Dear Parents and Friends

Over the term break, I joined colleagues in attending a two-day program on Marianist Identity, at Chaminade College, Los Angeles. The following week a number of us attended the New Technology Network (NTN) Annual Conference in Orlando, with another team attending the Teaching as Ministry conference conducted with the Marianist network of schools at the University of Dayton, Ohio. The Chaminade and Ministry conferences provided unique opportunities for the development of our understanding of the Characteristics of Marianist Education and how to make these tangible in the life and operation of Emmanuel.

Equally, the NTN conference provided a valuable opportunity for training learning leaders in supporting colleagues in the PBL classroom and to develop our understanding of how student-centred learning enhances student outcomes, including their development of 21st century skills. Although it was an intense ten days in terms of flights, time zones and jet-lag, all attendees benefited greatly in their professional learning and development.

Last Friday, at Notre Dame Campus, Emmanuel staff joined colleagues from Thomas Carr College, at the Faith Development day, led by Dr. Ernesto Valiente, Assistant Professor of Systematic Theology at Boston College. Dr Valiente led us in a rich reflection on the Ministry of Jesus, the Kingdom of God and the Cross and Resurrection.

Students met with their teacher advisor today to discuss the keys to success over this term, and subject selections for next year, in light of their midyear reports. Congratulations to students who have commenced their Term 3 studies in a dedicated and organised manner – a great start to generating the sustained hard work needed to achieve excellence this semester: the best definition of ability is ‘applied effort’!

Congratulations to Crystal Jacob on winning the ‘Year 9 Non-Italian’ division of the 2016 Dante Alighieri Poetry Recitation Competition, held at The University of Melbourne. Crystal outperformed over 3000 students state-wide in her winning recital of the poem ‘Filastrocca delle differenze’. Well done also to James Abate, Olivia Cincotta, and Tania Capovilla on reaching the finals of the competition.

Congratulations to the SACCSS Senior Boys football team on their Grand Final victory over CRC Sydenham. Also to Kyle Blake and Nathan Malkoun on their selection in the ACC Football Team of the Year, and to Ben Carrigan on his selection in the ACC Soccer Team of the Year. Well done also to alumnus, Scott Hend, on his selection to represent Australia in golf at the Rio Olympics.

This week, the Annual Showcase was staged by students in our Performing Arts programs. Congratulations to our singers, musicians and dancers on a great evening which was a true showcase of the extraordinary standard they have achieved through effort and perseverance over many years.

Last week Father John Healy led senior and middle leaders in a reflection on leadership at Emmanuel and the call of St Teresa of Avila, in which we all share:

Christ has no body but yours... No hands, no feet on earth but yours,
Yours are the eyes with which he looks...Compassion on this world.

Christopher Stock
Principal
Campus Leaders

The end of week four already; where does the time go? When we look back on the past two weeks and reflect on all that has occurred at Emmanuel College, it’s evident that it is a very busy place.

The VCE, Year 9 and Year 10 2017 Information Nights were well attended. Although, we are looking ahead for next year with subject selection process, students have a lot of work to be done this semester. It is important that students continue to work to their personal best and keep developing good organisational and study skills. Just a reminder, subject selections for 2017 are to be completed on-line and are due by Tuesday 9 August.

A reminder that the uniform policy requires that all students are well groomed at all times. Male students are reminded that they are required to be clean shaven at all times. Please ensure that shirts are the correct size so that collars are not too tight when buttons are done up. Hairstyles and colour should reflect a moderate and neat image and should not be at odds with the look of the formal college uniform. Some examples of excessive styles would be dreadlocks, shaved or severe undercuts or lines. If clippers are used, do not go below number three. Similarly, hair colour should be natural looking. Dramatic two-tone colours are not acceptable. Long hair should always be clean, well groomed and tied back. Fringes need to be tied or pinned away from the face. Long nails and nail polish is not permitted. All students are required to have their ties and top buttons done up at all times. Girls need to ensure that their kilts are worn at a length that is no shorter than just above the knee. Please do not shorten them as they are designed to be worn at this length. Girls have been requested not to “hitch” up their kilts with the intention to shorten them. The kilts are a very costly item, and generally a student who purchases a correctly sized kilt should be able to complete their secondary years with the one kilt. If you make alterations to the kilt then you may find that you will have to purchase this item more regularly. We wish to emphasise the importance of students wearing their uniform correctly and with pride. Girls who choose to wear navy slacks are reminded that they should be wearing navy/black socks. The manner that a student presents themselves in public reflects on us and greatly influences the community’s attitude towards Emmanuel College.

If you are dropping off your son or daughter in the mornings, please ensure that they arrive prior to 8.25am. Often parents forget that students need to go to their lockers to unpack their bags and collect their books for periods one and two prior to Homeroom. It is very disruptive to have students arrive after the commencement of Homeroom and students miss out on important information that is distributed during this time.

There have been some cases of head lice reported so please check your child’s hair and take appropriate action. Please remember that long hair should always be tied back and this will also help to reduce the possibility of infection.

Resilience Project Preamble & SPC Forum
On Wednesday 8 September, forums will run at both campuses concurrently. NDC will host Hugh van Cuylenburg from the Resilience Project. A small overview of the project from the website follows:

THE RESILIENCE PROJECT – Helping Young Australians to be mentally healthy, inspiring students, empowering teachers, engaging parents [taken from theresilienceproject.com.au]. Hugh is an engaging speaker and brings a powerful message for all. He will present to students later in the year and this is an opportunity for parents to be active in their child’s education. This evening received very positive feedback from the parents who attended the presentation at St Paul’s earlier in the year. Parents from St Paul’s may wish to attend this session. SPC will run a parent information session on how to make the best use of the electronic communications provided by the school – specifically PAM [Parent Access Module] and CareMonkey, as well as touch on how to support your child to stay safe on line. Parents may like to BYOD for this evening, although this is not a requirement. In September the same sessions will offered again on the alternate campus. Further information will be sent via CareMonkey.

This week’s article from Michael Grose is about exploring the new frontier in parenting. Emotions are now recognized as an important part of the parenting landscape. Attached are five ideas to help you explore the alien landscape of kids emotions. This is an interesting and informative read and we would encourage parents to take time and read the article.

David Barr & Jennifer Webster
Leader of Faith Development

Staff Spirituality Day
Last Wednesday our Staff Spirituality Day was held on Friday 29 July with Dr Ernesto Valiente, Assistant Professor of Systematic Theology at Boston College Massachusetts. The day proved to be a wonderful day covering the topics “The Quest for the Historical Jesus, the Ministry of Jesus and the Proclamation of the Kingdom of God and Jesus’s Cross and Resurrection.” Throughout the day we looked at the historical Jesus and the impact he plays within our lives today. Held at Emmanuel College, Notre Dame Campus, it proved to be a wonderful opportunity to join with Thomas Carr College, and to be led by Dr Valiente.

Casual Dress Day
On Wednesday 3 August, the College held its Term 3 casual dress day and as always raised well needed funds for a very worthy organisation. This term, two students from the honours program decided to undertake a class task that showed support of a charity. Katelyn Baber and Alana Risteska along with the support of Mr Stiger organised a week of activities that raised not only money, but information and awareness for the Royal Children’s Hospital. This year, almost $2000 was raised for the hospital, an organisation that has helped many within our community. Thank you to all who made the week so worthwhile.

The context of Catholic schooling within the Mission of the Catholic Church
The world is the primary context and place of God’s self-disclosure to all of humanity. It is in the lived reality of our daily lives that we are called to experience God as Creator, Jesus as Saviour and the Holy Spirit as Guide. As Gerard Manly Hopkins wrote, ‘the world is charged with the grandeur of God’. The Catholic school is part of the world and part of the community of the Church and invites all the members of the school community to search for God in the world and to live a life framed by the life and words of Jesus of Nazareth. The Second Vatican Council reminded us that central to the work of schools is that: ‘true education aims at the formation of the human person.’

Declaration on Christian Education, no. 1

A Prayer for Healing

At every moment of our existence you are present to us, God,
In gentle compassion. Help us to be present to one another
So that our presence may be a strength that heals the wounds of time
And gives hope that is for all persons,
Through Jesus our compassionate brother.
Amen

Chris O’Malley
Winters House Report

At recent College assemblies, Winters students: Filip Bjelosevic (Year 10) and Charlie Vu (Year 7) have been awarded Captain’s Awards for their contribution to both Winters House and the College. Filip and Charlie are talented student leaders making great contributions to the Student Leadership Group. Additionally, both boys are involved in co-curricular activities, house and homeroom activities whilst maintaining excellent academic results. Congratulations Filip and Charlie!

Winters students have been on the move during the early part of Term 3. House Captain Simon Bugeja (Year 12) is currently representing the College at World Youth Week in Krakow, Poland. World Youth gatherings are international Catholic events focused on celebrating faith and youth.

Lachlan McDonald (Year 12), has just returned from Canada and the United States where he represented Australia in the World Under 19 Lacrosse championships. Lachlan had an excellent tournament as a defensive midfielder, playing a great game in the bronze medal match which Australia unfortunately lost.

Thomas Myrụrylaien (Year 11), has also just returned from Tasmania, where he represented Victoria in the Australian Under 18 Hockey championships. Thomas also had a fine tournament playing a key role in the Victorian defence alongside some of his teammates from Altona Hockey Club. Congratulations Lachlan and Thomas!

Mr Sean Collins (MacKillop Homeroom Teacher) is also away during Term 3 enjoying some well-deserved long service leave travelling through Europe. We are fortunate to have Mr Ross Vernon joining us to keep the MacKillop boys on their toes this term. Mr Nicholas Lloyd also joins Winters House this semester whilst Ms Rose Penfold is also on long service leave. Welcome Ross and Nicholas!

Mark Turner
Winters House Leader SPC

Well the year is officially flying – term 3, and things are moving forward in overdrive. Already students are making some big decisions regarding next year now that it’s subject selection time. This can be both an exciting and stressfully overwhelming time for our students and it’s important that they speak to as many support sources as possible. Homeroom and the House structure provides a great opportunity for students to do this – they have their homeroom teachers, the experienced senior students who have gone before them, and I’m always happy to meet with students to assist them through this process.

In addition to planning for next year’s studies, we are also planning for next year’s leaders. Week 7 will see the applicants for Senior Leader present to the whole House in a campaign speech. Following the speeches students and staff will have the opportunity to vote on our 2017 senior House Captains. As we begin this process the current leaders are working hard to develop and run activities to further engage the Winters Team in some friendly homeroom competition during homeroom time itself. This should ensure that all students have the opportunity to participate and represent their Homeroom which will be a great bonus. Hopefully, all team members can make it to school on time and give their best.

Over the last few weeks all Houses have been working towards donating resources for the St Vincent de Paul Winter Appeal. This is such a great opportunity for students to respond to the needs of those less fortunate in their own city. As has been widely reported in the media throughout 2016, homelessness is becoming an increasingly prevalent problem in our society. On any given night in Australia one in 200 people are homeless. Of these approximately 6% are sleeping rough, outside or in improvised accommodation. Perhaps most concerning of all is that 27% are under the age of 18 with 17% are under 12. Donating blankets, gloves and non-perishable food, won’t solve the issue, it is a great way to help those who are sleeping rough and also show our compassion and care for the less fortunate in our society. I think we all hope that our Winters students, when they leave the Emmanuel Community, are compassionate and empathic people. People who, like Jesus, care about those who are going through hard times and show their care through the way we live. Donating to Winter goods and food is just one small way that we can show and live these qualities so to the Winters people who made the effort, we thank you very much. It will be of great use to those in need.

Congratulations must also go to the 32 students in Winters House who were recently announced as achieving a place on the Principal’s List for Academic Excellence in Semester 1. While these students were officially recognised at our most recent school assembly I would also like to congratulate those who are trying their best in their studies. As we have spoken about from time to time in Winters House – Full Effort is Full Victory. We can’t all be rewarded with a place on the principals list, but we can all work hard and full effort is a great thing – so to all those Winters students who have been working hard – well done!!! To those who have room for improvement – a new semester provides you with a new opportunity. We look forward to seeing your full effort – in your studies, in your sports, extra-curricular pursuits and in the upcoming Homeroom competition.

Andrew Damon
Winters House Leader NDC
McCluskey Homeroom Report

As a Year 7 student, homeroom was very unusual to get used to but with such a kind group of older students and a great homeroom teacher, Mr Gray, it wasn’t too difficult. In our homeroom we are a very social group and tend to talk with different age groups which is helpful. Our homeroom has students of all different personalities, however everyone gets along which is good to see. Our homeroom has done really well in homeroom sport achieving the futsal finals, we unfortunately lost in penalties. We have also participated in the sleep survey and mindfulness practise so it can help us as students. We have had an unlucky start to the year regarding homeroom points but we can still bring it back. I am glad to be a part of the Walker homeroom because of all the aspects that make our homeroom what it is.

Jordan Gasim
Walker Homeroom SPC

Photo of Walker Homeroom SPC

I am the McCluskey House Captain and a member of Homeroom McCluskey D. I am currently in my final months of Year 12. It’s been a tough year for all of us, but the end is near and it’s time to knuckle down and finish our schooling life with a bang. It’s a little bit daunting thinking that we are so close to finishing, but we still have a multitude of SACs to finish before exam revision time hits. I’m sure though that by the time graduation and our final exams come around, we will all feel like the hard work was worth it.

In my homeroom, every Monday we do a ‘Mindful Monday’ activity. This usually consists of colouring in abstract patterns or free drawing. Though it might sound childish, it helps students relax as Mondays can be hard to come back to school due to the stress free weekends. This also helps students get a great start to the week and some momentum to do well in class. On Wednesdays, we have ‘Gratitude Wednesday’ where we all write down a couple things we are grateful for that week. It doesn’t seem like much but it helps us appreciate the little things in life that are great that we might not usually think about. On Fridays, we have ‘Fun Fridays’. Usually this consists of a quiz in which the whole homeroom helps us answer questions. It’s all great fun having different students with different strengths and weaknesses helping out to find the answers.

The general vibe around homeroom is very chilled. Everyone is friendly and it makes it easy to talk to people from other year levels. Ms Slocombe does a great job at making sure notes are handed in and is easy to talk to about various school topics. She also has a usual daily routine of checking diaries to make sure everyone is under control.

My homeroom won the McCluskey homeroom competition in which all the homerooms in McCluskey had to decorate their homeroom. We filled our room with lots of yellow (as it is our house colour), and used various yellow characters from movies and games around the room. We also printed out a quote to do with ‘resilience’ which has been a constant theme throughout the year. Finally we all cut out our handprints on paper and wrote two of our best qualities on them. As a reward our homeroom was treated with a pizza lunch. There was more than enough pizza for our homeroom and everyone left very full.

All in all, it’s great to show house spirit throughout the various activities and competitions in the school year. I know once I’m finished McCluskey D will still be doing their best like we have over the past couple of years. Homeroom has been a great experience for me during school and throughout this year, and even though it may only be 15 minutes every morning, I’ve been able to develop some great friendships with students from all year levels.

Joshua Muscat
McCluskey House Captain NDC
Music News

It has been an eventful time for our developing music program. With the implementation of an 'Ensemble-Based' program, we now have students undertaking music tuition in groups and participating in the College’s first school band for some 20 years. We congratulate the 30 students from across both campuses who are making a school band a reality.

The students in the Concert Band EBP (Ensemble-Based Program) spent the last 2 days of Term 2 in an exciting intensive program which included full band tuition, small group tuition, and the chance to work with and play alongside guests to the College. Our guests, a music tour group from Chinchilla State High School in Queensland, helped and mentored our relative beginners as well as playing a concert performance for us of songs they had prepared.

The Concert Band continues to rehearse during Term 3 on Wednesdays after school at SPC. Our strong focus on effective ensemble curriculum has allowed this group to have already performed at this week’s Showcase. We look forward to many more performances from this group as it establishes itself.

Choir is rehearsing again after a well-deserved mid year break. Choir rehearsals are held on Fridays after school in MR2 at NDC. The Choir too is preparing for a series of up-coming performances which have commenced with Showcase.

EBP and Private Music Lessons: Students undertaking EBP tutorials and Private Music Lessons on both campuses are reminded to keep track of lesson dates and times.

Carmelo Puglisi
Director of Music

The Chinchilla State High School Band performing for our EPB music students at SPC
Dante Alighieri – Poetry Recitation 2016

WINNER: CRYSTAL JACOB!

Very Special AUGURI to Crystal Jacob, Year 9 who won the Finals in the category of Non-Italian Year 9. Each time Crystal was called back to read her poem again, her smile got bigger and brighter.

Crystal will attend an awards ceremony at the University of Melbourne in a few weeks to collect her prizes and recite her poem to all the other winners again!

Congratulations to all the students who participated in this annual event. We are very proud of all of you.

Anna Italia
Leader of Learning, Languages
2017 Japanese Trip Information Night

Thank you for all the Expressions of Interest for the Japan Trip. As a result, on Tuesday 16 August, 2016, an Information Evening will be held for the 2017 Japanese Trip. The Information Evening will begin at 7pm in the Trenquelleon Building at Notre Dame Campus.

The Language Team will be present, and a representative from G.E.T. Tours who will go through the Itinerary and cost per student. A time-line for payment will also be discussed and Application Forms will be available on the night.

The doors will open at 6.30pm. We look forward to seeing you there.

Julie Ireland
Japanese Teacher

Art News

VISIT BY FORMER ARTS CAPTAIN

On 22 July Khoi Nguyen, Art Captain from the class of 2014, visited St Paul’s Campus and gave presentations to senior Visual Communication Design and Studio Art students.

Khoi is in his second year of a Visual Communication Honours course at Swinburne University of Technology. He is a scholarship student and has recently been invited to apply for the prestigious Future Leaders program at Swinburne. This opportunity is only available to students consistently achieving High Distinctions in all their assessments.

Khoi showed students examples of his impressive folio work and ran an Adobe Illustrator workshop for Year 11 students. He also talked to Year 12 Studio Art students about their work and gave useful tips on examination preparation.

Students and staff were most appreciative of Khoi’s valuable advice and insights.

Sophia Wolan
Assistant Learning Leader Arts
OPEN DAY REMINDER
Make sure you attend Open Days this year. They are your opportunity to ‘try before you buy’ your university or TAFE course. We encourage all students in Year 10, 11 and 12 to attend open days.

Some Open Day Dates for 2016:
- Sun 31 July – Swinburne University
- Sat 6 Aug – Monash (Peninsula)
- Sun 7 Aug – Deakin University (Warrnambool); La Trobe University (Bundoora); Monash University (Caulfield & Clayton)
- Sun 14 Aug – Australian Catholic University (Melbourne), La Trobe University (Bendigo); RMIT University; William Angliss Institute
- Sun 21 Aug – Box Hill (Lilydale campus); Deakin University (Waterfront & Waurn Ponds); University of Melbourne; Monash (Parkville)
- Sun 28 Aug – ACU (Ballarat): Box Hill Institute (Box Hill); Deakin University (Burwood); Federation University; Victoria University (Footscray campus)

YEAR 12 NEWS
VTAC APPLICATIONS - Applications for TAFE and university courses open on the Victorian Tertiary Admissions Centre (VTAC) website on Monday 1 August, 2016 at www.vtac.edu.au. Use CourseSearch as it is the primary source of course information. You will also find very useful VTAC videos about applying for courses, SEAS, scholarships, offers and changing preferences at www.youtube.com/vtacmedia.

You can apply for up to eight courses, placing them in the order you most want them. You will be offered a place in the highest course in your list for which you meet the requirements.

Don’t forget to check out the Selection Requirements for each course for which you apply. Many use only the ATAR for selection, however, a lot have other requirements such as an audition, folio presentation, interview or an extra form/documents that must completed as well. You will NOT be offered a place in any of these courses if you do not meet the selection requirements, regardless of your ATAR.

You have until 29 September for a ‘timely’ application. After that, the normal application fee of $32.00 rises to $100.00

- Some B. Fine Art degrees at the University of Melbourne (Southbank campus) have earlier closing application dates; they close on 31 Aug for Animation, Dance, Film and Television and Screenwriting. For Production, Music Theatre, Theatre Practice and Visual Arts, timely applications close on 29 Sept and there are no later applications

- SPECIAL ENTRY ACCESS SCHEME (SEAS) – This Scheme allows selection officers at universities and TAFE’s to grant special consideration for course entry to applicants, but doesn’t exempt you from meeting course requirements. SEAS doesn’t change your educational results or qualifications but enables course selection officers to consider circumstances that may have affected your results or educational progress.

WHAT IF I DON’T GET THE ATAR REQUIRED FOR MY DESIRED COURSE?
Firstly, remember that even if you think the ATAR will be too high for you, still put your most desired course first in your VTAC application. ATAR’s sometimes come down on previous years, and some applicants get in on lower ATAR’s because of bonus points achieved, or with a successful SEAS application, so you might be surprised.

However, what can you do if you do not obtain a high enough ATAR to access your course(s)? Many universities offer pathways into university. For example, Deakin has Deakin College, Monash has Monash College, La Trobe has La Trobe Melbourne and Swinburne has UniLink. These institutions can be accessed with lower ATARs and usually provide pathways into university.

Many other pathways exist. For example, Monash offers some diploma programs (in business, science, education & nursing), the University of Melbourne offers a Diploma of General Studies as a pathway, ACU offers courses through ACUCOM, and Swinburne, RMIT and Victoria Universities offer certificate and diploma courses in their VET divisions, often offering pathways to university. Some VET providers (eg Box Hill Institute) have formal pathways to university.

Keep in mind as well, as noted in previous issues, that some universities allow students to access their courses on a lower ATAR as a result of their involvement in their communities (eg Aspire program at La Trobe and the Early Achievers Program at ACU).
Careers News cont’d

SWINBURNE UNIVERSITY NEWS
NEW COMMON FIRST YEAR FOR ENGINEERING STUDENTS AT SWINBURNE
In 2017 engineering students will begin their studies with a common first year. The B. Engineering (Honours) will teach students the fundamentals of engineering before they choose their major, ensuring they can make informed choices about their career in industry. Those who enrol in the B. Engineering (Honours) (Professional) will also complete a guaranteed 12-month paid professional work placement. See: http://www.swinburne.edu.au/study/course/bachelor-of-engineering-honours/

NEW MAJORS IN HEALTH SCIENCE AT SWINBURNE
In 2017 Swinburne’s B. Health Science will include four new majors. The degree is designed to equip students for careers promoting health and wellbeing. New majors in biomedical and clinical technologies, exercise science and nutrition will be offered alongside a revised major in biomedical science. Student who enrol in the B. Health Science (Professional) will also complete a guaranteed 12-month paid professional work placement. Find a course in health at: http://www.swinburne.edu.au/study/find-a-course/health/

DEAKIN UNIVERSITY NEWS
Find out more about your professional personality, about life after finishing Year 12, and about how to improve your study habits. Check out some of these latest articles featured in the Deakin digital content hub at: http://this.deakin.edu.au/careers/whats-your-professional-personality-the-careers-quiz; http://this.deakin.edu.au/careers/what-life-was-like-after-i-finished-year-12 and http://this.deakin.edu.au/study/five-ways-to-get-on-top-of-your-study-workload.

Also remember to check out the Deakin EXPLORE facility at: http://explore.deakin.edu.au. Find out which course suit your interests, what major studies are available to you, and how to qualify for a career that interests you, plus a lot more.

SPOTJOBS CAREER EXPO COMING
The Expo will showcase career opportunities from large employers and trades through to higher education. There will be free career advice, industry panels, interactive training demonstrations and exhibits, seminars, and a wealth of information and opportunities for further study. When: Fri 26 – Sun 28 August; Where: Melbourne Exhibition Centre, Southbank; For details and a free ticket see: www.careerexpo.com.au.

Amanda Silipo & Sol DiMaggio
Leaders of Careers

(information provided by M. Walker)
Emmanuel College Uniforms - Then and Now

1975-1987

1988-1997

1998-2007

2008-Present

Penny Cook
Emmanuel College Archives
## Calendar Term 3  Weeks 5B & 6A

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<tr>
<td>8 August</td>
<td>Year 11 Seminar Day—Social Justice</td>
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<td>NDC Year 7 Project Day (HPE) MCG Group 1</td>
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<td>NDC SACCSS Hockey Senior</td>
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<td>9 August</td>
<td>Subject Selection  Receipt forms due</td>
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<td>SPC ACC Year 10 Basketball/Table Tennis EMM v SIM</td>
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<td>SPC ACC Year 10 Hockey BYE</td>
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<td>NDC Year 8 RE Values 4 Life—Sexuality &amp; Spirituality Day</td>
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<td>NDC Year 9 Premier League Round 4 CRC STA v EMC</td>
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<td>10 August</td>
<td>SPC ACC Senior Basketball/Hockey/Table Tennis EMM v PAR</td>
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<td>SPC ACC Year 8 Basketball/Table tennis EMM v SIM</td>
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<td>NDC Year 12 PE Excursion</td>
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<td>NDC Year 12 Legal Studies Court Visit</td>
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<td>12 August</td>
<td>NDC Year 7 Project Day (HPE) MCG Group 2</td>
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<td>15 August</td>
<td>NDC Year 10 Drivers Ed Roll Class A &amp; B</td>
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<td>16 August</td>
<td>SPC ACC Year 10 Basketball Table Tennis/Hockey PAR v EMM</td>
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<td>NDC Year 10 Drivers Ed Roll Class A &amp; B</td>
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<td>NDC Grade 6 Testing</td>
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<td>NDC Year 9 Premier League Round 5 EMC v CRC CS</td>
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<td>17 August</td>
<td>SPC ACC Senior Basketball/Table Tennis SIM v EMM</td>
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<td>SPC ACC Senior Hockey BYE</td>
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<td>18 August</td>
<td>SPC ACC Open Chess &amp; Simonds (St Brigid’s Campus) 10am-2pm</td>
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<td>SPC ACC Year 8 Basketball/Hockey/Table Tennis EMM v SBM</td>
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<td>SPC Year 12 Seminar Day—Our Community</td>
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<td>NDC SACCSS Chess</td>
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<td>NDC Year 12 Seminar Day—Our Community</td>
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Community Notices

Barnstoneworth United
Junior Football Club

Why join the Barnies?

- Largest junior soccer club in the Western Suburbs
- Multiple teams in every age group
- Affordable registration fees

For more information please go to:
Website: www.bujfc.com
Email: secretary@bujfc.com
Call: 0487 916 590

Location: J T Gray Reserve, Kororoit Creek Rd, Williamstown, Victoria, 3016

Barnstoneworth United Junior Football Club
The Legend Continues
So what is this new frontier of parenting? Emotions are now recognised as an important part of the parenting landscape. Here are five ideas to help you explore the alien landscape of kids’ emotions.

It’s official!
Emotions are now part of the parenting and educational mainstream!

For some time they’ve been relegated as a sideshow to the main events of discipline, confidence building, character building, and lately, resilience.

Not now.

The recently released movie Inside Out gives life to emotions in a fun, accessible way. It’s a wonderful demonstration of why we must put emotional intelligence front and centre in our parenting and teaching.

The quickest pathway to happiness and success is the acceptance and recognition of feelings.

This is not to say that we ignore children’s poor behaviour, neglect to set limits or not ask anything of them when they’ve experienced hardship at school. Accepting and recognising emotions is an added layer in our interactions with kids, which may well be the missing link in building cooperation, connection and resilience.

Emotions are messy. They can be loud. They can be hidden. They so often interrupt our well-organised schedules. “What do you mean you’re sad? We’re off to watch a movie. It’s a happy time!” Emotions are hard to control and difficult to see. Like slippery eels swimming in a dam, you know that they are down there somewhere but it’s hard to figure out just what they are doing.

It’s a wonder parents haven’t smartened up to emotions earlier because ‘good parenting’ is hard emotional labour. When your three-year old throws a tantrum in a supermarket and all you can do is grin and bear it (rather than throwing your own tantrum or doing what you really feel like which is disowning your own child!) you’re doing hard emotional labour.

When you console and contain the hurt of a primary school aged child who throws himself at your feet howling that everyone hates him, you are doing emotional labour.

Staring down a teenager who looks you straight in the eye while spitting out “I hate you!” because you’ve denied their request to go out is hard emotional labour. Parents do emotional labour all the time. That’s one of the reasons its so draining.

Accepting kids’ emotions mean we need to listen to them. We need to be mindful of their feelings as well as their behaviours and thoughts, which is what most parents and teachers are conditioned to do. We’ve built a broad vocabulary around behaviour management featuring terms such as consequences, limits and boundaries, and time-out to name a few. And the perennial ‘To smack or not to smack’ question shows we are very willing to have debates about behaviour management methods, but discussions about emotional management are few and far between.

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The limits of many parents’ emotional vocabularies are matched by the limitations in method as well. Most parents when asked can provide plenty of ways to raise a well-behaved child but I suspect many would struggle if asked to name three or more ways to build their children’s emotional smarts. This is not a criticism but an acknowledgement of lack of training in the area.

Ask yourself, “Who taught you how to recognise, manage and regulate your emotions?” If you answered your parents then lucky you. They’ve given you the tools you need to have successful relationships, to maximise your earning potential (I kid you not) and to behave like a champ, not a chump, when playing sport and participating in other competitive or high performance activities. If you were able to identity any adult who taught you emotional intelligence then I suspect you are in rare company. My guess is you probably couldn’t identify anyone, so your emotional intelligence (if you’ve read this far you have the emotional smarts needed for focus, self control and concentration) is unconscious, rather than conscious, making it hard to teach or pass on emotional intelligence skills to kids. So where do we start?

Here are five ideas to help you explore the alien landscape of kids’ emotions, the new frontier of parenting:

1. Listen first
   When your child fusses and fumes about some wrong-doing or hurt they’ve experienced clear your mind and listen.

2. Contain rather than manage (let your kids do the managing)
   Children’s behaviour can become tangled up in upsets and disappointments. It’s hard to separate their behaviour from their feelings. Sometimes as a loving, caring adult you just have to soak up their feelings, and give them the time and space to soothe their own souls. We don’t have to do that for them.

3. Know that emotions can be pleasant and unpleasant
   We often place value judgements on emotions by saying some emotions are good or positive (happy, motivated, energised) while some are bad or negative (sad, worried, sullen). Avoid passing judgement in such ways. Recognise that emotions are pleasant or unpleasant and that all emotions are acceptable, whereas some behaviours (such as hurting someone when you are angry) are unacceptable.

4. Build a vocabulary around emotions
   Just as feelings have names, there are terms for the emotional intelligent parenting method. For instance, I-messages* are a type of communication used by parents and adults who take an emotions-first approach.

5. Help your kids recognise, then regulate emotions
   Ever told a child to calm down only to see their emotions escalate? Kids, like adults, need to recognise their feelings before they can regulate their emotional state, and that’s not easy. Emotional recognition is a complex process that takes practice. Even when we are good at it we don’t always get it right. Learning to recognise your feelings is a continuous process that’s best started when young, before the ups and downs of adolescence becomes a reality.

Emotional intelligence is best learned when it becomes part of your family’s culture, or way of doing things. When it becomes part of your family’s DNA then emotional intelligence will be passed down from generation to generation. You’ll know it’s had generational impact when your children identify you as the person who trained them in the skills of emotional intelligence. How cool is that!

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