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LEADING ME TO LEAD MY LEARNING



WHĀIA TE PAE TAWHITI

Taihape Area School

Monday 24th February, 2020

Term 1 – Newsletter Number 5

Important Dates

This Week

Wednesday 26th Senior Athletics Championships
 Thursday 27th Year 9 ART Trip to Wanganui
 Night of 27th Room 7/8 Sleepover
 Friday 28th Lake Oporoa Visit (Year 12)

Next Week

Friday 6th Junior (Y4-8) Swimming Sports
 - 9.00-11.00am
 Saturday 7th **Gumboot Day**

Principal's Corner

Tena koutou katoa

Welcome back to another busy week. School has settled into a nice rhythm with all programmes well underway. Sports practices and trials are also beginning, as the various codes prepare for the new Winter Season ahead.

We have another very busy week ahead with the Senior Athletics Championships on Wednesday, the Year 9's are having an ART themed trip to Wanganui on Thursday. Rooms 7 and 8 are having a Sleepover on Thursday Evening, and on Friday a group of Year 12 Students are visiting Lake Oporoa, as part of the Nga Puna Rau o Rangitikei Restoration Project.

We all lead extremely busy lives these days, with Schools in particular appearing to keep adding events and activities to an already overcrowded schedule. There is a school of thought that for everything you add, something should be removed from the pile - however this is not always possible. Teachers are extremely busy people in the normal course of events.

To the credit of the Teachers and Staff at Taihape Area School, they are continually looking for ways to enhance the Schooling experience for our students. Often this

involves considerable additional time out of “normal” School Hours. This term students can choose to be involved in extracurricular activities many days of the week.



A comprehensive range of activities, including dance, music, squash, golf, touch rugby, volleyball, golf, skiing, rafting, kayaking, tennis, cricket, skateboarding, horse riding, cycling, mountain biking, tramping, fishing, and hunting (plus, plus...), are all readily available, and easily accessible, in this area. The bottom line is that there are numerous activities available for our young people to explore and enjoy.

The frustrating and all too common cry “I’m bored” is based on indifference, rather than reality, and in the immortal words of my late father, “only a bore can get bored”!!



Have a great week.

Nga mihi nui
Richard McMillan

The TAS School Wide Behaviour Expectations

Rangatiratanga:

We are Learners
We show Rangatiratanga

Wairuatanga:

We are Reflective
We show Wairuatanga

Whanaungatanga:

We are Caring
We show Whanaungatanga

Manaakitanga:

We are Respectful
We show Manaakitanga



Tall Poppies

The following Taihape Area School students rose above the crowd last week as outstanding achievers, and members of our Learning Community:

Awakirangi Eparaima (Room 1) - for progress in reading'

Mereana Rolston (Room 1) - for enthusiasm with all things to do with reading;

Room 2 - Whole Class award for working hard on their letter sounds;

Analyce Peniokaraitiana (Year 2), Maia Cross (Year 8), and Hinemoa Rolston (Year 8) - for impromptu singing performances at the Concert last Wednesday;



Briearna Paki, Nicole McCann, Emma Squires, and Elaina-Jade Vine - for assisting Taihape Coordinator **Bronwyn Troon** with this Year's NZ Heart Foundation collection.

Why Helping @ Home is Good for Kids - By Andrew Trounson

There's strong evidence that feeling useful builds resilience in children, but how much and what sort of work are modern parents asking kids to do?

Next time your child complains about chores, tell them it's for their own good. Giving children meaningful household tasks and the autonomy to complete them may be key to making them more resilient and capable in later life. But are we giving them enough opportunities to feel useful or are we leaving them on the shelf, wrapped in cotton wool?



An Insight into Family Resilience

The idea that it is important to foster a child's capacity to help others goes back to ground breaking research published in the 1970s on the impact of the Great Depression on US families that suggested many kids thrive when the going gets tough.

By analysing longitudinal survey data, US sociologist Glen Elder discovered that among families hit by poverty during the Great Depression, people who were infants at the time, and so wholly dependent on adults, struggled throughout their later lives to overcome their circumstances.

But he found that those children who were aged 9-10 when the Depression hit, and threw their families into poverty, tended to instead do much better later in life. Importantly, they outperformed their peers whose families had been unscathed by the Depression. Professor Elder theorised that these children benefited from increased self-esteem by having to roll up their sleeves and help out.



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But if required helpfulness helps build self-esteem and resilience, what then is happening with children now when most enjoy a standard of living that the Depression kids could only have dreamed of? Do we need to be providing more opportunities for children to feel useful and worthwhile? How much responsibility is too much? (Read the full article at the [Generation Next blog](#) »)

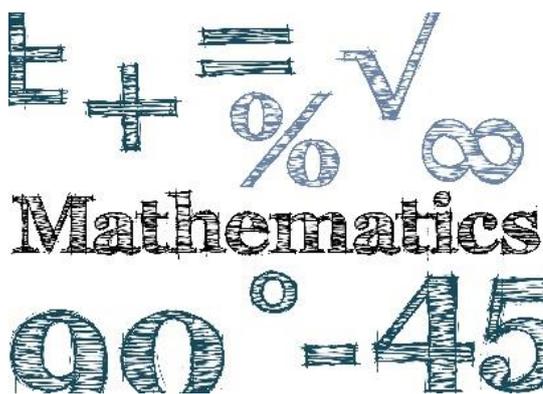
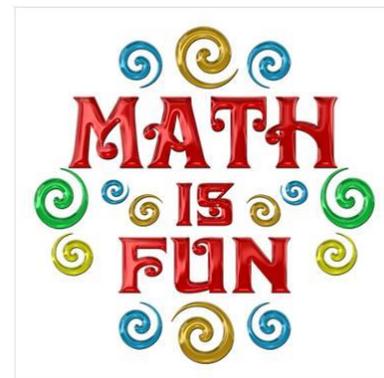
Supporting Your Child's Learning:

Maths

Click on the following excellent site and watch a video on how you can help your child in math's at home:

<http://nzmaths.co.nz/families>.

While driving in the car, try this activity with your child: as you drive in the car or walk beside the road, write down the numbers you see on vehicle license plates.



Add up each of the digits to give a total. For example if the license plate has the numbers 5682, the total of the digits is $5+6+8+2=21$.

Who can spot the car with the highest total?

Add or subtract the digits to get as close as possible to zero. For example, if a license plate has the digits 3726, you might say " $7+2-3-6=0$ ".

Weetbix Tryathlon 2020

The **Annual Weetbix Tryathlon** is to be held @ Ongley Park, Palmerston North on Wednesday, 18th March, 2020. Last year we had a large number of participants in this fantastic event.

The regular price of entry is \$40-\$45 for early birds, but there are team/group concession rates as well.

<https://tryathlon.co.nz/locations/palmerston-north/>



EVENT DISTANCES

Individual

Age Group	Swim	Cycle	Run
6 years:	50m	–	1.5km
7 years:	50m	4km	1.5km
8-10 years	100m	4km	1.5km
11-15 years	150m	8km	1.5km

Teams

Age Group	Swim	Cycle	Run
Junior Team of Two (7 years):	50m	4km	1.5km
Junior Team of Two (8-10 years):	100m	4km	1.5km
Senior Team of Two (11-15 years):	150m	8km	1.5km

	Early Bird <i>(ends 3 weeks from event date)</i>	Online <i>(valid 20 days from event date until online entries close)</i>	On the Day <i>(available on the day of the event)</i>
TRYathlon - Individual <i>Individual</i>	\$45	\$50	\$60
TRYathlon - Team <i>Price per participant</i>	\$45	\$50	\$60
Splash & Dash <i>Individual</i>	\$40	\$45	\$55

All prices incl GST

Important Junior School

Term 1 Dates

Dates for the **Junior School Events** this term:

Friday 6th March:

Year 4-8 Swimming Sports
(9.00 - 11.00)

Friday 13th March:

Inter-School Swimming Sports

Wednesday 25th March:

Junior Athletics

Friday 3rd April:

Inter-School (Hunterville) Athletics

January	February	March
S M T W T F S 1 2 3 4 6 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
April	May	June
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July	August	September
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Thank You

A big thank you from the NZ

Heart Foundation for your
support with their Annual

Appeal last Friday.



TAS Students Briearna Paki, Nicole McCann, Emma Squires, and Elaina-Jade Vine assisted Taihape Coordinator (and TAS Stalwart) Bronwyn Troon with this Year's collection. Thank you ladies!!



Quotes of the Week

“Face your life, its pain, its pleasure, leave no path untaken” — Neil Gaiman (*The Graveyard Book*).

“The only way to survive eternity is to be able to appreciate each moment” — Lauren.

Helmets

Although not a legal requirement, it is definitely good practice for people riding scooters, or skateboards, to wear a helmet. Activities involving scooters and skateboards are hard surface, so any spills can be painful!!



The Impact of Skim Reading on our Brains

From [Afternoons with Jesse Mulligan](#), 1:15 pm on 16 January 2020

A US study recently reported that in 1980, 60 percent of 18-year-old school students read a book, newspaper, or magazine every day that wasn't assigned to them. By 2016, that number had plummeted to only 16 percent. Instead, they spent six hours a day texting, on social media, or online.

There's a general anxiety about the capacity of children and young adults in the digital age to read anything longer than a screen grab. Dr Judith Seaboyer, senior lecturer in the School of Communications and Arts at the University of Queensland, tells Kathryn Ryan we should take this unease seriously.

She says there's no real problem with reading from screens unless it overtakes the capacity to read deeply.

"We were never designed to read, we were designed for speech. We're hard wired for speech, we're not hard wired for reading, we have to learn to do it."



Dr Seaboyer says it's great that children are reading from iPads and playing with iPads from a very early age, but it doesn't engage the brain in such a way to develop a capacity for deep reading that children get from diving into a book.

"If children don't do that as well, they'll only have that kind of surface experience. They'll be active, productive citizens, they'll have fun and enjoy things, but a life of contemplation will be closed off to them, they won't have that."

She says that when children and young adults engage with more complex texts, they learn how to think for themselves and engage in critical thought about the text, rather than being provided with information and taking it at face value.

"It's closer to meditation and losing yourself in a book is really important. Being able to go into a different space, away from the one you're in at the moment. It allows us to see

things from the position of the Other and it allows us to change the way we see the world.

“We’re in a very dangerous, violent world at the moment and, if we lose that capacity to think deeply and think about the position of the Other and from the position of the Other, then we might as well just give up.”

Dr Seaboyer says it’s not just youth who need to engage in deep reading, adults can fall out of the habit too and need to make sure they make time for novels and complex texts. She suggests we turn off our phones and computers and set aside at least 20 minutes each day to read.

“Turn all that stuff off and go and focus. After a time, you get back into it and you are deep reading.”

Keep Children from Growing Into Leaders

The following article is by Dr. Tim Elmore. Tim is a best-selling author of more than 25 books, including *Generation iY: Our Last Chance to Save Their Future*, *Artificial Maturity: Helping Kids Meet the Challenges of Becoming Authentic Adults*, and the *Habitudes®* series. He is Founder and President of Growing Leaders, an organization dedicated to mentoring today's young people to become the leaders of tomorrow.

1. We don’t let our children experience risk

We live in a world that warns us of danger at every turn. The “safety first” preoccupation enforces our fear of losing our kids, so we do everything we can to protect them. It is our job after all, but we have insulated them from healthy risk-taking behaviour and it has had an adverse effect. [Psychologists in Europe](#) have discovered that if a child does not play outside, and is never allowed to experience a skinned knee, they frequently have phobias as adults. Kids need to fall a few times to learn it’s normal; teens likely need to break up with a boyfriend, or girlfriend, to appreciate the emotional maturity that lasting relationships require. If parents remove risk from children’s lives, we will likely experience high arrogance, and low self-esteem, in our growing leaders.

2. We rescue too quickly

Today’s generation of young people has not developed some of the life skills kids did 30 years ago because adults swoop in and take care of problems for them. When we rescue too quickly and over-indulge our children with “assistance,” we remove the need for them to navigate hardships and solve problems on their own. It is parenting for the short-term and it sorely misses the point of leadership—to equip our young people to do it without help. Eventually kids get used to someone rescuing them: “If I fail or fall short, an adult will smooth things over and remove any consequences for my

misconduct.” When in reality, this is not even remotely close to how the world works, and therefore it disables our kids from becoming competent adults.

3. We rave too easily

The self-esteem movement has been around since Baby Boomers were kids, but it took root in our school systems in the 1980s. Attend a little league baseball game and you will see that everyone is a winner. This “everyone gets a trophy” mentality might make our kids feel special, but research is now indicating this method has unintended consequences. Kids eventually observe that Mom and Dad are the only ones who think they are awesome, when no one else is saying it. They begin to doubt the objectivity of their parents; it feels good in the moment, but it is not connected to reality. When we rave too easily, and disregard poor behaviour, children eventually learn to cheat, exaggerate, and lie and to avoid difficult reality. They have not been conditioned to face it.

4. We let guilt get in the way of leading well

Your child does not have to love you every minute. Your kids will get over the disappointment, but they will not get over the effects of being spoiled. So tell them “no” or “not now,” and let them fight for what they really value, and *need*. As parents, we tend to give them what they want when rewarding our children, especially with multiple kids. When one does well in something, we feel it is unfair to praise and reward that one, and not the other. This is unrealistic and misses an opportunity to enforce the point to our kids that success is dependent upon our own actions and good deeds. Be careful not to teach them a good grade is rewarded by a trip to the mall. If your relationship is based on material rewards, kids will experience neither intrinsic motivation nor unconditional love.

5. We don't share our past mistakes

Healthy teens are going to want to spread their wings and they will need to try things on their own. We as adults must let them, but that does not mean we cannot help them navigate these waters. Share with them the relevant mistakes you made when you were their age in a way that helps them learn to make good choices. (Avoid negative “lessons learned” having to do with smoking, alcohol, illegal drugs, etc.) In addition, kids must prepare to encounter slip-ups and face the consequences of their decisions. Share how you felt when you faced a similar experience, what drove your actions, and the resulting lessons learned. Because we are not the only influence on our kids, we must be the best influence.

6. We mistake intelligence, giftedness, and influence for maturity

Intelligence is often used as a measurement of a child's maturity, and as a result parents assume an intelligent child is ready for the world. That is not the case. Some professional athletes and Hollywood starlets, for example, possess unimaginable talent, but still get caught in a public scandal. Just because giftedness is present in one aspect of a child's life, don't assume it pervades all areas. There is no magic “*age of responsibility*” or a proven guide as to when a child should be given specific freedoms, but a good rule of thumb is to observe other children the same age as yours. If you notice that they are

doing more themselves than your child does, you may be delaying your child's independence.

7. We don't practice what we preach

As parents, it is our responsibility to model the life we want our children to live. To help them lead a life of character, and become dependable and accountable for their words, and actions. As the leaders of our homes, we can start by only speaking honest words – white lies will surface, and slowly erode character. Watch yourself in the little ethical choices that others might notice, because your kids will notice too. If you do not cut corners, for example, they will know it is not acceptable for them to either. Show your kids what it means to give selflessly, and joyfully, by volunteering for a service project, or with a community group. Leave people and places better than you found them, and your kids will take note, and do the same.

- by **Dr. Tim Elmore** (sourced by Tim Pekamu).

TAS Behaviour **Expectation**

Whanaungatanga

We are inclusive. This looks like:-

- **We actively participate in learning;**
- **We play fair;**
- **We are supported in our learning; We support others with their learning.**



KIWI SKATE DAY

SATURDAY 7th
MARCH 2020

FUN • FITNESS
FRIENDSHIP
FREEDOM

LOOK US UP ON
FACEBOOK



COME ALONG & GET
SOME SKATES ON

"The Rink" WHERE
2-4 pm TIME

FREE
ADMISSION!


SkateNZ
NEW ZEALAND FEDERATION
OF ROLLER SPORTS INC.

skatenz.org.nz



Concert in the Hub



Last Wednesday lunchtime Tim and his band (Manaia Rolston - Drums, Joe Kennedy - Saxophone, and Kasey Hurinui - Base) entertained the masses in an impromptu Concert in the Hub. This band has improved from out of sight and now has a repertoire of items that are played with energy, skill, proficiency, and blossoming talent.

The Concert ended with a spontaneous solo performance from Students, including 6 Year Old Analyce Peniokaraitiana, Maia Cross, and Hinemoa Rolston. All in all a very special lunchtime.

Camp Makahika

Last Week our Year 10 Students spend 3 days at the Makahika Outdoor Pursuit Centre, which is situated in a Valley behind Levin. The Students involved had a wonderful experience and were involved in a number of activities, several of which clearly took them out of their comfort zone.

Activities included High Ropes, Flying Fox (Zip Line), Team Building, Swimming, Orienteering, Tramping, and Fire Lighting, which made for a very busy few days. Some scenes from Camp below:







