



Dwardu's Scoops



Headmaster says...

'There are great 'vibes' here at college'

On Wednesday, November 13th to Friday November 15th St Edward's hosted, what the IBO call, a 'Visiting Team'.

An interesting and curious aspect of this 'visit' was that it was virtual. I personally had my reservations, there is so much that happens in a school, which I worried about, that with such an approach, might be missed.

The tangibles are either there or not, the number of science labs, a staff schedule of internal meeting times, the school timetable, the number of support staff, and so on. The less tangible aspects, living the mission statement, the care from staff to staff, student to student, pastoral aspects, are so much more difficult to quantify and observe.

The stated goal of the team is to work closely with us to ensure a thorough and productive evaluation. What we ask for, with any evaluation, is to identify our strengths and areas that we need to work on. To this end, transparency, honesty and forthrightness are fundamental.

Meetings focused on how college and its wider community continue to embrace the philosophy of the IB, as well as how we apply the Standards and Practices (2020) in the planning, implementation, development, and evaluation of our Programme.

Meetings were held with our IBDP Coordinator, Mr. Jolen Galea, members of staff, representation from the Board of Governors, parents and naturally students.

Apart from the actual meetings the visitors were guided through college on two different days by students holding phones. There was a similar tour with the phones being held by staff members. Instructions as to where to go were from the visitors!

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The fine art of balance and responsibility

By Sylvana Debono

Use the great support structures in the college to get all the help you require. This was a heartfelt and poignant message that the recently appointed **Head Girl, Rugile Intaite**, had for her fellow students. Dwardu's Scoops caught up with Ms Intaite who, at the moment is very busy with a heavy academic schedule.

Hailing originally from Latvia, Ms Intaite came over to Malta in her early teens with her mother. As she described her relationship with her mother, her face lit with animation. The mother-daughter bond she described is one based on mutual respect. "Aside from a couple of times when I went off the rails as a teenager, we always had a dialogue, my mother and I," explained Ms Intaite. She said that rarely was a decision taken on a 'hierarchical' basis and that her mother was a firm believer in working one's way to responsibility. She reflected that as she was now getting closer to the age when she would be living away from her mother, the latter was putting her through her paces, 'testing' was the word Ms Intaite used, to see how she would tackle situations as they arose. "The reward of getting it right is more responsibility," added Ms Intaite, making what to many may seem like a burden, actually an achievement.

This relationship was obviously quietly preparing her for her present role. However, she described herself as being very emotional when Mr Jolen Galea, the Head of the IB Diploma, told her that the teachers had nominated her as Head Girl. "I get emotional even now, speaking about it," she exclaimed.

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“

I want everyone to have the same voice, the same opportunities.

*Rugile Intaite
Head Girl*

”

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A firm believer in the value of all voices in society, Ms Intaite described herself not so much a feminist as an equaliser. “I want everyone to have the same voice, the same opportunities. I do not want men to be shortchanged, but neither do I want women to lose their voice or be thrust aside,” she said emphatically. Indeed, Ms Intaite had, on another occasion, made her voice heard for equality in a firm, assertive manner which was impressive for someone who was starting out in life.

Rugile Intaite has, during her stay in Malta, been through two educational systems and she has nothing but praise for St Edward's College.



“The staff, teaching and non-teaching alike, are extremely supportive. They are conscious of the challenges which the students are facing and help them face the challenges while ensuring that they have a cotton-wool landing,” said Ms Intaite. This, she explained, helps the students feel free to make mistakes, fully knowing that if they falter, they will find help getting back on track. “Use this as much as you possibly can before you get thrown into a world without support. This is your last chance to make mistakes and still find support,” urged Ms Intaite.

“Together with Calvin [Qian, head boy] we are planning on talking to the Year 12s during Career Day. While the teachers are very competent and supportive, we are the ones actually going through the learning process with all the mixed emotions inherent to this time of our lives. We need to come across to the Year 12s to tell them how to handle stuff, how to navigate the huge amount of information which the teachers make available to us so that we can plan our futures well,” said Ms Intaite. She is evidently very clued up about the necessity of a good balance in life.

“Please take care of your mental health,” she urged her fellow students, “do not skip sleep, eat properly and if there is something that is bothering you get it off your chest. And be as honest with yourself as you possibly can” advised Ms Intaite.



Art competition got me to meet a real-live prince!

By Julian Debuttista Year 4X

Just before our summer holidays started, our art teacher, Mr Stilon sent us an email about a competition that was being organised by the Malta Paralympic Committee, as the summer Olympics were to be held in Paris this year.

The category which I was competing in was about creating our own Paralympic artwork. We were to include the Paris Olympics mascot and logo. I chose to enter this competition because drawing is one of my hobbies, which started when I was about four years old. The idea I had for my artwork, was to draw The Phryges on a wheelchair competing in archery. It took me a couple of days sketching, finalizing, and colouring in the drawing. When I was happy with how it came out, I submitted it.

A couple of months later the Malta Paralympic Committee sent us an email informing us that my drawing had been selected in the top eight. I felt so proud of myself and surprised that I had done so well. The message also included details about the prize giving ceremony in which the Duke of Edinburgh, Prince Edward, would be in attendance.

When it was the day of the ceremony, I felt super excited to meet Prince Edward. The ceremony started and I was the first competitor called out in my category which made me even more anxious, as I walked up to shake the prince's hand and receive my certificate.

I feel lucky that I had the unique opportunity of meeting and talking face to face with someone as important as the Duke of Edinburgh. This was a once in a lifetime opportunity, which I will remember my whole life.



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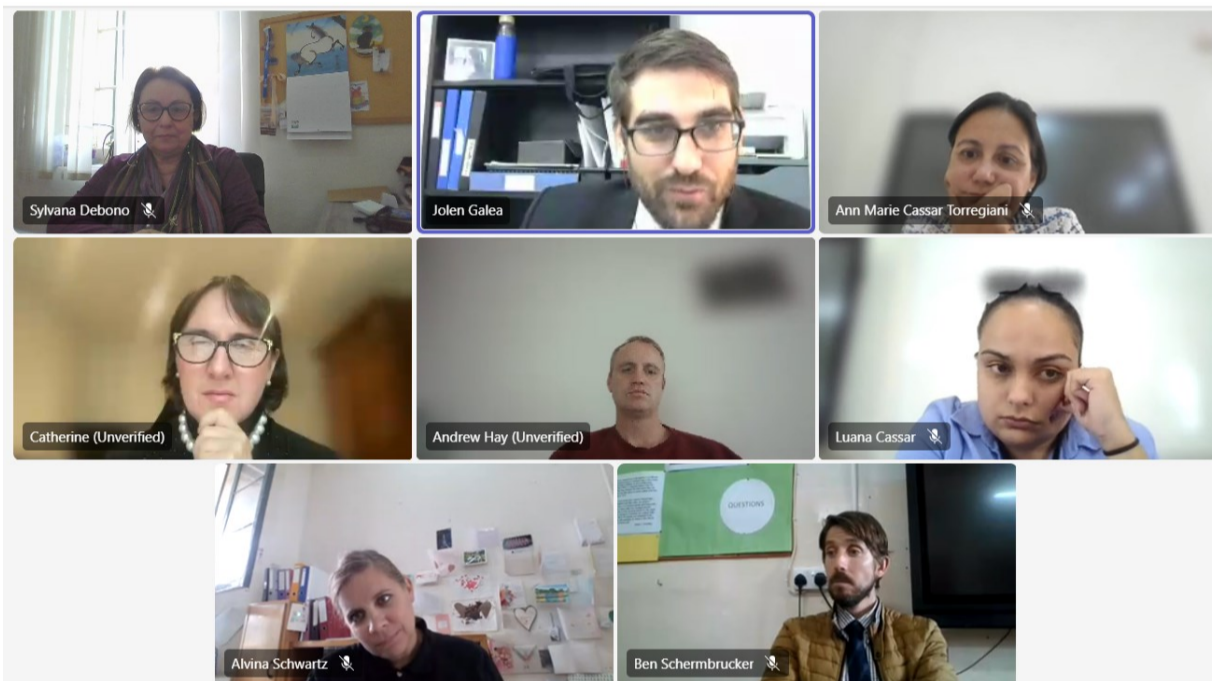
We had a debrief at the end of the third day. To both my relief and surprise we were complemented on the caring, nurturing observations that our guests picked up on. Conversations with staff, students and others brought across, very strongly, that we are a group that care for one another, academically and also as individuals.

Perhaps the mood was best summarized by a comment from one of the students, 'There are great 'vibes' here at college'.

We are a people school, not a paper school. In fact, one of the main weaknesses is the need for more structures and processes to be in place. We are continuing to work on our policies, practices and procedures, something that we had identified.

We also received some very helpful suggestions as to how and where we can extend our research options for the students.

We should receive the full report in two to three weeks where there will be a lot more detail on the above.



Newly Minted!



Well Done to our Ms Kim Scicluna, Mr Etienne Deguara and Ms Roberta Camilleri who celebrated their graduation in Masters of Primary Education.

Reading in the garden

By Brendan Gerada

Reading outside in the garden offers a multitude of benefits for young students. First, the natural environment enhances focus and concentration by providing a peaceful, distraction-free setting, which helps students to engage more deeply with the text. The fresh air and exposure to natural light can also improve mood and reduce stress, creating a positive, relaxed atmosphere for learning. Furthermore, being surrounded by plants and wildlife fosters curiosity and connection to nature, which can spark creativity and a sense of wonder, enriching the reading experience. Physical movement, such as walking around or sitting on the grass, promotes comfort and flexibility, encouraging longer periods of reading. This setting also strengthens mindfulness, as students learn to tune into their surroundings while focusing on the material. Overall, reading outside combines the cognitive benefits of reading with the restorative effects of nature, creating an ideal environment for learning and growth.



And we?

Who are you helping this Christmas? A small act of kindness, a charitable act is a huge lesson for our children to learn. Some need help and it is up to us to help as much as we can.

At St Edward's College this year, we are supporting the following charities:

Early Years and Junior School
Missionaries of Mother Theresa

Middle School, Senior School and IB Diploma
Dar Bjorn

Your Heads of Section will be giving you more information in the coming days.

Helping Hands





HALLOWEEN 2024



The organ that's easy to love

By Thomas J Gatt Year 8U

The Heart is a vital organ that keeps your blood pumping all around your body. It works super hard to ensure that your body and the bodies of all the people around you keep running. Something great about the Heart is that it never has a day off, so you keep doing what you do best, living life to its fullest!

The Heart is about the size of your fist and is located slightly to the left of your chest, so your lung on the left side of your body is a little smaller to make room for the Heart! It is divided into four chambers (like rooms in a house)

Think of the Heart as a delivery service and the blood as letters:

The top part (the right and left atrium) receives the blood from the veins and sends the blood to the lower chambers (the right and left ventricle) of the Heart. The lower chambers transport the blood into the arteries to carry the blood away from the heart and deliver the blood where it needs to go!

It is split up into the left and right side. The left side transports oxygenated blood throughout the body, the body cells create carbon dioxide creating deoxygenated blood. Then it's transported to the right side of the Heart and is pumped to the lungs to get rid of the carbon dioxide.

In the Heart, there are little valves that close to make sure that only it goes one way and doesn't take a 'U-turn' back up.

Let's not forget the most important thing that the heart transports through the body, the blood! The blood is like a team of superheroes, each component doing its part to keep your body in tip-top shape.

The Red Blood cells are super important because they transport oxygen, yes they pick up oxygen and take it where it needs to be, like a taxi driver!

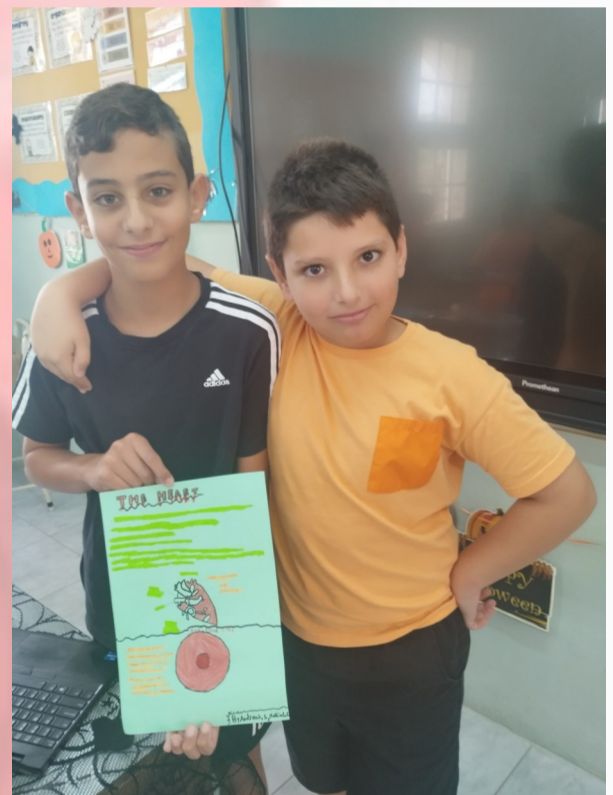
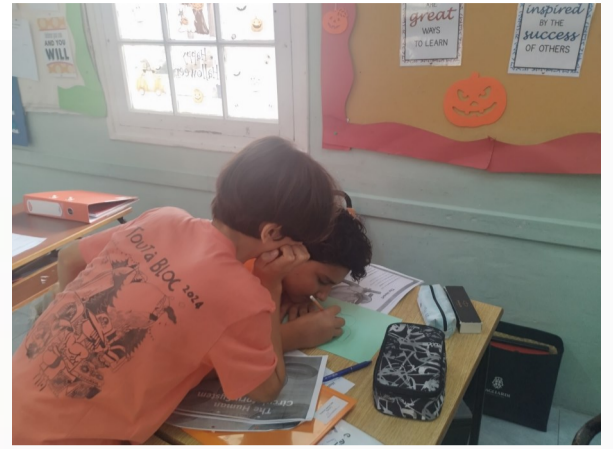
The White Blood Cells patrol your bloodstream 24-7 fighting off germs and bacteria. If bacteria were criminals, they would be the ones to put them back in their place.

Platelets are little but mighty guys and if you get a cut they rush to the site. They form cloths to stop you from bleeding and they fix the problem fast and right.

Last but not least, Plasma. Plasma is the liquid part of the blood, making up about 55% of the blood! It carries every component where it needs to go and without it, your blood would be a bunch of cells with nowhere to go!

Taking care of your Heart is so important, and eating junk food and sitting around all day is a bad way to take care of your Heart, but exercise and eating healthy foods like fruits and vegetables keep you and your Heart healthy. Did you know that even laughing is great for your Heart and by reading this you are off to a good start!

So always remember if you show a little love to your Heart, it will return the favour right back to you!



Edwardian Reading Champions

By Carla Said and Samantha Abela

The National Literacy Agency (NLA), through its Literacy and Information Support Unit, and in collaboration with the National Book Council and the Directorate for Learning and Assessment Programmes, once again held the Reading Champions award-giving ceremony. This took place on Wednesday, 6th October 2024 during the Malta Book Festival at the Malta Fairs & Conventions Centre, Ta' Qali. During this ceremony ninety-seven Year 8 (Form 2) students from various schools received Gold, Silver and Bronze awards.

The purpose of the Reading Champions programme is to recognise those students who are proficient readers in Maltese and English, those who promote reading among their peers, and those who have made a special effort to improve their level of reading in the previous year.

The short-listing of students for these awards was done through a formative assessment process by teachers, teacher-librarians and school management teams. The winners received book prizes and a certificate.

The Reading Champions from each St Edward's College were as follows: Andreas Bray, Jan Fiorentino and Benji Valentino

The event drew an audience of students, educators, and community members committed to fostering a culture of reading. The evening featured speeches, a lively sketch, and an inspiring atmosphere that underscored the importance of literacy and access to books for all.

David Muscat, head of the National Literacy Agency, opened the ceremony with a warm welcome and highlighted the agency's ongoing initiatives to make reading more accessible. Muscat praised the current scheme aimed at low-income households, which will provide home libraries to encourage reading from an early age and emphasized the agency's mission to create equal opportunities for all children to thrive through literacy.

Following Muscat, Mark Camilleri, the current head of the National Book Council, took the stage to address students directly, encouraging them to explore "broader horizons through reading." Camilleri emphasized that reading allows young minds to venture beyond their immediate experiences and learn about the world. To reinforce this message, he announced an exciting initiative for the coming year: every student will receive a voucher to spend on books at the annual Book Fair, promoting the habit of reading and personal choice in book selection.

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Adding a playful twist, a short sketch by local actors brought to life a lively debate on "Physical Books vs. E-books." The performance humorously showcased the benefits and challenges of each medium, sparking laughter and applause from the audience. The sketch emphasized that, regardless of format, the most important thing is for people to keep reading.

The prizes were awarded in order to the students in attendance. Our school's very own Jan Fiorentino and Andreas Bray received their certificates and gifts from Mr Muscat and the Minister of Education, Mr Clifton Grima. The ceremony concluded with a keynote speech by the Minister, who expressed his



pride in seeing students becoming ambassadors of reading. Grima spoke passionately about how reading can be the key to both personal and academic success, urging students to make reading a daily habit.

This event served as an inspiring reminder of how reading fosters curiosity, broadens horizons, and equips young people with the tools they need for a successful future.

Hungry, healthy, happy!

By Alessia Spiteri

Seven-year-old children can help prepare healthy food by starting with simple, safe tasks. First, teach them about healthy food choices, like fruits, vegetables, grains, proteins, and dairy. They can wash fruits and vegetables, stir ingredients, or mix salad bowls. For example, they could make a fruit salad by picking and chopping soft fruits with a plastic knife, then mixing them together. They can also help prepare sandwiches using whole-grain bread, adding healthy toppings like avocado, lettuce, or lean proteins. Another fun activity is making veggie wraps by spreading hummus on a tortilla and filling it with chopped vegetables. Encouraging children to clean up after cooking teaches responsibility and hygiene. This hands-on experience helps children develop healthy habits and confidence in the kitchen.



Borrowing blocks

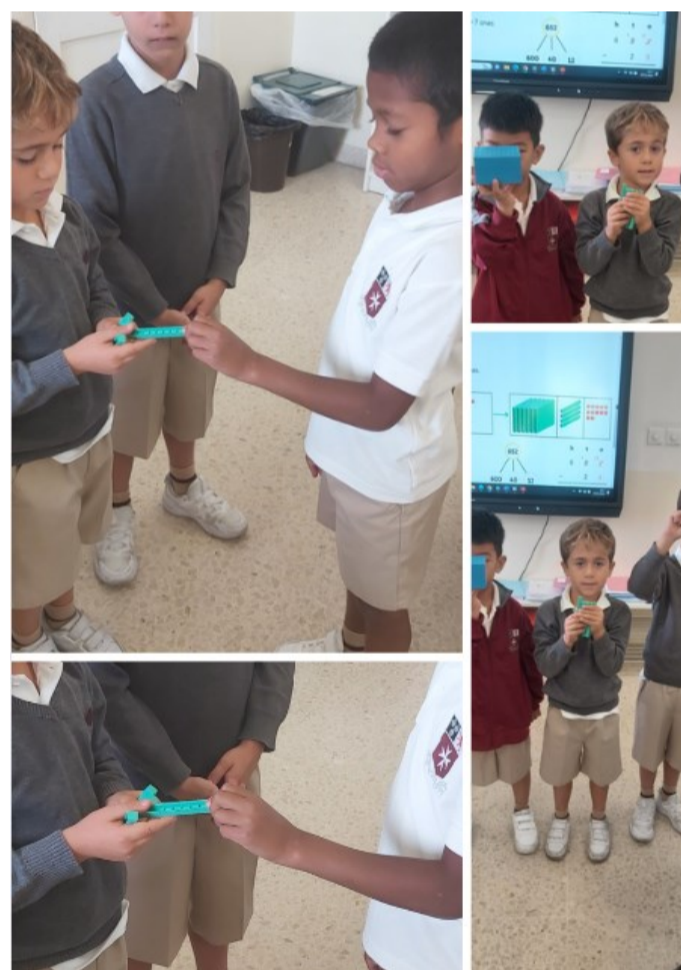
By Margaret Bartolo

Subtraction with renaming (or borrowing) is a key concept when the digit in the top number is smaller than the corresponding digits in the bottom number.

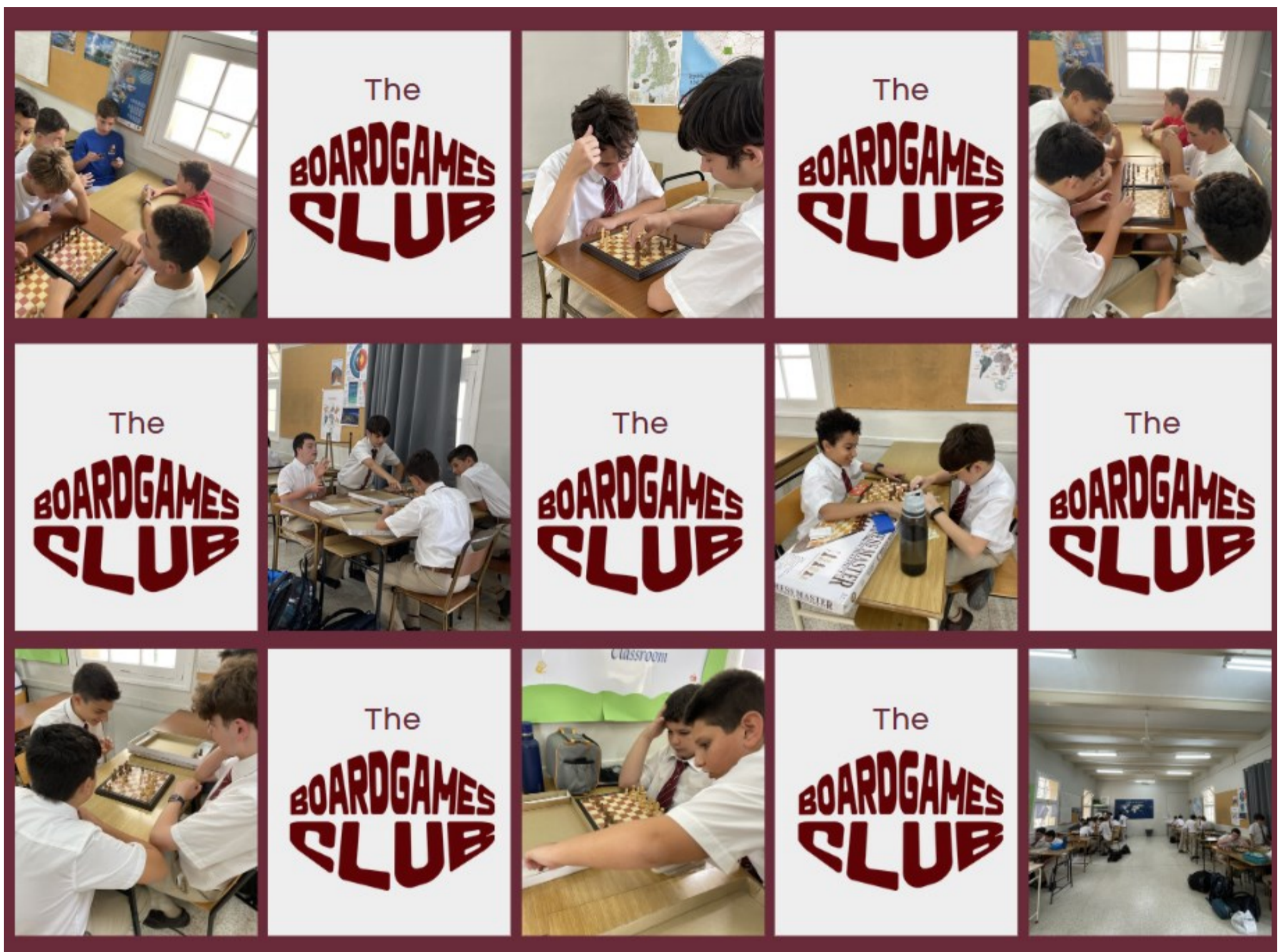
Using blocks to visualize this process can help students better understand the idea of "borrowing" from the next place value, making the subtraction more concrete.

Place value blocks are visual tools that represent numbers in terms of ones, tens and hundreds. When performing subtraction these blocks can be renamed to make subtraction possible.

Using blocks to represent numbers helps make the process of subtraction with renaming more tangible and it helps the students to understand the logic behind the operation.



We are proud of winners Yunqi Zhang and Jake Desira Parnis, who respectively placed 3rd Place and Rising star in the 15th Edition of the China Cultural Centre Art Competition Exhibition.



The scholastic year has kicked off and with it the recognition due to hard work. This month's staff member whose work has been given due recognition is Mr Godfrey Spiteri. Mr G as he is known throughout the college and beyond, is one of those amiable souls for whom nothing is too much of a bother and no problem is too great. Not only is he a computer wizz, he also turns each problem into a teaching opportunity, always the mark of a great teacher. A thoroughly well-deserved recognition.



Sometimes one is blessed by meeting a totally kind soul. We feel that with Mr Julian Cardona. Not only does he teach, but he also applies the principles of what he teaches (business studies) into channeling excellent performances in his students. A thoroughly organized person, he is never too busy for anyone, though in truth one does wonder how he manages to pack his day. Organizing volunteering? no problem. Organizing a Debate Club? Also, no problem. And all done in an unfailingly courteous manner. Well deserved Mr Cardona

The Sailing Clinic: Advancing Skills and Team Spirit

By Ian Wang Ufr 9U

My name is Ian Wang, I am quite happy to have a chance to share my sailing clinic experience. I am a proud member of the Malta Young Sailor Club. Recently, I had the privilege to participate in an intensive sailing clinic from October 24th to October 27th, led by Maurizio Bencic, an esteemed coach from Slovenia renowned for his expertise and success in competitive sailing. The clinic, organized exclusively for young sailors, aimed to help us enhance our skills, improve our techniques, and deepen our knowledge of the sport.

The clinic focused on several important aspects of sailing: advanced boat handling, race strategies, tactical decision-making, and safety protocols. And for those of the sailors will going to world championship in 2024 who proudly representing Malta, it is a good opportunity to improve skills.

The clinic emphasized a balance between precision and adaptability, teaching us how to make quick adjustments to our boat's setup, angles, and positions in response to varying wind and water conditions. His coaching helped us understand the small yet critical decisions that define high-level sailing.

Alongside technical drills, Maurizio also encouraged teamwork and communication. Working with other young sailors, I learned how to coordinate maneuvers, anticipate our teammates' needs, and solve challenges together. Maurizio's emphasis on strategic thinking and adaptability helped us develop not only as sailors but also as disciplined, collaborative individuals. His guidance underscored the importance of patience and resilience in achieving success on the water.

Despite my school commitments, which kept me from attending two of the clinic's four days, my time with Maurizio and my teammates was deeply rewarding. I felt a strong sense of community and shared purpose as we worked together to tackle challenges and learn from one another.

Overall, the sailing clinic was an incredible opportunity for both personal and athletic growth. I feel grateful to have gained valuable skills and insights, which I am excited to bring back to both my club and the school community. Through this experience, I'm inspired to continue improving my sailing abilities and to share the lessons I learned with others, fostering a love for the sport and a commitment to excellence.



Participating in ICEF Berlin

By Sylwana Debono

Participating in ICEF Berlin 2024 was a significant opportunity for our school, as it allowed us to expand our global network and strengthen our international partnerships. ICEF is one of the leading events in the education sector, bringing together educators, agents, and institutions from around the world. By attending, our school was able to connect with potential international collaborators, explore new educational programs, and share our own initiatives with a broader audience. This year we met with 40 different representatives and had 10 drop in agents. "I had to see for myself why you have so many clients" remarked one of the drop-in clients.

This event was particularly important for promoting our boarding facilities and promoting the value of our school's educational offerings to a global market. Meeting with educational agents and representatives from other institutions helped us gain insights into emerging trends in international education, student mobility, and global partnerships. It also provided us with the chance to discuss best practices, exchange ideas, and explore innovative opportunities for student exchanges, joint programs, and international collaboration.

Moreover, attending ICEF Berlin reinforced our school's commitment to providing a world-class education that embraces diversity and prepares students for a globalized world. It was a key step in positioning our school as a forward-thinking institution that values international relationships and continuously seeks ways to enhance the educational experience for all our students.



From class to life—ethics in action



Putting your money where your mouth is took a very tangible meaning to ethics student Connor Rounce and his friends. Not content to simply discuss ethical issues with Ms Caruana, they proposed to raise money for a voluntary organisation. They did all the planning and execution themselves, with adults intervening only to vouch with third parties that this was a bona fide initiative. They contacted MSPCA to ask for their permission to collect money on their behalf. Then, Connor & Co organised a bake sale and the cakes flew off the tables. They contacted the Communications officer and participated in the St Edward's Day Fete, gathering bottles and getting cash back through BCRS. Finally, it all came together in Assembly when the money collected, a neat sum of almost €500, was presented to MSPCA.

Observe and record



On a walkabout around the College garden the year 1Y boys used their 5 senses to observe their surroundings. In line with the college strategy of Think, Understand, Learn, the gardens provided wonderful scope for such an educational activity: hearing the bussing bees and chirping birds, touching different textures, tasting fruit, observing different shapes and colours, and the wonderful smell of the earth.

As all good scientists do, they also recorded their observations.



A group of St Edward's College students is currently participating in an educational quiz competition airing on TVM entitled EDUKATTIVI. This is the first time that our school will be competing in this program, which challenges students in a range of subjects, including science, geography, mathematics, history, and general knowledge. The participating students are: Oscar Ser-racino Inglott Year 7X, Paul Aquilina Year 7Y, Andreas Bray Year 8X, Jan Fiorentino Year 8Y, Jack Tonna Year 8Y, Samuel Schiavone Year 9Y, Zane Fenech Year 9Y, Isaac Brimmer Cassar Year 10X, Luigi Gatt Year 10Y, Luigi Smith La Rosa Yr 10, Adam Fisher Year 10Y, Daniel Custò Year 11Y.

Together Everyone Achieves More!

Andreas Bray, Year 8X writes on his experience:



If there is one thing St. Edward's promotes is shaping up the students into gentlemen who are able to function well within a team. When the opportunity for the school to participate in a local TV Quiz Show cropped up, Ms. Abela and Mr. de Maria worked pretty hard to conjure a team of boys, with different abilities and areas of interest. The first recording session at the Creativity Hub within the Public Broadcasting Services Limited went really well, whereby us students represented the school with the aim of putting it at the forefront. Although we didn't know each other, we still worked very well together as a team, under the guidance of our tutors. It is surely a formative experience for all of the team. Let's remember that in a team, Together Everyone Achieves More.



Dulce et Decorum est meminisse mortuorum

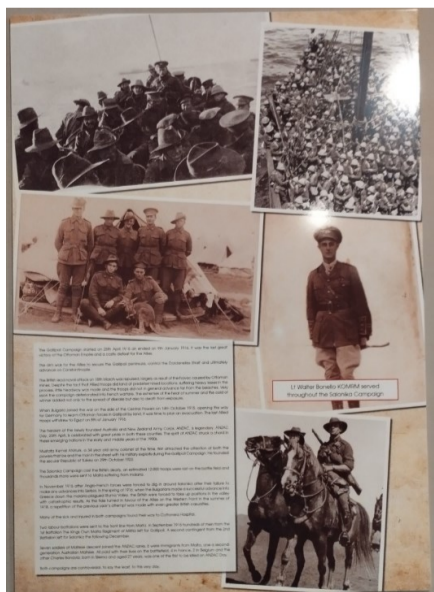
(It is sweet and good to remember the dead)



On the 11th November our boys joined the Royal Naval Officers' Association in remembering the fallen of World War One. In what is traditionally commemorated as Armistice day, young and old alike participated in a poignant ceremony at the Kalkara Naval Cemetery where flowers were laid on the Commonwealth War Graves Memorial. For our school, the memory is very significant since in that war, the buildings were still used as a hospital for the war wounded. The contribution of these buildings to the rehabilitation and survival of so many soldiers remains alive to this day.

At College, Ms Moore curated a fantastic exhibition and Mr Galea Pellicano opened up the college museum to place the exhibition in context.

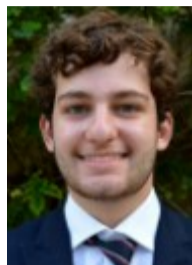
To paraphrase Wilfred Owen, *Dulce et Decorum est meminisse mortuorum*



IB students reflect on fête experience

Luca Lanfranco writes:

As an IB student I was encouraged to join in helping the preparation and managing of the school fair for CAS. This also meant that many fellow IB students joined, meaning I wouldn't be alone in my assistance.



Initially when we arrived we helped with setting up the lawn, which allowed us to express a degree of freedom with how we felt the lawn should look. This plus the fact we were together made the whole process very enjoyable.

After this we got more specialized in our tasks, as we had to man the different attractions like the bouncy castles, gates, etc. it was mine and some others to help out with the Whiz people, where they were setting up the different attractions like sword fights, archery and a racing course. These were all very fun to playtest ourselves (as bad as I am at sword fighting). Along with this we got to watch some visitors brutally attack each other with the swords which was very amusing.

After my time was up with the first station I was made to watch over the gate to make sure no children left unattended. However, before this I borrowed a friend of mine's frog costume because I thought it was amusing (which it was) at the mild cost of getting cooked alive. Along with this I became a pseudo mascot for the school as people were taking pictures of me with their kids.

The experience as a whole was very enjoyable as I got to have fun with my friends and I got to go through new experiences; I will definitely be looking forward to future school related events. And last but not least I got those CAS hours

Qian (Calvin) Xingyi writes:



I got the chance to assist during my school's open day last on Oct 13th, from 13:00 to 16:00, which was an educational experience. I helped out at the lawn bar for the first hour, serving students, faculty, and parents drinks and food. This required me to be considerate regarding the needs of the customers, for example, some want cold drinks while the other may not. This enhanced my communication abilities and I also enjoyed the opportunity to interact with the larger community and see personally how minor gestures like this improve the mood of gatherings. I helped with the bouncy castle for the next two hours, making sure the smaller pupils were safe and having fun. This also improved my communication skills as I need to enforce the regulations while ensuring they are happy and handle any parental concerns. Since some of the kids were anxious and others were extremely thrilled, interacting with them served as a lesson of the value of empathy.

Jade Zammit writes:

During St. Edward's Open Day Fete, I volunteered for 4 hours to assist with various tasks aimed at ensuring the event ran smoothly and visitors had a positive



experience. My main responsibilities included supervising the entrance gate, managing the drinks bar, overseeing the children's bouncy castle, and helping with clean-up after the event. These tasks were essential for welcoming visitors, maintaining safety, and ensuring that the event concluded in an orderly manner.

I greeted guests, answered questions, and ensured the safety of chil-

dren at the bouncy castle, where I also interacted and played with them. I also helped hand out refreshments and, after the event, assisted with dismantling and cleaning, which was more challenging than expected.

Through this experience, I realized my strength in communication as I interacted with a diverse group of people. I also identified that I need to improve my organizational skills, especially during high-pressure situations like clean-up, where I found myself struggling to stay efficient.

I also faced the challenge of dismantling and cleaning up, which was more physically demanding than expected. I also developed new skills, such as event coordination and problem-solving, when helping supervise children and answering visitor queries.

The day was a success, and I felt proud to represent my school. I improved my communication skills through interactions with visitors and peers and learned the importance of teamwork during clean-up. I left feeling fulfilled, having contributed to the event while enjoying a break from academic stress



Berenice Hervé writes:

I was proposed to volunteer at the St Edwards Fete, an event organized by the school to bring the community together. A selection of activities were made available on the day from a bouncy castle, horse riding, food stands and more sports activities. With a large expected crowd it was important to have volunteers available to assist any kids and make sure everything went well. On the day there were quite a few people. We were signed to various roles at different times. I spent the majority of my time in the bouncy castle helping young kids go up and down the massive slide. Ensuring there were no fights and no one fell on top of each other.



I showed strong communication and multitasking skills, managing both kids and parents at the bouncy castle. However, I realized I could work on staying calm under pressure in such chaotic environments, which I will focus on in future volunteer roles. Though assigned roles, I took initiative by organizing the children and ensuring safe play on the bouncy castle. I made sure kids went up and down the slide in turns, preventing overcrowding and keeping things under control.

It was a very chaotic job. It was also my job to be available for any parents if they had any questions as to where to find something. Overall a very tiring but rewarding experience.



Helping Hands



And we?

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Off to Sicily



And off they go, the Year 6 boys on their trip to Sicily accompanied by Ms Samantha Abela.

A trip to Sicily from Malta offers an enriching educational experience for 12-year-old boys. The journey provides an opportunity to explore both historical and cultural connections between the two islands. Visiting ancient sites like the Valley of the Temples and the Roman mosaics in Piazza Armerina allows students to learn about Roman and Greek civilizations firsthand. Sicily's unique blend of cultures—Greek, Roman, Arab, and Norman—offers lessons in history, art, and architecture. Additionally, the trip promotes geography awareness, enhancing their understanding of Mediterranean ecosystems and the region's biodiversity. This experience fosters curiosity, cultural appreciation, and critical thinking.



Esplora Day

Esplora Malta was the first post of call for the KG2 and Yr1 students this year.

Esplora is a fantastic hands-on science and interactive learning center that offers a wealth of educational benefits for 5-6 year old students. It provides a fun and engaging way for young learners to explore basic scientific concepts through play and experimentation. For children in this age group, Esplora encourages problem-solving, critical thinking, and creativity as they engage with exhibits and activities. It also fosters sensory development by allowing children to touch, see, and hear science in action. Group activities and guided tours promote social skills, teamwork, and communication. Esplora Malta makes science accessible.



Rock Art Men (well they will be, one day!)

Can you work magic?

By Nurse Flora Tanti Harvey

Few words strike a feeling of dread in students and adults alike as the word 'Homework'! And yet, with a few simple steps, you can work magic which even Harry Potter would have approved.

Time dedicated to homework can be a very stressful time for you and more so for your child. Helping children with schoolwork can be a major source of stress for parents. However, research offers several evidence-based strategies that can help you support your child's learning while managing your own stress levels effectively. Here's how:

1. Set Realistic Expectations

- When parents expectations align with the child's abilities, both are less likely to feel overwhelmed. Focus on progress rather than perfection. Celebrate small victories and improvements in learning, rather than focusing solely on grades.

2. Create a Structured Learning Environment

- Structured routines and dedicated learning spaces can improve academic outcomes and reduce stress for parents.
- Designate a quiet, organized area for schoolwork, and establish a consistent routine that includes breaks. Having structure reduces the feeling of chaos, making the process less stressful.

3. Encourage Independence and Problem-Solving

- Children who develop independent learning skills tend to perform better academically and have better self-esteem.
- Encourage children to tackle problems on their own before asking for help. Praise their efforts and resilience, even if they don't get the answer right away.

4. Practice Positive Reinforcement Over Pressure

- Research shows that positive reinforcement, like praising effort and improvement, supports motivation and academic performance. Pressure to achieve high grades has been linked to increased anxiety in both children and parents.

- Focus on acknowledging your child's effort and hard work rather than just outcomes. This approach builds confidence and encourages a growth mindset, which reduces stress.

5. Stay Engaged, but Not Overly Involved

- Be available for support and questions, but allow your child to work independently as much as possible. Let them know you're there to help but that it's their responsibility to complete their work.

6. Manage Your Own Stress and Model Positive Coping Skills

- Children learn coping mechanisms from their parents, and parents who model calm and resilience can positively impact their child's stress levels.
- Practice stress-management techniques yourself, such as deep breathing or taking short breaks. Talk openly with your child about managing stress, showing them that it's okay to feel challenged and that there are ways to cope effectively.



While we may think that children have no worries, they too feel stress, as we do. Sometimes, like adults, they feel overwhelmed and it is not in their capability either to express this or to handle it. Truth be told, even adults find stress management difficult. Remember, that you can always communicate with the teachers for further guidance, should you feel the need! They have seen it all before, hundreds of time.

Keep safe.



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Founded in 1929, St Edward's College is an all-boys college for both day and boarding students. Boarding is offered between the ages of 11 to 18. At nursery and kindergarten as well as at post-secondary level, the college is co-educational. As a private educational college, St Edwards offers excellent teaching facilities, high teacher-pupil ratio, a very wide range of sports facilities and scrupulous personal attention to the students.

At St Edward's College, students receive a well—rounded education ending up in the IB Diploma. Most of the students go on to study at world class universities. Our top students are leaders in society ranging from Science and Business to traditional professions and the arts. Most Edwardians retain a love and appreciation of sports throughout their lives.

