



C O R R I connections

Inspiring a spirit of excellence, Nurturing a culture of compassion

2017 | Issue 1



REKINDLE, RECHARGE, RECONNECT

The Canossian Heart, **philosophy**, **culture** and **mission**



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RECONNECTING TO ENCOURAGE THE HEART

Leadership is an affair of the heart, not of the head alone

One of Five Practices of The Leadership Challenge Model is 'Encourage the Heart' where leaders show appreciation and motivate others to want to do more to achieve extraordinary results. Leaders understand that people need to feel valued so that they can create a conducive environment for growth in order to bring out their personal best. To encourage people to want give of their best, leaders need to pay attention to and notice people in the act of doing things right and the contributions they are making, no matter how small, that support the community. When leaders recognise this in a meaningful and genuine way, it reinforces the vision and values of the organisation and creates a sense of community.



"At the heart of leadership is caring. Without caring, leadership has no purpose. And without showing others that you care and what you care about, other people won't care about what you say or what you know. We need to feel connected to others and, in turn, they to us, because greatness is never achieved all by ourselves-alone."

– Adapted from *Encouraging the Heart: A Leader's Guide to Rewarding and Recognising Others* by JIM Kouzes and Barry Z Posner

Central to the Canossian Philosophy of Education, is the Person-centredness of the teacher and the learner. To promote the 'formation of the heart' or the 'whole person', teachers and students need to encourage and motivate each other to pursue integral growth through the formation of positive relationships.

At SACSS, the Student Leadership team believes in building relationships with the school community through servant leadership. By committing to doing good for the community and society, we hope our students can grow to appreciate self and each other, ultimately recognising God's love for them and their mission in society. By 'Encouraging the Heart' of our student leaders, we hope to provide a conducive and safe environment for them to be risk-takers and be motivated to want to do more to achieve extraordinary results, and to be the best that they can be.

By Ms Nicole Quek, Subject Head, Student Leadership

REKINDLING THE SPIRIT

The Canossian Education Charter: The Way of Charity and Humility

Sitting on one of the pews in the Chapel, I found myself gazing at the Crucifix in front of me. The voices of our Canossian students interrupted my thoughts as I began to see the dichotomy of sorrow and joy, exemplified in the life of the students. I contemplated that the core of our Canossian Education is indeed rooted in the Love on the Cross; it is Christ who invites us to live the Way, the Truth and the Life. And through the lives of St. Magdalene and St. Bakhita we are able to bear witness to our motto.

We walk the Way of Charity and Humility in carrying out our Values-in-Action projects. In reaching out to the needy, we are reminded of being charitable. It is in giving that we receive the intangible gift of humility. There is so much we can learn when we interact with the disadvantaged and the poor who have taught us humility and are the ones who are really rich in spirit.

We live the Truth of our Faith when we come together in Prayer and Reflection. We grow in hope to Trust God's providence, knowing that miracles do happen. We seek the Truth in using our intellect and our gifts wisely to bless the people around us. Perhaps our kind actions are someone's answer to her or his prayer.

Our Canossian Education is one that empowers us to live a holistic life centred on God. It is one that nurtures our head and heart.

By Ms Sharon Yu, Subject Head, Pastoral Care and Career Education



I entrust to you my beloved poor

St. Anthony's Convent, 111 Middle Road drawing by Sister Janet Wang

"The kind of education that the Sisters inspired from the beginning was aimed at the formation of the heart. Human virtues of "other-centredness" and "empathy" captured in the 3P's – person centredness, being proactive for the poor and passionate for life – ensures that St. Magdalene's mission and purpose to form the hearts of the students to become good daughters, good women, good wives and good mothers is lived out."

– Sister Theresa Seow, Provincial Leader

REDISCOVERING OUR DIVERSE STRENGTHS

Senza Tempo – A Timeless Articulation

Over the last few years, SACSS has produced several special publications beginning in 2014 with *Carita* the 135th anniversary magazine, 2015 with the SG 50 publication *Metaphorically* and in 2016 *Spirited Endeavours*. This year, the 4th publication, *Senza Tempo* is a colouring book. The concept of the book is categorised into 3 main portions: Tradition, Transition and Transformation.

Tradition focuses on the origins and beginnings of the school. Stakeholders can expect to see images of the Saints, the Nuns at work in the schools and the Old Campus at Middle Road. **Transition** shows the changes the school has undergone throughout the years and the move to the Bedok campus. Finally, **Transformation** depicts the development and movement into the present, the new programmes and facilities and the work with our partners. The outlines created for *Senza Tempo* allow students to identify, appreciate and deepen their understanding of the school's values and ethos and provide a platform for others to also exercise and appreciate the philosophy.

For this project, students and staff are invited to showcase their art and combine this with their literary talent alongside their teachers, nuns, alumnae and parents. Each piece will be accompanied by a poem or write up on the piece. Like all our special publications, this one will also take the form of the signature square look. We look forward to launching this special publication in July 2017.

By Mrs Monica Menon



Drawing of the Statue of Mother Mary by Ms Amanda Quah



Drawing of the old School Door by Mr Nasir

REMAKING THE JOY OF LEARNING

Making learning a fulfilling experience



Figuring it out the Joyful Way

Most students view Mathematics as an important subject as they are aware they need it to move on to higher education. At St. Anthony's Canossian Secondary School (SACSS), our Mathematics department aims to instil in our students positive attitudes towards learning Mathematics so that they will also enjoy learning and appreciate the inherent beauty of the subject. Believing that it is important to learn Mathematics through positive and authentic experiences, our teachers have worked together to come up with lesson packages and interesting ideas to enhance students' learning of Mathematics.

This is done through ICT, the use of popular culture, games and outdoor learning experiences. We explore the innovative use of ICT to create positive learning experiences for the students. One such example includes the use of interactive platforms such as *Padlet*, *Kahoot* or *Nearpod* to create pop quizzes to evaluate students' understanding and for peer learning and evaluation. This form of Assessment for Learning (AfL) allows teachers to get instant feedback on students' performance through an alternative platform. Observing that students face difficulty visualising 3-dimensional (3D) objects, our teachers have been making use of 3D drawing tools to make the 2-dimensional diagrams in the textbooks come 'alive'.

Teachers also use popular culture as a stimulus to engage students in the learning of Maths. Mr Kevan Lee, a Mathematics teacher, observed that many students enjoyed the game *Pokémon GO* which went viral in 2016. He wanted to use the idea behind the game to create a learning activity for the students. Together with the Secondary 1 teachers, Mr Lee used the

application *Actionbound* to design an in-house learning trail for the Secondary 1 classes. Using their mobile devices, the students worked in groups to race from station to station solving the mathematical challenge at each station. Feedback from the students has been positive and many find the activity refreshing as the concepts they have learnt in the lessons can be applied to other situations.

At SACSS, the learning of Mathematics also takes place beyond the classroom. Annual Mathematics trails to places such as Singapore Changi Airport, the Sports Hub and even bowling alleys are organised for the students. During the trails, students have the opportunity to apply the mathematical concepts they have learnt in class to solve problems in a real-world context. When tasked with designing a post-exam activity for the Secondary 2 students in 2016, Ms Carol Chua, a Mathematics teacher, came up with the game 'Operation Limitless' which was modelled after the well-received Escape Room game. Students are challenged to think out of the box to solve problems such as cracking passwords to unlock the prize within a stipulated time.

The educator Marva Collins once said, "When someone is taught the joy of learning, it becomes a life-long process that never stops, a process that creates a logical individual. That is the challenge and joy of teaching." In the process of helping our students discover joy in learning Mathematics, we also renew our own passion for teaching the subject.

By The Mathematics Department

Creativity and Authenticity in English

According to the article, *The Positive Classroom* by Steven Wolk, two of the ways to make learning a joyful process are when we transform assessment practices and when we give students a choice.

All Secondary 1 students at SACSS experience Reader's Theatre as part of their English Language oral communication assessment. Reader's Theatre is a theatre style where the performers use only voice expression (without the aid of costumes, sets or movement) to tell a story. In assessing a Reader's Theatre performance – instead of the usual one-to-one oral communication assessment – students now have a *real* reason to read aloud. The performance element makes the whole experience fun, authentic and engaging, and as a result makes the assessment process a positive and joyful experience for both teachers and students.

The Secondary 2 Literature Exploratory Assignment ensures that students have a choice. Students will perform a Choral Speaking task and as part of this task, there are several poems for the students to select from as a group. Through this, students are given the liberty to choose their poems and devise a way to perform it. This task offers room for creativity and authenticity, while making students take ownership of their learning at the same time.

Another important factor in ensuring that joyful learning takes place is for teachers to enjoy teaching. The dedicated teachers in the English Language and Literature Department are passionate about their craft and enjoy the interaction with their students. "Whenever I'm feeling downcast or even upset in the



Language and Literature



morning, all I need to do is to step into the classroom, start teaching, and I'm all happy again. It is something that constantly amazes me; how much joy teaching brings to my life," says Mr Mohamad Said Rahim, one of our Literature teachers.

The Oxford English Dictionary defines 'joy' as 'a feeling of great happiness and pleasure'; and every student must experience the joy of learning. This ideal guides us in the English Language and Literature Department; and in turn, greatly influences the experiences we create for our students.

By Mr Andrew Seah and Mrs Jannine Kuah



Physical Education: I like to move it, move it!

"Educating the mind without educating the heart, is no education at all."

– Aristotle



We love spending the 2-hour weekly PE lessons with all of you. During the sessions, we get to connect with you outside the classroom. We recognise your strengths and weaknesses and you see ours too (Miss Ng cannot play volleyball well, yet). During PE lessons, you are welcome to be noisy at the right time and we love it especially when we see you cheer your friends on during Sports Day and at the Jogathon event.

The PE teachers understand that many of you do not enjoy running and being under the sun, getting dirty and sweaty. PE is definitely more than just being able to complete the 2.4km run. It is a holistic activity that allows you to learn by challenging your limits in a safe manner. And as you overcome the physical demands, you also get to strengthen your resilience and mind. When you are on the verge of giving up, we are encouraged that you will tell yourself to keep going. We will journey with you to run, to walk, and to play. We will go the distance with you.

So, don't stop moving! Whenever we witness you hitting a shuttlecock or kicking a soccer ball outside of PE lessons, we do a little cartwheel in our hearts because you have chosen to be mobile instead of being on your cell phone. Our biggest wish is for you to find joy in your learning and turn that into a Passion for Life.

By The PE Teachers



"The reason why I love coming for M.O.V.E is because of my friends and teachers. It is a joy to be able to see my friends in the morning, and knowing that I am not just keeping healthy by myself but with my other friends who support and encourage me, it really makes me feel energised and happy for the day."

– Nicole Quah, Secondary 2.8

The Arts Programme: A Catalyst for Growth



In the Arts Department, there are ample opportunities for students to pursue their creative interests and passion such as playing music, writing Drama scripts and creating Artwork. In the process of allowing students to make decisions in the Arts programme, students also take ownership of their learning. Through the interactive and student-centred lessons, students are encouraged to discover their inherent strengths by learning to appreciate the individual uniqueness while engaging in collaborative group projects. The teachers play an important role in scaffolding students' learning through their questioning techniques. To acknowledge students' strength and build their confidence, students get to showcase their Music or Drama performances in the school during lunchtime concerts or through ticketed shows that are open to parents and friends. Students' artworks are also exhibited around the campus to create a vibrant environment. Selected artworks are also used to create mementos for school visitors.

The department believes that students' ideas are a catalyst for growth. Ideas are refined and very often expanded further through constructive critique. By reaffirming their creative effort, we also motivate them to continue developing their joy of learning through art.

By Mdm Goo Lay Hoon

REJUVENATING THROUGH SPORTS

SACSS Staff: Healthy Body, Mind and Soul

If you think that all teachers do is to teach, mark and lead sedentary lives, you are sorely mistaken. There are a number of SACSS teachers who lead active lifestyles and are committed to healthy living. No time to exercise? A lame excuse! Mr Lin Zijin runs 8 to 9km daily before school to train for races. Similarly, Ms Valerie Ong recently started jogging three times a week in the morning, chalking up 2.4km in each workout. "I was able to enjoy the beautiful scenery in Kyoto after completing a hike up a mountain, and really enjoyed the sense of accomplishment gained through hard work," mused Ms Ong.



Frequently mistaken as a PE teacher, Mr Kevan Lee (pictured top left) cycles to school regularly and is the biggest supporter for this year's Skips for Good Food Drive. He continues to encourage his Badminton CCA members to contribute frequently to the skip count. Sporty Mr Andrew Poh (pictured above right) swapped his car for his trusted bicycle, and cycles daily to school, clocking up to 120km, four times a week on bike rides around Singapore.



Mrs Jannine Kuah and Mrs Christabel Tam fix a weekly slot in their packed timetable to work out at the school gym. The school gym is also popular with students, and the PE department usually teaches Sec 3 students how to use the gym equipment properly, so that when they choose to exercise in the afternoon, they will use the equipment safely and effectively.

There are also teachers who enjoy working out with students, using the opportunity as a way to spend time with them. Ms Nicole Quek participates in netball matches with her Netball CCA members, and Ms Ng Shilin continues to play handball with an external team, frequently meeting with SACians on court. "Handball allows me to build and maintain relationships with my ex-students. It's always a joy to meet them on court, a place where many treasured memories were made," said Ms Ng.

Then there are teachers who, over the years, have picked up a new activity or sport. Ms Cheryl Cheah, who practises yoga 4 – 5 times a week, feels that yoga makes her feel strong and reminds her to disconnect. It also allows her to be better focused. Mr Roland Lim is the teacher-in-charge of the Tennis CCA, and he plays it weekly with his members. This is a new sport for him and even after two years, he is still keen to learn and is very passionate about it.

Our school Principal, Mdm Mak Lai Ying, aspires to go from one park to another via Singapore's park connectors, while enjoying the wind against her face and smelling the pleasant scents around. When asked, Mdm Mak said, "I learnt to cycle at the age of 57 and I told myself that I have

many more things to learn and master in years to come. And one by one, I will realise my dream." Mdm Mak cycles 2 – 3 times a week, spending at least 20 minutes each time and perfecting her cycling skills along the way.

A healthy diet is also part and parcel of a healthy lifestyle. A number of committed teachers pack their own breakfast and lunch to school, and indulge in healthy snacks when they feel peckish. Ms Amanda Quah packs a healthy meal to school thrice a week, and makes a chewy and delicious oat cookie with no oil, butter, egg or sugar. Mr Andrew Seah has a healthy breakfast of overnight oats daily, topped with apple, banana and almonds. Mrs Natalie Lian and Ms Penny Zhang share a lunch of savoury oat porridge, varying the ingredients daily.

These are just some of the teachers who rejuvenate themselves through sports or a healthy lifestyle. All of them possess a certain tenacity that allows them to stay committed to their lifestyle choice. Truly, every accomplishment starts with a decision to try, and you are encouraged to embark on your own journey of health and wellness.

By Ms Tiffany Cheok

Pictured on the right (from top to bottom):

Ms Nicole Quek

Ms Ng Shilin

Mr Roland Lim

Ms Amanda Quah

Mr Andrew Seah

Mrs Natalie Lian and Ms Penny Zhang



RENEWING OUR DRIVE

*The inspiring spirit to make a difference:
Fan-tastic!*



Our students defied the common perception that Sports and the Arts are mutually exclusive. During the last Teachers' Day celebration, our girls from the Badminton CCA put up a refreshing performance, combining tradition with innovation. The performance, conceptualised by one of our shuttlers, Fernanda Chua, infused regular Badminton training routines with rhythmic aerobic exercises. The performance was well-received. In the post performance interview, the girls revealed that as most of them have no aerobics background, they were initially not sure of being able to present a credible aerobics display. However, with the support and encouragement from their peers, coach and teachers, the girls were galvanised to confront their doubts.

Likewise, Ms Joyce Liu, the teacher-in-charge of Taekwondo, recalled how some of her students were initially hesitant about performing in front of a crowd. Yet, at the end of the Taekwondo demonstration, not only was it a good showcase of precision self-defence techniques, it was also an inspiring outcome of their resilience.

In their effort to broaden cultural appreciation, the Malay Language department reworked the choreography of *Zapin*, a traditional Malay Dance form, for the Chinese New Year celebrations. In the same daring spirit to move beyond their comfort zone, the teachers and students from the Chinese Cultural Society put up a creative Tai Chi Fan performance which combined the elegance of Tai Chi with fluid fan techniques. The performance received overwhelming applause.

The innovative showcasing of the arts, sports and cultural elements as part of our festive celebrations is indeed an inspiring outcome.

By Mr Kevan Lee

RECHARGING THROUGH CONTEMPLATIVE REFLECTION

The Daily Quietude: Breathe in Peace

I usually start the day with quietude on my way to school on the MRT. I spend about 10 minutes to stay focused on what I need to do for the day and have some quiet time for myself before the start of a busy day. On my way home, I also make it a point to enjoy some quiet time to clear my mental clutter at the end of the day. By doing this consistently, I am able to improve not just my mental but physical state as well.

It is important for us to create some time to connect with our deeper self – to get some measure of self-awareness, self-control and self-discipline so that we can live the present moment.



"We all have our own ways to use our quiet time – some may chant "Maranatha", which means "Come to me Lord Jesus" while others may choose to focus on their breathing to calm themselves."

Without Quiet Time in our daily routine, we risk being unfocused and disconnected with our inner selves – concentrating only on the tasks which require completion and living "outside-in" rather than "inside-out"!

It is heartening to hear from ex-students that they appreciate and cherish the Quiet Time each morning. We are also blessed to have school leaders who have ensured the practice of Quiet Time continues amidst this busy life we have. There is perhaps nothing more important than to be able to be still and allow our deepest selves to enlighten our minds and hearts to become the persons we are meant to be. No amount of academic knowledge or technical skills, without the quiet wisdom from within, can help us live meaningful and purposeful lives in today's volatile world.

So, let's stick to it: So, sit up, breathe in peace, breathe out distractions... your Quiet Time starts now!

By Sister Christina Yeo and Madam Yee Whoy Chong, Vice-Principal

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