



Newsletter - Thursday 8th August 2019

STAFF DEVELOPMENT - ITS IMPACT ON OUR LEARNING PROGRAMMES AND SCHOOL CULTURE.

Our staff had an incredible day attending a course focused on “Engaging the Brain” with Nathan Wallis a leading Neuroscience Educator last Monday. During the day our staff learnt about current neuroscience and its impact on learning and social/emotional development of children. It challenged our thinking about how our New Zealand Curriculum (and our school) needs to take steps to greater align our teaching and learning programmes and beliefs with the developmental stages of a child’s brain.



In addition to this,

- all our staff attended Tiriti O Waitangi (Treaty of Waitangi) training in the holidays to build up our understanding of this important document and the true intent of our bicultural heritage so we can greater reflect and embed this into our everyday school life and culture.
- our staff have been undertaking professional development learning about the new Digital Curriculum and deepening our practices of Writing across the Curriculum.
- We are now starting to revisit and extend our learning about Learner Agency.

All of this staff development and learning has reinforced and challenged us to move forward in developing our own localised curriculum for Greytown School; adapting, refining and extending what we do now for the future, so learning is more powerful and meaningful for our children.



Our goal is to design our own localised curriculum that ensures our teaching and learning programmes empower and equip our children as learners so they can become “confident, connected, actively involved lifelong learners” in accordance with the values of our NZ Curriculum and what we as a community value.



We want our children to leave our school with self-confidence, a stronger sense of identity, a strong sense of belonging to our community, a growth mindset, intuitiveness, and in-depth knowledge and understanding of themselves as a learner (ie: They have a toolbox full of important learning habits and skills that they can draw on to be successful).

As a result, I want to use this newsletter to help make you aware of what we have been working on behind the scenes with our professional development and how this is impacting already on our learning programmes and school culture; and where we want to develop moving forward.

“DREAMS COME IN A SIZE TOO BIG, SO THAT YOU CAN GROW IN TO THEM!”

- **Growth Mindsets, Learning Pit and The Power of Yet** - We actively teach our children to have a growth mindset (an attitude, belief and value) that is open to new learning, leadership roles and trying new opportunities rather than always staying in their comfort zones or thinking they can't change because that is the way I am. Many children can develop a concept that they are not good at something or say to themselves "I can't do that".

Instead, we want our children to constantly have a growth mindset that says "I can", "I will give it a go", "I don't know it yet but I will soon" or "I can do it with the help of others". This mindset means that children are more prepared to experiment, create, take risks and persevere when faced with a challenge. Learning is full of ups and downs (Learning Pit) but once you get on the other side you always look back and say "I did it!". We foster this culture on a daily basis within our class and within our EOTC programmes using the research of Carol Dweck and James Nottingham. We want to make this even stronger in the years to come. We want our children to be confident and "game-changers" in whatever they choose to do.



- **Learner Agency** - Another part of our school learning culture is our desire to help our children to have genuine learner agency that motivates and drives their desire to learn more. Learner agency means children over time will develop an understanding of their learning and then work towards taking increasing leadership in their learning from beginning to end ie: Children know what they are learning and why, they begin to instinctively use a wide range of strategies, tools and skills to help them to learn effectively and succeed, they initiate new learning, follow their curiosity and passions etc. Throughout this process teachers, parents and learners together focus on increasing a child's capacity and ability to learn.



- **S.H.A.R.P** - Our behaviour values are entwined with everything we do and how we talk and interact with our children. Behaviour values and skills need to be constantly taught and reinforced as they are not instantly learned and instinctively applied in every setting (even for adults). We deliberately teach our children why these values and skills are important and how they can add new skills in their toolbox to put these values in action on a daily basis. Eg: how to stay safe on the road, how to be brave and honest when we make mistakes or need help, how to solve problems in a respectful way in the playground etc.



- **Play-based Learning** - This is becoming a stronger component of our Junior programme each year and we want to take to a higher level. Play-based learning reinforces and helps to transition children's previous experiences of learning from our Early Childhood Centres. This type of learning encourages children to learn through exploration, experimentation, discovery, collaboration and solving problems in an imaginative or real-life way in a playful manner. Play-based learning is a richer concept many adults previously



understood of “play”. It involves not only teachers using children’s play for on the spot “teachable moments” to discuss, embed and extend the learning with children, but also to set up open-ended learning experiences that ignite new learning for children to develop important life skills or experience all the wonders of life.



- **Digital Curriculum, Inquiry Learning, Design Thinking, Maker Culture and STEAM** (Science, Technology, Engineering, Arts and Mathematics).

We have come a long way in these areas over the last year thanks to the support of our professional development with Donna Golightly with “Using Technology Better”, but we know that we have A LOT more to learn.



Our STEAM and Inquiry learning programmes are starting to introduce more of a “Maker Culture” and introduce children to “Design Learning” that will build on our Play-Based Learning for our older children. A Maker Culture involves children “tinkering”, pulling things apart to learn how they work, coding, robotics, building/construction, experimenting etc... Design Learning is about children learning the process of being hands-on, innovative and designing new concepts to solve real-life issues. (ie: creating a concept, building a prototype, reflecting on it and redesigning it to improve it, etc).



This year our Year 7 and 8 have been working on their CREST projects which demonstrate this kind of thinking and learning culture. They worked individually or in groups to create an idea that they could present to a group of “Dragons”. In the Dragon’s Den (made up of local business owners, consultants and educators) they confidently presented their ideas, research, designs etc. Some of their presentations involved inventing new house flags after researching the cultural significance of each house waka, create prototypes of new bike track designs with creative storage and jumps with adjustable heights for kids, completely redesigning existing garden systems in order to cut down water wastage, designing gluten and dairy-free ice cream so all kids could have “ice cream days”....just to name a few. We are also having a lot of discussion around how we use devices and technology in all its different forms to enrich and share our learning with others.



- **Te Reo and Tikanga Māori** - Our desire is to always help our children and parents appreciate, learn and upskill themselves about the incredible richness that our māori language, culture and history bring to our school and community. We want our māori children to be proud of being māori in our school and community, and to know that we genuinely value and treasure their culture and want to learn from them and with them. We want to continue to build strong reciprocal relationships with all our parents and wider whānau, to learn from and support Papawai Marae so our children know their local history, Tikanga and the role our environment plays in this etc.

It brings great joy to our staff when we see and hear our Kapa Haka practising each week and performing in our community. This year nearly a third of our school are involved in our Kapa

Haka group with children learning local waiata and haka from supportive and skilled parents and staff.

In addition to this, our staff continue to use their current knowledge and understanding of Te Reo and Tikanga Māori to enrich their classroom and daily programmes to the best of their personal ability. Many of our staff are using their initiative to upskill themselves by attending a weekly Kahui Ako Te Reo course for Kaiako.



As you can see there has been a lot of learning and thinking going on. All of this work and more is part of our process in taking our Greytown School teaching and learning curriculum to the next level. It will take a while and be challenging...but most of all it is exciting for us and for our kids!

Thanks
Miss Patrice O'Connor

Dates For Your Diary

14 August	Book Character Day
21 August	Year 7 EOTC
22 August	Year 8 EOTC
26/27 August	School Photos
27 August	BoT Meeting (Please note a change from regular Week 4 date due to Senior Building Design Team attending)

fun and were amazing! Thank you to all the parents who made this day possible.

ROOM 8 PEPEHA

Room 8 have been learning their Pepeha. They all presented their work in different ways and they confidently presented them in yesterdays' assembly. Here are a few examples.

SCHOOL PHOTOS

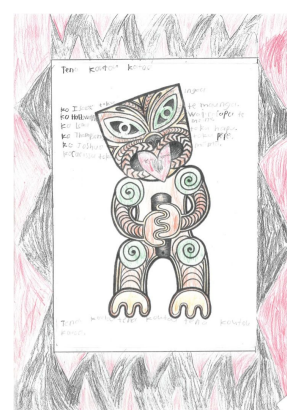
It is that time of the year again to have class, siblings and individual school photos taken. We will once again be using Inspire Photography and their online ordering system. These will be taken on 26th and 27th August.

FUNDRAISING CALENDARS

Our next fundraiser for the school bike track is school calendars. Children will be making a stunning piece of art that will be digitally produced for you to purchase as a calendar, diary, card sets or sketch pad. Parents will be able to view and purchase these online by the end of this term so that you can organise all your Christmas presents to loved ones near and far!

WHEEL DAY

Yesterday we had bikes, scooters, skateboards and rollerskate s at school. The kids had a lot of



Sausage Sizzle for Chess Teams.

We will be holding a \$2 sausage sizzle on Friday 16th August to help cover entry fees for 2 teams going to the National Chess Tournament in Palmerston North later this term.


Bunny for sale

Maddy has a little girl mini lop bunny for sale - 3 months old, very sweet personality, has been handled by children since birth. Price \$30.00, Please contact Frankie on 027 326 9439 if interested .



Greytown Junior Football Club

Could we please have all trophies currently at home returned to the school office, by 16th August to be available for Prize Giving. Thanks Rachel Gawith



Jamboree Fundraiser Quiz Night

Hosted by Quizmaster – Chris Cogdale and the Offering Cafe Greytown

1st Greytown Scout Group quiz night fundraiser to help raise funds to get out Scouts to the end of year Jamboree at Mistry Creek, Hamilton

Put on your thinking caps, enter a team and join us for a fun evening of quizzing.

When:
Thursday 22nd of August 2019
Doors open at 6pm
with the quiz starting at 7pm

Where:
The Offering
Greytown

Tables of four people
\$50.00 per table

How to book:
Tickets available through Jackie Gray at Greytown Sports and Leisure Society office in Greytown Town Centre (Monday to Friday 8am to 3pm
or via Clare Matthews on 021 2932445

22nd New Zealand Scout Jamboree
Solve the Mystery
Mistry Creek • 2019-2020

- Licenced Bar
- Professional Quiz Master
- Silent Auction
- Raffles
- Prizes
- Food and beverages available to purchase

Your support in enabling our Scouts to attend Jamboree is greatly appreciated. Jamboree provides Scouts with the opportunity to test their personal limits, work together as a team, develop their critical thinking, survival skills, and independence throughout the camp. Jamboree is often described as the highlight of Scouting.

School Information

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Book Fairs

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