A NOTE FROM EARLY YEARS LEADERSHIP

I recently read an article in the Huffington Post by Signe Whitson, a licensed therapist, national educator on bullying, and author. Coincidentally, many other educators are also talking about this article, and I wanted to share it with our parents and community.

Ms Whitson says “…there is a real need to draw a distinction between behaviour that is rude, behaviour that is mean and behaviour that is characteristic of bullying. I first heard bestselling children’s author, Trudy Ludwig, talk about these distinguishing terms and, finding them so helpful, have gone on to use them as follows:

Rude = Inadvertently saying or doing something that hurts someone else. From kids, rudeness might look more like burping in someone’s face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone’s face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice). The main distinction between “rude” and “mean” behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or deprecate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meaness also sounds like words spoken in anger – impulsive cruelty that is often regretted in short order. Very often, mean behaviour in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

• “Are you seriously wearing that sweater again? Didn’t you just wear it, like, last week? Get a life.”
• “You are so fat/ugly/stupid/gay.”
• “I hate you!”

Make no mistake; mean behaviours can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power. Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse – even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- Physical aggression … includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviours that involve physical aggression.
- Verbal aggression is what our parents used to advise us to “just ignore.” We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- Relational aggression is a form of bullying in which kids use their friendship–or the threat of taking their friendship away–to hurt someone. Social exclusion, shunning, hazing, and rumour spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.

Cyberbullying is a specific form of bullying that involves technology. The likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, a child’s future may depend on a non-jaded adult’s ability to discern between rudeness at the bus stop and life-altering bullying.”

Kim Cooper • Executive Leader
(Birth-Year 6)
RESILIENCE - POSITIVE EDUCATION TERM 4

Over the first few weeks of this term students have been exploring the concept of ‘Bouncing Back’. Children have been first introduced to what ‘resilience’ means. Classes have then explored the concept of good and bad days and the fact that everyone experiences these. Last week children read a story called, ‘Wilma Jean Worry Machine’. This book looks at different ‘worries’ children may feel and how we can group these into worries we can and can’t control. It would be great to hear parents talking with children about what they are learning in Positive Education lessons this term.

Jodie Molitor - Leader (Learning and Well Being)

TRANSITION

Transition begins in Week 5 throughout the school. For Early Years this will mean that all Years 2’s will spend time in a Primary class. This will happen on a Friday beginning at 9.00am. The session length will gradually increase as we head towards the end of the year. At the same time new Receptions for 2016 will also transition into the Junior Primary. Transition visits have been occurring each Friday for MOC Kindy children since the start of Term 4 and will continue to increase in time. We will also welcome new 2016 receptions from our local kindergartens to our transition from Week 5.

Candice Horton - Senior Leader

EXPLORING SOUND

The children have been observed talking through tubes during play. To extend upon this play we added tin cans, paper cups, plastic containers and string to the environment. Educators supported the children making telephones. Children hypothesised whether they would work and which containers would work best. They tested their theories and concluded that they all worked equally well.

Through the process of trial and error they discovered that the string needed to be pulled straight and tight for the phones to work. They then wondered whether the phones would work if the string went around a corner - they did!

The children are currently developing theories about how the sound travelled, and how phones without wires work. Play is such a great vehicle to extend upon higher order thinking, scientific understandings and learning dispositions such as curiosity, enthusiasm, persistence and creativity.

Linda Rich - Senior Leader (Learning and Early Childhood)

CLASSROOM CONTRIBUTION – MELISSA DEMASSI

This Term we have been very fortunate to start with a preservice teacher. We welcomed Miss Courtney Ahrens to our class and she has been with us for the last 4 weeks. Miss Ahrens has been taking single lessons and has built up to teaching whole days. The students have been learning French on Fridays and engaging in many other wonderful activities. In PBL, Reception students are learning about different styles of poems, and singing Christmas songs. Students will pick their best poem, to place on a calendar. In Week 9, all Reception students will visit ‘Resthaven’ where they will sing songs and present the residents with the calendars.

WELL BEING AT MOC

The Character Strength focus for Week 5 is FAIRNESS, EQUITY AND JUSTICE.

This means that you treat ALL people fairly as a matter of principle. This also means that you do not let personal feelings affect decisions about other people. In addition, you give everyone a ‘fair go’. You are also mature enough to put your personal feelings aside and work with people even if you don’t get on with them, and you understand that equality is not about treating everyone in the same way, rather, it requires taking into account everyone’s individual needs.

Maryjane Tenison Woods - Coordinator of College Well Being

City of Playford Australia Day Awards 2016 Nominations

On Australia Day, the City of Playford recognises the outstanding achievements of community members and local heroes through the City of Playford Australia Day Awards. These awards acknowledge the valued work and commitment of our unsung heroes who give generously of their time and expertise to help others.

Help us to recognise and award these people and groups that you believe make the City of Playford a great place to live, work, play, build.... and grow.

We are currently sourcing nominations for our awards ceremony for the day. We have 4 categories, these include;

• Citizen of the year
• Community group
• Sports club of the year
• Young citizen of the year

Please contact Natalie for more information:
Natalie Carypis - City of Playford
Events Coordinator (Part-Time - Tues, Wed, Thurs)
P: (08) 8256 0268 | M: 0466 382 645

City of Playford Australia Day Awards 2016 Nominations

Address:
Kareebethen Reserve, Angle Vale Road, Evanston Gardens

We need you!!

We are looking for more enthusiastic players for our following Teams

BOYS UNDER 13’S IPL TEAM

GiRLS TEAM

Under 13’s, 15’s &17’s

For Further information

Please Contact Rob 0413 040 794 or Ivan 0418 806 394

Gawler Eagles Soccer Club

Evanston Gardens

Under 13’s, 15’s &17’s

For Further information

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