



St Edward's College

Dwardu's Scoops

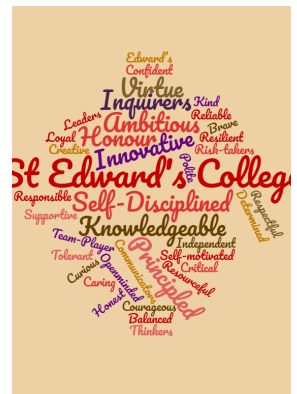
A cloud of positives

By Peter Moore

The staff at St Edward's College have recently spent a number of very productive sessions discussing the School Development Plan. As part of this process we had the opportunity to consider which particular qualities and attributes we want to develop in all our students as Edwardians. The words we eventually agreed on have been arranged as a **word cloud** which will be displayed around the school. This will serve as a constant reminder to us all that a rounded education is about much more than academic achievement.

At St Edward's College, we are continually working with all our students to actively offer them opportunities to develop the qualities and characteristics we all value in adults and encourage them to aspire to be curious, self-disciplined, open-minded, ambitious, honest, and confident as well all the other positive traits we look for in our students. At St Edwards we have high expectations and of course, for many students, their efforts, at any given time, will be a work in progress but to quote Browning "But a man's reach should exceed his grasp, or what's a heaven for?"

(see also page 6)



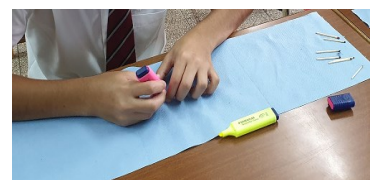
Word cloud formed from the 'Edwardian' characteristics

Division of Labour

By Stephen Camilleri

The Economics Year 9s had a practical experience of what the term 'division of labour' is all about. They were asked to produce a bookmark made of matchsticks from beginning to end. To this end, the classroom became, for the space of a lesson, the shop floor. The students switched to splitting up the process into small steps and they "mass-produced" the bookmarks with each student doing a specific task. Students were made to appreciate the advantages of mass-production, but also the associated disadvantages.

The activity got the students to learn through practice and also enhanced their creativity.

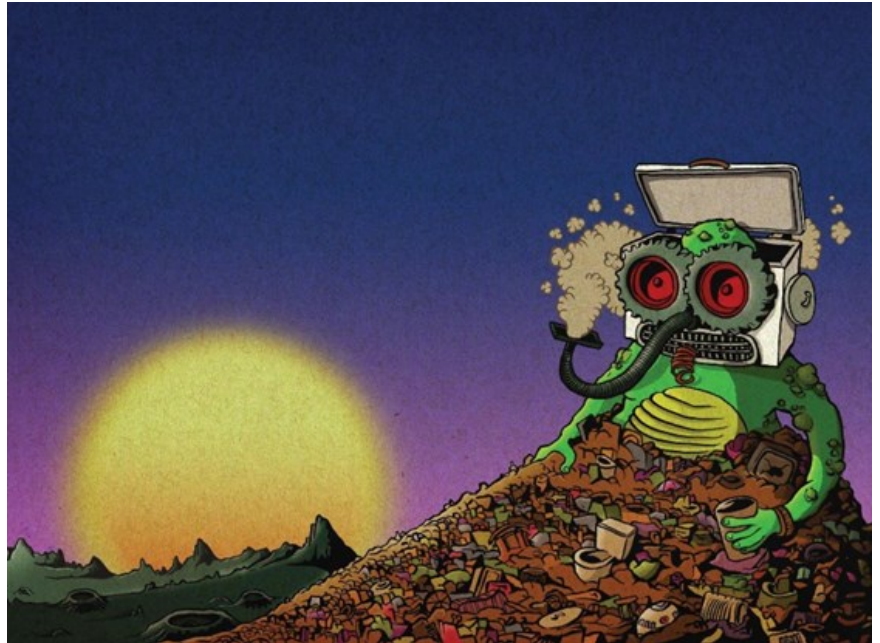


Heading off to space

World Space Week has been officially defined as "an international celebration of science and technology, and their contribution to the betterment of the human condition". It is the largest annual space event in the world. Events include school activities, exhibitions, government events and special activities at planetaria around the world.

In December 1999, The United Nations General Assembly declared World Space Week as an annual event. The dates, 4th – 10th

By Rebecca Seaberg



October, were chosen to recognise two important dates in space history: the launch of the first human-made Earth satellite, Sputnik 1 on October 4th, 1957, and the signing of the Outer Space Treaty on October 10th, 1967.

The theme for 2021 being women in space, we discovered that only 566 people have travelled to space, 65 of them or around 11.5% were women.

Using existing poems, some of the year 6 boys created their own space week poems.

*Only 566 people have
travelled to space, 65 of
them or around 11.5%
were women*

AstroCow

by Evan Baranyav and Brian
Hekker Gonzalez - 6X

Hello,
I'm deep in distant stars.
I've been to Mars.

I've soared through Neptune, Pluto too.
I built this awesome rocket ship,
To travel through the galaxy,
To find a home for cows like me.

I used to live on my home,
But now I search for my brother's barbeque.
I'm like a human or worse!
Climb aboard the moon.

We're going to blast off so count with all your might!

Cow

by Jinwei (Patrick) Zhang -
6X

Cow is in space right now,
To visit distant stars
Moon, Mars

Done the most amazing things,
Through Saturn's massive rings.
Checked out Neptune, Pluto too.

Among the stars,
Built this awesome rocket ship
To find a home.

I search for somewhere,
They don't serve barbeque.
I went to a new planet,
BUT I BECAME DELICIOUS BARBEQUE!



THE STARS

by Jinwei (Patrick) Zhang -
6X

Bright as diamonds,
A million light years away,
Pluto, Uranus, Mars,
Not stars.

The Milky Way,
Supernova,

Scattered in the sky,
Like an owl.

Saturn, Jupiter, Neptune,
Different colours,
The stars, floating, like goldfish.

Don't go away,
Perfect.

They will wish people good and save cows from barbeque.

Most Amazing

by Gabriel Buttigieg Gili
and Tirone Vella - 6X

Deep in outer space,
Distant stars,
Most amazing,
I soared.

Awesome,
Interstellar,
Home.
Earth.

Place of birth.

I've visited a lot of stars,
I'm deep and outer space.

It has been an experience to visit a planet,
Just perfect and where they don't serve barbeque.



The Stars

by Gabriel Buttigieg Gili
and Tirone Vella - 6X

Diamonds,
Stars
Scattered stars in the sky.

Nocturnal,
Goldfish,

Star don't go away,
Perfect.

The stars as bright as diamonds,
Scattered in the sky.
The floating goldfish,
Stars are perfect and they don't go away.



We are the world

By Louise Mallia



Junior School students participate in a prestigious National Geographic Webinar

Over the past few days, the Junior School classes joined the live National Geographic Project Exploration webinars. This dealt with very important, topical and relevant questions as to how we can foster Global Citizenship and work with others to make the planet more peaceful, fairer and sustainable.

This linked well with our development of who we are as Edwardians. Our year 3 to 6 boys joined schools from across the globe, including Egypt, Greece, Philippines and Jordan.

They were able to use the chat facility and individual whiteboards to ask questions and ponder the deeper problems they may face as they grow into young men, communicating ideas to classes all over the world.

As they listened to research experts, they were asked to reflect on how we can feed the growing planet and the cause and effect of hunger as a global issue.

Bowled over...by ghosts?

By Leanda Keith



Boarding at St Edward's College is not just for nerds. Yes, you get to study and yes, you are supervised. However, you are also treated like an adult, including some serious fun-times. Over Halloween weekend, the boarders had a ghoulish weekend: bowling, eating and ghost-hunting.

The bowling evening kicked off with a nice meal in one of Malta's favourite hot-spots. Then, the students got competitive and delved into some games of bowling.

The following evening, an expert Ghost Buster was called in from the group Paranormal Malta and gave the students a 'scary' session of 'hauntings'. The pictures show just how scared the students were!



When a teacher saved the ‘Hobza’

By Sylvana Debono

Ms Samantha had been planning it for ages. To be sure, for events and activities, the Head of Middle School likes to plan ahead meticulously. San Martin is traditional in Malta where we celebrate the feast day of St Martin de Porres with the gift of a goodie bag. In the past families gave this to children who were ‘good’ while the naughty ones got a sack full of bones and coal. Needless to say this is no longer the case.

Ms Samantha prepared the goodie bags, having them also personalized for the children. Goodies traditionally include sweets, dried figs, fruits...and a sweet bun called ‘il-ħobza ta’ San Martin’. But, she left one thing to chance: the weather!

Poor Ms Sam barely made it to school in the torrential rains that hit the island early on the 11th of November. Heroically, however, she saved the *Hobza* and the goodie bags and the children got their treat.



San Martin bags —teacher drenched but not defeated



In the past families gave this to children who were ‘good’ while the naughty ones got a sack full of bones and coal. Needless to say this is no longer the case.

Kayak Adventure

It’s one thing learning about cliffs and caves when in class. It is quite another going on site. Geography teacher and head of the Senior School, Mr Daniel Caruana Smith organized a field trip for the older students. Using kayaks for better accessibility, the young men got a feel of the power of the waves and the majesty of the cliffs and caves.

More on this adventure in the next **Dwardu’s Scoops** which will also include a first-hand account of the trip and the experience of the boys.



Remembrance Day

By Sylvana Debono, Rebecca Seaberg,
Samantha Abela and Frankie Baldacchino

The 11th day of the 11th month is, for St Edward's College a particularly poignant day. For before the college came into being as an educational facility, it had started its life as a military hospital. With a design which was approved by none other than Florence Nightingale, the then Cottonera Military Hospital took on many of the casualties of World War 1. As Malta's reputation as The Nurse of the Mediterranean flourished, so the number of wounded which poured into the hospital increased.

The casualties of the Great War were huge. The pathos and anger of the War Poets such as Siegfried Sassoon, Wilfred Owen and Rupert Brook was instrumental in de-romanticising the pseudo-glory of war. If the Boer War taught countries to stop using colourful uniforms, the Great War should have taught them to stop using people as cannon fodder. It did not.



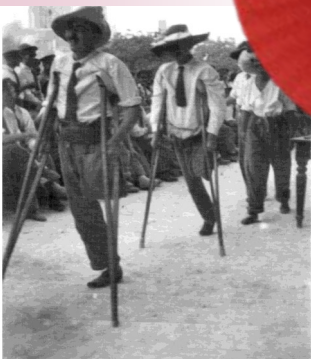
Middle school commemorations

The students recalled the bravery of those who gave up their lives so that others could build a future. Here are some pictures of the college as it was when it housed injured soldiers.

*What passing bells for these
who die as cattle? - Only the
monstrous anger of the guns.
Only the stuttering rifles' rapid
rattle*

*Can patter out their hasty
orisons*

*-
Anthem for a Doomed Youth
Wilfred Owen*



c 2017 - Descendants of Carlo Maria Muscat (1819-1892)



Junior school commemorations

mote peace, while still remembering those who have died in conflict. White poppies were first worn in 1933 and represent a commitment to peace.

In 2010, the black poppy rose was launched to commemorate those civilians, servicemen and servicewomen of Black, African, West Indian and Pacific Islander Heritage, who have contributed to the war effort. The black poppy rose signifies pride, honour, and glory.

The purple poppy represents animals that lost their lives serving in the way. Many animals, such as horses, goods and pigeons, were used in the First World War to help soldiers fight, move heavy items and deliver messages. Purpose poppies raise money for animal charities.

During our two minutes silence, some boys reflected, some prayed, some thought about people known to them and some let their thoughts wander to those unknown but thanked and remembered for their actions and bravery.



Students' tributes

Year 6X commemorated Remembrance Day by making their own poppies and observing a two-minute silence. Some boys choose to plant their poppies in our College Eco-Garden, while others took them home to share with their families and discuss the symbolism of the poppies.

Red poppies were originally worn to remember those who fought in the First World War. People wear these poppies today to remember the millions who have suffered or lost their lives to war, both in the First World War and in subsequent conflicts. The Royal British Legion use the symbol of the red poppy to represent hope and remembrance.

Some people choose to wear a white poppy. Wearing a white poppy is a way to pro-

In Flanders Fields

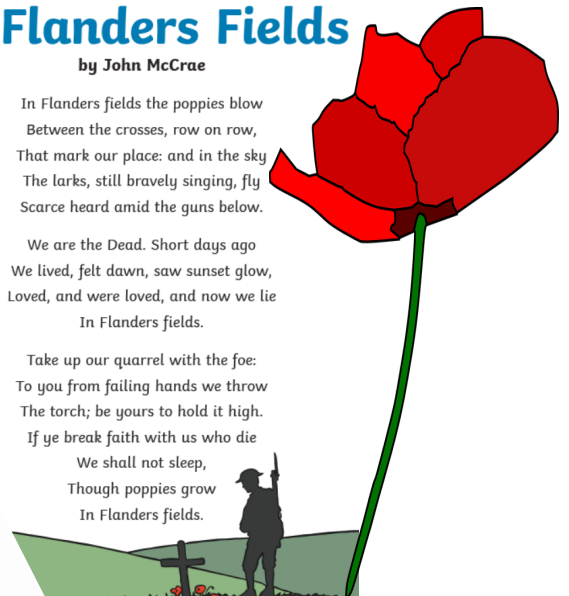
by John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place: and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die

We shall not sleep,
Though poppies grow
In Flanders fields.



A dynamic college for a changing world

By Peter Moore



School development Plans are a must for the educational systems to remain relevant

Like all outstanding schools, St Edwards College strives to continually improve and raise the standards of teaching and learning throughout the school, year on year. If we can think of the St Edwards College mission statement as being our compass, then the School Development Plan is our map, which gives us our detailed route to achieving continuous school improvement and sets out what needs to be done during the next school year and beyond.

The quality of teaching and learning in every classroom, needs to be the central focus for any school and to achieve steady improvement schools go through an annual cycle of auditing, constructing a School Development Plan based on the outcomes from the audit, implementing the plan over a given period of time and at the end of the cycle, evaluating the success of these plans. The cycle then begins again.

Involvement

It is vital to involve all stakeholders in the planning process so that everybody's thoughts, opinions, comments, ideas and suggestions can be considered when deciding on priorities and objectives. It would be all too tempting to make this a Senior Management Team activity but for all staff to feel part of the process and committed to achieving the agreed objectives, they need to be fully involved from the outset. As part of the audit stage we surveyed the views of the students, parents, staff and governors. This was carried out electronically and was a time consuming process but vital in identifying and developing priorities. It was interesting that not all the survey outcomes or responses could have been predicted which only reinforced the need to make the process inclusive and comprehensive. The priorities that emerged were in four main areas, namely curriculum, communication, student and staff support, resources and facilities.

Discussions

Having involved all staff in the process we have devoted two full professional development days to discussing the points arising in each of these areas. Staff were divided into mixed groups of about nine so that everybody could be safely distanced from each other but still have the opportunity to discuss issues and interact. Groups were made up of teaching staff as well as support and administrative staff. Care was taken to ensure that there was a balance from the various sections of the school.

Staff found the two days very positive and a great deal of feedback showed that staff appreciated the opportunity to get together and share their ideas and views. They were also interested to see parts of the school other than those in which they usually worked and indeed had never previously visited. This also applied to meeting colleagues whom they had never encountered previously in their day to day work at St Edwards and were able to share views and opinions. There was much healthy debate in many of the sessions and well as consensus.

There were specific topics, such as developing a Curriculum Policy, which all groups spent time discussing but then each group had a number of topics specific to them, which they were able to debate in some considerable detail. This meant across the whole staff, on each day we were able to cover a great deal ground.



The plan is evolving following widespread consultation

It is vital to involve all stakeholders in the planning process so that everybody's thoughts, opinions, comments, ideas and suggestions can be considered when deciding on priorities and objectives.

#onekindword—No to Bullying

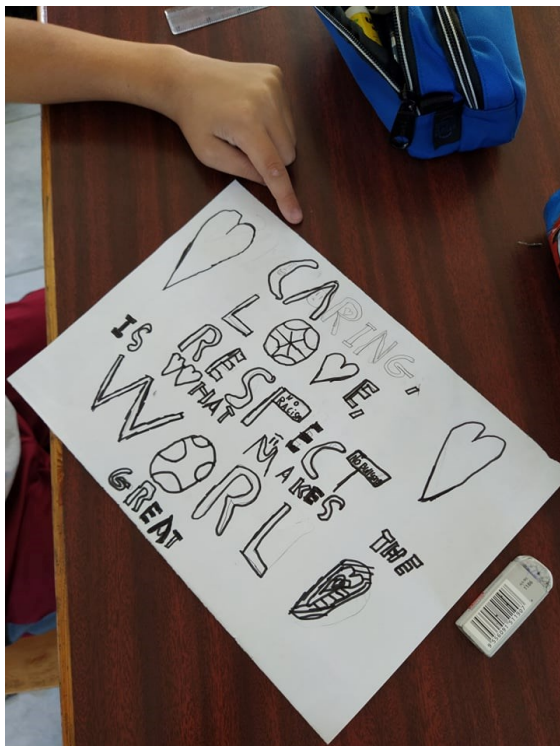
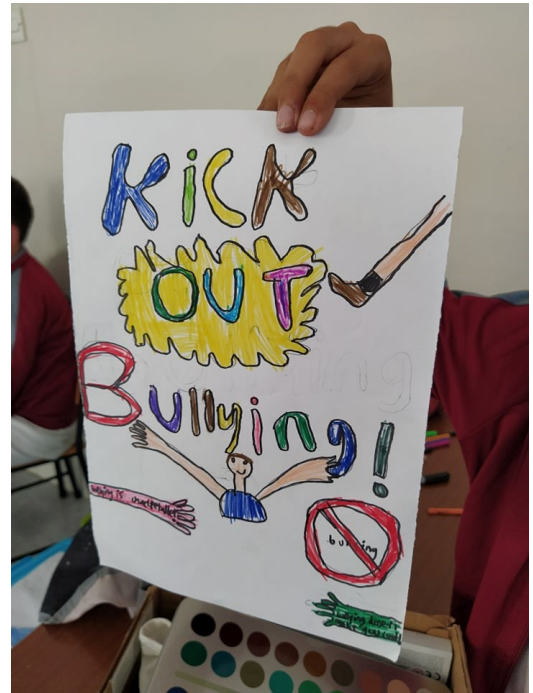
By Samantha Abela

From the 15th till the 19th November, it was national Anti-Bullying week and this year's theme was: **One Kind Word**. Here at St Edward's College, we have a zero tolerance policy for bullying and we tackle any case with a serious and firm stance whilst also offering counselling and support.

Bullying takes place when there is a behaviour, usually *repeated*, that *intentionally* hurts physically and/or emotionally another individual who *finds it difficult to defend* themselves.

As children grow up, bullying is unfortunately not uncommon. Jealousies, rivalries, and the differences that take place as we grow up; all affect us and some children might use hurtful behaviour as a shield to protect themselves from their own insecurities. This is not acceptable, and students need to be aware that their words can have serious consequences.

Growing up, even I experienced bullying. I was not aware what it was at that time, and it was thanks to caring teachers and my parents, that I realized that what was going on was not right and that it was bullying. In both cases, I was getting picked on because of my performance at school. A girl used to constantly shut me up in class, take my books, take my homework and once



she simply pushed all my books and belongings on the floor. In another year, I was called Encyclopaedia Britannica and made fun of my general knowledge.

With the student support service available, I learnt to be assertive and to realize that I am better than the bullies. I learnt that I don't need to feel bad about my capabilities and to use them to help others instead, including the bullies. I showed the bullies that by saying hurtful words they won't effect me or my value anymore. I stood up to them. It took courage, but with support I managed to overcome my insecurities and the fear I had of those bullies.

Throughout this week, the House Tutors in the Middle School raised awareness and had discussions with the students in class about Bullying. They were made aware of bullying behaviour and it was pointed out that 'jokes' stop being funny when people around us are uncomfortable. A power point and videos were shown in class and also sent to parents. Posters were hung up in school and artworks were created by students themselves. The **#onekindword** activity was also held in class during which students had to think of nice words they should say to each other on a more regular basis. Positivity was the key of this exercise.

Exploring the Maltese woodland

By Abdu Al Matroud



On Tuesday morning we left college to explore a woodland site on the limits Rabat called Buskett. We were the ESS Year 13 class, guided by Mr Galea Pellicano, and our aim was to collect environmental data in a specific habitat. By 9:30am we arrived on site and were asked to search for abiotic and biotic factors, as well as animals which make up food chains, in the woodland. Afterwards we collected data by using a 1m line transect and a 50cm X 50cm quadrant. Different plants, shrubs, insects, and other animals were observed, identified, and recorded.

This practice was carried out five times over different surfaces, to identify different plant species and observe their physical typology. We were asked also to observe human impacts on site and how humans interfere with natural systems and wildlife in Buskett. After collecting all the data, we used the Simpson's diversity index to calculate how diverse is this habitat.

During the outing I enjoyed my time with my friends, and we got to see many natural elements. Apart from the greenery, we better understood the significance of ecology by being physically there and seeing how nature functions. I loved the experience as we don't usually get to leave college, and as a dedicated ESS student and a lover of nature, I enjoyed the sceneries and the clean, albeit humid, air. All students got a chance to apply their skillsets learned in during ESS class in the field, which made it more interesting.



As a foreigner who has been living in Malta for 8 years, I never knew that such sceneries existed on the island, as it was my first time being in a place without heavy sound or air pollution, and in presence of very few people, which made the site visit unique. During our exploration, we got to see goldfinches and wild hares, which I never got to see in my life. The sound of a running stream is still audible and playing in my mind, not to mention the different bird sounds we heard. Overall, we all enjoyed the trip very much, and it was extraordinarily good fun.



À la français

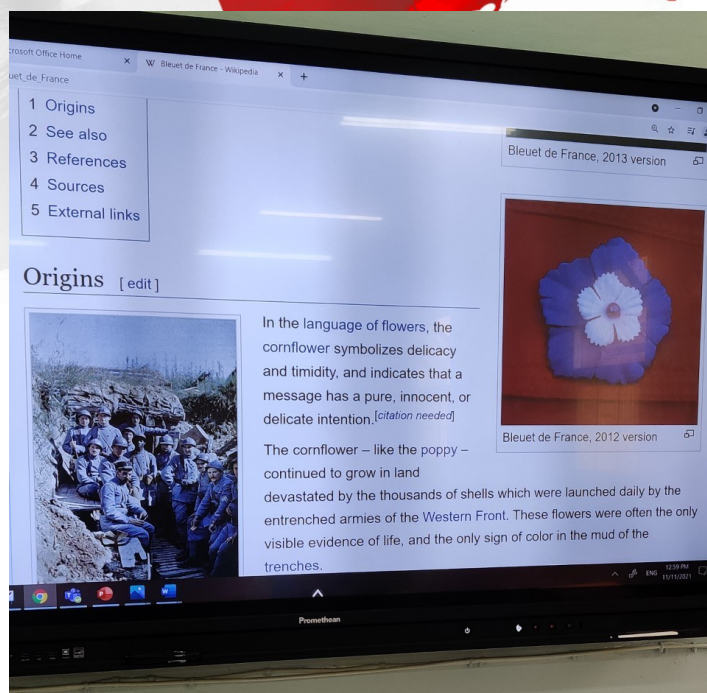
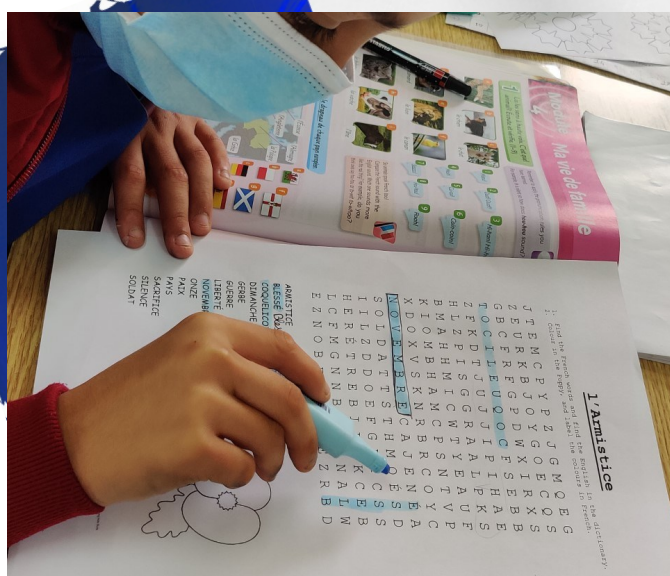
By Alvina Schwarz

During our lessons in French, we are not only focusing on the four skills (Reading, Writing, Speaking and Listening), grammar and vocabulary but also on culture, which is an important part of our Learning too.

On November 11th, France commemorates Armistice Day with a public holiday. Churches hold services in memory of those who fell, wreaths are laid at war monuments and a military parade is held in Paris with the French president.

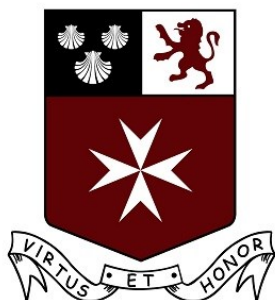
Last Thursday, in class, we talked about what Armistice Day/ l'Armistice means for French people, we worked on a handout and coloured in some "bleuets de France", the equivalent of our Remembrance Poppy.

Our Yr. 7 and Yr. 8 really enjoyed this particular lesson.



St Edward's College
Triq San Dwardu
Birgu (Citta Vittoriosa)
Cottonera - BRG 9039
Malta, Europe

Phone: +356 2788 11 99
Email: communications@stedwards.edu.mt



At St Edward's College we strive to create exemplary citizens in this increasingly globalised and technological world, placing strong emphasis on character formation, genuine intercultural understanding and leadership skills which will assist them to contribute to the well-being of society.



Even weeds are living things and have a place in the cycle of life. One of our younger pupils learns about the beauty of nature.

Berlin calling

ICEF Berlin is a major landmark date for international education facilities. With over 800 participants this year, the Covid-conscious organization was meticulous even if many still opted for a virtual participation. Frauke Festersen, the ICEF Director of events and logistics told Dwardu's Scoops that "In addition daily testing will be in place and ICEF and the venue will adhere to strict hygiene and social distancing regulations".

Mr Jolen Galea, Head of the IB Diploma Program and Ms Sylvana Debono, Head of Communications and Marketing attended the event. "We had three days packed solid with meetings, most of who evinced considerable interest in the College. Most agents were hoping, as we do, that 2022 will see the world moving out of Covid-mode," said Ms Debono.

Meanwhile, agents' requests for information are still pouring in and demand for the limited boarding space is high.

