



Mt Richmond School

# THE IMAGE OF THE CHILD

Korerohia he korero - Telling Our Stories

Generosity

Independence



Belonging

Mastery

Term 2 - 2023

**BEING ALL THAT WE CAN BE...**

In this edition you will hear the stories of students past and present, to find out more about how capable they are to participate and contribute in our community.



# Circle of Courage

The circle of courage is based in four universal needs for all children's learning.  
At Mt Richmond School we follow the Circle of Courage principles.

## **Independence "I WILL"**

### **Growing self control.**

The spirit of independence  
grows when I choose.  
I learn to be more responsible.  
I can say "I have the power to  
make decisions"  
Regulating my emotions,  
thoughts and behaviours  
when making choices

## **Generosity "I WANT TO"**

### **Participating and Contributing**

The spirit of generosity grows  
when I notice others, I can say "I  
have a purpose".  
When I participate and  
contribute, I give something of  
myself. Generosity is a  
reciprocal process, learning to  
give and receive.

## **Mastery "I CAN"**

### **Growing skills and knowledge**

The spirit of mastery grows  
because I need to find out more.  
I am connected to the world around  
me. Connections build mastery.  
Mastery builds connection. I can  
gain control over my self and my  
world.

## **Belonging "I AM"**

### **Growing my identity as a learner.**

The longing for connection grows in  
relationships of trust so that I can  
say "I am loved".  
We are descendants of explorers,  
discoverers and innovators who used  
their knowledge to traverse different  
horizons.

## **MASTERY**

Growing my Skills and Knowledge by making connections to prior experiences and prior knowledge. Growing Competence in many areas, striving to achieve personal goals to be the best that we can be.

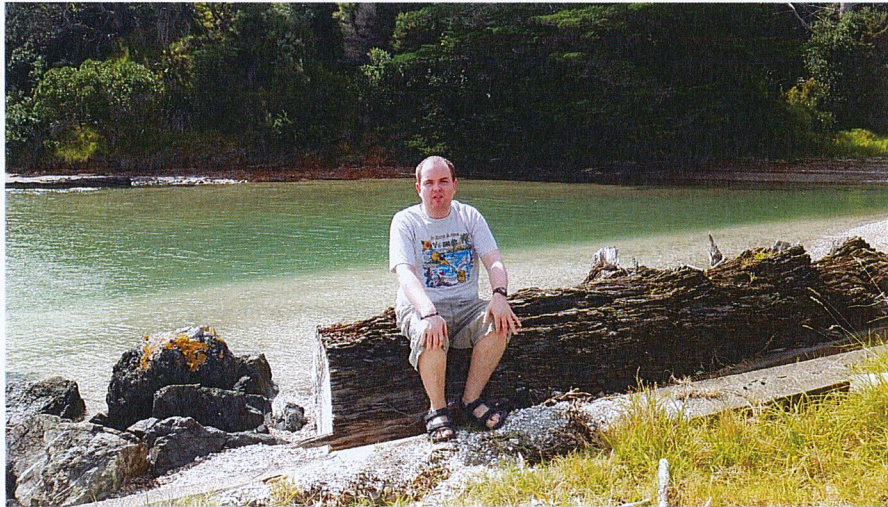
I am connected to the world around me.  
Connection builds mastery  
Mastery builds connection

When the experience is meaningful, I engage willingly and build a bridge to new learning.  
Mastery helps me to gain control over my self and my world.



# *The Image of the Adult Living Independently,*

## Korerohia he korero - Telling Our Stories



### What is on the other side of 21? Elliott's Mum's story

The young man I know now, is not the challenging child he was at school.

Our son Elliott is 29 years old, he has moderate to severe autism and lives with four other young men in a six bedroom residential setting, with 24 hour staffing. His days comprise of guided outings to coffee shops, activity centres and train trips, he uses gym equipment and computers and enjoys cooking pizzas.

Elliott continues to learn, he knows how to cook his dinner using the microwave and air frier, he makes his own bed every day. His main interests are his DVDs. We are impressed with his ability to search on Youtube, he will find Barney the Dinosaur and the next minute he'll be listening to the Spanish version.

Elliott rules the roost, he is social and interacts with people and laughs with joy. He has a great relationship with regular staff at Res Care.

I am really proud of him, he has come so far and learned so much, he is independent in some of his daily routines, allowing him to be himself. Keeping to routine helps him to be happy and settled in his life. The most important thing for us as parents has always been for him to be happy and safe. Elliott is deliberate about his decisions and makes good choices using his visual schedule. The structures and supports during the day ensures that his day is full doing what he enjoys and that he is fulfilled.

People are astounded to hear how our son Elliott has grown from the boy they remember as a Mt Richmond student.

My time spent in providing a great life for Elliott was not all I did. I fought the system to improve life for young people like Elliott. I have advocated for 100 odd families all over Aotearoa and loved it. Without all this, life would be very boring. Funding for advocates is not easily obtained in Aotearoa therefore I was drawn to advocate for families as I did not want to see others reach crisis level that we experienced, due to the lack of support.

My image of Elliott is someone who is respectful and deserves respect, he is someone who contributes in his special and generous way, he adds value and his contributions are valued. The biggest fears for parents is the future, when they start school, when they leave school, what is out there for them? And when we are no longer around who will ensure they are cared for, happy and safe?

In shaping a life for Elliott I have hopefully helped to improve life for others. I often think deeply about what my mission in life would have been? My purpose in life was presented to me solely by Elliott's arrival in to our lives.

For that I am very grateful.



# "The Image of the School Leaver"

Korerohia he korero - Telling Our Stories  
Exploring Possibilities and Pathways for School leavers

When I leave school I want support to be able to...

There are a range of possibilities. One size doesn't fit all.

We gather student voice, we design questions to gather as much information as possible to find out the dreams and aspirations of students and their whānau.

**Have a busy community program**

**PLAY SPORT**

**BE WITH  
FRIENDS**

**Earn  
money**

**Get a job**

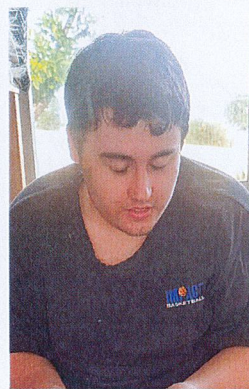
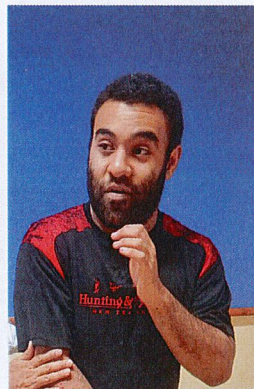
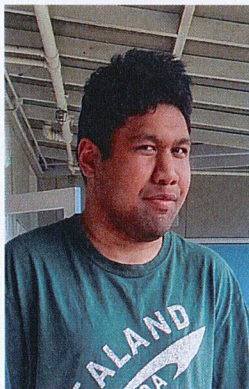
*Be more Independent*

**Go  
flatting**

**Do a Course**

**LIVE AT HOME**

**Join a club**



**What will I do?**

**Where will I go?**

**Our school leavers and their whānau explore choices for their future**

Adam wanted to work and now he has a full time job.

Patrick wants to do a course

Faiza wants to meet new friends

Atlanta wants to take part in community activities

Dylan wants to stay with his housemates

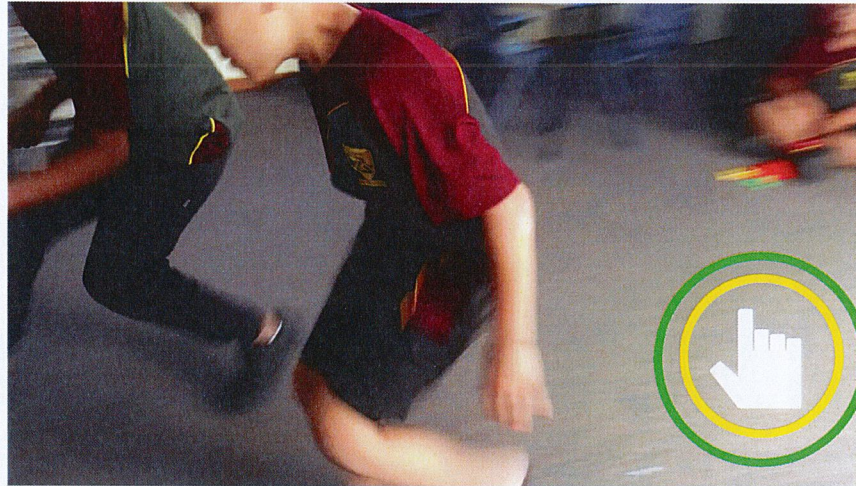
Manuel wants to have fun and explore some community programmes

Farhaan wants to help people ... and have some work



## Papatoetoe Learners competing, cooperating and collaborating to grow their capabilities

We create learning activities in Literacy and Numeracy that involve competitions between opposing teams. It is amazing to observe the way students cheer for their team.



During Maths the focus was on learning numbers. The first competition required students to get as many respective coloured counters, one at a time from a pile for their team. As their turn came, they did their utmost to gather as many counters as possible. The cheers boosted their morale as can be seen in the video clip. The counters were added to decide the winning team.

### Students learn addition in Maths when they compete in ten-pin bowling

Similarly, we played ten-pin bowling and scored points for their team by knocking as many pins down as possible. The winning team was declared after adding the points. These are important functional literacy and functional numeracy skills.



To make the learning and competition more meaningful, we have quiz competitions at the end of the week based on the week's learning.

The rules are...

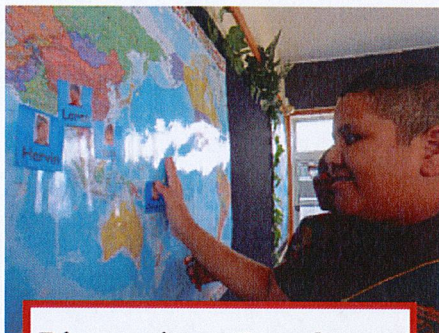
- If the team member answered correctly, the team earns 3 points.
- If not, anyone in the team who answered correctly earns 2 points.
- If not, if anyone in the opposing team answers correctly, they earn one point for their team.

This becomes an opportunity for students to practice new skills and is a form of formative assessment. In all instances the competition is stiff and healthy.

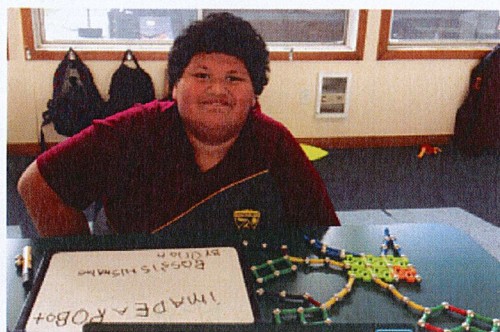


# *The Image of The Papatoetoe Intermediate Student*

Korero hia he korero - Telling Our Stories  
Finding out more about me and what I can do...



I know where I am from.



I can play and make music, I find it fun, it is easy...



I have learned  
how to set the  
table...so I can.  
I know I can set  
the table so I  
will.  
I know it helps  
the class work  
better... so I  
want to...



# *The Image of Te Waka Student*

Korero hia he korero - Telling Our Stories  
Waka's environment for learning



Students are encouraged  
to know that learning  
responsibilities go  
together with rights.



As a teaching team we work together with students interests by listening to them and preparing the learning environment so they can find meaning in their learning. This is working for both students and adults. We try our best to give our students the tools for communication as they focus on and learn to use the visuals to communicate with adults or for adults to communicate with students.

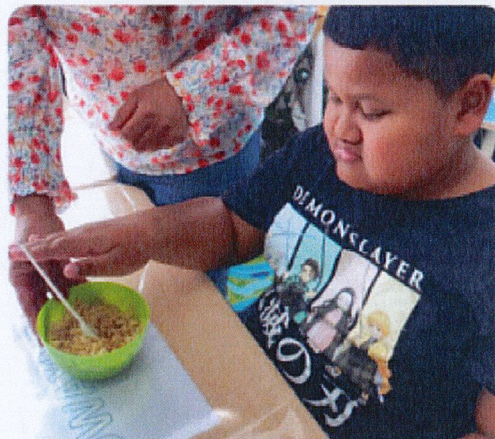
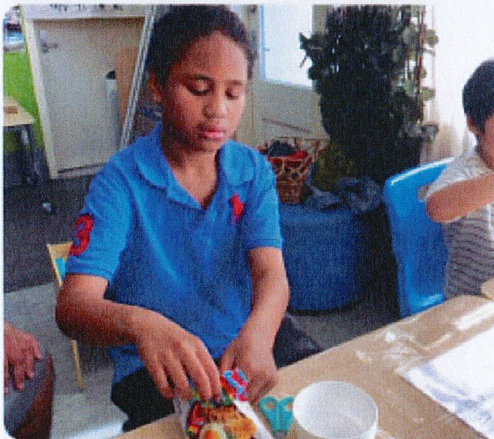
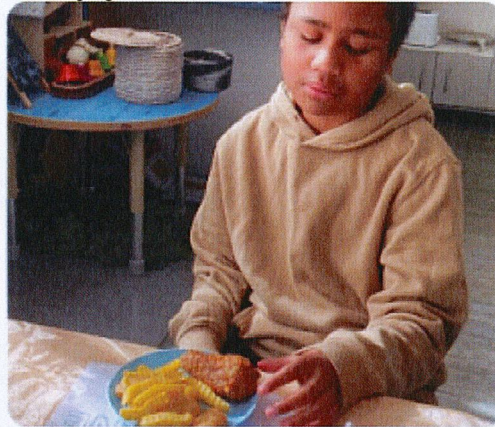


# *The Image of the Bairds Student*

## Korerohia he korero - Telling Our Stories

To facilitate these connections, we use playtime and mealtimes as social times for tamariki. Young children learn important social skills and managing self while participating in these activities.

We had a cooking session where all students supported cooking their own noodles and enjoyed it.



Focusing: Many things can distract us while we're concentrating. Focus is a thinking skill that helps us pay attention to finish what we are doing. It's about: engaging, paying attention, sorting, filtering.



# *The Image of the Bairds Student*

Learning takes place everywhere. At Bairds we do "Nature Write", encouraging students to sit, listen, and absorb the nature around to foster a love of the natural world.



Consistency - outside play, water therapy, storytime - character play or number learning table top activities. Consistency provides a sense of safety. Students feel safe and trusted while contributing and participating, they are free to do their "work," - playing, exploring, and learning.



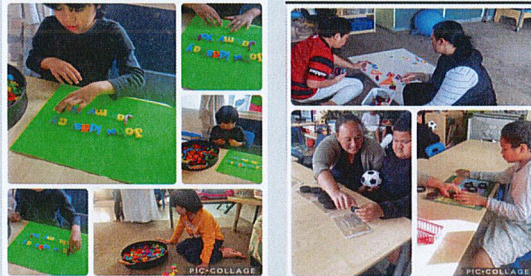
# The Image of the Baird's Student

*A competent, active, critical child; a child who is therefore 'challenging', because he produces change and dynamic movement in the systems in which he is involved.*

## Change, Connections and Relating to Others

Accomplish particular aspects of learning through working with others.

Anything that engages your creative mind — the ability to make connections between unrelated things and imagine new ways to communicate — is good for you," says Girija Kaimal.



learning strategies and ways of organising relationships

## Participant and contributor

The "rich" kid is an active co-creator of knowledge who learns best via engagement, action, collaborative experimentation, and investigation.



The Resources are needed, getting them and using them in the best way possible.

Strongest Image of the child



The child as a knowledge, identity and culture reproducer

Create the image of child: Take the time to think about what you believe about children.



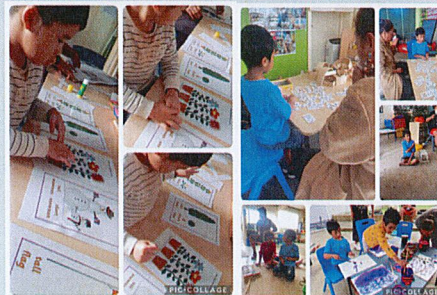
Make your image a reality.

If you feel that children are capable, competent, and creative, your classroom setting will demonstrate that you value their views, ideas, and voices. The room will be organised and filled with the thoughts, images, and artwork of the pupils.

It's all about a child at Bairds.

Matching personal goals and capabilities to an undertaking.

focus on what's at the core of what we do — The Child.



True Image of a child: That is when the wonder happens. That is when children say to themselves, "I am seen, I am valued, I am loved."



At Mt Richmond school we are inspired by the Reggio Emilia principles, allowing our students to use hands-on exploration to discover and explore through their senses.

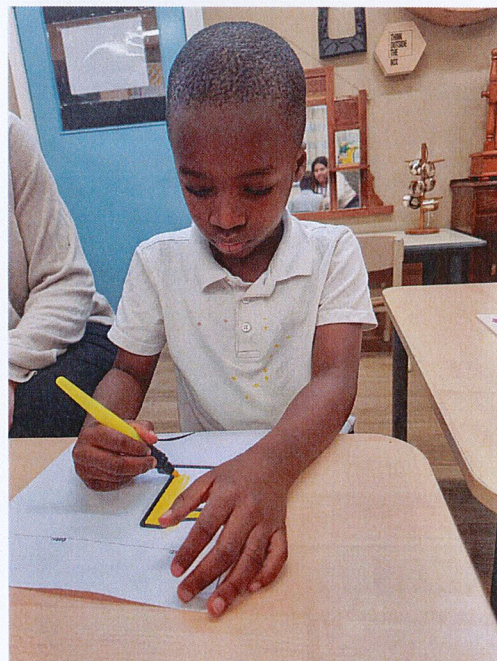


Zane and James work alongside each other and sharing resources.

Students construct their knowledge and develop skills through exploration and collaboration with their peers.



All the students and learning assistants work alongside each other



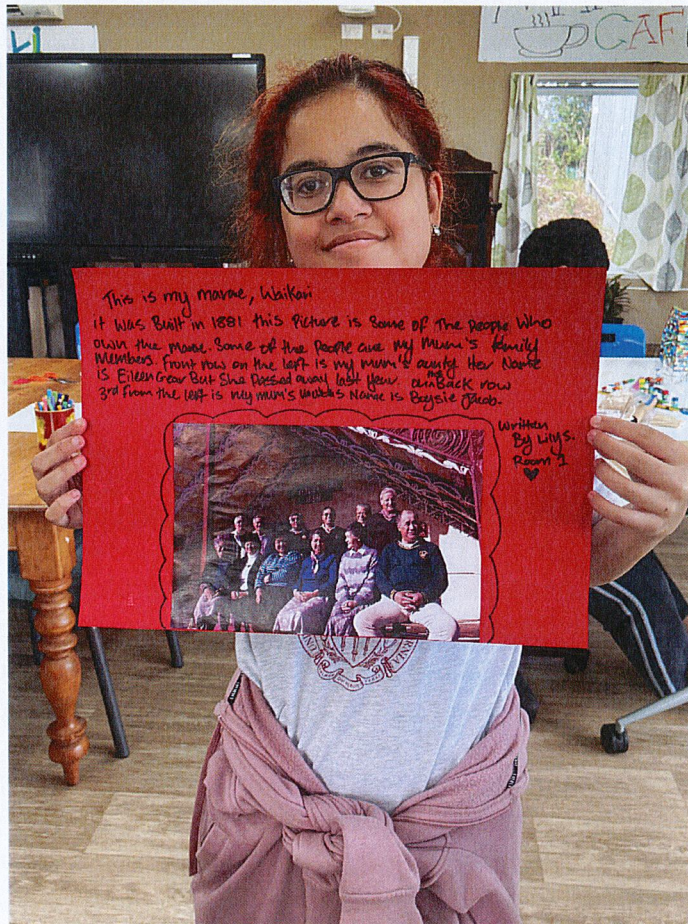
Hafiz colours the number 1. Students choose activities based on their interest.



# The Image of an Adult student

## Korerohia he korero - Telling Our Stories

Knowing students and building a relationship with them is an essential foundation on which to build teaching and learning. Using Ako (acknowledging the reciprocal nature of learning), Lily helped the learning process by sharing with us her culture and identity, her connections and relationships. In choosing to research her whakapapa, Lily became the protagonist in her learning, showing me what she is curious about and what is important to her.



This is my marae, Waikari.

It was built in 1881. This picture is some of the people who own the marae. Some of the people are my Mum's family members. In the front row is my Mum's aunty. Her name is Eileen, she passed away last year. In the back row is my Mum's Uncle. His name is Boysie Jacob.



# Sir Edmund Hillary Collegiate...

## Korerohia he korero - Telling Our Stories

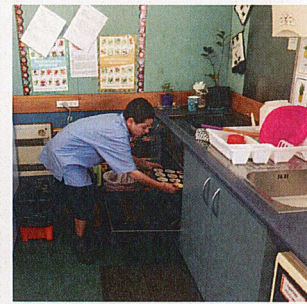
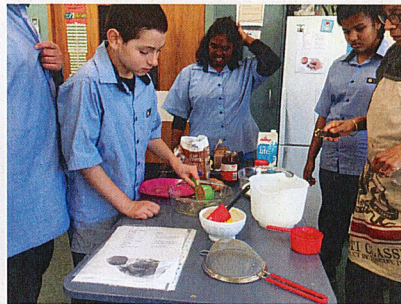
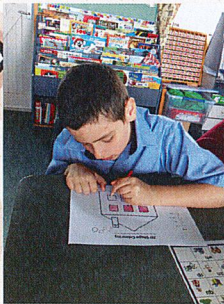
Unique, Capable and sometimes mysterious

Our image of a child influences our relationship with, and expectations of students. I felt this when I met Nicholas, An eagerness to build a relationship to help him in any way possible.

Nicholas is 14 years old and joined our satellite at the beginning of the year. When I first met Nicholas, he seemed not to like me as he started to kick me when he could not express himself. I was worried by his behaviour and wondered how I would manage 2023 knowing that I would be his teacher.

He could express his needs and wants in 1-2 word-phrases. He loved outside play with peers and was possessive with a ball. He liked pasta a lot and every 5 minutes he would say, "pasta today". He became angry when he felt his needs were not met. Nicholas used to have frequent meltdowns especially when in a public place. Nicholas could get physical and yell when something didn't go his way. This is how I remembered this boy.

The present image of Nicholas is that he can express his needs and wants in more than 2-3 words which is amazing. He can sing the whole of the English version of the national anthem.



A fear of stepping in water in the beginning of the term made me think about what I could do. As time passed Nicholas' interest in swimming increased. Today he can pull other children in the pool as well. Great achievement indeed.

Nicholas' enthusiasm for cooking has also skyrocketed during the past months. He has started to listen to instructions and participate in different roles.

A greater interest in reading and writing is just unbelievable. Before he used to make marks on the paper or any piece of paper given, tear it and put it in the rubbish bin. Now Nicholas has started to trace over letters and numbers. A sense of recognition for numbers is evident.

Nicholas loves to be around his peers and has been seen helping his friends. He misses his friends when they are not at school. He loves school food no matter what and eats whole-heartedly. A total love for the people and the environment around him.

An image beyond imagination created today will have lifelong impacts.

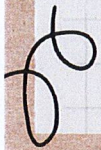
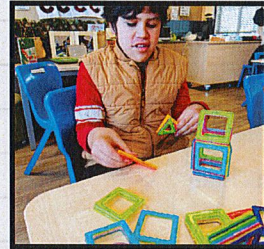
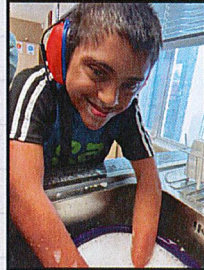
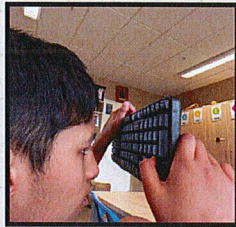
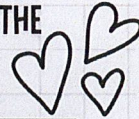
Ka Pai Nicholas.



# The Image of A Student from Room 10



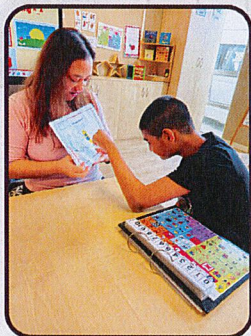
## ROOM 10: WHERE LEARNING TAKES FLIGHT - UNLEASHING THE HERO WITHIN



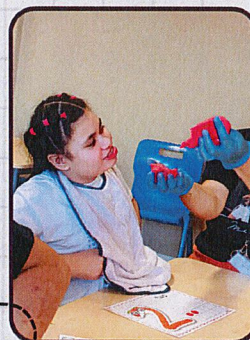
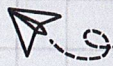
Step into the extraordinary world of Room 10, where the brightest stars shine with unique brilliance. In this class, our incredible students embark on a remarkable journey of learning and growth, defying expectations and embracing their individual strengths.



Our students, with their indomitable spirits, become the heroes of their own narratives, each one unfolding with triumphs, discoveries, and newfound confidence.



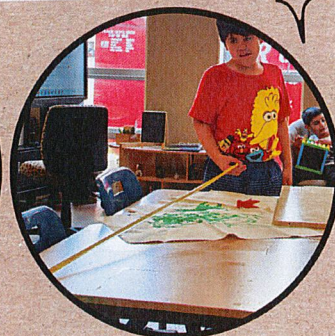
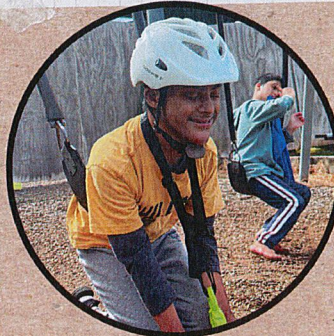
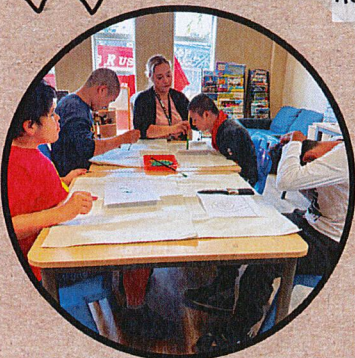
*We celebrate the beauty of diversity and understand that true learning flourishes in an inclusive environment.*



*Here, our students are not defined by their challenges but empowered by their abilities to overcome them.*



PICTURE A CHILD BEAMING WITH JOY.  
FINDING STRENGTH IN THEIR OWN ACCOMPLISHMENTS. NO MATTER HOW SMALL.



*In Room 10, we believe in nurturing the seeds of self-confidence, encouraging students to discover their hidden talents, and providing a safe space where they can flourish.*



# Introducing and trialing STEAM Science, Technology, Engineering, Arts, Math

NZC - Giving students practical, hands on experience with materials and innovative processes to design and build projects.



Students explore different materials to see what the materials can and can't do. Students connect to their ability to imagine. Students learn to use tools safely.



**EXPLORING IMAGINING PLANNING CREATING TESTING  
IMPROVING DEVELOPING MEASURING DECORATING COUNTING**



# *The Image of the Te Uho o Te Nikau Student*

Korerohia he korero - Telling Our Stories

The child as the collaborator

Students seek connection and interaction with each other



Finding joy in singing and dancing

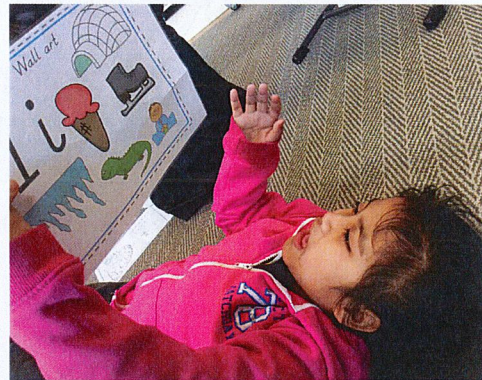


# *Te Uho o Te Nikau, ākonga are...*

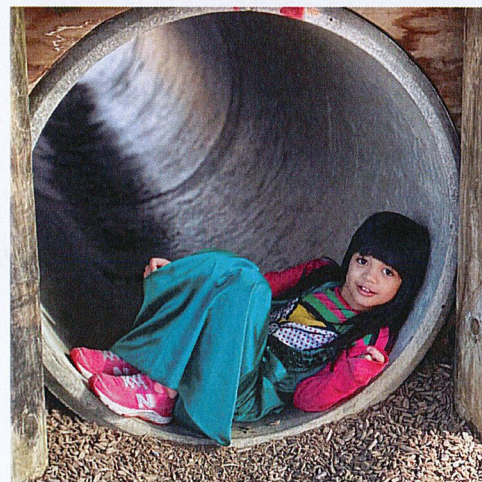
Smart, full of potential, competent, and capable of directing their interests and building their theories.



Inquirers who nurture their curiosity by learning independently and with others



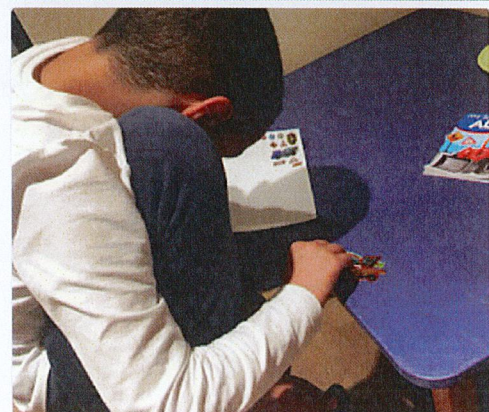
Using visuals to navigate their world



Making sense of different environments



Resourceful, resilient risk-takers who challenge themselves when trying something new.



Freedom of movement and expression





# The Image of the Flatbush Student

## Korerohia he korero - Telling Our Stories

Students are full of potential, they are curious, they ask questions to make sense of their world

We came back into the classroom and continued our discussions



Blossom: "Selai, Marley was being mean to the worm"

Marley: "No! I wasn't mean... I wanted it for my pet."

OJ: "Wait! What? You can't have a worm as a pet! That's just weird."

Selai: "Why can't a worm be a pet? Why do you think it's weird OJ?"



OJ: because they are supposed to be outdoors in the soil

Selai: "What if we brought the soil indoors? Do you think it can leave it here"

Blossom: "Selai, no they need to be outdoors with their family and the plants need them too"

Selai: "Uhm! That's a good point, Blossom. How do earthworms help the plants?"

Blossom trying to recall something from GTT where they talked about the worm when they brought the worm bin



Blossom: "Selai, It's like the worm bin in the garden."

Selai: "Well done Blossom. for remembering that. Shall we watch this short story about worms and then we can talk about it more"

After watching the story, we talked about how the worms helped the trees and the crops. We also talked about what they eat.

OJ: "See Marley, that's why we can't have the earthworm as a pet. They need to be out there (points to the trees outdoors) so they can help the trees"

Marley: "I know! I know!"

Blossom: "Selai, but what do earthworms eat? And what do they do to help us?"

Selai: "What do you guys think, should we do some research and look for photos that tell us why the caterpillars are important and what they eat?"

Peter: "Selai I think they eat leaves!"

Selai: "Thank you Peter. We can look for photos of leaves and print them out and glue them on our BIG chart. What do you think?"

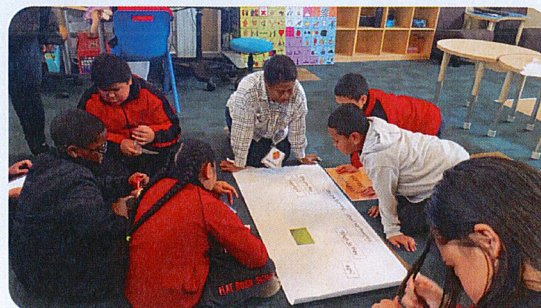


# The Image of the Child

Korerohia he korero - Telling Our Stories

Students are full of potential.

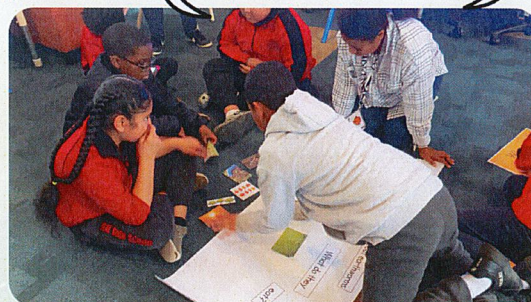
They are curious and learn skills to find answers.



We had some very interesting conversations. Some of us didn't agree with where the pictures were placed so we had to talk about it with our friends until we all agreed. We had to keep referring back to our story. One thing we struggles with was looking for a picture of "air" because we can't see it.

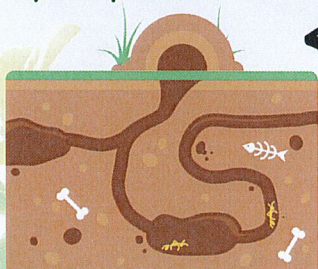
OJ: we can see the wind in the leaves. When they are swaying it means that it's windy.

Blossom: oh so when the leaves blowing it means the air is blowing the leaves.



Here is what we learned from our research!

They help with :



making holes in the soil

so that water, air and sun can go through the soil for the trees and crops to grow



They eat:



Leaves



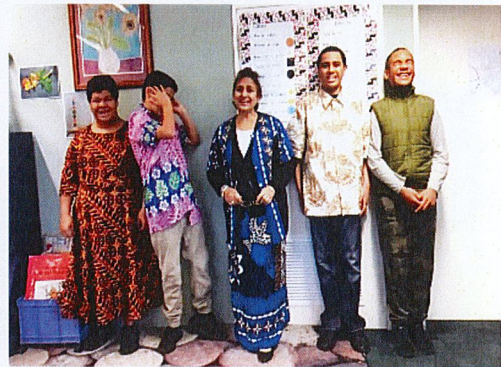
twigs



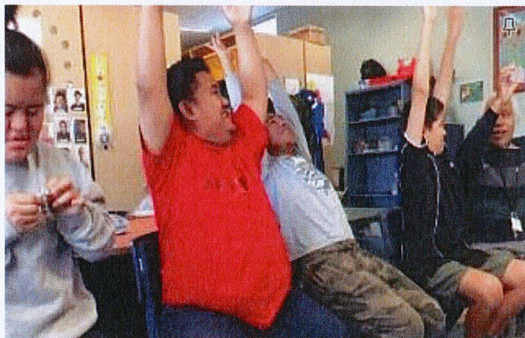
# *The Image of the Room 6 Student*

## Korerohia he korero - Telling Our Stories

Room 6 students have surprised us with their potential, their capacity & interest to learn. They have amazing skills to shape & mould their learning. our image of the child is rich in potential, strong, powerful, competent and, most of all, connected to adults and children

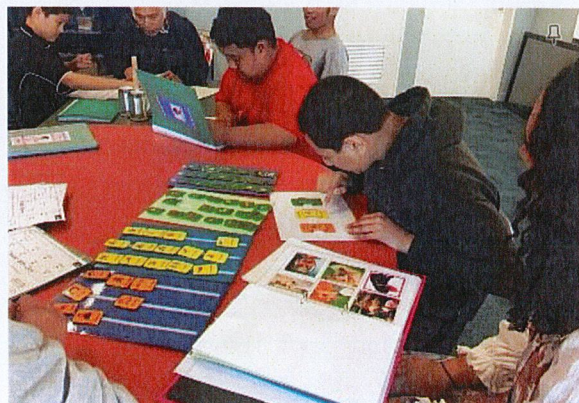


Students shape their image, their personality with their creativity, imagination, potential, curiosity, teamwork, interest, hard work, relating with others, trust and caring attributes. Rm 6



Maths time - an interesting educational environment.  
Each student is working on their PLP goals.

*The Beautiful thing about learning is, that no one  
can take it away.*

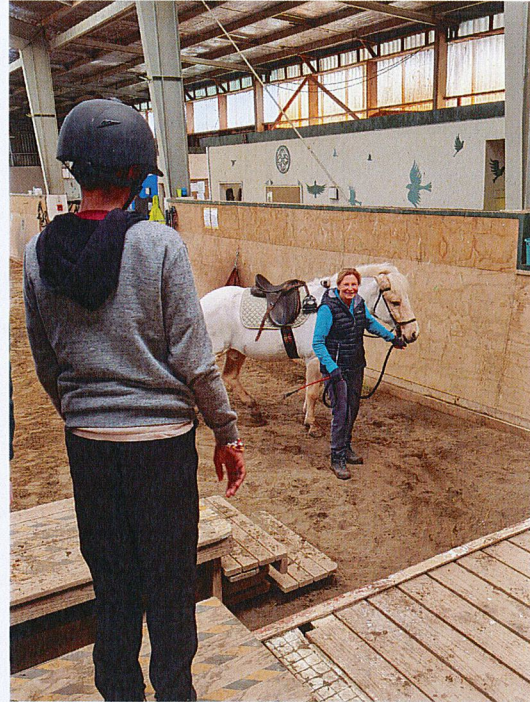
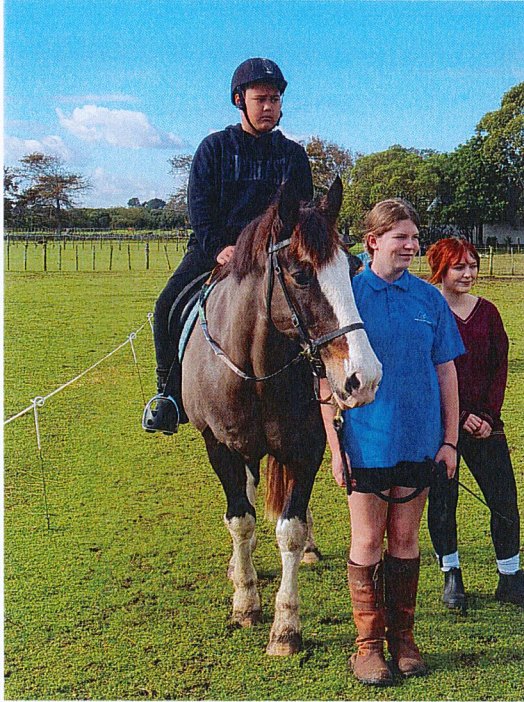




# *The Image of the Student at Horseriding*

Korerohia he korero - Telling Our Stories  
Being our own therapist.

At RDA, students build relationships and connect with horses, adults and their peers in a different environment.



Safety comes first and everyone has to follow the rules, wear a helmet, wear solid shoes and listen to the riding instructor. The reward of being able to ride makes this an easy lesson to learn for most! Students are more willing to overcome barriers



# *"The Image of the Child as an Artist"*

Korerohia he korero - Telling Our Stories

Mt Richmond Art Exhibition. Art as a pathway

To celebrate the completion of the "Creatives In Schools" project, the Otahuhu Library was transformed into a gallery where the art was displayed for the community to enjoy.

Congratulations to students for their beautiful pieces.

Thanks to all those who came to celebrate the art.

## *We Are All Artists*

*This exhibition tells of the beginning of a journey of expression.*

*Our staff care deeply for students and want to help them...While students were being artists, adults were asked NOT to help. In this way, students were free to explore their artistic abilities.*

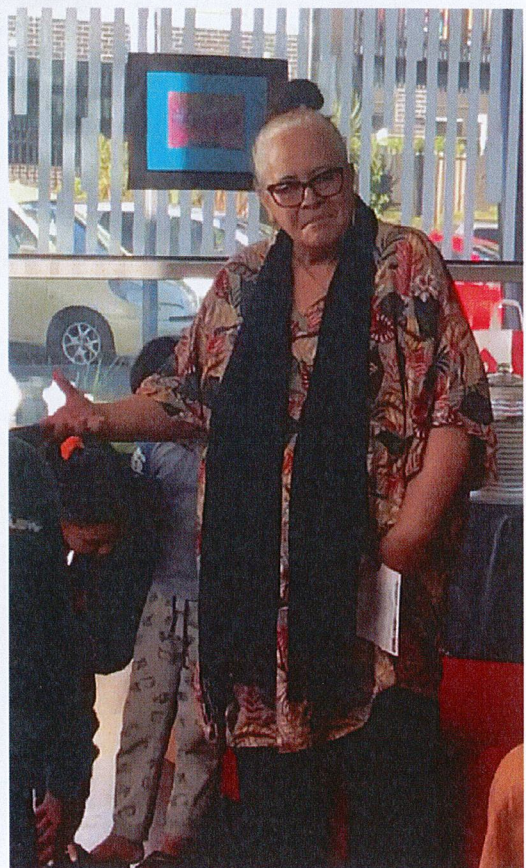
*In this exhibition you will see photos of artists engaging willingly and independently.*

*When students are free to explore and create, they will take greater ownership of their work and their learning...growing their independence so that they can contribute to and participate more fully beyond school.*





We were fortunate to have Emily Karaka at the opening. She is a well known New Zealand expressionist artist, She commented on the expressiveness of the art and suggested that art could be a pathway for our students.





# COMMUNITY NEWS

## *"The Image of the Student participating in the Community"*



**PAPATOETOE UNITED  
ADAPTED FOOTBALL**

**SATURDAY MORNINGS  
9:00AM TO 10:00AM  
KOLMAR SPORTS CENTRE,  
SUTTON CRES, PAPATOETOE**

**SKILLS GAMES FUN INCLUSIVE**

**PHONE VASANTI ON 027 420 1720  
[papatoetoe\\_united@hotmail.com](mailto:papatoetoe_united@hotmail.com)  
*Inclusive Football for children with various needs***

Northern Region Football are delighted to partner with Aktive, Halberg Foundation and Papatoetoe United Football Club to continue delivering Adapted Football Program for Children with various physical needs.

We want to create a fun and inclusive environment to help provide opportunities for all to play football, to enhance communities and enrich the lives of others through positive experiences in football.



## **ADAPTED FOOTBALL PAPATOETOE UNITED COACHES WANTED**



Northern Region Football are delighted to partner with Aktive, Halberg Foundation and Papatoetoe United FC to continue delivering Adapted Football Program for children with various physical needs.

We are on the hunt for a dedicated and enthusiastic coach to create a fun and inclusive environment and to help provide opportunities for all to play football. This is an excellent opportunity to enhance communities and enrich the lives of others through positive experiences in football.

Travel expenses covered  
Training, upskilling and support  
Time commitment: Saturday mornings,  
1-2 hours per week  
Location: Kolmar Sports Centre, Sutton  
Crescent, Papatoetoe

For further information or to express your interest, please contact Harrison at  
Northern Region Football:  
[harrison.pasco@nrf.org.nz](mailto:harrison.pasco@nrf.org.nz)  
021 085 06345

**Halberg Foundation** **AKTIVE** **Northern Region Football**