

May Vila trip report – Helen B

## CLASS-BY-CLASS CHANGES & COMMENTS

KINDER (Ellirose A & Sheila B)

New daily drill!! “The name is b, the sound is bbb”... Can you hear it? Can you read it (bB)? (replacing the ACE animal drill). Teachers will continue using the animal alphabet sheets and other things in the manuals that go with the animals, but the animal will be just one of the words used with the sound. They’ll use other familiar words with the sounds (e.g. bed bicycle breadfruit bunya). Bislama words are allowed if the sound is a consonant.

Kinder A Ellirose: 11 did Preschool with her last year, the rest did Preschool somewhere else. Kinder A kids are younger than Kinder B.

Kinder B Sheila: 5 repeaters, 15 did preschool with Sheila, 2 new students straight into Kinder B (no Preschool) because of their age.

This information will help us decide whether to keep running 2 Kinder classes next year or go to two level 1 classes in 2018, two level 2 in 2019 etc.)

Lloyd is going to work more closely with Ellirose and Sheila this term to keep them on track with the learning outcomes listed on their sheets.

**Can someone help teachers with HOW TO achieve and assess those learning outcomes (ideas to include in their daily or weekly programs)?**

L1 Judith

Lloyd & I brought Judith’s 2017 program forward 6 weeks (skipping revision weeks and doing advanced alphabet sounds at the same time as beginning 1-10 Paces in the 5 subjects). Lloyd will work more closely with her this term to keep her on track.

L2 Helen

Helen says 3 or 4 of her students will be ready to move up into L3 this term.

**Can someone check the reading level of those students?** They will have completed their L2 Pace books, but will they be able to read Paces mostly by themselves? Level 3 students need to be. We need to be sure Helen knows the literacy level her graduating kids need to have.

L3 (Matilda A & Tari Vuti B)

This term Monika has overseen these 2 teachers swapping classrooms, evening out the numbers in both, and splitting up the naughty boys. Matilda should do well by herself in her own classroom.

L4

Monika is now sharing a classroom with Tari, to help him mainly with classroom management.

L5-8

The teachers have divided the classroom into 5-6 & 7-8 so that students can’t walk through.

L9+

Nothing to comment on

## BOOKS IN CLASSROOMS

I focused on having great books in a "DEAR box" in as many classrooms as I could. Happiest so-far with 3B, 4, 5&6. More good books coming for 7-12. Need to source good L1 age appropriate readers for DEAR and other reading times.

I went through all the books in every classroom except for 2 and 3A. We took a lot more books out of the classrooms and also moved a lot to other classrooms. Books are more level-appropriate now but ideally still need more work.

I'm concentrating on the 1-4 teachers having 3 categories of books shelved or boxed separately: #a good little selection of 'read-to-me' books, #learn-to-read-progressively books, and #general reading (including as many books as possible that match their learning). We're also working on grouping the books A, B, C in those classrooms, as Lyndall suggested.

I've been working on getting some good Christian books onto the classroom shelves, especially the seniors (stories that are exciting, interesting, educational, character building, spiritually nurturing etc.)

## VANUATU STUDIES

Teachers are feeling a little more confident but most still haven't started teaching. Our aim is to integrate 'Vanuatu Studies' (Health & Nutrition, Agriculture, Environment and some Social Science and History) with ACE's Social Studies. I will keep personally working on the scope and sequence for each level (2-12), and finding more AV and book resources.

**Is there anyone who might be keen to help with this, who has the time?**

## OTHER

Teachers were all given the USB sticks from Helen Lee with some of the April PD sessions and also I added AV files for each teacher's Van Studies lessons