Dear Parents, Students and Friends of Seaford North,

This is an article which I would like to share with you all by MICHAEL GROSE for this week’s Newsletter.

**Parenting for Resilience**

Twelve year old Jack was upset. His best friend had snubbed him because he heard along the grapevine that Jack had made some derogatory remarks about him. Jack took this rejection to heart. He couldn’t remember saying anything nasty about his friend. It began to play on his mind so much that it was affecting his schoolwork.

Jack confided in his dad, who didn’t know how to respond. At this point Jack’s dad contacted me for some clues.

This was a tough one. On the one hand this well-meaning father wanted to help his son but this was an issue that his son needed to sort out himself.

It was obvious that Jack needed to be more resilient and not take such rejection to heart. This is easier said than done! However those kids who are socially and academically most successful usually have a strong sense of personal resilience that enables them to bounce back from some of life’s curve balls.

Jack is typical of many children of this current generation who lack resilience. Parental overprotection and an aversion to kids taking even safe risks robs many kids of vital opportunities to develop problem-solving skills as well as coping skills, which are necessary for resilience.

The notion of resilience is very much a 21st Century parenting concept that every parent and teacher needs to understand.

Some kids are resilient by nature – their temperament helps them to be mentally and psychologically tough. You know those kids. They get straight back up after a setback or disappointment. Rejection in the playground doesn’t faze them. They are flexible enough to cope with changes such as moving from one school to another. They keep working hard in school even if they don’t succeed at first. They have resilient spirits. Unfortunately, not every child has such natural resilience.

The good news is that most of the research into the area indicates that resilience can be nurtured and developed, particularly when parents themselves are resilient and they actively foster it in their kids.

Resilient kids share four basic skill sets - independence, problem-solving, optimism and social connection. There are many ways parents can develop these skills but the key is for parents to allow kids to fully contribute to their family. By developing children’s self-help skills parents promote a real sense of independence as well as their children’s resourcefulness.

Parents also need to resist sorting out children’s social problems and skill them up to solve their own friendship challenges. Sometimes parents can create more problems by interfering in children’s disputes. From the resilience perspective parents are better off coaching kids through some of their more challenging moments and reviewing what they may have learned for next time.
Kids learn optimism from home. Martin Seligman, the author of The Optimistic Child, found that kids pick up the explanatory style of the parent they spend most time around, usually mothers, by the age of eight. So a parent’s optimistic, can-do attitude pays off. Regular positive parent-child interactions are perhaps the best way for kids to pick up basic social skills that enable them to interact with their peers as well as more subtle resilience skills such as humour, goal-setting and persistence. So parents need to look for as many opportunities to spend time with and talk to their kids as humanly possible.

Children’s life experiences contribute to their resilience. The seemingly small disappointments that kids experience such as not being invited to a party, missing being picked in a sports team, or not achieving success in a school project the first time help them learn to cope with hardships and frustrations. Coping with minor development issues such as change, sibling conflict and even failure build up a psychological hardness that helps them when they face some of life’s big challenges in adolescence and beyond.

In Jack’s case the rejection by his friend is unpleasant but not abnormal. Kids at this stage can be cruel to each other. Misunderstandings are common. The best way his father could help was to listen to his son, show understanding but also to see this incident as a teachable moment. I advised this dad to lead his son through some possible solutions and also show faith in his ability to get by. A genuine show of faith in kids’ abilities to cope rather than simply a ‘get over it’ attitude gives kids great hope when they face difficulties. The hardest part of parenting is keeping kids chins up when life doesn’t go their way.

Parents also need to put children and young people in situations where they need to draw on their resourcefulness. Camps and adventure activities are great ways for kids to stretch themselves and test their problem-solving and coping skills. My second daughter believes an eight day adventure camp she went on as a fourteen year old was the defining event of her early adolescence. It involved real physical endeavour which stretched her to the limits, literally bringing her to tears on many occasions. It was the first time she realised that she could cope with being separated from her friends and family as well as the comforts of home.

One year later she went on a six month student exchange to the other side of the world. While away she frequently drew on the coping skills she learned on her eight day camp to overcome homesickness and deal with the challenges of living in an unfamiliar environment and culture for such a long time.

Promoting resilience in kids is a not a single event but a continuous process. It requires parents, teachers and other adults to look for opportunities for kids to stretch socially, academically and even emotionally. It also requires parents to see some of their children’s difficulties and hardships as valuable learning opportunities rather than catastrophic events that will scar them psychologically. It’s worth remembering that the stronger the wind, the stronger the trees so if we want our kids to be resilient it’s best not to be afraid of a little wind. In fact, we should welcome it every now and then.

**Parenting for Resilience Quiz**

Complete the following Parenting for Resilience Quiz. State whether these resilience concepts apply to your family or not?

1. Kids don’t always get what they want. The Rolling Stones were right when they sang, “You can’t always get what you want, but you can try” all those years ago.  
   Yes / No

2. They have plenty of opportunities to solve their own problems without adults trying to fix everything for them.  
   Yes / No

3. Children are expected to help at home from a young age without being paid.  
   Yes / No

4. Parental expectations for success are positive, realistic and based on child’s interests and aptitudes rather than on adult wishes.  
   Yes / No

5. Children receive liberal amounts of encouragement but moderate amounts of praise.  
   Yes / No
6. Children have plenty of free time to do three essential things – play, have fun and to daydream. But they need to have the opportunity to initiate all three, rather than have them initiated by someone. Yes / No
7. Children are involved in family decision-making. Yes / No
8. Children have the opportunity to identify their strengths and then build on these to develop their unique identities through adolescence. Yes / No
9. Children grow up in families that have their own rituals, rights of passage and celebrations. Yes / No
10. The adults in children’s lives are resilient and lead balanced lifestyles. Yes / No

ANSWERS:
1. Yes. The outcomes are better for children who can practise impulse control and learn to wait until things improve.
2. Yes. Children will only develop their inner resources and problem-solving skills when given the opportunity to develop their resourcefulness.
3. Yes. Children learn to be useful and the skills of participation when they help at home.
4. Yes. Expectations for success need to be pitched just ahead of where children are at. Too high and children may give in. Too low and they will reach them!
5. Yes. Praise is like French fries – kids want them but they don’t need them. They need something a little more substantial than quick fix, feel-good praise. They need something substantial like encouragement to help them grow and develop.
6. Yes. These three essentials help insulate human beings when life gets out of control.
7. Yes. They learn to impact positively on their environment.
8. Yes. When children develop their strengths they are more likely to reach their full potential.
9. Yes. These rituals provide important anchors to children as they develop and grow away.
10. Yes. Resilient children need to be surrounded by resilient adults rather than adults who are continually stressed and have no real life aside from children and work. A hobby is a good place to start if you feel that life is all work (and kids) and no fun.

SCORE:
9-10: Outstanding. You are helping your children develop strong psychological muscles.
5-8: Good. Just need to pick up a couple of areas.
2-4: Hmm! May need to make some adjustments.
0-1: Total overhaul needed. Start at No. 10:

Kind Regards, Lee Murnane Principal

COMING EVENTS

AUGUST
Tues 30th After school athletics training
Wed 31st After school athletics training

SEPTEMBER
Thurs 1st Fathers’ Day Stall
Thurs 1st After school athletics training
Fri 2nd District Athletics
Fri 2nd Fathers’ day raffle drawn
Mon 5th Concert Dress Rehearsal 9-3.15
School Concert 7pm – 9pm
Tue 6th Prep T & Y CFA, VET & Library
Fri 9th Prep W & P CFA, VET & Library
Tues 13th PRSC Musical Soiree 5/6

TERM 4
Fri 16th 5/6 V8 Supercars
Fri 16th Last day of term 4, 1.30 finish

OCTOBER
Mon 31st Curriculum Day (to be confirmed)
Mon 17th to Grade 2 Swimming Program at PARC Frankston
Fri 21st PARC Frankston
Sat 22nd Parents Club Market Day

NOVEMBER
Wed 9th & 10th Grade 3/4 Science Camp
Mon 14th to Grades P, 1, 3 & 4 Swimming
Fri 18th Program at PARC Frankston
Permission Slip Return Dates

**Prep CFA, VET & Library Excursion**
Permission Notes due back by Wednesday 31st August.

**UTOPIA full dress rehearsal**
Permission forms to attend the Concert full dress rehearsal are due back to the classroom teacher by Thursday 1st September.

**5/6 V8 Supercars**
expression of interest due in by Monday 5th September.

**5/6 PRSC Musical Soiree & Spring Concert**
Expression of interest forms to be returned by Friday 2nd September, students will be notified their acceptance to attend by Wednesday 7th September.

Fundraising Update

**DISCO**
– thank you very much to all the parents who helped out at our Disco. We raised $2,149.50!!!! Which is around 10 months’ worth of food for all the animals in our Animal Palace – well done everyone.

**FATHERS’ DAY STALL**
We will be holding our Fathers’ Day Stall on Thursday 1st September. It is a great opportunity for students to purchase all they need for Fathers’ Day. We have cards, gift bags, tools, car care items and lots more!! Items are priced from $2 to $10 and this year we will also have gift packs for $5 and $10. Anyone wanting to help out at the stall can leave their details at the office, thanks.

**RAFFLE**
Our Fathers’ Day Raffle will be drawn on Friday 2nd September. Each family should have received a booklet of 10. If anyone needs any more they are available from the office. Please return all raffle tickets sold or not by Thursday 1st September. Also if anyone has any items to donate to the raffle they can be left at the office, thank you.

**NEW READERS**
The school has recently spent $1,700.00 on 800 take home readers for Preps to Grade 2’s!!! Thank you very much to everyone who helped cover them. You should start to see them coming home soon.

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**COIN COLLECTION @ 19/08**

<table>
<thead>
<tr>
<th>Level</th>
<th>5/6</th>
<th>1DP</th>
<th>1M</th>
<th>2T</th>
<th>3/4W</th>
<th>3/4H</th>
<th>5/6W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep P</td>
<td>$66.95</td>
<td>$84.00</td>
<td>$31.45</td>
<td>$20.05</td>
<td>$101.85</td>
<td>$42.30</td>
<td>$1.55</td>
</tr>
<tr>
<td>Prep W</td>
<td>$39.50</td>
<td>$41.30</td>
<td>$34.25</td>
<td>$53.15</td>
<td>$86.15</td>
<td>$26.90</td>
<td>$52.10</td>
</tr>
</tbody>
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**TOTAL** $863.75. Get those coins in every Friday morning.

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**The web is a great place to learn, be creative and stay connected, but with one in seven young Australians found to be victims of cyber bullying each year, and the many other challenges young people face online, it’s important that we invest in giving Australians the skills they need to be responsible digital citizens.**

Seaforth North Primary School will be participating in National eSmart week to show our commitment to cyber safety. On the 8th of September, students from prep to grade six will be involved in an eSmart session that celebrates cyber safety and digital inclusion in our communities.

We have a range of exciting eSmart activities planned for the session and we are looking forward to sharing these with our students.

Miss Marriott and the eSmart team.

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**Uniform items needed for Sick Bay**
Size 4, 6, 8 track pants, polo tops & jumpers. Any outgrown or unwanted school uniform items appreciated.
Thank You To All
Principal / Assistant Principal Day was celebrated at Seaford North Primary School on Friday 5th August by conducting a Special Morning Tea in the Staff Room, in recognition of the valuable work performed by the Principal Class in Victorian Government Schools.

Thank you to everyone who helped to organize the event, and to all that participated in the celebration and acknowledgement of the work done and support which is given by Lee and Anthy. They were each presented with gift hampers and enjoyed their ‘surprise’ morning tea!
INQUIRY PROCESS CURRENTLY USED AT SEAFORED NORTH PRIMARY SCHOOL

Think of something you learnt by yourself…….
Think how you went about learning that skill…….
Think of the process you used…

At Seaford North P.S., we have adopted a particular model of Inquiry; The Kath Murdoch model. Kath Murdoch is an experienced Australian educator who is widely respected for her work in the field of inquiry based learning throughout Asia Pacific and her contributions to the International Baccalaureate Organisation.

(Find out more about Kath Murdoch: http://www.kathmurdoch.com.au/about)

IB expect the school to adopt a model so that there is consistency through the school. This initially happened through our teaching but after a year or two, this also becomes how student learn. What this means is, firstly, as teachers, we need to embed a model in our own teaching. Once this happens and staff start using the terminology with the students, they will also adopt the model for learning. The model is applicable for life so is really handy to know. The model can be represented in several ways. Here is one:

While the model is described as a cycle and it broadly operates as a cycle, there is often some backwards and forwards movement. This is seen as a characteristic of inquiry learning. The natural starting point is Tuning in then Preparing to find out, Finding out, Sorting out, Going Further, Making conclusions and Taking Action.

Below, is a table that shows how you learn in your lives as adults and how your children learn at school.
<table>
<thead>
<tr>
<th>Stage</th>
<th>If you were learning your own skill</th>
<th>What we address in each stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuning in</td>
<td>This is where something has spiked your interest and made you think you would like to learn this information or skill.</td>
<td>This is where we provoke the students to start thinking about the concepts we are about to learn about. We organise a fun, sometimes confronting, sometimes unusual experience that kick starts students’ curiosity. It makes them question, respond and become engaged.</td>
</tr>
<tr>
<td>Preparing to Find out</td>
<td>At this stage you work out exactly what you want to know and the breakdown so that it is more manageable. You consider what you already know and what you need to find out. You clarify your ideas and think of its purpose in your life.</td>
<td>There are three things we do at this stage: We deconstruct the central idea we are working on so that all the language is understood and that the students have a clear understanding of their learning focus. Students are introduced to how teachers break the central idea down into teachable sections. (lines of Inquiry) We pre-test the students to find out what they already know so that we can build on their knowledge meaningfully. The final component is making connections where we make it visible how this learning fits in with everything else in their lives and with other learning. It provides the purpose of the learning.</td>
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<tr>
<td>Finding out</td>
<td>You would now be actively finding out information, using the way you broke it down to work through the learning required.</td>
<td>We now work through our Lines of Inquiry. We have manipulated the lines into questions so that it presents as seeking information rather than telling answers. We design ways for students to investigate, explore and further their learning through experiences or tasks. We use a thinking tool to process the information that have gathered.</td>
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<tr>
<td>Sorting out</td>
<td>For your situation, you would now be thinking how you are going to use this knowledge. What you were going to apply it to and how you are going to manage it.</td>
<td>In the classroom, students now think about how they can use the information they have found out. They choose an area of interest to follow through at a deeper level. Students may work independently or in groups according to their area of interest. They plan how they are going to approach their learning.</td>
</tr>
<tr>
<td>Going Further</td>
<td>You would now be applying your learning to situations in a practical way.</td>
<td>Students would be finding out information specific to their area of interest. They would be go back through the stages of clarifying what they need to know, what they already know and actioning their plan through to how they are going to share their learning.</td>
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<tr>
<td>Making Conclusions</td>
<td>Time to reflect and clarify after the practical application. You may now understand how your learning can be used in the future and what else you could use it for.</td>
<td>After all the students learning about their own area of interest, taking it to a deeper level, learning is shared with each other. This provides a multiple perspectives on the central idea and students actively teach and learn from each other.</td>
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<tr>
<td>Taking Action</td>
<td>After you have isolated what else you could apply your learning to, you start using it! It becomes part of your makeup.</td>
<td>This is not really a final stage as this can happen at any time. It is about acting on new learning, whether it be a skill, a tool, or new information. It could be anything from fundraising to changing the ways you do things. It is a voluntary occurrence.</td>
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Presently, the staff are using Peer Observation as a process for learning about the Kath Murdoch process.