We Can't Teach What We Don't Know

One of the great benefits of having someone like Storme come into our JCS community is that, we have yet another opportunity to learn about things we don't understand. For example how would any of us know what it is like to be considered indigenous by the government and yet look as anglo-saxon as most ‘white’ Australians. What’s it like to support the Sydney Swans and live in Melbourne? What’s it like to have been subjected to a million different tests which tell you you’re not clever, when deep inside you know that you are? What’s it like to live in a world that expects you to change but is not prepared to change itself?

All these questions have been going through my mind in recent times in relation to how schooling is set up in Victoria. As I have often said, mainstream schooling is set up to support those who fit the mould set by the government and thus, by necessity it does not cater for those who are marginalised. As a result of aspects in their childhoods, for example, some students have big gaps in their academic learning and even bigger gaps in their social development. So our modern methodology is to test them to find out where the gaps are and then provide them with a set of strategies which supposedly help the student to become ‘normal’.

In doing this, we send a degrading message to the child. We tell them, ‘how they are’ is wrong and that if they do what ‘we’ say they can turn into ‘right’ people. This methodology doesn’t work, it never has and for most marginalised young people it does way more harm than good. At its best it is a well-meaning, but self-absorbed and patronising way to maintain the current power base in education and at its worst it is the same kind of thinking which led to the establishment of some of history’s most oppressing regimes.

To me the biggest issue here is that as educators we are more than willing to encourage others to change. But we are so unaware of our own built in prejudice, we cannot see its own structures that block the change and not the inability of the individual with whom we are working. In other words we have invested so much in the building the hierarchical status of education in this country that not only can’t we acknowledge the need for change, but we are so self-indoctrinated we can’t even see that a change needs to occur.

We look forward to the journey Storme Boy.

Jon
Welcome to the perfect Storme

It is with great pleasure we welcome Storme Burton to the school. ‘Storme Boy’ has come to us from Trinity Grammar School where he participated in the school’s indigenous scholarship program for the past three years.

Storme’s personal journey has been a long one, but with the great support of his ‘dad’ Nat and the crew at Berry Street, we are determined to make JCS the place from which Storme launches himself into the world.

Getting to know Storme

Favorite Music: 2K From Today
Favorite Ice Cream Flavour: Coffee
Favorite Footy Team: Sydney Swans
Favorite Colour: Blue
Career: Pilot or a working with animals
Favourite Movie: Red and Nonstop
Favourite Food: Burritos
Thanks for a great Term 2

How accountable are you to your own goals and what you set yourself to achieve? Most of us make excuses when we don’t finish or achieve something. Not enough time, money, resources, other people, partners, lack of skills, weather…the list can and does go on.

The theme for Term 2 was accountability. The exploration of this theme aimed at helping students and staff become more aware of their goals and then learning how to hold themselves accountable. For many of us at JCS this means facing not only a fear of failure but also the fear of the responsibility of our own success.

We believe the best attitude to have is ‘there is always a way’. The question is ‘do you want to do what it takes to make it work?’ We also teach individuals to take responsibility. When we can accept that it is not always our fault, but it is our responsibility it empowers the individual to move through their issues and pursue their goals more effectively.

For victims of significant trauma it is not easy to accept responsibility for what has happened. But this is the only way they can move forward, and stop being a victim. Seeing kids do this, is very humbling and a constant reminder to just keep going, keep chasing your goals.

Reports

Semester 2 VCE reports have been emailed to parents. The JCS reports give an overall assessment of each student’s social, emotional and academic progress as well as their role on camps and in the school community. The DECV report gives a more detailed assessment of their academic progress.

Year 7 - 10 reports will be emailed out during the school holidays.
DECV

DECV Semester 1 has now finished for both VCE and Year 7-10 students. VCE Students will be provided with a list of any outstanding work so far for Semester 2.

Year 12’s are advised to use the holiday period to read set texts for Semester 2, re-read relevant text books, revise SACs, take notes and complete practice exams.

Students wishing some academic assistance should contact Kate.
kate@ce.edu.au

Holidays

Holidays will run for two weeks from Friday 27th of June until Tuesday 15th July.

The centre will be open at certain time over this period as we will be running some workshops, offering selected academic assistance and counselling over the break.

Parents and students please contact Hannah to find out when we are available or if you have any questions over the holiday break.

Hannah@ce.edu.au
Workshops

This term we have run a number of parent and student workshops. These are targeted at addressing core issues connected with family relationships and the students’ place in the family. This environment facilitates meaningful communication and offers parents and students a different perspective.

We will be running further workshops throughout Term 3.

Contact Hannah for more information
hannah@ce.edu.au

Dates

Tuesday 15th July
Term 3 Commence
23rd July - 3rd August
Commonwealth Games
Wednesday 20th August
First Aid Day
Sat Sept 6th - Fri the 12th Sep
South East Asia Trip (TBC)
Friday 12th September
Term 3 Concludes

Term 3 Activities

JCS Commonwealth games, first aid course, animal work experience and Thailand camp will all be part of Term 3 shenanigans…Get excited!
“It ain’t how hard you hit; it’s about how hard you can get hit, and keep moving forward.”