



children's
ground

Ampe-kenhe Ahelhe

COMMUNITY REPORT 2018



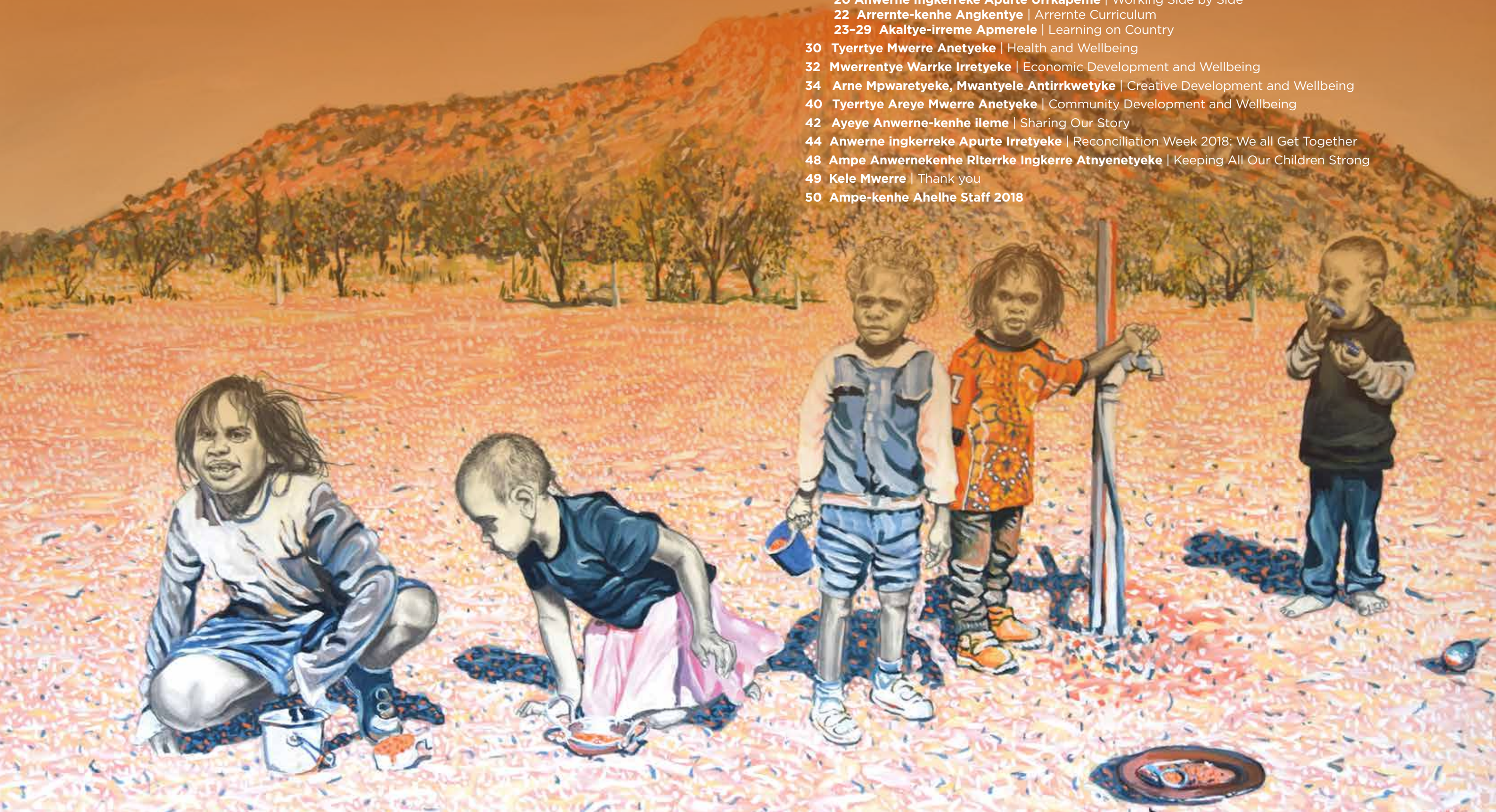
Photography by Children's Ground staff and families © All photographs, filming and recordings of Arrernte people and country is owned by Arrernte people and used by Children's Ground with their permission.

Painting 'The Children's Ground' by Rod Moss, 2018

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.

Contents

03	From our Director: MK Turner
04	Ingkerrekele Arntarnte-areme Everyone Being Responsible (Governance)
05	Anwerne-kenhe Angkentye, Iterrentye Our Principles
07	From our Chairperson: William Tilmouth
08	From our Directors: The Story So Far
10	Ampe Mape Ampe-kenhe Ahelhe Children's Ground Children 2018
13	Ampe Akweke Mape-kenhe Ayeye Children's Stories
18	Akaltye-irreme Unte Mwerre Anetyeke Learning and Wellbeing
20	Anwerne Ingkerreke Apurte Urrkapeme Working Side by Side
22	Arrernte-kenhe Angkentye Arrernte Curriculum
23-29	Akaltye-irreme Apmerele Learning on Country
30	Tyernty Mwerre Anetyeke Health and Wellbeing
32	Mwerrentye Warrke Irretyeke Economic Development and Wellbeing
34	Arne Mpwaretyeke, Mwantyele Antirrkwetyke Creative Development and Wellbeing
40	Tyernty Areye Mwerre Anetyeke Community Development and Wellbeing
42	Ayeye Anwerne-kenhe ileme Sharing Our Story
44	Anwerne ingkerreke Apurte Irretyeke Reconciliation Week 2018: We all Get Together
48	Ampe Anwernekenhe Rlterrke Ingkerre Atnyenetyeke Keeping All Our Children Strong
49	Kele Mwerre Thank you
50	Ampe-kenhe Ahelhe Staff 2018





**"Anwerne Ampe-kenhe
Ahelhe-nge warrke mwerre
anthurre mpwareke year-
nhengenge. Utnenge atyenhe
nhenhe ikwerele aneme.
Anwerne-kenhe iwerele aneme.
Anwerne-kenhe iwerrele
arratye anetyeke. Iwerre
anwerneke-nhenge akaltye-
irreme. Anwerne ingkerreke
apurte warrke-irretyeke.
Iwerre angentele alhetyeke."**

We've been going really well at Ampe-kenhe Ahelhe this year. I love it here. This is where my heart is. We are doing it our way. This is where the wheels are turning around. We will stay on this straight road. We are recognising the pathway forward and learning from where we've been. We all work together and walk together on the same track.

MK Turner OAM, Ampe-kenhe Ahelhe Director



Ingkerrekele Arntarnte-areme

Ampe-kenhe Ahelhe is held and led by a group of strong, passionate First Nations people – young and old. We all want to make a change in our lives for a better future for our children and families.

Ampe-kenhe Ahelhe is directed by us – the community, the families, the people. Our Governance structure is determined by Arrernte kinship. We follow the leadership and guidance of our Elders while supporting the younger generation to come up behind us and find their voices.

We come together weekly for *Ingkerrekele Arntarnte-areme* Governance meetings. We are the decision makers at Ampe-kenhe Ahelhe, so it's important to listen to each other and our community. It's a powerful message that we're speaking. It's healthy for all of us to get that strong message out there. We are trying to inspire the younger generation to be leaders like us.

Ingkerrekele Arntarnte-areme are governing, designing, delivering and evaluating our work at Ampe-kenhe Ahelhe. We work closely with the Children's Ground Board which oversees the financial viability, corporate governance, strategy and integrity. We govern from the local level and make recommendations to them. As First Nations people, we are the ones that have the solutions for our families and communities. Jane Vadeloo (CEO) and the Board listen to us and help us make decisions too.

Ampe-kenhe Ahelhe works across four sites in Central Australia: Irrkerlantye (Whitegate Town Camp East of Mparntwe), Yarrenyty Arltere (Larapinta Valley Town Camp in Mparntwe), Mpwerkingke Anapipe (North of Mparntwe) and Ewyenper Atwatye (Hidden Valley Town Camp in Mparntwe). Families who live in Ewyenper Atwatye integrate into the Irrkerlantye and Mpwerkingke Anapipe groups for Early Years activities. Local governance for each site sits within the families who are responsible for that country. Each country is represented on the Governance Committee.

Ampe-kenhe Ahelhe grew out of the same vision and passion of families who started Akeyulerre (the Arrernte Healing Centre) from the grassroots. As our key partners, we share governance with them and regularly hold dual governance meetings. Ampe-kenhe Ahelhe and Akeyulerre are walking together on the same journey to create a new future for Arrernte families.

Over the last few decades many Arrernte Elders and community leaders in Mparntwe, some of whom have now passed on, have dedicated their lives to their people and culture. The work we now do at Ampe-kenhe Ahelhe and Akeyulerre honours the vision, talent and passion of these strong leaders.

At Ampe-kenhe Ahelhe, First Nations people are designing, delivering and evaluating a learning and wellbeing system that empowers us to make decisions, rather than suffer prescribed solutions imposed by others. To help us do this and to guide us in our work we follow these 9 principles:



Anwerne-kenhe Angkentye, Iterrentye

1 Iwenheke apeke unte lyernpenge unte anthetyeke
Expect the best and deliver the best.
This is what our kids and families deserve.

2 Akweke anthurre mapenge urrke arne mpwaremele urrkapetyeke
Start early with the little ones.
This is when their brains are developing, so good health and wellbeing is so important. If we start early we have the best chance for getting our kids on the right track.

3 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.

4 Tyerrtye 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.

5 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.

6 Arne ingkerrenyekenge anyentelhe iletyeke: tyerrtye ngwenhe mwerre anetyeke, akaltye irremele, tyerrtye ngwenge artweye mapenge
Connect everything – education, health, culture, identity, economic wellbeing. They are all connected, in the way that Aboriginal lore and society is connected.

7 Arne mpwaretyeke arrurle arle mpwarewarretyarte 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 – but we integrate new knowledge to make sure we are delivering the very best.

8 Anwenehe Ampe-kenhe Ahelhele iwerre arratye alhetyeke akwete community-ele arlike apentetyeke
We are led by the children, their families and community.
We are the directors, designers, deliverers and evaluators.

9 Ingkerrenyekenge apmerenye apurte-irreme apmerenge
Whole of community in community.
We are delivering where people live, building upon the social, cultural and economic capital for the whole community.



Message from our Chairperson



William Tilmouth

Ampe-kenhe Ahelhe is not just a system: it's a way of life. Our principles are deeply rooted in giving the community agency in their lives in a world that has rendered them powerless. Ampe-kenhe Ahelhe gives the community control; it gives them options, rather than suffering the prescribed solutions handed out by others. It's not rocket science - it's letting go of the reigns and saying "Here you go - it's your life; you work it out and we'll support you."

No one desires to live in poverty. No one desires to live in hardship. At Ampe-kenhe Ahelhe, Aboriginal people are championing Aboriginal solutions for Aboriginal problems. The community are taking control of issues that directly affect them, and are determining the pace, the shape and the manner in which they address those issues.

I sit on the board of Children's Ground as the community's Chairperson. But I'm not one to prescribe a solution for them. We are a people's movement. It's one that people themselves designed.

Historically, governments have failed First Nations peoples. The resistance starts with empowering and directly involving communities in sustainable solutions and creating partnerships.

We must stop being complicit in implementing programs that are not designed to eradicate the problems on the ground. We cannot and will not achieve the outcomes for our people if the status quo is maintained. Change has to happen now.

Ampe-kenhe Ahelhe has always had the intention of being long term. We follow each child in each community for a generation, supporting families to support their children. We are empowering people to champion their own solutions, and we are seeing results.

We are conducting a longitudinal evaluation to show the broader community that this works. We are proving ourselves in the face of a Western-dominated system.

"Our kids don't need to be fixed. Our kids need to grow up as Aboriginal children with rights and opportunities, with a voice and the ability to control their own destination."

William Tilmouth, Ampe-kenhe Ahelhe Chairperson

Aboriginal people do want a say in their lives. These are people who have had more than 60,000 years of living and 200 years of dispossession and disempowerment.

Our kids don't need to be fixed. Our kids need to grow up as Aboriginal children with rights and opportunities, with a voice and the ability to control their own destination. At Ampe-kenhe Ahelhe we see what can happen when you are culturally empowered - a whole community, family and kids are mobilised into taking ownership and control and being a part of their own destiny.



Co-director Mel Kean with members of the Governance Committee and Senior Arrernte Educators Felicity Hayes and Veronica Turner

Mel Kean: Our story so far

This report is a celebration of the passion, commitment and dedication of everyone involved with Ampe-kenhe Ahelhe (the Arrernte name for Children's Ground) in Mparntwe (Alice Springs). It is also testament to the incredible achievements of members of the Arrernte Nation who have led the Children's Ground approach in Central Australia.

In April 2016, Felicity Hayes and Leonie Sheedy began the Walk and Talk; the journey to determine the appetite, the commitment and the potential of growing a Children's Ground Central Australia site. For years there had been agitation from senior women in Central Australia for Children's Ground to come – Arrernte community leaders who had been key in the development of the Children's Ground model when it first was put up for funding to Government in 2011. Over the next few months their work, and that of the ever-increasing Arrernte and non-Arrernte staff joining the team, reignited the vision and passion of local Arrernte people to continue a long history of fighting for education reform and social and cultural equity. In that first year alone 373 adults and 185 children took part

in the Walk and Talk and subsequently Early Years Language and Culture activities. By the end of 2016, 15 Arrernte community members were employed or were providing services to Ampe-kenhe Ahelhe, with the support of one full time and two part time non-Arrernte staff members and volunteers.

We currently have 23 Arrernte staff and 12 non-Arrernte staff working regularly. This is incredible growth in two and a half years and the relationships and working partnerships that have been established over this time continue to strengthen as we all grow and develop together. Walking alongside this team of people has been incredibly humbling. To hear people say that they wouldn't have a job if it wasn't for Ampe-kenhe Ahelhe and to watch staff overcome challenges and personal crisis and still come to work and feel supported here is everything to us.

The Children's Ground approach is an integrated system of five platforms - Learning and Wellbeing; Health and Wellbeing; Community Development and Wellbeing; Economic development and Wellbeing; and Creative and Cultural Wellbeing. These integrated platforms form part of our greater

approach to systemic reform that encompasses Governance, Workforce, Evidence and Collective Investment. In short Children's Ground is much more than what you see on the ground on any one day.

Back in 2016, the Learning and Wellbeing platform was quickly prioritised by the Governance Committee at Ampe-kenhe Ahelhe due to limited funding, and knowledge that if you start with the little ones (CG Principle 2. Start early – see pg. 5) you will have the greatest impact on their future. It is a completely intergenerational approach. As the team started developing and delivering Early Years (0-6 years) Language and Culture activities on country with each of the three Arrernte family groups that started Ampe-kenhe Ahelhe, we quickly saw that this approach and way of working was bringing whole families together around their children. We were regularly seeing three, and often four, generations of family come together. This year we have had five generations of one family coming along. How do we get so many family members involved people ask? Well as William says, it's not rocket science – it's because our delivery is designed,

led, documented and evaluated by our Arrernte staff – Directors, Senior Educators, Support workers, Nutrition staff and trainees. This initiative is an Arrernte one – “We're in the driver's seat now!” is a common shout out.

What also helped our establishment of this approach was the fact that we had been backed by philanthropic and community level support that allowed the team to work and grow at their own pace. Essentially it allowed us to be innovative and responsive to what people were asking for and were interested in doing. Our first two years relied solely on this level of support and also helped us launch our Enterprise arm as part of our Economic Development platform earlier this year. The Federal Government also came on board in 2018 and we received grants through Prime Minister and Cabinet and the Department of Health. The Health funding is assisting us to grow into the full Children's Ground model with a preventative health approach focused on family health and wellbeing. 2019 is shaping up to be incredibly exciting.

As we move ever closer to the end of 2018, however, the weeks fly by and daily life at Ampe-kenhe Ahelhe is never the same. With our three sites continuing to grow in numbers as babies are born and new families join their extended families in Early Years activities, every day is different. On any one day we can have two groups preparing for and heading out on a Learning on Country trip and one group settling in for a Centre based learning session. Each group has three sessions a week with two Learning on Country visits and one Centre based session. Our Learning on Country visits are led by our Arrernte Educators with support from our Western-trained Early Years Educators, with learning focused on land, language, kinship, responsibilities to country and so much more. Even in the Early Years, this learning incorporates science, maths, pre-literacy and numeracy. “Going out on country is not just a picnic” as one of our Directors, MK Turner would say. The added benefit is that everyone is learning and sharing knowledge.

As a non-First Nations person, I could never have envisaged just how much it would mean for families to be getting out to country regularly. For some families, Children's Ground has provided the logistical support for their children to be out on country for the first time; for some adults it is their first return to country in years. A senior lady we took out a few months ago had not returned



to her country for almost 40 years. There was a lot of emotion in the group that day. These kinds of milestones just keep happening due to us being able to do things the way that Arrernte people dictate. We've even had Early Years sessions at the cemetery, so families can grieve together and be supported through the healing process. It truly is a beautiful thing – rather than letting cultural responsibilities and obligations limit delivery and opportunities to work, Ampe-kenhe Ahelhe is integrated into these important phases of life's journey.

Our Centre based learning has a more contemporary approach to Early Years learning, though still privileging language immersion and use of cultural contexts. Our Western Educators, working side by side with the Arrernte Educators, will continue the stories started on country, or use things that have been brought back to the centre like seeds, leaves, nests and ochre to extend learning into drawings, sculptures, story books, dioramas and many other ideas. Health and hygiene practices are routine and have included physical activities like yoga and meditation. Children have story time and use books in Arrernte developed by our team and other Early Years books from Australia and around the world. These sessions have a well-developed routine and structure that we are continuously improving on. Recently we have been able to add strong music content and we are seeing some great outcomes through this dedicated time to rhythm.

While all this learning is going on, our Enterprise coordinator may be working with other staff on our new line of books. There's media training involved and walking through the process from idea development through publishing to ready-for-sale content. Our Media and Communications Coordinator works tirelessly with Arrernte staff

and families to develop content for our Social Media campaigns and posts, published reports, conference presentations and video snapshots. The amazing photos in this report are taken by kids, families and staff across the team and all coordinated through a database that is overseen by the Media and Communications Coordinator and regularly updated by staff members from each of the family groups. We have a dedication to telling this story far and wide and we know there are many ways to achieve this. There are many people each day working in the background: cleaning cars, managing the accounts, developing our health and other platform areas, providing operational support to ensure things run smoothly, organising food and cooking, working on our data collection and evaluation, packing up and unpacking from Learning on Country trips, organising meetings, planning for travel to conferences or fund raising events. All this work is backed up by the wonderful support of the team in Melbourne that oversees Investments and Partnerships, People and Culture, Administrative support, Communications and of course includes our CEO Jane Vadiveloo. Everyone is engaged, and everyone plays a role in making Ampe-kenhe Ahelhe function and grow.

Children's Ground continues in its journey to advance a system to respond to the social, cultural and economic determinants for long term wellbeing. In our 2018 Community Report you will hear this from the Ampe-kenhe Ahelhe community. A place of empowerment; a place of no argument; a place that recognises change can happen when people have hope, agency, opportunity, choice and voice in decision making about their own lives, backed with the resources to deliver excellence.

Ampe Mape

Ampe-kenhe Ahelhe

Children's Ground Children 2018



Connolly
Yarrenyty Arltere



Zena
Yarrenyty Arltere



Kaylahni
Yarrenyty Arltere



Rhonda
Yarrenyty Arltere



Edwina
Yarrenyty Arltere



Anton
Yarrenyty Arltere



Irick
Yarrenyty Arltere



Clarice
Yarrenyty Arltere



Neveah
Yarrenyty Arltere



Brodie
Yarrenyty Arltere



Jacob
Yarrenyty Arltere



Jazelle
Yarrenyty Arltere



Kileera
Yarrenyty Arltere



Gertrude
Yarrenyty Arltere



Constance
Yarrenyty Arltere



Shishana
Yarrenyty Arltere



Allanah
Yarrenyty Arltere



Alyeesha
Yarrenyty Arltere



Keleisha
Yarrenyty Arltere



Launisha
Yarrenyty Arltere



Zoe
Yarrenyty Arltere



Lynette
Irrkerlantye



Karen
Irrkerlantye



Richard
Irrkerlantye



Liliana
Irrkerlantye



Sharmarnie
Irrkerlantye



Rodney
Irrkerlantye



Warren
Irrkerlantye



Shontara
Irrkerlantye



Shania
Irrkerlantye



Lakayla
Irrkerlantye



Adrian
Irrkerlantye



Tahlia
Irrkerlantye



Sharlana
Irrkerlantye



Josephine
Irrkerlantye



Daniel
Irrkerlantye



Kelsey
Mpwerkingke Anapipe



Nigella
Mpwerkingke Anapipe



Rekihah
Mpwerkingke Anapipe



Cathy
Mpwerkingke Anapipe



Kelvin Jr (Penangke)
Mpwerkingke Anapipe



Telira (Angale)
Mpwerkingke Anapipe



Kamille (Angale)
Mpwerkingke Anapipe



Jarelle (Perrurle)
Mpwerkingke Anapipe



Zaylarni (Ampetyane)
Mpwerkingke Anapipe



Laykin (Penangke)
Mpwerkingke Anapipe



Andre
Mpwerkingke Anapipe



Rosie
Mpwerkingke Anapipe



Dominic (Penangke)
Mpwerkingke Anapipe



Clevone (Kemarre)
Mpwerkingke Anapipe



Giovanna
Mpwerkingke Anapipe



Braxton
Mpwerkingke Anapipe



Nyiesha (Kemarre)
Mpwerkingke Anapipe



Thomasina (Penangke)
Mpwerkingke Anapipe



Edith
Mpwerkingke Anapipe



Camisha (Pengarte)
Mpwerkingke Anapipe



Kyasha (Pengarte)
Mpwerkingke Anapipe



Jaybon (Kemarre)
Mpwerkingke Anapipe



Janoah (Angale)
Mpwerkingke Anapipe



Lorenzo
Mpwerkingke Anapipe



Rashieda
Mpwerkingke Anapipe



Jarius (Perrurle)
Mpwerkingke Anapipe



Ellarisha
Mpwerkingke Anapipe



Aaliyah
Mpwerkingke Anapipe



Rickalum
Mpwerkingke Anapipe



Shahana (Penangke)
Mpwerkingke Anapipe



Anna Marie
Mpwerkingke Anapipe



Winston
Mpwerkingke Anapipe



Logan
Mpwerkingke Anapipe



Cletus
Mpwerkingke Anapipe



Frankie
Mpwerkingke Anapipe



Shanti (Kemarre)
Mpwerkingke Anapipe



Florence
Mpwerkingke Anapipe



Jayla
Mpwerkingke Anapipe



Stephen
Mpwerkingke Anapipe



Marthalias
Mpwerkingke Anapipe



Talina
Mpwerkingke Anapipe



Montannah
Mpwerkingke Anapipe



Mikey (Penangke)
Mpwerkingke Anapipe



Joaquin
Mpwerkingke Anapipe



Francisca
Mpwerkingke Anapipe



Matthais
Mpwerkingke Anapipe



"I've really learnt a lot from working at Ampe-Kenhe Ahelhe from my Elders - the Senior Arrernte Educators who work here. I feel a strong connection with them and how they are teaching the little ones on country. The children have been learning a lot this year. They are really listening, watching and talking more Arrernte. Now I'm stepping up teaching the little ones too. They are strong when they are on Country. They are learning a lot about their culture and their story and it makes me so proud."

Amanda Turner, Governance Committee and Arrernte Educator



Photo by Rhett Hamerton

By **Amanda Turner**, Arrernte Educator and Early Years Support Worker, Nanna to Laykin (5) and Shahana (3)

Brother and sister Shahana and Laykin Turner had never visited their Country before coming to Early Years language and culture activities with Ampe-kenhe Ahelhe at the end of 2017. Over the last year, they have been visiting country weekly with our Learning on Country trips to Mpweringke Anapipe, as well as attending Early Years at our Central Hub in Mparntwe.

Shahana and Laykin attend activities with their mum Ursula, and are learning from the great teachers in their family: their aunts, uncles, nannas and great-grandmothers. Before coming to Ampe-kenhe Ahelhe, Shahana and Laykin weren't seeing their extended family very often. Now they are together with the whole family several times a week.

Shahana and Laykin are always excited and ready to go on Tuesday when I arrive driving the bus to take them out on Country. They sing out: "Mum! Mum! Let's go! Nanna Amanda's here!".

Throughout 2018 Laykin was trying to attend preschool as well, just one day a week, to see if he liked it. But he wasn't very comfortable there. Laykin feels safe at Ampe-kenhe Ahelhe. He knows that his teachers here are his family members, so he feels at home and confident to learn from them.

Laykin loves eating watermelon and other fruits and vegetables at Ampe-kenhe Ahelhe. There isn't always much fruit at home for him, but Laykin and his family are learning about nutritious food when they come here.

Laykin really enjoys going out bush and being on Country. When he's by himself he sits and plays with sticks on the ground - making little shade structures and using his imagination. His Nanna Veronica might sit there and tell him: "That's how our Nanna and Grandpa used to build their houses back in the old days, out on Country". We know that Laykin is listening and learning because he keeps repeating these stories at home to anyone who will listen. He is more focused and engaged when he is learning on Country.

Both Laykin and Shahana are learning stronger Arrernte from being with their Elders and teachers.



When Shahana and Laykin attend Learning on Country activities they are connecting with important parts of Country and learning the stories for that place. When they visited the rockhole near Sandy Bore (a significant cultural site) their Great-Grandmother Marita told them the story. It was the first time that Shahana, Laykin and their mother Ursula had been able to visit that place.

Laykin is becoming a good role model for his younger sister Shahana. She follows him around and is learning from him too. They look after each other - at the centre and on Country. They never leave each other's sides when we're on Country.



By **Roxanne Sharpe**, Early Years Support Worker, Mother to Kaylahni and Kileera

Kileera and Kaylahni have been coming to Ampe-kenhe Ahelhe since 2016, from the very beginning!

Before, I was taking them to another little kids program, but I changed to Ampe-kenhe Ahelhe because I wanted to take my kids out on country. It's really important for kids to learn about their country. My older kids spent a lot of time learning their father's country. I need my younger ones to know my country.

When we're out on country with Ampe-kenhe Ahelhe, Kileera and Kaylahni are learning from me. I'll walk around with a crow bar to dig for tyape (witchetty grub) or yerrampe (honey ant) and they will pick up little sticks to copy me. On country, the kids can run around in the open space and play with anything they find there. We sit down in a shady creekbed and cook kangaroo tails. Kaylahni and Kileera's Grandmother

Dulcie works with us too and comes out on country. Sometimes she will smoke the kids to make them strong. When Kaylahni was a baby, Dulcie smoked her and I when we were out on country with Ampe-kenhe Ahelhe. This is really important for mothers and babies. The girls are always listening to their Nannas tell stories of the old days.

I grew up out bush, eating off the land and being in the open space. But things have changed since I moved to town – there are lots of barriers to getting out bush. Now I am working at Ampe-kenhe Ahelhe, I can go out on country all the time.

Kaylahni and Kileera get really excited when the Ampe-kenhe Ahelhe bus arrives at our house to pick them up. They are learning about healthy routines at the centre like blowing noses, washing hands and cleaning their teeth. The girls then do this back at home. Kileera loves playing with the dolls at Ampe-kenhe Ahelhe and putting little nappies on them. Then she tries to do it on Kaylahni back at home.

“They are learning about healthy routines like blowing noses, washing hands and cleaning their teeth. The girls then do this back at home.”

During one Early Years session we drew around Kileera to make the outline of a body so the kids could learn the names of body parts. The girls are learning the heads, shoulders, knees and toes song too. They love singing.

Sometimes we crush ochre to make paintings at the centre. Kaylahni and Kileera watch whatever I am doing and learn from me. It's really good to come to a place where I can work and still be with my kids.



By **Felicity Hayes**, Senior Arrernte Educator and Aunty to Liliana

Liliana apele Ampe-kenhe Ahelhe-verne akwetethe apetyentye akngerre meye ikwerengnhe Angelina-enge. Angelina re warrke-irreme Ampe-kenhe Ahelhele ampe akweke mape akaltyele anthemele. Re apmere-verne akngemele itneke imernetyeke nthakenhe arne mpwareme mwerre anthurrele, untheme le aremele. Re ampe akweke mape akngeme Irrkerlantye-verne, Melkng-erne, Anthwerke-verne. Liliana aneme ikwere artweye arrpenhe mapenge warrke-irremele. Liliana re akangkeme mutekaye ampe-kenhe ahelhe-arenye apmere ikwreneke ngkernelhemaleke. Re irrpeme Ampe-kenhe Ahelhe tyarte akwekeke. Re akwetethe akarelheme bus-ke.

Liliana re akaltye irreme nthakenhe anetyeke Ampe-kenhe Ahelhe-le ante re akaltyele-antheme ampe akweke arrpenhe-areye. Liliana re imerneme itne nthakenhe anetyeke. Anwerne renhe areme re akaltye anthurre. Ikwerenhe iterrentye uthene, apmere-akerte uthene, re amangkeme mwarrentye anthurre. Awerne apmere nhenhe iterrke arntwirrkwetyeke itneke.

Liliana has been coming to Ampe-kenhe Ahelhe for the past couple of years with her mother Angelina Hayes who is employed as an Early Years support worker. When she comes here for Early Years programs at our Central Hub in Mparntwe or attends Learning on Country trips to places like Irrkerlantye, Mt Undoolya or Anthwerke (Emily Gap), she is surrounded by other family who are working.

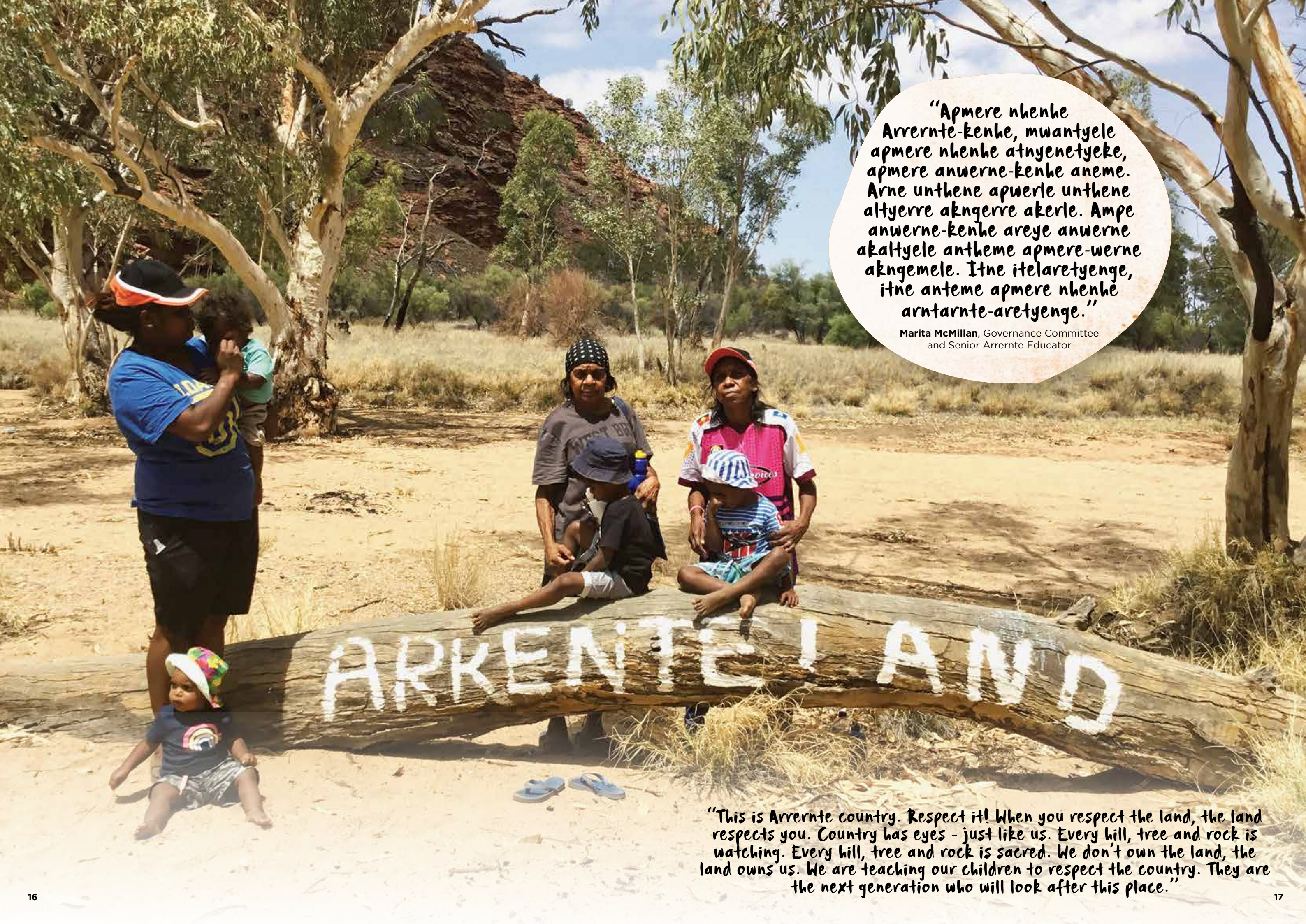
Lily gets really excited every time she sees the Ampe-kenhe Ahelhe bus arrive at her house at Hidden Valley town camp. She'll run out to meet it with a big smile in her Ampe-kenhe Ahelhe t-shirt. She's always ready to go.

Lily knows the routine now, and is able to teach other children. She's become a little role model.

We're really noticing the difference in Lily's confidence. Her knowledge of relationships and culture is also growing. We need to keep this place strong for her.



“We're really noticing the difference in Lily's confidence. Her knowledge of relationships and culture is also growing. We need to keep this place strong for her.”

A group of people, including adults and children, are in a desert landscape. In the foreground, a large log lies on the ground with the words "ARKENTELI LAND" painted in white on it. Two women and two children are sitting on the log. One woman is standing on the left, holding a child. Another child is sitting on the sand in the foreground. The background features dry trees and a large rock formation under a blue sky.

**"Apmere nhenhe
Arrernte-kenhe, mwantyele
apmere nhenhe atnyenetyeke,
apmere anwerne-kenhe aneme.
Arne unthene apwerle unthene
altyerre akngerre akerle. Ampe
anwerne-kenhe areye anwerne
akaltyele antheme apmere-werne
akngemele. Itne itelaretyenge,
itne anteme apmere nhenhe
arntarnte-aretyenge."**

Marita McMillan, Governance Committee
and Senior Arrernte Educator

"This is Arrernte country. Respect it! When you respect the land, the land respects you. Country has eyes - just like us. Every hill, tree and rock is watching. Every hill, tree and rock is sacred. We don't own the land, the land owns us. We are teaching our children to respect the country. They are the next generation who will look after this place."



Bethan and Roxanne running an Early Years session on country at Honeymoon Gap



Our Central Hub is a place of safety, inclusion and intergenerational learning

Learning and Wellbeing



Akaltje-irreme Unte Mwerre Anetyeke

This year, we have continued to grow our Learning and Wellbeing platform as we keep walking and talking with new families. It's really important to us that we are accessing all families in our community. That is how we will see change – when every child in every family can access culturally appropriate education delivered in their first language, where they live.

We are still prioritising Learning on Country while offering Early Years learning sessions at the Central Hub in Mparntwe that we established last year. This has become a really strong base for us. It's here that we house the roots of Ampe-kenhe Ahelhe as our central meeting place while still honouring the country that holds and guides us.

The land is our greatest teacher and forms the base of our education programs. We know the land is rich in knowledge. It is alive. It teaches and guides us. It holds the law like a court. It holds the art like a gallery. It holds the knowledge like a library. It holds the medicine like a pharmacy and it holds the food like a supermarket.

For our children, the land gives early childhood, primary and secondary education. For adults it is a university.

It is where children not only learn knowledge and develop their skills but they learn the rules of society, how to behave, their responsibilities to land and people. They learn about the law. Their future roles and obligations are dictated by the land from birth. Country is our educational system.

Learning from the land gives rise to knowledge across all contemporary curriculum areas including; numeracy, literacy, history, geography, sustainability, science, arts, health, wellbeing, law, ethics and society. Key areas of development including social, cognitive, physical, spiritual and emotional wellbeing are nurtured.

We don't want our children to just look at a picture of a kangaroo on a classroom wall – we want them to really see that kangaroo. We want to teach them about how the country changes during the different seasons. In town, kids just see water coming from a tap. When we go out bush with Ampe-kenhe Ahelhe they learn that the water comes from the ground and we show them how to dig for it. No more sitting down in a classroom – the best learning is outside, on country.

Children are now attending three Early Years sessions per week at Ampe-kenhe Ahelhe – two on country and one at our Central Hub. We are making sure that our children are learning on country multiple times a week, from the right cultural educators in their families to tell stories, teach language and guide the younger generation through their early years of life.

We continue the teaching from country back at our Central Hub. Our children know now that Ampe-kenhe Ahelhe is their place. They jump off the bus and run to the Early Years area. They explore, make mud cakes, read books and use their imaginations. Parents come here with their children and are involved in their learning. That's the most important thing for us. Ampe-kenhe Ahelhe is an intergenerational learning hub.

We want our children to be strong in both first language and culture as well as confident in English numeracy, literacy and global knowledge. First Nations educators work side-by-side with Western-trained teachers who share their knowledge and skills. We are on this journey together as equal educators in our own rights.



Western Educator Dave reads a book in English and Arrernte Educator Anna Maria translates it into the children's first language

Anwerne Ingkerreke Apurte Warrke-irreme

Children's Ground is a 25 year approach. The long term aim of our Learning and Wellbeing platform is for young people to finish school with every opportunity of the global world open to them and the confidence to achieve success and happiness in whatever journey they may take.

In Mparntwe, many of us leading the way at Ampe-kenhe Ahelhe are experienced teachers - both academically and culturally. Academically we may have experience as language teachers, primary years teachers or assistants, dictionary writers, authors, curriculum developers or as cultural teachers sought by people from all over town for our advice.

Early on we mapped the many attempts over the last few decades to have Arrernte language and culture privileged within the education system. Each time we started something revolutionary, it would be slowly whittled down by reducing our funding. We saw a lack of support from a system that continued in its intention to push for assimilation as a step towards success, rather than committing to the strengths and knowledge within our culture. We have the experience of

60,000 plus years of a sophisticated education and legal system that has ensured we are the longest continuous living culture in the world.

At Ampe-kenhe Ahelhe, Arrernte Educators work alongside Western trained Educators, bringing knowledge and experience that enhance the skills of the overall team. Children are coming through Ampe-kenhe Ahelhe with their cultural identity prioritised, while getting the benefits of Early Years learning in both Arrernte and English. We are not employed as assistants so the Western Educator can understand what our children might be saying. Arrernte Educators are in Senior positions with support roles and trainees learning from them. Western-trained Educators and Arrernte Educators mentor each other.

We know that if our children learn in their first language, they will be more able to acquire English. This is leading educational practice. This side-by-side approach to teaching is working. Before, kids were weak in both Arrernte and English. Now they are becoming strong in both languages. Our aim is for our kids to master both - remembering that First Nations people have always been multi-lingual.

"At Ampe-kenhe Ahelhe, children are able to develop rich cultural and linguistic foundations in their first language and culture. As a Western Educator, I support, teach, listen and mentor, working in partnership with First Nations Educators as we ensure the children are receiving a holistic education that equips them to walk confidently in all worlds."

Dave Holmes, Senior Western Educator



Our music specialist Shon runs a activity with children and parents



Our Western Educators are introducing us and the children to healthy, mindful practices like yoga

“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.

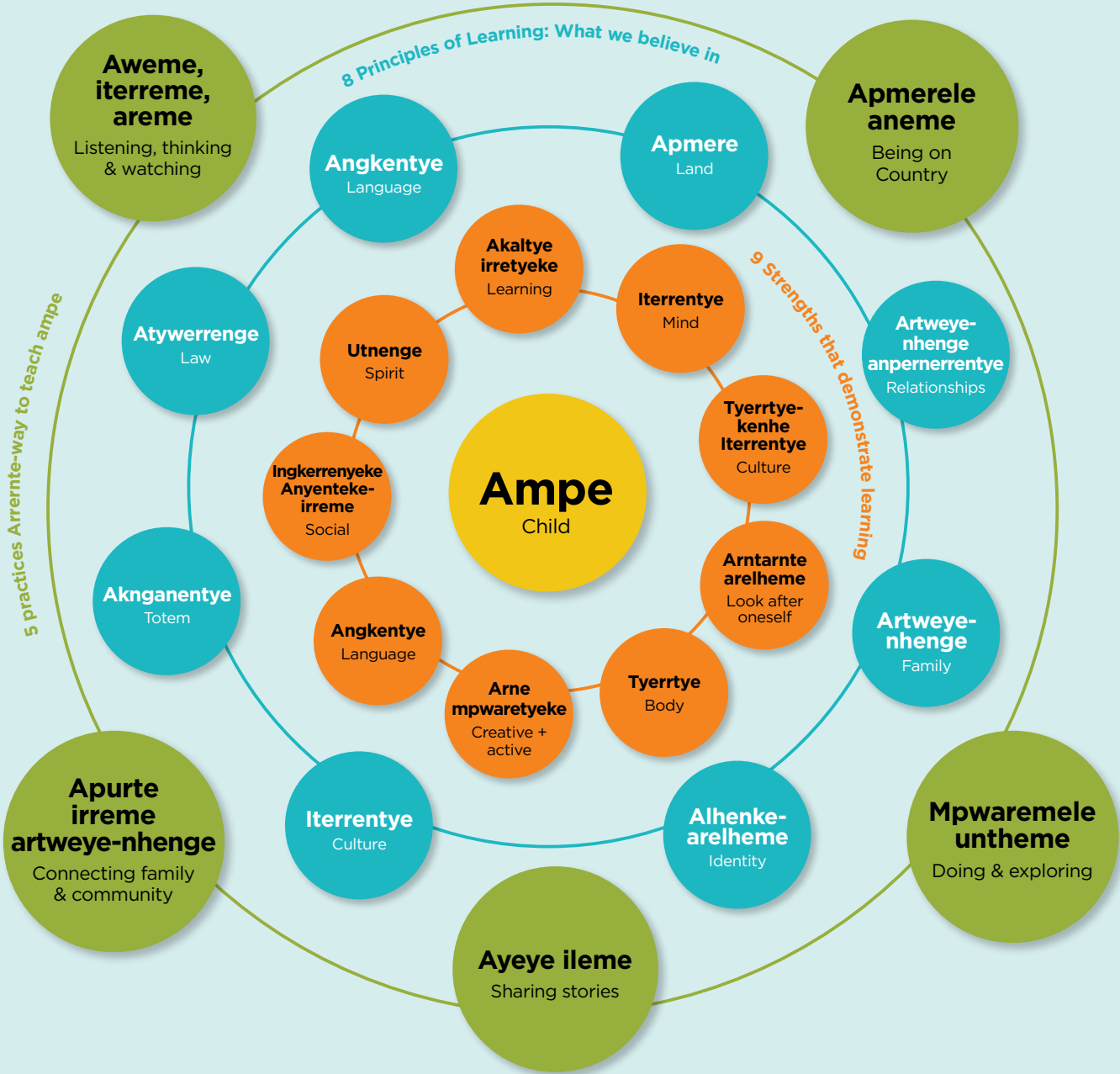
Lorrayne Gorey, Governance Committee and Senior Arrernte Educator

We are continuing the journey of designing our own Arrernte curriculum – *Arrernte-kenhe Angkentye* – a culturally appropriate way to teach our children that will provide the richest and deepest learning for them. We want to change the current education system because it has failed us. We are fighting for the right to teach our children, our way; with all the knowledge that has been taught for generations and generations by our great leaders – our Elders and Ancestors.

Back in the 1980s some of our Elders and other staff were involved in developing the Intelyapelyape curriculum for preschool and the primary age group. A lot of work went into this, but it hasn’t been used for years and hasn’t been recognised by the mainstream education system. It was created by the Arrernte people with IAD (Institute for Aboriginal Development) and Yipirinya school. We are now building from that foundation and going further and deeper than we ever did before with our own Arrernte learning framework. We have been supported by the Arrernte Resource Centre at Batchelor Institute.

The **green circles** show the way we teach. The **blue circles** are our principles of learning. The **orange circles** show the strength of the child’s learning.

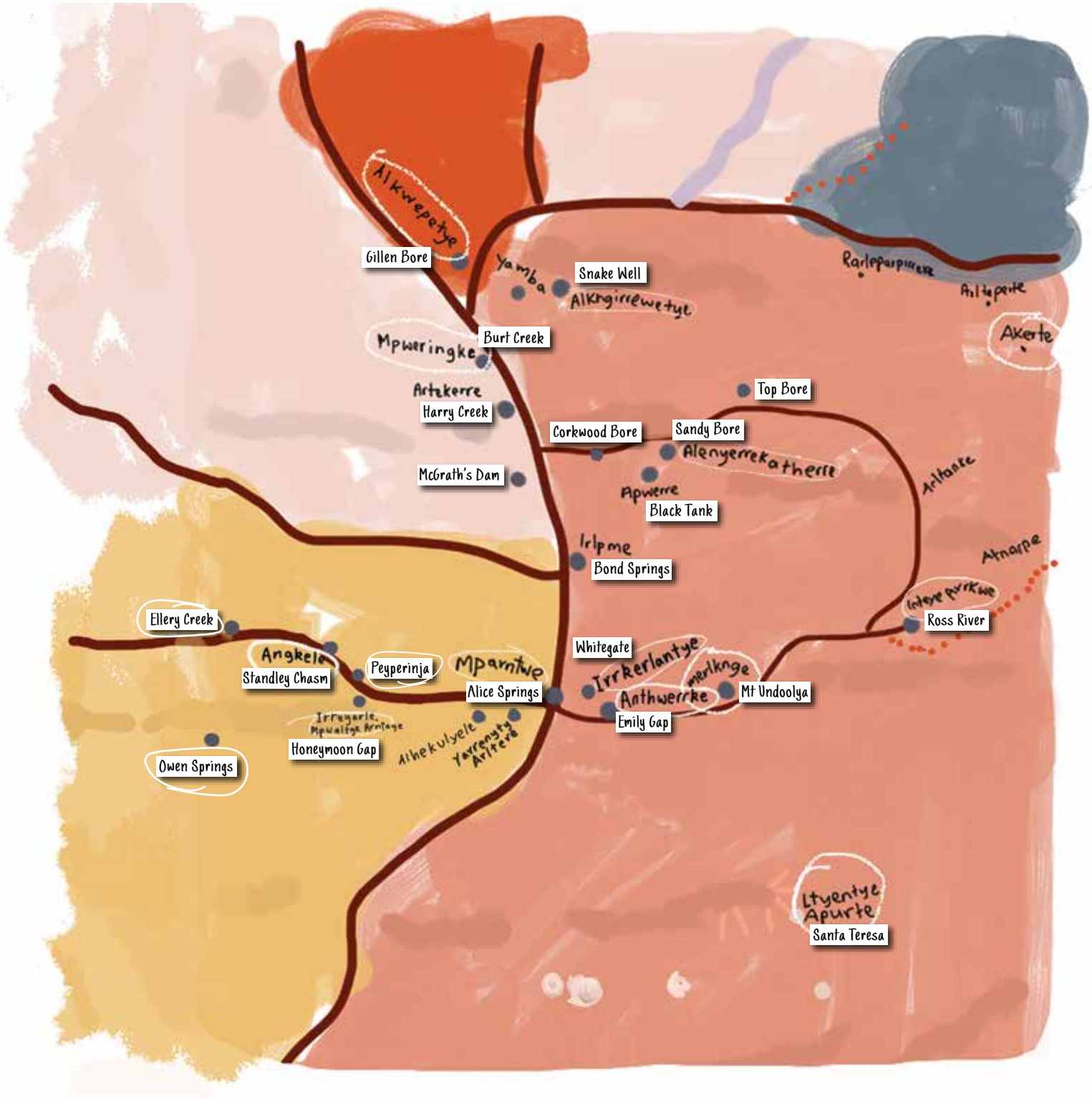
Arrernte-kenhe Angkentye



“Ampe akweke anwerne-kenhe areye apmerenge akaltje-irreme country itnekenge. Itne mpwaremele, unthemele apmere yanhe ikwerele. Ampe akweke anwerne-kenhe areye itne impene anthurre aneme. Country is a powerful place for kids to learn, to relax their body, mind and soul. It’s a place to rest. learning on country is the number one priority for our kids.”

Leonie Palmer, Ampe-kenhe Ahelhe Co-director

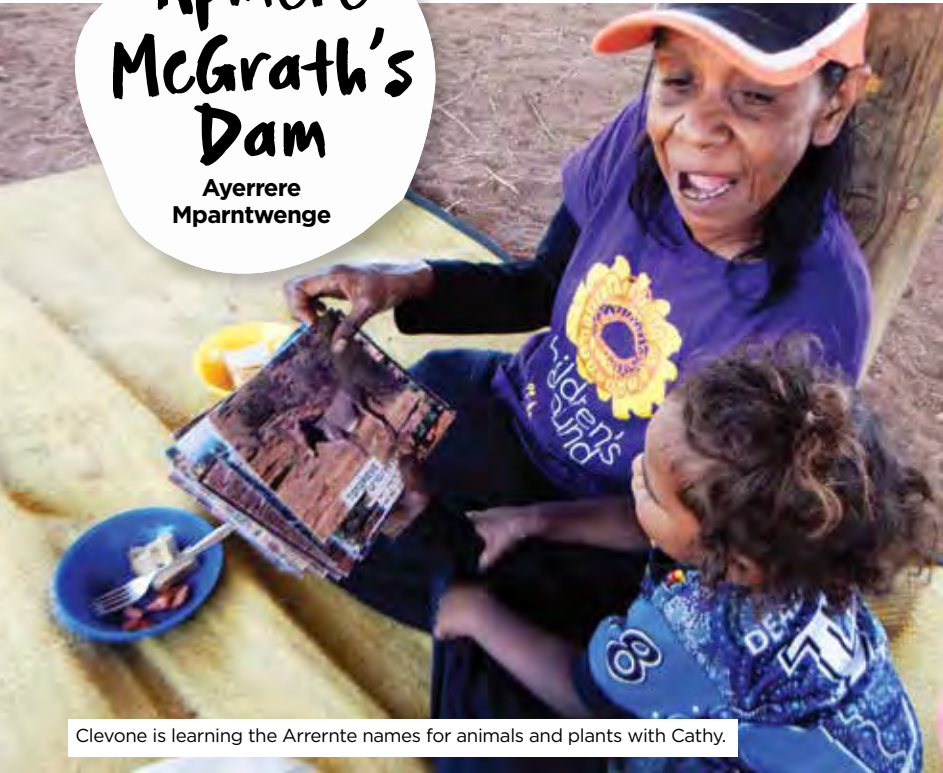
Anwerne itneke ayeye-ileke apmere-akerte, nthakenhe-arle anwerneke artweye mape aneke. Itne itelaretye-nhenge.
Learning on country is important for our children because they are our future generation who will carry on our language and culture. This map circles some of the places that we have visited for Learning on Country trips this year for our three sites: Yarrenyty Arltere, Mpwerkingke Anapipe and Irrkerlantye.





McGrath's Dam is a really special place for our families. This is the place where we sat down and protested for our to get our land back. We all lived here in tin sheds, walking around with our parents and hunting for bush foods. When we visit this place for Learning on Country, we tell the children these stories of history, family and country.

Apmere
McGrath's
Dam
Ayerre
Mparntwenge



Clevone is learning the Arrernte names for animals and plants with Cathy.



Zaylarni with her Great-great-grandmother MK on her first visit to her country.



On the way to Sandy Bore we collect bush medicine from our Country and show the children how to crush and grind it.

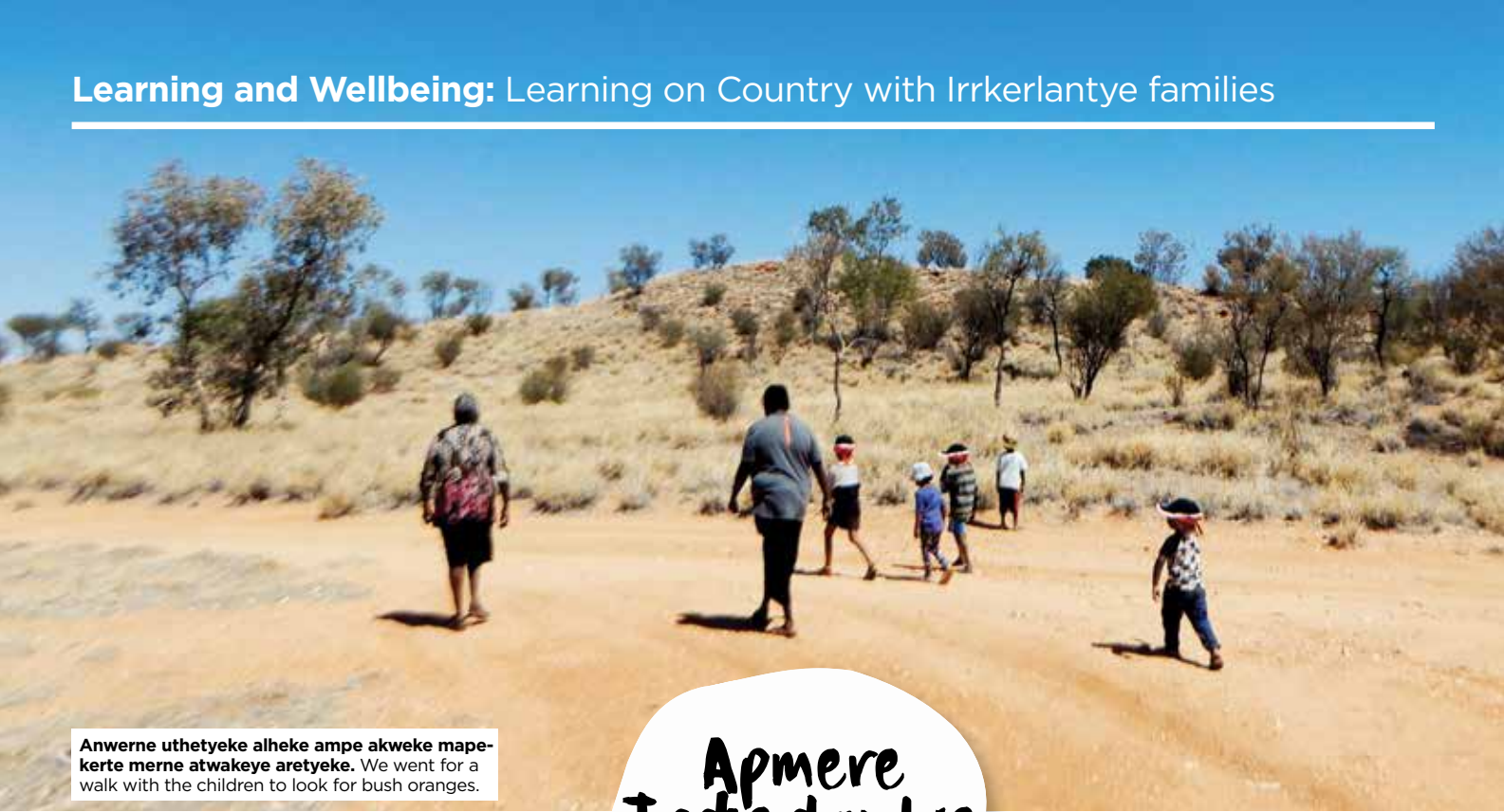


Apmere
Alenyerrekatherre
Ayerre
Mparntwenge



This inernte tree was planted by the children's Great-Grandparents a long time ago. We tell them stories about all four of their Great-Grandparents while we pick inernte seeds. Then we show the children how to burn holes in them to thread into necklaces.





Anwerne uthetyeke alheke ampe akweke mapekerte merne atwakeye aretyeke. We went for a walk with the children to look for bush oranges.

Apmere
Irrkerlantye

Ikngerre
Mparntwenge



Nhenhe ampe mapele kutyemele areme merne atwakeye ahelhe-ke. Children are gathering and looking at atwakeye fruits on the ground.



Nhenhe Shania-le utnerrenge akeme Merlkng-ke. Shania is picking utnerrenge (a bush medicine) at Mt Undoolya.



Nhenhe Karen uthene Lynette uternele areme tyape atnyematye artekerre kweneke. Nhenhe Noreen-le ure akweke iteme tyape atnyematye mape itetyeke. Karen and Lynette are looking inside the root for the witchetty grub. Then Noreen made a small fire to cook it.



Apmere
Merlkng

Ikngerre
Mparntwenge



Nhenhe ampe mape-le kere akantye pipe foil-le arrerne. Children wrapping kangaroo tails with foil paper.



Nhenhe Richard uthene Edgar uthenele imerneme alangkwe atherre. Richard and Edgar showing some bush bananas.

Owen Springs
Altule Mparntwenge



Kaylahni is learning how to make damper with her Grandmother Dulcie.



Bethan and Gertrude are engaging in imaginative play by using rocks as phones.



Jacob and Clarice are pretending to build a fire.



Kaylahni and Kileera are playing with the bush toys that their family made for them out of tin cans, just like the ones they used in the old days.



Kaylahni's sister helped her build this humpy.

Simpson's Gap
Altule Mparntwenge



Peyperinja
Altule Mparntwenge



Roxanne is digging for tyape (witchetty grub).

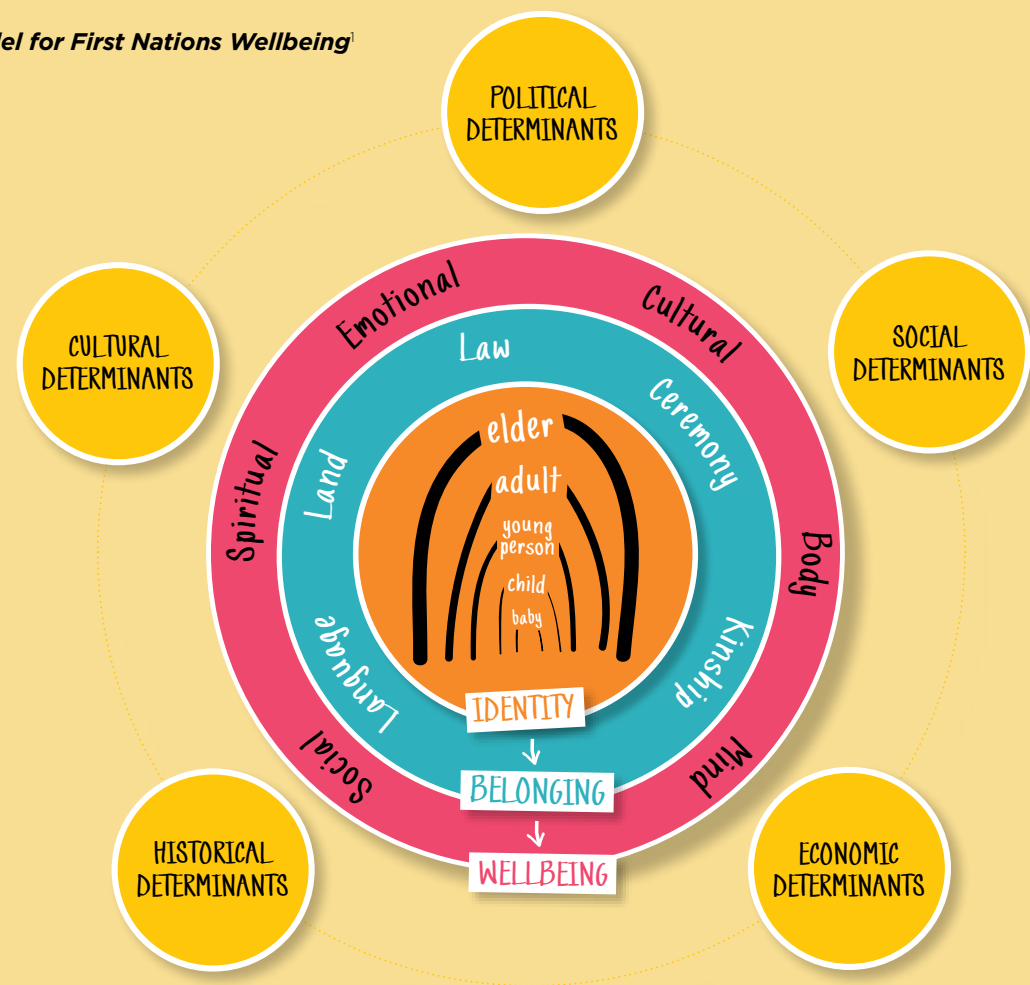


Alison is showing the children how to dig for yalke (bush onion).



Keliesha and Shashana are holding the tyape (witchetty grub) they found.

Figure 1: **A Model for First Nations Wellbeing**¹



¹Vadiveloo J.S, Tilmouth W, Turner MK. First Nations Wellbeing

Health and Wellbeing



Tyerrtye Mwerre Anetyeke

At Ampe-kenhe Ahelhe, we know that health cannot be separated from education, identity, culture, creativity and economic wellbeing – so we have continued to connect and integrate everything into our Early Years programs. At Ampe-kenhe Ahelhe we look at all of the factors that influence a child’s learning and development, including the health and wellbeing of each child and their family.

We teach children good routines to keep them healthy and strong in their body and mind, using both our First Nations knowledge and the Western health system. Teeth-brushing, nose-blowing, hand-washing and smoking our children are all part of our Early Years activities – the children are learning these important health routines from a young age.

Our nutrition program at Ampe-kenhe Ahelhe encourages children to eat and enjoy healthy foods. Children know they will always have lots of fruit, snacks and a healthy lunch when they come here. Families are also learning about and trying nutritious meals they can cook at home.

Our First Nations health system comes from the land. Walking on country and understanding how the wind or the

land can affect your health is learnt by being on country. With Ampe-kenhe Ahelhe we are making sure that our next generation are visiting and learning from their country regularly. Just being on country: that’s healthy for our kids. Their spirit is free; their mind is at ease. They explore the open space; they can be physical and active; they can express themselves.

Cultural safety is important for the health of our children and families. They need to be learning from the right cultural educators to speak for that country. It is about respect and teaching the proper way. When we are on country we communicate with the ancestors to keep everyone safe. The land is a family member and we all have our different relationships and responsibilities to it.

This year we are continuing to tell important health stories on country. The food we find here is the most nutritious for our children and keeps the whole family healthy. Looking for this food keeps us active too. We show the children how to dig for tyape (witchetty grub) and yerrampe (honey ant). We chase the alewatyere (goanna) and atyunpe (perentie) and climb the tree to find the alangkwe (bush banana).

“We are taking health back to our people and making sure our families know and control their health story.”

When on country, we show the children how to find, identify, crush, mix and use bush medicines. Akeyulerre (the Arrernte Healing Centre) is our key partner and we are all part of the same Arrernte community. This year we have run several Early Years sessions at Akeyulerre so children can learn from the Anangkeroes (Arrernte healers) in their family.

We have also had some exciting developments at Ampe-kenhe Ahelhe in the health space this year, with the beginnings of a Health and Wellbeing team coming together. In September we published our Health and Wellbeing Framework: *Utnenge, Tyerrtye, Mwerre Atyenyetyeke liye Tyerrtye Urrperle-kenhenge - Health in the Hands of the People* which features our model for First Nations wellbeing (figure 1). This demonstrates that the way we think about health at Ampe-kenhe Ahelhe is through our holistic First Nations perspective. We are taking health back to our people and making sure our families know and control their own health story.





Economic Development and Wellbeing



Some of our Ampe-kenhe Ahelhe and Akeyulerre Governance Committee and staff at our Central Hub in Mparntwe

Mwerrentye Warrke Irretyeke

At Ampe-kenhe Ahelhe we celebrate people's abilities whether they are artists, translators, authors, healers, teachers, directors or advisors and include everyone in our decision-making processes. At Ampe-kenhe Ahelhe our cultural standing and knowledge is recognised. We are not just employed as assistants, but as professionals in our own right. We work alongside non-Indigenous people who are sharing their skills and knowledge, as we all learn and walk together.

In 2018, we employed 14 new First Nations staff and 8 new non-Indigenous staff across our Learning and Wellbeing, Health and Wellbeing, Creative and Cultural Wellbeing, Community Development and Wellbeing and Economic Development and Wellbeing platforms. We are employed as Early Years educators, nutrition workers, health specialists, community researchers and evaluators, bus drivers, admin workers, media workers and Governance Committee advisors. We celebrate everyone's ability to contribute and value the skills of all our staff and volunteers.

When children see their Elders, parents and extended family working in meaningful employment, they see First Nations people as leaders. It's

important for our children to know that the best teachers for them are their parents and grandparents.

This year we have seen more men in our communities come on board as Ampe-kenhe Ahelhe staff and cultural advisors, as well as volunteering with our Early Years activities on country. It's really important that we are including everyone in our community in the Ampe-kenhe Ahelhe journey.

In 2018 we started to grow our enterprise potential with the introduction of a Social Enterprise Coordinator position. We are assessing the strengths in our community and talking with families, Elders and young people about what kind of enterprises they would like to develop. We see a lot of potential within our community and know that First Nations peoples have many strengths and talents.

One part of our emerging social enterprise is our Early Years resource development. In 2018 we have written, designed and printed 4 new Arrernte language books for children, with 3 more currently in progress. One of these will be written in both Western Arrernte and Luritja by families from Yarrenyty Arltene. We started writing books in language to use during our Early Years activities, and are now beginning to

"I feel really supported working at Ampe-kenhe Ahelhe with our Elders and all the staff. It's really made a big difference to my life."

Veronica Turner, Governance Committee and Senior Arrernte Educator

produce and sell them from our online store. Whenever we travel interstate to give presentations, people are really interested in our language books.

We have also developed a series of t-shirt designs featuring Arrernte language that were created during Early Years activities. Selling these designs will help us raise funds to keep doing this important work. It will also be great for the kids to see people wearing t-shirts that they have designed!

We want to strengthen the economic and social capital of our First Nations communities. Working out different ways to share our language and culture with the wider community is one way we can make the most of our knowledge and our strengths to achieve this.

We are looking forward to seeing what other enterprise opportunities will grow in 2019 with all the skills and talents in our community.



Siobhan wearing the t-shirt she designed with Shahana and Laykin

Arne Mpwaretyeke, Mwantyele Antirrkwetyke

In 2018 we have continued to integrate creative and cultural activities into everything we do at Ampe-kenhe Ahelhe.

As First Nations peoples, we have a lot of cultural wealth and knowledge, handed down to us over many thousands of years by our ancestors. This comes in the form of stories, song and dance about land, kinship, language, totems and law. This knowledge gives us our identity and culture.

In First Nations societies, creativity, art, music and dance all form part of and are interconnected with culture, so everything is linked in learning at Ampe-kenhe Ahelhe. The curriculum we are designing, *Arrente-kenhe Angkentye*, describes this. It is important for our children to be strong in **Tyerrtye-kenhe Iterrentye (Culture)** - to know where people come from and how they are related through land, language, law and culture. In our **Ingkerrenyeke Anyenteke-irreme (Family and Community Together)** learning outcome, we teach children how we are connected through stories, songlines and dances. In our **Arne Mpwaretyeke (Creativity)** learning outcome, we are teaching our children how to dance

and participate in dance ceremonies on Country. All our learning outcomes connect to culture and creativity.

This year we have also employed Western-trained art and music specialists to share their knowledge with us and facilitate intergenerational art activities. These creative activities will be integrated into Early Years learning activities at our Central Hub as well as Family Nights and celebrations that involve the whole community.

Our School Holiday programs in 2018 have focused on creative activities for young people including screen-printing, painting, songwriting, performing, poetry and digital media. These workshops involve the whole family, with young people supported by their grandparents, parents, aunts and uncles in an intergenerational learning environment.

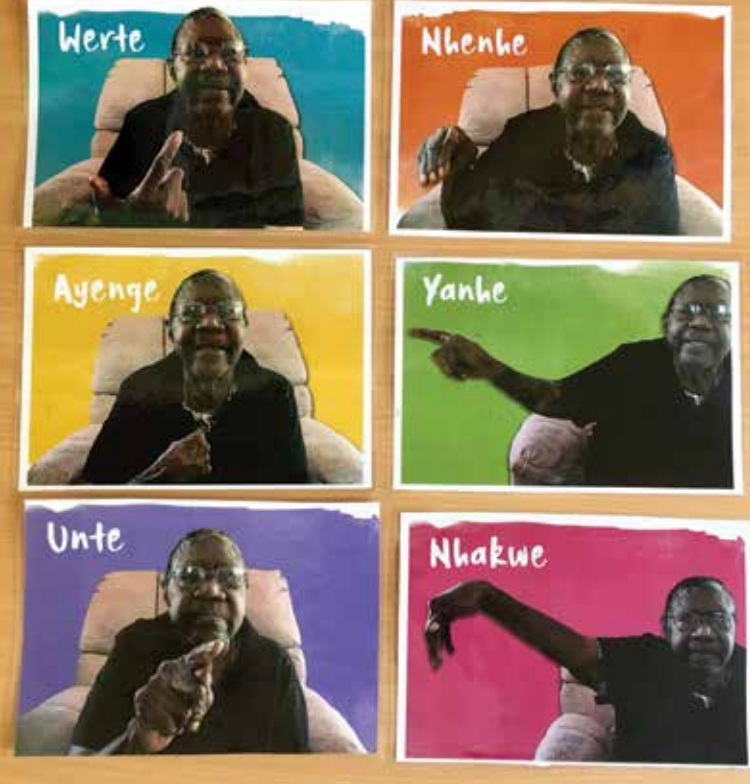
We are also integrating creative arts into our resource development by making illustrations to use in language teaching. This year, we held art workshops during our Early Years activities to develop an Arrernte language book about the sky, the weather and the seasons called *Alkere*.



Staff and family created illustrations with their children both on country and at our Central hub as children learnt the Arrernte names of weather patterns and features of the sky. The book we have created together will reinforce this learning. The children's illustrations were also featured across a series of t-shirts and giftcards to sell from our online store. Our creative activities are forming part of our social enterprise.

We are also working on a number of new language resources that feature illustrations from our Learning on Country sessions. We know there is a wealth of creative talent in our communities, so we will continue to support people to explore their artistic potential.

Here are some examples of the the Early Years resources we have been creating both with, and for our children. There are many different types of resources we create, all with the aim of passing on language, country and culture to our children. We might come back from a Learning on Country trip and use the photos we took to make books, flashcards and other learning resources in Arrernte and English. We might use iPads to create digital illustrations of country, family and children. We might focus on a particular Arrernte learning outcome or something we want to teach the children. It could be a book about family or the weather and seasons. Here are some of the resources we have created this year and photos of us sharing them with our children.



Nhenhe merne arrankweye.





"We want our kids talking Gurindji, Arrernte, Luritja, Warlpiri and then English! All our kids need to learn their own language first. If we put their language first it will keep their culture strong. I don't want our children to grow up lost and to not know where they come from. They've got to know where they come from, and their skin name. The Elders need to tell them their story so they know."

Marlene Rubuntja, Senior Cultural Advisor



Tyerrtye Areye Mwerre Anetyeke

At Ampe-kenhe Ahelhe, our daily operations are driven from our Central Hub at Bloomfield St – an intergenerational, inclusive space of safety, learning and celebration. 2018 was our first full year of operating in this space – we have really grown our Central Hub from the grassroots.

It is from this place that our local governance and daily service delivery are coordinated. Children come here for Early Years learning activities and adults come for work. Families come to support their children's learning and be a part of the Ampe-kenhe Ahelhe family. It is a place where everyone can be part of a strong, vibrant community.

We run on a hub and spoke model – activities occur each day at our Centre (hub) as well as on Country (the spokes). Activities include learning, employment, cultural activities, arts, enterprise, social support and health promotion.

Throughout 2018 we have continued our journey with families from Yarrenyty Arltene (Larapinta Valley Town Camp) as they pushed for Early Years activities with Ampe-kenhe Ahelhe to be held at their Learning Centre. Yarrenyty Arltene Learning Centre has a long history of intergenerational education initiatives

led by the community. In October, we began running weekly Early Years sessions for Yarrenyty Arltene families there, in community, alongside our weekly Learning on Country trips. This marks another step in walking alongside families in the community where they live, offering place-based opportunities that strengthen the cultural and social capital of the community.

Our local Governance: *Ingkerrekele Arntarnte-areme ampe-kenhe ahelhe* is created by the community so that the right people are speaking for each place we work with. This year, we have invited more important Arrernte Elders to connect with Ampe-kenhe Ahelhe. There are still more people we need to talk with to include all the voices in our communities.

We hold weekly Governance meetings that are open to all community. It's a chance for all of us to come together: both to listen and to speak. We meet with stakeholders and government, we make decisions and we plan for the future of Ampe-kenhe Ahelhe.

Celebrations and Family Nights are an important part of what we do. They are a chance for everyone to come together and be proud of what we're achieving. Throughout the year, we've

"We've started from our own foundations, not someone else's. We've grown this place from the grassroots. It's a place for all the community to come and feel safe: to relax, to learn, to be together. I really like this place. We all feel really good in this place."

MK Turner, Ampe-kenhe Ahelhe Co-director

held 6 Family Nights and 3 end-of-term celebrations. During the January school holidays, First Nations musicians Mau Power and Black Rock Band came to Mparntwe to make music with young First Nations people during our school holiday program. The two weeks of music, digital storytelling and yoga workshops culminated in an Arrernte Family Night on January 26 named *Arlte Alhwarpe* (Sorry Day). This was a chance to reflect on the pain of history, while celebrating the strength and talents of our First Nations youth in a healing space at Ampe-kenhe Ahelhe, surrounded by family.

We want to make sure that everyone who comes to Ampe-kenhe Ahelhe feels like they're part of a strong community.



Ayeye Anwerne-kenhe Ileme

This year, we have continued to share the Ampe-kenhe Ahelhe story with the wider Australian community through presentations at national conferences as well as meetings with Government, stakeholders, community representatives and local organisations. We are recieving so many requests to share the work we're doing at Ampe-kenhe Ahelhe – people are really paying attention to us now.

Late last year Senator Patrick Dodson met with us at Ampe-kenhe Ahelhe. After we spoke strongly about our rights as First Nations peoples to design, deliver and evaluate our own culturally appropriate education system, he said "This is music to my ears."

In May, representatives from our Governance Committee spoke at the Cross Sector Orientation in Mparntwe, alongside Chairperson William Tilmouth. We discussed the Ampe-kenhe Ahelhe principles and advised the broader community sector on ways to work more effectively with First Nations peoples.

In July, Felicity, Veronica, Mel and Jen spoke at the Australian Institue of Family Studies in Melbourne. Our presentation, *Artweyenge-ntyeye*

anwerne iwerre imerneme: Families leading the way demonstrated the value and necessity of allowing First Nations people to be decision-makers, designing, delivering and evaluating the services funded to improve outcomes for us. What works and matters for families can only be identified by families.

In September, Felicity, Veronica and Ash presented at the 2018 Early Childhood Australia conference on Gadigal Country in Sydney. Our presentation, *Ampe-kenhe Ahelhe: Anwernenhe anteme iwerre anthaye ampe akweke anwerne-kenhe areyeke (Children's Ground: Backing Aboriginal people to lead the way in the early years)* recieved a standing ovation from a crowded room of conference delegates from around the world, including First Nations child welfare activist Dr Cindy Blackstock.

In August, Felicity attended the reception for the former Prime Minister Malcolm Turnbull at the Alice Springs Town Council as a representative for Ampe-kenhe Ahelhe and Akeyulerre.

Felicity, Veronica, Ampe-kenhe Ahelhe Chairperson William Tilmouth and and CEO Jane Vadeloo participated in Garma Festival 2018, on Yolngu

Country in Arnhem Land. William gave a stirring speech in a forum about truth telling, highlighting why we must not persist with a system that is fragmented and fractured, and leaves First Nations children in the same state. It was celebrated with a standing ovation and much emotion.

We are finishing up a big year of sharing our story with two more presentations. At the National Child Protection Summit in Adelaide we will be presenting four times in one day, sharing our principles and the care we all commit to our children through our work at Ampe-kenhe Ahelhe.

We also sent representatives from Ampe-kenhe Ahelhe and Akeyulerre to the Healing our Spirit Worldwide conference on Gadigal Country in Sydney. There, we shared our skills as Angangkere (Traditional Healers) and had open conversations with other First Nations healers from around the world. We also demonstrated how healing is a big part of the framework that surrounds us all in our work, and how leading the way at Ampe-kenhe Ahele through designing, implementing and evaluating the work we are doing is also about healing the disempowerment and dispossession we have lived with in the past.



Veronica Turner

Werte! Arritnye atyinhe Veronica Kngwarraye Turner. Ayenge apmere Anapipe arenye. Ayenge warrke-irreme Ampe-kenhe Ahelhe-nge. Hello! My name is Veronica Kngwarraye Turner. My country is Sandy Bore outstation, North-East of Alice Springs. I work here as a Senior Arrernte Educator.

I have been working here for two years now in the Learning and Wellbeing team. Last year I was really focused on working with the little ones and getting them out on Country for our learning activities. I'm still doing this work, but am speaking up more now at conferences and presentations.

In 2018 I took the Ampe-kenhe Ahelhe story to the Australian Institute of Family Studies in Melbourne, the Early Childhood Australia conference in Sydney and the Cross Sector Orientation here in Alice Springs. I also spoke at our Reconciliation Week event at Telegraph Station and at Garma Festival in Arnhem Land.

I really enjoyed all these conferences I went to and spoke up at. I felt proud of myself, sharing our presentation to everyone. Working with Felicity, Ash and Mel made me more confident to develop my public speaking skills. When we share the story of what we're

doing here at Ampe-kenhe Ahelhe everyone is starting to notice what we are trying to do for our children. Our children are our future generation. They will be our next leaders. They will be the leaders for their children.

It was a privilege to meet with politicians like Tanya Pliibersek when she did a talk at breakfast at the Mercure Hotel. Pat Dodson and Warren Snowden also came to see us at Children's Ground and listened to our story about what we're doing for our children.

I really enjoyed meeting Stan Grant - I've always wanted to meet him in person. His speeches touch my heart - he was a highlight from the conference in Sydney.

I feel really supported working at Ampe-kenhe Ahelhe with our Elders and Senior Educators and the staff. It's really made a big difference to my life working with everyone. I want to see big changes for our kids. I want to see big changes for our families.

In 2019 we will keep working on the big dream of starting a school on Country, on our Homelands. We need to be teaching our kids on Country to keep our language and culture strong.



"The presentation was highly insightful, thought provoking and very inspiring. Everyone in the room had shed a few by the end of the session because it was so moving."

Ria Cleary, (Early Childhood Australia Conference delegate)

"The story was truly inspiring. Out of the entire conference they were the only people to get a standing ovation... what a pleasure listening to the journey, Children's Ground has taken."

Andrew Clifford, NSW/ACT Inclusion Agency (Early Childhood Australia Conference delegate)



Anwerne Ingkerreke Apurte Irretyeme

In 2018, we held our first Reconciliation Week event with representatives of the Arrernte Nation, supported by Lhere Artepe and Akeyulerre. *Anwerne ingkerreke apurte irretyeke apmere nhenhele iwerre nthenhele alhetyeke angkerretyeke ingwenthe* (We all get together to talk about the future of this land and which way we're going) was an important gathering of both First Nations and non-First Nations people living in Mparntwe.

We wanted to show the wider community our strength & leadership as First Nations people — to respect Elders and celebrate children.

We were honoured to be joined by Martin Luther King III, his wife Arndrea and daughter Yolanda as part of their visit to Arrernte Country, supported by our key partner Igniting Change.

It was great to see other community leaders in attendance including Acting Assistant Police Commissioner Michael White, Acting Commander Southern Command Bradley Currie, Children's Commissioner Colleen Gwynne, who also spoke on the day, and Deputy Mayor of Alice Springs Jamie Brenni.

Ampe-kenhe Ahelhe Senior Arrernte Educator Veronica Turner was our Master of Ceremony for the event, introducing a selection of powerful First Nations and non-Indigenous voices to share their views on Reconciliation.

Felicity Hayes, Apmereke-artweye (Traditional Owner) and Senior Arrernte Educator at Ampe-kenhe Ahelhe (Children's Ground) welcomed the crowd to Arrernte Country: "We never gave up our land! We are still the custodians and the caretakers. We have always been here as Arrernte people for many generations." She also reiterated the need for social cohesion in Mparntwe, "As Arrernte people, we have both Aboriginal and non-Aboriginal people from different nations living on these lands. I would like to see Mparntwe as a place that knows its history; a place of safety and inclusion; a place that represents the spirit of Reconciliation where all of us walk together, from all cultures with respect."

Both First Nations and non-Indigenous children were invited to present the Elders in the crowd with a bundle of Utnerrengge to celebrate the connection between children and Elders.

"Let us start a new chapter in the future of Australia, where we walk as equals. Where reconciliation is not just a word and a day in the calendar. But where we reconcile the trauma and atrocities of the past and celebrate our shared future and knowledge."

William Tilmouth, Ampe-kenhe Ahelhe Chairperson

Ampe-kenhe Ahelhe Director and Senior Cultural Advisor MK Turner paid homage to the Stolen Generation, recognising the significance of Telegraph Station as the site of the Bungalow, where Aboriginal children were placed after being stolen from their families in the 1930s.

Representatives from the Arrernte Grandmothers group spoke strongly about children and culture, followed by Children's Commissioner Colleen Gwynne.



Drum Atweme from Yipirinya School had the children from the Alice Springs Steiner School up and dancing, joining in with both the kangaroo and emu dances.

Children's Ground Chairperson William Tilmouth, spoke of the enduring legacies of colonisation and dispossession and of the racism, inequity and trauma that so many First Nations peoples continue to face every day. He also spoke of our responsibility to get things right for the next generation to ensure they grow up to enjoy a different future, "one where tolerance and dignity is the norm for all".

To close a morning of powerful speeches, our special guest Martin Luther King III shared his thoughts on Reconciliation and human rights for First Nations people in Australia: "You are a great country, but you can only become truly great when you treat your fellow human beings with dignity, respect and love."


Martin Luther King III came onto Arrernte land with so much respect, deferring at every turn to First Nations people – privileging their voice, their ideas, their leadership above his own. He stepped back, allowing First Nations people to step forward and assert how they want to address the human rights issues they face.

The proceedings were closed with a Healing Reconciliation Ceremony hosted by Akeyulerre, where First Nations and non-First Nations people joined hands to walk through ceremonial smoke together. In our culture, smoking is used for healing. It heals you. It heals your worries. It helps to keep your spirit strong. This Reconciliation smoking ceremony will keep our community of Mparntwe strong. It was really special to see lots of First Nations and non-Indigenous people from the community engaging in the smoking together as one: Traditional Owners with Police Officers; non-Indigenous Primary School students with our ampe akweke mape (children); young people and Elders. It was a strong show of commitment to healing and moving forward in Mparntwe.

"The way Martin Luther King III spoke about honouring First Nations people - we really felt it in our hearts and we will carry it with us. It was a real privilege to host him on Arrernte Country."

Veronica Turner, Governance Committee and Senior Arrernte Educator

It was an incredible show of commitment to healing and moving forward in the community of Mparntwe to see so many First Nations and non-First Nations people gathered together for this momentous occasion. We are grateful to the schools who brought children to the event; to the First Nations students of St Joseph's for running the BBQ and food station; to Light Warrior for the food; to CAAMA (Central Australian Aboriginal Media Association) for doing the sound production; and to all who participated, listened and learned from Arrernte people at this momentous event.



"Apmerele
anwerne atnyeneme
arne ingkerrenyeke
anthurre. Angkentye,
apmere, arne, thiye merne
putye-arenge arike. Ampe
anwerne-kenhe areye impene
anthurre itne aneme. Ampe
akweke nhenhe areyele
alhenke-areme, apmere
nthenhe itnekenhe."

Leonie Palmer,
Ampe-kenhe Ahelhe Co-director

"Identity is the most important thing for our kids. It is connected to everything: the language, the land, the trees, the birds, the fruit and all the bush tucker."



Andrena Webb and Jacinta Bush lead a community planning session with girls and young women in Atitjere

Ampe Anwernekenhe Rlterrke Ingkerre Atnyenetyeke

In July this year, Ampe-kenhe Ahelhe began working with families at Engawala and Atitjere as a partner in the Stronger Communities for Children (SCfC) program. SCfC is a community development program funded by the federal government where local First Nations people are the ones to decide what they want to see happen for their children and families. Ampe-kenhe Ahelhe is working with decision-making groups in each community, supporting local people to make decisions over what services and programs they want in their communities.

Both communities are part of the Arrernte Nation: Engawala is the traditional country of our Chair, William Tilmouth, and Atitjere is the traditional country of MK Turner, one of our senior local Directors.

In Engawala, the governance committee is funding a playgroup for children aged 0-5 and their families. The playgroup runs 4 days a week from the Women's Centre and employs a local First Nations educator as part of delivery.

In Atitjere, the governance committee is supporting the Youth Sport and Rec program as well as health, wellbeing and safety activities. The committee is still planning for what other community-led programs they want to see in Atitjere into the future.

"In Atitjere, we are calling SCfC *Ampe Anwernekenhe Rlterrke Ingkerre Atnyenetyeke*, which means *Keeping all our Children Strong*.

We want to see change in our communities. We have talked about what we want to see for Atitjere, we have talked about what we are worried about and we have talked about new ideas to support our children, young people and families.

We want people to realise we are doing this for our little kids, as they are growing, and it's important. We want them to carry it on, to be the leaders and to pass it on to the next generation when we are all gone.

Children's Ground is helping us to build it up to make this program stronger. We hope things will be starting to happen."

Andrena Webb, Arrernte educator and decision-making group member, Atitjere.



"Our families are all connected and although our languages differ, we all understand each other. We want to make this work for families as strong as we can."

MK Turner, Ampe-kenhe Ahelhe Co-director



Kele Mwerre

Ampe-kenhe Ahelhe came to life because of the generosity and leadership of philanthropy. Throughout 2018 we have continued to exist because of the innovation of philanthropy, a donation from Centrecorp, community support, our volunteers and our partners. Our philanthropic supporters who have made Ampe-kenhe Ahelhe possible are:

PMF Foundation, Third Link, The Brunner Family, Igniting Change, English Family Foundation, Limb Family Foundation, Virgin Unite, Johnson & Johnson Family of Companies, Ramses Foundation, Ryan Cooper Family Foundation, Gandel Philanthropy, Ian Potter Foundation, Centrecorp Foundation, John and Myriam Wylie Foundation, Beverley Jackson Foundation, The Rogers Family, Collier Charitable Fund, The Bonnici Family, John and Betty Laidlaw Legacy, The Yanni Sarantis Legacy, The Duggan Foundation, Orloff Family Charitable Trust, Australian Communities Foundation - Clive St Fund & Juno Fund, JB Davros Family Foundation, Paul & Jane Hallam, Ausmed Education, Sidney Myer Fund, Social Garden, Jessie Street Trust, The Banks Brown Family

These people and organisations have backed us, they have believed in us and now, together, we are leading the way.

We have waited for Government support for so long; for them to believe that First Nations people can actually do this. In 2018, we received our first Government funding in Central Australia from the Department of Prime Minister and Cabinet and the Department of Health. We are so happy to have the Australian Government partnering with us now.

We are just at the beginning. More families want to be involved and we need to keep building our funding so we can do this important work.

We invite new people to come and take this journey with us, walk with us and join our family.

Key organisations we work with: Akeyulerre, Arrernte Language Centre, Batchelor Institute, Lhere Artepe Aboriginal Corporation, Lhere Artepe Enterprises, Tangentyere Council, Central Australian Aboriginal Congress, Red Cross, Anglicare, Connected Beginnings, Purple House, Alice Springs Language Centre, St. Joseph's Flexible Learning Centre, Larapinta Child and Family Centre, Yipirinya School



Supporters: Project 1 Million, Youthworx, Kogo, Deborah Wilson, Louise Dorrat, Helen Miller, Paul and Jane Hallam, Helen Fitzgerald, Lauriston Girls College, Light Warrior

Volunteers: Lilly Favrel, Mairead Murphy, Caitlin Anderson, Kristen Wormald, Lyn and Geoff Price, Emily Ades, Cara Nolan, Dom Mercuri, Patch Pheasant, Stef Fernandez, Rachel Powell, Diane DeVere

Friends : Apmere Angkentye-kenhe, *In My Blood it Runs* the film, Rachel Edwardson, Jan Owen, Dave Nixon, Pat Cash, Black Rock Band, Yarrenyty Arltene Artists, Mike Bowden, Sean Bowden, David Woods, Rod Moss, Mary Flynn, Rhett Hammerton, Julia Mitchell and everyone who has given their support, time and skills to walk with us on this journey so far.

Ampe-kenhe Ahelhe

Children's Ground Staff 2018



Alison



Alison



Amanda



Angelina



Anna



Anna Maria



Annette



Ash



Ava



Beth



Bethan



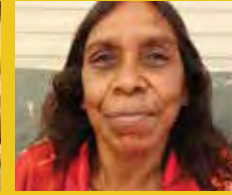
Blanche



Brushy



Caitlin



Cathy



Crissy



Dave



Diane D



Diane W



Dom



Dulcie



Dulcie



Emma



Felicity



Greg



Jane



Janine



Jen



Kaylene



Leonie P



Leonie S



Lilly



Lorryne



Marita



Marlene



Mel



MK



Nookie



Noreen



Noreen



Rachel



Roxanne



Sam



Shirley



Shon



Siobhan



Stef



Therese



Tiff



Veronica



Yvette



Mparntwe

5 Bloomfield St, Alice Springs
PO Box 140 | Alice Springs, NT 0871
+61 (0)417 257 198

Melbourne

2/10 Hoddle St | Abbotsford | VIC | 3067
+61 (0)447 903 084

Email cgadmin@childrensground.org.au

Visit childrensground.org.au

Donate childrensground.org.au/donations

facebook.com/childrensgroundaus

instagram.com/childrensground

twitter.com/ChildrensGround



"Anwerne apmere-ke ahentye aneme ampe akweke anwerne-kenhe areye mwerre anetyeke. Itne amagketyeke rhterrke, akaltye irremele educationeke, ante future mwerre atnyenetyeke Ampe-kenhe Ahelhe apmere mwerre itne aneme. Anwerne areme ampe anwerne-kenhe areye akaltye irrerlenghe. Itneke artweye mape itneke itwerle akarelheme. Anwerne ahentye aneme itne mwerre akwete anetyeke."

Lorrayne Gorey, Governance Committee and Senior Arrernte Educator

We want a place where our children are safe - where they can grow up to be healthy, educated and have a better future. Ampe-kenhe Ahelhe is the place for them. We are seeing our kids learning and loving to learn. Their families are walking beside them. We have hope for the future.