

# TAUMATA SCHOOL



## Key Dates:

- 22 JULY: TERM 3 STARTS
- 22 JULY: BOT MEETING 6PM
- 24 JULY : READY FOR LEARNING WORKSHOP - MAUAO PARENTS 2:45PM
- 30 JULY: WHĀNAU ROPU MEETING 7PM

Nga mihi nui kia koutou katoa.  
Warm greetings to you all.

And... Just like that...Taumata School has been operating for two terms or half a year. The year is flying by, and once again I would like to reiterate how privileged I feel to be the Principal of this amazing school. At Taumata School we are privileged to have children who are eager and hungry to learn. At Taumata School we have supportive parents/whanau who go out of their way to engage with our learning coaches in quality partnerships that support the children. At Taumata School we have professional, dedicated team members who constantly ask "What more can I do for these children?". Finally... at Taumata School we have new, purpose-built spaces that ENABLE effective and personalised learning to take place every day. These ingredients come together to create the SYNERGY evident in our school culture. In saying that, at Taumata School we recognise that we are a 'learning school'. We are still developing systems and processes and we value the ongoing feedback that enables us to improve service to our community. So, thank you for the role you play in supporting us to improve every day. Thanks to our learning coaches for having passion for learner-centred learning and providing unique learning experiences for your children every day. I wish you all a wonderful, term break and look forward to all the possibilities that Term 3 will offer.



## Thinking about learning...

On Monday and Tuesday of next week our learning coaches will be engaged in professional learning, where we will be looking closely at assessment data, how to engage learners deeply in authentic learning and unpacking recent research about what works best for learners. A book that will be guiding our work is "Empower" by AJ Juliani. Juliani believes that "Kids begin their learning journey as curious problem solvers who ask questions in order to create solutions" however something happens as they enter the education system - many feel they need to learn to play the 'game of school' where they are compliant, path followers instead of learning path creators.

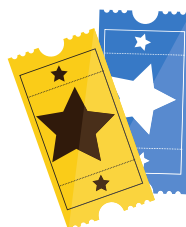
This term we have seen some amazing outcomes from our learners. Matariki was a wonderful example of this across the entire school along with the Taumatamou creators, the Tasty Taumata Restaurateurs and the travel focus group. What each of these outcomes provided was 'real and authentic learning' where the core curriculum areas were integrated or approached in a trans-disciplinary way.

As our learning coaches look at data, research and our local curriculum they will be planning for Semester 2 (Term 3 and 4) with a focus on growing authentic and agentic learners. They will look for ways to integrate learning areas and encourage ownership and engagement recognising their role as a coach in:



### Inspiration

Students take initiative when the focus appeals or matters to them. This means as coaches we need to seek out student interest and passion so that our learners get so excited they want to pursue the focus beyond the school day.



### Provide Opportunity

Provide opportunities for passion learning to generate and harness the 'excitement'. Then use that as the catalyst to involve reading, writing and mathematics



### Provide Tools

As a learning coach provide the tools to support our learners as they pursue their passion or interest. This is a metaphor for assisting with the content knowledge, skills and dispositions as well as physically providing/seeking out resources.



### Encourage risk-taking

Encourage intelligent risk. Fear is often the biggest barrier for students to try something new or create solutions. Fear of failure, fear of not getting it right, or fear of the opinions of others often stop learners in their tracks. As a coach we want to encourage risk taking as an important step in the learning journey.



### Model processes

Model the thinking and creative process. Shares challenges and successes. Talk about 'what if's' and "I wonder".



### Affirmation

Share when students are taking risk, creating solutions, self-directing the learning and making small positive steps. This encourages a positive growth mind-set

### Help them find an audience

Help our learners to find an appropriate audience whether it's peers, coaches, family and whanau or members of the community and beyond. Having a real audience drives that motivation and helps them to feel that their learning has a purpose.



## Additional information:

### School Uniform

In 2018 the BOT and leadership team undertook significant consultation with our community around the idea of a school uniform. The following information was gathered from that consultation process:

- an overwhelming desire to have a school uniform
- provide one uniform for the year as opposed to summer and winter uniform
- provide options for layers (eg. undergarment thermal and fleece option)
- durable and easy care materials (easy to wash/dry)
- labels within the uniforms for ease of naming
- price to be a factor when selecting a provider
- no set shoe option
- option for winter (eg. trackpants)
- Eco-friendly, sustainable and ethical manufacturing (but price was a factor).

As a result of this consultation we met with a variety of providers and identified our current provider. Whilst we recognise that we have had some supply issues with Kukri we believe this would have been inevitable given the unexpected enrolment growth of our school. As we prepare for 2020 it is likely the school uniform will shift to being managed by the school, however again we will need to ensure we have the appropriate systems set up to reduce any ongoing challenges. Our school uniform, therefore, consists of:

- Shorts
- Skort
- Polo Shirt
- Thermal undertop
- Blast Fleece
- Rain jacket
- Hat (Terms 1 and 4)
- Shoes (plain black shoes)
- Socks (plain black)
- Trackpants (optional during Winter)

