Upcoming Events:

Week 2
Monday 1st February
5 p.m. DMC meeting

Wednesday 3rd February
7:30 p.m. Governing Council

Friday 5th February
9 – 10:30 a.m.
Meet the Principal

Week 3
Thursday 11th February
Welcome Night

Please view the complete Calendar on the back page.

I would like to extend a ‘very warm’ welcome to everyone associated with our school. Welcome to a new school year! I hope that you have all had a restful time over the holiday break and are ready to tackle 2010 with energy and optimism.

I would particularly like to welcome students and their families, who are new to Moonta Area School. This is a school characterized by positive relationships between families and staff, and I hope that we can work together to provide opportunities for your child(ren) to enjoy success in their studies.

We are starting the year with 495.34 students.

We welcome all new students and their families to Moonta Area School.

All new parents (and old) are invited to a ‘Meet the Principal’ morning tea to be held on Friday 5th February at 9 a.m. till 10:30 a.m. At this meeting I will work through our major directions and improvement strategies. We will have a tour of the school and provide opportunities for you to ask any questions you may have. To assist with catering, if you plan to attend this meeting, can you please let the front office know.

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Staffing
We have had several staffing changes over the break. Bruce Schmidt our Assistant Principal has been appointed as Principal of Coober Pedy Area School for term 1. Kris Daddow will be fulfilling the Assistant Principal’s role for this term. We welcome new teachers Mr Richard Hall (year 6 full year) and Mrs Anjali Kaushik (senior Maths/Chem term 1) to the school. We wish all our new staff the very best for the 2010 teaching year and ask all our school community to make them feel welcome.

2010 School Improvement
The year ahead promises to be busy. Our learning improvement foci continue to be improvement in Literacy and Literacy intervention. All teachers 3-7 will undergo training in the new Maths and Science Strategy as we also consolidate daily structural and timetable changes to support improvement in secondary results. Innovative Community Action Networks (ICAN), Flexible Learning Options (FLO) and Youth Compact will also provide us with many and varied options to ensure we engage all students to become successful members of our community.

PUPIL FREE DAY TUESDAY 16TH FEBRUARY
Governing Council has approved our first school closure to occur on the 16th February. I am aware that this is very early in the year and also happening on a Tuesday which of course is not ideal for most parents. On this day and for the next two days we are working with a literacy expert in Mr Stephen Graham. As he has to travel from interstate he is not available on a Monday or Friday. Having it early in the year will provide our staff with ideas, plans, strategies, and learning activities which they then incorporate into their literacy blocks immediately. Hopefully this will have flow on effects for the entire year.

Facilities wise, our new buildings will be completed this year along with our new tennis courts. The Home Economics centre will get a $500,000 refit to turn it into a commercial kitchen. Automotive updates and IT infrastructure upgrades are also due to occur. We have had a new cricket pitch laid on our oval in conjunction with the Moonta Cricket Club as well as new storage water tanks and fire hydrants installed. The Art room has had extensions and several rooms have been painted over the holidays.

Getting students established
The first few days and weeks of any school year are extremely important as we re-establish and introduce new routines and expectations with the intention of starting the school year in a positive manner. This week, all students will be spoken to about the importance we place on them striving to do their best. We expect them to engage in activities, to make the most of their opportunity at this school so that their chances for the future are maximised. Other things we will talk about include:

Appropriate behaviour
Harassment, physical violence, disrupting others learning, any form of substance abuse, cannot be tolerated in a school setting. Teachers and students have a right to concentrate on learning in a Learning, Caring, Sharing environment.

Appearances including the ways the grounds, buildings and classrooms are cared for. There seems to be an absence of graffiti and rubbish in our surrounds. Certainly the school looks great today. It is something I have acknowledged and expect to continue.

Students wearing uniform is very important. It sets work apart from the weekend or after school activity. We believe it helps to build identity and pride; it is a discipline that I think helps create a better learning environment. I ask parents to support the school in this regard.

Punctuality/Attendance
All students need to be at school and to their lessons on time. Continual lateness and/or non attendance has a dramatic affect on students’ learning. Support from parents here is critical especially in the years where students are reliant on parents to make this happen.

Bullying/Harassment
My belief here is that all children and staff have the right to come to school, to learn or teach in a harassment free environment. No one has the right to negatively affect another person’s learning. We will strongly support this policy across the school. If your child is being harassed, or bullied in any way, then we wish to know about it as soon as possible.

I am aware that sometimes people are inclined to air grievance/concerns through gossip in the local community. This is damaging to the school and the morale of those who work and support it. If you have an issue you’d like addressed, you are encouraged to speak with your child’s teacher or the person concerned. I know staff at this school will listen and attempt to help where possible. If all else fails and you are
dissatisfied speak to Assistant Principals Di Daulby, Kris Daddow, or myself. We cannot always respond as you would like but we will listen and help where possible. (A reminder that any member of the school community can put forth proposals to our Decision Making Council which meets every fortnight.)

Positive community gossip is great and I encourage this as much as possible. It will help build our image, strengthen the school, help build school pride within our students and improve the quality of their future outcomes.

In basic terms, if you are not happy, tell us, if you are, tell everyone else.

Looking forward to a productive year. Kind regards

Dean

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2010 Staff and their main role

**Teachers:**
- Fiona Anderson: Home Ec / Secondary
- Dean Angus: Principal
- Maureen Ashby: LOTE – Japanese
- Chelsea Balnaves: Year 5/6 class
- Chris Batholomeusz: Mentoring Middle School
- Wendy Brusnahan: Secondary
- Frank Camporeale: Year 5/6 class
- Laura Camporeale: Intervention Coordinator
- Shirley Clark: Year 2 VG class
- Kerry Crosby: Primary NIT
- Di Daddow: Secondary
- Kris Daddow: PE / Secondary (Term 1 Assistant Principal)
- Di Daulby: Assistant Principal
- Barb Drechsler: Reception class
- Vicki Earles: Art
- Peta Eylward: Year 3/4 AK & Year 5/6 FC classes
- Bruce Gordon: Science / Secondary
- Neil Hackett: Tech Studies / Secondary
- Sally Hackett: Year 7 class
- Richard Hall: Year 6 class
- Margie Hancock: Year 7 class
- Linda Hettner: Reception / Year 1 class
- Caroline Hutchins: Year 2 class
- Vince Ivens: Secondary Counsellor
- Dianna Jarman: Year 3 class
- Anjali Kaushik: Maths / Chemistry
- Adele Keleher: Year 3/4 class
- Grant Keleher: Secondary
- Jane McCauley: Years 4/5 KS-S & JP NIT
- Felicity Partington: Middle School
- Sonia Perkins: Reception / Year 1 class
- Daniel Richardson: Middle School coordinator
- Margaret Pope: Student Counsellor
- Fiona Ryan: Years 3-7 Special class
- John Savage: Reception class
- Bruce Schmidt: Assistant Principal
- Amanda Shepherd: Reception / Year 1 class
- Hayley Spans: Middle School
- David Steele: Teacher / Librarian
- Kris Strauss-Scott: Year 4/5 class / Library
- Patricia Stringer: ICT Coordinator / Teacher / Librarian
- Raelene Stutley: Middle School
- Judy van Galen: Year 2 class / Literacy Coordinator
- Meredith Westbrook: Senior School coordinator

**SSOs:**
- Janine Bennett: Library
- Annette Butler: Classroom/Office
- Jenny Clow: Science Lab / Junior Primary
- Tracy Cutting: Canteen
- Lisa Daddow: Classroom
- Rachael Drogemuller: Receptionist
- Al Gordon: Groundsman
- Amy Johnstone: Classroom
- Janet Johnstone: Library
- Rob Martin: Christian Pastoral Care Support Worker (CPCSW)
- Wendy Muir: Classroom
- Nina Penna: ICT Support / PR
- Sonya Rankine: Aboriginal Community Education Officer (ACEO)
- Jan Ritchie: Finance / Office Manager
- Heather Skipworth: Student Services
- Tamra Stringer: Classroom
- Jane Sutton: Classroom
- Jane Walkley: Classroom
- Dee Wigzell: Classroom

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2010 School Term Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>27(^{th}) January to 1(^{st}) April</td>
</tr>
<tr>
<td>Term 2</td>
<td>19(^{th}) April to 8(^{th}) July</td>
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<tr>
<td>Term 3</td>
<td>25(^{th}) July to 30(^{th}) September</td>
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<tr>
<td>Term 4</td>
<td>17(^{th}) October to 16(^{th}) December</td>
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Road Crossing Monitors
Term 1, Week 2
Angus Simms, Jake Turner, Brodie Cunningham
Term 1, Week 3
David Kovic, Zac Butler, Alex Choules
Premier’s Reading Challenge is on again.
Children can begin reading for the Challenge now. At school we will be promoting and encouraging your children to take up the Challenge to read 12 books before Sept 3rd. However the bulk of reading is done at home so please support your child/ren by listening to them read, talking about their books with them and signing the record sheet.
Next week class teachers will have all the information and the reading record sheets will be handed out. The Challenge no longer finishes at Year 9 but can continue on for any senior students who would like to keep collecting medals. The Premier’s Reading Challenge website has all the information – www.premiersreadingchallenge.sa.edu.au. It is the place to find out all you need to know about the Challenge but do chat to your child’s teacher or call in at the library if you would like to know more.

Tricia Stringer & Dave Steele, Teacher/ Librarians.
The following proposals will be discussed at the meeting held Monday 1st February:

**Proposal One: School Competitions**

**Competitions / Dates:**
- University of NSW
  - Computer Skills: Tuesday 25th May, Term 2, Week 5
  - Science: Wednesday 9th June, Term 2, Week 7
  - Spelling: Tuesday 22nd June, Term 2, Week 9
  - Writing: Tuesday 22nd June, Term 2, Week 9
  - English: Tuesday 3rd August, Term 3, Week 3
  - Mathematics: Tuesday 17th August, Term 3, Week 5
- Australian Mathematics Trust
  - Dates to be confirmed at this stage.
- Informatics: Term 2, Week 2
- Rio Tinto Big Science: Term 2, Week 4
- Mathematics: Term 3, Week 3

**Proposer:** R Stutley / K Daddow

**Proposal Two: Sports Days**

**Event / Date:**
- Pre-Sports Day events:
  - Javelin: Thursday 25th February, Week 5.
  - 800m, 600m: Monday 1st March, Week 6.
  - 1500m, JP Long Run: Tuesday 2nd March, Week 6.
- MAS Cross Country: Friday 30th April, Term 2, Week 2.
- YP Cross Country at Maitland: Unknown at this stage

**Proposer:** R Stutley / K Daddow

**Proposal Three: R-6 Footsteps Dance Program, held at the Town Hall**

**Date:** Fridays of Weeks 6-10 in Term 2.

**Proposer:** D Daulby / D Angus

**Proposal Four: Change of assembly day**

**Proposal:** For 2010, the R-12 Assemblies are held on Wednesday in Week 5 and in Week 10 for Term 1, 2, 3 and Term 4 Week 5 and 9.

**Proposer:** M Pope / D Angus

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1. All children feel nervous about the new school year, whether – they are starting a new school or returning to the same school but at a new level. Be positive and optimistic about the new year but also be sensitive to your child’s genuine fears. Bullying, lack of friends, low grades, and lack of confidence are among the factors that contribute to nerves or even outright resistance. Seek help if your child seems truly scared about going to school.

2. Make sure your child has the acceptable clothes or the right, uniform. Children hate being the odd one out. Try to outfit your child in the same clothes their peer group is wearing. The middle years can be made much easier if students are equipped with the right clothing, shoes and school bag. Don’t mock your child’s choices even if you think the fashion is ridiculous or you value non-conformity. Fitting in is very important to young people and will help them start school feeling happier.

3. If your child is very shy, suggest they might be able to look out for another shy student and help them settle in. This will give your child the confidence that you believe they are socially competent.

4. Show enthusiasm for your child’s new teachers rather than harking back to last year’s teachers. Always speak positively about teachers. If there are problems, speak directly to the school rather than your child.

5. Children benefit when both parents take an interest in school. Boys especially value the involvement of their fathers.

6. Encourage your child to make new friends by making them welcome in your home and allowing sensible use of the telephone and emails. Try not to be over-anxious if your children don’t make friends quickly. Let them take their own time. However, do encourage them to become involved in sports, clubs and other activities both at school and out of school.

7. Try to arrange for an adult to be at home when your children arrive after school. Unsupervised children of any age are more prone to getting into trouble. They can also feel lonely or even scared at home alone. It’s a good time to have a chat and discuss the day. If you cannot arrange for someone to be in your home, perhaps your child could go to someone else’s house where there is a caring adult at home.

8. Try to keep the pressure off in the first stressful weeks but do talk about goals for the year, even with young children. Having achievable goals gives a sense of purpose. Goals can include getting books read, joining a team, learning a new skill or a musical instrument, or getting better grades in a subject. Encourage them, give them positive feedback, be their cheerleader and have confidence in them to do their best for a successful year.
124 students undertook the Premiers Be Active challenge in 2009. The challenge involves students ‘being active’ for at least 60 minutes a day, 5 days a week for 4 to 10 weeks and recording this data.

Congratulations to the following students –

**Bronze Medallists**

LH ~ Hannah Allen, Jackson Campbell, Brichelle Cross, Natasha Haynes, Sarah Jolly, Savannah Prout, Drayson Smith, Charlie Warren, Zarli Willshire

SHi / AS ~ Tom Cockshell, Bianca Derrington, Harrison Hatcher, Cheyanne Ostendorf, Ashton Warmington, Deeklan Waters, Michaela Woodward

JvG ~ Kurt Daddow, Shannon Daly, Chelsea Kerr, Abby Prout

CH ~ Brodan Skinner, Aidan Turner, Tahlia Woodward, Sarah Anderson, Maddison Benn, Cameron Buck, Cameron Carter, Brayden Dunn, Aleisha Mann, Ryley Paulson, Mataya Pollard, William Shippard

FC ~ Bailey Hicks, Cameron Platten, Jacob Sakoulidis, Brody Cooper, Jarrod Kroon, Joseph Sakoulidis, Katie Shipard

KSS ~ Taylor Barrett, Scott Francis

CB ~ William Etheridge, Sasha Glasgow, Chloe Haynes, Matt Perks

MH ~ Sarah Muir, Adam Silvestri, Molly Skipworth, Amber Trott, Nikki Warthold

SHA ~ Brooke Barrett, Steven McGinley, Tianna Sansbury, Kashia Vaughan, T‘leigha White

**Silver Medallist**

JvG ~ Braden Aldridge, Michael Mitchell, Ryan Mulholland, Harry Williams, Samuel Wiltshire

CH ~ Ella Mullins

DJ ~ Luke Chapman, Tiffany Clarke, Jasmine Crocker, Claudia Hatcher, Lloyd Hobbs, Maddie Musolino, Sean Paget, Ryan Shields, Nickala Smith, Kyle Turner

AK / SP ~ Lochlan Appleton, Kara Hackett, Joss Moss, Baden Northey, Kate Prout, Kelsie Woods

FC ~ Lacey Clarke, Nicole Collaton, William Jolly, James Mitchell, Jordon Porteous, Jack Ravenscroft, Tyler Groom, Natasha Hubbard, Amber Woods, Georgia Ivens, Natasha Moore, Emily Robinson, Samara Elsworthy, Georgia Skinner, Alisha Wardle, Blake Whale

KSS ~ Kyra Burns, Rachael Clarke, Sam Crocker, Cody Gaston, Gemma Ivens, Danielle McGrath, Gabrielle Morby, Kate Muir, Teneika Nitschke, Tayzsha Penhall, Brandon Shields, Briana Silvestri, Julian Tripodi, Kiara Van Rooy, Kane Vaughn, Taylah Willshire

CB ~ Bayden Cross, Brodie Cunningham, Riley Hatcher, Harry Love, Kate Stewart, Chloe Vonderwall

MH ~ Jasmine Elvin, Jaymee Matthews, Tamika Perre

SHA ~ Chloe Barrett, Sam Gamble, Sarah Hutchinson, Casey Wardle, Rachel Prout

2010 will be our students’ first opportunity to aim for a gold medal. We are looking forward to even more students completing the challenge next year.

Dianna Jarman
Swimming Lessons

Swimming lessons have traditionally been undertaken by students from Years 3 to 7 in the second and third weeks of the school year. These lessons are an important part of student learning, particularly as we live in a coastal area.

This year we have decided to trial holding these lessons at the end of the year rather than the beginning, to allow students to get a more solid start to their formal learning.

Lessons will be held for Years 3 to 7 during weeks 7 and 8 of Term 4, with Years R to 2 being held during week 9.

Di Daulby

Canteen News

Please find the 2010 Canteen Menu/Price List attached to this edition of MAS Media.

Dino Snacks are currently unavailable.

Volunteers for the Canteen, if you are able to help out at anytime, please contact Tracy in the Canteen on 88 252 088. Thank you.

Public Notices

Yorke Peninsula Beach Day Out – Beach Soccer Competition. North Beach, Wallaroo.

Sunday 21st February. Games commence at 11 a.m. Mixed Open Competition (18+ years), Mixed Youth Competition (12-17 years), Mixed Grassroots Round Robin – participation based (6-11 years). For more information or to register your interest, please visit www.ffsa.com.au, places are limited.

What's been happening around the school?

Cricket Pitch

Art Room extension

IT-East Redevelopment
Meet the Principal –
Friday 5th February, Week 2
All new parents (and old) are invited to a ‘Meet the Principal’ morning tea to be held on Friday 5th February at 9 a.m. till 10:30 a.m. At this meeting I will work through our major directions and improvement strategies. We will have a tour of the school and provide opportunities for you to ask any questions you may have. To assist with catering, if you plan to attend this meeting, can you please let the front office know.

Welcome Night –
R-9: Thursday 11th February, Week 3
Year 10-12: Tuesday 9th February, Week 3

Pupil Free Day – Tuesday 16th February, Week 4
Governing Council has approved our first school closure to occur on the 16th February. I am aware that this is very early in the year and also happening on a Tuesday which of course is not ideal for most parents.
On this day and for the next two days we are working with a literacy expert in Mr Stephen Graham. As he has to travel from interstate he is not available on a Monday or Friday. Having it early in the year will provide our staff with ideas, plans, strategies, learning activities which they then incorporate into their literacy blocks immediately. Hopefully this will have flow on effects for the entire year.

Our after school program will commence in week 3.
Tuesday 9th February:
Circus – R-7
Wednesday 10th February:
Multi-skills – R-7

The sessions begin at 3 p.m., children are to meet at the area next to Mrs Hutchins classroom for a healthy snack. They will then participate in their chosen activity from 3:15 – 4:15 pm. Children need to be collected promptly.
There are only 25 vacancies in each session. Forms will be sent home soon and I encourage you to return your forms asap. Those children who miss out will be given a note to let parents know and will be encouraged to try again next term.

Lisa Daddow
5 WAYS TO RAISE A READER

All readers

Make reading part of everyday life.
1. Start a family book group. Choose a book for all the family to read and then make a specific time to discuss it.
2. E-newsletters. Supervise your child as they sign up to children’s e-newsletters from zoos, museums, libraries or other sources that are of interest.
3. Make a fact–fiction connection. After your children have read fiction stories about a topic, provide them with newspaper or magazine articles, nonfiction or other factual information on the same topic.
4. Read for fun. Enjoy reading comics, magazines, short stories and humorous books just for fun!
5. Show that you are a reader. Kids are more likely to grow up enjoying reading if they see you enjoying it too.

GREAT READS
- Pet Vet #4: Python Problem by Darrel & Sally Odgers. When a new family moves into town, their pet python, Diamond, escapes and all the animals in town panic — except for Trump the dog, who is Animal Liaison Officer for vet, Dr Jeannie. This is an easy-to-read chapter book for young readers. Recommended for readers aged 6+.
- Malice by Chris Wooding. A riveting graphic novel. Is the legend of Malice comics true? Luke doesn’t think so, so he repeats the ‘magic words’ to disprove the rumour, and then — Luke disappears! Recommended for readers aged 10+

Dear Parent/Guardian

Medication Authority Forms now available in Medical Centres.
Ask your GP.

If your child requires short term medication to be administered during care/school hours it is a legal requirement of the Department of Education and Children Services (DECS) that a medication authority form be completed by the prescribing practitioner for each individual medication. This includes prescribed, over the counter, alternative therapies, vitamins, minerals and supplements.

It’s often hard to remember to take the correct forms to your appointment. To assist you with this the Yorke Peninsula Division of General Practice has asked all YP medical centres to install an electronic template of the required form on the GPs computers. This means your GP will always have the medication authority form available without the need for you to take a paper copy. However, it is still your responsibility to ask your GP to complete the form during your child’s consultation:

Remember: Without a completed medication authority form your child’s medication may not be administered.

Regards
Steve Glover
Executive Officer

73 Taylor Street, Kadina, PO Box 197, Kadina, South Australia, 5554. Telephone: (08) 8821 4066; Fax: (08) 88 21 4068.
Email: ypdgp@ypdgp.org.au Website: www.ypdgp.org.au

Delivering local health solutions through general practice
Thinking and the primary school years - The 4P’s of good thinking

What’s this about?

Primary school-aged children develop fascinating questions and interpretations of their world. They begin to sort, order and classify the world in more adult ways, moving away from the magical thinking elements associated with early childhood. In this article we examine how to teach your child some good thinking skills that will hold them in good stead throughout the primary years.

“The hilltop hour would not be half so wonderful if there were no dark valleys to traverse.”

Helen Keller – deaf, speechless and blind since early childhood.

What do neuroscientists do?

What type of voyeur would want to peer down microscopes to ogle entities such as neurons? And, if neurons are intertwined into a jungle-like mass, with more that 100,000 of them fitting into a space the size of a grain of sand, how could you tell one from the other anyway?

About fifteen years ago the Society for Neuroscience (www.sfn.org) had about 300 neuroscientists as members. Today it boasts over 30,000 members. Clearly, neuroscience is a burgeoning field of study. Clearly, there must be ways of making sense of the buzzing, chatting neural networks as they go about their business. That is the work of neuroscientists.

Golgi, is a staining technique used by neuroscientists for studying individual neurons. Cell bodies and dendrites stain black while the surrounding tissue remains a golden hue. Fortunately, Golgi picks out only one element from every few thousand, reducing the criss-cross mass of brain tissue to observable individual elements.

From Golgi staining we have learnt that as neurons grow dendrites, tiny bulb-like receptors grow in every conceivable location on the new dendrites, creating ‘docking area’ for more synapses. Dendrites grow in length and they bifurcate (branch) again and again in successive branching that represents lower order and higher order processes (read Diamond, 1998). When a child is born, most of the lower order branching (1st, 2nd and 3rd levels) is already in place. The higher order branching continues right through the primary years of school, adding to the increase in size and weight of the brain. So, while the number of synapses declines from birth through to adulthood, the branching of dendrites and interconnections strengthened through experience continues to grow.

What constitutes good mental exercise for the growth of dendrites through the primary years?

The primary years are a bridge between the rules and structures of home and the increasing independence associated with growing up and growing a brain that thrives on logic, reasoning and problem-solving.

Just as exercise is important for the muscles, mental exercise is important for the brain. Recall Jacob’s research from the previous article; challenging mental activities, novelty, dramatic feedback and repetition are significant factors in growing synapses. Thinking is mental exercise.

What do good thinkers have in common?

Good thinkers share at least four things in common. Langrehr (2001) calls them the 4P’s of good thinking. They are a positive attitude towards a learning task, good pattern seeking in information they attend to, helpful mental picturing with images that summarise and clarify incoming words and numbers, and useful robing or the use of rapid and silent questions they ask themselves to make sense of, and connect new and old information together.

We can teach our children strategies for doing all four of these aspects of thinking much better. Many parents teach their children what and how to learn but not how to think more effectively. Thinking, which is the mental processing of information, is a fundamental aspect of learning.

To illustrate how you use the 4P’s in thinking, consider the following problem, then how you might solve it. Then try it with your child(ren).

Lee, Aaron, Michelle, and Tina are each wearing a different coloured shirt. The colours are blue, orange, red, and yellow. Lee is not wearing red. Aaron is not wearing red or blue. Michelle is in yellow. What colour shirt is each person wearing?

P...ositive attitude

You, and your children, will associate an emotion with the task, depending on your experiences (the concepts you hold) about solving such problems. Your degree of positivity will influence the amount of motivation, attention, confidence and persistence you have with the task. Each brain constructs and links feelings with various mental tasks or experiences it constructs as memories.

P...ositive attitude

You may, or may not, see some useful patterns in the wording of the problem stated above. The fact that the boys’ names come first or that the colours are in alphabetical order are not useful patterns for solving the problem. People with a good math-logical intelligence will quickly see the pattern of a 2- variable problem – colour choices and people. This suggests a 2D table to fill in with the given data to solve the problem.

Key Points

Good thinkers will develop the skills to manipulate ideas and symbols mentally, rather than relying on the need to touch or move objects literally to work through and solve problems.

Key Points

Just like sports coaches and psychologists, parents can teach their children groups of positive thoughts to increase emotional skills such as confidence, persistence, goal setting, and delay of gratification.

P...attern seeking

You may, or may not, see some useful patterns in the wording of the problem stated above. The fact that the boys’ names come first or that the colours are in alphabetical order are not useful patterns for solving the problem. People with a good math-logical intelligence will quickly see the pattern of a 2– variable problem – colour choices and people. This suggests a 2D table to fill in with the given data to solve the problem.
Thinking and the primary school years - The 4P's of good thinking

Verbally intelligent people are quick to see patterns in words, sentences, poems, stories, letters, and the like that suggest emotion, bias, inaccuracy, and so on. There are also complex and repetitive patterns in physical body movements, there are patterns in the line, simplicity and balance of visuals, there are patterns in the body language and habits of people, and there are patterns in the tones, beats and moods of music. People who are strong in a particular intelligence are quick to sense patterns in information they are really interested in and good at. To share patterns with children it is important to talk aloud the patterns you see in such things as numbers, words, music, movements, behaviours, and visuals. Not everyone sees the same patterns as the good thinker.

In fact, poor pattern recognition, like a poor positivity, is a major cause of learning problems.

**Key Points**

Probing or self questioning is the basis of good thinking.

The ‘shirt’ problem revisited – using a Graphic Organiser (P.icturing)

Lee, Aaron, Michelle, and Tina are each wearing a different coloured shirt. The colours are blue, orange, red, and yellow. Lee is not wearing red. Aaron is not wearing red or blue. Michelle is in yellow. What colour shirt does each have on? Let’s construct a Graphic Organiser to help us.

<table>
<thead>
<tr>
<th>Information given</th>
<th>Shirt</th>
<th>Shirt</th>
<th>Shirt</th>
<th>Shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
<td>Blue</td>
<td>Orange</td>
<td>Red (NO)</td>
<td>Yellow</td>
</tr>
<tr>
<td>Aaron</td>
<td>Blue (NO)</td>
<td>Orange</td>
<td>Red (NO)</td>
<td>Yellow</td>
</tr>
<tr>
<td>Michelle</td>
<td>Blue (NO)</td>
<td>Orange</td>
<td>Red (NO)</td>
<td>Yellow (YES)</td>
</tr>
<tr>
<td>Tina</td>
<td>Blue</td>
<td>Orange</td>
<td>Red</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

Only Michele can be wearing Yellow. Tina must be wearing Red because none of the others can be. Aaron must therefore be in Orange as it is the only colour left for him. We are told that Lee is not wearing Red so he must be in Blue because it is the only colour left for him.

**Novel, challenging activities that require the 4 Ps:**

1. Design and build a cat bowl that is anti-proof.
2. Design and build a new garden tool that does the job of at least two other tools.
3. Design an experiment to see what cools quickest, a hot cup of tea or a warm cup of tea.
4. Design and build the tallest, free standing structure you can from 100 plastic straws and 1 metre of tape. The structure must support a block.

**P.icturing**

You may have started to visualise some mental pictures to summarise the given problem. The good thinker knows some standard shapes on which to summarise given data. All children can learn how to draw these shapes and how to identify key words and properties for summarising on them. Teachers call these shapes Graphic Organisers because they allow people to construct information in ways that can tell a far clearer story than a page of descriptive text. For example, there are comparison charts, Venn Diagrams, tables and timelines amongst many others. Research shows that the use of graphic organisers significantly improves recall and understanding of lengthy readings. It is also useful to get your children to shut their eyes after a reading to draw mental pictures of what they have just read. Such images have the same benefits as graphic organisers.

**P.robing**

Finally, if you really think carefully about the specific thoughts you had in preparing to do the problem you may recall some short questions you silently and ‘unconsciously’ asked yourself. Poor thinkers ask themselves very few questions and that is why they form very few connections between past and new information (for more information on questioning go back to Module 1, Parts 5 and 6). Good thinkers possibly asked themselves five to ten questions about the problem. The questions relate to purpose, past problems, picturing, parts, sequence, self monitoring, and summarising. As with P.atten - seeking, it is important for good thinkers, in this case problem solvers, to talk aloud these questions in order to share them with children. Modelling in this way is one of the most powerful ways of learning (Langrehr 2003). Probing or self questioning is the basis of good thinking. Self-questioning is essential for making interconnections between new and already constructed information in our brains. The fewer the questions we ask ourselves, the fewer the connections create in our brains.

**Key Points**

Probing or self questioning is the basis of good thinking.

**Summary**

The least I need to know

The higher-order branching of dendrites associated with the primary school years helps a child to construct and solve problems using mental imagery. Good thinkers build good mental imagery. And, good thinkers share at least four things in common. Langrehr (2001) calls them the 4P’s of good thinking. They are a P.ositive attitude towards a learning task, good P.attern seeking in information they attend to, helpful mental P.icturing with images that summarise and clarify incoming words and numbers, and useful P.robing. Model these qualities for your child.

**References**

(Items marked * are available from Mind Webs).

Log on to www.mindwebs.com.au or call Cathy Joseph for a catalogue (08) 8358 6993.

Magic Trees of the Mind, Marian Diamond and Janet Hopson*.

Become a better thinker, John Langrehr*.

Teaching children thinking skills John Langrehr*.

Next Issue – part three:
Ways to support your child’s growth and learning at home.
Week 2
**Monday 1st February**
5 p.m. DMC meeting

**Wednesday 3rd February**
7:30 p.m. Governing Council

**Friday 5th February**
9 – 10:30 a.m. Meet the Principal

Week 3
**Thursday 11th February**
Welcome Night

Week 4
**Monday 15th February**
5 p.m. DMC meeting

**Tuesday 16th February**
Pupil Free Day

Week 5
**Thursday 25th February**
R-12 Assembly

Week 6
**Monday 1st March**
5 p.m. DMC meeting

**Wednesday 3rd March**
7:30 p.m. Governing Council AGM

**Thursday 4th March**
Sports Day

Week 7
**Monday 8th March**
Public Holiday – Adelaide Cup

**Calendar**