

## **Stephen Lee: unacknowledged sources?**

Stephen Lee was principal of Methodist Ladies' College in Perth, Western Australia, 2003–09. He wrote regularly for the school's newsletter *Wyvern*. Text in a number of his articles appears to be identical to text previously published.

### **Case 1**

In *Wyvern*, Week 10, Term 1, 2007, Lee listed 24 examples of positive feedback, saying "I apologise in advance if I do not get the language quite right for the girls." All 24 examples are identical to those published in *Parenting Tips*, No. 54, March 2007. Lee's column contains 24 of the 25 tips in the *Parenting Tips* list, omitting number 24.

*Parenting Tips* is published by the Association of Heads of Independent Schools of Australia (AHISA). The March 2007 *Tips* gives credit for the list to Parents Inc. (<http://www.parentsinc.org.nz>).

### **Case 2**

In *Wyvern*, Week 4, Term 3, 2007, Lee wrote that he had been on a "father/son bonding trip" with his son during the school vacation and described four issues relevant to his relationship with his son. All four are identical in wording to those given by Roger McIntire in "How dads teach values," published in *Parenting Tips*, No. 59, August 2007. This issue of *Tips* acknowledges the source as <http://www.parentsuccess.com>.

### **Case 3**

In *Wyvern*, Week 10, Term 2, 2008, Lee wrote about emotional intelligence. Much of his text is identical word-for-word with text in *Parenting Tips*, No. 68, June 2008.

In none of these three cases does Lee give or mention another source for his text.

### **Context**

The Methodist Ladies' College has an assessment policy for students that states "Plagiarism is taking and using another person's words, creations or ideas and passing them off as your own by not giving credit to that person" and "There are serious penalties for plagiarism."

In *Wyvern*, Week 2, Term 4, 2007, Lee wrote "Always remember that if there is a difference between what we teach and how we act, our children will copy what we do rather than what we say. Our children develop their moral reasoning from their role models. We need to be consistent in what we say and what we do to give them a clear set of boundaries which support the laws of the country and the communities they live within so they can become the leaders our girls aspire to be."

Written by Brian Martin based on information provided by parents whose daughters attended Methodist Ladies' College  
16 September 2010

# Wyvern



WYVERN WEEK 10, TERM 1 2007

A fortnightly newsletter for all parents and students of Methodist Ladies' College

## From the Principal

### Dear Parents

Following my last article on getting comfortable with mistakes as an integral part of learning for our children (and for ourselves), I would like to share some thoughts from a seminar I attended on Encouraging Positive Work Cultures. The presenter, Dr Martin Seligman, underlined the importance of positive reinforcement. I recommend his book *Learned Optimism*, published by Random House Australia in 1992. He explained that our negative criticisms not only build pessimism and low esteem in our children, they are inherently so much more powerful to our psyche than positive comments. So much so that on average we need to receive 10 positive comments to balance the effect of one negative comment. This is perhaps part of the reason why organisations spend so much time trying to redress the negative rather than celebrating the overwhelming positive achievements. With our children, we need to practice lots of positive spins on all kinds of situations to build their optimism for themselves, their relationships with us and the world they live in. This will make a huge contribution to their resilience when things inevitably do go wrong. Below are some examples of positive commentary for various occasions and I apologise in advance if I do not get the language quite right for the girls. Each verbally rewards the child for what has been done so far and builds optimism for future efforts:

1. **Amazing job!** You should be very proud of that result.
2. Congratulations, **you got it right.**
3. Now you really have the hang of it – see, all your **hard work** is paying off.
4. I knew you could do it! **Give yourself a pat on the back.**
5. **I'm Impressed**, you're a natural.
6. I'm very proud of you – **it takes a big person** to say they are sorry.
7. Good **remembering!** You've thought about what we talked about the other day.
8. **One more time** and you'll have totally mastered it.
9. That is the **best you've ever done.**
10. Well done – **you nailed it** that time.
11. That's the right way to do it. **Girl!** You are really onto it.
12. You figured that out fast – **I'm blown away!**
13. I can see you've been **practising.**
14. **You're doing beautifully** – I appreciate the effort you are **putting in.**
15. **Wow!** You are full of great ideas!
16. You're just about there – **keep at it.**
17. **Nicely handled**, that was a tough situation but you **coped** very well.
18. Excellent, I can see **you've really been thinking about this.**
19. **I'm impressed** at how you've stuck at it.
20. I love your **attitude** – you're on your way.
21. **Thank you** for just getting on with it.
22. **Hey!** This needs to be on the news.
23. I know it didn't work out but you **kept your cool.** Well done!
24. You're a **star!**

Stephen Lee, Principal

## EARLY CLOSING ON 5 APRIL

We wish all our families a safe holiday break as they celebrate Easter. The main reception will close at 2pm on Thursday 5 April, the last day of term, with Middle and Senior School students dismissed at 12.50pm. The Junior School will have the following staggered finish times: Kindy at 12 noon, Pre-primary at 12.10pm, Year 1 & 2 at 12.15pm, Years 3, 4, 5 & 6 at 12.30pm.

The Walter Shepherd Resource Centre will close at 12.50pm. All students will need to be collected, or should make arrangements to travel home earlier than the normal school closing time.

## WHAT'S ON

### Term 1 Ends

Thursday 5 April, 12.50pm

### Term 2 Commences

Thursday 26 April

### House Singing, Drama & Mime Concert

Wednesday 4 April, Hadley Hall, 7.30pm

### Year 12 Hat Throwing Photo

Monday 30 April (new date)  
Centenary Building, 12 noon

### Cabaret Night

Friday 11 May  
Dining Room, 7.30pm

## Centenary

### Morning Tea & Heritage Walk

Wednesday 9 May, on campus  
9.30am to 11am, Entry Free

### MLC Centenary Ball

Saturday 23 June  
Government House, 7pm  
Tickets: [www.mlc100.com.au](http://www.mlc100.com.au)

## Community Support Groups

### CSA Meeting

Thursday 5 April, Meeting Room, 8.45am

### Boarding House Support Group Meeting

Wednesday 25 April, Meeting Room  
All boarding families welcome to dinner at 5.30pm followed by the meeting at 6.30pm

### Community Lunch

(formerly City/Country Lunch)  
Thursday 26 April, details to come

### Music Support Group Meeting

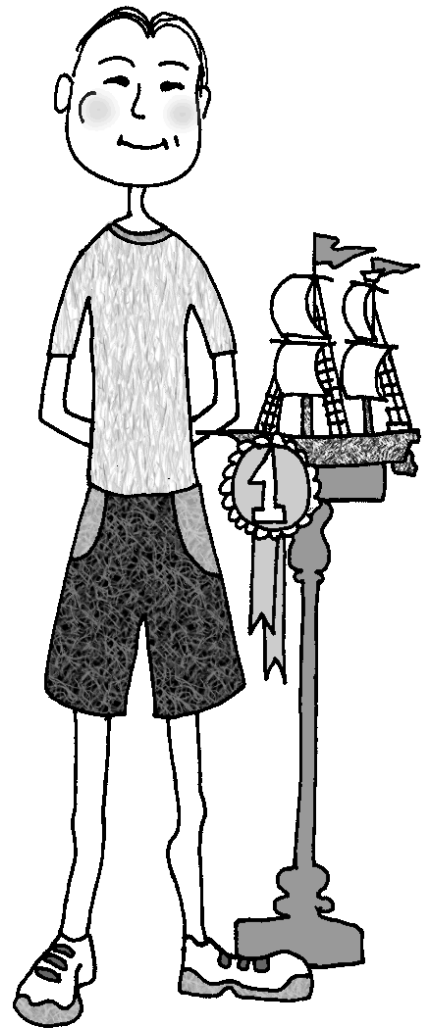
Monday 30 April, Verdi Room, 6pm

### Rowing Support Group Meeting

Tuesday 3 April, Meeting Room, 7pm

## 25 ways to say “well done!”

1. **Amazing job!** You should be very proud of that result.
2. Congratulations, **you got it right.**
3. Now you really have the hang of it – see, all your **hard work** is paying off.
4. I knew you could do it! **give yourself a pat on the back.**
5. **I’m Impressed** you’re a natural.
6. I’m very proud of you – **it takes a big person** to say they are sorry.
7. Good **remembering!** You’ve thought about what we talked about the other day.
8. **One more time** and you’ll have totally mastered it.
9. That is **the best you’ve ever done.**
10. Well done – **you nailed it** that time.



Heartfelt praise rewarded Joel's efforts and spurred him on to greater accomplishments in the future.

11. That's the right way to do it.
- Boy!** You are really onto it.
12. You figured that out fast – **I'm blown away!**
13. I can see you've been **practising**.
14. **You're doing beautifully** – I appreciate the **effort** you are putting in.
15. **Wow!** You are full of great ideas!
16. You're just about there – **keep at it**.
17. **Nicely handled**, that was a tough situation but you **coped** very well.
18. Excellent, I can see **you've really been thinking about this**.
19. **I'm impressed** at how you've stuck at it.
20. I love your **attitude** – you're on your way.
21. **Thank you** for just getting on with it.
22. **Hey!** this needs to be on the news.
23. I know it didn't work out but you **kept your cool**. Well done!
24. Great stuff! You get to eat off the **red plate** tonight!
25. You're a **star**!

<p style="text-align: center;"><b>Source</b> Parents Inc. 2005 <a href="http://www.parentsinc.org.nz">www.parentsinc.org.nz</a> No 2 of the series</p>
--

# Wyvern



WYVERN WEEK 4, TERM 3 2007

A fortnightly newsletter for all parents and students of Methodist Ladies' College

## From the Principal

### Dear Parents

During the past school vacation I had the opportunity to take my son on a holiday. It was planned as a father/son bonding trip. It was partly to give the two of us quality and quantity time together, and to be honest, to make up for the imbalance of work and family time over the year. While away, I had time to reflect on the way we related to each other. I found these four issues to be useful in considering the way I related to my son and thought I would share them with you. I am confident they apply equally to fathers and daughters:

**1. Are you more often the encourager or the critic?** It is tempting to react to the mistakes of our children and forget to recognise their successes. To choose the role of *encourager* improves the family atmosphere and builds a closer relationship with your daughters. To be a critic builds distance and an unhappy family.

**2. Are you available to listen or more often in a hurry and distracted?** There's more to conversation than just what is said. Our behaviour sends many messages including how much we value our children. Chances to be close to a child or especially a teen are missed when we are overly talkative about our work or silently aloof when our children are talking to us. I find that when I don't actively listen and take an interest, my son stops talking to me.

**3. Are you more often a model of cooperation or competition?** Fathers have usually experienced a competitive world and want to provide their children with a strong spirit for success. The challenge is to model co-operation and to let our children win from time to time. A wise friend once told me, "win an argument – lose a friend". Another wise saying which is pertinent for competitive dads is: "the person who always wins is only admired from a distance".

**4. Are you more often a man with time available for your kids or a man with other priorities?** The priorities of love are best assessed not by words but sharing

your time. Time is one of those precious commodities we under value and under utilise. If we approached time management with the same level of attention as money management we could quarantine time for our children as an investment, like superannuation. This metaphor is worth contemplating.

With boys I think point number three is where I would start and with girls I would suggest point number one. I personally struggle with balancing time and energy for work and for my family and am not a great role model in this regard. If you can find time to try these strategies, I can assure you they work.

### CARS ON CAMPUS

For many years the College has had a strategic plan to separate cars and students on campus in order to provide improved safety for pedestrians. This traffic plan has been incorporated into our whole campus plan and our recent progress in building and infrastructure is allowing implementation of the car safety strategy. To this end, a hydraulic lift bollard has been installed outside the Music department on the main drive to restrict car access to the Centenary Building. In addition, the old gates at Corry Lynn have been restored and motorised to restrict cars to the Corry Lynn car park. Both these devices will restrict car access to the College's high-use pedestrian areas.

This will represent changes to some long-term habits regarding access and it may also cause inconvenience for deliveries or visitors in the early days until everyone gets used to treating the Hadley car park as the termination point for cars. In the longer term, the ash driveways will be replaced by paved walkways similar to pedestrian malls in the city. These two changes to car access will be operational in the near future. Your support to make the campus more pedestrian safe will be much appreciated.

Stephen Lee  
Principal

## WHAT'S ON

### General

#### Head of the River

Saturday 18 August  
Canning Bridge, from approximately 8.30am

#### Arts & Science Week

Beginning Monday 20 August  
Includes various activities throughout the week. See *Daily Bulletin* for information.

#### Years 7-12 Dance Night

Wednesday 22 August  
Hadley Hall, 7pm

#### IGSSA Athletics Carnival

Tuesday 18 September  
All Day

### SUPPORT GROUP MEETINGS

#### MLC Collegians' Association Meeting

Monday 13 August  
Meeting Room, 7pm

#### Per Ardua Association Musicale

Wednesday 29 August  
Hadley Hall, 2pm  
Tickets \$10 on 9383 0261

#### CSA Meeting

Thursday 30 August  
Meeting Room, 8.45am

## TRAFFIC DELAYS – CONCRETE POUR

During Week 4 there will be a large concrete pour on the Middle School site, involving cement trucks coming and going continuously from 6am through to past 4pm on the day. These trucks will need to go through the Hadley Hall car park and may cause some traffic congestion, which we apologise for in advance. Once the College has confirmation from the builders of the exact day for this pour, all families will be informed via email.

## How Dads Teach Values

Dr. Roger McIntire

*"No man can possibly know what life means, what the world means, what anything means, until he has a child and loves it. Then the whole universe changes and nothing will ever again seem exactly as it seemed before."*

Rudy spent two days camping with his father last month and then a day with him on bring-your-son-to-work day. The special days didn't include detailed plans, but Rudy remembers a lot about them. Those of us who went to work with our fathers have a special place for that memory.

Rudy told his teacher about it: "Dad's a dispatcher. He says you have to be careful to get it right and to get along with the other people." Rudy remembers nearly all the details of his day at Dad's work. Rudy's father probably did not intend to teach Rudy anything specific, but during his time with Rudy he was sharing his values and his example.

How are you handling this important aspect of character-building? Here's a checklist:

### 1. Are you more often the encourager or the critic?

It is tempting to react to the mistakes of others and forget to recognize the other person's successes. The father who chooses the role of encourager improves the family atmosphere and has a closer relationship with his kids. The critic builds distance and an unhappy family.

**2. Are you available to listen or more often in a hurry and distracted?** There's more to conversation than just what is said. It sends many messages including how much one person values the other. Chances to be close to a child or especially a teen are missed when a father is overly talkative about his concerns or silently aloof when his son or daughter has the airways. An available parent will be blessed with available children.

**3. Are you more often a model of cooperation or competition?** Fathers have usually experienced a competitive world and want to provide their children with a strong spirit for success. Yet Rudy's busy father emphasized cooperation so that Rudy would have a social life to enjoy as well as things.



Rudy's Dad was sharing his values and his example

## 4. Are you more often a man with time available for your kids or a man with other priorities? The priorities of love are best assessed not by words but sharing your time.

What values do you want to model for your son, daughter, or student? Try keeping a diary for two weeks to note how you spend your time with your child or teen. What values do you think will come through? How do you model those values?

Source: [www.parentsuccess.com](http://www.parentsuccess.com)

### Some bearpits for the unwary...

#### Overindulgence

- ☐ Build resilience by helping your son or daughter fight the little battles against pampering himself with food, phones, fads, computer and television.
- ☐ Help your child see at every opportunity that we should not build our happiness on things, but in generous love for others.
- ☐ Model a positive attitude; avoid complaining and dwelling on criticism. Teach the virtues of working hard, of physical toughness and endurance. Make light of tiredness and inconvenience. Be mindful of the words of John Paul II about his own father: "He was so tough on himself he never needed to be tough on me"

#### Self centredness

- ☐ Help your son or daughter discover the duty we have to help others in need, and the happiness that comes from serving others. They will need a good heart as well as well grooved habits of service. Teach the link between generosity and happiness.
- ☐ Teach your children to be grateful. Show your own gratitude readily.

#### Poor preparation for human relationships

- ☐ Prepare your son and daughter for permanent relationships of love. Teach that love is giving of oneself. Teach the difference between feelings/impulses and deliberate decisions.
- ☐ Insist on loyalty and on taking full responsibility for all decisions that one makes. Teach a sex education that goes beyond biology to commitment and the spiritual dimension. Talk to your son about respect for women and model it... put your wife on a pedestal.
- ☐ Invest much creativity in homelife.

#### Underchallenged and therefore underdeveloped

- ☐ Develop a loving demandingness. Ask more of your son or daughter than last year. Be consistent with your wife's expectations and talk out different approaches so that you are both in synch. Have high but loving expectations and remember that close follow up of expectations takes generosity. "Kids respect what we inspect."

#### Superficial faith

- ☐ Gandhi said, 'There is more to life than increasing its speed'. Look for the spiritual dimension to life... and death. Once we are attuned to the spiritual, we are awake to community and family. We cannot fulfil ourselves in isolation, no matter how hard we try. Those who do not experience the self-gift and affection of others remain tragically unfulfilled. This operates on at least three levels: the parent-child bond, the spousal bond and, for many, the creature-creator bond.
- ☐ If we want to pass on faith to children we must develop habits of prayer and pass these on. Take the advice of an older daughter who once said to her father: 'Talk less to your son about God and more to God about your son.'
- ☐ Talk about our calling to holiness and how that should colour all our actions in our lives.

You are receiving this email because the email address [email address suppressed] was subscribed to our email list. Having trouble reading this email? View it on our website.



eNewsletter:

## In this issue

- K-12
- Dear Parents
- [Head lice](#)
- Shiver Me Timbers!
- [Rowing Support Group](#)
- [Entertainment Books](#)
- Wyvern dates Term 3
- What's On K-12
- [Junior School](#)
- 
- [Speak Up Award](#)
- Piano Recital
- [Walking School Bus](#)
- What's On Junior School
- [Middle School](#)
- 
- [Senior School](#)
- 
- [Year 10 Subject Selection for Year 11, 2009](#)
- [Inter House Athletics Results](#)
- What's On Senior School

## Subhead

### Pass it on

If you know someone who may be

## K-12

### Dear Parents

Emotional intelligence is one of the new areas of the broader curriculum in schools of the 21st century.

In a line from Aristotle, through Augustine and Aquinas, to the realist philosophers of the 20th century, there has been a consistent view that emotions are neither good nor bad in themselves... it is how we manage them through our intellect and will that gives them a positive or negative value.

Aristotle's work laid the foundations for rational psychology. From his observations he taught there are integrated features in the psychological make up of all human beings:

Our intellect - Our power to understand, which is assisted by sound habits of thinking critically and logically;

Our will - Where we make decisions; the power to choose and to love;

Emotions and passions - He taught there are seven passions: love and hatred, desire and fear, joy and sadness, and anger;

Our senses - All our knowledge of the world enters through our senses as raw data or information we have been told; and

Habits of behaviour for better or worse: virtues or vices. Habits of respect and responsibility, self control, and courage assist our will when it makes choices.

Realist philosophers argue that emotions and passions link us to the world around us but need the guidance of reason. We are a package deal: our happiness depends on our using reason and good habits to direct our choices. Ultimately, our



interested in receiving this newsletter, you can easily forward up to five copies at once.

actions may be traced back to sound or impulsive choices, often to well or poorly managed passions and emotions. Aquinas wrote in the 13th Century, "Emotion leads away from moral behaviour in so far as it is uncontrolled by reason; but in so far as it is rationally directed, it is part of the virtuous life".

When passions and emotions pre-empt decisions, we can end up doing things that we don't want to do, or that are not good for us – we love the wrong things, we eat too much food, we fear things irrationally, we allow sadness to dominate our moods, we give into bursts of impulsive anger. How often we see in children the damage of impulsive behaviours; yet as adults the damage they do will be much greater unless they are taught to manage their emotional lives. This needs to be a key goal for teachers and parents as we work in partnership to educate and develop our girls.

This is where the concept of emotional intelligence comes from. In the next Wyvern I will share some tips on how to practically develop emotional intelligence in our children.

**Stephen Lee, Principal**

## **Head lice**

As we have found a few cases of head lice in the Boarding House this week, we advise that ALL parents check their daughter's hair thoroughly.

The WA Department of Health has an excellent fact sheet on head lice and the best methods of treating them, which is available online at [www.health.wa.gov.au/headlice](http://www.health.wa.gov.au/headlice)

A child with head lice should be excluded from school until treatment has commenced and all head lice have been removed. However, a few remaining eggs are not a reason for continued exclusion, as long as treatment continues until all eggs and hatchlings have been removed, usually over a period of about 10 days.

## **Shiver Me Timbers!**

## The Top 10 Ways to Raise Emotionally Intelligent Kids

Having a high level of emotional intelligence in your children is the best way to ensure that they live a happy, successful, and responsible life as an adult. Here are ten ways to help your kids attain a high degree of emotional intelligence:

### 1. Model emotional intelligence yourself.

Yes, your kids are watching very closely. They see how you respond to frustration, they see how resilient you are, and they see whether you're aware of your own feelings and the feelings of others.

### 2. Be willing to say "no" to your kids.

There's a lot of stuff out there for kids. And your kids will ask for a lot of it. Saying no will give your kids an opportunity to deal with disappointment and to learn impulse control. To a certain degree, your job as a parent is to allow your kids to be frustrated and to work through it. Kids who always get what they want typically aren't very happy.

### 3. Be aware of your parental "hotspots."

Know what your issues are - what makes you come unglued and what's this really about? Is it not being in control? Not being respected? Underneath these issues lies a fear about something. Get to know what your fear is so you're less likely to come unglued when you're with your kids. This doesn't make fears go away, it just makes it easier to plan for and to deal with.

### 4. Practice and hone your skills at being non-judgmental.

Start labeling feelings and avoid name-calling. Say, "he seems angry," rather than, "what a jerk." When your kids are whiny, saying things like, "you seem sad," is better than just asking them to stop. Depriving kids of the feelings they're experiencing will only drive them underground and make the feelings stronger.

### 5. Start coaching your kids.

When kids are beyond the toddler years, you can start coaching them to help them to be more responsible. Instead of "get your hat and gloves," ask, "what do you need to be ready for school?" Constantly telling your kids what to do does not help them to develop confidence and responsibility.

### 6. Always be willing to be part of the problem.

See yourself as having something to do with every problem that comes along. Most problems in families get bigger when parents respond to them in a way that exacerbates the problem. If your child makes a mistake, remember how crucial it is for you to have a calm, reasoned response.

### 7. Get your kids involved in household duties at an early age.

Research suggests that kids who are involved in household chores from an early age tend to be happier and more successful. Why? From an early age, they're made to feel they are an important part of the family. Kids want to belong and to feel like they're valuable.



Saying "No" to Frances allowed her to experience and work through feelings of frustration

## 8. Limit your kids' access to mass media mania.

Young kids need to play, not spend time in front of a screen. To develop creativity and problem-solving skills, allow your kids time to use free play. Much of the mass media market can teach your kids about consumerism, sarcasm, and violence. What your kids learn from you and from free play with others will provide the seeds for future emotional intelligence.

## 9. Talk about feelings as a family.

State your emotional goals as a family. These might be no yelling, no name-calling, be respectful at all times, etc. Families that talk about their goals are more likely to be aware of them and to achieve them. As the parent, you then have to "walk the talk."

## 10. See your kids as wonderful and capable.

There is no greater way to create emotional intelligence in your child than to see them as wonderful and capable. One law of the universe is, "what you think about expands." If you see your child as wonderful, you'll get a lot of "wonderful." If you think about your child as a problem, you'll get a lot of problems.

Source: [www.topten.org](http://www.topten.org)

### Rational Psychology An insight into how to manage our emotional lives

In a line from Aristotle, through Augustine and Aquinas to the realist philosophers of the 20<sup>th</sup> century, there has been a consistent view that emotions are neither good nor bad in themselves ... it is how we manage them through our intellect and will that gives them a positive or negative value.

Aristotle's work laid the foundations for rational psychology. From his observations he taught there are **integrated** features in the psychological make up of all human beings:

- **Our intellect**  
Our power to understand, which is assisted by sound habits of thinking critically and logically.
- **Our will**  
Where we make decisions; the power to choose and to love.
- **Emotions and passions**  
He taught there are seven passions: love and hatred, desire and fear, joy and sadness, and anger.
- **Our senses**  
All our knowledge of the world enters through our senses as raw data or information we have been told.
- **Habits of behaviour** for better or worse: virtues or vices.  
Habits of respect and responsibility, self control, and courage assist our will when it makes choices.

Realist philosophers argue that emotions and passions link us to the world around us but need the guidance of reason. We are a package deal: our happiness depends on our using reason and good habits to direct our choices. Ultimately, our actions may be traced back to sound or impulsive choices, often to well or poorly managed passions and emotions. Aquinas wrote in the 13<sup>th</sup> century "*Emotion leads away from moral behaviour in so far as it is uncontrolled by reason; but in so far as it is rationally directed, it is part of the virtuous life*".

When passions and emotions pre-empt decisions, we can end up doing things that we don't want to do, or that are not good for us – we love the wrong things, we eat too much food, we fear things irrationally, we allow sadness to dominate our moods, we give into bursts of impulsive anger, etc. How often we see in children the damage of impulsive behaviours; yet as adults the damage they do will be much greater unless they are taught to manage their emotional lives. This is a key goal of teachers and parents.