



## Week 5 - Term 4

**6 November 2013**

*Distributed weekly on Wednesday*

### DIARY DATES

#### Term 4:

#### November

6<sup>th</sup> – 8<sup>th</sup> Wednesday – Friday – Cycle 3 Camp, Melbourne

11<sup>th</sup> Monday – Remembrance Day 11am

19<sup>th</sup> Tuesday – Piano Recital Night 7.00pm

22<sup>nd</sup> Friday – Official Opening – State and Federal Parliament representatives in attendance

#### December

2<sup>nd</sup> Monday – Reports due to Admin

13<sup>th</sup> Friday – Reports distributed

17<sup>th</sup> Tues - Graduation Concert, Memorial Hall 4-6pm

18<sup>th</sup> Wed - Last day for students 3.15pm finish

19<sup>th</sup> & 20<sup>th</sup> Thursday & Friday – Pupil free days

#### 2014

January 30 – First day for students

## From the Principal

Cycle 3 students, Kat, Khy, and two parent helpers headed off this morning on the train to a 3 day camp in Melbourne. Whilst many of our children have been to Melbourne, this camp is designed to do things that only visiting groups can do or build on independence and knowledge – a stay at the Discovery Centre, school group focussed Sciencework sessions that correlate to class curriculum, navigating around Melbourne without parents (but supervised), working collaboratively with peers, eating out as a group, ice skating lessons etc.

Earlier this year staff surveyed the needs of parents with regards to camps and we are now formulating a camps policy for implementation for the future. Once this has been endorsed by staff and the Committee of Management a copy will be

distributed to parents. We are keen to ensure that our camps program, “going out”, excursions and events meet the needs of students, families, the school and staff.

Staff have commenced preparing reports – initially reviewing the layout of content for inclusion and preparing parameters for comparison. Reports will be distributed prior to the end of term. Parent packs with the 2014 Parent Information Book, fees schedule and agreement, Cycle 1 day and session allocation and other relevant information is currently being compiled and will be distributed prior to the end of term.

Feona and I welcome Bec Humphries to the admin team – Bec is volunteering some time each week to help us out in what is traditionally a very busy time in the office.

I have received notification from members of the community (local residents), regarding children leaving after school on bikes and scooters and riding in a manner that has increased risk associated with it – speed, riding on the road, not checking driveways, etc, and in some instances students falling off at high speeds. It would be appreciated if parents discussed road safety issues with their children – whilst this is an out-of-school occurrence, we are being asked to intervene. We will do so on a general level with all children but cannot monitor the movements of students once they have left our supervision.

A bike has been left in the enclosure for some weeks now without moving. Can you please check if you are missing one from home?

Kind regards

Heather

## Working Bees

Apologies to Matt for his help also the other weekend. ;)

If anyone would be willing to come whippersnip/mow what little grass we have on the grounds could you please contact Heather asap – it's growing at a rapid rate and making the areas unusable and untidy.

## General News

### Immunisation Status Certificates or Conscientious Objection Forms

A reminder that we require either one of these documents for all children from Prep – Level 6 as advised in previous communications. If you haven't returned this to the school yet your co-operation in doing so would be greatly appreciated.

### School Photos Ready to Collect

Photos will be ready for collection from Wednesday 13th Nov in the Foyer of the School. If you're children are collecting photos, they will need additional backing card to transport home. (Extra backing card available next to the collection box). Thank you. BEECHWORTH PHOTOGRAPHERS

## P&F News

### Fundraising Opportunity at the Celtic Festival on Saturday

Make sure you come down to the Celtic Festival Beechworth and District Community Bank BBQ outside the bank branch from 8.30am. Hot food for sale and all proceeds to go to school community projects.

### Beechworth Community Christmas Market

Yes, it's that time of year again! Beechworth Montessori School has booked a site for this exciting event on the 30th of November, 8.30am - 2.30pm. The Duff and Pinard family are organising crepes and hot drinks. If anyone else would like to join in on the fun, please contact Zoe via [xavierzoe@mac.com](mailto:xavierzoe@mac.com)

All ideas are welcome; last year the puddings and Christmas cookies were a big hit.

### Wine Orders

Wine orders due Friday 15<sup>th</sup> November

## Tots and Transition News from Ruby Room

Thank you to those parents who remembered hats for their children and if you would like to supply your own sunscreen you can but we do have the standard sunscreen available for your children and yourself to use.

We have been cooking muffins and pikelets over the last two weeks, greatly enjoyed by everyone. The children have been planting sunflower seeds and there are bean seeds available to plant as well. Encourage your child to care for their seed by watering it when they come to tots. Once the shoots have started to grow through you can take them home with you.

It is interesting to see the children settle into the room after weeks of exploring and discovering where things are and how to use the materials. Their confidence has increased and their desire to try more activities also. Seeing each other every week or twice a week helps to strengthen the bonds between them and yet they retain their independence. There is a lot of purposeful activity happening and it is a pleasure to be able to share this with you and your child.

I would like to thank Emily, Lyla's mum for getting our storeroom in order; Lara Block, a parent and committee member for kindly donating and delivering the soil and sand for our other playground and to John Griffin who made and delivered some new tables and shelves. If anyone has a spare ten minutes and handy with a rake feel free to come out and rake some of it out. Once done we can plant some grass seed and get working on the playground. As yet a ground plan has not been drawn up but hopefully this will happen by next week and then we can begin to put things in place. If anyone has any plant cuttings they would like to donate or a swing frame needed for a babies swing – not a wide one, preferably narrow - we would love to have them.

For those with children in Transition there is a roster for you to place your name on the day that suits you. It is an opportunity to see your children busy in his /her class, very different to being at Tots with them. Thank you to those parents who have volunteered their time already.

Enjoy,  
Mel, Heather and Michaela

## Cycle 1 News

### Across Both Rooms

This newsletter commences with a series of articles on the Montessori 3-6 years (Cycle 1) curriculum. This material is available for further reading in the National Montessori Curriculum folder which is available in the school foyer.

#### Fundamental Life Skills (Practical Life)

The practical life where children learn fundamental life skills is the component of the Cycle 1 program links the home environment and classroom. Children love order and they love to be independent and this desire finds expression in the exercises of practical life. During these exercises children use a variety of materials and activities to support increased control and refinement of: whole body equilibrium and coordination; fine motor skills; voluntary control of attention and the ability to concentrate; the ability to sequence the steps of a task in order to achieve a goal; and everyday living skills. To achieve the goal of a practical life exercise, children must use precise movements. As they strive for precision of movement, children develop their will, this is they develop self control, the ability to self regulate, voluntary control over movement as well as over attention (the foundation of the ability to concentrate). If they are free to work at their own pace uninterrupted, children gradually extend the period of time they are able to concentrate. When they have completed a cycle of work without being disturbed, children typically experience feelings of great satisfaction and increased confidence in their own abilities.

Practical life for children aged 3-6 years encompasses four main areas. Examples of knowledge and skills practiced and activities undertaken are detailed below:

Content	Knowledge, skills and understanding	Activities and resources
Preliminary movements	<ul style="list-style-type: none"> <li>Precise hand movements</li> <li>Control and coordination of whole body movement</li> <li>Hand/eye coordination</li> <li>make responsible choice</li> </ul>	<ul style="list-style-type: none"> <li>Activities familiar from home that require eye/hand coordination</li> <li>Water play</li> <li>Art activities</li> <li>Language and music activities</li> </ul>
Preliminary activities	<ul style="list-style-type: none"> <li>Develop more precise control of movement</li> <li>Repeat precise movements leading to concentration and self mastery</li> <li>Prepare for later classroom work</li> <li>Develop confidence in own ability to complete simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Spooning and pouring</li> <li>Carrying equipment</li> <li>Folding cloths</li> <li>Opening and closing different types of containers</li> <li>threading</li> </ul>
Care of person	<ul style="list-style-type: none"> <li>Preparation and eating of food</li> <li>Personal care</li> <li>Dressing and undressing</li> </ul>	<ul style="list-style-type: none"> <li>Handwashing</li> <li>Preparing and serving food</li> <li>Eating with others</li> <li>Blowing nose, washing face, toileting, combing hair, wash hands</li> <li>Sewing, clean and polish shoes</li> </ul>
Care of environment	<ul style="list-style-type: none"> <li>Care for plants and animals</li> <li>Responsibility for self and others</li> <li>Give back to the community: self-confidence and empathy</li> </ul>	<ul style="list-style-type: none"> <li>Arrange flowers</li> <li>Water plants</li> <li>Gardening</li> <li>Look after animals</li> <li>Dust, polish, sweep, mop, wash and dry dishes, wash windows, clean tables.</li> </ul>
Movement: analysis and control	<ul style="list-style-type: none"> <li>Develop control and coordination of movement</li> <li>Develop equilibrium</li> <li>Develop self-control and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Walking on the line</li> <li>Balancing</li> <li>Silence game</li> </ul>
Social relations	<ul style="list-style-type: none"> <li>Develop language for effective and positive interactions</li> <li>Begin learning culturally appropriate customs and manners</li> <li>Experience and understand sharing and turn taking</li> </ul>	<ul style="list-style-type: none"> <li>Peer teaching and modelling</li> <li>Celebrations</li> <li>How to lessons: how to introduce, greet, interrupt, request, apologise</li> <li>Limited quantities of materials</li> <li>Multi age groups</li> <li>Modelling by peers and adults</li> </ul>

## Community News

<http://www.balmoralhighlanddancing.com.au>

We are having a dancing competition this Saturday in Beechworth, and thought that the children may want to participate in some way, so we have a colouring competition for them to enter.

There are 2 age groups, 5-8years & 9-12 years.

Follow the link to our website. Details are at the bottom of the home page.

Print off sheet.

Colour it in.

Bring to Beechworth Memorial Hall, Ford Street on Saturday between 11am & 3pm or Sunday from 12-12.30pm.

Winners announced 1pm Sunday.

### Upper Hume Primary Care Partnership

## Elder Abuse Prevention Training

**When:** Thursday November 14<sup>th</sup> 2013 – 1.30pm to 4.30pm (afternoon tea provided)

**Beechworth Health Service**



**Facilitator:** Kim Turner – Elder Abuse Workshop 1 (2 hours)

**Session 1 – Orientation to Elder Abuse and how to recognise it**

- Recognise and define types of elder abuse
- Identify risk factors for elder abuse
- Understand the complexity of the majority of elder abuse situations
- Explain the empowerment model

**Session 2 – How to respond to elder abuse**

- Explain your duty of care and responsibility to respond
- Apply the Victorian Government Practice Guide with Respect to Age – 2009
- Understand the relevant legislative and policy framework that is applicable to elder abuse
- Support the implementation of the Elder Abuse Prevention Strategy in your workplace

On completion: identify sources of support for your role; understand the key challenges in acting to prevent elder abuse; support the implementation of Elder Abuse Prevention Strategy in your workplace

10 minute afternoon tea break

**Karen Keegan – Hume Riverina Community Legal Service** (1 hour)

The importance of having life planning documents including Wills, Enduring Power of Attorneys (Financial and Medical) and Enduring Power of Guardianships. Having the appropriate life planning documents in order and up to date is critically important for ensuring that wishes are met in the event of mental incapacity, illness or death. This seminar will assist participants to plan for their future.



RSVP 06/11/2013:

Judy Davis – Upper Hur



UPPER HUME  
PRIMARY CARE  
PARTNERSHIP @upperhumepecp.com.au



**n Night  
Swimming Pool  
November 5.30pm to  
7.00pm**

Fun water activities to introduce you to our Club and get to know your fellow swimmers, followed by a BBQ – drinks. To join swimmers can be any age but must be able to competently swim a length of the pool a number of times.  
2013/14 Swimming Club Registration:  
**\$140\* + pool entry**  
\*(includes SwimVic, SwimAust, Club membership & insurance)

EFTPOS available on night for swimming club payments. Information regarding pool entry costs for the season are available at: [http://www.indigoshire.vic.gov.au/What\\_We\\_Do/Sport\\_Recreation/Swimming\\_pools](http://www.indigoshire.vic.gov.au/What_We_Do/Sport_Recreation/Swimming_pools)

**NOTE: Correct funds are required for payment to pool staff for season tickets as they DO NOT have eftpos**  
**Information about the club can be requested at [beechworthswimmingclub@bigpond.com](mailto:beechworthswimmingclub@bigpond.com)**

## Montessori Matters

[http://www.nytimes.com/2013/09/25/opinion/losing-is-good-for-you.html?\\_r=0](http://www.nytimes.com/2013/09/25/opinion/losing-is-good-for-you.html?_r=0)

### Losing Is Good for You

LOS ANGELES — As children return to school this fall and sign up for a new year's worth of extracurricular activities, parents should keep one question in mind. Whether your kid loves Little League or gymnastics, ask the program organizers this: "Which kids get awards?" If the answer is, "Everybody gets a trophy," find another program.

Trophies were once rare things — sterling silver loving cups bought from jewelry stores for truly special occasions. But in the 1960s, they began to be mass-produced, marketed in catalogs to teachers and coaches, and sold in sporting-goods stores.

Today, participation trophies and prizes are almost a given, as children are constantly assured that they are winners. One Maryland summer program gives awards every day — and the "day" is one hour long. In Southern California, a regional branch of the American Youth Soccer Organization hands out roughly 3,500 awards each season — each player gets one, while around a third get two. Nationally, A.Y.S.O. local branches typically spend as much as 12 percent of their yearly budgets on trophies.

It adds up: trophy and award sales are now an estimated \$3 billion-a-year industry in the United States and Canada.

Po Bronson and I have spent years reporting on the effects of praise and rewards on kids. The science is clear. Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve.

Carol Dweck, a psychology professor at Stanford University, found that kids respond positively to praise; they enjoy hearing that they're talented, smart and so on. But after such praise of their innate abilities, they collapse at the first experience of difficulty. Demoralized by their failure, they say they'd rather cheat than risk failing again.

In recent eye-tracking experiments by the researchers Bradley Morris and Shannon Zentall, kids were asked to draw pictures. Those who heard praise suggesting they had an innate talent were then twice as fixated on mistakes they'd made in their pictures.

By age 4 or 5, children aren't fooled by all the trophies. They are surprisingly accurate in identifying who excels and who struggles. Those who are outperformed know it and give up, while those who do well feel cheated when they aren't recognized for their accomplishments. They, too, may give up. It turns out that, once kids have some proficiency in a task, the excitement and uncertainty of real competition may become the activity's very appeal.

If children know they will automatically get an award, what is the impetus for improvement? Why bother learning problem-solving skills, when there are never obstacles to begin with?

If I were a baseball coach, I would announce at the first meeting that there would be only three awards: Best Overall, Most Improved and Best Sportsmanship. Then I'd hand the kids a list of things they'd have to do to earn one of those trophies. They would know from the get-go that excellence, improvement, character and persistence were valued.

It's accepted that, before punishing children, we must consider their individual levels of cognitive and emotional development. Then we monitor them, changing our approach if there's a negative outcome. However, when it comes to rewards, people argue that kids must be treated identically: everyone must always win. That is misguided. And there are negative outcomes. Not just for specific children, but for society as a whole.

In June, an Oklahoma Little League canceled participation trophies because of a budget shortfall. A furious parent complained to a local reporter, "My children look forward to their trophy as much as playing the game." That's exactly the problem, says Jean Twenge, author of "Generation Me."

Having studied recent increases in narcissism and entitlement among college students, she warns that when living rooms are filled with participation trophies, it's part of a larger cultural message: to succeed, you just have to show up. In college, those who've grown up receiving endless awards do the requisite work, but don't see the need to do it well. In the office, they still believe that attendance is all it takes to get a promotion.

In life, "you're going to lose more often than you win, even if you're good at something," Ms. Twenge told me. "You've got to get used to that to keep going."

When children make mistakes, our job should not be to spin those losses into decorated victories. Instead, our job is to help kids overcome setbacks, to help them see that progress over time is more important than a particular win or loss, and to help them graciously congratulate the child who succeeded when they failed. To do that, we need to refuse all the meaningless plastic and tin destined for landfills. We have to stop letting the Trophy-Industrial Complex run our children's lives.

This school year, let's fight for a kid's right to lose.

*[Ashley Merryman](#) is the author, with Po Bronson, of "NurtureShock: New Thinking About Children" and "Top Dog: The Science of Winning and Losing."*