



MT RICHMOND SCHOOL

Korerohia he korero - Telling Our Stories
Term 1 - 2022

Generosity

Independence



Belonging

Mastery

BEING ALL THAT WE CAN BE...

In this edition we share ways in which teachers call on a child's natural ability to want to find out, to explore, to discover and create. We reveal students' identity as explorers, discoverers and creators
Circle of Courage Training and Development Trust

Board of Trustees News



**Kia ora,
Talofa,,
Kia orana,
Malo elelei,
Bula,
Namaste,
Nihau,
Greetings to you all.**



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Term 2 Calendar

First-day Term 2 - Monday 2nd May
Staff only Days - 7th and 27th June

Back to school celebration for all classes - Friday 6th May

Last day Term 2 - 8th July

The Board of Trustees met on 22nd February and 29th March this term. Although the Vaccination mandate has been lifted for Education Workers we are very grateful to all our staff who got vaccinated, which was a big help as we tried to keep our students safe. Numbers attending school have been very low, so we are encouraging all our students to come back next term and we are planning on a celebration day in Week 1. Kim and Uinise will let you know about that. We were delighted when 43 teachers and learning assistants took part in a one day online Reggio training programme on Saturday March 5th. Our Outreach service is growing rapidly. We have a large number of students on our waiting list so we are going to move some of our students up through the school to enable us to enrol some of the 16 new entrants who are waiting to come. We will be in touch about that. There is a lot of building going on at the base starting in the holidays with the extension to the Wharenui and then refurbishing Rooms 2 & 3 and 6 & 7 into Reggio inspired learning areas. Once all of this work is done we will invite our parents for an Open Day so you can come and see around the base. Over the next couple of years we will be getting new satellite units

in our area and Papatoetoe Intermediate is going to get a new 3 learning space unit on the site and our Bairds unit is shifting to a new building at Wymondley Primary. A new satellite unit is underway for us at Ormiston Primary, and we have just heard that Chapel Downs has expressed an interest in having a satellite unit as well.

I advised the Board at our March meeting that I will be retiring at the end of next term from my role as principal but I will remain on the staff to support the programmes and property development if needed. I hope at some stage to be able to say goodbye to all our whanau but COVID of course makes things rather difficult. I have spent 45 years here as principal and I have been truly blessed to have been able to have this position, to work with caring and competent staff, and to support the learning of all our students over such a long time. It has been a priority to support our whanau on their journey with their special needs children as well. I have never woken up in the morning and not wanted to come to work and I want to thank you all very much for your friendship and to acknowledge you and express my deep regard for all that you do at home in sometimes very challenging situations."

BELONGING - WE WELCOME

A very special welcome to the following students and their whanau to school this term.

We welcome to Neveah, Caius, Kevin, Christian, Jayden, Jordan, Phoenix, Siliga, Joseph, Faeomoengalu

Welcome to Learning Assistants – Serena, Tamara, Naomi, Ramanjeet, Devika and Derryn who will be integral in helping students access the curriculum.

Introducing Aniwa, teaching in Room 10



My name is Aniwa Tuhiwai from proud maori decent. My whanau are from Tolaga Bay, the East Coast of the North Island. I'm now living here in Auckland with my two sons, Jackson and Kobe. I have been an educator for 30 years and I have adored every minute of supporting each and every tamariki in the education sector. I have a Diploma in Teaching and trained in Dunedin College of Education. I have taught primarily in Early Childhood Education and also worked for the Ministry of Education in Special Education which is my passion. Thank you so much for allowing me the honour of working is the magic kura we all know as Mt Richmond School. Nau mai, haere mai whanau. Please come in and say "Kia Ora" whanau, I have enjoyed meeting students at school and look forward to meeting whanau at our place.

Introducing Dianne Teaching at the Bairds satellite



Mabuhay! My name is Dianne, and I am from the Philippines; I have been a wife for 18 years and am a mother of two beautiful teenagers. I hold a bachelor's degree in Elementary Education, and I am a qualified and Fully Registered Teacher here in New Zealand. I previously worked as an early childhood teacher, and I enjoyed the experience. I am passionate about teaching and enjoy working alongside students, allowing them to have fun while learning. I enjoy spending time with my family; I love gardening, cooking, and reading books. I am delighted and looking forward to working alongside children, whanau, the MTR family, and the community!
Salamat (Thank You)

We look forward to celebrating learning as we journey with you at Mt Richmond.

BELONGING - WE FAREWELL

We farewell the following students Kaylee, Nairobi, Julie, Demetreus, Jeremiah, and LA. We wish them well on the next part of their learning journey. We said goodbye to Rachel our physio & Julie our occupational therapist at the end of this term. We appreciate the contribution therapists make at our place.

TERM 1 FOCUS - BELONGING GROWING OUR IDENTITY AS LEARNERS

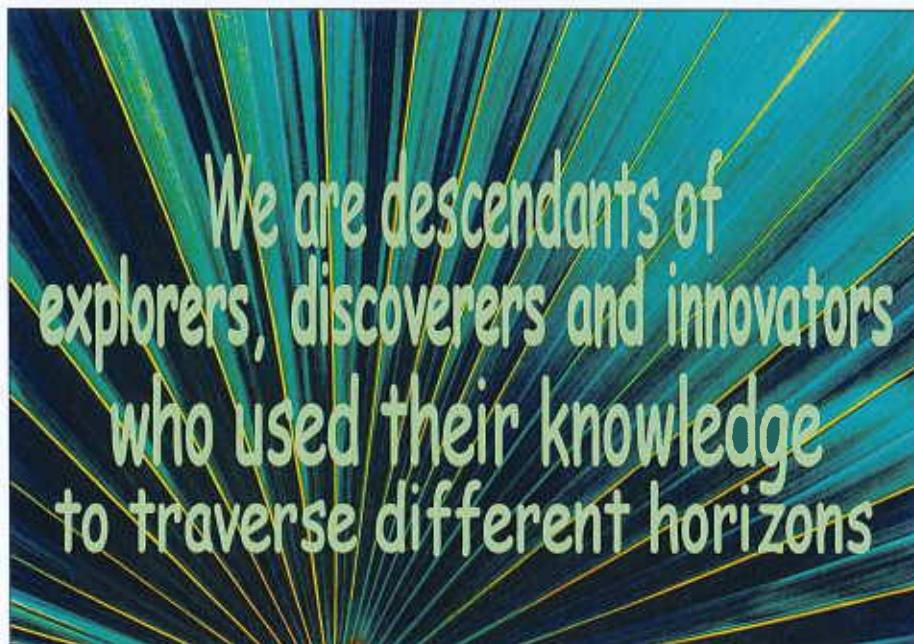
There are many teachers in students' lives.
Parents are usually their first and their favourite.
Our magazine is another way to share our learning journey with whanau

KOTAHITANGA

We grow our identity as learners in our interactions with others and our surroundings.



Circle of Courage - belonging
Teaching standard - learning focused culture
Reggio principles - environment as the third teacher, child as protagonist, collaborator and communicator.



In this edition, staff capture moments when students grew their curiosity, by exploring, discovering and creating.
Our job as teachers is to grow students' curiosity by ensuring they are free to explore, discover and create.

Circle of Courage

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

Generosity

The spirit of generosity grows when I notice others, I can say "I have a purpose". I WANT TO..."

Independence

The spirit of independence grows when I choose.
I learn to be more responsible.

I can say "I have the power to make decisions" "I WILL"

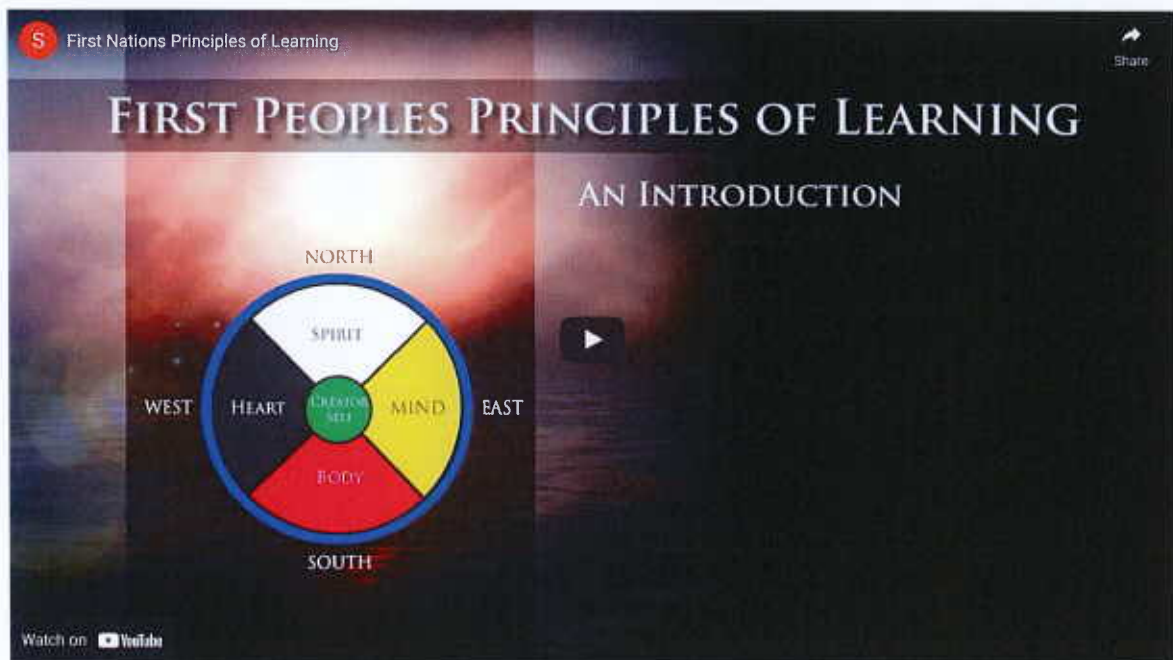


Belonging

The longing for connection grows in relationships of trust so that I can say "I am loved". "I AM"

Mastery

The spirit of mastery grows because I need to find out more. I can say "I CAN"
Circle of Courage Training and Development Trust



TEACHING AND LEARNING

EXPLORATION AND EARNING

JOINING IN



CONNECTING



COLLABORATING COMMUNICATING

MAKING CONNECTIONS



LOOKING CLOSELY NOTICING



FINDING OUT

CURIOSITY & LEARNING



EXPLORING MY SURROUNDINGS

SEEING, FINDING AND MAKING PATTERNS



IMAGINING



PRETENDING

TRYING NEW THINGS



TEACHING AND
LEARNING IS...
DISCOVERING
UNCOVERING



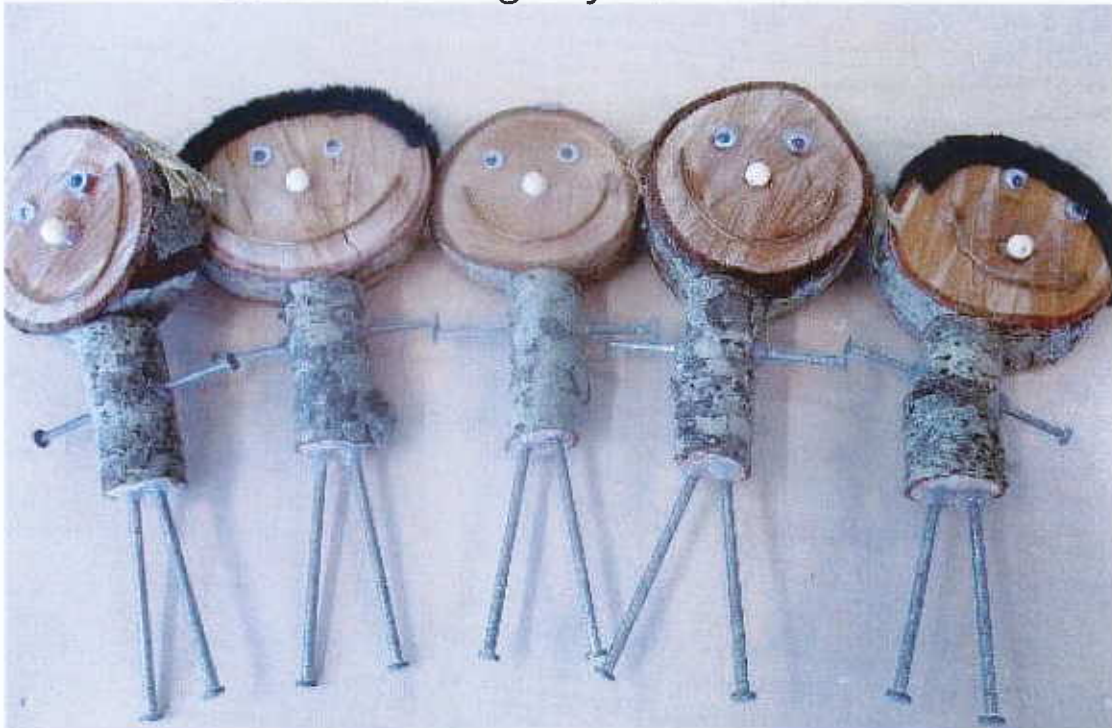
PLAYING

CELEBRATING



Room 7 Explore "All About Me"

As part of our topic for this term "All about me", the students made faces using recyclable materials.



Building
Creating
Copying
Hammering
Placing
correctly
Noticing





Each student sanded blocks of wood and hammered nails into the block of wood.

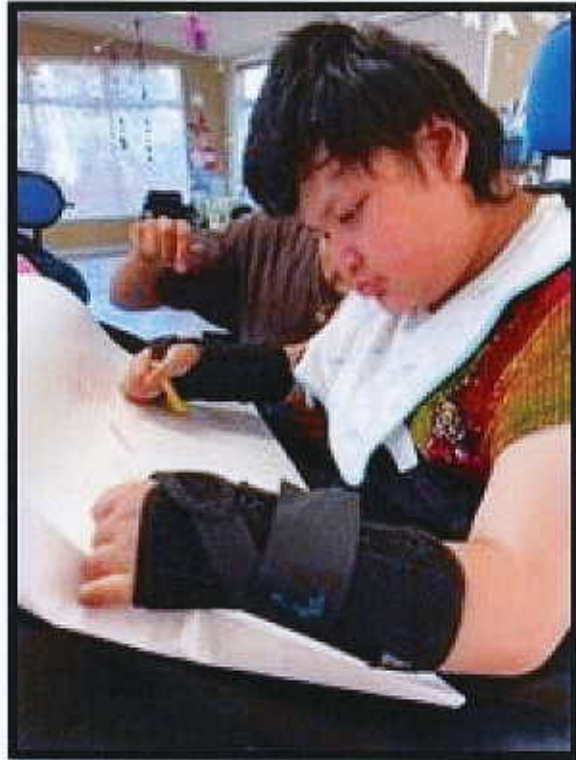
The students enjoyed painting their items and handling the tools to complete the projects



ROOM 8 EXPLORE DIFFERENT TEXTURES



Garden To Table,
Messy Play and Art



Students are keen to try new things. They show excitement by reaching out to the materials presented to them.

Students are learning to focus and spend more time in their chosen play which leads them to develop their communications skills.



We can say, "I like this", "more", "yes/no" and "do something different".

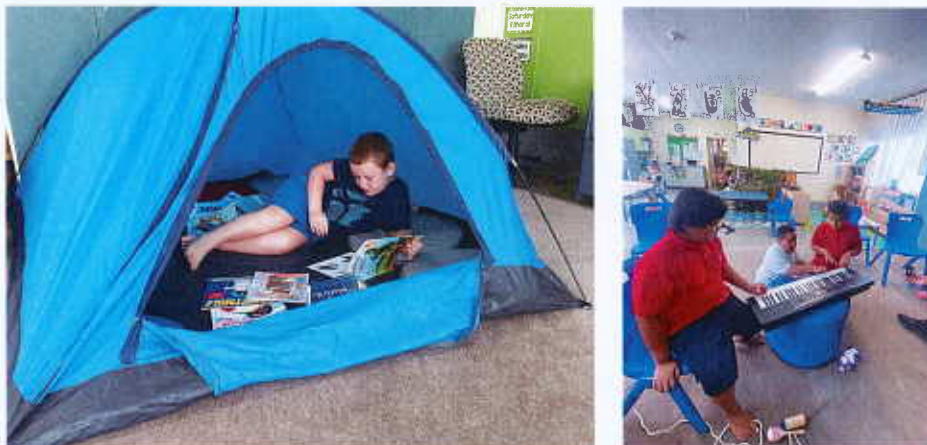
BAIRDS - BELONGING - IDENTITY

**"I AM FULL OF AWE AND WONDER, I AM CURIOUS,
I EXPLORE, I DISCOVER, I CREATE, I INNOVATE."**

A child's sense of belonging can relate to how comfortable a child is within the setting, having a sense of trust and security with the professionals.



Exploring and innovation: Students explore the sand by touching, scooping it up with their hands, squeezing, and sprinkling. Sand play encourages students to use and strengthen social and communication skills as they share space, resources.



Students feel more secure, are more confident to be more creative and are therefore more likely to explore the world of learning.



BAIRDS - LEARNING THROUGH PLAY



Summer is a great season to try water experiments, sensory water activities provide opportunity for fun and hands-on learning for Tamariki. Bairds group enjoys sorting the water and land species in the Ocean themed water bins. Co-operation, collaboration, and communication. Students make their own submerged zoo. D'artgnan, Wyatt, Nealrobert, and Kate enjoy splashing water on the zoo animals and observing closely.



Belonging: making connections, building relationships, and creating a sense of place. Nealrobert is welcomed into the new environment. A sense of belonging doesn't just happen, it takes time and effort to grow.

**OPPORTUNITIES TO ESTABLISH TRUSTED CONNECTIONS.
BEING A RESPECTFUL AND RESPECTED PART OF A GROUP.**

PAPATOETOE INTERMEDIATE EXPLORING THEIR WORLD

Where in the world...

"Where we Come from?" many students showed interest in wanting to know more about their ancestral roots. They were asked to come with their cultural costumes from home. Attractive banners for each country of origin were prepared. When dressed in cultural costumes, students were asked to sit in the classroom according to the geographical position of their country of origin. Students looked cheerful and when posed with the question "Where do you come from?", they shouted in chorus the name of their specific country of origin.



Where in Auckland...

Learning about places of residence in New Zealand generated more interest amongst students. Soon after sitting according to their country of origin, they changed their costumes and wore school uniforms. They sat according to the point of location of their residence in New Zealand while holding their respective residential banners. When posed the question, "Where do you live?" they echoed their place of residence.



PAPATOETOE INTERMEDIATE DISCOVERERS IN ACTION

During provocation sessions, students were asked to create/construct. It was amazing to see how innovative and imaginative they were in creating and making, using the contents from the provocation boxes.



Science - learning through discovery. Students were given plastic bags to gather plants and parts of plants including roots, stems, leaves, petals, flowers and fruits from their immediate environment. From the gathered specimens they could identify the various parts of the plants. Then they observed seeds of marigolds and marigold plants at different stages of growth as well as a fully-grown marigold plant with flowers. Students' curiosity was aroused when they used their senses to investigate various forms of the plant.



Inquisitive learners from Papatoetoe Intermediate gather flora from their immediate environment and investigate various parts of the plant.

TE UHO O TE NIKAU



Our young explorers worked hard this term because each learner liked to participate in sensory activities where they used different materials to enrich their learning.

Some of our learners explored some topics through art and cooking and they had so much fun that we also had a few special opportunities to celebrate!



Our learners are getting more and more confident because many of them are able to work more independently using the materials they prefer. The learning experiences of this term have also enabled learners to enhance their fine movement skills and oral language.

TE UHO O TE NIKAU



They also gained an understanding of how different materials can be used for numerous purposes such as expressing themselves and expressing their thinking skills in a fun and engaging manner. Learners explore materials such as: light boards, typewriters, shaving foam, water beads, chalk, glue and water to explore.



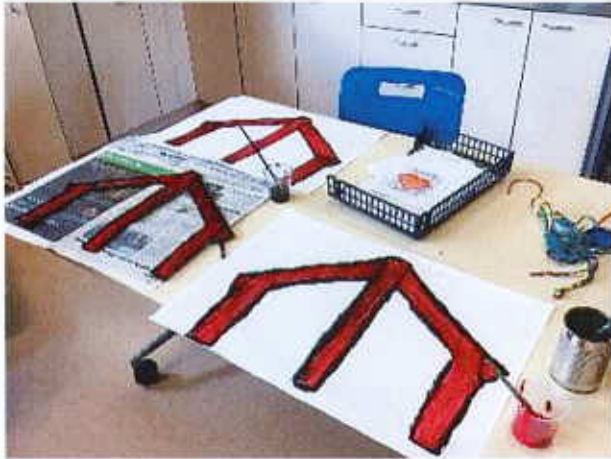
Students made cupcakes, cookies, small red envelopes full of flowers for Mum on Valentine's Day and Mum also enjoyed tasting some of the delicious cakes they prepared.

Everybody knows that making food is fun, but enjoying it is always the best part of everything!

TRANSITION

A time for - Self-expression! Experimenting! Communicating! Creative experiences! Shapes and structure! Discovering colours and textures!

Mastery Problem Solving and creativity



A project that initially started out to make the maihi (barges) and barge supports turned into a 3D model where activity. It involved research, planning, drawing, and cutting paper templates and finding the right coloured paints.



Generosity – working and sharing with others



What can we do with chalk and black paper? A template of a city skyline was cut out. The chalk was pressed hard on the template and placed on black paper. The chalk was then brushed with fingers creating a 3D effect.

TRANSITION - INDEPENDENCE



Confidence to try something new
Taking technology devices apart and creating robots!

Exploration through the visual arts



ROOM 10 EXPLORE TIME...

MAKING REAL CONNECTIONS TO MY WORLD...

All tamariki experience a learning that is truly joyous, wholesome and connected to their day-to-day life. A learning that has reason and meaning for the child is worth their time



HE AHA TE TAIMA? 'WHAT'S THE TIME?'



A natural interest is developed while students explore, imagine and interact with their surroundings. Once the awareness of this interest was evident, it linked to so many parts of our existing program and planning. We are unique, learning alongside one another. Each of us learns uniquely, our interests are unique. We are all unique individuals creating our own unique journeys through learning, love and life.



“Mai I te kopae, ki te urupa, tatou ako tonu ai”
 “from the cradle to the grave we are forever learning”

FLATBUSH - LEADING LEARNING



Kevin loves anything that spins or rolls. He found the perfect round wooden platter to get the marbles rolling streamlined around the perimeter by skillfully coordinating the speed, tilting and angles.



Melody enjoys the sensory feel of hard wooden blocks. Here she has carefully selected a variety of different shaped blocks that have similar attributes.



Harlem loves animals and nature. One day while at play, Harlem discovered two beauty sticks and decided they'd make great antlers. 'Look, reindeer.' He then noticed the shadow cast on the ground beside him and stared silently, intrigued to see his creation in shadow form. Sione had been observing Harlem and decided to find two sticks himself and turned himself into a cool critter with fantastic feelers.

FLATBUSH



Here is a video of Ryder expressing himself through visual Art100 Languages



Zayne took himself into a corner of the sensory room armed with sticks and set about making an imaginary campfire. He decided he needed rocks. "I need rocks, rocks." "Why do you need rocks Zayne?" "For the fire". He proceeded to bang the rocks together in order to make a spark to light his fire.



RONGOMAI EXPLORE TRAVEL

The Rongomaites have been exploring transport and travel. This has been something that students have shown interest in. It is a great context to enhance their learning and understanding.



Malachi is showing us the designer within him by coming up with creative ways to construct a road with a variety of bridges and structures. He understands the concepts behind bridges and how they function and is able to use his imagination to turn a variety of toys into bridges.



Meanwhile, Mazid tried to build a ramp to see how fast his car would have to travel to make it over the ramp, and he gauged it pretty well with a successful ramp on his first attempt.

We looked at videos and researched different types of roads and structures we may find and tamariki challenged themselves to see if they could create a working bridge with things around the classroom. We could clearly see the designer and supervisor in Thomas telling his friends which blocks should go where and we had Andre engineer and build the structure for us Peter was the inspector to see whether their structure would be successful and great joy followed when their project was complete and successful

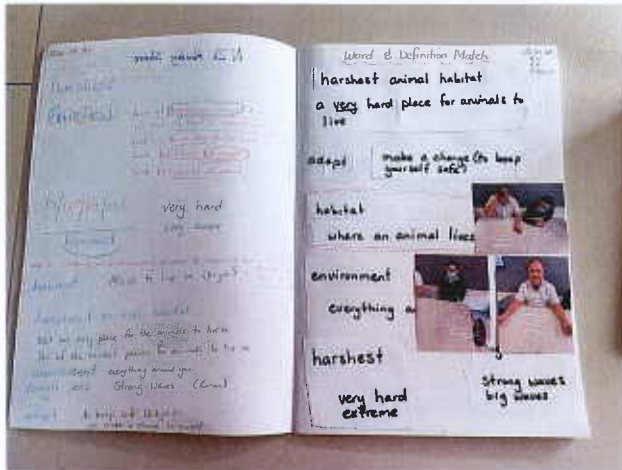


A highlight this term has been seeing this very intriguing line in the sky one morning. Our tamariki were mesmerized by this plane that had a long white trail behind it and we watched him make a few turns in the sky. One of our kaiako's showed us a really great app that can locate all the planes within the sky (ALL OVER THE WORLD) and she managed to trace this plane for us. Turns out it was one of the Boeings from the Royal New Zealand Air Force. What a fun-filled way of learning about transport this term.



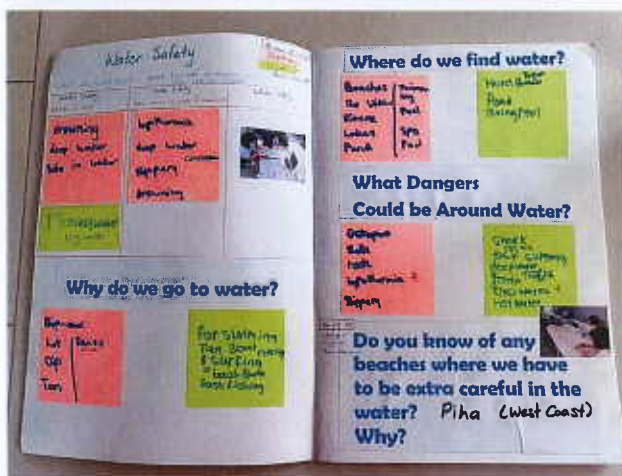
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OUTREACH



What a great term of learning for Roman, Elijah & Charlize. They have been supporting each other to learn about water safety. Through a combination of face to face & zooms, they have worked as a group to unpack what this looks like & how they can keep themselves & their whānau safe around the many different bodies of water we have in Aotearoa such as beaches, rivers, lakes, pools & baths.

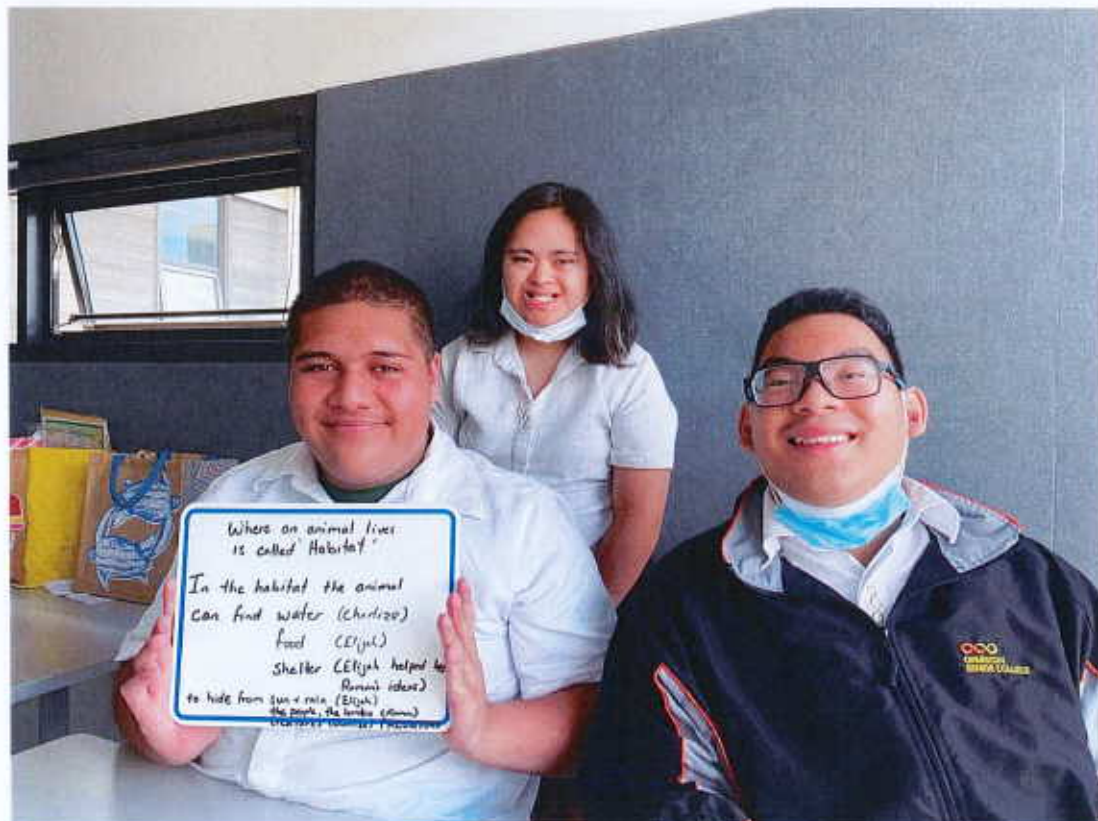
While Charlize was in Napier recently, she noticed a water safety sign & was so happy she could read it & understand the dangers of the beach there. Learning transferred to real life situations.



They then moved onto the NZ Rocky Shore, an activity they can do at a beach where they would need to practice water safety. While learning about animals & plants that lived in the different zones they also learnt what a habitat was & what it needed to provide for an animal to be able to survive there.

One of their favourite Rocky Shore zones is the Splash Zone. They found it very interesting that animals there needed to have strong claws or suckers so that they weren't washed off the rocks & that they needed to be able to survive in rain & salt water.

Ka pai Roman, Elijah & Charlize!



OUTREACH

The Mt Richmond Outreach teachers support ORS students and their teachers in mainstream schools. Our teachers provide quality inclusive education to all students while respecting their diversity, individual needs, and abilities. They provide exciting learning experiences for their students which support and supplement their classroom program.



Dev worked in a group to make this Lego lion.



Fano shows that he knows the order of numbers from 1 to 20.

Fano marks special occasions, holidays and birthdays on the calendar. He is learning about what a milestone is and counting down the days.



Anaila designing her Wellness plan this term.



Libby draws a "Tapu Jeje" a fire fairy.

SIR EDMUND HILLARY COLLEGIATE EXPLORE THEIR CAPABILITIES

College students have wonderful creative abilities. Whether it's been learning to draw tigers to celebrate Chinese New Year, building something special with Lego or learning to play a tune on the xylophone, students have shown their ability to innovate.

Students use their imagination to create art.

We miss the students at home currently recuperating from illness or isolating. Well done especially to those students who have made the effort to study remotely from home.

Your ongoing effort and dedication to your education is just wonderful.



Joseph lights up for lego.



David puts the finishing touches on his tiger.



Pictured above and below. Marist followed a video tutorial to make his own drawing



Ammon is getting ready to play "Stand By Me" on the xylophone.



SIR EDMUND HILLARY COLLEGIATE

LEARNING WITH NUMBERS



We have been looking at numbers and applying this to real-life exercises. This has included discovering recipes, comparing and choosing recipes, cooking, costing our food and using online grocery shopping tools.



We have also used play money to "pay" for our groceries as well as compare supermarkets and prices.



RIPPA RUGBY WITH FLATBUSH AND RONGOMAI

Flatbush students visit Rongomai each week for Rippa Rugby training. They learn rugby skills, they are active, they learn rules to a game, they try new things, they make new friends, they explore different surroundings. We hope this continues all year.



WHEELS DAY AT RONGOMAI

Fun day at Rongomai



Hosea is keeping everyone safe

Selena is happy and excited to ride around



Alteo is enjoying a free ride



What a great way to end the term.

THE DAY IT RAINED



Remember the day it rained and rained and rained and poured. At our school it rained both inside and outside. Students loved splashing in the big puddles and staff and senior students practiced mopping



It was bad at Mt Richmond base but at Papatoetoe Intermediate the flooding was so bad that they had to close the unit for a week.

We loved having Papatoetoe Intermediate students learning at base for the week



RE-CONNECTING

After two years of online professional learning we celebrated our first face-to-face staff meeting back at base re-connecting and exploring our beliefs and what we value, discovering what our colleagues experienced and creating memories and mementos.



EXPLORING

DISCOVERING

CREATING

RE-CONNECTING

