From the Principal’s Desk

Welcome to week six of this term.

Congratulations to the students who represented SOTA at the recent Broken Hill Cross Country, from all accounts the students did a marvellous job and should be very proud of their efforts. Mrs Schorn could not speak highly enough of their efforts. The first fifteen in each age division were recorded. The SOTA results are Lucy Gale 5th, Sam Curran 9th, Abby Jarrett 11th, Charlotte Pearce 12th, Mitchell Whyte 13th and Angus Hodges 15th Lucy Gale will be representing School of the Air at the Barrier Cross Country this Friday in the Sunraysia, we wish her all the best.

There are a number of exciting events coming up between now and the end of term, these include Kinder Classroom, Pre-School Classroom and the Stage 3 Canberra Excursion. Mrs Lavis has done a marvellous job organising this excursion, please ensure that any requests for information are returned to her promptly to support planning. I will be attending and cannot wait to have the opportunity to experience Canberra with our fabulous students.

At the Community Forum held on Monday we commenced a snippet session on the HOW2Learn program, the link to the Lost Generation is here: https://www.youtube.com/watch?v=aRG4ySdi_aE As promised I have attached a reading, Learning to learn: a key goal in a 21st century curriculum. Please read and highlight any key words or phrases that appeal to you. We will discuss at the Community Forum on Monday 1st June.

Have a great week!

Scott Sanford
What is happening this week?

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday 25th</td>
<td>Jan, Julie, Nicole, Michelle, Kylie &amp; Cathy K – Leave</td>
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<td></td>
<td>Community Forum</td>
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<tr>
<td>Tuesday 26th</td>
<td>Yalcowinna HV – Peta</td>
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<td></td>
<td>Learning 2 Lead PL – Julie B &amp; Kylie</td>
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<td></td>
<td>Jan, Nicole, Michelle &amp; Cathy K - Leave</td>
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<tr>
<td>Wednesday 27th</td>
<td>Jan, Nicole, Julie B &amp; Cathy K - Leave</td>
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<td></td>
<td>Reola HV – Julie L</td>
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<tr>
<td>Thursday 28th</td>
<td>Jan, Kathy, Jane, Nicole &amp; Julie B. - Leave</td>
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<td></td>
<td>Reola HV – Julie L</td>
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<tr>
<td>Friday 29th</td>
<td>Assembly</td>
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<td>Mt Westwood HV – Kathy &amp; Jodie</td>
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<tr>
<td></td>
<td>Jan, Kathy &amp; Nicole – Leave</td>
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<td></td>
<td>Barrier Cross Country - Sunraysia</td>
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<tr>
<td>Next Week</td>
<td>Banoon HV – Mon/Tues (Kathy)</td>
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<td></td>
<td>Buckalow HV – Fri (Tash) Glendara HV – Wed / Thurs (Jodie &amp; Julie L.)</td>
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<tr>
<td></td>
<td>Picture This PL – Tues (Jodie)</td>
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<td></td>
<td>Far West Principals Meeting – Wed to Fri</td>
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</table>

Principal’s Problem of the Week

Q. Unjumble this picture clue.

If you think you know the answer then email it to Mr Sanford by 4pm on Thursday 4th June. (scott.sanford@det.nsw.edu.au) Please send only one email per student, if there is more than one correct answer we will have a draw at the assembly.

P&C Meeting

The next P&C Meeting will be held on Tuesday 2nd June at 3:40pm CST / 4:10pm EST.

P&C Recipe Reminder

As most of you would know by now, we are creating a recipe book as our major fundraiser for the year. We are looking for at least one recipe from each family in the SOTA community. You are welcome to submit a few, but we will need to make sure each family who submits recipes, has at least one published. If we have duplicates of recipes, we will only publish one, so we may call you to get another recipe.

Please click on the link at the bottom of this letter (or copy and paste it to your browser) It will take you to the Create a Cookbook webpage, it will ask you to select your school and you just click the drop box and you will see us there. You then need to fill in the sections on the form.

If you run your mouse over each text input box you will be shown a description or hint for what you need to enter into the box. Please choose the category that suits your recipe best and check only one box in the category section. You can include a picture to go along with your recipe and load it with the recipe form. Please make sure photos are clear, in focus & good quality (not taken with a filtered phone app) as these will be very poor quality and pixelate in the book.

We are planning to put in a bit about SOTA, as well as very short bush stories, one liners, Jokes, slang & anything else interesting that people submit. These can be emailed directly please. We are also planning to have the recipe book full of colourful outback photos, please email as many pictures as you like to the email address below. We are looking for pictures of station life, school, camp cooking, stock work, SOTA history, Vegie gardens, home produce, food etc. Anything you would like to send it, please do so. We want this book to reflect us all, as much as possible. Suggestions for the title of the book can be submitted to this address as well.

bhsotafundraising@gmail.com

All recipes need to be submitted to the page by June 3rd

Here is the link http://createacookbook.com.au/submitrecipe.html

From The Fundraising Team
Landmark

Landmark contacted the school this week to indicate that they are having an in-store promotion and are donating 5% of sales from selected products to SOTA. For more information please contact Landmark Broken Hill. Thank you Landmark!

School Plan

One key aspect of our school plan is to develop a support package for Supervisors, the committee which is made up of staff from SOTA and Home Supervisors (parents and governesses) met for the first time yesterday to determine initial steps. Stay tuned for further information.

Parliament and Civics Education Rebate (PACER)

Students from our school will soon be undertaking an education tour of the national capital. Students will be given the opportunity to participate in a variety of educational programs with a focus on Australia’s history, culture, heritage and democracy. The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government is contributing funding of $60 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate is paid directly to the school upon completion of the excursion.
## Award Winners

### Term 2 - Week 5

**Student of the Week**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name</th>
<th>Award</th>
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<tbody>
<tr>
<td>Pre-school</td>
<td>Ivy Anderson</td>
<td>For all her great activities</td>
</tr>
<tr>
<td>K/1 (Hartwig)</td>
<td>Poppy Bell</td>
<td>Working hard on pencil grip which has improved her handwriting</td>
</tr>
<tr>
<td>K/1 (Norman)</td>
<td>Jackson Withers</td>
<td>Great effort with sentence writing.</td>
</tr>
<tr>
<td>Yr 1/2</td>
<td>Maggie Lauritsen-Graham</td>
<td>Making interesting writing</td>
</tr>
<tr>
<td>Yr 2</td>
<td>Dakota Moses</td>
<td>Excellent participation and sharing at satellite sessions.</td>
</tr>
<tr>
<td>Yr 3</td>
<td>Hayley Templeton</td>
<td>Brilliant effort and improvement with writing.</td>
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<tr>
<td>Yr 4</td>
<td>Harry Siemer</td>
<td>Excellent farm safety writing.</td>
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<tr>
<td>Yr 5</td>
<td>Tom Brown</td>
<td>Excellent attitude to learning</td>
</tr>
<tr>
<td>Yr 6</td>
<td>McKenzie Girdler</td>
<td>Great proofreading and editing.</td>
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</tbody>
</table>
Banana, Date & Rolled Oat Cookies

Makes 28 cookies

**INGREDIENTS**
125g butter, softened  
1 teaspoon finely grated lemon rind  
1 cup (220g) firmly packed brown sugar  
1 egg yolk  
1/3 cup mashed banana  
1 ½ cups (225g) sifted plain flour (all purpose flour)  
½ teaspoon bicarbonate of soda (baking soda)  
1 cup (90g) rolled oats  
1/2 cup (75g) finely chopped dried dates  
2/3 cup (60g) rolled oats (extra)  
4 dried dates (35g) seeded, chopped coarsely, (keep some pieces aside for step 6)

**METHOD**
1. Preheat oven to 180degC.  
2. Grease two oven trays and line with baking paper.  
3. Beat butter, rind, sugar and egg yolk in a small bowl until combined.  
4. Stir in banana then sifted flour, bi-carb, oats and dates.  
5. Roll level tablespoons of mixture into balls; roll each ball in the extra oats then place on trays 5cm apart.  
6. Press a piece of coarsely chopped date into the centre of each ball.  
7. Bake for 15 minutes.  
8. Cool cookies on trays.

Equipment:
- Fine grater
- Measuring Cups
- Measuring Spoons
- Oven Trays
- Baking Paper
- Mixing Spoon
- Whisk
- Mixing Bowls
- Knife
- Fork
Sport Day at White Cliffs

To the SOTA Community:
You are invited to a Sport Day to be held at White Cliffs Public School on Thursday 11th June starting at 9am and finishing around 2pm.

Sports being coached and played on the day are Basketball and AFL.

White Cliffs Public School will provide lunch.

Students will need their recess, a water bottle, a hat and sport appropriate clothing.

RSVP to White Cliffs Public School on 8091 6601 by Friday 5th June.
“The Old Mail Road”
Letterbox Sculpture Competition

ENTRY FORMS CAN BE OBTAINED AT
THE WENTWORTH INFORMATION
CENTRE OR ON LINE AT
www.wentworthshow.org.au/forms
Section Y – The Old Mail Road - Letterbox Sculpture Competition

“The Old Mail Road” – Letterbox Sculpture Competition

All competitors/exhibitors are required to sign the appropriate
Indemnity waiver – one form covers all sections. (Except horses)

Judges – Ann-Marie & John Pole – Leah Williams

Entries will be judged 9.00am Saturday 29th August

Closing date for entries 4.00pm Monday 24th August 2015
Chief Steward Junior & Senior section - Richard Lambe - 0487272106

JUNIOR SECTION: ENTRY - FREE

Have fun making your very own letterbox using papier-mâché, cardboard boxes, plastic bottles or any other recycled material you have. You may want to paint it or glue bits on it, just use your imagination.

Pre-School – Kinder. Sponsor – Capel art
First - $10.00 Second - $5.00 Third - $2.00 Plus ribbons

Grade 1 – Grade 3. Sponsor – Capel art
First - $10.00 Second - $5.00 Third - $2.00 Plus ribbons

Grade 4 – Grade 6. Sponsor – Capel art
First - $10.00 Second - $5.00 Third - $2.00 Plus ribbons

SENIOR SECTION: ENTRY - FREE

Create a roadside letterbox that is fun, quirky, unique or just strange, yet still practical. Demonstrate the resourcefulness and versatility that people living in the country have. Your entry can be made out of any recycled material and be of any design you wish. You are only limited by your imagination.

Full details on entry form

Age – Open Sponsor – Wentworth Post Office
First - $100 Second - $50 Third - $20 Plus ribbons

All works junior and senior need to be delivered to the front of the Food and Wine Marquee no later than 5.00pm Friday 28th August.

Entry forms can be obtained at the Wentworth Information Centre, or on line at www.wentworthshow.org.au/forms

Please call steward for assistance if needed.
Entry Form
“The Old Mail Road” – Letterbox Sculpture Competition

All competitors/exhibitors are required to sign the appropriate Indemnity waiver – one form covers all sections. (except horses)

Closing date of entries 4.00pm Monday 24th August 2015

All works junior and senior need to be delivered to the front of the Food and Wine Marquee no later than 5.00pm Friday 28th August.

**Junior Section:**
Have fun making your very own letterbox using papier-mâché, cardboard boxes, plastic bottles or any other recycled material you have. You may want to paint it or glue bits on it, just use your imagination.

**Please have students Name- Age- Class on all works if entering as a School**

**SENIOR SECTION:**
Create a roadside letterbox that is fun, quirky, unique or just strange, yet still practical. Demonstrate the resourcefulness and versatility that people living in the country have. Your entry can be made out of any recycled material and be of any design you wish. You are only limited by your imagination.

We ask that mailboxes are restricted to 50Lt in volume, have either a circular mounting pole or hanging points front and back, please see diagram below.

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**Postal Address:** – Wentworth Show Society, PO Box 76, WENTWORTH, NSW, 2648

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<table>
<thead>
<tr>
<th>Entrants Name:</th>
<th>Phone:</th>
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<tr>
<td>Mailing Address:</td>
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<tr>
<th>Junior:</th>
<th>Number of entries</th>
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<tr>
<td>Pre-School - Kinder</td>
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<tr>
<td>Grade 1 – Grade 3.</td>
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<tr>
<td>Grade 4 – Grade 6.</td>
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<tr>
<th>Senior:</th>
<th>Number of entries</th>
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<td>Age – Open.</td>
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Learning to learn: a key goal in a 21st century curriculum

Professor Guy Claxton  Graduate School of Education, University of Bristol

‘The thing that I’m scared of is, say I got laid off, I’ve got nothing, nothing to help me get another job… I’ve got no other skill.’

Todd, aged 18, bricklayer

‘I guess I could call myself smart. I can usually get good grades. Sometimes I worry, though, that I’m just a tape recorder…I worry that once I’m out of school and people don’t keep handing me information with questions, I’ll be lost.’

Emily, aged 15, GCSE student

There are two good reasons for reconfiguring 21st century education: economic and personal. The well-rehearsed economic argument says that knowledge is changing so fast that we cannot give young people what they will need to know, because we do not know what it will be. Instead we should be helping them to develop supple and nimble minds, so that they will be able to learn whatever they need to. If we can achieve that, we will have a world-class workforce comprising people who are innovative and resourceful. The personal argument reaches the same conclusion. Many young people are floundering in the face of the complexities and uncertainties of contemporary life: the relatively successful children like Emily, as much as the more conspicuous failures of the education system such as Todd. Emily sees herself as ready for a life of tests, but not the tests of life. Todd does not even believe that he has it in him to master a new skill.

They differ greatly in how literate and numerate they are, but Emily and Todd are both, in their different ways, ill-learnerate. They do not think of themselves as effective real-life learners. They think that school has not only failed to give them what they need, it has actually compounded the problem. Many young people live in a Matrix world in which there is often no consensual reality, no agreement about what to do for the best, and in which nobody taught them what to do when they didn’t know what to do. Their culture of ‘cool’ is, in part, a reaction to their sense of inadequacy and insecurity in the face of real difficulty. Young people want more real-life gumption, more initiative, more stickability, just as prospective employers and anxious governments do. More fundamental even than the concern with literacy and numeracy is the need to protect and develop young people’s learnacy.

Government reforms have tinkered with existing provisions and structures in dozens of ways: the timetable, the curriculum, the assessment methods and so on. Such tinkering has been going on for a long time, but it does not seem to have healed the hole in the heart of education that young people experience so keenly. However recent developments in the human sciences are beginning to fire people’s imaginations. One of these is that it is actually possible to help young people become better learners – not just in the sense of getting better qualifications, but in real-life terms. Ideas from cognitive psychology, neuroscience and cultural psychology, for example, are converging on a rich set of ideas about what ‘learning to learn’ involves, and how it can be taught.

In cognitive science a revolution has taken place in the way we think of ‘intelligence’. For a while people believed that intelligence was a fixed-sized dollop of general-purpose mental resource provided by God or your genes when you were born, that set a ceiling on what you could achieve. We now know that this model is scientifically indefensible, factually incorrect and educationally pernicious. It is indefensible because, twins studies notwithstanding, you cannot separate nature and nurture in that way. It is incorrect because everyone’s intelligence varies enormously across time and place, and IQ scores bear no relation to being real-life smart. It is pernicious because it leads people to feel stupid and ashamed (rather than challenged) when they find things difficult, and therefore it undermines their ambition and determination.

In fact there is enormous room for everyone to get smarter by developing their learnacy. Even if there were some hypothetical limit on my ability, in practice I am nowhere near it. True, I am never going to be as fit and strong as Matthew Pinsent, nor as fast and tough as Kelly Holmes, but that does not mean that it is a waste of time my going to the gym. And when I do go, the whole point is to find it hard. Pushing myself need not mean ‘I’m hopelessly unfit – and that’s that’, it shows me that I’m in the process of getting fitter. Jean Piaget first defined intelligence as ‘knowing what to do when you don’t know what to do’. Lauren Resnick now defines intelligence simply as ‘the sum total of your habits of mind’. And habits grow and change.

This work is also showing that growing more intelligent is not just a matter of learning a few techniques or mastering some new skills. It is more to do with attitudes, beliefs, emotional tolerances and values. These change, but more slowly than ‘skills’, and schools and classrooms have systematic, cumulative influence upon them. When teachers
encourage their students to talk more about the process of learning, their attitudes change and their achievements improve within a term.iii

From neuroscience comes the realisation that we are all born with brains that are ready, willing and able to sieve useful patterns out of experience and turn them into practical expertise, and to do so without any external supervision.vi Some of the most powerful of these discovered tools amplify the process of learning itself. The brain learns to become more sophisticated at, for example, investigating, memorising, researching, deducing and imagining, and in doing so bootstrap the natural learning ability with which it was genetically endowed. We are born powerful learners and have the capacity to become more so.

Our most powerful source of ideas about how to be a better learner, of course, is other people – and this where sociocultural studies in the tradition of Lev Vygotsky prove their worth. They show that we transmit our own learning habits and values to young people not so much through what we teach explicitly, as through the ways we act and talk around them. Children are inveterate eavesdroppers and spectators, and they osmose habits of mind from their elders, and from each other, without even thinking about it. In fact it even looks as if the brain is designed to prime itself to copy what it sees other humans doing. Much more than we might think, our minds are constituted out of the habits and values that permeate our social milieu.vii

Children learn what to notice, what to ignore, what to laugh at, what to be afraid of and what’s worth investigating. And they also pick up on how to respond to uncertainty – what to do (and how to feel) when they don’t know what to do. From this point of view, the way a teacher reacts when a well-planned lesson inexplicably goes wrong is at least as relevant to students’ development as the lesson content. If teachers never let their students see them being learners, but only as know-ers (at worst, anxious and dogmatic knowers) they are depriving the students of vital vicarious experience. Helping young people become better learners may mean daring to give up the belief that a teacher’s top responsibility is to be omniscient.

Does the intention to build young people’s learning power mean that we no longer care about the content of the curriculum? Obviously not – despite the almost wilfully facile polarisation of some commentatorsix learners must have interesting things to learn about, and it is impossible to teach anything without encouraging the development of some learning habits (passive compliance, say) at the expense of others (critical questioning). Content and process are the warp and weft of the curriculum. It’s only a matter of how explicit and thoughtful we are about whether we are weaving the weft that young people will actually need when they leave school. We simply have to take care that, while we are helping our students to learn how to calculate compound interest, or write a poem, or think about the reasons for famine, we are also helping them to develop into more confident, curious and capable learners. We can help them develop the confidence to ask questions, to think carefully, and to know when and how to make productive use of their intuition and imagination. We can start building resilience by making difficulty more interesting and confusion less shameful, and we can encourage reflection by modelling what reflective learning looks like. And so on.xi

If different bits of equipment in the gym exercise complementary facets of ‘fitness’ – the treadmill for stamina, dumb-bells for strength, stretches for flexibility – how do the different components of the school curriculum contribute to the development of all-round learning power? Which mental muscle groups are specifically exercised by maths, or history or music? Can favourite topics defend their place if looked at in this light? Does adding fractions stretch children’s minds in a way that titrating acids and bases can’t? How can we help students not just to learn algebra or the periodic table, but learn to learn like a mathematician, a scientist or a playwright?xii

When we look at the curriculum as a whole, both across subjects and across years, does it provide the cumulative, comprehensive mental exercise regime that will serve both Emily and Todd in years to come? That’s the question. It’s not a matter of liberal waffle; it’s a matter of clear-eyed attention to what it takes to flourish in the midst of the complex personal uncertainties of the mid-21st century – and of remembering that, if we really go back to basics, and do not make the mistake of getting sidetracked by the surrogate concern with tests and qualifications, that is what education is actually about.

Notes
This paper is based on my chapter ‘Learning is learnable (and we ought to teach it)’ in Sir John Cassels (ed), Learning to succeed: the next decade, University of Brighton, 2003.


iv One has to tread carefully here, for a great deal of nonsense is being talked about the implications of brain science for education. It is not true that playing your baby Mozart will make her smarter, nor that your child’s brain will dry up if it is not continually drip-fed water from a fancy bottle, though some people will try to tell you otherwise. For a critique, see Bruer, J, Chapter 26, ‘Education and the brain: a bridge too far’, Educational Researcher, 1997, pages 1–13.


vii The practicalities of teaching for learning are addressed in my Building learning power: helping young people become better learners, TLO Ltd: Bristol, 2002 www.buildinglearningpower.co.uk.


This document can also be viewed or downloaded in PDF format from the website www.qca.org.uk/futures/.

The purpose of this paper is to stimulate debate.

Views expressed by the author do not necessarily reflect those of QCA.