

NEWSLETTER

Issue 5 | August 2018 | Term 3



MITCHAM GIRLS
HIGH SCHOOL

DIARY DATES

August

Tuesday 21

Principal's Tour 9:15am

Friday 31

School Closure (Show Day)

Ski Trip

Melbourne Trip

September

Monday 3

Student Free Day

Wednesday 5

Course Counselling (Year 10 & 11)
2:45 - 8:00pm

Thursday 6

Course Counselling (Year 10 & 11)
9:00am - 3:00pm

Monday 10

Governing Council 7:00pm

Thursday 13

Principal's Tour 9:15am

Tuesday 18

Year 8 Immunisations

Wednesday 19

SACE Dance Moderation 7:00pm

Tuesday 25

Dance Performance,
Scott Theatre 7:00pm

Friday 28

End Term 3, reports distributed
3:10pm

From The Principal

At long last the students are starting to enjoy using our newly refurbished spaces. The Library and the Study Centre are complete. The top floor is almost complete although not all the furniture has arrived. Despite this, we have told teachers and students to start using these new spaces. A few students have started to use the laser cutter and the Art teachers are very excited about the use of the new large-scale printer.

Our new spaces are conducive to collaborative learning and teachers have begun the process of creating innovative units of work which will allow girls to work in teams, brainstorm ideas, solve problems together, research "big ideas" and apply their knowledge to real world situations.

Recarpeting of some classrooms and corridors will happen by the end of Term 3. Hopefully, in Term 4 we will have Open Days so that our families can come and have a look at our newly refurbished main building.

Kyoto Study Tour

You would be aware that we have been hosting 15 girls from various schools in Kyoto for a period of 2 weeks. It has been a wonderful cultural experience for them and for all of us. My heartfelt thanks to all the families who opened their homes and accepted these girls into their lives I am sure there were some challenging times (language, food, etc.), but hopefully the rewards

have far outweighed the small inconveniences. A step towards understanding other cultures may be a step towards a peaceful world.

Summer Bowles and Jenni Stewart have been the force behind this program and the school thanks them for their outstanding organisation.

Mobile Phones

Just a reminder that our current policy does not allow students to use their phones during class time unless it is for educational purposes. We want our students to concentrate on their learning rather than obsessively checking their smart phone, texting and playing with specific apps.

We ask you to support the school and your daughter by not texting her during the day at all. Should you need to text her for a very important reason, please do not do so during lessons. Let her know that you will not message her unless absolutely necessary and that you will only message her at recess or after school. Should there be a real emergency and it's imperative that you contact your daughter during lesson time, please ring the front office and we will get in touch with her. If she knows you will not text her during lessons she will not be tempted to look at her phone. We do not want any of our students to develop behavioural addiction to smartphone functions which, according to some experts, may lead to anxiety.

There is a committee looking at the use of smart phones at Mitcham Girls High School. The question is: Should we ban the use of smart phones at Mitcham Girls High School? If you have an opinion on this, we would love to hear from you. Please email jennifer.stewart490@schools.sa.edu.au

Antoinette Jones
Principal



Kyre Avenue, Kingswood, South Australia 5062
Phone: +61 8 8272 8233 Fax: +61 8 8373 3013
Email: dl.0903.info@schools.sa.edu.au

www.mitchamgirlshs.sa.edu.au



Government of South Australia
Department for Education

CRICOS Provider number: 00018A



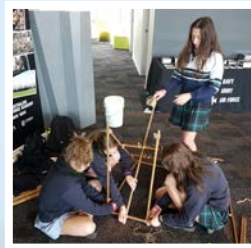
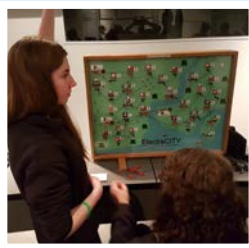
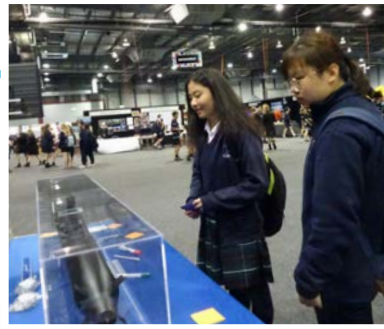
WE ARE AN
ACCREDITED
SCHOOL

Science

Science Alive

On Friday 3 August, all Year 10 students and the visiting Kyoto Study Tour students enjoyed spending the afternoon at Science Alive.

Activities included making slime and sherbet, trying VR activities, holding snakes, visiting the Daleks and seeing chemistry shows.



Engineering Challenge

The Year 10 Gift class did an excellent job representing our school at the Engineering Challenge. They came 3rd overall. Well done, girls!



Science

Oliphant Science Open Day: Sunday 26 August

Come along to the 2018 Oliphant Science Awards Open Day to experience the fun and magic of science in action!

There will be several engaging Science Shows including presentations by Mobile Science Education, Robogals Adelaide, Warrawong Wildlife Sanctuary, Engineers Without Borders SA, The Young Scientists of Australia Adelaide Chapter - YSA, James' Travelling Magic Show and Nature Education Centre. Get hands-on with the Come & Try stations from Southern Bricks Lego User Group, South Australian Museum and the SA Science Teachers Association or have a browse through the 2018 winning projects.

Entry is by Gold Coin Donation!

Click here to download a copy of the 2018 Open Day Program Flyer

Citizen Science

Are you interested or concerned about the Great Barrier Reef?

You can contribute to monitoring its health. Go to <https://www.virtualreef.org.au/>.

Students Explore STEM Careers

From 16 to 20 July, Aastha Kumar, Navya Kumar and Harshita Polisetti participated in the National Youth Science Forum (NYSF) STEM Explorer program.

More than 100 students were invited to participate in the program which included a week-long camp, based at Mylor, focused on exploring careers in Science, Technology, Engineering and Mathematics (STEM).

While on the camp, students visited a range of South Australian Educational institutions and organisations such as the new Natural Resource Management Water Testing, Cleland Wildlife Park, Flinders University and the University of South Australia.

Students got to try their hands at water quality testing and building their own interactive games, discovered how Olympic torches work, and presented a group project to South Australian Education Minister John Gardner.

Students met and engaged with leading scientists, technologists and engineers and learnt about their research. They also discovered a whole new range of career opportunities.

Everyone agreed that the camp was a great experience and they would recommend that students follow the NYSF so they can participate in future camps and other great science opportunities.

The Program is a collaborative initiative between the South Australian Department for Education and the National Youth Science Forum.

Visit <https://www.facebook.com/NYSFoz/> for more information.

Helen Marussinszky
Science Coordinator



Art

Art Gallery of SA Student Drawing Competition

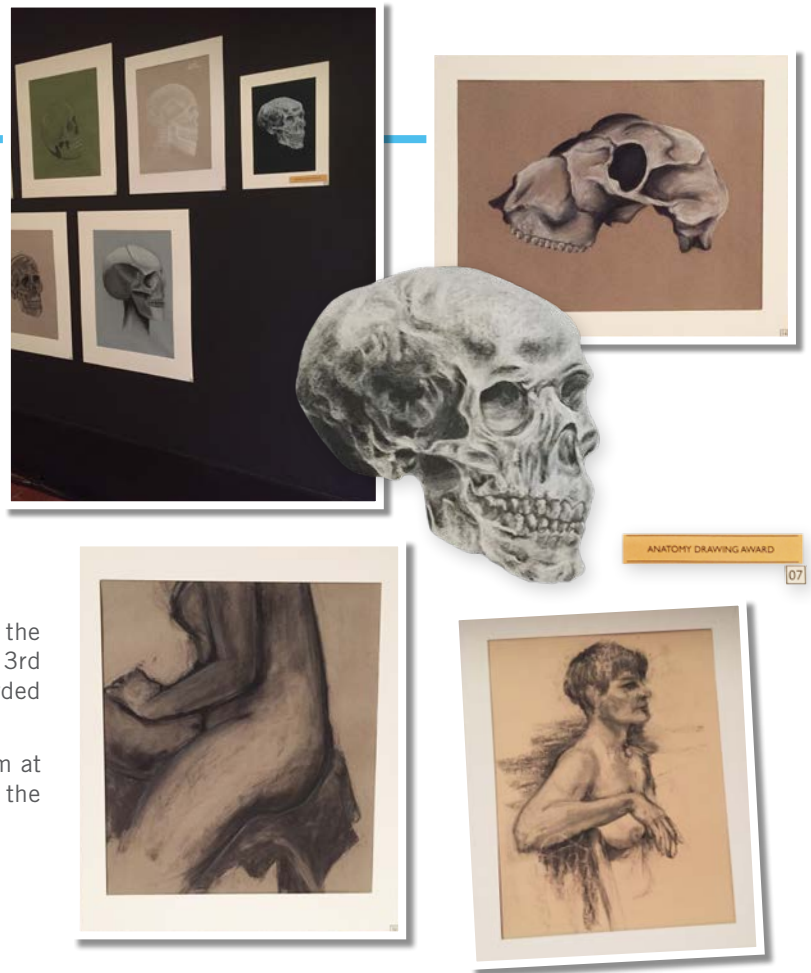
On Friday 3 August the *2018 Student Drawing, Design and Fashion Exhibition* was opened by Lisa Slade, Acting Co-Director of the Art Gallery of South Australia.

13 of our Art students have attended a variety of drawing workshops at the Art Gallery this year. 3 students chose to exhibit their final pieces in the Exhibition: Chelsie Morey, Olivia Wilson and Skye Hartman-Kearns.

Congratulations to Skye whose drawing was chosen as the overall winner of the Anatomy category. This is the 3rd year in a row one of our Art students has been awarded this prestigious prize.

The exhibition is on display in the Radford Auditorium at the Art Gallery until Sunday 26 August – please visit the Art Gallery website for opening times.

Meredith Arnold
Arts Coordinator



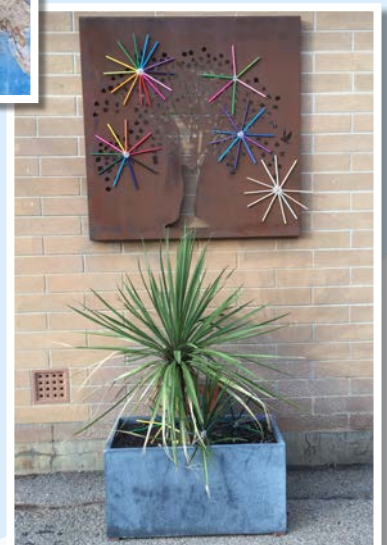
Year 8 Art students create *INSTALLATIONS*

At the end of Semester 1, Year 8 Art students were challenged to create a site-specific installation around the school.

They worked with the element of repetition and could use only recycled, upscaled or found objects.

The groups were self-managed and given a strict time limit.

Meredith Arnold and Chris Connelly
Art Teachers



Music Notes

I'm sure that most of you start the day with your favourite songs - I know I do.



New Choir Director with students

Music is such a big part of our everyday lives. We go to concerts and talk about how great they were with our friends and even with people we don't know. It brings us together. Many people are passionate about music at an even deeper level and immerse themselves in sharing their love of music.

I would like to welcome Ms Greenwood, our new Choir Director, to the Music Department. Her knowledge and enthusiasm are providing our students with a fantastic opportunity to experience the pleasure and satisfaction that comes from singing in an ensemble. Students are invited to come and have a go or, simply to listen, if they are curious. The choir practices in the Music Room at lunch time on Mondays; 12:45pm for a 1:00pm start. Bring lunch.

A warm welcome to Mr Pritchard who is providing our guitar students with lessons this term. Mr Pritchard comes with much industry knowledge and will give our students a wider musical perspective.

The String Ensemble is back in swing for the term and is planning performances around the school. It is brilliant to hear this young group's sound develop. The ensemble continues to expand and is providing a solid platform for students to simply enjoy playing together and appreciate each other's company. We practice at lunch times every Thursday. Students are free to come along if interested. If they haven't played for a while, and would like a few lessons on the Violin, Viola or Cello, please let Mr Cook know. Lessons are normally held in the Music Room at lunch on either Monday or Friday, but times can be negotiated.

Many students have shown an interest in forming a Contemporary Music Workshop. The workshop is currently focusing on Piano works from 1950 onwards – an extremely interesting time musically. Recordings of Morton Feldman's ground-breaking *Piece for 4 Pianos* are currently underway, as are rehearsals for Steve Reich's *Piano Phase*. This is a great opportunity for pianists not currently studying classroom music to become involved. If students would like to be part of this, or have an idea for a project, please get in touch. For those whose Piano

skills are a bit rusty, lessons are currently being held in the Music Room at lunch times every Tuesday.

Finally, discussions are currently underway with the Australian Symphony Orchestra for a visit to a pre-concert rehearsal in September. We will hear pieces from Mussorgsky, Mozart and Britten being workshopped and gain real insight into the process. What an experience that will be! It is expected that they will be able to accommodate 30 of our students at the Town Hall. Stay tuned for more information on this, but you'll need to act quickly to secure your spot.

Busy times! Be part of it!

Alan Cook
Music Teacher

Once Upon A Dance: **Dance Showcase Performance**

Date: Tuesday 25 September (Week 10)

Time: 7:00pm

Venue: Scott Theatre, Kintore Avenue, Adelaide

Tickets are available through TryBooking
<https://www.trybooking.com/XDGZ>

Ticket prices:

\$22 Adults

\$15 Students and Concession

Judy Swan
Dance Teacher

Performing Arts

Year 12 Drama Production *Eyes to the Floor*

The Year 12 Drama production *Eyes to the Floor* moved audiences through intimate story-telling, authenticity and technical sophistication.

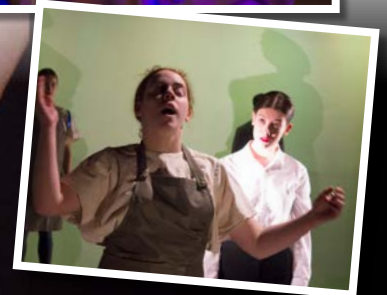
This verbatim piece was told with such tenderness and maturity, that it will forever hold a special place in the hearts and minds of those who attended. This, of course, is a credit to the hardworking and dedicated Performing Arts students here at Mitcham Girls High School.

The 7 actresses: Cecilia Ronson, Alina Jansons, Amber Mysiszczew, Lauren Jury, Madeline Mackie, Briana McTier and Abbie Aylett portrayed the array of characters who represented both the victims of institutional sexual abuse and misconduct at Hay Girls Institution in the 1960s, as well as the perpetrators of this abuse. This challenging performance was expertly supported by their dedicated Lighting Designer (Chanel Duval) and Sound Technician (Jahnvi Singh), who worked tirelessly to do justice to the voices behind the text.

The cast and crew involved in *Eyes to the Floor* gave credit to the resilience of the victims of institutional abuse and neglect and told the women's stories with the respect they deserve.

A special thank you goes to other senior students who became a key part of our technical crew, as well as the staff who had their hand in supporting this show come to the stage; without you, none of this would have been possible.

Kate Ralph
Drama Teacher



Sport

Knockout Sport

Mitcham's Knockout Sport has continued since the last newsletter. Keep reading for a summary on our most recent results.

Year 8/9 Soccer: Our Year 8/9 Soccer team played their first game in Week 9 of last term. A more experienced Adelaide High dominated the early stages of the game. After half-time, we found some good form, but it wasn't enough to overtake Adelaide's lead.

Open Volleyball: Mitcham's Open Volleyball team competed in the Southern Zone qualifying round at the Marion Leisure Centre during Week 2 of this term. After not winning a game in the same round last year, a much-improved Mitcham team performed strongly to finish 2nd and secure a place in the State Finals later this term!

8/9 Indoor Soccer: On Monday of Week 3, Mitcham's 8/9 Indoor Soccer team competed in the Southern Zone qualifying round at Pasadena High School. In what was a very close competition, Mitcham finished 4th and missed out on a spot in the State Finals by 3 points. With a younger team than our opponents, this was a great effort.

Open Outdoor 5-a-side Soccer: We competed strongly in the Open Outdoor Soccer Competition held at Pasadena. The girls made it to the Grand Final and went down 1-0 in a very close game.

Upcoming Knockout Sport Games

Open Indoor Cricket: Friday 17 August at Stepney ICA

Open Volleyball Finals: Wednesday 12 September at Campbelltown

Year 8/9 Volleyball: Wednesday 17 October at Marion

8/9 Badminton and 8/9 Twenty20 Cricket: Dates TBC



Open Girls 5-a-side Soccer



Open Girls Volleyball

Zone Sport

The Term 2/3 Southern Zone After School Sport Competition came to an end in Week 4, when teams battled to determine their final positions in a series of playoff games.

After 10 weeks of competition across Terms 2 and 3, our teams secured a place in the following playoffs:

Open Soccer

Grand Final: Mitcham vs Glenunga – Tuesday 14 August

Open Badminton

3rd Place playoff: Adelaide Silver vs Mitcham Royal – Tuesday 14 August

5th Place playoff: Mitcham Navy vs Blackwood Green – Tuesday 14 August

8/9 Netball

3rd Place playoff: Mitcham 2 vs Adelaide – Wednesday 15 August

Mitcham 1 – finished the season in 9th place

Open Netball

3rd Place playoff: Mitcham vs Brighton – Wednesday 15 August

A big thank you to Scott Gladstone, Steph Henson, Lee Shaw, Cristina Vaudo and Vanessa Cole for coaching and supervising the teams, and a special thank you to Mauro Barani who has coached our Open Soccer teams all year!

We have entered the following teams in the Term 3/4 After School Zone Sport Competition, commencing in Week 7: Year 10/11 Volleyball and Year 8/9 Badminton.

Zone Carnivals

On Tuesday of Week 3, Mitcham participated in the Southern Zone Open Badminton Carnival at Seaview High School.

While none of our 9 pairs won the Carnival, it was a fun and enjoyable day out playing badminton against other schools in the Southern Zone. Thanks to all students who participated and to Scott Gladstone for coaching our badminton players.

Upcoming Carnivals

8/9 and Open 9-a-side Footy "Crows Cup"
Thursday 30 August, West Beach

Under 16s Rugby 7s Carnival
Wednesday 12 September,
Burnside Rugby Club

Sport

House Sport

Following on from the success of our Come-and-Try sport week in the gym in Term 2, we ran a similar event during Week 10. This time, points for the Collyer Cup were up for grabs as each House battled in dodgeball, volleyball and indoor soccer.

Spence and Fraser scored 70 points for their Houses while Mitchell added 40 points to their year's tally. The week ended with a bit of fun as a Staff vs Students netball game was hosted in the gym. A great team effort saw the Staff team take the win comfortably over the students!

During Term 3, we have been hosting similar sport weeks in the gym as part of our House Sport program.



Coles Sports For Schools

A big thank you to all staff, students and parents who collected Coles Sports for Schools vouchers earlier this year.

As a community, we collected 8,818 vouchers in total. With these vouchers we claimed the following prizes, which will be used in our PE classes and school sport programs: footy match ball, soccer match ball, netball match ball, duffle bags, shuttlecocks, whistles, exercise tubes and a volleyball net hanger.

Dimi Sianis
Sports Assistant

Mathematics

Numerical Acumen

In Semester 1, Year 8 Maths classes used Numerical Acumen (an online Maths program) to assist them with maths concepts including fractions.

During lessons they worked on one of two Numerical Acumen Challenges, where they logged on and competed against the clock to build their Mathematical abilities. Through multiplication, addition and fraction games students worked to increase the speed at which they recall basic number facts and accuracy.

Congratulations to the following students who obtained notable success when participating in the Numerical Acumen Challenge.

Liz Rogers
Maths Teacher



Challenge A	Improvement	Kate Frith
	Dedication	Madison Lowe, Olivia Parr
	Performance	Olivia Mazurek, Arkie Turner, Harper Kelly
Challenge B	Improvement	Makyah Willis
	Dedication	Saphyre O'Loughlin
	Performance	Grace Karavasili, Dakota Manning, Keyanah Kilpatrick Special mention to Grace who successfully answered 14 levels of questions about comparing fractions, over three difficulty levels, without error.
	Bronze with Honours	Ashlee Greig-Brown Ashlee was also awarded a People's Choice Credit Union Achievement Award for Improvement at a recent ceremony at Prince Alfred College.

Senior School News

Year 12 Retreat

Many Year 12s were keen to rekindle memories of their Year 9 camp at Woodhouse and, as such, voted for it as the location for this year's Year 12 Retreat. Approximately 40 students participated and most stayed overnight, in the newly refurbished facility which was somewhat worryingly described to them by the Retreat organisers as the 'Haunted House'.

The weather was kind to us on the first day while the students embarked upon Challenge Hill, followed by Laser Skirmish and Geocaching. Credit should be given to all the students who attempted the river crossing, and ended up wetter for it – including Miss Henson! The day was so busy, phones were hardly seen!

The evening saw songs and laughter by the campfire built by Mr Ziesing; toasting marshmallows in the light rain was a great experience. Some of those not ready to brave the evening weather entertained themselves watching *Mamma Mia*.

The following day saw more relaxing and reflective activities which included yoga run by Ms Harvey, and the opening and reading of letters the students wrote to themselves in Year 10.

Retreat, as a verb, can mean getting to a position where you can regroup and decide upon the next plan of attack. I believe this experience gave the students an opportunity to do exactly this: breathe, come up for air in a busy term, rekindle old friendships and strengthen current ones. Most students came back re-centred and ready to embark on what is the busiest aspect of their entire schooling. It was a truly valuable and enlightening experience.

As well as to all the students, I would like to say a special thank you to the staff who made the two days possible: Catherine Chambers, Stephanie Henson, Laura Harvey, Jill Olifent and John Ziesing.

Mark Whitehorn
Year 12 Leader

Year 11 Reflection Day

Reflection Day 2018 was held on on the last day of Term 2.

It was a time to build relationships with the Class of 2019, reflecting on student pathways in education so far and planning for a successful Year 12.

We learnt

Time management is vital

Working in teams is fun

How to reduce stress and relax

Memory skills

How to pace ourselves for Year 12

Mr Brooks class always wins!

Meredith Arnold
Year 11 Leader



Whole School

Body Image

What is body image?

Body image is the way that you feel about the way your body looks. According to the National Eating Disorders Collaboration, body image is “a person’s perception of their physical self and the thoughts and feelings, positive, negative or both, which result from that perception.” There are many influences that can affect what someone thinks and feels about their body; these can be managed in a way that promotes a healthy body image.

Why is a positive body image important?

Body image is important to adolescents because at their age their minds are more open and susceptible to suggestions about their body and what it should or shouldn’t look like. Adolescence is a period of time when young people become more aware of their own bodies, so it is especially important

that children are educated at a young age to understand that what they see and hear about appearance isn’t always true. Promoting healthy messages about one’s body will not only allow them to have more confidence, it will also improve their mental health and encourage them to be happy in their own skin, rather than comparing themselves to others.



**YOUR
BODY
LOVES
YOU.
LOVE IT
BACK**

Ways to promote a healthy body image:

- Start education at a young age that what children see and hear isn’t always what is true.
- Reinforce that healthy body image turns into confidence.
- Positive self-talk
 - “I can do this.”*
 - “Today is going to be a good day.”*
 - “I am going to find something positive about each day.”*
 - “How can I make tomorrow a better day?”*
- Daily exercise to feel good about yourself.
- Talk to friends about your day.
- Have a positive role model (parents, friends etc.)
- Find something you enjoy doing and are good at and make it a regular habit.
- Involve family and friends so you’re doing something together.
- Doing something that makes you feel good (walking the dog, spending time with friends etc.)

How can I help improve someone’s body image?

Talking to the person about any concerns that you may have. Let them know that you are always there for them and that they can trust you with anything.

If they are in school, encouraging attendance may help as someone can keep an eye on them and may be able to talk to them about any concerns or issues. If a student has a personal issue and is unsure of what to do next, school counsellors are a good starting point as they listen without judgement.

Parents, friends and family members can play an important role in promoting a healthy body image as well as noticing and addressing things that may be early warning signs of body image issues.

Reegan Chenoweth
Year 12 Health

Walk a Mile In My Boots

On Friday 10 August, staff and students participated in the “Walk a Mile In My Boots” event, walking laps around the school in support of the Hutt Street Centre and raising money and awareness for homeless people around South Australia.

Students were asked to donate a gold coin in support of the event, with one generous student donating \$100! The effort put in by students and staff is largely appreciated; it was also great to see students taking a stand and contributing to such an important cause.

Many thanks to the staff and students who participated.

Olive-Elsie Guthleben and Megan Watts
Year 12 Health



Whole School

Kyoto Study Tour

What a wonderful 2 weeks of cross-cultural immersion!

We have just completed a study tour with students visiting from Kyoto, Japan. The 15 students were hosted by local school families who opened their homes and hearts, giving the Kyoto students a rich experience of Australian lifestyle. A very big thank you to our dedicated homestay families.

The students were engaged in a range of different learning opportunities: singing "kookaburra sits in the old gum tree", yoga, natural mandala making, Indigenous studies, Australian Games, robotics, 3D printing, 'Kahoot', photography and dance.

The Kyoto girls and school buddies shared many special memories including excursions to Science Alive and the Adelaide Central Market. One of the highlights for the Kyoto students was getting up close and personal with Australian fauna by patting koalas and kangaroos. In exchange, we learnt a lot about Japanese lifestyle and school differences, and many strong friendships were formed with our girls.

Summer Bowles
International/Student Exchange Coordinator



Whole School

Subject Selections 2019

Students are currently in the process of selecting subjects for 2019 using a program called “Web Preferences”.

Web Preferences allows students to lodge their subject selections online directly, doing away with much of the paperwork and data entry processes used in the past. This reduces the incidence of lost paperwork and data entry errors.

Students have been emailed personalised log in details and subject selection instructions for Web Preferences to their school email address. As part of our preparation for Course Counselling, Care Group teachers have explained the Course Counselling processes and timelines and, in many cases, have accessed Web Preferences during Care Group time.

Once subjects have been finalised in Web Preferences, we ask that a receipt be printed, signed by a parent/caregiver, and returned to the Care Group teacher. This ensures the subjects selected are completed in conjunction with a parent/caregiver as we encourage parents/caregivers to discuss subject selections and post-school pathways with their daughter.

Students in Years 10 and 11 along with their parent/caregiver, will have the opportunity to discuss their subject selections with trained staff members on the afternoon/evening of Wednesday 5 September or during the day on Thursday 6 September. Appointment request forms have been distributed to students. Appointment times will be issued on a “first in first served” basis so please return the forms as soon as possible.

Tony Sims
Deputy Principal

Notices

2018 Year Book

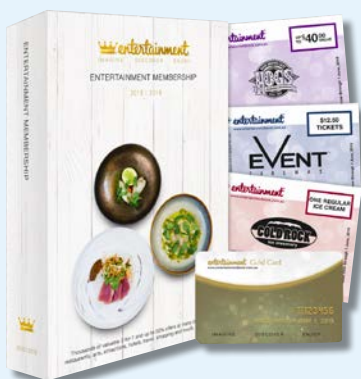
Attn: Years 8 – 11 students only

Order Now from the Finance Office

Cost: \$20.00 for a Book of Memories

Entertainment Book

Order your 2018 | 2019 Entertainment Book or Entertainment Digital Membership now. You'll receive hundreds of valuable offers for everything you love to do and help our fundraising at the same time.



<http://www.entbook.com.au/161m056>

Hope Ward Tennis Club

Hope Ward Tennis Club (an ANZ Hot Shots Club) has vacancies for Junior and Senior members of all standards, for the Summer 2018/19 Season (commencing mid-October). A family friendly club offering social and competitive tennis.



Interested, then come along.

Open Day

Sunday 26 August

10:30am to 1:30pm

(includes free sausage sizzle from 12 noon)

Junior enquiries to Lyn Pettman - 0418 851 873
Senior enquiries to Madeline Hill - 8277 3937

Hope Ward Tennis Club
Tweed Street, Cumberland Park

www.hwtc.com.au



Helicopter parenting leads to lower confidence, reduced resilience and poorer academic achievement

Issue 11/2018: June 26, 2018

As reported in *The Australian* newspaper recently, new research shows that nearly half of all students are “very stressed” (up from 28% in 2003) and the proportion of those “feeling confident when doing difficult schoolwork” has fallen from 76% to 59%. Nearly 40% admitted to “giving up” when they were bored or did not understand what was happening in the classroom, while 70% of students said they could do better at school. In addition, 17% of students had “low” or “emerging” social and emotional wellbeing, which is associated with being disconnected from family or peers; lacking social values and skills; and having negative emotions, feelings and behaviours. The overall picture that emerges is that of students who are more stressed, less confident and underachieving in the classroom.

The research, conducted by the Australian Council for Educational Research (ACER) in conjunction with Professor Michael Bernard, an educational psychologist from Melbourne University, also highlights a lack of resilience among an increasing number of young people. Commenting on the study of 137,408 students from 701 primary and secondary schools, Professor Bernard expressed his concern about the growing trend towards helicopter parenting, telling *The Australian* that:

We see students who are unable to stand up to pressure — be it a NAPLAN test or simply schools expecting lots more of them — because parents tend to helicopter. Over-involved, very concerned parents are trying to do everything for their children, taking on too much responsibility on their behalf, and as a result kids lack confidence.

“In contrast,” writes Rebecca Urban in *The Australian*, the study found that “those with highly developed social and emotional wellbeing tended to have parents who were authoritative and interested, and teachers who were effective and caring”. These students were “positively engaged with their peers and extra-curricular activities, were effective at managing worry, were aware of their emotions and were self-accepting”.

The results of the Australian research will come as no surprise to the authors of a recent American study which has found that toddlers with overcontrolling helicopter parents are less able to control their emotions and impulses as they get older, leading to behavioural problems at school. Children were assessed at the ages of two, five and ten, with the results showing that controlling behaviour by mothers was linked to children having less control over their emotions and impulses at age five, and worse social skills, more emotional problems, poorer academic performance, and a poorer attitude to school at age ten.

Commenting on the study in *The Guardian* newspaper, developmental psychologist Professor Dieter Wolker of the University of Warwick said that while over-controlling parenting is usually done with the best of intentions, taking away the opportunity for children to learn how to self-regulate could be considered “a form of abusiveness”.

As for the authors of the American study themselves, Nicole Berry and her colleagues conclude in their *Developmental Psychology* article that children who possess greater emotional regulation and inhibitory control at age five demonstrate fewer emotional problems, better social skills and greater academic productivity at age ten.

In order to possess this greater emotional regulation and inhibitory control at age five, toddlers must learn to handle challenging situations and develop self-regulation on their own. As the researchers note, toddlerhood is a difficult time as their greater desire for independence often puts toddlers in “situations of increasing emotional challenge and complexity”. The danger, however, is that:

If parents try to exert too much control over these situations and step in before children try to handle the challenge independently, or physically keep children from these frustrating or fearful contexts all together, they may, unintentionally, hinder the development of children’s independent self-regulatory abilities.

Using the example of children fighting over toys, the study authors write that if an overcontrolling parent removes their child from the situation, rather than letting them learn that they need to control their emotions and behaviour to successfully interact with their peers, then they “may not develop the skills to navigate that situation in socially appropriate ways when a parent is not present”.

The American study also provides some evidence that self-regulatory skills predict how well children are perceived outside their family, including by teachers. Children with effective self-regulatory skills are more cooperative and engaging in the classroom (i.e., they are less likely to distract from classroom activities or speak out of turn) which impacts on how teachers interact with children. When teachers give students more opportunities and invest more time in them, children become more academically productive, are more optimistic about school, are more confident, and have better overall psychological health.

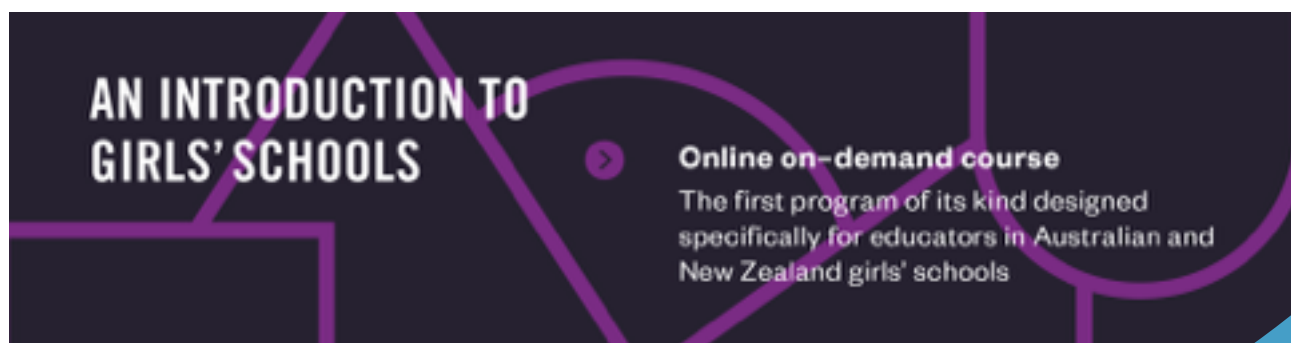
Thinking back to Professor Michael Bernard’s warning about ACER’s study of 137,000 Australian primary and secondary school students showing that an increasing number “lack confidence” and are “unable to stand up to pressure”, it is hardly surprising that the American researchers came to the conclusion that “by the end of early childhood, children with overcontrolling parents may be less able to manage the challenging demands that come with entering and navigating through the school environment, leading to greater maladjustment across social, emotional, and academic domains”.

References

Berry, N., Dollar, J., Calkins, S., Keane, S., & Shanahan, L. (2018, June 18). Childhood self-regulation as a mechanism through which early overcontrolling parenting is associated with adjustment in preadolescence. *Developmental Psychology*. Advance online publication. DOI: 10.1037/dev0000536

Davis, N. (2018, June 18). Leave those kids alone: ‘Helicopter parenting’ linked to behavioural problems. *The Guardian*. Retrieved from: <https://www.theguardian.com/science/2018/jun/18/over-controlled-toddlers-grow-up-unable-to-cope>

Urban, R. (2018, June 15). Students’ stress levels up and confidence down. *The Australian*. Retrieved from: <https://www.theaustralian.com.au>



AN INTRODUCTION TO GIRLS' SCHOOLS

➤ **Online on-demand course**
The first program of its kind designed specifically for educators in Australian and New Zealand girls' schools

For more information visit www.agsa.org.au/resources