

Partners in Learning Newsletter
Moving forward With the Passion to Succeed

Effective Family - School Partnerships

On Monday 4th and 5th September Jenny O'Connor, Tolley Cacavas and I attended a two day professional development on supporting effective family school partnerships at Bastow in North. Melbourne. It was a fabulous two days of professional learning at which we were able to reflect on our current practices and the ways in which we presently engage with our community. The two days also gave us space and time to start thinking about some things we may do a little differently.

I thought I would take this opportunity to share with you our learnings from the last two days:

- Schooling is one aspect of learning.
- Including Parent Engagement as a key action in our Annual Implementation Plan as core business of teaching and learning.
- Creating a Student Centered learning climate
- Making use of the informal learning that occurs in the homes.
- Life-wide learning – creating connections with our wider community.

The days provided us with an opportunity to explore:

- The ways in which we communicate with our families.
- How and what do our families communicate with the school?
- Creating welcoming environments for our families
- Helping parents to help their child
- Communication tips and ideas for teachers
- How family friendly is our school?
- Effective questioning and purposeful conversations with our families
- Effective family – School reporting

We are looking forward to our upcoming Prep Information dates so that we can tweak some of our current practices in the ways that we communicate with our families at these forums. Another area we are looking at tweaking is our Partners In Learning Newsletter and ways in which we can involve our families so that the Newsletter becomes a true partnership between the school and our families. I will take some of the ideas from the Effective-Family School Partnerships to our Education Subcommittee at School Council on Monday and see if we can together build on from our learnings.

I have included a link to a short clip on Empathy by Dr. Brene Brown – please see below.

Dr. Brené Brown is a research professor at the University of Houston.

She has spent the past sixteen years studying courage, vulnerability, shame, and empathy and is the author of three #1 New York Times bestsellers – *The Gifts of Imperfection*, *Daring Greatly*, and *Rising Strong*.

<https://www.youtube.com/watch?v=1Evvqu369Jw>

Warmest Regards,

Kathy Cvitkovic– Assistant Principal

"Vulnerability sounds like truth and feels like courage.

Truth and courage aren't always comfortable, but they're never weaknesses." – Brene Brown,

IMPORTANT DATES

School Disco- Friday 8th Sep

P-2: 5:00pm-6:30pm

Grade 3-6: 7:00pm-8:30pm



Grade 1/2 Swimming:

11th-15th September



A Word from Our School Vice Captains

Dear Parents/ Guardians,

On Friday 1st September the Father's Day Breakfast was held at school, Bacon & Egg sandwiches and Cereal were served.

Thank you to the Parents & Friends for the Sausage Sizzle on Tuesday 5th September, we all enjoyed our donuts & popcorn :)



Thank you :)

Getting it right in English!

Oral Language Investigation Stations

Developing sound oral language skills in the early years of life and schooling is essential in supporting students to be successful readers and writers.

Oral language includes two components:

Expressive language (speaking) is the use of words and non-verbal processes to share meaning with others.

Receptive language (listening) is the process of understanding what has been expressed. Listening can occur even when no sounds are heard by taking note of pitch, tone, stress, and the use of gesture to understand a speakers' meaning.

Investigation Stations:

One of the factors that heavily influences oral language includes topics that are motivating to talk about. Investigation Stations are one way that teachers provide opportunities for students to engage in meaningful oral interactions. . Examples of stations include a doctor's surgery, vet, hairdressers, school and restaurant. The stations build on what already interests students or engage their interest by making connections with their real life. Students are encouraged to use the social conventions and language associated with these social situations.

Many of these stations can be created at home using old objects from around the house, could be made by children using paper and cardboard, or inexpensive props can be purchased from K-Mart, The Reject Shop other discount stores.



Sarah Marshall

MARVELLOUS MATHS

Measurement and Length

There are 3 broad phases for teaching measurement. Below is an example of length. The phases are essentially sequential, although will sometimes be revisited, for example to revise vocabulary.

- Phase 1: Identifying the attribute

- Phase 2: Learning to measure

Phase 3: Learning to calculate

Attribute of length

Phase 1 - Identifying the attribute

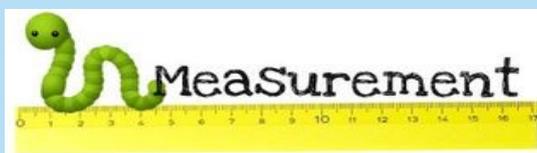


Examples of strategies

- Learning vocabulary (how far, how long, tall, short, wide, distance around tree, length...)
- Comparing objects on basis of attribute (which snake is longer, who is taller, sort pens by length ...)
- Comparing with other attributes (this box is longer, but that box is bigger; he is taller)

Using informal units (it is 5 giant steps to the window, this table is 12 books long ...)

Phase 2 - Learning to measure



Examples of strategies

- Make the transition from informal units to formal units (make 'ruler' for informal unit (e.g. popstick length)
- Measuring objects in various ways, to increasing accuracy, with different equipment (correct use of ruler, tape measure, trundle wheel ...)

Acquiring a set of personal benchmarks that can be used for estimating (my hand span is about 15 cm; I am about 130cm tall...)

Phase 3 - Learning to calculate

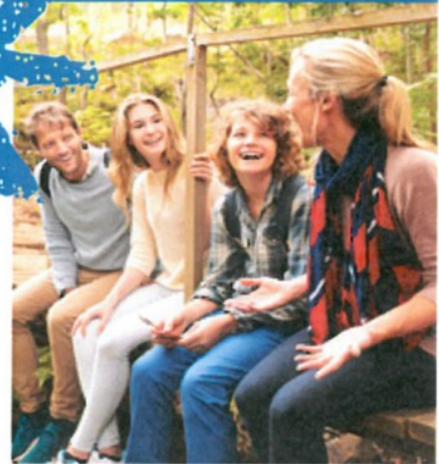
The purpose of this phase is to convert from one unit to another and Calculate, instead of direct measuring.

Examples of strategies

Deriving formulas based on previous knowledge, rather than only memorised (perimeter of rectangle = $2 \times$ length

$$+ 2 \times \text{width, circumference of circle} = 2 \pi r)$$

Leonie Hooke



Tolerance for differences begins at home

by Michael Grose

It's often said that a civil society can be determined by the way it treats its most vulnerable members, including the young, the old and minority groups. Most Australians like to think that we do pretty well on these measures, but I suspect the imminent postal survey on same-sex marriage may challenge this comfortable view.

Thanks to saturation media coverage, virtually all Australians, kids included, are aware of the survey (aka plebiscite). We have all been exposed to the debate over the pros and cons of using a postal survey, and, of course, to the debate over its central question. Many, again including kids, will have heard some of the more vitriolic commentary that is part of the surrounding debate. You'd have to be living under a rock not to have noticed it. If it relates to you personally, you are likely deeply affected by it.

While the debate rages on, it's worth considering what place children and young people have amongst all this noise. As a parent, how are you approaching the issue with your children and/or young people at home?

There are many ways to approach this topic within your family, but perhaps it's most appropriate to view it through the lens of tolerance and respect for diversity.

The conversation starts at home

Kids learn tolerance from those around them. Children in primary school usually reflect the attitudes of their parents, and while adolescents are also strongly influenced by their peers, parental attitudes still have a significant impact on their acceptance, or otherwise, of people who are 'different'. In short, if you want your child to be tolerant of differences – whether they relate to race, culture, behaviour, sexuality or anything else – then you need to work hard to make tolerance and respect a family trait.

Tackling tough issues head on

By looking at the same-sex marriage survey through the tolerance lens we may be able to steer conversations and discussions into relatively safe areas that kids can relate to. But that doesn't alter the fact that children and young people will have questions about human sexuality, which includes sexual orientation. Anecdotal evidence suggests that most parents struggle to talk to their children about human sexuality, with many happy leaving the topic to schools to tackle.



The current debate offers an opportunity for parents to have genuine discussions with their children about a broad palette of human sexuality topics that is truly reflective of the community in which we live. That means parents need to be informed and also feel comfortable with their own views and attitudes. The latter may call for an examination of your own attitudes toward sexual orientation to

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prevent conversations and discussions being flavoured by any insensitivity or insecurity you may have.



It's worth remembering that research shows that providing young people with a thorough knowledge about sex and sexuality does not lead to an increase in promiscuity or teen pregnancy. On the contrary, it's widely accepted that a better understanding of human sexuality amongst teens is associated with a lower incidence of teen pregnancy and less likelihood of first intercourse at a young age.

Similarly, informed, adult discussions of different sexual orientation do not increase the likelihood that a young person will identify as homosexual or lesbian. Explaining LGBTIQ does not influence a child's sexual identity, orientation or expression. Importantly, it does decrease shame and harm for young people who are LGBTIQ – including those who have not yet 'come out' – and it models how to be respectful to those who are.

Being matter-of-fact

Kids are naturally curious. Questions such as "Where do babies come from?" and "Why does he have two mums?" can be asked by both a five-year-old and a fifteen-year-old, albeit in very different ways. Your responses as a parent to questions like these need to differ in complexity and depth as your kids reach different developmental stages. Regardless of a child's age, it also helps to use language that is objective and factual such as, "Families come in many different shapes and sizes", "All families are equal", and "There are many ways to make a family, adoption and IVF being just two examples".

Challenge prejudice and narrow-minded views

Sometimes children and young people will say the cruellest things about others, particularly if those others are part of a minority group. As a parent, remind your child or young person about the impact that narrow views can have on others. We shouldn't underestimate the long-term impact that intolerance by the majority can have on the wellbeing and mental health of a minority.

Most Australians like to pride ourselves on the fact that we've accepted and assimilated people from a variety of ethnic and cultural backgrounds. I hope that when the same-sex marriage survey is finished, regardless of the result, we can also say that we are a nation that's tolerant of diversity in all forms and whose citizens are truly respectful of each other. That's the type of country that most reasonable-minded adults want our children to inherit.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spoonfed Generation: How to raise independent children*.

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Deadly News

For the past few weeks, Koori club students and their friends have been practicing songs for their upcoming performance at the Dream Big Festival. The Dream Big Festival is a free community event, held to promote positive mental and emotional health in the community. The event will be held on Friday September 15th and Saturday September 16th at the Mount Carberry Recreational Reserve in Melton South. The school's Cultural club will also be performing a dance. Students are excited to showcase songs and dances that highlight their cultural background and build a sense of pride amongst their community.



Left: Prep student practicing her singing on the mic. Right: Year 2 student joining in on the singing