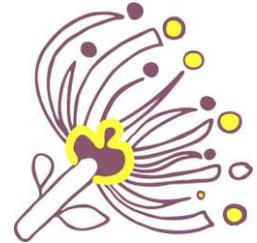


Kaitiakitanga: Guardians of the future

Progress vs Preservation

How can we preserve the past to protect the future?



The student inquiry for this term is the culmination of the term 3 inquiry (the need for progress in the Auckland housing crisis) and our term 4 inquiry (learning about the ecological, geological and archaeological significance of our area). The purpose of student led inquiry is to develop students who are able to see multiple sides of a problem, seek information, make informed decisions and take action for what they believe is right. Our Outcome will be a Spoken Word Poetry Slam which will take place on Friday 7th April and every child will have the chance to perform.

To tune in to our student inquiry for Term 1 Mangere Bridge School will be going on a trip around our local area to observe places that have been preserved and places that have ensured progress for Auckland. These will include Auckland Airport, Watercare, the Kaitiaki village at Otuaatua Stonefields and the Watercare coastal walkway.

We will be leaving school at 9.15am and the trip will include a bus tour and around 40mins walking on flat ground. Students and adult helpers must wear good walking shoes, a hat and sunscreen and must bring morning tea, lunch and a water bottle inside a named backpack.

Classes will be going on the following days:

WEDNESDAY 8th February **Room 7, 12, 13, 17 & 18.**

THURSDAY 9th February **Room 2, 3, 10, 8, 14 & 11**

FRIDAY 10th February **Room 1, 5, 6, 9, 15 & 16**

We will need parents to help us on our trip.

Please check which day your child will be going and let us know if you can come and join us.

This trip will cost \$5 per child. Please return the money and permission slip to school by Friday 3rd February.

Progress vs Preservation Trip

I give permission for _____ to go on the trip and have included \$5 for the cost of the bus.

I am able to help on the trip.

Contact number: _____

I am not able to help on the trip.

Signed _____

Relationship to child _____