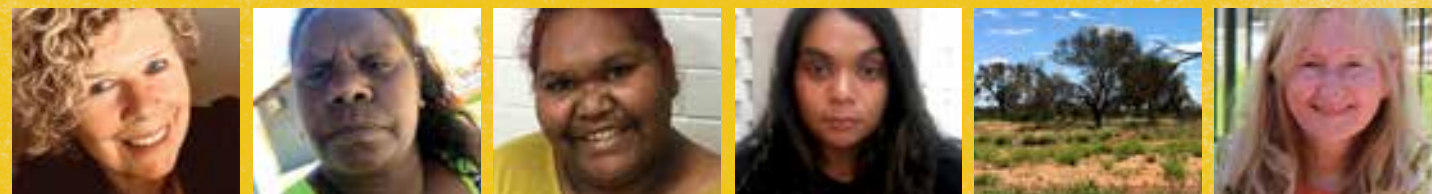
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Kele Mwerre

Thankyou

Ampe-kenhe Ahelhe came to life because of the generosity and leadership of philanthropy. Throughout 2020 we have continued to exist because of the innovation of philanthropy, community support, the backing of government, our volunteers and our partners.

Philanthropic supporters:

The Limb Family Foundation, Pool of Dreams - Claire Eliza's Gift, a part of the Community Impact Foundation, PMF Foundation, Gandel Philanthropy, The Ian Potter Foundation, Third Link, Igniting Change, Ryan Cooper Family Foundation, Thankyou, Johnson & Johnson, The English Family Foundation, Ramses Foundation, Capricorn Foundation, Mattiske Family, Bared Shoes, The Armour Family Endowment (managed by Equity Trustees), The Besen Family Foundation, The John & Betty Laidlaw Legacy (managed by Equity Trustees), John & Myriam Wylie Foundation, SALT Catalyst, Moose Toys, Tingari-Silverton Foundation, The Antipodean Family Foundation, The Fred P Archer Charitable Trust, Hoffman Foundation, The Rogers Family, Hecand, John & Anna Woods Memorial Fund, Mamona Foundation, 5Point Foundation, Spotlight Foundation, Fair World Foundation, Grace & Emilio Foundation, King & McMillan Foundation, The Kloss Family, HUG Foundation, Peter Chiodo, Wealth Mentoring Group Fund, Hugh Van Schaick, The Banks / Brown Family, The Cotton Family, The Duggan Family,

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Pro bono:

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Key organisations we work with:

Akeyulerre, Arrernte Language Centre, Batchelor Institute, Lhere Artepe Aboriginal Corporation, Tangentyere Council, Central Australian Aboriginal Congress, Central Australian Remote Health Development Services, Child Friendly Alice, Indigenous Community TV, Connected Beginnings, Purple House, Alice Springs Language Centre, St. Joseph's Flexible Learning Centre, Larapinta Child and Family Centre, Yipirinya School, Yarrenyty Arltere Artists, Waltja Tjutangku Palyapayi

Ambassadors, Elders and Friends:

MK Turner OAM, Aunty Joy Murphy Wandin AO, Pat Cash, The Cat Empire, Rachel Naninaaq Edwardson, Dr Jan Owen AM, The Teskey Brothers, Corinne Grant, *In My Blood it Runs* the film, Maya Newell, Apmere Angkentye-kenhe, Black Rock Band, Red Kangaroo Books, Lauriston Girls School, Jessica Frid, March Studios, Kogo, Deborah Wilson, Kangara Waters Retirement village Canberra, Margaret Carew, Mike Bowden (dec), Ross Hunter, Hume Contracting, Rod Moss, Mary Flynn, Julia Mitchell and everyone who has given their support, time and skills to walk with us on this journey so far.



A woman with long, wavy brown hair, wearing a dark blue t-shirt and a grey and white striped skirt, is climbing a rocky, reddish-brown hillside. She is reaching up with her right hand towards a green, leafy branch. The background features a steep, red rock cliff face under a clear sky. The overall scene is outdoors and appears to be in a natural, arid environment.

**"Ampe-kenhe Ahelhe aneke anwerne-kenhe
akngerreparte mapele ileke nthakenhe
anwerne ampe akweke mape akaltyele
anthetyeke. Anwerne imernetyeke itnenhe
nthakenhe akngerre akaltye-irvetyeke."**

FELICITY HAYES, SENIOR ARRERNTÉ EDUCATOR

**"Children's Ground happened because of what our
old people said – they told us to be role models
and teach our children with that deep learning."**

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