

**tunapri BOOK PROJECT LAUNCH**  
**REMARKS BY**  
**HER EXCELLENCY PROFESSOR THE HONOURABLE KATE WARNER AC**  
**GOVERNOR OF TASMANIA**  
**GOVERNMENT HOUSE, Monday 3 September 2018**

Good evening and welcome to the official launch of the tunapri Booklet Project.

I begin by paying my respects to the traditional and original owners of this land—the Mouheneener people. I acknowledge the contemporary Tasmanian Aboriginal community, who have survived invasion and dispossession, and continue to maintain their identity, culture and Indigenous rights.

There are many close supporters of this excellent initiative here this evening, but may I particularly acknowledge among you:

- Booklet Project professionals Lewina Schrale; Fiona'Okeefe;
- Rosie Martin, contributing author and adviser;
- Kate Gillham, who is responsible for the photography.
- And representing the Department of Prime Minister and Cabinet, Shane Allen.

And to Alison Stone – your initiative in bringing this project into existence and co-ordinating it was inspirational and so for me, officially launching the project, the first order of business is to congratulate you.

[HE lead applause?]

Alison, your many years of professional experience working in the areas of early childhood education, primary school teaching and community development have, I think, found true expression in the tunapri Booklet Project, of which you are the architect, developing them with professional colleagues.

When Alison first contacted me, she wrote, and I'll quote her:

“As a former educator in childcare, a primary school teacher, and as an Aboriginal woman, I identified a gap in knowledge within the sector – that some families simply did not have access, or only limited access, to information on early childhood development, including on strategies to support their child’s development. The tunapri booklets are specially designed to bridge this gap.

“[So] in 2016, I applied for [and was fortunate to receive] funding from the Department of Prime Minister and Cabinet under the Indigenous Advancement Strategy (IAS), with the intention to develop high quality and practical booklets that focus on key areas of early childhood development.”

End of quote.

At this point I should mention that in addition to the booklet project colleagues who are here and who I’ve acknowledged, others are: Ian Williams, Louise O’Kelly, Dr Sue Jenkins, and the Lady Gowrie Support Team.

As to the booklets themselves, there are six, they’re friendly to hold and look at and the photos are engagingly direct and meaningful. I shall briefly describe the contents of each.

“Sensory skills” explains each of the senses (seeing, hearing, smelling, tasting, touching, balance and movement) and what each of them allows babies, toddlers and preschoolers to do. “Fine motor skills” explains the fine motor skills, the things that we do with our hands, that children are learning at various ages from 0-6 months and so on up to age 6-7, and activities to encourage this development.

Importantly, each of these two booklets contains the warning: “Remember, some children do things early, some children take their time”.

“Communication skills” explains what communication skills babies, toddlers and pre-schoolers are learning at various stages and what parents can do to help communication develop showing by tenderness, talking to them, playing with them and exposing them to music. And it explains the power of music and how it can help a child’s development.

“Social and emotional development” explains the ways parents, carers and educators can help develop a child’s social and emotional development from

birth to six years; to help them recognise and label emotions and to control them; ending with tips about getting them ready for school. “Social and emotional skills” takes this further by explaining the importance of these skills for school, in making friends, managing anger and disappointment and focussing on tasks – with suggestions of things that help.

“Buiding relationships: play, music and story” explains how play builds social skills, language and creativity; how to support children’s play (for example play with them); the power of story; the importance of listening to children (to put down our phones; eat with them (at, or under the table for variety); and more about music.

So these little publications cover an amazing range of critical skills to be nurtured and taught – and are equally accessible by parents, educators and teachers, which is quite an achievement too. It is not surprising that this project attracted Federal funding.

I was chatting with Natalie Browning, Director of the Underwood Centre for Educational Attainment, and Ros Lamprill (a TAFE teacher assistant educator) on Friday afternoon about education when Natalie told me about the “Boston Basics”, a community education campaign that has captured the interest of Bill Jarvis, Principal of Claremont College during a study course he did in the US. The Basics are five simple ways every family can give every child a great start in life. And when I tell you that the first basic is ‘Maximise love, manage stress’ and the second is ‘Talk, sing and point’, you will see the synergies with Alison’s project and the potential of linking her booklets with a community education project as a way of promoting and disseminating them.

So I now take great pleasure in officially launching the booklets.

Thank you.