

Te Kāhano Hub Newsletter

Term 3 ~ Week 8 & 9 ~ 2020

Malo e lelei!

The end of this Term 3 is jam-packed for the TK Hub!

Yay for Spring! Due to the Covid-19 situation, some teacher professional development has been moved to September, which means there will be more relievers in the hub. Teachers are also having their classroom release time (CRT) and assessing students to see their progress. We will send a report to you at the beginning of Term 4. We are already seeing some wonderful results - Go the TK kids 😎



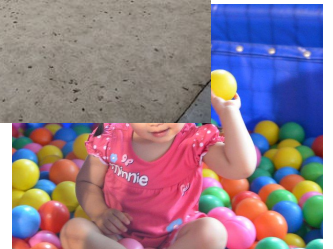
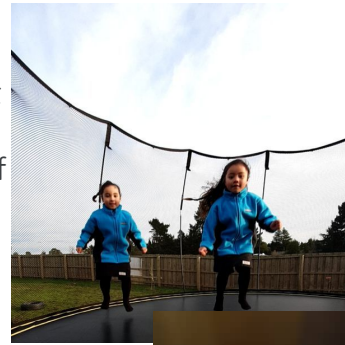
Play-based Learning

Over the next few newsletters we are going to be looking at schemas and the role they play in your child's play. Schemas are the avenues children explore to make sense of the world. Schemas in children's play are such an important concept when it comes to the development of children, that it's worth taking the time to understand them so you can facilitate them when you see them at home and we can support them at school.

This week's schema is: Trajectory

The urge to throw, drop and other actions that are all part of the **Trajectory** schema. Some other **Trajectory** actions are things like climbing up and jumping off (**Trajectory** of one's own body), putting your hand under running water (interacting with things that are already moving) and the classic, throwing and dropping (making it happen). It can be diagonal, vertical or horizontal... this is a multi-dimensional urge, after *all learning is based on movement* in the first years of life.

At home, to support this schema, provide your children with lots of opportunities for outdoor play, let them loose on the swings and slides at your local park, give them softballs to throw and opportunities to pour water.



Living Christianly

This term, we will be focussing on Hope - Citizenship. At the moment we are focussing on **Genuine interest in human and environmental sustainability.**

Week 8 Theme: Jesus can transform our thinking to help us see other people's perspectives/views.

Week 8 Story: Paul's past

Week 9 Theme: We can talk and listen to each other to learn about other perspectives

Week 9 Story: Paul arguing with disciples re: Jews & Gentiles

Spotlight on our Values Competency-Based Learning

You may have seen the Values Competency posters up on our wall... noticed that the language in your child's certificates sounds specific.. seen Seesaw posts that are in particular folders... heard your child talk about 'basic, pre-foundational, foundational'...

So what are these 'RCS Values Competency Rubrics' all about?

The RCS Values Competency Rubrics were developed by the RCS staff over a two year period, based on the school values (Hope, Excellence, Love & Peace), our RCS graduate profile, and the New Pedagogies for Deeper Learning (NPDL) rubrics. As with everything we implement at RCS, we wanted to have a well-researched pedagogical depth to what we were doing. The particular focus for this piece of work was developing the character and skills of our children, and bring a deeper purpose to the 'skills' based learning in our programmes.

Teaching and Learning at RCS is so much more than just learning to read, write and do maths. If we truly believe that as a school and you as parents are developing 'Christ-like, creative, critical thinkers who bring light to the world', then how did we know we were doing this and how did we know what the next step was. These rubrics give us that! The wonderful thing is that they aren't age-based but stage-based, acknowledging that children all develop and grow at different rates. Our prayer is that by the time your beautiful children leave RCS in Year 8, they will have reached their full potential on our rubrics and be empowered to make their unique contribution to this world.

How are the 'RCS Values Competencies' used in Te Kākano?

This year we have had a big focus on teachers learning the Values Competencies and looking out for them in your child's play, All teachers will write Seesaw posts, using language from the rubrics and assessing what your child is doing against one of the rubrics. Seesaw then gives our team an overview of what competencies are being observed regularly and where we can target our play activities to strengthen areas of that aren't being seen as much. It's a new way of thinking, which takes time to implement and learn, however ERO (Education Review Office) was very impressed with the quality of our assessment of play using the RCS Values Competencies, and commended TK for training our teacher aides to look at our play through this lens too. We also use the RCS Values Competency rubrics in your child's Learning Conference by looking at where your child is currently at on the 'Christ-like' rubric and setting a goal so they can reach the next stage on the rubric. You will have been supporting their growth in this at home.

Wow! The Values Competencies can be seen in Reading, Writing and Maths too?

You've got that right! This is the next phase of learning for the RCS staff. We are looking at how the Values Competencies weave into how we implement the New Zealand Curriculum and Te Whariki at Rolleston Christian School. By weaving them into all that we teach at RCS, we are hopeful that your child will gain a deeper, richer, broader and Christ-centred education.

How can I help my child to grow into who God has called them to be, using the RCS Values Competency rubrics?

Firstly, it's important that you print the rubrics out or save a screenshot on your phone. Read through them, get to know them. Allow the Lord to lead in you in where to focus your priorities as a parent. What do you feel your child needs to grow in the most. Choose one rubric or even one line from a rubric and pick your child's starting place. Then put in all the parent strategies you know, do some research if you need more and allow the Holy Spirit to work.

The RCS Values Competency Rubrics - Te Kākano Version

In Te Kākano, we focus on the first three stages of the rubrics (there are seven overall).

Christ-like

Learning Area and Christian Foundation	Basic	Pre-Foundational	Foundational
Knowing that you are loved	<ul style="list-style-type: none"> ➤ I am curious about God. ➤ I know who Jesus is. ➤ I don't pray yet. 	<ul style="list-style-type: none"> ➤ I know more about who God is and can ask questions about him. ➤ I know that Jesus can be my friend. ➤ I can pray for myself sometimes. 	<ul style="list-style-type: none"> ➤ I can say that God loves me. Jesus came to earth to show us. ➤ I can pray for myself and sometimes others.
Restorative	<ul style="list-style-type: none"> ➤ I can talk about a problem. ➤ I am learning about inside and outside hurts. 	<ul style="list-style-type: none"> ➤ I can listen to another person's side of the story. ➤ I can say sorry if I have hurt someone on the inside or the outside. 	<ul style="list-style-type: none"> ➤ I can tell the truth about the situation, no matter what the consequences may be. ➤ Most of the time, I can forgive and move on. ➤ With help, I can choose a way to make things right.
Emotional Regulation	<ul style="list-style-type: none"> ➤ I can name some feelings. 	<ul style="list-style-type: none"> ➤ I can say what I am feeling. 	<ul style="list-style-type: none"> ➤ I am learning ways to keep myself calm.
Use of Technology	<ul style="list-style-type: none"> ➤ I can stop using technology when it is time to. 	<ul style="list-style-type: none"> ➤ I can choose when technology is helpful and turn it off when it is not helpful. 	<ul style="list-style-type: none"> ➤ When I use technology I am able to be kind to others. I turn it off straight away when I see something that isn't right.

Creative

Learning Area and Christian Foundation	Basic	Pre-Foundational	Foundational
Finding and Taking opportunities	<ul style="list-style-type: none"> ➤ I can help others when asked. 	<ul style="list-style-type: none"> ➤ I can see when someone has a problem and needs help. 	<ul style="list-style-type: none"> ➤ I can help others if they want my help.
Asking the right inquiry questions	<ul style="list-style-type: none"> ➤ I am interested in a topic. 	<ul style="list-style-type: none"> ➤ I am learning how to ask questions about a topic that interests me. 	<ul style="list-style-type: none"> ➤ I can ask questions about a topic that interests me. ➤ I am showing curiosity in real-life issues or challenges during L.I.G.H.T.S. through Play.
Developing new ideas and solutions	<ul style="list-style-type: none"> ➤ I know when I am facing a challenge. 	<ul style="list-style-type: none"> ➤ When I face a challenge I come up with one idea to solve it. 	<ul style="list-style-type: none"> ➤ When I face a challenge I come up with some ideas and choose the best one.
Leadership for action	<ul style="list-style-type: none"> ➤ I can complete a task. 	<ul style="list-style-type: none"> ➤ I can complete a task with another person. 	<ul style="list-style-type: none"> ➤ I can lead others to complete a task together.

Rolleston

Critical Learners

Learning Area and Christian Foundation	Basic	Pre-Foundational	Foundational
Evaluating information and arguments	<ul style="list-style-type: none"> ➤ I can listen to others. ➤ I can listen to stories from the bible. 	<ul style="list-style-type: none"> ➤ I can listen to information from others and talk about it. ➤ I am learning some scriptures from the bible. 	<ul style="list-style-type: none"> ➤ I can get information from others through listening or reading and make a choice how I use it. ➤ I know the bible helps me live well and grow.
Making connections and identifying patterns	<ul style="list-style-type: none"> ➤ I can share things about myself. 	<ul style="list-style-type: none"> ➤ I can say some things that are the same and different about myself and others. 	<ul style="list-style-type: none"> ➤ I can make a connection about what I read or learn and what has happened in my life.
Meaningful knowledge construction	<ul style="list-style-type: none"> ➤ I can hear about new things from others. 	<ul style="list-style-type: none"> ➤ I can tell others what I am interested in. 	<ul style="list-style-type: none"> ➤ I am interested in a topic and I share what I know with others.
Experimenting, reflecting, and taking action in the real world context	<ul style="list-style-type: none"> ➤ I can create something during Learning Through Play. 	<ul style="list-style-type: none"> ➤ I can see the things I like and dislike about my creations. 	<ul style="list-style-type: none"> ➤ I can change the things I dislike about my creations.

Hope (citizenship)

Learning Area and Christian Foundation	Basic	Pre-Foundational	Foundational
A global perspective	<ul style="list-style-type: none"> ➤ I know who the people are in my family. I care about them. 	<ul style="list-style-type: none"> ➤ I know who the people are in my school. I care about them. 	<ul style="list-style-type: none"> ➤ I know who the people in my community are. I know that I can help them. ➤ I know some things that are happening in my country.
Understanding different values and worldviews	<ul style="list-style-type: none"> ➤ I can say what I think about something. 	<ul style="list-style-type: none"> ➤ I can say what made me think that about something. 	<ul style="list-style-type: none"> ➤ I know and understand that other people might think differently to me.
Genuine interest in human and environmental sustainability	<ul style="list-style-type: none"> ➤ I know that God's environment needs to be cared for. 	<ul style="list-style-type: none"> ➤ I can see ways to care for God's environment. 	<ul style="list-style-type: none"> ➤ I am learning that people have caused problems in the environment, and I can do something about this.

Excellence (character)

Learning Area and Christian Foundation	Basic	Pre-Foundational	Foundational
Learning to deep learn	<ul style="list-style-type: none"> ➤ I can think about the questions I am asked and give an answer that fits. 	<ul style="list-style-type: none"> ➤ I am curious about new things and ask questions to help me understand. 	<ul style="list-style-type: none"> ➤ I can think about things I am interested in and ask someone to help me find information.
Using technology for learning	<ul style="list-style-type: none"> ➤ I can use some digital technology to play. 	<ul style="list-style-type: none"> ➤ I can use some digital technology for learning. 	<ul style="list-style-type: none"> ➤ I can use some digital technology for learning and stay on task. ➤ I can use kind words with others online.
My grit, tenacity, perseverance, and resilience	<ul style="list-style-type: none"> ➤ I know that I can find things hard and sometimes things don't go my way, and that's okay. I am still learning. 	<ul style="list-style-type: none"> ➤ I know that everyone can find things hard and that's okay. We are all still learning. 	<ul style="list-style-type: none"> ➤ I know that when I find things hard I can keep trying until I have learned something new. ➤ I am learning to receive feedback.
Self-regulation and responsibility for learning	<ul style="list-style-type: none"> ➤ I know that I can make choices about how I behave at learning time. 	<ul style="list-style-type: none"> ➤ I know there are helpful and unhelpful choices that I can make at learning time. ➤ My teacher helps me work through learning tasks. 	<ul style="list-style-type: none"> ➤ At learning time, I choose to make helpful choices most of the time. When I make an unhelpful choice I take responsibility. ➤ I am interested in LIGHTS through Play and join in with my teacher.

Love (collaboration)

Learning Area and Christian Foundation	Basic	Pre-Foundational	Foundational
Working with each other as a team (working independently as a team)	<ul style="list-style-type: none"> ➤ I am learning to be part of a group by taking turns to talk. 	<ul style="list-style-type: none"> ➤ I am learning to work in a team by taking turns to talk and to listen to others. 	<ul style="list-style-type: none"> ➤ When working in pairs or a team, I can talk and listen as part of a team, and can sometimes use my strengths to help complete a task. ➤ I often prefer to work on a task by myself rather than work with others.
Interpersonal and team-related skills	<ul style="list-style-type: none"> ➤ I can say something nice about somebody else. 	<ul style="list-style-type: none"> ➤ I can accept when somebody is saying something nice about me. 	<ul style="list-style-type: none"> ➤ I can love others by encouraging them and celebrating their successes.
Social, emotional and intercultural skills	<ul style="list-style-type: none"> ➤ I can tell others what is special about me. 	<ul style="list-style-type: none"> ➤ I can tell others what is special about them. ➤ I am learning that we are all special and I try to build friendships with others. ➤ I am learning that what I do and say can impact on others. 	<ul style="list-style-type: none"> ➤ I know we are all special and can build friendships with others. ➤ I am beginning to see that my behaviour has an impact on others. ➤ I have trouble understanding that people may have different feelings and opinions than my own. ➤ I sometimes find it hard to get along with people in my group. struggle to form positive friendships with my group members.
Understanding my team and solving problems (Managing team dynamics and challenges)	<ul style="list-style-type: none"> ➤ I like to keep to myself but am able to join in a group when directed. I can say what I think. 	<ul style="list-style-type: none"> ➤ I am able to join a group and say what I think. I am learning to listen to others and accept what they say. 	<ul style="list-style-type: none"> ➤ I am able to join a group, listen to others and accept what they say. ➤ I can <u>join</u> in a group but sometimes I need help working with my group members. ➤ I am learning to handle disagreements by listening to what others say. Sometimes I need help working through our differences.

Peace (communication)

Learning Area and Christian Foundation	Basic	Pre-Foundational	Foundational
Communicating Clearly	<ul style="list-style-type: none"> ➤ I talk to others. Sometimes I forget to use kind words. 	<ul style="list-style-type: none"> ➤ I mostly use kind words when I talk to others. ➤ I am learning to express myself using my words. 	<ul style="list-style-type: none"> ➤ When I talk to others I use kind and encouraging words ➤ When I talk to others I use kind and encouraging words and express myself clearly when sharing my ideas.
Communicating to particular audiences	<ul style="list-style-type: none"> ➤ I can talk to somebody else. 	<ul style="list-style-type: none"> ➤ I can talk to a group. 	<ul style="list-style-type: none"> ➤ I can use my voice to match the situation that I am in. Sometimes my voice needs to be louder and sometimes it needs to be quieter. ➤ With help, I can understand what to say and how to say it when communicating to an audience.
Communicating in different ways	<ul style="list-style-type: none"> ➤ I can communicate. 	<ul style="list-style-type: none"> ➤ I am learning different ways to communicate. 	<ul style="list-style-type: none"> ➤ I know there are different ways to communicate. I choose the right one to fit each situation. ➤ I know there are different ways to communicate. ➤ With help, I can communicate what I have found and learned in my task.
Reflecting on and improving my communication	<ul style="list-style-type: none"> ➤ I say what's on my mind without thinking about how this affects others 	<ul style="list-style-type: none"> ➤ I am learning that my words can affect others' feelings 	<ul style="list-style-type: none"> ➤ My words can affect others' feelings so I think before I speak

Reminders

- Children can bring their RCS sun hats on sunny days. They are not compulsory until Term 4, but feel free to bring them during Term 3.
- Children are only to wear black shoes to school except Fridays where gumboots or sneakers are great.

Week 8 & 9 Events

Week 7	Daily	2:45pm: School Pick Ups - Thanks for being prompt!
	Tues 8 Sept	Mrs Nuthall's CRT Day: Mr Deadmarsh in Rarahu
	Wed 9 Sept	Miss Liggett at Coaching Course: Mr Deadmarsh in Koru
	Thurs 10 Sept	Miss Liggett at Coaching Course: Mr Deadmarsh in Koru
	Fri 11 Sept	Miss Langridge's CRT Day: Miss Simons in Mānuka Spellathon Test: Testing for the PCG Spellathon
Week 8	Mon 14 Sept	Teacher Only Day: No school for students - teachers are planning for Term 4
	Tues 15 Sept	Miss Liggett at Kahui Ako Day: Mr Deadmarsh in Koru Miss Langridge on leave: Mrs G in Mānuka
	Wed 16 Sept	New Entrants Visits: Our new friends are coming to visit the Koru kids Mr Smith's CRT Day: Mrs Cunningham in Kōwhai
	Thurs 17 Sept	New Entrants Visits: Our new friends are coming to visit the Koru kids Mrs Nuthall on leave: Mrs G in Rarahu Miss Langridge at Literacy Course: Mr Deadmarsh in Mānuka
	Fri 18 Sept	Miss Liggett's CRT Day: Mr Deadmarsh in Koru
Weekly	Mon & Tues	Meetings: Please be aware TK teachers have meetings after school on these days, so please pick your children up promptly so we can get ready for these.
	Mon	Miss Liggett Leadership release (weekly): Mr Marshall will be taking Koru. Wednesday afternoon TK Assembly: In Level 2, we are having assembly, however we are not inviting parents at this time. We will take a photo of the children getting certificates.

THE BEST COLLABORATIONS
CREATE SOMETHING
bigger
THAN THE SUM OF WHAT
EACH PERSON CAN CREATE
ON THEIR OWN

Blessings,

Miss Emily Langridge (Mānuka),
Mr Mark Smith (Kōwhai),
Mrs Gabby Nuthall (Rarahu) &
Miss Kendra Liggett (Koru)