

Thurs 4 Nov 2010

ENCOURAGING....EQUIPPING....EMPOWERING



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The Olivet News

John Jacob Joel Jacob at tennis

SEVEN SECRETS FOR RAISING A DREAMER:-

DARE to let children dream of changing the world

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

"So you want to know the secret of successful parenting? The answer is the same for parents, teachers, anyone in a leadership position: Be what you want those who look up to you to be."

Thomas Carlyle
"There is no greater influence on the life of a child than a living example of moral strength. For children to learn to take morality seriously, they need to see adults living moral lives."

William J Bennett

"Mum gave me something I want to hold onto forever. She taught me that life can be difficult and often unfair, but that it still is good to be alive."

From the film Life is Beautiful 1998

Olivet Artwork Castlemaine Show

Two people had gone on a nature walk. On their return, people wanted to know:

"What did you see? Tell us!" One replied, "Oh, you know, same old mountains and trees, the sun, streams, green grass, blue skies.." And the other one, "Oh! The mountains and trees! The sun! Streams! Green grass and blue skies!"

To be a good role model, we should:
Be honest about our weaknesses and limitations.

Openly acknowledge that we are dependent upon God.

Be prepared to admit that you need other people.

If we can bring children to understand that though we are all ordinary people with limitations, the Dream Giver (God) uses each of us in a unique way, we will have given them an inheritance that no one can take away.

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.

PLEASE PRAY THIS WEEK for the COX CRITCHLEY and CULPH Families.

CASTLEMAINE SHOW

Castlemaine Show Results:

Congratulations to the following students who received prizes for their art and craft at the Castlemaine Agricultural Show last weekend.

Primaries: Ruby Thoma (who also received the Best Exhibit Award in her age group), Jonah Low, Katie Lacey and Josh Lacey.

Secondaries: Caleb Kuhle, Briodie McArdle, Nick Broad, Jacob Seears, Emily Box, Ellie Banks, Brooke Elliot, Courtney Johnston, Sarah Evans, Jacob Lourey, Krysley Harris and Robert Mitchell.

The Art work is in the Assembly area if you wish to look at it tomorrow.

SECONDARY SPORT tomorrow is Tennis. PLEASE BRING YOUR TENNIS RACQUET, and your drink bottle. We can do with a few more tennis racquets if students could bring a spare if possible.

COLES VOUCHERS

A big thank you to all who have been collecting vouchers for the school. Thank you also to Mr Steel for his counting skills as well.

TALLY SO FAR: 3120 tokens!

RELAY FOR LIFE (Cancer Council)

The Castlemaine Church of Christ is once again entering a team in the Relay for Life to raise funds for cancer, remember loved ones and to support the survivors of cancer.

It will be held from Friday 12 November 6pm through till 12 midday Saturday 13 November at Camp Reserve. A free breakfast will be provided on Saturday morning.

If there are students who would like to join the group for the relay, please see Mrs Chapman today.

REMEMBRANCE DAY Next Thursday

November 11 is the day that we as a nation remember those who have died in serving Australia in war-time and conflict. Alpha students and House Captains from each class will be attending the Remembrance Day Service in Castlemaine.

YEAR 6 GRADUATION DINNER

Monday November 22 6pm—8pm.

Staff and Parents are invited to join with the Year 6 students as they graduate from Primary to Secondary Education. This celebration will be held at Liv-

ing Stones Café in Harcourt. Please write in your child's diary the number of adults attending so we can confirm numbers. The cost per person will be \$10, subsidized by the College, payable on the night.

EXCURSION TO VICTORIAN COLLEGE OF THE DEAF Monday 8 November

Ms Jess Brennan, Auslan Teacher for all students, has arranged an excursion for the Alpha and Year 8 students this coming Monday. Students will have the opportunity to learn about the culture and history of Auslan as well as meet some students within the deaf community. Notices were sent home in the envelopes yesterday.

Students will wear summer uniform and will travel by train to Melbourne. Return Tickets to be purchased with concession cards by students before boarding.

Train times: Depart Bendigo 7.45am

Depart Castlemaine 8.06am

Returning to Castlemaine 4.47pm

Bendigo 5.09pm

EXCURSION TO SAMARITAN'S PURSE WAREHOUSE Thursday 18 November

Secondary students have an opportunity to assist the workers at the Operation Christmas Child Warehouse in Mitcham, east of Melbourne. Students will be asked to do various activities like sorting and packing boxes to be sent overseas. It will be a very full day, but very worthwhile for the students.

Notices were sent home on Tuesday.

Students who do not attend the excursion will be expected to be at school for the day.

TROPHIES FROM 2009

Students who were awarded trophies from last year's Presentation Night are asked to please return them in readiness for this year's awards. Thank you.

BEING CAUTIOUS

Classes have been looking at this character trait over the past two Chapel sessions:

Cautiousness vs Rashness

"Knowing how important right timing is in accomplishing right actions"

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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