

Catholic Primary School/ Educators' Journal



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Name:

*An entire year's worth of
help and information for
less than 20c a day!!!*

*Helping lift the Catholic
character of our schools.*

*The Catholic School Educators' Journal is a
planning diary for all staff...*

- *is A4 size*
- *has approximately 250 pages*
- *is protected by a firm see-through cover
(front and back)*
- *is spiral bound*
- *includes two ribbon dividers*

*Deliveries of journals
usually begin in the last
week of November each year.*

The Liturgical Church Year/Calendar

Each November heralds the beginning of the Catholic Church's Liturgical Year. The first Sunday of Advent is in fact the first day of the Church year.

The Liturgical Years

The Liturgical Calendar is a continuous cycle of Catholic ritual and readings for Eucharistic celebrations (The Lectionary) relevant to particular Seasons.

The Mass readings from the Holy Bible follow a Sunday cycle and a weekday cycle.

For Sundays and other special days during the Church year, the Liturgical calendar follows a yearly cycle where each year is represented by the letters A, B and C.

Each of these yearly cycles focuses primarily on one of the Gospels from the New Testament:

Year A: The Gospel of Matthew is mainly used in the readings

Year B: Mark's Gospel is the feature

Year C: The primary Gospel is Luke

The Gospel of John is used on particular Sundays in all of the years.

Which year is assigned any particular letter is worked out in the following way: Years divisible by the number 3 are assigned year 'C'. The year 2010, for example, is divisible by 3 and is called 'year C'. The cycle continues with year 'A' following 'C' and year 'B' following 'A'.

2021 Year B

2022 Year C

2023 Year A

2024 Year B

Liturgical Cycles

There are two sets of readings for the day during weekdays in ordinary time and other special days throughout the church year, also. Odd years are assigned 'Cycle I' and even years 'Cycle II'.

2021 Year B, Cycle I

2022 Year C, Cycle II

2023 Year A, Cycle I

2024 Year B, Cycle II

The journal contains numerous information pages based on Australia's Liturgical Calendar and the Catholic faith.

It needs to be remembered that Liturgical Cycles begin on the first Sunday of Advent each year (generally during November). For 2021, the Liturgical Year B, Cycle I began in 2020 on Sunday November 29th.

The Seven Sacraments of the Catholic Church

Sample

	Type	Symbols	Colour	Connection to Jesus' Life
Baptism	Sacrament of Initiation	Water Oils Baptism Candle White Garment	White	Jesus himself was baptised before beginning the work God had called him to do on earth.
Confirmation	Sacrament of Initiation	Holy Spirit Oils Hands Renewal of Baptismal Promises	Red	Jesus promised he would send the Holy Spirit to be with his followers so empowered and enabled, they could continue his mission to be and bring the Good News to all the people. This amazing event happened at Pentecost.
Eucharist	Sacrament of Initiation	Bread Wine The Gathered Community	Green Gold Colour of Liturgical season	Jesus often shared meals with his friends and others. On the night before he died, he celebrated the Passover Meal with those he was closest to, and gave new meaning to this traditional meal of thanksgiving and remembrance.
Reconciliation	Sacrament of Healing	Priest as symbol of loving, forgiving God Healing hands Consoling hands Welcoming hands	Purple	Throughout his life, Jesus showed many examples of the importance of forgiveness e.g. The woman caught in adultery Zacchaeus The Prodigal Son The Lost Sheep The Lost Coin On the Cross
Marriage	Sacrament of Commitment	White dress Wedding rings Vows	White	Jesus performed his first miracle of turning water into wine at the Wedding Feast of Cana.
Holy Orders	Sacrament of Commitment	Bishop's hands Putting on of vestments Ring Vows	White	Priests share in the eternal sacrifice of Christ in the Eucharist. Priests serve the Church as Christ did.
Anointing of the Sick	Sacrament of Healing	Oil Hands	Purple	Jesus healed sick people throughout his life e.g. Lepers Jarius' daughter Peter's mother-in-law People possessed by demons The haemorrhaging woman His healing power was not only for those with physical ailments. He also healed the hearts and minds of those who were open to his healing power.

Traditional Catholic Prayers

Morning Offering

Lord, I give you today my prayers,
thoughts, works and actions
that they may be for your glory
and for the good of the world.
Amen.



Act of Faith Hope and Love

My God, I believe in you,
I trust in you,
I love you before all things,
with all my heart and mind and strength.
Amen.

Prayer to the Holy Spirit

Come, O Holy Spirit, fill the hearts of your faithful,
and enkindle in us the fire of your love.

Prayer of Commendation

Into your hands, God of mercies, we
commend...NAME...
in the sure and certain hope that together
with all who have died in Christ, they will
rise with him on the last day.
We give you thanks for the blessings which
you have bestowed upon...NAME... in life.
They are signs to us of your goodness and of
our union with the saints in Christ.
Grant...NAME...eternal rest.
Amen.

Prayer of Sorrow

O my God, I am very sorry
that I have sinned against you,
because you are so good.
And with your help
I will not sin again.

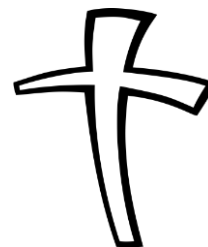
*Many of the traditional Catholic Prayers are
included in the journal for easy reference.*

The Glory Be

Glory be to the Father,
and to the Son,
and to the Holy Spirit.
As it was in the beginning,
is now,
and ever shall be,
world without end.
Amen.

Prayer for the Dead

Eternal rest grant unto them, O Lord.
May perpetual light shine on them.
May they rest in peace.
Amen.



The Parables of Jesus

Event	Matthew	Mark	Luke
The Growing Seed		4:26-29	
The Two Debtors			7:41-43
The Lamp under a Bushel	5:14-15	4:21-25	8:16-18
Parable of the Good Samaritan			10:30-37
The Friend at Night		<i>Helpful reference pages.</i>	11:5-8
The Rich Fool			12:16-21
The Wise and the Foolish Builders	7:24-27		6:46-49
New Wine into Old Wineskins	9:17-17	2:21-22	5:37-39
Parable of the Strong Man	12:29-29	3:27-27	11:21-22
Parable of the Sower	13:3-9	4:3-9	8:5-8
The Parable of the Weeds	13:24-30		
The Barren Fig Tree			13:6-9
Parable of the Mustard Seed	13:31-32	4:30-32	13:18-19
The Parable of the Yeast	13:33-33		13:20-21
Parable of the Pearl	13:45-46		
The Parable of the Net	13:47-50		
The Hidden Treasure	13:44-44		
Counting the Cost			14:28-33
The Lost Sheep	18:10-14		15:4-6
The Unforgiving Servant	18:23-35		
The Lost Coin			15:8-9
Parable of the Prodigal Son			15:11-32
The Shrewd Manager			16:1-13
Rich man and Lazarus			16:19-31
The Master and Servant			17:7-10
The Unjust Judge			18:1-9
The Pharisees and the Tax Collector			18:10-14
The Workers in the Vineyard	20:1-16		
The Two Sons	21:28-32		
The Tenants in the Vineyard	21:33-41	12:1-9	20:9-16
The Wedding Feast	22:1-14		14:15-24
The Budding Fig Tree	24:32-35	13:28-31	21:29-33
The Faithful Servant	24:42-51	13:34-37	12:35-48
The Ten Young Women	25:1-13		
The Parable of the Three Servants	25:14-30		19:12-27
The Sheep and the Goats	25:31-46		
Parable of the Wedding Feast			14:7-14

Term 1 2021

These term planners are placed in the journal as close to all starting dates as is reasonable

SA	NT	WA	QLD	VIC	NSW	ACT	TAS
27 Jan - 9 Apr	1 Feb - 9 Apr	1 Feb - 1 Apr	27 Jan - 1 Apr	27 Jan - 1 Apr	27 Jan - 1 Apr Eastern division 3 Feb - 1 Apr Western division	1 Feb - 1 Apr New students start 1 Feb. Continuing students return to school 2 Feb	3 Feb - 9 Apr

Significant Catholic Dates in Term 1 2021

2 Feb	The Presentation of the Lord
17 Feb	Ash Wednesday
21 Feb	1st Sunday of Lent
22 Feb	The Chair of Saint Peter the Apostle
28 Feb	2nd Sunday of Lent
7 Mch	3rd Sunday of Lent
14 Mch	4th Sunday of Lent
17 Mch	St Patrick
19 Mch	St Joseph
21 Mch	5th Sunday of Lent - (Harmony Day)
25 Mch	The Annunciation of the Lord
28 Mch	Passion Sunday (Palm Sunday)
1 Apr	Holy Thursday
2 Apr	Good Friday
3 April	Easter Vigil
4 Apr	Easter Sunday
5 Apr	Easter Monday

Information pages for each term.

School Week	January						
	M	T	W	Th	F	S	Su
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
School Week	March						
	M	T	W	Th	F	S	Su
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

School Week	February						
	M	T	W	Th	F	S	Su
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
School Week	April						
	M	T	W	Th	F	S	Su
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

Term One 2021

Week	Planning Ideas
1	
2	
3	
4	
5	
6	<div><i>Ideas/notes page for each term.</i></div>
7	
8	
9	
10	
11	

Green

First Reading: Hebrews 11:1-2, 8-19
 Responsorial Psalm: Luke 1:69-75
 Gospel: Mark 4:35-41

(St John Bosco)

Student Profile:

Name: _____

DOB:	Year level:	Siblings at sch:	
Mother's name:		Ph:	E:
Father's name:		Ph:	E:
Guardian's name:		Ph:	E:

Personal Interests

Inclusive Ed./Individualisation/Differentiation/Accommodations

Notes/Observations/Anecdotes/Interviews/Meetings

30 student profile pages for quick at hand reference.

ASSESSMENTS

[illegible]

Lent



Background Information

The season of Lent is traditionally a time commemorating Jesus' 40 day fast in the wilderness after he was baptised where he prayed and generally contemplated his life and mission.

- In the past, the season of Lent involved more personal sacrifice and denial approaches to this commemoration – more of the 'giving up' of things as signs of contrition and penance. Good Friday and all Fridays in Lent are days of abstinence from meat (days of fasting) for Catholics over the age of 14 years, who still hold this tradition, for example. In the past, this was the tradition for all ages.
- Giving up of oneself in a variety of ways might be a more appropriate way of changing our troubled world for the better whilst re-examining our own lives and re-aligning our relationship with God and the world around us. 'A change of heart', perhaps.
- Ash Wednesday is the first day of Lent and occurs 46 days before Easter – there are the 40 days of Lent and the six Sundays of Lent. The Sundays of Lent are not counted as days of lent, because each Sunday of the year is a day on which the joy of the resurrection is remembered and celebrated.
- Ash Wednesday is the day after 'Shrove Tuesday', the last day of the carnival season. The Oxford dictionary states the word 'carnival' is derived from the Latin '*carnem levare*' – removal of meat, or '*carnem laxare*' – leaving the meat. This helps explain the origins of fasting during Lent mentioned above.
- The end of the carnival season in pagan times meant all perishable goods such as meat had to be consumed in preparation for fasting. A type of savoury pancake appears to have been the perfect solution to this problem and they featured in large feasts on 'Shrove Tuesday'.
- At Masses and prayer services on Ash Wednesday, ashes, traditionally made from burning the palms from Palm Sunday of the previous year, are placed on the foreheads of the congregation, in the shape of across. This cross is, traditionally, not washed off until after sunset that day.
- The symbolism of the cross made from ashes echoes the Eastern tradition of throwing ashes over one's head to signify our asking of God for forgiveness. It was a sign of willingness to repent. In this way, the penitent expresses sorrow for their faults and a desire to repair their relationship with God.
- Ash Wednesday (and therefore Easter) is celebrated on different dates each year because the date for Easter is dictated by the phases of the moon which do not correspond to calendar dates.

Between 30 and 40 different resource pages are included in the journal each year.

- *Teacher background information*
- *Community, student, and staff prayers/liturgies*
- *Class activities*

Liturgical Colour: Violet

Scriptural References: Matthew 4:1-11; Luke 4:1-13



Symbols:

Crucifix and Cross
Ashes
Fish
Lamp & Oil
The Colour Violet

International Men's Day – 19th November

Have you ever asked on International Women's Day if there was an 'International Men's Day'?

International Men's Day (IMD) is celebrated in around 80 countries every year on 19 November. In Australia, IMD is a great opportunity to take part in a global conversation about manhood, masculinity and men's issues by:

- Highlighting some of the social issues that men and boys face
- Making a difference for the men and boys in your community
- Celebrating men and boys in all their diversity
- Having some serious fun

Many people also use the day to highlight key social issues that men and boys face around the world. In Australia, these "men's issues" include the fact that:

- 3 out of 4 suicides are men
- 2 out of 3 violent deaths are men
- Men die 6 years younger than women on average
- Boys underperform girls at every stage of education
- Some dads who want to be more involved in their children's lives face a range of barriers

Despite the overwhelming evidence that men and boys face a range of issues related to their physical, mental and social health and wellbeing, many people are intransigent in promoting a range of rigid gender stereotypes and clichés such as:

- 'Man Up'
- 'Boys don't cry'
- 'Men and boys don't need help' and;
- 'Every day is International Men's Day'



International Men's Day recognises that there are a broad variety of laws, values and viewpoints around the world that affect men and boys in different countries, in different ways. There is also a diversity of opinions about those laws, values and viewpoints, which are held by people of different genders and gender identities throughout the world.

International Men's Day places a focus on that which unites humanity, giving everyone who wants to celebrate International Men's Day the opportunity to work together towards the day's **six key objectives**, which apply equally to all males irrespective of their age, ability, social background, legal status, race, beliefs, sexual orientation or gender identity.

These are:

- Valuing male role models
- Acknowledging the contribution of men and boys
- Improving male health
- Tackling discrimination and disadvantage
- Fostering positive gender relations
- Making the world a safer place for everyone

www.internationalmensday

**INTERNATIONAL
MENS DAY
November 19**

Month of June – Significant Catholic Dates

The Most Holy Body and Blood of Christ – Sunday 6th

Background Information:

Originally called **Corpus Christi** since the 13th century and officially changed to **The Holy Body and Blood of Christ** in the 1970's, this Solemnity celebrates the tradition of the Holy Eucharist, in much the same way as Holy Thursday commemorates Christ's instituting the Eucharist at the Last Supper. It is celebrated on the Thursday after Trinity Sunday throughout the universal church but also on the second Sunday after Pentecost Sunday in some parts of the world.

Holy (or Maundy) Thursday is logically the best day to celebrate the Eucharist, but the Institution of the Eucharist is what is celebrated on this day. The emphasis on the passion themes present in the Holy Thursday celebration led to another day being chosen to focus entirely on the Eucharist itself. The Thursday after Trinity Sunday was chosen as it is a Thursday (the same day Christ instituted the Eucharist) and it is the first available Thursday after Easter.

The Eucharist is also called Communion, the Lord's Supper, or even the Mass. The word 'Eucharist' has Greek origins meaning 'gratitude' or 'thanks-giving' – in this case for the Sacrifice of Christ on the Cross.

- **Liturgical Colour:** White
- **Scriptural References:** Matthew 26:26-29
Mark 14:22-26
Luke 22:19-20
John 6:51-58
1 Corinthians 11:23-26
- **Symbols:** Chalice with host
Bread and wine/grapes
Fully set altar
Ciborium



The Nativity of Saint John the Baptist – Thursday 24th

Saint John the Baptist is the only saint who is honoured on his birthday rather than when they died. (Apart from Jesus himself at Christmas and Mary's birth on the Feast of the Nativity of the Blessed Virgin Mary.) He was a contemporary of Jesus, known for his evangelisation and especially for having baptised Jesus.

According to scriptures, the Angel Gabriel visited his parents, Elizabeth and Zachariah, to tell them they would have a son and that they should name him John. They were elderly and considered this an impossibility. When Elizabeth was pregnant with John, she was visited by Mary, and John leapt in her womb. This revealed to Elizabeth that the child Mary carried was to be the Son of God.

The term 'Lamb of God' is attributed to Saint John as he used this term to describe Jesus.

Saint John's popularity resulted in his arrest at the orders of King Herod. He eventually criticised Herod's marriage to his half-brother's wife one too many times and Herod revengefully offered his daughter a wish. In revenge for John the Baptist's condemnation of her mother's scandalous marriage to Herod, she asked for John's head. King Herod reluctantly obliged. John the Baptist's feast day is June 24, and the anniversary of his death is August 29.

Jesus honoured John above all other men when he said "I tell you, among those born of women no one is greater than John" (Lk 7:28).

www.catholic.org

The Most Sacred Heart of Jesus – Friday 11th The Immaculate Heart of Mary – Saturday 12th

Background Information:

The Solemnity of the Sacred Heart of Jesus is celebrated 19 days after Pentecost. The Feast of the Immaculate Heart of Mary falls on the Saturday following the Sacred Heart of Jesus. Both feasts celebrate tremendous Love.

The origins of dedication and devotion to the Sacred Heart of Jesus can be found in the 17th Century when, in 1675, Margaret Mary Alacoque, a French Visitation nun, claimed to have had visions of Jesus Christ. Through her visions, Saint Margaret Mary (canonised in, 1920) promoted the devotion to the Sacred Heart of Jesus.

The heart has always been seen as the 'centre' or core of a person. Common phrases such as 'the heart of the matter', 'you are my heart' and 'taking it to heart' refer to this. Phrases such as 'broken heart' or 'heart strings' align with our emotional lives and love.

How often do we hear someone being described as 'having a good heart' or, alternatively, having a 'heart of stone'? What do these mean? What is a 'bleeding heart'?

In a more contemporary setting, the Missionaries of the Sacred Heart, founded in 1854 by a French parish priest, Jules Chevalier, who gathered a small group of like-minded priests and formed the MSC congregation under the protection of Our Lady of the Sacred Heart, offer the following on their website:

'We are to be on earth the heart of God. God has no other heart but ours'

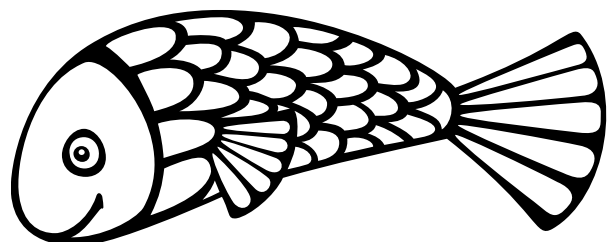
Sample

Saints Peter and Paul – Tuesday 29th

Saints Peter and Paul can be described as the best known of all Catholic saints. They are best recognised as the founders of the Catholic Church.

Peter, who was named originally Simon, was eventually to be the first Pope of the Church and spent his last years in Rome. He led the early Church through much persecution and ordered to be executed by Emperor Nero. He was crucified upside-down at his own request because he claimed he was not worthy to die as his Lord. He was buried on Vatican hill, and St. Peter's Basilica is built over his tomb.

Paul was originally a Jewish pharisee called Saul who persecuted Christians before he converted to Christianity. His remaining life, well documented in his letters in the New Testament, was spent successfully evangelising throughout the Mediterranean. He too was arrested by Emperor Nero and, because of his Roman citizenship, beheaded. Saint Paul is buried in Rome in the Basilica of St. Paul Outside the Walls.



World Environment Day - 5th June

Jesus was a 'Greenie'

Jesus was a 'Greenie'. He has to be. After all, he was God (creator of the whole universe) made incarnate in the person Jesus of Nazareth, living on earth, dependent on the earth for survival; the son of a carpenter using trees for the family's livelihood, and referring constantly to the environment to teach God's rules for living.

Throughout the Bible there are references that it is God who creates, protects and blesses all that God has made. As God's children we are called to do the same. Jesus knew this, and his use of environmental images, and his intimate connection with the natural world, highlights this belief.

Sample

Leading up to World Environment Day, encourage students to research the Gospels to discover some of the many references that connect Jesus to the natural environment. Possible examples are:

- Born in a manger, amongst animals Luke 2:7
- Star of Bethlehem alerting both shepherds and kings of his birth Matthew 2:2
- Jesus goes into the wilderness after his baptism to prepare for the next phase of his life Mark 1
Luke 4
Matthew 4
- Jesus enlists his disciples on the shores of a lake Matthew 4
Mark 1
- Jesus feeds the 5000 and teaches them the Beatitudes while on a picnic in the country Matthew 14: 13-21
- He teaches about how we should live worry free lives by using the example of the birds of the air and the lilies in the field Matthew 6: 25-30
- He says 'I am the light of the World and that He is the vine, and we the branch' John 8: 12
- His first miracle was to turn water into wine John 2: 1-11
- His parables mostly include things from nature – The Mustard seed; sowing good seed; a tree is known by its fruit; the lost sheep etc Matthew 13: 31
Matthew 13: 1-9, 18-23
Luke 6: 43-45
- He is transfigured on a mountain top Matthew 17
- His triumphant entry into Jerusalem is on a donkey Luke 19: 28-40
- He calms the storm and walks on water Mark 4: 35-41
- He is crucified on a hill on a cross of wood Matthew 27: 32-56
- His resurrection takes place in a garden John 11: 25-26
Luke 24:
- Following his resurrection, he makes a simple fish breakfast for his friends on the beach John 21: 7

Like Jesus, God asks us to learn from, love and protect the beautiful, complex and fragile environment in which we live.

We are encouraged to live in a way that shows reverence for all of creation and the One who created all that is.

Like Jesus, we need to 'live like a shepherd ... not like a wolf.'

Pentecost Sunday – 23rd May

Pentecost occurs at the end of the fifty days of the Easter season, that is, 50 days after Easter Sunday, coinciding with the Jewish Feast of Weeks (Shavuot in Hebrew) which is celebrated seven weeks and one day (a total of 50 days) after the Feast of the Passover. This was one of the Harvest Feasts in the Jewish tradition – when the first of the crops to mature and ripen, were offered to God in thanksgiving for God's benevolent overseeing of the success of the harvest. The Greek word 'PENTEKOSTOS' means fiftieth.

The Feast of Pentecost is one of the most joyful celebrations of the Catholic Church's liturgical calendar as is considered to be the Church's 'birthday'. It commemorates the time when God poured out the Holy Spirit on Jesus' followers, including his disciples and mother, who were gathered together in one place in the city of Jerusalem, following Jesus' death, resurrection and ascension into heaven.

Sample

The Holy Spirit, the One promised by Jesus himself – (Luke 24: 49 *"And see, I am sending upon you what my Father promised; so stay here in the city until you have been clothed with power from on high."* And also from John 14: 16-18 *"And I will ask the Father, and he will give you another Advocate to be with you forever. This is the Spirit of Truth... I will not leave you orphaned."*) – was poured out upon them in the forms of a mighty wind and tongues of fire; (Acts 2: 1-4).

Following this, filled with the power of the Holy Spirit, Jesus' followers were given the ability to speak in languages which could be understood by people from all corners of the known world, who were gathered in Jerusalem at the time for the Feast of Harvests; (Acts 2: 5-12). Many who heard the spirit-filled words of Jesus' followers, were converted and baptised on that day, thus the Church was born and began its mission.

Catholics believe that the outpouring of the Holy Spirit has continued from that day forth, and that those who believe and are baptised, receive the Gifts and Fruits of the Holy Spirit for the continued building of the Church and its mission in today's world. That is, to be more like Jesus in thought, word and action, in order to bring God's dream for all creation to reality.

On Pentecost Sunday, Catholic priests wear red vestments and churches are often decorated with symbols of the Spirit, wind and fire. An interesting traditional Italian celebration involved releasing red rose petals from the church's ceiling to symbolise the tongues of fire relevant to the original event.

THE GIFTS OF THE HOLY SPIRIT

- WISDOM
- UNDERSTANDING
- RIGHT JUDGEMENT
- COURAGE
- KNOWLEDGE
- REVERENCE
- WONDER & AWE

(1 Corinthians 12: 8-13)

THE FRUITS OF THE HOLY SPIRIT

- LOVE
- JOY
- PEACE
- PATIENCE
- KINDNESS
- GOODNESS
- FAITHFULNESS
- GENTLENESS
- SELF-CONTROL

(Galatians 5: 22)

Pentecost Sunday

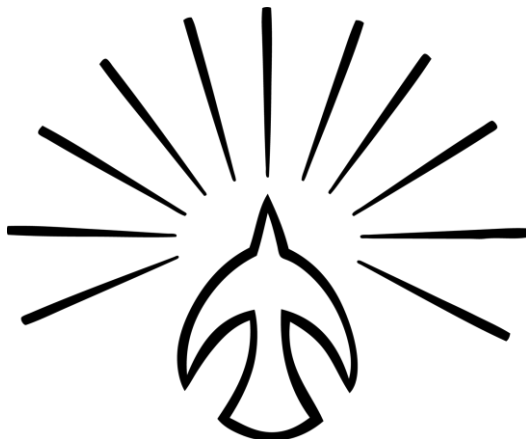
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S N D D E L L L K X D C I N W
F I O L E G U E K Z N O U A O
F O O D G F D Y N S I L M T N
G V G E H T G U S E K R P S D
E E I T C U L Z J L S R E R E
J O I Z K N H T N X R S A E R
Z A I H D S E A S R T F C D &
F D S C A U V I W O W H E N A
S E L F - C O N T R O L G U W
E C N E R E V E R A Q K L I E
F C O U R A G E E Q P M S T R

Sample

COURAGE
GOODNESS
KNOWLEDGE
PEACE
SELF-CONTROL
WONDER & AWE

FAITHFULNESS
JOY
LOVE
REVERENCE
UNDERSTANDING

GENTLENESS
KINDNESS
PATIENCE
RIGHT JUDGEMENT
WISDOM



The Resurrection – 4th April

This unit of work explores the Resurrection of Jesus from the perspective of Mary Magdalene using De Bono's 6 Think Hats.

Gospel reference – John 20: 1 -18, Matthew 28:1-20, Mark 16:1-20 & Luke 24: 1-35

Students will have a better understanding of the events that occurred by reading all four Gospel accounts and creating story boards, comic strips or mind maps to put them in chronological order.

- Mary was present in each of the four accounts of the crucifixion and death of Jesus. All four gospels mention her - Mark 15:40-41, Luke 23:49, Matthew 27:55-56, John 19:25
- Mary watched as Jesus' body was sealed inside the tomb of Joseph of Arimathea. She could confirm that he was really dead. She and the other women prepared the spices needed for proper burial of a body - Luke 23:55-56, Matthew 27:61
- On Easter morning Mary found that Jesus' body was no longer in the tomb. She was the first person to witness the resurrection, a world-changing event. She is called 'Apostle to the Apostles', since the risen Jesus told her to 'go and tell' - Mark 16:1-11, Luke 24:1-11, Matthew 28:1-10, John 20:1-18

Sample

Possible Questions

WHITE HAT

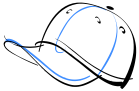
Facts



- Retell the story from the Gospels in your own words as a Narrative.
- Who was the first person to find the empty tomb?
- Who was Mary Magdalene?
- What does the Hebrew word 'Rabboni' mean?

YELLOW HAT

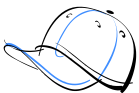
Positives



- Why do you think Jesus revealed his risen self to Mary Magdalene before doing so to his other disciples?
- Who were the characters that supported Mary Magdalene during these events? What personal qualities did they show?

GREEN HAT

Creative new ideas



- What could Mary Magdalene have done to make it easier to convince the others of what she was trying to tell them?
- What might have happened had the apostles stayed around longer?

PURPLE HAT

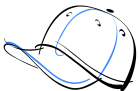
Cautions



- What difficulties do you imagine Mary Magdalene may have experienced trying to convince the disciples that she had seen and spoken to Jesus?
- Do you think Mary Magdalene knew what to do? Explain your answer.
- What sorts of things might have been going through Mary Magdalene's head during this incredible encounter?

RED HAT

Feelings & Emotions



- How do you think Mary Magdalene felt when she found the empty tomb? Pretend you are writing an entry in her personal diary.
- How do you think Mary Magdalene might have felt when she realised the man she thought was the gardener was actually Jesus!
- Answer the Angels' and Jesus' question to Mary Magdalene ... "Woman, why are you crying?"

BLUE HAT

Thinking about my thinking



- Act as if you were a reporter for the local TV station. Interview Mary Magdalene or any of the disciples after they realised that Jesus had risen from the dead. Write the questions you would ask them and the possible answers they might give. Present an item to the class.
 - What are some of Mary Magdalene's qualities that you admire from the bible accounts? Explain your answers.
-

Welcoming a New Student to the Class



Props: 'Circle Song' (God's Great Gifts)
Candle
Welcome banner
Students sitting in a circle

Introduction:

Today we have a new student joining our class/school/group. In the same spirit as Jesus welcomed the children, so too do we welcome

- Have one or two class members escort the new student to the middle of the circle formed by the rest of the class and sit/stand with them.
- Play a few verses of 'Circle Song' (God's great Gifts) in the background as the students move into the middle. Younger classes might sing along.
- The new student is invited to briefly introduce themselves to the group.
- Leader then invites the group to raise their hands in a gesture of blessing.

Sample

Leader: (Child's name) ... may you find here a place of friendship and trust.

All: Amen.

Leader: May you find here a place to grow and discover the many gifts God has given you.

All: Amen.

Leader: May you find here a place of belonging.

All: Amen.

Leader: And may the God of Loving Connection bless and keep you safe and happy always.

In the name of the Father, the Son and the Holy Spirit...

All: Amen.

welcome!

Jesus was a Refugee...Refugee Sunday – 20th June

Refugee Week in Australia is always held from Sunday to Saturday of the week which includes 20 June - World Refugee Day.

‘Be a safe place for those on the run from the killing fields.’ **Isaiah 16:4**

‘When they had gone, an angel of the Lord appeared to Joseph in a dream. ‘Get up,’ he said, ‘take the child and his mother and escape to Egypt. Stay there until I tell you, for Herod is going to search for the child to kill him.’

Sample

So he got up, took the child and his mother during the night and left for Egypt, where he stayed until the death of Herod... **Matthew 2:13-15**

Reader: Matthew 2:13-15 (above)

Reader: As we reflect upon the difficult journey that the Holy Family faced as refugees in Egypt, help us to remember the suffering of all refugee and asylum seekers’ families around the world today...

Allow refectation time – possibly with appropriate background music

Light first candle...

Reader: We pray for all refugees and asylum seekers...that they are made welcomed here in Australia under the guidance and love of Our Lady of the Southern Cross

Light second candle...

Reader: We pray for all refugees and asylum seekers...that they may find hope and restoration from the despair and persecution from which they have fled

Light third candle...

Reader: We pray for unaccompanied children in pursuit of freedom...that they be protected from all harm and reunited with loving families

Light fourth candle...

Reader: We pray for an end to the violence and poverty that displace so many of our sisters and brothers from their homes and homelands around the world today

Light fifth candle...

Reader: We call our leaders to justice, generosity and compassion. May they have the strength and courage to create and implement strategies that are fair and just and treat refugees and asylum-seekers with dignity and care.

Lord of all...

Clear our eyes so that we will recognise injustices

Open our ears so that we will hear the cry of strangers

Guide our mouths so that we only speak words of welcome to newcomers

All: Open our hearts so that we may be truly welcoming to the stranger in our midst
Strengthen our hands so that we can work together with all people to establish peace for whatever we do for one of the least of these.... we do for you
Amen

Staff Meeting Notes

10 pages for staff meeting notes.

Interview & Meeting Notes

date, time, subject & people present	notes
<p>You can learn many things from children. How much patience you have, for instance. - Franklin P. Jones</p>	

10 pages for interview/meeting notes.

Graduate	Proficient	Highly Accomplished	Lead
Professional Knowledge			
Standard 1: Know students and how they learn			
Focus area 1.1 Physical, social and intellectual development and characteristics of students			
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
Focus area 1.2 Understand how students learn			
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
Focus area 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds			
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.
Focus area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students			
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers.
Focus area 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities			
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.
Focus area 1.6 Strategies to support full participation of students with disability			
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.
Standard 2: Know the content and how to teach it			
Focus area 2.1 Content and teaching strategies of the teaching area			
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
Focus area 2.2 Content selection and organisation			
Organise content into an effective learning and teaching sequence.	Organise content into coherent, wellsequenced learning and teaching programs.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
Focus area 2.3 Curriculum, assessment and reporting			
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.
Focus area 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians			
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
Focus area 2.5 Literacy and numeracy strategies			
Know and understand literacy and numeracy teaching strategies and their application in teaching areas	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
Focus area 2.6 Information and Communication Technology (ICT)			
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high- level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.
Professional Practice			
Standard 3: Plan for and implement effective teaching and learning			
Focus area 3.1 Establish challenging learning goals			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
Focus area 3.2 Plan, structure and sequence learning programs			
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
Focus area 3.3 Use teaching strategies			
Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
Focus area 3.4 Select and use resources			
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.
Focus area 3.5 Use effective classroom communication			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
Focus area 3.6 Evaluate and improve teaching programs			
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.
Focus area 3.7 Engage parents/carers in the educative process			
Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.

AITSL reference at hand's reach.

Australian Professional Standards for Teachers, AITSL www.aitsl.edu.au

Graduate	Proficient	Highly Accomplished	Lead
Standard 4: Create and maintain supportive and safe learning environments			
Focus area 4.1 Support student participation			
Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
Focus area 4.2 Manage classroom activities			
Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
Focus area 4.3 Manage challenging behaviour			
Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.
Focus area 4.4 Maintain student safety			
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.
Focus area 4.5 Use ICT safely, responsibly and ethically			
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.
Standard 5: Assess, provide feedback and report on student learning			
Focus area 5.1 Assess student learning			
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
Focus area 5.2 Provide feedback to students on their learning			
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
Focus area 5.3 Make consistent and comparable judgements			
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.
Focus area 5.4 Interpret student data			
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
Focus area 5.5 Report on student achievement			
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/ carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/ carers and colleagues.
Professional Engagement			
Standard 6: Engage in professional learning			
Focus area 6.1 Identify and plan professional learning needs			
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre- service teachers to improve classroom practice.	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre- service teachers.
Focus area 6.2 Engage in professional learning and improve practice			
Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre- service teachers where applicable	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre- service teachers.
Focus area 6.3 Engage with colleagues and improve practice			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
Focus area 6.4 Apply professional learning and improve student learning			
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high -quality professional learning opportunities for colleagues that focus on improved student learning
Standard 7: Engage professionally with colleagues, parents/carers and the community			
Focus area 7.1 Meet professional ethics and responsibilities			
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
Focus area 7.2 Comply with legislative, administrative and organisational requirements			
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
Focus area 7.3 Engage with the parents/carers			
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
Focus area 7.4 Engage with professional teaching networks and broader communities			
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

AITSL reference at hand's reach.

Logon:

Password:

AITSL - Australian Professional Standards for Teachers

Professional Knowledge

AITSL reference at hand's reach.

1 Know students and how they learn

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability

2 Know the content and how to teach it

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)

Professional Practice

3 Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 3.7 Engage parents/ carers in the educative process

4 Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically

5 Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement

Professional Engagement

6 Engage in professional learning

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

7 Engage professionally with colleagues, parents/carers and the community

- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Professional Development

[illegible]

Items after June 30th relate to the 2021-2022 Financial Year – ALWAYS KEEP RECEIPTS OF EXPENSES

Taxation Records

item number	date	item purchased	purpose	cost
1				
2				
3				
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Items after June 30th relate to the 2021-2022 Financial Year – ALWAYS KEEP RECEIPTS OF EXPENSES

Class & Excursion Expenses

item number	date	item purchased	purpose	cost
1				
2				
3				
4				
5				
6				
7				
8				
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11				
12				
13				
14		<div style="background-color: #ffffcc; padding: 5px; border: 1px solid black; text-align: center;"> <i>Personal and professional record keeping at hand's reach.</i> </div>		
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Items after June 30th relate to the 2021-2022 Financial Year – ALWAYS KEEP RECEIPTS OF EXPENSES

Travel Expenses

item number	date	from	to	odometer at start	odometer at finish	total km's	purpose
1							
2							
3							
4							
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Items after June 30th relate to the 2021-2022 Financial Year – ALWAYS KEEP RECEIPTS OF EXPENSES



Sample of a Personalised cover.

2021

St Philomena's School/ Bathurst Staff Journal



Sample of a Personalised cover.

"Live Justly, Lovingly and Faithfully in Christ"

2021



2020

Sample of a Personalised cover.

Daily Programme

Name: _____



COLLEGE PRAYER

Sample of a Personalised cover.

Loving God
You gave us Saint Joseph,
as Patron of our College.
He listened to your call to care for
Mary and Jesus
and he knew the joys and
challenges of daily life.

Help us to work together,
using the gifts you have given us.
May we grow in respect for the environment
and develop a spirit of resilience.
Guide us in our relationship with all creation
so that we may live the Good News. AMEN

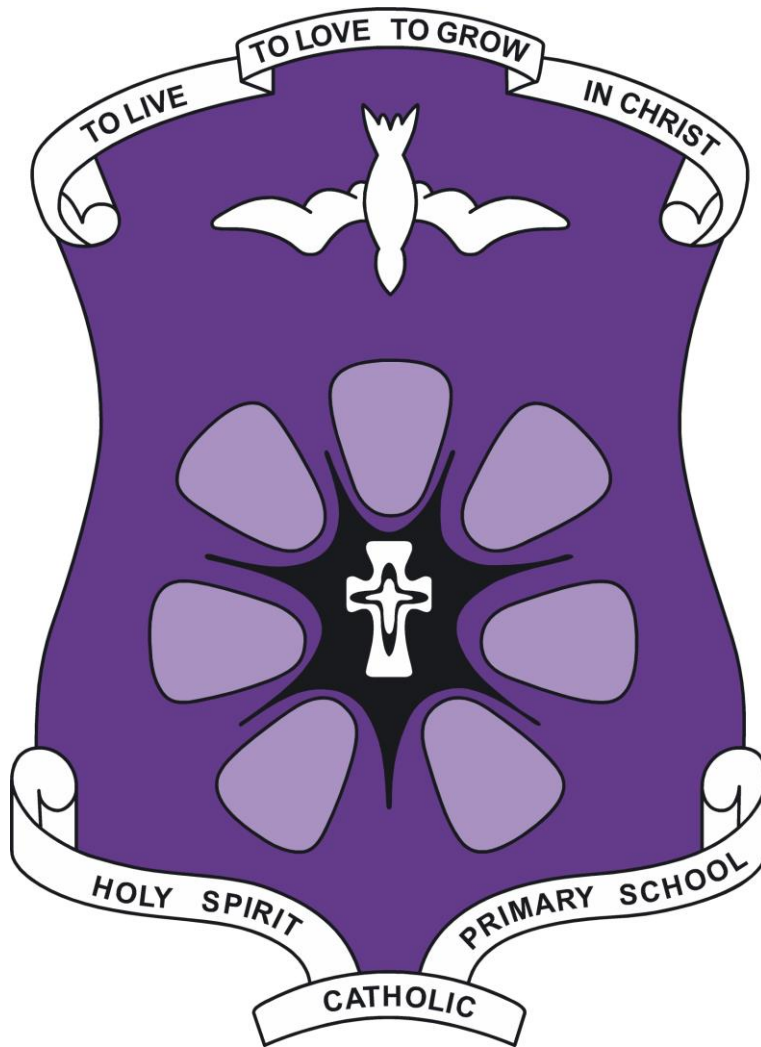
Mary, Help of Christians, pray for us.
St Joseph, pray for us.

2019 Primary Planner

Name: _____

Sample of a Personalised cover.





Sample of a Personalised cover.

Staff Journal

2018

Name:



CATHEDRAL SCHOOL

BATHURST

FAITH • VALUES • EXCELLENCE

Sample of a Personalised cover.

Staff Journal

2017



Sample of a Personalised cover.

Staff Journal

2017