

# NORTH MORLEY NEWS



27 March 2018 | Term 1 Week 9

## Welcome

We hope you all enjoy the Easter break which will take place between Friday 30 March and Tuesday 3 April. Staff and students return to school on Wednesday 4 April.

### Thinking and learning: Suggestions for families

Parents, carers and school staff can promote children's cognitive development by 'scaffolding' children's thinking. Scaffolding involves supporting children as they attempt tasks that stretch their abilities just beyond what they can already do by themselves. Children can generally do more difficult things with an adult than they can do on their own. It is important that the tasks you give children are challenging enough to engage them but not so difficult that they can't succeed without your help. Scaffolding can involve explaining the goal of the task to the child, demonstrating how the task should be done and helping the child to complete the most difficult parts. This type of support from a more capable person helps children to think things through so that they learn more effectively.

In the following example, the father of a six-year old boy uses scaffolding to help him complete more of a jigsaw puzzle than he would be able to complete on his own.

What the parent or carer says	How it helps	What the child learns
"What we need to do here, Jacques, is put all of these pieces together to make the picture on this box."	Explains the goal of the task	Purposeful thinking

What the parent or carer says	How it helps	What the child learns
“Let’s start with the pieces for the corners and the edges. Can you see any pieces with the yellow sun on them?”	Demonstrates how the task should be done	Attention and planning
“Well done. Now, can you see any of these pieces that might fit together?”	Helps the child to complete the most difficult parts	Recognising patterns and organising
<i>“That’s right. Now you have a go yourself”</i>	<i>Supports child to try it independently</i>	<i>Problem solving incorporating the steps above</i>

### **Break difficult tasks into smaller steps**

If it seems that your child is struggling and becoming frustrated, the task may be set too far above his or her ability. Some signs that might mean a task really is too hard are when a child strongly reacts when he can’t complete the task (e.g. cries or becomes angry), or when he or she takes an unusually long time to finish one part of a task. If this happens, try breaking the task down into smaller steps that are more manageable. Showing children how to do the first part of the task, then guiding them to think through and attempt the next part, helps them learn and supports their confidence.

### **Encourage persistence**

When a child says he or she can’t do something that you know he or she can do, try not to get caught up in the attempts to avoid doing the task. Instead, try and motivate the child by making the task fun and interesting. You might set a challenge to help make learning fun, for example: “I wonder how many spelling words you can get through in one minute?” Reminding children of positive goals can also help them to keep trying, for instance: “Keep practising a few more times. Just think how proud you will feel when you play really well at your performance in a couple of weeks.”

### **Watch for signs of frustration**

If you notice your child becoming frustrated by a task, try and step in before he or she gives up. It can be a good idea to encourage your child to take short break, or to try something else for a while. Taking a break and coming back refreshed can often make tasks seem easier.

## Up Coming Events

Friday 30 March – Tuesday 3 April

- Easter Break

Wednesday 4 April

- P&C Meeting

Friday 6 April

- Year 5/6 Assembly

## Students Return to School on Wednesday 4 April

## Virtue of the Fortnight – Honesty

Congratulations! You are practising Honesty when you...

- Say what you mean and mean what you say
- Make promises you can keep
- Admit your mistakes
- Refuse to lie, cheat or steal
- Tell the truth tactfully
- Are true to yourself and do what you know is right.

### Where The Wild Things Are

Thursday 12 April | 6:30pm - 9:00pm | South Perth Community Hall

### Child Australia Presents: A Parenting Workshop with Claire Orange Suitable for Early Childhood to Early Adolescence



**When children make their way out of your arms and into the social world of friends and friendships, do you often feel as though it is like navigating your way through a deep dark forest?**

Join us as we take a 2 ½ hour journey of discovery with our resident Child Wellbeing Guru Claire Orange, where together we will explore those frightening parenting concerns including:

- Helping children to master their internal world of feelings and moods.
- The complexities of making friends – and keeping them.
- Toxic friendships and what to do about them.
- Bullying, teasing and cyberspace.
- Nurturing and developing your child's coping skills.

This workshop includes a 2 hour interactive presentation and ends with 30 minutes of Q&A. You can submit anonymous questions if you like.

Claire Orange is a renowned parenting expert and child therapist. You may recognise Claire from her parenting expert segments with Channel 9 or you may have heard her on radio news programs like 6PR. Claire is also well known throughout schools in WA with her social, emotional wellbeing program for children - BEST Programs 4 Kids.



**\$30** Register Here

## P&C News

### Harmony Day

We celebrated cultural diversity on Wednesday 21 March. A big thank you to Robin Gage for organising a wonderful Harmony Day celebration. Thank you to Mrs Poh and the choir for the beautiful song, Sureyya Demir for leading all the students in a Zumba dance, and all the parents/grandparents that shared their delicious foods from around the world and helped serve at our International Food Safari! We are so lucky to have such a diverse and generous school community.



### P&C Meeting

Our next P&C meeting is on Wednesday 4 April at 7:30pm in the Staff Room. We'll be discussing financial plans for the year. Hope to see you there!