

# **Welcome to Te Wana**

## **Whānau information booklet**

Hope



Excellence



Love



Peace



Through our faith we **HELP**  
bring light to the world

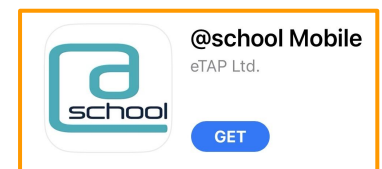
# Welcome

Welcome to Te Wana (TW). We are so blessed to have your family join our team. This booklet is designed to help you smoothly transition into Te Wana, which is our play-based, year 2/3 Hub. Have a good read through and feel free to ask your child's kōhanga teacher any questions you may have.

## Checklist

There are a few things that will help your transition to school. Have you...

- ☐ Joined the Facebook Group?  
*Search 'Rolleston Christian School - Parent & Staff'*
- ☐ Followed the 'Rolleston Christian School' Facebook page
- ☐ Made sure the office has your correct email address for the newsletter to be sent to
- ☐ Read the 'Parent Handbook'
- ☐ Put the school phone number into your phone:  
*03 550 2653*
- ☐ Looked through the RCS website
- ☐ Downloaded the parent app (@school Mobile). See the office staff for your personal login details, and for help with this if needed.



## Te Wana tips

- ★ Name everything with a waterproof vivid (including second hand uniform).
- ★ Pack a spare change of clothes in your child's bag for messy play / toileting accidents if you feel this applies to your child.
- ★ Black velcro shoes are best as children do not wear shoes inside and frequently take them on and off. If they have lace up shoes, please make sure they know how to tie them, due to them being taken on and off regularly.
- ★ School hats are to be worn in Terms 1 and 4, these need to be named clearly and can be left at school during the week.
- ★ TW teachers will mainly communicate with you face to face, by email or via the Spotlight App.
- ★ Correct uniform must be worn at all times.

## Transitioning to Te Wana

Transitioning to a new hub, whether it be changing schools, or moving up a year level can be different for each child. For some it takes time for them to settle into new routines and to make friends. This is completely normal. Some children can take longer than others to adjust to the expectations of a new school level. Please feel free to talk with your child's kōhanga teacher if you have any wonderings about this.

# Our timetable

Days:	Monday	Tuesday	Wednesday	Thursday		Friday
8:55am	Hui Time	Hui Time	Hui Time	Hui Time	8:55am	Hui Time
9:10am	Phonics/Writing	Phonics/Writing	Phonics/Writing	Phonics/Writing	9:10am	Spelling (In reading groups)
9:55am	Handwriting	Handwriting	Handwriting	Handwriting	9:40am	LIGHTS Sustainability Maintaining our previous LIGHTS projects.
10:05am	Snack Time/ Teacher reading a book	Snack Time/ Teacher reading a book	Snack Time/ Teacher reading a book	Snack Time/ Teacher reading a book	10:05am	Snack Time/ Teacher reading a book
10:15am	Reading LIGHTS Through Play	Reading LIGHTS Through Play	Reading LIGHTS Through Play	Reading LIGHTS Through Play	10:15am	Rotation 1- PE/Library/ Visual Art
11:00am	Break Time Take 1 snack outside	Break Time Take 1 snack outside	Break Time Take 1 snack outside	Break Time Take 1 snack outside	11:00am	Break Time Take 1 snack outside
11:30am	Silent Reading	Silent Reading	Silent Reading	Silent Reading	11:30am - 11:40am	Silent Reading
11:40am	Reading LIGHTS Through Play	Reading LIGHTS Through Play	Reading LIGHTS Through Play	Reading LIGHTS Through Play	11:40am	Rotation 2- PE/Library/ Visual Art
12:05pm	Maths LIGHTS Through Play	Maths LIGHTS Through Play	Maths LIGHTS Through Play	Maths LIGHTS Through Play	12:25pm	Rotation 3- PE/Library/ Visual Art
12:50pm	Big Tidy Up (Maths groups carry on)	Big Tidy Up (Maths groups carry on)	Big Tidy Up (Maths groups carry on)	Big Tidy Up (Maths groups carry on)		
1:00pm	Lunch Time	Lunch Time	Lunch Time	Lunch Time	1:00pm	Lunch Time
1:55pm	Pack bags/ Afternoon roll	Pack bags/ Afternoon roll	Pack bags/ Afternoon roll	Pack bags/ Afternoon roll	1:55pm	Pack bags/ Afternoon roll
2:00pm	Circle Time +activity	Te Reo Māori	Whole hub PE	Kapa Haka	2:00pm	Whole Hub Tidy Up
2:25pm	Brain Break	Brain Break	Brain Break	Brain Break	2:10pm	Assembly
2:30pm	Living Christianly	Living Christianly	Living Christianly	LIGHTS Reflection	2:50pm	Go back to kōhanga/Prayer
2:50pm	Tidy Up/Prayer	Tidy Up/Prayer	Tidy Up/Prayer	Tidy Up/Prayer	3:00pm	Home Time
3:00pm	Home Time	Home Time	Home Time	Home Time		

# Te Wana Teaching Team

We work collaboratively to teach to the needs of your child. Children will get to know all of the teachers and Learning Assistants in TW.



**Miss Emily Langridge**  
**TW Team Leader**  
Years 2/3  
Kōhanga Kōwhai  
[e.langridge@rcs.school.nz](mailto:e.langridge@rcs.school.nz)



**Miss Lisa Hegglun**  
Year 3  
Kōhanga Rarahu  
[l.hegglun@rcs.school.nz](mailto:l.hegglun@rcs.school.nz)



**Mr Mark Smith**  
Years 2/3  
Kōhanga Toetoe  
[m.smith@rcs.school.nz](mailto:m.smith@rcs.school.nz)



**Mrs Vanessa Cavanagh**  
Classroom/ LIGHTS  
Through Play Support



**Mrs Beth Marlin**  
ELL Teacher (English  
Language Learners teacher)

## Senior Leadership Team



**Miss Liz Horn**  
Principal  
[l.horn@rcs.school.nz](mailto:l.horn@rcs.school.nz)



**Mr Polu Luatua**  
Deputy Principal  
[p.luatua@rcs.school.nz](mailto:p.luatua@rcs.school.nz)



**Mrs Lynda Siave**  
Deputy Principal & Te Pihinga Learning Leader  
Special Needs Coordinator (SENCO)  
[l.siave@rcs.school.nz](mailto:l.siave@rcs.school.nz)

## Administration / Office Staff



**Mrs Tracey Kennedy**  
Administration &  
Enrolments  
[office@rcs.school.nz](mailto:office@rcs.school.nz)



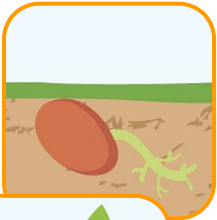
**Mrs Amy Burke**  
Communications  
Accounts & Uniform  
[communications@rcs.school.nz](mailto:communications@rcs.school.nz)  
[accounts@rcs.school.nz](mailto:accounts@rcs.school.nz)



# Māori translations

As part of our bicultural responsiveness, we have made an effort to honour the Māori heritage of the Rolleston area by giving our classrooms and hubs Māori names.

## Hub names



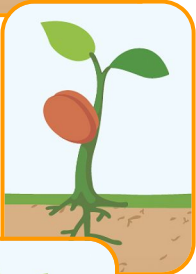
**Te Kākano means seed** – Years NE/1/2  
(teh caah-cah-naw)

Our role in TK is planting the foundational seeds in your child's education journey, in the soil that you have prepared as their first teachers.



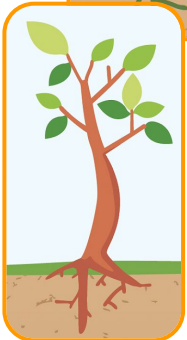
**Te Wana means shoot** – Years 2/3  
(teh wah-nah)

Our role in TW is to nurture the seed by watering your child's independent learning habits, critical thinking and self management skills as they grow in confidence in who they are as a learner.



**Te Pihinga means seedling** – Years 4/5/6  
(teh pee-hee-ngah)

Our role in TP is to nurture the seed by watering your child's independent learning habits, critical thinking and self management skills as they grow in confidence in who they are as a learner.



**Te Māhuri means sapling** – Years 6/7/8  
(teh maah-'who'-ree)

Our role in TM is deepening your child's roots by expanding and consolidating their understanding of who they are as learners and what they contribute to this world.

## Class names

Research shows that relationships are the key to learning. In order to foster these, we made the decision to have each Hub split in Kōhanga groups. Like the nature imagery, teachers 'look after' the children in their kōhanga. Your child's kōhanga teacher is your first contact for any pastoral or academic conversations. Teachers work together collaboratively in our space to best meet the needs of all our Te Wana students.



**Kōhanga**  
(core-hung-a)  
Nest



**Kōwhai**  
(core-fai)  
Miss Langridge



**Rarahu**  
(rah-rah-'who')  
Miss Hegglun



**Toetoe**  
(toy-toy)  
Mr Smith

# Whānau Groups

Whānau (*far-no*) Groups are made up of children from all year levels in the school. They meet together twice a term to do environmental-based projects. This is a great time for students to form relationships throughout the school. Your child will be in the same whānau group throughout their time at school. Our whānau groups are:

**Toroa** (*taw-raw-ah*) Colour: gold / yellow

**Kiwi** (*kee-wee*) Colour: green

**Tūi** (*too-ee*) Colour: purple

**Pīwakawaka** (*pee-wock-ah-wock-ah*) Colour: blue

**Pūkeko** (*pooh-keck-or*) Colour: red

## Te Wana Routines

**Stationery-** In Te Wana we have tote trays where students will keep all their books and stationery. Please make sure that all the work books you bring to school are named. In the first week of school we will share out our hub set of all stationery items and children will keep their share in their pencil case that also lives in their tote tray.

**Book bag-** On the stationery list is a book bag. This must go to and from school every day. In it children will bring home their reading books, spelling and also library books on a Friday. It needs to come back to school each day so that new work/books can be sent home.

**Kluwell book-** On the stationery list is also a Kluwell reading log book. This is to help teachers and parents keep a record of the reading that is done at home each night. The teacher will write the book in it and then parents can sign it and write a comment after their child has read to them at home.

**Library Books-** On Fridays children will have a chance to go to the library and issue out books to take home. These books are issued for two weeks and need to be returned by then or they become overdue and children are unable to issue any more.

## Home Learning in Te Wana

**Reading-** Reading books will be sent home each day (Monday to Thursday) in book bags and will be written in Kluwell books. Students will take home books they have read with their teacher and are at their instructional reading level. Sometimes students may take home a Browsing Box book (BB book), which is a book that is a couple of levels below their instructional reading level. This is because they may be reading an instructional book with their teacher for more than one day and won't take it home until it is finished. Instead, they will take home an unseen book of an easier level that they can still confidently read. Teachers will make a note if it is a BB book.

**Spelling-** Spelling lists will go home in the spelling notebook, inside the bookbag. Spelling happens every Friday morning and it is on a two week cycle. On odd weeks children will get tested on their previous list and a new lists will go home for children to practice at home. On even weeks the list words will also be practiced at school. The first spelling list will be sent home in week 3.

# LIGHTS

In our school we have a very special inquiry learning process that we call LIGHTS. This is an acronym for each stage of the inquiry process. The stages are:

- Look at the current situation (research information on the current situation of your chosen topic).
- Investigate alternatives (what are different ideas that you have on how to improve, make changes, to make a difference to your chosen topic).
- Go for it (choose your best and most effective idea and action it).
- How have things changes (reflect on the **G** phase and see if you have made a difference).
- Time to share (share with others your project and your learning).
- So what have we learned? (a final reflection on your learning for the whole project and the outcome of your project).

In Te Wana, children will be completing LIGHTS projects in our LIGHTS program run by Mr Smith. This runs alongside our reading and maths programs run by Miss Langridge and Miss Hegglun, and also our LIGHTS Through Play program (see below). Our LIGHTS focus for the year is on looking back at past LIGHTS projects around the school and investigating how they can continue to be maintained, adapted, changed or even re-done. This is part of our whole school effort to create more sustainable programs and projects that have a positive difference in our school and our environment.



## LIGHTS Through Play

In Te Wana we build on the play-based learning foundation that has been set in Te Kākano. We have adapted their play-based approach to suit the ages and stages we have in Te Wana, we call this LIGHTS Through Play (LTP). LTP happens alongside our Reading, Maths and LIGHTS programs. At this time, groups of children will be with a teacher doing their group learning or completing follow-up, independent learning tasks. The rest of the children will be engaged in LTP. Children are able to choose activities to engage with that create opportunities for 'mini LIGHTS processes.' They might need to think, plan, create, problem solve, collaborate and communicate to complete their activity. They can select resources from our LTP areas of buildings blocks, imaginative play toys, reading/writing/maths games and activities, a wide range of art and craft items, loose parts and STEM (stands for Science, Technology, Engineering and Mathematics) equipment and resources. There is also space for free play during this time. Children will be free to play and create in different ways, with tasks that could take minutes, hours, or even days of work. They have the space to pursue interests and passions and share them with others.

## TW Spaces

You will notice in Te Wana that each classroom space looks very different from each other, that is because each space will have a different purpose for most of each day. Rarahu is our group teaching room where Miss Langridge and Miss Hegglun will teach their reading and maths groups. Kōwhai is our LIGHTS room where Mr Smith will be working with LIGHTS groups on their projects (hence the computers in that room for guided research). Toetoe is the LIGHTS Through Play room that is set up with all the toys and equipment for play and creativity.

# Nature Play

Nature Play is a very special part of Te Wana. Children have opportunities to go outside during LIGHTS Through Play time and also sometimes during Fitness/PE. They are able to go to the Wilderness Forest (Outside Rarahu and Kōwhai) and also outside our TW area. There, they are able to play, explore and create in nature. They can use the natural resources available in the forest and we also have loose parts, such as tyres, wood, netting, tarps, rope, pipes, funnels, tubes and many more. At RCS we are blessed with such incredible outdoor spaces and we love making the most of our outdoor educational resources. The inclusion of nature play in our school has come from a journey of research, professional development and trialling. We wanted to share some of this journey and of this research with you:

In our school we have The 5 Ways to Wellbeing as our Wellbeing model to help us focus in on the overall wellbeing of our students.



When we observe the five ways to wellbeing in Nature Play, this is some of what we see:

## **Connect**

- Heaps of connection happening between children!
- Children playing with people they don't usually play with, increasing their friend group.
- Heaps of positive communication and teamwork happening.
- Everyone has a chance to feel valued, join in, take the lead etc.

## **Be Active**

- Move Your Mood! Activity decreases stress and anxiety, which can be seen working for our anxious children as they play. Children who may have been feeling anxious or upset would leave Nature Play time feeling happy and calm.
- Very physical, heaps of movement and activity.
- Schema (play urges, a part of children's brain development)- lots of movement happening when exploring different schema.
- Everyone can be active to their ability.

## **Give**

- Giving back to nature, taking care of it if we come across things that need help- also weeding, harvesting etc.
- Giving time and attention to others when playing together.

## **Take Notice**

- Finding joy in nature! Taking notice of the little things.
- Paying attention to the world around us.
- Schema- taking notice of what schema they are using.

## **Keep Learning**

- Being curious and seeking out new experiences.
- Schema- very keen to understand different schema and explore them.
- Perseverance, problem solving
- Learning to work well in a group and practise different roles in a group.
- Learning about plants in the Food Forest.
- Building/creating- constructing huts, shops, forts, creating musical instruments from nature.



# Why Nature Play?

## (Evidence summary from staff research and professional development)

- Play is a fundamental part of children's social, emotional, physical and mental development. Play is not optional, it is a right that all children must have.
- Indoor and outdoor spaces should both be treated as educational.
- There is learning that takes place outdoors that doesn't happen indoors. There shouldn't just be a big emphasis on indoor spaces being more educational. They are both valuable.
- Children are not going to 'bounce off the walls' if there are no walls. Getting them moving is very beneficial to their learning.
- Children have a right to lead their own play.
- Curriculum is everything that happens during a child's day, not just what they are taught.
- Learning takes time. The indoor classroom has time limits and constraints to learning. Outdoors, children can learn and explore things in their own time, at their own pace.
- Physical activity is so important to children's overall wellbeing. They have a right to it. They have a right to opportunities to be outdoors.
- Kaitiakitanga- teaching children a respect for the land through nature play, teaching them to be Kaitiaki (guardians/protectors of the land).
- Internal and external locus of control- Children need control over their own choices and what is happening in their day to help minimise anxiety. If their day is all controlled for them and they have no control, then this can create or enhance anxiety.
- Builds confidence- everyone is on an even playing field when it comes to play. There is no reading level comparison etc. They are all doing what they want to do, making their own choices and playing at their level.
- Building relationships with children.- Good relationships/connections build trust and outdoor play is based on trust.
- Increases resilience and develops a growth mindset- children will try, fail, try and try again.

## Schema

- Schema is the technical term for play urges. It helps children to figure out and make sense of the world around them and of what they are physically capable of.
  - Schema is a very important part of children's brain development. We need to recognise when these urges are happening. Children are not just repeating the same thing over and over again, they are exploring a schema.
  - Nature play naturally lends itself to exploring schema. Children will be exploring at least one schema every time they are outside in nature.
  - Types of Schema- gathering/collecting, enclosure, transporting, construction, deconstruction, enveloping/covering/burying, families, posting, trajectory, climbing, jumping, wrestling, running and chasing, tug of war, transforming, orientation, rotating, balancing, patterning, element play.
- We encourage you to observe what schema your children are exploring and developing next time you watch them playing, especially when outdoors.