



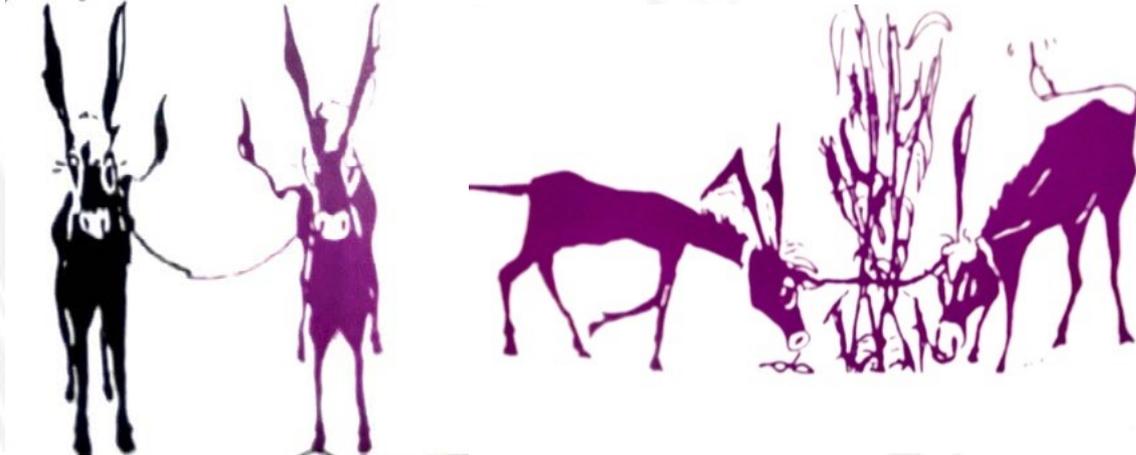
BELLAVISTA

NEWSLETTER

DEVELOPING MINDS

6 of 2021

And and both



Images: Feuerstein's Illustrations

Look at the first picture. What do you see? Perhaps you see two donkeys, tethered but separate? Maybe you identified one donkey and another donkey. You may see the donkeys as different in colour and existence. You may see that they are yoked together or parallel with one another. Perhaps you see that both donkeys are connected in their task, tied together with a purpose. Maybe they are a team? Perhaps you can see that when there is one donkey and another donkey, each is illustrated in a different colour? When the animals are engaged together, the artist represents them as one colour. Why do you think he does that?

As you read, you are experiencing a small taste of the mediating question style we use when exploring concepts and engaging thinking in Feuerstein's Instrumental Enrichment programme. It's a process of look and think, take time, look again, think again. After establishing reciprocity and making meaning from what we see or what we are exploring, the mediator will transcend the task and support ideas that relate directly to our own experience, need or life.

In this example, one bridge from the donkey illustrations is to the concept of relationships; relationships between things, people, materials or concepts. The transcendence is centred around the idea that there is *and and both* in much of what we do and know.

'Both' refers to two people identified together; for example, both the teacher and the parent worked together to establish good manners in the children. 'And' is a conjunction. It connects two ideas, entities or numbers. In Mathematics, six and four make ten. To extend the first example, the school and home placed emphasis on the child's use of good manners. In

returning to the illustrations, there is a donkey and a donkey, both making a team. Relationships are not always delineated or compartmentalised in our lives with crystal clear lines of responsibility or function one to the other. Mostly they are *and and both*.

Many other things sit in the and and both paradigm. Allow yourself to think through the examples below:

When it comes to both teaching and learning, children need school and home. They need both. To endure you need resilience and grit. These qualities are different and you need both to overcome challenges. The same goes for passion and perseverance in reaching a goal; you need both. To responsibly steward our planet and all its life, systems and vast wealth, we need both an economic and an environmental mindset. We need EQ and IQ. We need both. A person's moral compass requires both logic and faith to find 'true north'. Excellence demands both success and failure. Mathematics requires both precision and accuracy. To survive a crisis optimism must be grounded in reality, another case of *and and both*. Kindness is most powerful when its together with strength. Grace is both perfection and imperfection; it's both. Setting limits is only powerful if lifting limits is an option; to keep boundaries we must lay them down and relax them too; we must allow *and and both*. What will modify behaviour better than both firm boundaries and dignified rebuke? Reading is about books and e-readers, text and comics; it too is *and and both*. Both pens and keyboards can channel our thoughts; work can be play and play can be work, we need work and play to be productive. We are wired for both. There is no service to others without self-care. Strengths and weaknesses; positives and negatives; listening and speaking; limits and permissions are all examples of the principle that togetherness requires the connection created by *and and both*. Children need rules and supervision. To list rules is meaningless if we don't supervise for compliance. We need both. Discernment requires both wisdom and experience. Sometimes, two things just go together. Sometimes two things must go together to even exist.

Back to the bridging and back to the donkeys...

School and the idea of schooling children at a premise is easily accepted as a societal norm or convention in certain but not all cultures. The 'establishment' undertakes to take care of the curriculum. Parents share their responsibilities of raising and nurturing their child with others that that they chose to trust. Education, if holistic, is not the domain of only one responsible party in the arrangement, its *and and both*. Both the school and the home will together develop thinking, impart knowledge, grow skills, instill values, envision and temper their young.

Of all the 'debriefs' of 2020, the good and the bad, the ups and the downs, one of the identified positives at Bellavista School was the collaboration that strengthened between admin *and* therapists *and* teachers *and* parents as together they steered their way through the lockdown and school closures. Both school and home ensured that no child was further disadvantaged by lack of opportunity. The lockdown experience perhaps highlights the relationship between home and school for our community:

Schools partner with parents.

Parents partner with schools.

It's both parents and schools together. It's *and and both*.

Today, 28 April 2021, we enter the fourth consecutive term governed by pandemic regulations and I invite you to strengthen the power of Bellavista's **and and both**. Parents and school each bring different hats, different perspectives, different strengths and different insights to the same common purpose – the wellbeing of each child. How fortunate they are that we are tethered together in partnership around them. They have the best of *and and both*. If ever you feel you are flying solo, reach out. When we feel we are, we will.

As we plow on through the Covid-19 plateau and perpetual uncertainty, we need to sharpen our focus, and that of our children, to see *and and both*, to see that *both* is more powerful than *and*, to see that if we abandon *push me pull you* and work together, we create a force to be reckoned with.

Welcome

To our new families at Bellavista School, welcome. This is your place in the sun. Remember to download the Bellavista School app onto your phones. Welcome to Shimi Makhanya who is your contact person at reception. Also, to Nicole Lotter in Grade 3S; Christine Botha in the Remedial Therapy department and Mandy Hanouch who is stepping in as a locum Speech-Language Therapist for Nisi Cohen.

Congratulations to Nisi and Gabi on the birth of Asher in early April and to Drew and Tyrone on their wedding and new journey together in marriage.

Uniforms

Until 10 May, either summer or winter uniform codes apply. Please assist us in ensuring that your child feels proud of his or her appearance and stay with the prescribed clothing. We will be strict about:

- Only white or black sports shoes with sport uniform.
- School shoes are black and worn on Mondays and Fridays.
- School regulation socks.
- No neck or wrist jewelry; simple studs or sleepers if there are ear piercings.
- Hair neat and tidy.
- If a tracksuit, the full top and pants set at all times.
- Fleeces go over jerseys in cold weather but are not instead of jerseys.
- Beanies, scarves and yarmulkas are in school colours as supplied at the uniform shop.

Term Two Changes

Subject to being prohibited by any COVID-19 related regulations that could be applied over the month of May, we are implementing the changes to our start and close times as planned and communicated last term. All gates for drop off and collection remain the same.

This week:

All times for start of day and drop off remain as per Term One.

From 3 May 2021:

Grade R

Mondays- Thursdays 07h45 – 12h45; Fridays: 07h45 – 13h00

Grades 1 and 2

Monday – Friday: 08h00 – 13h30

Grades 3 – 7

Mondays: 08h00 – 14h00; Tuesdays and Thursdays: 08h00 – (14h00) 15h00; Wednesdays and Fridays: 08h00 – 13h30

In Term Two of 2021, children in Gr3 – 7 not doing extramurals will leave from their respective gates at 14h00.

Late Arrival and Early Departures

Any child arriving late must enter via Wingfield Avenue gate and report to the school receptionist before proceeding to class. Late arrival is recorded on the school's register. Should a child need to depart from school before the official close of school hours, the parent or designated person must inform the school via email and sign the child out from the Reception/Security. The early departure will be recorded on the school's register.

COVID-19 Protocol updates

- There is no change to the health declaration, screening, mask requirements or sanitising rules.
- We will add some communal times together in assemblies in the hall, keeping numbers lower than venue capacity and distance up.
- Parent support groups will resume.
- We have reopened the staffroom with improved ventilation and more suitable seating.
- There is no tuck shop yet and, regrettably, we are still regulated in terms of free flow parent or visitor access to the property. We will, however, start some face-to-face parent meetings when the attendees numbers are small and an in-person meeting is suitable.
- *Netball and soccer fixtures*

Netball and soccer fixtures can only resume if regulations permit. In Gazette 44339 of 27 March 2021, such competitive engagement interprovincially and interschool was listed as allowable with all protocols in place, including masks, sanitising, social distancing when not on the field, health screening and no spectators. *However*, subsequently, directions from the Gauteng Department of Education (DM 108 of 2021 new information pertaining to sport and extra curricula) called on schools in Gauteng not to engage the same. At this time, then, Bellavista School will play sport within the school, but not yet engage interschool matches.

The Bellavista COVID-19 Protocol is updated to reflect the above and on the [school website](#) as of 26 April 2021.

Bellavista Dash

A reminder that the pledge form is on the app. We do look forward to receiving many pledges.

Wishing you a good term ahead,

Alison M Scott

Executive Principal

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