

## ANNOUNCEMENTS

- All winter uniform orders received are with the manufacturer and we will keep all informed on delivery dates.
- 3 February - Intermediate Phase Typing classes start
- 3 February - Rugby starts (communication will follow directly from provider)
- 4 February Intermediate phase talk - How to make a difference to people with disabilities, as part of our kindness initiative projects.
- 5 February - RAD - Read Aloud Day (Info to be sent via class teacher on 3 Feb)
- 6 February - Soccer starts ( communication will follow directly from provider)
- 10 - 27 February - Grade 6 & 7 Formal assessments begin. Further information in this newsletter on page 2.
- **14 February - Valentines Day picnic (red, white and pink foods) Karaoke requests and Cards on Sale R5 - Proceeds for Grade 7 farewell.**
- **17 February - Parent workshop, 18H00 - 20H00 Please note this will be compulsory for at least 1 parent to attend. Topic information attached on page 2.**
- **17-19 March - Shelanti School camp - Please complete all documentation and return to Miss Viljoen by 7 February 2025**

## PRINCIPAL'S LETTER



Last week, we completed the Wheel of Choice, and we are confident that our learners are now more empowered to make thoughtful decisions when facing challenges. Moving forward, we will continue reinforcing these choices as a key part of our Code of Conduct, helping our learners develop independence, confidence, and the ability to advocate for themselves.

For the next 2 weeks I will focus on metacognition. Metacognition is the ability to think about one's own thinking. It helps children understand how they learn, plan their approach to tasks, and reflect on what strategies work best for them.

By developing metacognitive skills, learners become more independent, improve problem-solving abilities, and gain confidence in tackling challenges. Encouraging learners to ask questions, set goals, and assess their progress can significantly enhance their learning experience

Shelanti uses the "Thinking Tools" of Katherine Geenberg. Also known as: The Cognitive Enrichment Network Education Model (COGNET)

The tools we will be focusing on are:

- Self-Talk/Self-regulation
- Working memory
- Precision and Accuracy
- Positive self-messages/Feeling of competence

I have attached a summary of these tools to this newsletter. We aim to empower our learners with all the tools necessary to not only succeed but thrive.

Wishing you all a wonderful week.



**IMPORTANT**

# Formal assessment Information

## Intermediate Phase

Dear Parents,

Starting in Week 6, formal assessments for Grade 6 & 7 will commence.

To minimize disruptions, we collaborated last year with Grade 6 parents (now Grade 7) to develop a more effective approach to formal assessments.

As outlined in my HOD newsletter, the structure is as follows:

Term 1 & Term 3: Smaller in-class tests with adjusted timetables.

Term 2 & Term 4: Larger exams held after school, accommodating any necessary concessions.

These timetable adjustments also impact the rest of the Intermediate Phase.

To ensure a smooth transition, Week 5 will be dedicated to preparing all learners and distributing the adapted timetables.

Please help your child prepare for these changes, which will take effect in Week 6 as per the Term Planner.

♥ Grade 6 & 7 parents: For a more detailed understanding of the assessment structure, please refer to the email sent on 31 January.

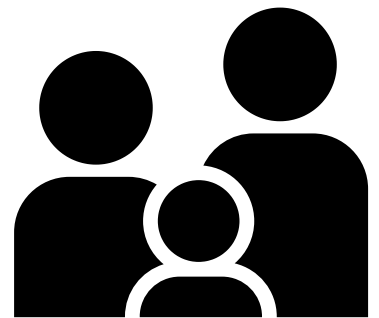
Thank you for your support.

## PARENTING WORKSHOP TOPICS

This event will focus on equipping our parents with effective tools to guide and regulate their children at home, amongst many other valuable insights.

**FP TOPIC - Empowered Parenting: Raising Resilient, Independent, and Emotionally Strong Children**

- Independence at home
- Parent regulation
- Managing demands and outbursts
- Related consequences
- Building resilience
- Overcoming anxiety
- Avoiding labels and excuses
- Connecting through play and fun



**IP TOPIC - Supporting children with barriers -**


- Inclusivity and building a collaborative support structure
- Transferring into mainstream
- The importance of extra murals and a healthy lifestyle
- Technology


**ALL PHASES TOPIC - Parenting according to thinking preferences and temperament**

- Motivation
- Keys to a better relationship
- Discipline

# My thinking tools




THINKING TOOL	MAIN IDEA	SYMPTOMS	WHAT CAN I DO?
Self-talk/ Self-regulation    Listen to your inner voice	<ul style="list-style-type: none"> <li>Control your own behaviour</li> <li>Adjust your behaviour according to the situation</li> <li>Control your impulsivity</li> <li>Use this concept to determine how much practice do you need to master this concept</li> <li>Do I understand?</li> <li>Do I need help?</li> <li>Reflect on your actions and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Unrealistic expectations of the duration of tasks and the efforts required to success</li> <li>Reliance on teachers/parents to regulate working through the task/s.</li> </ul>	<ul style="list-style-type: none"> <li>Did you control your behaviour?</li> <li>Why not?</li> <li>What can you do differently?</li> <li>What are the consequences?</li> <li>Did you ask when you didn't understand?</li> <li>Did you talk to yourself in the situation?</li> <li>Reflect!</li> </ul>
Working memory    "Clean" your minds and thoughts.	<ul style="list-style-type: none"> <li>Clear thoughts and feelings from the working memory that distracts the learner</li> <li>Focus attention on thinking, remembering old information and integrate old and new information.</li> <li>Use all the space available in the working memory</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty recalling things/events</li> <li>Finds abstract thinking difficult</li> <li>Working memory is occupied by ideas/thoughts/emotions not pertinent to the task</li> <li>Difficulty in focusing on the task/ appears distracted.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the learner to briefly focus on the irrelevant thoughts and then "wipe" them away</li> <li>Find the inner meaning that can improve Working Memory</li> <li>Revise daily using different memory techniques.</li> </ul>
Precision and accuracy    Check and make sure it is correct.	<ul style="list-style-type: none"> <li>Why do I need to be precise and accurate in this task?</li> <li>Do I understand the words/ instructions to complete this task correctly?</li> <li>Do I need more information?</li> <li>To know there is a need to understand words and concepts and to use them correctly and to seek info automatically when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of awareness of the process of Precision and Accuracy.</li> <li>Expresses words and ideas carelessly</li> <li>Inadequate understanding of words and ideas</li> <li>Do not supply enough details when communicating.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the learner to ask: Do I understand PRECISELY what to do?</li> <li>Do you have all the items needed to do the task?</li> <li>Do you need to ask questions to come to a better understanding of what to do?</li> <li>What can you do if you don't have a precise idea?</li> </ul>
Positive self-message Feeling of Competence    I can! I will try again!	<ul style="list-style-type: none"> <li>To energise feelings, thoughts and behaviour by developing beliefs about being capable of learning and doing something effective.</li> <li>To become aware of secure and insecure feelings.</li> <li>Overcome feelings of self-doubt</li> <li>Look for reasons to support beliefs of Feeling Competent.</li> </ul>	<ul style="list-style-type: none"> <li>Lazy</li> <li>Avoidance behaviour</li> <li>Lack of initiative</li> <li>Lack of motivation</li> <li>Praise alone does not develop feelings of competence.</li> </ul>	<ul style="list-style-type: none"> <li>Give descriptive feedback: I like the way you....</li> <li>Be careful of your words: Let's rather use words like: I will try again... I don't always have to be the best/first I have now learnt that...</li> </ul>
Space and Time    Right to left Top to bottom	<ul style="list-style-type: none"> <li>Relate objects to size, shape, distance and location.</li> <li>Relate objects in space to each with and external orientation N,S,W,E and internal orientation such as front, back, right and left.</li> <li>Relate events chronologically</li> <li>Relate events in duration</li> <li>No concept of time</li> </ul>	<ul style="list-style-type: none"> <li>Do not understand basic spatial concepts</li> <li>Do not follow instructions with a spatial component</li> <li>Difficulty reading a map</li> <li>Lack of the understanding of time, events, past &amp; future</li> <li>Difficulty telling the time</li> <li>Difficulty in recall events in chronological order</li> <li>Can't give directions.</li> </ul>	<ul style="list-style-type: none"> <li>Use words like: left, right, behind middle in everyday activities.</li> <li>Make the child aware of the space around him/her</li> <li>Do crossword puzzles</li> <li>How will we stack/organise these objects?</li> <li>Where will you find the map in your book? In front/at back?</li> <li>If you had to draw a picture on this paper where would you start/end?</li> <li>What can you do in 5 minutes?</li> <li>How long, do you think, it will take you to...?</li> </ul>

THINKING TOOL	MAIN IDEA	SYMPTOMS	WHAT CAN I DO?
Selective attention    Focus, listen forget about everything else	<ul style="list-style-type: none"> <li>To choose between relevant and irrelevant information and to focus on the information needed in the learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty to discriminate between relevant and irrelevant info.</li> <li>Not knowing how to pick out information in general.</li> <li>Basing solutions of problems on wrong information.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate using the "camera" what selective attention is.</li> <li>Can you see anything else, except what you are looking at?</li> <li>When you use the tool of selective attention you should only see and hear what you should be focused on and block the rest out.</li> </ul>

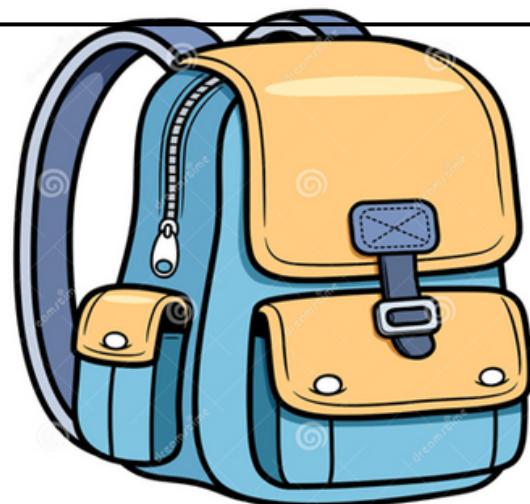
THINKING TOOL	MAIN IDEA	SYMPTOMS	WHAT CAN I DO?
Bit by Bit  	<ul style="list-style-type: none"> <li>Input: The gathering</li> <li>Elaborate: Processing</li> <li>Output: Apply</li> </ul>	<ul style="list-style-type: none"> <li>The application process is incorrect or not done at all.</li> </ul>	<ul style="list-style-type: none"> <li>Walk the child through the process off input, elaborate, output.</li> <li>What was the instruction? Let's break it down. What must we do? A chart/table</li> <li>Now complete the task and check whether it complies with the</li> </ul>



## My thinking tools (cont)

THINKING TOOL	MAIN IDEA	SYMPTOMS	WHAT CAN I DO?
Connect 	<ul style="list-style-type: none"> <li>To find relationships amongst past, present and future learning experiences automatically.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of relating past experiences to the present</li> <li>Difficulty in transferring knowledge to new tasks.</li> <li>Can't develop their own learning strategies and depend on others to help them come up with ideas</li> </ul>	<ul style="list-style-type: none"> <li>Have discussions about prior knowledge and how this helps him/her understand the work.</li> <li>Ask him/her to do research independently and then apply to present task?</li> <li>Research past inventors, scientists or painters and discuss how they contribute to today's world.</li> </ul>
Remember what we did, do it again.			
THINKING TOOL	MAIN IDEA	SYMPTOMS	WHAT CAN I DO?
Mind and Heart 	<ul style="list-style-type: none"> <li>To recognise the link between heart and mind. Positive thoughts have a positive outcome.</li> <li>To recognise and understand feelings relating to change, personal growth and new learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Resistance to moving out of their comfort zone.</li> <li>Resists change.</li> <li>Overcome by feelings</li> <li>Avoids new experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Don't let your feelings dictate your actions.</li> <li>Tell yourself you can!</li> <li>If you are not calm and content you can't learn.</li> <li>Acknowledge your feelings so you can change your behaviour.</li> </ul>
My feelings and emotions			
THINKING TOOL	MAIN IDEA	SYMPTOMS	WHAT CAN I DO?
Effort and outcome 	<ul style="list-style-type: none"> <li>To come to the realization that effort= outcome.</li> <li>Accomplishments come with consistency over a long period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Not self motivated</li> <li>Efforts are poor</li> <li>Output poor</li> <li>Underachieving according to potential</li> </ul>	<ul style="list-style-type: none"> <li>Model good work ethic</li> <li>Demonstrate that practise makes perfect.</li> <li>Use a time table to invest time on a daily basis on important aspects of learning.</li> <li>Start studying timeously.</li> </ul>
Well done, you are a star.			

Did you pack your thinking tools?





# AUTISM WORKSHOP

**NEURODIVERSE SUCCESS: Choosing  
the right school, constructive  
discipline and motivation for growth.**

R350 per person. Booking  
confirmed upon payment.

Contact

[andrealgrant@gmail.com](mailto:andrealgrant@gmail.com)  
for more information and  
banking details.

@Shelanti Private School

Saturday 1 March

10:00-12:00