

Macclesfield Primary School

Responsibility • Safety • Respect • Success • Caring

Principal: Lynne Noll



Government of South Australia

Department for Education

Luck St
MACCLESFIELD SA 5153

PHONE: 08 83889338

MOBILE: 0427 270 986

Term 3 Week 1 Friday 24th July

NEWSLETTER NO. 11

Week 2 – Creativity

Monday 27/7/20

Crows session – whole school

Tuesday 28/7/20

Kerry out

Wednesday 29/7/20

Australian Maths Competition

Thursday 30/7/20

Kerry in

Friday 31/7/20

Assembly R/1/2 hosting

Week 3 - Fairness

Monday 3/8/20

Tuesday 4/8/20

Kerry in

Dance Sessions begin

Wednesday 5/8/20

Thursday 6/8/20

Kerry in

Newsletter day

Friday 7/8/20

Student Free Day

Welcome Back

Welcome back to everyone. I hope you were all able to find some enjoyable things to do during the break.

We welcome Sue Cranwell to the staff this term. Sue has previously worked at Echunga Primary School and will provide student support here.

Student Free Day

We have a Student Free Day planned for Friday August 7th. This will be staff training day with the school staff from Callington, Meadows and Echunga. The training will be held at Meadows Primary School.

Character Strength – Fairness

Fairness involves giving everyone a fair chance and being committed to the idea that the same rules apply to everyone. Fair individuals treat everyone equitably, that is, in similar or identical ways, and you do not let your personal feelings or prejudices bias your decisions.

If you have the strength of fairness...

- You treat everyone equitably regardless of who they might be and you believe in fair justice
- You believe that everyone deserves respect
- You have a strong sense of your own moral values and use these to guide your reasoning
- You are compassionate and tolerant towards others.

School Banking

School banking will resume this term.

Please send along bankbooks and money on Wednesdays as before.

AFL Auskick

AFL Auskick will resume on July 29th at the Macclesfield Oval. There is a flier attached to this newsletter or for more information, ring Michael Woodcock on 0457 595 951.

Parent/Teacher Meetings

Teachers are offering meeting opportunities for you to come in to discuss your child/ren's progress. Please talk to the teacher/s involved if you would like to make a time.

Teachers may contact you also, if they want to discuss something in particular.

ENCOURAGE STUDENTS TO USE FEELING AND VISUAL THINKING TO SOLVE UNFAMILIAR MATHS PROBLEMS

According to a new study by Dr Carol Aldous of Flinders University, solving novel maths problems without implementing some aspect of intuitive, non-cognitive thought is almost impossible.

The study sought to identify what role creative thinking, including processes like imagination and unconscious association, played in maths. She gave novel maths problems to 400 Australian students and teachers, and the results were conclusive.

“Relying solely on cognitive processes is not possible,” Dr Aldous states. There has to be a degree of feeling, or unconscious thought, that goes into it. “People have told you that feeling interferes with solving a problem, but what nobody has told you is that in the absence of feeling you won’t solve the problem.

Dr Aldous contrasts the responses from maths professionals, such as teachers and lecturers, with those from students. One problem asked that a geometric shape be divided into four pieces of equal area. A Grade 11 student, “Chelsea”, who was chosen because she was a proficient mathematics problem-solver, relied exclusively upon cognitive, rule-based approaches, and struggled to solve the problem.

Two high-school maths teachers began with analytical approaches, but only solved the puzzle after a process of intuitive reflection. One teacher reported letting her brain go “fuzzy” before solving the problem, while another said she needed to “sit back and see how she felt” to get an answer.

A professional mathematician solved his problem intuitively first, then went back to formally check the answer.

“The teacher experts ... drew on cognitive and non-cognitive systems of reasoning to solve novel mathematics problems, but Chelsea ... relied largely on cognitive rule-based forms of reasoning and took much longer to solve the problem. Had a novel problem requiring non-cognitive processing been used, Chelsea might not have achieved a successful outcome.”

This implies that the more experienced someone is solving novel maths problems, the more likely they may be to use creative, non-cognitive methods first.

Dr Aldous's research offers hope that a greater focus on students using creative thinking during maths lessons could play a role in reversing Australia's falling maths results. The common wisdom is that students don't see the practical value of maths, and need to be shown how it applies to their lives to provide real-world solutions.

Instead, teaching maths and science could be presented as an opportunity for experiencing “joy, beauty, and wonder”. Maths teachers could change the way they approach their classes and try to emphasise the role of creativity in problem solving.

“They must be able to foster among their students the use of non-cognitive processes as well as the usual,” Dr Aldous writes. Feeling can be seen as a “source of direction” to navigate students through problem solving.

"No curriculum for schools and universities is complete without reference to ... problem solving and creativity, yet problem solving and being creative are not easily taught or learnt."

Being creative involves a variety of processes, but generally involves utilising both conscious and non-conscious parts of the self and working to increase their interaction. "This interaction may involve oscillating between states of focused or defocused attention, switching between visual-spatial and analytical forms of reasons, or moving between moments of thinking and feeling."

"Teachers of novel mathematics problems need to alert students to their inner resources, found by attending to feeling in its deeper sense."

One secondary school teacher, “Barbara”, implements these processes in her classes while solving deductive geometry problems with her students. She will pull up a chair in front of the blackboard and just stare at the problem until the answer “just jumps off the blackboard”.

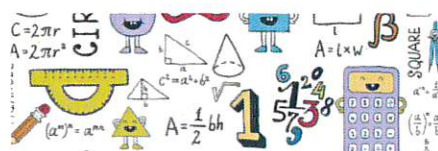
Then she will have her students do the same.

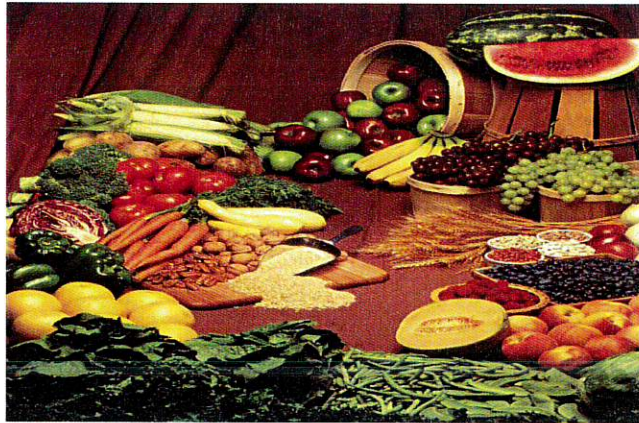
"I actually say, 'Have you just sat and looked at it? Just sort of let your mind go blank?' And quite often the kids are then able to go on and solve things ... you can see the lights come on."

Dr Aldous cites this as an example of fostering intuitive reasoning that demonstrates how useful incubation or semi-incubation can be in solving problems. Some teachers may feel a sense of stigma around non-cognitive processes, however.

Barbara said that it used to worry her that she “didn’t appear to be thinking, like other people think.” Counterintuitively, it was “actually more the emptying of the mind than the filling of it.” However, she “pretty well always got the right answer.”

Dr Aldous is confident that her research supports such methods, and hopes it will help to validate both students' and teachers' use of such techniques in classrooms across Australia.





Cooking Return

Hi Everyone

Cooking is returning Friday's to Macclesfield Primary School
starting on Friday the 31st July 2020.

Would really love to see our volunteers from term 1,
or anyone else wanting to help out.

Same time as in the past.

Cooking for year 7's, 6's weekly, and year 5's on a fortnightly swap.

Cooking dates for the rest of the term as follows:

(subject to change if SFD's are applied)

14th August

21st August

28th August

4th September

11th September

18th September

Please make contact with Barbara either at the school, or on 0423 480 218
if you are a returning volunteer, or would like to join us.



**IGNITE A PASSION
FOR THE GAME!**

Macclesfield Football Club

Macclesfield Oval

Wednesdays 4-4:45pm starting 29th July 2020

Contact: Michael Woodcock
0457 595 951

play.afl/auskick