



COLLEGE
NEWSLETTER

NO. **10**
23 JUNE 2017



In this edition.

SCHOOL FUNDING

Mr Lee talks about the fairness, or lack thereof, of Gonski 2.0.

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YEAR 7 CAMP

Year 7 Camp took place this week at the Collaroy Centre, Sydney.

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NCWA

Students attended the launch of the National Council of Young Women Australia.

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MUSICAL

A few more profiles on people involved with *Hairspray Jr.*

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MacKillop

St Mary MacKillop College Canberra

Coming Up.

MONDAY

26 JUNE

- Year 11 2018 Parent Info Session

TUESDAY

27 JUNE

- Year 8 MacKillop Place visit
- Year 10 Course Preview

WEDNESDAY

28 JUNE

- Year 8 MacKillop Place visit
- Year 10 Course Counselling
- Year 10 Reflection Day

THURSDAY

29 JUNE

- Year 10 Course Counselling
- Year 10 Reflection Day

FRIDAY

30 JUNE

- Final day of Term 2

MONDAY

17 JULY

- Term 3 begins

JULY 25-28, 2017
WANNIASSA CAMPUS THEATRETTE • 7PM
TICKETS FROM FRONT OFFICE OR WWW.MACKILLOP.ACT.EDU.AU
STUDENT/CONCESSION: \$20 | ADULT TICKETS: \$25

The College Musical takes place in Week 2, Term 3.
Get your tickets on Qkr! today!

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Ellerston Avenue, **Isabella Plains** (Years 10-12)



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Lord, may Your redeeming love be felt by the families and community members involved in the Grenfell Tower fire in North London. Amen.

The Principal's Letter.

Dear families, students and friends,

GONSKI 2.0 FUNDING

I have to confess to you that I'm becoming a little jaded with the political football surrounding the Gonski 2.0 funding. My bottom line is that the SES formula used to calculate funding is flawed – deeply! David Gonski AC, himself, has said as much. In the past few days, at the request of Catholic Education, I have done a television interview with Channel Ten, which aired on Monday night, a live radio interview with Genevieve Jacobs on 666 ABC on Tuesday morning, and was the subject of two YouTube clips produced by Catholic Education (see these on our Facebook Page). Over the last month, I have written several letters to newspapers, some of which were published

in the Australian and none of which were published in Fairfax Media. I have also communicated with you via the newsletter and email, and written several letters to Minister Birmingham's office and the Department of Education, none of which have been replied to.

MacKillop is in a really strong position with improving academic outcomes for our students, well-funded and targeted professional learning for our staff, considerable investment in early career teachers, and a considerable investment in gathering data to improve the quality of the classroom experience for our students. We received more applications for a place in Year 7 2018 than any other Catholic school in the city – 99 more than the next Catholic school. Survey data shows that while we should not sit back and put our feet up, generally speaking, our learning community is positive and engaging.

Let me say again: whatever the outcome of the new funding arrangements, I, my staff, and the College Board, are absolutely committed to building on the hard-won achievements that we have all made over the last few years. The quality of the MacKillop experience will not be compromised.

The proposed Gonski 2.0 model is unfair and penalises all Catholic primary and secondary schools in the ACT! The question should not be *why should some students in some sectors be disadvantaged at the expense of other students in other sectors*. The focus should be that public money should follow need, and the formula to establish need should have community confidence and the confidence of all school sectors based on clarity, transparency, and fairness.

BREAKING NEWS: Senator Zed Seselja has written to me today with some news about funding. Please see this on the following page.

"The quality of the MacKillop experience will not be compromised."

COLLEGE REPORTS

The process for reporting to parents on student achievement has given an extra ten days of teaching and learning for students in the classroom. New guidelines to teachers for pastoral reports have been implemented, which I hope will demonstrate to parents that their sons and daughters are known, respected, and valued by their teacher. The inclusion of a task achievement graph for senior students, and reporting on student achievement standards, provide more data to parents than we have ever been able to provide before.

The format is new. Some of the comments that you provided to me at the end of the last reporting period have been incorporated. Please give your considered attention to the reporting format and, when you see your child's teachers at the next parent/teacher night, be prepared to ask what else can be done to further engage and build upon their achievements.

PRINCIPAL ON LEAVE

I will be on leave as of Friday this week and will be travelling to North America on study leave provided by Catholic Education where I will attend two conferences. I look forward to developing contacts with schools on the West Coast of North America with a view to homestays and student exchange between those schools and MacKillop into the future. Mr Lachlan McNicol will act as Principal in my place. I look forward to reporting back to you when I return on 15 July and I would like to wish all of you a safe and deserved break from school over the winter vacation.

Yours in St Mary MacKillop,

MICHAEL LEE
COLLEGE PRINCIPAL

Breaking News

School Funding.

Senator Seselja is happy for his communication with me to be brought to your attention. I still believe that Gonski 2.0 is unfair to Catholic education in the ACT! - Michael Lee

Letter to Mr Lee from Senator Seselja

Dear Michael

I know that there has been a lot of concern about the future funding of Catholic and Independent schools in the ACT since the Federal Government announced its new schools funding model. I'm pleased to advise you that I have negotiated a significant package which will secure the future of ACT Catholic and Independent schools.

When I attended a forum at St Clare's College some weeks ago with concerned parents and teachers, I undertook to do all I could to get the best possible outcome for ACT Catholic and Independent schools. Today I am happy to advise you that I have delivered on that promise.

I have negotiated a package of \$57.9m over the next four years which will ensure a strong future for our non-government schools. This is a great win for the non-government sector in Canberra.

In addition, I and others such as Senator Chris Back have successfully argued for a review of the SES model. This will now be done as a priority. In addition, in response to my advocacy, the Minister for Education has agreed that local non-government schools may have their SES score individually assessed, should they wish to do so.

I have been greatly assisted in my task of getting the best outcome for Canberra schools by the advocacy of many in our community. I'm very grateful to you and so many others who have assisted with this task.

Finally, I will continue to work closely with the Catholic and Independent sector in coming years to keep the sector strong.

Senator the Hon. Zed Seselja

Liberal Senator for the ACT
Assistant Minister for Social Services and Multicultural Affairs

Response from Catholic Education

On behalf of Catholic Education I acknowledge the hard work of Liberal Senator Zed Seselja to negotiate additional funding that recognises the needs of non-government schools in the ACT. I believe this funding is sufficient to ensure no child who enrolls in a Catholic school in 2018 will face pressure on fees or funding cuts during their time in a Catholic school.

I wish to thank the Labor Party for their support of the cause of Catholic education through this difficult legislative process.

With the Gonski 2.0 funding model now set to become law, Catholic education in the ACT has strengthened its resolve to seek a genuinely fair funding model for all schools, students and systems. Parents of Catholic education have spoken loudly over the last two months in their bid to uphold equity, quality and choice in education in Canberra and throughout NSW. The uncertainty created by the Government's approach has caused significant distress for many parents and school leaders who value highly the contribution Catholic education in their children's growth. Catholic schools remain committed to the core mission of low-fee, high quality schooling.

I want to assure families who seek enrolment in a Catholic school in 2018 that this additional funding secured by Senator Seselja should mean there is no additional fee increases for their child's education.

The commitment of Catholic schools to providing for the needs of every child whatever their background, will not change. I want to thank the dedicated staff, teachers, school leaders and thousands of parents who have contacted our political leaders over this time to express their heartfelt concern. The effort of parents has been incredibly effective in emphasising the importance of a choice, for all families, in school education.

The additional funding is welcome however the legislation that has passed does not fix the long-term problems in the funding model for Catholic schools. Catholic education will continue to work with families and school communities to achieve fair funding for all schools and students.

For almost a century in this region, Catholic education has provided an inclusive, low fee education opportunity that has been the choice of one in five children, including from all religions, incomes, and backgrounds. We won't let the passage of the legislation deter our advocacy for fair funding for all children despite the Government's legislative intent to reduce funding to Catholic schools in the long term. This new legislation takes the funding model further away from the Gonski recommendations as they applied to school systems. The funding of systems enables systemic schools to keep fees low for families.

Catholic education will participate in the review of SES with the hope of securing fair funding that recognises the genuine needs of students across Catholic schools and keeps fees low. The Gonski Review supported system funding and it should continue.

Mr Ross Fox

Director of Catholic Education - Canberra & Goulburn

College News.



Year 7 Camp

Year 7 Mindygari and Meup Meup students set out for a two-night camp on Monday 19 June, followed by Gurabang and Ngadyung students on Wednesday 21 June, full of excitement and anticipation.

With the first semester of high school nearly complete, it was a great time to enjoy the company of old and new friends and to further broaden this circle. The Collaroy Centre Sydney is an idyllic spot to spend a few days and the milder Sydney weather made for a great escape.

The camp consisted of challenging activities that relied on teamwork and trust and the sense of camaraderie was evident. There was ample time to spend with friends enjoying the grounds and in large groups to share meals, night activities and liturgies.

Monica Bailey

Assistant Principal Pastoral Care (Acting)

INSPIRE Art Competition

The INSPIRE Art Competition is on again! Students are to produce one artwork on any theme, using an art medium of your choice. Entries are due on 18 August. Entry forms will be available on Canvas in Term 3.

The best entries will go on show at the Tuggeranong Arts Centre and prizes will be awarded to Year 7/8, Year 9/10, and Year 11/12. There will also be an overall winner on each campus. This year there will be a special prize for 'Mixed Media.'

Tamara Murdoch

Visual Arts Coordinator

Year 11 2018 Parent Info Evening

Parents of Year 11 2018 are invited to attend the Year 11 2018 Information Evening. The evening is scheduled for Monday 26 June at 6pm, in the Isabella Gymnasium. The purpose of the evening is to provide parents and carers with information about senior study in Years 11 and 12. Information will cover topics such as the Senior Secondary Certificate, study packages for Year 11 and 12, BSSS requirements, the ATAR, the AST, and study requirements.

After the formal presentation, parents will be able to speak to staff who can answer any questions they may have about senior study.

Please contact Maria O'Donnell, AP Curriculum, on 6209 0140 if you have any questions.

Maria O'Donnell

Assistant Principal Curriculum (Acting)

What's been happening?



TICKETS FOR THE MUSICAL HAVE GONE ON SALE

Tickets are now available for purchase at the Front Office of each campus or through the Qkr! App. Prices are \$20 for students/concession and \$25 for adults. The musical will be held over four nights on 25, 26, 27, and 28 July. The show will commence at 7pm at the Wanniasa Campus Theatre each night.



YEAR 9 SPENT THE DAY AT ISABELLA

Year 9 students spent the day at Isabella on Wednesday, where they learnt about the senior campus and the courses available to them in 2018. On Thursday, the YLead team visited Year 9 to deliver a leadership and team-building program.



SENIORS FINISHED THEIR EXAMS

The Senior Exams concluded at the end of last week. Tertiary students in Year 12 came in on Monday and Tuesday this week to prepare for the AST.



YEAR 10 HEARD FROM SAM CLEAR

Sam Clear travelled over 15,600km on foot through South America, Central America, North America, on train through Siberia, and on foot again from Moscow to Spain, in order to spread the message of Christian unity. He shared his inspirational story with Year 10 today.

Admin & Housekeeping.

Data Collection

All schools across Australia will again be participating in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD will enable National and State governments to better target support and resources in schools. This in turn will help Catholic Schools access support for all students with additional needs.

The Data Collection will take place in August. No personal or identifying information about any student will be included, however, if you decide you do not wish for information about your son/daughter to be included in the NCCD, you are asked to contact the Principal, Mr Michael Lee, to discuss your concerns. If you are still concerned you should request and complete an opt-out form and return to the Principal. This form is available at the following link: <https://www.mackillop.act.edu.au/index.php/nccd>

More information is available at: <http://www.schooldisabilitydatapl.edu.au/>

Lawn mowers needed!

The Technology Faculty is looking for the donations of old lawn mowers so that Year 10 students can work on them. Contact John on 6209 0164 if you would like to donate.

John Solasi
Technology

School Fees

Thank you to the families who have paid Term 2 fees. Any outstanding fees should be paid immediately unless paying by Direct Debit or other approved arrangement.

Term 3 fees will be sent out during the holidays. Term 3 fees are due to be paid by 4 August 2017.

If you would like to switch off your paper statements and receive Fee Statements via email, please send an email to me at michelle.predovan@mackillop.act.edu.au from the email address you would like to receive your statement.

If you require more information regarding Direct Debit arrangements or other approved payment methods or are experiencing difficulty paying the fees please contact the Fees Office.

Michelle Predovan
Fees Manager



Pastoral Care.



National Council of Women Australia

On Wednesday 14 June, Maddison Coles, Ellen Scott, Caitlyn Williams and Julia Del Bianco went to a leadership workshop, run by the President of the National Council of Women Australia (NCWA), Barbara Baikie. This workshop included a presentation by Frances Crimmins where we learnt about how to be better leaders; an example of how to better communicate and use social media to our advantage from Genevieve Jacobs; and a crash-course in how to be assertive from Zoe Routh. After the training session, there was a dinner with the board members of the NCWA, where we were able to connect with the older women and learn from their experience. After the dinner, we received the results of a personality test to learn more about ourselves.

The following morning, we were joined by Gabby Milgate, Danielle Coles, Amy Scott and French exchange student, Mathilde Fel at Parliament House for the official launch of the National Council of Young Women Australia. This featured a breakfast and guest speakers as well as a visit to meet PM Malcolm Turnbull where we had the opportunity to take photos. The breakfast was enjoyable and so was the scenic route around Parliament House at 6am, however, the guest speakers were the highlight of the event. Caitlin Figueiredo and Jessica Perry both shared their different but inspirational stories with us. The stories were not just directed at women, but directed at us as youth leaders and showed us what we can do to help in our community. These beautiful women, as well as many others, deserve to have their voices heard and be catalysts for young women across Australia, and even the world.

These two days were something we will never forget. We learnt valuable skills and lessons which we will use for the rest of our lives. The empowering guest speakers have given us the skills and inspiration necessary to find our voices and share our stories.

Ellen Scott, Maddison Coles, Caitlyn Williams, Gabrielle Milgate, Julia Del Bianco
Wanniassa Campus students

Year 9 Brainstorm

On 14 June, Brainstorm Productions performed 'Cheap Thrills' to Year 9. This was a one man show by an amazing improv actor, Sam. He showed us real life implications of bad choices, how they affect people and their family and friends in an entertaining production.

It followed the story of Andrew, his friend Jamie, his sister Pheobe, his ex-girlfriend and his mum. When some bad decisions are made at the beginning it has a domino effect on the rest of the family. Drugs, tobacco and alcohol are involved and while Andrew has the willpower to give up, Jamie is unable to quit and Andrew feels he has lost a friend.

This information is applicable to real life scenarios. It challenges us to better prepare ourselves and think through the processes before we make irrational decisions if we were to be put in that scenario.

Julia Del Bianco, Gabby Milgate + Caitlyn Williams
Year 9 students

Pastoral Care.



Year 12 Pastoral Program

As a part of the Term 2 Pastoral Program, Year 12 were fortunate to engage guest speakers who focused on safe behaviors and wellbeing.

The first presentation was from Constable Rohan Smith from the AFP regarding nightclub safety. Constable Smith spoke to the students about the services and support available in the Civic precinct. He provided students with an informative presentation about party safety as well as outlining the role of the AFP in ensuring that all patrons are safe when visiting the Civic nightclub precinct.

The second presentation was by Kate from the Nicole Fitzsimons Foundation that was established in honour of Kate's sister, Nicole, who was tragically killed in a motorbike accident in Thailand during 2012. The message of the presentation was the importance of travel safety, particularly when traveling to foreign countries. Students were also given a travel passport with safety tips and contacts to help them when traveling abroad.

We would like to thank both Kate and Rohan for sharing their time and valuable information to our Year 12 students.

Kate Dugham

Year 12 Coordinator

Year 8 Self-Esteem Talk

On Wednesday, Year 8 listened to an inspirational speaker named Brianna Thomas. Brianna talked to us about self-esteem and values. She talked to us about negativity and how to deal with it. Brianna taught us that the best ways to deal with negativity are through these three points:

1. To give the negative voice a name

This can help you to separate it from yourself; by separating it helps you to realise that you are making it all up. An example that Brianna used was The Critic

2. Give the positive thoughts a turn

This helps because you can change the negative thoughts into positive ones.

3. Don't let the critic get to you as it lowers your self esteem

It is possible to tune "the critic" out before it affects your positivity.

The talk Brianna gave was really inspirational as Brianna had experienced some of these things personally. We believe that Year 8 learned a lot from her speech.

Mia Cachia + Rebecca Fallshaw

Year 8 students



Parentingideas.

This week's Parentingideas article, "The language of independence," focuses on ways to foster independence in children with the use of a common language.

Monica Bailey

Assistant Principal Pastoral Care (Acting)

The Musical.



Student + Director Profiles

In recent editions of the newsletter, we have published a number of feature articles written by Year 12 journalism students on some of the lead cast members in this year's musical, *Hairspray Jr.* In this edition, Nathan Nemece profiles Flynn Gibbs-Patterson and Betina Calderon writes about the Director, Mrs Petrina Mansfield.



Flynn Gibbs-Patterson

St Mary MacKillop College has a new cast for its musical, *Hairspray Jr.* One of the lead roles is being played by Flynn Gibbs-Patterson, a Year 10 student with a desire for the golden lights of Broadway.

Although this is his first time playing a lead role, he is excited for the play and the possibilities afterwards.

If you liked last year's musical, *The Living End*, then this year's musical will be even better, according to Flynn, who is playing Link, a charismatic, good-looking, all-rounder waiting for his big break.

"There was huge competition for his role," Flynn said.

"I was nervous about it."

Confident and committed to his role, Flynn practises every day that rehearsals are on. Outside of school he also enjoys dancing.

Flynn is "really excited" so let's join him and the rest of the cast and crew.

Tickets are now on sale for performances at the Wanniasa Campus Theatre from the 25 – 28 July. Check out the website, www.mackillop.act.edu.au for more information.

Nathan Nemece



Petrina Mansfield

At the age of nine, Petrina Mansfield was cast as one of the children in a production of *Sound of Music*. Being able to work with experienced adults and singing in choruses allowed Mrs Mansfield to explore characters different to her own personality.

She directed small productions with little school groups before directing last year's MacKillop original musical, *The Living End*.

Hairspray Jr. was chosen at the end of 2016 by the Performing Arts Coordinator. This was chosen to showcase the talent in dancing that a lot of students have at MacKillop. "It is at least 80% dancing. I would say that of all the Performing Arts, dance is our strongest," she said.

According to Mrs Mansfield, Performing Arts Captain Natasha Brittain is taking her role seriously. "She is highly talented and has experience beyond her years. At this point she is more of a co-director rather than assistant director" Mansfield mentioned.

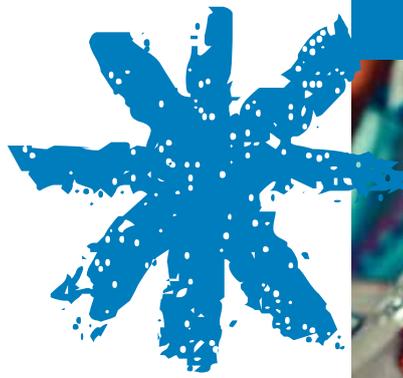
"We've got an amazing cast this year. The amount of talent and enthusiasm, particularly from the Year 12s, is immense. It is very exciting and I love working with them. I want the cast to own their characters and so I give them coaching not only on stage but also on their own schedules and responsibilities."

"The musical this year is highly entertaining. There won't be a lull, it is one and a half hours full of entertainment."

Betina Calderon

parenting * ideas

insights



The language of Independence

By Michael Grose

Independence-building is vitally important for parents. It's the pathway to children's competency, confidence and creativity, and the short cut to resilience and real learning.

Families always develop shared language around the values that have strong meaning for them. If resilience is a shared value then there invariably will be a strong set of words and phrases about resilience factors such as coping, flexibility and perseverance.

Similarly, the values of independence and self-sufficiency are reflected in a family's proprietary language. In fact, it's through shared language that culture exists. If you are looking to building a culture of independence in your family then creating your proprietary language around independence is a great way to start.

These following twelve examples of independence-building language, and the principles behind them, will help you create your own family's language.

1. Never regularly do for a child the things a child can do for him or herself

Goal: Independence

This is perhaps the original parenting-for-independence manifesto, and it's a philosophy that guides many teachers and parents today. In effect, this sentence means that wherever possible - we give children the skills and competencies to look after themselves physically and emotionally. It requires a great deal of patience, time and courage from parents and teachers as the sentence is easier to say than to put into practice. But it's a worthy guiding principle that leads to self-sufficiency in children, and ultimately redundancy as parents.

2. "Is this something you can do?"

Goal: Self-help

Independence takes many forms but perhaps the most common is the development of self-help skills. The confidence, pride and, for most, sheer pleasure that kids doing the simple things for themselves such as a toddler tying his shoelaces or a child making her own lunch is immeasurable. Yet it is so easily denied by well-meaning parents and adults who see it as their job to do everything for children. Independence begins at home with the development of self-help skills.



The language of Independence-building

3. "Have you checked the help roster today?"

Goal: Contribution

A great way to develop a sense of independence is to give kids opportunities to help out at home. There is no need to overburden children with jobs, but a sensible allocation of chores according to their age and study requirements is not only a great help to you, but fantastic training for them. It also builds accountability and a work ethic, both highly valued characteristics for continuing success at school and later in life.

4. "Which of these two would you prefer?"

Goal: Decision-making

Parents as wise leaders need to call the shots on how the family life is conducted, including health and welfare issues such as appropriate bed and bath times. Some things are not up for negotiation. But there are areas where parents can rightfully hand autonomy to children and say, 'It's your call!' Choice of clothes, how they keep their bedroom, what they eat and who they play with are the types of decisions they can make. Naturally, this is age-related and you do need to have some influence on their choices.

5. "How can you make this happen?"

Goal: Problem-solving

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: 'Can you handle this on your own?' Next should be, 'What do you

want me to do to help you solve the problem?' These questions are not meant to deter children from coming to you; rather, to encourage and teach them to start working through their own concerns themselves.

6. "We rely on you to do this."

Goal: Reliability

Reliability is closely connected to responsibility and other aspects of independence. Every child over the age of five, at the eldest, should do something that someone else relies on whether it's looking after a pet, clearing the meal table or emptying the garbage on a regular basis. Having others rely on you has its challenges and can be a learning curve. They'll inevitably forget to put the rubbish bins out on garbage night, meaning your bin will be overflowing for the next week. They'll need to be reminded about feeding the pet or clearing the table. Kids inevitably won't get things right, but that doesn't mean we should stop giving them responsibilities.

7. "What can you learn for next time?"

Goal: Self-sufficiency

Learning from mistakes is part of the independence-building process for children. Often adult impatience or unwillingness to put up with errors prevents us from giving kids the chance to do things for themselves or take real responsibilities. If independence is to be a major part of your family's culture then it's imperative that we help kids learn from their mistakes whether social, behavioural or just messing up while helping out at home.



The language of Independence-building

8. "How do you feel about this?"

Goal: Emotional intelligence

An often over-looked aspect of independence is the ability to self-manage your emotional state. Emotional self-management starts with the recognition of how you feel about a particular event or action and then labelling that feeling. If possible prompt to identify their emotions before they act on them. You can also revisit events and ask children about the feelings that may have led to a certain behaviour such as hurting or yelling at a sibling.

9. "When you muck up, you make up."

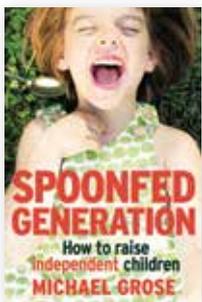
Goal: Accountability

Kids of all ages will make mistakes. In fact, mucking up is part of the learning process. But kids will just repeat their mistakes unless they experience the consequences of their decisions. The use of behavioural consequences is a way of teaching children to take greater responsibility for their lives and to learn to make smarter choices.

10. "How will you fix this?"

Goal: Restoring relationships

Independent kids are usually socially-smart kids who don't operate in a bubble. They know that their behaviour impacts on others they are mindful of the thoughts, feelings and behaviours of others. They also make amends or restore relationships when their behaviour impacts negatively on others.



Special note: I'm thrilled to announce that my latest book *Spoonfed Generation: How to raise independent children* is out. It's available at parentingideas.com.au

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Relationship restoration is a lifelong skill and involves the following: swallowing your pride, making up, giving something back, not holding a grudge and moving on.

11. "You need to do what's right, not what's easy."

Goal: Integrity

A sense of integrity is important for a child's independence because it's the basis of reasoned and socially focused self-control and self-management. The job of parents is to move their children from 'Me' to 'We'. Integrity is the great socialising agent for a child. They may get by without courage, endurance and grit but they won't get far socially without integrity.

12. "Let's find a way to make this happen."

Goal: Positive risk-taking

One of the ways to develop independence is to work with them to build their skills and abilities to safely navigate an ever-broadening environment outside of the relative safe confines of their home. Ideas include adults and kids doing things together such as catching public transport until they are ready to go it alone or with friends; and giving kids smaller freedoms that lead to bigger liberties such as allowing a young child to walk part of the way to school on their own and then extending the distance as they get more experience and feel more confident.

Independence-building is vitally important for parents. It's the pathway to children's competency, confidence and creativity, and the short cut to resilience and real learning. We've gradually retreated from this approach over recent generations much to our children's detriment. It's time to help kids reclaim their independence. Getting our language right is a good place to start as family change always begins with shared language.



Visit our website for more ideas and information to help you raise confident and resilient young people.

