

NEWSLETTER

WEEK 5 TERM 2 2018



Established 1876

Kia ora koutou Tinui School whānau and friends!

Another busy week comes to an end and as we hit the halfway mark of term 2 I have been reflecting on the amount of learning we as teachers are expected to cram into our curriculum and how the learning needs of our children have changed significantly even in the short time I have been teaching (16 years). Literacy and numeracy are still paramount but the way these learning areas are delivered and content covered has changed beyond recognition. Writing may be about an Enviro project happening at school or like the piece to the right of this column, motivated by watching a video of a rollercoaster ride. Maths lessons could be in the google classroom and learning applied to the coding challenge students have been given or working collaboratively with other students adding up the value of words according to a value assigned to each letter. Then there are the key competencies: **Thinking. Relating to others. Using language, symbols, and texts. Managing self. Participating and contributing.** which are a hugely important part of our curriculum, some of which are difficult to quantitatively assess and require specific targeted teaching over a long period of time, and the development of a huge range of physical, social and academic skills. My reason for writing about the above is to encourage you as parents and caregivers to submit feedback on our Tinui School Reporting to Parents policy so we can develop a reporting schedule that reports on the things that you feel are important and on a schedule that you feel gives you valid information about your child's academic progress and growth around the key competencies.

Just go to our school docs site www.schooldocs.co.nz
Search for Tinui School and use
Username : tinui
Password : respect
then look for the POLICY UNDER REVIEW tab.

The newsletter is again being posted on our facebook page so please share it with your friends and family. If you need to contact me please do so at school or on principal@tinui.school.nz
Have a fantastic long weekend.
Nga mihi
Richard Lennox

STUDENT WRITING

A MOMENT IN TIME: ROLLERCOASTER

I heard screams coming from the seats in front of me and at the back of me as we take off. Then I hear the sound of someone barfing, it was so disgusting, it just about made me barf. After that disgusting moment I heard the roller coaster starting to scream louder. It sounded like we were going to flip off the track and land on the concrete. I got so scared that about one second later I heard myself screaming.

I saw the red track in front of the roller coaster and when we flipped upside down it disappeared because I closed my eyes. When I opened my eyes again all I saw was the sky and the sun and then I saw barf flying strait past me and it hit a person behind me.

I felt the wind blowing in my face, and it felt like like my hair was going to blow off. I also felt excited for the ride to be over so I can say that I've been on a roller coaster.

I wondered if we were going to flip off the track and land on the concrete and die. I also wondered if the seatbelt was too loose and if I would slip out and fall to my death. The last thing I wondered about was if the roller coaster would ever stop.

Izayah Beaver

NEWSLETTER

WEEK 5 TERM 2 2018



Established 1876

Thanks Ian & Diane of Tinui Mail & Freight

Tinui School would like to thank Ian & Diane for the way they have worked with the school over the years and gone the extra mile looking after our mail over the term breaks and just generally being awesome salt of the earth people. Good luck for the future. You will be missed.

Important Dates

4/6 Queens Birthday (No School)
7/6 Rural Schools Cross Country
(Please note date change)
13/6 Masterton Schools Cross Country
28/6 Paid Union Meeting School closes
12:30pm
3/7 Learning Conferences
4/7 Learning conferences
6/7 Term 2 Finishes
23/7 Term 3 Starts
17/9 Artsplash Sing
28/9 Term 3 Finishes
15/10 Term 4 Starts
22/10 Labour Day
20/12 Term 4 Finishes 12:30pm

CROSS COUNTRY IS NEXT THURSDAY 10am start.

Thanks to those parents who have agreed to be marshals. There will be no afternoon busses so please make alternative arrangements for your child.

BUS STUFF - If your child is not on the bus in the morning please contact Neil or Kirsten here are their numbers:
Kirsten - 9298805
Neil - 372 6459

If there are any changes in the afternoon you must contact the school. Messages from a child are not enough and we will put your child on the bus if we do not have a message from a parent or caregiver. Thanks to all of you who already do this.



A MESSAGE FROM MR PALMER:

Please make sure your child is on time and waiting for the bus!

NEWSLETTER WEEK 5 TERM 2 2018



Established 1876

FRIDAY LUNCH ORDER MENU



<i>Club Sandwiches</i>	\$4.00
<i>Filled Rolls</i>	\$4.50
<i>Scones (savoury)</i>	\$4.00
<i>Toasted Sandwich</i>	\$5.00
<i>Pies</i>	\$4.50
<i>Small Savouries</i>	\$3.50
<i>Sausage Rolls</i>	\$4.00
<i>Soup</i>	\$4.50
<i>Hot Chocolate</i>	\$4.00
<i>Orange Juice</i>	\$4.00
<i>Fluffies</i>	\$2.00

NEED A CLEANER ?

If anyone is looking for a cleaner locally please contact Sharon Laing on 372 6715.

PLEASE SUPPORT OUR TINUI WHIPS

AGRIKIDS TEAM

The Whips will again be selling sausages every Thursday to raise funds for their trip to Invercargill at the end of Term 2. Order forms will be sent home each week on Wednesdays. The Whips thank you in advance for your support. Money raised will help them pay for airfares, accommodation and other incidental costs.

Rugby

Marist U 9 Won 9-4 vs Gladstone

Hockey

The Coasties 6 a side team won their third grading game against Gladstone on Tuesday 4-0. Another huge effort from a team with 4 novice players and welcome to the team Annabelle McLennan.

WOOD CHIPS

Thanks to the school family who gave a generous \$100 donation for the wood chips.

FAREWELL

for Ian & Diane of Tinui Mail & Freight

Tuesday 12th June @ Tinui War Memorial Hall
from 5pm onwards.

Donations are welcome and can be left with Shirley Schofield, Marge Schofield or at the school office by the 8th June.

BYO AND A PLATE PLEASE

FOR RENT

3 Bedroom cottage for rent end of June
Contact Kylie 021644079 for more information.

NEWSLETTER

WEEK 5 TERM 2 2018



Established 1876

How do schools teach key competencies?

The key competencies are at the core of all the teaching that goes on. Your child's teacher thinks about the key competencies when planning their teaching programme, the resources they use, their choice of language and topic, and the role that they get children to take in their own learning.

When it comes to key competencies your child's teacher takes on both a teaching and coaching role. They use their expert knowledge of how students learn to build the key competencies into all learning areas.

Your child's teacher will:

- encourage your child to find and answer their own questions and problems
- sometimes answer your child's questions with another question, to get them thinking about how to find out an answer by using the skills they already have – rather than just providing the answer
- coach your child in specific skills that build on your child's current skills in each of the competencies
- support your child to set and monitor their own learning goals
- use their knowledge to work out how to help your child to set their own ideal next learning steps
- design homework tasks (if your school sets homework) that brings knowledge from home into the classroom (and vice versa)

Thinking

Is about developing the sort of thinking skills that children need in the world today, using creative and critical ways of thinking to make sense of information, experiences and ideas.

Your school will give your child support to practice different types of thinking, like:

- meta-cognition - this is thinking about thinking itself. An example can be your child being encouraged to reflect on what they are doing, how that helps their learning, and what they can do differently to improve their learning
- mathematical and logical thinking
- knowing how to find out some of the ways we think that are not helpful (such as assuming something is true just because you've seen a few examples)
- cause and effect thinking - sometimes this involves exploring how different actions cause changes that can be predicted or understanding what actions in the past caused a change to happen
- mindfulness (being more aware of how our habits and feelings are influencing how we think and act)
- understanding how some patterns of thinking can lead to problems (e.g. the difficulty people have in making decisions about risk or how stereotypes stop us from understanding a situation)
- self knowledge of our own strengths and passions

Research into thinking

There is a lot of research going on in the area of thinking. We are learning more about how we think, why we think as we do, and how people become more capable thinkers.

Guy Claxton, who is a well known UK education researcher, talks about how, just as we build up our body muscles by exercising them, children need to work on making their "learning muscles" stronger by practising and stretching their thinking. American researcher Marc Prensky has made a list of what children need to learn and practice to become effective thinkers for today and tomorrow's world. Some of his ideas have been included on this page.

Using language, symbols, and texts

Is about the different ways to communicate and understand information, experiences and ideas.

This includes the foundation skills of literacy and numeracy, but is much more. It's about how we make meaning of things, based on what we already know, or think we know, and our experiences and beliefs.

There are many examples of this key competency in action at school, like

- maths – where numbers and symbols communicate ideas
- dance, drama and kapa haka – where your child is learning about movement as a language, or way of communicating

NEWSLETTER

WEEK 5 TERM 2 2018



Established 1876

- science – where your child is learning how to think, read and write in scientific language, investigating, gathering evidence, drawing conclusions and justifying explanations

Managing self

This means being self motivated, having a can-do attitude and understanding yourself as a learner.

Being good at managing self means your child will be more persistent and resilient, and more likely to be a successful learner.

Your child will get better at managing self as they develop a good understanding about how they learn.

Examples of managing self are:

- working to complete an activity or project by a deadline, and to a certain standard
- setting a challenging goal with help from the teacher, and then working towards it independently
- being willing to take learning risks, try new things, make mistakes, learn from them, and try again
- your child understanding how their ideas and skills are changing over time and why they think, act and respond in the way they do
- understanding that it's okay to make mistakes – they are an essential and important part of learning – so your child doesn't give up when school becomes difficult
- understanding that sometimes there is no one "right" answer, and that you have to make decisions even when you don't have perfect information (you then need to be aware of how those decisions are working out and be willing and able to change tack as you gain information).

Relating to others

Is about relating well to a diverse range of people. This includes things like begin able to listen well, see different points of view, negotiate and share ideas.

Relating to others involves knowledge as well as skills, for example, your child will learn how and why people are all different from each other.

Your child's teacher develops this key competency by doing things like:

- providing opportunities to work in different groups on tasks where different points of view can be heard, thought about, and acted on
- In a technology class, a group of children working on developing a product will need to think about the needs of a range of users
- In English, using a novel that has characters from a different era or country, and encouraging the children to think about why different people think and behave as they do in the story

Participating and contributing

Means being involved in things that are going on, being a good group member, contributing, including and creating opportunities for others. We all enjoy participating and contributing – it makes us feel connected, and helps us to get the most of out our lives.

The teacher gets your child involved in real activities that are personal and meaningful to them. It is affirming for children to get to show their skills and expertise in something that they're keen on.

The teacher also challenges your child and guides them to be involved in things that they may have some untapped potential in, or that they might not have thought to get involved in.

This all helps your child build up what is used "action competence" – being ready, willing, and able to step up, take action, and be involved in situations and in life.

Teachers foster this key competency by:

- Leadership opportunities that your child is given, in class, or in the wider school. For example, being a reading buddy to a junior child, maintaining a worm farm, helping to organise a fundraiser for the school
- And, even, through 'simple' things like asking children to work with a wide range of class mates and guiding them to understand what makes working together successful and how they can do it even better.