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Welcome to **ATTACK!** a two-page occasional publication. Most of **ATTACK!** will be concerned with the holistic curriculum which, if acted on, is a fundamental way to undermine the present undemocratic education system. Don't be discouraged if opportunities to teach holistically are limited, do your best, be a guardian, and act as a witness to this culturally significant and inspiring way of teaching and learning. **ATTACK!** is a partner to <https://networkkonnet.wordpress.com>

Attack! 72 Developmental in action: a new entrant room (1989) – the holistic before the fall Part 2

Others go to the large tables to write about the taniwha, or on topics of their own choice.

The children write variously in exercise books, long books of stapled newsprint, or on newsprint sheets.

One child lies down and feeds the rabbit.

Another tells me that everyone has to write something before the end of the day.

Stuart comes up to show me his long book and to read his story again.

'It's the first one I've written.'

The teacher discusses a spelling contract with a child. (However, the teacher does not use the term *contract* in doing this.)

Another child comes up and says she's written two books. 'One about my baby. The other about Andrew's bike.'

The children mainly use 'have-a-go' spelling but one or two prefer 'try-cards'. As the children write, the teacher moves around talking to them.

Two children are working with an alphabet game.

The parent is listening to a child read a story.

Over in the art and craft area some children are working on various constructions. Containers permanently fixed between the tables give the children easy access to materials. An art and craft book open on a stand is being used by a boy to guide his activity.



'Yes, I chose it. I mainly work from the pictures.'

The teacher sets up a printing contract with a child.

Another parent bustles in. 'I've just come for half-a-day. I'm feeling a bit fragile'

The parent exchanges a smile with the teacher and then skilfully slips into a supportive role with a child.

Two children engaged in another alphabet game busily rub the magnets to make them work better.

Nancy, a child whose second language is English, sits at the writing desk to write a story about the rabbit. She's writing on yellow memo tabs in a long book. Every now and then other children sidle up to her to see how she's getting on. They give help when it's requested.

The teacher continues to work with individuals. At the moment she is doing running records.

A child is sitting next to Nancy at the writing table, practising his printing.



The writing table is a focus of much activity. A large alphabet chart is displayed on it, as are various suggestions for language activities. Available for the children to use are pencils, thin stemmed marker pens and lined sheets. Various task-cards for printing, punctuation, and spelling are stored in half containers and envelopes.

While I'm standing near the writing table a child settles down to do some writing.

'I'm writing a letter to my dad.'

Another child nudges me.

'I wrote a speech bubble.'

She then reads it to me.

'Who am I? I'm five and I like lollipops.'

'I'm going to write a story about going to the farm now.'

A parent arrives with her child. The boy is to start school in a week. For orientation, the parent and her son have been coming to school each morning.

The two of them are looking through the *Ready to Read* books.

A child beside the writing table is learning a contract spelling word.

'School, S-c-h-o-o-l, School'

The child covers the word and writes it in her book again.

A relaxed but purposeful air prevails. There is a pleasant hum of conversation.

A girl leans towards a boy.

'There are two t's in *little*.'

He reflects for a moment then reaches for a rubber.

There is a clatter as some felt-tips spill on the floor. In a matter-of-fact way two other children come over to help pick them up.

The outside equipment is shared with a neighbouring room. Two children are hammering and sawing, one is pouring water.

The teacher is on the move now, questioning one or two children to check they have a sense of direction for their morning's activities.

A child is using the tape-recorder and intently following the story being told.

Two children are showing the teacher their constructions. She admires them and gets them going on their next activity.

Nancy has made good progress with her story.

She reads her stories to the rabbit.

The teacher comes over and talks to me.

'The organisation is such that they don't learn they are behind in this or that. They don't feel they are scrambling to be first to climb up learning ladders. When they are working they simply feel they are doing reading or doing mathematics, and so on?'

The parent and child having an orientation week are now looking at the mathematics resources.

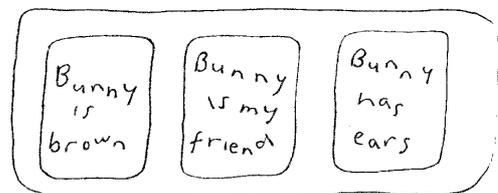
Stuart shows me his taniwha. 'I've made it for my sister. She's three.'

Two children are now in the play-house using the dressing up material. The teacher looks over there, and so do some of the children. Clearly something of significance is occurring.

I learn later that the boy who is playing 'house' with the girl has a problem in getting on with other children.

His playing with another child in the play-house is the first time he has been seen by teacher or children to sustain a constructive relationship with another child.

I watch him as he carefully wraps a doll in a blanket and places it in the pram.



After morning play, the teacher sits down with a book. Very soon there is a cluster of children around her to listen. However, many children continue with the activity they were on before play.

A song in Maori is coming from the tape recorder. Two children sing along with it.

Three children are over at the writing table working on spelling contracts. Another two are writing out the alphabet. One child is doing printing on his own initiative.

Stuart rearranges the social studies display to make a space for his long book.

Four children get out some musical instruments and start beating time to their singing. The teacher joins them.

The boy in the play-house is still maintaining his constructive behaviour. He's tidying up now with the girl.

The parent and her child are looking through the blown-up books.



Two children have taken a pointer from the pointer container and are reading around the room

Greer comes over to me. 'If I put my hand to bunny's mouth he licks me.'

Two children are doing a spelling activity. They put their hand in a box of words (high usage words) and pull one out. After a quick look they turn it over and write the word down. 'We're not supposed to look again but I just cheated.'

'I like doing neat printing,' says the child at the writing table.

Greer is walking around the room reading to the rabbit.

Two children are making constructions with dough.

Three children are working together using lego.

Stuart, having finished his taniwha, is again clutching his long book. He reads his story to anyone he can inveigle to listen.



There are now a lot of children reading books. Since morning play the emphasis has moved to reading. Some children have gone to their individual reading boxes and are now variously reading their designated instructional reader, or an associated reader, or a wider choice reader (known to them as 'swap' books).

The teacher explained later that the instructional and associated readers are chosen by the children but from within a restricted range of reading levels. The wider choice reading box has books with a wider range of reading levels.

The teacher is very busy hearing children read to her. With some of the children she does running records.

A child comes over to me with some folded cardboard into which he has cut serrations.

'These triangles make diamonds when you open it up, see?'

'Who thought that up?'

'I did.'

