

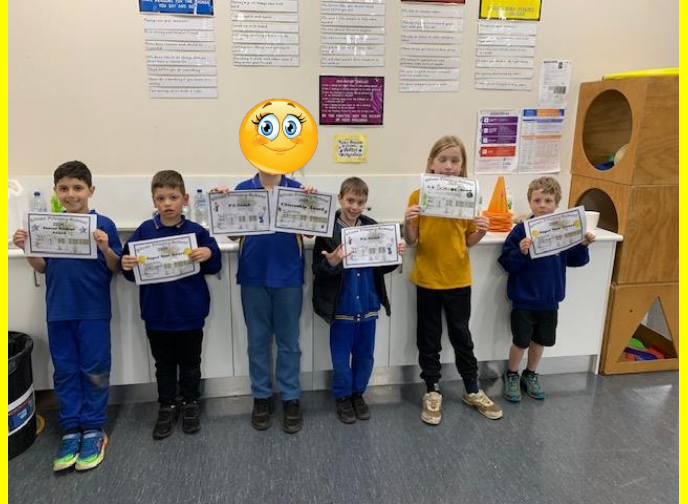
Silvan Primary School
 School No. 1801
 Main Rd, Silvan, Victoria 3795
 Telephone: (03) 9737 9258
 Email: silvan.ps@education.vic.gov.au
 Website: www.silvanps.vic.edu.au

NEWSLETTER NO. 09 June 7th, 2024

DATES TO REMEMBER

2024

Mon 10 th June	Monarch's Birthday – Public Holiday
Tues 11 th June	BSEM Professional Learning – Curriculum Day (Pupil Free)
Wed 12 th June	Thank a First Responder Afternoon Tea 2.30 pm – 3.30 pm
Wed 19 th June	School Photos
Mon 24 th June	Reports go home
Wed 26 th June	3 Way Conferences 2.30 pm start
Fri 28 th June	Last day of term – 2.30 pm dismissal
Mon 15 th July	First day of term 3



CURRICULUM DAY – TUESDAY 11TH JUNE

Don't forget that Tuesday 11th June the school has a curriculum day and therefore it will be a pupil free day. The whole staff will be attending our final Berry Street Education Model professional learning day at Olinda Primary School.

AWARDS



WALK/RIDE TO SCHOOL DAY





Thank you to everyone who participated in the walk/ride to school day last Monday 3rd June. Fifteen of seventeen students lightened their carbon footprint for the better. Special call out to Amy and Joel riding all the way to Silvan from Mt Evelyn, Mrs. Hughes, and Mrs. Wallace for shuttling up and back to Queens Rd on foot, keeping our students safe. Mrs. Turchett meeting us there, on her motorbike, strapping school bags to her bike and Casey supervising the ride back to school on his push bike.

COOKING

Spaghetti meatballs were on offer during cooking class today. There were no leftovers, Dane. Fettuccine carbonara is likely next Friday.



FIRST RESPONDERS THANK YOU AFTERNOON TEA

Don't forget the 'First Responder Thank You Afternoon Tea, on Wednesday 12th June. Our school will be recognizing and appreciating the first responders in our community by hosting a 'Thank You Afternoon Tea'. It will be at Silvan Primary from 2.30 pm – 3.30 pm. Everyone is welcome to attend and join us in thanking our first responders.



SELF-ESTEEM

Successes given to us but not earned, are never ours to keep.

In the light of ever increasing rates of depression in children and the alarming rate of suicide and self harm, it appears self evident that the focus (for the past 30 years) on self-esteem as the keystone of child development, has failed to deliver the hordes of higher achieving, happy children it promised.

No longer can we say that low self-esteem causes failure. The research is out in truckloads and the message is: Low self-esteem is not a cause, but a consequence of failing. Failing at school, sport, friendships etc.

Knowing this frees teachers to do what they do best and that's teaching. Children need to be taught the skills to do well. Teachers need to (and so many do) put their energy and expertise into devising engaging programs that entice children into the experience of learning.

The energy of too many teachers is drained by the constant demand of encouraging children to feel good. Caught in a cycle of praise, reward and artificial exuberance at each and everything their students do, they become exhausted and disillusioned. Made

to sell the idea that every child is special, they are numbed by the realisation that if “everyone” is special, is “anyone” special?

The notion that teachers need to encourage children to feel good about themselves before they can be successful, is not only erroneous, it’s dangerous. It tempts teachers to bathe their students in unwarranted praise. This makes students unsure of themselves and leads to the need for more praise. With no independent sense of self, born from an informative and accurate assessment of their endeavours, they become reliant on feedback that will supposedly raise their self-esteem. Like all addictions, the hit doesn’t last long, requiring more of the same at an ever-increasing frequency.

Sadly, I have seen too many teachers brought to the point of burnout trying to supply and satisfy this addiction. Teachers must be freed from the *“self-esteem first and at all costs”* scenario, to focus on the development of skills and virtues. When children learn to master challenges, study, cooperate, persevere, avoid drugs, reject crime, socially interact, analyse, empathise, add up, bisect, dissect, debate and much more, their self esteem will soar. By teaching them the skills to do good they will feel good.

This is no easy task and teachers need to be at their creative best to devise programs that engage and challenge the broad array of children in their class. So much skill is required to cater for the differing abilities of each child in a classroom. Too little challenge for some will produce boredom, and too much challenge for others will produce helplessness and depression.

Knowing that success elevates self-esteem, we can be tempted to offer children big wins with little effort. Success must be earned. Success feels best when we’ve been stretched to attain it. It’s the application of effort that allows us to own the outcome. By owning our achievements and successes we benefit from them. Successes given to us but not earned are never ours to keep.

**DO GOOD
TO FEEL GOOD**