



St Edward's College



Dwardu's Scoops

On being leaders, not followers

As Headmaster likes to remind the students: they need to be leaders not followers. This was underscored this week when the school captain, monitors and House captains were chosen. These roles help ease the boys with leadership characteristics into leadership roles. The process of choosing a school captain is also open to anyone who submits an application, just like one is applying for a management post. In the next edition of **Dwardu's Scoops** we shall be interviewing the School Captain.



Above: School Captain Julian Coppini



On Left, from left to right :
 Julian Coppini (School Captain)
 Nolan Vella (HC Ducane)
 Ben Vassallo (HC Campbell)
 Andreas Aquilina Bondin (Monitor)
 Alex Sapienza (Monitor)
 Miguel Aquilina (Monitor)
 Luke Mizzi (Monitor)
 Yani Muscat (HC Congreve)

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We're Hiring!

Teaching Staff

Areas required:

- Teachers of Maltese (at Junior, Middle and Senior school levels)
- Teacher of Mathematics (Senior and IB Diploma level)
- Supply Learning Support Educators

Send your CV and Resume to : careers@stedwards.edu.mt

The Great Kayak Adventure

By Sylvana Debono

Subjects taught in schools may be as dry or as interesting as a teacher can make them. While there will always be 'favourite' subjects, the school's efforts in being creative can go a long way towards engendering in young people the love of learning. This is what happened with 'The Great kayak Adventure'.



Once upon a summer's day, geography teacher and Head of Senior School, Mr Daniel Caruana Smith was proselytising the merits of kayaking over a cup of coffee. To be fair, it was early summer, and school was in its last days. As a keen paddler, Mr Caruana Smith also had a sharp eye for nature's sculpture particularly since they fell straight in his remit of subject teaching. Caves, windows, arches, cliffs, waves and currents, wind speed and direction – these all came up in the discussion. Later, after the coffee had been drunk and the mugs grown cold, Mr Caruana Smith reappeared with a decision – he would take the older boys on a fieldwork trip on kayaks in the coming scholastic year.



“The research and planning which went into the matter was considerable,” said Mr Caruana Smith. It was not just the logistics of the trip, it was also making this expedition truly worthwhile in terms of educational outcomes. “Then there was the issue of ‘how many’ would be able to come to the field trip

– taking a whole class was out of the question since the number of chaperones needed could not possibly be found. So, class representatives were chosen by the boys,” said the Head of Senior School.

The site was chosen with care. Geological formations and maritime phenomena which could be observed were factored in at pride of place. Equally important however was the level of difficulty posed for inexperienced kayakers. Munxar Point at Marsaskala was deemed a suitable spot as the area is rich in limestone formations including cliffs and partially submerged caves. “The area too has many currents and the boys would be able to feel first hand what the push and pull of currents feels like,” said Mr Caruana Smith

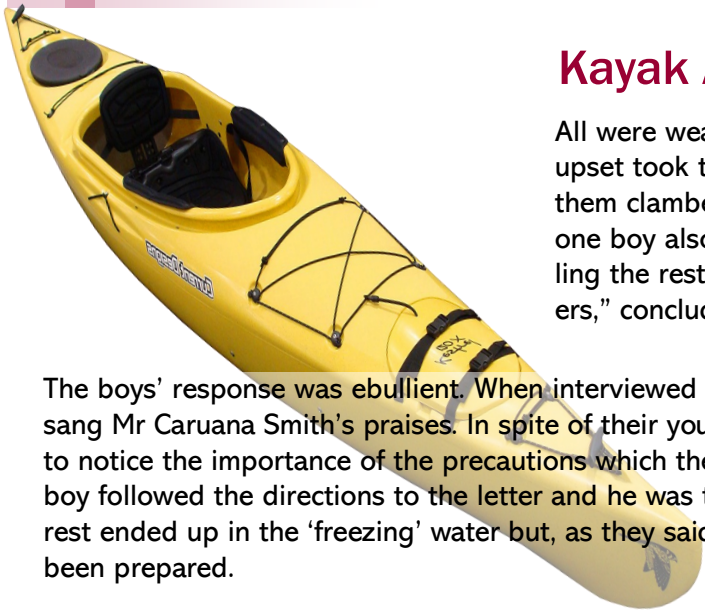
After several aborted dates due mainly to adverse wind and sea conditions, a suitable window was found. Armed with a strict briefing regimen, two teachers and four boys set out on this great expedition. To say that all went swimmingly would be a bit of a pun. True, the briefing and the educational results were rich in experiences and outcome. However, on rogue wave did result in the students getting a dunking. “It was a bit of a scare for the boys, even though they had been well prepared for the eventuality.



“The area too has many currents and the boys would be able to feel first hand what the push and pull of currents feels like”

continues →



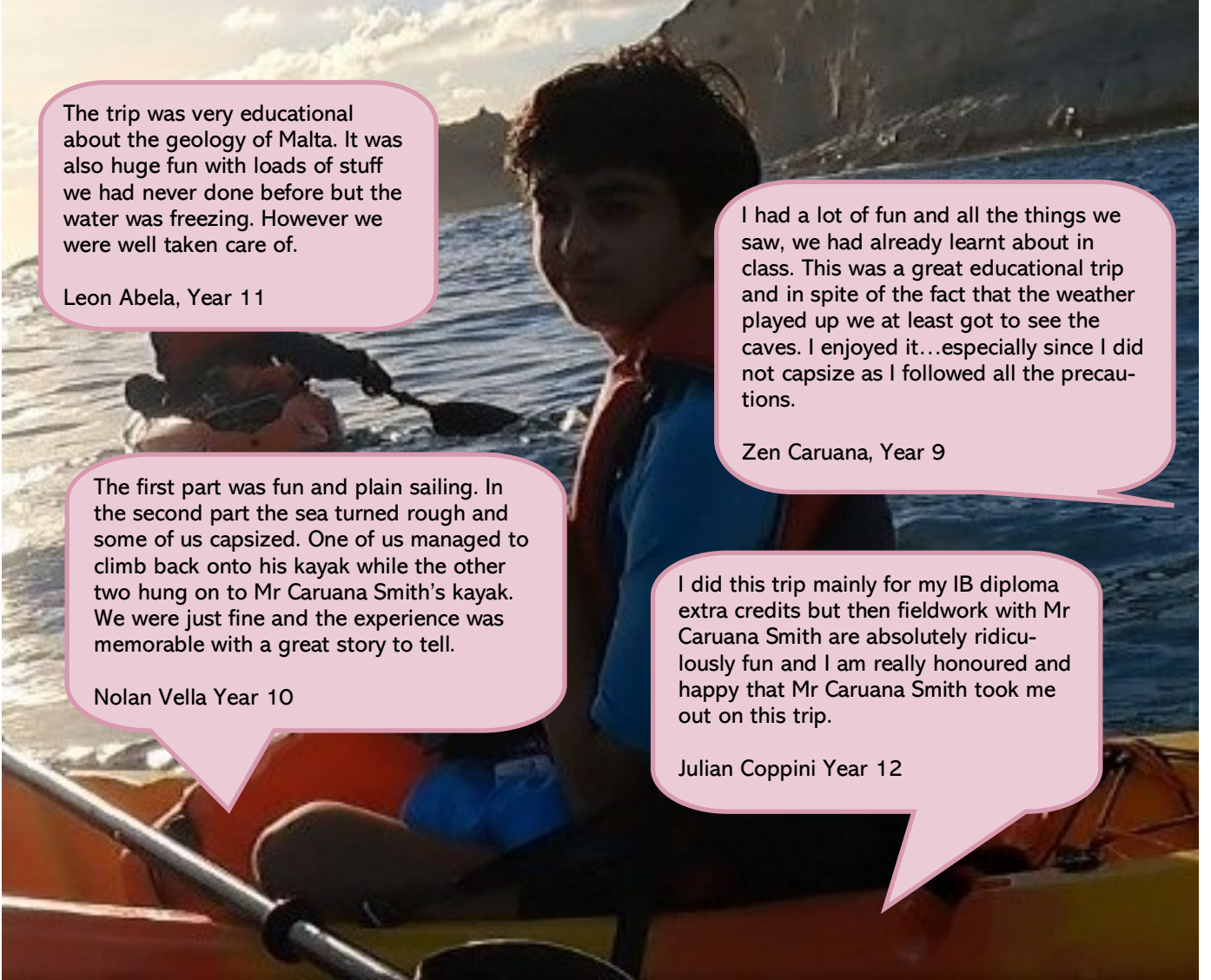


Kayak Adventure—continued

All were wearing life vests and all were good swimmers but the upset took them by surprise. However, not only did some of them clamber back onto the kayaks with the speed of youth but one boy also showed considerable leadership skills in marshalling the rest of the group under instructions given by the teachers," concluded Mr Caruana Smith.

The boys' response was ebullient. When interviewed by **Dwardu's Scoops**, Julian, Nolan, Zen and Leon sang Mr Caruana Smith's praises. In spite of their young age and inexperience, they were sharp enough to notice the importance of the precautions which the teachers took in preparation of this exercise. One boy followed the directions to the letter and he was the one who did not end up getting a dunking, The rest ended up in the 'freezing' water but, as they said, the possibility had always been there and they had been prepared.

Interviewing these young men, full of the zest for life, one realises what a great calling teaching is and how rewarding it is all round when a special effort is made at making lessons and learning so enjoyable.



The trip was very educational about the geology of Malta. It was also huge fun with loads of stuff we had never done before but the water was freezing. However we were well taken care of.

Leon Abela, Year 11

I had a lot of fun and all the things we saw, we had already learnt about in class. This was a great educational trip and in spite of the fact that the weather played up we at least got to see the caves. I enjoyed it...especially since I did not capsize as I followed all the precautions.

Zen Caruana, Year 9

The first part was fun and plain sailing. In the second part the sea turned rough and some of us capsized. One of us managed to climb back onto his kayak while the other two hung on to Mr Caruana Smith's kayak. We were just fine and the experience was memorable with a great story to tell.

Nolan Vella Year 10

I did this trip mainly for my IB diploma extra credits but then fieldwork with Mr Caruana Smith are absolutely ridiculously fun and I am really honoured and happy that Mr Caruana Smith took me out on this trip.

Julian Coppini Year 12

It's beginning to look a lot like Christmas

And it's that time of year again! While we have no snow, this year we have at least had copious rain and the cold (ahem, as in cool really) is setting in. The month of December for your older students is 'Party Month' galore and the boarders at the College set out to put everyone in a party mood by decorating the inside tree. Balls aplenty and twinkling lights as well as faux poinsettia now greet the visitors to the college. This is not all, however...as they say "It's gonna be big!"



Watch this space...

	<p>THE MIDDLE SCHOOL CHRISTMAS VILLAGE EXPERIENCE</p>	
	<p>IT'S THE SEASON TO BE JOLLY! MAKING SPIRITS BRIGHT</p>	
	<p>DECK THE CLASSES!</p>	
<p>DIFFERENT THEMES A CELEBRATIONS OF UNITY, COLOURS AND CHRISTMAS CHEER</p>		
	<p>THROUGHTOUT DECEMBER CREATING A WONDERFUL ATMOSPHERE BY CHILDREN FOR CHILDREN LET'S TRY TO RE-USE, REDUCE AND RECYCLE TOO!</p>	



Books of the month



Every month, the Literacy and Information Support Unit (LISU) issues a list of books suitable for different age groups.

Access the list [here](#)



The devil is female

By Zaneta Szatkowska



The Moors

As part of their literature lessons this term, the students of Year 12 English A SL are analysing poetry of a famous British poet laureate of 2009 - 2019 period – Carol Ann Duffy.

One of the poems from World's Wife collection 'The Devil's Wife' portrays Myra Hindley – one of the Moors Murderers – who, alongside with her partner Ian Brady, was responsible and sentenced to life imprisonment for brutally murdering five children in 1960s in England – a horrendous crime which shook the whole country.

Even though Ian Brady was the main culprit, it was Hindley who was seen as worse than the devil himself: 'I was the Devil's Wife / which made me worse'. Her trial by the media left no one in doubt that she was as guilty as Brady. As a woman who went against her motherly instincts and all the expectations of her gender role, she was judged by the society even before she received the verdict.

Inspired by the poem and the context behind it, the students had to update their learner portfolios creating magazine covers devoted to Duffy's depiction of Hindley. Their creativity and imagination are well reflected in their work, showing they ideally fulfil their IB Learner Profile as critical THINKERS who creatively approach complex problems and issues.

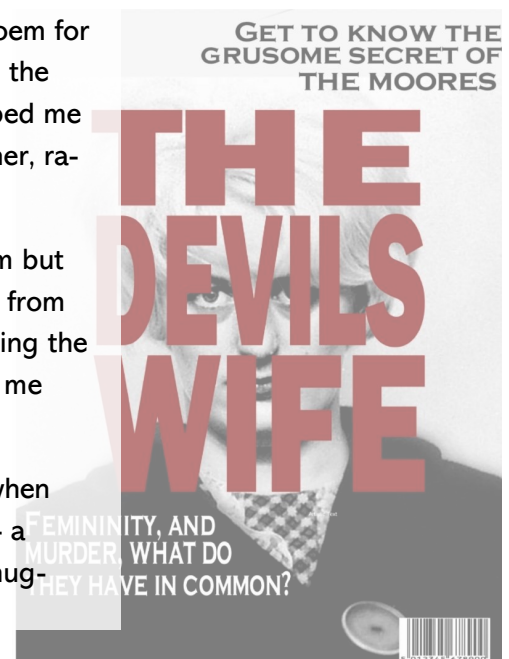
Revisiting true crime through verse

By Julian Coppini Year 12

"The Devil's Wife" by Carol Ann Duffy was a particularly interesting poem for our class to cover, particularly for me since I was already familiar with the case. The poem itself offered a new perspective to the case, as it helped me see the entire situation from Hindley's point of view as a female partner, rather than just a murderer.

Our class as a whole seemed to have an interest, not only in the poem but in the case itself. I can recall myself revisiting old true-crime episodes from my favourite podcasts before attempting to write my analysis - revisiting the episodes providing me with a wave of nostalgia, the poem having let me revisit an old hobby, true crime.

The case itself, along with the poem simply makes sense, especially when Ann Duffy makes particular references towards "Medusa" as Hindley - a verse that sent me back to a particular photo of Hindley during her mugshots.



I feel it in my fingers...

By Stephanie Grech

Sensory perception is one of the most important aspects of development. The development of touch and feel works in sync with sight and sound to give the human body an experience that is stored in memory. Such experiences can be informal, learnt through random play, semi-formal or learnt through guided play or formal and learnt through formal means. At the youngest age groups at St Edward's College, we work mainly on the semi-formal approach.

From emergent topic activities to simply having a good engaging time, we eagerly implement sensory and motor skills activities in our students' days. The activities this week ranged from water play sessions (car washes as part of the topic called transport), muddy puddles (as part of the farm topic), to soil play (part of the insects topic), to even a milking activity (part of the animals topic). The students are constantly active and developing core skills as well as other, just as important, skills like turn-taking, listening, sitting tolerance and participation.

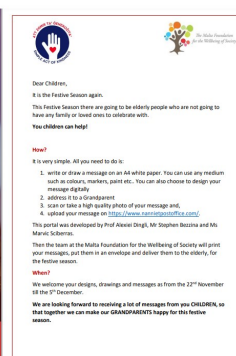
More photos of pupils in this and similar activities are available [here](#).



Grannies calling

Christmas is a lovely time but it can also be a very lonely time. Thinking of Christmas in the bosom of the family and surrounded by friends is great but, what if you have no friends? What if you have no family? Hard to imagine? Perhaps, but it is a reality, particularly for those who have outlived their family and friends, or for those whose families are abroad. Mainly these are older generations, grandparents or people of that age group who never married and have no children. Adopting a grandparent is a great way to share Christmas cheer with those who may not be in a position to go out or to meet friends or family.

Craig Saliba of Year 8Y did it—so can you!



Work hard, play hard, learn hard

By Alvina Schwartz

En francais, on travaille et on apprend tout en s'amusant!

The Yr. 10 students worked very hard at translating difficult passages in French and extending their vocabulary in this language. Looking at the pictures taken during the lessons, it seems that, in spite of the difficult prose, the students are just loving it.

We used different approaches and resources including active learning and a TUL (Teach Understand, Learn) approach. The resources included traditional and digital aspects including whiteboards, a game using a die, which the boys just love to play, A3 paper for jotting down previous vocabulary and new language structures. All these were used to introduce a topic, translate a passage or sentences or understand a more challenging text in French.



Injured Ali on the mend

The Headmaster was informed that Ali Hagagi, a young student who was preparing to continue his IB Diploma at St Edward's College where he has been a student for many years, is recovering.

Background

If this summer can be remembered by anyone occurrence, it has to be the accident that left our dear student Ali Hagagi in a coma.

Ali's family contacted the college to say that he had had a bad accident and was, for a time in the Intensive Therapy Unit. He was later transferred to the neurosurgical ward where he was kept under observation for a long time.

Meanwhile, as the word spread, messages of solidarity and support poured in from his fellow classmates and schoolmates as well as from his teachers. Some of the teachers were, indeed, dumbstruck by what had happened. They recalled Ali as a charming, lively and well-mannered boy.

Progress

Headmaster read a message which Mr Hagagi sent him about Ali. In it, he says that his son is making progress and is being rehabilitated. He said that while the progress is slow, it is progress nonetheless.



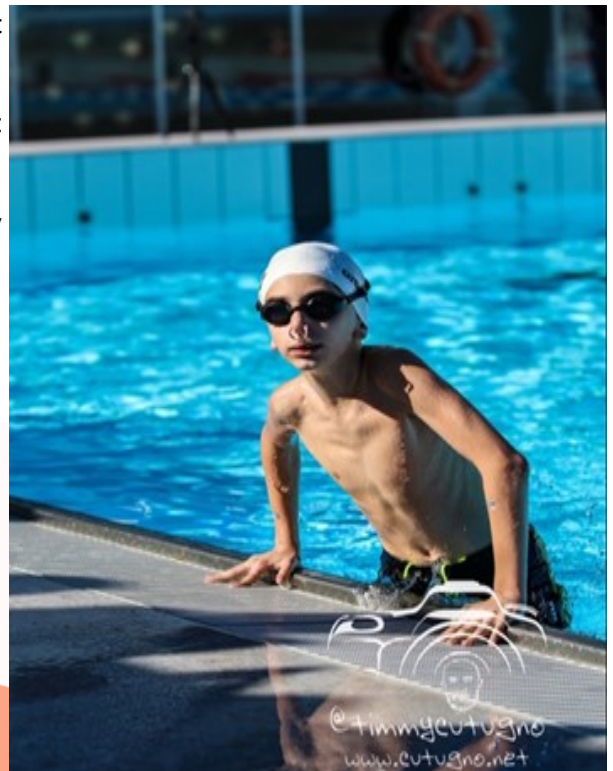
Breaking gender stereotypes through synchronisation

By Jude Bonnici Peresso Year 7



I started synchronised swimming when I was 8 turning 9. I had started for fun because my sister had done it as well, and I thought I might as well as try it. At first I felt unwelcome and I was just uncomfortable because I was the only boy in Malta doing synchronised swimming. I certainly didn't know what I was getting myself into. After a year of practicing this sport, I got to know many more people and as a result I didn't feel as uncomfortable anymore.

Now 2 years later it feels normal to me and I try my best even though I am the first and only boy in Malta in this field. From feeling like a fish out of the water, now I feel like I can't imagine not doing synchro. Some people say



“Ohh why do you do it? , It's a girls sport not for boys!” or “Why do you do it, its just dancing in water”. But its not so for me. There are days when the challenges are tough and I would want to stop, but, thank God, I didn't. When I see all the progress I've made today, I'm proud of myself and I will not listen to anyone who says I cannot do it or I'm never going to end up anywhere. This is one of the things that makes me happy.

Today I just had a competition and now my coach decided to put me into a national Mixed Duet to represent Malta. So I'm happy I started 2 years ago. I really hope that more boys can join because its not just a girls sport. There is no reason for anyone to feel uncomfortable doing this sport.

Body art, community benefit

By Annette Agius

As part of the Living Out Loud experience (See also *Dwardu's Scoops* number 3) the boys were asked to form an object, using their bodies in a 10 second time frame. The aim of the activity was co-operation through mime and movement.

The students were divided into small groups of five. Each team had a different word - the name of an object - and the group had to try to represent the shape of that object using their own bodies, joining together in different



1



2

On this page:

1. Spaghetti and meat-balls
2. Person riding a bike
3. Hospital
4. Zoo



3



4

ways. The groups were encouraged to think about using different levels with their body shapes. They worked in a teams and practiced their active listening skills by listening and discussing each other's ideas and opinions. After molding into the object shape the other groups had to try and guess the object that was being represented.

For the second Living Out Loud session, we organised a “Tiktok Towel Challenge” where the aim was for the boys to co-operate, work as a team and actively listen to one another.

The students were divided in twos and strings were tied around each other’s arms. each string went from one arm to another and was looped with the peer’s string. The students’ job was to untangle themselves without removing or tampering with the knot in the string. For this activity one requires flexibility and ingenuity, but this is nothing you shouldn’t be able to attempt. Apart from the laughs and fun the students had, they were



able to practice active listening and brainstorm their ideas on how they could untangle themselves. In this dynamic, one student tends to lead while the other follows.

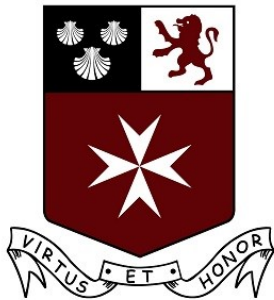
This activity shows the importance of challenging our comfort zones, listening to other ideas and taking different roles.

Living out Loud environment is a safe space for young people to express the ideas, opinions and challenges they encounter in their everyday life. **BENEFITS** include:

- Team work
- Collaboration
- Communication skills
- Community awareness (environment awareness)
- Self-esteem
- Assertiveness
- Creativity

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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.



The sheer joy of learning. Gone are the days when schools were institutions of gloom and punishment, where the clever did well and the average limed through, where you were pigeon-holed for life as a high-flyer or a fool for nothing. Celebrating children and their achievements

SEPTA time

SEPTA (St Edward's Parents and Teachers Association) is a very active organisation which brings together both school staff and parents or guardians.

Over the past months, communications between the College and SEPTA have moved to the electronic platform to adapt to the fluctuating COVID situation. While communication remained regular, it became somewhat unstructured since many of the parents involved were also working remotely.

In a meeting held between the College and SEPTA it was agreed that more regular, structured meetings would be beneficial to all. Mutual recognition of roles and work carried out could

also be better promoted if the teachers were to be more acquainted with what SEPTA does. SEPTA receives submissions by parents on various issues and it passes these on to the College with recommendations. It also organises activities both for children and for parents.

