

Tamariki School Science Review 2015

Review Question:

How well is science supported at Tamariki School?

Review Process

1. The review question was decided.
2. The data on Storypark was looked at to see which strands were being covered, both in play and in teacher-supported activities.
3. Looking outside Tamariki-Marina engaged in science PLD and shared information with other staff.
4. An inventory of science resources was made and resources needed were identified and purchased.
5. Teachers shared observations of science learning.
6. Information was evaluated, looking at how learning in each strand of the science curriculum is supported
7. Areas for Development were identified.
8. An action plan was made.

Evaluation of Information Gathered During the Science Review

Learning Opportunities in Science

The findings show that Nature of Science Strand, the overarching unifying strand, is well supported at Tamariki, both in the play activities the children engage in and the way in which they go about engaging in learning activities supported by a teacher.

It was interesting that when the facilitator of the science PLD came to work with our children she commented that she was really struck with the ability of the Tamariki children to really question and extend the activities provided.

The Living World Strand is a natural interest for children, particularly younger and middle children. The biological microscope has been wonderful, and provided many learning opportunities. We have had chickens hatching and growing at school, goldfish, and tadpoles growing into frogs. The older children often incorporate living world learning into their literacy learning when writing reports and explanation.

The Material World Strand is also a strong area of interest for children of all ages. Lots of teacher supported learning is happening in this strand, following the children's enthusiasm and interest. Children also have learning opportunities in their play e.g cooking,

The Physical World Strand learning occurs frequently in children's play-with water, sand and dirt, electronics sets, projects in games such as pulleys, using wheeled vehicles, magnets, magnifying glasses etc.

Teacher supported learning also occurs in this strand. Some thought will be given to more of this to address gaps, such as light and sound.

Planet Earth and Beyond is studied by the older children in the context of their literacy learning and as an area of interest. Informal learning opportunities occur for younger children, but this is an area not so well supported by play activities.

Areas for Development

Analysis of the information gathered highlights the need to plan for greater coverage of the Planet Earth and Beyond strand, especially for younger and middle children, but also fostering more engagement by older children.

The other area identified is the need to focus on engaging the older children in a broader range of science learning.

Plan for Greater Support of Science Development At Tamariki

Two areas for development have been identified

Action Plan

Area One

1. Teachers will plan for more opportunities to support learning in the strand Planet Earth and Beyond.
2. Resources will be identified and purchased to support this strand.

Area Two

1. Increased engagement of the older children in science learning will be planned for.
2. The ideas and resources coming out of the Science PLD will be used to foster greater interest and enthusiasm.
3. Extra resources will be identified and purchased.