Porty's Power of Positive Thinking

A fortnightly communication between home and the school community

PRINCIPAL: *Mrs Julianne Emmert*

Edition #13- *24th June 2016*

VALUE : Every child matters every day!

Our School Rul es and Acceptabl e Behaviour

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

Respect for Ourselves
Respect for Others
Respect for Learning

Play the Game
Commitment
Respect

THE STANDARD WE
WALK PAST
IS THE STANDARD
WE ACCEPT

Acknowledgements
Learning Place
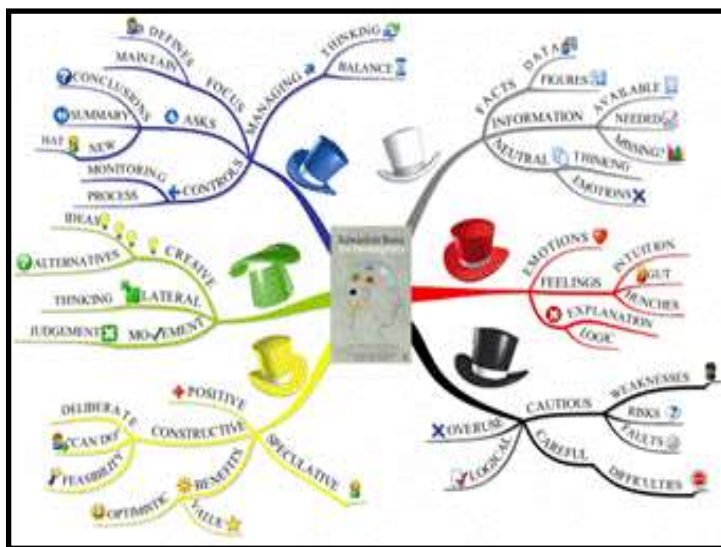*Teacher Aides Supporting Students with Disabilities.*

Sue Larkey: International Author, Autism Spectrum Specialist, Teacher
Sue Larkey is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.

The Umbrella Network
"families supporting families"
LOVE our kids
EMPOWER ourselves
INSPIRE our community

Amanda Hartmann,
Inclusive Learning Consultant Speech Pathologist), Spectronics

Mr John Fleming Principal
advocates a dramatic shift in the way primary school children are taught using the John Fleming Explicit Teaching Model

WELCOME to Porty's Power of Positive Thinking, Edition #13
One of our Core Priorities for 2016 is 'Writing. This is reflected through our daily 2hr Literacy Block. Below is an extract from our Writing Framework

Writing -on- the- same -page at Port Curtis Road State School

Writing-on-the-same-page utilises the teaching learning cycle to support writers working towards the completion of a written learning area assessment task. Several cycles of the TLS are needed in order to ensure that the skills are required are mastered. Writers learn to write for a reader as they develop the required skills and processes through a balance of modelled, guided and independent practices.

Writing At Port Curtis Road State School we believe that every child can learn to write and that writing needs to be explicitly taught to children. Students move from learning to write, to writing to learn, through explicit teaching. Our writing program is based on the Explicit Improvement Agenda and Whole School Writing Program. Each class is expected to have at least 2 hours Literacy Block per day of instructions per week, of which explicit teaching of writing form an integral part. Each child needs to attend at least one 30min guided writing lesson with the class teacher each week.

The teaching and learning of English writing is a core learning priority in schools of the Central Queensland Region. Improved student achievement and outcomes in writing secures success across all the learning areas and beyond. Independent mastery of written Standard Australian English and the ability to respond in the written form according to audience and purpose are the goals.

Writing is the planning, composition, editing and publishing of texts in print or digital forms. Writing enables students to make connections with the world around them, and provides opportunities to reflect on themselves as an individual, a citizen and a meaning-maker in an ever-changing world. Students compose texts in order to organise thoughts, record ideas and information, tell stories, solve problems and build relationships. It also enables them to critique, appreciate and reflect on their own and other people's practices in conventional and electronic contexts. Writing is a social and cultural practice. Through textual and real life experiences students understand and develop knowledge and become active thinkers and learners.

At Port Curtis Road State School we incorporate a number of programs and strategies into our school English program and Literacy Blocks including the "7 Steps to Writing Success", the "John Collins Writing" program, the "Writing Book" by Sheena Cameron, the Daily Cafe and the NAPLAN elements of writing

Writing elements:

- Audience: writer's capacity to orient, engage and persuade the reader
- Text structure: organisation of the structural components of a text
- Ideas: selection, relevance and elaboration of facts and ideas
- Writing devices: use of a range devices available to the writer according to text type, audience and purpose
- Vocabulary: range and precision of contextually appropriate language choices
- Cohesion: control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations
- Paragraphing: segmenting of text into paragraphs that assist the reader
- Sentence structure: production of grammatically correct, structurally sound and meaningful sentences, from simple, to compound to complex; from grammatically simple to lexically dense
- Grammar: structure (form) and meaning (function) at the word, clause, sentence and whole of text level
- Punctuation: use of correct and appropriate punctuation to aid the reading and meaning of the text
- Digital tools: appropriate use of information and communication technologies
- Handwriting: legible, fluent and automatic script

The Daily CAFE

Take Care
Julianne Emmert
Principal

TO (red light) *I do!* Model the required skills and writing processes *to* students.
WITH (amber light) *We do!* Guide the required skills and writing processes *with* students.
BY (green light) *You do!* Daily independent construction of text and practise of skills *by students*.
Use criteria to assess writing *for* teaching and learning. Provide feedback. Set goals and targets. Use assessment to place and pace.
The Teaching-Learning-Cycle of modelled, shared, guided, independent and applied learning also describes the needs based instructional groupings in an effective differentiated writing classroom.

Did you know?

Information from "Bringin Up Great Kids" program presented by Centacare recently at PCRSS.

6 - 10 years

Sometime between the ages of 8 and 10 years developmental growth in both sides of the brain begins to even out, as the 'bridge' between the left and right hemispheres strengthens. Generally this means that children at this stage become better able to manage their feelings, are better able to make decisions for themselves and to understand the reasons and consequences for actions and behaviour.

What children need:

- To be able to achieve something I can feel good about
- To enjoy friendships with children my age
- To learn how to get along with my friends and adults

What parents can do:

- Provide opportunities to develop special interests and practise skills eg sports/music/games/hobbies.....
- Provide opportunities for socialising with friends eg joining clubs/free play at home
- Offer children choices
- Support children in their attempts to solve their own problems
- Help children to make and learn rules eg in games
- Celebrate the child's achievements

A mealtime example:

Allow children to decide when they are hungry or full.

Provide food and utensils so that children can prepare snacks or simple meals for themselves and their friends.

Allow children to make suggestions for family meals.

Allow children to help with shopping for and cooking meals.
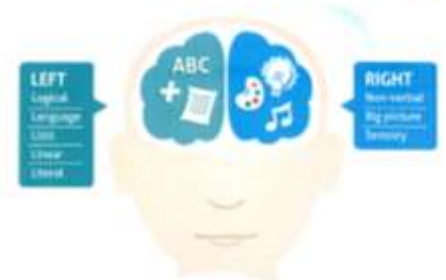
Children's Emotional Development: Birth – 6 Years

As with all child development, it is important to remember that there are individual differences in the timing of new skills and capacities.

2 ½ months — Babies experience joy, interest, sadness and anger and show those emotions by their facial expressions.

10 weeks — Babies can detect differences in their mothers' facial and vocal expressions of sadness, anger and joy. Babies respond to a parent's angry expression with distress or with similar looks of anger.

4 – 6 months — Babies show by their behaviour that they can experience fear and sadness.

5 months — Babies can tell the difference between joyful and angry vocal expressions.

8 months — Babies look to their parent's facial expression before deciding what to do. This shows that babies can detect emotions in adults and that their behaviour is affected by adult's emotions.

18 months — Children have a sense of themselves as separate from others. This means that young toddlers can compare themselves with others, express pride, guilt, embarrassment, shame, and feel good or bad about themselves.

3 – 5 years — The ability to control emotions when frustrated begins to develop. Around this time also, children begin to be able to share and take turns.

5 years — Children can usually solve problems and plan ahead of time.

25 years — The areas of the brain that govern control of our impulses and self-regulation, do not fully mature until we are around 25 years of age.

Lateral Brain Development

LEFT — ABC — RIGHT

Left and Right Brain

LEFT Logical, Language, Lists, Linear, Literal
RIGHT Non-verbal, Big picture, Sensory

Sourced from the internet.

Child Brain Development

GOOD NUTRITION LEADS TO MORE STABLE MOODS, INCREASES IN ABILITY TO PAY ATTENTION, AND IMPROVED MEMORY.

LOVING AND CONSISTENT CARE-GIVING LEADS TO A BRAIN THAT HAS AN ABILITY TO LEARN TO DELAY GRATIFICATION, PROBLEM SOLVE, AND HAVE EMPATHY FOR OTHERS.

0–1 years | 1–2 years | 2+ years

happyfamily