

Thurs 18 Nov 2010

ENCOURAGING....EQUIPPING....EMPOWERING



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# The Olivet News

*House Captains' Morning Tea (Tues)*

**SEVEN SECRETS FOR RAISING A DREAMER:-**

**DARE** to let children dream of changing the world *"Never give up! Never, Never, Never!"*  
**Sir Winston Churchill**

**RAISE** children with dreams that will bring meaning into their lives

**EXPLORE** all the life-areas children are good at or excite them—clear indicators of the made-to-fit dreams

that God has put in their hearts

**AFFIRM** belief in children's dreams by exposing them to all the available information and experiences that will

help them to define their dreams.

**MAKE USE** of every opportunity to help children learn from role models - positive and negative ones

**ENCOURAGE** children to rely on the Dream Giver as the only Guide who will show them how to shape their

dreams to fit in with God's Big Dream for the world

**REMINDE** children that following a Big Dream requires perseverance, tenacity and creative problem solving.

*"No-one would ever have crossed the ocean if it were possible to get off a ship in the middle of a storm."*

**Charles F. Kettering**

*"If Columbus had turned around, nobody could have blamed him. But if he actually did, nobody would have remembered him."*

**Benjamin Franklin**

**YEAR 6 GRADUATION DINNER**

This Monday November 22 6pm—8pm. Staff, Parents and Students will enjoy an evening together to celebrate the Graduation of our Year 6 students from Primary to Secondary Education (to be held at Living Stones Café in Harcourt). The cost per person will be \$10, subsidized by the College, payable on the

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**PLEASE PRAY THIS WEEK** for the ELLIOT ELLI-  
SON EVANS and EVERS Families.

**SECONDARY SPORT** for the next three weeks as  
from tomorrow will be Curves for the girls and  
Cricket for the boys.

**PRIMARY HONOUR ROLL** Tues December 7<sup>th</sup>.

All students on Honour Roll will travel to Ballarat by  
school bus to visit 'Funbugs' an indoor activity cen-  
tre. This will be followed by a picnic lunch at Lake  
Wendouree. Students are encouraged to work dili-  
gently to complete all the requirements for Honour  
Roll.

Details and Permission Slip will follow next week.

**SECONDARY HONOUR ROLL** Mon Dec 6<sup>th</sup> (6-9pm)

Students and Staff (spouses are invited too) have  
received their invitations to the Annual Formal Din-  
ner to be held at the Mexican Kitchen in Bendigo  
(opposite McDonalds). Cost is \$18. Students are re-  
minded to have these written replies to Mrs  
Donaldson by the end of November.

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# Learning Center Helps

*Having then gifts differing according to the grace*

*that is given us . . . . Romans 12:6*

*For who maketh thee to differ from another?*  
I Corinthians 4:7

Learning styles are those inborn strengths and characteristics

possessed by every individual. Understanding our prominent

learning styles is not a formula or solution to all our problems.

It does, however, provide a framework, enabling us to focus

on individual strengths and build confidence. Learning

styles in themselves are neutral; therefore, students of various

learning styles have equal opportunity to do well.

There is no

single BEST style, nor does any style make a person smarter

or more capable than another. All learning styles still require

accountability and high standards of conduct (not an excuse

for inappropriate behavior); however, supervisors should

be flexible and not rigidly compartmentalize students.

Each person's individual learning style is as unique as his

signature. Learning style strengths are pieces of a puzzle, not

neat categories to be identified and fit into. There are some

of all styles in every one of us, and we must remember that

acceptance and unconditional love are imperative to any

child's successful development.

What Affects Learning?

*Environmental Preferences (How One Concentrates)*

- Time of day—works with his internal clock
- Intake—knows nutritional intake during the day
- Light—uses soft light or brightly lit room as long as

he can comfortably see

- Study area—sits at a desk in an area conducive to

study

- Temperature—utilizes a brisk cool, a cozy warm, or

somewhere in between

*Modalities (How One Remembers)*

- Auditory—talks through things, even to self; thrives

on verbal drills

- Visual—highlights while reading, color-coding notebooks or files, flash cards, pictures, charts

- Kinesthetic/Tactile—constant motion; short spurts of good work

*Cognitive Style (How One Interacts with Information)*

- Analytical—deals with smaller, component parts; focuses on facts

- Global—deals with the big picture; assumes details will fall into place

*Multiple Intelligence (How One Expresses Information)*

- Linguistic—verbal abilities: reading, writing, speaking,

debating; skilled in word games and semantics

- Logical/Mathematical—abilities in numbers, patterns,

and logical reasoning (i.e., scientists, mathematicians,

philosophers)

- Spatial—ability to think in vivid mental pictures, restructuring an image or situation in your mind

- Musical—ability with melody and harmony

- Bodily/Kinesthetic—ability to use body skillfully (i.e., surgeons, artists, athletes, actors)

- Interpersonal—ability to intuitively understand and get along with all kinds of people (i.e., pastors, teachers, counselors)

- Intrapersonal—a natural gift of understanding self

*Mind Styles (How One Communicates Knowledge)*

- Taking information in:

Concrete—using five senses

Abstract—using intuition and imagination

- Ordering information and organizing life:

Sequential—linear, step-by-step manner

Random—in chunks, with no particular sequence

- Concrete sequential—practical, predictable, straightforward,

stable, reliable, an “anchor”

- Abstract sequential—logical, methodical, objective, take your time making decisions

- Abstract random—sensitive to and effective with people, spontaneous, flexible, know intuitively what others need

- Concrete random—curious, adventurous, quick to act on hunches, always changing, growing, and tak-
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