One of the greatest challenges that adolescents face, is navigating the world of friendships and determining what are socially productive ways to deal with conflict. As adults we can have a significant impact on how well our children learn to deal with issues they are confronted with. The following article is perhaps the best I have read in regards to distinguishing between what is bullying and what is just bad behaviour.

Signe Whitson, a child and adolescent therapist, has a timely message for parents and educators: “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.” In a HuffPost article, she clarifies the way she identifies the difference and asks adults to remember that distinguishing between them allows “teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene.”

Whitson’s article was prompted by an encounter with a parent, who told her, “Last week, my daughter was bullied really badly after school!” and then went on to describe what Whitson characterized as a benign encounter between playful children throwing leaves. She writes, “While I always want to be careful not to minimize anyone’s experience... if kids and parents improperly classify rudeness and mean behaviour as bullying -- whether to simply make conversation or to bring attention to their short-term discomfort -- we all run the risk of becoming so sick and tired of hearing the word that this actual life-and-death issue among young people loses its urgency as quickly as it rose to prominence.”

So how does Whitson define the differences?

Rude, she says, is “inadvertently saying or doing something that hurts someone else.” In children this takes the form of social errors 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.” The critical factor? “Incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners, but not meant to actually hurt someone.”

Being mean involves “purposefully saying or doing something to hurt someone once (or maybe twice).” Unlike unthinking rudeness, “mean behaviour very much aims to hurt or depreciate someone….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.” Whitson agrees that both rudeness and mean behaviour require correction, they are “different from bullying in important ways that should be understood and differentiated when it comes to intervention.”

Bullying is “intentionally aggressive behaviour, repeated over time, that involves an imbalance of power….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.” Whitson gives examples of multiple kinds of bullying, including physical and verbal aggression, relational aggression (like social exclusion, hazing, or rumour spreading), and cyberbullying. The key aspect to all of them is the ongoing nature of the behaviour, which leaves the victims feeling powerless and fearful.”

As we continue to improve our response to bullying, she asks all adults who interact with children to remember that, “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.”

To read Signe Whitson’s entire article on HuffPost, visit http://huff.to/1XIDuIT

Kathleen Hoare
Executive Leader (Years 7-12)
MEET THE STAFF

Tracey Cluse

“Hi, my name is Tracey Cluse or ‘Miss Tracey’ if you ask some of the students. I’m a newbie here at MOC - I started in Term 1. I currently work as an MY SSO and am loving every minute of it. I worked at A.N.S.S. before coming here.

I’m a keen coffee drinker and market goer, perhaps, a Melbournite in a past life. Say ‘HI’ if you pass me by.”

MIDDLE YEARS LEADERSHIP

Kathleen Hoare
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Senior Leader

Kate Eadsforth
Senior Leader (Learning and iMOC)

Kylie Christians
Leader (Learning and Well Being)

Janna Lewis
Leader (Learning and Year 9)

Matt Ames
Leader (Learning and Year 9)

www.facebook.com/MOCMiddleYears

YEAR 8 ART - Landscape Painting


SENIOR LEADER – Nathan Elliott

This week in the Middle Years we were introduced to the future Year 8’s. Approximately 100 students from a range of schools around Northern Adelaide will join our 80 Year 7 students to form the Year 8 cohort of 2016. The transition visits involved working in small groups to complete a range of team building activities as well as a short project aimed at improving the Learning Common in Building 20 where the Year 8 classrooms will be situated next year. Transitions across the Middle/Senior Years will continue to be a focus for the remainder of the year as we endeavour to help all students feel comfortable moving into the 2016 school year.

YR 8 COORDINATOR – Matt Ames

In Year 8 this term, we have introduced a lunch time detention system. Students will receive a lunch time detention if they arrive late to class or leave class without permission during lesson time. Hopefully, this reduces the amount of lesson time being missed by those who arrive late to class. Failure to attend lunch time detentions will result in further punishment being taken. At this point, it appears that the detention system is a success, so we aim to keep this going for the remainder of the term.

Next week we also have a large number of students who will be out on excursions. Classes will be visiting Parliament House and the Museum as a part of their Civics and Citizenship and Science subjects. We also have a group of students visiting John Hartley next week. I am sure that all students will represent the school well and follow the expectations of behaviour and uniform on the day. I look forward to hearing feedback from teachers and students about the days.

YR 9 COORDINATOR – Janna Lewis

Year 9 Transition into Year 10

On Tuesday the 8th December all Year 9 students are required to meet with Year 10 teachers to present to them their learning strengths and future learning goals. Students will be working on their presentations during their Catalyst lessons on Fridays over the coming weeks and will practice their presentations with a peer before they present to the teachers.

This is an important process in their successful transition into Senior Years as they will meet new teachers and gain a better understanding of what will be expected as they move into the final years of school.

SUBJECT CONTRIBUTION – HPE

After a successful Term 3 with the European Handball SEPEP program, the Year 9’s have started a Touch Football program for Term 4. The initial concept of throwing the ball backwards to go forwards was a bit of a struggle to start with but we are beginning to get the theory of the game. In Week 5 the students will take part in a visit from Rugby SA, where some high level players will come out and teach us more about the game.

SUBJECT CONTRIBUTION – English/Home Economics & Maths

My MOC Rules PBL Project - English/Home Economics & Maths

Students from 8A and 8E are currently working on a PBL project named ‘My MOC Rules.’ This is a cross-disciplinary project in which the students learn about the negative impact that fast food has on the body and try to convince the MOC community to turn ‘no fast food’ into ‘fast and healthy’.

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This term in Year 8 Science we are looking at the different types of rocks; igneous, sedimentary and metamorphic. This week in Science we have explored the effect of cooling rate on crystal size, and related this to the formation of igneous rocks by cooling magma.

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.

Maryjanne 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 energy 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:
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Events Coordinator (Part-Time - Tues, Wed, Thurs)
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A MIND THAT IS STRETCHED BY NEW EXPERIENCE CAN NEVER GET BACK TO ITS OLD DIMENSIONS.
OLIVER WENDELL HOLMES