

**3 Way Conferences**

**P-2 - Wednesday 5th August 1:30pm-4:00pm and Thursday 6th August from 1:30pm-4:00pm.**

**3-6 - Thursday 13th August 2pm-6:00pm.**

We will be holding 3 Way Conferences for Years Prep-6 in the coming week/weeks. All our families will have an opportunity to meet with their child's class teacher and celebrate the learning their child has achieved whilst working remotely.

All our students received a mid-year report last term, which addressed Remote and Flexible Learning including the ways in which students were adjusting to this way of learning. At the upcoming conferences our families will have an opportunity to discuss Remote and Flexible Learning together with their child and class teacher, and perhaps set some goals for moving forward in this space.

Please find some tips below that may be helpful as you prepare to meet with your child's class teacher.

**Before the conference**

- Read through your child's report and think about what you want to discuss.
- Write a list of questions you want to ask the teacher.
- Ask your child if there are any questions they would like you to ask, or if there is anything they would like you to tell the teacher.
- Ask your child what they think the teacher is going to tell you.
- Think about anything you'd like to tell the teacher. For example, if there's been changes that have had an impact on your child.
- If you need a translator, ask the class teacher to organise this before the conference.

**During the conference**

- If you want to ask about a specific thing, let the teacher know at the start of the conference
- Ask about how your child is enjoying Remote and Flexible Learning 2.0 and taking part in online classes.
- You and the teacher together with your child may set goals or create a plan for next steps.
- If you're unsure about anything, ask the teacher to explain further.

**After the conference**

- Keep in regular contact with the teacher to follow up on your agreed plan, goals your child has set
- Talk with your child about what you discussed. Talk about ways you can work together to improve their learning.

*"I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles."* **Superman**

Warmest Regards,

*Kathy Cvitkovic*  
Assistant Principal

# Getting it right in Reading!

## Gift of the Gab

Looking for some more activities to keep your children busy while at home?  
If you're after some stimulating activities, why not continue to build their literacy skills, particularly Speaking and Listening.

Resnick and Snow said "...engaging in stimulating talk is the only way young children can expand their own language skills – learning words, putting sentences together, and practising the "rules of talk" (pg. 3).

Here are some fun and creative ways to get children speaking in a productive and practical way, while keeping them entertained at the same time.



### Morning Talk Show

Have your child take turns interviewing yourself or a sibling / friend about things that have been happening. You can also have your child report on the weather, what they had for breakfast or other daily activities. They could even use their iPad or tablet to record these.

### Guess what's in the bag

Place an item in a bag and get your child to feel it through the bag and decide what it is. Ask them to explain and justify their choice.

### Readers' Theatre

Scripts offer children the security of speaking as a narrator or character. Have your child practise reading the script and then when they are ready, get them to perform or record them. You can even go all out and include dress ups and props!

The following website has many freely available scripts. <http://www.aaronshp.com/>

### Conversation Cards

Each day give your child a card and ask them to share their responses to one of the questions.

<http://www.taoc.com.au/taocchildrens.html>

### Debates

Choose a topic and have your child debate the pros or cons. Some examples include: can they have dessert or not, getting a pet, having extra time to do something.



### Board games

There are some great board games that promote speaking and listening. These include: Scattergories Junior, Celebrity Heads, Cluedo and Guess Who.

*Sarah Mills- Leading Teacher Literacy*



## Maths at our house

Over the next few weeks these articles will provide some ideas for how you can share mathematics with your child **using everyday experiences** and **resources found around your home**. It can be easier for children to understand maths concepts and practical applications when they relate it to something real and see it as part of everyday life.

Through everyday activities at home you can also help them develop their numeracy skills, such as calculating and using numbers, recognising patterns, and using language to develop mathematical understanding.

## Maths at our house: cooking

Cooking provides lots of opportunities for learning about maths and how to follow instructions and procedures.

Younger children can help with making food and older children can learn to follow recipes or instructions on packets and cook independently. The language of fractions and measurement will come out as you talk about making things together.

### Cooking: counting

- Count the amounts of each ingredient being used in recipes.
- Count the numbers of items being made.
- Ask your child to read the number off the recipe and then count the cups or spoons required.
- Count the cutlery when you are setting the table.



### Cooking: measuring

There are many different types of measurement included in cooking, including cups, teaspoons, tablespoons, millilitres, litres, grams, kilograms.



- Older children can learn about the equivalencies between measures such as  $250\text{ ml} = 1\text{ cup}$  or  $16\text{ tablespoons} = 1\text{ cup}$  or  $1000\text{g} = 1\text{ kg}$ .
- Discuss how important it is to be exact when measuring. Why do your measurements need to be more accurate when you are baking than when you are making a stirfry.

# Cooking: figuring

Cooking provides plenty of opportunities to do some “figuring out” for children.



- **Increasing and decreasing:** If you need to double a recipe, (or increase it by 3x, or  $1\frac{1}{2}$  x or 10x) you can ask your child to figure out how much of each thing is needed now. You can do the same if you need to halve a recipe or only mix up half of a packet of something.
- **Fractions:** Explore what  $\frac{1}{2}$  and  $\frac{1}{4}$  and  $\frac{1}{3}$  mean within the context of cooking. This may mean learning to choose the right measuring spoon or cup, or estimating with a bigger spoon or cup. It can also involve taking a block of butter and cutting it into pieces to get the right fraction (like  $\frac{1}{2}$  cup = 125 g or the 500 g cut into quarters).
- **How much, How many?** If you are making food for a large group ask your child to help you figure out how much of each of the ingredients you will need or how much it will cost altogether. When shopping for ingredients, take your child with you and ask them to compare prices and help decide the most cost efficient way to make the large batch. Many shops record the cost per unit on the shelf sticker, for example 1.75 per 100 g, which helps people make comparisons about price.

Enjoy and have fun. (With thanks to nzmaths.co.nz for the ideas)

Jennifer O'Connor

Assistant Principal Prep-2 Learning Community

## PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



## Melton West Primary School is a Child Safe School

We hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school and base all our decisions on what's best for the students. Please talk to a staff member if you have any concerns about a child's safety at any time.

It is the mission of Melton West PS to work collaboratively to ensure high levels of learning for all.



## INSIGHTS

# Collaborative parenting style wins the day during COVID-19



The close quarter living that most of us have experienced during the COVID-19 pandemic has tested the patience and communications skills of even the most assured parent. The constancy of members living together is a test of family management skills, revealing any flaws or limitations that exist.

Those that rely on a coercive (“do as I say”) approach probably discovered that dominance works well in small doses, but fails miserably over the long-term, with family harmony severely impacted.

Parents who use a laissez-faire (“she’ll be right”) approach may have found that one or more children struggled with a lack of structure. In the absence of positive leadership, a child more than likely stepped up to fill the void, rendering parents with limited influence.

Those who used a parallel (“you go your way, I’ll go mine”) approach may have experienced a relatively quiet parental existence, but this will more than likely come at the expense of group cohesion and children’s mental health.

## Collaborative family leadership

Life in the family cocoon has suited parents that use a more inclusive, collaborative parenting style. This is a style that gives children a voice, commensurate with their developmental stages, in how the family conducts itself.

## Features of a collaborative family

Parents who adopt a collaborative approach impact family culture in positive ways, so that their family becomes a collaborative unit. Here are some features shared by collaborative families:

### Respect is a key value

This style of leadership treats kids with respect but importantly, expects respectful, considerate behaviour from children in return. When kids fail or forget to practise respectful treatment of others they are respectfully brought into line and reminded of their responsibility to others.

### Kids contribute

Kids in collaborative families generally help out without being paid. A jobs’ roster is the preferred method for ensuring kids contribute as authority is diverted from parent and rests with the group instead.

# parenting\*ideas

## Language is cooperative

Parents who adopt a collaborative approach generally use language that invites children to cooperate. They also use the word “We” a great deal. “We’re relying on you to set the table before dinner” reminds a child or teenager of their contribution to the family good.

## Rituals are strong

Collaborative families also use rituals such as mealtimes, special days and the like to build strong family bonds. These structured get-togethers are balanced with plenty of informal, fun activities where members can enjoy each other’s company.

## Decision-making is shared

Most parents who successfully adopt a collaborative leadership style have a process that engages kids in family decision-making and resolution of conflict between siblings. A regular family meeting or council is a common forum used by collaborative family leaders. These meetings may take time to get right and some effort to convince all family members of their benefits, however once they’re embedded they become an invaluable part of a family’s culture.

There are many ways and methods you can use to successfully raise a family, however not every method stands up to the scrutiny close of quarter living we’ve been encountering. With more time at our disposal, a wonderful opportunity exists to implement a collaborative leadership style, that will bring benefits well after the COVID-19 pandemic.



### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia’s leading parenting educators. He’s an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.



PRIMARY  
MUSIC  
INSTITUTE

## Online Music Lessons- Term 3

Direct to your home via video link to our tutor



### Lessons still available for Term 3 !

- Primary Music Institute now offer online instrumental music lessons – a fun, flexible option that students can access from home whilst they are learning remotely this term. All you need is an instrument, and an internet connection!
- Lessons are held once per week. Only \$18.50 per child per small group lesson (for 30 minutes)
- Private lessons (1-on-1) and pair lessons (max 2 students) are also available
- Instrumental music can improve your child’s school results – including for reading, maths, coordination, IQ, abstract reasoning, performance confidence... and is great fun!
- Please **ENROL TODAY** via PMI’s website

P: 1300 362 824

E: [admin@primarymusicinstitute.com.au](mailto:admin@primarymusicinstitute.com.au)

[www.primarymusicinstitute.com.au](http://www.primarymusicinstitute.com.au)

It is the mission of Melton West PS to work collaboratively to ensure high levels of learning for all.

## HOW TO WEAR A FACE MASK

Wearing a face mask protects you and your community by providing an additional physical barrier to coronavirus (COVID19).



Wash your hands before putting on the mask.



Make sure it covers your nose and mouth and fits snugly under your chin, over the bridge of your nose and against the sides of your face.



**Do not touch the front of the mask while wearing it.** If you do touch the mask, wash or sanitise your hands immediately. **Do not allow the mask to hang around your neck.**



**To remove the mask wash or sanitise your hands first.** Carefully remove your mask by grasping the ear loops or untying the ties. For masks with a pair of ties, unfasten the bottom one first, then the top one. If your mask has filters, remove them and throw them away. Fold the mask and put it directly into the laundry or into a disposable or washable bag for laundering. **Single use surgical masks should be disposed of responsibly.**



Wash or sanitise your hands after removing the mask.

### What you need to keep doing

- Wash your hands regularly
- Keep 1.5 metres from others
- Get tested, even if you have mild symptoms
- Stay home if you're feeling unwell.



Health  
and Human  
Services