

BULLETIN



East Bentleigh
Primary School

www.eastbentleighps.vic.edu.au

Phone 9570 3525

Email: east.bentleigh.ps@edumail.vic.gov.au

Term 3 / Week 3 : 30th July 2020

SCHOOL VISION: East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

At East Bentleigh Primary School we are committed to child safety.

Hello everyone,

I hope that you are all managing to keep hale and hearty as your family lives through these worrying and stressful weeks of remote learning. My spirits have certainly been lifted as I attend class Webex meetings and being able to speak to your children as well as looking over the wonderful work that your children are doing. From Jethro and Salome's role play on Fred Hollows to Zara's mini movie on Neil Armstrong, to Max's tips to his class on how to find emojis, to Cleo's descriptions of optimism and Harper's singing of 'Always look on the bright side of life', to the children in 2S yesterday being encouraged to find where they see persistence in themselves. All of these examples and many more remind me that where there is a will, we will all find a way through times like this. I'm grateful every day for the dedication of our teachers and ES staff who are working to support our students and their families day in and day out.

Coronavirus Update

As far as any further information in regards to how schools will operate for the remainder of Term 3 I know nothing more than anyone else at this stage - rest assured as I am advised of anything I will share this with you. What I do know is that there is a meeting between DET and DHHS every evening at 6:00pm to discuss issues around how COVID is affecting the operations of schools, in particular those schools (now 63 of them) which have had to close due to a positive test. I encourage you to use the following link where you will find up to date information.

<https://www.education.vic.gov.au/Pages/default.aspx>

On-site Supervision

A reminder that any families requiring their child to complete their online learning on-site must advise me by the Thursday of the previous week, by completing the DET form (the link is included in the email which includes this Bulletin), so that I can make appropriate arrangements here at school for their supervision, where they will be supervised to complete the same program as their peers at home.

Please note that any children attending on-site must enter via the main office door, where they will be temperature checked and hand sanitised. They will then move to the appropriate learning areas.

Please advise us as soon as possible if your child is unwell and not attending on his/her allocated day. PLEASE DO NOT SEND UNWELL CHILDREN TO SCHOOL.

Bulletin continued next page.....

Parent Survey

Thank you to all families who have taken the time to respond to our short survey sent out at the beginning of this week. So far we have had 76 responses .

Your responses are being analysed and will inform us in any future planning.

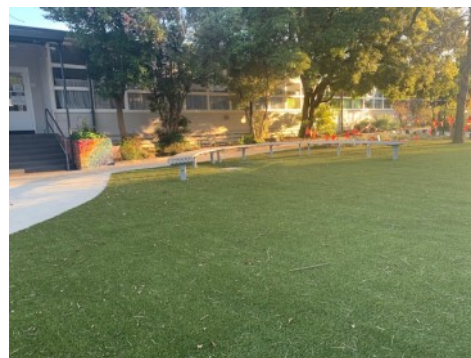
If you haven't already done so I encourage you to take the opportunity up.

<https://drive.google.com/drive/folders/0B3drIH1XWLg7cDITU1IDcTJJdVE>

The survey link closes tomorrow.

Facilities

As our beautiful new building awaits the return of our students to school (don't we all!), some of the finishing touches are being put into place. The outdoor seating and tables are now in place, helping to make this space even more welcoming. We are expecting the playground to be installed in the next few weeks as well. I have been advised that the work on refurbishing the oval will begin after the September Bently Farm Market.



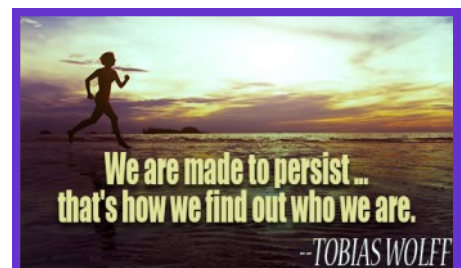
Thank You

Finally this week, I'd like to thank the consistent band of helpers who led by Heidi continue to assist in the setting up/closing and greeting shoppers to our monthly markets. Currently our BFM is run along strict COVID-19 protocols, meaning that we don't run our breakfast or waste wise stalls, as we encourage our shoppers to 'shop and leave'. I know that our stallholders are very grateful that our market continues to operate during this period, which of course it couldn't without the generosity of our parent volunteers.

Thank you one and all.

Thought

Until next time.....Maria Shearn - Principal



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INSIGHTS

Collaborative parenting style wins the day during COVID-19



The close quarter living that most of us have experienced during the COVID-19 pandemic has tested the patience and communications skills of even the most assured parent. The constancy of members living together is a test of family management skills, revealing any flaws or limitations that exist.

Those that rely on a coercive (“do as I say”) approach probably discovered that dominance works well in small doses, but fails miserably over the long-term, with family harmony severely impacted.

Parents who use a laissez-faire (“she’ll be right”) approach may have found that one or more children struggled with a lack of structure. In the absence of positive leadership, a child more than likely stepped up to fill the void, rendering parents with limited influence.

Those who used a parallel (“you go your way, I’ll go mine”) approach may have experienced a relatively quiet parental existence, but this will more than likely come at the expense of group cohesion and children’s mental health.

Collaborative family leadership

Life in the family cocoon has suited parents that use a more inclusive, collaborative parenting style. This is a style that gives children a voice, commensurate with their developmental stages, in how the family conducts itself.

Features of a collaborative family

Parents who adopt a collaborative approach impact family culture in positive ways, so that their family becomes a collaborative unit. Here are some features shared by collaborative families:

Respect is a key value

This style of leadership treats kids with respect but importantly, expects respectful, considerate behaviour from children in return. When kids fail or forget to practise respectful treatment of others they are respectfully brought into line and reminded of their responsibility to others.

Kids contribute

Kids in collaborative families generally help out without being paid. A jobs’ roster is the preferred method for ensuring kids contribute as authority is diverted from parent and rests with the group instead.

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Language is cooperative

Parents who adopt a collaborative approach generally use language that invites children to cooperate. They also use the word “We” a great deal. “We’re relying on you to set the table before dinner” reminds a child or teenager of their contribution to the family good.

Rituals are strong

Collaborative families also use rituals such as mealtimes, special days and the like to build strong family bonds. These structured get-togethers are balanced with plenty of informal, fun activities where members can enjoy each other’s company.

Decision-making is shared

Most parents who successfully adopt a collaborative leadership style have a process that engages kids in family decision-making and resolution of conflict between siblings. A regular family meeting or council is a common forum used by collaborative family leaders. These meetings may take time to get right and some effort to convince all family members of their benefits, however once they’re embedded they become an invaluable part of a family’s culture.

There are many ways and methods you can use to successfully raise a family, however not every method stands up to the scrutiny close of quarter living we’ve been encountering. With more time at our disposal, a wonderful opportunity exists to implement a collaborative leadership style, that will bring benefits well after the COVID-19 pandemic.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia’s leading parenting educators. He’s an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.