

Kinma

Kinma Newsletter T3 Week 4, Friday 14th August, 2015

Kinma Care Day for Primary and Prechool Saturday (tomorrow) 1.30-4.30pm

As many hands as possible to come and join Dylan to organise, tidy, clean and repair many areas of the preschool and primary –
PLEASE !

WHAT'S ON	
15.08.15	Kinma Care Day (1.30-4.30pm)
18.08.15	Board Meeting, 7pm
23.08.15	Frenchs Forest Market
25.08.15	Education Committee Meeting, 1.30pm
28.08.15	Warriewood Beaches Market
02.09.15	Preschool parent information session 3:15
03.09.15	School Tour – 9.30am
07.09.15	Learning Forum (6.30-8.30pm)
15.09.15	Tinkering Day
15.09.15	Education Committee Meeting, 1.30pm
15.09.15	Board Meeting, 7pm
18.09.15	Last day Term 3
07.10.15	First day Term 4
24.10.15	Trivia Fundraising Night
16.12.15	Last day Term 4



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Administration

Family records and information

Just a gentle reminder to all families if you have moved, changed telephone numbers, have alternate 'emergency contacts' etc etc can you please let Claire or Julie know in the office so we can update your children's files.

This will also apply for an changes to medical conditions or new ones – asthma, allergies etc.

Group 1

I (Julie) had a wonderful time on Thursday as I spent it with the children and Grace in group 1 to support while our Andy is away. It is unusual that I am in the classrooms very much these days – I remember back when I was in and out of classrooms supporting staff as our budget did not allow for relief staff. Our staffing ratios were no where as fantastic as we offer at this present time (1:15). The day was jam packed and Grace was her usual amazing calm, connected self.

What I thought after the day was let's help out a bit more till end of term ...

Could someone:

- Offer to sharpen the pencils once a week (or 5 different people from week 5-9). It is so simple grab some pencils come up to the office and borrow (our secret electric sharpener) make a cup of tea and sit an sharpen away
- Come in at 2.30 each Friday and sort and tidy up the wet area
- In week 6 and 8 come in quietly and sneak up to the blocks loft and sort and organise
- Cut some flowers from your garden and magically get them to appear in the classroom

Please if you can help out with any of these small tasks come and see Claire or Julie. I am sure that this will make a big difference in Grace's world.

On the Andy front it seems that he will not be joining us for the remainder of this term. Andy is having difficulty with overcoming a post op. infection. We are sending him love and all of your beautiful messages and well wishes. As from next week we have asked Kate Chockman to work with the staff on Monday Tuesday Thursday and Friday supporting in group 1. Kate has been working with us on and off for quite some time in relief and knows the children well. I am sure they will be delighted.

OTHER STUFF

Fees please if you have forgotten.

Lost property if you would like to come and look through the white baskets.

Waste minimizing is working fairly well in primary, thanks for the support.

Air conditioners have been installed in group 2.

Student numbers in primary for 2016 are now full - yeh!!

Claire, Carin and Juie

TINKERING THANKS

On behalf of the children, we thank all the parents who participated in yesterday's tinkering. There are simply too many of you to name- what a splendid scenario! There were a range of roles taken up by different parents and the fusion among you, the staff and the children was a real pleasure to watch.

For those parents who have not been to a tinkering day, I would like to share a little about these different roles.

Pod Initiator: Students, staff and family members who bring to our attention possible tinkering ideas. The Pierce family are a great example. They may not always be physically involved but they are never short on wild and wonderful suggestions, often with material support prior to the day.

Pod Organiser: Students, staff and family members (in assorted combinations) who initiate, plan and or run with a passion of theirs or one of the students'. From yesterday's pods some examples are; Bea and Sally A in gardening, Freya, Hannah and Suz on pasta bake, Sam and Rob on soccer, Emmy and Liz weaving looms and owls and ... Damasci and Mia weaving nature dream catchers.

Pod supporter: Students, staff and family members (once again in assorted combinations) who support the running of a pod in any of a myriad of ways. Examples include; Joe working in the gardens before, during and after a pod, Trudy, Alix and Campbell turning up and offering support in whichever pod has largest numbers, Karen, Scott and Helena shadowing their children in their choices and helping other children as they wander.

Pod player: People who 'play' the pods, with no responsibility for their organisation. In the main these are students but we certainly have staff and family members who are found 'playing'- delightfully so!

Pod Long term: Family members who over long periods of time regularly support tinkering. I add these people in because without them, I find it hard to imagine tinkering actually happening. Renee's sewing studio and Nic's crafts are staples of tinkering. Sally A, Julie, Holly and Krisztina basically ask how they can help each time. Izzi's food conquests need a mention here as a staple of tinkering! We are aware not all have the chance for this, hence the variety of roles shared above, however, we are grateful indeed for their time and energy.

Dare I say the roles often fuse with Amy and Sally G yesterday supporting and playing and..

If you have not run a pod before or if you are running a new style of pod, staff will be pleased to support you as best as we know how! Give yourself a gift and join us September 15th for our next tinkering adventure. It is a Tuesday.

With thanks, jg





Education Co-ordinator

A CRISIS IN EDUCATION – THE DIMINISHING OF PLAY!

A possible solution ... ROBUST PLAY

Originality, Imagination, Invention, Creativity, Self Knowing

There are the basic elements of robust play. Nancy Carlsson-Paige does not view them as add ons, neither do we at Kinma . They are the core stuff of life and without them she fears for the healthy development of this and future generations. ROBUST PLAY is a wonderful term she uses to distinguish children's own play; their ideas driving scripts they construct; free of tv, mass marketing and computer games.

Further reading in the wealth of avenues in social ecology support her concerns and the increasingly easily side-lined free play in pre-schools and schools the world over. For those of you in the business/economic world, you may find her robust play a feasible answer to the concern that lies behind think tanks world-wide who probe seemingly impossible problems with a mass mind-set they find impossible to shift. They cite the Einstein adage that 'We can't solve problems by using the same kind of thinking we used when we created them', knowing that minor changes here and there are not really changing anything. Robust play's core elements all speak of exactly what may be needed for a 'different kind of thinking'.

Robust play.

Part of life at Kinma play group, pre-school and primary.

However, I am cognizant of a growing presence in children's play of three agendas highlighted by Carlsson-Paige, which may cloud the 'freeness' of the play. Carlsson-Paige together with deep ecologists are increasingly concerned over the diminishing role of play altogether in pre-schools and schools. In particular, they are concerned about the role of robust play. The three agendas they see increasingly creeping in are

- mass media extreme black and white 'goodies and baddies' story lines,
- mass marketed single use toys (plastic, metal and cyber) and
- a commercial lingo which is increasingly part of playground parlance.

They see these three increasingly scripting children's play. Even 'free' play, the little they see in most educational settings, is driven by these three agendas. Play is a rich ground for building ideas about self, how to relate with others and the development of cognitive ideas about systems such as mathematics and science. Ideas with which we at Kinma are all too familiar. However, their concern is one I think we need to take heed of ... families are accepting the above three agendas as feeders into their children's lives through ipads, play stations and tv screens without deep thought. It is our possible lack of conscious awareness of the power of the little plastic toys bought at the supermarket, the advertisements on television, the predictable simple narratives in 'Disney' and friends films that need to be considered. Rather than falling into blame, shame and guilt about them, lets dialogue with one another and open discussion around the issues.

Carlsson-Paige is Professor Emerita at Lesley University where she taught teachers for more than 30 years and was a founder of the University's Center for Peaceable Schools, receiving many awards for her leadership and advocacy in early childhood and peace education. She has written and spoken extensively about the impact of media on children's lives and social development, and how children learn the skills for positive relationships. She is a critic of current education reforms that promote standardised tests and the privatisation of schools. Her most recent book is called Taking Back Childhood: A Proven Roadmap for Raising Confident, Creative, Compassionate Kids. She is an advocate for education policies and practices that promote social justice and the well being of all children.

Group 2

Term 3 overview

Hello all and welcome to term 3!

Many of you will have met Tristan, our new Group 2 teacher, in the playground or in the classroom. Tristan loves bushwalking, surfing, building with natural materials and growing (and eating) his own food. He has a background in Philosophy, Psychology and Biology and has taught at a range of schools and other institutions over the years. Tristan has been interested in progressive education for many years and sees Kinma as an exciting way to continue his learning with the help of its teachers but also its amazing kids. He has secret desires to do all of his teaching outdoors, based in the real world of stuff and things and dirt! Tristan will be with Group 2 on Mondays, Tuesdays, Wednesdays and Fridays.

We also welcome Noah, Sol and their families to Group 2 this term.

"Wow, Teranga!"

In week 5 of Term 3 Kinma will host a Musica Viva performance by "Teranga", a group of 4 musicians who weave together the musical and cultural traditions of Senegal with an Australian twist.

In the lead up to this experience we plan to explore a number of areas and concepts:

- Who am I? (this has already begun through our art and poetry)
- Which groups/ cultures do I belong to?
- What are some the traditions, languages, geography and cultures of West Africa?
- Why is it important to respect difference and what does this look like?
- What does "Teranga" mean and how does it relate to us?
- Learning some of the songs and dances of the concert and creating rhythms of our own

The word "teranga" is described by the musicians as "a philosophical code, where families invite strangers in need into their homes. This practice is based on the belief that if a family helps a visitor and extends such hospitality, this ensures that their own children will never find themselves away from home without assistance. If everyone does it, everyone benefits". These ideas will flow nicely into the second half of the term when Kinma will host Friendship Seed Day in week 7.

In late term 2, Group 2 participated in the "Just like you!" program with a facilitator from the Cerebral Palsy Alliance. This experience encouraged children to consider how to ensure that our games and routines can be modified to accommodate diverse physical, sensory and emotional needs. We will connect back with these ideas in planning for Friendship Seed Day and consider how hosting involves planning for everyone's needs.

In **maths**, we have begun the term with a recap on multiplication and division, in particular drawing the connection between the two through factorising and determining multiples of a given number. Our comparison of people and cultures provides a contextual backdrop for our class to explore how to gather and represent and analyse data in a variety of different forms, such as tables and column graphs. We aim to have many hands on and practical experiences, investigating questions that the students find interesting and, thereby, seeing the real power of graphs and

tables in interpreting our world. In connection with the *Teranga* unit, the class will be investigating real-world examples of information about West Africa and Australia. To do this well, we will be focussing on how to read and write BIG numbers, looking into the thousands, tens of thousands and beyond. We will also take a look at money, fractions and decimals.

Our work in **English** will draw a lot on our theme "Teranga". There will be opportunities to read and write fictional and factual texts about the ideas outlined above, in order to explore the stories and deeper messages behind the songs of "Teranga" as well as finding answers to our own questions about Africa. Some of the ideas that have been raised by children so far include: how many languages do they speak in Africa? Do monkeys live in all parts of Africa? Are there still rhinos in the wild? Why do some people have dark skin and some people have light skin? Why do some people wear head coverings?

Early in the term an exploration of poetry opened a can of words! Children had remarked that the word "love" can take many forms: lovely, loving, loved, loves and so on. This has lead us to explore how root words can be transformed by adding different prefixes and suffixes. Along with our personal and contextual words this will fuel our spelling work for some time as we explore the different spelling conventions related to adding different endings to root words.

Weekly routines

Monday: Violin

Wednesday : Choice afternoon and wheels (helmets and covered shoes) and Snack Attack

Thursday: Violin

Friday: Basketball, French and Yoga (starting mid-term). Group 2 have the 9-10am slot for basketball and French with some children starting basketball at 8.30. Please make sure you arrive at school on time.

Individual parent teacher chats will be running this term, please see the schedule outside Group 2 to book into a timeslot.

As always, come and find us before 9 or on the basketball court in the afternoon if you have an idea/ question you would like to discuss.

Many thanks,
Bea and Tristan

Group 3

Dear Families

Hope you've been enjoying some sunshine!!

We felt in our first few weeks that it would be beneficial to have a focus on 'Respect'. What does it look like? Sound like? Feel like? Children completed a Y chart with their own ideas and feelings. What does it look like in a classroom, at out time or during a sports game? An incident involving Adam Goodes, sportsmanship and racism came to the forefront in the Australian media that same week. We explored this issue with newspaper articles and a powerful class discussion ensued. Enough words from us... over to words from Asher and Kade, Izzi and Mia.

Unequal

The powerful white man rejects our kindness, deflects
 Our weapons and takes our land
 Some of us are killed, our families taken and others are enslaved
 Many years later, we have just got our rights to vote for
 A ruler who will do more damage, make more mess and
 Pollution
 Not long after we are still discouraged and 'booed'
 Why can't we all appreciate each other?
 If we were all the same life would be grey

Mia
 10yrs Kinma School

BOO

Yells the crowd, oh it sounds so loud,
 'Don't worry', people say, it happens nearly every day!
 It happens to lots of different things,
 From the colour of people's skin,
 To whether or not people win,
 There's also some massive
 Hypocrites,
 Who don't care even a tiny bit unless it happens to them,
 Cough, Cough, Cough, Hem, hem!
 Stand up for Adam,
 And for everyone just the same,
 I thought we were over this,
 I thought we would no longer dis,
 People just because of their race,
 How about we stop with great haste!
 Maybe it would be better if
 We were colour-blind.

Izzi
 12 years Kinma School

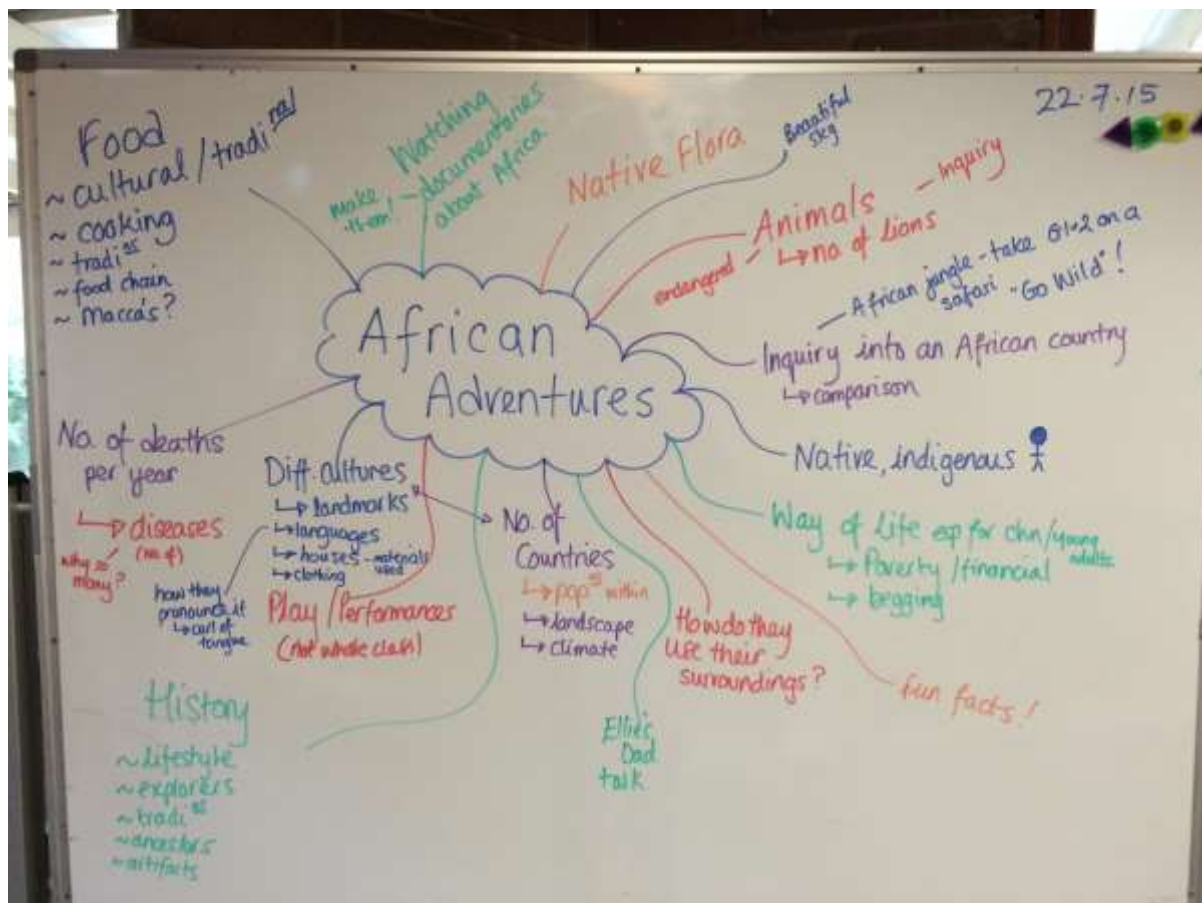
Australia Australia has lots of beautiful races
 Australia Australia has lots of different faces

Australia Australia the originals have rights
 Australia Australia we should put up good fights
 Australia Australia let there be lights

Australia Australia today we stand
 Australia Australia give us what we demand
 Australia Australia should be equal and fair
 Australia Australia we should all share

Kade 10 yrs Asher 12 years
 Kinma School

We have launched into our African theme in preparation for our incursion, Musica Viva will be joining us next Thursday. We began with a brainstorm. The children had some amazing questions and interesting lines of inquiry for us to follow.



In the initial stages of investigation children were given the opportunity to explore ‘interesting facts’ about African history, geography, flora and fauna and landforms. They then presented this information to the group.

We have been busy making a collaborative African jigsaw map. The children each selected a few African countries to draw and illustrate with the corresponding flag. They then had to piece the map together which has proved to be a challenging feat. Through this the children have gained insight into the geographical layout of Africa.



We had an opportunity to explore mathematics in a contextual manner through the study of Marie-Rose, an 11 year old girl living in Rwanda. We have been looking at her daily routine and comparing this with the use of tables and graphs, to their own lives. Asher noticed that “ Marie- Rose doesn’t have much time to play”, whilst Sage noted that “she had to walk a lot to get water and get to school”. When asked how this made her feel, she responded “Grateful”.

Marie-Rose walks 2 km’s per day to fetch clean drinking water, it takes her 30 minutes. Group 3 did the triangle walk twice to try and gain some insight and comparison into this experience. We measured using trundle wheels and Sage’s pedometer and children timed us. After walking round once some children suggested we could just ‘double it’, however, we felt that we needed to do it to gain a better understanding. Keep in mind; we did this without carrying anything, which of course will lead us to another activity!! We walked approximately 2, 200 km’s or 3763 steps in 34 minutes. Marie –Rose walks a further 2 km’s to school and 2 km’s home.



May the sun keep shining and the birds keep singing their sweet songs!

Love Group 3, Katie and Michelle xx



Snack Attack:

Main Course	\$3.00
Dessert	\$1.50
Drink	50¢ (usually juice)

Snack Attack has been a part of Kinma for a very long time...and how wonderful for the children to have their parents come in and fill the air with a good home-cooked meal. There have been some amazing foods and traditional goodies that parents have become loved and famous for.

There are 68 children in the Primary and 19 in Preschool on Wednesdays.

We have 17 gluten-free, 10 dairy-free children, and 3 vegetarians. If your child is any or all of these 3, please let me know.

Usually we have 2-3 parents that come in on a Wednesday and one makes the Main and the other Dessert and drinks ...or you do it all together on the day. It is a great way to meet and get to know the parents of Kinma and spend the day with the children.

Like everything at Kinma it is a very relaxed easy day. There are not many rules, all we ask is for it not to be too junky and offer vegetarian, dairy-free and gluten-free options.

The kids really enjoy Snack attack, and it's great when we can make Snack Attack happen every week. Below are the dates for Term 1 Snack Attack.

SNACK ATTACK TERM 3, 2015

July 22	no SNACK ATTACK
July 29	Lisa G & Sally A & Gemma
Aug 5	volunteers needed
Aug 12	Gemma Keane & Nic & Liz
Aug 19	Helena & Joe
Aug 26	Rachelle Joice
Sep 2	Amanda & Rachel Pines & Karen Saint
Sep 9	Preschool: Amy and co
Sep 18	Renee B & Katerina & Sam F

Some examples of successful meals have included Chicken wings/ drumsticks and salad, tacos, nachos, pasta dishes, pizza, sushi, quiche, fruit and yoghurt, baked apples with cream/yoghurt, natural ice blocks... and much more.

All expenses for ingredients are reimbursable.

If you have any questions or want to contribute please email me at hayleyjl@tpg.com.au or call 0435 145 486.

Thanks,
Hayley Lewis (Turiee's mum)

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