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Issue 11 - 17 August 2017

Kia Ora Koutou

Thank you to all our whanau that braved the wet and cold weather and helped out with the planting project at Rangikapiti Pa. Our students have been involved with this wonderful community project for two years, building Ruru boxes, setting traps, clearing tracks and now planting to introduce more plants to this special place. A big thank you to Ian Swindells and John Haines who were instrumental in organising this successful day. The Junior classrooms have also been involved in another planting project at Taipa. The Sand Dunes project which is focused on replanting the local sand dunes. The amount of learning these students have gained from this could not just happen in a classroom. Getting out, getting your hands dirty, working and learning with others in a real environment is essential to learning for our tamariki. Authentic learning is a big part of our curriculum and will become more dominant as we roll out our new strategic plan. Thanks to all our awesome whanau that support us on these days.

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Principal Korero (continued from front page)

Every school has their point of difference. These differences are what makes, creates and define the type of learning a school offers the child. At Mangonui we have a number of differences that we consider really important to the way we present our learning. Our teaching team is dynamic, fresh and happy to take on new challenges and trial new ideas. The 'Play Based' approach in the New Entrant classroom is a really good example. Mrs Yuretich investigated the theory, visited Play Based classrooms and then implemented this into her programme with lots of success. In our Yr4-6 classrooms all our students have their own chromebook. Most of their work is completed on this device. They do their writing onto a blog and they do extra learning activities to support what they are learning in the class off the internet. Doing work onto a chromebook gives access to whanau to be able to keep up with the mahi that is happening at school and also offer learning in the world our students relate too.

Cultural responsiveness is also an important aspect of how we approach learning in our classrooms. It is really important that we know our students, respect their experiences and make school a place that our tamariki feel comfortable and able to succeed in. There has been huge progress in the way schools are approaching the disparities between Maori achievement and Non Maori. We know now that what works for everyone may not work for Maori BUT what works for Maori does work for everyone. A prime example is Tuakana Teina. This is where students become the teachers. When you teach something it reinforces what we know and deepens our understanding. Students also need to have lots of places where they can go and get information to learn new things. Imagine a learning environment where the teacher insists on quiet and students are not allowed to interact. Where the teacher leads all learning and dominates the flow of learning. We can all relate to this type of classroom. It did not work for the many of us and is one of the great changes that has taken place in our schools.

Our Strategic Plan 2018-2020 which we are currently building will create a pathway of learning for our students that will be challenging and fun using what we know and planning for what we do not. Connecting to our local environment (Authentic Learning, Community) and participating in community projects like our Sand Dune planters will be one of the many things we do to make learning a powerful Mangonui experience.

Last week I handed out two awards to students who really stood out as leaders in their classrooms. Sometimes it is really hard to make a decision because you see so many students doing great stuff. Marley from the Taonga class was one such student. When I taught in the class he was on task the whole day and completed his activities. He was polite and offered to help others and kindly reminded another student of our kaupapa 'Kind and Caring'. The other student Ella from Taniwha just shines. I taught in Taniwha for two weeks and was really impressed with how students managed themselves. Ella is a leader in this class. She gets the fact that she is in charge of her learning and that if she wants to be successful she needs to make this happen through her actions. I was really impressed with lots of other students but these two really stood out. Well done.

Celebration Assembly on Friday 9am. It is always such a awesome experience seeing students sharing their learning from the beginning of the term, another special aspect of our cool little school. Have a great weekend!

Dave Sedcole



Term 3 Weeks 3 & 4



The Principal's Award went to

Ella Knight - Top of her game - Leader to others in the Taniwha

Marley Matia - Leader in the Taonga Classroom

Kotuku; The Caught Being Good Duffy Award went to **Jreh Van Iperen**. **Sharky Broughton** for his enthusiasm for learning.

Taniwha - Freddy Codren-Whyte - Using the poetic devices he learnt to make his writing powerful, your words paint a picture for the reader! **Azayliaz Wiki-Henare** - For his perseverance and commitment to understanding decimal numbers, you have such a growth a mindset! **Ocean Tomars-Webb** - You are a Kaitiaki to all those around you, understanding that you have the power to make a positive impact to their lives. **Zion Tatai** - Being a Kaitiaki of his own learning, making reflections on the work he does and ways to make improvements.

Active Ferns; The Duffy Caught Being Good Award went to **Te Ahere Henderson** for all of her hard work in reading - she is unstoppable! And to **Katie George** for her awesome attitude to learning. She has started term 3 with a bang - keep it up Katie

The Kaitiaki Award went to **Chelsea Hoult**. Chelsea is leader in our classroom. She is not only an avid reader, but is also kaitiaki to papatuanuku by picking up rubbish at lunches. Week 2 Kaitiaki Award went to **Ava Phillipps** for her kind leadership in our class. She always has the time to help out her fellow classmates and always has a kind word for anyone who may be feeling down. Two bonus awards went to **Brendon Dowman** and **Luca Giorgetti** for working so well together making videos and for their incredible ideas and thoughts on the future.

The Star Student award went to **Brock Muller** for his hard work in reading rockets and for finishing them and becoming a star! The awards also went to **Porsha Buchanan, Samuel Russell, & Amber Clark** for their incredible teamwork in science. They showed how amazing working together can be.

Reading Nights: 100 to Brendon Dowman, 175 to Brock Muller, Josie Millichamp, & Cooper Hare

Taonga; The Duffy Caught Being Good Awards went to **Whetu Leefe** for progress in Reading and **Unique-J'Adore Smith** for demonstrating kaitiaki of others during our topic learning by supporting other students to find specific information in a text. The Kaitiaki Awards **Cody McDonald** and **Keylee Byford** who consistently show positive growth mindset across learning areas. **Ace Skinner** received a class award for his poetic writing in response to our trip to Rangikapiti. **Kiarnah Scott-Erihe** received a class award for her blossoming ukulele skills

Nga Ringa Awhina; The Duffy Caught Being Good Award went to **Bahlee Ellis** for making excellent progress in reading and learning to ask questions about what she reads. **Shiloh Chapman** for making a great start in Nga Ringa. **Levi Gruebner, Liam Thomas, Katiana Meti, Bahlee Ellis, Nate MacDonald** for their reading nights. Caught being good award for **Luka Owen-Natoealofa** for writing independently, with confidence. **Molly Matia** for sharing her ideas confidently in class. **PJ Reid** got the kaitiaki award for helping Miss Williams every morning to get the classroom organised.

Pukeko; **Cordez Baker** for settling into school well and being confident to share ideas. **Cleveland Turnbull** for settling into school and trying all new things. **Tiare Harris** for settling into school well and trying all new things.

COMING EVENTS CALENDAR

Maths week	Week 4 - starting Monday 14th August
Celebration Assembly	Fri 18th August
Coopers Beach Fun Race Day	Thurs 31st August
Book week	Week 6 - starting Monday 28th August
Poetry Slam Day	Fri 1st Sept
Eastern Zone Cross Country	Tue. 5th September
Far North Zone Cross Country	Fri. 8th September
Te Wiki o Te Reo Māori	Week 8 - starting Mon 11th September
Celebration Assembly/ Whanau Day	Fri 22nd September
Term 3 ends	Fri. 29th September
Term 4 begins	Mon. 16th October
Christmas in the Park Whanau Day	Sat. 25th November



Coopers Beach Fun Run - Mangonui School Cross Country on the Beach 31st August

- 10.00 5 Year Old Students (Short Beach Race 1 length)**
- 10.20 6 Year Old Students (Short Beach Race 1 length)**
- 10.40 7 Year Old Students (Big Beach Race 1 length)**
- 11.00 8 Year Old Students (Whole Beach 1 length)**
- 11.30 9 Year Old Students (Whole Beach 1 length and 1 Short length)**
- 12.00 10,11 Year Old Students (Whole Beach 1 length and 1 Short Length)**
- 12.30 Cross Country Stars Race (1 Whole Beach , 1 Reserve and 1 Short length)**



World Indigenous People's Conference for Education (WIPCE) 2017

*"We have been given the duty to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give greetings and thanks to each other as people. We are all thankful to our Mother, the Earth, for she gives us all that we need for life. She supports our feet as we walk about upon her. It gives us joy that she continues to care for us as she has from the beginning of time. To our mother, we send greetings and thanks.
Now our minds are one."*

Mohawk Thanksgiving Address

At the beginning of Term 3, I was fortunate to attend the World Indigenous People's Conference (WIPCE) in Canada. The conference attracted 3000 Indigenous education experts from many diverse regions around the globe. It was an amazing event where I had the opportunity to listen to, discuss and share successes and strategies for culturally grounded Indigenous education. I traveled with a small roopu of women, Dr Pikihuia Pomare (Psychologist), Di Pomare (Principal of Te Kura o Maungarongo) and Hera Wikitera (Puna Reo Kaiako).

Current educational research supports culturally responsive teaching practice as a key factor to accelerating student learning. Indigenous peoples, such as Maori, have been impacted by a loss of their reo (language) and tikanga (cultural practices) through historical law and policy. Moving forward, we as teachers have a huge responsibility to reconnect our tamariki through cultural pathways such as waiata, learning Te Reo Maori, karakia and by developing mauri ora (spiritual well being).

While at the conference, I reflected that our humble kura is making a solid effort towards deepening the cultural understandings for our akonga (students). By increasing our cultural competencies, our learning community can achieve positive outcomes for all akonga. By putting our tamariki at the centre, and drawing on the guidance and support of our atua, whanau, kaiako and kaumatua, we can achieve great things.

I also had a lot of fun exploring Toronto and enjoyed learning about some of the cultural practices of the First Nations people of Canada. I also experienced a Blue Jay's baseball game (Whaea Maddie's whanau are big fans) and visited Niagara Falls (on a historical tour from an Indigenous perspective).

I'd like to give special thanks to Mr Sedcole & Matua Ryan for supporting the kaupapa by doing a great job of teaching Taniwha while I was away.

Nga mihi,
Kohu Inch

Maths games to play with Cards

Identify Numbers:

Turn cards over and child to say the number.

Put out 2 cards and say that number. Eg 57.

Put out 3 cards and say that number. Eg 482.

Put out 3 cards and make the biggest number possible and say it.

Put out 3 cards and make the smallest number possible and say it.

Addition:

Child to say what is one more than or one less than the card turned over. Also use words before and after.

Say ten more than number on card.

Say eleven more than.

Put out 3 cards, 742, say number then add on one hundred, or add on ten.

Turn over 2 cards and add together. Turn over 3 or 4 cards and add together.

Sequence:

Put out some cards and put them in order from smallest to biggest.

Put out cards number 1 - 9. Child to close eyes. Turn one card over. Child to guess what card is turned over.

Ordering Numbers and place value:

Put out 3 cards and make the biggest number possible.

Make the smallest number possible. Read it.

Add an extra card. Now read it.

Basic facts - Make a 10 game:

See instructions.

Basic Facts - Up to 10:

Put out one card. Child says what goes with it to make it add up to 10.

Eg: put out a 7. Child says 3.

Could take out 6-9 and practice facts up to 5.

Basic Facts - Times tables:

Fast facts: Turn over two cards and multiply them.

Race each other.

To practice a specific times tables put out just the 2 or 5 or 10 card. Turn others over and multiply it by two or five or ten. Race each other.

Basic facts - Doubles:

Turn a card over. Double it.

Ordering Numbers and place value:

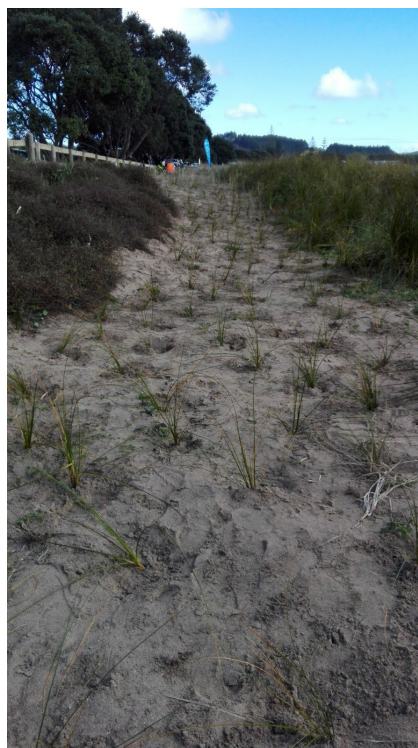
Put out 3 cards and make the biggest number possible.

Make the smallest number possible. Read it.

Add an extra card. Now read it.

Junior Syndicate Planting at Taipa Beach

As a follow up to last term's learning the Junior Syndicate were privileged to be able to help to plant 1000 new dune plants at Taipa. We would like to say a huge thank you to all the whanau who came to help and support us and to Laura from the Northland Regional Council and Annabelle from Envenco for making this possible.



Play Based learning in Pukeko and Nga Ringa class

After a lot of reading, discussion and reflection Pukeko Class is now a Play Based Learning classroom. Nga Ringa class is gradually implementing Play Based Learning as well. Children learn naturally through play and it is crucial to their social, emotional and cognitive development. Brain research in regard to play is still new but important points have been found;

"Play provides active exploration that assists in building and strengthening brain pathways. Play creates a brain that has increased flexibility and improved potential for learning later in life" (Lester & Russell, 2008, p.9).

"Young children's play allows them to explore, identify, negotiate, take risks and create meaning, The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning" (Bodrova & Leong, 2005).

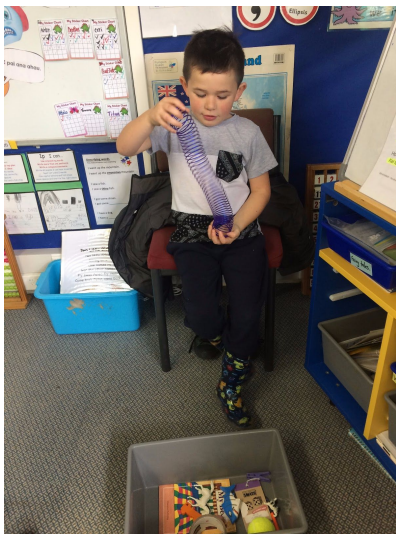
In Pukeko class we have two or three play based sessions each day where children have a genuine choice of their activities. Each day we provide children with something to provoke their interest. They are able to choose to play with this, or not, and they are able to play with it in whatever way they want to.

We still have times when we gather on the mat to read together and learn about books, words, letters, writing etc. We sing lots of nursery rhymes and listen to songs. We read individually with each child most days and work at their level at this time. We write most days about something that is important to us. We learn about maths with the use of puppets who provide us with problems to solve.

An important part of a successful play based classroom is helping children to deal with and understand their emotions so we specifically teach this too. Having a growth mindset is important as this allows children to understand that we are not always going to be right or get it right the first time. From the beginning we learn that mistakes are how we learn and when we practise something we can get better at it.

We are looking forward to learning more about this style of teaching and learning, and watching our tamariki to continue to grow their love of learning.

Nga Mihi
Mrs Yuretich and Miss Williams



Choosing to use the spring to stretch out his words.



Build a giant tower then use the tape measure to measure how tall it is.



Sawing wood. Be careful!



Helping Josh to build a big book box. We couldn't wait to write about this.



Proud of our accomplishments.



Helping a friend and patiently waiting for a turn.



Large blocks - balancing.



Making robots. Creativity.



Playing together and talking about mobilo creations.

I am totally sold on Play Based learning. I spent time in the Pukeko classroom racing cars with the boys. We made predictions on whose car would win and why. We raced them and made modifications to the race track. I noticed later that a group of boys went over to the class library and did some reading. They read and wrote all morning and importantly totally loved it. This is an exciting new initiative at Mangonui that we intend to build on and develop further. Thanks to Petrina for having the foresight and motivation to do something different. Dave Sedcole (Principal)

Eastern Zone Cross Country - Peria School 5th September

Eastern Zone annual Cross Country event will be held on **Tuesday 5th September 2017** at **Peria School**. The postponement date will be Wednesday 6th September.

All students are running in AGE GROUPS based on AGE as at 1st JANUARY 2017 to tie in with Northland Schools Champs in Dargaville on Friday 22nd September 2017.

The following are approximate times only and parents should be advised to be there early to avoid missing their child's race. A master plan for the day is as follows:

Time	Event	Distance
9.45am	Schools Assemble	
10.00am	Age 5 Boys Age 5 Girls	500m - (Run 1 short lap) 500m - (Run 1 short lap)
10.15am	Age 6 Boys Age 6 Girls	500m - (Run 1 short lap) 500m - (Run 1 short lap)
10.30am	Age 11 Boys Age 11 Girls	3 km - (Run 3 long laps) 3 km - (Run 3 long laps)
11.00am	Age 12 & up Boys Age 12 & up Girls	3km - (Run 3 long laps) 3km - (Run 3 long laps)
11.30am	Age 7 Boys Age 7 Girls	1km - (Run 1 long lap) 1km - (Run 1 long lap)
11.45am	Age 8 Boys Age 8 Girls	1.5km -(Run 1 short & 1 long lap) 1.5km -(Run 1 short & 1 long lap)
12.00pm	Age 9 Boys Age 9 Girls	2.5km -(Run 1 short & 2 long laps) 2.5km -(Run 1 short & 2 long laps)
12.30pm	Age 10 Boys Age 10 Girls	2.5km - (Run 1 short & 2 long laps) 2.5km - (Run 1 short & 2 long laps)

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