



28 March 2022

Dear parents

This week, please note the following:

### Thank you

- for the wonderful support of the KweZwe **Sweetie Tuck** raffle last Friday.
- For joining us at an early morning coffee meet-and-greet by grade recently and up ahead. Appreciation is extended to the PA mums for organising the get together,

### Parent Feedbacks

- You should have reserved your parent feedback meeting with your child's class teacher via the "You can book me" link provided.
- Your child's report will be released via the parent portal, and Theresa Garden will email you the link and alert that it is ready. This is ahead of the meeting.
- The feedbacks are two way – come ready to hear how your child is performing and to offer your insights from home. It is a round table discussion with the full team, you being a vital part of that conversation.
- Remember, closing developmental delays in learning and building skills to manage these are processes over time for your child. We [don't fix kids](#) sits with the principle that [more is not always better](#) – both links are to previous blogs around these two responses and expectations. The latter is attached for your easy reading overleaf.
- Assume positive intent in all the feedback. We are here to support your child, transparently and with conviction that together we will find solutions where there are difficulties and celebrate in every instance of success.

### Lost property

There is a fortune of unmarked/ unnamed lost property in the lost property bins and at the front office. These will be on display under the gazebo at the main gate until Wednesday. Anything unclaimed will be donated to the Seconds Shop.

### Uniform

The focus on tidying up appearance over the next few weeks is on **shoes**. Currently, the formal uniform is mismatched with many children wearing sport shoes with it. Monday and Friday is strictly standard issue school shoes – black and polished. Our smart uniform really is undone when sloppy takkies are paired with it. Please assist and arrange that your child has a pair. Many children advise me that their

parents do not buy these shoes as their feet “are always growing” 😊. The latter is good news and stands as a given. Physical growth aside, their need for appropriate footwear remains.

### **Welcome**

Welcome to Mrs Portia Masiyiwa, new to our administration team. Portia will become a familiar face on the phone and in the office.

### **Diary up ahead**

On 13 April, we run our interhouse cross country event. It is a spectator free event and one that we all look forward to. Every child participates

### **Regulations and masks**

On Tuesday, 22 March 2022, following President Ramaphosa’s address to the nation, the Department of Corporative Governance and Traditional Affairs (COGTA) amended its COVID-19 Regulations through Government Gazette No. 46078 of 22 March 2022. As per these amended COGTA Regulations, the Minister of Basic Education is expected to amend the Department of Basic Education (DBE) Consolidated Directions (12 February 2021). While we await amendment of the DBE Directions, which are anticipated to be gazetted soon, there are no changes in terms of the COVID19 protocols at school.

The COGTA Regulations provide that the mandatory requirement for face masks remains applicable in indoor public places for every person, excluding children under the age of six; there is no mandatory requirement to wear a face mask in open public places, provided that a social distance of one metre is maintained; and schools are excluded from the requirement of maintaining a social distance of one metre between people.

As soon as the Gazette for Education is issued, you will receive further information on how we intend to manage the above. Please do anticipate a gentle progression towards this end, as we teach our children how to navigate a mask-on, mask-off routine. Keeping hats on heads is challenging. Keeping ‘my mask is mine’ could be interesting! Apart from practical routine and strategies, we know that many children will need to reorientate themselves to facial cues and expressions. Like everything we do at school, we will proceed with intention and deliberately. Certainly, we all look forward to this aspect of relaxing the protocols. We are hoping that access to schools for parents can be freer, but there is no indication on that yet.

Enjoy the week!



[A Beautiful View](#) / By [Bellavista](#)

**Author: A M Scott**

In our modern day lives, when everything is available anytime online and our panic to provide our children with all that we can afford is driven by smart marketing campaigns and idealistic social media facades, it is easy to think that “a lot” will be solution and “a little” is inadequate. Research and common sense might just call this false truth into question.

Children are developmental creatures. Adults are too. As humans, we evolve into a state of being and, at any one time, we are on the spectrum of aging; or, more kindly, ‘maturing’. Think of a person as a physical, cognitive, socio-emotional being.

Physically, we accept developmental theory readily – it happens in front of our eyes. Babies walk at a certain age. Toddlers talk at certain milestones. Adolescents enter puberty quite apparently. Adults mature. Humans have distinct physical ability at certain times of their lives and this is seldom disputed (although at 40+ limitations may be reluctantly accepted).

The same developmental framework exists on a socio-emotional level. Theorists like Erik Erikson and, dare it be said, Sigmund Freud, have carefully spelled out stages of this development. Whilst this piece is not to bash out the nuances of the theories, there is some agreement that we start life quite egocentric, prioritising our survival and only considering ourselves; then dawns an awareness of ‘the other’; we move on to establish our individual identity and thereafter relate with others for the rest of our days. We conclude our life either in a place of fulfilment and what Maslow calls ‘self-actualisation’, or in a state of what Erikson calls ‘despair’, unsettled and discontent with how we have lived our years. Every socio-emotional stage throughout a lifetime is described by Erikson as a ‘crisis’, and how we resolve each crisis determines how well we manage future demands on our emotional reserve. In layman’s terms: *children must separate from their parents and feel secure; adolescents must find out who they are and what they believe; young adults must forge a sense of purpose; older folk must find contentment with the life they have lived.*

Cognitively, we are developmental too. Infants and young children experience the world in a very concrete fashion. Objects exist or they don’t. Learning happens in a successive manner based on sensory input and concrete actions that form the output. As children enter the primary school years, their cognition becomes a little more abstract, but not entirely. They can accept, for example, that 250ml water is the same amount of water whether it is in a cup or poured in a bowl. They are able to conserve number. Only after the age of eleven or twelve years will a child begin to connect events and concepts more abstractly and so deal in hypotheses and scenarios that may not be visible before them. Think of the cognitive move in Mathematics from seeing parts of a pizza cut up as 1 or  $\frac{1}{2}$  or  $\frac{1}{4}$  of a pizza to seeing the abstraction that is a number written in numerators and denominators to represent parts of a whole.

Why the theoretical lessons just as the school term ends? As you enter the holiday and reflect on the term past or plan the term ahead, consider that **a lot doesn't mean a lot** when you place a child on a developmental framework. Growing up takes time. It happens progressively, with just the right amount of nurture and attention. Nothing more. Nothing less. Intervention can only be paced with the maturation of the child; neither more nor less will deliver the right outcome.

A lot of therapy won't accelerate development; well-planned, regular intervention supports progress and addresses lags on a perceptual level.

A lot of sport won't make a sports star; deliberate practice with proper periods of effort, nutrition and rest might.

A lot of awards and rewards won't build esteem; but acknowledgement in just the right moment will.

A lot of supplements won't address issues that are developmental in nature; the right routines and lifestyle might.

A lot of gifts and novelty won't replace the need for nurturing in a child's life; be it in toddler years or late adolescence, unconditional love will always deliver.

A lot of toys and technology won't stimulate cognitive development better; natural experiences in the mud, getting wet, baking, setting the table, hearing debates, travel, grazing knees and building rocket ships out of cardboard might.

A lot of tutors can't bridge the gap that needs to close developmentally.

A lot of opinions, tests and exploration might mean more confusion not less. Rather partner with someone you trust to return to basics and a careful look at the history and facts already known.

More counselling won't produce the ethical child; consistent parenting might.

More discipline won't shape the values of a young one more than good modelling of right and wrong, clear boundaries and fair, consistent correction.

***A lot doesn't mean a lot. Something might mean everything.***

An incremental improvement on your child's standardised scores for reading is the developmental step you are looking for. Progress means everything.

A kind word, a gentle smile, a gracious act and respectful greeting from your child indicate that he or she sees 'the other'.

Quick eye contact, a nod or a 'thumbs-up' might make your child's day.

Thirty minutes on a 'date' with you once a week, could be all the quality time that your child is looking for.

A quick *WhatsApp* to your teenage daughter to wish her a great day might just help her feel supported as she ventures into her world.

A smart haircut and the correct polished shoes might be the something that means everything as your child presents himself at school.

A few small healthy snacks packed by a parent may mean more than the store's vacuum packed offering.

Simply attending school as required and receiving regular affirmation builds a work ethic for life.

Telling a lie to bail your child out of a consequence might just model negotiable ethics for your child forever. One small indiscretion to avoid a moment of discomfort might mean everything later in life, for the worse.

Taking a risk and failing, and having this celebrated in and of itself, could be the support a parent needs to give to launch a successful entrepreneur later.

Children are developmental. Our world forces adult demands on children's lives. We need to consider the framework, *stop the bus*, acknowledge the stages of development and let our children be children where something might mean everything and a lot doesn't mean a lot.

Pledge yourself to use the upcoming holiday to be – to be in the moment; to relate with one another; to idle away the time; to read stories together; to explore the environment; to care for other people. Children grow over the holidays. They will come back to school older, enriched, and with shared family experiences that become memories. Use the time to do something little that could mean a lot!

Alison M Scott (Mrs)

Executive Principal

## **KweZwe Assembly**

Friday is the Kwezwe Assembly and we are hoping a representative from Kwezwe will attend. The Lego items collected will be handed over to them. If you have any surplus toys, please can you consider donating them to the school before Friday for us to include in the handover to KweZwe. Thanking you in advance.

## **Nisi Nutrition Tip #3**

Dear Parents and Staff

Thank you so much for all the positive feedback thus far! I'm back for Round 3 to discuss Choline! Have you heard of it? It might ring a bell for some ladies who have taken a prenatal supplement. Many organisations, including the American Academy of Paediatrics, list choline as a crucial nutrient during pregnancy and early childhood. Choline plays a role in cell membrane development and it is used by the body to produce acetylcholine. Acetylcholine is a neurotransmitter (brain chemical) that is responsible for important brain functions, such as muscle control, mood, memory, thinking, and learning.



To give your child a brain boost, try incorporate these foods into as many meals as possible!

- Eggs
- Beef and poultry
- Salmon and sole
- Potatoes, brussels sprouts, avocado, broccoli and cauliflower
- Leafy greens
- Quinoa
- Peanuts and peanut butter
- Edamame beans
- Lentils



**BELLAVISTA BEARS ARE BACK!!!**

The Bellavista bears will be back in action these April holidays. Six bears will be available to go with the children on their April holiday adventure! Bears can be booked the week of 28<sup>th</sup> March to 1<sup>st</sup> April from Mrs Hassall in Grade 2.



**Coach Caroline Your Learning Support Teacher**

With over 20 years remedial and Montessori teaching experience, Coach Caroline can develop a programme of unique individualised interactive learning experiences for your child which will support what they are learning at school, helping them to achieve success in maths, literacy and phonics.

To find out more about me and my teaching methods WhatsApp **0609101851** to book a zoom introductory session.

[carolinegray66@yahoo.co.uk](mailto:carolinegray66@yahoo.co.uk) [www.coachcaroline.org](http://www.coachcaroline.org)

**MUSICAL THEATRE WORKSHOPS**  
**BROADWAY'S BACK!**

6-8yrs  
 9-12yrs  
 13-16yrs

**Perform ON STAGE at Theatre On The Square**

**18 - 23 APRIL**  
**KILLARNEY COUNTRY CLUB**  
**9AM - 12PM DAILY**

**R1500 per performer for a 6 day workshop**

**REGISTER ONLINE!**  
[www.fameacademy.co.za](http://www.fameacademy.co.za)

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