

The Power of FEEDBACK

Dear Parents/Carers,

We have come to the end of a Term that has required all our positivity, good will and patience as we continued to navigate through the virus and its impact on our movements. Despite the challenges our teachers continued to provide students with the highest quality work online, and regularly gave all our students feedback on the work produced and the attitude students showed towards their learning.

Feedback is one of the most powerful influences on learning and achievement, however the impact can be either positive or negative. The type of feedback that is given and the way it is given influences the power of the feedback and improvements the child then makes moving forward.

The types of feedback your child received throughout Remote Learning 2.0 includes Task Level and Self-Regulation level. At the Task Level the teacher is looking for how well the task is being accomplished or performed. Some examples of Task performance includes identifying correct answers from incorrect answers, getting more or different information, building more knowledge from the basic. An example in action of feedback from a teacher at the Task level could sound like, ***“Your goal was to write about all of the things you did (the events) in order.***

Yes, you have written the first thing first, but after that it becomes muddled.

Your next step is to go back to your plan and check your numbering of the order of the events as they happened. What happened second, third, fourth, etc? Then you can use your plan to rewrite them in that order.”

At the Self-Regulation level the feedback given helps the students to monitor, direct and regulate actions towards the learning goal. Some examples of Self-Regulation feedback includes the student's willingness to invest effort into seeking and dealing with feedback information and the ability to ask for help or/and to check and confirm that they are on the right track. An example in action of feedback from a teacher at the Self-Regulation level could sound like, ***“How about you self-assess this draft? You know you've got the success criteria and the exemplars. You could work with Jayden and Molli to assess each other's. And can you come up with some ideas for what you might do differently in sequencing your writing next time? That would be great to share with some of the others in the class.”***

I invite all parents/carers to please take a closer look at the feedback your child is receiving from their class teacher and see whether you can recognise elements from the above examples.

Finally as the term draws to a close I would like to personally thank EVERY student, parent/carer for your outstanding STAYING POWER and powering through this term of great change. You are all my HEROES.

‘Heroes are normal people who make themselves EXTRAORDINARY.’

Warmest Regards,

Kathy Cvitkovic – Assistant Principal

Getting it right in English!

Wushka Digital Readers

In Term 3, our school subscribed to Wushka Digital Readers. These are online eBook readers, similar to the readers that students bring home for home reading or read for independent reading. We encourage all students to read texts on Wushka as part of their independent reading routine.

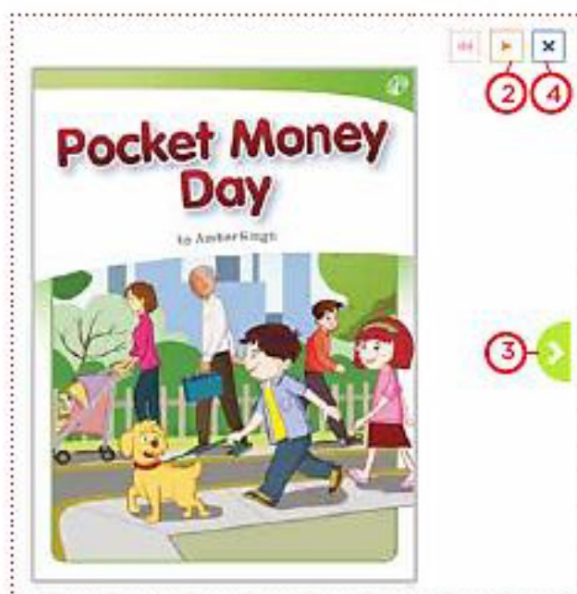
Please note, Wushka does not have an iPad or tablet app. Readers can be accessed directly from the website.

Please see some tips to help you use these at home.

1

How To Use Wushka

- Head to **www.wushka.com.au** and log in using your child's login details provided by their school (if you don't have these, please contact your child's teacher).
- Click on the **Reading Box** and choose one of the levelled readers that has been allocated to your child, then click on the cover.
- Press the **white play icon (1)** on the cover of the reader.
- When the reader has loaded, press the **orange play icon (2)** in the top right corner of the page to start reading.
- If your child's teacher has selected to turn on the narration function for that reader, the audio narration will start and the pages will turn automatically.
- To turn the pages at your own pace, use the **green arrows (3)** to click through.
- If you turn the pages manually, you will need to press the **orange play icon (2)** in the top right corner of the page each time to start the audio for that page.
- When you have finished the reader, click the **blue cross (4)** at the top right corner of the page to close the book (this will then register that the book has been completed.)



2

Tips for Home Reading

Before Reading

- It's important to get your child into the right frame of mind for a successful reading session. Try to find somewhere **quiet** and **comfortable** that is away from distractions. This will not only improve your child's concentration and the quality of their reading, but will also help to develop a positive association with reading as a method of relaxation.
- Before you start reading, ask your child to think of **one question** about the reading material based on the subject matter, their existing knowledge or what they can see on the front cover. You can then go back to this question once you have finished reading and try to answer it.


During Reading

- During reading, use **positive** and **encouraging language** to support your child. If your child makes a mistake when reading, allow them to continue to the end of the sentence without interrupting them. Then, go back to the mispronounced word and ask, 'What's that word?'
 - Be patient, and allow your child time to self-correct if they have made a mistake. Avoid using negative statements such as, 'That's wrong.'
- If you are reading a story with dialogue, you could encourage your child to **use different voices**, or take it in turns to read the dialogue of different characters in voices. This will make your reading session more enjoyable and engaging, and your child will enjoy your participation.

After Reading

- After reading, **encourage reflection** on what you've just read by asking questions such as, 'Did you enjoy the book? Why/why not? Who was your favourite character? What was your favourite part? Did you learn any new words/information from this book? Does it remind you of anything else you have read or seen? Would you like to read more books like this?'
- Above all, **have fun!** Happy reading!

Students will have received a log in card that looks like this:



The image shows a login card for Mrs Mills. On the left is the WUShKa logo with the text 'Learning to Read wushka.com.au'. The main part of the card is titled 'Mrs Mills's Login' and contains two input fields: 'Username' with the value 'MM-8864' and 'Password' with the value 'TempPW'. Below these fields is a red button labeled 'Login'.

Sarah Mills

Leading Teacher- Literacy

Maths at our house: Games

One of the most successful ways of engaging children in mathematical thinking is to play a game with them. The playing is the fun part and the game is the place where the learning or the practicing takes place. The wonderful thing about games is that it is also fun time spent together. Playing games provides positive experiences and helps to boost confidence when children experience success. Usually when we think of “maths games” we think of card or dice games designed to practice basic facts but there are many other types of games that build confidence and understanding in lots of areas of mathematics.

Board games

While many board games are not specifically maths related, they can provide valuable experience in areas such as counting, strategizing next moves, addition, subtraction or multiplication in score keeping, and spatial awareness as the players move around a board to reach a goal.

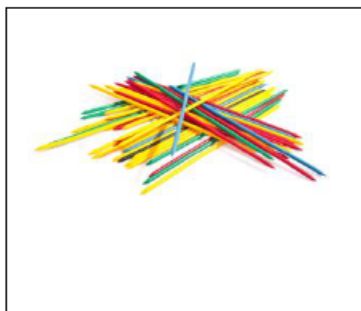


Traditional games like Checkers/Draughts, Chess Battleships, Snakes and Ladders, Chinese Checkers, are often available in discount and department stores and sometimes libraries also have these available for lending.



Spatial games

This type of game is usually presented as challenges to match or create patterns. Games such as the Tantrix, Rush Hour, and Blokus are boxed commercial games, but there are also versions of these available online. Games with cards or pictures like Memory are good practice for developing and strengthening spatial memory.

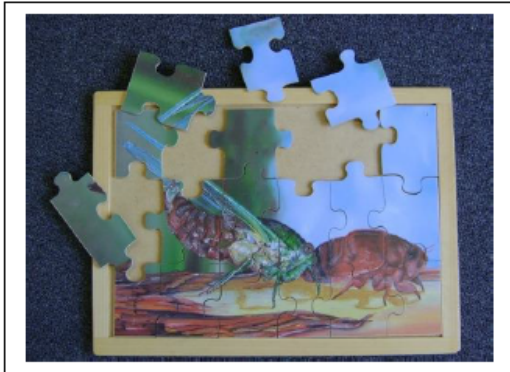


There are multi-piece games such as Pick-up Stix or Jack Straws where pieces are worth different points and it is a physical/spatial challenge to collect the pieces but it also involves multiplying or adding to keep track of scores.

Puzzles

There are many different types of puzzles that are appropriate for children at different ages and stages of development. Playing with and solving puzzles can support a child's development of both mathematical concepts and learning dispositions. Working on a puzzle, whether it's a jigsaw, or a Rubik's cube or a maze, teaches children to be patient and persistent and work in a logical and mindful way. Puzzles, like games, are an engaging and motivating way to encourage children to stick with a task and solve it. The experience of being successful builds confidence. Because of this, it is important to choose puzzles that are challenging but not so difficult that the child gives up.

Jigsaw puzzles



These range from the 10-piece pictures to trickier ones requiring you to imagine what the pictures are, or some that are 3-D or have no square edges, or even have a picture on both sides.

Each jigsaw requires us to use spatial awareness to fit things together and reconstruct a whole from the pieces. The skills of visualizing and mentally or physically rotating pieces and matching pattern and shape are key mathematical problem solving skills. Categorising and organizing pieces helps to teach a child how to work in a

logical way. Jigsaw puzzles are available from toy libraries, public libraries, op shops and in toy departments. There are also many digital jigsaw puzzle sites online.

Spatial-geometric puzzles

These are usually 3-D puzzles such as the Rubik's Cube or tangram sets, or the wooden objects that come apart and can be reassembled. Exploring spatial puzzles, how pieces fit together or how a pattern can be transformed, is related to developing spatial awareness which is a key element of geometry.

The more children play with and explore shapes the more likely they are to develop the ability to work mentally on an object. Again working logically and being persistent are opportunities created by these types of puzzles.



Logic puzzles

There are many forms of these many being pencil and paper type activities such as Sudoku or grid type puzzles. These are for older children and require them to work through possibilities and clues to reach conclusions. There are also many forms of these available online by searching "math logic puzzles for children".

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

Jennifer O'Connor

Assistant Principal Prep-2 Learning Community

INSIGHTS

Encourage kids to occupy themselves



A child's ability to fill in their own time and cope with moments of boredom are important independence skills to develop. Children have less practise at keeping themselves occupied than those of past generations. You have many jobs as a parent, but constantly entertaining your child, should not be one of them. These ideas will help:

Invite them to keep themselves busy

When your child tells you that he or she is bored they are bringing you a problem to solve. Boredom is your child's problem, not yours. If this happens, encourage your child to keep themselves busy by asking questions such as "How can you keep yourself amused?"

Make a list

If your child is stuck for ideas make a list of activities that they can refer to when they're bored. Include a variety of activities such as creative tasks, performance tasks, crafts, sports, indoor and outdoor games, music activities, reading and helping. Place the list in a convenient place with easy access and visibility.

Make a boredom buster jar

Cut up a list of boredom busting activities and place them in a jar. When your child is stuck for an idea to keep him or herself amused invite them to select an activity from the boredom buster jar. Ask your child to add enjoyable activities to the jar over time.

Encourage plenty of green-time

Today's children spend more time in front of screens, and less time outdoors than those of previous generations. Not only is time spent in natural environments refreshing, relaxing and rejuvenating, but it's also a wonderful way for kids to relieve boredom. Encourage your child to spend some of their free time outside in natural environments to promote good mental health and develop their confidence.

Help find their interests

If your child struggles to keep him or herself occupied, consider helping them identify a hobby or interest that they enjoy. Often finding that one activity a child loves or excels in makes a huge difference to their self-esteem and wellbeing, and can become the driver for future career choice.

Build in downtime

A trait common among healthy families is the propensity for everyone to enjoy spending downtime or unstructured time together. It's during downtime that parents and children share activities together, which promotes better relationships and helps children's informal learning.

Most children when given unstructured time will rise to the occasion (even after some complaining) and will find interesting things to do. By encouraging them to find something "to do", other than filling their time with screen-based activities, you are promoting a fabulous life-skill in your kids.



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.

Melton West Primary School is a Child Safe School

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.



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.