



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

5-15 Windrock Ave Mt Ridley PO Box 433 Craigieburn VIC 3064

Phone: 7303 1200

Email: principal@motherteresa.catholic.edu.au

www.motherteresa.catholic.edu.au

NEWSLETTER

16th October 2023,

"Education contains a central challenge for the future: to allow various cultural expressions to co-exist and to promote dialogue so as to foster a peaceful society"

Congregation of Catholic Education (2022, #27)

To All In Our Learning Community,

The Catholic Dialogue School is a Catholic school that not only acknowledges but promotes dialogue with a multitude of voices including various religious traditions and philosophies of life. Within the Catholic school this involves dialogue with the Catholic tradition as the key dialogue partner.

Dialogue is a very common word these days often used in the media and work environments. What do we actually mean by dialogue? Roger Burggraeve, moral theologian, suggests dialogue should not be reduced to a technique of communication. Dialogue requires a way of thinking or being. It recognises that as human persons we are connected to each other. Entering into dialogue is not possible without the other—face to face. Burggraeve proposes, 'You have never a face just on your own, by your own. You only have a face when you are in relationship with the other.' Dialogue requires a respect and acknowledgement of the other as made in the image and likeness of God. The Catholic Dialogue School therefore promotes respect for others, encouraging and reflecting good citizenship. Theologian Lieven Boeve believes, this is crucial in the Catholic Dialogue School which is seen as a training ground for dialogue and engagement with the other.

Each Faith and Life Inquiry has the potential to explore different views and perspective in a respectful way. Faith and Life Inquiries are supported through the use of hermeneutical prompts such as 'continuously searching, questioning, inquiring, imagining and re-imagining', 'allowing the Catholic tradition to affirm and sometimes confront my view', and 'openness to and learning from other religions, cultures and ways of life', enabling learners to consider multiple views. In what ways might opportunities for authentic dialogue with multiple voices be enable within your family and amongst your friends? What might this mean for the way in which we dialogue with the other—face to face? What's your thinking?

Kind regards,

Chris

This Week's Happenings

Monday 16th October

*Adam Wallace Author & Illustrator Incursion
Welcome Colleen Monaghan Mathematics
Consultant – Year 5/6 team*

Tuesday 17th October

*Adam Wallace Author & Illustrator Incursion
Professional learning – Mandatory reporting*

Wednesday 18th October

*Adam Wallace Author & Illustrator Incursion
Professional Learning – Faith & Life Inquiry*

Thursday 19th October

Mary Glowrey Excursion Year 5/6 group

Friday 20th October

Zooper Dooper Friday

Crazy Sock Day ~ Friday 27th October

The Mini Vinnies group will once again be hosting Socktober on Friday 27th October. Crazy Sock day celebrates the work of Catholic missions and its outreach and care of the poor. Our Mini Vinnies group will provide further details next week.

AFL Inflatables ~Rescheduled

Our AFL Inflatables day has been rescheduled to Wednesday November 1st. The children will be encouraged to wear something blue on this day for a \$1 donation which will be forwarded to MND foundation for research into this disease.

School Closure Day ~ Monday 6th November

Staff will be involved in report writing on Monday 6th November. There will be no school for children on this day

Melbourne Cup Day Public Holiday ~ Tuesday 7th November

There will be no school for children on Tuesday 7th November. Melbourne Cup day is a public holiday.

Parents & Friends News

The Parents and Friends group supports the building of our learning community through numerous social and fundraising events.

Term 4 Zooper Dooper Fridays

Each Friday in Term 4 our Parents & Friends will be selling Zooper Doopers for \$1 at lunch time. Sales take place between 1:40pm – 2:10pm. If you are able to assist with sales please register your name at reception.

What's Happening in the Learning Spaces

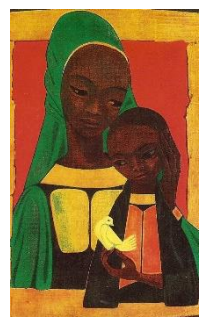
"Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school". John Hattie, 2009

Foundation – Year 2 Learning Spaces

"Learning is meaningful when we understand the way it can make a difference to our lives or the lives of others. Journeys of inquiry can be made more meaningful when they are situated in real contexts, issues and problems, where actions can be taken as a result of the insights gained through exploration." (Kath Murdoch, 2023)

As part of our Faith and Life Inquiry, and in connection with our compelling question, we are participating in the Great Australian Bird Count, organised by Birdlife Australia. This opportunity will help us **find out** how to be **Citizen Scientists** as we inquire into our compelling question, *'What Lives Here?'*. We will be **finding out** about how we can use our senses to observe birds in our school grounds, as well as how we can collect data that contributes to our wider community. As **researchers**, we will **activate our prior knowledge** about birds, and **identify** what **features** would **classify** an animal as a bird. We will **make predictions** about the **features of their habitats** and consider **birds' basic needs for survival**. In doing so, we will continue to **identify new ideas, wonderings** and **build explanations** through our findings.

As **hermeneutical learners**, we will be **finding out** about **Mary the Mother of God**. We will **interpret** different artworks of Mary and **reflect critically** to consider why the artist has created the image in that way. Through dialogue, we will share our thinking and interpretations of the artworks by **wondering** what story the artist might be telling us about Mary. As **thinkers**, we will **respond** to the images by choosing one that speaks to us and **justify our thinking** using the thinking routine, *'What makes me say that is...'*.



As **literacy learners**, we engaged with author and illustrator Adam Wallace to **find out** about his story as an author, along with his **process and purpose** for creating children's books. We had time and opportunity to engage in a shared reading of his book '*A Very Dinosaur Birthday*' and **predict** the rhymes included throughout the text. We discovered how different expressions can help portray a character's personality, as well as how these can be created. As **readers**, we followed a **procedure** to draw some of his cartoons and added detail to make them unique.



As **mathematical thinkers**, some of us are continuing to **find out** and **sort out** our thinking about the mathematical concepts of **fractions** and **time**. We have been learning to **identify** fractions represented in a range of contexts (parts of a whole and groups/collections), as well as tell the time using 'o'clock, half past, quarter past and quarter to'. In preparation for our upcoming excursion to the Melbourne Zoo, we will be **tuning in** to **location**, as we **find out** how to **interpret simple maps** of familiar locations and **identify** their key features.

Bridging Centre

Year 3– 4 Learning Spaces

"Questions are at the heart of inquiry. Questions give voice to our passions, our uncertainties, and our curiosities. When we bravely release a question into the air, we are vulnerable, open, and ready to learn." (Kath Murdoch, 2015)



As **researchers** we are practising the **skill** of **gathering information from close observations**. As part of **finding out** about *how living things grow and change*, we are **making connections** between **different organisms**. Last Friday, 'Animals on the Move' came to our **learning community** to drop off a brooder box and incubator with 10 baby chicks. When they arrived, two chicks had hatched, and we are waiting patiently to see how a baby chick releases itself from the egg. Hopefully this happens while we are school! Over the next two weeks, we will have **time** and **opportunity** to use our **five senses** to make **observations** of the baby chicks. While **observing**, we will **make our thinking visible** by **drawing** what we **see** and **notice** and **document** what we **think** is happening. Within this space, we will **develop** a **wonder wall** that **shows** our **questions** as they arise and contact Perrin – the lady who dropped the chicks off as an **expert** to our **wonderings**.

As we are **exploring** the **concepts** – **similarities** and **differences** between **living things**, we will also have **time** and **opportunity** in the coming week to **look closely** at **different plants** as **organisms**. Part of **investigating** how **plants grow** and **change** and the **stages** they go through, we are **engaging** in an **experiment** to **grow a plant from a dried seed**. As **scientists** we are **planning** our **experiment** using the **scientific method**. As **inquirers**, we are **making our thinking visible** that includes our **aim/goal**, **materials**, **method**, **predictions**, **observations** and **findings** over the weeks as the plant will germinate and grow. As **researchers**, we are **contributing** to our **observations** over time by taking **photos** and **drawing** what we **notice** about how the plant **grows**. As **thinkers**, we are **making connections** between our readings around **Life Cycles** and **identifying** *how our plant grows - what it needs for survival, how our plant reproduces and their lifespan*.

As we continue to **tune into** the **stages** of a **life cycle**, we are asked to **please bring in a baby photo of ourselves**. We will **engage** in **dialogue** about **significant events** that have **happened** in our lives up until now. Through a **literacy lens**, we will **document** our **thinking** on a **timeline** and find out how to use dates/years and photos to **document our thinking**.

Leadership Centre

Year 5–6 Learning Spaces

What we do with the time we have says a lot about what we value. As Ritchhart (2015) reminds us, time is a key ‘cultural force’ in schools. Inquiry as an approach does demand that we slow down, and allow learners the time they need to think deeply, reflect, make connections and draw conclusions, but this is time well spent for deep learning. If we are prepared to re-frame our view of time, we give inquiry the best chance of thriving in our classrooms. (Kath Murdoch 2023)

As part of our Faith and Life inquiry, as **reflective thinkers**, we are engaging in the thinking moves **identifying new ideas, connection making, theorizing, reflecting and further wondering** as we are taking the **time and opportunity** to **revisit** our **sketchnoting** in our **Zoo Journal**, that we **documented**, during our excursion at **Melbourne Zoo**. We are **viewing** the **photos** taken during our excursion and **Zoo Keeper talks** to identify and make connections to **enrichment** - the **physical and mental stimulation that encourages problem solving skills and wild behaviours in the animals kept at the Zoo**. As **collaborators and contributors**, as part of **sorting out** our thinking and **taking action**, as **creative thinkers and problem solvers**, we will begin to engage in **ideating** by **generating a list of solution ideas** of enrichment for a Zoo animal and **prototyping** by **designing our idea and making it visible by building a prototype** to test our ideas.

As part of our Faith and Life inquiry, this week, a group of Year 5/6 students will be visiting the **Mary Glowrey Museum** with Mrs Leahy and Mrs Brooks. As part of **tuning in** we have viewed a PREZI presentation about Mary Glowrey and documented some **wonderings** we are **curious** to find out about Mary Glowrey. As part of **finding out** this learning opportunity will **invite** us to **explore** what **inspired Mary Glowrey and her life of service** as a person of Catholic faith. As **curious researchers** we will also be embarking on a **walk of the Catholic precinct** in East Melbourne and visiting significant sites including the birthplace of Mary MacKillop and St. Patrick’s Cathedral.



As **readers and writers** we will **engage** in an **interactive workshop** with **author and illustrator Adam Wallace** to help us **understand how language features, images and vocabulary influence interpretations of his characters and settings**. As **curious learners**, as part of **finding out**, during the workshop, we will have **time and opportunity** to listen to Adam talk about his books and **find out** about his **writing techniques**. As **writers** we will **use his writing techniques** to **create stories** and then **explore** a variety of **cartooning exercises**. We will have an **opportunity** to **draw** some of our own **cartoon characters**.

As **mathematical inquirers**, today some of us will be **engaging in a workshop**, with our Maths consultant Colleen, to **explore mathematical concepts related to 3D shapes and nets** and, some of us will be engaging with Colleen to **consolidate our understanding related to division number sentences**. As part of **Measurement and Geometry**, we will begin **engaging** in a variety of **hands on learning opportunities** as we **explore and connect 3D objects** with their **nets** and **mathematical vocabulary** including **net, dimensions, top views, side views, and front views, skeletal model, prisms and pyramids**. As part of **finding out and identifying the shape and net of objects** we will be **exploring the interactive tool GeoGebra**. This will provide us with an **opportunity to digitally explore and construct nets of different 3D shapes**. As part of **sorting out** our **thinking** we will **engage** in the thinking routine **Claim Support Question**. This routine helps us to **develop thoughtful interpretations** by **encouraging us to reason with evidence and explore strategies to justify our responses**. As part of our **Home Learning** and to **consolidate our understanding** we can **access the GeoGebra website at home** to explore nets <https://www.geogebra.org/m/pvjjawmc#material/xrytx24x> to find out about solids made from nets <https://www.geogebra.org/m/pvjjawmc#material/cznrC57B>.

Term Four Dates 2023

Monday 23rd October

Tuesday 24th October

Wednesday 25th October

Thursday 26th October

Friday 27th October

Monday 30th October

Wednesday 1st November

Tuesday 2nd November

Monday 6th November

Tuesday 7th November

Wednesday 15th November

Sunday 19th November

Wednesday 22nd November

Tuesday 28th November

Wednesday 29th November

Thursday 30th November

Sunday 3rd December

Friday 8th December

Sunday 10th December

Thursday 14th December

Friday 15th December

Sunday 17th December

Monday 18th December

Tuesday 19th December

Wednesday 20 December

Sunday 24th December

Monday 25th December

Year 5/6 – 3 excursion to Parliament

Foundation - Year 2 excursion to Melbourne Zoo (LS 1 & 2)

Foundation - Year 2 excursion to Melbourne Zoo (LS 5, 6 & 9)

Foundation - Year 2 excursion to Melbourne Zoo (LS 4 & 8)

World Teacher's Day

Socktober – Crazy sock day

Year 3/4 excursion to Latrobe Wildlife Sanctuary

All Saints day

AFL Inflatables (rescheduled date)

All Souls Day

School Closure Day - report Writing

No school for children this day

Melbourne Cup - Public holiday

No school for children this day

Foundation 2024 Orientation session 1

World Day of the Poor

Foundation 2024 Orientation session 2

Foundation – Year 2 excursion to CERES

Foundation – Year 2 excursion to CERES

Kolbe Orientation Day Year 7 2024

1st Sunday of Advent

School Closure Day - planning 2024

No school for children this day

2nd Sunday of Advent

Year 5/6 Bowling Excursion

Term 4 ends for children at 1.30pm

3rd Sunday of Advent

Staff professional learning / planning

Staff professional learning/ planning

Staff end of year

4th Sunday of Advent

Christmas Day

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.