

Campbells Bay School Board of Trustees

Newsletter, Term 4 2011

Dear Parents/Caregivers

2011 has been a very busy year. We would like to thank the whole school community, and in particular the PTA, for the wonderful support that was given to the recent Rugby-a-thon fund raiser.

One of the school's key goals is to develop our children into "learners for life". One effective way in which the school does this is through "inquiry learning", a learning approach we have adopted and in which we have made a significant move forward this year.

Inquiry Learning

This year has seen a significant move forward with inquiry learning at Campbells Bay School. Inquiry learning is an approach adopted in most schools in New Zealand where students have ownership over their learning, and co-construct their learning journey. For students, this method of learning ends the listen-to-learn paradigm of the classroom and gives them a real and authentic goal challenges to overcome. For the teacher, inquiry-based learning ends their paradigm of talking to teach and recasts them in the role of a colleague and mentor engaged in the same quest as the other younger learners around.

Inquiry is not a new process to Campbells Bay, and we have been involved in student owned learning for several years, trialing and developing a range of inquiry models. In 2011, a model that meets the needs of our teachers and students has been adopted through a Canadian facilitator, Lane Clark. Lane Clark has a well-earned reputation as an expert in powerful pedagogy and in the design and delivery of engaging curriculum. Her authentic, trans-disciplinary approach to learning is founded on teaching students how to learn, how to think and how to use new technologies to enhance their learning.

In April this year, all of our teachers attended a two day foundation workshop 'WHERE THINKING AND LEARNING MEET' with Lane Clark. This has formed the basis of our school professional development in 2011, with teachers and students working through the frameworks and processes involved in Lane Clark's inquiry model.

Inquiry-based learning approaches when correctly implemented can help develop higher-order, information literacy and critical thinking skills. They can also develop problem-solving abilities and develop skills for lifelong learning. This approach during 2011 has shown to engage and motivate students. Students worked co-operatively and collaboratively to solve problems and the depth of understanding has been greater than with other teaching approaches.

Peaceful Playgrounds

During Term 2, a fine example of the inquiry-based learning model was conducted. The whole school inquiry topic was Peaceful Playgrounds. All of the classes looked at ways to improve our playground environment, making safer and happier morning teas and lunchtimes. At the beginning of the unit the Board of trustees had offered financial support to any proposals that would meet the criteria of affecting significant change to our school.

At the end of Term 3, some rooms presented professional, confident displays, demonstrating the inquiry process that led them to their excellent playground ideas. The quality of the student learning and the motivation to make a difference to their school environment was evident. The Board of trustees are now in the process of using these designs and ideas to redevelop the Year 2 playground, and the Year 0/1 playground at the front of the school. A sandpit will also be developed, along with stepping stones and playground markings, all ideas developed by students in class.

This inquiry unit has exemplified the inquiry learning process, whereby students have worked through a learning process, from a problem to a solution that comes to fruition.

Rugby World Cup: Cultural Awareness

Term 3 inquiry learning was based on the social sciences, focusing on Lane Clark's Think It process. Each year group had a celebration at the end of the unit to share the students' learning. Year 0, 1 and 2 focused their unit on learning from the past, and created tours for Grandparent's Day. This was a huge success, and over two days, a large number of grandparents (and some imposters!) were taken on tours planned and presented by students.



Students from Room 25 on Grandparent's Day

Year 3 students focused their unit on cultural awareness, and after a term of investigating different foods and cultural celebrations, invited their parents to a cultural party in the performing arts room. The children shared their learning, including meeting and greeting parents, fully hosting the event.



Students from Year 3 on party day

Year 4, 5 and 6 students also had a focus on raising cultural awareness, looking at their own identity as New Zealanders, and comparing this with an adopted host nation from the Rugby World Cup. As the term moved on the enthusiasm and engagement from students increased as the rugby started. On Wednesday 5 October each class displayed their inquiry learning work at a Cultural Expo in the hall. Countries from Georgia to Tonga were represented, and the expo included costumes, food, artwork, videos, dance and an array of methods that students were able to share their learning to buddy classes and parents.

Rugby New Zealand 2011 CEO Martin Snedden had been invited to the Expo, and he came for a good four hours, ensuring he went around every Expo area, and listened to as many students as possible. Melissa Stokes and the One News Team followed the Expo also, and this led to a segment on the Wednesday night 6.00pm news edition.

The media frenzy around the expo continued with reporters from both NZ Herald and North Shore Times also covering the occasion. The NZ Herald piece appeared on Friday 7 October, and is found below:

School tackles all Rugby World Cup's cultures

By [Michael Dickison](#)

5:30 AM Friday Oct 7, 2011



Campbells Bay School boys. Photo / Greg Bowker

Campbells Bay School has adopted every Rugby World Cup team, and its children won't let a visitor through without knowing it.

"Would you like to know about Namibia's tribes?" asked Adam Wiener, 11.

"The capital is quite Westernised and there are lots of people. But there are some very traditional tribes in the extreme northeast. They make special oils to keep their hair nice and creamed," he explained, pointing the *Herald* to his poster.

A pair of girls in kimonos with whitened faces approached.

"Would you like to learn about Japan?"

The primary school on Auckland's North Shore has taken the official Rugby World Cup educational programme and pushed it across the whole campus.

"We've got rugby fever," its front gates announced, as the school invited tournament boss Martin Snedden to have a look around.

"Four different organisations created booklets to send to every kid in New Zealand - we made 480,000 of them - to help teachers and grab hold of them," Snedden said.

"I look at this, and it's what you would always hope for but could never take for granted that it would happen.

"It would be hard to find a better example than what this school has done."

An expo in the school's hall showed off the children's term-long projects.

There were mock video news reports from Romania, students performing Fijian dances and food from all the cultures.

"Listen to the noise. This is learning. They're having fun and they're excited. They've captured what the adult population has captured, but in their learning," Snedden said.

Deputy principal Duncan Millward said the programme had helped to build cultural awareness among the children.

"I would say we've taken it to a different level. The Rugby World Cup booklet was a great starter for us and gave us great ideas, but the classes just took ownership of the cultures and went above and beyond," he said.

"We've started planning for next term and we're saying, 'How do we top this?'"

By [Michael Dickison](#) | [Email Michael](#)

PTA Raised Funds

2011 has seen another productive year for the PTA, with over \$37,000 being raised. This is excluding the generous donation from the PTA organised Family Fun Fair of the \$21,580 to the Canterbury Schools Association after the Canterbury earthquake.

The remainder of the PTA funds have been put towards the upgrade of the Year 2/ 3 adventure playground, which has currently been put to tender. This will be a great achievement, in partnership between the students, teachers, PTA and Board of Trustees.