



The Globe

Newsletter of Gleeson College

Issue 6 > Friday 22 May 2020

CAPABILITIES THE KEY TO STUDENT SUCCESS



This year the Middle School at Gleeson College has embarked on an ambitious project to better prepare our students to demonstrate their future study, or work-ready capacity, when they leave our College in Year 12.

With the education landscape rapidly transforming into one where skills are increasingly being valued more than raw scores by employers and tertiary institutions, it is vital our young people begin building a portfolio of evidence of these 'Key Capabilities'.

Here is a brief snapshot of where the project is up to, and stay tuned in future issues of *The Globe* for an interview with Gleeson Assistant Principal Teaching and Learning, Mrs Kate Morgante.

Tom Dawson,
Languages & Cultural Programs
Leader

PHOTOS > Above: MS Care Groups explored how they were as learners over two PDP sessions in Term 1, including writing a letter to an important adult in their life, and completing a learner styles quiz.

In Term 2, students began reflecting on their own progress as learners during PDP sessions on Communication and Spirituality. *'I reflect on my own religious faith when...'* *'I communicate effectively by...'*

Below Right: Next, students will place themselves on a continuum for each Capability, and collect evidence from their learning across all subjects to support this.

Below Left: This data will create a Learner Profile for students to discuss at their Learner Conversations in Term 3 - a short roundtable between themselves, their parents/caregivers, and a teacher. As their learning and skill development increases over the years, they will see their progress on the continua continue to grow.



Intercultural & Globally Minded
...reflecting on, planning for and showing evidence of the development of my key capabilities

Intercultural	Intercultural	Intercultural	Intercultural	Intercultural	Intercultural
I understand my cultural identity through...	Sharing who I am e.g. my first language, my family's traditions, my mother	Identifying aspects of myself that are unique to my cultural group e.g. beliefs, stories, language, food, experiences	Reflecting on how my culture shapes who I am e.g. my culture values music and I am learning a traditional instrument	Examining how my cultural group is portrayed in society	Critically reflecting on how my culture enhances my role in society and the world e.g. how does my cultural identity add value to the world?
I respect cultural perspectives by...	Acting amicably and respectfully towards people	Listening to how others culturally differ from me e.g. beliefs, stories, language, food, experiences	Empathising with the cultural perspectives of others	Practising cultural respectfulness e.g. engaging in culturally respectful protocols such as acknowledging traditional custodians of the land	Leading others in cultural respectfulness
I interact across cultures by...	Responding in positive ways to similarities and differences among people	Openly communicating across cultures e.g. how might I assess and learn from nationalities beyond my own language?	Using empathy to build relationships across cultures e.g. actively listening, asking questions, recognising other worldviews and values	Being open to the benefits and challenges of cultural diversity	Engaging in dialogue to ensure I am being culturally responsive
I advocate for cultural inclusion by...	Including others	Recognising the positive effects of being inclusive e.g. welcoming new friends I am interacting with when being with others	Responding to opportunities for inclusion e.g. celebrating significant cultural events in my community	Challenging prejudice and promoting inclusion e.g. campaigning against racial discrimination or asking others to anti-discrimination	Creating new organisations that I am a part of value cultural inclusion e.g. how does my school club or co-curricular value cultural inclusion?
I recognise humanity in interconnection by...	Acting when I feel a sense of belonging	Exploring the importance of community	Considering how I am a citizen of the local and global community	Identifying enablers and barriers to human connection e.g. individual, family, community, social movements	Recognising how interconnected communities can influence positive change e.g. sporting communities who raise awareness of a health issue or social issue
I reflect on the relationship between local and global challenges by...	Recognising local challenges e.g. assessing how I am affected by local issues	Exploring how some local challenges might also be global challenges	Recognising that we share a common impact globally e.g. how does local issues impact on other countries?	Evaluating our shared responsibility to the common good e.g. recognising the things done to fight bushfires can contribute to equity and equality	Exploring how lifting my democratic rights can contribute to the common good e.g. how can we use our democratic rights to make a difference in the world?
I promote the common good when...	Caring about other people and the environment	Building peaceful and inclusive relationships e.g. going with my class to engage with local nursing home residents	Working to improve the wellbeing of all people and places e.g. engaging with a CD Unleash the Power of Caritas project to address local and global challenges	Creating opportunities to take informed action e.g. using a social media platform to campaign for anti-bullying	Critically evaluating how actions for collective wellbeing are making an impact e.g. how can we know that people's lives are being improved by (school's) charity or social media campaigns?
I am a globally minded leader when...	Sharing my ideas about making our world better	Working with others to make our world better	Formulating a shared responsibility for making positive change in our world e.g. modelling the principles of Catholic Social Teaching	Using my sphere of influence to make positive change in the world e.g. how can I use my personal, social, digital and global connections to influence for the common good?	Describing how our actions are building a more just, peaceful, inclusive and sustainable world

Learner Profile
Tom Dawson

Literate, Numerate and Effective Communicators
I have developed this capability by learning how to ask complex questions in English. I have been learning about Poetry.

Self-aware, Collaborative and Socially Adapt
I have developed this capability by reflecting on my role in my group and how I can support others in my group.

Normative, Resilient & Guided by Faith
I have developed this capability by writing and reading my own prayer diary every day.

Confident and Creative Problem Solvers and Innovators
I have developed this capability by learning how to solve problems using my own ideas.

Gleeson College

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LOVE, HOPE + CHARITY



If we look back on history, there have been significant events that change the course of history. We now refer to life 'Before Covid-19', and of course, we look forward to life 'After Covid-19'. In some instances it felt like the world had stopped, and that time did also.

However, during Covid-19, the days continued and so did the events of Easter, Anzac Day, and as we entered May, the celebration of Mother's Day was also upon us. I know that in my household all these traditional events looked and felt very different than they had in the past. However, isolation gave my family time to spend together and be creative in the engagement and entertainment with our children – board games, colouring and lots of play! Upon reflection, we realised that the creativity seemed to come quite easily when we took out all of the distractions that usually take us out of our home.

The traditions of Easter, the commemoration of Anzac Day and the celebration of Mother's Day still took place and was still enjoyed. At the heart of all of this were the values of **Love, Hope and Charity**, which were more evident than usual. The **Love** between the family was great, the grief we felt for not being able to celebrate with extended family and friends, showed us how much we love them. We talked about what we will do in the time 'After Covid-19' and for celebrations in 2021 and so, therefore our **Hope** is strong for a better future. It is this hope that we continue to abide by health recommendations and support local businesses to ensure that they too will have life 'After Covid-19'. This reminds us of our call to the **Service of Others**, our **Charity**. Friends and families continue to support charities like Cancer Council SA and held virtual morning teas, and this year more than ever our donations to St Vincent de Paul are needed to assist the growing individuals affected by the stand-downs and job losses. The campaign of supporting local businesses is more evident than ever.

Just this week as a College, students were reminded of this and we have officially begun our **Gleeson Winter Can Appeal** for our local St Vincent de Paul chapter (Modbury), so where possible, as a community we are asked to show our faith in action and give what we can to support those in need.

As a Catholic community, we strive to be people of **Love, Hope and Charity**, and most of the time we are with no effort required. However, there are instances when this is not the case and these values are not at the forefront of the actions of people. We saw behaviours of people lacking in these values during the panic buying and hoarding of items purchased from the supermarkets, and there were cases of domestic violence and road rage. People acting with fear tend to lack the ability to recognise the love and hope that could surround them. As we reflect over the themes of Easter, we read of the Jewish High Priests and Roman government sway authorities and the public to fear Jesus, to see Jesus as a threat rather than the symbol that he was of Love, Hope and Charity. In this month of May, we recognise Mary, the Mother of Jesus and imagine the pain, anguish and hopelessness she must have felt in the painful and undignified death of her Son. Just as Mary did over 2000 years ago, we are reminded to show love for one another, care for everyone with a heart and mind that is patient and understanding.

Before COVID 19 our human nature was made up of face-to-face and affectionate relationships with our family and friends; currently high 5s are replaced with 'elbows', in some instances drive-by birthday parties are in place of traditional parties, and for teachers and students, online learning became our platform for curriculum. All people involved in education are trained to be involved and connected to students and colleagues face-to-face. I reflect upon my studies and cannot recall in one instance when we planned for curriculum to be presented as an online classroom. This was a new environment for all people involved in education and our students, parents and community of Gleeson College. I must commend



the outstanding work of our teachers and support staff, who, in a short time, delivered their teaching in a new platform and did this with the Catholic values of **Love, Hope and Charity**. It perhaps was not perfect in all instances, but the failures that turned to progress, and the time and effort that became fun and learning, filled me with pride. It provides me with a new context as to why we choose a Catholic education for our children, and why Gleeson College is leading our students to experience the success they choose to seek.

What will 'After Covid-19' look like? Will we return to high 5s, will jokes of toilet paper hoarding become a dwindling reference and will sanitiser be something we always carry around as we do with our phones? History tells us that circumstances can bring out the worst and best in people. In times of chaos, we can be quick to judge, clouded by our own worries, and feelings of hopelessness can take over. Easter, Anzac Day, Mother's Day and May the month to celebrate Mary the Mother of Jesus, provided us with the examples we need to understand the importance of having the values of **Love, Hope and Charity**. It has been five years since Pope Francis released the encyclical *Laudato Si*, a call for environmental awareness. Our Earth is healing and we need to be conscious to heal with it, to take the time to show **Love**, give with **Charity** and continue to hold onto **Hope**. At Gleeson College, we will continue to be a community united with **One Heart** that will hold onto these values as a core of our learning and growth as we move toward a future shaped together.

Adam Cibich,
Deputy Principal 2020

VINNIES WINTER CAN APPEAL > SHOW YOUR FAITH IN ACTION!



Gleeson College has always been a strong supporter and cheerleader of the good works of St Vincent de Paul.

This year we are collecting tinned goods to donate to the Vinnies Winter Appeal and are urging families to give what they can for this important cause.

Students should take their donations to Care Group and add to their basket. In Week 10 we will be holding a House Challenge where a group of students representing each House will create a sculpture of cans in the courtyard! The most creative sculpture will win House points, while there are also individual and Care Group prizes on offer for the highest number of cans collected!

**THE POWER TO CHANGE A LIFE
IS IN YOUR HANDS.**

DO SOMETHING ABOUT IT.

Please donate to the Vinnies Winter Appeal.



Vinnies
good works



NATIONAL CAREERS WEEK 2020 > VET Short Course Opportunities

Check out the following two VET short course opportunities for Year 10 and 11 students. Please contact Mr Blake asap via email if you are interested:

thomas.blake@gleeson.catholic.edu.au

DIGITAL PHOTOGRAPHY AND LIGHTING (Short Course)

Host School: Marden Senior College

National Qualification: CUA31115

Certificate III in Visual Arts - Part completion

SACE Credits: Stage 2: 25 credits

Course length: Semester

Training day and Time(s):

Wednesday: 4.30 pm-7.30 pm

Commencement date: Semester 2: 24 June 2020 - 11 November 2020

Special Requirements: Students are expected to dedicate up to 7 hours per week to structured self-paced study or online study to gain the knowledge and skills required for this course and complete assessment tasks.

A basic understanding of digital cameras and computer operation. External access to Adobe Lightroom and Photoshop would be an advantage, although not necessary. Access to a digital SLR is helpful but not a requirement of this course. Students may bring their own DSLR camera or loan one from the training provider. Please note: Semester 2 course is not recommended for Year 12 students. Years 10 and 11 preferred for Semester 2.

3D CHARACTER DESIGN and DIGITAL EFFECTS (Short Course)

Host School: Marden Senior College

National Qualification: CUA31015

Certificate III in Screen and Media - Part Completion

SACE Credits: Stage 2: 20

Course Length: Semester (Sem 2)

Training Day and Time(s):

Wednesday: 4.30 pm-7.30 pm



Commencement Date: Semester 2:
24 June 2020 - 11 November 2020

Special Requirements: Students are required to be confident in using computers. Basic skills in Adobe Photoshop or Adobe Illustrator are not required but recommended.

Students are expected to dedicate up to 5 hours per week to structured self-paced study or online study to gain the knowledge and skills required for this course and complete assessment tasks.

STAY CONNECTED at GLEESON COLLEGE

You may have noticed a recent change when phoning the College. To assist in directing your call, there are two prompts - "Press 1 for Student Services and Absentees, or, Press 2 for Reception." Recently you may also have heard some different voices at the other end of the phone line. We are delighted to introduce our new staff members to you and take this opportunity to allow you to put a face to the voice!

Danielle Bailey > Student Services

We formally welcome Danielle Bailey to Gleeson College in the role of Student Services Officer, based in the fantastic new Micah building. Whilst a space to support our Senior students to become tertiary-ready, Danielle's role in the Micah Centre is to liaise with all students and families around attendance, signing in and out, counsellor appointments, student enquiries and liaising with staff regarding student interest in pathways and careers. When you send an SMS to our absentee system, Danielle will receive this information. She may also communicate with you via SMS in the case of unexplained absence of your child/children. Any students in Years 7-12 arriving late or needing to leave early will be in contact with Danielle and arrive/leave via the Micah Centre.

Kerri-Anne Freeth

> House Leadership Assistant

Many of you would know Kerri-Anne from regular contact in Student Services over many years of service to the College community. While not a new face, Kerri-Anne is working in a slightly different role. You would recall that with our growth in enrolments, we recognised the need to grow our pastoral care team – and we did this by doubling the number of House Leaders to support students. Kerri-Anne now supports this significant team in a plethora of ways. As a result, she no longer administrates communication of student absenteeism. However, Kerri-Anne is the person to contact if you seek communication with any of our 8 House Leaders or Shannon Bertram in regard to your child/ren's well-being and holistic education outcomes.



Danielle Bailey



Kerri-Anne Freeth



Katrina Greenshields



Elisa Shepperd

Katrina Greenshields > Reception

Katrina joined us in a temporary capacity at the start of 2020 following the retirement of longstanding staff member Viv Cobb. Now in a permanent role with the College, Katrina will greet you with a friendly smile and eager willingness to help you if you present at, or call Reception. If attending the school for a meeting with staff, Katrina will also assist you to sign in on our new electronic system. In current times, signing in if you are onsite is a necessity. Assisting with staff break reliefs, Katrina also spends some time in the Micah building and is a friendly face to many of our students already.

Elisa Shepperd

> Administration Assistant

Elisa commenced work at Gleeson late in Term 1. With a role focussed on administration and student First Aid, it was an unusual time to commence work with so few students attending the College for face to face classes. The last few weeks has seen Elisa getting to know the students, particularly regular visitors, while also supporting a range of administrative functions in the College. If your child requires first aid or is particularly unwell, Elisa will be in contact and in most cases, your child will need to be picked up from College Reception. Elisa also assists in the afternoon in the Micah Centre, so will become a familiar face to students and parents alike.

Carpark Update & Safety

With our new Micah Centre open, we have also provided a new carpark for Senior Students adjacent to the building. To keep traffic flowing at peak times, please do not drop off and pick up students in the 'no standing area', nor in front of College Reception. There are a number of set down/pick up parks parallel to the Micah Centre and we encourage students to wait for pick up at this location. Alternatively, students may be picked up or dropped off in car-parking bays, though we would ask that you either park or drive to the end of the bays and pull to one side as stopping at the entrance of the bays can be dangerous and also holds up traffic.

Please always show caution at peak times, a heightened awareness of student movement and adhere to the 10kph speed limit.

After School Study

For those Senior students in Years 10, 11 and 12 looking to undertake after school study, the Micah Centre is open and available until 4.30pm.

Middle School students are able to attend Homework Club in the Study Hall until 4.30 Monday to Thursday.

Amanda Price,
Assistant Principal Strategy &
Community Engagement

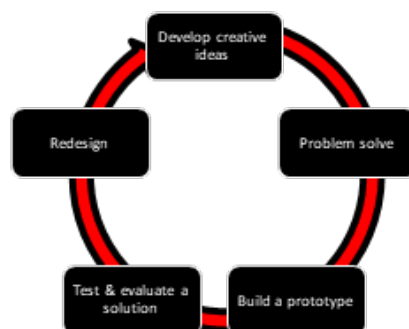


#withoneheart

STEM SOCIETY MAKER CHALLENGE



Did you know the first pedometer was created 240 years ago by Abraham-Louis Perrelet? The first patent for a pedometer was given in 1924 and over 21 million FitBits are sold per year. *That's a lot of walking!*



Pedometers were used in the 1964 Olympics in Japan and caused a fitness explosion soon after. Pedometers have grown in popularity ever since.



STEM Society students recently explored the BBC Micro:bit; an amazing handheld, fully programmable microcomputer.

In small groups where teamwork and collaboration is encouraged, students were able to problem-solve the new technology. Students were surprised that in a few small steps they were able to do all manner of things ranging from programming the LED lights to being able to code their own electronic name badge, use the inbuilt temperature sensor, and, code their own Rock, Paper, Scissors game to play against the Micro:bit. The Micro:bit is a tiny computer that can be coded to do many different things. Students created code to animate different images on the Micro:bit LED screen. Inventive programs such as moving animals, people exercising and arrows changing direction were created.

Students were then given a maker challenge to build their own pedometer and the creative results were impressive. In addition to programming the pedometer, students explored the best way to attach the pedometer for optimal functionality to track the number of steps a person takes. Each group took risks in their designs and collaborated well.

This maker challenge encouraged the students to brainstorm ideas, prototype and test their pedometers. The learning was fun, active and helped integrate coding into the design process.

Rock, Paper, Scissors is a classic game of chance for two people. When the Micro:bit detects a shake movement it sets the variable tool to a random number, 0, 1 or 2. The program uses selection to decide which image to show on the LED display. If the random number was 0, it shows a rock icon. If it was 1 it shows the icon representing paper and 2 the scissor icon.

Well done to all our STEM Society students for their enthusiastic engagement in Term 2!

Jason Puttnins,
Science Learning Area Leader

'LIFE HACKS' SENIOR PERSONAL DEVELOPMENT PROGRAM (PDP)

This week in PDP, asll Senior School students had their first opportunity in 2020 to participate in the College's 'Life Hacks' sessions. These are a number of short, engaging and essential lessons our students can choose to participate in that cover some of the absolute necessary skills young people need to learn to survive, which do not find their way into the standard school curriculum.

Since the end of last term, Senior School House Leaders and a number of the Senior School teachers have been developing short video clips, compiling FAQs, creating reflections and pooling resources together that address skills we know are important. We also listened to our Old Scholars and current students who informed us of the skills that they would like to learn to do. Some of the optional sessions address key competencies for independent living, others covered novel skills, and a few seemed particularly vital in this COVID-19 conscious climate.

Each class, and within many of them, each student, chose a different Life Hack to learn. A number chose to learn how to correctly tie a necktie, with either a quick half-Windsor knot or something a little more complex (see top photo with Mr Ndoro instructing!). Some decided to learn how to iron a shirt, while others chose



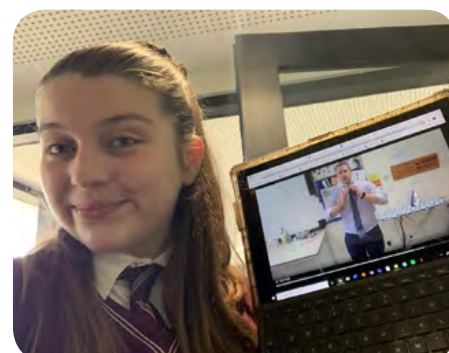
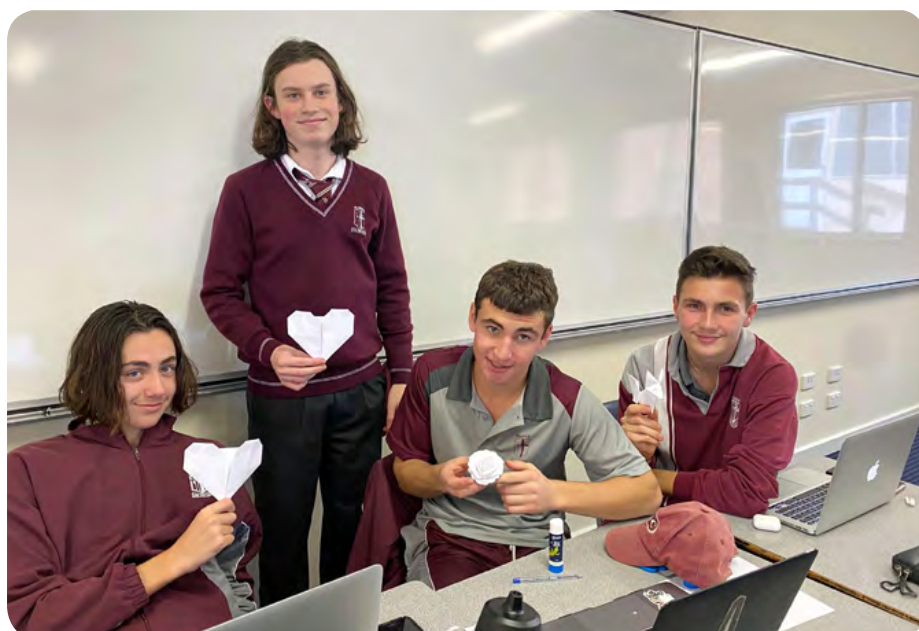
to participate in some mindfulness origami or yoga as a way to relax and distance themselves when they need to take some time out. The uptake with this session was great to see, and we were particularly impressed to receive feedback that some students working off campus also took this time to upskill themselves.

More 'Life Hacks' sessions will be held in future PDP lessons, allowing students to extend their knowledge and skills in financial literacy, basic cooking and kitchen skills, simple guides to working out from home

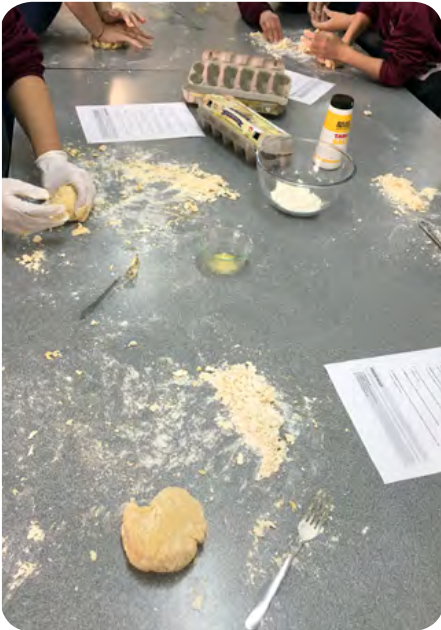
(which may prove vital if gyms remain closed) and also guides to changing car and bike tyres. We will continue to add to these life lessons based on the interests of our students.

Some of the skills introduced are great to refine at home too, so next time you feel like a cup of tea or coffee, encourage your child to engage with the Life Hack lesson that teaches this, and wait patiently on the couch for your perfect cup to arrive!

Josh Boden,
Damiani Senior School House Leader



BUON APPETITO, YEAR 8 CULTURAL TECH!



Move over, Laura from Masterchef...

We have some pro pasta chefs in Year 8 right here at Gleeson College!

That's right, our Year 8 Cultural Technologies Class made pasta bowties (Farfalle) last week in the Gleeson Kitchen. Cultural Tech is a new subject in 2020, whereby students are studying Digital Technologies and Home Economics bilingually, inspired by the Italian Language and Culture. Last Wednesday and Thursday, this meant making pasta from scratch!

Although we only had time to make the dough and shape the pasta at school, the tick of approval was given by those who cooked up their pasta and ate it at home - "Pasta....Che Deliziosa!"

Antonia Ditroia,
Year 8 Cultural Tech Teacher



YEAR 8 SCIENCE > UNDER THE MICROSCOPE



Year 8 Science students have been learning all about cells and their composition in Term 2.

The class recently engaged in a hands-on practical investigation, which required them to stain an onion epidermis slide with TBO (Toluidine Blue O) and view under a microscope.

Students observed the onion skin cell 400 times bigger than its true size (400x) under the microscope, which allowed them to clearly identify the nucleus and cell wall, and record their findings.

Mr Ezra Holland,
Year 8 Science Teacher



YEAR 8 TEXTILE TECHNOLOGY > GC MICRO FASHIONISTAS



Due to COVID-19, the Year 8 Textile Technology course was modified to suit learning from home. Students completed a range of activities around textiles and spent time investigating different fibres and designing outfits.

In the meantime... school returned to face-to-face learning and students were able to use the resources available at the College to transform an outfit they designed, into a piece of 'Micro Fashion'. Students embraced the challenge creating outfits for teddies, dolls and Barbies. They used a wide range of textiles techniques from pinning, to hand sewing and machine sewing.

The finished products are a reflection of their engagement, creativity and enthusiasm in times of great change!

Ms Madeline Cooke &
Mrs Sarah McLoughlin,
Textile Technology Teachers



YEAR 10 CHILD STUDIES > BABY SIMS - 'MUM' FOR A WEEK!

Our Year 10 Child Studies students have a newfound appreciation of the challenges being a parent can bring after completing their task of caring for a baby simulator for one week!

"Hunter has taught me to be patient and to appreciate my parents, especially my Mum. I have learnt the importance of listening, especially in the middle of the night, and that different cries mean different things. Mums are definitely selfless - last night I missed out eating dinner with my family as I had to feed my baby!" - Ebony

"Tallulah has taught me to be resilient and appreciate uninterrupted sleep!" - Claudia

"Teddy has taught me to not worry about the small things in life as there is more important things when caring for a baby. He has also taught me the importance of a good supportive friendship group - I am grateful for their support." - Kate



"Keith has taught me how to better use my time, before Keith I realise I would sometimes waste my time." - Jaz

"Rio has taught me to appreciate Mothers, because babies are not just

all cute and cuddly, they take up so much time and effort, even when you are so tired!" - Rachael

Lisa Feleppa,
Year 10 Child Studies Teacher

YEAR 10 SCIENCE > MY CHEMICAL REACTIONS!



In Term 2, Our Year 10 Science Class has been learning about chemical reactions.

Students are applying the knowledge they have learnt to design and conduct a practical investigation on the effect of temperature on rate of reaction, and recording their observations to evaluate their findings.

Chad Schoenmakers, Year 10 Science Teacher

YEAR 11 DESIGN + TECHNOLOGY > Furniture Construction Projects



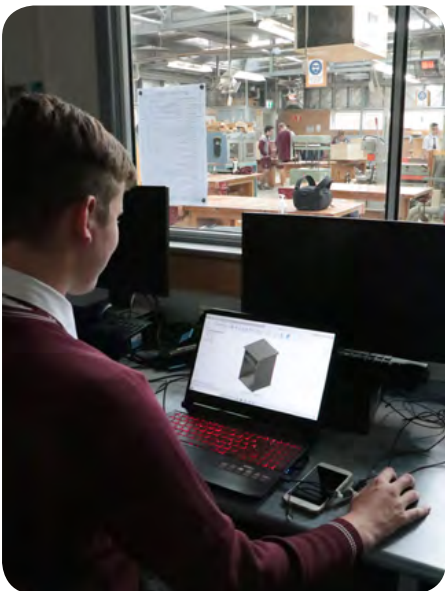
The Year 11 Design and Technology (Furniture Construction) Class has been hard at work on their Semester 1 summative task to create an item of furniture from scratch.

Students have used Computer Aided Drawing (CAD) software to design their projects, which needed to use 'knock down fittings' (like Ikea furniture fittings), and then utilised a multitude of high powered tools in the workshop to bring their piece to life. We also welcomed Mr Rory Nottle to our class this week for a five-week teacher placement at Gleeson. The students welcomed his assistance and expertise in the workshop!

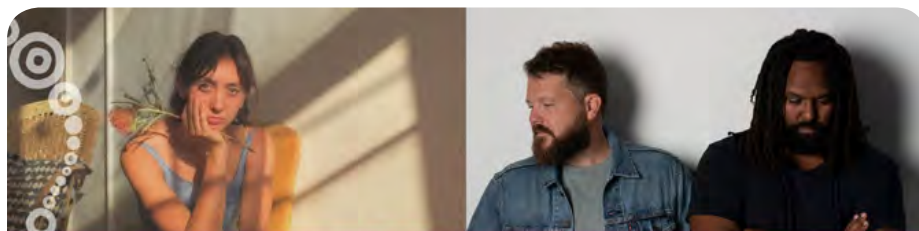
Greg Bockelberg,
Year 11 Design & Technology Teacher



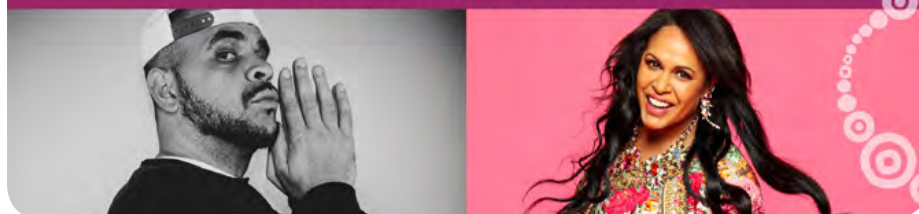
YEAR 11 DESIGN + TECHNOLOGY > Furniture Construction Projects



NATIONAL RECONCILIATION WEEK 2020 > 'IN THIS TOGETHER'



FEATURING: Alice Skye, Busby Marou, Jimblah, Christine Anu (host)
FRIDAY 29TH MAY AT 9:05PM



Next Wednesday 27 May marks the start of National Reconciliation Week 2020, with this year's theme 'In This Together' more relevant than ever!

There are many ways to be involved in NRW 2020 - including live virtual events and concerts, learning about what country you are on and what languages are in your area and more!

Visit the Reconciliation Australia website and check out the page '20 Ways to be #InThisTogether' > <https://bit.ly/20WaysToBeInThisTogether>

Reconciliation Australia and ABC Radio National are joining together for an hour of deadly (very good!) music as part of NRW 2020. Held on Friday 29 May at 9:05pm (AEST), the 'In Concert Together' event will be hosted by Christine Anu and feature performances by Busby Marou, Alice Skye, and Jimblah.

Click here to view the Reconciliation Australia Facebook event page > <https://www.facebook.com/events/2545251485791118/>



Busby Marou is one of Australia's hardest working live bands, best known for their distinctly Australian storytelling and who are proud of where they have come from, but more importantly proud of who they've become. The modern face of Australia.

Alice Skye is a Wergaia/Wemba Wemba woman, and one of Australia's brightest new talents. Alice is inspired by her roots and says "I take great pride in my heritage and to combine both music and my background brings me an unexplainable amount of pride and happiness."

Jimblah is a producer, MC and vocalist hailing from Larrakia Nation in Top End Northern Territory, a triple threat in his own lane. An important and powerful voice, Jimblah's music speaks to decolonisation, challenging listeners to consider their privilege and responsibility.

Check out our next issue of *The Globe* to see our Gleeson NRW 2020 activities and celebrations!

Rebecca Sinclair,
Community Relations Administrator



INSIGHTS

Charting a new course for kids post COVID-19



While we've been denied access during the COVID-19 pandemic to activities such as playing group sport, spending time in a café or meeting with friends, there's been plenty of upside too.

Discussions with friends reveal that family life has been a big beneficiary from the physical distancing measures. Comments such as "It's so good to slow down," "I cherish the time I'm spending with my children," and "I'm discovering the joy of having real conversations with my teenager" point to the positive side of getting off the family roundabout many of us have been on.

Though the restrictions placed on society are of course challenging, the imposed period of social isolation has provided an opportunity for parents to forge new habits that have potential to bring more joy and less stress to their children's lives once the threat has subsided. Here are some ideas to consider while charting a new course for kids post COVID-19.

Significant personal hobbies

Our previous reliance on organised, adult-initiated activity to keep kids busy came at the expense of child-initiated hobbies and interests. The rise of personal digital entertainment and communication technology in recent years has also contributed to the demise of hands-on hobbies such as collecting, crafts and music.

The Scandinavians have long valued the positive impact of hobbies on a person's wellbeing and quality of life. In turn they encourage (and in Sweden's case heavily subsidise) the uptake of hobbies and personal interests from a very young age.

Personal learning centres

Experts agree that the future of work will be characterised by constant change, requiring workers to continually learn and upskill if they are to adapt. Our children will need to see themselves as continuous learners if they are to succeed in this uncertain future.

The home is a great place to plant this concept in young minds and there's no better way to do this than establishing their own personal learning centre. Start small with a bean bag, a small book shelf and build from there. It's the idea rather than the physical setting where the learning significance lays.

Mental health practices

This period in isolation has offered an opportunity to embed good mental health practices in children and young people. Three key health practices to continue include healthy eating, plenty of exercise and good sleep patterns. Add regular mindfulness practice, deep breathing and the opportunity to spend plenty of time in nature and you'll be establishing a strong mental health and wellbeing framework for life.

parenting*ideas

Mix of alone and group activities

Life in social isolation has meant family members have had to compromise. Extroverts who love to be surrounded by people have had to give parents and siblings the space they need. Introverts who prefer their own company have been sharing their time, space and company with other family members. Post COVID-19, consider encouraging kids to experience a mixture of alone time, allowing for personal reflection and family time, which promotes family connection. Both are essential for healthy wellbeing.

Deep eldership connection

Increased one-on-one time between parents and kids has been a positive side effect of life in social isolation. The opportunity for parents to connect with children and young people with greater depth and meaning is a return to eldership, practised by past generations. Eldership, where parents shared their wisdom and their vulnerabilities with young people, when combined with healthy rites of passage is a time-honoured way of preparing young people for adulthood.

This period of social isolation has provided a rare opportunity for parents to renew and refresh their children's lifestyles, and in some circumstances, reboot family lives as well. It would be a waste to climb back on the busy roundabout of life once the COVID-19 pandemic has subsided, without making some positive changes to the way we live.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

GLEESON NOTICEBOARD



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Tuesday: 8.15am - 9.15am

Wednesday: 2.45pm - 4.15pm

P: 8350 7934 | E: ggcus@devonclothing.com.au

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429 Montague Road, Modbury

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****PLEASE NOTE WE ARE NOT ACCEPTING CASH AT PRESENT - CARD ONLY****

