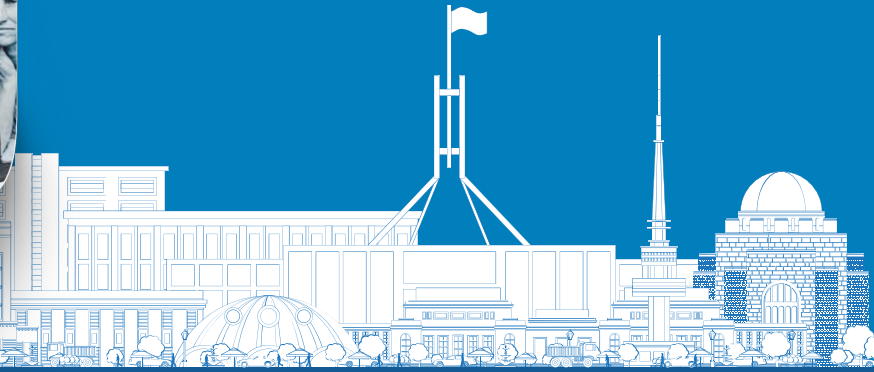




Building tomorrow's minds : On the shoulders of teaching giants in the bush capital



I am honoured to share my journey, inspired by my parents, both dedicated teachers who nurtured my love for education. Their belief that teaching would be my true calling proved correct. At Calwell, I've embraced a philosophy that values relationships and holistic development beyond the curriculum, fostering resilience, courage, and respect in students. As a former disengaged student with learning difficulties, I relate deeply to my students' challenges.

I remember a beautiful moment when a student and I, amidst the hum of a busy classroom, connected over life, laughter, and painting, with music in the background. For this student, art became a sanctuary, a space to express herself and find joy. She, who previously would create art at home to try to escape with headphones on, didn't always have the positivity she so dearly desired.

As she told me, now she felt safe and at home. She handed me a note one day as she left my class. Her note, which I keep in my wallet, reminds me daily that teaching is not about me, but about providing a safe and nurturing environment for students to thrive.

Another impactful experience was working with a student initially uninterested in art. A student who rarely attended classes. Through patience and encouragement, he found joy in creating cultural necklaces, and his sense of belonging in the classroom grew. Moments like these reaffirm my belief that our work as educators is profoundly meaningful, and our students are the true heroes of our story.

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