

**Term Dates:**

**Term 2:** Thu 27 Apr - Fri 30 June

**Term 3:** Wed 26 July - Fri 22 Sep

**Term 4:** Tues 10 Oct - Fri 15 Dec

**What's going on at Kinma next week (Week 8, 12/06/17 – 18/06/17):**

<b>Term 2</b>		
<b>Date</b>	<b>Time</b>	<b>What's On</b>
12/06/17	Monday	<b>Public Holiday – no Preschool, Primary or Play Group</b>
All week	All week in Office	Collection for Gifts for Others – socks, gloves, toothbrushes <i>*Your help needed (see Admin)</i>
14/06/17	Wednesday in Primary 9.30am – 1.30pm	Bushlink – parents welcome to join in
15/06/17	10.30 – 12.30pm Thursday Group 3	Musical at Northern Beaches Christian School
20/06/17	Tuesday	Tinkering in Preschool and Primary – email <a href="mailto:julig@kinma.nsw.edu.au">julig@kinma.nsw.edu.au</a> to help <i>*Your help needed</i>
28/06/17	Wednesday at 2pm in the hall	Violin Concert – all welcome
30/06/17	Friday @ 3pm	Last Day Term 2

<b>Term 3</b>		
<b>Date</b>	<b>Time</b>	<b>What's On</b>
26/07/17	9am	<b>First day Term 3</b>
19/08/17	10am-1pm, Preschool and Primary	Kinma Care Day
23/08/17	9.30-11.30am, Hall	Open Morning for interested families
22/09/17	3pm	Last Day Term 3

Keep reading to find out what has been happening .....

# Admin

## Weather

Please make sure that your children have sufficient clothing on when they come to Preschool and Primary over the next 4 weeks. The days are always a little cooler in the morning when you get to Kinma. We do have air conditioning in the Preschool and Primary **BUT** it is not intended to replace the jumper, beanie and shoes and socks.

## Outstanding Accounts

There are a few accounts for term 2 not paid. Can we ask to have all accounts finalised in the next week please. It is very important for the cash flow of the School to keep on top of our termly fees.

## Bushlink

### **This is on next week - anyone want to join us ?**

Bushlink, is proudly operated by Northside Enterprise Incorporated, and is dedicated to creating real and valued employment for people with disability, through a network of working environmental project teams.

We have had the pleasure of a number of their workers coming out to help us restore different spots at Kinma over the last 12 months. The team are coming out on 14<sup>th</sup> June (Wednesday) and if you are free we would love some other adults to come and join the children to do some gardening. Starts about 10 am and finishes about 1pm. Let us know if you are available.

## School on Sunday

What great weather !! The atmosphere was wonderful and it was such a great feel to have so many of the community here to be able to spend time with your children and chat to our visitors. We had over 45 families come and enjoy our amazing Kinma. Thank you again !

## **It is on again - the challenge that we can meet easily (Gifts for Others)**

**Over the next week we would love to see if we can collect 40 pairs of socks, 40 pairs of gloves and 40 toothbrushes.**

**Drop off to the office anytime. PLEASE ! We will make gifts for the less fortunate than us and share.**



Claire, Julie and Carin

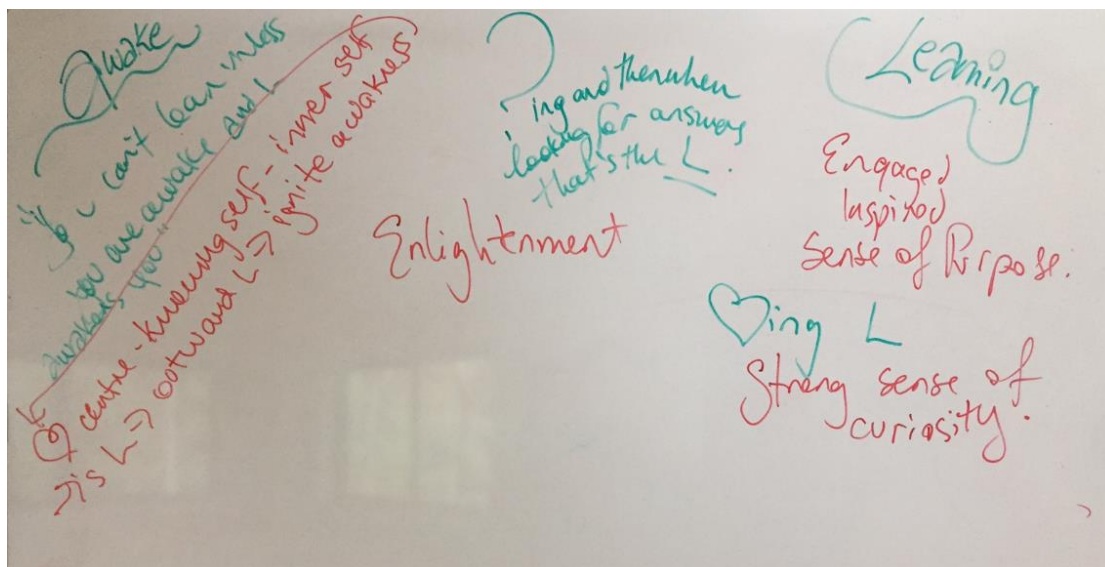
# Education Co-ordinator

CHAT WITH OPEN DAY FAMILIES AT KINMA , 4 JUNE 2017

## PART 1

Kinma means **awake** in a local indigenous language and I'd like us to spend some time considering just **what awake learning looks and feels like**.

Families contributed their ideas; rich analogies, open pathways for us to explore. I'd love to collect some so if you contributed , please write to jg and share.



How do we get our children to share? Every single one of them so that not only those with loudest mouths have their ideas heard? A very unique approach to dialogue where every one contributes alone, then shares with at least one other prior to group dialogue. And always dialogue, not debate; for debate narrows thinking to 'beat' another, dialogue broadens thinking to invite new ideas into burgeoning into ever greater ones.

**Dialogue... is at the heart of learning at Kinma...**

**Children with children, children with staff, staff with staff**

- D** Is a core route to our Learning
- D** is generating questions,
- D** is responding by sharing story,
- D** is noting, sensing paradoxes,
- D** is feeling the discomfort. Hurrah to discomfort.

**Kinma awake children** learn that not knowing is the beginning step to the knowing process... without it, without the question, it is someone else's learning that they are doing. So discomfort is the start of the questioning.

**We learn from First peoples about being awake:** respect and gratitude to a people who are 'awake' to life... caretaking a culture and land for 60,000 years. Teachers learn from indigenous elders, understanding the value of community – it takes a village to raise a child.

### **Why do Awake Learning rather than something else?**

Look from where children have come from, to us at Kinma

As babies ... how did they come to master the 2 hardest systems known to humans? Movement and speech!

Pure solid hard slog ... hours of painstaking work - hundreds, thousands of micro movements ... trial and error, diligence and tremendous hours of sleep for integration of every new set and sequence of micro movements - COMPLETELY UNIQUE TO YOUR BABE ... no 2 babies who do it the same

**That's why we want to keep them awake ...because they already know how to learn...** we at Kinma just keep letting them do it and broaden the richness, the depth and breadth alongside them, adding in a swathe of skills which the community values.

**Each adult has a choice to trust this learning. Most of us would like to but it's awfully hard alone without the support of a community. At Kinma, parents, families and staff can support each other to explore trust.**

### **How do our Kinma Teachers do Awake Learning?**

**RELATIONSHIP - a RELATIONSHIP we work hard to build, to cultivate, to maintain -** teacher to student, student to student, teacher and student with families

**Trusting Relationships.**

### **How do our Kinma Teachers do Awake Learning Programming?**

- **What is at the root of Awake programming? ... caring, responsible, creative, thinking young people**
  - **empowered to make increasingly complex choices as they move through life**
    - **with growing awareness of their own needs, those of others and their environment ... a sense of community – connecting , relating**
- **What is it not ... the creation of obedience and competition as the drivers of life, students who feel that their job is to fulfil one societal directive mainstream value – OSFA- One Size Fits All**

### Awake programming by teachers features

- observation of children, collecting needs, interests, attuning to BOSTES curricula and making shared decision on a theme / concept
- collection of the children's initial thoughts, ideas, drawings, constructions ..pre-test on a concept or theme,
- planning the starting experiences in assorted often fused KLA's and reflecting with children and as a staff , evaluating to determine next experiences

E.g: In grp 3 – aged 9-12 - Michelle and Katie fractions unit - don't teach that which the children already know or that which they could not yet understand... so they pre-test

E.g: In grp 1 – first primary grp 5-7 - Andy & Kimberley listen to children ... observe, carefully... look at how they approach each other, whether they hold back and under what circumstances, they watch ideas interconnect and they consciously wakefully teach children how to connect their thinking to other thinkers who they value... to examples in the world around them...

E.g: In grp 2 – 7-10 yrs - Tristan and Grace analyse and synthesise ideas and findings on the mythical mystery creature that arrived 4 weeks ago, each child builds their unique world view... and as teachers we delight in these unique constructions ... for that is the stuff of Learning

E.g: In Pre School Kay & team start just where the children's present learning is and grow it together ... co-create the new knowings. Each child builds own knowledges through emergent curriculum and a safely held co-created space...

**Part 2 to follow next week.**

**Juli G**

## Group 2 News

The big news since our last newsletter is about our sleepover! It was awesome! We spent a chunk of our day getting prepared: setting up our beds in the hall, chopping veggies for our pizzas, collecting kindling for the fire, choosing marshmallow and wish sticks... we were busy bees!

Peter helped us kick off our evening by leading some team building games and releasing some excitement through exercise! The class loved trying to walk as a one long train and the games. Thank you Peter!





We had some time either playing outside or at our beds, and soon enough it was time to gather at the campfire. We took it in turns to either sing songs, recite stories, tell gross stories or jokes, and sang songs as a whole class. A really special time bonding with each other!



The children had decided upon pizza for dinner so, in small groups, we prepped and cooked and headed back to the campfire to eat. Next, marshmallows!



Once wrapped up, we headed into the bush for a night walk! It was a bit spooky but exciting. We even saw a group of birds all huddled together on a branch with the chicks protected either side.



Once back, it was time for teeth brushing, cuddles and a bedtime story.

Saturday morning= time for toast in our pjs!

NB - The only wee one that disturbed Grace's sleep was in her tummy!







# Group 3

## Friendship Seed Day

2017 – another year of rekindling previous connections and making new ones. The pre-highs and Group 3 kids organised the event so well. Everything ran efficiently and smoothly, from welcoming the school children to writing and presenting speeches, from organising games to interviewing other children.

The kids spent the latter half of the day teaching the new kids how to make friendship bands and this is where all experienced the magic of friendship.



A day like Friendship Seed Day involves the support of the whole community

Our parents - Katerina, Steph, Karthi, Monique, Melissa, George and Ina who provided a warming, nutritious meal and a delicious selection of cookies, for all our guests as well as our own children.

Group 2 - Ensuring tables were beautifully decorated, preparing and serving morning tea

Group 1 - Making friendship bands

Everyone- for extending kindness to our visitors; spreading and demonstrating the value of friendship.

## School on Sunday

School on Sunday got the kids' and some adults' hearts pumping! Group 3 spent the morning running around outside timing heart rates before and after exercise and then graphing the results. They also discussed the function of blood cells, platelets and plasma and looked at the percentage ratio of each component. The children had fun measuring, replicating and labelling these proportions to make sample jars of blood, using red jelly beans, giant lima beans, lentils and cooking oil.



## Meditation

This term we have extended our JAM (Just A Minute of silence, it developed into several minutes, but that doesn't work so well in an acronym!) to meditation time. This was initiated by both children and teachers, who saw the value in taking time out of our very busy lives and finding time to rest, relax, recompose and ultimately revitalise. Most children absolutely love this session, while others are confronted by the idea of sitting/lying with themselves for a period of time. We have explored guided, silent, rainforest and water meditation. There has been much discussion about which type of meditation suits our personality and what works (or doesn't) for us. We have now begun the process of children writing /scripting their own "perfect" meditation.

## "Spin off"

This week an opportunity presented itself that was too good to pass up. It is what teachers at Kinma refer to as a "Spin off", a deviation from our planned programme in order to capture a contextual teaching and learning experience. And so it begins with a vision of John (a builder) and an enviable looking trundle wheel/metre ruler. He was in the process of locating appropriate sites for the new building until he was accosted by a teacher with her eye on the wheel. Conversation ensued and he was more than happy to talk with the group 3 children and answer any questions.

During this talk of length, width, height, volume, right angles, rectangles and parallel lines children could hear the language they were familiar with from the Measurement and Geometry strand in a real life purposeful context. Seeing and envisaging for themselves how this vocabulary and these concepts related to something very specific, very exciting and soon to be tangible.

We asked a variety of questions, including how measurement could be accurate given the differing heights of the land. It was explained that a number of tools were used and the question of stability of the building arose. A structure would be more stable if it was built into the original lay of the land. It was discovered that the rigorous digging in the sandpit was pretty much at that level, much to the delight of our Kinma diggers, who also offered to carry out any further digging that might be required!

The excitement from the children was palpable as they considered endless creative possibilities of what this building might hold... this led us to writing individual proposals to Julie Carr with our own personal ideas of how this building might best be used. The budget was limitless and no boundaries given except that we should use strong modality and give a convincing reason as to why our ideas should be considered. Suggestions were varied (as to be expected) and were practical, inspired, artistic, athletic, relaxed, imaginative, adventurous, and of course there was mention of some stables, pools and hot tubs. All within the building!

This writing was followed (or in some cases vice versa) by a detailed drawing so that they could design a representation of their ideas within the given space using the scale 1m:2cm.

Next week we'll investigate some more realistic factors, for example, budget, environmental and legislative requirements.

Have a great week!

Love Katie, Michelle and Group 3 xxx



**Wyatt Park  
Tennis Centre**  
- Belrose -



# JULY Holiday Tennis Camps

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Welcome to tennis played on kids' terms

**FREE** Before (7.30 to 9am) AND  
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BOOK BY **12<sup>TH</sup> JUNE** TO RECEIVE **10% OFF!**

**TENNIS** (Hotshots  
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Activities...  
**FUN-FUN-FUN!**

**FREE PIZZA  
LUNCH EACH  
LAST DAY OF  
CAMP - YUM!**

<b>DATES:</b>	<b>WEEK 1</b> – Monday 3 <sup>rd</sup> to Friday 7 <sup>th</sup> July	<b>WEEK 2</b> – Monday 10 <sup>th</sup> to Friday 14 <sup>th</sup> July
<b>OPTIONS /</b>	Full Week, Full Days      \$170	Full Week, Half Days      \$140
<b>PRICING:</b>	Single Day, Full (9am to 3pm)      \$55	Single Day, Half (9am to 12pm)      \$40
<b>GENERAL</b>	- All children aged 4 to 16 years welcome	- Daily Prizes & Heaps of FUN!
<b>INFO:</b>	- Experienced, Qualified coaches	- <b>Camp runs rain, hail or shine!</b>

*Need to change your booking? No probs – just let us know by the Saturday prior to your child attending camp. Otherwise we see your booking as confirmed and payment is required.*

**What to Bring**

- A racket, if they have one (if not we have spares)
- A hat & suncream + A water/drink bottle
- Morning Tea (1/2 day) Morning Tea + Lunch (full day)
- YES! We have a pro shop that sells treats!

**HOW TO BOOK IN...**

**ONLINE AT OUR WEBSITE:**

[www.evolutennisacademy.com](http://www.evolutennisacademy.com)

**By email:** [evolutennis@evolutennisacademy.com](mailto:evolutennis@evolutennisacademy.com)

**By phone:** 0415 817 465

**FIND US** AT WYATT PARK TENNIS CENTRE, BELROSE  
Corner of Wyatt Avenue & Cotentin Road, Belrose