

Tuakana/Teina Y0-3

A resource for sharing

SUE JAMES MAY 06, 2020 04:13AM

Being

Belonging
Cultural Connectedness
Wellbeing

Kayla

Time to share, to play, reflecting on the last couple of months, creating art.

Sally

Friendships through lots of play.
Circle Time

Kerri

Taking the direction from the tamariki through their play.

Marie

Plenty of sharing time, drawing, writing, think-pair-share. Some structure and reintroduction of routines that includes handwashing

Rob

Circle Time

School visits

What will it look like for new entrant visits.
Bridie

Juliet

The connection with the children in their environment is great.

Rachel

Time to pause and think about how to do things better

Home - School relationship

Kerri

Seeing the tamariki in their home environments

High levels of engagement

Maintaining relationships through FaceTime, zoom and phone calls.

Theme from our conversation

Interest and energy around using common digital tools

Doing

Sally

Children leaving parents at the gate and teacher unable to connect with parents before school.

Contribution
Communication
Exploration

Kayla

Limiting physical contact will make things look different, especially during morning handovers and end of the day. Potentially a different approach to our play based programme , writing programme, and a more integrated approach throughout the day.

Bridie

School visits and parents being onsite

Marie

Possible do a google hangout in the future as a 'virtual home visit' with New Entrants as a way to meet them and build a connection with them and whanau, pets, interests, etc

Kerri

making a reading or phonics session on video to share on seesaw as extra for those not returning.

Sally

Children leaving parents at the gate

Chris

Continuing with more choice activities

Anne

New location for the nest

Universal design for learning

Multiple means of representation! screen casts and sound files etc

Juliet

Looking forward to using Seesaw in the classroom more now that I can see it's full uses.

Looking ahead..

Knowing we have immune compromised children and families, how will we maintain online and onsite learning while maintaining staff wellbeing?

Across the Kāhui Ako

share some of the "digital" pockets of best practise and systems - Folder naming convention, limiting links,

Individual needs

A lot more time for one on one teaching.

Collection of screencasts for students

Tracking priority learners

up-skilling and PD for Seesaw use

Links in slides to make navigation easy.

Increased independence

Feedback
Communication
Engagement
Learning

Engagement of students (Lois)

Some doing really well. Others not so much.

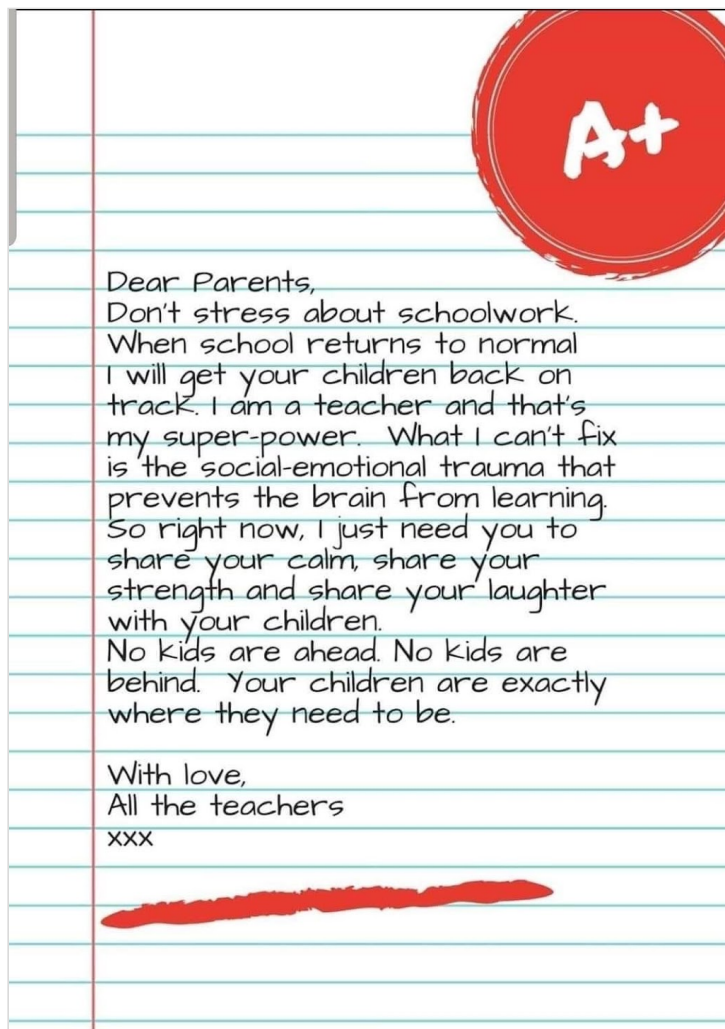
Resources

Bridie

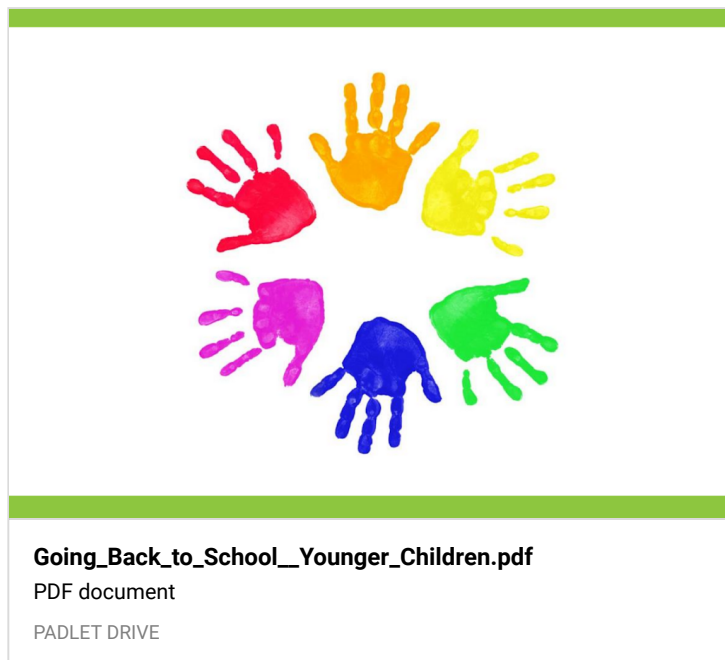


I_m_Brave_Going_Back_to_School__Younger_Children.pdf
PDF document
PADLET DRIVE

Bridie



Bridie



reading online

<https://cengage.com.au/primary/browse-series/pm/pmecollection#>

<https://www.sunshineclassics.co.nz/>

Seesaw

The incredible Seesaw Activities already there - easy to access.

Flipped classrooms

<https://www.common sense.org/education/website/flipgrid>

Padlet - <https://padlet.com/>

Edpuzzle - <https://edpuzzle.com/>

Videos for learning and questions

Rob

Youcubed at Home Archives - YouCubed

In these times of uncertainty, youcubed is here to help students at home continue to explore and learn maths in rich and creative ways. We are collecting here modified versions of our tasks to be more home-friendly, as well as some new explorations designed for learners at home.

YOUCUBED

youcub
