

Hub 2 Parent Meeting

Term 1, 2020



Innovative learning @ Oaklands; Te Kura o Ōwaka

Te Kura o Ōwaka recognises the story of the land and the importance of water. Much like the movement of the waka from one waterway to the next, students through nurture and learning will gather together their mātauranga and carry it with them as they navigate through the many streams of life. Through our school vision, our CARE values, the Oaklands learner qualities and our curriculum delivery students develop the skills and attributes that will support them to navigate through life.

Our buildings are named after waterways signifying the way water moves differently as it moves from one location to another. In areas of the school where lots of transitions take place the names signify water gushing or rushing into one place. In other areas reference is made to the water swirling then flowing as learning is consolidated before students move to another area of the school.

Our hub name is Ripo (14a) and Pātere.



Innovative learning @ Oaklands; Te Kura o Ōwaka

The theme for learning at Oaklands this year is Journeys.

Term 1: We explore our journey together and the journey through childhood to adulthood.

Term 2: Our cultural journey allows students opportunities to learn about each others cultures and unpack our cultural narrative, learning about the history of our local area and features of Te Taumutu Rūnanga, our local marae.

Term 3: Students will have the opportunity to go back in time and explore a period in history or an aspect of their life that has changed over time.

Term 4: In a journey from here to there students will learn how things move and design modes of transport to move objects from one place to another.



Routines: What happens between 8:30 - 9:00?

Routines when students arrive at school - Students enter the Hub through their pastoral care rooms which will change each term. They will go to their bag hook to hang their bags up. They take out their drink bottle to put on the bench in their room. They will keep everything else in their bags. They can then choose activities to work at and have the chance to chat to their peers and teachers and get some fresh air outside before the bell goes.

What activities are set up for students? We have the activities set up in Ripo (14a) and Pātere. Once students have unpacked their bags and put their belongings away they are able to choose an activity to work at.

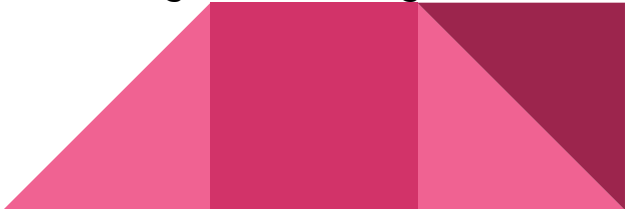
Checking in with students at the start of the day? When students are at the activities the Year 2 Hub teachers are floating around and available to interact with the children. This is why it is so important to get your child to school before 9am so we are able to catch up with them properly and set them up for a positive day!

What if parents want to talk to a teacher? All teachers are floating around in the morning (unless we have a morning duty- Mrs King Monday, Miss Doig Thursday and Mrs Griffiths Friday). We are available to have a quick chat with parents before school. You can talk to all of the teachers and if we can't help you with your query we can redirect it to a teacher who may be able to. If you would like a sit down meeting about your child's learning a time needs to be arranged for before or after school.

Starting the day in a collaborative hub

When the bell rings the students will go across to Ripo and sit on the mat. Together we will do the roll, mindful breathing exercises, check in for emotional well-being and sing a song. It is important that the students answer their name for the roll using a loud and clear voice as there are many of us in one space. We will be continuing our mindful exercises this year, at the beginning of the day and throughout the day, using simple breathing exercises.

Values Lessons / KiVa Lessons on Mondays

- These alternate from one week to the next
 - Values Lessons focus on the school values while KiVa Lessons follow the KiVa programme
 - These set up the focus for the week and will build the basis of our Values Programme throughout the year
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The Pastoral Care Teacher

Research from across New Zealand as well as the experience of our Year 7/8 hub shows that forming relationships with a group of teachers is more beneficial to students than having a single whanau teacher. This year we have gathered student voice from our Year 7/8 students and one of the most important things that has supported their academic and social growth was having the support of three teachers. They valued the fact that if one of the teachers was away for a period of time, the learning programmes and emotional support continued as they were still supported by teachers they had worked with all year. As single cell classrooms cease to exist, the need for a whanau teacher has been eliminated, and a more collaborative approach to supporting students (as is evident in early childhood education and secondary school) will be developed through the role of the Pastoral Care Teacher.



The Pastoral Care Teacher continued

Each term teachers in the hub will provide pastoral support for a group of students so that by the end of the year all teachers will have had the opportunity to work closely with all students. The pastoral care teacher will:

- Check in with students each day to ensure their well being and liaise with whanau about learning and well being

- Gather information about students learning, well being, interests, culture and friendships and record in a shared document so that all teachers have access to this information to inform planning

- Advocate for students at team meetings and collaboratively develop learning, behaviour or well being plans



Play - Eat - Learn

In 2018 Oaklands School introduced several evidence-based strategies recommended by Doctor Kathleen Liberty, who is an Associate Professor at Canterbury University. These strategies will help children to be calmer, less aroused and anxious, sleep well and be better ready to settle into class and learn each day, especially after break times. This research has arisen following the Christchurch earthquakes and aims to assist schools to provide calm and settled environments for children to learn effectively. The strategies are:

1. **Play - Eat - Learn:** To help children to focus on their learning, we will be reversing times for morning tea, lunch and play so that children will return to class, eat and then be calmer and ready to learn. Comparisons show that we are not losing any learning time - and in fact the learning time that we do have is better positioned.

1. **Fruit break/Complex Carbohydrates:** Currently students stop during the morning to have a fruit break. Research shows that providing complex (slow burn) carbohydrates in the morning supports concentration and sustains energy longer. Wholemeal bread with butter, marmite or peanut butter is an excellent source of these carbs and can be provided as an alternative to our current fruit snack.
2. **Calming the spaces:** All of our hubs will be moving towards having no hanging displays to allow as much light as possible into the room. All teaching/learning areas in the classroom will be placed as near to good light sources as we can and children with learning difficulties will be encouraged to be seated near the best light source. We will also be ventilating the rooms as much as possible.
3. **Drink to Think - Think to Drink:** WATER throughout the day is also a key aspect of this strategy. We ask that all students bring a named water bottle to school each day, so they can keep well hydrated.

Timetable to support the learning

8:30 - 8:55	Hubs are open for learning
8.55 (Bell)	All students move to hubs in preparation for roll call
9:00 - 10:30	First period of learning
10:30 - 11:00	First play time
11:00 - 11:10	Read and feed in hubs
11:10 - 12:30	Second period of learning
12:30 - 1:00	Second play time
1:00 - 1:15	Read and feed in hubs
1:15 - 3:00	Third period of learning

Transitions through the day

Timetable of a typical day

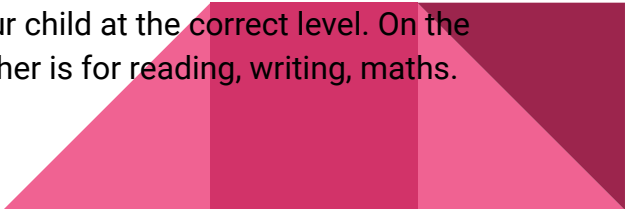
The morning block (9-10:30am) is for writing, the middle block (11:00-12:30) is for reading. In the afternoon blocks we have assembly (Mon), and maths. Arts and Integrated Topic times will vary throughout the year. There is no library at the moment due to the rebuild, we will have a set of library books in each hub.

How do we support students with transitioning?

After each break (depending on the weather) we meet on the deck outside Ripo and have time to eat while listening to the story. This is a great time to celebrate good choices at break times through POZI's, discuss friendship issues and frees up teachers to deal with behaviour issues that cropped up over morning tea. Throughout the three spaces our students do not move outside of the room (except for drinking fountain if a drink bottle hasn't come to school). When the hub transitions to another space in the school we do so in lines.

How do parents know who is teaching their child for literacy/maths/other curriculum areas?

We all do! We do our planning together which involves anecdotal evidence. Observations during small teacher guided groups, conversations and testing informs us and ensures us that we are teaching your child at the correct level. On the whiteboards there will be a display with your child's photo which states who their teacher is for reading, writing, maths.



How do we communicate with you?

Blog routines - how to access

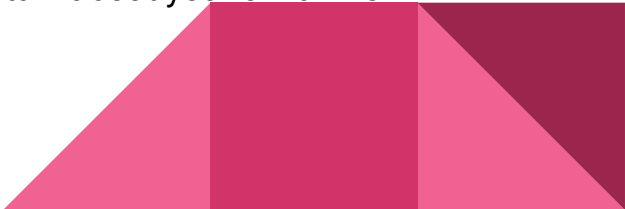
Each week we will email out an updated link to the blog. We will be posting a timetable for the upcoming week at the end of each week as well as any learning/important notices.

Key spaces in hubs to check information - e.g notice boards, learning pathways

In Patere, the writing space will be set up to show a sample of each students writing. In Ripon are the reading intentions and Maths talk moves. If you have any questions about these you can talk to one of the hub teachers.

How can you communicate with us if you have a question/ issue?

If you would like to talk about your child's learning in reading, writing or maths in more depth we recommend speaking directly to their reading, writing, or maths teacher. We are available in the learning spaces most mornings if you would like to have a quick chat with us or alternatively you can email us hub2@oaklands.school.nz with any questions. We are also available if you would like to have a sit down meeting to talk about your child. We will arrange a time that suits you before or after school.



Reporting student progress/achievement

- Student led conferences held mid year and end of year in hubs
- Reporting twice a year in writing showing progress and achievement
- This year we will be introducing HERO to share progress in learning across all curriculum areas throughout the year. Posts will include videos, work samples, reflections and feedback on learning from students and teachers.
- Phone calls/ emails
- Informal chats



Routines to manage effective collaboration

Monitoring noise levels - We use a noise meter to monitor noise. There are also noise expectations during teaching sessions. We remind the children of our expectations on a regular basis and reward with CARE ticks/house points.

Calm down space - We have a calm down space in each block. This is used for children who need time to think and cool down. This is where our children fill out reflection forms to break down the incident and feelings.

Home learning monitoring - During the week we will check their reading log bookmarks.



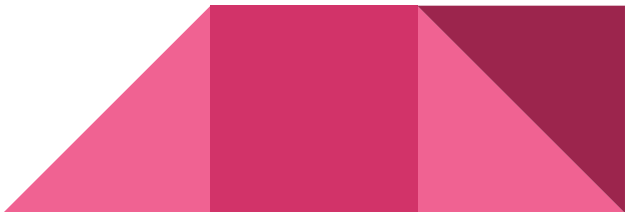
Oaklands School is a Restorative School

Oaklands School deals with behaviour management issues using a Restorative Practice approach. This encourages students to take greater ownership of their own behaviour and to be a part of the problem-solving which takes place after the incident. This is for incidents ranging from minor to major, both in and out of the classroom.

The approach focuses on repairing the relationships which have been harmed and how to best restore these relationships. This involves students 'making things right' and also having strategies and support put in place to minimize the chances of the behaviour being repeated. This process allows people who have been impacted a voice and an opportunity to participate in a solution and fair outcome for all.

Teachers focus on knowing students well so that they can create inclusive and culturally responsive classroom environments. They work with students to maximise learning.

During restorative conversations students reflect on the following questions:

- What happened?
 - Who has been affected?
 - What do we need to do to make things right?
 - What can we do differently next time?
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Reading


How is reading instruction specific for your child?

- Small groups (from 3 to 7 students).
- Specific learning intentions depending on groups progression through colour wheel.
- Regular running record testing to ensure student is in appropriate group for ability.
- Anecdotal notes and observations written on planning documents

Maths

Each teacher has a number of groups for maths that are grouped based on their learning needs. While they are not with the teacher they will be at maths activity based around the current topic.

We monitor your child's progress in Maths by using ICANS assessment (tick sheet we use during the group sessions).




Writing

How do we track writing?

- Writing feedback strips in the children's writing books
- Every term we take a writing sample and check progress and next steps
- Children self assess their writing against the writing pathway located on the wall

How is writing instruction specific for your child?

- Small needs based groups. The teacher sees children in these small groups to support and teach them for writing at least twice a week.
 - Specific learning intentions for groups taken from the writing strips
 - Needs based independent activities for children to engage with when they aren't with the teacher
 - Learning fast word lists at their level
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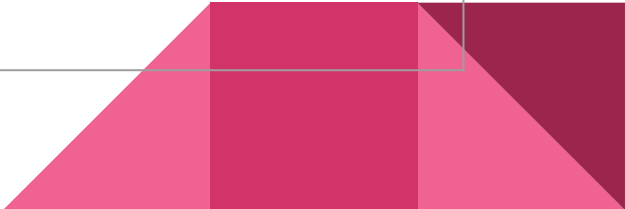
Learner qualities and why these are important

The learner qualities at Oaklands School were developed in 2015/16 and they are based on OECD research which identified key qualities learners will need to have when they enter the workforce in 2021 and beyond. Students at Oaklands School develop the learner qualities throughout their eight years here and we plan for the explicit teaching of these across all curriculum areas. They are linked to our CARE values.

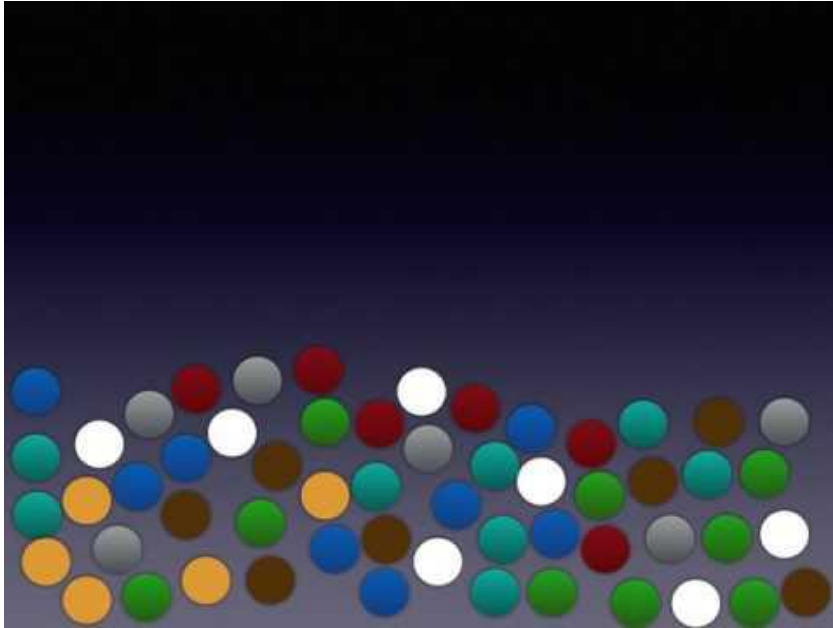
The illiterate of the
21st century
will not be those who cannot
read and write,
but those who cannot
learn,
unlearn,
and relearn.
– Alvin Toffler

Oaklands School Learner Qualities

CARE values	Learner Qualities	Learner Qualities
Community:	Belong (to our family, community, culture and our local iwi)	Collaborate with others
Active Thinking:	Question (Asking questions of ourselves & others)	Connect (with other learners & making connections between ideas & knowledge)
Respect:	Empathise (understand the feeling of others),	Communicate effectively (face to face & using technology)
Excellence:	Be resilient (React positively to challenges)	Be Self Aware (Know ourselves as learners)



How do we differentiate learning?



Differentiating learning continued

How are we monitoring progress of all students?

We complete regular testing on all of the curriculum areas. We will be tracking your child in literacy and numeracy using data and anecdotal notes, this means we are easily able to see the next steps for your child.

Target students and intervention plans

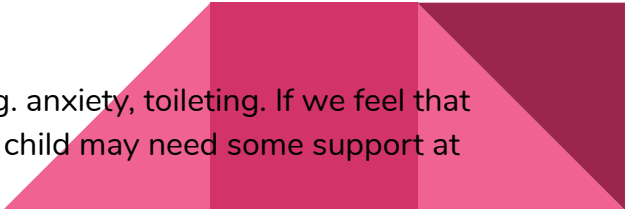
We will make an effort to approach parents to organise a 1:1 meeting to discuss your child's learning. In these meetings we look at current progress and possible concerns and put a plan in place to support learning at home and at school. If you have not had a meeting and you feel you are concerned about your child's progress, please see your child's pastoral teacher.

Behaviour plans

These are put in place for children who demonstrate behaviour that affects their learning and others learning as well as the safety of all. This will be put in place between the hub teachers and whānau to support the child to make positive choices about their learning.

Well being plans

These are put in place for children who have needs that make school more difficult e.g. anxiety, toileting. If we feel that your child needs one of these plans we will meet to put one in place. If you think your child may need some support at school, please speak to one of the pastoral care teachers. .



Use of technology to enhance learning

Cyber safety -

Hector's world was part of our keeping ourselves safe program in term 1. It cover ideas such as personal information and who are safe people to tell this to, online and in person

Using technology to support learning at home - Maths Whizz/IXL, KiVa games etc



Reflection time in Collaborative learning

In collaborative learning programmes students are reflecting on their learning all the time. Some of the ways students reflect on their learning are:

Sharing their learning goals and progress or progress along learning pathways (with talking partners or teachers)

Measuring their progress using SOLO

Reflecting against the learning intentions/success criteria in HERO posts or in their workbooks

During celebrations of learning and student led conferences



How to contact us

A teacher will be available in the hub each morning for brief conversations. If you would like a longer meeting we can arrange a time to meet with you.

You can email us at hub2@oaklands.school.nz. All teachers in the hub will receive this email.

Information about upcoming events and programmes will be shared with you through our hub blog. A link to the hub blog will be shared with you each Friday.



Question time

