



Te tipu ngātahi mā roto i te whakanuinga o ō tātou ake tuakiri  
Growing Together, Celebrating Our Unique Identities

## Welcome to Kiwi Connection (English Medium Pathway)

Richmond Road School - Te Kura o Ritimana



**Tena Koutou**

**Talofa Lava**

**Bonjour**

**Greetings**

We are looking forward to getting to know your child and your child's family. It is an exciting time as your child starts school. We hope you find the information in this booklet useful and it helps make this transition to school as smooth as possible.

## Our School Day

Our school day starts at 9:00 am although the children can arrive from 8:30 am onwards. We find they settle much better when they have time to get themselves ready for learning. For example unpacking their school bags and having time to make that first connection with the teacher. Aim to arrive before 9:00 am to give your child time to do this. The School Bell goes at 9:00 am to signal the start of our day. Our day is split into 3 learning blocks: 9:00 am to 11:00 am, 11:20 am to 12:50 pm and 1:40 pm to 3:00 pm.

Morning tea is from 11:00 to 11:20am. Our lunch eating is from 12:50 to 1:00pm which is a supervised eating time where the teacher will supervise the children eating. When the 'moving bell' goes at 1:00 the children are free to go and play. They can still remain eating if they choose but the teacher may not supervise them at that time.

On the rare occasion that your child has an appointment, is late or absent:

- If you take your child out for an appointment or any other reason you need to sign them out at the school office. You will be given a leaving slip to present to the teacher.
- If your child is absent, please either call or email the office at [office@richmondroad.school.nz](mailto:office@richmondroad.school.nz) by 8:30am.
- If your child is late to school, please sign in at the office and then your child will be given a late slip for your child's classroom teacher.

From Monday to Thursday your child will bring home a reading book. This book is one they have read at school and the purpose is to give them practice and to share their learning with you. Please return the reading book each day to school in their book bag.

Once a week their class will visit the school library. They will bring a library book home and it should be returned in time for the class library visit otherwise they will not be able to take another book out. Your classroom teacher will let you know what day this is on.

Please make sure that your child wears appropriate clothing and may require a spare lot of clothes. We do many different things during our day, from Physical Education to Art. They need to be able to run around and not worry about getting clothes dirty.

## **Starting School - Transitioning Smoothly**

To answer any questions around requirements upon starting school, our main focus is around socialisation, communication and sharing. We tend to do shorter bursts of learning time in our class focusing on phonics, letter identification, counting (ideally up to 10 on arrival would be wonderful) and number identification. So in short some of this as a starting point would be ideal but not a requirement. When the students do start, we would love to have communication from you around their interests, languages spoken and strategies which enhance working with the child, this is always such rich knowledge to have.

## **Year Level Classification of Children**

In Aotearoa - New Zealand, New Entrant children usually start school on or soon after their 5th birthday. (Legally a child in New Zealand needs to be enrolled in a school by the age of 6). Your child's date of birth determines whether they enter school as a Year 1 or a Year 0 child. If their birthday falls between the start of the year and the first school holidays in April your child will be a Year 1 in their first year of schooling, and will move to Year 2 the following year. If their birthday falls in Term 2 and the end of the school year, they will be a Year 0, and will move to Year 1 the following year.

## **Welcome to Richmond Road School - Te Kura o Ritimana**

At the start of each term, the school holds a whakatau which is a traditional Māori welcome, which literally means to settle. This ceremony is our way of welcoming new students and staff, along with their whānau, into our Richmond Road - Ritimana School community. You are very welcome to bring extended whānau plus anyone who is important to your child as they begin their learning journey at Richmond Road School - Te Kura o Ritimana. You will receive an invitation to the whakatau nearest to your child's start date.

### **What to expect at our whakatau**

- The manuhiri (visitors) will gather together outside the hall then someone will lead you into the whakatau.
- The tangata whenua (hosts) will be seated facing the manuhiri (visitors) to welcome you.
- A mihi (welcome speech) will be made by a representative of the school. Then the children and staff will stand and sing a waiata (song) to support the speaker's message. (There may be other speakers and a waiata will follow each speech). Children and staff will sit down.

- A representative from the manuhiri (visitors) will respond, then the group will stand and sing to support the speaker, a waiata. The group will sit down.
- The last speaker will then be from the school.
- Hariru – the hosts and new families involved will shake hands or hongī (nose to nose).
- Richmond Road School - Te Kura o Ritimana will offer a simple morning tea or kai for everyone to share. This concludes the whakataū and signifies the coming together of the visitors and our Ritimana community.

In our classrooms, we work with students from a range of different cultures and backgrounds. It is important to get to know all of our students and their cultural beliefs, traditions and values so that we can acknowledge them in a culturally responsive way.

As a school in Aotearoa New Zealand, we also have a bi-cultural commitment. It is expected that as professionals, we understand and recognise the unique status of tangata whenua in Aotearoa New Zealand and have an obligation to uphold the values of Te Tiriti o Waitangi.

### **The Independent Child**

One of our goals in the new entrant class is to foster a child's independence. We call it *Managing Self*. You can help with this. Here are a few suggestions:

- Please give your child food they can manage themselves - if there are packets in their lunch box, can they open them? Put a small slit in the package when you pack their food so they can just rip the packets open.
- Can they peel their fruit? You might want to put already peeled and chopped fruit in a small container for them to eat or put a slit in the top of a banana.
- Footwear – encourage them to wear footwear that they can manage, velcro shoes and sandals are much quicker and easier than laces and buckles. During term time the children are always required to take off footwear before entering the classroom.
- School bags – the children are encouraged to pack their own bags and take care of possessions. Is their bag big enough? The bigger the better to fit their lunch boxes and book bags.

## **Learning to Read**

Throughout the day, there are multiple opportunities for reading to be shared and skills to be developed through the children's play and the class Inquiry. Daily sharing of books also ensures that there are rich oral language experiences for the children to build on.

Teachers will work with small groups of children daily, for instructional reading sessions and there will be a phonics session each day. There are many opportunities for practicing reading throughout the day.

When children begin school, they bring with them a wide range of early reading experiences. Each child will begin a reading programme that suits their individual needs. Try and make reading fun by:

- Setting aside a time every day that you can read with your child.
- Make sure the place is quiet without interruption.
- Keep the reading session short and enjoyable. Ten minutes is adequate after a big day at school.

## **Reading Material**

Your child will bring home a familiar reader which has been read in the classroom. This book should be easy reading to encourage fluency. In the classroom your child will learn to read using a book at their instructional level.

Home reading could include a poem, a song, or a rhyme. This gives children the opportunity to read a wide range of reading material.

When you listen to your child read, please talk about the book, discuss the pictures and any language which needs further discussion. When your child is unsure of a word, or makes an error, pause - give them time to correct it themselves.

We encourage children to go back to the beginning of the sentence - (say "try that again") - this gathers up the meaning of the story. We also look at what the word starts with and what word will make it sound right.

- If your child is still having difficulty, it's absolutely fine to tell them the word.
- Give praise for the attempt - correcting every error will stop the flow of the story.
- Always praise an attempt at self-correction.

If the school reader is causing problems at home please leave it. We promote that reading should be for enjoyment so let's remember to model this to our tamariki. Reading at home should also include lots of reading to your children. We want children to build a love of reading without the anxiety which can be associated with having to read a book from school. Research from the National Library states that

*"The single most important activity for building the knowledge required for eventual success in reading, is reading aloud to children."*

We are fortunate to have an excellent library onsite and a published children's author as our Librarian. This is Jo Van Dam who also purchases our books. Once a week the class will visit our school library and tamariki can bring books home for one week.

### **Reading Approaches**

Teachers use a range of approaches to teach reading, these include shared books, enlarged or big books, poems, songs, children's own writing and guided reading.

### **Monitoring Reading**

Your child's progress is monitored by a process called Running Records (a detailed record of how your child has read a text), invented by Aotearoa's Dame Marie Clay.

### **Writing**

We know from research that effective writing happens when teachers: use authentic contexts for writing; plan instructional writing sessions; and are responsive to the 'in the moment' teaching opportunities.

As with reading, there are many opportunities for practicing writing throughout the school day. Writing will have an authentic context, and wherever possible, will link to the play and inquiry that the teacher sees happening in the classroom. Developing strong oral language skills precedes writing and is crucial to writing and part of the writing process. Play provides a rich and authentic context for developing these skills. In addition to the child initiated and teacher directed opportunities, there will be phonics sessions and smaller teacher directed writing sessions will be supported as part of the phonics session and within shared writing.

Through their play, children are immersed in a rich mathematical environment. Teachers observe closely in order to recognise and build on the Maths that is occurring naturally through the children's play and inquiry.

With a Maths lens, teachers will make suggestions with a clear mathematical focus in mind. In addition, there will be instructional group teaching across the week and a daily focus on numbers.

## **Inquiry**

By observing and listening closely to the children in Play, teachers will notice recurring ideas and interests that could become a whole class inquiry focus. There will be one class line of inquiry that will be built on as a class through play and through whole class times. It will flow into other learning areas.

## **Whole School Assembly**

Assembly takes place every two weeks on a Friday at 9:20am in our school hall. You are most welcome to come along. Your child's teacher will advise you when your child's class hosts the assembly. Our assembly days are also on our school website calendar.



## **Communication**

Please feel free to talk to your child's teacher before or after school. One of the advantages of teaching in this area of the school is that we are able to not only get to know the children but their families too.

If you have a concern that may take more than a few minutes then we would prefer that you make a set time with the teacher where they can give you their full attention. Before school we are usually getting ready for our day and some days after school we have meetings. If you do have any concerns then you should address these with your child's teacher in the first instance.

*Tumuaki Tuesday* is a time available each week when you can arrange an appointment to meet with our Tumaki/Principal - Jacqui. The time available is between 12:00 pm and 3:00 pm. This is a community building time as we continue with our school mantra of "Growing Together."

Another place to check what is happening at school is our school website ([www.richmondroad.school.nz](http://www.richmondroad.school.nz)) Your child's teacher will also send a class email to you with an end of week class learning summary as a connection between home and school. If you do not have access to email then please advise your child's teacher. School newsletters go home electronically. If you require a paper copy they are available from our school office. These are also downloadable from our school website.

### **Common questions about Play in New Entrant classrooms**

*What is Play based learning or learning through Play?*

Learning through play is a pedagogical approach where play is the valued mode of learning – where children can explore, experiment, discover, and solve problems in imaginative and playful ways. Learning through play is also called play-based learning.

Often there is an idea that play in the classroom is an either/or approach – either the children are playing or teachers are teaching. This is not the case. An effective play environment is rich with opportunities for children to engage in Literacy and Numeracy, along with the other learning areas of the curriculum.

## What Are the Characteristics of Play?

Primarily, Play is:

- Self chosen and self-directed
- Process rather than product driven
- Contains structures or rules established by the players themselves
- Imaginative, non-literal and removed from reality
- Occurs between those who are active, alert and non-stressed

(Gray,2013; Brewer, 2007)

### **Kiwi Connection Staff:**

The Nest (New Entrants/Year 1) - Julia Bradshaw

The Village - (Year 2 and Year 3) - Aria Newton

Rōpū Leader - Uala Toamaka - The Hub (Years 4 to 6) Trish Ramsay - The Hub (Years 4 to 6)

Tumuaki Tuarua - Deputy Principal - David Pentecost

Tumuaki - Principal - Jacqui Yearsley



## Mihimihi - Ritimana

Ka titiro ake au ki ngā maunga rangatira o tēnei rohe, ki a Maungakiekie, ki a Maungawhau, ki a Ōwairaka.

Ka aro atu au ki te moana marino o Te Waitematā.

Ka mihi atu au ki te waka tūpuna, ki a Māhuhu-ki-te-rangi, ki ngā tāngata whenua o tēnei takiwā arā ko Ngāti Whātua Ōrākei.

Ka tau ōku waewae ki te whenua nei, te wāhi i tū ai te Rimu Tahī.

Ko te Kura o Ritimana tōku āhuru mōwai.

Tēnā koutou katoa.

*I look over to the chiefly mountains of this area, to One Tree Hill, to Mount Eden, to Mount Albert.*

*I turn and face the calm waters of Te Waitematā Harbour.*

*I acknowledge the ancestral waka, Māhuhu-ki-te-rangi and the people of this land, Ngāti Whātua Ōrākei.*

*My feet settle on this land, the place where the lone Rimu tree once stood.*

*Richmond Road School is my shelter, my safe place.*



Te Whānau Whāriki

Ka Moemoea Tātou Ka Taea



L'Archipel

Grandir Ensemble dans la Diversité



Kiwi Connection

Growing Together As One



Mua I Malae

Tuputupu Āe I Le Tino E Tasi

113 Richmond Road  
Ponsonby, Auckland 1021  
Aotearoa, New Zealand  
P +64 9 376 1091

E [office@richmondroad.school.nz](mailto:office@richmondroad.school.nz)

[richmondroad.school.nz](http://richmondroad.school.nz)

## Notes