



Balnarring Preschool & Infant Welfare Association



Learning and Living with nature

Teachers August Newsletter 2022

Reflections from the learning times with Jaeden this month.

Throughout this month Jaeden Williams, proud Yalukit Willam man of the Boon Wurrung and Grandson of N'Arwee't Dr. Carolyn Briggs, Boon Wurrung Elder joined each group to be the teacher with the children. During his time with us Jaeden shared First Peoples Knowledges, Cultures, Boon Wurrung language and stories as learning with the children and teaching teams. At Balnarring Preschool, we are committed to taking responsibility for teaching reconciliation within our centre. We believe it is very important that all children have many opportunities to learn with First Peoples ways to know and do. As non-indigenous teachers we can teach the true history of this Land, share stories and language when we have been given permission to by the Elders, however it is not our role to teach First Peoples Cultures. This is why it is very important that First Peoples are regularly invited to be our teachers and we respectfully listen, sing and dance to learn the messages within the stories.

Jaeden told the children the story of 'Cheeky' Waang and the Bundjil creation story, he taught us new words in Boon Wurrung language, we danced, listened to the ceremonial clapsticks, moved like Boon Wurrung animals and we looked at the drawings on Jaeden's own possum skin. We are now learning the names of our body parts in Boon Wurrung language. The children were focused and listened carefully as Jaeden spoke and danced.



The First Peoples of this Country have lived on this Land for over 80,000 years. The knowledge Jaeden shared with us was both ancient, passed on through many generations and contemporary, with the stories of caring for the Land and the Bubups very relevant for today. Please ask us if you have any questions and wish to know more about this learning time for us all.

Written by Ann Weelam group teacher on behalf of the teaching teams



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How much is too much screen time?

Some thoughts for reflection

*As the children we teach move out of the COVID lockdowns, return to being with others, be able to socialize and spend time beyond their family homes as the teaching team we have been reflecting on the impact on the children of not being able to do all this for the past two years. We have been wondering about what the impact has been on the children, what this has meant for children and their use of screens. Looking at the recent studies these are some thoughts and recommendations you might like to reflect on when your children ask for screens as their play experiences. The World Health Organization **recommends** no screen time for babies under 2 and no more than one hour of screen time a day for those aged 2 to 4.*



- Children learn the most when active and when engaged in human interactions. While screens captivate children's attention in a way almost nothing else does (allowing you as parents a bit of a breather which is OK at times) we encourage you to consider how do you balance time on screens with times being active and engaging socially with others? To think about how critical is it to your family to provide off screen time experiences during the day? Throughout the week? And think about how you role model off screen time to your children?
- Screens risk hijacking children's attention spans and can quickly distract; they provide passive, solitary play experiences. Young brains are very sensitive to the stimuli within the environments we create for the children.
- Further research is telling us it is OK for young children to experience times of boredom. It teaches them how to cope with frustration and control their impulses. If young children are constantly being stimulated by screens, they forget how to rely on themselves or others for entertainment. This can lead to frustration and then this can hinder imagination, motivation and abilities to problem solve.
- Screens can reduce empathy, research has shown that screen time inhibits young children's ability to read faces and learn social skills, two key factors needed to develop empathy. Face-to-face interactions are the only way young children learn to understand non-verbal cues and interpret them.
- If you do allow screen time, consider how it is educational. This means watching with your child, talking about the content, and using it as a chance to help your child understand the world around them.

These are all messages from the World Health Organization, we welcome your further thoughts and are happy to chat with you further about Screen time, Teaching Team.



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