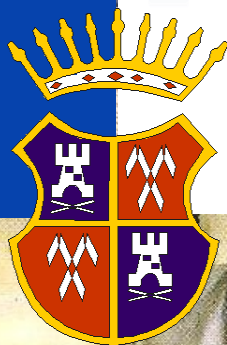
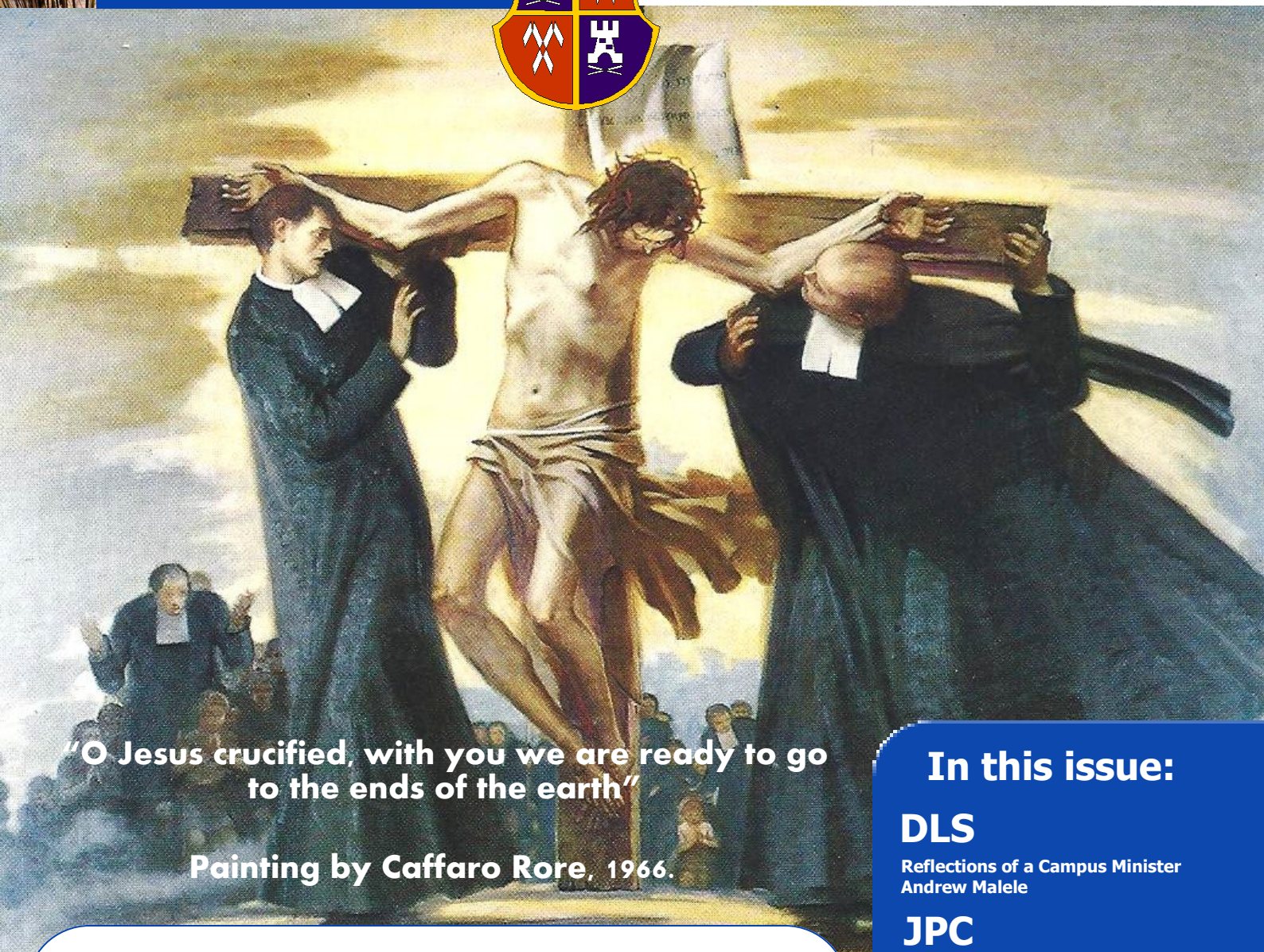


ONE LASALLE

Newsletter of the



NZ Lasallian Family



**"O Jesus crucified, with you we are ready to go
to the ends of the earth"**

Painting by Caffaro Rore, 1966.

Dear friends around NZ and abroad,

Another year draws to a close and with it the final edition of "One Lasalle" for 2012. Many thanks to the wonderful contributions received from staff from DLS, JPC and FDMC. Your sharing makes our family come alive and allows us all to appreciate the great works being carried out by teachers, students and the wider community. Thank you also to the De La Salle Brothers for their on going commitment, guidance and support. God Bless you all and may Christmas bring joy, love and plenty of rest. Live Jesus in our Hearts - Forever!

**Kane Raukura - Editor / Lasallian Facilitator
De La Salle College**



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Reflections of a Campus Minister

Reflections of a Campus Minister Andrew Malele

If ever anyone was to say to me that De La Salle was like any other school, I would be inclined to ask from which rock have you been hiding under? Generations of Lasallians have walked through these gates, and all leave with one thing in common. They leave with a sense of brotherhood that transcends that of the norm where blood is no longer thicker than water. The brotherhood talked about here is not the relations between students, but the relationships shared between all staff, students, families and the wider community.

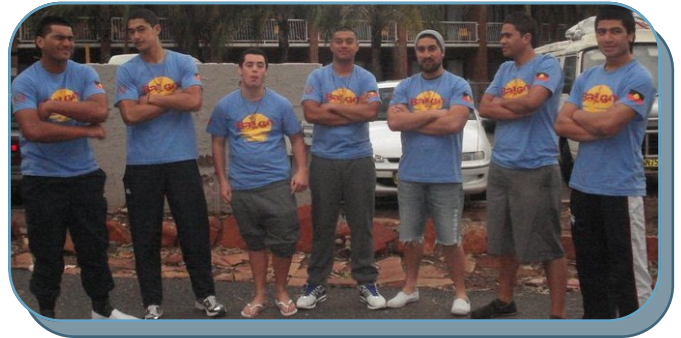
Being the campus minister here at De La Salle College Mangere has not only been an honor and a privilege, but an experience and opportunity that I wholeheartedly thank the DLS Brothers for. It has been an awesome four years, and four years I will treasure for the rest of my life. The role in its inception was non-existent, but had weight to it through the work of Br Tony. When I adopted the role in 2009, I was not only left with very big shoes to fill, I had been left with a role that I had completely underestimated. The role was bigger than what had been entailed to me, and one of the few roles that spanned right across the whole school.

My first self appointed task was to work with our staff. In previous experiences I learned that teachers were very precious about their students, and any disturbance to their class was not appreciated at all. So for my first morning reflection, I opened my heart. What amazed me was that people saw a difference in our morning reflections, and that those who vowed never to give a staff reflection, changed their tune. To date, the biggest achievement for our staff, is hearing from those that have waited almost 20 years to find the courage to open our morning briefings. And all the late reflections we've had so far have been worth the wait.

Going into youth ministry I had set myself up with the following attitude: if at the end of the day a single student has changed or been inspired, I have done my job. To my relief, a majority leave our retreats or events in a positive mood that makes every hardship worth going through. But what makes the role more fulfilling is when students approach you afterwards and genuinely thank you for the opportunity. A surprising feature of the role, which is not written into my job description, but has somewhat evolved on its own, is the pastoral care of presence. The open door policy was never a feature of my office, but I thank all for the experience. I now feel like an honorary psychiatrist and a very good listener.

Highlights. There have been many, and in no particular chronological order, here are a few:

Friday Night Youth Ministry- the idea of staying after school on a Friday is not very appealing, but when boys look forward to it even at the start of the week, and the fellowship, the praying, the sharing is amazing; it is worth being over-tired for.





Reflections of a Campus Minister

Founder's days- No offence but founder's day here in Mangere is by far the best. But I love JPC and FDMC, and really enjoy the uniqueness and richness of all three schools.

Retreats- creating new ways every time to engage our students, has been a challenge, but worth taking after seeing the joy, change and fun had by the students. It is even more enriching when teachers approach you and says 'those are the most words/the most active I have heard/seen from that student'. It has been a privilege seeing the growth in our student's spirituality.

Camp La Salle- Each of the 3 schools have provided memorable moments and provided awesome camps, but the moments belong to the students and their families. Their genuine gratitude and excitement have been a pleasure to observe.

Lasallian student leader's workshops- one thing I love about being a Father is seeing the changes unfold in front of my eyes on a day to day basis. When young leaders are equipped with the knowledge and experience to do great things, seeing them empowered (to empower their own) has been a gift that God has blessed me the chance to see.

Lasallian partners- my heart belongs to those who have shared theirs, in the hope of touching the hearts of those that are marginalized in all aspects by our society. It has been a spiritual and enriching experience worth every km travelled.

The relations between the 3 schools- All 3 Lasallian schools are privileged to have the most dedicated staff ever assembled. The students are unique, special and worth every ounce of energy invested into them.

Senior prize giving 2012- in the Principal's address, he acknowledged staff members that were leaving. When my name was mentioned, a groan of sympathetic loss had escaped the seniors. It was a nice acknowledgement on both counts.

Not a person of sentimental value, leaving De La Salle I thought would have been a breeze. But since 2009, seeing our senior boys leave for the very last time as students still breaks my heart. Leaving the school altogether, let's just say I have a beautiful wife and two wonderful children to fill that void.

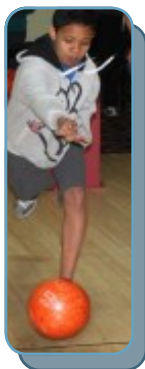
This piece has been hard to write, and I thank Kane Raukura for the opportunity to put together what words cannot explain. To everyone that I have come into contact with, thank you. For the staff here at DLS Mangere, thank you. To my wife, your love and support has kept me going, thank you.

My work and this ministry have always been for the students. I am and will always be an advocate for the marginalized. The very day I start working for my own personal gain, is the day I forget to be Lasallian.





2012 Camp Lasalle



CAMP LASALLE REPORT

Fintan Walsh - Lasallian Student Leader

John Paul College, Rotorua.

In the first week of the September school holidays a group of boys from John Paul College, along with teachers Mr Kowalewski and Mr Fluker, travelled down to New Plymouth to be part of Camp LaSalle for 2012.

Camp LaSalle is a three day camp in which students of De La Salle College in Auckland, Francis Douglas College in New Plymouth and John Paul College in Rotorua come to together to celebrate and strengthen the Lasallian charism and fellowship that binds our three schools together.

This year we were generously hosted by Francis Douglas in New Plymouth, who lined up a superb programme for the boys. This included time spent at the wave pools, ten pin bowling, white water rafting, high ropes courses, boating, adventure activities and superb games nights in the gym. There was also a strong spiritual emphasis with prayers every morning and chapel in the evenings. Although we arrived as separate schools, by the end we all intermingled and got to know one another and made many new friends.

Thanks go to Mr Kowalewski and Mr Fluker for giving up their holiday time to come with us on camp. I attended the camp as a Lasallian Leader and thoroughly enjoyed myself, getting to meet many new people from our brother schools and experiencing some great new activities. I would highly recommend the LSL experience to any senior as it is fun and rewarding.



FEEDBACK FROM THE YOUNG CAMPERS....

Hi our names are Makesi, Thomas and Eamon we are writing a report for John Paul College Rotorua.

We were invited to attend The De La Salle Camp in New Plymouth. We all loved the camp and had heaps of fun with our brothers and leaders. We played heaps of games. The games we learnt were all about team work. The leaders at the camp were cool. We got to know Fintan from John Paul College, Andrew from Frances Douglas and Jack from De La Salle. We would like to be leaders like these seniors one day. They were kind to us and had heaps of fun with us. We did so many activities far too many to list. Our team loved rafting, swimming, bowling, climbing mountains, singing and praying. Mr Kowalewski and Mr Fluker were the teachers from John Paul College who invited us to attend this camp. They were neat teachers who love having fun. We were sad when the camp came to an end. We have made new friends from John Paul College and from our brother schools. If anyone reading this article is invited to a De La sale Camp, you should go. This camp is a camp we will never forget. When we are seniors we are going to put our names down as leaders. We only have to wait three or four years.

“To Touch the Hearts of young people is the greatest miracle we can perform”. Lots of miracles were happening during our camp.
Thanks Thanks Thanks



SERVICE @ FDMC

The Mentor Breakfast Club at Francis Douglas Memorial College
Shaun Leuhart, FDMC Year 13 student

The Mentor Breakfast Club is run in the neighbouring Decile one school, Marfell Primary. The programme sees ten Year 13 students from Francis Douglas Memorial College serve breakfast to the students at Marfell before school from 8 till 8 45 each day. They also sit down and have breakfast with the students and chat with them. The programme gives the students of Marfell Primary confidence as they get to interact with older students and they tend to look up to us as role models. The young students always have a smile on their face as they come to school and see the Year 13's there to serve them breakfast and talk to them.



School Homework Programme at Francis Douglas Memorial College
Pascale Joines, FDMC

Francis Douglas introduced an after school homework programme this year, which grew in interest over the year. Senior students supervised and helped other students with their homework using a roster system. Boys were provided with a hot drink after school and in exchange those attending contributed with biscuits so that everyone was able to have some afternoon tea. The parents have appreciated the offer of supervised homework with some commenting that they were pleased that the homework got done!





Lasallian Practices Offer Strategies for Understanding 21st-Century Students

Teachers can touch the hearts of students by designing educational experiences that are practical and relevant to individual lives

Lisa Anne Vacca-Rizopoulos

"One of the main concerns of those who instruct others is to be able to understand their students and to discern the right way to guide them" (Van Grieken, 1999). This fundamental principle guides teachers' instructional decisions and paves the path for teachers to follow in the footsteps of Saint John Baptist de La Salle (1651-1717), founder of the Brothers of the Christian Schools and considered worldwide the founder of Catholic schools.

Among many of de La Salle's principles that are carried through today, understanding students' needs seems to have had the most impact on student learning and spiritual development. He understood then that there couldn't be significant learning without this kind of relationship and understanding, and his foresight holds true today more than ever.

As a man who possessed an acute sensitivity and unwavering commitment to the practical needs of children living in poverty in 17th-century France, de La Salle could not have predicted the far-reaching impact his practices would have on children in the future.

Today we also are also faced with teaching children in turbulent times and, similarly, we require tools that can help us identify their needs. With the national poverty rate soaring to 15.3 percent and with 46.2 million children living in families at or below poverty level (Waters and Cortes, 2010), our commitment to educating and serving the poor is more beckoning and challenging

BRIAN GRAY PHOTOS



This image of John Baptist de La Salle marks the entrance to College De La Salle in Amman, Jordan, evidence of the worldwide influence of a Christian Brothers education.

than ever. De La Salle was committed to helping poor children become literate in their native French (rather than traditional Latin), because he realized that this was a more realistic approach for empowering them to become productive members of society.

Today, the foreign-born population of the United States has exceeded more than 38.5 million people—12.5 percent of the population of this country (Bishaw, 2011). It is an urgent reality that non-English speaking students become literate and fluent in the English language in order for them to succeed.

De La Salle stressed the importance of showing affection toward

those with limited abilities. The percentage of children diagnosed as having a learning disability has reached an astonishing 13.2 percent of the United States population (U.S. Department of Education, 2011). The need for all teachers to apply de La Salle's principles is more imperative than ever in order to nurture at-risk students' development in school and in society.

De La Salle insisted that the brothers pay close attention to students' differences in order to individualize their guidance and instruction. As reflective practitioners, we must ask, "How can we better understand the realities in our struggling students' lives, so we



Lasallian Formation - 21st Century Applications

can serve them and address all of their needs to nurture their growth?"

Interest Inventory

De La Salle's Vision: "Know your students individually and be able to understand them" (De La Salle, Meditations 33.1).

An Interest Inventory is the first step toward understanding students and creating a student profile. By having students complete an Interest Inventory at the beginning of the year, teachers gain a richer understanding of each child's interests, learning styles and preferences. This enables the teacher to make informed educational decisions that will enhance a student's development. For example, during a reading class, students may be asked about their reading preferences and literacy background. (See Inventory at right.)

The information gleaned from this reading inventory has direct implications for instruction. Depending on the types of books and movies the students like, teachers can stock their libraries with literature that reflects their pupils' interests and abilities. By accessing online stories, children with a variety of backgrounds can interact with resources and readings that match their level of proficiency and their interests. Hopefully, this would encourage even the most reluctant readers to visit and revisit topics of high interest to them.

Personal Writing Assignments

De La Salle's Vision: De La Salle repeatedly emphasized the importance of writing, and he viewed illiteracy as an especially severe educational handicap (Wurth, 1988).

Journals "stress the unique and individual encounters children have with text, which elicit their own personality traits, memories of past events, present needs and thoughts" (Rizopoulos, 2005). Family journals and autobiographies provide teachers with a personal glimpse into the students' lives as responses focus on real-life, practical

experiences and feelings.

Wollman-Bonilla (2000) suggests using a family journal in order to facilitate a community of learners and address real-life situations. In a family journal, students create entries about topics they make connections with. Students draw pictures or write stories to share with their family. In response, parents comment about entries, ask questions or offer encouragement.

Families whose primary language isn't English can write their reaction in their first language and the children can translate the message.

Another strategy for getting to know students is to create class autobiographies. Depending upon the students' ages, each one can create a collage of his or her life using any medium desired. In more advanced grades, students can design family trees. A presentation can follow with a synopsis of each person's role in the family.

Alternatively, students can be asked to write their autobiography based on a specific content area. For example, in a social studies class, the "My History in History" assignment includes information about students' successes or difficulties in this content area. The excerpt below provides evidence of a child's preferred method of learning content material.

History has never been one of my favorite topics. It is hard for me to memorize important dates and people's names. Last year I was asked to memorize the map of the United States, and I couldn't remember half of them. When I was younger, my teacher brought

Sample Interest Inventory

1. Do you like to read?
2. What books do you enjoy reading?
3. What types of books don't you enjoy reading?
4. Does anyone in your family read to you?
5. Where is your favorite place to read? Why is this your favorite place?
6. What is your favorite reading memory?
7. What types of reading materials do you enjoy reading?
 - a. Magazines
 - b. Comic books
 - c. Newspapers
 - d. Blogs
 - e. Internet sites
8. Do you like to read online? If so, what are some of your favorite sites?
9. How many books would you say are in your home?
10. Which of the following activities do you enjoy?
 - a. Movies—Which ones are your favorite?
 - b. Sports—Which do you like to play? Watch?
 - c. Television shows—Which ones do you enjoy seeing?
 - d. Computer games—Which computer games are you best at playing? With whom do you play?

us to the Museum of Natural History and Ellis Island, and I learned the most from going there (Christina, 2010).

Getting to Know Communities As Family

De La Salle's Vision: "Union in a community is a precious gem, which is why Our Lord so often recommended it to his disciples before he died. If we lose this, we lose everything. Preserve it with care, therefore, if you want your community to survive" (De La Salle, Meditations 91.2).

The word "community" conveys a tight-knit, unified relationship among all stakeholders who share a common vision and common objectives. In schools, "links of community" exist among the teacher, student, support personnel and family. One suggestion that fosters community is to set up an initial meeting that sets the stage for the year, welcomes the family into the class and school community and gives parents a chance to meet the teacher without the rush and confusion of the first day. It also helps the teacher set up the classroom, create groups and



Lasallian Formation - 21st Century Applications

Sample Family Homework Preference Letter

Dear Parents,

I would like to have your support this year in making your child's homework become a valued home learning experience for your family. Please share your family's interests, culture and traditions with me, so we can design creative assignments that will be appropriate for your child. Your response will be kept confidential.

1. What kinds of activities or hobbies does your family enjoy?
2. Are there any evenings during the week when it is difficult for your child to complete homework assignments? Why?
3. Are there any books, magazines or particular topics of interest that you enjoy reading together?
4. Please share any previous homework assignments that have been problematic for you and/or your child.
5. What homework assignments did you and your family particularly enjoy?

Thank you for completing this survey.

understand circumstances that may affect the child's progress and performance. The information shared may include unique living situations, sensitive health concerns and unusual family circumstances—information often not included in school records.

Additionally, the teacher can design family-friendly homework assignments that accommodate individual differences among families (Epstein and Voorhis, 2001). Many families express a desire to become involved in their child's learning at home (Bailey, 2002) and create school-family partnerships. A brief questionnaire can elicit information about homework preferences that can be built on throughout the school year. (See sample letter above.)

Portfolios—Authentic, Student-Centered Individualized Assessment

De La Salle's Vision: In de La Salle's school, teachers maintained records for each student in the class. The record began with a family interview when the pupil was admitted, record-

ing his family, background, home life, particular traits and other significant data. Teachers would maintain records with pertinent information about the student, and this information would be passed to the next teacher at the end of the year. Teaching should be geared toward encountering students where they are, plus challenging them to stretch their given capabilities. "Students are expected to learn according to their age and ability" and not according to some predetermined standard imposed on everyone" (Van Grieken, 1999 p. 95).

Portfolios are used to document students' work, assess progress and showcase best efforts (Afflerback, 2007). Portfolios help students tell their stories, organize and prioritize their work, and reflect on their processes and growth over time. During conferences with the teacher, students choose work samples that highlight their strengths and the approaches that worked best. Portfolio contents may include pictures, slide presentations, test scores, projects, anecdotal notes and journal entries, to name a

"By having students complete an Interest Inventory at the beginning of the semester, teachers gain a richer understanding of each student's interests, learning styles and preferences. This enables the teacher to make informed educational decisions that will enhance a student's development."

few. Work samples enable the teacher to individualize and differentiate curriculum, instructional materials and activities based on the student's progress and guide students toward their optimal development.

Conferencing with Children With Special Needs

De La Salle Vision: De La Salle showed much affection for children with limited abilities, and he believed that greater attention should be given to the slowest and most negligent child (Wurth 1988).

Conferences help teachers get to know their students and individualize instruction for diverse learners such as English as a second language learners and students with attention deficit disorder (ADD). Students who have limited English proficiency may be able to communicate more clearly when speaking to the teacher or a peer as opposed to expressing themselves in writing or in front of the class. Conferencing gives the teacher an opportunity to assess students' oral skills in addition to the comprehension of content. During conferences, the teacher scaffolds instruction with pictures, technology or translated passages.

Children who have ADD/ADHD can benefit from conferences, because short-term objectives can be met incrementally and designed according to their specific needs. Checklists are used to keep students on task and to ensure the assignments are being completed correctly, and immediate feedback is given to resolve questions during one-on-one conversations. Through dialogue, the teacher can provide the additional time and specialized resources needed for student success.

Lasallian Formation - 21st Century Applications

College De La Salle in Amman, Jordan, enrolls more than 1,200 students from kindergarten to grade 12. Although traditionally a school for boys, classes are becoming co-educational one grade at a time, beginning with pre-school. Parents requested the change.

Multiple Intelligences

De La Salle's Vision: Keep the various abilities of students in mind. If they (your students) are not taught properly, the fault lies not with them but with the teachers. Each student is seen as an individual with both capabilities appropriate to the student's age and requirements practical to the student's personality. Teaching that does not recognize this would be unsuccessful (Van Grieken, 1999).

Howard Gardner (1991) introduced the Theory of Multiple Intelligences to help teachers individualize instruction for a variety of learners. Gardner believes that students all have different minds, and they learn and retain information differently. The theory of Multiple Intelligences is directly aligned with de La Salle's vision that emphasizes the importance of tailoring instruction to different learning styles.

Gardner's Multiple Intelligences theory addresses "individual care," taking into consideration that students' abilities must be the center of all instruction, and it is the teacher's responsibility to teach according to their individual needs. According to Gardner (1991), "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals and an understanding of ourselves."

To apply Gardner's Multiple Intelligences in a second-grade class during a unit focusing on the sea, students sing songs about sea animals (musical intelligence), dramatize a play about types of sea life (bodily/kinesthetic), read stories about the sea independently (intrapersonal) or in groups (interpersonal), use maps that depict the locations of the oceans (spatial) and orchestrate presentations with visual aids (visual). Teachers are able to assess if students reached or missed the objectives, so instruction can be appropriately adjusted.



Touching the Hearts

De La Salle believed that students are in school for very similar reasons, but each has had a different journey. As educators, we must make the effort to understand our students' journeys, and have faith that all of our students have the ability to learn despite at-risk consequences. We are responsible for "touching the hearts" of our students, and we can accomplish this by designing educational experiences that are practical and relevant to their individual lives. Getting to know our students holistically presents immeasurable opportunities that can exponentially affect teaching and learning. In order to serve underserved students more lovingly and passionately, we must empower our most at-risk students, so they can reach their personal and academic goals and become role models for future generations.

Lisa Anne Rizopoulos, Ph.D., is an associate professor at Manhattan College in Riverdale, New York, where she teaches undergraduate and graduate literacy courses for regular and inclusive classes. She has published many articles and presented internationally on all aspects of reading and writing instruction for diverse learners (lisa.rizopoulos@manhattan.edu).

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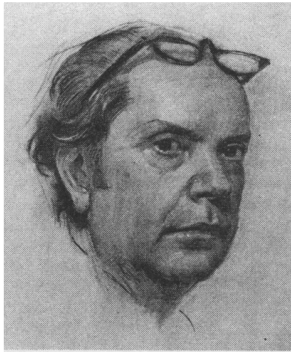
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Lasallian Formation - Who was Caffaro Rore?

Who was Caffaro Rore?
Kane Raukura



Mario Caffaro-Rore: Autoritratto 1982

Professor Mario Caffaro Rore was a former pupil of the Brothers and a renowned Italian artist. A devout Catholic, his work is a pure interpretation and an expression of his personal faith and relationship with God. I became familiar with his work while in Rome, even though I had seen his work previously, I had not made the connections between various pieces or imagery that I had come across over the years. The piece of work on this issues cover has always struck me as particularly beautiful - the Brothers themselves physically assisting Christ Himself. The concern on one of the Brothers faces for the Messiah is very moving, as is the background scene of Brothers leading children in the charge to assist in the difficult task that they are undertaking. One Brother even has his hands held high, like he is in the middle of explaining the virtues of what they do and why this task is so important.

"As teachers, you need to be honoured with the friendship of Jesus." - (Med 88.1 - DLS)

Caffaro Rore was born in 1910 and sadly passed away in 2001. His thanks for his education under the auspices of the De La Salle Brothers has been expressed through countless works that he completed. See if you recognise some of the images below.

