

Ian urged teachers and school leaders to 'fight for maintaining a school culture high in accountability and transparency and to 'be pedantic in holding the line' for the sake of students' themselves, teachers and the whole school. He was emphatic that if the desired school culture is not consistently up-held, maintained and nurtured, that a default school culture will develop to take its place.

Thank you for supporting our school in supporting your child's development. The key here is prompt communication of any concerns you may have, or your child may report to you. It is good to remember that children's thinking and perceiving is subjective in nature; that is, they see and report things largely from their own preferred point of view! Prompt communication enables us to get to the heart of the matter quickly and transparently, enabling us to solve issues in a fair and transparent manner.

Wishing you a wonderful term break and we look forward to term 4.

Warm Regards to all,

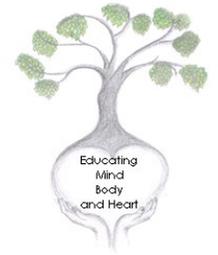
Sue

#### **DATES TO REMEMBER:**

- NEXT WORKING BEE: Saturday 13th October
- Term 4 : Monday 15/10/18 until Thursday 13/12/18
- Kinder Orientation day for 2019 enrolments: Tuesday 6/11/18
- School Photo day: Wednesday 7/11/18
- Class 4-6 Equestrian Camp: 22/23 November.
- Pupil Free Report Day 30/11/18
- Summer Festival Last Day of term 4: Thursday 13/12/18

Term 3 Week 9

**NEWSLETTER**



Dear Parents,

It is genuinely hard to believe that another term is at an end. Welcome to the end of Term 3. We are looking forward to seeing you all at our Festival on Friday at 10.15 until 1pm. A Festival note with all the details was sent home with students yesterday. Please remember that no busses will run on Friday afternoon.

#### **DRESS CODE:**

Staff are renewing our attention to maintaining our student dress code. In the absence of a school uniform, we seek your support in ensuring that students avoid wearing the following to school:

- Clothes, T Shirts, etc, with large graphics and commercial merchandising images.
- Jewellery such as dangling earrings, bangles and necklaces. These are a safety hazard in the playground.
- Open shoes like thongs, strappy or tank tops, "novelty clothing"
- If girls wear short skirts, they will need shorts or 3/4 tights under their skirt so that they can play unhindered

#### **SCHOOL VISITOR:**

This week we welcomed Virginia Moller, who is the CEO of Steiner Education Australia. Virginia spent the day with me, visiting classrooms, seeing the children's work, Morning Circle activities and play. Virginia and I spent some time looking at school structure, Leadership roles and challenges and upcoming changes to the NSW syllabus. We discussed ways in which new digital technology outcomes can be addressed, in a

manner that does not undermine our commitment as a Steiner School, to ensuring that our children receive a human-centered, not a technology-centered education. We thank Virginia for her time and interest in our school.

### **THE TALLOWOOD SOCK CHALLENGE!**

If you have ever wondered where all of your child's socks are, ***they are at school!***

Despite our best efforts to avoid children leaving clothing at school, each term sees a steady pile of socks accumulate. I would like to set families the term break challenge of writing your students' initials, in permanent marker, on the soles of their socks. Despite compelling evidence that socks 'do not come to school on their own', the daily refrain of 'they're not mine!' is a constant. We would love your support to eliminate this problem. Thank you in advance.

### **SCHOOL CULTURE AND TONE—KEEPING THE BAR HIGH THROUGH DEVELOPING RESILIENCE:**

*Resilience is defined as the process of bouncing back and fully recovering in the face of change and stressful situations. Being resilient doesn't mean a person won't experience difficulty or stress. However, resilient individuals respond to stress in ways that help them not only recover, but help them to grow and thrive.*

Last Monday, Emma and I attended a Professional Development day in Port Macquarie. The course, 'Behavability', is run by Ian Luscombe, who has a wealth of experience in practical behaviour management strategies and ways to enhance teacher and student welfare in schools. This is the third Behavability course I have attended during my time at Tallowood. Ian's work ties in perfectly with Tallowood's explicit, highly structured and transparent approach. His work affirms that

consistent and explicit behaviour management plays a vital role in the development of character and resilience.

Regarding student behaviours, Ian is emphatic in stating that schools will '***always get what they expect and accept***'. As with parenting, it is vital that we notice and respond quickly to children's patterns of behaviour that limit them, other students and their own learning.

Research shows that humans have a biological imperative for growth and development, which is part of our genetic makeup — and which develops in the presence of certain environmental attributes. (Bonnie Bernard - Resilience). We are made to thrive on developmental challenges!

These environmental attributes include consistently high expectation messages and practices. Firm guidance, structure and consistent follow-through convey to children our confidence and belief in the youth's innate resilience and capacity to change. We look to their problems and behavioural/attitudinal deficits as opportunities for growth and development.

This is the basis of the caring adult/child relationship and the adults responsibility in guiding children's personal, social and moral development. Making and accepting excuses for children's poor behaviours will only serve to reinforce these behaviours.

This is not to say that undesirable behaviours and incidents will cease; setbacks are inevitable and inherent in children's (as in adults) development. Bernard's Resilience research has clearly shown that fostering resilience (ie; promoting human development) is not a 'program' but an ongoing process.

Her point is that resilience is not a genetic trait that only a few "superkids" possess: "Rather, it is our inborn capacity for self-righting and for transformation and change. It is this capacity in the children that is addressed through a school /home culture that maintains high expectations, explicit rules, routines and consequences that are consistent in 'holding the line'."