



MARY
MACKILLOP
today

**"We must teach more by example
than by word."**

Mary MacKillop 1867

Years 6 and 7

Exploring Subsidiarity in Timor-Leste

For any further information regarding this resource and Mary MacKillop Today, please contact our Community Partnerships Coordinator.

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“We must teach more by example than by word”

(Mary MacKillop 1867)

This course of study explores the theme of Subsidiarity, it may be a tricky word to say but it is a very important idea. The principle of subsidiarity places responsibility as close as possible to the local level and strives to empower the people who need help to be able to help themselves. Subsidiarity says that the people who are affected by a decision should have a voice in making that decision. Other people should be there to help them get through a hard time, difficulty or injustice but ultimately the power to make positive change lies with the people themselves.

“Believe in the whisperings of God to your own heart”

Prayer focuses on loving and respecting each other as children of God in common; it places us as equals with each other. No matter our material wealth, geographical location or cultural and linguistic differences, we are all loved equally by God who shows us how to see each other as just the same.

“Never see a need....

- In the Footsteps of Mary

Mary lived the principle of subsidiarity because she knew that through educating the poor families that she dwelt amongst she would empower their children to change their own lives and futures for the better. She worked at a local level, respecting and understanding their circumstances because they were very similar to her own.

- Mary MacKillop Today in Timor Leste

Mary MacKillop Today continues Mary MacKillop’s legacy through our work in Timor - Leste in Teacher Training programmes. Timorese teachers participate in training workshops, where they develop skills in classroom management, teaching methodology, creative classroom-set up and child protection.

..... without doing something about it”

- We must teach more by example than by word (classroom activities)

Students in Years 6 and 7 explore the theme of Subsidiarity through suggested learning activities that reflect Mary MacKillop Today’s work in literacy and language in Timor-Leste. These learning activities have been developed in line with the HASS (Geography) Learning Area of the Australian Curriculum. General Capabilities such as Critical and Creative Thinking, Personal and Social Capacity and Intercultural Understanding enable skills to be transferred across other curriculum frameworks, disciplines and teaching practices.

- Being True and Generous (fundraising activities)

Students in Years 6 and 7 put their learning into action by creating an Amazing Race around their school property without using any written or spoken words in the clues. It requires them to think about the other ways we communicate; body language, music/sounds, images, symbols etc. and to reflect upon what it is like to not be able to communicate with others.

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“Believe in the whisperings of God to your own heart”

How do I Pray?

A new command I give you: Love one another. As I have loved you, so you must love one another. John 13:34



Rich and poor have this in common: The Lord is the Maker of them all. Proverbs 22:2

Prayer focuses on the importance of recognising that we are all the same before God, that regardless of our geographical, financial or social location we are essentially just the same, and that we are loved equally by God and should love each other equally in return.

The following template provides an opportunity for students to be involved in prayer by focusing on how ideas of difference can be described as experiences of sameness.

The prayer may be repeated out loud by speaking Jesus' message in as many different languages as are represented or spoken by students and their families or by communities around the world that have a specific connection with the school. Importantly the language of the local Aboriginal people should always be included and/or acknowledged at the beginning of such a communal prayer experience and Community members should be invited to share their response to such a gathering.

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Love one another.

As I have loved you, so you must love one another

Aroha tetahi ki tetahi. Kia rite ki taku e aroha nei ki a koutou,
kia aroha koutou tetahi ki tetahi

نحب بعضنا بعضا. كما أحببتك ، لذلك يجب عليك أن تحب
بعضكم البعض
nahib baeduna baeda. kama 'ahbabatuk , ldhik yajib ealayk 'an
tuhiba baedakuma albaed

Amarsi. Come ti ho amato, quindi devi amarti l'un l'altro

Wapendane. Kama nilivyowapenda, hivyo lazima mpendane

彼此相愛。因為我愛你，所以你必须彼此相愛
Bǐcǐ xiāng'ài. Yīnwèi wǒ ài nǐ, suǒyǐ nǐ bìxū bǐcǐ xiāng'ài

Loving nhau.

Tôi đã yêu bạn như thế nào, vì vậy bạn phải yêu nhau

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(Mary MacKillop 1867)

"Never see a need...."

How do I See?

- In the Footsteps of Mary

Mary had a variety of jobs as a young girl, she worked as a nanny and in a printing factory and then left her family in Melbourne to travel to South Australia to be a governess to her young cousins who lived in a small pastoral town called Penola. In her spare time, she taught all the surrounding farm children who were very poor and had never been to school.

Mary reflected the principle of subsidiarity because she knew that through educating the poor families that she lived amongst she would empower their children to change their own lives and futures for the better. She worked at a local level, respecting and understanding their circumstances because they were very similar to her own.

Discussion Questions

1. How did Mary MacKillop challenge the things that may have stopped the farm children from being able to go to school?

Money	Time
Social Status	Transport

2. Do children in Australia today still face these challenges in trying to get an education? What would Mary MacKillop do to help?
3. Do children in other countries face these challenges in trying to get an education? What would Mary MacKillop do to help?

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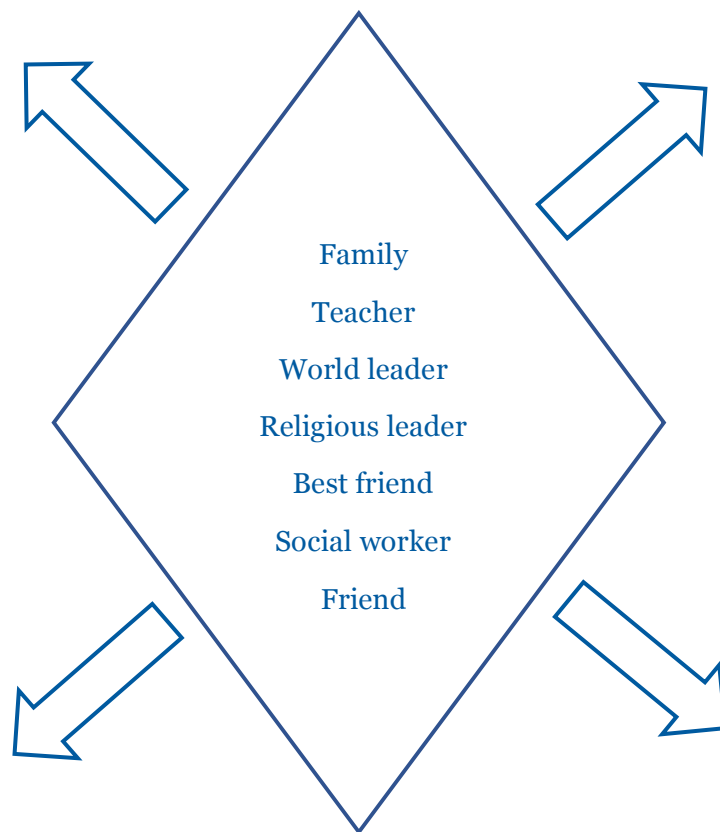
Discussion Response

Who are the people in today's world that challenge these barriers to education?

How do they do this?

Money

Time



Social Status

Transport

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How do I See?

- Mary MacKillop Today in Timor-Leste

<https://www.marymackilloptoday.org.au/what-we-do/our-projects/tetun-literacy-and-teacher-training-program-timor-leste/>

Mary MacKillop Today's Tetun Literacy and Teacher Training Project provides ongoing training and support to pre-primary and primary teachers from remote areas, to equip them with the skills, knowledge and resources to effectively deliver the national curriculum to their students and ensure they receive quality education in the classroom.



Improving the skills of teachers through innovative and ongoing training is one of the biggest investments a country can make to improve learning outcomes among children. Teachers are trained in how to best use resources such as *Mary MacKillop Today* story-books, which have been designed to help improve their students' literacy skills and encourage creativity and critical thinking. Teachers also participate in training workshops, where they develop skills in classroom management, teaching methodology, creative classroom-set up and child protection.

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How do I Do?

- We must teach more by example than by word (classroom activities)

Students in Years 6 and 7 explore the theme of Subsidiarity through suggested learning activities that reflect Mary MacKillop Today’s work in literacy and language in Timor-Leste.

These learning activities have been developed in line with the HASS (Geography) Learning Area of the Australian Curriculum.

ACARA Learning Areas – HASS (Geography)

Inquiring and Skills	
Evaluating and reflecting Year 6	<i>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects</i> ACHASSI132 Reflecting on what they have learnt in relation to an issue and identifying problems that might be experienced when taking action to address the issue
Evaluating and reflecting Year 7	<i>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects</i> ACHASSI162 Discussing the consequences of decisions, considering alternative responses and predicting the potential effect of those responses

Knowledge and Understanding	
Geography Year 6	<i>Differences in the economic, demographic and social characteristics of countries across the world</i> ACHASSK139 Comparing people’s lives in places with different levels of income
	<i>The world’s cultural diversity, including that of its indigenous peoples</i> ACHASSK140 Investigating the similarities and differences in official languages, religions and spiritual traditions between Australia and selected countries of the Asia region and other parts of the world
	<i>Australia’s connections with other countries and how these change people and places</i> ACHASSK141 Exploring the provision of Australian government or non-government aid to a country in the Asia and Pacific region or elsewhere in the world and analysing its effects on places in that country
Geography Year 7	<i>The influence of accessibility to services and facilities on the liveability of places</i> ACHASSK189 Examining the role transport plays in people’s ability to access services and participate in activities in the local area Comparing transportation and accessibility in one Australian city with a city in a country of the Asia region or Europe

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How do I Do?

General Capabilities such as Critical and Creative Thinking, Personal and Social Capacity and Intercultural Understanding enable skills to be transferred across other curriculum frameworks, disciplines and teaching practices.

ACARA General Capabilities – Critical and Creative Thinking

Generating ideas, possibilities and actions elements	Consider alternatives	
	Level 4	Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions
	Level 5	Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting

ACARA General Capabilities - Personal and Social Capability

Social awareness	Appreciate diverse perspectives	
	Level 4	Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others
	Level 5	Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view
Social management	Communicate effectively	
	Level 4	Identify and explain factors that influence effective communication in a variety of situations
	Level 5	Analyse enablers of and barriers to effective verbal, nonverbal and digital communication

ACARA General Capabilities - Intercultural Understanding

Recognising culture and developing respect	Investigate culture and cultural identity	
	Level 4	Identify and describe the roles that culture and language play in shaping group and national identities
	Develop respect for cultural diversity	
	Level 5	Understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities
Interacting and empathising with other	Communicate across cultures	
	Level 4	Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding
	Empathise with others	
	Level 5	Imagine and describe the feelings and motivations of people in challenging situations

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How do I Do?

- We must teach more by example than by word (classroom activities)

Cross Curriculum Priorities such as Asia and Australia’s Engagement with Asia enable ideas to be transferred across other curriculum frameworks, disciplines and teaching practices.

ACARA Cross Curriculum Priorities - Asia and Australia’s Engagement with Asia

Asia–Australia engagement

- OI.5 Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- OI.7 Australians play a significant role in social, cultural, political and economic developments in the Asia region.



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How do I Do?

- We must teach more by example than by word (classroom activities)

Literacy isn't just about reading and writing but most importantly about understanding and communicating.

As a class, individually or in pairs brainstorm all the ways you have used literacy today. Think about everything you have read and understood and everything you have communicated to others. How difficult would it be if you couldn't communicate easily? For example: the bus timetable, a friend's message or Instagram.

Could this effect your personal dignity? Would you feel embarrassed if you couldn't understand something? What sort of fun and important things might you miss out on?



The following classroom activity demonstrates to students the difficulty of not understanding each other because of language barriers. It also challenges assumptions about English as a learning language at the expense of local languages like Tetun.

The Focus Question could be developed into class discussions, presentations and debates or used as meaningful stimuli for formal writing techniques such as persuasive, informative, recount or sensory.

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Why is it important for Timorese teachers to teach Timorese children in Tetun?

1. Ask for six volunteers to work with you on a small presentation. Explain it will be really embarrassing but fun, they can nominate a friend to do it with them if they're too shy, although at this age you'll usually have heaps of hands up!
2. Line the students up at the front and introduce them as six young teachers recently arrived from Dili who have come to teach at your school today. Unfortunately, NONE of them speak English (make sure they stick to this!)
3. Give each of the students a random card and ask them to 'teach' the word to the class. They can say the Tetun word out loud but might need to mime or use hand gestures to try and convey the English meaning. Reassure them that this is hard, give them just a minute or two each. (Usually the audience will guess See and Never but not the other words; do not do this in order as they'll guess the sentence too quickly).
4. After each word has been 'taught' explain that the students are going to Teacher Training at *Mary MacKillop Today* and send them into the corridor for 3-5 minutes to work out that when combined, their words actually make the phrase 'Never See a Need Without Doing Something about it'. Give them the chance to mime out a small play that teaches this phrase.
5. When they come back in explain that the 'Teachers' have been trained in collaborative learning and will team teach their words. It usually takes only a few minutes for someone to guess Mary's famous quote. You can give hints if your running short of time.
6. Whoever guesses the phrase can come up the front and be a 'new teacher'.
7. Ask the 'Teachers' to try and say the phrase together in Tetun and get the rest of the audience to join in too.
8. Thank the 'Teachers' and get them to return to Dili (back in their seats) and bring the whole group back to the focus question ...

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How do I Do?

- Being True and Generous (fundraising activities)

Create an Amazing Race Around Your School

(without using any written or spoken words in the clues)

1. Design a course around the school with about six or seven different points of interest.
2. Use an iPad or camera to photograph/document/describe these points on the route.
 - Who spends time here?
 - What is its purpose?
 - What changes here and what stays the same?
 - Does the weather affect this place?
 - What challenges/advantages does this space provide?
3. Then back at class create clues for these spaces without using words. Think about the other ways we communicate; body language, music/sounds, images, symbols etc. consider your five senses (sight sound touch taste smell) for ideas.
4. Use an appropriate digital app or art materials to create your amazing race.
5. Consider developing your Amazing Race into a meaningful fundraising activity on Feast Day, at School Fairs or Social days and include entry fees and awesome prizes.



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