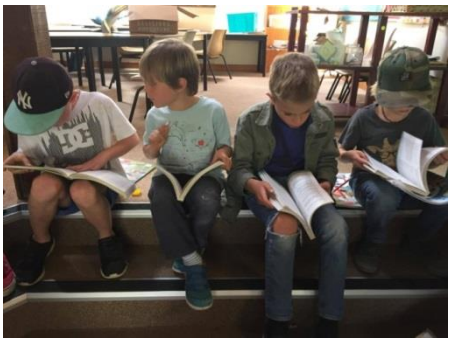
kinma



Term Dates:

Term 4: Tues 10 Oct - Fri 15 Dec

Term 4	Tuesday 10th October – Friday 15th December, 2017	
Date	**Time**	**What's On**
Week 8		
28/11/17	All day, Preschool	Eyesight Screening
29/11 17	All day, Primary	Bushlink ***parent volunteers welcome**
30/11/17	9.30am, Hall	Violin Concert, ALL invited
01/12/17	All day, Preschool	Eyesight Screening
01/12/17	All day	Group 2 Excursion to Art Gallery of NSW ***helpers needed**
Week 9 onwards		
05/12/17	9.00 – 10.30am Primary	Kids Christmas Market – all welcome
07/12/17	9.30am, Start in Primary	Transitioners & Group 1 Bushwalk
08/12/17	12.15pm, Hall	Group 3 Play
09/12/17	4pm, Hall	Gratitude Celebration – everyone welcome
11/12/17	2pm, Primary	Party for juli g – everyone welcome
13/12/17	2.15pm, Preschool	Preschool End of Year Celebration & Farewells
15/12/17	12.30pm, Primary then Hall	Picnic Lunch (Byo) followed by Pre-High Farewells Last day T4
Dates for 2018		
31/01/18	9am	First day Term 1
14-16/3/18	Three days Wednesday - Friday	Primary Yurt Farm Camp
13/04/18		Term 1 finishes
02/05/18	9am	First day Term 2
06/07/18		Term 2 finishes
01/08/18	9am	First day Term 3
28/09/18		Term 3 finishes
16/10/18	9am	First day Term 4
14/12/18		Term 4 finishes

Monday 11th December - from 2pm

Party for juli g in Primary

Come and join us as we celebrate and farewell our amazing juli g – please bring a plate to share.

Everyone welcome!

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Board

Kinma Board and Staff invite you all to our annual Gratitude Gathering.

We hope you can join us.

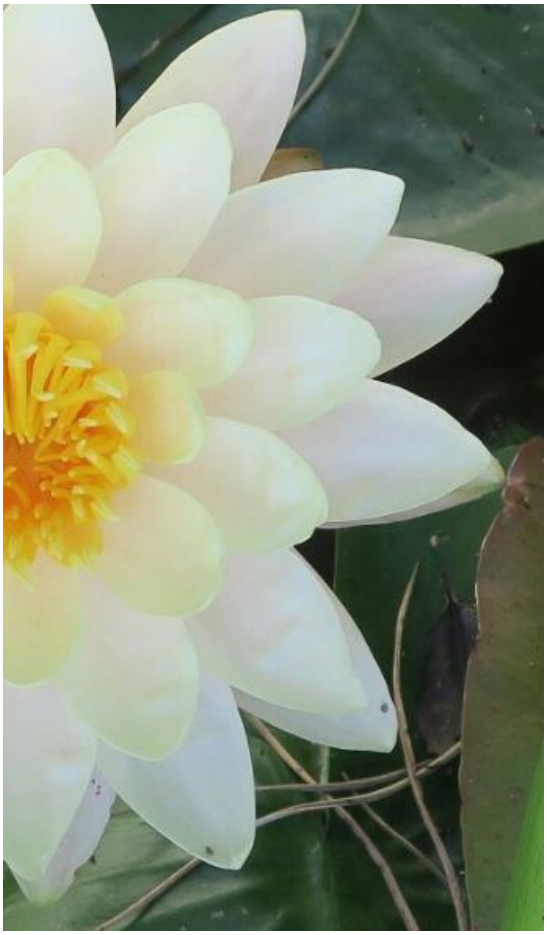

Photo by Damascin Georges Cosgrove

Kinma Gratitude Gathering

Saturday 9th December
4.00 - 7.00pm

We invite you to come together
to share supper and
sing some favourite songs,
while giving thanks for 2017
and our wonderful community.

RSVP by 5th December
to the office: 9450 0738
or claire@kinma.nsw.edu.au

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Admin

Kinma Care Day

We have a couple of small projects that need some help. Would you like to get together with another person and take them on as a Kinma care task?

- Weed the primary vege garden
- Lay pavers around a garden shed at preschool
- Water pressure some of the brick work around group 3 (mould removal). We have a school high pressure machine
- Cut and poison some privet shooting up and around the admin/ library building.

Maybe one of these jobs will excite you and we would love some help to get on top of them before we all go off on holidays.

New Classroom

Another update - If you were dropping off this morning you will have noticed they have started the roofing !!! We are on fire with the building – everything at the moment is on schedule, even a little in front of schedule.

The next thing will be to bring in earth moving and reshape the surrounding landscape to allow disabled access from the south west side of the structure and create sufficient drainage to allow good run off.

The children have been asking " where is the swing going to go?" The adult in me says anywhere I can fit it – but I do see the importance of the things that make their world and so once the land has been re-configured we will go ask the builder. We are also going to ask if we can go for a visit onto the classroom floor and see if we can fit everything we need to make it into a classroom!

Watch this space.

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A few little rules to support the community……..

- **Hats**– it is only going to get warmer and we have mentioned to the kids if they do not have a hat they will not be allowed to play outside. Please pack a hat in your child's bag.

- **Do you have any spare hats**? We would love some in the office for our 'hat basket' which is currently empty as all the hats have been borrowed and not yet found their way back…

- **Absenteeism** – if for any reason your preschool child or your primary child is absent it is very important that you telephone the preschool or administration office or email and let us know.
  Why ? - if we have an emergency, we need to know who is in preschool /primary and who is not – we have to know that all our children got to preschool and primary safely – and least importantly it is a Department of Education guideline that the School reports three terms of daily attendance.

- Sufficient amounts of **lunch** that your children will be prepared to eat. We often have our students saying that they do not have enough. Yes I can hear some families saying it always comes home. We have both ends of the spectrum. If lunch is coming home please let the staff know so we can follow up.

- **Parking** at Kinma is a one way operation. We enter down from Aumuna come around the bend and head up Coolowie past the Preschool. This is a way that we keep the roadway safer each day for our children by making it one way.

A request

We would like to help youth on the street of the Northern Beaches so they can possibly have it a little bit easier.

We need your help! We are hoping that together we may be able to get these, and these are things we think young teenagers doing it tough may want:

- Deodorants
- Wipes
- Make up
- Hair brush / comb
- Opal cards
- Movie tickets
- Books/journal
- Tooth brush
- Toothpaste
- Sun screen
- Hand balls
- Gift vouchers
- Insect repellent
- Stationery – nice pencils and paper

Donations can be dropped off to the Office and Preschool.

Thanks.

Carin, Julie and Claire

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Education Co-ordinator

An article from https://www.siliconrepublic.com

A STEM state of mind: No magic kit or subscription required

Andrew B Raupp discusses why pricey STEM programmes and flashy subscriptions are not necessary to drive STEM education. Andrew B Raupp is the founder of STEM.org, the longest continually operating, privately held STEM organisation in America, serving schools, districts, organisations and the world's top brands in more than 25 countries.

When you think of the acronym 'STEM' or, to be more specific, when you think of STEM education in practice, what are you actually imagining? Be honest, now.

Allow your mental landscape to fill up with robots, online games or a slick subscription service packed with apps that promise a complete transformation of students into budding tech industry gurus or 'STEMers'.

If your mental map is filled with smartphones and coding apps, you're not alone, and you're also not wrong to be intimidated by what looks like quite an expensive and complicated approach to put into practice.

But here's the thing: truly sustainable and meaningful STEM initiatives are multidimensional and include all aspects of STEM, not just the shiniest bells and whistles that our current technology can make available.

A real commitment to STEM is less about a certain product or approach but rather, it's a dedication to truly valuing the liberal arts and sciences, which, of course, includes the life sciences as well as robust critical-thinking skills. And the real kicker? These are the kind of educational experiences that talented teachers have been engaging their students in already for decades now.

So, how can boots-on-the-ground educators sort out the tools that will help them leverage their existing materials and pedagogy to make their STEM offerings truly effective and meaningful to students?

For starters, we might first take a look at where the current influence on STEM programming originates, and take some time to reframe what STEM education can really look like in practice, in all classrooms, and for all students, not just the privileged few.

The pipeline pressure

In a 2015 piece on the changing landscape of STEM education, dean of Georgia Tech, Gary S May, reiterates the common opinion that the foundation of current STEM initiatives is born out of a commitment to creating a "larger, more skilled workforce in STEM areas … [by] preparing and encouraging more youth to pursue these fields at a time when they were less inclined to do so, and to provide more support and training for teachers in the subjects".

May makes clear his belief in this strategy, and warns against potentially "watering down" the focus on the four STEM subject areas of science, technology, engineering and mathematics to include the arts and other less 'hard' STEM subjects.

While his point is well made, May does not address one of the most concerning factors influencing modern STEM education efforts, which is the tremendous external pressures that the financial industry, technology sector and NGOs are beginning to play, ostensibly altering its future.

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Heidi J Stevenson, writing in the journal *Issues in Teacher Education*, notes that in addition to increased federal funding to public schools, US "venture capitalists have responded to political appeals and are investing 80pc more in STEM education than in 2005".

Stevenson goes on to ask an important question, and one that we should all be considering when assessing our curriculum planning and materials: "Are these STEM-aiding entities' motives purely altruistic or profit-driven?"

When we look at efforts from industry attempting to help boost STEM education efforts to fuel the talent pipeline, some additional concerns also emerge.

A thorough 2015 piece in TechCrunch examines some of the takeaways regarding gender discrimination in both tech and venture capital fields.

The lack of diversity is often cited as a primary motivator for fuelling STEM educational programmes aimed at recruiting more women and students of colour into the STEM pipeline but this piece makes clear that one of the key barriers to more inclusive workplaces is the reality that "the lack of diversity in venture capital boardrooms is far more than a STEM pipeline issue".

Providing flashy STEM education products to educators with the goal of training and recruiting underrepresented students sounds great at first glance. But if the tech sector doesn't actually address the persistent top-down issues that create barriers for those students once they are actual applicants, then this approach is sorely misguided.

Mindset shift v 'magic wand'

Increased financial resources for students and schools are always welcome but when it comes to STEM initiatives, it's important to take a critical stance when off-the-shelf programmes are sold too aggressively as a kind of pricey 'magic wand'.

Experienced educators know that the real foundation of STEM education requires critical-thinking skills, hands-on engagement, and opportunities to explore the natural world through trial and error, research and reflection, and genuine interest and curiosity in the problems – and potential solutions – of our shared planet.

When pedagogical materials come directly from companies whose sole focus is building up their workforce, and potentially their bottom line, it's unclear if their commitment to true learning comes before their profit margin.

Audrey Watters of Hack Education explores this question in a 2015 blogpost, and she sums up many of the concerns of venture capital funding for STEM initiatives thusly: "So, when we ask, 'Who's investing in edtech?', we can't simply look at the dollar flow for our answer.

"We need to pause and consider why this narrative casts innovation as something that happens outside of education institutions … why it's focused on venture capital, for example, and why it's focused on start-ups and not schools."

A more sustainable approach to STEM education should obviously happen within our schools, and should rely on robust training for educators who are looking to add to their already diverse set of pedagogical skills.

In addition, students should be given real opportunities to engage in hands-on activities that require knowledge and application of skills in science, technology, engineering and mathematics, and not just plopped in front of the latest software.

Today's entrepreneurs and corporations have the power to create beautiful, engaging programmes, but when it comes to building a sustainable grassroots movement designed to reach all students in schools globally, encouraging them to become stronger critical-thinkers and problem-solvers, there's most likely never going to be an app or kit for that.

By Andrew B Raupp

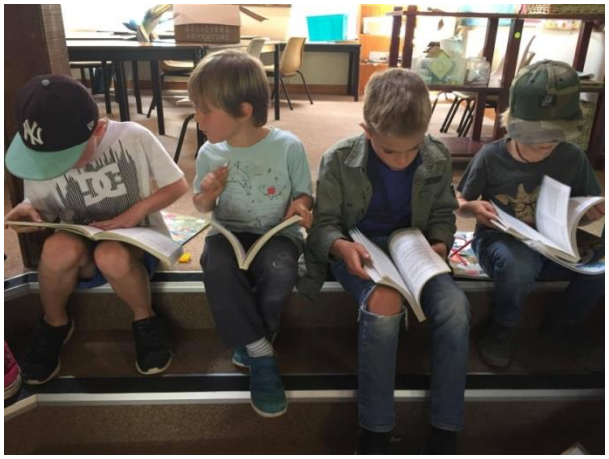
juli g
Education Co-ordinator

Group 1

Woah, we're half way there.

- Bon Jovi

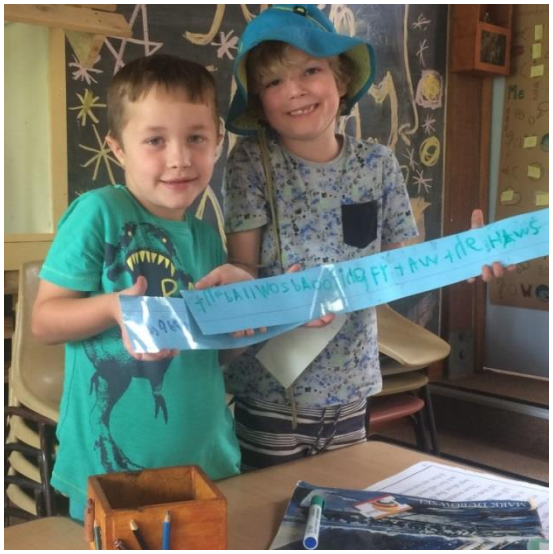
Welcome to just over the half-way point of term four! In Group One we have been busy filling every day with an opportunity to explore and extend ourselves, whether it is in literacy, maths or exploring how things work!



Group 1 searching the dictionary for words related to our theme this year!

Busy learning about place value and teen numbers.

Working on their writing with teacher Andy



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In numeracy we are exploring volume, capacity and length as a whole class. We have been conducting experiments and developing our estimation skills.

Kate and Michelle posed the questions of whose drink bottle is bigger, which prompted a discussion about volume, width and length. We looked at the terms maximum, empty and half, drawing and labelling our drink bottles.

In groups, we made predictions and ordered our drink bottles according to capacity. In his group, one used a ruler to measure the height and width of each bottle.

Ordering the bottles based on width and height. When sharing their final predictions with the class, one noted that they were "*Not ordering it by how tall it is but how much it can hold*".

We then tested the full capacity of each person's bottle, recording our information using labels and the final results in our books using ordinal numbers.

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It was a great springboard into volume and capacity and every week we intend on exploring the concept through different challenges!

As we anticipate the arrival of the preschool transitioners, we decided to pop in to preschool for a visit and a play this week. Our visit was full of laughter, energy and provided a great opportunity to get to know each other better.

Working together to attempt to lift up a heavy sandpit!

Combined creativity saw the sandpit was converted into a 'jump zone'! Both Group 1 and Preschool took turns to run, leap and jump into the sandpit!

A group also put their thinking and construction caps on! Kate posed the challenge to construct a sturdy building that was as high as their armpits. They successfully completed the challenge and then all worked together to pack it up after admiring their building skills. We look forward to seeing more of each other as transitions begin next week!

With Christmas markets just under three weeks away, Group one have been brainstorming all the different ways we could come up with fundraising money for our school. There were so many fantastic ideas of things we could make! There was an idea of making origami Christmas ornaments, making pop-up cards and gingerbread! Other ideas included pompoms, wrapping paper, friendship bands and bookmarks.

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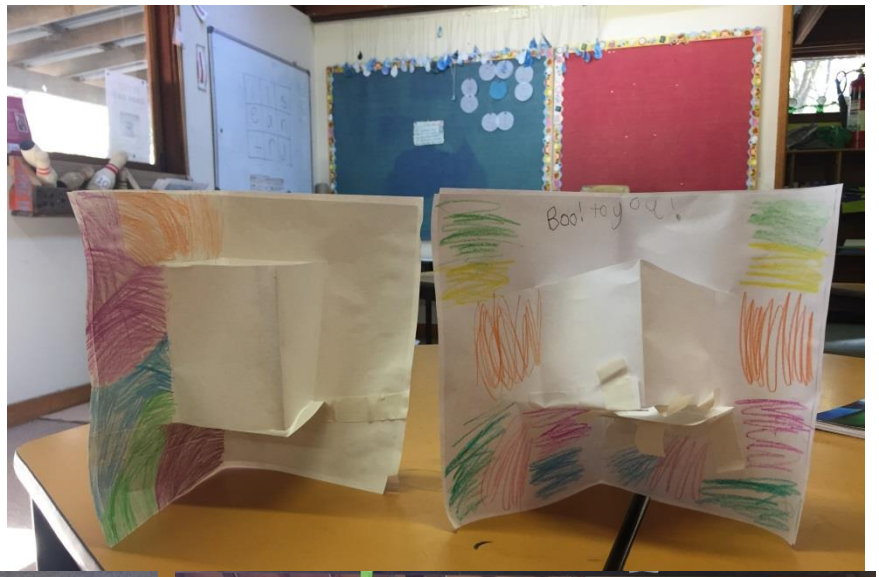
Since our class meeting, we have begun designing and creating a plethora of artistic projects to sell on the day.

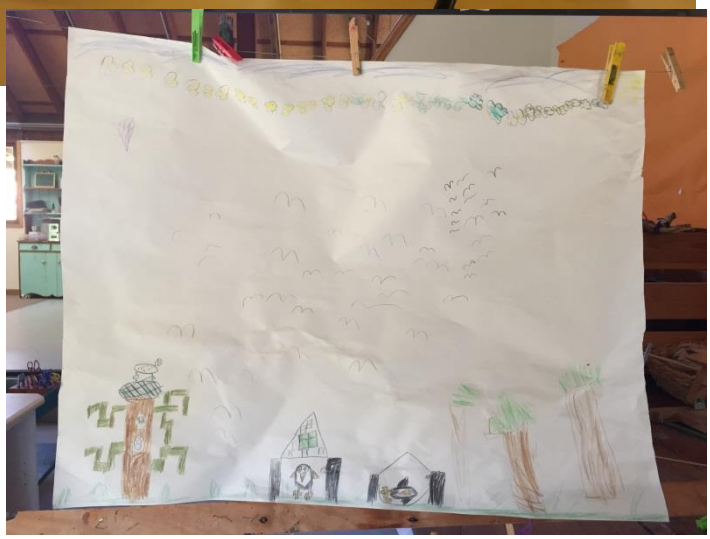
There is a pom pom production line.

Busy with making bookmarks.

Creating pop-up cards which also function as a container.

We are using water colours and pencils to create colourful wrapping paper, which has been a popular option amongst Group 1.





As a whole group we all thought it would be a great opportunity to create a games arcade where everyone could test out and play our cardboard creations, whilst also raising money for our school! This has reignited our spark and interest in further developing our cardboard creations!

Using the paint rollers!

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Our goal is to convert part of our classroom to Luna Park and we have begun constructing our entrance towers.

We also have big plans for the big face! Thanks to all the mums who assisted in the brainstorming process.

As Summer draws closer and the weather heats up, please make sure your child is coming to school with a drink bottle and a hat! Especially important for spontaneous adventures and morning teas to the creek and bush!

Mums and dads, please remind and encourage your kids to come and say bye to us before you hop in the car and head home at the end of the day! We need to mentally check off that all our little Group Oners get home safe and sound ☺

Andy and Kate

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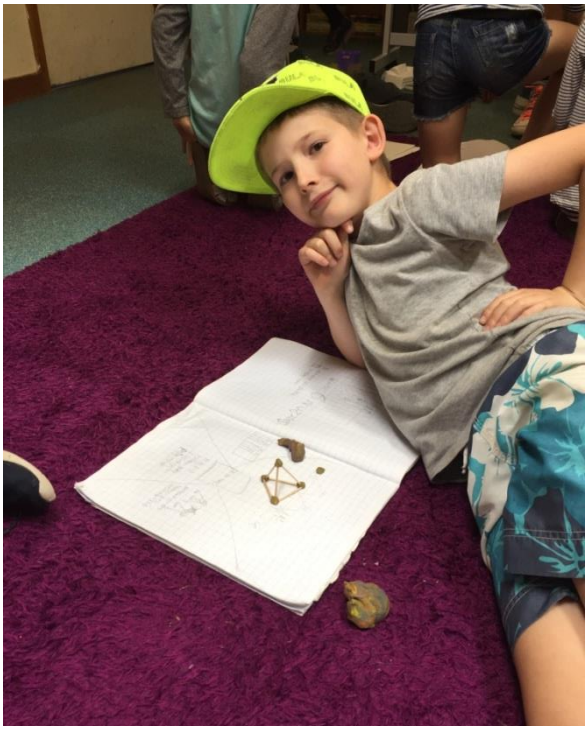
Group 2 News

Update on Self-Directed learning

As you know, kids in Group 2 have been taking a different sort of learning journey this term. A lot of what is being learnt is how to manage their own learning. Many see this as the most essential skill to become lifelong learners. Self-directed learning, or SDL as we have been calling it, teaches students how to learn, rather than what to learn. If students can learn the 'how,' the content or topic can be interchangeable. This gift of self-education is something that we want them to be growing and nourishing the rest of their lives.

Now there are many different ways to do Self Directed Learning, and some may say that by giving a checklist of maths, literacy and art tasks for someone to work through and manage in their own time, at a pace they are comfortable with, does not provide enough flexibility. We are finding, though, that providing some structure is a great place to start and provides lots of potential avenues for experimentation in the future.



We are finding that this sort of learning is fostering a more collaborative learning environment. Whether students go about their tasks independently or in partnerships, there is a constant cross-pollination of ideas and sharing that takes place. Students are engaging more in negotiation and compromise and there are large dollops of feedback and evaluation along the way, from teachers but also from peers, especially when learning in pairs and small groups.

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In its broadest meaning, 'self-directed learning' describes a process by which individuals take the initiative, with our without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes." (Knowles, 1975, p. 18)

As we mentioned last time, many of us are still finding our SDL groove, but many are getting closer, each week, to finishing their tasks and we also want to encourage quality work and care in what they do over merely ticking things off for the sake of being able to say that we have done it. It is a fine balance, as I'm sure you know from your own lives. But the journey is a good one and the learning is real.

Some problems we have encountered include when the kids decided they would set up mail boxes, made from recycled containers, attached to their preferred desk. Many kids spent close to 50% of time in class, in the first few days after, writing and reading brief notes they had sent to each other. It was akin to a retro version of texting. After realising that they were not getting enough of their work done, time spent sending notes has almost diminished to nothing now.

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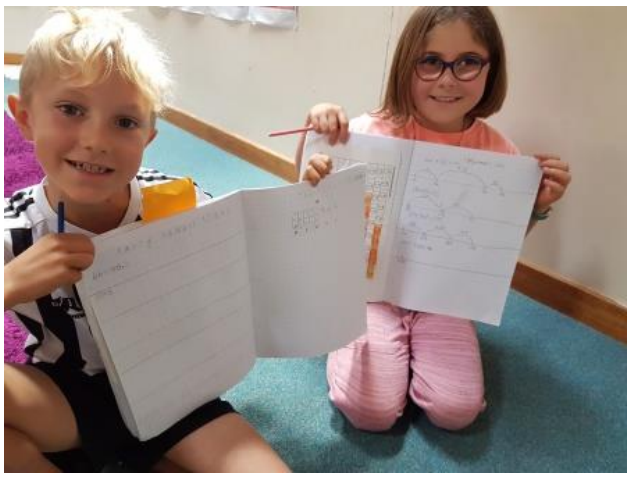

There is a bunch of research showing that self-directed learners…

1. adapt to changes in their environments better
2. remain resilient in the face of challenges and obstacles
3. demonstrate more efficient work performance
4. exhibit better critical thinking and questioning skills
5. demonstrate more confidence and better problem solving capabilities
6. actively share knowledge and build networks with others
7. show stronger emotional commitment
8. find their jobs more meaningful
9. experience "deep" rather than "surface" learning, and
10. are more likely to realise their potential as leaders.

Some more feedback from the kids on Self Directed Learning…

"I like that you can choose when you want to do different work."

"I prefer to do art in the afternoon because I find it easier."

"I prefer to do my writing in the afternoon because I find that easier."

"Next week I'm going to do all the hard stuff first, so that I can relax a bit at the end of the week."

"I am finding that, at the beginning of the week, it feels like there is so much time to do everything, so you relax a bit too much. And then at the end of the week you wish that you had done more work earlier, on things!"

"I was a little bit upset at first, when I chose my desk and my friends didn't come to sit with me. But I realise that I am getting a lot more work done now and my writing is a lot better."

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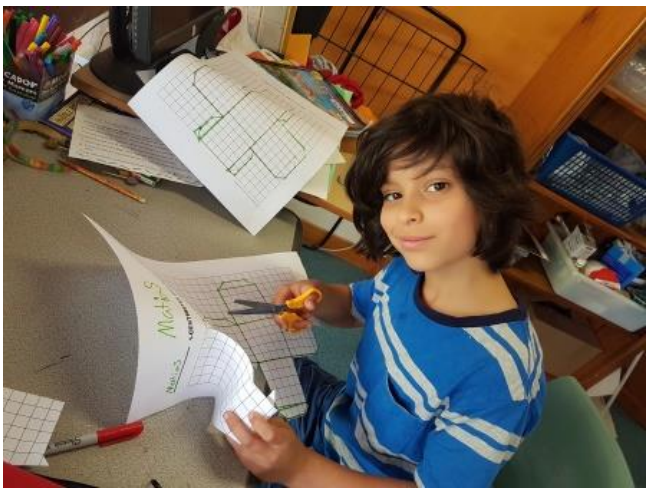

We will keep you updated as we continue on our SDL journey

Love, Tristan and Deepika X X

Group 3

Some feedback from our Pre-high dinner:

Chirag - The party was so cool and the burgers were awesome!
Sage - The 'circle of friendship' made me cry because everyone said such nice things.
Bella - it was really fun and I will miss the pre highs.
Autumn - I loved playing on the beach.
Reuben - Really fun and I enjoyed jumping off the sand dune.
Billy - The food was amazing!
Ali - The sand dunes were so much fun!
Mika - I enjoyed the chicken nuggets.

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Extras

Spotted in the Manly Daily by Karen Saint – thanks Karen!

Rebate for active kids

PARENTS can take advantage of the $100 Active Kids rebate for sporting and fitness related costs.

Minister for Sport Stuart Ayres said from January 31 parents could claim up to $100 per school-enrolled child each calendar year as a voucher to reduce the cost of eligible sport and fitness activities.

Mr Ayres said Active Kids would make sporting actvities more affordable and work towards reducing childhood obesity rates by 5 per cent over 10 years.

State MP for Manly James Griffin said the rebate could include sports such as netball or football as well as swimming classes or dance.

The rebate is not means tested so all NSW families have access.

» Parents can register at sport.nsw.gov.au/activekids.or at a local Service NSW centre.