



TIMATANGA

Community School

2018 PARENT GUIDE

Te Take Motuhake ō Timatanga

Timatanga's Special Character

Timatanga is an integrated open plan democratic primary school with students from year one to year eight. It is a secular, parent co-operative school, where parents have input into the day to day running of the school.

Timatanga has adapted and applied the educational philosophy of A.S. Neil, John Holt, and New Zealand Playcentre; with the emphasis being on education and learning that is inquiry and discovery based, child centred, and where possible child initiated.

The children, parents and teaching staff are involved in establishing and facilitating natural areas of interest of the individual child to enhance self-management and self-discipline.

The school operates in a village like atmosphere, surrounded by the Timatanga Community, in which learning is a normal, integral and continuing element of life, not something that occurs separate from other elements. As an important part of this, parents, whanau, community members and teachers are all welcome teacher-learners. Regular meetings and coordination through the principal ensure that continuity, connectedness and clear direction is maintained in the school.

The key components of our special character:

1. All learning at Timatanga is child centred
2. Much learning at Timatanga is child initiated
3. We are a secular school
4. We are a parent co-operative
5. We operate in relationship with Timatanga Community

READ MORE: The “Key Components of Our Special Character” section of the Appendices (pg 19) gives you more information on these components, and discusses how parents can actively uphold these.

Our Children

Welcome to Timatanga! Here's what we need from you at school:

- Respect all the agreements that you make with the other adults and kids
- Respect everyone's learning
- Be kind to other people, plants and creatures



Our Parents

Welcome, parents. You are about to join an exciting, challenging and nurturing community of people committed to learning—their children's and their own.

Parents are an integral part of Timatanga's success. Being part of Timatanga takes a real commitment of time and energy for parents, but the reward is rich: you gain the privilege of being able to learn alongside your children and to be part of their living and learning at school.

Here's what we need from you at school:

- Fulfil your whanau responsibilities faithfully
- Act as a role model at all times
- Trust and respect the other adults and kids
- Respect everyone's learning
- Take care of everyone's safety, not just that of your own child(ren)
- Share your passions with interested children
- Bring your children to school on time
- Be happy and enjoy yourself!

The following pages give you a bit more information on these requirements.



Your Whanau Responsibilities

To participate in Timatanga, parents agree to commit to the following 8 things:

1. Provide weekly “Parent Help”.

Parents’ *minimum* time input is half a day per child per family, with a minimum of one full day for more than one child. Offers of extra time are usually welcomed. If people are unable to do parent help on a given week, they owe time to the school unless they missed it because they or anyone in their family is ill.



- The Principal is responsible for co-ordinating parent help in way most useful to the children. This may mean balancing a parent’s passion (what they want to offer) with curricular needs
- Parents contribute according to their passions, talents and skills AND where the school needs them the most (eg: a parent may love dance but also be good with maths and children may need maths more)
- Morning parent helpers are asked to empty the dishwasher.
- Afternoon parent helpers are asked to fill the dishwasher and start it up, and to wipe tables, set lunch boxes out on a table, clear the fridge of lunches, stack chairs and sweep the floor.
- While parents are expected to help all children and cultivate relationships with them all, it is perfectly acceptable for new families to spend time settling and being with their own. Often a parent will spend special time with their child until they settle in.
- Parent helpers will be on playground duty at morning tea and lunch times
- Principal can expect parents to inform them in advance if they can’t do a particular parent help. Where possible, parents should try to find a replacement should they need to miss a session (eg: swap with another parent)
- Principal must let Board of Trustees know if a particular family is regularly not doing their parent help
- Parents may be asked to pay for missed parent help so that someone else can be employed to cover it

2. Pay school fees and donations

Unlike state schools, Timatanga, as a school of Special Character charges compulsory Attendance Dues. These are not a donation, are paid to the Proprietor, and cover costs relating to the building and property. Legally, we can enforce the payment of these Dues.

Prompt payment of stationery fees and trip costs is also required.

You are expected to pay school fees during the first term, or regularly throughout the year by A/P (the Principal will give you the direct deposit details). If you are falling behind in fee payments, talk to the Principal. The school can disenroll students for defaulting on fees. (The fees list is on the board in the office.)

Donations are not compulsory, but the school’s high educational standard depends upon the hiring of extra staff than we are paid for by the government. This means that we do depend upon our families to make donations and/or participate in fundraising activities throughout the year.

Currently, school fees are \$150 per year. The expected donation is \$800 per year for one child, and \$500 per year for each additional child.

3. Participate in Fundraising

Parents work together to fundraise for any shortfall in family donations. The amount we need to raise varies from year-to-year. You can help out in whatever way works for you and your whanau, depending on your skills and situation.

4. Attend school working bees

These are held once a term, or 4 times a year, usually on the last weekend of the holidays prior to the term starting. We expect that parents commit to a minimum of 3 hours at a working bee per person. If there is good reason why a parent is unable to attend on the working bee day, then arrangements can be made with the Principal to make up the time on another occasion.



5. Clean the school

To keep school costs lower for whanau, parents clean the school after school has finished for the day. Cleaning takes about 60 minutes. At the moment, a particular parent is in charge of setting up the cleaning roster each year, in consultation with parents, and cleaning is once a fortnight. Parents have the option of paying another parent to do their cleaning if they wish: the fee is customarily \$20.

Also, we ask that parents adopt an area of the school, like the cleaning supplies, or the pets for example, to take care of for the year. This is a minimal time requirement (2-3 hours per term) and can often be incorporated into your parent help time.

6. Attend School Meetings

We hold monthly school meetings on Tuesday nights during term time. These meetings are integral to the smooth running of the school because important reflection, peer training, and planning occurs. These are the parent “staff meetings”. It is expected that the parent doing the Parent Help would attend **all** of these meetings.

Agendas are sent out in advance, so that if you cannot attend, you can send your opinion in as a letter or verbally by a friend. If you are unable to attend, you are asked to support all decisions made until the next school meeting when you can request a review. Consistency is very important to the children!

Some school meetings may be “handling business that has arisen”, while others may be educational—where we learn together about how we teach and learn at Timatanga. At least twice a year we have “Child Focus” meetings that focus specifically on your child(ren), and their learning, interests, and needs.

7. Follow our Communication Protocols

To protect the children (and parents!) from emotional distress, good communication is a must at Timatanga. We have developed the following tikanga:

- Emails are for information not emotion. Emotions are best communicated face to face! ☺
- Parents discuss their concerns and problem solving ideas with each other at parent meetings and face-to-face with the principal. The principal must consider this feedback and use as much as is workable and fits within the Special Character of the school
- Related to this, parents are asked to step aside during a conflict that involves their own child and to have another adult help to sort it out—preferably the teacher or teacher aide who will know about any build-up to the conflict (where possible).
- If you have a complaint, please follow our complaints procedure (see page 25)

8. Commit to learning about how we teach and learn

To provide a seamless school-home learning environment, it is important that our parents actively learn about our pedagogy through attending our education programme at parent meetings, being open to feedback about your own interactions with children, and reading our literature. (Our parent education programme requires parents who have been at the school longer to pass on to others what they have learned about our pedagogy.)

Being a Positive Role Model

Related to points 7 and 8 above.

As a parent at Timatanga, you are automatically a role model, which involves embodying several important qualities. These are explained in full in our Role Model Policy on page 25. The most important behaviour to model is non-violence through good communication and caring relationships.

All disagreements, adult upset, or negative opinions about children or teachers are to be kept away from the school environment. (The occasional “venting” session might occur in the office, but not on the children’s time!) Parents do connect and discuss difficulties at times and this is a natural and useful part of our learning community life. However, the expectation is that you will take it down the road or to the orchard if feelings are sad, angry or complicated. Also, sometimes it is difficult to adjudicate fairly in a conflict between your child and others, particularly if your child is upset. We prefer to get another adult to adjudicate when our children are involved.

Being a positive role model also means embodying the school’s values, which are explored on pages 10-19.

What should I do when I am on Parent Help?



Doing your parent help for the first time can be nerveracking. The most important thing to remember is that all you need to do at first is help your children to integrate into Timatanga, and to build good relationships with the other children. Most people spend their first few months simply helping out around the place as needed, while observing the teaching and learning going on. It's important to get a feel for our rhythm and not to force yourself on children. Sometimes this early time can feel awkward, but this won't last long. Typically the children will be keen to turn to you as a support person, and you will suddenly find yourself part of things. What works for most people is to allow a role for themselves (as the "garden person", "sports person", "creative writing person", "kind helper" and so on) to emerge.

The primary parent help responsibility is to ensure the safety of children in the playground, as teachers are usually inside facilitating classroom learning.

Also, depending on what the children need and on your passions, interests and abilities, your parent help could consist of:

- Playground support (this is the primary responsibility of parents as teachers are usually inside working with children)
- Helping children resolve conflicts
- Supporting creativity
- Office work
- Teaching classes
- Supporting individual students to meet their learning goals
- Grounds maintenance; handyperson jobs
- Cleaning and/or tidying

Parents before you have enjoyed teaching:

Swimming Cooking Te Reo
Singing Yoga Gardening Creative
Writing Photography Clay
Computer Animation Swimming
Drama Science Fashion Art
Hockey Skateboarding Building
Kemu Reading Band
Skateboarding



READ MORE: The Values section on page 12, and the material in the Appendices will help you to understand more about our culture at school.

Our Teachers

At Timatanga we have the following teachers:

Eve Tonkin: a full-time teacher, who is also our principal. Eve teaches Years 3-8. Before becoming the principal, she was a parent at the school. She is also a writer and an author of children's books, and she has a creative approach to teaching literacy that children usually enjoy.



Sue Scarf: a part-time teacher-aide who teaches the Year 1-2 children, and also clothing technology to the entire school. She is a fully trained Playcentre person with long experience of alternative education, and she has over 20 years' experience in the fashion industry. Sue is a nurturing "mother hen" who creates a calm and happy creative space that children thrive in.

Jackie Howard: a part-time teacher who runs our Maths programme and teaches Maths and Science. Jackie has a background in Playcentre and Montessori, and her creative and "hands on" approach to teaching provides students with plenty of practical, empirical experiences as the basis for their learning.



All of these people are multi-talented, creative, cooperative people who are highly committed to our school and its ethos.

Our Community

Timatanga Community School as a whole is made up of several parts:

- The children
- Their parents and whanau
- The teachers and teacher aides
- The Board of Trustees
- The Timatanga Residents (people who live on the property and may or may not be involved with the school)
- Previous students and staff and their families

The Timatanga Board of Trustees

The BOT meets once a month to govern the school. Current members are:

Matt Abraham	Chairperson	Parent
Gary Sullivan	Proprietor's Representative	Parent, Resident
Elaine Dyer	Proprietor's Representative	Resident
Eve Tonkin	Principal	Staff
Jackie Howard	Staff Representative	Staff
Jo Roke	Parent Representative	Parent
Ines Winz	Parent Representative	Parent
Kris Mc Alpine	Parent Representative	Parent

Nga Tikanga o Timatanga/Timatanga's Values

Our school values are:

Connectedness

Discovery

Play

Resilience

Self-management

Compassion



READ MORE: The following pages give you more information on how to uphold these values as an adult teacher-learner in the school.

Connectedness

The core of our philosophy is that we want children to be connected learners—learners who learn relevant, authentic things from genuine experiences, and who make their own meaningful connections in the context of caring relationships.

Making connections is personal, so each child's learning journey is personalised as much as possible: they pick up skills by focusing on topics that interest them and that mean something to them, and they collaborate with others who are also interested.



Authentic learning, or making one's own connections, starts with the knowledge and relationships that we already have. Thus, the whanau and culture of each child is woven into what they do at school as much as possible. Good relationships are valued highly at school and fostered very directly.

As children develop in their understanding of the connections between things, they become more aware of the interconnectedness of all life—the earth, its plants and creatures, and human beings. Integral to this developing understanding is a focus on guardianship or kaitiakitanga, in which children learn how to take care of the things they are connected to and dependent on, rather than destroying them.

Timatanga School and Community has a history of caring for the environment, using organic methods and being conservative with energy. Children learn to recycle their rubbish and food scraps and to care for the worm farm and garden.

Connectedness includes the following Maori values for learning:

- Ako: genuine learning from relevant contexts
- Whanaungatanga: relationships between students, whanau and the school community that support learning
- Tangata Whenuatanga: place-based socio-cultural awareness and knowledge. Knowing where you come from and having this be part of your learning context.
- Kaitiakitanga: guardianship of the mauri of earth, sky and sea and all their creatures.



SOME WAYS THAT ADULTS SUPPORT CONNECTEDNESS AT SCHOOL:

Social learning is seen as the foundation for all other learning; therefore:

- We recognise that play is the primary place for social learning—"play is children's work"
- 9-9.30 is an important time for children to connect with each other and introduce what they want to do into their day, so we do not have teacher led activities during this time
- Play has to be part of the whole day, breaking up the adult led activities
- Children can move their bodies whenever they need to

We foster an inclusive culture of collaboration through:

- caring for each other
- making sure we all agree—consensus rather than "majority rules" as much as is possible (this can take a willingness to really take time out for discussion and processing)
- non-competitiveness (see Self Management)
- Being fair—if an adult is drawn in to help sort out a conflict that his or her child is part of, they will get another adult to adjudicate where possible. Adjudicating a conflict means asking for listening until everyone has had their say; then stating the agreed upon rule; then asking students for right action. Also adults must be sensitive to emotional safety—don't leave it to students so much that some (usually younger ones) feel unsafe (when older ones dominate)
- Shared agreements where we make rules together (see Self Management). Re. rules, "don'ts" are memorable and therefore necessary, but try to couch rules in positive/ "do" language if it works for the children

We foster guardianship by:

- teaching sustainability methods like gardening, water conservation, waste disposal
- ensuring that waste is disposed of correctly so that it can be recycled
- helping with Schools Trash2Fashion and other creative projects that reuse trash creatively



Discovery

Authentic learning is learning that is personally relevant. It begins with personal interest, curiosity, and inquiry, and it is characterised by a feeling of discovery and a natural ability to focus. Often discovery involves a sense of awe and wonder. Fostering learning contexts that are full of the feeling of discovery is what Timatanga Community School is all about. Discovery is nurtured in 3 keys ways:



Pedagogy

Adults in the school are responsive to children's daily discoveries. For example, when insects or bugs are found, someone will fetch the relevant reference books, and support the children to identify their find, and read more about it. Another typical example is when activities are stopped in order to enable everyone to participate in conflict resolution or an ad hoc school meetings.

In our formal classes, teachers plan learning that allows each child to discover and directly experience, rather than be told. Skills are developed as needed, in a real life context that has already engaged the student. Diversity is the norm—there is no single right way to do something (outside of how to hold a pencil!). For example, students may be given a problem to solve and then reflect on the many strategies used to do so. Or they may write creatively after a direct experience, and then share it as a group, reflecting on different techniques used for different effects. Parents often appreciate the creative diversity in the school—artistic skills and techniques are taught as needed, with a sensitivity to a child's own voice and tastes.

Project based learning

At Timatanga, much of our learning is project based, where students undertake projects of their choice, beginning with their own personal interests, inquires, questions, wonderings, and passions. (These may be individual, group or class projects, depending on the children's interests and needs.)

Through project based learning, we help students to identify and understand all the stages of an authentic learning journey, and to develop maturity as learners; to be increasingly self-reflective and meta-cognitive, as they grow up.

Parents enjoy sharing their skills with children who need what they have to offer in order to work through a project.

Play

Learning as discovery also occurs naturally through play (our next value).

Discovery includes the following Maori values for learning:

- Ako: genuine learning based on discovery and inquiry
- Tangatawhenuatanga: child and whanau provide the real context for learning

SOME WAYS THAT ADULTS SUPPORT DISCOVERY AT SCHOOL:

- By planning ways to learn by discovering and reflecting
- By attending Parent Meetings and finding out what projects children are doing; and by supporting those that they can
- By sharing what happened on session with other parents (on our parent board or in learning stories on our online learning stories platform, or at Parent Meetings) and by reflecting on how to continue to extend learning
- By reflecting on the learning occurring, or passions and crazes developing, and on how to support/extend these

Play

Central to our Special Character is the value we place on learning through play and discovery. Like NZ Playcentre, we believe that play is children's work.

Play occurs primarily during child initiated activities, but also during teacher led learning that occurs in a playful discovery based context (see "Discovery" above). Adult teacher learners (staff and parents) are committed to increasing and improving their understandings of how to best facilitate the childrens' learning through play.

Play includes the following Maori values for learning:

- Ako: genuine learning based on discovery and inquiry
- Tangatawhenuatanga: child and whanau provide the real context for learning

SOME WAYS THAT ADULTS SUPPORT PLAY AT SCHOOL:

- By setting up a range of interesting and well resourced learning areas of play in the afternoons
- By keeping areas tidy, welcoming and safe
- By standing back—being available to extend or support the learning, but not leading what happens or talking a lot
- By supporting respectful relationships
- By coming to Gathering to find out what kids are planning already and what they might need help with
- By being self-reflective
- Sometimes by planning things in advance, based on last week
- By writing up Learning Stories about discovery learning that they have observed or supported



Resilience

A resilient learner understands that learning is inherent in being human and that it's not always a comfortable or easy process. Resilient learners can challenge themselves to grow beyond limits and to do their very best because they are not afraid of making mistakes, or of not "looking good" while they take their first steps into the unknown.

At Timatanga, we teach our tamariki that life is all about learning and that the learning process involves setting one's own goals, learning the skills and methods necessary to achieve them, and celebrating hard work and growth moments. We support our students to become resilient through knowing that every learning journey has its tough times (where they can't do something, or don't know how to solve problems or what their next steps are) and that they can cope with these challenges and get through without being "spoonfed" the way forward by others. Children learn to help each other without taking away each other's learning (for example, they learn to offer possible "next step" solutions to problems when asked, and they learn not to offer entire solutions when not asked!)

Resilience includes the following Maori values for learning:

- Mana: personal self-worth, self-belief and integrity
- Manaakitanga: helping each other, from the standpoint of integrity, trust, sincerity and equity
- Wananga: problem solving and innovation through communication, thinking and talking with others, learning as a group communication process

SOME WAYS THAT ADULTS SUPPORT RESILIENCE AT SCHOOL:

We foster a non-competitive, non-judgemental learning environment, where learners progress at their own pace (eg: some don't read confidently until they are 8; we don't label them "reluctant readers" at 6).

- We are careful about our language in the classroom as we are aware that judgemental language can take away learner confidence. Praise is always appreciated but it is still judgement (positive judgement), so it is not always useful. For example, saying "I love the boat that you're drawing" tells a child "you are producing a product right now that an adult will have an opinion about". At times, this can be encouraging and empowering, but at other times it can lead to performance anxiety or undermine the child's natural motivation to do it for his or her own reasons.
- When taking a creativity class (eg: writing or art) don't get into positive chatter. Rather, breathe and relax, be calm and silent, allow children to get into the creative zone. Chatter, no matter how supportively given, interrupts their creative process.
- When children are first learning to write we ignore their mistakes, spelling errors etc in their creative writing (which is separate from spelling and grammar classes). We let them tell their story without interruption of any sort, and without getting them to look at it from the outside. We find that in doing this they gain a deep confidence in their own ability to tell a meaningful story. Later they naturally want to improve this meaningful activity and ability by learning to spell correctly, etc.

We teach realistic self appraisal

- Identifying one's strengths and weaknesses honestly
- Setting one's own goals for next learning steps
- All can acknowledge a student's natural skills but this should not limit them in any way in terms of how they are seen or what we believe they can do in their lives.

We teach useful feedback:

- self appraisal and group evaluation, (in a group feedback the adult is a valued member of many)

- adult encouraging child to speak about what meaning it has for them, what they were trying to achieve etc, rather than a succeed/fail type framework
- Adult must be responsible to ensure that feedback is both positive and realistic. Don't be endlessly positive in a meaningless way. Also if a student is overly harsh on another you can balance it with your own opinion.
- Rule of thumb: It's positive to be a respected and trustable evaluator for a student's technical skill development, but it's not ok to judge their creative process.
EG: It's totally ok to say things like: "I'm glad you love this and want to put it on the wall. It would be easier for others to read if you rewrote it as neatly as you can and got the spelling right before you do that."
- Students do not have to prove themselves by competing in any way
- Each gains a confidence in his or her own uniqueness—we're all at different stages so we look different to each other and that's ok
- Group evaluations and general attitude shows that we are proud of each other's achievements, rather than seeing another's achievement as making our own ability less (some children may have low self-esteem and need this modelled to them pretty consistently—verbally model "we don't compare to each other" and emphasise the special skills they do have)
- Good timing for feedback/self appraisal: we don't ask children what they are doing while they are doing it! There's nothing more undermining of confidence than being asked "Tell me about your picture" when you are in the middle of making it, as the part of the brain that "tells" is the same part of the brain that evaluates and judges (the left side). The part of the brain that creates happily and wordlessly is the right side. Engaging the left side of the brain during right sided activity usually suppresses creativity. Usually, children will work creatively in the right brain for a time and then switch back to left brain and self-assess. Let them determine the rhythm.



READ MORE: [See Appendix 3 for more on feedback](#)

Self-management



Self-management is seen as an important life skill at Timatanga, and an integral part of being a lifelong learner. Every student has daily expectations for self-managed learning; these expectations change as they get older and as they mature. Also, they are expected to manage themselves, their things and their emotions responsibly, and to be self-responsible for their mistakes. Mistakes are seen as part of learning and so self-reflection and a change of action is expected when mistakes are made.

Key to our educational philosophy is the notion that things are done because they are intrinsically worth doing; there is no sense that schoolwork or “good behaviour” is to be produced in order to get a reward from an adult and rebellious behaviour is extremely rare here as there is nothing to rebel against in the school environment.

Self-management includes the following Maori values for learning:

- Manaakitanga: personal values in action, including integrity, trust, sincerity and equity

SOME WAYS THAT ADULTS SUPPORT SELF-MANAGEMENT AT SCHOOL:

- Adult expectations of children are high and based on relationship rather than notions of performance. (ie: understanding the next challenge for each individual student rather than having a universal standard for all)
- Adult expectations of children are holistic (so that a child is expected to grow emotionally and socially as well as physically and intellectually)
- Students set their own goals and develop their own learning plans, with help from adults. Children have daily expectations for self-managed learning. Adults help children to stick to their own agreements (eg: “have you done your SSR yet? Your name is not crossed off in the book, so I couldn’t tell” or “have you eaten lunch yet? You seem to be losing energy.”)
- We have no bells at school; the daily schedule is consistent and children are reminded about eating, but lunchtime is not strictly enforced
- Rules and agreements are made by the collective in school meetings—teacher is the mediator, facilitator, and s/he often tables problems for discussion (eg: “some kids have been coming to me about some problems with Spiders and Flies. Would you all like look at our rules again?”). School meetings usually occur at the beginning of each term to connect and review collective agreements, with more occurring throughout the term as needed. Students appreciate being able to see the rules on the wall and sign them. In school meetings students also learn to talk confidently to others of all ages, to listen and to speak their own mind

- Things are done because they are intrinsically worth doing—“I’m doing it because I see the worth, not because I’ve been told by a big person”. This means that we have no culture of reward and punishment and no culture of competition in a teacher-led situation (children sometimes set up or ask for a competitive game because they enjoy it, and this is supported, making sure that the play is kind and that good sportsmanship is expected.)

Adults often find they need to be conscious of their language and actions around this.
EG: No language of reward and punishment, eg: say “I appreciate your kindness right now”, not “good boy. You deserve a...” etc.

No put down or judgemental words are to be used at school (eg: “good boy/bad boy ” “that’s naughty”)

No behaviour of reward and punishment happens (eg: no prizes for “winners”, star charts, being punished/humiliated for “bad” behaviour, no targeting of children). Rather, use *natural consequences* (school meeting is a natural way to do this), only allow self-competitiveness (the desire to do well) not “I’m better than her at..” For this reason, we get students to review their own achievements. If we hand out certificates, it will be to every student with each one’s special accomplishment listed. We actively encourage and expect students to take on personal challenges and we just as actively discourage competitive attitudes towards learning.

Definition

natural consequences

Finding consequences that sensibly relate to the action to be discouraged, rather than applying punishment. This approach is based on an understanding that positive self-management is based on an individual’s awareness of cause and effect (“when I do X other kids don’t want to play with me”) and developing sense of empathy (“when I do this I hurt my friends so I won’t do it any more”), rather than a fear of authority.

Further notes on natural consequences:

- Encourage strategies of good self management

EG: Time out can be a consequence for someone who is unable to operate in a way that’s good for the whole group, but it should not be presented as a punishment. eg: say “hey, take yourself off and relax, you can come back when you are ready” to the student who gets enraged during sport.

- Vary strategies to suit individuals rather than apply blanket ways to deal with situations
- Adults understand that if we have an emotional charge, how we handle a situation will feel like punishment not a natural consequence, so it takes some skill. A rule of thumb is to express one’s feelings appropriately eg: “I’m a real person and your behaviour is affecting me”, not “I’m trying to make you feel bad about yourself because I’m angry.

Compassion

Our school culture is compassionate. All members of our school whanau are supported to care for the environment, other people, and themselves.

Children given lots of ways to connect with nature, so we find that they care about the birds and bees that fly in to the classroom, and the insects, bugs, trees and plants in the playground. Adults expect and model guardianship of the natural world around us at school.



Timatanga School expressly prohibits any violent or threatening behaviour, in play, classroom time, or in sport, including emotional violence: eg bullying, targeting individuals, excluding, and the use of “put down” language. There is a strong emphasis and encouragement of caring relationships and collaborative play. Play or any activity that excludes or isolates others is actively discouraged, as is negative comparison making. (For example, while children can and do form “clubs” from time to time, they are not able to exclude anyone from them.) From time to time, the tamariki brainstorm their own lists of respectful play and agree to stick to their own rules and boundaries. School meeting is a powerful forum for feedback on upsetting behaviour, and a space for restitution and resolution of conflicts.

Compassion includes the following Maori values for learning:

- Whanaungatanga: highlighting the importance of good relationships in learning and in life in general
- Manaakitanga: caring for others and helping them
- Wananga: learning together, learning from collaboration, feedback, school meeting

SOME WAYS THAT ADULTS SUPPORT COMPASSION AT SCHOOL:

- By expecting children to care for the environment, and to treat plants and creatures as feeling beings
- By being compassionate rather than judgemental
- By expecting respectful behaviour and helping children to achieve it through mediation and role modelling
- By having a strong culture of “respect the learning” whereby students support each other to learn for themselves
- Parents familiarise themselves with the rules and agreements that children set; check out the agreements board and help the children to make amendments as they arise
- Parents share any knowledge of violent behaviour with the teachers and with each other, particularly at Parent Meetings
- By stepping out of conflicts involving ones own child if possible
- By supporting school meetings

Our Curriculum

What is our curriculum?

Timatanga School embraces Te Whariki Early Childhood curriculum for Years 1-2, and the current New Zealand Curriculum for Years 3-8. Teachers support students to learn the curriculum areas, competencies and values in the context of their own interests and wonderings, so that learning is a journey of discovery, managed by the student as much as possible. Underpinning this is our informed opinion that it is more meaningful to teach our students **skills** (being able to read, or spell, for example), **competencies** (being able to think creatively, or manage one's own learning, for example), and **values** (understanding why we should persist at something, or solve problems democratically, for example), than it is to teach specific **content knowledge** (understanding about the solar system, for example).

Over our 40 years in operation, we have found that children are more engaged when they can follow their own interests. Also, they are more likely to retain what they learn. And today, with information on almost anything at all very close at hand, there is less need for teachers to make sure that their students know about a lot of "stuff". Rather, it is more important to learn how to seek and use information well.

This said, we do understand that people often "don't know what they don't know", and so the Principal works with the parents to make sure that our students are given as wide a range of opportunities as possible throughout the year, to expose them to things that they might not seek out for themselves, and potentially to stimulate new interests.

Much of the learning that happens at Timatanga is social and occurs in the children's "realm", for example in their fantasy-play, their physical games, and the sandpit. These activities form a large part of their day. Meetings help facilitate the social and emotional processes triggered by the interactions in their child initiated activity. Children of all ages learn and play together, and children regularly teach each other to a high level without adult involvement.

Things you may notice about learning at Timatanga:

- It's often based on children's discoveries
- It starts with children's own goals, questions and purposes
- Investigations often take longer time periods than in a regular school
- Creativity and personal expression is fostered
- The learning environment has less external structure than most schools, and expects a higher level of self-management from students

The curriculum is not just about what we learn. It also includes the way we learn. At Timatanga, we support students to develop the following "capabilities for learning":

Inquiry (understanding the process of learning)

Collaboration (understanding how to work with others and learn from them)

Connection Making (being able to connect what you know with what you don't yet know and to build on it)

Creative Thinking (having a wide range of creative problem solving strategies)

Managing Self (being self-responsible)

Resilience (being determined and able to work hard and go beyond limits)

Adults support children to understand what learning is, and to construct their own "next steps". For example, this means that one child might be focusing on "learning to focus", while another will be concentrating on "not dominating others so that they can learn their own way", and another will be working on "improving my spelling" or "learning to read".

Connectedly, we give our students freedom to learn in the context of their own interests, so our curriculum is highly responsive.

What does our curriculum support?

The children's development in:

Learning in accordance with our Special Character

Te Ao Maori Maori learners achieving education success as Maori

Values The embedding of our school values, and the values in the NZC

Principles taken from the New Zealand Curriculum

Competencies The development of the Key Competencies in Te Whaariki and the NZC.

Achievement Objectives At Timatanga, we focus on skills acquisition and inquiry learning over content knowledge. For example in science, children will learn about the solar system as a large group when they get to it, rather than at the prescribed year level.

READ MORE: See the Timatanga Curriculum document for an in-depth discussion of each of these areas.

How do we assess? How do we know?

We strive to understand each child's progress in their learning through:

1. Reflecting on the learning

Children, staff and parents reflect on a student's learning as it occurs, capturing it in discussions and Learning Stories. Monthly Parent Meetings are another important place for this reflection.

2. Formal testing

At Timatanga, we undertake formal testing from time to time, usually at the end of Term One and the beginning of Term 4. This is done in the spirit of empowering each student to get more information about their progress and next steps. Students are never graded or compared with one another, and we ask that parents model a lighthearted and positive attitude towards tests.

3. Reporting

Each student has an online portfolio for: learning stories, summaries of projects undertaken, and teacher marking of work.

Each student also has an individual portfolio in the office that contains hardcopy reporting like test results and exemplars of work.

Parents also receive two written reports per year on their children's progress at school (at the end of Term One and the beginning of Term 4). These measure our student levels in literacy and numeracy and their progress in "learning how to learn"—our "capabilities for learning" (see previous page).

Parents are welcome to look through their child's portfolios, or request information on their children's progress from the principal at any time throughout the year.

Parents find out about their children's progress in a number of ways:

- By reading their child's learning e-portfolio or portfolio in the office
- By being part of their child's life at school and observing what's going on
- By being able to talk to teachers at lunchtime and at agreed times
- By being part of discussions at parent meetings
- In bi-annual reports on their curriculum levels

How do we reflect on our teaching?

We are all teacher-learners at Timatanga. Our personal process of:

Learning what to change
Planning the change
Changing things
Evaluating and reflecting
Planning forward...

never ends!

We need to capture this learning as best we can and share it!

This needs to be something that keeps us alive in our practice, rather than just another demand.

Parents and staff actively reflect on our own practice as teacher-learners, and share our developing understandings at Parent Meetings (monthly) and Staff Meetings (monthly).



Appendix 1: A Typical Day at Timatanga

8.30-9: Children arrive at school. (They must be there by 9am).

8.45-9.15: free play, children connect with each other and make connections. They often may continue on with a game or project from the day before, or start something new for the day ahead. New children might seek out familiar self-settling like reading a book or building with blocks with a new friend. Often, particularly for juniors, this play morphs into “work time” (for example, a tower being built will be measured, and an even taller one started, or drawings made will become a book with words).

9.15: morning circle: whakatau tinana, whakatau hinengaro

9.30-10.30: “work time”. This time is usually teacher led. Teachers ensure that children have choices within this. They are also flexible.

For example, in the junior room, children will typically write their own stories and do maths and literacy activities) but someone might have brought in something interesting to show, in which case the adult would support the immediate interest by asking questions, providing reference books, art materials, etc.

Parent helpers support the teachers or do office and/or maintenance work at this time.

10.30/45-11: kai, play Parent helpers are on playground duty.

11.15-12.15: work time, but play began during the morning break may continue, particularly if it is social learning. If everyone has been playing the market game for example, a teacher might leave them uninterrupted, or might say “it’s work time again for those of you that want to...”

Parent helpers support the teachers or do office and/or maintenance work at this time.

Afternoon

12.15-1: lunch time.

Parent helpers make sure that juniors have eaten. They are also on playground duty.

1: Gathering in the big room, to check in about the afternoon, what is happening, any notices. Typically, the teacher will outline anything happening and ask children what they would like help with to set up (they might ask for clay, obstacle course, knitting, etc). She will also ask children what they are going to do, and the replies will range from personal goals (own maths for example) to children initiating play (“who wants to flood the sandpit?” etc)

Parent helpers attend this meeting so that they know what help is needed in the afternoon; they can also tell the children of anything they bought in to do.

1.15-2.30: Afternoon activities. These are chosen by students and range from free play (fantasy, tag, sandpit etc) to self-guided study (reading, Athletics, etc) to a parent or child led club or activity (eg: cooking, kapahaka, Harry Potter, monarch butterflies, swimming, hockey, yoga, pottery, band).

Children in the big room have self-guided study goals for some of this afternoon time, but Year 1-2 students do not. Play is their work!

Parent helpers support the students in their chosen activities or initiate their own activities.

2.30: clean up time. Children are in clean up teams and all are expected to join in. The older kids train the new children and they are supported by adults to be firm and patient. Once a team’s job is done, they help other teams until everything is done.

Parent help cleans the kitchen, and the art room sink if time.

2.45: Story time. An adult reads to the children, who are expected to drop out and calm down, not to socialise or read their own books. Currently, we have 3 reading groups based on age and reading level.

Appendix 2: The Key Components of Our Special Character

1. All learning at Timatanga is child centred

Authentic learning that belongs to oneself is the only learning we value at Timatanga. At all times, we consciously support such authentic learning in both our curriculum implementation and pedagogy (the way we teach).

Active Observation and *invitation* are cornerstones of the way adults plan and conduct teacher led activities.

OBSERVATION

- Let children lead the learning as much as possible.
- Observe first—find out what’s happening and what children are doing, and see if you are needed as support, and how you can support.
- New parents and staff will often feel performance anxiety (“I should be doing something!”) This is totally natural but not to be acted on. Stay connected to being present with the children, breathe, feel and relax. Your first job is to build good relationships with the children and other adults, as the basis for learning. Your second job is to let the children lead wherever possible. Trust that they are going to get there—and that “there” is wherever they need it to be!
- Don’t spend time talking with one another about adult problems in front of the children. Stay focused on serving children while at school—observing, feeling where they are at, supporting or extending as needed.

Some “hands off” ways to be with kids and actively observe that we’ve found useful:

- sit on the side of the sandpit. Chat quietly and naturally with kids playing there, or simply be silent. Offer to fetch things if needed.
- Read a storybook outside or in the library; allow kids to come to you, don’t force it
- start a project (eg: knitting, painting) with supplies nearby for those that want to join in
- prepare something at home that you want to bring in (eg: pretty flowers or a dead bird to draw; a fun maths game)
- clean or do a school chore-kids feel nurtured by this and so does staff!
- ask a teacher or parent who has been around a while for support

INVITATION

- Some lessons are teacher initiated rather than child led. However, teachers endeavour to build in as much student choice as possible.
- Visual, kinesthetic and auditory material will be more attractive and educational
- If kids are not interested in your lesson, don’t take it personally—we’ve all experienced it! Usually once they get to know you, and associate you with a particular activity, they will be very positive about you and interested in the knowledge you have to share.

NOTE: Parents are not expected to pre-plan and teach anything unless they want to. The expectation is that you will help support learning in whatever way works for you and for the children and staff.

Definitions

Active Observation

Observing what is occurring, with the intention to see the learning taking place, and then actively and responsively becoming part of this learning. This is done instead of asserting oneself onto what is already happening without noticing it, which we believe creates an inauthentic learning moment for children

Invitation

Attraction and “space”; the state where children are interested and drawn in naturally and feel that there’s space for them to connect with the material

2. Much learning at Timatanga is child initiated

Child initiated learning can be anything from personal individual interests and projects (eg: one girl decided to create a regular school newsletter and was supported by the teacher to do this), to group fantasy play (eg: market-town") or sports, to crazes (eg: one child bringing in her mice became a craze for building complicated mouse homes out of boxes).

We make time for child initiated learning every day, regularly throughout the day, to break up the teacher initiated activities. We provide more time for free play in the school day than regular schools do.

- *Observation* is key to recognising, allowing and supporting child initiated learning
- Child initiated learning is spontaneous, so adults must be open to changing their schedule if play is meaningful and should be allowed to continue
- In deciding whether to support a moment of child initiated play or do a more teacher led learning activity, there is a dance for adult facilitators between:
 - a) engaging kids (extending them and stimulating them with input) and
 - b) stepping back (recognising and allowing the learning that is happening naturally without adult involvement) and gently supporting (eg: with supplies) if needed
- We believe it is important for adults to remember and value "process not product"! Some kids make beautiful things during child initiated play but often they do not—the things they make are rapid and learning is primarily social
- We believe that sometimes learning is simply social, and we value this deeply, seeing that social learning is key to emotional wellbeing—without which, no learning takes place. Don't interrupt important social learning that is child initiated
EG.: Don't shut down an extended whole school fantasy game like the "market game" (this will often occur for patches each day for weeks)
- A teacher can allow child led time but pluck out individuals to work with. When doing this, a teacher must always give the child a verbal time warning (in the spirit of respect for what they are doing). e.g.: "I'm doing reading in 10 minutes; who's going first? Who'd like to be next? I'll call on you."
- 9—9.30am each day is always child initiated connecting time. **Parents should not feel that this time slot means that children can be late because "real learning only starts at 9.30"**. Respect your child's learning by allowing them to start their day at 9am.
- The first Monday back after the holidays is an entirely child initiated day



3. We are a parent co-operative

Timatanga asks for and offers a high level of parent engagement in the school. **While parents have a high level of input into how things are done, the Principal has the leadership role and holds the right and responsibility to make decisions about parental involvement.** Sometimes this means that parents are needed in a way that is different to their preference.

Parent responsibilities are outlined in the “What Timatanga needs from Parents” section on pages 5-9.

4. We are a secular school

We don't allow any one religious point of view or specific religious belief at the school. Any religious component that we do include is in the spirit of inclusion, tolerance, and understanding diversity.

- The spirituality of Maori (as understood by whanau present) is presented alongside “western” views (for example, the concept of “mauri” or life force is incorporated into science)
- We celebrate all people's cultural values
- We explore religious and cultural festivals (eg: Matariki, Diwali, Halloween), particularly those important to families present at school, but we look to use non-denominational prayers that find common ground between everyone



5. We operate in relationship with Timatanga Community

We are legally linked with the Timatanga Community of residents (who live on the property). We have our area for which we are responsible, and we respect the other residents' areas, property and privacy. They are our neighbours and the proprietors of the school

Appendix 3: Feedback

Styles of Feedback

“That’s beautiful” is a global judgement

“I like your picture” is a personal judgement

“I like (something) in your picture” is a personal interpretation and judgement

“I notice that you have drawn” is an observation or descriptive feedback

“Tell me about your picture” opens a space for the artist to respond with what they choose about the painting and its meaning to them.

While all these forms of feedback are positive, the last two are the best fits for how we teach. Of course you will hear plenty of the second one as well.

Research has shown that the most effective forms of feedback are (from most to least useful):

1 Descriptive feedback (eg. “I observed/noticed that when you did this happened”)

2 No feedback

3 Praise feedback (eg. “That’s good” or “I like that”)

4 Critical feedback (“that’s wrong” or “you should have” “they look like this, not that”)

We ask that critical feedback be left out of the Timatanga environment! Descriptive feedback is the best way to help children to change negative habits. Praise feedback feels great but must be honest and truly earned.

“Praise provides a person with external judgement from outside themselves. This can result in the person learning to depend on others to provide valuation of themselves and their performance.”

“Descriptive feedback gives the person acknowledgement by showing them what their actions and qualities look like to others from the outside. They can then learn by comparing their own view of what happened with another persons view of what happened. This promotes resilience and empowerment and reduces dependence on and control by others.”

(Alternatives to Violence Facilitators Manual 2010)

Appendix 4: Important School Policies to Know

The Ministry of Education requires the school to have many policies, procedures and guidelines. These relate to all aspects of the running of the school and education of the children. These are regularly reviewed at Board Meetings.

The purpose of most of these policies and procedures is to protect the interests of the students, staff and parents at the school and to guide the Board in safe and appropriate decision making.

While all policies are needed to cover a range of areas and situations there are some that particularly relate to the parents and guide the day to day running of the school.

A brief explanation is provided below and the policies/procedures follow in full.

Role Models and Behaviour Management

These policies are about providing the children with a safe, positive and encouraging environment that caters for their physical and emotional well being.

They provide guidelines for appropriate adult behaviour, language etc, and consequences for unacceptable behaviour.

The Board of Trustees understands that there can be many different views about what constitutes acceptable behaviour. It is therefore important that you familiarise yourself with this policy, and what is expected while you are at the school.

Outside Play and Supervision

At Timatanga the learning and physical confidence that comes from outside play is valued. Children are able to participate in a wide range of outside activities. This policy covers safety requirements for outside play. It has guidelines for the trampoline, bikes, and excursions out of sight of the school.

All teachers, teacher aides and parents on duty at the school are responsible for the safety of all the children during school hours. This does not mean you have to be everywhere at once, but may be asked to do regular safety checks on all the children. An outside supervisor needs to be focussed on the children, observing and being aware of what the children are doing.

Playground Safety

The school shares its playground with Timatanga residents who sometimes drive through it during school hours. This procedure keeps the children safe and helps them to learn about safety around cars.

Road and Carpark Safety

This policy aims to keep students safe on school trips, while travelling to and from school, and in and around the carparking areas.

Procedure for School Trips

Communication with Parents

This policy outlines the school's responsibility to communicate regularly with the parents about their child's progress.

Complaints

Our aim is that any difficulties, concerns or complaints will be dealt with in a fair manner with outcomes that are acceptable to all concerned. The Board has procedures for conflict and complaints resolution to cover most scenarios.



TIMATANGA

Community School

NAG 1: Role Models Procedure

RATIONALE

To provide children at the school with role models whose behavior consistently demonstrates the positive characteristics we would like our children to develop and maintain.

This Procedure also reaffirms the responsibilities under legislation as well as through social expectations to provide a safe environment that caters for the physical and emotional wellbeing of its students. Such an environment should ensure that all young people are treated with dignity and respect.

SUPPORTING DOCUMENTS

- Behaviour Management Policy
- Health and Safety Policy
- Guide for Timatanga Parents, *Parent Help Responsibilities*

GUIDELINES

1. The adults in the school will actively discourage by word or action any overt or implied discrimination of any form during school hours or on any school activities out of school hours. This may mean being prepared to do tasks traditionally associated with one gender or the other.
2. The adults in the school will demonstrate effective conflict resolution between themselves.
3. The adults in the school will always treat each other and all children with courtesy and respect during school hours or on school outings, regardless of any personal views they might hold.
4. Adults should refrain from commenting on other adults or children in a negative fashion at any time.
5. Adults should be regular participants in the Timatanga School learning community, and they should encourage children to also feel part of this community by enlisting their opinions and/or assistance whenever possible.
6. Any adult present at the school (including visitors) who is not behaving in a way consistent with this procedure may be asked by the Principal, Principal's Release Teacher, Teacher Aides, or BOT Chairperson to leave the school grounds until they feel able to comply with the procedure.

COMPLIANCE

1. Any adult whose behavior contravenes this procedure will be asked by the Principal to leave the school precincts. That adult will also be verbally reminded of the procedure.
2. If the behavior occurs again, a written warning from the BOT will be given.
3. In the event of a third occurrence, the BOT will ask the adult to stay away from school and its grounds for a period of time determined by the BOT.
4. If this is not complied with, then the Principal will serve a Trespass Notice at her/his discretion.



TIMATANGA

Community School

Nag 5: BEHAVIOUR MANAGEMENT POLICY

RATIONALE:

The central task of Timatanga School is to create an environment conducive to learning and growth for all children. The responsibility for this is shared between the school, home and the community. For the learning programmes and classroom atmosphere to meet the pupils' needs effectively, children must come to school adequately fed, appropriately clothed, rested and emotionally nourished.

The Timatanga School Philosophy states that the children here have a freer environment that is secure, safe, caring and stress free. Behaviour of pupils should not infringe on the rights of others through aggressiveness, bullying and manipulation; nor through overly dependent behaviour on adults who are responsible for all children.

PURPOSES:

1. To establish a system for the effective management of those children who display persistent or major disruptive behaviour (*and to keep with it until cessation of such behaviour*)
2. To look at possible causes for long term disruptive behaviour and share the implementing of possible solutions (This may encompass home and school).
3. To share and agree on appropriate: intervention, assessment, and management.
4. To retain constant communication between the teacher(s) and the parent(s) of the pupil involved. Where appropriate this may include others i.e. Parent Group members, the pupil involved, etc. The responsibility for maintaining this communication lies with all.
5. To ensure that the staff have the action and support of the parents and that messages from home and school are the same. "Mixed messages" may cause further conflict for disruptive pupils.
6. To ensure that children coping with disruptive pupils have support, comfort, and protection.
7. To look at the provision of extra supervision during any difficult period. Where appropriate the parent(s) of a disruptive child may be asked to contribute towards this.
8. To create an atmosphere which is conducive to, and aiding all pupils in, effective and acceptable ways of conveying and expressing feelings through:

- discussion
 - play
 - drama
 - other suitable activities
 - appropriate adult models
9. To seek further help at an appropriate point and not leave an unresolved problem. The choice of this help should be made by those concerned and could be: a visiting teacher, councillor, advisor, psychologist, etc.

GUIDELINES

1. Punishment is not an acceptable way of managing behaviour at Timatanga School. There are some limits needed in most situations and adults may have to make these clear.
2. In the school environment the staff have the major and guiding task of conveying what is acceptable/non acceptable behaviour by pupils. Parents refer to them if unsure of the handling of a situation. Some parents and certain pupils may have difficulty in communicating or operating cooperatively. It may be preferable to leave the staff or another adult to handle situations with that pupil.
3. Pupils should be protected from hurting others or themselves. This may require an adult to physically restrain a child. It is preferable that this be done calmly but firmly. School should have an adult present who feels capable of handling such a situation.
4. Persistent or extremely disruptive behaviour may require the pupil concerned to be separated from the other pupils. This decision should be made and implemented, where possible, by the teacher. Suitable arrangement must be made for the supervision of the pupil and the child's parent(s) informed.
5. Adult behaviour can effect the quality and tone of the school environment. Confrontation with pupils is to be avoided. Conflicts and personal problems should be discussed with staff or others, out of hours or may be brought to parent meetings. Urgent matters should be kept brief during school hours and approaches made at a time suitable to staff.
6. All inappropriate behaviour will be recorded. Consequences will be immediate and fit the behaviour.

CONCLUSION

Pupils, who are constantly requiring limits to be defined, redefined and imposed by adults, may be better suited to a school environment in which their free choice of activities, time and action is limited. This may be more closely aligned to the pupil's home environment and conflict for the child may be reduced.

The special character and size of Timatanga School means that we cannot run an adjustment class for emotionally disturbed or deprived children. Nevertheless it is accepted that any pupil may have times when their behaviour requires attention. Through improved communication, support, parent education and cooperation and a united approach, disruptive behaviour should be minimised.

NAG 5: Outside Play & Supervision Policy

Rationale

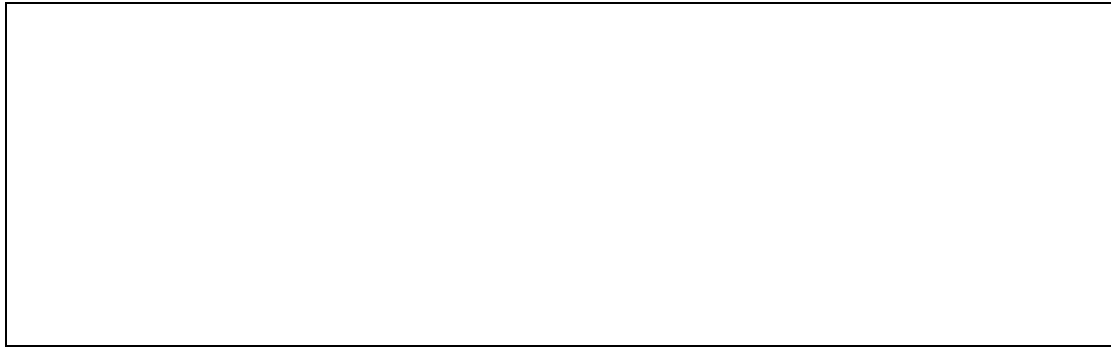
- At Timatanga School we value the learning and physical confidence that children gain from challenging themselves and each other in outdoor play. Opportunities for this include, but are not limited to: adventure playground, trampoline, bikes, skateboarding, rollerblades, open spaces and planted areas.
- Because children at Timatanga range in ages from 5 to 12+ they are encouraged to monitor their own and each others' safety while playing outside.
- The following area/activity specific guidelines apply.

Guidelines

- The Principal is responsible for the health and safety of children in the school grounds from 8.30am to 3.15pm on school days. Children playing in the school grounds outside these hours are the responsibility of their guardian. Parents can arrange with the Principal to take care of their child beyond school hours at the Principal's convenience.
- Trampoline: Any number of children may sit or kneel on the trampoline. When a child is jumping, no one else can be on the black mat, except during Crack the Egg.
- Bikes, scooters, rollerblades, and skateboards: Helmets and shoes must be worn by any children riding bikes, scooters, unicycles, skateboards, roller-skates and blades.
- Skateboards: It is preferable that children who skateboard in the playground also wear their knee and elbow pads.
- Skateboard Ramps: The quarter-pipe placement: the front of the ramp is to be on the concrete, the back must be on the grass. Half-pipe use: the gym mats must be placed alongside when in use. Parents of any children using the half-pipe must sign a waiver taking full responsibility for their child(ren)'s use of this equipment during school time.
- Driveway: The gate into the play area will remain closed during school hours (8.30am-3.30pm). When a car is entering the play area (from the road or the community carpark), children or driver must open the gate, and the driver must ensure that children have moved onto the grass before entering the playground. When the car has exited the play area, it is responsibility of the driver to ensure the gate will be closed again before they drive away.
- Safety Tour: New children will have a safety tour of the property. Each year and as needed, the children will be given a safety orientation.
- Excursions out of sight of the school: Any child wanting to go out of sight of the main school building must have permission from the teacher and an assigned supervising adult.
Supervision: Teachers, Teacher Aides, Parent Helpers at school are responsible for supervision of all children during school hours. When the children are outside, adults will either be with them or doing regular frequent checks to ensure safety guidelines are followed. Parents of pre-schoolers are responsible for the safety of their own pre-schoolers and as they must make this a priority, they will not be expected to manage the entire playground while on session. This means more parents will be needed in afternoons for playground supervision.
- Fires: Adults must supervise all fires at Timatanga School. Fires must only be lit in the fire-pit. Water (hose or watering can) must be present at the fire site for emergencies. When the fire is to be put out, it must be entirely doused with water and the adult is responsible to ensure that it is out.
- Sun Children will wear sunhats out of doors in Term 1 and Term 4. The use of sunblock or sun-protective clothing will be encouraged
- Working Bees: During working bees children are expected to adhere to these guidelines. Parents, not staff, are responsible for their children.

Conclusion

Exploratory play, self monitored play, personal physical challenges, whole-school games, enjoyment at play are encouraged as part of Timatanga's philosophy of learning.



Nag 5: Playground Safety Procedure

Procedures for ensuring all children are safe on the combined play and car turning area, including preschoolers:

The gate will remain closed during school hours (8.30am-3.30pm). When a car is entering the play area (from the road or the community carpark), children or driver must open the gate, and the driver must ensure that children have moved onto the grass before entering the playground. When the car has exited the play area, it is responsibility of the driver to ensure the gate will be closed again before they drive away.

Community members and their visitors will be asked to speak to any children playing, before they drive away, warning them that they will be backing a car.

All visitors are to be asked to park out the front of school during school hours unless physically unable.

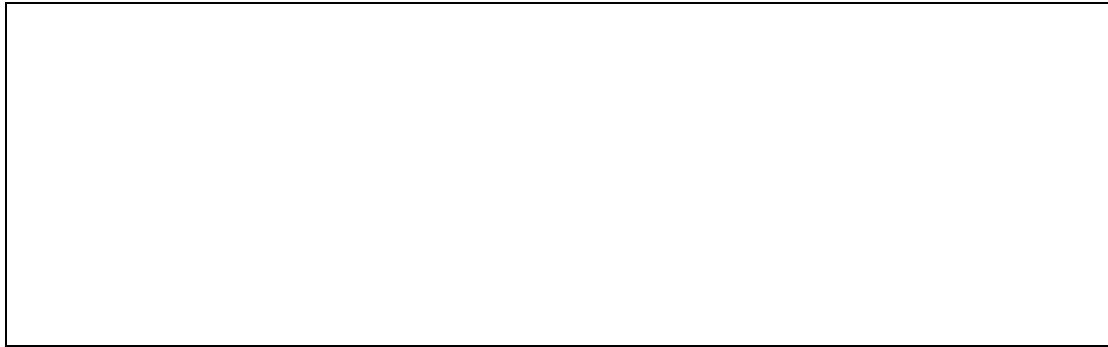
Children playing on the communal concrete area will be taught to move quickly to the grass when a car is backing out or when one is approaching. This procedure will be similar to the Fire Drill training.

Children crossing signs will be maintained at the entrance to the driveway and a little further down the road.

New children will be given an orienteering lesson on keeping safe in this and other play areas.

Each year the community members will be reminded to continue to follow this procedure. This reminder will be conveyed through the proprietors and via the proprietor's representative on the Board and the principal.

Parents of preschoolers are responsible for the safety of their own preschoolers and as they must make this a priority, they will not be expected to manage the entire playground while on session. This means more parents will be needed in afternoons for playground supervision.



NAG 5: Road and Carpark Safety Policy

Rationale

Road safety is an aspect of the children's education, which is a shared responsibility between the school the parents and Timatanga Community. It should ensure each student's safe arrival, safety while at school and safe departure from school.

Purposes

1. To ensure the safety of children as they travel to and from school and while they are at school.
2. To encourage children to take responsibility for their own personal safety while on the road.
3. To ensure there are rules and guidelines for all methods of transport children may be using while in our care at school.
4. To demonstrate to all children that rules are made for their own safety by people who care.

Guidelines

Walking

- Children are instructed in safe walking within the school setting, i.e. country roads.
- Children must walk on a footpath where one is available.

Cycling

- No child under the age of 10yrs, will ride a bike to school on the public roads unless accompanied by an adult.
- All children to wear a cycle helmet correctly fitted and fastened as legally required

Car Safety

- Children will be regularly instructed in correct procedure for travelling in a car.
- Where private vehicles are used for a school trip the school is to have procedures to ensure that seatbelts, licenses and warrants comply with the law.

Carpark

- Children are not permitted to play in any of the carparks.

Conclusion

The priorities given to road safety for school children reflect the needs of the local community and legal requirements. Road safety procedures are a lifetime necessity, which we as a school can help to establish firmly, at an early age for the present and future benefit of our pupils.

NAG 5: Procedure for school trips

Rationale

The purpose of this document is to define Timatanga School procedures regarding school trips. Wording in this document reflects requirement- compulsory practice statements use the term “must”, preferred practice uses “should” and optional practice uses the term “could”. It should be noted that parents helping with a school trip have a different role from their parenting role. They are responsible for a group of children and should not simply respond to the desires of their own children if these are at odds with the overall care of the group.

Procedure

1. Compulsory practice

- The trip leader is responsible for letting parents know their responsibilities.
- An agreed adult to child ratio must be met.
- All transport must be “road legal”, safe and operated by a licensed driver.
- All occupants must wear a seat belt if transport is by private vehicle.
- Pupils going on the trip must be counted before leaving school or at the start of the trip and then counted before leaving to return to school or going home to ensure a match.
- A first aid kit must be taken for trips of a distance requiring vehicle transport.
- One of the adults must be the holder of a current first aid certificate.
- Identification of potential hazards by the leader(s) of the trip must be attempted and responded to with a plan of risk management. A school trip form must be prepared for this purpose.
- No adult on the trip may leave the trip without checking with the leader(s).
- For overnight trips, principal must do a risk analysis and the BOT must sight and approve it before the trip can commence.

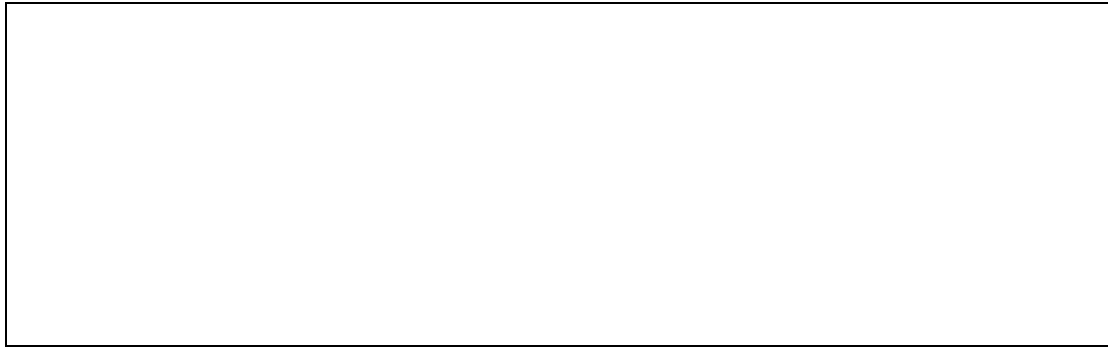
2. Preferred practice

- Adults should be assigned to specific pupils and the adult should know who they are assigned to.
- Pupils should know which adult they are assigned to.
- Pupils should arrive and leave in the same vehicle.
- There should be a regular count of pupils while on the trip.
- Adults on the trip should be made familiar with these practices, and any departure from preferred practice should be agreed to by all adults assigned to pupils.
- The leadership of the trip should be defined. This can include team leadership, where all or some of the adults attending are responsible for making decisions on the trip and effecting this policy.
- A cell phone should be taken on the trip.

3. Optional Practice

- Pupil groups could be matched for ability and speed.
- Pupils could look out for each other, especially in their groups.
- An outline or briefing of the trip could be made to the assembled pupils before the trip, where contingency plans could be made for unexpected events while on the trip.

note: One adults per maximum of four children is the ratio around “wild water”: one adult to six children at a swimming pool. There must be at least two adults at all times near water.



NAG 2: Communication with Parents

At Timatanga School, information is available to parents on both a formal and informal basis. Parents are welcome to discuss ideas or concerns informally with the Principal at any time suitable to the principal. If a formal or official interview is needed, an appointment is necessary.

Current ways of communicating:

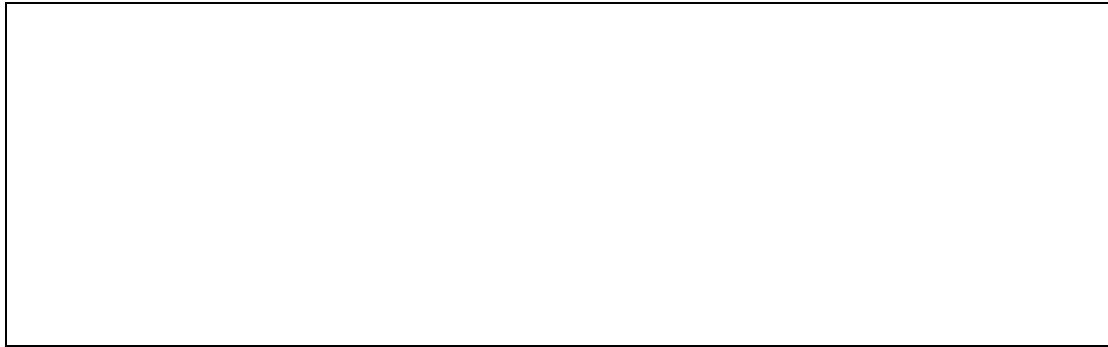
e-Newsletters. These are produced regularly when a lot of information is given at once, or when the Principal feels it is important to “have it in writing”. Their purpose is to update parents on future school trips, working bees and general school life information. Newsletters are emailed to families.

Email should not be used to convey negative or heated emotions, or to express emotional issues.

Phone tree. This is an easy way of passing small pieces of urgent information to all families outside of school hours, e.g last minute changes or emergencies. All families are listed on the tree and generally do not need to phone more than two other families. If the family is not home, the caller is required to leave a message, and ring the next person on the tree.

Parent Meetings. Held monthly. The agenda is open to all families to add items to and all parents are encouraged to attend. Some school meetings are forums for “handling business that has arisen”, while others are educational – where we learn together about how we teach and learn at Timatanga. At least twice a year we have ‘Child Focus’ meetings that focus specifically on each child, and their learning, interests and needs.

Board of Trustees Meetings. Formal meetings held regularly. Principal and Board of Trustees members are obliged to attend. The meeting is open (but does not include the right to speak) to all parents except when an “in committee” meeting occurs within the context of the regular Board meeting. The Principal’s report, which is tabled at the meeting, is available for all parents to read.



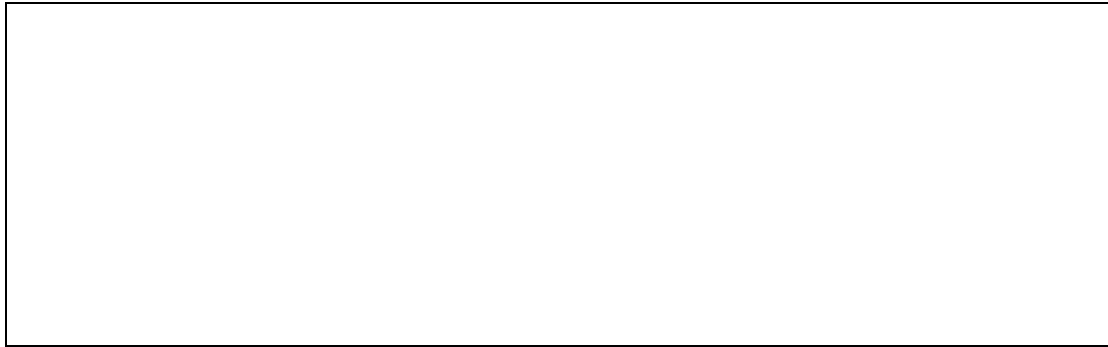
NAG 3: Complaints Policy

RATIONALE

This procedure is meant to ensure that complaints are resolved in a manner that is fair to the complainant and person complained about. It aims to achieve outcomes that are acceptable to all parties and meet the Board's commitment to consult the school community, to be a good employer and to meet the needs of the pupils.

GUIDELINES

- Complaints will be dealt with at the appropriate level
- All parties to the complaint are involved in the resolution
- Any relevant legal requirements will be complied with
- The Principal's role as manager and professional leader will be recognized
- Board members will regard complaints with confidentiality and will not express personal opinions on the matter
- Board members with any conflict of interest will exclude themselves from participation in a conflict resolution
- Any staff member complained against has the right to representation



NAG 3: Complaints Procedure

All parents and staff will be aware of this procedure and have the opportunity to read it.

Step 1

A complaint about a staff member should be made to the Principal. The Principal will take the matter up with the person(s) involved.

A complaint about the Principal is made to the Board of Trustees Chairperson (not the Principal).

A complaint about any member of the Board should be referred to the Chairperson.

A complaint about the Chairperson should be made to the Principal.

A complaint about a child should be made to the Principal. If necessary, the Principal will take the complaint to the Board, who will attempt to resolve the complaint with informal discussions.

Step 2

Part A

If a satisfactory outcome is not achieved by following Step 1, then the matter may be brought by the complainant to the next Board meeting—preferably in writing. If urgent, then a special meeting may be convened. The complainant will receive written acknowledgement of their complaint. Options available to the Board:

- Hold a meeting “in committee”
- Conduct an investigation
- Delegate responsibility to a special committee
- Seek outside advice or assistance

Part B

All parties will be advised in writing of any decision made. A meeting may be held with relevant parties to explain the Board’s decision.

Appendix 5: Cultural practices

As well as upholding the rules and agreements made in School Meetings, Parent Meetings, and BOT meetings, adults at Timatanga need to ensure that the following protocols are upheld:

Mahi Horoi/Cleaning

Keep food separate from work or toilet. Use:

Green cloth/dustbin/dustpan&brush for classroom & entrance way cleaning

Pink cloth/dustbin/dustpan&brush for kitchen cleaning

Blue cloth/dustbin/dustpan&brush for toilet cleaning

Remember: **Green** clean
 Pink sink
 Blue loo

Mana

Ensure that the mana (self worth) of each person is protected at all times. This means that conversations and discussions around problems focus on enhancing mana rather than stripping it.

Eg: “I can’t do it” reply with “yet!” and a smile.

“I’m better than her at reading” reply with something like “She has been working really hard at... she can do....” Or, “What can she do better than you at the moment?” (Message: each child is valued for their own development and there is no point comparing people)
Etc.

School Rules and Agreements

Children set most school rules and agreements at School Meetings, and parents should keep up on these by reading the Agreements board once a term or so. However, the following behaviours get an immediate “no” and parents are asked to support this with children.

Not OK at Timatanga

- Swearing (“damn” and “blast” are fine!)
- Spitting
- Physical violence
- Put downs, including negative comparisons
- Touching the top of people’s heads
- Bodies on tables (e.g.: bums, chairs, or clothing)
- Anything that parent or teacher feels is physically or emotionally unsafe (feel free to ask children to pause, say that you feel uncomfortable and why, and ask how they feel; when in doubt, check with the Principal)

Recycling

1. We recycle the following: paper, plastic, metal into clearly marked bins.
2. Worm farm care: Compost goes into worm farm. Worms cannot eat citrus, meat or bread so these go into the tub on the desk and into the compost.