

Poetry Collection – Reflect-Ed
(2019-2023)
John O'Reilly

Reflect-Ed

by John O'Reilly
(c) 2019-2023

Dedicated to the many students, teachers, admin and support staff
i have had the pleasure of working with through the years.

Special thanks to Beth Lee,
Steven Chignell,
Chris Hawkings and
Neil Schwenke.

In memory of Jenny Woodman

...150 thoughts, or thereabouts...

Contents

MOTIVATIONS	5
FACILITATOR.....	6
MATHS.....	7
WATERFALL.....	8
QUIZ.....	9
ATTENTION	10
PERPLEXED	11
SOUND.....	12
MODULARISATION	13
REFORESTATION	14
T-SHIRT	15
PLAN	16
A-HA.....	18
READ_FILE().....	19
150	20
REVISE	21
COMPETENCE	22
THIS	23
LISTENING	24
PERSON.....	25
LISTEN	26
HAT-STAND	27
HENCE.....	29
MASLOW	30
CALM	31
DETENTION	32
WILLOW	33
PEBBLE.....	34
HANG-UPS	35
PREJUDICES	36
SENSITIVITY	37
INTEGRITY	38
BUTTONS.....	39
YAWNING.....	40
ENERGY	41
ENGAGEMENT.....	42
COMFORTABLE	43
BRIMMING.....	44
MUCH	45
FOREST	46
CONCATENATE	47
COMPLEXITY	48

CHALLENGE	49
PERSPECTIVE.....	50
CONNECT	51
RECOLLECTIONS.....	52
EXTRA.....	53
EXCURSIONS	54
SUCCESS.....	56
RESOURCES	57
EXPECTATIONS.....	58
FULFIL	59
MARKING.....	60
DEBRIEFING	61
EXERCISE	62
CONTRARY	63
TRUTH	64
ADMIRATION	65
ADRENALINE.....	66
DEMANDING	67
IMPORTANT	68
CONFERENCE.....	69
HUMS.....	70
SINCERELY	71
GREETING	72
SKILL.....	73
RE-INSPIRED	75
CREATIVE.....	76
HOUR.....	77
YOURS	78

MOTIVATIONS

before i get into all of this...

let me just stop, and

take a moment.

take stock...

Why again is the education system the way it is?

What are my motivations

in becoming (being) a teacher?

Why are my students attending?

What are their hopes, dreams and aspirations?

(I need to truly take a moment to deliberate on this...)

Who might best know about their

hopes, dreams and aspirations?

What are their parents expecting?

What can and will i be able to offer them all?

FACILITATOR

- a little creative writing, blended with
 - some formal learning material content
 - the odd form and checklist
- a little going-with-the-moment
 - a good portion of pre-planned structured delivery
 - some time allocated for Q&A
- the occasional structured phys-ed
 - a share of walking, standing and presenting
 - sometimes just sitting quietly
- some new content learning
 - ongoing revision of delivered content
 - often calling on pre-learned skills and knowledge
- moments of inspiration
 - moments of reflection
 - moments of deliberation
- the occasional humour
 - hopefully not too much agro
 - ongoing focus, discovery, and reinforcement
- some deep analytical thinking
 - providing opportunities for creative expression
 - and time for revision and review
- supporter of the learning of others
 - facilitator in discovery, retention and creative expression
 - striving to be the best guide and source of inspiration i can be.

MATHS

maths can be a little dry,
technical, logical,
somewhat impersonal...

yet

with such a depth of
vibrant history,
and wealth of
game-changing
application

one wonders...

(With thanks to my CCAE lecture – Warren,
for his insights, direction and inspiration in
relation to the wealth of history and application
associated with the discipline of mathematics.)

WATERFALL

a Waterfall model is a linear
set of stages that can be
used in creating a custom
piece of software
(or a building, or a book,
a painting, a cubby house, whatever...)

so i stand to the left of
the front of the room and
talk about Stage 1 (Requirements Gathering)

then i step to my right and
talk about Stage 2 (Analysis)

then i step again to the right to
talk about Stage 3 (Design)

at around Stage 5 or 6,
now standing to the right of
the front of the room...
i mention that at this stage
it is the most expensive time
should you not have fully understood
the project requirements

i then walk back to the left of
the front of the room and note that
this is the least expensive time;

this goes on for some time
and i find that this whole discussion
seems very much like poetry in motion
/
teaching in motion

QUIZ

“time for a quick quiz...”

“only 75 questions!”

“what???”

“just joking, only 10 questions.”

“Question 1:

“in 25 words or less
outline the difference between
velocity and acceleration.”

“Question 2:...”

“Wait!! I haven’t finished Question 1.”

/
by this stage
everyone is engaged
in the task at hand
/

...

“Question 10:”

“derive Newton’s First Law of Motion
from first principles...”

“or... spell: ‘acceleration’”

they look up in disbelief;
then smile...

ATTENTION

i know this will need their full
attention...

i'm just not sure how
i might achieve this...

so i open:

"Now listen up... (deliberate pause)
"i am only going to explain this
3 times,
so pay attention..."

they smile,
and start to listen...

PERPLEXED

someone bold enough, (cheeky enough)
asks for an extension
on behalf of the group;

with the many Monday public holidays,
i had already considered this,
but do not want to set a trend...

so i shake my head
(declaring no)

simultaneously saying
“yes”, out loud;

then I smile

they look perplexed...

they smile,
then start to banter
/
negotiate

SOUND

describing the Doppler Effect with
a spoken sound effect
might well draw a smile,
capture their attention

the sound of a bar code reader
in explanation of an I.T. concept

the sound of a car stopping
in explanation of forces and friction

the sound of an item falling
in explanation of gravity

sneaking these in, in mid-sentence

drawing on whatever skill
one might have
to keep the group intrigued
to keep the group attentive
to keep the group anticipating
/
potentially the next
sound effect

(This poem definitely comes up short without audio...)

MODULARISATION

train carriages
 un-coupled
 and re-
linked

if it were
low effort...
 we'd all
 have
low coupling effort

and if then
each carriage
 was clearly labelled,
 self contained,
 had a single
 purpose,

we'd have
 high
cohesion

and

great
reusability,
 say,
in software structure...

/

i wonder how i might best
approach teaching this?

(IT Programming principles –
low coupling / high cohesion)

REFORESTATION

The assignment is
plant biology,

this student is keen
to explore
reforestation

do i extend
the scope?

T-SHIRT

i wonder whether
when a student group
are imitating me,
feeding back my lines

/

or having
 them printed
 on a t-shirt

/

this might be evidence
that some part of
what i've said
has been heard?
 effectively communicated?

/

... or not!?

PLAN

there are 2 aspects of computer programming...

1. syntax – how to write your code
in Java, or C#, or another language...
2. logic – the order and structure of
your program – the
required sequence,
selection and iteration...

and it'd be fair to say that many of us
have difficulty in concentrating
fully and clearly on 2 things at once

so,

if you were to attempt both at once,

you might well produce a logically sound program,
with 150 syntax errors,

or a program that is beautiful syntactically,
but does not work as it should...

/

where do we go
with that?

..oo00oo..

so...

“You should plan your algorithm first,
before writing your code.”

“You should plan your algorithm first,
before writing your code.”

“... did you know that if i say something 3 times,
you are more likely to remember it?”

“Did you know that?”

“It’s true... i read it in a book once.”

/
students smiling,
and now fully
paying
attention
/

“You should plan your algorithm first,
before writing your code.”

A-HA

programming bugs
 can waste hours / days / commercial dollars
 can generate such frustration

sometimes,
talking it through
 - out loud -
 even to a teddy bear,
 can...

sometimes,
skipping around the back yard,
 walking around the block,
 can quell that emotive charge,
 can...

so often...

/

a-ha!
i think i've solved it

READ_FILE()

can i ask you to come out to
the front of the class and
be the data file,

can i ask you to come out to
the front of the class and be the
variables in RAM memory, and

can i ask you to be
the program interface,

and now...

let us step through this
program code

calling on you to tell us
the next line of data

calling on you to jot down the
data being stored in memory

and calling on you to annotate
what is being displayed on the
program screen,

/

how might we possibly
focus on 3 things at once
when we don't have a
complete team?

or a complete picture of
all of the components?

150

“there are 150 questions you
can ask your client in relation to
their project requirements”.

“there are 150 tasks in a
project plan.”

“there are 150 risks in an
I.T. project.”

“there can be 150 tables and screens in a
commercial database project.”

... being mindful that these are
among the 150 things i want
my students to appreciate...

REVISE

sometimes a skill,
an approach,
a piece of knowledge

needs to be fully
assimilated and
accommodated

revised,
revisited,
reviewed,
remembered,

learned,
ingrained

a Google reference,
or an answer from say ChatGPT,
is just not enough...

COMPETENCE

i can see your achievement as
67.5%, 83.9%, 95.2%

(...a measure locked in)

or i can see your achievement
as competent, or
not yet competent,

leaving the door open for
for you to improve
to learn
to grow
to develop
to develop competence

and for me to look to truly
anticipate and to
acknowledge this

THIS

They ask:

“Why are we learning *this*?”

“When am I going to need *this*
in the real world?”

When am I going to use *this*?”

so i ask myself:

“Why are they learning *this*?”

“When are they going to need *this*
in the real world?”

“When are they going to use *this*?”

and then i take a sincere moment to
ponder *this*

LISTENING

the big picture threat
 once nuclear arms proliferation
 is now climate change (climate crisis)

do i allow
 / promote
 the conversation?
do i feel threatened
 in not being an expert?
do i actively listen?
 do i support action?

do i address their concerns?
 accept their anxiety?
 allow for their fears?

do i actively listen?
 /
 am i listening?

PERSON

in the face of extenuating
circumstance and a sincere
calling for my courtesy,
care and consideration...

i need to remember to be a
compassionate person first

LISTEN

sometimes your reality,
 maybe
your grief
your sorrow
your frustration
your anger

needs a real moment...

/

i so need to stop
talking, delivering,
judging,

i so need to shut
the hell up,
take this moment
to truly listen

HAT-STAND

with a well-considered framework to hang
a hat
a coat
a theory

such things don't just get carelessly,
unwittingly, kicked
around the floor,
scoffed at

..oo00oo..

when a student reaches down,
picks up a hat,
maybe has to dust it off,
and places it skillfully,
correctly, on the hat-stand,
i need to remember to acknowledge
and encourage

when a student prepares an ensemble,
matching and styling,
skillfully and creatively,
i need to remember to acknowledge
and encourage

and if a student is able to
map out and realise a
complete wardrobe,
i need to remember to acknowledge
and encourage

..oo00oo..

and should a student have a better
hat-stand...

then i need to thank them for sharing
acknowledge their excellence
and their skill,
encourage them,

encourage all,
inspire all,
to reach o u t

to go beyond any of my own
considered
frameworks

/

for me to be open to their innovation

HENCE

if i pose that which has
not yet been solved,
anywhere, anytime, by anyone in the world,

/

as a question
an exercise, even
an assignment

/

that which is potentially larger than
all of us –

unified field theory
atomic structure
quantum computing
artificial intelligence
climate crisis
internet marketing
world peace

Topics:

Add lines as required

does it matter that i do not
have a definitive guiding answer?
does it matter that you do not
find an answer, a solution
at this very point in time ?

/

quite possibly you may,
in years hence...

MASLOW

student

yawning after gaming overnight
straining to concentrate
after skipping breakfast

timid in the face of the lions and tigers
present in the room

,

you're

uncertain of your expertise
your strengths
your true and real worth

/

uncertain in knowing that what you
have to offer will value-add
and will be respectfully received

yet...

when your hierarchy of needs lines up,
struth,

you truly amaze
you truly shine

/

actualise

(how do i bottle that?

CALM

distracted, bored, troublesome

i calmly walk over and stand near,
sometimes i ask:
“what are you doing?”

you,
more often

do

do i remain calm?
can i
when i
am so new to(o)?

can i
visualise myself
managing with confidence?

(The question: ‘*What are you doing*’ was presented as part of an in-service on Glasser-based school management and discipline.)

(One reference associated with this includes:
More about Glasser-based school management and discipline,
Cengage Learning Australia, 2010
https://www.cengage.com/education/book_content/0170181812_krause/go_further/pdf/krause3e_gf_1304.pdf)

DETENTION

because of their misbehaviour,
i felt it imperative to detain
the class at the start of lunch
for 10 minutes;

so why do i feel punished?

(Originally brought to my attention
by a counsellor (Wendy))

WILLOW

when the willow is
 securely established,
 steady

it is better able to accommodate
the breeze, the rain,
 the elements,

/

a little general humour

the occasional banter
the true and sincere exchange
 of ideas and thoughts

/

even the occasional
 flurry

PEBBLE

the surface of this lake is
 tranquil
 peaceful

they throw in a pebble
 a rock
 a boulder

does my sense of personal clarity
 my sense of inner peace
 my sense of calm
 my truly transparent
 awareness of myself

let the ripples wash over me
 undaunted by their affront
 maybe even smile to myself,
 accept their offering
 acknowledge their offering,

 this pebble
 this rock
 this boulder

HANG-UPS

you confront me about my life
my beliefs
my musical
preferences
my inexperience,
my socks

can i
sift through my beliefs
my values
my hang-ups?
quietly search out
my centre
my truth?
truly accept my failings
my limits
my shortcomings
my hang-ups?

and
can i then feel secure
in myself,
in wearing
my deliberately mismatched socks?

PREJUDICES

do i call *these* prejudices?
or just preferences?

am i such a bad person?

do i do my utmost to
ignore / hide / reject / deny
these thoughts?

or do i open myself to them
acknowledge them
confront them
investigate why,
look to understand
how they
have come to manifest in me

can i only then truly evaluate,
accept these within myself
seek to change and grow?

for if i do not,

i wonder how clearly i
wear these for my
students to see,
to adopt,
to mirror,

potentially to confront me with,
to undermine me,
to judge me,
to pre-judge me...

SENSITIVITY

i seem to do my utmost
to shy away from '*this*' (*some particular*) topic

am i aware i do this?
are my students aware?
are they confronting me with *this*?
potentially more and more...

do i need to take some time
to confront *this* for myself
to understand *this* in myself

to change and grow,
and to
truly accept

INTEGRITY

every time i am honest
 with myself and with you
 i earn a point

every time i am not,
 (and get caught...)
 all points are cleared
 from the board,
 and then some...

/

seemingly
bull-shit receptors
come built-in

/

integrity...
 an honourable pursuit...
 (even though at times, sadly,
 i have failed to deliver)

 i wonder how i might help
 you best value yours?

BUTTONS

no matter what
buttons are pressed
i truly believe
i should be centred,

such that my
stern reaction
to your affront
is controlled,
managed, almost
acted, performed,

but not
emotively generated.

should i find myself
angry,
 then i surely need to
 self-reflect a little more...

/

why am i angry?
what about your affront
 has made me angry?
what here has brought
 about **in me**, this
 emotional reaction?

YAWNING

great lesson plan,
 well structured
 packed full of value,

 and yet,

students are yawning
 gazing away...

am i,
 missing something?

/

 maybe context?
 maybe energy in the delivery?
 maybe relevance?
 maybe sufficient variation
 in the delivery?

 ...maybe some other quality?

ENERGY

if i enter the room
 portraying confidence
 feeling prepared
 having a clear plan
 projecting my voice
 demonstrating enthusiasm
 bringing a truck load of energy
 offering a little theatrics
 sustaining my focus, my energy
 staying alert
 holding a sincere love of what
 i am delivering
yet,
 keeping my expectations in check

is there a chance that...?

(what might be?)

ENGAGEMENT

a bucket load of
enthusiasm and energy

introduce the topic
throw out to the group
my questions
wait for (expect) engagement

throw in more energy and enthusiasm
more topic content
some theatrics
more questions
wait for (expect) greater engagement,

then encourage
your energy and enthusiasm
your engagement,
your uptake,
your ownership

COMFORTABLE

comfortable office chair
air conditioned,
pre-packaged lunch
/
and snacks
(of course)

information at my fingertips,
are these
making me lazy?
a passive consumer?
comfortable...

and...

if i provide an answer to every challenge
deny you the opportunity to discover
to investigate
to think
to problem solve
to contemplate
to deliberate
am i enabling you?
to be lazy?
to be a passive consumer?
comfortable...

BRIMMING

this classroom in front of me
is brimming with immeasurable
talent, skill, experiences,
enthusiasm, creative energy...

help me to engage, inspire, to
help you to actualise, thrive,
to be the best you can be

MUCH

teaching past participles
non-Euclidean geometry
cubism
sports strategy
ethics theory
macroeconomics theory
object-oriented program structure
general relativity
orthographic projection
... /
in great depth
in great detail

might be a bit much in
the first 10 minutes of
the first lesson...

FOREST

sometimes the focus is
 so much the trees...
 the trees
 the branches
 the leaves

sometimes the focus
 needs to be the forest
 the forest
 the overview
 the settings

the context
 that embodies,
 frames,
 promotes,
 the trees

CONCATENATE

it's manageable
measurable
deliverable
quantifiable
at times preferable

to carve up the content
into quanta
/ bits

every once in a while
i wonder if i might
step back and
draw together,
for you,
the quanta, the threads,

paint
the big picture...

/

across units
across streams
across subjects
across disciplines
across stages
across the years

/

offer potential 'aha' moments...

COMPLEXITY

the concept / the skill has its layers,
its complexity,

calls to me to
sit back for a quiet moment,
contemplate, deliberate,
visualise, create,

plan out a
considered sequence
of delivery

then deliver,

review, improve,
seek feedback,
review, reflect,
improve

CHALLENGE

there is always that unit of work
that no-one wants to teach,
and students have so little interest in

/

we realise
why...

yet,
there's truly a challenge in such a unit
just waiting for
 just calling for
 our creative inspiration

PERSPECTIVE

allowing myself to segue to an
interesting and relevant historic event,
or story,

or to an enlightened / considered
vision of the future,

may draw in
your imagination,

may quite possibly inspire...

CONNECT

brushing away my current obligations,
bypass my self-generated guilt with
my unfinished marking and prep,
can i give myself permission
to be creative...

so that i might help you
connect with this material,
draw relevance,
usher in your creativity,
promote your problem solving,
your enthusiasm,
your inspiration
?

the unit is: _____

an approach
might be: _____

(Add more lines / sections as required)

RECOLLECTIONS

illustrating a point with
a relevant recollection
a story
a real-life experience
(with due consideration
given to privacy and
commercial-in-confidence)

can at times draw your attention
remind you (and i) that
i am not just a 'teaching machine'
but quite possibly a person

at times – regularly – i need to allow
you the same courtesy

EXTRA

when I give a little more time,
draw on my own area of interest,
organise an extra-curricula
activity,

my enthusiasm
my keenness
to share
to include
to extend
to care,

shines

shines through

EXCURSIONS

sometimes it's the classroom,
the 4 walls that
restrict the creative journey

venturing outside

how might we estimate the number of
blades of grass on the oval *
rocks on the road
leaves in that tree
insects in that garden...

"but sir... isn't this our
History lesson?"

"ahh yes, so it is..."

"... so how do you think the mathematicians and scientists
of Antiquity estimated
the diameter of the earth?
the distance to the moon?"

..oo00oo..

Geography,
Science,

just crying out for excursions,

- presenting 'Orographic Rainfall' as we bus
across a hill or mountain
- beach-scapes
- forest-scapes
- mountain-scapes

looking to be a little more creative than just demanding
yet another worksheet;

maybe consider

- a natural poster
- a photo collage
- a record of sounds and smells
- ...

looking to the students to lead
the discussion
the lesson
the discoveries

(...with maybe a little nudging,)

..oo00oo..

even relativity, quantum physics and
the fundamental nature of matter
cries out for

a beach scene
a picturesque mountain view
on occasion, a formal council-owned meeting room,

open spaces,
bundled with
star gazing on a property away from
the city

..oo00oo..

the time-cost organising
makes for life-long memories
for the students,

as well as
for the staff
/

immeasurable
educational value

(despite the
worksheets)

(* an activity suggested by a
CCAIE instructor (Warren)
during my Grad Dip Edn
course.)

SUCCESS

new school term, new outlook
self talk regarding
maybe even a quick chat

‘that student’ / ‘that group’

(who is / are not achieving
not succeeding
may be daydreaming
may be draining
the tolerance...)

“this term...
I am expecting so much better...”

and then...

i take a moment (maybe six)
to truly embrace this belief...

RESOURCES

gather

accumulate

develop

beg

borrow

and

(probably not steal)

organise

engaging activities,

info, web links,

approaches

strategies

teaching resources,...

/

Hey Google...

EXPECTATIONS

knowing anger and
frustration might be
linked to
expectations,

i might look to expect,
 for instance,
that no classroom tech
will be working lesson one,

and embracing this,
i might plan around this...

/

and then sit and ponder
my other expectations

FULFIL

at times i realise
the wealth of content,
knowledge, training
and tutorial material
now available to all
on the Internet,

so why are
vocational and tertiary
classes still filled
with students?

/
securing a qual
surely can't be
the only reason...

MARKING

that ever familiar grumble:
“i’ve got marking to do...”

yet
my subsequent sense
of dispirit

fades
as i remind myself

that my sincere and focused
review of my student’s efforts
is one of the greatest services
i can provide,
i can offer,
i can utilise in
benefiting my students

DEBRIEFING

in many occupations / roles / jobs
debriefing can play a role

maybe an associate
to trust in
to share frustrations
events
stresses
perspectives
beliefs
...

for me,

this person is:

(Associate's name)

these people are:

(Associate names)
(Add more lines as required)

EXERCISE

aerobic exercise

can be one balancing activity
for the daily stresses

...what's good for the students...

CONTRARY

where i can no longer
justify my position
in the face of clear
argument, logic and/or
evidence to the contrary,

i must accept that i need
to grow and change

TRUTH

truth...

this calls for a millennium of deliberation
a library chocked full of
philosophical texts...

is the knowledge i possess
really the truth?
the complete truth?
any sort of absolute?

or am i just re-delivering
what someone prior
taught me,
they too believing it
to be the truth?
the complete truth?
some sort of absolute?

ADMIRATION

they say we should always
embrace the opportunity to
read or view or listen to
those that have drawn
our awe, our respect,
our admiration,

who are experts in
their respective fields

I have much to learn from:

_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____

(name) (expertise / skill / offering)
(Add more lines as required)

/

eg:

<u>Benedict Carey</u>	for	<u>his book: 'How We Learn'</u>
<u>Canfield, Hansen & Hewitt</u>	for	<u>their book: 'The Power of Focus'</u>
<u>Dr John F Demartini</u>	for	<u>his insight</u> <u>his speech rhythm</u> <u>his clarity</u>

ADRENALINE

semester end
 often the busiest time
 full focus, sometimes
 full adrenaline
 full demand

then suddenly
 fully complete
 end semester, all done
 but maybe not
 the drive
 the routine
 the adrenaline,
 the adrenaline,

maybe
 needing to plan an effective
 wind-down
 approach or strategy?

DEMANDING

you were one of the most intense
 busy, demanding and frustrating
 years of my life...

 first year,

so much to learn
so much to prepare
so much to manage
so much to evaluate
so much to correct

 so much i needed
 so many more hugs
 from loved ones...

IMPORTANT

if you think,

you,
as our leader,
that *this* is important,
truly important,

then chances are,
we will too

(*this* – whatever *this* is...)

CONFERENCE

i truly gained value when
 you provided a retreat
 a conference
 an inservice day
where you had thought about
 what would connect for me,
 for us,
 what would inspire
 me as a teacher
 would inspire
 us as teachers

HUMS

i find myself humming with
a skip in my step...

everyone seems good to
do a little more than
might first appear to be
their fair share...

/

we all
it all
just
hums

/

such that one might
find themselves humming with
a skip in their step...

SINCERELY

without you...

students are not enrolled
my attendance rolls are not organised
my science equipment is not prepared
my room is not cleaned
the bathrooms are not sanitised
the facilities are not managed
the furniture, the computers, ... (all the equipment required)
are not purchased and put in place
our safety and security in our workplace
is not supported
... and so much more ...

my sincere thanks

sincerely,

my
sincerest
of
thanks

GREETING

a greeting in the morning
during the busy day
(sometimes a brief chat)
reminds me,
no doubt all of us,
of our shared purpose
(of which i am just a small part)
in the support of our
students' education

a greeting in the morning
connects for me,
reminds me,
no doubt all of us,
that it takes a complete
and able team
to provide the quality
of education that we
strive to provide

SKILL

some have the skill to
manage organised, efficient and
productive staff meetings
that run only 30 minutes every week

some have the skill to
prepare quality worksheets
and engaging curriculum
material

some have the skill to
draw the full attention
of any group at every turn

some have the skill to
engage a group no matter
how dry the material

some have the skill to
analyse and draw themes
from organisational policies and
procedures and enterprise
bargaining documents

some have the skill to
persuade management,
on the important issues
almost every time,

some have the skill to
provide quality humour,
the occasional light relief,
during staff meetings
and in-services

some have the skill to
organise the memorable
excursions and
extra-curricula activities

some have the skill to
organise Friday afternoon
catch-ups and other
memorable social events

some have the skill to
...

/

accepting that it takes a complete team...

/

my best skills are: _____

(Skills)

(Add more lines as required)

RE-INSPIRED

day to day demands
start to consume our focus
solely, completely,
we lose sight of...
our love of...
our creative energies
our dreams
our inspiration

what's needed,
maybe
a quiet time
once a week
/
a few times a week!?

to reconnect with our love
our passion
our vision

to be re-energised
to be re-inspired

CREATIVE

time out
walking a familiar bush track
sitting in the garden listening to the birds,
to one's favourite music,
or just taking in the silence,
the moments,

/

after the brain chatter
has subsided,
might i truly start to
hear the birds,
the music
the breeze
the silence

/

and allow
a little creative
focus to potentially
find its way in?

HOURL

maybe
just an hour
sitting quietly
at the end
of the day

taking time,
time to focus
time to just
focus
on what inspires me
on what enlightens me

for me,
what inspires me is:

(Inspirations)
(Add more lines as required)

YOURS

i could go on ...
and on
and on ...

/

it's good of you
to have persisted
this far through
this collection...

/

however...

i've left the following pages blank
intentionally left blank

for your thoughts
your experiences
your approaches
your dreams
your aspirations
your poems

/

what has teaching taught you?
what have the students taught you?
what has

/

have

/

what have
you learned?

what do you still wish to learn?
wish to master?
wish to achieve?

