

Vila school trip report
March 2017 - Helen

Vanuatu Studies:

Scan-read all of the 45-50 local Vanuatu curriculum text books we have at the school, chapter by chapter to decide which texts our Levels 1-12 students will study this year (health, nutrition, agriculture, Vanuatu society, Pacific history and local Civic Studies). The texts vary quite a lot in the quality of material and the style, and the complexity of learning at each level isn't consistent in every subject. Some teacher's texts are almost an exact repeat of the previous year's. On the other hand, the Year Four Health teacher's book is High school level.

Re-scanned through the books we'll use thoroughly and made a list for each of our teachers of which books, chapters and sometimes pages they will teach from in terms 1, 2 & 3 this year (basically, their yearly plan is done for them). Wrote notes to myself about each text book I chose as I re-scanned them, so that we can find and add resources as teaching/learning aids.

Two sessions with Willie and Lloyd about the 4 teacher training days Willie held with the staff at the beginning of this year, so that future training we provide follows what has already been taught. Went through the local Vanuatu curriculum learning objectives, lesson and yearly plan formats and reasoning behind them, scope and sequence and syllabus of the local primary and secondary schools curriculum (all new to me).

Held two 1hr sessions with the staff. Took them through the decisions I've made about what Vanuatu Studies texts they'll each teach from this year. (They will each teach 1 lesson per week, 30-60 minutes. Levels 3a to 12 will do every lesson in the AV room). Handed them each a sheet I'd created listing their 2017 Vanuatu Studies term by term lessons guide, including the videos photos, PowerPoints and text documents that match the topics in their texts. Also showed them some of the videos, photos etc. they'll be able to use on the AV room screen.

ACE Social Studies:

Continued weeding out the paces that aren't relevant or interesting. Went through the 70 paces we're still using from levels 3-12 and chose which ones we will continue to use. Noted down the key words and topics in each pace as I read them, so that we can resource the teachers for those topics with learning aids. Pulled out the rejects from the classrooms. Levels 3, 4, 5 & 6 will keep studying 6 SS paces per level. Kept all of the other paces we've still been using.

Completed the 2017 classrooms timetable for Vanuatu Studies, computer and touch typing studies and sports.

Found some more photos the staff wanted and filed them.

Transferred all the Van Studies resources files from the main computer to the AV room computer (after the first computer died and Miriam set up another one).

Visited all the classrooms 2-3 times and saw all the staff most days.

Had dinner with Matilda and talked with her about how she's going, starting a choir, and our plans for her to move to the school site this year. An outstanding person, we're so blessed to have her.

Had a couple of brief sessions with Tari Tamata. An outstanding person, very blessed to have him.

Spent plenty of time in Lloyd's office with her and Michelle's office with her.

Spent 5 minutes with Julie and Elian together about their friendship that's been affecting their work and other staff while at school.

Went from class to class with Julie's 2017 enrolments list and got the class numbers up to date for her.

Other bits and pieces.

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Comments:

Pre and Kinder: Elierose is finding her feet with teaching the ACE Kinder program.

Check next visit, if she prefers working with Janet or with Anna.

They might need help with how to coordinate working together in the classroom.

L1: Judith is doing well. I suggested to her that Sheila's role as assistant on Tuesdays and Thursday could be taking the kids one by one through readers. Keep a record of pages and progress. Judith liked the idea.

Check next visit, if she's keeping up with her new weekly ACE timetable.

L2: Helen is doing well. She absolutely loves getting non-readers reading. She describes it as starting with nothing, and putting something in there. Perfect for this level.

This level should be the only level we hold back students in. (Can they read, or not?) I asked Helen to tell us in August-September if some students are still unable to read. That is when we should make decisions about what to do with those kids. I suggested to her that Anna's role as assistant on Tuesdays and Thursday could be taking the kids one by one through readers, same as Sheila in Judith's class. She liked the idea.

L3a: Tari V doing well. Having Matilda is great for him.

L3b: Matilda is doing great.

L4: Monika is doing great. 3b-4 classroom is an example to them all. Peaceful, organised, a great learning environment. Both teachers really care about their students, don't take nonsense and keep their room tidy and organised.

L5-7: Michael and David are doing well.

Both men need to work out their priorities and commitment.

I would still like to try David running his own classroom. It's possible he might do better.

8-12: Jenna, Elian and Tari T are doing well.

Both senior classrooms really need 1 more staff member, for the learning and classroom management.

Miriam is doing well with her roles.

Julie is doing well. She is teaching the seniors touch typing Mon-Thu afternoons.