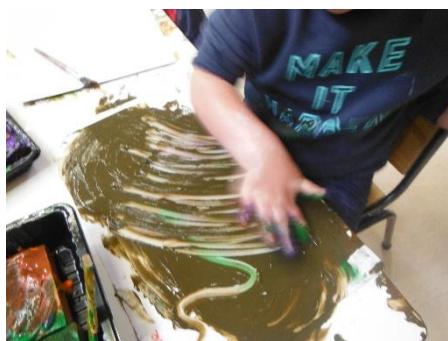




## Djeembana news February



A big welcome to the 2019 families. We are very excited about getting to know you and your children as we share the pre-school experience. Firstly I would like to introduce you to our new team member, Lauren, who will be joining the group on Tuesdays and Fridays.

The children have settled in well. During the phase in period we have had the opportunity to sit with each child, chat and begin to get to know each other. As we get to know each child the program develops in a way that supports each child, progresses their skills and is fun. The teaching team really appreciated your patience during these first weeks. After two weeks

of the slower start we feel the children have had a great positive introduction paving the way for a smooth transition to full groups full hours.

Now we have come together it is very obvious how busy the group is. In response to the business we will be exploring different ways of presenting the sessions each day. We may all start inside or all outside or split into two groups and be inside and outside. Each day the children will be encouraged to check the visual schedule so they know what is planned.

The children have been introduced to Boon Wurrung perspectives through using some language: Moom – backside, Womin djeka – come, ask to come and state your purpose for coming, Bundjil – wedge tailed eagle and waang – black raven. Whenever possible we will use Boon wurrung language to label animals, body parts, plants or things in the environment. We have been given permission to use the language by the Elders. Sometimes we may use language from another group if we are working with First Peoples from other Aboriginal Countries.

In March the children will be working with Priscilla Reid-Loynes (A Gamilori woman) who will share stories and songs with us. Priscilla is joining us at the festival and will be a familiar face for the children.

**Perceptual Motor Program (PMP):** In a few weeks time we will introduce the children to PMP. This is a program that is designed to develop a child's gross motor skills, coordination, concentration, listening skills, problem solving skills and be enjoyable. Each time we run PMP, eight activities are set up. At each activity an adult is positioned. The children are divided into teams of three or four and rotate through the activities. Usually the program takes 60 minutes to complete. The first date is the 6<sup>th</sup> of March with the program starting once all the children have arrived. For this program to run successfully we require at least 6 parents to be involved. A notice will be placed next to the attendance book asking for volunteers. The parents get as much out of this program as the children and it is a great way for you to get to know the other children. Looking forward to your support with PMP.



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## Learning and Living with nature

**Kinder books-** HAVE YOU RETURNED YOUR CHILD'S BOOK???? The children are sharing their stories with the group and we are beginning to add observations and photos to the books. When you have time please check your child's book for any additions. If we have placed an observation into the folder, we invite you to add your thoughts.

**Snack time** – please ensure the contents of the snack box are healthy and contain nutrients that will sustain the children's energy levels and therefore ability to learn. We are asking the children to eat fruit and vegetables before any other snack. Please ensure those options are in their snack boxes.

Tuesday afternoon session – Please give your child lunch before they arrive.

**DONATIONS**..... Cardboard Boxes for pasting (please)



### Coming events:

6<sup>th</sup> March – PMP commences, then each Wednesday for March

18<sup>th</sup> March – Priscilla incursion

20<sup>th</sup> March Harmony Day– luncheon share a plate of food from a country you have connection with. More details to come

Festival 23<sup>rd</sup> and 24<sup>th</sup> March

Date to be confirmed - Inflatable whale excursion run by The Dolphin Research Institute

5<sup>th</sup> April end of term

Term two commences 23<sup>rd</sup> April

8<sup>th</sup> May joint day of learning

*Helping with the delivery of 46 boxes of a book we are launching at the festival*

This newsletter I will highlight elements of the Victorian Early Years Learning and Development Framework so it assists you in developing an understanding of how the outcomes influence the program, our observations and the development of each child.

### **Outcome One: Children have a strong sense of identity**

*Child feel safe, secure and supported*

The first month has focused on building relationships between the children and the teaching team, of course these relationships continue to grow and strengthen as the year progresses. It has been important to get to know each child so we can plan a program that reflects their needs and development.

The children are becoming familiar with the routines and are transitioning smoothly over the day. The visual schedule assists children to know what is happening each day and reduces anxiety.

Every child has made a connection with at least one child. The team has assisted children to explore new connections and sustain those connections.

*Children develop their emerging autonomy, inter-dependence, resilience and sense of agency*

The children have been exposed to new challenges and have made new discoveries particularly when we have been at the beach. E.g climbing rock wall, managing rock pools, finding creatures....



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# Balnarring Preschool & Infant Welfare Association



## Learning and Living with nature

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Children have persisted when faced with these new challenges, revisiting experiences until they have celebrated their achievement with others

### **Outcome two: Children are connected with and contribute to their world**

*Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation*

The children (and families) have begun to develop a sense of Belonging to the pre-school, the centre and the environment. Many experiences have been planned to provide opportunities for all to develop a sense of belonging – children, families, extended family and teaching team.

Children have been encouraged to contribute their thoughts and feelings to group discussions and program development.

*Children respond to diversity with respect*

Djeembana is made up of 27 children all who have different abilities, personalities and stories. The children are experiencing these differences as they interact with each other and listen to the stories from the Kinder books. The children are also becoming aware of the similarities they have with each other as they interact and chat during play.

### **Outcome three: Children have a strong sense of wellbeing**

*Children become strong in their social, emotional and spiritual wellbeing*

Each child is developing trust in their abilities to interact with the program and contribute to the program.

When children are part of a group it important for them to learn how to understand, self-regulate and manage their emotions in ways that ensure they are included by others and in ways that demonstrate they understand the impact their emotions have on others. This is a skill that many people work on for their entire life. The children are learning about ways to manage their feelings and ways to be kind towards others.

### **Outcome four: Children are confident and involved learners**

*Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity*

Each time the children enter the environment – indoors/outdoors/beach- they are observing what has been provided, what has changed, and what discoveries they can make. This leads to them exploring and investigating what they will do in those environments.

Challenges have been presented in all these environments inviting the children to take a risk and have a go. We have observed every child persisting when things have become a little more challenging.

### **Outcome five: Children are effective communicators**

*Children interact verbally and non-verbally with others for a range of purpose*

Children's verbal skills vary greatly so when comprehension has been difficult between children they have drawn on their non-verbal skills. E.g facial expressions, physical responses, emotional responses.

Children are using their language to develop play ideas and share their thoughts and feeling about those play ideas.

*Children engage with a range of texts and get meaning from these texts*

Many stories have been shared often requiring the children to respond to the text and add their thoughts and understanding of the stories.

Music time is planned each day with new rhymes and songs for the children to learn



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That is it for this month. If you ever have any questions, please talk to myself or one of the team  
Karen Anderson.



Team work  
Problem solving  
Doing 'real' work  
Celebrating achievement



At the end of 2018 the teaching team participated in an online introduction to the BE YOU program  
*Be You aims to transform Australia's approach to supporting children's and young people's mental health in early learning services and schools. Our vision is that every learning community is positive, inclusive and resilient – a place where every child, young person, educator and family can achieve their best possible mental health.*  
*Be You promotes mental health and wellbeing, from the early years to 18, and offers educators and learning communities' evidence-based online professional learning, complemented by a range of tools and resources to turn learning into action. Be You empowers educators, helping them to develop valuable mental health skills and knowledge, while also providing an effective model for implementing a whole-learning community approach to mental health and wellbeing.*

Over the next two years the team will be involved in working through the modules of this program: Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support. We will regularly update the kindergarten community as this success of this program relies on a learning community working together.



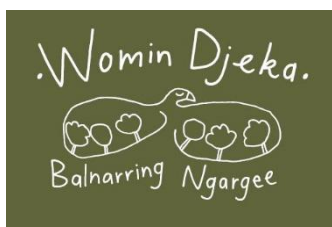
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Learning and Living with nature



## What is the Womin Djeka Balnarring Ngargee?

### Why is the pre-school involved?

The festival has evolved from the work the preschool has facilitated to create the Bundjil Nest Project. This project involves Balnarring pre-school, Balnarring Primary school, Balnarring early Learning centre, St Joseph's School, Capel Sounds Early Learning centre and KinderCare. The project started in 2015 when at the end of each year we held a community event in Robertson's Park Balnarring Beach. Due to the high level of interest and support we have received for this project, and learning about First Peoples cultures, Boon Wurrung Elder N'Arweet Carolyn Briggs suggested we hold a festival. 2019 will be the second festival. The festival committee comprises members of the kindergarten teaching team and committee, and members from the wider community. Karen Anderson is the convener of the committee. While the festival is autonomous to the kindergarten it also relies heavily on the support and involvement of the kindergarten community. The festival becomes an important part of learning about First Peoples for the teachers, children, families and community.

The festival is a celebration of First Peoples and the Balnarring community. There will be musical acts, cultural workshops: boomerang burning, feather flower making, bush walks, yadaki meditation, spear throwing, possum skin arm band making and more. Some workshops will incur a cost of \$10 and will have limited numbers.

It is because of the strong link the festival has to Bundjil Nest Project that we seek assistance from the kindergarten families. We hope that all families will participate on the day of the festival immersing themselves in the community spirit which is quite unique to Balnarring. When possible we also welcome support through baking, volunteering on the day, and financial contributions. Sixty five people from across the Peninsula volunteered to assist at last year's festival. The kindergarten will be running a food stall at the festival to raise funds for the centre. The festival committee are also running a food stall to raise funds that will go towards covering the costs of the festival. We will be seeking people to assist on both of these stalls.

A list of areas we require assistance in will go up in the foyer in a few weeks time.

If you would like more information come along to the information day at Balnarring Village on Saturday 23<sup>rd</sup> February 9-1pm. Merchandise will also be sold on the information day, t-shirts children \$20.



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