

16TH OCTOBER 2020

St. James' School



DOMINO EFFECT

Richard Murray

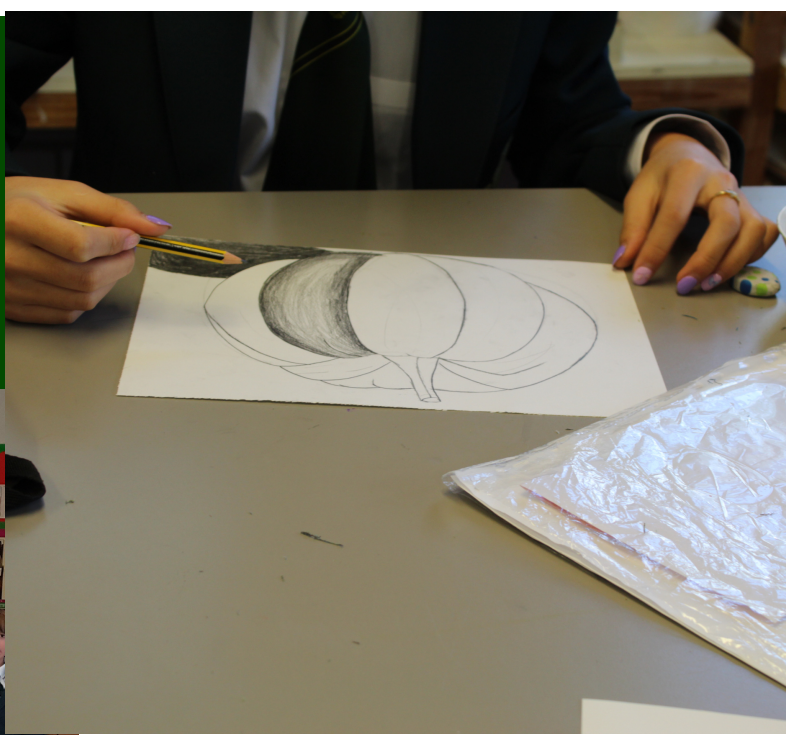
BEE CAREFUL WITH THE APOSTROPHE

Lily McCartney (Year 8)

DID BECOMING A PARENT MAKE ME A BETTER TEACHER

David Rose

THIS WEEK IN PHOTOS





Domino Effect

Headmasters' Lesson

BY RICHARD MURRAY,
HEADMASTER

Sadly I have been unable to teach every Headmaster's lesson this week. But at the back end of last week, and with thanks to staff who have covered me this week, the pupils have had the chance to play with dominoes.

Fear not, we have not decamped to the back room of a local hostelry, instead we have returned to the golden era of Guinness World Records and the beautiful sight of a 'domino rally'. Built in aircraft hangers, these rallies would stretch for miles and miles.

The most elaborate of patterns, steps, drops, and other little magical gizmos. Meticulously designed, constructed over many weeks, just waiting for that perfect moment...for a mouse to knock it over during the night.

Today children in the Pre-Prep and Prep will have come home with a booklet on a growth mindset; the Power of Yet. A key ingredient of which is resilience. What is this? Simply the ability to pick yourself up and try again. During the construction of the class' domino rally, they learned a lot about resilience. Silliness, excitement, or clumsiness often triggered the rally prematurely. In another metaphor of life, the pupils also experienced how little ripples they create can have a far reaching and destructive consequence.

Eventually, and with care, cooperation, imagination and resilience, each class had something to show for their troubles.

My congratulations to Year 7, Year 9, and Prep 4 for the short video compilation below.



Growth Mindset
The Power of Yet



RESILIENCE
TEAM WORK
RESPONSIBILITY



PARTICIPATION



INDEPENDENCE
RESPECT
CREATIVITY



Did becoming a parent make me a better teacher?

Mr David Rose, Deputy Head Academic

This question has been one I've considered a lot since we had our second child. My initial thought was that the lack of sleep and busy nature of my days must mean the answer is a resounding no! I was then challenged by a friend to really think about it and found answers within myself that surprised me.

Prioritising

Any parent knows that prioritising and time management are key skills for day to day survival. Does Luca need the toilet? Immediate action required. Is it time for Ezra's bottle? Immediate action required. Do I need some food? Wait until Luca or Ezra allow it. This newly-gained experience has led me to manage my time at work and in lesson with efficiency and precision. It has helped me to identify what needs doing now, soon and later. In class, I now focus on the important thread that needs to be followed, avoiding distractions or tangents. So yes, being a parent makes me a better teacher.

Patience

'Patience is a virtue' is certainly something I did not subscribe to in my pre-children days. I wanted to do and have everything right away. Being a parent teaches you to slow down and understand that the right moment will arise if the time is given to build towards it. This is apparent in class, where pupils need time to think, time to process and time to practise the skills we are teaching them. So yes, being a parent makes me a better teacher.



Holistic approach

I thought when I became a parent all the answers would magically appear in my head and I would know exactly what to do and when to do it. Oh, how wrong I was. I learnt that you must try a variety of techniques and you find which work alone, which work in combination or which do not work. I've adopted this in my teaching. Not every pupil responds the same to each pedagogical technique. I need to use a combination of strategies to get the best out of everybody in the room. So yes, being a parent makes me a better teacher.

Repetition and Rewording

Toddlers. Toddlers. Toddlers. Luca can look directly in my face and not listen to a thing I've said. At first it frustrated me and then I realised that he has so many thoughts running through his head, he just needs reminding of the one thing I need him to focus on (usually 7am putting his shoes on to leave the house on time). So, I used my newfound patience and repeat myself or reword my question until it grabs his attention. I find the right combination of words to help him understand. This made me rethink my classes and how I talk to pupils. Just because they are older, do they understand first time? Do I understand everything first time? I then changed my approach, improving engagement and progress. So yes, being a parent makes me a better teacher.

Purpose

If you ask a toddler to do something, they'd better understand why. If Luca doesn't see the purpose, he doesn't want to do it. In teaching it is the same. If a pupil doesn't understand why we are doing something, then what is the motivation to do it. Knowing this, I go back to my lessons and check the purpose. If the pupils understand the bigger picture and motivation for them then they will put 100% into everything they do. So yes, being a parent makes me a better teacher.

I am both a parent and a teacher but those two roles influence each other in surprising ways. Luca and Ezra have changed my life, and my teaching.



"I am both a parent and a teacher but those two roles influence each other in surprising ways."

BEE careful with the Apostrophe

Lily McCartney, Year 8

An Apostrophe is used to show possession or ownership. When something belongs to someone, a group of people or an object add an apostrophe and a 's'. Also a contraction has an apostrophe that takes the place of letters. There are different types of possessions for when using an apostrophe.



Singular Possession

The Bee's Hive (The Hive belongs to 1 bee)



Plural Possession

The Bees' Hive (The Hive belongs to more than one bee)

What if a singular noun already ends in 's'. If it is a common noun, add 's' -> The Walrus's tusk.

If it's a proper noun, add ' only -> Chris' tooth

Make sure you tell the apostrophe to buzz off when buzzing around possessive pronouns!

Contractions

I am -> I'm

She is -> She's

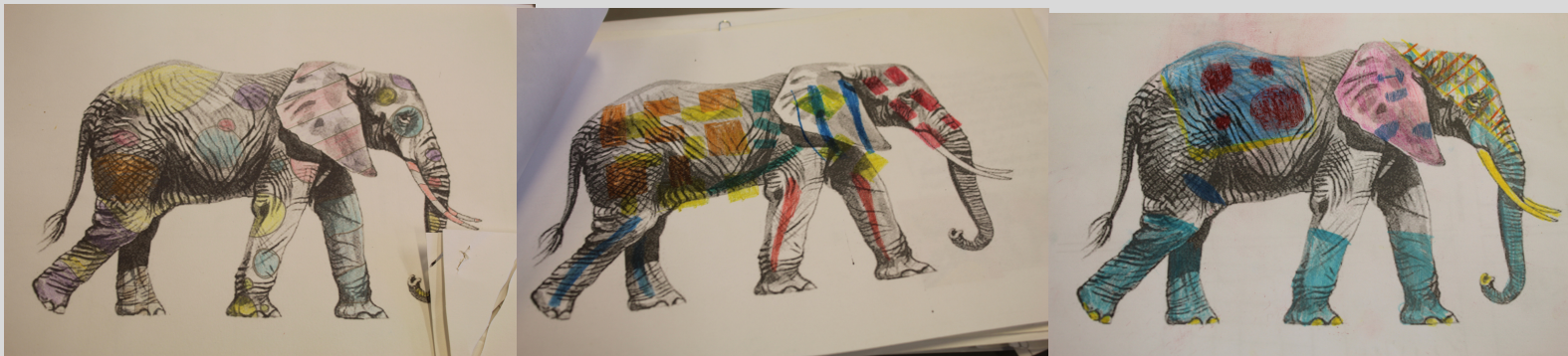
We have -> We've

ARTWORK

Year 11 & 13 have recently taken part in a local art project run by Jeneau Projects called 'Shoreline, Skyline, Treetop Messenger'. The project aim is to promote the birdlife from around the Humber Estuary. Our pupils have created paper bird collages which will result in being published into a book. Each participant will receive a copy.

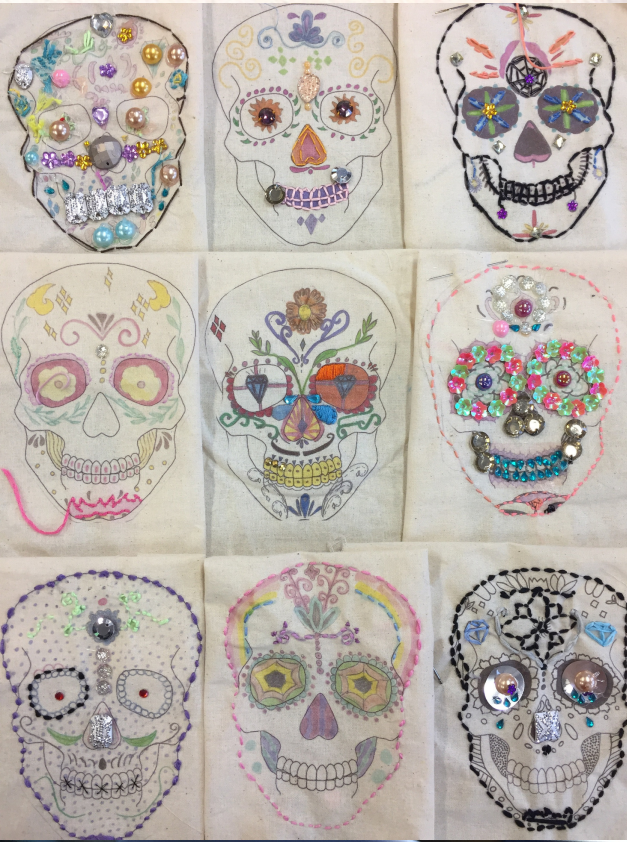


Year 9 elephant pattern design and Year 13 artwork



ARTWORK

All year groups have been enjoying creating some seasonal pieces of art ahead of Halloween.





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