



## ***Kōwhai Syndicate Newsletter***

### ***Term Three, 2023***

Dear Parents and Caregivers,

It is hard to believe that we are already halfway through the year. We have some very exciting things planned for the term to come. We have a Puppet Show booked and we will be delving into New Zealand histories with a particular focus on economic activity (the different ways people from the past worked and lived in New Zealand and provided for themselves).

This Term we are opening our 5<sup>th</sup> Kōwhai classroom in Room 11. We are excited to welcome Paula Hall as the Room 11 teacher. Paula is already a member of our staff and over the past few years she has been teaching some of our neurodiverse students. Paula brings with her knowledge and experience of our junior school approaches including Structured Literacy and Learning Through Play. Room 10 (Mrs Henzell and Mrs Clark) and Room 11 will be working in collaboration, and we know this will have a positive impact on all tamariki, socially and academically.

This term we will begin organisation for our Term 4 EOTC events (Education Outside The Classroom). We will be sending out information at the end of the term regarding these. We like to send this out well in advance as we require, and encourage, parents to come join in on all the fun.

#### ***Learning Conversations:***

In Week 3 of this term, Adventure School is holding Learning Conversations for Rooms 8, 9 and 12. Room 10 had Learning Conversations in Week 1 this term instead.

Learning Conversations are an opportunity for us to tell you about your child's progress and achievement and for you to share your Adventure Way aspirations for your child. Teachers very much look forward to this time to talk to you. Room 10 and 11 parents whose children recently started school, or are due to start soon, their teacher will be in contact with you regarding a School Entry Interview in the coming weeks.

# Adventure Way Through Play - Term 2 Summary

## Room 8, 9 and 12

In Term 2, our Adventure Way focus areas were Self-Awareness and Collaboration. Being Self-Aware involves learning to manage feelings of disappointment and frustration and learning to take risks. Being Collaborative means being able to work together to achieve a desired outcome, problem solving as needed. This is underpinned by the skills of sharing and taking turns, recognising how words and actions impact others and negotiating and compromising.

All four classes engaged in daily coaching conversations with teachers to build these skills.

In Term 2, the children's role play continued to be at the forefront with children participating in café and shop narratives. We found that many of the children were experiencing social conflict, so teachers took part in their own role plays to model collaborative behaviours. We also had in-depth coaching conversations with all students around negotiating and compromising. We were also able to develop abilities in technology and social sciences by introducing vocabulary and content knowledge.



Children began to explore creating signs, for example; drawing "m" to represent McDonalds, and X for closed and ✓ for open.

Students also had an interest in money and began to make it to pay for goods they were purchasing.

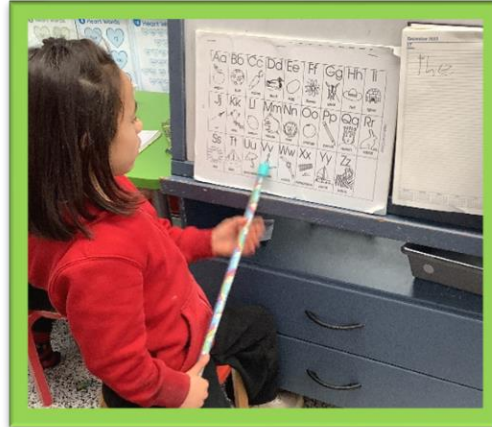


"Ice creams for sale! Only \$100!"

(What a bargain!)



As the term progressed, literacy and mathematics skills and knowledge began to strengthen.



Children began to bring these skills into Learning Through Play. An area of high interest that we fostered was teacher role plays. Teachers began to provide tools for the students to use to “teach” their students.

You would think that as the weather gets colder, the children would spend less time outside and more inside, but that is certainly not the case in Kōwhai! The students have been very creative and collaborative in the outdoor environment, as you will see from these photos. When children are active, movement skills develop easily and this supports students fine motor skills (pencil control) and core strength to sit comfortably for a sustained period on the mat or at a table.



### *Room 10 and 11:*

It has been lovely for Room 10 to join Room 8, 9 and 12 in the play every Friday in Term 2. From Term 3, Room 10 will begin to establish routines for their collaboration with Room 11. For example, establishing a 'play room' (Room 10) and a 'teaching room' (Room 11), establishing outdoor play and expectations around this, beginning their play collaboration play sessions with an Adventure Way trait and curriculum coaching session and creating tidying up systems for both classes. This collaboration means that one teacher will be able to be in the play for coaching purposes, and the other is teaching in the quiet 'teacher room' without interruptions.

### *We Need Your Help:*

In Learning Through Play we have lots of children who like to create and make with boxes, tubes and containers etc. We have a wheelie bin that we like to keep stocked with these items. Can you please start sending in your empty boxes and bottles. We are after things like...

- Cereal boxes
- Rolls (however no toilet paper rolls due to health and safety)
- Tissue boxes
- Muesli bar boxes
- Scrap paper (perhaps old paper from a business?)
- Wood cut offs or anything else that you think could be used to build creations with wood.

We are also on the look out for some old scooters and balls (i.e. netballs, soccer balls). If you have these at home that are surplus, we would be happy to take them off your hands!

### *Reminders...*

- Shared Consumables:  
Items such as pencils, rulers, student whiteboard pens, erasers, craft materials, hot glue sticks and glue sticks are covered by a shared consumables donation of \$10 per term. In order for classes to remain fully stocked with these everyday items, we would appreciate donations being made sooner rather than later. Do talk to the office about payment options.

Kind regards,

Di Henzell, Rebecca St. Clair, Tania Sibley, Paula Hall and Nadine Amorangi.

