



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

August 24th 2020

"Love is the fruit in season at all times, and within the reach of every hand".

Mother Teresa

To All In Our Learning Community,

In recent days we have seen some hope that we are moving in a positive direction in supressing the COVID-19 virus. We are half way through stage 4 restrictions which thankfully appears to be reaping rewards. Despite the reduced or fluctuating numbers we still hear of people losing their lives to this virus. We continue to remember those who have died. In particular we remember the most vulnerable in our society who are suffering at this time.

While we do remain socially distanced from each other we remain connected through being a member of our learning community. As we continue to engage in learning each day and in the coming weeks through a remote setting our learning community's culture continues to be nurtured through the personal interactions made possible through various online platforms. It is encouraging to see children engaging in dialogue with their family and making their thinking visible in so many ways. The reflections on various aspects of learning confirms our children's capacity to demonstrate so many of the learning assets and dispositions that we promote.

This week our newsletter illustrates many examples of the learning that is occurring in our learning community. Take a moment to read the reflections and ongoing learning opportunities that are being provided and enhanced through remote guests, consultants, teachers and parent partnerships.

Stay safe
Kind regards

Chris

This Week's Happenings

Monday 24th August

Remote learning for Foundation to Year 6
Mathematics Professional learning and planning
Year 3- 6 –Colleen Monaghan
Foundation – Year 2 Workshops with Michael Wagner

Tuesday 25th August

Foundation – Year 2 Planning
Year 3 – 6 Workshops with Michael Wagner
Murrundindi – Damper making workshops

Wednesday 26th August

Parish Principals' meeting
Foundation – Year 2 Workshops with Michael Wagner
Year 5 – 6 Workshops with Michael Wagner
Professional Learning – Faith & Life Inquiry

Thursday 27th August

Year 3 – 6 Planning
Year 5- 6 Workshops with Jess Sanders
Year 3 – 4 Workshops with Michael Wagner
Murrundindi – Damper making workshops

Friday 28th August

Year 5 – 6 Workshops with Michael Wagner

Psychological Care ~ Increased support for Victorians

We are all responding to this Crisis differently. The amount of sessions that are now available to Victorians to receive Psychological care has increased to 20. You can access this care through contacting your local GP. Your GP will then provide a referral which can be used to access 20 sessions of psychological care through Medicare. Support for access to Multicultural mental health services can be accessed through <https://embracementalhealth.org.au/translated-content>

Embrace

<https://vtmh.org.au/>

Victorian transcultural Mental Health

Wellbeing resources

A number of resources have been placed in our webpage that may support families. Please take a moment to check this out. Thank you to Vicki our school counsellor and Margaret Canny our Diversity leader for preparing these.

<https://www.motherteresa.catholic.edu.au/mental-health-resource-for-children-and-parents/>

What's Happening in the Remote Learning Spaces

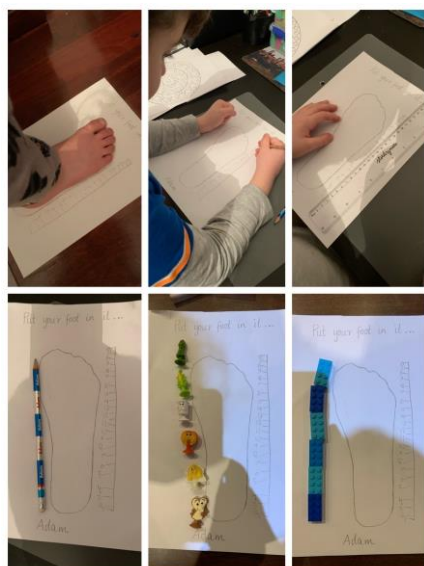
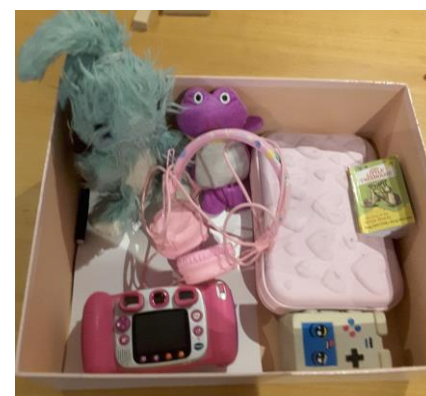
"Parents are vital partners in education. They influence their children's attitudes about learning, and support learning at home. They are a vital link between home and school. And when they become involved in the life of the school, they make our schools better places to learn, grow and thrive (Parents in Partnership, Ministry of Education, Toronto, 2010)

Foundation – Year 2 Remote Learning Spaces

Over the last 5 weeks the Foundation to Year 2 Children have engaged in a variety of learning tasks ranging from **Kids HelpLine** sessions, **Maths Focus Groups** and **Reading** via Microsoft Teams.

In Weeks 3 and 4, The Foundation -Year 2 children had the opportunity to engage with the KidsHelpline via Microsoft Teams. As **researchers**, this opportunity helped us to find out about our understanding **'There are a variety of strategies we can use to help ourselves and others stay safe, happy and healthy throughout the day.'** As a way to sort out our thinking many learners forwarded videos, drawings and some even created their own calming boxes to show their understanding of ways they can manage their big emotions.

As **confident** and **persistent** learners, over the past few weeks we have had the opportunity to engage in reading and one on one Maths Sessions online. These sessions have enabled the teachers to identify the learning needs of individual learners and help support parents to provide focused learning in areas of need. We have seen substantial growth across both Literacy and Numeracy for all our learners.



Through Microsoft Teams, we have also had the opportunity to engage in Maths Focus Groups. These groups have ranged from counting to 20, to making 3 or 4 digit numbers as well as learning about fractions and decimals. It sure has been a challenge for both teachers and students adapting to learning online but we are doing our best!

The most exciting learning that some of the Foundation-Year 2 children have been engaging in, is Sight Words. Many children have

learned all their 307 words and others have made big gains of learning 100 or more words!! We are so excited to check our students Sight Words each week and see the growth that has been made!

The Foundation- Year 2 teachers would like to thank our students and their families/ carers for being so empathic and supportive of one another throughout these times and we look forward to seeing you all online again soon!

Bridging Centre

Year 3/ 4 Remote Learning Spaces

“Making Thinking Visible has the power to foster deep learning, cultivate engaged students, improve learning and develop thinking dispositions” (Ritchhart & Church, 2020)

As **inquirers**, we have had **time** and **opportunity** to **engage** in a variety of **learning opportunities** while **learning remotely**. Through a **virtual workshop** with **Kids Helpline**, we **extended** our thinking around our compelling question ‘**Why and how can we manage challenges** and developing **resilience**’. As part of **reflecting** on this **learning opportunity**, we **identified new ideas...**

I have changed my thinking about being resilient because... now I know that there is more than one way to be resilient. (Jack)

I have changed my thinking about resilience because I have learned more about it. One way I have used this learning at home is when I did chores, I was resilient and tried to do them. (Chanel)

As we continue to **explore** ‘*why and how can we manage challenges?*’ we had an **opportunity** to **develop skills** as a **communicator** and be **confident** while **interviewing** a family member about **challenges** they have experienced before.



This is Gabriella interviewing her Auntie online.

Through **Microsoft Teams** over the past few weeks, we have had **time** and **opportunity** to **engage** in **mathematical thinking**. As **thinkers**, we are continuing to **apply** our **knowledge** around **counting sequences, number sense** and **adding and subtracting whole numbers, fractions** and **decimals**. During this time, we are continuing to have ‘**reflective pauses**’ or ‘**understanding check-ups**’ where we **stop** and **think** and **share** what we are **learning** and how our **thoughts** and **learning skills** are **evolving**.

As part of **showing** and **sharing** what we **know** we have **engaged** with our learning space teacher one-on-one through Microsoft Teams to show how we have **grown** as **mathematicians**. It is evident through **consistent opportunities** on Microsoft Teams the **growth** that has been made in mathematical thinking. There have also been **opportunities** as we’ve **engaged** in learning at home to **reflect** on what we **know** and **consider** the dispositions we are strengthening...

Over the past week I have shown the disposition persistence because some of the Microsoft Teams math group are confusing but I am persistent and I keep trying. (Ava)

$$3 + 3 = 6$$

$$2 \times 3 = 6$$



I have been persevering in my math and now I understand more about multiplication.

I'm proud of the way I have got better at multiplication.

(Ariana)

Leadership Centre

Year 5/6 Remote Learning Spaces

Making thinking visible both allows and asks teachers to know their students in a different way. Teachers become curious about their students' learning, how they are making sense of ideas, what they are thinking, and what engages them. They become interested in how their students come to know what they know, what questions they have, and what challenges they face. Teachers see these challenges as interesting opportunities for exploration. Ron Ritchhart & Mark Church 2020

Inspiring social worker and author – Jess Sanders

As part of our Faith and Life inquiry understanding, **There are strategies we can use to help us manage the impact of change on our mental health**, we engaged in a self-care virtual workshop on Microsoft Teams and Zoom with social worker and author Jess Sanders to help us find out about self-care and the importance of this for everyone. Although a very different experience on a screen Jess provided us with the time and opportunity to create our own personal self-care strategies. We shared our experience of journaling for five days in the week leading up to our workshop with Jess, some of the things we were feeling and our surprise at some of our emotions that we experienced.



As critical thinkers, as part of sorting out, we engaged in the thinking moves **connection making** and **identifying new ideas** as we discovered the importance of staying open to all our feelings and exploring each one. As reflective thinkers we engaged in the thinking moves **raising questions** and **considering implications** as we asked our personal wonderings and considered healthy ways to express and let go of some difficult feelings. We discovered that sometimes our emotions

are too big for self-care and so Jess informed us of support networks where we are encouraged to access and seek support whenever we need it.

- **Kids Helpline** - 1800 55 1800 Contact Kids Helpline at any time, for any reason.
- **Headspace** - 1800 650 890 Support for young people and their families going through a tough time.

Inspiring inquiry consultant and author – Kath Murdoch

As part of sorting out our thinking about ways we can explore our personal inquiries, our iTime, during remote learning some of us have participated in a virtual workshop with Kath Murdoch. We engaged in the thinking moves **connection making** and **identifying new ideas** as we explored our passions and possible inquiries worth investigating.

We engaged in the thinking moves **raising questions** and **considering implications** as we explored the particular learning assets and dispositions we wanted to focus on during our iTime. We used the CHAT function on ZOOM and documented our thinking about what we wanted to learn to do and be during our investigations. This week, as part of our Microsoft Teams, we will all have an opportunity to dialogue about our current iTime investigations with each other.



As part of tuning in to our understandings **There are strategies we can use to help us manage the impact of change on our mental health** and **Connecting with others (friends, family, organisations, teachers) can help us maintain strong mental health** we had the opportunity to engage in a virtual workshop with Kids Helpline around the specialised topic **Coping during COVID19**.

This learning opportunity provided us with a variety of practical coping strategies and wellbeing supports to ensure we are looking after our mental health during the challenges of isolation and learning remotely. Kids Helpline designed the 5Cs - Calm, Care, Create,

Connect & Chat as a way of providing us with **ideas about things we can do to help us cope and recharge our energy**. We have had **time and opportunity** to document our own **5 C's of Self Care**.

In the mail ...

- The school has purchased a copy of Michael Wagner's recently published book- ***Guided Writing Journal***. All children will receive a copy in the mail this week. This journal will be used as part of some writing workshop learning opportunities on Microsoft Teams in the coming weeks.
- **A3 poster from Jess Sanders**. Jess encourages you to place the poster in your room so that it is visible and you can refer to it to assist you with some self-care strategies.

-Be Your Own Man - Healthy Ways to Express Feelings

-Be Your Own Woman - Healthy Ways to Express Feelings

Faith and Life Inquiry Reflections

Many families have engaged in dialogue with each other as part of Faith and Life inquiry. Together they have shared their reflections about the parable of the Good Samaritan (Luke 10:25-37) and the Feeding of the 5000 (Matthew 14:13-21). Through dialogue they have put the text into a new context (Recontextualisation) and interpreted what it could mean today.

After engaging in dialogue this week, Lily, Eva and their mum Dijana made their thinking visible.

Below are some of their interpretations of what the scripture could mean today;

- We should help everyone no matter who they are or where they come from
- We should try to eliminate poverty in the world
- We should donate to the people in need
- Miracles can happen no matter where you are in the world
- Jesus is everywhere in the world

Carmelo, Benjamin, Nathaniel and their mum Dominique also shared some of their thinking and interpretations as they engaged in recontextualising the same story from Matthew;

- Jesus was re-enacting a story familiar to the Jewish people – miracles of abundance. This might have helped see Jesus as the Son of God.
- I connect with the idea of giving to others when you have an abundance, like donating clothes to others, food to foodbank.
- We could make card and present for people during lockdown.
- This story is about equity.
- We should care about people and give food to others.

And from Angus, Tomaso and their mum Renata, some thinking that reflects the challenge of the Catholic perspective;

- I think he was sharing hope and faith and reminding us to care for others even though some of us have very little to offer.
- He wants us to teach others about this message. First he wants us to learn about it and actually do it ourselves.

Visual Arts

This term in Visual Arts we are inquiring into **“How can art impact on my well-being?”**

- **Creating art can help me recognise and express my feelings.**
- **Art can help me to relax**
- **Art can help me to appreciate the beauty in my world**



The weather was beautiful today I went out to the garden and collected some stones and leaves of trees and made various shapes, such as the heart of a star circle. This will help me in the future to make more engineering shapes, which makes me say this because it is possible to make any shape I want of stones, flowers and different leaves. Arvy

I discovered that drawing to music helped me make my body all calm and relaxed. My mind was switched off. What makes me say that is because meditation music always makes me calm, I go to sleep with it every night.



My first picture was nature. I used curvy lines for the leaves on the trees. I used straight lines for the tree trunks. I used different shapes. I used an oval shape for the sun. Mum said my face looks sad but it was a wondering face.

My second picture was a river. I used jagged lines for the water. I used wavy lines for the rocks. I used straight lines for the tree trunk. I used different shapes. I used triangle shape for the trees. I love going fishing so I find rivers relaxing.

My third picture was a rainbow. I used bump lines for the shape of the rainbow. I used curvy lines for the leaves on the trees. I used straight lines for the tree trunk. I used bright colours because I felt happy. Ethan



My Zen garden helped me to discover another way of relaxing. What makes me say that is its fun making patterns and its interesting making new patterns and making waves it helped me to be calmer. From Gabriel

I discovered that drawing a mandala can be annoying and hard as well as relaxing at the same time. Colouring was fun but a little hard because of all the lines it was also relaxing. I like exploring to find nature to complete my mandala. Masyn



My Zen garden helped me to discover that doing things like this can be a great opportunity to calm down and relax to release your stress. Since it has been wet and cold outside lately the sand was damp and full of rocks, dirt and grass. So we thought of putting it in the oven to let it dry and then we sifted it through till there was no other things in it. After I put it in a pot and put the sand in. my mum and I found an icy pole stick and toothpicks so we glued it together to make a mini rake. Then in a pot that has a few different plants that my mum has, I found a little ornament there to use and in the garage, there was shells I collected at the beaches in Tasmania to put in there. Then I ended up with a Zen garden! Alicia



Beautiful Chaos

Creating this artwork helped me to discover that art can express our feelings and what makes me Say that is depending on the colour shape and type of the artwork it can express our feeling.

Yasmin

Isabella

I liked how we can just go however we want without making it NEAT in any way.
Creating this Art Helped me discover: you don't Always Need to go with your mind.

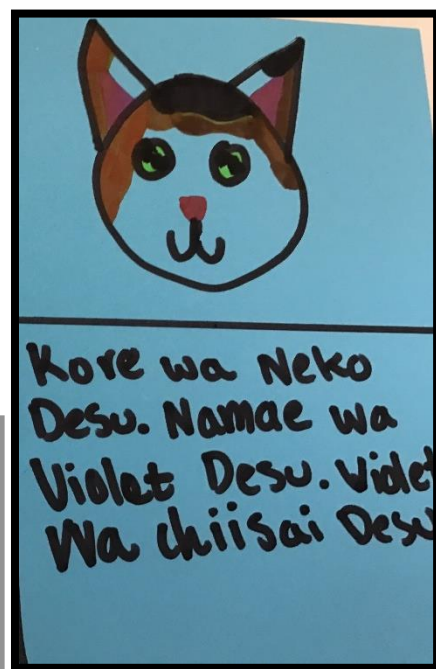
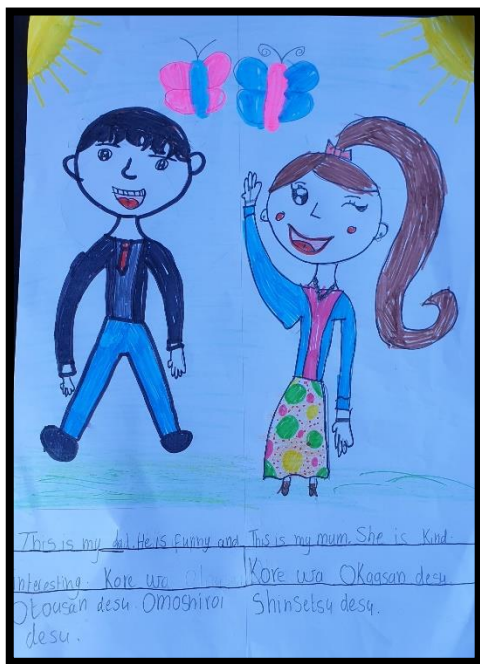


While creating my art I discovered that drawing makes me feel happy because I like to show my creation to others. I drew my bike with me riding on it. Anthony



Japanese

As **thinkers** we have been using our home environment as an **authentic context** for **communicating** in Japanese. As **researchers** and **communicators** we have viewed slideshows which help us **explore words** for our **family** and **pets**. We have used these words and simple sentence structures to **Sort Out** our thinking about our family and pets into meaningful sentences and short paragraphs. We have also **made our thinking visible** through illustrating our text. As **inquirers** we have shown a desire to **Go Further** through expressing **wonderings** about new words we are interested in learning.



Digital Technologies

This term in **Digital Technologies**, we have been **inquiring** about making **healthy choices** while using **technologies**.

Students have been **thinkers** and making a log of the times they've spent on technologies and **reflecting** on their thoughts about this **process**.

Angelina sent us a thoughtful **reflection** on being **curious** about using **Google Sheets** and managing her **Media Balance responsibly**.

This made me think about...

How much I used to spend time on digital technologies, and how much my time limit was, what makes me say that is because before remote learning, I used to spend more time on screens than actual things!! But now I am responsible for my time limit and I can only have 1 hour, which is better than nothing.

I wish I had more time to find out...

About google sheets and data, what makes me say that is because I would like to still find out more about what things you can do there and if there are any things to help me reduce my screen time! I also wish I still had time to find out about how much adults spend on technology than children, what makes me say that is because I wonder if adults use the same screen time as us?
- **Angelina**

It has been great to see many students being **communicators** and **sharing** their **Digital Technologies** learning with us.

Physical Education

It has been wonderful to see so many active students in Foundation to Year 2! Students have been creating chalk walk courses, performing gymnastics balances and learning new types of passes, but a highlight for me has been seeing so many students learning new skills like skipping! Hopping on one leg, running on the spot, criss cross even some skipping routines on the long rope outside with the whole family! Great job Foundation to Year 2's.

Our Year 3-4's are doing a great job of staying active by performing fitness circuits, exploring yoga, performing gymnastics stretches and balances and skipping. A highlight for me has been seeing so many photos and videos of the students practicing and assessing themselves performing fundamental movement skills. They have been applying this video feedback to better their movement skills. Fantastic learning Year 3 - 4.

Our Year 5-6's have also been moving their bodies and focusing on the benefits of physical activity to their health. They have been performing fitness circuits, exploring the calming benefits of yoga, creating gymnastics routines, perfecting fundamental movement skills and skipping together with their siblings. A highlight for me from our Year 5-6 students has been how well they have been reflecting on their learning and understanding how being physically active has many benefits for their bodies. Keep up the great learning Year 5-6's!

Sustainability

Throughout remote learning our **Sustainability** learners have been engaged in various learning **opportunities**. From cooking simple yummy healthy snacks, preparing yummy desserts and even preparing meals for their families. Our **learners** have also taken the opportunity to engage in gardening, some have planted their own vegetable garden or simply maintaining their existing garden. It has been fantastic reading all the **reflections** that our learners have been emailing through to us. Throughout this time we have seen a number of amazing chefs and gardeners. We encourage all members of our **learning community** to take the opportunity to **engage in cooking or gardening** with your children and to forward your reflections and photos to us. We invite all parents, careers and children to visit our Mother Teresa **Instagram page (motherteresaprimaryschool)** to see the amazing learning that our learners have been engaged in.

Over the past few weeks we have been very fortunate to have had the opportunity to engage in cooking with **Murrundindi**. During this time the children have cooked damper for their families adding various ingredients of their own choice. Some children have made a sweet damper and others choosing to make a savory one. The various combinations of ingredients that our learner have chosen are quite interesting. This week you will have the opportunity to create your own personal Damper **recipe** and share your photos and reflections with us. Remember you can be as adventurous as you like. Some examples we have seen so far are: choc chips, dates, banana, apple, peanut butter, jam and rosemary.

What will you put in your Damper?

Damper Recipe: (2 People)

1 cup SR Flour

1 teaspoon Baking Powder

¼ cup cold water (will need to add more)

Add you special Ingredient/s

Write up your recipe as a **procedural text** or **how to make** Damper. **Document** what your special ingredient/s are? You may need to use your mathematical thinking to double or triple the recipe depending on how many people are in your family. For example if you have four people in your family you will double the SR flour to 2 cups. Be as creative as you can and include more than one ingredient.

Reflection stems

1. I was most interested in..... What makes me say that is.....
2. I am proud of the way IWhat makes me say that is.....

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Performing Arts - Music

It has been wonderful to discover how **creative and musical** the students of Mother Teresa Catholic Primary School are. The students in Foundation to Year Two have been using the google **Chrome Music Lab** to experiment with different types of rhythms. I have enjoyed listening to all of your wonderful creations.

The students in Year 3 / 4 have been exploring the different sounds that we can find in the world around us using a web based program called **Spectrogram**. I have enjoyed reading all of your **reflections and wonderings** about the **different sounds** that are around us and how they could be used to **create music**.

The students in Year 5/ 6 have been **creating their own songs** using the web based program google **Song Maker**. It has been great listening to all of your **compositions**, we definitely have some budding young **composers and musicians** amongst us. I look forward to listening to some more of your marvelous creations.

Term Three

Monday 7th September

Mother Teresa Feast Day

Friday 18th September

Term 3 concludes