



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

August 31st 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,

The Feast of St Teresa of Calcutta is to take place next Saturday 5th September. While we are unable to gather to celebrate there are a number of ways that we can celebrate this in the next few weeks. I know that some learning opportunities in the coming week will provide time to find out and reflect upon the life of our patron.

St Teresa of Calcutta or more commonly known to us as Mother Teresa continues to provide inspiration to us as we live our daily lives. Mother Teresa is most known for her outreach to the poorest of the poor, to the most vulnerable in society. COVID-19 has sadly highlighted the plight of the poorest in the world who still in 2020 cannot access clean water, who remain hungry and many homeless. It has also highlighted our consumerist behaviour that so powerfully effects the global environment. In a time of restrictions it has provided an opportunity to see some environmental renewal through better local air quality, water quality and less greenhouse emissions.

In recent days a publication by Mercy Global Action, 'Hope in A Time of Pandemic: Responding to COVID-19 through a Mercy lens' calls us to consider what the pandemic has revealed. The document places before us three things that have been revealed: Blatant inequalities have been revealed; The sacredness of the earth has been revealed; and A Pandemic of Kindness have been revealed. While time and space do not afford me the opportunity to highlight each of the three key things revealed I wish to briefly consider one - the notion of 'A Pandemic of Kindness that has been revealed'.

In their publication Mercy Global Action talk of this 'Pandemic of Kindness' which displays the power of love for others and acts of kindness. They suggest our strongest assets are in fact our capacity for compassion, solidarity and cooperation. Further the connectedness to others while isolated through the renewal and strengthening of relationships is powerful. So too, our recognition and thankfulness to our essential workers. While the publication is part of the ongoing ministry of the Sisters of Mercy inspired by their foundress Catherine McAuley we as a school named after Mother Teresa can draw inspiration in relation to this 'Pandemic of Kindness'.

I make a number of connections to the notion of a 'Pandemic of Kindness' when I consider the life and works of our patron Mother Teresa. I can infer that Mother Teresa would also hope for and work toward a pandemic of kindness to others. Our own reflections in recent weeks in relation to the images of wire figures on our property invited us to continue to ask 'Who is my neighbour?' We might also consider the notion of kindness in light of its origins in the person of Jesus who reached out to all. He spoke of not only love of neighbour but love of enemy. To whom do I offer kindness? Is the Pandemic of kindness for some or all?

You may wish to explore the document Hope in a Time of Pandemic further

<https://www.mercyworld.org/f/45074/x/badc7b5526/f-covid-guide-a4-web.pdf>

Kind regards

Chris

This Week's Happenings

Monday 31st August

Remote learning for Foundation to Year 6
Mathematics Professional learning and planning
Year 3- 6 –Colleen Monaghan

Tuesday 1st September

Foundation – Year 2 Planning
Year 5/ 6 Workshops with Michael Wagner

Wednesday 2nd September

Year 5 – 6 Workshops with Michael Wagner
National health & Physical Education Day
Professional Learning – Faith & Life Inquiry

Thursday 3rd September

Friday 4th September

Professional Learning & Planning – Kath Murdoch

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.

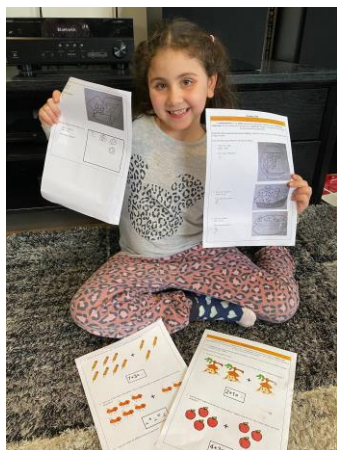
<https://www.moherteresa.catholic.edu.au/mental-health-resource-for-children-and-parents/>

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)"

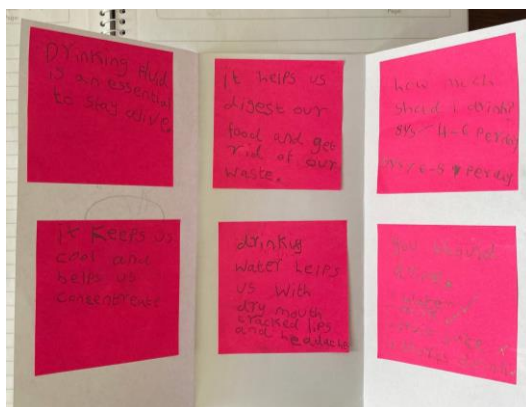
Foundation – Year 2 Remote Learning Spaces

As **researchers and thinkers**, some of the Foundation -Year 2 children had the opportunity to engage with Michael Wagner the author of 'Why I Love Footy', 'Why I Love Summer' and many more children's books! Michael explained the process of creating images in readers' minds, by using the five senses to describe different objects. The students had a go at writing their own sentences using the 5 senses to describe an object of their choice.



As **mathematicians**, we have started engaging in learning about the mathematical concepts of Addition and Subtraction. We will continue to engage in focus groups and daily learning focusing on strategies such as doubles, near doubles, counting on and counting up to efficiently solve addition and subtraction problems.

As **researchers**, we have been engaging in a variety of videos and texts to explore the understanding **'The food that we eat impacts on our wellbeing and is different for each of us'**. We are beginning to **sort out** our understanding by creating pamphlets and videos to share our thinking. This process will continue into this week's learning opportunities. In our Daily check-ins with our teachers we will



have also been engaging in dialogue around our understandings and what we now know. This has been a great opportunity to identify how our thinking has changed.

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

“Questions not only drive thinking and learning, they are also outcomes of it. As we engage with new ideas and develop our understanding new questions emerge” (Ritchhart, Church, 2020)

As **researchers**, some of us had the **opportunity** to **engage** with an **author Michael Wagner** to **explore further** how to add **description** to our **writing** using the ‘**Instant Plot Machine**’. Through this **learning opportunity** we had **time** to practise writing in a short period of time that included the **Main Character**, the **Problem or Goal** and **Three Possible Endings**. We will continue to **apply** our **knowledge** of what we **learnt** through our **writing** in our **daily learning**.

As **inquirers** we have had time and opportunity to **find out** about a known person to **deepen** our **understandings** of **challenges**, how they **managed** their challenge and how they **built resilience**. Some of these people that we had the choice of choosing from were – *Jessica Watson, Archie Roach, Dylan Alcott, Mary Mackillop, Vincent Lingari and Nicholas James Vuijicic.*

Through **dialogue** on **Microsoft Teams** we **shared** some of **thinking** around what we **discovered** about that person and **made connections** to our compelling question ‘**Why and how can we manage challenges?**’

I discovered that Jessica sailed around solo and her challenges was she got hit by a boat and didn’t see it coming. She continued sailing and bounced back (Jed)

I discovered Nicholas Vuijicic was born with a rare disease, which left him disabled. He was jealous of people holding his son because he couldn’t do those things. Because of his challenge he learnt that there is no point in giving up and keep practising your challenge until you get the hand of it. (Ryan)

In the coming week, we will have **time** and **opportunity** to **reflect** on **what we have learned** and **how we have learned**. As **thinkers**, we will **justify** our **thinking** as to how **confident** we are with our **understandings** using a **reflection tool** ‘**Target my Learning**’ by **Kath Murdoch**.

Social and emotional challenges can provide me with opportunities to help me grow.

Change can present us with challenges but there are strategies and skills that can help us build resilience.

Messages in the media can influence health decisions.

Feeling connected to the community supports health and wellbeing.

Leadership Centre

Year 5/6 Remote Learning Spaces

If we use Making Thinking Visible practices to actively engage our students with each other, with ideas, and in action, then students will experience deep learning, be more engaged in their learning, assume more active roles in their learning, develop as thinkers and learners, and improve in learning outcomes. Ron Ritchhart & Mark Church 2020



Inspiring author – Michael Wagner

Last week we had an **opportunity** to **engage in dialogue** with **inspiring writer** and **author Michael Wagner** through a Microsoft Teams workshop where we **found out** and **explored** some really **useful tools** that will **assist us as writers**. As **thinkers** we **engaged** in the dispositions **open-minded**, **flexible** and **persistent** as we **explored** and **created** a variety of texts.

As **curious inquirers** we **collaborated** and **communicated** with Michael in a **fun and engaging workshop** called *The Instant Plot Machine*. As

writers we discovered how to quickly **turn any idea into a plot**, complete with a **satisfying ending**, in just a few minutes!

Some of us also engaged in a **descriptive writing workshop** with Michael Wagner and **explored** the importance of including **detailed descriptions**. We were challenged to include a detailed description **using our five senses – sight, smell, sound, taste and touch**. He gave us many **helpful tips** to use as a writer.

Here's a tip from Michael Wagner...

Before you start describing, for a few seconds, just ... go there in your mind. Look for interesting sights, sounds, smells, tastes and touches. Do that, even just for a few seconds, and your description will be SO MUCH BETTER! Always tell us three or four interesting sights, sounds, smells, tastes and touches. That's all it takes to make your reader feel like they're in that new place with you.



Reflecting on the changes in our thinking after our workshop with 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*, as **critical thinkers**, we took the **time and opportunity**, as part of **sorting out**, to **reflect** on our **learning opportunity** with Jess Sanders. We **engaged** in the **thinking moves** **connection making**, **identifying new ideas** and **considering implications**.

The most important thing I have learned is that we should never keep our sad feelings to ourselves and bottle it up inside ourselves because that will not be good for us. We should tell our feelings to a trusted adult or counsellors. **Akeeshan**

Jess Sanders workshop was good for my learning because it was related to our inquiry about change, and she talked about body image and self-esteem. What makes me say that is because while we grow, we have a lot of changes in our bodies and if you have low self-esteem on that, you will see that as a threat and feel negative about yourself and want to change things. But if you have high self-esteem, you will think of it as an opportunity to change and you will think positively about yourself. You will also be more confident because you are unique and proud of who you are. **Eliana**

I have changed my thinking about how to express my emotions and what makes me say that is when you're angry or sad you can talk to family, friends, teachers and Kids Helpline. It's not good to keep it to yourself because it will just keep building up and it will affect your behaviour and you would start to lash out at people. **Ben**

I have grown as a learner because I now know some new strategies of things that I can do when I feel worried, sad, mad or stressed and what makes me say that is when I feel worried I think of some positive quotes like it's ok to not be ok or I think of some positive thoughts like thinking about when I can go to the beach. When I feel sad I let myself be sad because I know that I am sad for a reason but I also try to think about what is making me sad and then I can talk to someone about it. When I feel mad I take some alone time and think about what I am grateful for and do some mindfulness breathing exercises. When I feel stressed I like to go outside and listen to the birds or go for a walk or bike ride. **Cassidy**

The most important thing I have learned from Jess Sanders is to love your body and what makes me say that is in my opinion I think people sometimes forget to love their body. I also learned from Jess Sanders about self-care and what makes me say that is before Jess Sanders I did not know about self-care and self-care strategies. **Loveleen**

The most important thing I have learned from Jess Sanders is the relaxing breathing bubble and what makes me say that is when I am sad or worried, it is really helpful. **Karas**

I have changed my thinking about how many things there are to help with mental health. At first I thought that there were only a few ways to help and now I know that there are many ways to help, for example if you're feeling worried you can help yourself by listening to music, doing something you love or writing down your worries. There are some strategies that can help you with many emotions, like listening to music can help you when you're worried, sad, mad or stressed. **Kara**



*View this short film clip to find out about a new book, **Be Your Own Man**, by Jess Sanders.*

<https://safeYouTube.net/w/22PW>

Faith and Life Inquiry Reflections

This week families have had **time and opportunity** to engage in dialogue about Matthew's message of God's **abundance of love**. In dialogue, families have been **learning hermeneutically** in their **openness to change and interpretation**, allowing the **Catholic tradition to affirm and sometimes confront their views**, **seeing new layers of meaning** and **reflecting critically**.

After considering a the text in a **future orientated perspective** **Braxton** made his thinking visible;

*"This text tells me that Jesus is telling us to **help people** when they need it. People shouldn't be selfish and **share what they have**. Even something small can help someone a lot."*

Lily and Eva made their thinking visible, considering God's hopes and dreams for the future with **multiple perspectives**, shown in the graphic organiser they made.

Families also continued to explore the story of God's abundance of love, by considering and **making connections** to other stories in the Bible. **Harley** made a connection to the story of **Blind Bartimaeus**, from Mark 10:46-52. As he made his thinking visible, Harley shows that he was learning in a hermeneutical way by **seeing new layers of meaning** in both scriptures and **reflecting critically** on their meaning as he **interprets** them.



*Today as part of faith and life and hospitality and dialogue, I have **connected** both stories the Feeding of the 5000 and the story of the blind man Bartimaeus. I chose that because in the story of Bartimaeus, Jesus showed faith and love to the blind man, even though the disciples were telling the blind man to be quiet when he got louder and louder **Jesus still helped him**. This **shows God's love** because like in the Feeding of the 5000, even though there was **barely any bread**, Jesus blessed the bread and the fish and there was **still enough** left over for everyone. Jesus **showed the same amount of love** to the blind man Bartimaeus. I have extended my thinking about that because everyone deserves the same amount of love. **No one should have less love or more love than anyone else**.*

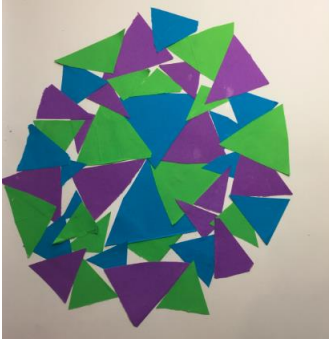
Visual Arts

In Visual Arts this week, we have been researching into the work of artist Henri Matisse and in our art making we reflected on the emotions that bright colours can make us feel.

Foundation to Year 2

"Bright colours make me feel happy because they are amazing". Georgia McLeod LS4

"Bright colours make me feel good and happy! I like bright colours because they are colourful and look good". Jordyn



Artworks in order Left to Right from Top: Georgia LS4, Eva LS2, Jordyn LS7, Leonel LS8, Zoe LS4.

"Bright colours make me feel very happy". Leonel LS8

"My creation is of a day in the city. Bright colours make me feel happy and excited." Zoe LS4

Some more examples of Foundation –Year 2's wonderful artworks exploring the question,



Adriana



Leah

Beauty in my garden, Adrianna LS6

Still Life, Painting to music, Alyssia LS6

Reflections:

"I discovered that drawing to music helped me to understand similarities between music and art. What makes me say that is when playing the music I started to draw my picture. . . I love drawing and painting. It makes me so relaxed and calm. I found beauty in my garden. There was a snail in our backyard lawn. It made me happy". Adrianna LS6

"Creating this art helped me discover that you need to focus and not to rush. . . I discovered painting to music helps me paint and focus". Alyssia LS6

Years 3-6



Bright colours make me feel happy and what makes me say that is because the yellow means summer for the big sun, the pink for the spring flowers. Blue is for the winter breeze and green for the autumn leaves coming down.

Dominic



Bright colours make me feel happy. Today I had a bow in my hair and its rainbow and it matches the theme.

What makes me say that is that it reminds me of rainbows and I love rainbows. When I see a rainbow I make a wish.

I liked doing my snail because it was fun and I loved using colours.

Kaleesi



Bright colours make me feel...

Active, happy, curious and in a good mood, what makes me say that is because when looking at bright colours, it feels like looking at the sun in a good way. You feel happy and fresh, looking at bright colours also they help energy rise, because it makes you feel warm and comfortable. Bright colours also make you feel curious, because bright colours can spark your mind and then think about positive things!

Angelina

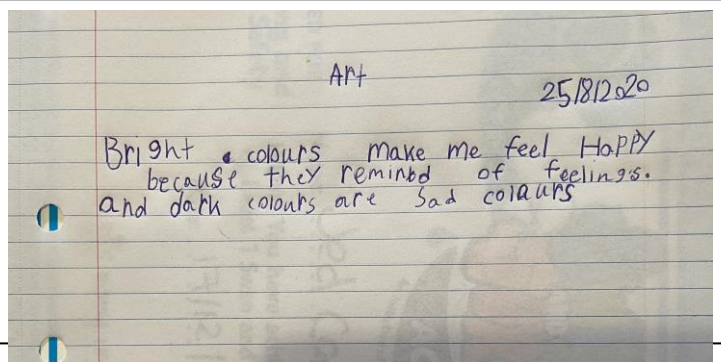
Bright colours make me feel happy and what makes me say that is when I think of bright colours the first colour that comes in mind is yellow and I know yellow means happy.

Bright colours make me feel safe and warm and what makes me say that is I know yellow orange and pink are warm colours and they make me feel safe.

Loveleen



Jed



Physical Education

Students in Foundation to Year 2 have been focusing on their kicking in the past week, they have been kicking to try and knock down a target. It was wonderful to see so many reflections with students explaining their technique to kick a ball with power towards their target. Charlotte in Year 2 wrote *'I can make my kick more powerful by running from a longer distance. I was confident and persistent that I could hit them and I did!'*

Students in Year 3-4 were investigating target games. Last week they played bocce or soft toy bocce. Students began to think tactically about how they could ensure that their ball or toy was the closest to the jack at the end of the game. Jed in Year 3 wrote *'To make my throws go closer to the jack I used an underarm throw, I also used an angle on the ball and rolled my ball lower by the end of the 5th game.'* It is wonderful to see some tactical thinking being used in these games!

Students in Year 5-6 have been finding out about Invasion style sports, particularly AFL football.



Students viewed video clips and explained the tactics used by the attacking players, students also practiced their AFL kicking skills which is unique to this sport. Shaun in Year 6 wrote *'Being an attacking player even when you don't have the ball is useful for your team because you can help bring the ball down and you can also protect the person with the ball. I discovered that when you are doing a drop punt kick, you have to let go with only one arm, not two.'* It is great to see the senior students understanding key concepts used in invasion sports.

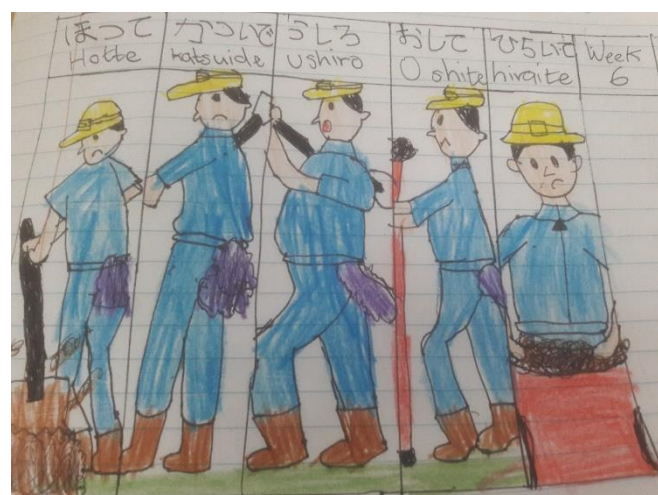
Japanese

This week, as **inquirers**, we have engaged in **Finding Out** about summer festivals in Japan. As **collaborators** we have learned a traditional Japanese festival dance and tried dancing it with our family. As **thinkers** we have **made our thinking visible** through drawing about summer festivals and writing captions and labels on our illustrations in Japanese.



By Adriana

I discovered Japanese festivals, about yukata and happy dresses and their dance.



By Joven

It was interesting to discover that the diagram and the dance steps are the same. It all represents a miner mining.

I was persistent with learning the dance and what makes me say that is I struggled dancing the 3rd step and kept on making mistakes, but after I kept on trying and got the 3rd step right.

Sustainability

This week our Sustainability learners will continue engaging in various learning **opportunities**. Most of our mini chefs have spent time with their families preparing yummy meals from cooking simple yummy healthy snacks, preparing yummy desserts and even making birthday cakes for their loved ones.

Our learners have also been engaged in gardening. We have seen some amazing photos of children gardening at home. Some children 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** 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.

Last week as a learning community we were given the opportunity to write a **procedural text** on “**How to make damper using your favourite ingredient/s.**”

This week you are invited to cook damper using your favourite ingredient/s that you researched last week. Our learners have sent through some amazing damper recipes with lots of delicious special ingredient/s. They sound extremely tasty and very creative. Some of the special ingredient/s include olives, rosemary choc chips, jam and chocolate honeycomb. What's your special ingredient/s?

If you and your family have already engaged in cooking your special damper, continue having fun and experiment with some yummy ingredient/s.

Enjoy making your damper. Please remember to share your reflections, recipe and photos with us. All these amazing damper recipes will be collated into a cookbook. Together with your family think of a title for our damper cook book and mention it in your reflection.

annette.gasbarro@motherteresa.catholic.edu.au tina.sabato@motherteresa.catholic.edu.au

Digital Technologies

Our Foundation – Year 6 inquiry focus this term in **Digital Technologies** is:

“How can we make **healthy choices** about the way we use **Digital Technologies**?”

The past week students in Foundation to Year 2 have been exploring different technologies that we use in our daily lives and finding out that not all technologies have screens.

Years 3-6 have been engaging in various coding activities. Year 3 and 4 students have been developing skills using Blockly Games. While Year 5 and 6 students have been exploring the Grasshopper app.

Masyn shared his thinking about the learning, reflecting on his understandings:

Now I understand more about coding and how to control a character in a game. Something I did well was well in this was the puzzle I had to be persistent with the maze. I got up to level 6 before I had trouble. Making my data tables are getting easier too.

Family Online Safety Challenge

7 day family online safety challenge with your family – recommended all ages

- The challenge involves a simple daily task for parents and carers to complete, to help kick-start their journey in helping protect their children.
- The tasks include reviewing privacy settings, researching the apps and games their children use and creating an online family safety contract.

Click on the link below to try the challenge

<https://www.thinkuknow.org.au/sites/default/files/2020-04/7-day-family-online-safety-challenge.pdf>

Performing Arts - Music

As **thinkers** and **researchers** the students in Foundation, Year 1 and Year 2 will explore and engage in the concept of pitch. This week the students will experiment and explore what an oscillator is and how they can use them to produce different types of sounds. An oscillator makes sounds by vibrating at a steady rate, this is known as frequency.

As **researchers** and **self-managers** the students in Years 3 and 4 will explore and engage in the concepts of melody, pitch and rhythm. As **researchers** we will explore different pitches using the chrome music lab web application Kandinsky. This experiment is inspired by Wassily Kandinsky, an artist who compared painting to making music. It turns anything you draw lines, circles, triangles, or scribbles into sound.

As **researchers** and **self-managers** the students in Years 5 and 6 will explore and engage in the concepts of melody, pitch and harmony. As **Researchers** the students will explore different chords using the chrome music lab web application Arpeggios. An arpeggio is a chord played one note at a time. This experiment lets you play arpeggios in different patterns. Students can click on the chord wheel to explore all of the different major and minor chords.

Term Three

Monday 7th September
Friday 18th September

Mother Teresa Feast Day officially 5th September
Term 3 concludes