

Nau mai haere mai

VP Whānau Connection with Korimako



Karakia timatanga

Kia hora te marino

May peace be widespread

Kia whakapapa pounamu te moana

May the sea be like greenstone

Hei huarahi mā tātou i te rangi nei

A pathway for us all this day

Aroha atu, aroha mai

Give love, receive love

Tātou i a tātou katoa

Let us show respect for one another

Welcome to Korimako!









Introductions



Creating holistic learners
in a broad curriculum that
fosters a love of learning &
cultivates creative minds.



Rāhina 8 Poutū-te-rangi 2021

Monday 8 March 2021

	1 9:00	2 9:20	3 10:10	4 11:30	5 12:10	6 2:00
Sally	 Connection Time	 Maker Monday (Meet in Makara)		 Paper Planes Writing		 Shared Inquiry (In GG's)
Abbie	 Connection Time			 Music Writing		 Shared Inquiry (In GG's)
Tim	 Connection Time			 Coffee Writing		 Shared Inquiry (In GG's)
Sally G	 Maths Boost			 STEPS 1	 Book Exchange	

Rāmere 5 Poutū-te-rangi 2021

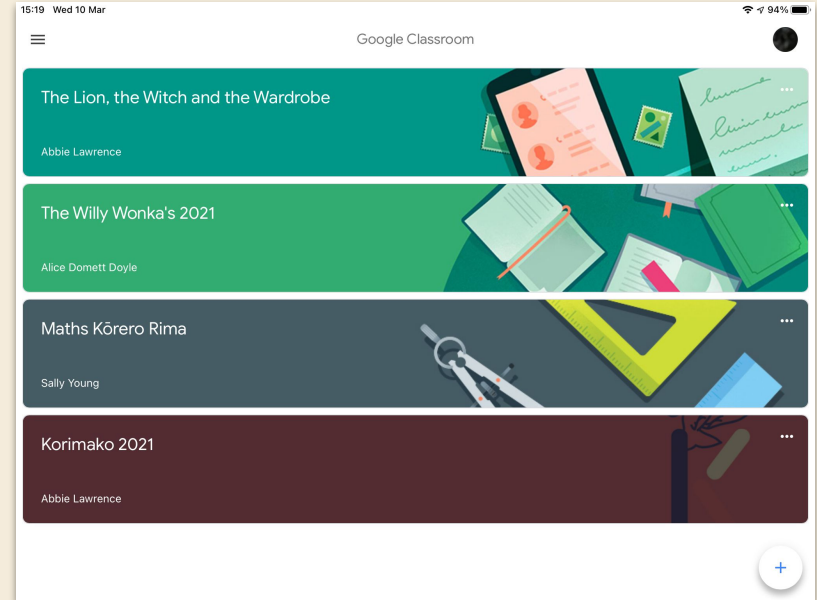
Friday 5 March 2021

	1 9:00	2 9:20	3 10:30	4 11:30	5 12:10	6 2:00
Sally	 Connection Time	 Spelling GAP Test (In GG's)				
Abbie	 Connection Time	 Spelling GAP Test (In GG's)	 Moving March (Bottom Court)	 Writing + Drama	 Novel Retreat	 Coaching
Tim	 Connection Time	 Spelling GAP Test (In GG's)				
Other + SDL	Choir			P4C	Kapa Haka	Drama



Using Google Classroom

This year, we are using Google Classroom to track learning and allow our students to take control over their learning.





Over the year, you will notice Learning Snapshots on your child's Seesaw journal. These snapshots are directly related to your child's goals for the term.

Sharing to Seesaw

What did you do?
How?
Why?

What did you learn?

What else?
What is your next step?
What are you proud of?
What are you still wondering?

✓ Checked by you ✓ Checked by a teacher

... Share it!

Alan Koziarski This work is so interesting. It is also quite difficult. I think it is great you are learning about science and biology by doing really fun things.

Barbara Koziarski So much to learn, Kate, and so much fun.



The Arts

Barbara Koziarski There's a new story writer in the family, and you're GOOD!!! Loving it so far. Keep me posted. What comes next??? Granny B.

Bernice McMahon Kate I love your writing and can't wait to read another installment. What will these girls get up to?



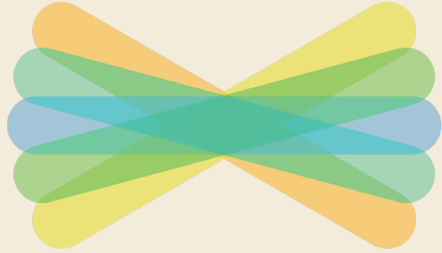
Emma Thomson Good work Lucas, it looks like you've been learning a lot about life cycles. Im looking forward to seeing you achieve your next steps in your writing.



Scott Henderson good stuff charlie. I like the way your writing was so clear and precise!

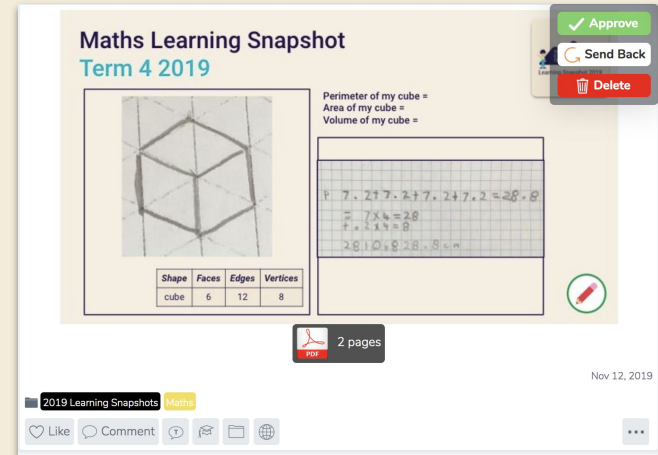
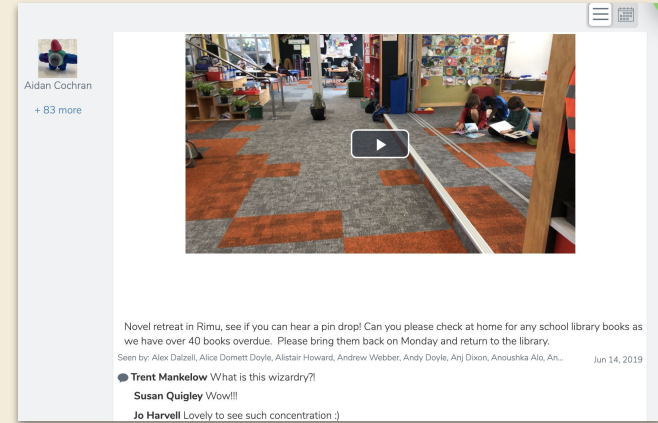
Liz Henderson Excellent writing Charlie. :)





Using Seesaw

This year, we are using Seesaw to share and reflect on our learning. You will also see your child's timetable each week posted on Seesaw.



Digital Responsibilities

- *Whānau + Students*

- Devices powered off before and after school. No device use at morning tea or lunchtime.
- No contact via email/cellphones/watches during learning time - through the office.
- School emails are just for learning - not messaging friends.
- Please support your child to charge and pack their device everyday if BYOD. Please email GG teachers if you are no longer able to provide a BYOD device.
- IBS would like to highlight that social media and apps like Tiktok, Fortnite, Houseparty, running Youtube channels and Instagram are R13. We also recommend that you are wary of in app messaging within games e.g. Roblox, Clash of Clans. See Netsafe website for more info.



Digital Responsibilities

- *School*

- Considerable time spent teaching digital citizenship, device etiquette and appropriate use of devices as learning tools.
- Teachers are constantly checking device usage and monitoring time spent on devices.
- Internet filtering system used by schools - N4L (Network for Learning) - a facility which blocks inappropriate content while under the IBS domain.
- Devices are used to enhance learning (SAMR model).



The SAMR Model for Technology Integration

SAMR

I wonder what's in the ocean?

NO TECH

SUBSTITUTION
Tech acts as a direct tool substitute, with no functional change.

AUGMENTATION
Tech acts as a direct tool substitute, with functional improvement.

MODIFICATION
Tech allows for significant task redesign.

REDEFINITION
Tech allows for the creation of new tasks, previously inconceivable.

ENHANCEMENT

TRANSFORMATION

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Inquiry Learning

This term we are exploring our school community and wider community. We are focusing on 4 of our WE CARE values: Whanaungatanga, Collaboration, Empathy and finishing with Active Citizenship. Students will get a chance to explore these through our Island Bay Student, Issy.

Whanaungatanga



Collaborative



Empathetic



Active Citizenship



OUR INQUIRY MODEL

Island Bay School Inquiry Planner

Big Idea

A rich concept developed from the conceptual curriculum.

Deep understanding

Statements drawn from the NZ Curriculum that indicate key learning understandings that students will develop.

Context

Development of a provocation. A statement or question that causes cognitive conflict.

Student understanding assessed using SOLO:

- + Prestructural
- + Unistructural
- + Multistructural
- + Relational
- + Extended Abstract

Note: Phases are broadly sequential.

≈ SOLO Taxonomy, John Biggs, 1982

Tuning In

Engagement and gathering prior knowledge. Immersion or front loading in the topic may be required if little is known or experienced. Development of questions that can guide the 'Finding Out' phase.

Reflection

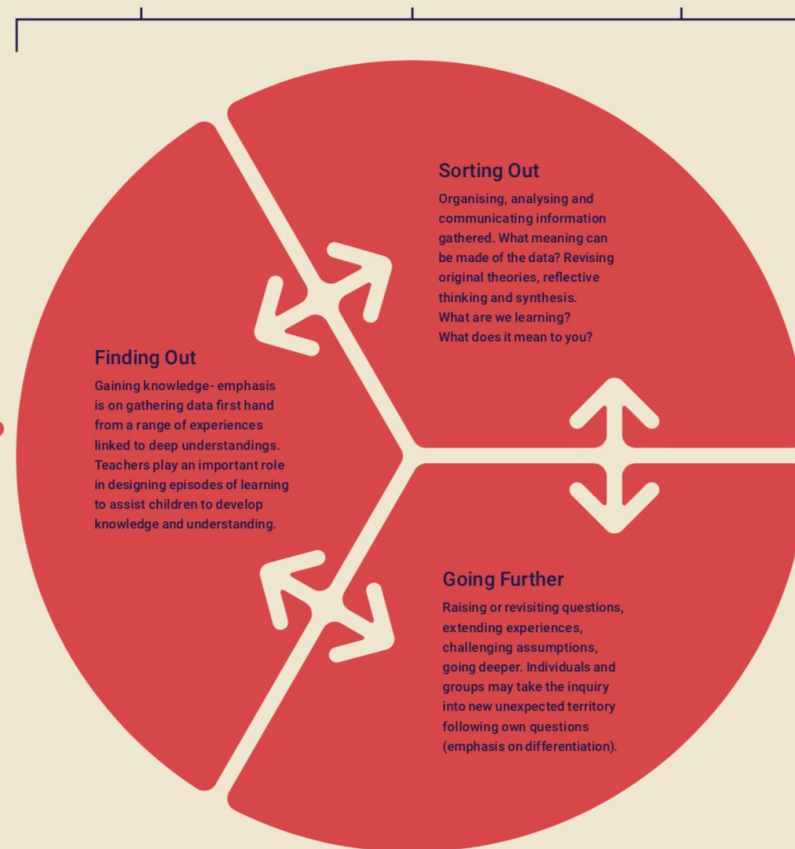
Stating revised understandings- what do we think and know now? Explicit connections articulated to make understanding explicit.

Synthesis

Combining parts to make a whole. Making connections together. Hinge connecting analysis to action.

Now What/So What?

What have I learnt? What should I do now? Can I communicate my learning or take action to make a difference in my life, the lives of others or the world around me?





SPARK Projects

Later in the year, we will be working on SPARK projects again.

The purpose of these is for students to use new skills from shared inquiries, follow and develop passions and to develop self-management skills.

Over the year, do encourage wonderings that could develop into a personal inquiry.



SPARK Project Sharing Mornings



Home Learning

- At times it will involve finishing any outstanding learning
- At least 20 minutes of reading a night with a range of reading material
- Growing confidence in using basic facts and timetables to support learning in class (let the teachers know if you need any support with this)



Pōhutukawa Coffee Connection

Every fortnight, we would like to invite whānau into our learning spaces to connect over tea and coffee. Some of our Year 6's have been practising on the coffee machine!

This is an open invitation to connect with your child's teachers, other whānau as well as an opportunity for your child to share what they have been up to.



Where?
Korimako Hub

Fridays 8:30 - 9am
5 & 19 March
16 April



Where?
Tūi Hub

Tuesday 8:30 - 9am
2, 16 & 30 March
13 April



Where?
Rimurimu Hub

Thursday 8:30 - 9am
4 & 18 March
15 April

How else can you help?

Sports events and team support

We are so fortunate to have the amazing Alice to organise numerous sporting events and teams for our children to participate in, but we can always use parent support with this.

Please think about offering your time to support or manage a team, or perhaps share this job with someone else. We also need helpers for events like athletics day, swimming sports and cross country.

Email Alice if you can offer in any way (alice@islandbay.school.nz).

Questions? Wonderings?

- *What do you want to know about teaching and learning in your child's learning space?*
- *What are your aspirations for your child this year?*

There will be a box to put this information into. Please include you and your child's name so we can check in with you.

Thanks for coming!

Please always free to drop in or email us if you have any questions, worries or information we should know.

