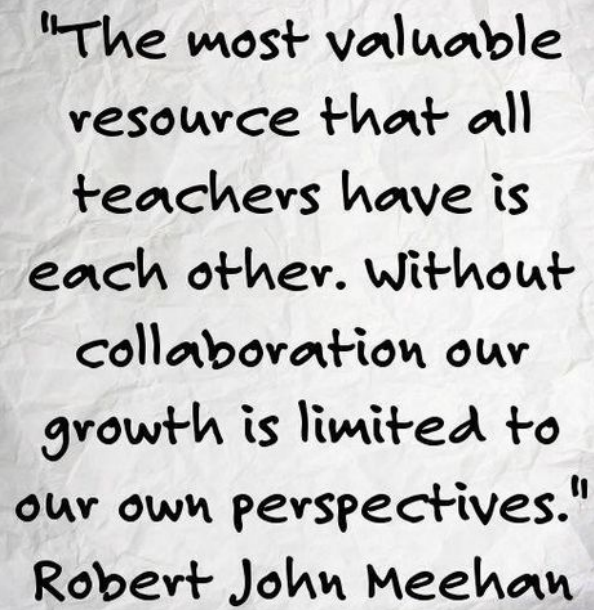



ST RICHARD'S CATHOLIC COLLEGE



**CPD Booklet for
Teachers and Learning Support Staff
2020-2021**

A quote by Robert John Meehan is centered on a background of crumpled white paper. The text is written in a black, handwritten-style font. At the bottom center, there is a small circular logo with the word 'RECITE' inside, and below it, the text 'Made with ❤️ by recitethis.com'.

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."
Robert John Meehan

A quote by Alfred Mercier is positioned in the lower-left area of a light gray background. In the upper-right corner, there is a party popper with a white handle, a gold foil top, and light blue and white streamers. Several small, light brown circular confetti pieces are scattered in the upper-left area.

What we learn
with pleasure we
never forget.

- Alfred Mercier

INTRODUCTION

The purpose of this booklet is to outline the opportunities for professional development this year as well as include resources to support you in making the most of these CPD opportunities.

Now, more than ever, we are having to adapt quickly to new ways of teaching and learning. I hope that this year's CPD programme reflects staff evaluations and requests and allows for continuing time to link your CPD to improving pupil outcomes in the classroom. The CPD activities offered this year will assist everyone in taking responsibility to develop themselves professionally, regardless of their career stage or role.

CPD permeates all aspects of school life and is core to our Catholic mission and St Richard's ethos. We are blessed with a talented staff who are always willing to support others by sharing their own practice and we will be utilising such an array of talents, as well as learning from external sources. Commitment to professional development is also an important strand of the Teaching Standards (a copy of these are enclosed) and coaching, for those individuals interested, will also be on offer.

In addition to information regarding inset days and staff meetings, this booklet contains a programme of optional twilight CPD sessions that will take place during the year. This academic year there will be four twilight sessions (one hour and 15 minutes in length) and these will be at the end of inset days as was voted for by staff. All staff must attend *all* 4 sessions to earn their gained day. These sessions will focus on your St Richard's 3 performance development focus (see the poster for 2019-20 included in the back of this booklet) and will aim to embed approaches to evidence-informed practice, action research, collaboration and reflection.

There are an array of optional CPD sessions on offer this year in response to specific requests from staff. Please make use of these fantastic sessions.

Through Rother and Rye Education Improvement Partnership (EIP) and our Rother Teaching School Alliance, a number of external CPD courses will be offered. We are also running in-house courses for Aspiring and current Leaders (details are on the following pages). Further details of the dates and commitment needed for these, along with details of the NPQML and NPQSL opportunities, will be sent out in Term 1 and will also be published on the Teaching and Learning noticeboard in the staff room.

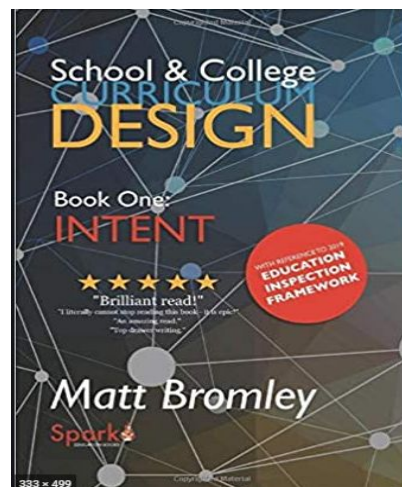
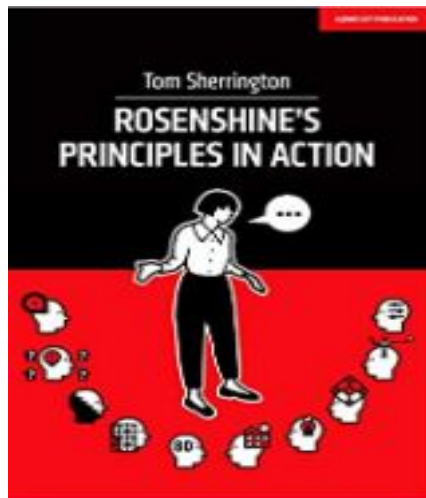
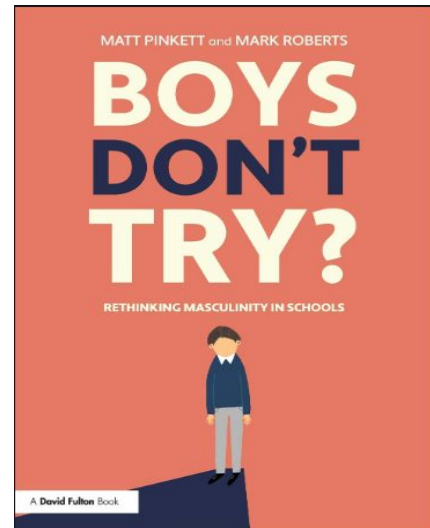
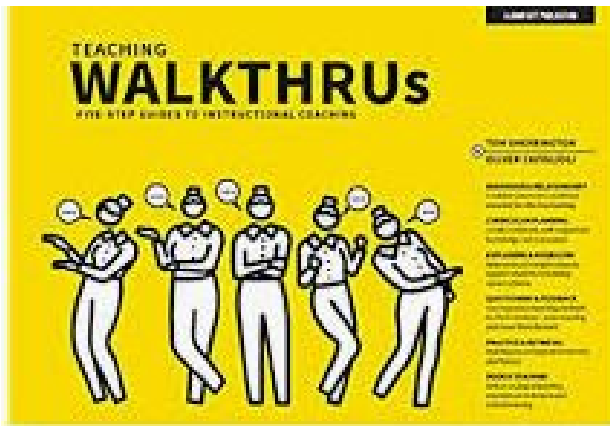
Finally, may I wish you a great year and one in which you feel both motivated and challenged professionally.

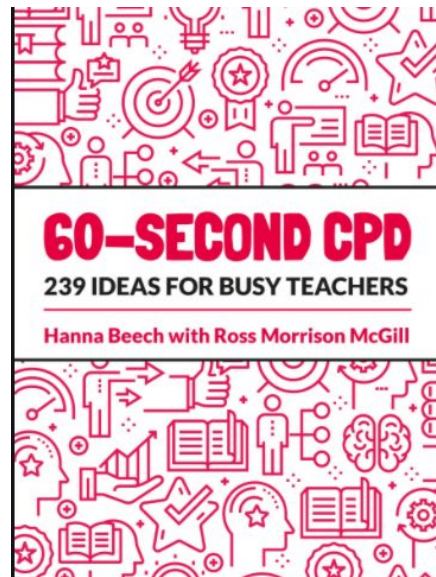
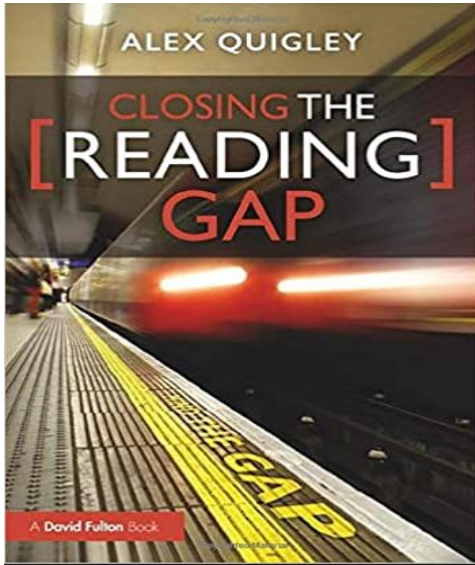
Lis Wood

Professional Development Lead

CPD Reading Challenge.

You will see a full list of books related to professional development and teaching and learning on the latter pages of this booklet, but why not challenge yourself and read these six books this year? They have all been published in the last year and are available for **free** in our library.





TEACHERS' STANDARDS

Can you evidence how you regularly meet these Standards? These Standards could be used as a basis to help you set your performance development targets or discuss in your KIT meetings.

Part A

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

TEACHERS' STANDARDS

Part B

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required Standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and, at all times, observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect of the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

We are members of the SSAT www.ssatuk.co.uk and the Prince's Teaching Institute <http://www.princes-ti.org.uk/> which offer a wide range of resources and courses throughout the year. Every Subject Leader has a Chartered College <https://chartered.college/> membership and receive a copy of impact magazine regularly.

Below are various teaching blogs, websites or research that supports professional development.

www.trythisteaching.com

www.teachertoolkit.co.uk

<http://www.dylanwiliam.org>

<http://www.learningspy.co.uk>

www.geoffbarton.co.uk

<https://researchschool.org.uk/durrington/>

<http://www.learningismessy.com/>

<https://leadinglearner.me/>

www.weareteachers.com

www.theconfidentteacher.com

<https://www.nomoremarking.com/>

<https://educationendowmentfoundation.org.uk/>

IN SCHOOL CPD

STAFF MEETINGS

IN THE HALL 3.30-4.45pm. A full agenda will be shared prior to the meeting, but it will always include **Liturgy and Safeguarding** items. The **termly St Richard's 6 teaching and learning focus** will also be addressed as below.

When	Focus
03.09.20	The staff handbook and code of conduct including safeguarding, teaching and learning and new policies and procedures for the 2020-21 academic year.
03.11. 20	Teaching and learning focus: Improving approaches to working with SEN pupils. Agenda to be confirmed in advance.
19.01.21	Teaching and learning focus: Strengthening pupil oracy skills. Agenda to be confirmed in advance.
23.02.21	Teaching and learning focus: Improving the quality of modelling writing across a department. Agenda to be confirmed in advance.
20.04.21	Teaching and learning focus: Enhancing retrieval and recall practice in all years. Agenda to be confirmed in advance.
08.06.21	Teaching and learning focus: Increase pupil awareness of metacognitive skills for greater independent learning/ learner autonomy. Agenda to be confirmed in advance.

INSET DAYS INCLUDING CPD TWILIGHTS FOR TEACHING STAFF, COVER SUPERVISORS AND TEACHING ASSISTANTS

Our usual twilight sessions will run on the end of inset days so that all inset days (with the exception of 03.09.20) will be 8.30am to 4.45pm. Attendance at *all 4* twilight sessions is necessary to earn a 'gained day' at the end of term in July, 2021. The programme will develop your **St Richard's 3** focus which is linked to your appraisal and performance development objective (see policy). Locations will be confirmed.

When	Type of CPD	Content
03.09.20	Inset day (until 3.30pm)	Staff, pastoral and departmental meetings.
23.10. 20	Inset day with twilight	Subject-specific focused sessions.
04.01.21	Inset day with twilight	Launch of the second cycle of St Richard's 3. What to expect and deciding on a focus.
21.06.21	Inset day with twilight	Departmental planning day.
Term 6 (TBC 22.06 or 22.07)	Inset day with twilight	TBC

OPTIONAL IN-SCHOOL CPD

These courses are optional and the information regarding these courses will be forwarded to staff two weeks in advance. You will then need to sign up.

Being an effective form tutor (RCA)	Monday, 28th September, 2020 3.30- 4.30 in A0
Planning an engaging assembly (JAC)	Wednesday, 3rd February, 2021 3.30 - 4.15pm in A8
Leading a meeting effectively (JAC)	Wednesday, 3rd March, 2021 3.30 - 4.15pm in A8

Using the Performing Arts in your lessons (P. Arts team)	Thursday, 21st January, 2021 3.30 - 4.30pm
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Communicating and working with parents/carers effectively (DC)	Wednesday, 25th November, 2020 3.30-4.30pm
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Working with Pupils with SEN

Dyscalculia (CE)	Thursday, 15th October, 2020 3.30-4.30pm B
Reading strategies for dyslexic pupils (KT)	Tuesday, 1st December 2020 3.30-4.30pm A8
Working memory (KT)	Monday, 1st February 2021 3.30-4.40pm A8

Working with children with trauma (AH/EDa)	Term 6 - Date TBC
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Google Classroom

Google classroom for beginners (JS)	Tuesday, 29th September, 2020 3.30-4.30pm AIT
Google classroom - advanced features (JS)	Tuesday, 20th October, 2020 3.30-4.30pm AIT

Behaviour for Learning

Training will be offered on developing pupils' behaviour for learning. Sessions will be led by RAD in A9 from 8.15 - 8.30am on the following areas:

Course content	When
Sustaining good behaviour and avoiding low level disruption.	Thursday, 19th November, 2020.
Restorative practice.	Thursday, 3rd December, 2020.
Dealing with serious incidents.	Thursday, 14th January, 2021.

Developing effective leadership practices.

This is an optional course but you must show commitment to *all* sessions. This programme will help you develop your confidence and skills as a leader. It will enable you to improve your ability to lead, manage change and develop people within your team. You will explore your current leadership skills, set goals for building on these, and learn new leadership skills.

The programme is for current or aspiring Leaders in education. Further details of dates and times will be available in term 2 with the course starting during term 3.

There will be pre-reading and reflections prior to session one.

Session 1 (90 min Twilight)	Who am I? Inspiring a team.
Session 2 An afternoon session.	Everyday Management. This will include topics such as leading a meeting, meeting deadlines and making plans.
Session 3 (90 mins) Online module.	Managing Change.
Session 4 (60 mins)	Managing Conflict.

There will be a Post course Reflective journal to complete electronically.

ROTHER & RYE EIP and ROTHER TEACHING SCHOOL ALLIANCE

Rother & Rye EIP and Rother Teaching School Alliance will offer a range of courses to include: Coaching, Mental Health First Aid, The Teaching Assistant Core Skills Programme and The Teaching Assistant Focused Intervention programme.

The dates and commitment needed for these, along with details of the NPQML and NPQSL opportunities, will be sent out in Term 1 and also published on the Teaching and Learning noticeboard in the staff study room. These should be applied for via Lis Wood in the usual way.

WELL-BEING ACTIVITIES

A selection of well-being activities for enjoyment and to promote a healthy body and healthy mind will be available throughout the year. Details will be on the weekly bulletin.

Some sessions for this year include: drumming, crocheting, The Great St Richard's pottery throw down, art and trampolining.

If you would like to lead a session or activity or have any specific suggestions for sessions, please let Lis Wood know.

Applications for CPD/Meetings for Teaching and Support Staff

1. Find a course that you are interested in and/or meets the needs of your appraisal targets. Make sure you have considered the cover implications, costs and the travel distance.

2. Make sure the training is at least two weeks away. Decisions will be based upon the relevance to the College Improvement Plan and the likely impact upon teaching and learning.

3. Collect an application form from the staff study room and complete *all boxes* fully. This should include approximate travel costs, if applicable. Attach details of the course/meeting to the form.

4. If the course has a cost involved, a purchase order form should also be filled in.

5. Staple all of the sheets together and pass to Lis Wood in person or via her pigeon hole.

6. You should hear back about your application within a week. There will be a blue slip of paper placed in your pigeon hole letting you know the outcome and any further action needed.

The 'CPD application' file will also be shared with all staff on Google Drive in case you want to use electronic versions of the applications.

Professional Development resources available in the staff section in the library.

028.8	Haddon, M	Stop What You Are Doing And Read This!
153.15	Best, B	Accelerated Learning Pocketbook
153.9	Armstrong, T., Ph.D	7 Kinds of Smart
155.4	Wood, D	How Children think and Learn
155.4	Sherrington, T	Rosenshine's Principles in Action
155.413	Vygotsky, LS	Mind in Society
155.4139	Piaget, J	The Psychology of Intelligence
155.937	Mood, P & Whittaker, L	Finding a Way Through when Someone Close has Died
155.937	Kroen, WC, Ph.D., LMHC	Helping children cope with the loss of a loved one
158.1	Collins-Donnelly, K	Banish your Self-Esteem Thief
158.1	Busch, B., & Watson, E.	Release Your Inner Drive
158.1	Syed, M	You Are Awesome
158.12	Johnstone, M	Quiet the Mind
160	Lally, Matthews et. al	OCR Critical Thinking, AS
200	Catholic Education Service	Partners in Mission
242	Hutchinson, N., FSC	Praying Each Day of the Year
302.224	Christie, F., & Misson, R. (ed.)	Literacy and Schooling
305.235	Walsh, D, Ph.D.	Why Do They Act That Way?
305.235	Brooks, R	The Trauma and Attachment Aware Classroom – a practical guide
306.432	Gurian, M., &Ballew, A.C.	The Boys and Girls Learn Differently
306.874	Faber, A., & Mazlish, E.	How to Talk so Kids Will Listen and Listen so Kids Will Talk
364.1523	Mizen, M., & Butcher, J.	Jimmy - A Legacy of Peace
370.1	Sutherland, M	Theory of Education
370.15	Cowley, S	The Seven C's of Positive Behaviour Management
370.152	Gardner, H	The Unschooled Mind – How Children Think and How Schools Should Teach
370.152	Riding, R., & Rayner, S.	Cognitive Styles and Learning Strategies
370.1523	Gardner, H	Multiple Intelligences
370.1523	Willingham, D.T	Why Don't Students Like School?
370.1523	Elder, Z	Full on Learning – Involve me and I'll Understand
370.1523	Hewlett, M., Pring, R., & Tulloch, M., (ed.)	Comprehensive Education: Evolution, Achievement and New Direction

370.1523	Cowley, Sue	Getting the Buggers to Behave
370.1523	Cowley, Sue	Getting the Buggers to Behave 2
370.154	Smith, I	Boys, Girls & Learning Pocketbook
370.7	Christodoulou, D	Seven Myths About Education
370.81	Anderton, H., & McGill, R.M.	Hairdresser or Footballer?
370.71	Briggs, D., (ed.), & Kerry, T., (ed.)	Developing Teachers Professionally
371.0712	Russi, J., & Friel, R.	How to survive working in a Catholic School
371.1	Osiris Educational	Outstanding Teaching Inset
371.1	Cowley, S	The Seven R's of Great Group Work
371.1	Cowley, S	The Seven T's of Practical Differentiation
371.1	Cowley, S	The Seven Ps of Brilliant Voice Usage
371.1	Altrichter, H., Posch, P. & Somekh, B.	Teachers Investigate their Work
371.1	Jones, K	Retrieval Practice: Research and Resources for every classroom
371.1	Sims, E	Deep Learning - 1
371.1	Hargreaves, D	Deep Learning - 2
371.1	Hargreaves, D	Deep Experience -1
371.1	Vacher, K	Deep Experience -2
371.1	Williamson, S	Deep Support - 1
371.1	Hargreaves, D	A New Shape for Schooling?
371.1	Hargreaves, D	Personalising Learning -3
371.1	Hargreaves, D	Personalising Learning -5
371.102	Wragg, E.C.	An Introduction to Classroom Observation
371.102	McGill, Ross Morrison	Mark. Plan. Teach.
371.102	McGill, Ross Morrison	Teacher Toolkit
371.102	Cowley, S	How to Survive your First Year in Teaching
371.102	Sherrington, T	The Learning Rainforest
371.102	Ginnis, P	The Teacher's Toolkit
371.102	O'Regan, F	Challenging Behaviours Pocketbook
371.102	Dix, P	When the Adults Change, Everything Changes
371.102	Watson-Davis, R	Creative Teaching Pocketbook
371.102	Quigley, Alex	The Confident Teacher
371.102	McGill, Ross Morrison	Teacher Toolkit
371.102	Garvey, B. & Langridge, K	Pupil Mentoring Pocketbook
371.102	Watson-Davis, R	Creative Teaching Pocketbook
371.102	Barwood, B	Learning to Learn Pocketbook
371.102	Watson-Davis, R	Form Tutor's Pocketbook
371.102	Best, B	Secondary Teacher's Pocketbook
371.102	Wallace, I, & Kirkman, L	Pimp Your Lesson!
371.102	Weston, D, & Clay, B	Unleashing Great Teaching
371.102	Stephenson, J (ed.)	Mentoring – the new panacea?
371.102	Griffith, A. & Burns, M.	Engaging Learners
371.102	Bentley-Davis, C	How to be an Amazing Teacher
371.102	SSAT	Leading Change
371.102	Chapman, S, Garnett, S & Jervis, A	Spoon Feed No More
371.102	Claxton, Guy	The Learning Power Approach

371.1020941	Smith, A., Lovatt, M. & Turner, J	Learning to Learn in Practice, the L2 Approach
371.1024	Olsen, J, & Cooper, P.	Dealing with Disruptive Students in the Classroom
371.144	Pollard, A	Readings for Reflective Teaching
371.1440941	Pollard, A	Reflective Teaching
371.1024	Cowley, S	Getting the Buggers to Behave
371.2	Crossley, D & Corbyn, G	Learn to Transform
371.2	Hargreaves, D	Deep Leadership - 1
371.2	Smith, A	High Performers – The Secrets of Successful Schools
371.2	Brundrett, M (ed.)	Principles of School Leadership
371.2	Hughan, C., Saunders, N., et al	Developing Leadership Potential
371.2	Blatchford, Roy	The Three Minute Leader
371.2	Hargreaves, A & Fink, D.	Sustainable Leadership
371.2	West-Burnham, J.	Learning Centred Leadership
371.2	Robins, D., & West-Burnham, J	Leadership for Collaboration
371.2	West-Burnham, J.	Effective Leadership and Management
371.200942	Wragg, E.C., & Partington, JA	The School Governors' Handbook
371.207	Bowring-Carr, C., & West-Burnham, J.	Managing Learning for Achievement
371.20941	Brundrett, M., & Burton, N. (ed.)	The Beacon School Experience
371.260	Christodoulou, D	Making Good Progress? The future of Assessment for Learning
371.3	Cowley, S	The Seven Es of Reading for Pleasure
371.3	Smith, J	The Lazy Teacher's Handbook
371.30281	Creasy, M	Unhomework
371.394	Clucas, A	How to Teach Everybody
371.7	Department for Education	Keeping Children Safe in Education (2014)
371.8211	Pinkett, M. & Roberts, M	Boys Don't Try
371.9	Department for Education	Schools Guide to the New SEND Code of Practice (2014)
371.9	MacKay, N	Removing Dyslexia as a Barrier to Achievement
371.9046	Rowland, Marc (ed.)	Learning Without Labels
371.93	Blum, Paul	Surviving and Succeeding in Difficult Classrooms
371.94	Young, R	Asperger Syndrome Pocketbook
371.95	Hymers, B	Gifted and Talented Pocketbook
372.129140942	Hargreaves, L. & Galton, M.	Transfer from the Primary Classroom
372.44	Quigley, A	Closing the Vocabulary Gap
372.47	Quigley, A	Closing the Reading Gap
372.604	Corbett, P.	Jumpstart! Literacy
373.071	Capel, S., Leask, M & Turner, T	Learning to Teach in the Secondary School
373.109	Department for Education	The Secondary National Curriculum in England Key Stages 3 & 4 Framework
373.1102	Marland, M	The Craft of the Classroom
373.114	Burnham, L., & Carpenter, K	The Teaching Assistant's Handbook

373.114	Ward, W.D.	A-Z for Cover Supervisors
374.4	Petty, Geoff	Teaching Today 4 th Ed.
378.170281	Hunton, J	Exam Literacy
379.1580941	Beere, J.	The Perfect Ofsted Lesson
418.007	Hunton, Jake	Fun Learning Activities for Modern Foreign Languages
428	Truss, L	Eats Shoots & Leaves
428	Didau, D	The Secret of Literacy
428.007	Davison, J. & Dowson, J	Learning to Teach English in the Secondary School 3 rd Ed
428.007	Adorian, S. et al	101 Red Hot English Starters
428.0071	Davison, J., & Moss, J. (ed.)	Issues in English Teaching
428.0071	Clarke, S., et al	The complete Guide to Becoming an English Teacher 2 nd Ed.
428.0071241	Brindley, S (ed.)	Teaching English
428.0071241	Davison, J. & Dowson, J	Learning to Teach English in the Secondary School 2 nd Ed
428.0285	Goodwyn, A (ed.)	English in the Digital Age (2000)
428.1	Cowdery, L	Spelling Rulebook
507.12	Hollins, M	ASE Guide to Secondary Science Education
507.12	Ross, K., et al	Teaching Secondary Science 3 rd Ed
507.12042	Sherrington, T	Teach Now! Science
510	Barton, C	How I Wish I'd Taught Maths
530.171241	Sang, D (ed.)	Teaching Secondary Physics
613	Ingham, C.	Panic Attacks
613	Dawson, J	Mind Your Head
616.8527	Williams, Teasdale, et al	The Mindful Way through Depression
616.858	Jackson, L	Freaks, Geeks & Asperger Syndrome
616.858	Derisley, Heyman et al	Breaking Free From OCD
618.928	Graham, P., & Hughes, C	So Young, So Sad, So Listen
649.1	Bruce, T., & Meggitt, C.	Child Care and Education
658.3125	Pezet, M	Feedback Pocketbook
792.8071	Gough, M	Knowing Dance – A Guide for Creative Teaching
792.82	Smith-Autard, J.M.	Dance Composition 6 th Ed
793.73	Augarde, T	A-Z of Word Games
808.51	Payne, R	Vocal Skills Pocketbook
822.33	Gibson, R	Teaching Shakespeare



St Richard's Threes 2019-2020

To explore how to improve oracy in the RE classroom to strengthen religious literacy.

Staff:
DB, LM, JDO

To improve problem solving skills of our pupils in heavy literacy and/or multi-step exam questions.

Staff:
JAC, RL, SPH

How can we use interesting strategies to improve pupil retention in KS4?

Staff:
THH, DL, DSH

How can we improve the extended writing of boys in History?

Staff:
RD, SF, LCA, KT, AG

To improve progress and outcomes through low stakes testing and feedback.

Staff:
MF, SOD, RFS

To develop a variety of classroom techniques to facilitate retrieval of knowledge improving pupils' recall and utilise their knowledge within specific units of work.

Staff:
CLA, JMM, PH, JPE, DW

Does a mastery approach improve low attaining Year 7 pupil numeracy skills? A specific focus on verbal explanations.

Staff:
TK, CE, LM

To improve engagement and progress at KS3 through timely, specific and actionable feedback (inc. verbal feedback and use of technologies.)

Staff:
AN, ROL, JS, JS

How can double award Science be made more accessible to SEN pupils?

Staff:
AL, STC, EF, GB

How do you increase performance of knowledge?

Staff:
COR, LKH, HV

To evaluate the impact of peer lead interleaved revision on retention in Year 7.

Staff:
GM, SRQ, TS

What strategies can be put in place to improve a range of mathematical skills in a scientific context?

Staff:
PT, GBE, GF

To provide strategies to foster greater independent learning.

Staff:
VS, STE, ILG

To explore how to raise boys' achievement at KS3, specifically in Years 8 and 9 to improve boys' implicit subject knowledge as well as explicit.

Staff:
ERC, WRP, AH

To strengthen the process of listening and its impact on other skills.

Staff:
CHC, PAUL, SMH

How can we promote and develop independence in Music/Drama/Dance?

Staff:
RB, LMA, LWH, SD, PK

Developing effective feedback strategies that engage pupils and offer accurate data with purpose.

Staff:
MPE, BPN, VR

To embed subject specific terminology to speak like a specialist in KS3 in preparation for KS4.

Staff:
TW, TT, AP, MM

To develop recall techniques to improve pupils retention of information from previous units.

Staff:
KE, SQA, JOB

To explore if homework enables pupils to engage fully with classroom learning.

Staff:
NJC, KJW, AUN, NT

To explore the gender achievement gap. How do we raise boys achievement in English? - To improve recall of texts (DMA), oracy in Year 9 SEN (ECW) and Year 7 mixed ability (SBH)

Staff:
ECW, DMA, SBB

To develop effective TA support and increase independent learning of pupils with SEN.

Staff:
CH, KP, GS

To explore how to implement consistent and effective cover lessons by withholding college policies and promoting positive pupil behaviour.

Staff:
JOM, GHO, LI

This poster (which is also displayed in the staff room) and details of all of the St Richard's Threes' work and resources are in the 'St Richard's 3s' Google folder that is shared with all staff.

Some Definite Service

God knows me and calls me by my name.
God has created me to do Him some definite service;
He has committed some work to me
which He has not committed to another

I have my mission—I never may know it in this life,
but I shall be told it next.

Somehow I am necessary for His purpose.

I have a part in this great work;
I am a link in a chain, a bond of connection
between persons.

He has not created me for naught. I shall do good,
I shall do His work;

I shall be an angel of peace, a preacher of truth
in my own place, while not intending it,
if I do but keep His commandments
and serve Him in my calling.

By Blessed John Henry Newman

