

REFLECTIONS

MAGAZINE FOR ALUMNI AND FRIENDS OF AVONDALE UNIVERSITY COLLEGE

WINTER 2020 | Vol 32 No 2

INVICTUS X

RE-IMAGINING EDUCATION IN
THE 21ST CENTURY



CHANGE THE WAY YOU THINK

A firsthand account of how failure
refreshed a not-for-profit's board

2019 DONOR REPORT

Your response to Think&Do,
the invitation to journey through giving
with Avondale

ART INSPIRED VISIONARY THINKING

How an alumnus used visual arts to
influence his career in crisis management

ANNUAL APPEAL

2020



COVID-19 STUDENT ASSISTANCE

Make an Avondale education possible for students who lose income because of the coronavirus (COVID-19). Your support will ensure our students can still afford tuition, textbooks and on-campus accommodation.

We thank you for journeying with us through this new normal.

DONATE: www.avondale.edu.au/giving | www.avondale.edu.au/egiving

Think&DO
A JOURNEY THROUGH GIVING WITH AVONDALE

 **Avondale**
UNIVERSITY COLLEGE

A coming together

Why we need your help to transform students who transform their communities

The impact of the coronavirus—particularly on our physical and emotional health (not to mention our wealth)—will be one of the defining marks of 2020. We've acclimatised to social distancing, self-isolation, border closures and contact tracing yet often wonder what will be next as we return to the new normal.

Here at Avondale, most of our staff members have been working from home and all of our students have been studying by distance mode. The flexibility and tenacity of both have impressed me. From innovative practice in teaching and learning to wider connections in pastoral care (including a Festival of Faith presented on Instagram), we did everything possible to ensure our students completed the semester successfully.

We want to come together to listen and learn.

In a way, the "social experiment" brought about by the pandemic has made it easier to communicate my vision for Avondale—that it transforms students who then go and transform their communities. We also recognise, however, that a transformational future must be sustainable. We have thus begun a consultative process to re-examine our structure and the effective delivery of our mission and purpose. The objectives are to develop a viable operating model that will enable us to return to a balanced budget by 2023. The challenge: redressing the imbalance between what we earn and what we spend.

In her book *Positioning Higher Education Institutions: From Here to There*, Manja Klemencic argues we need to develop a greater degree of "contextual intelligence" within higher education. She believes institutions need to move from being merely analytical or descriptive (concerned primarily with reliability and validity) to being transformational (concerned with relevancy and legitimacy). One of the ways Manja suggests we accomplish this is to bring our "communities of practice" together and to genuinely listen. This same principle applies to our consultative process as we move forward in finding a sustainable future. We want to come together to listen and learn.

We're seeking your help in two ways.

The first is for you to share your ideas with us, not just in relation to finances but also in our ability to transform the lives of students who then go out to transform their communities (email alumni@avondale.edu.au). We realise the former will be a complex task and likely result in changes to our operation, while the latter is crucial to fulfilling our purpose and mission here at Avondale. Your prayers will be greatly appreciated.

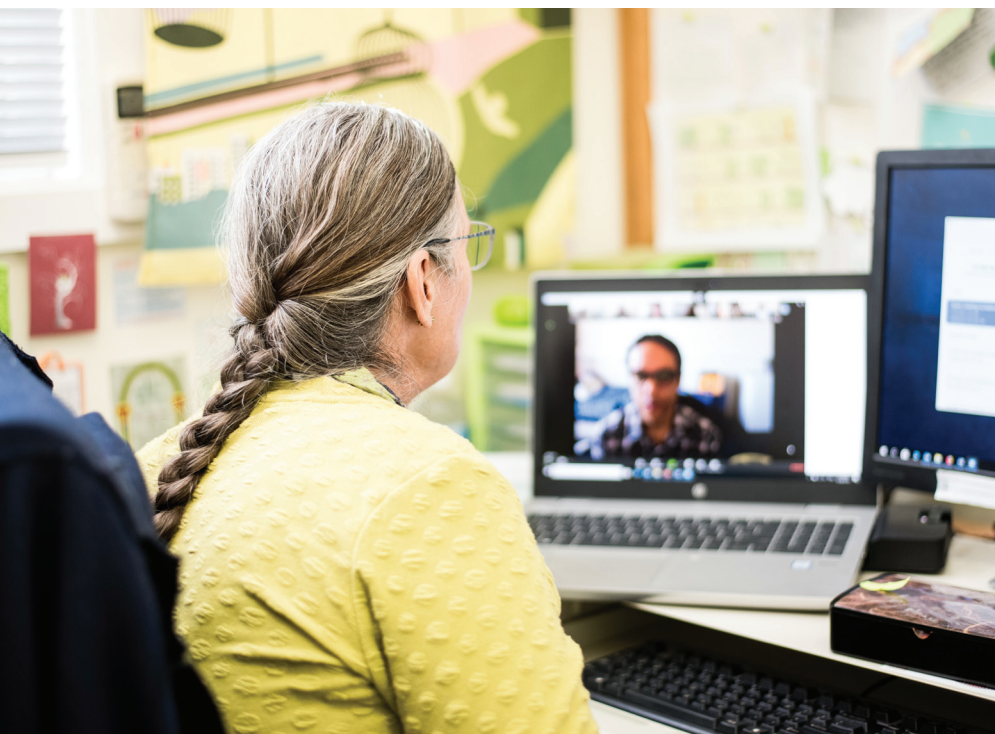
The second is through our economic hardship grants. These provide funding to domestic and international students who have lost income due to the coronavirus and have demonstrated significant financial need. Transformation is built on a foundation of financial sustainability and an important part of this is ensuring we don't lose students because of personal financial hardship. This initiative helps make an Avondale education possible for those who would otherwise find it difficult to afford things such as tuition, textbooks and on-campus accommodation. We'd welcome your donations to our annual Think&Do campaign (see insert).

My favourite Scripture passage in the New Testament is one that speaks about coming together and of community—"But now in Christ Jesus you who once were far off have been brought near by the blood of Christ" (Ephesians 2:13, NRSV). God's great passion is in reconciliation and in drawing people close to Him, where He knows they will experience completeness. We, as an extended Avondale family, get to play an important part in this transformation. This is an exciting privilege!

Thank you for journeying with us as we accept the challenge of learning and discovery and as we navigate this new normal.



> **Professor Kevin Petrie**,
Vice-Chancellor and President,
Avondale University College



SKILL SEEKERS

Online short course a help for teachers displaced by COVID-19

Teachers displaced by the coronavirus (COVID-19) pandemic will benefit from a heavily discounted online short course at Avondale as part of the Australian Government's Higher Education Relief Package.

- Special Education: Gifted and Talented
- Special Education: Strategies for Inclusion and Management
- Teacher Effectiveness, and
- Teaching: Towards a Personal Framework

The Graduate Certificate in Educational Studies is an award under the Australian Qualifications Framework comprising four units from specialisations in the Master of Education. Completing the award will not only offer a pathway into the degree but also satisfy New South Wales Education Standards Authority requirements for professional development.

"If you're a casual teacher wanting to boost employment prospects by up-skilling or retraining, and you want to do that for a lot less than it would usually cost, then this award is for you," says Master of Education course convenor Dr Peter Beamish.

Students can choose their four units from the following six:

- Leadership and Organisation
- Legal and Governance Issues in Management

They must complete the units by distance mode between June and December this year.

Forty-five Commonwealth supported places are on offer. "We don't usually have Commonwealth supported places allocated by the government to the Master of Education, so this is a one-off opportunity to begin your studies and save money," says Beamish.

The saving is substantial: students will pay a total tuition cost of only \$1250 for the graduate certificate instead of more than \$9300 if they completed the units without government support. And access to HECS-HELP is available to eligible students.

Enrolment is open to only new full-time domestic students, including New Zealand citizens. While classes began on June 10, enrolment does not close until June 24.

Avondale is offering the award not just to enrol more students but to do its part in helping teachers return to the workforce. "The government invited higher education providers to assist in fields of national priority such as teaching, and we feel privileged to respond by offering this award as part of our existing suite of courses," says Vice-President (Academic) Professor Stephen Currow.

GRADUATE CERTIFICATE IN EDUCATION STUDIES

Complete the Graduate Certificate in Educational Studies online short course and boost your employment prospects. Hurry! **Enrolments close June 24.**

> www.avondale.edu.au/study/admissions/education-graduates

> **Brenton Stacey**, Public Relations Officer,
Avondale University College



THE NEW AVONDALE EXPERIENCE

While the coronavirus (COVID-19) lockdown changed delivery of education across schools at Avondale, it also sparked innovative practice in teaching and learning. **Avondale Business School** scheduled classes delivered by videoconference at 10 am Australian Eastern Standard Time to cater for students connecting from different time zones. The classes, limited to one hour and broken into 10-minute segments, emphasised collaboration and interaction—students watched pre-recorded lectures and joined a Zoom meeting prepared to ask and answer questions. **Avondale Seminary** Head Dr Wendy Jackson led an Avondale team trialing a collaborative annotation platform. Hypothesis gave all students in a unit annotation access to the same document at the same time. **School of Education** lecturers used digital canvas platform Padlet in creative arts and physical education and health classes to create virtual noticeboards of students' comments and video clips. Others used the eportfolio capability of PebblePad to assess students completing practical tasks. **School of Humanities and Creative Arts** Head Lynnette Lounsbury began a Facebook group with students in her Creative Writing: The Art of Poetry and Short Story class to publish a poem a day as part of National Poetry Month. Professor Daniel Reynaud video recorded a colloquium about his new book, *The Anzacs, Religion and God*. First-year **School of Nursing** students watched lectures pre-recorded on the Kaltura video platform and participated in compulsory tutorial-type workshops via Zoom. Lecturers Linda Cloete and Kerrie Boddey scheduled the workshops at different times of the day to facilitate small group learning. They enhanced other Zoom meetings with polling techniques and draw as you learn options using a Wacom pen tablet. The **School of Science and Mathematics** also broke its videoconference-delivered classes into shorter time blocks and interspersed the classes with rest breaks. Several lecturers purchased pen tablets to draw and share with students figures, mathematical calculations, chemical reactions and the like.—*Brenton Stacey*

CHANGE THE WAY YOU THINK

HOW FAILURE REFRESHED OUR BOARD

When the leaders in your workplace send invitations to the annual strategic planning session, do you break out the Post-it Notes in anticipation or half-heartedly hide negative body language in resignation?

In the past, strategic planning looked a lot like the old whiteboard filled with ideas for growth or innovation and felt a lot like, “Where did those two days go and why did I eat so much food?”. These days, good leaders use strategic planning to reflect on what the organisation achieved, what it didn’t, what we as employees can learn, and where the organisation goes from here.

As Treasurer and Vice-Chair of Coastlink, a provider of disability services and aged care on the New South Wales Central Coast, I recently attended our annual two-day strategic planning session. But for the first time in a few years, I actually came away refreshed, enthusiastic and . . . optimistic.

Being a not-for-profit, Coastlink has seen many changes in the disability sector, particularly with the rollout of the National Disability Insurance Scheme. We’ve moved from receiving block funding to marketing ourselves to clients and providing fees for service. The challenges are not only dealing with the government but adapting with ever-shrinking budgets to the ever-growing needs of our clients.



Members of the Coastlink board, including Associate Professor Lisa Barnes (second from right).

The objective, then, at our strategic planning session was to review the year that was then review our chief executive officer’s research about how the future might look—this can be a challenge in the sector, particularly with the Royal Commissions into Aged Care Quality and Safety and Violence, Abuse, Neglect and Exploitation of People with Disability. So, what made this strategic planning session different? In a word: honesty.

We’d spent the previous six months working on

a merger with a similar not-for-profit entity that provided transport for aged care and clients with a disability. But like a recent study from global audit, tax and advisory service KPMG shows, 83 per cent of mergers fail. We fell headfirst into that category, even though we followed all the right steps in the right order.

The honest conversations about the failure included reflections on the performance of each board member. You couldn’t ask for better professional development. It made a profound impact on the board members, the chief executive officer and the senior staff members. We all learnt invaluable lessons. These informed our thinking about what we would do differently in the future—we threw the whiteboard away and used only the research for ideas for growth or innovation. The result: a strategic plan with a clearer focus on where we see the future of the organisation, how we can better meet its needs, and what skill sets we need on its board.

Now the fun part begins: the implementation of the plan.

THE LIST: FIVE LESSONS FOR LEADERS

Here are five things you can learn for your role as a business, church, community or school leader from Associate Professor Lisa Barnes’ Coastlink experience.

1. Focus on your core mission

Don’t get sidetracked by possibilities rather than factual opportunities.

2. Uphold the ethics of the board

Identify and rectify unethical conduct.

3. Understand the roles of board members

Appreciate the experience of board members to guide decision making.

4. Use client needs to guide service delivery

Ask what’s best for your current clients, now and in the future.

5. Learn from failure

It’s hard, but recognise when to walk away, accept and move on.

> Associate Professor Lisa Barnes, Head, Avondale Business School, Avondale University College

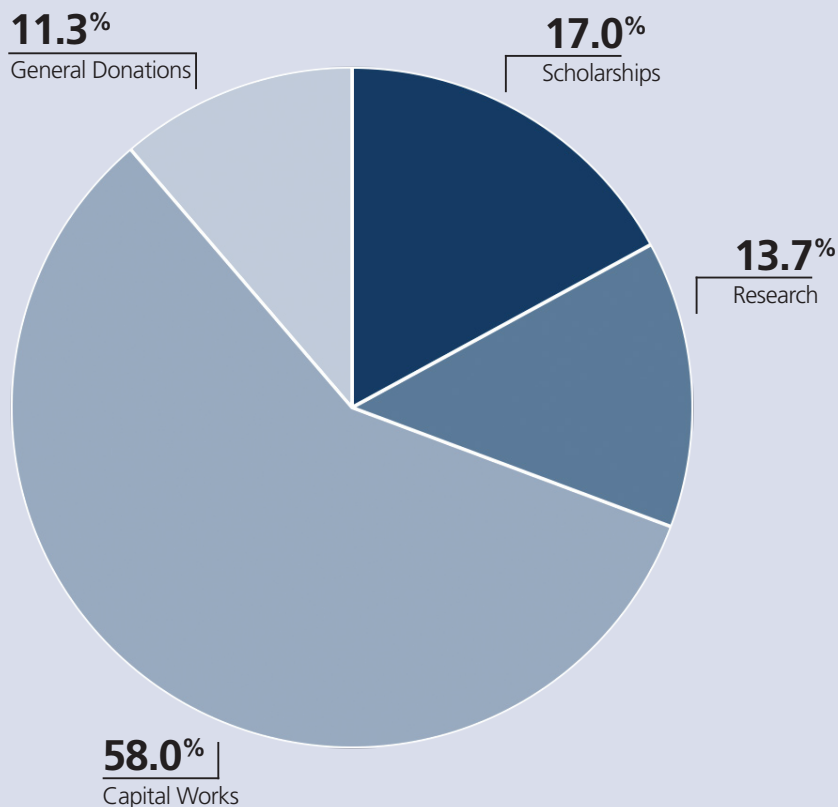
2019 DONOR REPORT

Your generous response in 2019 raised more than \$400,000 for Avondale University College's Think&Do campaign.

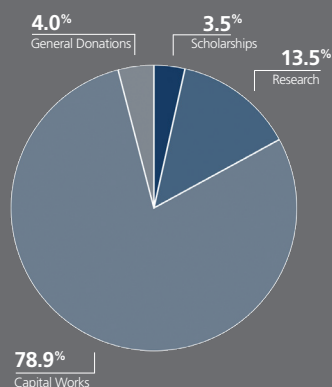
Together we:

- Refurbished a contemporary hub for new and prospective students;
- Supported ensemble music and private music tuition;
- Funded academic prizes and scholarships;
- Supported the preservation and restoration of the Lake Macquarie campus;
- Supported research into lifestyle medicine and holistic health, Christian education, and Scripture, spirituality and society, and;
- Supported the School of Science and Mathematics.

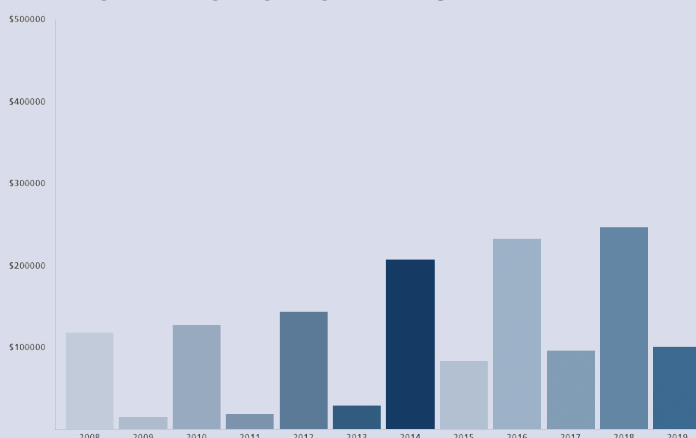
Thank you for journeying with us as we accept the challenge of learning and discovery (research), educating leaders (scholarships) and developing quality infrastructure (capital works).



DONATIONS 2018



DONATIONS TO ANNUAL APPEAL



DONOR LIST 2019

Avondale University College gratefully acknowledges those who journey with us as we accept the challenge of learning and discovery, of educating leaders, of developing quality infrastructure and of fostering creativity. Thank you for demonstrating this through giving. Your donations help us use this knowledge and these resources to improve lives.

TOTAL DONATIONS
\$400,895
 FOR THE YEAR 2019

BEQUESTS

Avondale University College received two bequests totalling \$160,154.

BENEFACTORS (\$10,000-)

Anonymous (1)
Ian and Nerida Miller

PATRONS: FELLOWS (\$5000-\$9999)

Anonymous (1)
Peter and Valerie Duncan

Duncan-Kranz Choral Scholarship (8)

Awarded in memory of Peter and the late Valerie Duncan's parents—Charles and Sue Duncan and Alfred and Ethel Kranz mentored

people with promise—to encourage and recognise students with demonstrated aptitude in and commitment to music.

Dr Jason Morton
Professor Brian Timms

PATRONS: PARTNERS (\$1000-\$4999)

Anonymous (4)
Adventist Aged Care Sydney

Adventist Aged Care Sydney Aged Care Excellence Prize

Adventist Media

Adventist Media Journalism Prize

**Australian Union Conference
 of the Seventh-day Adventist Church**

Ministry of Teaching (Secondary) Prize

Clifford Anderson Fund

Established in 1967 according to the terms of alumnus Dr Clifford Anderson's will to support Avondale Seminary students.
Clifford Anderson Ministry Prize (3)

Dr Elwin Currow

Elwin Currow Prize for New Testament Apocalyptic Studies

Douglas Eliot Fund

Established by alumna Dr Elizabeth Ostring (2009, 2015) in 2014 to honour father Douglas Eliot, a former Chief Financial Officer of Avondale College (1966-1975).
Douglas Eliot Church Planting/Ministry Memorial Prize

Edna and Vern Heise Memorial Fund

Established in 2007 by the Heise family to honour the life and work of alumna Edna (1922-2006) and then Vern (1921-2014) Heise, in memory of their outstanding support of women in ministry and Christian communication through preaching, writing and speaking.
Edna and Vern Heise Prize for Excellence in Communication

Ferch family

Arthur Ferch Prize for Greek Studies
Arthur Ferch Prize for Hebrew Studies

Gail Valentine Memorial Fund

Established in 2009 to honour the life and work of alumna Gail Valentine (1949-2009) in memory of her contribution to best practice in human resource management.
Gail Valentine Memorial Prize for Human Resource Management

Graham Miller Memorial Fund

Established by Zita Miller in 1976 to honour husband and alumnus Pr Graham Miller's (1926-1976) contribution to Seventh-day Adventist young adult ministry in the South Pacific.
Graham Miller Memorial Prize for Youth Ministry

Lionel and Joy Hughes

Peter and Ursula Johannsen
Willabee Floors Bachelor of Arts Prize

Angela and Robert Kalaf family*Angela and Robert Kalaf Family Marketing Excellence Prize**Angela and Robert Kalaf Family Marketing Internship Prize***Associate Professor Peter Kilgour****Brian and Barbara King***King Family Scholarship (2)*

Awarded to honour the King family's musical endeavours by recognising students who have a passion for music and a desire to sing with vocal ensembles Avondale Singers and The Promise.

Magnusson, Draper, Thomson and Rogers families*Magnusson, Draper and Thomson Science Prize***New Zealand Pacific Union Conference****of the Seventh-day Adventist Church***Ministry of Teaching (Primary) Prize***Dr Robert Obradovic****Laurel Raethel****Derek and Jenny Rippingale***Professional Advantage Bachelor of Business Prize***Sanitarium Health Food Company***Avondale Prize for Excellence (3)***Soulfood Cafe & Grocer****South Pacific Division of the Seventh-day Adventist Church***Ministry of Teaching (Early Childhood) Prize**Bill Marr Institute of Public Evangelism Prize***Julie Smith****Dr Allen and Andrea Steele***Allen and Andrea Steele Huguenot History Prize***Sydney Adventist Hospital***Sydney Adventist Hospital Prize for**Consistent Effort and Accomplishment**Sydney Adventist Hospital Academic Excellence Prize**Sydney Adventist Hospital Clinical Excellence Prize**Sydney Adventist Hospital Medical Nursing Excellence Prize**Sydney Adventist Hospital Mental Health Nursing Excellence Prize**Sydney Adventist Hospital Surgical Nursing Excellence Prize***Drs David and Carol Tasker****Teachers Mutual Bank***Teachers Mutual Bank Excellence Prize***Viatek***Viatek/Fuji Xerox Bachelor of Business (Accounting) Prize***DONORS: AMBASSADORS (\$600-\$999)****Anonymous (1)****Julie-Anne Heise****Lavinia Ontanu****Dr Ray Roennfeldt****Drs David and Jillian Thiele****DONORS: PRINCIPALS (\$300-\$599)****Anonymous (5)****Adventist Development and Relief Agency (ADRA) Australia***Adventist Development and Relief Agency Social Justice Prize***Barritt family***Barritt Primary Teacher's Literacy Prize***Brisbane Waters Private Hospital***Brisbane Waters Private Hospital Clinical Practice Excellence Prize***Professor Stephen Currow****Fit Life Health Club and****Australian Council for Health, Physical Education and Recreation***Health and Physical Education Prize***Aleta King****Joe and Carla Ryan****Dr Graham and Rosanne Stacey****Townend family***W A Townend Christian Journalism Prize***Trim family***John Ballard Trim Health Ministry Prize***DONORS: ASSOCIATES (\$100-\$299)****Anonymous (13)****Dr Terry Annable****Kelly Byrne****Dylan Carter****Bryelle Cherry****Barbara Fisher****Dr Owen and Janita Hughes****Laura Hutchinson****Gloria Kranz****LeeJay Pty/Ltd****Sue Kuip****Therese Poland****David Potter****Peter Wrangmore****DONORS: FRIENDS (\$0-\$99)****Anonymous (9)****Noah Baensch****Bo Bin****Makayla Brydon****Devon and Cheryl Deppeler****Hazel Eaton****Brian and Leoni Faull****Priya Govett****Vesna Hunter****David Irvine****Dr Nick Kross****Dr Trevor Lloyd****David Martin****Gae Mulvogue****Joan Patrick****Pr Kevin and Sue Price****Dr Lynden Rogers****Keith Smith****Brenton Stacey****Ruth Stilinovic****Richard Todd****Paul Tomczyk****Jacob Ugljesa****Dr Gwen Wilkinson**

WELCOME TO THE DOT COT

OPENING HONOURS ALUMNA'S 40-YEAR COMMITMENT TO AVONDALE

The renaming of the former Administration Building on Avondale's Lake Macquarie campus honours a 40-year commitment to the university college and launches a streamlined service for students.

The Dorothy Cottier Building is now home to Student Administration Services (a merging of Avondale Admissions and the Academic Office) with Student Finance Services, reception and Financial and Business Services sharing the space, too. The contemporary student hub is named after Dorothy Cottier, who served as Clerk/Cashier (1956-1963) then Assistant Registrar (1964-1996) at Avondale over four decades.

"She types the kind of contribution our general and professional staff members make to the success of Avondale," said then Vice-Chancellor and President Professor Ray Roennfeldt in his speech. He noted how some buildings or centres on campus are named after academics, administrators or those who "make major donations"—and, he added jokingly, "there's still time for Dot to do that." But not many are named for those who work behind the scenes. "Dot says that, except for her first year in the Academic Office, she checked every student's academic registration, set up registration in the auditorium, facilitated class timetabling and organised the examination timetable."

Cottier attended the opening in December this past year but toured the building beforehand. "The persons responsible for the re-design and work on the new facilities are to be congratulated," she said in a speech delivered by the new Director of Student Administration Services, Laurel Raethel. "It is now a magnificent building."



Avondale University College Property Manager James Moncrieff and alumna Dorothy Cottier cut the ribbon to open the renovated, refurbished and renamed Dorothy Cottier Building.

Photo: Dr Bevan Craig

And it is a tribute "to the ingenuity and to the skills" of the maintenance team, said Vice-President (Finance, Infrastructure and Risk) Kelvin Peuser. He introduced Property Manager James Moncrieff, who with guidance from architect David Stafford led the renovations and refurbishment. The former included the foundations, the roof structure and a complete internal restructure. "The building's been extended many times but the renovation has tied it all together to make it look like one building."

The opening, the first under Avondale's new status as an "Australian University College," "makes a statement about our future," said Peuser. "It's positive. And we're willing to invest in it."

The refurbishment will make enrolment easier, particularly for new students. It not only brings the Student Administration Services team to the front of campus but connects them with Student Finance Services, located on the other side of the building. So, enquiries about admission and units or courses, collection of ID cards and payment of fees can now be completed in the one space. Online self-service stations and an information technology services help desk will also save time. An accessible toilet accommodates people with physical

disabilities or reduced mobility. The building also makes better use of its location, with a bank of windows offering plenty of sunlight and views of the gardens.

"Students used to have to walk to separate areas of the building and campus to sort out finance, admissions and ID cards," explains Financial Controller Lavinia Ontanu. "Now they're immediately greeted by reception and pointed in the right direction. By not being geographically isolated by walls, we're able to identify that when a student leaves our department, they're being taken care of in all areas." The goal, according to Roennfeldt, is to create a "one-stop shop" for students.

The renovations and refurbishment did not even make an impact on the budget. As a denominational entity, Avondale rents buildings on campus from the South Pacific Division of the Seventh-day Adventist Church, which then funds major capital works through its Property Trust. A giving project, supplemented by two offerings—one at Homecoming, the other at graduation, both this past year—will help complete cement rendering and landscaping.

Raethel says the project will "bring long-term gain to the university college."—*Brenton Stacey*



Photo: Nathan Dalton

INVICTUS WELLBEING INSTITUTE

Avondale educators develop school wellbeing program amid mental health crisis

Teachers and educators are often on the frontline dealing with student mental health. They can be the first to recognise an issue or deal with the symptoms of it. But mental health does not come in a one-size-fits-all package and it's common for students to complete their education without accessing the needed support, asking for help, or learning the skills required to rise above it.

Mission Australia's most recent annual youth survey¹ of more than 25,000 15- to 19-year-olds found, for example, that:

- Almost half of respondents felt there were barriers that would make an impact on them achieving their study or work goals after finishing school.
- Two of the top three barriers were mental health and academic ability.
- The top three personal concerns were coping with stress, school or study problems, and mental health.

While it may be easy to dismiss mental health as an issue others are addressing—statistics like those above are easy to access, and talk about who or what is at fault is common—we all

need to be contributing to change as concern grows. Our schools in particular play a vital role. Concern for mental health and wellbeing is increasing this year with the World Economic Forum reporting that the United Nations “has warned coronavirus could cause a global mental health crisis.” Among those “vulnerable to mental distress:” children and young people.²

We know the system is failing our kids for a complicated cluster of reasons—it's not solely family breakdown, time online or geopolitical tensions, it's a broader cultural milieu. . . . Our world is one that focusses on consumption and economic expansion, not wellbeing.

“We've got the most educated group of young people ever with the highest rates of depression and anxiety ever seen,” says Josh Brown, founder of the Invictus Wellbeing Institute and Assistant Principal of Wellbeing at Macquarie College (Wallsend, NSW). “We know the system is failing our kids for a

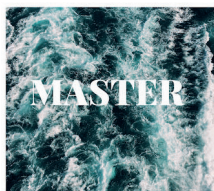
complicated cluster of reasons—it's not solely family breakdown, time online or geopolitical tensions, it's a broader cultural milieu. . . . Our world is one that focusses on consumption and economic expansion, not wellbeing.” Addressing this is important because Brown, an alumnus of Avondale University College, believes a strong correlation exists between wellbeing and academic performance. “The quality of your relationships determines the quality of your life,” he says. Two keys: internal awareness and self-understanding.

Combining data from research with his firsthand view of the mental struggle of students in the classroom, Brown had his motivation to bring change. In 2013, he cared for the Duke of Edinburgh program at Macquarie but felt it didn't make enough of an impact on student's wellbeing and mental health. So, he contacted Avondale academic and mentor Dr Peter Beamish, who encouraged him to develop his own curriculum-based program to address the shortcomings.

Over the past decade, the Australian Government has encouraged schools to care



Recognising the importance of reliable, meaningful, constructive relationships and what it takes to maintain them. It's about empathy and reshaping competitive landscapes to build each other up.



Recognising the importance of curiosity and the satisfaction that comes from being a life-long learner. It's about both mentorship and self-confidence.



Recognising the importance of planning, preparation and flexibility. It's about building self-reliance and efficacy.



Recognising the difference between child and adult behaviour. It's about deactivating our ego and embracing a sense of community.

for student wellbeing. It recognised in the 2008 Melbourne Declaration that “schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.” While the government supports wellbeing programs, developing a credible and affordable program that would meet government requirements and student needs, earn the support of parents and fit into the school timetable wasn't easy.

Brown asked the questions: “What if we explicitly taught students about wellbeing; about how to recognise their own emotions and how to cope with them, how to find purpose, how to find and maintain resilient relationships? What if we could teach them that they are strong and curious and compassionate and powerful?”³

He developed with Beamish a wellbeing intervention program for Year 9 students that featured a full curriculum including lesson plans, online resources and event descriptions. Based primarily on the research of Dr Martin Seligman's positive psychology but also on the latest wellbeing and mental health research, the program is built around four elements—Network, Master, Journey and Serve—and combines outdoor education, skill mastery (bonsai anyone?) and service learning to develop in students “the type of outlook that enables them to live lives defined by self-confidence, curiosity, empathy and compassion.” During each element, students take part in a memory event that epitomises the lessons learnt.

Invictus launched at Macquarie in 2014. At the end of the year, Brown presented the program to his local deputy principals collegiate. Three of them were keen to introduce it in their schools. While Year 9 is considered a pivotal year, Brown and Beamish, the Invictus Wellbeing Program Research Director, worked to extend the program to two years. They took the idea to schools that had already introduced Invictus and were surprised when the schools implored for a four-year program. So, work on an extension for Years 7-10 began and Invictus X launched in 2018, the same year Brown secured financial backing from health food company Sanitarium. Over the four years of the program, students have the opportunity, like the Duke of Edinburgh, to work towards Invictus Awards—bronze, silver and gold.

What if we explicitly taught students about wellbeing; about how to recognise their own emotions and how to cope with them, how to find purpose, how to find and maintain resilient relationships? What if we could teach them that they are strong and curious and compassionate and powerful?

Now Invictus Wellbeing Institute hosts a conference, accredited by the New South Wales Education Standards Authority. With coronavirus (COVID-19) restrictions on gatherings cancelling the conference this year, Brown has instead launched a podcast called The Invictus Cast that will continue providing specialised information for educators

who have an interest in wellbeing. And he continues to collaborate, with Invictus drawing on research and practical applications from Associate Professor Darren Morton, Director of the Lifestyle and Health Research Centre at Avondale and creator of The Lift Project. The program is also endorsed by Beyond Blue and recognised by Deakin University and Lake Macquarie City Council.

Brown and Beamish are excited by the interest from other schools—90 per cent of clients have come by word of mouth, with little marketing involved. The number of students involved is doubling year on year with nearly 10,000 in almost 30 schools, including those in Europe and in New Zealand, having been through the program. Peter Barnes, the Invictus Coordinator and Personal Development, Health and Physical Education Teacher at Medowie Christian School, likes the way the program develops in students “the idea that life doesn't have to just happen to them, they can be active participants in their response to the adventures and challenges that life presents.”

Invictus must keep evolving to remain relevant, authentic, purposeful and user-friendly, says Brown. Continuing the partnership with Avondale will help, with education students enrolled in the Promoting Health & Wellbeing in Schools unit writing lessons for the program. The Invictus Wellbeing Institute is also collecting data each year—about satisfaction with life, connectedness to school, diet and spirituality—to measure mental health.

How can alumni help pave a better path for our young adults? Everyone plays a part in building each other up, says Brown. See quality time with young adults as a personal investment in their happiness and health.

> www.theinvictuswellbeinginstitute.com

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HOW VISUAL ARTS INSPIRED VISIONARY THINKING

DISASTER MANAGEMENT EXPERT
LEARNED THAT EVERY EXPERIENCE
PREPARES YOU FOR THE NEXT

I studied a Bachelor of Arts with a major in English and a minor in visual arts and design at Avondale College. I remember the degree as three years of reading and amassing a library—with many trips to second-hand bookshops in Sydney—and hanging out in the studios under the Audo drawing, painting and making pottery while listening to music. Lectures and tutorials were a meeting of minds with academics and practitioners such as David Blagden, Dr Andy Collis, Dr John Cox, Dr Richard Morris, Professor Daniel Reynaud and Marty Willis.

English taught me to write effectively, which has helped me to share ideas and influence people. Visual arts taught me to think conceptually, which has helped me to innovate. These skills have been so valuable throughout my career, particularly when I worked in government where there were incentives to innovate. I became known as someone who could revitalise and transform existing systems. The networks I made have also been valuable, particularly where I have worked in the church sector.

When I graduated, I didn't know what I wanted to do. So, I worked for a year as a wardsman at Sydney Adventist Hospital. I learned about grief and death and developed people skills. This gave me a maturity that helped when I began working in disaster management.

Then I decided to further my study and completed a year of architecture at the University of New South Wales. At the end of the year, a former Avondale classmate suggested I apply for a job with the Adventist Development and Relief Agency (ADRA) Asia in Bangkok—the role required good

communication skills to help with strategic planning across 17 countries. This one year in Thailand turned into five working on development projects with ADRA Australia and travelling around the world.

When the Boxing Day tsunami hit, I moved to Thailand for three years to manage ADRA's response in the province that suffered the highest death toll—more than 2500 people. I left ADRA after that to join the Queensland Government where I managed the State Disaster Coordination Centre. I then moved into a policy role, advising the Minister for Emergency Services and influencing the government's agenda. Now I'm back at ADRA coordinating its disaster management program in the South Pacific.

Disaster management is my life career. It's the discipline of working with communities to prepare, respond and recover from emergencies and disasters, which include everything from climate change to terrorism. Currently, I'm on loan to ADRA International coordinating the response to the coronavirus (COVID-19) across the 118 countries where the agency works.

While disaster management may seem far removed from my English and visual arts study, everything I learned about communication, people and creativity prepared me for this diverse, high-tempo and rewarding career. So, thank you, Avondale.

> **Michael Peach** (1997), Regional Humanitarian Advisor,
Adventist Development and Relief Agency (ADRA)
South Pacific



The Avondale School for Christian Workers administration building, including the bell tower, with staff members and students, 1899.

Student life

AT THE TURN OF THE 20TH CENTURY

"Early to bed and early to rise" was a way of life for Avondale students at the turn of the 20th century. The privileges of learning to become workers for the Lord were not taken lightly. The students and staff members saw daily life as a blessing to occupy the mind, strengthen the body and develop the character. Punctual attendance was expected, including at chapel—"all absences not satisfactorily explained" were subject to discipline, including possible failure of the student's course.

Avondale departments included: Christian workers; medical missionary; teachers; music; commercial; domestic, and; industrial. The academic year started in the first week of January and consisted of three terms. Finishing in October provided time to find work over the end of the year.

In the early 1900s, many students arrived at Avondale having never or not completed primary school.

Here is a general timetable of a day in the life of an Avondale student:

5.00 am **Rising bell**

The chapel tower bell sounded a new day. Sleeping in was not accepted.

5.30 am **Worship in the chapel**

Bible study was mandatory and included "the word of wisdom, poetry, history, biography, and the most profound philosophy."

5.45-6.45 am **Morning study period**

7.00 am **Breakfast**

A simple meal of porridge, made from grain grown on site, and the school apiary which had 93 colonies of bees in 1903.

8.00 am **Physical work (industrial students)**

Students had to propagate, prune, cultivate, gather and preserve the fruit, tend the crops and farm animals, and work in the dairy, poultry and carpentry areas.

8.00 am **Recitations and study (non-industrial students)**

This involved reciting poetry or text. Course subjects in 1902 included:

- Ministerial—general history, English composition, bookkeeping and botany.
- Business—English composition, phonography, commercial arithmetic and typewriting.
- Missionary—English composition, general history, reading, writing

and spelling.

- Teaching—general history, bookkeeping and commercial arithmetic, elementary physics, astronomy and botany.

9.00-10.00 am **Theory classes (industrial students)**

10.00 am **Chapel**

- Wednesday missionary meeting. Students learned of missionary activities and how they might further the gospel message. After chapel, students were "required to take regular drills in elocution, penmanship, and spelling."
- All other weekdays involved a talk or singing church hymns.

11.00 am-1.00 pm **Recitations and class periods**

1.30 pm **Midday dinner**

"The young ladies, under the direction of the matron," did most of the food preparation. Students would dine together with staff members at tables of eight. The meals consisted of a range of seasonal vegetables grown on campus. The school also grew maize, oats and fruits, the dairy supplied cream, and a "good number of fowls provided eggs for the school." Every meal was "strictly vegetarian in principle and practice," although rumour has it that in later years some of the hens were secretly cooked over a camp fire.

2.30-5.00 pm **Campus chores**

Students were required to engage in 15 hours of assigned, unpaid labour, Monday to Friday. Lost time had to be made up.

6.00 pm **Evening meal**

Board and two meals a day (three was optional) cost two pounds sixteen shillings per month (equivalent to \$422.33).

6.30 pm **Evening worship**

6.50-7.30 pm **Silent period**

Students spent time alone for meditation and secret devotion. Regulations stated: "Students are not permitted to read, or have in their rooms, novels, story magazines, or other reading of an injurious character."

7.30-8.45 pm **Evening study period**

8.45 am **Evening bell**

The bell tower would signal a 15-minute warning before lights went out at 9 pm.

References

Information and quotes from the Avondale calendars of 1899-1902.



A student's room in Preston Hall, 1920.

OF HARDSHIPS, HEALTH FOOD AND HATS

CAMPUS LIFE CHALLENGES DURING AN EARLIER WORLDWIDE CRISIS: THE STORY OF OLIVE JOSEPHS

The year 2020. It is only halfway through and yet has already unloaded so many challenges. Newly enrolled students at Avondale University College scarcely had opportunity to introduce themselves to each other and to their studies before the impact of the coronavirus (COVID-19) pandemic—particularly the restrictions on gatherings—sent them packing home to continue their tertiary education online. Some media outlets have compared coronavirus to a war. While that is debatable, the Avondale students of today are not the first to face a worldwide crisis and the uncertainty it brings.

Olive (Buller) Josephs came to the then Australasian Missionary College during the war years (1942-43), another time of anxiety and uncertainty for staff members and students. While Avondale was far from the battlegrounds of World War II, it felt the financial stress and physical scars from it. Take, for example, the “slit trenches dug around the girls’ dormitory at the time the Japanese army was threatening Australia and reports were appearing of Japanese submarines in Sydney Harbour.”¹ Olive remembers the trenches when participating in required practice runs. Despite the trenches often harbouring muddy water, the students would have to dive into the nearest trench when the siren sounded.

Other not-so-hidden hardships were “the number of young women without stockings.” While less than ideal, the staff members “relaxed the rules in the workplace only, allowing girls to work without stockings if the supervisors gave permission.”²

Radios had always been forbidden in rooms because they “distracted” students from study. But as a compromise in 1940, the 10-minute news bulletin at 7 am each weekday was relayed from a radio in the residence director’s office through loudspeakers on the verandahs of the men’s and women’s residences.³

During her business studies course, Olive completed six classes before



Olive (Buller) Josephs.

lunch and worked at the Sanitarium Health Food Company factory in the afternoon to help support the huge wartime demand for Weet-Bix.

Coming from a poor family, Olive made her own clothes but did not have the means to make a hat. A hat was required to attend church, so she agonised over finding a suitable one in Newcastle. A white straw hat with small brim trimmed with twisted tulle fitted her budget. Unfortunately, on the first day she wore it to church, Olive was pulled up by the eagle-eyed women’s residence director who noted the unacceptable flowers entwined in the tulle. Olive spent much time removing them but could never bring her modest hat back to its former glory.

Despite hardships, challenges and the comparative strictness, Olive made lifelong friends and experienced the blessing Avondale offered. She and husband Harold have financially supported Avondale through the decades. You will find their names on pavers in the Alumni Heritage Walk on Avondale’s Lake Macquarie campus.

References

1. Milton Hook, *Avondale: Experiment on the Dora* (Cooranbong, New South Wales: Avondale Academic Press, 1998), 183.
2. Ibid.
3. Ibid., 182.

> Rachel Humphries, Alumni Relations Officer,
Avondale University College, with Shirley Tarburton (1968)

SHARE YOUR STORY

Avondale alumni are worldwide community transformers. We are proud of our alumni and excited by all the life achievements, influences, experiences and growth since stepping beyond College Drive or Fox Valley Road. But what we share is only a small reflection of the array of stories we could be showcasing. So, please, share your story!

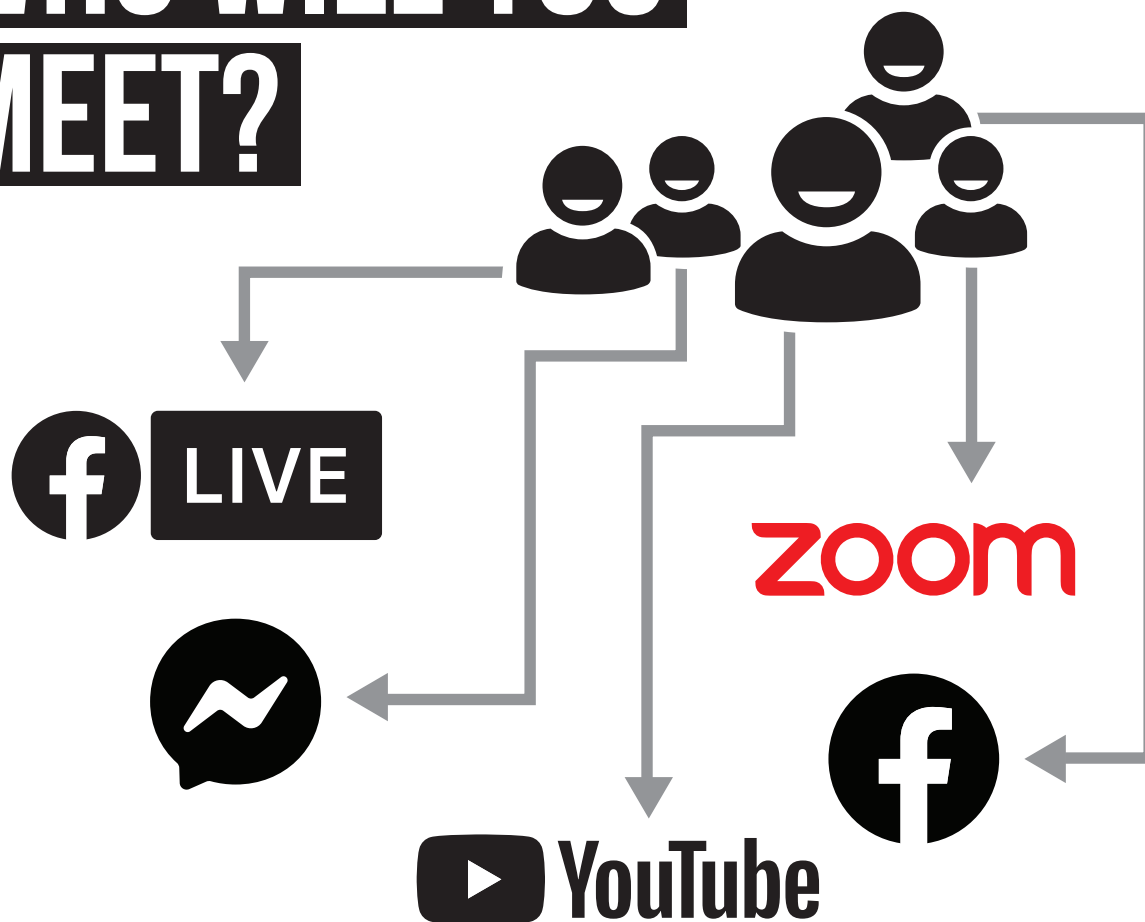
> Email: alumni@avondale.edu.au | Complete the form: www.avondale.edu.au/alumnistories



AVONDALE HOMECOMING

AUGUST 21-22, 2020

WHO WILL YOU MEET?



The impact of the coronavirus (COVID-19) means your Homecoming experience will look different this year. Reconnect with classmates at online honour year and decade reunions. Enjoy live streamed worship services and the concert. Take a virtual tour of campus.

MORE INFORMATION: www.avondale.edu.au/homecoming

www.facebook.com/AvondaleAlumni



ALUMNI

2010 | 2000 | 1990 | 1980 | 1970 | 1960 | 1950

HOMECOMING 2020