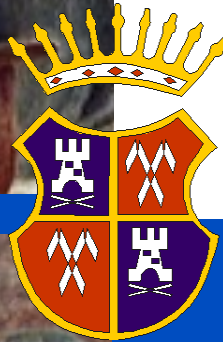


ONE

LASALLE

the NZ Lasallian Family

Newsletter of



"God be blessed and his
will be done"

Letter 16 11th Feb 1705

De La Salle

Dear Friends and Colleagues,

Welcome to Issue One of "One Lasalle" for 2017!

At the very heart of our Lasallian Mission is the core principle of 'Touching Hearts'. This mantra is heard often, but in practical terms what does it actually mean? As Lasallian Teachers, we are called daily to 'Touch Hearts'. Within the following pages we witness first hand some of the 'good works' occurring inside our classrooms. I acknowledge the staff interviewed for these stories. They are quiet champions and it is wonderful to be able to celebrate their work and efforts.

Live Jesus in our Hearts!

Kane Raukura - Editor

In this issue:

DLS

Art in my heart!

An interview with Mr. Jackson Tan.

Mr. Kane Raukura - Lasallian Facilitator

FDMC

A Teacher Touching Hearts - Mrs Pascale Joines

Mrs. Anna Zsigovits-Mace HoD RST FDMC

JPC

Staying in touch with the Environment

Veronica Aislabie

SPOTLIGHT

I AM A DLS BROTHER

Brother Garry Coyte

Formation

Relationships as the Heart of the School

IN OUR

CLASS ROOMS





DE LA SALLE COLLEGE, AUCKLAND



Art in my heart!

An interview with Mr. Jackson Tan.

Mr. Kane Raukura - Lasallian Facilitator



In this issue of 'One Lasalle' I was fortunate enough to convince one of our passionate Lasallian Teachers in our College's Faculty of Art to agree to an interview. Mr. Jackson Tan produces outstanding results with his classes and is a Lasallian Teacher who goes the extra mile, is innovative and builds relationships with students that are connected, caring and meaningful. It is a pleasure to showcase Mr. Tan, his work and the wonderful work of his students.

What is your personal philosophy as a 'Lasallian teacher'?

My personal philosophy as a Lasallian teacher is to provide equity in my teaching practice, to give every student the best opportunity to achieve to their highest potential. I also value the importance of understanding that every learner is different, and with that they bring a vast range of experiences, cultures, and learning styles.

How important do you see the student/teacher relationship and its effect in terms of student academic performance?

I see it as very significant because students need to be able to trust you, as you do them, in working towards learning intentions and goals. Developing authentic student/teacher relationships also helps with the motivation of students to learn, which directly impacts student academic performance.

What advice would you give a new teacher starting fresh in the new year in regards to creating a healthy solid student/teacher relationship?

To care... It may sound simple, because it is pretty simple. Students appreciate when you are there giving 100 % every day. I would also say that in order to gain respect, you need to show respect.

What has been one of your most enjoyable moments in your teaching career?

One of the many enjoyable moments in my teaching career would be the story of Jake. Long story short, Jake was a quiet, reserved young man who lacked direction in school. In year 12 he achieved the lowest grade in Art Design due to a lack of focus, drive and commitment. After scraping through and having an honest conversation about what he was actually capable of, proved to be the turning point for this young man. In year 13, he was eager, focused, and driven which provided him the platform to pass Year 13 Art Design with an Excellence endorsement and top in class. Furthermore, 3 years later I invited him back to speak at assembly to share his university experiences, and was blown away by how much he had grown and how confident he was in himself and his abilities.

"Do your part to help build up the kingdom of God in the hearts of your students." (Meditation 67.1)



DE LA SALLE COLLEGE, AUCKLAND

Art in my heart!

An interview with Mr. Jackson Tan. Cont...

Mr. Kane Raukura - Lasallian Facilitator

*Do you have a 'penny drop' moment that you would like to share?
(a time when your lesson hit the mark and the students / or a student just got it / the lights went on so to speak)*

We are always striving for those 'penny drop' moments and it is quite hard to pin point one as they can come and go. But at the moment, what I am working towards is creating opportunities and developing my students' ability to critically think and question decisions they make in their learning. Whenever this happens in my classes, they are 'penny drop' moments for me.

In your eyes, what is different about being in a 'Lasallian' school?

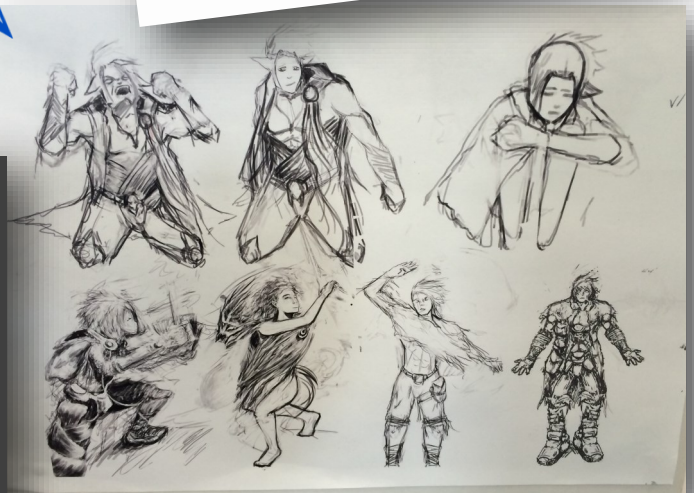
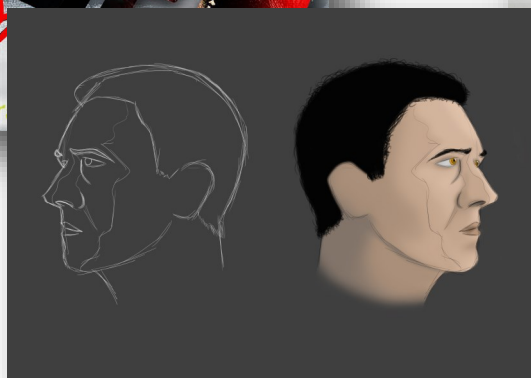
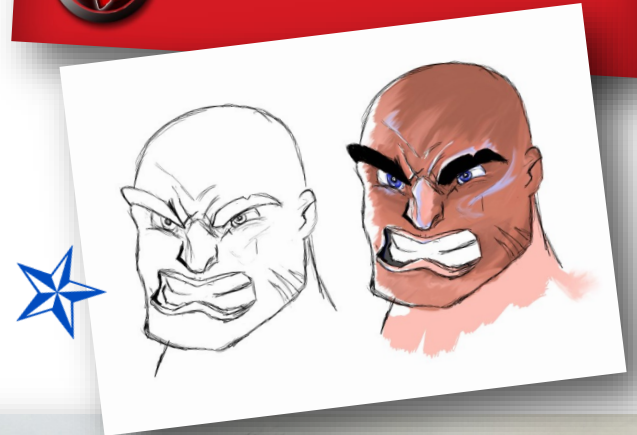
Walking into De La Salle for the first time, having students greet me every 5 steps, gave me a sense of belonging. I would say that the difference of being in a 'Lasallian' school is that we have a shared passion/mission in going above and beyond towards providing the best education for the students that we have in front of us. The strong faith, service and community presence in our school also provides a great platform for unity and a sense of belonging.

Do you have a favourite inspirational quote?

I don't personally have a favourite inspirational quote, but I live by the notion of always doing the right thing.

What keeps you going?

Seeing students enjoy their learning and when they exceed their expectations.





FRANCIS DOUGLAS MEMORIAL COLLEGE, NEW PLYMOUTH

A Teacher Touching Hearts - Mrs Pascale Joines

Mrs. Anna Zsigovits-Mace HoD RST FDMC

Mrs Pascale Joines is a Media, Religious Studies and English Teacher. She is also our Retreats and Liturgy coordinator, every year she works with students so they can perform in the Sheila Winn Shakespeare Competition. She looks after the Religious Drama for our annual O'Shea Shield Competition and also organises the group entered into Pasifika Fusion. In recent years Pascale has encouraged boys to enter speeches into the national Race Unity Competition where they have had success.

Mrs Joines uses her talents to great effect in the planning and direction of liturgies to celebrate those special liturgical events that are part of our Church calendar. Her desire to ensure the students remember these celebrations can be seen clearly in the Advent Liturgy of 2014 when Pascale suggested we have a modern static image as a backdrop to the liturgy. Static in this instant was a relative term as on our stage we had a quad bike with Mary and Joseph, a pen in which several lambs and a calf made their stage debut and an old dog that slept through the entire liturgy. This powerful image of our history living in our present will remain forever in the minds eyes of these boys.

The end of Term One was busy as we moved through Holy Week beginning with massive palms cut from one of the school trees guiding the boys into assembly. These were then placed at the foot of the cross which stood in the main quad for the week. Holy Thursday we celebrated a liturgy led by our Senior Leaders with Matthew O'Connell, our Head Boy taking on the character of Jesus, a role he handled extremely well. This liturgy was very moving especially with the dulcet tones of Luke Davey in song. He confidently stood in front of the entire school and sung for the crucifixion.

This liturgy was planned and directed by Mrs Pascale Joines and is a liturgy that epitomises our Special Character. It is also a favourite among the boys. Mrs Joines has the ability to engender confidence in the boys and encourages them to step outside of their comfort zone. Her organisation skills are exceptional but it is her relationship with the boys that enables her to see their possibilities and let them not only discover their own talents but also use them to the best of their ability.

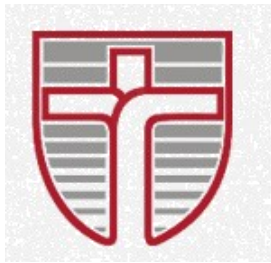
This is a gift that she willingly shares and as a Lasallian School we are very grateful for the way she witnesses and portrays our Special Character.

St John Baptist De La Salle - Pray for Us
Live Jesus in our Hearts - Forever



"Anyone can find the dirt in someone. Be the one who finds the GOLD" - Proverbs 11:27





JOHN PAUL COLLEGE, ROTORUA



Staying in touch with the Environment

Veronica Aislabie

John Paul College has had an Environmental group active in the school for several years now. Over the last three years the group has become very focussed in setting a vision and goals for the school community. Some of the achievements over the past few years include, a commitment to reducing paper waste at school and using technology in the place of paper where possible. For example the daily notices are now delivered digitally.

All teacher waste is recycled. This has significantly reduced the rubbish we send to the land fill. We are still working on improving student recycling.

Our team has been recognised in our region as a leader for other schools. We have twice won the Bay of Plenty Environmental Challenge, in the last three years, and also won the Conservation Cup for our efforts in reducing our power bill dramatically.

Our focus this year is to investigate the possibility of including solar energy in our school energy plan. We won three thousand dollars for our efforts in the Conservation Cup, and this will be used to advance Solar energy use at John Paul College. We are in the process of being accredited as an Enviro-School and we will be evaluated on our progress towards the Gold standard.

The students are committed to working towards a sustainable future at John Paul College. The group are lead by committed environmental teachers Mr Matt Satherley and Mrs Veronica Aislabie.

We recognise that as a Catholic School, we have a responsibility to the environment as co-creators with God. This has led us to identifying our local stream, the Utuhina as a precious resource that must be protected. There is also a spiritual connection by local Iwi to this stream, so we have been working in partnership with some of the local Maori to identify ways we can support them with the rubbish that is dumped in the stream and eventually ends up in the lake. We have had clean-up days with a local primary school removing a lot of rubbish from the stream, and planting trees We have had students kayak down the stream to identify areas of concern and even helped the local community to clear and plant their side of the stream banks.

Through engagement with the environment we have been able to enact some of our school's Gospel Virtues, Justice, Charity Faith and Courage. Our committed group aim to continue to inspire the school and wider community.

"The LORD God took the man and put him in the Garden of Eden to work it and take care of it." - Genesis 2:15



The Beekeeping club has been running at John Paul College for around 2 years now. It has grown from a core group of around 5 students to nearly 40 this year! With the decline of wild bee populations and the difficulties that domestic bees are facing, it is important to educate students on what they can do to help the bees.

By Mathew Synge – Bee keeper





I AM A DE LA SALLE BROTHER

A friendly chat with Brother Garry Coyte

In this section of "One Lasalle" we spotlight some of our wonderful Lasallian Teachers around New Zealand and our dedicated Brothers within our District. For this issue we get to meet Brother Garry Coyte. Principal of St. Bede's College in Mentone, Melbourne, Australia. Brother Garry is a past Principal of De La Salle College Mangere.

What makes me stand out from other people is my...

Strong belief in the goodness of God and in people generally.

As a child, I dreamed of....

To play football for Australia.

I'd like it if other people....

Were more positive and happy.

The last thing I cooked was....

Salmon

To my ultimate dinner party....

I would invite my friends.

My guilty indulgence is....

Ice cream.

My worst fashion disaster was....

Not wearing a suit to a school function.

A good word to describe is....

Gentle

Something that really irks me is....

Is lazy ungrateful people.

I would like to be remembered for....

Being a generous and kind person.

The book that had the greatest influence on me was....

Life of Nelson Mandela.

How I came to be involved in the Lasallian Mission was....

I joined the De La Salle Brothers.

My happiest memory of the Novitiate is....

Working in the gardens.

I believe the Lasallian mission is still relevant today because....

Students need mentoring and education is the key to a good life.

An awesome experience I had as part of the Lasallian family was....

Outreach programme to Thailand.

My favourite words of wisdom are...

'Remember you can walk as far as you like , but always remember that when you return, I will be there waiting for you'. From The Chosen -Tom Potik my second favourite book.





LASALLIAN FORMATION

Relationships as the Heart of the School



Relationships

(from MEL Bulletin No. 12 by Leon Lauraire, FSC)



In the Conduct, as in the other writings of De La Salle, pupils are not considered simply as learners: they are persons who deserve consideration and respect. Mutual respect is the attitude which characterizes best the inter-personal relations of decorum and civility, in school and outside. It is an attitude based on a Christian anthropology which underpins the Lasallian educational mission statement as a whole. In this way, the educational relationship becomes the moving force behind centering the school on the pupil. To develop this relationship, a thorough personal knowledge of each pupil is necessary. The Conduct suggests various means for acquiring this knowledge: gathering information on admission; meeting parents or guardians whenever necessary; the long time spent by teachers with their pupils; the specific means used to make practical use of this observation (five Registers which provide a kind of X-ray of each pupil's behavior), the summary assessment each teacher makes in the "register of the good and bad qualities of students"; and constant collaboration with the school Inspector who adds his view of the pupils. All these are simple and practical ways, but above all, they are effective and make possible objective observation which otherwise could fall into the trap of subjectivity. The purpose of these 9 various procedures is to establish an educational relationship characterized by lucidity, trust, cordiality and affection. De La Salle uses powerful language - love, affection, tenderness – to characterize this relationship. It removes at the same time all weakness, sentimentality and compromise, so that the relationship can become an opportunity for a process of identification. This presupposes that the teacher is well-balanced emotionally and in his relationships. In the face of the social, affective and spiritual needs of the pupils, this exemplary attitude on the part of the teacher constitutes a most valuable means of humanizing, liberating and evangelizing young people, because this threefold educational aim can be achieved only through the experience of true human love.



The Image of the Guardian Angel

(from *Meditations for the Time of Retreat* by Saint John Baptist De La Salle)

The holy Guardian Angels are not satisfied with illuminating the minds of those under their guidance with the light needed to know God's will for them and be saved. They also inspire their charges and procure for them the means to do the good that is proper to them. God uses the angels not only to deliver those entrusted to them from the powers of darkness, and make them grow in the knowledge of God, but also to help them lead a life worthy of God, so that they will be pleasing to him in every way and produce good works of every sort. The angels are zealous for the good of those in their care because of the commission they have received from God.... You must rouse up those who lack courage, support the weak, and be patient toward all.





LASALLIAN FORMATION

Relationships as the Heart of the School



Undivided Attention

(from The Second Family by Dr. Ron Taffel)

Everyone nowadays...seems to do ten things at once. You've seen kids do homework with headphones on, or talking on the phone while they fold socks? In most American homes, it's not unusual to see Mom diapering the baby while cradling a receiver between her chin and neck. In another room, Dad "multitasks," to use a catchphrase of the last decade....It's not surprising that a 1997 Family Circle report found that fathers spend only eight minutes a day talking to their children and working mothers, eleven. There is nothing inherently evil about any of this—it's normal family life in America—but it's no way to get to know your own children, or each other. Kids understand this.Children from kindergarten to age twelve overwhelmingly indicate that what they want most is more time, as in *undivided* attention.



Most parents don't understand their teenagers. A powerful force—the second family—is wrenching them from their families at home and changing the very nature of adolescence. Teens are angrier, more sexual, and their behavior more outrageous. They value comfort above all and worship celebrity. Kids just want to go to a place where they can hang out and be appreciated for who they are. And there is such a place—the second family—which offers children not only a sense of being known, but also the promise of celebrity. If kids can't get undivided attention at home, if their parents fail to notice their uniqueness, the pop culture teaches them that it's possible to become known by other means.



Questions for Reflection

1. What in these readings "struck" you?
2. How do I see what De La Salle states about relationships applying to my role as a Lasallian Teacher?
3. What are some "needs" of the students within your community? How are your College's addressing those needs?
4. As a Lasallian Teacher, how can I assist my school with addressing those needs?

