



The QDE Courier

June 2013



to our new students in term
They are

☺ *Jacquiline Balding*

☺ *Curtis Grunsell*

☺ *Mystik Somerville*

☺ *Emily Sproat*

☺ *Matthew Sproat*

☺ *Katiah Tait*

☺ *Frauke Rawlings*

☺ *Jack Booth*

☺ *Jakeb Kennedy*

☺ *Jesse Tait*

☺ *Charlotte Sproat*

☺ *Quinn Griffin*



Exploring character with Leila during May Gathering
Josh, Charlie, Jonathan, Amos, Arlo, Leila and Liam

What's happened?

The year is speeding past and it's now the end of term 2! What happened? NAPLAN is done, the Gathering was attended by a good number of families and enjoyed by all, new staff have come on-board and Roger has retired. You've all been working at home and we now about to launch into the second half of 2013. We welcome a number of new families to DE again this term.

This is the second edition of the QDE Courier. It differs from previous newsletters in that it features our new logo and motto. The DE staff have undertaken a considerable commitment to learning about personalising learning. It's been quite a journey and we have included some interesting points about it in this edition of the Courier.

We would also like to claim the dates for the September Gathering. Those dates are Tuesday, 3 to Thursday 6 September. This will be Week 8 of term 3. Planning is already underway. While we considered it may be beneficial to combine with Karabar DE for the next Gathering, we realise we have more students for whom a combined event would not be suitable. Thank you to all for your input here. It was good to listen to the needs families before committing ourselves to a major change.

Eloise Dews

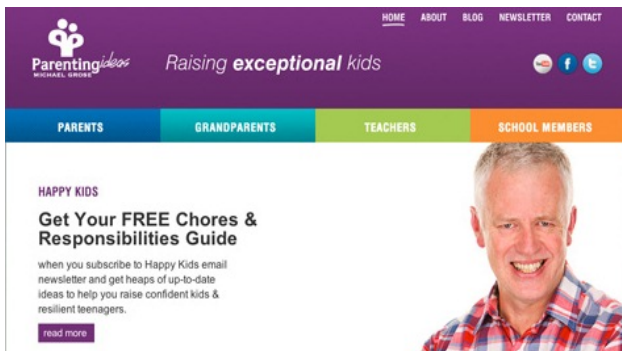


School Attendance in DE

Your child, while on distance education, is enrolled as a student at a NSW Department of Education and Communities school. Each set of work represents the work your student is to complete for their learning for the length of time indicated on the pack. This is usually two weeks, or in some instances, one week.

The regular return of work demonstrates students have been in attendance at school.

Students in distance education are allowed to be absent from school for legitimate reasons! Should the work not be able to be completed for any reason, you need to inform your child's teacher. Your child may be sick or on leave for a special reason (to attend an appointment requiring travel or for urgent family business for example). Alternatively, you, the supervisor, may be ill and not able to fulfil your role. In either instance, where work is unable to be completed, call or email or write a note so the teacher can record the absence and help you with re-organising.



Parenting ideas...

...is a recommended site! Michael Grose is the author and founder. Michael has an education background, and holds a Master of Educational Studies with research into what makes healthy families tick. There's some very solid and inspiring information here which is easy to read and apply. For those who prefer to take in information via video, you will find plenty of these too. It really is worth a look. Here's the address

<http://www.parentingideas.com.au/Home>

Hi everyone, I'm Kerry Love, a new addition to the Distance Education Centre. I have a background in Education in varied forms and have embraced the new tasks I am being mentored through here at the Centre. How exciting! An extra task for me is negotiating Brown Mountain with its wildlife and wild weather twice a week as I live in Merimbula. Yes, I am lucky.



Whilst working in Queanbeyan I am staying with my sister, Sue Boyd. I have a passion for learning and enjoy the beach, SUP (Stand up Paddle) boarding, walking on the sand, sewing, knitting, reading, cooking and crafting. Oh, for more time!



Hi Everyone,

My name is Petah Batten and I am back at the Distance Education Centre! Last term I was working at Queanbeyan Public School but lucky me, I am now back here.

Many of my students are travelling and I especially like it when I get updates on their travels and see some photos of where they have been. I can't wait to see more! Nothing big has changed in my life since last time I was here. It is good to be back and I am enjoying this new path my career is taking. Thanks, Petah



Roger Smith has retired.

We'll miss him.

Was your family one of those families who was moved, with reasonable swiftness, into the digital age due to the plethora of digital 'know hows' you received via Roger's bursting digital folders of goodies for families? If you were, then you will be pleased to know that Roger's legacy to the staff here is a gigantic collection of 'how to' videos on all things technological. Of course, in theory, according to Roger, we will be able to go with confidence, into the future without him. In practice it's already proven not to be the case. Where's that 'Roger' video about how to embed the clip into the PDF? How do we use that Adobe stuff again? He did tell us didn't he? Where's the video for that!!? I guess we'll get used to it but for now, the 'Man Cave', which was Roger's desk in the tech room, is awfully empty. Who's going to jump-to graciously with great skilful skill and great speedy speed now?

Roger worked at the Queanbeyan Distance Education Centre for over twelve years and his shoes will be mighty hard to fill. He taught

countless numbers of children and guided many supervisors who still keep in touch. His students were encouraged to raise the bar; to go beyond and to hone in. Over the time I've been in the centre, Roger's students produced a continual stream of high-quality work which often left me quite awe-struck. Before the banter about 21st century learning came into our realm, Roger was already there and without fanfare. He understood and applied the principles of personalised learning. He led the push with digital delivery, marking and return, which made it possible for overseas families in particular, to contemplate a full curriculum without the huge costs associated with postage. He produced quality digital and interactive learning materials and shared them with teachers throughout the DE network of schools in NSW. In fact, I knew Roger's voice years before I actually met him as I was in the habit of snaffling things he'd prepared from the Queanbeyan DE website for use with my DE students in Dubbo and Cobar.

You may not be aware, but Roger was also the NSW Teachers Federation representative who, year after year, was unanimously elected by the staff of the Queanbeyan Public School, to represent them. He was good at what he did and he always took the time to console, to advise, to help. He supported the teaching fraternity and was a strong advocate for public education; in particular, for the equity of provision for distance education students.

In February 2011, Roger was appointed as Assistant Principal and showed his true colours as a leader and a mentor. He loved what he did and he rode his motorcycle 100kms each way every school day to be here. While he took off the leathers each morning he'd amuse us all with small tid-bits of political news and other topical hot potatoes. He'd bring cake and lemons and other things that came from his home-grown patch, to share with all in the DE centre. It was fun. Now you know some of why we'll miss him so.

Eloise Dews

SHOWCASING OUR TRAVELLERS.... THE JACOBS FAMILY

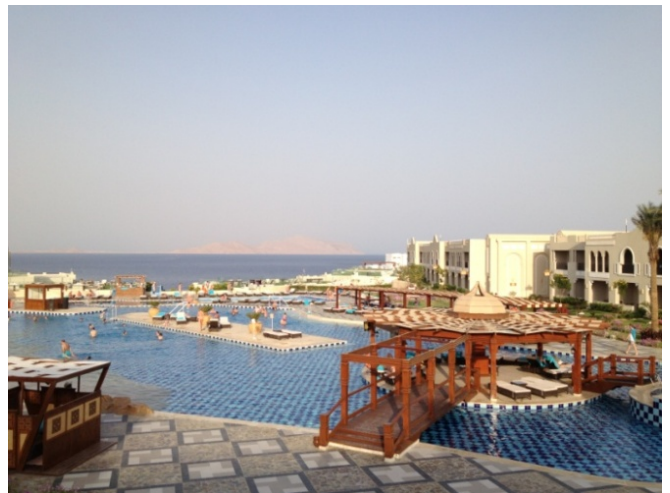


Hi again. Well May has been an exciting month. We loved Egypt! Experience of a lifetime! We stayed at a beautiful resort in Sharm El Sheikh for one week. The weather was perfect, fantastic and hot around 38 to 40 degrees, we loved it!



Such a nice break from the cold weather we are still experiencing in Geneva. We are starting to wonder if Summer will ever arrive in Geneva. We have had a day here and there that may get to 20 and then the next week it rains with cold temps....not happy. We hear it has been the wettest and least amount of sunlight in 30 years...just our luck.

Anyway enough of the whinging back to Egypt.....aaahhh...wish we were there now. :-)
Where do we start, as you will see in the photos our resort was amazing. I think there were around 7 pools, one with a couple of small water slides which the girls loved, Mum and Dad also enjoyed them. Mum and Dad also enjoyed the pool bar and did our best to get through the cocktail list. It was very nice lying in the sun by the pool with a nice cold bevvy in hand.



The resort had a number of restaurants from buffet style to a-la-carte. The Italian, Indian and Thai restaurants were very yummy and the pool bar served a variety of nice hamburgers. We may have come back to Geneva a couple of kilos heavier and a little bit browner, make that a little pink for me. Adrian, Hayley and Rachel have been blessed with nice olive coloured skin, not like poor mum who got a few looks by people around the pool that looked like they had never seen someone wearing a long sleeve rashie and board shorts before, most wore very tiny bikinis.

On day three we got up very early at 4am, to be picked up by our tour company to fly for the day to Cairo.

Well the flight to Cairo was an experience, starting with the crowds at Sharm airport.....so many people doing the same day trip to Cairo, it was absolute chaos, no one knew who they were flying with and it was so hard to understand the airport staff calling out flight numbers. Well unfortunately we were the last to board a plane.

We had watched many other people getting on nice newish buses for Egypt Air and Air Cairo, when the last bus arrived to collect us for Air Memphis, Adrian and I were both thinking that we hoped the old bus did not match our plane.

It might be a bit hard to see in the photo I have attached but needless to say the bus matched the plane, the bus may have been in slightly better condition. The plane looked 30 years old with the paint fading...



Well getting out onto the tarmac was an experience, when they let us onto the bus we all squeezed through the airport doors, and then onto the bus.

Once off the bus it was madness, people running over each other for the dodgy plane to get the best seat due to no seat allocation.... Now that was fun, the Jacobs of course were the last on the plane so we got a seat up in the back of the plane. I looked at my seat and thought is this a kiddie seat as the back rest looked kinda

short....oh no..tis OK just very adjustable....I mean broken, I could lift it up and move it side to side, not to worry lucky I don't mind the head rest between my shoulder blades..... This is going to be an interesting 45 minute flight....

When on board all the passengers looked nervously around the plane (a couple of us noticed cracks in the roof panelling) and at each other with the odd nervous giggle, we were all from many different countries but I think we were all thinking the same thing, are we going to make it to Cairo????.....giggle.

Well one passenger must have thought no because he grabbed his son and their bags and asked to get off.

I looked at the steward near me who was smiling and smiling. I had to ask the question...."what is going on?" He just looked at me with a big smile and made a circle next to his head with his finger to indicate that the passenger was crazy..... while security was making a quick sweep of the plane to ensure that the passengers didn't leave a bomb behind, I asked the steward another question "is this plane safe?" He smiles and says, "of course, of course, very, very safe!" OK....good enough for me..... I had my fingers crossed for the whole 45 minute flight of terror, with a few bangs and loud engine noises along the way.

Anyway when we landed in Cairo safe and sound although a little deaf from the engine noise, everyone laughed and clapped..crazy :-) Adrian and I thought, wonder if the guy who got off the plane back at Sharm Airport was looking at the news to see if an Air Memphis plane crashed so he could be on the news to say he was a lucky survivor....luckily for us that we had the last laugh, thinking that he and his son missed an adventure of a lifetime. Although if I am honest I had to stop myself from running after him and saying I wanna get off too.....ha ha ha

Once off the plane we met our tour guide in the terminal, Maya, she was terrific, great with the kids and very knowledgeable. She protected us from all the hard sell by the locals.

Our first stop was the Cairo Museum, after an interesting drive through Cairo traffic....how many lanes are here and can you have that many people on one motor bike...gosh they like to blow their car horns and change lanes a lot. The museum was amazing but another that you were unable to take photos inside of, although Adrian did sneak one. We were able to take photos of the monuments outside and we could not believe how many cats were wandering around, I guess when you are a sacred animal you can hang around anywhere.



He gave one each to Morgan, Hayley and Rachel for their rooms and two more for our house. He also arranged for our names to be painted on them in Arabic.

We then headed off to see the Pyramids and the Sphinx, on the drive there we could see the Pyramids starting to emerge from out of the landscape, which was amazing. When we got there it was definitely a pinch yourself moment wow. We then had a choice to ride in a horse and carriage or ride on camels. Of course the Jacobs chose the camel option, we have never been on one before so why not. Rachel and I on one and Adrian and Hayley on the other. When the camel got up I nearly had heart attack....gosh when a camel gets up on its back legs first you go all the way forward and all you have to hang onto is the saddle...Rachel and I were hanging on for dear life...anyway we managed to stay on so off we all go sliding side to side in the saddle up to where there is a good photo opportunity to get all the pyramids lined up in a row.



We then went on a cruise down the Nile to where we were to have lunch. We were told that the cruise would be very relaxing....hmm... not with all the loud music they were playing and it was very interesting dance music with song lyrics like Sexy, Sexy girl...something like that.....what a laugh. It was funny cruising down the Nile the music blaring while our tour guide was yelling so we could all hear her. We passed quite a few fisherman, I hope we didn't scare the fish away. Our next stop was at the Papyrus shop where Adrian found he had another brother, brother Achmed, who was a very happy and excited man who ran the family business. He showed us how they make the Papyrus paper that the Egyptian artwork is painted on to.

We wandered around trying to choose a piece of artwork that we could put on one of our walls in our house back home in Canberra. There was so much to choose from that we found it so hard to pick just one, then brother Achmed came to the rescue and after we finally chose one, gave us another 5 different paintings for free.

It was a fantastic adventure, after a few happy snaps we headed back....only I was not sure what Adrian and Hayley's camel was trying to do to me, (their camel was attached to the back of our camel) was he trying to lick my leg or bite it, thank goodness for his muzzle, so we will just go with, tried to lick my leg.....anyway that was the least of our problems all of a sudden the camel starts braying and carrying on, then Adrian and Hayley start yelling "we're falling off".....oh my god!....I turn around and there is my baby girl hanging on to her father while he hung on to the camel, the saddle had slid halfway off and they were literally sideways on the camel.....So all you could hear was the Jacobs yelling and screaming in the middle of the Sahara Desert, while the camel owner ran around to hang on to Adrian's foot on one side and other camel owners rushed to the other side to help them down off the camel. I kept yelling, "hang on to Hayley don't let her go Adrian!", because it is such a long way to fall off a camel and if you fall onto the Sahara Desert you are bound to land on a good size rock.....hmmm and here I was expecting just nice soft sand to land on....anyway Adrian and Hayley were very brave and did a great job of hanging on until they were safely helped off the camel.



We were told that it was only a new camel and needs a bit more practise carrying passengers....not too worry...giggle..we love a bit of excitement.

After the adrenalin rush we then went to climb down inside of one of the smaller pyramids, with was very stuffy and interesting squeezing past all the other tourists, but well worth the effort. We then got an opportunity to climb up on the outside of one of the pyramids, it was very hard

to get a photo that showed how high Adrian, Hayley and Rachel climbed. Our tour guide then took us to see the Sphinx, we just could not believe that the Jacobs were here looking at these magnificent ancient structures.

Well now it was late afternoon and getting to the end of the tour, so we needed to start heading back to the airport to catch our dodgy plane Air Memphis....whoops did you have to remind me that we have to fly back to Sharm on that thing....anyway our travel guide told us that the locals call the airline the public transport because it is so old and the cheap...that makes me feel better...not. Before we headed back to the airport our guide took us to a perfume shop to sample some of their beautiful smelling concoctions, while enjoying a flavoured tea or softie for the kids. I had to restrain myself and only bought one bottle of perfume made with the Lotus flower, very nice. Well off to the airport where we had the same chaotic experience getting on to the plane, this time we had no hiccups and all passengers were willing to fly and this time the Jacobs were a bit wiser and sent the kids in first to secure better seats. They did a great job running and sneaking past all the adults with their parents yelling run kids run...hee hee hee. I think I have now been cured of my fear of flying and can look out the window on take-off and landing. ;-) We got back to the resort very late but just in time for dinner before the buffet closed, although the girls were far too tired to eat and went straight to bed. What a huge exciting day!

On day five we were collected again by our tour company to see a Dolphin show and we had also organised for Hayley and Rachel to swim with the dolphins after the show. They had a ball swimming with the dolphins and you could not wipe the smiles off their faces. The dolphin show was excellent, probably the best I have seen.

On day six we were picked up again from the resort to spend the whole day at a Water park, which had so many pools and water slides. We didn't want to risk losing the camera, so it is a shame that we have no photos of all the fun. It was a great day and we had loads of fun, although Mummy had to be persuaded by the girls, hubby and park staff to go down any of the

slides....anyway after Adrian made a sound and flapped his arms like a chicken I finally went down on a double tire tube with Rachel. I guess it kind of caught on because some of the staff then nicknamed me chicken...very funny. Adrian and Hayley went down the more scarier slides, Rachel was too young to go and yes I was too chicken so we stuck to the smaller slides. The park staff could not believe how brave and fearless Hayley was, neither could I, as I watched her slide straight down on the tallest slide....my heart can't take much more of this. :-). At the end of another enjoyable day and some goodbyes from the friendly and cheeky park staff ..."goodbye chicken" some of them said...we were taken back to the resort.

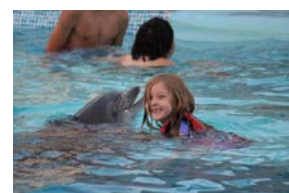
We spent the next and last day at the resort relaxing around the pools, thinking that we were very sad to be leaving Egypt the next morning. We loved Egypt and the people were all so friendly and happy, some were a little too friendly and offered to give us many camels for our beautiful girls...we just smiled and said no thankyou..... we'd like to keep the brats, I mean girls...giggle a bit longer thanks. We were asked many times where are you from, I guess our Aussie accent stands out a bit, especially Adrian with his yahooing and carrying on...ha ha....every time we told them we are from Australia they would say WELCOME and we love Australians.

That is what we have noticed from our travels that Australians are liked mostly everywhere and people seem to be genuinely interested, asking us questions about life in Australia.

Well what else happened in May???? Rachel lost another tooth, which makes a total of 4 lost in Geneva. This time the tooth fairy left 2 x 1 franc coins, which made Rachel very happy. Although the tooth fairy was a little late and nearly got caught out, but managed to make a mad dash in the morning swapping the baby tooth for the coins before being discovered..... ;-) We also celebrated Mother's day, thanks for my new runners and then my 44th birthday on 31st May, thanks for all my Assos cycle clothes.

We are looking forward to seeing Morgan in 1 month, she is visiting us for the July school holidays and we have a lot planned for her in the 2 weeks she is here. We hope you are all well and looking forward to seeing you all in 15 weeks.....

Bye from us -
The Jacobs family

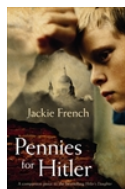


From the Library

The Book Week theme in 2013 is **Read across the universe**. It runs from August 17 - August 23, 2013. The Children's Book Council of Australia (CBCA) run this competition every year and libraries across Australia embrace the competition as an opportunity to promote reading and books to children. There are five categories of books that publishers can enter book into; Older Readers (middle to upper secondary students), Younger Readers (middle primary to lower secondary students), Early Childhood (younger primary students), Picture Books (all students to 18) and Information Books (all students to 18). Queanbeyan Public School library has all of the short listed titles for all categories, except the older reader category. Come and have a look sometime. They will be available for borrowing after book week.

Judging is quite a long and complicated process. Judges are selected by the CBCA across each state and territory of Australia and serve for two years. These judges read all books entered, across the year and come up with a short list for each category. The books are entered by publishers. Judges then read each other's reviews of the short listed books to come to an agreement about which book in each category should be awarded the BOOK OF THE YEAR!! It's quite a procedure and can take up to 9 months. Here are the short-listed books

Book of the Year: Younger Readers



Jackie French ***Pennies for Hitler***
It is 1939, this book is written through the eyes of an English boy living in Germany, his father is captured and he must be smuggled, first to London and then when London is bombed, to rural Australia. This is the story of his struggle to fit in and re-invent himself in order to survive.



Simon French ***Other Brother***

This is about a boy who wants to fit in but when his cousin moves in he has to make a choice between fitting in and being the 'other brother'.



Morris Gleitzman ***After***

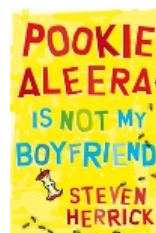
This is the fourth book in a series of books about the holocaust through the eyes of a young Jewish boy. It actually fits between the 2nd and 3rd books, drawing Felix's story to a conclusion by filling in the space between 'Then' and 'Now'. Even so, all four novels in the series can be read as individual works and not necessarily in sequence.

Sonya Hartnett ***Children of the King***



This novel captures the horror, isolation and frightening aspects of WWII from a child's perspective. It also looks at the history of Richard III and his rise to power. It is very much an historic fiction.

Steven Herrick ***Pookie Aleera is Not my Boyfriend***



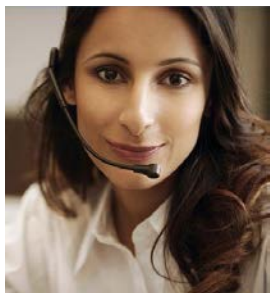
An enjoyable novel, 'Pookie Aleera is not my Boyfriend' is written through the eyes of students in 6A and focuses on people and their thoughts and feelings, specifically friendship and its importance.

Glenda Millard ***The Tender Moments of Saffron Silk***



This is the fourth book in the series 'the Kingdom of Silk'. Each book is about one of the members of the Silk family. This book is about the youngest member, Saffron. She is a very imaginative child but when she has terrible head-aches she doesn't know how to tell her family. She soon realises they are a wonderful source of love and care.

Contacting Teachers



The Centre's staff can be contacted between 8:30am and 3pm Monday to Friday. Outside of these hours teachers can be contacted using either the phone and the answering machine or their respective

Department of Education and Communities email addresses. All teachers have made this email address known to their students and families. The Centre's email address:

queanbeyp-d.school@det.nsw.edu.au can be found on the Centre's web site <http://www.queanbeyp-d.schools.nsw.edu.au/> and also on the contact card supplied to you on enrolment.

Please note: The DEC Code of Conduct advises teachers about maintaining a professional relationship between themselves, students, and supervisors. This means that teachers are discouraged from using social media such as Facebook and Twitter as a means of communicating with students. The DEC portal has also blocked the use of Skype and other similar sites. Teacher's personal devices such as mobile phones for either calls or text messages are also not recommended.

Important Term Dates

Students last day for Term 2 2013
is Friday, 28 June 2013

Students first day for Term 3 2013
is Tuesday, 16 July 2013

CALENDAR OF
EVENTS 2013



<http://www.ourcommunity.com.au/calendar>

Fees Reminder

Queanbeyan Distance Education Centre is a public education facility and is part of the NSW Department of Education and Communities. We try to keep costs and charges to families as low as possible.

Queanbeyan Distance Education levies two types of fees. The first is a general service fee of \$50 per student per year. This contribution helps cover the cost of consumables and consumable materials used as part of the student's program. This fee is payable every year that a student is enrolled. It has not been our practice to invoice families for this fee but a reminder letter is sent and notice is provided in this newsletter.

A second fee of \$50 for resources is a one-off fee which is charged to cover returnable resources such as books, USB drives, maths kits and other items necessary to the delivery of student programs.

When an enrolment is completed and all resources loaned to a student have been returned, this resource deposit is fully refunded. In a case where items have been misplaced, damaged or not returned, the cost may be deducted from the resource fee before a refund is given.

An Overseas Student Fee of \$100.00 is payable at the time of enrolment and prior to the beginning of each term. *Exemptions under this category only applies to students where hard-copy mail is forwarded to a locked or diplomatic bag within Australia OR where a family elects to receive and send work wholly electronically.*

Payment of fees, as explained in the enrolment package, is a condition of enrolment and of continuing enrolment. Fees can be paid either by cheque, money order, cash or direct deposit. Unfortunately we do not have EFTPOS facilities. Receipts for payments received are provided.

Further information about fees can be obtained by contacting our office on (02) 6299 2966. Special circumstances are considered with regard to the payment of fees. Please discuss this with the centre manager at the time of your student's interview.

In Review...The May Gathering

The May Gathering at Queanbeyan Distance Education Centre coincided with the **NAPLAN** testing during week 3. A good time was had by all and resulted in a great deal of successful learning.



We were really into it on the day!



Sue and the team loved the dressing up and characterisation.



Jo helped students pinpoint their strengths

We started with the introduction to parents of a new program called **The Resilience Doughnut** which focusses on using and building individual strengths to enhance personal resilience. Students took part in the first three lessons during the days of the gathering and the remaining three lessons are now continuing via **Edmodo** for those students who attended the gathering. All other students will commence the program via **Edmodo** in semester two.



Considering the characters

Students were involved in a **singing and drama** lessons with the students from the Queanbeyan Public School. All studied a scene of a group of people of various ages and interests was 'interpreted' through drama and dress. Sue is dressed as the old lady and she started the students thinking about their own characters and how they would dress, act and relate to others. Her demonstration of a day in the life of the old lady led students to consider a day in the life of their own characters. A great deal of fun was had by all.

A cruise boat on Lake Burley Griffin in Canberra, was the highlight for some students. The cold weather proved quite challenging for those not wearing their thermals. Each student had a turn at the helm (which means 'steering the boat' for you non-nautical types). Being the 'Captain' was amazing fun for the students and totally nerve-racking for Josephine who was hovering anxiously close by! We even ran into pirates, who demanded to view all photos. Jill obliged a fearsome rogue.



The fearsome rogue Arlo bailing up Jill



The Science experiments were possibly the most fascinating and messy of the sessions at the Gathering.

Amongst other experiments, students made *slime*, with new staff member Petah Batten. They mixed craft glue, water, food colouring and liquid starch to make their slime. They put it into a plastic zip lock bag so they could take it home to play with later. *(Hopefully not too messy in the car on the way home!!)*



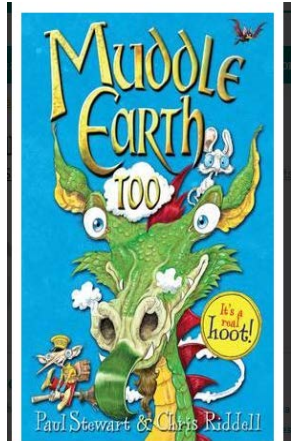
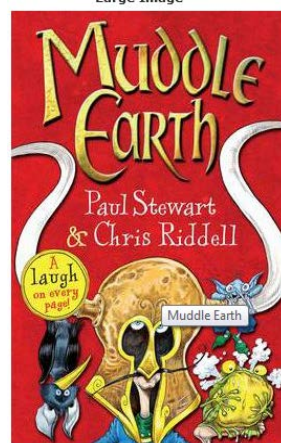
A Big Thankyou to Cindy and Amos...

...for donating these fantastic brand new books to Queanbeyan DE centre.

'Where would you find a perfumed bog filled with pink stinky hogs and exploding gas frogs, a wizard with only one spell, an ogre who cries a lot and a VERY sarcastic budgie?

Welcome to Muddle Earth.

Muddle Earth needed a hero .Instead it got an ordinary schoolboy Joe'



Amos must really liked these books because he wants to share them with everyone. They are suitable reading for about 9years and over.

If you would like to read one of these books let your teacher know.



"Combining Strengths to Thrive"

During the May Gathering supervisors and students learnt about the importance of building resilience and in using their strengths to thrive. Jo is continuing the lessons for students via Edmodo and we are preparing the series of six lesson for our distance learners.

The Resilience Doughnut is fun and creative and, at the very least, the process of working with the Resilience Doughnut has the potential to strengthen the human spirit and build a sense of hope and optimism.

Many factors in a child's life contribute to their development, including parents, family, teachers, friends and their local community.

Past research has tended to focus on risk factors in the lives of young people who have become involved in health risk behaviours. In other words, efforts have been directed towards trying to understand why certain young people are not resilient. While this notion is popular with professionals working individually with young people, it is not always useful for parents trying to raise their child effectively or lawyers trying to advocate the best interest for the child in a separation battle. Nor does it help the average teacher or school principal who wants to see their students cope with pressures inside and outside of school.

More recently, research has focused on young people who are resilient, despite the adversities they are facing. Australia psychologist Andrew Fuller defines resilience as "the happy knack of being able to bungy jump through the pitfalls of life". A number of researchers have found that there are common qualities amongst those individuals who are able to 'bungy jump' through their pitfalls and keep thriving. By drawing on such research, clinical psychologist Lyn Worsley has developed a simple and practical resilience-

building tool that can be easily used by anyone, including young people themselves. It is called the Resilience Doughnut and is outlined in her book, ["The Resilience Doughnut: The Secret of Strong Kids"](#).

The Resilience Doughnut has two parts:

1. The hole in the middle represents the person's key beliefs that develop as they build the tools and resources they need to face the world. These beliefs are concerned with three areas:

*their awareness of those who support them (who I have).

*how they view themselves (who I am)

*the degree of confidence they have in their own abilities (what I can do)

Research indicates that young people who have strong positive beliefs in each of these areas are more likely to be resilient.

2. The doughnut is comprised of seven sections, each section representing an external factor in the person's life. When reviewing the research, Lyn found that these seven factors repeatedly showed up in the lives of resilient people.

The seven factors are:

***The Parent Factor:** characteristics of strong and effective parenting.

***The Skill Factor:** evidence of self-competence.

***The Family and Identity Factor:** where family identity and connectedness is evident.

***The Education Factor:** experience of connections and relationships during the learning process.

***The Peer Factor:** where social and moral development is enhanced through interactions with peers.

***The Community Factor:** where the morals and values of the local community are transferred and the young person is supported.

***The Money Factor:** where the young person develops the ability to give as well as take from society through employment and purposeful spending.

These seven factors each have the potential to enhance the positive beliefs within the person and thus to help the individual to develop resilience. *Interestingly, across the various research projects, most of the resilient individuals had only some, and not all, of these seven factors working well in their life.* It seems that their ability to focus on the factors that were strong was a key aspect of their resilient mindset.



Jo worked with a small group who considered and talked about their own strengths together

Lyn has designed a simple scoring method which enables individuals to score the strength of each factor in the Resilience Doughnut. These scores are then used to identify the three strongest factors, from which the individual gains messages that build or enhance their resilience. Once the strength factors are established, creativity can begin! Because the factors are external to the individual, they can be considered, enhanced and utilised in a range of practical ways.

Lyn encourages people to think of ways they can use their strength factors in everyday life, and work to make them even stronger. In particular, it is the interaction of the three external protective factors that will inevitably strengthen resilience. [Lyn's book](#) outlines a number of suggestions for how to enhance each factor, as well as case studies which demonstrate how to get the three strength factors to interact.

The [Resilience Doughnut Online Game](#) is also a creative and simple way for young people themselves to score the Resilience Doughnut, identify their strengths and gain feedback about putting their strengths to work. Jo will be helping children to begin the online game soon.

Because the Resilience Doughnut is simple and effective to use, new ways of building resilience in children and adolescents can be discovered and applied in many different contexts. Teachers, students, parents, caring professionals or individuals who want to become more resilient in the face of adversity, would all find the Resilience Doughnut relevant, helpful and simple to use. The Resilience Doughnut is fun and creative and, at the very least, the process of working with the Resilience Doughnut has the potential to strengthen the human spirit and build a sense of hope and optimism.

Eloise worked with the rest. All of us enjoyed discovering how our strengths could work together

This information is an excerpt directly from http://www.theresiliencedoughnut.com.au/details.php?p_id=25

For more information visit Lynn's website at <http://www.theresiliencedoughnut.com.au/index.php>

Apps for your iPad

Here is an overview of some great educational applications you can download for your iPad and are suitable for Primary School children. These apps are all free except Learning to write which is \$5.49 but worth it!



Cookie Doodle



- A creative app where the user chooses a vehicle body. Wheels, engines, decorations etc are added to create a unique model
- This is saved and runs when turned on by the key on the screen
- This could be used as a stimulus/purpose for speaking, writing and design activities
- Could be used as an individual activity or with a partner
- Will call on prior knowledge to explain the purpose of each “add-on” to the vehicle
- Thoroughly engaging app that would be a useful tool in any classroom

<https://itunes.apple.com/au/app/cookie-doodle/id342128086?mt=8>

Create a Car



- A creative app where the user chooses a vehicle body. Wheels, engines, decorations etc are added to create a unique model
- This is saved and runs when turned on by the key on the screen
- This could be used as a stimulus/purpose for speaking, writing and design activities
- Could be used as an individual activity or with a partner
- Will call on prior knowledge to explain the purpose of each “add-on” to the vehicle
- Thoroughly engaging app that would be a useful tool in any classroom

<https://itunes.apple.com/au/app/create-a-car/id388173036?mt=8>

Drawing Pad



- Use to brainstorm
- You can import your own photos
- Use for students to trace over their own names (use a photo of their name or take a screen shot to trace over)
- Use to illustrate pictures for use in stories.
- You can take a screen shot of the picture created to import into other story programs, e.g. StoryBuddy

<https://itunes.apple.com/au/app/drawing-pad/id358207332?mt=8>

Explain Everything



- The app provides a resource to present for primary, secondary and post school audiences, and all curriculum areas
- This app can be used for storytelling, documenting students work or as a tool to visually represent an activity/information. Can also be utilise as an interactive whiteboard, allowing either the teacher of student present to the class
- Students can take photos of various objects, people or activities
- The images can be added to the blank project in sequence and different tools can be used to add text to the image – either writing with fingers or typing (has a wide range of different formats and colours). The ‘free-hand’ writing tool allows the user to also draw/represent information
- Numerous slides can be added to the project
- Arrows can be added to assist with explaining the sequence
- Students can record their voice to explain what is going on. The recording can be played back which allows students to identify and self-correct sounds if necessary

<https://itunes.apple.com/au/app/explain-everything/id431493086?mt=8>

Learn to write



- School Writing contains the education-approved handwriting fonts for each Australian State including individual print and cursive letters.
- Customise content from shapes to numbers, letters and words
- With tracing accuracy turned on to easy, medium or hard the students are rewarded with a half or full star depending on their accuracy.

Mimi: the monkey who can count HD



- Joint Attention - Game can be played with an adult interacting e.g. 'Let's count how many bananas. How many apples? How many apples and bananas altogether?'
 - Maths Vocabulary - count, how many, altogether, plus, equals, numbers
 - Numeracy skills - one-to-one counting, number recognition, simple addition to 20.
 - Could be used as part of a whole lesson using objects (fruit counters or real fruit) to reinforce one-to-one correspondence or simple addition skills.
 - May be used by a student independently to practice one-to-one correspondence or simple addition skills.
 - Fine motor - dragging numbers to answer box
- <https://itunes.apple.com/au/app/mimi-monkey-who-can-count/id380875067?mt=8>

Letter Reflex Overcoming letter reversals



- A fun way to help with common letter reversals
 - Develops fine motor skills
 - 'Tilt It' uses kinaesthetic learning to teach left from right
 - It's a maze game that gets progressively more difficult
 - 'Flip It' provides opportunity to practice letter and word discrimination
 - Need to discriminate and manipulate letters and words to match the correct orientation
 - Designed to be used in short sessions that are repeated over time
- <https://itunes.apple.com/au/app/letterreflex-overcoming-letter/id485920074?mt=8>

iWriteWords



- Turn-taking - students take turns with teacher or peer to trace the letters, numbers or words
 - Joint Attention - using cues whilst tracing letters/numbers e.g. 't - down, across'
 - Fine motor - finger tracing
 - Hand-eye coordination
 - Handwriting - upper and lower case letters, numbers 1-20, 3 - 5 letter words
 - Could use with a stylus to make more realistic handwriting activity.
 - Could use in conjunction with conventional writing practice e.g. after tracing letter on app, try tracing on whiteboard, paper, in sand, etc. Take screenshot of app tracing and compare with other letter/number tracing/writing efforts.
 - Spelling - 3-5 letter words
 - Free version available
- <https://itunes.apple.com/au/app/iwritewords-handwriting-game/id307025309?mt=8>

Farm Sounds



- Ideal for teaching and practising the Learning to Listen Sounds – pig, duck, sheep, horse, chicken, goat, rooster, cow, rabbit and chick (superfluous for turkey, donkey, goose and llama but these could be used for extension work and novelty).
 - Good clear pictures, could be used to describe the animals using colour, legs, ears, tail, fur, feathers etc (could use this as an activity once the child knows the sounds very well)
 - Starts easy by giving the sound when the screen is touched, with two animals featured
 - Adds complexity by going to a choice of 6 animal sounds
 - Moves to a listening activity where the child has to listen to the sound and choose which animal it is
 - Has a fun element where you can personalise by adding a photo of a face and recording the sound
- <https://itunes.apple.com/au/app/letterreflex-overcoming-letter/id485920074?mt=8>

Picturebook



- Picturebook has a story in the library titled "How to create a picturebook story"
 - Use for creating illustrated stories
 - Learners can develop their own picture books by using their own title, characters and storyline
 - Story could be written beforehand and this app could be used to publish the book
 - Or . . . Picturebook could be used as way of getting reluctant writers motivated and engaged in the process of writing for a purpose
 - Ideal to use as an individual or partner task
 - Books can be saved in the virtual library and can be edited at any time
- <https://itunes.apple.com/au/app/picturebook/id429810668?mt=8>

Puppet Pals



- Develop oral language skills and listening skills by creating plays, making their own characters taken from photos or using the characters already installed in the program. Students select their backdrop or may choose or create their own.
 - This app allows for unlimited recording
 - Special features, allow for animation and voice overs
 - Sharing the performance with peers
 - Introduction to story boards and comics strips
 - Planning collaboratively with others/groups
 - The backdrops allow for teaching of specific genres for literacy
- <https://itunes.apple.com/au/app/puppet-pals-hd/id342076546?mt=8>

Welcome to edmodo

edmodo is a FREE secure, social learning platform for teachers, students and schools. It provides a safe and easy way for your class to connect and collaborate, share content and access homework, grades and school notices. It allows us to harness the power of social media to customize the classroom for each and every learner.



Queanbeyan DE Students all now have an Edmodo account, with a **6-digit group code**. Once you have received your group code, you can visit Edmodo.com and select the "I'm a student" button. From here they can enter the **group code** provided by their teacher, complete the registration form and select "Sign up".

Note: Students are not required to enter an email address to create an edmodo account.

edmodo is amazingly useful! With students' strong desire to be part of social networking, this web site brings that to them on an education level. It allows the teacher to set various levels regarding posting by students, turning in assignments, and various other users.

Additionally, Edmodo is great for the group sharing and viewing of websites, documents, videos, and quizzes.



Eloise doing...something



Raven and Arlo busy working

Features - **edmodo** is a safer alternative because teachers control who joins their online class groups; students have to be explicitly invited in order to gain access to class group features. This isn't a regular social network, though: it knows its audience. Teachers can post notes, alerts, assignments (complete with attachments and due dates that automatically populate the calendar), and polls—all of which can be sent to individual members or groups (classes or clubs). Group members can comment on them, extending the conversation around the shared resources—this could be a great way to prompt youth to evaluate the credibility of web links, **a skill they really need to practice**. These featured posts all populate a news feed on the recipient's home page. The calendar allows the educator to manually create assignment due dates. These can be specific to a group, or for an individual student. The library allows educators to create online information storage for documents and web resources that can be shared with class groups.



The teachers at QDE are currently enrolled in an extended online course with others from around the globe, about personalising learning for students. The learning has been most rigorous and exciting. Personalised learning is the way of the future and many of its principles are based on 'Brainy approaches to learning' Have a read.

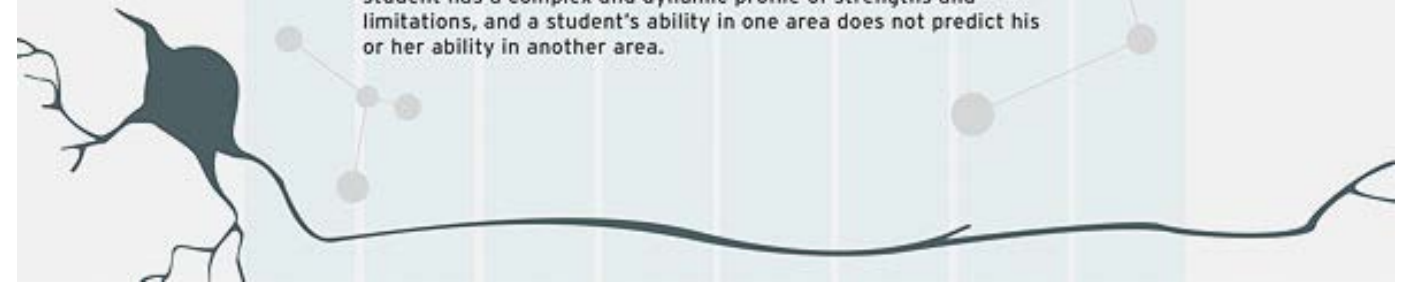
Brainy Approaches to Learning

Each student's brain is **unique**



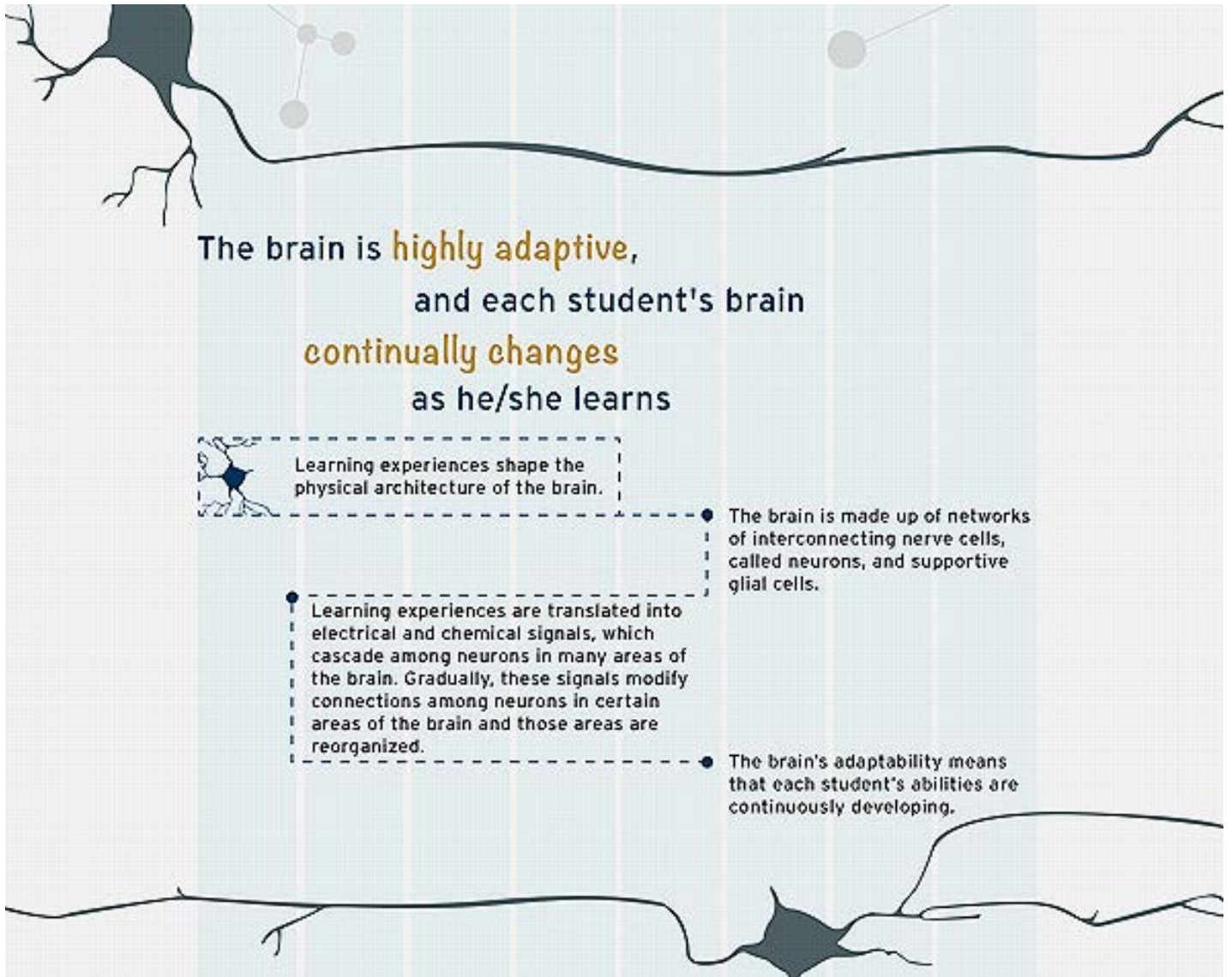
The brain is shaped by a continuous interaction of genetics and experience.

As a result, each student's brain is organized in a unique way. Each student has a complex and dynamic profile of strengths and limitations, and a student's ability in one area does not predict his or her ability in another area.

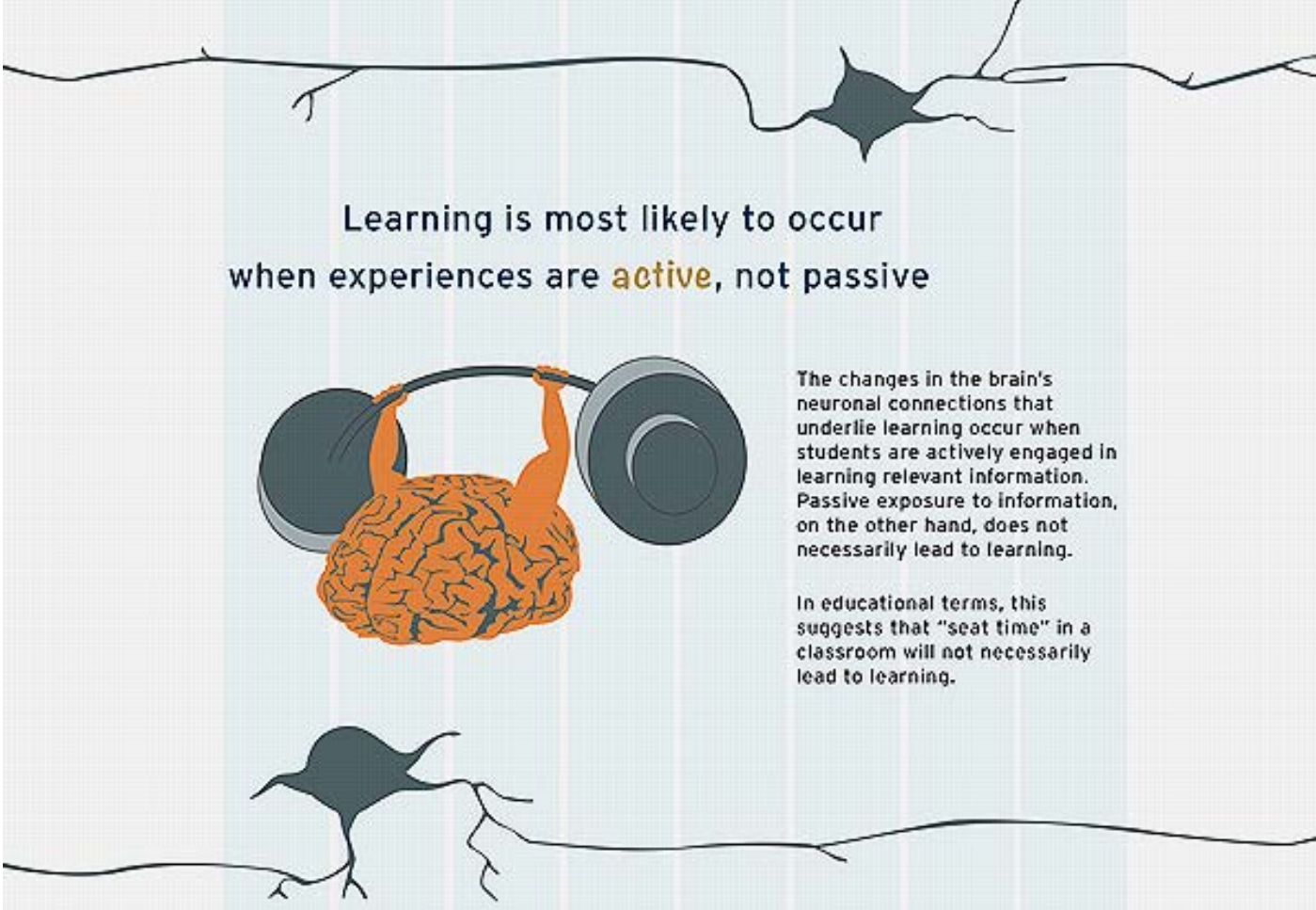


The brain changes when you learn. This is called "neuroplasticity" which means that our brains continually change and grow as we learn new things. This means when you learn something new, your brain makes new connections. The cognitive neuroscience and brain imaging technology have discovered how malleable the brain is and has refuted the idea that a person's mind is fixed or static. In fact, it is dynamic and responsive to experiences throughout their life.

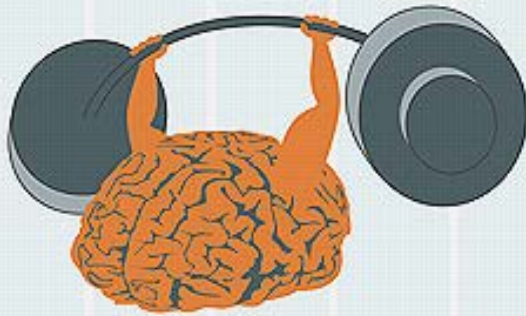
[Source: "Expanding Our 'Frames' of Mind for Education and the Arts" by Jennifer Groff in *Harvard Educational Review*, Spring 2013 (Vol. 83, #1, p. 15-39), www.harvardeducationalreview.org]



You learn when your brain is active. Your brain is even active when you reflect on your learning. It is all about experiencing learning in an active role. It is about how we help learners develop questions about the information they read or hear; an inquiring mind that wonders, discovers, questions and expands their thinking. An active mind that has a growth mindset is one that knows how to learn, unlearn and relearn.



Learning is most likely to occur
when experiences are **active**, not passive



The changes in the brain's neuronal connections that underlie learning occur when students are actively engaged in learning relevant information. Passive exposure to information, on the other hand, does not necessarily lead to learning.

In educational terms, this suggests that "seat time" in a classroom will not necessarily lead to learning.

Learning happens all the time not just in school. All of us started out as learners or we would not have walked and talked. It is in our DNA. You are having experiences all day long when you plan, when you read, when you are in a conversation with someone. With the advent of mobile devices as a standard tool, learning can and should take place, anytime and anywhere. Accessibility for all learners will be instrumental for this to happen.



Learning is happening all the time,
both in **formal** . . .



. . . and **informal** settings

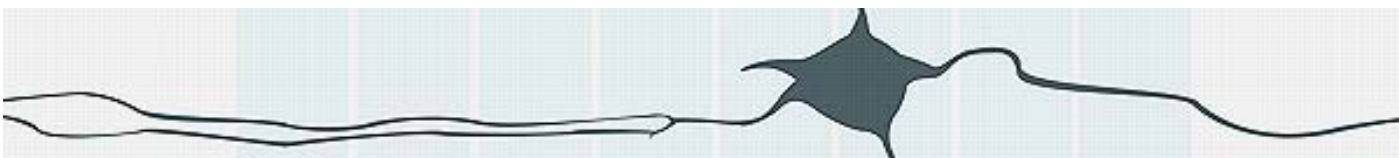
The brain doesn't stop learning when the school bell rings. Experiences outside of school continue to shape the brain and a student's abilities

Given this, education systems should formally recognize and credit informal education experiences with nontraditional educators, as well as more traditional school experiences.



The principles of Universal Design for Learning (UDL) provides a lens for teachers to understand how learners learn best; their strengths, challenges, aptitudes, interests and yes, their passions. With this understanding, teachers are better informed in how to universally- design their instruction that can reduce barriers to learning as well as optimize the levels of support and challenge to meet the needs and interests of all learners in the classroom.

(Universal Design for Learning is a registered trademark of CAST-www.cast.org)



Instructional strategies should meet the different **needs** and **interests** of students

Students can follow different learning pathways to master the same core skills.

Each individual learns most effectively through experiences tailored to his or her needs and interests.

Traditional instruction, set pacing calendars, and standardized curriculum make it extremely difficult to accommodate for individual differences.



STUDENT-CENTERED

It is all about the learner and learner-centered approaches. Here is just a glimpse of what that could look like and mean. Understanding how each learner is motivated and engaged is central in designing learner-centered environments. The essential elements in creating learning environments that provide motivation and engagement is to give the learner voice and choice in the learning so that they have a stake in what they learn and how they learn. In this new learning environment, the role of the teacher and learner changes. The teacher's role changes to one as a co-designer, facilitator and partner in learning. For the learner, they learn how to co-design lessons and assessments and ultimately direct their own learning, always reflecting on their learning to demonstrate mastery.

Student-centered approaches to learning

maximize what we know about how students learn

- Embrace the learner's experience and research on teaching and learning as the starting point of education.
- Emphasize motivation and engagement as central to learning.
- Harness the full range of learning experiences at all times of the day, week, and year.
- Expand and reshape the role of the educator.
- Determine progression based upon mastery.

Learn more about

Student-centered Approaches to Learning

www.studentsatthecenter.org

Students at the Center synthesizes and adapts for practice current research on key components of student-centered approaches to learning. Our goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college and a career. The edited volume *Anytime, Anywhere: Student Centered Learning for Schools and Teachers* will be available spring 2013 from Harvard Education Press. This Jobs for the Future project is supported generously by funds from the Nelle Mae Education Foundation.



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Remember we are a Kids Matter campus and you are able to access the information on the Kids Matter website. There's such a wealth of information available on this site that it's hard to list it. Anyone who is concerned about the mental health of their children, for whatever reason, will not only find information here but also practical contact information to a host of helping agencies. The QDE has a number of booklets available in the library for parents which are available in pdf format from the website.

The list is

- Information sheets
 - Information sheet index
 - About families
 - About mental health
 - About difference
 - About behaviour
 - About emotions
 - About friendship
 - Mental health difficulties

<http://www.kidsmatter.edu.au/families/information-sheets/information-sheet-index>