

DATES TO REMEMBER

Friday 9 April	Last Day of Term 1 Foundation Day
Tuesday 27 April	First day of Term 2
Thursday 29 April	Oratory Evening – RA Young Hall Barbara Brann Parent Evening 5pm-7pm
Friday 30 April	Junior School Cross Country

Contact Numbers for Junior School

ELC Reception	6162 6298 8am- 4pm
1 - 4 Reception	6162 5330 8am- 4pm
5 - 6 Reception	6162 6290 8am – 10.30am

It's difficult to write our last newsletter item for Term One, sitting in the sun on a lovely Canberra Autumn Easter Monday!

Parent/Teacher Interviews

Our first term Parent/Teacher Interviews have been held over the past week with the majority of our families taking the opportunity to meet and discuss initial Pastoral and Academic growth, routine and development. With an increase in written reporting, I must say I always enjoy the interview sessions, as they allow real contact between us and our community. I know that my staff have been spending considerable time outside school to prepare for these meetings. I would also like to reinforce that interviews can be requested at all times.

Units of Inquiry and Stand Alone Work

One of the hidden benefits of the PYP (Primary Years Program) Framework is that classes study six units throughout the year. This means that at this time of the term our students are still hard at work, rather than 'winding down' towards the end of term. At present our Units being studied are:

Pre K	<i>Uncovering Radford</i>
Kinder	<i>How does a city work?</i>
Yr 1	<i>Critter Clusters</i>
Yr 2	<i>One Community, Many Voices</i>
Yr 3	<i>Hanging Out Together</i>
Yr 4	<i>Who packed your bags?</i>
Yr 5	<i>Canopy Capers</i>
Yr 6	<i>Credit Crunch</i>

Another bonus for us this year has been the addition of Teacher Assistants in classes during our daily Literacy and Numeracy Block times, enabling greater adult interaction and focus upon basic skills. We are looking forward to Barbara Brann joining us again next term. Barbara has been responsible for our heightened interest and focus upon spelling (or 'Wordwork') throughout the Junior School this term. Barbara will conduct another evening staff session, and will visit and model sessions in classes, as well as running a parent evening – I think you would all enjoy joining us for this as she is very informative and entertaining.

Foundation Day

This Friday is Radford College's annual Foundation Day. The Junior School will be heavily involved in this day which presents the College with its major charity fundraising focus, as

well as celebrating its beginnings.

This year the Radford College Junior School Tribal Council Executive have determined that funds raised by the Junior School students and families will be donated to:

- Further expanding our contribution of dictionaries for Timor Leste, and
- Supporting Jump Rope for Heart through a donation, rather than another fundraiser.

The day commences with an exciting K-12 opening performance in the Gymnasium. Between recess and lunch, Junior School students will be involved in complicated Jump Rope for Heart and Timor activities on the JA Mackinnon Oval. Our day and term will finish with a Magic Bathtub Assembly in RA Young Hall.

Cocurricular

Just a reminder that Junior School Cocurricular does not operate in the first or last weeks of term, (this does not include sporting teams, Middle and Senior Music or the Drama Performance). A reminder that in Term 2 (Week 2) both Warblers and Dance A start for 2010.

Winter Sport

With the sun bearing down upon me, I write acknowledging the move from Summer to Winter Sports. As many replace bats with boots, or Basketballs with Netballs, I look forward to joining our legion of players and supporters on the sidelines this season. I also hope that our students remembered to thank the staff and parents and families who supported them during the summer months.



Year 5/6 Recital

I managed to join about 100 parents and family of Year 5 and 6 students who enjoyed our first Music recital of the year last Wednesday evening. I truly look forward to these evenings as our students share their musical journey with their peers and loved ones.

Finally

I was reminded of how wonderful our Cocurricular Program is for our Junior School students late last week as I saw one young man struggle with his school bag, Cello, Soccer Boots and Chess set! Little wonder we need a rest!

I hope you manage to enjoy a break with your lovely sons and daughters over the next few weeks, they have worked hard. I look forward to training the 'Princess' to run, after she managed ten steps over Easter (perhaps it was the chocolate)!

Paul Southwell

Head of Junior School

Four Perspectives on Space Inspired by a Year 2 Unit: My Place in Space

Central Idea: We explore space to provide answers.

A Music Specialist Perspective

While many classroom teachers spent their first days of the school year arranging their classrooms, the Year Two teachers at Radford Junior School were busy removing furniture and displays from their classrooms to create an “empty space” as a provocation for the Unit of Inquiry – My Place in Space.

As students entered their classrooms for the first time there were awkward moments. I wonderwhere we should sit?where we put our books?

The classes brainstormed ideas for arranging the learning space, completing furniture layouts and seating plans. In groups they worked together to create special places for quiet reading, storage of books and wall displays.

Teacher questions focused on - Where is space and what does it mean to you?

- Ethan: Space is somewhere that is empty*
Georgia: Space is everywhere
Dylan: Space within space
Max: It depends how big you are and how much space you need
Bonnie: A special place
Jordan: A bubble
Jemima: Like your own place

In Music, the children’s ideas were explored in a number of directions. We experimented with ways of moving through the empty space using different pathways as a listening experience. As the music changed, the children travelled along a new pathway. There were many ideas evident, but some examples observed were zigzags, curves and diagonals. The students reflected that pathways formed different shapes in space depending on the obstacles encountered.

One class was particularly interested in negative and positive spaces, so a movement piece was created that explored the idea of interlocking shapes created by the body. There were discussions about the choice of appropriate style and tempo of music, performer etiquette and effective ways to conclude and begin a movement piece.



The second class took an interest in personal space-the 'bubble', 'space within space'. The students decided that bubbles could be any shape or size, so they formed groups to create a bubble movement piece. To perform the complete work a Baroque example was chosen. After every eight beats in the music a new group bubble was formed and then collapsed in slow motion.



The Year Two space exploration pieces led us to the following questions - What do we know about space in music? What does it look and sound like?

Student responses:

Lily: The beat and the rhythm because it stops and starts

Max: There's a space in the writing, there's a space between the notes

Zarah: There's one line then another and a space in between

Bonnie: The silence

We have notated well-known songs on the lines and spaces, worked with rhythm notation which included the 'the silence', and improvised in the spaces with tuned and untuned percussion instruments.

Our journey into the possibilities of space is just beginning...

Brenda Lander
Music Specialist
Radford College



How do artists use space?



Barbara Hepworth *Two Figures* 1968



Flynn *Space Sculpture* 2010

Artists use space everywhere. They need space so they can make sculpture. They try to make space (in their work). Emer

You use lines and join them up to make space. Max

In Art class, the question: *How do artists use space?* invited us to explore our own ways of making space in drawings, paintings and sculptures. It also was a wonderful opportunity for us to look at important C20th artists such as Henry Moore, Barbara Hepworth and Louise Bourgeois, who use space to great effect.

What are we looking at here?

To begin, the children were invited to use the *See Think Wonder* thinking routine as developed by Project Zero¹. This simple routine invites participants to examine works of art through a series of questions, namely: *What do I see? What do I think? What do I wonder?* These questions enable the inquiry process by asking us to not only look closely, but also to look again and again. In this way, children are also able to build on the ideas of each other and follow an authentically child-centred line of inquiry. Descriptions, reflection, associations and questioning are all part of the rich process that leads us to know better what we are seeing.

Upon looking at Henry Moore's sculptures, we noticed that there is space *inside* some sculptures:

Artists can make shapes-make them see through. Then you can put your hand through it, and that's space! Lily

Throughout the unit we spent time drawing spaces, and this naturally led us to think about the relationship between two and three-dimensional space:

Artists can make drawings look 3D. It looks like they've used a lot of space - but they haven't! Josh



Bonnie exploratory drawings of space inside shells



Creating space sculpture

The “Design and Make” process in action

Artists use curvy spaces so that they can make sculptures. First they might like to sketch them then use the idea to make it. Sarah

The children were asked to design a clay sculpture that used space. We drew our ideas first and then transferred them from drawings (2D) into clay (3D). As we took our ideas through this process, we began to adapt our designs as needed. We grappled with how we would actually *build* our work, and thought of possible solutions. Also we planned out the processes, or sequences we would need for success:

You have to think about what you draw. If it’s really complicated it will fall apart!

Claire

You can use straws to make things stay on. Kate

We had to make it smaller. We had to change how it looked. Rebecca

You keep adding on. First you make the body part and then the other parts. Lily C.

Immersion in space!

Having a specific focus, such as space, thoroughly explored and discussed within the classroom was an asset to the children when they moved to their specialist classrooms. With the foundations for thoughts about space having been laid by classroom teachers, specialists were then able to gently pull discussion into areas that pertained specifically to their subject areas.

So in Art, looking through the lens of *space*, the children were quickly able to develop deeper understandings of how artists make work, and how the children themselves can better invent, adapt and create.

Across the curriculum the children inquired into the many aspects of space and were able to follow diverse lines of inquiry. Teachers were enriched by the many points of view that this process brought, and were able to synthesize seemingly divergent ideas into a newer, broader and bigger idea of what space actually is.

Robyn Evans

Art Specialist - Radford College

Classroom Teachers' Perspective

Beginning a new school year is all about discovering what the children in your class will bring to their learning space. Creating this learning space is of the utmost importance to encourage risk-taking, and to allow all children to be a participant in conversation in your class group. It means allowing children to feel confident in bringing fresh perspectives, exciting questions and to begin new challenges in inquiry learning.

In Year Two at Radford, our year began very differently to previous years. The teachers initiated the children's inquiry by emptying the classroom of all furniture and materials. The children walked into their empty classrooms on day one of the school year and the inquiry began. This allowed the children to begin wondering about the space around them, what space means to them and how spaces can be designed to benefit people.

Our key concepts were form, what space is, and causation, what space is like. We continued to focus back to our central idea, *We explore spaces to provide answers*, and our key concepts, throughout our tuning in and finding out stages. The children were given plenty of opportunity to explore stimulus materials and through discussions they came up with a varied list of 'I wonder' questions. The interest of the children was quickly identified and this directed our inquiry towards outer spaces, deep ocean spaces and spaces that benefit our everyday lives. Our future learning activities were designed to give the children every opportunity to further gain knowledge from their questions.

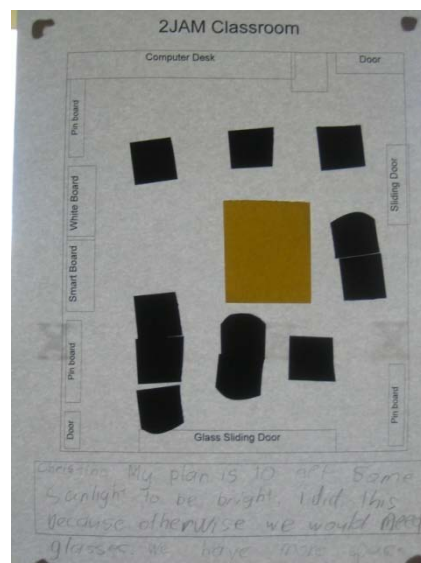
We are currently in the "taking action" stage of our unit. We have focused the students' inquiries towards our final line of inquiry: The ways our exploration of spaces have benefited humans. The students have developed a range of questions they wish to find answers to, and will explore these in small groups over the next couple of weeks. The unit will culminate with a display where they will be given the opportunity to present their deep knowledge of spaces through a variety of mediums such as information reports, models, paintings and posters.

We are looking forward to sharing in the rest of the children's learning journeys as they explore the different spaces in the world around us.

Jane McKenna and Dean O'Brien

Year Two Teachers
Radford College

The inquiry wall in our classroom



An International Perspective On Space

Schools consume an enormous amount of space and we as educators come to rely on having space for the various activities and experiences we offer to children. But what if our schools were taken away? What if, instead of our buildings, halls, ovals and car parks we were faced with teaching children simply under a tree?

How do you create a learning space in an outdoor environment?

A small group of educators at Radford College explored the potential of a learning space under trees as part of a project on developing an Early Childhood Curriculum for Timor Leste. We were honoured with the task of coming up with ideas for teachers working in Timor whose learning spaces consist either of a tree or a small shed.

This challenge led us to creating a learning space out of a rope and 4 baskets. The concept consisted of a large circle of rope which resembled the walls of a classroom and baskets of activities scattered in the circle for the children to enjoy. All of the activities were created using only natural resources so that the resources can be collected from local forest settings or from things lying around.



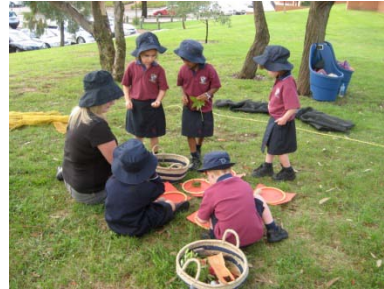
We explored the spaces under a tree and came to the conclusion that what children need most is a sense of security, a sense of belonging and knowledge that what is shared in a special space will be valued and treasured.

The creation of a space of learning is fundamental to the idea of creativity, imaginative play and language development.

The purpose of our learning space is to:

- provide a safe space where children can explore and play.
- create a visible border so the limits of the classroom are clear.
- develop in the children a sense that “different and special activities” happen inside the circle.
- develop in the children a sense of the need to think and learn when they step into the circle, and that it is safe and accepted to do so.
- create a learning space which is flexible, can be used in different ways for different things in different places.

In Australia we take the space and the resources we have in our schools for granted. This project reminded us to make the effort to use the spaces we have with care and respect, and also it made us realize the potential of taking learning outdoors. Our Early Learning Centre children are now involved in a nature program which involves them learning in a bush setting once a week.



Children trialling the learning space under a tree.

Our challenge now is to continue to explore the spaces we have with fresh eyes, and with the hope of new possibilities so that our learning environment is recognized as the 'Third Educator'.

Tanya Stevenson
PYP Director P-2
Radford College

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From The Artful Thinking Program developed by [Traverse City Area Public Schools](#) and [Project Zero](#) at [Harvard Graduate School of Education](#).