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On the cover
Page 4: Students like Liam are positioned as experts and leaders of their learning at Oruaiti School in Northland.



Watch: Boosting attendance and engagement at Tāneatua School



In this three-part series, we visit Tāneatua School in the Bay of Plenty to see how a Brazilian jiu jitsu programme is helping to create a positive school culture and get tamariki engaged in their learning.



View: Celebrating the art and measina of the Pacific



This slideshow of images tells the vibrant story of Hutt Fest 2021, held in June. It brings together schools and early learning centres from across the Hutt Valley.



Listen: Creatives in Schools podcast



For our latest podcast we talk to the artist, teachers and students involved with Sylvia Park School's Creatives in Schools project: My Turangawaewae.

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Positive change in action



The best part about working on the *Education Gazette* is all the places it takes us. One of those places recently was Tāneatua, a small community just south of Whakatāne in the Bay of Plenty. Like many other schools, Covid-19 took its toll on attendance levels at Tāneatua School, and with its community the school explored ways to get tamariki engaged in learning and school life. In addition to introducing a balanced curriculum alongside Te Ara Piki – which principal Mārama Stewart describes as “a pathway to lift the mana of our tamariki” – the school also used Urgent Response Funding to engage a local gym to deliver a Brazilian jiu jitsu programme to the children. I was fortunate to see the programme in action and it wasn’t hard to see why it’s having a positive impact on attendance and engagement. I urge you to watch the short video series that tells their story.

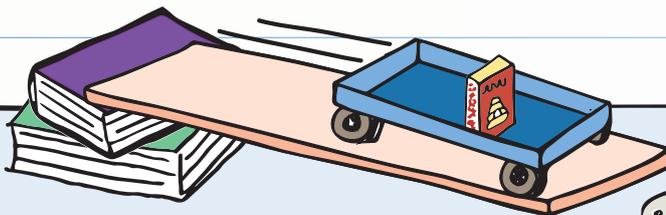
In this issue we also visited the Hawke’s Bay to look at other examples where the Urgent Response Fund has supported schools and early learning centres to actively engage learners and their whānau. Turn to page 10 to find out what these communities did to bring about positive change.

Jude Barback, chief editor

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Green is gold in Far North school

Students are the experts at Oruaiti School, which has an integrated environmental programme that has seen the school become a green/gold Enviroschool, the 2021 winner of the Northland Regional Council Environmental Action in Education Award, and a finalist for the 2021 Prime Minister's Education Excellence Award for Excellence in Teaching.



Liam and Bayden at the popular duck pond.

Oruaiti School, a Year 1-8 school in the Far North, has been on a five-year journey based on a legacy left by a revolutionary principal, Elwyn Richardson, between 1949 and 1962. The school was granted 'experimental' status by the Department of Education and Elwyn was allowed to develop his own teaching methods and curriculum based around the natural environment, personal experience, artistic development and the learning potential of every child.

Now, in the 21st century, the school is again using the local environment to frame learning in the classroom so that it is meaningful and purposeful for tamariki.

Teacher Rob Arrowsmith wrote in the school's entry

for the Prime Minister's Education Excellence Awards that taking a strengths-based approach, which includes the passions and interests of teachers, students and their whānau, has resulted in improved engagement, achievement and resilience.

"Part of our vision has been to enhance Elwyn's legacy, with a more experiential place-based local curriculum weaving all the learning areas of *The New Zealand Curriculum* together," he wrote.

Integration and growth

Oruaiti School has grown from a roll of 60 pupils, when principal Diane Bates arrived six years ago, to 173 tamariki today. This has enabled the school to take on more staff, who are all on board for the school's environmental journey, she says.

"When we do our strategic planning at the end of every year, we involve the board and the community. The latest feedback was for us to carry on doing what we are doing," she says.

The strengths-based approach has resulted in an increasingly integrated curriculum, improved critical thinking and problem-solving skills and students who are responsible risk-takers.



"Because we are positioning the students as experts and leaders of their learning, they own it and they feel like they own the space."

Rob Arrowsmith

"We're trying our best to integrate the curriculum as much as we can," explains Rob. "We know the more time we take to integrate effectively, to really consider how we craft the learning with the students, the better the outcomes."

"Take, for example, pest-trapping. The students make their own traps; there's a certain amount of measurement, technology, research, reading and writing. They log everything they catch; they have to measure it and log into a national database: Pest Tracker [www.trap.nz]," he says.

Engagement and results

Over the past five years, tamariki have learned how to be successful on their own terms, says Rob.

"If the students own what they are doing, the learning that comes from that is their choice. I've only



ever done well in the things I really want to do, so if we can give the students and their whānau that much choice, I think we're giving them the perfect opportunity to start their young lives," he says.

"We've found that student engagement has increased, especially when we look at our boys being hands on, or being in the mud with the ducks or over at the wetlands," says Diane.

"They can research things because they actually want to know. The senior class has been doing a lot around making environmentally friendly pesticides, and that snowballs into other science topics," she says.

And they're getting results. Between 2015 and 2021, writing improved from 40.9 per cent to 68.9 per cent at, or above, standard. During that time, mathematics improved from 68.9 per cent to 76 per cent at, or above, standard.

Ducks and responsibility

In 2019-20, 11 ducks were purchased to live in the dam on the school's 4.8-hectare property. Student 'duck monitors' are responsible for feeding the ducks and collecting the eggs. To protect the ducks, tamariki designed and built a floating duck platform, made hawk scarers and fenced the ducks in to protect them and stop them wandering. Excess duck eggs are used for school breakfasts.

"Because we are positioning the students as experts and leaders of their learning, they own it and they feel like they own the space," says Rob.

"Students come in during the holidays, in their own time, to feed the ducks because they love them so much. I get texts during the holidays when a new chick has been born, or a duck has gone missing – they are so invested.

"These students don't treat school like a school in the traditional sense, they treat it like somewhere where they belong. I think we do as well as teachers."

Student-led projects

Students have produced a range of products including eggs from the much-loved school ducks, a published book on sustainability, hinaki to catch eels for smoking, pest traps to protect the ducks and trees, and kawakawa balm and honey to sell.

This year the focus has moved from teacher-led enviro-projects to more student-led passion projects. Rob says many of the children wanted to stick with the status quo – hands-on active maintenance like planting and working with the ducks. But quite a few tamariki wanted to start their own projects.

For example, some students wanted to turn leftover fruit from the Fruit in Schools programme into jams and preserves.

"The students decided that was something they wanted to do because they had quite a lot of experience with our honey production, which is a fundraising staple of ours," says Rob.

"We have groups working on creating a student/community activity centre down at our wetlands area.



Top: Chips anyone? Atuarangi with a potato he has harvested from the school garden.

Bottom: Mako gives some new plantings a drink.

There's also a group working on creating a bike/pump/skateboard track. Another class is maintaining and restoring our wetlands. They're creating their own sustainable and ecologically safe weed killers." he says.

Where to next

So effective is the school's mahi that Diane and Rob say it's time to review the school's strategic direction.

"Because the enviro-journey has got to a point where we are all taking part," says Rob, "we need to sit down as a staff and redo the strategic plan. We've done a lot of it and we need to have another community consultation and nail down what the wider community wants – that's whānau, teachers and children."

The school has identified a need to focus on weaving sustainability and te ao Māori together. Deputy principal Kaiya Lafotanoa has returned to the school and is leading staff with professional learning development in tikanga and te reo Māori, says Diane.

"We've found that student engagement has increased, especially when we look at our boys being hands on or being in the mud with the ducks... They actually want to know."

Diane Bates

Kaupapa and trust

The Enviroschools judges were impressed by the students' confidence and knowledge and their enthusiasm for the many projects at the school.

The Prime Minister's Education Excellence Awards judges liked the programme's kaupapa and that it involved the whole school, with sustainability embedded. They also felt there were great examples of experiential learning and developing skills across the curriculum – the school had also provided examples of critical thinking.

"We're so lucky that Diane trusts us to do all these crazy things," says Rob.

"It must be quite nerve-racking to see a group of Year 8s go down to the wetlands to spend the day burning wood they have been chopping up and testing chemicals. It's real-life problem-solving and we're building resilience from the get-go," he says. ▲

Photo credit: Nicole Messenger wovenbynicole.co.nz



Top: Nixon and Toa enjoy watering one of the vegetable gardens.

Bottom: Amiria checks the measurements of a rat trap she has been making.

It takes a treehouse

A popular three-year project at Oruaiti School has been the development of a sustainable solar powered 'treehouse', which was completed in term 1, 2021.

It's going to be the hub of a range of environmental projects that include a duck pond, beehives, vegetable gardens, wetlands and stands of kawakawa and mānuka. Students raised funds with a range of activities, including making and selling beeswax wraps, honey, screen-printed tea towels and recliner deckchairs, and producing a book about sustainability.

"We now have our outdoor learning space completed," says Diane. "That started from the children's ideas three years ago when they wrote speeches and contributed to the design. They can see that they can come up with these ideas, think them through and they can happen!"

"We wanted a classroom that was outside – but inside at the same time," says Camryn (Year 8). "At the start we wanted a treehouse to play in and it evolved from there. It kind of feels like we're in a treehouse. I like it because it's peaceful — it's not as busy and pressured as in the classroom."

"I like it because it's far away from school and we get to get out of school and get into nature," adds Riley (Year 7).

"I like it because we got to design it as students – we had an input," says Hayley (Year 7). "It feels good to see our ideas in the building. As students we feel pretty proud that we actually got to design it ourselves."

While tamariki enjoy working in the new space, they say they learned a lot while designing the classroom.

"I learnt about angles and stuff to build it," says Riley.

"It helped with learning around the time we were designing it because we had to figure out the perimeter and area," adds Camryn.

"I've learned that students have the power to do what they have been wanting to do and have a say in their learning," says Amara (Year 8).

The senior students are particularly proud of the legacy they will be leaving for tamariki in the future.

"I like how it's going to be there for quite a while – we hope – so there will be students in future generations having opportunities to learn," says Amara.

"I have been here all my life and I wanted to leave something behind for little kids coming in. We got to design and fundraise for it," says Latiya (Year 8).

Rob says a key outcome of the school's enviro-journey over five years is that, with the right guidance, the students have learned how to be successful on their terms.

"They know now that anything is possible – they've seen that for themselves. What is also amazing is this is now the legacy of the ones who designed the outdoor learning space and so they're super proud that they're leaving it for other generations," he says.



Oruaiti School have a proud legacy centred on the outdoor environment.



You can read more about Oruaiti School and its proud legacy in Issue 9, 2020, of *Education Gazette*.

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Te Wiki Tiaki Ao Tūroa 4-12 Mahuru 2021
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Tūi. Photo: Sid Mosdell (CC BY 2.0)

Te Kāwanatanga o Aotearoa

Urgent Response Fund enhances learning in Te Matau-a-Māui

In 2020, schools and early learning centres across the country responded to nationwide lockdowns. Driven by alert levels, they were challenged to adapt, engage and educate tamariki and rangatahi. As lockdowns were eased, a new wave of Government support was offered to help reintegrate students and teachers alike.



Exploring at Te Tipu
Whenua o Pa Harakeke.

Hawke's Bay and Tairāwhiti schools and early learning services have been able to support their communities with just under \$3.5 million in funding from the Government's Covid-19 Urgent Response Fund (URF).

Daniel Murfitt, the director of education for Hawke's Bay/Tairāwhiti, describes hearing and seeing evidence of genuine success as a result of the URF.

"The successes I've heard about are from the narrative of principals and teachers. You know when it's genuine. In my experience, leadership in schools want to do the best thing, and when given the opportunity, in a post-Covid environment, they really stepped up," says Daniel.

According to Daniel, the fund provided schools and early learning centres with the opportunity to "do things differently" and it was important that the fund be available across all sectors of education.

COVID SUPPORT FOR EARLY LEARNING

Te Tipu Whenua o Pa Harakeke, an early learning centre in Flaxmere, made the most of the opportunity for extra, urgent funding. They offer teen parents the opportunity to continue their education, while simultaneously providing education for their children.

Head teacher Mel Madden describes the concept as "amazing and unique", adding that "we have the opportunity to make a real difference, to make some changes in a positive way".

During Covid-19 lockdowns in 2020, they faced many challenges as the already vulnerable students and their tamariki were unable to participate in familiar routines. Prior to the restrictions, students who were struggling to attend school would be visited and supported with a free van to ensure they fulfilled their educational goals.

"During Covid-19, we couldn't go and visit so we made regular weekly contact with the mums to see if they needed anything and we would get the agencies that needed to work with them involved," says Mel.

After restrictions were eased, factors such as anxiety contributed to a slow return for many students.

Mel, along with Melanie Fowler, who is the head of the Teen Parent Unit, reinstated home visits to remove as many barriers as possible for the teen parents.

"[We did] home visits for welfare checks; we would take things around if they needed them - nappies, formula, food, clothing, bedding - and try and support them to come back in," she says.

Mel also recalls having to reassure the parents that it was safe to return, as many were fearful of their young children contracting Covid-19.

Breathing life back after lockdown

The centre ensured as smooth a transition back as possible by returning quickly to familiar routines. They used the URF to bring in an expert mindfulness teacher, ensuring the anxiety experienced by the teen parents as a direct result of Covid-19 restrictions did not filter down to their young children.



Mindfulness, led by Judy Hunter, at Te Tipu Whenua o Pa Harakeke.

"It's around learning but it's also around social connection - being part of something bigger."

Daniel Murfitt



Daniel De Theiry with Trident, who has become a young leader at Hastings Intermediate.



“There is obviously the positive of modelling biculturalism and the partnership of the Treaty. We get some of our Māori kids who are haututū in the class. But at the marae they are standouts! It’s an opportunity to focus on strengths outside of the classroom.”

Robin Fabish

The programme includes deep belly breathing and 'blowing out the candle' to help the children bring themselves back when they are struggling to self-regulate.

"The benefit is just amazing. We had a girl reminding her parents to be mindful, and she talked about it with them, and the mum came in the following day and asked about mindfulness and told us the story of her reminding dad to breathe. It was gorgeous," says Mel.

Of the 18 tamariki currently enrolled, there are a mixture of ages and Mel believes the mindfulness programme has helped to promote tuakana/teina within the centre.

"Our older children do really use it and it's really cool because they use it with the little ones as well. There's a lot of tuakana/teina that happens within our environment," says Mel.

After experiencing such success, including with attendance, the centre is now funding the mindfulness programme themselves, and it continues to this day.

THINKING OUTSIDE THE SQUARE AT INTERMEDIATE

The holistic approach to reintegration and re-engagement has also continued through the primary and intermediate sector.

Lesley Smith, acting principal at Hastings Intermediate School, describes her school's approach as being all about reconnecting, adding that there was a lot of anxiety about coming back to school once the restrictions of lockdowns were lifted.

As a direct result of the URF, the school was able to implement a programme to mentor ākonga Māori to support their ability to attend school, and engage with their learning.

Lesley says the school worked collaboratively to "think outside the square".

"We brainstormed a role for someone who would touch base with the kids who needed it. It was a seed and we took it and planted it and grew it," she says.

The funding also supported Lesley to work closely alongside her acting assistant principal, Pam Mohi, and her learning support coordinator, Wendy Jablonski, to create a role built around *Ka Hikitia* (the Māori Education Strategy), and the school's manaakitanga values.

Mentorship and empowerment

It was then that Daniel De Thierry was employed as the school's 'Māori mentor'. Daniel provides support for a group of boys in the classroom, while also helping them to engage with their culture as a means of personal development.

The leadership team worked closely with classroom teachers to identify students in need of mentorship. They looked at attendance data, PB4L (Positive Behaviour for Learning) data and what they knew of the tamariki in order to create an inaugural group to be supported by Daniel.

Of his role, Daniel says, "It's not a job... it's empowerment – being able to connect with [the boys] daily and just developing a really good relationship with them once I connect with them.

"We have been brought up with values, but maybe we have lost our way through life. I like the Māori part of it.

We get cultural engagement, which is missing for the kids – they need to be culturally connected. I am just hoping that I am empowering them and having a positive impact."

When *Education Gazette* visited Hastings Intermediate, the boys were busy making bone carvings. Daniel also ensures they engage with Kapa Haka. He has a presence in the playground and runs a HIIT (High Intensity Interval Training) programme at lunchtime.

Trident, a student from Daniel's inaugural group, has been identified as having leadership potential. Daniel has continued to nurture Trident, who has become a role model for a second group of boys.

Of the programme, and Daniel, Trident says it has been an integral part of his personal development, and helped him to speak to adults with confidence as well as making the right choices at school.

"[Daniel] is cool as. When I first met him, I thought he was someone I would get along with. He's like a dad. He's taught me to do the right things," says Trident.

The programme is so successful that there is a waiting list for Daniel's programme and the school has also funded a second initiative targeting Pacific learners.

Aware of the short window they have to impact these tamariki, they will be ensuring they support these at-risk students with their transition through to high school as needed.

Lesley says they are "always striving" for more of a connection with high schools in the area, adding that Daniel will be instrumental in helping these boys transition to the next phase of their learning.

WHAKAWHANAUNGATANGA AT SECONDARY

Tamatea High School has been implementing a programme that also encourages cultural connectedness and a sense of belonging and whakawhanaungatanga (getting to know each other).

The Napier secondary school has 310 students from a diverse range of backgrounds, and principal Robin Fabish says they all had different experiences during Covid-19.

"Some students had had some really tough times through lockdowns. We maintained connections through our whānau group teacher relationships – whether that was by phone, Zoom, or by Facebook – one way or another we stayed in touch with people," he says.

After the lockdowns, Robin and his team decided to "draw a line, reconnect and start again" with the focus being placed largely on reconnection and re-engagement.

At the end of term 4 last year, the school set up an additional classroom and targeted students who were falling behind in their programmes and assessment. A teacher was hired to offer additional support and awahi to these rangatahi.

"She would give them Milo and do baking and they were really motivated because it was a really welcoming environment and they were experiencing success. That was hugely beneficial having the funding to be able to pay for her," says Robin.

Marae experience supports NCEA achievement

In 2021, the school began a new and innovative programme for Year 11 students as a direct result of the URF.

“All Year 11 students need to achieve 80 credits, and it seems like a huge mountain, especially knowing that we could have gone into lockdown at any time,” says Robin.

The school ran an intensive programme in week four of term 1 in which the entirety of their Year 11 cohort spent three days at Wharerangi Marae. They learned karakia, and more about pōwhiri, manaaki manuhiri and performing waiata. They invited other local schools and whānau and provided them with kai and performances.

The school took this as an opportunity to uphold the principles of Te Tiriti o Waitangi, while also providing their students with an authentic context in which to gain some recognition for their learning in the form of NCEA credits.

Robin adds that this alleviated some of the anxiety around uncertainty and provided these rangatahi with insurance going forward, having now accumulated several credits.

“There is obviously the positive of modelling biculturalism and the partnership of the Treaty. We get some of our Māori kids who are haututū in the class – they get sent out of class. But at the marae they are standouts! They’re running it, they’re doing stuff, they’re up early because they know what’s expected. It’s an opportunity to focus on strengths outside of the classroom.”

Rich learning experience for all

Further to gaining credits, the funding provided a rich learning experience for both Māori and non-Māori students and Robin describes the sense of pride he felt at providing such important learning opportunities.

“Our Māori kids got the opportunity to learn about their birthright, and our non-Māori kids got to experience this too. With the emphasis on the Education and Training Act that we must effect as boards and school leaders, as well as the Treaty; this is an example of what this looks like on the ground. They are not easy credits – there is a whole lot of prior learning and it is valuable learning. Having an understanding of that is so important for tikanga.”

Robin would like to continue the programme and provide it across different year groups, visiting different local marae and ensuring all students at Tamatea High School can experience the sense of whakawhanaungatanga created by the programme.

In summarising the ways in which local schools have used the URF, Daniel Murfitt says the schools involved, along with others, identified that they really wanted to support their students’ sense of belonging and help them to feel connected to their learning.

“It’s around learning but it’s also around social connection – being part of something bigger.” ▲

Tamatea High School students who took part in the marae stay, with principal Robin Fabish (centre).



Urgent Response Fund

Schools, kura and early learning services me ngā kōhanga reo were all eligible to apply for funding to help address attendance issues, re-engagement in learning and wellbeing for children and young people following the Covid-19 lockdowns.

Applications for the fund, a year-long initiative, closed at the end of June this year and all \$50 million has now been allocated.

Find out more about the fund, and how much was allocated in each region on the Ministry of Education website.



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In 2017, the Vodafone Warriors turned up to help build the garden at Weymouth Primary School.



ENVIRONMENT

Garden programme grows organically

A vision to build a garden to teach children at a South Auckland school about food has grown into Oke, a not-for-profit organisation that has built gardens in 18 schools in the past five years.

Paul Dickson left the corporate world in 2015 and decided to use his project management experience to found charitable organisation Oke, which helps schools in South Auckland to build gardens.

“We were running a local fundraiser and looking for a project to fund. Papatoetoe West Primary School approached me and said they wanted to put in the Garden to Table programme, but they needed a garden,” explains Paul.

“I pulled together a working bee and procured all the materials and we built it in just one day. The principal suggested that lots of schools needed the same kind of support as they don’t tend to have those skills in-house.

“I envisaged a garden as a tool to teach children about food, but it turned into a classroom. I thought it was just going to be a one-off – it just grew organically from doing that first one. As we’ve done more, we’ve realised that these spaces can be used for more than just producing food,” he says.

Keeping it sustainable

In the beginning, fundraising was done on a school-by-school basis, but it soon became clear that the charity had to become more sustainable long-term to meet demand.

Paul says each garden costs between \$10,000 and \$15,000 in materials and volunteer hours can total about

180 hours. Foundation partners – Dole, 5+ A Day and Kings Plant Barn – all ensure that Oke has the funds to continue to build school gardens.

“I get good deals and source funding from our partners, trusts, grants and corporates. Some companies also provide volunteers to build the garden. That’s a great help because you have the funding and the labour to help build it and the corporates say it’s rewarding for them.

“We don’t have any labour workforce, so each garden is built through a working bee. We work with a school to plan that. We’ve started having the working bees on a Saturday, so we can give parents and teachers an opportunity to be a greater part of that. Having them involved in building the garden, means they have bought into it from Day 1 and you just have the community on side right from the beginning,” he explains.

With funding and volunteers in place, each school garden takes one day to build. The charity provides schools with raised beds, a tunnel house, composting solutions, child-sized tools, irrigation, and other essential resources.

“We build anywhere between nine and 12 raised beds – they are two by one metre. We put in a tunnel house or greenhouse and a toolshed with all the tools. We have learned what’s needed to make it really sustainable,” says Paul.



In 2019, the Vodafone Warriors were back to check on progress at the school: Warrior Isaac Luke and Paul Dickson make sure Peter has been behaving himself in the vegetable patch.

Growing successful learning

Oke leaves it up to each school to develop its own programme, incorporated within their curriculum.

“It quickly changed from being about growing food to being an outdoor classroom, a place for teachers to take their tamariki to learn about science or maths or any other area of the curriculum,” says Paul.

Weymouth Primary School's garden project, for example, has provided opportunities for integration across different areas of the curriculum, supporting the school's focus on science and ecological sustainability, as well as its work around Matariki.

“We celebrate this across the whole school and children use this as a time to harvest and cook the food from the garden as one of our activities,” explains principal Saane Faafo Oldehaver.

Last year, the charity developed an app which is designed to sit alongside Oke's mahi.

“The app contains a digital garden, which helps you grow three different vegetables a season and there's also a STEM element. Schools said they could use some sort of tool to help them along the way, so we developed this app which has been pretty well received,” says Paul.

Paul believes a school garden is a great leveller for tamariki and school communities.

“Not all children thrive in the regular classroom. In a school garden, you don't have to be the smartest or the sportiest – you can just be you. Any kid can grow things and have the same outcomes and learn along the way.

“Kids with learning difficulties or short attention spans learn much better in a hands-on, natural environment. Unfortunately, most of the schools in these urban areas are more of a concrete jungle, and our gardens have provided a much-needed outdoor education space for teaching and learning,” he says. ▲

“Not all children thrive in the regular classroom. In a school garden, you don't have to be the smartest or the sportiest – you can just be you.”

Paul Dickson



Principal Saane Faafo Oldehaver.



Tamariki enjoy the sensory garden at the school.

Growing eco warriors

Education Gazette talked to Saane Faafo Oldehaver, principal of Weymouth Primary School, and full-time garden manager, Sarah Price, about their school garden project, which engages tamariki in the natural environment, as well as developing activities aligned to *The New Zealand Curriculum*.

How did your school garden project begin?

It all started when we partnered up with Oke charity in 2016. We already had a beautiful space, we just needed a kickstart and they gave us the funding we needed to embark on creating an environmentally sustainable area for our school and community.

We were blessed to have the Vodafone Warriors come in alongside Oke and make our compost bins and build our garden shed to house the seedlings.

We have slowly been building up the area. We began by constructing a huge mural created by Charles and Janine Williams, local artists who specialise in large-scale murals. We ran a competition for our students to create a piece of art that encompasses our teams – Moana, Te Awa, Papa, Maunga and Rangi – and the winning piece was added to their mural.

What is the kaupapa of the Nature Classroom?

Our Nature Classroom includes he māra kai (garden), he ngahere (forest), ngā whare o ngā kararehe (animal pens), worm farm and compost bins. It is the centre for our waste stream organisation. This is the domain of ngā Ātua – Papatūānuku, Tāne-Mahuta and Rongo-mā-Tāne. It is connected also to Ranginui, Tawhirimatea, Tama Nui Te Ra, Tangaroa and Tūmatauenga.

Before entering, we recognise that we are moving into a space different from the playground or the classroom, or hall, and just like with the other areas of the kura, ākongā show respect and follow rules that apply to this area of the kura.

We have a karakia and himene that classes do before they enter the gardens as this space is a special place. This is the kaupapa we have started under the guidance of one of our kaiako, Whaea Willi-Anne Rowe.

There are also other spaces for activities, quiet time and discovery related to the garden or any learning opportunity. These activities are created by Sarah and the eco warriors. All students can apply for leadership roles and Sarah nominates the students who will be eco warriors. They have many roles: sorting the food and feeding the animals, working with students, and teaching them during the breaks, attending to the pātaka, cleaning the animal enclosures, and sustaining the garden beds, to name a few.



Scan the QR code or head to [gazette.education.govt.nz](https://www.gazette.education.govt.nz) to read the full kōrero with Saane and Sarah.



Morning kai keeps volunteers happy at the working bee.



See oke.org.nz for more information.



NGARIMU VIDEO COMPETITION

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2nd	\$1,500	\$450	\$1,950
3rd	\$750	\$225	\$975
Entries in English or bilingual			
1st	\$2,200	\$950	\$3,150
2nd	\$1,500	\$450	\$1,950
3rd	\$750	\$225	\$975

For further information, go to: education.govt.nz/28th-maori-battalion-competition-for-schools

Emergency preparedness: Keeping calm and carrying on

In the past decade, Canterbury has faced more than its fair share of emergencies. *Education Gazette* talked to some educators on the front line about their experiences and how emergency preparedness guidelines help them keep tamariki and teachers safe.



When *Education Gazette* was halfway through a phone interview with Jenny Washington, principal, and Lara Hyland, associate principal, at Te Ara Maurea Roydvale School, a fire alarm went off. Unfazed, they said “We’ve got to go” and on the last afternoon of term 2, the 300-pupil school was evacuated.

They’re well practised at ‘keeping calm and carrying on’. Te Ara Maurea Roydvale School went into lockdown during the Mosque shootings in 2019.

On May 6 this year, an armed man reported in the suburb of Burnside sparked a large armed police response. Jenny and deputy principal Emily Keenan were off site visiting senior students at school camp on Banks Peninsula.

Lara Hyland took the call from the Police just after midday. They informed her that the school was to ‘Shelter in place’ due to the close proximity of the gunman. Fortunately, Lara and Jenny had attended a combined Ministry of Education and New Zealand Police workshop about updated emergency preparedness guidelines at the end of March.

Shelter in place

‘Shelter in place’ means children and staff must stay inside, doors are locked and curtains are pulled down, but the normal school programme can continue.

“I wasn’t quite prepared for it, but luckily I had been on that course, so it was quite fresh in my mind. I knew exactly what ‘Shelter in place’ meant – that it wasn’t lockdown. But I guess it was frightening to know that it was a firearm incident,” says Lara.

“It was a bit of a panic when we first got the call, but we made some really big decisions in those first couple of minutes. We got our caretaker over to support us – we like having him close to us. We locked down the office. We had a teacher on release who could go through the internal classes and get them locked down.

“We probably couldn’t have got through it if we didn’t have Jenny and Emily on the phone. I was in the office on March 15, 2019 (Mosque shootings), so I did know what to do, but you’re thinking 45 minutes ahead each time and it’s good to discuss this with someone else, even though I was confident in my decisions. I was definitely very well supported,” says Lara.

Lockdowns practised

The school practises lockdowns and reverse lockdowns each year and children know what to do if they are outside and what happens once they are inside.

The Police provided a direct dial phone number to Lara, and with Jenny and Emily providing support and advice on the phone, Lara and the team at school swung into action to ensure children and staff stayed calm and were kept safe.

Processes and planning

The collaboration between the Ministry and the Police was quite significant, says Jenny.

“The reason we felt it could be well managed was because we were well informed. We went to

the emergency preparedness session to ensure our emergency plans were updated and prepared and ready in the case of an emergency.”

Jenny says it’s essential to have very good systems and processes in place in a school, and also to know your people and how they react in different situations. Regular practising for various scenarios is also very important, she says.

“When you’re in an emergency situation, it makes you realise how important it is to talk through what you’re going to do and what your possible options are beforehand.

“We’re very careful about communications and providing enough information for families to feel that their children are safe and that it’s under control and that we are connecting with the Police. We’ve learned that along the way – you don’t want to have a whole lot of information, but it needs to be factual, succinct and we always put ourselves in other people’s positions, thinking ‘what would I want to know?’” says Jenny.



Jenny Washington says good communication with staff and whānau is key to planning for emergencies.

“It was pretty exhausting. You thought about it all the time and I still think about it and that it could happen any day, or any time.”

Lara Hyland

Multiple things to do

“What people don’t realise is that there are multiple things you have to attend to when you’re leading a ‘Shelter in place’ or lockdown,” says Jenny.

Children were not told what was happening, although they were aware that something was different. Teachers were kept up to date via emails or phone calls. Lara announced over the tannoy system that there was going to be a picnic and lunch inside. As the afternoon unfolded, teachers were advised to play games, get the dress-ups out, and use screens.

“They generally carried on as normal. We did start getting ready to open our emergency boxes in case people were getting hungry because we weren’t sure when it was going to end,” says Lara.

Planning for 3pm

By 2.30pm, it looked like the usual three o’clock pick-up was unlikely. The school team worked out what the eventual pick-up would look like to ensure children and parents stayed calm.



Planning, practice and communication are essential to riding out emergencies, says Peter Livingstone.

“We practice the drills for lockdown, fire, earthquake. I’ve got Levels 1, 2, 3 and 4 planning in place for Covid. The key thing to keep in mind is: can I operate this school safely?”

Peter Livingstone

“Close to 3pm, Lara had to get ready for thinking the children would be staying in after 3pm and we didn’t want multiple parents coming on site,” says Jenny.

With the ‘Shelter in place’ lifted at around 3.30pm, Lara and Jenny’s PA waited for Jenny and Emily to return and had a debrief about what had happened. Lara also appreciated a visit from the community constable the next day, who reassured her that what had been done was okay.

“It was pretty exhausting. You thought about it all the time and I still think about it and that it could happen any day, or any time,” she says.

There was a full debrief with all of the staff as well.

“The debrief is really crucial,” adds Jenny. “It’s about multiple things – making any changes that you need to in your plan. Everyone’s got a story and the debriefing is really vital because it brings you together and helps you process it.”

Ashburton floods

Planning, practice and communication are essential to riding out emergencies says Peter Livingstone, principal of Tinwald School, just south of Ashburton.

And he should know – he has managed his school through the Christchurch earthquake, a lockdown during a fatal shooting at WINZ in Ashburton in 2014, and a lockdown during the Mosque shooting in 2019 – with a mosque two blocks from Tinwald School potentially in the shooter’s sights after Christchurch.

“One of my main messages to principals is, do not ever sit there thinking ‘this won’t happen in our situation,’” he says.

On Sunday 30 May this year, a ‘one-in-100-year’ flood saw roads washed out, farms flooded with water, silt and debris and the SH1 bridge between Ashburton and Tinwald slump, so that it eventually had to be closed to traffic. The region was put into a state of emergency.

Impact unfolds

“From the Sunday, the school was a base for St Johns – we’re also a Civil Defence outpost. They were there in case the bridge closed, because it’s quite a way inland to get into town without the bridge. Emergency staff were based on both sides of the river; some of the St John vehicles came from as far as Wanaka.

“Because of the declared state of emergency for the town, a decision was made not to have the schools open on the Monday. On the Tuesday, the principals that could, met in town as the extent of the flooding became apparent,” he says.

Most of Ashburton’s town schools were in a projected flood zone, but by Tuesday, Peter was planning to be the only school in the area to open the next day and communicated accordingly with parents.

“Wednesday morning at 6.45 am – we have a text alert system with our District Council – and I got a notice that the bridge was closed. It had slumped between the Tuesday night and Wednesday morning. I sent out a text saying the bridge is closed, so school is closed.

“About 90 per cent of my students are on the south side of the river and could have got to school, but 80 per cent of my staff, including me, couldn’t get there. I didn’t have a senior management person or a first aider there, or enough staffing ratio to manage what easily could have been a very fast-changing situation.”

Making decisions

Ministry of Education advisors in Christchurch provided Peter with excellent support and the principals worked together to come up with strategies, he says.

“As schools with Boards of Trustees, we’re self-governing and an entity into ourselves and the decision whether or not to operate a school, comes down to your Board of Trustees and your principal.

“Over time, I’ve made up my own mind that I have thought through the processes and the reasons why decisions have been made. I wouldn’t wait for another agency- I would ensure that my thinking is in place and ready for the types of scenarios that can happen.”

A good decision-making flow chart would be a helpful addition to the emergency-preparedness guidelines, he suggests.

“Having a decision-making process mapped out keeps it consistent and an outsider can see what our decision-making process is. We have talked with the Ministry about the development of something like that which can be used for any situation and would enhance the guidelines,” says Peter.

Severe flooding saw communities isolated and the Ashburton-Timaru region put into a state of emergency in May. Photo credit: George Heard.



Scan the QR Code to read more about Peter Livingstone's decision-making strategies in the online version of this article.



Visit education.govt.nz for check lists, planning templates and information about preparing for emergencies and traumatic incidents.

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Eleanor, diagnosed age 4



Max Loh, who's studying French culinary arts at Le Cordon Bleu New Zealand, and his classmates prepare to make fresh mozzarella. Photo credit: Nicole Gesmundo.

Prime Minister's Vocational Excellence Award: Turning dreams into reality

Three of the 2020 recipients of the Prime Minister's Vocational Excellence Award (PMVEA) share their inspiring success stories and what receiving the Award meant for them.

As a child, Kendyll Blissett liked to pull apart her electronic toys to see how they worked. This preference for 'practical stuff' led her to enrol in a vocational programme last year while working towards NCEA Level 2 as a Year 12 student at Hamilton Girls' High School.

During her participation in the Construction and Infrastructure course at Wintec's Waikato Trades Academy programme, she was exposed to plumbing, gas fitting, carpentry, building, and electrical work. By the end of the 18-week programme, she realised her passion lay in working with electrical systems and set her sights on gaining an apprenticeship.

"To gain work experience, Kendyll rang a number of electricians and one of them took her under his wing," says Jan Cooke, Pathways Coordinator at Hamilton Girls' High School.

"She dealt with dirt, mice and cobwebs while learning to do electrical work and she loved it.

"She was passionate about learning to become an electrician, showed initiative in researching the trade, and applied herself to achieving her goal. That was why I nominated her [for the PMVEA]," says Jan.

Confidence boost for Kendyll

Launched in 2019, the PMVEA seeks to celebrate students who demonstrate vocational excellence and to raise the status of vocational education. One Year 12 or Year 13 student per state school or, state-integrated school, or wharekura is eligible to receive the award. Recipients receive a \$2,000 prize and a certificate.

With work experience and a prestigious award on her CV, plus an unwavering sense of determination, 17-year-old Kendyll

"Being recognised through the PMVEA gave me added inspiration and drive to pursue this pathway. My advice to other students is – find your passion and pursue it."

Max Loh

powered through 149 other applicants to land a coveted apprenticeship as an electrician at dairy giant Fonterra's Lichfield site in January.

The youngest and only female member of a team of 26 electricians and maintenance fitters, Kendyll says receiving the PMVEA gave her confidence and the boost to pursue her chosen pathway.

"I may still go to university and study electrical engineering. But for now, I enjoy learning and earning at the same time," she says.

Amelia achieving her dream

Like Kendyll, Amelia Verrall's journey towards her chosen pathway started with the vocational programme at secondary school.

"I've been interested in aviation since my intermediate years but I thought it was impossible because I struggled with maths," says the former student of Nelson College for Girls.

"However, I also believe that if you set your heart on something, you can do it. The Gateway programme gave me early exposure to the aviation industry and cemented

my determination to turn my dream into reality."

In Year 12, Amelia completed introductory lessons in flying a Cessna 172 Skyhawk at the Nelson Aero Club. In Year 13, she attended a couple of lectures at Nelson Aviation College in Motueka and was one of 20 girls from across New Zealand and the South Pacific who were selected to take part in the School to Skies programme, a Tech and Aviation Camp run by the Royal New Zealand Air Force.

Impressed with her tenacity, passion and hard work, two of Amelia's teachers nominated her for the PMVEA last year.

"Receiving the award made me step back and acknowledge the work I've put in to achieve my goals," she says.

"Someday, I'd like to fly for Air New Zealand and this recognition – through PMVEA – pushed me towards my dream even more."

Amelia put half of the \$2,000 prize towards her tuition fees at the International Aviation Academy of New Zealand, where she is currently studying towards a Level 5 diploma in aviation. The rest helped cover her living expenses when she moved to Christchurch early this year.

Max "in a class of his own"

Like other recipients of the PMVEA, Max Loh has skill, dedication and passion in spades, says Angie Thomson, head of food technology at Botany Downs Secondary College.

"This kid is really something. He went above and beyond doing classroom stuff and showed a lot of promise. I have no doubt he will go on to own a famous restaurant someday."

While most kids in the Food Technology class are foodies, Angie says Max was in a class of his own.

"As part of final assessments, I asked the students to bake two batches of cream puffs. Max blew everyone away; he showed up in classic chef's whites and listened to classical music while baking the cream puffs. And the quality of his food was far superior to everyone else's.

"He lives and breathes the food industry, as you can see in his YouTube channel and Instagram feed, and is committed to pursuing this as a career," says Angie.

Not even Covid could dampen Max's drive to excel. During last year's lockdown, he won the National Secondary School Culinary Challenge online competition for two weeks in a row.

"I've been inspired by my mum, who's the best cook in our family," says Max, who's currently studying French culinary arts at Le Cordon Bleu New Zealand, part of the world's most respected culinary arts and hospitality school.

"I've always dreamed of studying at Le Cordon Bleu. I've had tremendous accomplishments and shown passion in my work, which showed my parents what I am capable of. They told me this is just the beginning of a bright future."

"Being recognised through the PMVEA gave me added inspiration and drive to pursue this pathway. My advice to other students is – find your passion and pursue it." ▲



Apprentice electrician Kendyll Blissett disassembles a variable speed drive at dairy giant Fonterra's Lichfield site.

Amelia Verrall received the Prime Minister's Vocational Excellence Award last year and is currently studying at the International Aviation Academy of New Zealand. Photo credit: Mark Frew.



Nominations open for PMVEA



Nominate your top student for the Prime Minister's Vocational Excellence Award.

For nomination forms and more information, go to pmvea.education.govt.nz. Nominations for 2021 close on 1 October.

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Tamariki engagement soars in wake of jiu jitsu programme

Faced with challenging behaviours and a dramatic dip in attendance levels after Covid-19, Tāneatua School turned to its community to try something a bit different.

Tamariki at Tāneatua School are loving their Brazilian jiu jitsu programme.



Tāneatua is a small community 11km south of Whakatāne “in the foothills of Te Urewera and home of Ngai Tūhoe”, describes Mārama Stewart, principal of Tāneatua School.

Mārama, whose whakapapa is rooted to this area, is open about the challenges faced by the community. She says unemployment has been high since the railways closed a few decades ago, and many families live with material hardship. Housing is problematic. Gangs, while respectful of the school boundaries, have a significant presence in the community.

Mārama came on board as principal in April 2019 and immediately noticed that some of the issues from home were spilling over into school life.

“There was a negative cycle where kids were having a bad day and it would just spill over. We were having to manage a lot of poor behaviours. There was a lot of fighting.”

In 2019, the school made 19 unique stand-downs (unique means some of those 19 children were stood down more than once), four suspensions and three exclusions.

Mārama and her staff worked hard to turn things around. The staff engaged in significant professional learning and development around relationships, Te Whare Tapa Whā, wellbeing, and play-based learning. They implemented a new behaviour management system – Te Ara Piki – that Mārama describes as “a pathway to lift the mana of our tamariki”.

“We worked really hard on celebrating successes and helping the kids understand when they were feeling crunchy and needed support and what they could do.”

And just as things started to improve, Covid-19 hit.

Coming back from Covid

Mārama says the community was amazing during the Covid period. People rallied to ensure there was enough food for everyone.

But getting the tamariki back to school once lockdown ended proved to be difficult. In the post-Covid months, the school's attendance statistics hovered around 40 per cent and never reached above 60 per cent.

In addition to reinvigorating the learning programmes that were starting to have a positive effect pre-Covid, Mārama says the school's Brazilian jiu jitsu programme was a major factor in boosting attendance.

“The real kicker in the attendance was when we started our Brazilian jiu jitsu programme. That brought the kids back!”

Jiu jitsu the answer

Mārama's husband had joined the Mixed Martial Arts gym in Whakatāne and as well as noticing a boost to his own confidence and wellbeing, he was impressed with the gym's junior programmes. He suggested to Mārama that Brazilian jiu jitsu might be effective at Tāneatua School.

Mārama agreed, anticipating that jiu jitsu might be a good way to get students to have fun, build fitness, learn self-control, and importantly, attend school on a regular basis.

Parent and Board of Trustees member Gina Williams says the school does a lot to support families in their community.



“I get lots of big thank yous from parents who love seeing their kids fit and healthy and active and just happy and excited to go to school. Our parents are happy if their kids are happy.”

Mārama Stewart



Jiu jitsu coach Jerry Stensness says the programme is helping get children and their families engaged in learning and school life.

Jolee talks to the Education Gazette film crew about the jiu jitsu programme that's making a difference at her school.



Scan the QR code or head to [youtube.com/edgazzettenezealand](https://www.youtube.com/edgazzettenezealand) to watch our three-part video series about Tāneatua School boosting attendance and engagement.

“As at any school, our kids like to play fight. I know play fighting is a really important play schema, but there was no self-control. If the play went awry, it would tip out of control quickly and it would turn into a real fight. So I thought, wouldn't it be cool if they could playfight, have that control, get rid of that energy and carry on,” says Mārama.

Things fell quickly into place from there. The school's application for funding from the Urgent Response Fund to support the programme was successful and they were up and running very quickly.

“I took it on as a challenge,” says Jerry Stensness, the head jiu jitsu instructor who leads the programme at Tāneatua School.

“I think growing up in Whakatāne and being from this area, I knew straight away what the programme possibly needed to keep these kids engaged, get their parents engaged, get their whole family engaged.

“I knew it wasn't just going to be teaching them a standard self-defence class. It had to be more, integrating discipline and responsibility; something as simple as giving them a uniform and telling them, “This is your uniform now, you have to look after it – it's yours now'.”

Jerry says he could immediately identify children who might need a little more guidance.

“My goal was to turn those kids into leaders. Rather than kicking them out of the classroom, why don't I make them ref a game, give them a little bit of responsibility and see how they take it? And from there, we started to see progress.”

Jerry aims to create a dojo-like feeling at the sessions, to mirror what happens in any dojo in the world.

“So no shoes on the mat, short fingernails, uniforms are correct, hair tied up, all those little things.”

The sessions start with a warm-up to help build fitness levels, then a drilling component of one or two techniques, then a few games, before they finish with a bow and a handshake.

“Practising these respectful values found in a martial arts dojo as a collective, prevents that group of 30 or 40

kids from feeling shy and intimidated. When you see the whole group collectively doing it, taking their shoes off, bowing, respecting each other, it enables them all to form as one,” says Jerry.

The tamariki love it.

“My favourite thing to do in here is play toe-tag when you just have to touch the other person's toe,” says Year 6 student Jolee, “I think jiu jitsu does help other kids concentrate in class and stuff,” she adds.

Purposeful play

Mārama agrees that the programme has helped children engage more with their learning.

“Some adults need to go to the gym. They have a good blow-out and they're ready to go and work for the day. Kids need that as well. So the children have their blow-out, they're tired, they're ready to focus and use their brains and it's really good. Fitness and wellbeing has become a focus in our school first thing in the morning and everyone's happy just to get on with it.”

Mārama is passionate about play-based learning and says the jiu jitsu programme aligns with the school's approach.

“We want our play to be purposeful and built around the play schemas. We make sure we provide experiences, whether it's tied to science, or building or construction.”

Happy tamariki, happy parents

As well as an overall improvement in behaviour, and more engagement with their learning, the programme has dramatically helped improve attendance levels.

In term 4 2020, the jiu jitsu programme was held twice a week and the children earned their spot on the mat by being present at school the day before.

“Attendance just went through the roof,” says Mārama.

“Now, I think we wouldn't have more than 18 kids away at any one time, even though we've dropped back to only Tuesday mornings. At the very most, we have about a 10 per cent absenteeism rate, the majority of which is justified or explained.

"I get lots of big thank yous from parents who love seeing their kids fit, healthy, and active and just happy and excited to go to school. Our parents are happy if their kids are happy."

One of those parents is Gina Williams, who is also on the school's board.

"We're not a rich community. Our parents aren't that well off and can't provide this stuff well. And having it in your school, in your backyard, that's huge.

"It's touching to know that our kids can come to school,

they get breakfast – they're spoilt as! – they get lunches and they also get a place where they can do this [jiu jitsu]. It's pretty cool and it's no cost to the parents. The burden of [cost] is huge."

Jerry is impressed with the progress he's seen in the children's skills and attitudes. "Whether it works in other communities, I'm not too sure, we have to try that out. But out here, the respect for the art and each other has become a normal part of how we 'roll!'"



Mārama Stewart, principal at Tāneatua School.

"He can see a real future now"

Principal Mārama Stewart shares how the jiu jitsu programme has had a profound and positive impact on the life of a student at Tāneatua School.

"One of our superstars, he's always been a delight, but he was never at school," says Mārama. "He was never engaged. He never saw the purpose of coming to school. And since he's started this jiu jitsu programme, he's here every day and he knows what it is to work. He wants to work hard. He's got goals.

"Jerry gave him a scholarship to join the club. He needed a uniform, so he worked for it, he did a car wash and bought himself his gi [uniform]. He's really into it, and he's doing really well at school now as well.

"He could have easily been influenced to go down the wrong path. There is no safety net around here. So his whānau try to do the best for him but it's hard with the long hours they work, and if he's wagging school, the wrong people are always just around the corner waiting, ready to invite them into that life. Drugs are easily available if you know where to look. It's very easy to fall and with no safety net there is no one to catch you other than the darker side of life.

"But now he's built this massive amount of resilience and he's met some pretty awesome guys who would never, ever have considered that kind of life. And he can see more now. He can see a good future."

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Justine Gibson loves empowering teachers, whānau and children in her role as a resource teacher of the deaf.

Justine Gibson is a resource teacher of the deaf (RTD) based at Ko Taku Reo, Deaf Education New Zealand in Auckland. She completed the Postgraduate Diploma in Specialist Teaching, with an endorsement in Complex Educational Needs in 2014. In 2020, with a Learning Support Award, she embarked on a second Specialist Teaching diploma, with an endorsement in Deaf and Hard of Hearing.

Because of the cross-over between the two endorsements, she has been able to upgrade to a Master's programme.

"It's important for people to understand that there's lots of scope. A lot of people may have done the RTLB qualification, like I did the previous diploma, and it's reassuring for people to know that they could create a pathway where they could do a Master's programme within their field of practice," says Justine.

"Getting a Master's degree allows you to grow professionally. There are opportunities to work in different areas of education, including Ministry of Education specialist advisor positions and senior leadership positions in deaf education," she says.

"The one thing I would say about the course that I'm doing, is that it is absolutely 100 per cent applied to our practice. It's a very practical course where you're always thinking about students that you support, what you are learning and how it applies to them."

Justine Gibson

Insight into study

This year, Justine is doing a full-year paper in Specialist Theory and Foundations for the Deaf and Hard of Hearing.

"We've looked at who we are as teachers, the values that we bring, and where our culture sits amongst the culture of the students we work with, as well as our deaf culture and community that we work in.

"We've had a large module on audiology, learning about how children hear, how hearing equipment is used to give children better access to sound. And we've just finished a module on language development, because we're not speech language therapists, but we're expected to know a lot about language development and the building blocks of how language develops with all children."

Justine says the study award supports her to take two days' study leave per week, which makes a huge difference.



Justine Gibson.



“There are a wealth of opportunities that children can engage in to foster hearing and non-hearing worlds.”

Justine Gibson

"If you had to do the study on top of working full-time, that would certainly put a lot of people off."

Living between two worlds

As an RTD, Justine works in mainstream schools as an itinerant teacher, with deaf and hard of hearing children. This includes those who have come through deaf early learning centres, with their families choosing mainstream education so their children can be part of their local schools and communities.

"Through my study, I've been able to talk with families about how they made those decisions and what was important for them. There are a wealth of opportunities that children can engage with to foster both worlds.

"I've learnt a lot about how people live between both worlds. The thing that I love the most is that when all our learners get together, they just pick up where they left off. For me, that's where this diploma has really opened my eyes to how you can position yourself – and have choices."

Dual roles

RTDs fill two roles: an assistive teaching role, which is called 'indirect' and involves equipment, and a teaching role, which is called 'direct'. The course has been redesigned to ensure that RTDs are skilled to do both those jobs.

"The course has changed slightly and they're now allowing us a whole year to work on the Deaf theory paper, which means we get really good opportunities to incorporate our learning into our practice," says Justine.

"For example, we have learned how to read an audiogram. I attend my students' audiology appointments; I take a copy of the audiogram and then I can go back to the school and explain that to them. Then the teachers understand why it's important to wear the microphones at certain levels so the child can hear that.

"Teachers wear microphones for a lot of our children, but they will often say 'but I speak really loudly' – it's more about the teacher's voice going straight into the child's ear, rather than all the background noise."

Resources for teachers

Since beginning study, Justine says she's developed helpful resources for teachers to use.

"Having been a classroom teacher for 27 years, I know that you may have specialists come in, but it's very hard when you're in the middle of taking a class to take in the information.

"I've created some takeaways, like menus, that they can refer to. That's helped in that there's less reliance on me to come in when something's not working, as far as equipment. They can use the 'cheat sheet' to help themselves. I love it when I get an email that says, 'I've fixed it! I've managed to make it work!'"

Justine's personal philosophy is about empowering everybody she comes across, saying, "You can do this as well as I can. I just happen to be the person, who if you

really get stuck, I'm here for you. I've got the time to help you.

"The one thing I would say about the course that I'm doing is that it is absolutely 100 per cent applied to our practice. It's a course underpinned by evidence based practice.

"It's a very practical course where you're always thinking about students that you support, what you are learning and how it applies to them," she concludes. ▲

Applications for Learning Support Study Awards and Scholarships are now open until 30 September 2021.



You can read this article online for links to the awards website and other resources featured in this article.

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Empowering kaiako kōhanga

Braidie Keelan is a kaiako from Te Whakaruruhau Kōhanga Reo in Tairāwhiti Gisborne and began the Postgraduate Diploma in Specialist Teaching, with an endorsement in Early Intervention, at the beginning of the year.

Two years ago, an appraisal process led the kōhanga on a journey to support Braidie in undertaking the postgraduate diploma and she's passionate about telling other kaiako kōhanga about the pathway. She says she's the first kaiako kōhanga to undertake the diploma and the first to receive a study award.

"Last year they only just recognised the Whakapakari Tohu – the kōhanga equivalent to kaiako status – in mainstream. I really want people to know that it's a pathway for our kōhanga reo to investigate and really think about going into because it's a space where there's a need."

Braidie can already see where a lot of her learning can fit and what can be left in the kete for a rainy day.

"We came to the conclusion that if a tamaiti needs help, we're going to get it and it doesn't mean that we have to use and implement everything that we are offered or told, but that we could take what strategies we need and adapt them to whatever it is our tamariki need, in a language that is our own, and make it into something that fits us and our kaupapa," says Braidie about Learning Support services.

KŌHANGA KAUPAPA

Braidie became the kaiako matua at Te Whakaruruhau in 2018 and says it was soon decided there would be a shared leadership model, with all kaiako contributing their skills and strengths to the kōhanga reo. She says her studies have emphasised the special kaupapa of kōhanga reo and what she and her colleagues can offer.

"In kōhanga reo, we don't realise how much of a skill base we have until we go into a space where our skills are something that people want and have to work hard to achieve. I'm so lucky that this has been my foundation because it's made my study manageable.

"Everything they talk about in specialist teaching is collaboration and partnership. The kaupapa of kōhanga reo is that tamariki and whānau always come first and the kaiako's expertise comes second. My studies are only emphasising that it IS a special kaupapa – it's already embedded in our kaupapa. It's part and parcel of being a whānau – but if you're not part of that, I guess you have to learn it."

BARRIERS TO ACCESSING SUPPORT

Not only is the lack of interventionists fluent in te reo Māori a barrier for kōhanga and whānau when seeking help, but some of the language used can also be mystifying.



Tamariki at Te Whakaruruhau Kōhanga Reo immersed in Te Reo ōna tīkanga at a recent marae noho.

Braidie has begun to compile a list of terms as she studies and she shares her learning with the kōhanga reo and whānau.

“Specialist teaching has its own language – there are so many abbreviations and sometimes when we have hui with whānau, we need to speak to them in a language they are familiar with. Maybe we haven’t explained things properly, but there can be miscommunication on what’s been said and what’s interpreted and what’s understood. I’ve got this ongoing development of a few pages of acronyms and terms that our whānau wouldn’t actually know so we can just learn together.”

Referral processing is also something Braidie learned about in her study and was able to put into action almost immediately.

“This was something where we said, ‘how did we not know that?!’ Prior to that, either the whānau would take their tamariki to a GP, or they would seek out the service themselves.

“So we’ve made our first referral as a kōhanga to [Ministry] Learning Support to be able to access those services for our tamariki. Otherwise, we would have gone round the mulberry bush. At any time, those specialist teachers and services could have told us that we were able to make a referral – that’s huge for us and our whānau,” she says.

KETE OF KNOWLEDGE

Braidie is particularly interested in exploring the interface between Māori tikanga and pedagogy and Western ideas as outlined by University of Canterbury academics Sonia and Angus Macfarlane.

“An aspect of the course work that really engaged me was that of Evidence-based Practice (EBP) – particularly how it plays a crucial role in the considerations and applications of specialist teaching intervention. Course modules and themes focus on EBP. The three areas which make up the module are participant voice, professional expertise and relevant research or evidence.

“It’s where they intersect that becomes valuable. The adaptation by Angus and Sonia enriched it with tikanga, which gives it a whole different dynamic from what people viewed as evidence, instead of just a Western view. There’s an interface where Māori tikanga and pedagogy and Western ideas can be woven together, as described by He Awa Whiria,” she says.

The Ministry’s platform of resources He Pikorua, which aims to support practitioners to work effectively and collaboratively within the Learning Support Delivery Model, is also a rich resource, she says.

MEETING A NEED

Like all kōhanga reo, whānau at Te Whakaruruhau make decisions about the management and running of their



Braidie Keelan says her specialist studies are already proving valuable to her practice.

“I really want people to know that it’s a pathway for our kōhanga reo to investigate and really think about going into because it’s a space where there’s a need.”

Braidie Keelan

whare. Braidie says that about two years ago through their appraisal process, they identified that there was a lack of early interventionists for Māori tamariki, with just one out of five Ministry of Education early intervention specialists in Tairāwhiti Gisborne being Māori.

“It was an area of growth that I wanted to pursue because the dynamics of kōhanga and outside services are quite strained for a lot of whānau. If our tamariki need the awhi, we draw in the Ministry of Education services. If they don’t speak Māori, most kōhanga don’t want to have anything to do with it.

“When I started this journey, we thought I would learn all this stuff and I would come back to kōhanga and be able to share it with all of our whānau and I would still be able to stay within my kōhanga.”

It soon became apparent to Braidie and her kōhanga whānau that her new knowledge and learning will need to be shared more widely with Māori tamariki and whānau in the area.

“It’s been an amazing journey – I couldn’t just pick one thing to be honest. But a lot of what I have found valuable is that my whānau at the kōhanga reo have been able to learn alongside me, which is actually what they want,” says Braidie.

My Turangawaewae

Exploring identity through the arts

A Creatives in Schools project took students and staff at Sylvia Park School on a learning journey encompassing the arts, mathematics, tikanga and identity.

Many hands, hearts and minds have contributed to the large tapa cloth artwork proudly on display in Sylvia Park School's reception area. The collaborative project is called 'My Turangawaewae' and it comprises many squares, each square reflecting the identity and culture of the student who created it.

The artwork is a product of the school's Creatives in Schools programme, in which the school engaged interdisciplinary artist Alexis Neal in term 1 to work with their Year 4, 5 and 6 students on the project.

The project

Working with Alexis, tamariki used elements of printmaking, weaving and installation to explore their sense of identity and adhere to tikanga Māori traditions within a contemporary context.

Alexis explains what was involved. "The kids were asked to design a motif that represented their sense of identity; that then developed through drawing, and then they built their own relief plates, which they printed from, and then that became part of the big collaborative piece.

"It was pieced together with four large prints, making a contemporary version of a tapa cloth. It was a really nice celebration of the children individually, as a class, and also being part of the school and a community."

Year 6 student Jadynn proudly points out her square, which has a clear floral motif.

"I'd been drawing a lot of flowers in lockdown with my dad. He's Samoan and there are a lot of flowers in Samoa, so that's why I drew flowers on my artwork.

"I learned how to kind of work with patterns and colours. Throughout term 1 we learned about Fatu Feu'u and his patterns. He's a Samoan artist," says Jadynn.



Year 4 student Julio points to his square as part of the 'My Turangawaewae' project.



Sylvia Park School students sit proudly by their work, with interdisciplinary artist Alexis Neal (left) and deputy principal Dagmar Dyck in the middle.



Art and numeracy

The contribution to the artwork by Year 6 student Alex was inspired by his love of Doritos corn chips and features carefully constructed triangles to form a concise pattern. His favourite part was trying to get his triangles to fit within a 20-square-centimetre grid.

The project incorporated a strong focus on visual mathematics and complemented the school's approach to numeracy. Sylvia Park School has joined the Developing Mathematical Inquiry Communities (DMIC) programme as a way of developing cultural competency among their teachers.

"Pattern making is about numbers," says Alexis. "It's about a formula. It's about working out a system. And that's how I could relate weaving to mathematics. So we started off with a mathematical drawing grid. They drew their raranga. They worked it out through numbers, so we worked on a 20 by 20 format, and then they counted out the drawings."

Building teacher capability in the arts

While the finished product is impressive, Alexis says it is the learning that took place behind it that is most exciting.

"What I came to realise very quickly is that actually the most important part was the learning process – more so than the actual physical outcome," she says.

Sylvia Park deputy principal Dagmar Dyck, who is an artist herself, says the learning extends to staff as well. She is concerned about the lack of teacher training in the arts and she is keen to see their teachers given the opportunity to further their learning in this area.

"The Creatives in Schools project has provided our staff some much-needed professional development," says Dagmar.

"Their capacity within the arts is now much richer for having Alexis in those classrooms. I think they've got more of an understanding and an appreciation for what's involved, from an idea to an outcome."

The creative process also allowed the children to explore values and tikanga. Alexis says a strong sense of manaakitanga developed as the project progressed.

"It was about respecting each other's space, respecting each other and helping each other. When we were getting close to the end, a lot of the kids who had managed to finish all of the tasks were helping the others, and that's really important within the community that they live in."

Applications close soon for Round 3 funding of Creatives in Schools, for projects in 2022. Check out the Creatives in School website for more information, tips and guidance to help with your application. Applications close on Friday 20 August 2021.



“For me, the learning process has been for our staff too. Their capacity within the arts is now much richer for having Alexis in those classrooms.”

Dagmar Dyck



Take a moment for nature

For this year's Conservation Week | Te Wiki Tiaki Ao Tūroa, Department of Conservation (DOC) has developed activities to support kaiako and ākonga to 'take a moment for nature'.

An important part of being in nature is the opportunity it provides to learn about ourselves. Many young people feel a deep connection to te taiao – it is part of who they are, their identity, their whakapapa.

Spending time outside moving, connecting, thinking, dreaming, listening helps us all to know Papatūānuku and understand the world around us. We build ideas about the connections between all living things and have space to contemplate our place in the big picture. Time in nature provides space to move and laugh, be boisterous or quiet.

What does it mean to 'take a moment for nature'? When we apply this concept to the classroom it could mean many things: take a moment to get your students outside – moving and breathing in nature; take a moment to learn about, and from, nature: take a moment to care for nature.

We all know spending time outside in nature is good for us and has health and wellbeing benefits for children and adults alike. Nature can be considered one of the basics – like kai, wai and aroha. Spending time in nature lowers cortisol levels and improves concentration, we move and we are more active, and we feel more connected to each other. Research shows children need nature, and they thrive in it.

Conservation Week is a great reason to open the doors and jump into spring. This year it is being celebrated from 4 to 12 September. To celebrate, DOC has developed five easy activities for students – one for each day.

With the wellbeing focus, they are designed as pick-up-and-go tools to support teaching time outside.

The activities range from reading in nature to building sound maps; from creative craft to movement and breathing. Older students can lead them with younger students and they don't require much time or printable resource. ▲



See the Teach Outside page on the DOC website to download your kete of Conservation Week activities.

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Cultural narratives and whānau support during Covid-19

A whānau-serving-whānau approach to support, along with cultural narratives, helped the tamariki and families of Camberley School cope with the extra stress and trauma that Covid-19 brought into their lives.

It was great to be back at school for Ataahua after the Covid lockdown last year.



Last year, *Education Gazette* described how cultural narratives and whānau transformation are at the heart of Camberley School's approach to learning and engagement.

The Hastings school was the hub of the community's response during and after last year's nationwide Level 4 Covid lockdown, says principal Amohia Rolls.

"When we went into lockdown, we identified key families. We put our families into whakapapa family groupings. We identified key people within those family tree lines across the community to be whānau reps. I would text a message for the community saying something like, 'Does anybody need support with x,y or z?'

"The reps would send the message out across their kumara vine and we would get back messages like: '#63 x street needs nappies; #25 x street: pregnant mother feeling

ill'. We had a spreadsheet set up, where we would put the information for the response team which consisted of teachers and community members. We would look at the need and then we would send a request on to the delivery team – whānau within the hub – who delivered food parcels.

"Community nurses, police and other services that we worked with supported us when needed. They would get an email saying, 'Delivery Team Request' and it might say: 'Pregnant mother feeling unwell' and the nurses would go and visit. They would write the outcome in the spreadsheet," she explains.

Advocating for whānau

The response team became advocates for families, says Amohia.

"Knowing the situations for most of the families really

well, we knew who really needed support and what that looked like.

“There were times when we had to advocate and argue the rules around how food distribution was happening because a lot of the services took a while to get established.

“Some were gathering data as they were going, which you understand. But often if you were to fill out forms online to ask for food, you have to pick ‘Is it OK to share this with all the other services?’ and if you pick ‘No’, you can’t get any further. So, there were barriers to accessing what they needed,” she says.

While Camberley School had been working hard to build relationships with whānau prior to Covid-19, Amohia says the pandemic brought the community together.

“It’s been awesome. It’s brought us closer together as a community and we’ve got a lot more trust and a lot more people coming for support now that probably wouldn’t have come, but because of Covid we’ve become the place-based support space in our community,” she says.

Supporting wellbeing

The wellbeing space at the school – Rongo Mauri – has cultural practitioners and whānau navigators working alongside school staff and agencies to provide support to the school’s community. Cultural narrative therapy is provided as a free service to whānau.

Amohia says that whānau missed having access to Rongo Mauri during last year’s Covid-19 lockdown, and attendance at the wellbeing centre has soared over the past year.

“Since Rongo Mauri was established, whānau feel more comfortable to come in for support, sometimes by appointment or sometimes they just walk in now when there’s an issue. Issues range from family harm, suicide, access to food, homelessness and mental health.”

The school adopts a whole-whānau approach, not just focusing on individuals, because whatever is going on at home impacts the learning of the tamariki at Camberley School, explains Amohia.

“If we’ve got a child here in the school who’s got anger problems because their brother has just tried to commit suicide and the services aren’t picking him up for six weeks – do we just leave that rangatahi and hope he’s not going to do it again?”

“We’ve got mentors that work with them in the community and in their homes to support them so that they’ve got something to look forward to until other people can get involved.

“I would say that this community is on life support. We’re seeing a huge influx of people coming for help and saying: ‘There’s nothing out there, or we don’t feel comfortable with the support provided, can you help us?’” she says.

Mātauranga Māori

Indigenous ecosystems, including mātauranga Māori of atua (gods) and tupuna were used to help whānau navigate the impact of Covid-19.

“Covid itself was restricting. We don’t have a purakau [legend] for Covid, but we do have one about when Ranginui

Tureti explores the different phases the moon, which is part of learning how to apply the Maramataka Māori lunar calendar to an everyday way of being and knowing.



and Papatūānuku were in a state of restriction [noho tatapu] stuck together and their children were in between them. It was cramped and uncomfortable and it was a situation they did not chose to be in, and they wanted to change.

“We often use that story when we are in situations we don’t want to be in as well. We talk about the atua that communicated the change that needed to happen. We talk about that in real-life situations daily with the kids at school. We use the same stories in their whānau therapy sessions. You are actually using the story as a focus, but you are reflecting on your own life.”

Addressing inter-generational trauma

Covid-19 exposed long-term issues faced by the Camberley community, such as family harm and drug and alcohol abuse. Amohia and her team are engaged in hard, sometimes overwhelming, mahi, but she sees some light at the end of the tunnel.

“We’re seeing change. We’ve been able to prevent suicides. People come here to talk to our mentors. My first year here [2018] we had a huge amount of uplift by agencies in the one year.

“In one week, I had children from three families uplifted and that’s when I thought: ‘This can’t keep happening – this is not even humane’. There’s huge trauma that’s involved that’s going to affect the next generation – we’re addressing inter-generational trauma.”

Tamariki and whānau are being taught to use ancestral tools to become self-sufficient.

“Our kids always cope because they have to – they don’t have a choice, otherwise they have to wait for people. What we’re trying to do is give our families and children the tools. We call them ancestral tools, or tupuna tools, to help them look within,” says Amohia. ▲



Learn more about Camberley School’s kaupapa and mahi in ‘Helping tamariki and whānau to thrive’ in Issue 11, 2020.



Daniel, Year 9, learned how to design and implement an animal care plan in his agriculture and market garden impact inquiry project.

Learners driving change

There's a colourful converted container – The Designery – on the highway south of New Plymouth that sells a range of sustainable produce and products developed by students at Spotswood College. It's a small part of a programme that aims to support students to be the next generation of innovators and entrepreneurs.

At Spotswood College, every Year 9 and 10 student participates in a junior impact inquiry programme.

"They use design thinking and the inquiry process to come up with a whole range of concepts that are for the betterment of the community," explains principal Nicola Ngarewa.

"Some of those concepts are products and they will sell them through The Designery. It's student-owned and they have to make a profit, which goes back into the inquiry budget for the next model of projects," she explains.

Curriculum-rich inquiry

Curriculum leader for inquiry learning Aly Scott says the impact inquiry programme is fully integrated across the curriculum, drawing heavily from the *The New Zealand Curriculum* learning areas of English, Technology and Social Studies, amongst others.

Spotswood College is an EnviroSchool and the programme aligns with the sustainability principles at the heart of the school's vision.

"The junior impact inquiry is based on global sustainability goals that support students to be the next generation of innovators and entrepreneurs," says Aly.

By managing their own projects, students develop and use skills such as problem-solving, communication, creative thinking, digital technologies and collaboration. It allows them to build on their strengths and personal interests.

The programme has been gamified, with students measuring progress through a large magnetic game board, designed by Aly, who teaches art.

"They can see very clearly where they're at because their game piece is on the board. It helps them with their project management. They have to do a whole lot of research before they get to the first point," she says.

Intense hands-on learning

Spotswood College values learning that is authentic and connected and Aly believes that's when real, in-depth learning happens.

She adds that the underlying philosophy is design thinking. This involves working through proposals for the

innovation of products and services within business and social contexts.

"We have to explicitly teach design thinking, so that they know what steps to take to be able to be their own project manager," she explains.

"The teachers then become facilitators and mentors, so the teachers' role is to anchor the learning for their students and ensure that they are following the programme and that they are recognising their learning, because sometimes it might not be obvious, especially with project-based learning.

"The students then need to define the project and they have to ideate: go through the steps of different iterations of the same idea, or generating a whole bunch of completely different ideas," continues Aly.

"They prototype and test – it's really hands-on. I think a lot of schools can tend to see their learners as either academic learners or applied learners. But if those two things happen together, I think that's where the magic happens."

Pedagogy and scaffolding

While identifying a problem and finding a solution is second nature to some Year 9 and 10 students, others need more support, says Nicola.

"The inquiry cycle is a key part of the pedagogy that sits behind the impact projects. And the students don't always know the inquiry cycle or the design thinking process when they start," she says.

"We start off with very structured and supported scaffolding. By the end of the process, we would expect that our young people are designing their own student-driven projects.

"It's a learning process. Sometimes they haven't come across this kind of thinking before – or this kind of expectation, or collaboration, so it takes them a wee while initially. But once they have been supported to feel a bit liberated around their learning, it's phenomenal."

Nicola adds that the programme is set around a range of competencies, so it's quite different from being content driven.

“There are some core competencies around what they are expected to do. They’re given a really good model and structure – and that’s around design thinking. It’s really authentic so they do need to be connected to the target audience, or community.”

Inquiry-based strategies

Two main inquiry-based teaching strategies are workshopped by teachers at Spotswood College: guided inquiry and free inquiry.

“We look at the inquiry-based strategies when we workshop, because teachers are coming from across the curriculum and it’s really difficult to try to put a programme in place with so much diversity through the projects, teachers and learners,” says Aly.

“At these workshops, we try to look at the different types of inquiry-based learning. So that we can be actively teaching the steps of design thinking, we start with a guided inquiry, which is more of a negotiated assessment between a teacher and a student. The teacher and student might each make some decisions, but the student is driving it. The teacher puts the structure in place and guides students through the design thinking process. We do that in the first two modules for the first term.

“Then we do more of a free inquiry – it’s still controlled in some cases, depending on the learner. Our first project will be based on a global sustainability goal – we do a lot of teaching around that to try to get them to think globally and act locally,” she says.

Agentic learning

Aly says it’s important for students to have the right mentors – whether they are teachers or outside experts.

“Our inquiry programme is centered on local curriculum and the things that matter to our learners, but also building powerful partnerships with the community. We’ve got passionate young people and there are so many ways they can change the world!

“We’ve got students managing a large range of various projects; some are creative, some focused on sport and event management, robotics, animation, illustration, market garden, naturopathy and business and enterprise.

“We have just been awarded the Earthwise Action Fund grant and we currently have a group of students setting up an apiary – they are going to learn to be beekeepers and then they’ll use the bee products for our food and science inquiry projects.”

As students are driving their projects – which can be done in groups or individually – Aly and Nicola hope they’ll build on their strengths and engage in their personal interests.

“We might have kids who are into robotics and they will say, ‘the problem is that the ocean is dirty – we’re going to use our skills in coding and robotics to make change happen’,” says Nicola.

“Last year we had a group that designed and built a pump track at school. They were all the kids into biking, mountain biking and BMX.” ▲





“Our inquiry programme is centered on local curriculum and the things that matter to our learners, but also building powerful partnerships with the community – that’s a big part of our kaupapa. We’ve got passionate young people and there are so many ways they can change the world!”

Aly Scott



Top left: Neveah and Madeline, Year 10, showcase their tomato kusundi made from produce grown in the market garden.

Top right: Aly Scott.

Bottom left: Beekeepers Catherine and Anika, Year 10, try on their new beekeeping gear.

Bottom right: Nicola Ngarewa.

The Designery

Many of the products and produce sold in The Designery are sourced from the school's vegetable garden, chickens and bees.

"The inquiry process is all about sustainable, healthy, big and bold goals that fit round community outreach. It's about sustainable social entrepreneurship, rather than the old profit model," says Nicola Ngarewa.

The Designery, which opened in September 2020, was brought to life by a group of Year 13 Young Enterprise Scheme students, who converted an old container into a retail space in which the public can buy everything from a dozen eggs in a reusable woven kete, microgreens and poi to laser-cut earrings, lip balms and hand-printed wrapping paper.

"The critical thing is around the sustainability of the business and the concepts in the way it connects with the community," says Nicola, who is an enthusiastic customer of The Designery.

"For example, they make a whole range of herbal teas – they test it all out on people and they work out if it has a market, does it meet a need and how big that market is."

A Rainbow Youth group has developed a range of products, including pronoun badges, clothing and beanies.

"I own a whole heap of it, it's amazing!" says Nicola. "We use The Designery as a bit of a launching pad and then the students go off and it becomes their own mini-business, with products that they can sell more widely."

BIG AND BOLD SOLUTIONS

While many of the students develop products, others come up with big and bold concepts to solve issues they have identified.

"It might not necessarily be a product; it might be a solution for an enviro-issue. The big concept is about solutions – big and bold. Our youth have some amazing solutions, which I as an adult would never have thought of," explains Nicola.

"We've had students come up with tiny home concepts for the homeless. A group of students partnered with architects and builders and came up with a really good affordable model for building tiny homes for the homeless.

"They are working out ways to try to deliver that concept – a bit like Dragons Den – to see if they can get it off the ground with other people investing in it. It's still a work in progress – they're presenting it to groups such as developers and Council," she says.

Partnerships with experts in the community are a key part of ensuring the sustainability of the programme.

"A big part of the design concept is that we expect students to partner with an expert in the community," says Nicola.

"They might work with local scientists who are experts in a particular field, or art gallery owners. That partnership is

The Designery crew working on the construction and painting of the container, which saw them receive a local Young Enterprise Scheme award in 2020.



really critical because it's connected to the community and it's authentic, but they are getting a level of expertise.

"And the people they're partnering with are often getting a youth voice and solutions that we just hadn't considered before! It's authentic learning," she says.

STUDENT KŌRERO

Nevaeh Allen, director of 'Ahi Tote'

Tell me about the junior impact inquiry project you are involved with.

Our project started from working with the global goal of zero waste. We looked at using waste produce from our school garden and turning it into products. From this we started developing bespoke food products such as smoked salt and chocolate. We have started using local food specialities such as horopito from up our mountain, Mt Taranaki. We have some long-term projects that are based around promoting and selling matariki crops from our kura mara.



What have you learned from it?

I have learnt how to collaborate, try new things, keep trying, never give up and learn how to run a business. From the planning and research through to sourcing materials, production, branding and packaging.

What did you enjoy most about this project?

I loved experimenting with tastes and flavours, working with others to create the best outcome and having a real reason for making our products; also coming up with new ideas.

Matthew Hay, director of 'Rainbowear'

Tell me about the junior impact inquiry project you are involved with.

My team is making LGBTQ+ merchandise to fight back against homophobia and transphobia. The idea is that by making badges, tees, socks, keychains and phone cases, it will show that more people are a part of the community than meets the eye, and it's not 'abnormal'.

What have you learned from it?

To make sure that I do my research well before spending money and fully developing a project, so that I don't waste a lot of time, effort and/or money. Second would be my website development skills – this mainly happened after building the online webstore for over 11 hours.

What did you enjoy most about this project?

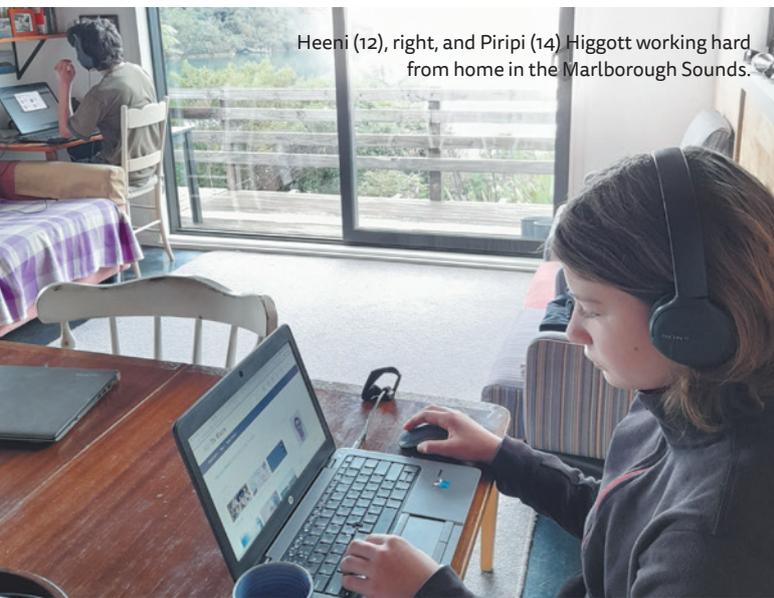
It was what I wanted to do, and something that was relevant to me. I enjoyed doing something I was passionate about and NOT what would be "the best" or "make the most money".



Read this article online for more student kōrero.

Rural students learning better with internet connections

Internet connections provided to rural households during and after the Covid-19 lockdowns are making it easier for children to learn away from the classroom.



Heeni (12), right, and Piripi (14) Higgott working hard from home in the Marlborough Sounds.



Learning on their boat near Great Barrier Island – Xyra (11), left, and Soren (8) Stannard.



Taylah Lemm (15) set up to work at the kitchen table.

The Ministry of Education has provided more than 500 connections across New Zealand to rural/remote households that have students learning at home.

Due to the remoteness or challenging location of some houses, the companies installing the connections had to come up with some creative solutions.

“There was a student living in a very remote place without any electricity, so we had to put in solar power to get the connection up and running,” says Tom Linn, executive director of Wireless Nations.

“We also installed wireless broadband using antenna systems for students living with their families on a boat and others in a van. Additionally, there were cases where there was no mobile phone coverage or landline, so there was no way for our technicians to contact the office if there was an issue during installation.

“At times like this, the technicians had to drive around to find a cell phone signal to call us, then go back to the house to complete the install and ensure the connection was up and running perfectly before leaving.”

Hira Gage, director of education for Tai Tokerau, says many students in her region – more than 50 per cent of whom are Māori – live in isolated rural settings, distanced from supports that those in urban settings have easier access to.

“More reliable and readily available internet access for students located in remote areas has been vital in maintaining connections to education and ensuring the wellbeing of students,” she says.

Coralanne Child, director of education for Canterbury and Chatham Islands, agrees.

“Connecting students living in rural/remote areas to the internet means they have greater accessibility to the Digital Technologies curriculum and facilitates the development of digital technology skills that can be used outside of school,” she says.

Ensuring these students are connected “significantly furthers work in bridging the digital divide by directly addressing present inequities of access”.

While the focus of the Ministry’s Covid response was distance learning, the benefits to the wider household will also help inform any future wider government response to the issue of digital exclusion.

Getting ākongā connected

THE CALDWELLS, PELORUS SOUND, MARLBOROUGH

Sue Caldwell lives off the grid with partner Frank Higgott and their two children – Heeni (12) and Piripi (14) – on a lifestyle block in Pelorus Sound, Marlborough. They were connected to broadband in November last year, which has “made life so much easier, especially for the children, who do all their learning remotely”, says Sue.

“They’ve gone from paper-based to online learning using Google Classroom and they can chat to their teachers on Google Meet if they need help. It’s made a big difference to them and it’s been fantastic to have had this support from the Ministry and the guys who connected us.”

THE STANNARDS, GREAT BARRIER ISLAND

The Stannards – Jacinda, Clint and daughters Xyra (11), Soren (8) and Tazmyn (4) – live on a boat near Great Barrier Island, where the couple work on pest control. Six months ago, they were provided with an internet connection, which has had some great benefits – especially for the girls, who

have been learning by correspondence for the last six years.

“It’s opened up a lot of options for them,” says Jacinda.

“They can now talk to teachers online if they need to discuss schoolwork and they can also get involved in class activities, which gives them a sense of friendship, something they don’t have much of out here as we’re so remote. It’s helpful for all of us to be able to access information via the web.”

THE LEMMS, TARANAKI

Sheep and beef farmers Paula and Billy Lemm, who live in rural Taranaki, were connected to the internet in early May.

“It’s been great to get connected,” Billy says. “We’ve noticed our daughter Taylah [15] has been doing more schoolwork because she can work on her device, which she prefers to paper – there’s definitely greater interest there now.”

“The Ministry has really stepped up to the plate and 10 out of 10 to the guys who did the installation – we’re very remote and they had to come out here five times.”

“More reliable and readily available internet access for students located in remote areas has been vital in maintaining connections to education and ensuring the wellbeing of students.”

Hira Gage

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Reading Recovery Tutor Training 2022

APPLICATIONS CLOSE: Monday, 20 September 2021

Applications are invited for the Postgraduate Diploma in Education (Reading Recovery specialisation) at the University of Auckland, Faculty of Education and Social Work. For more information visit www.readingrecovery.ac.nz or contact National Reading Recovery natreadrecovery@auckland.ac.nz.

Ministry of Education Reading Recovery Study Awards

Study awards providing leave with pay and assistance with fees and costs are available for successful candidates www.teachnz.govt.nz/studyawards.



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For more information regarding the position please head to the bottom of the “About Us” page on our website - www.learningmatters.co.nz

**Applications close Friday 16th
September 2021**

View the the PLD, general notice listings and vacancies at gazette.education.govt.nz

You can also scan the QR codes with the camera on your device.

PLD



NOTICES



VACANCIES



**Are you
passionate
about improving
the wellbeing of
our tamariki?**

[New Zealand Government](http://www.govt.nz)

Healthy Active Learning

Healthy Active Learning is a joint government initiative between Sport New Zealand and the Ministries of Health and Education to improve the wellbeing of tamariki through healthy eating and drinking, and quality physical activity.

Join our national workforce

In January 2022, Healthy Active Learning will be expanded to support over 800 schools, kura and their local communities across New Zealand.

We are seeking capable and passionate people to join the network of Healthy Active Learning Advisors, based in Regional Sports Trusts.

Working alongside school leaders, teachers, and local communities, you will be integral to contributing to the development of healthy and active school environments.

Regional Sports Trusts will be recruiting Healthy Active Learning Advisors locally. View the job description and apply for a role in your region at <https://careers.sportnz.org.nz/healthy-active-learning-workforce> or scan the QR code.



Learn more about Healthy Active Learning at www.sportnz.org.nz



Are you looking for a job where you can work in paradise?
Then look no further – this is not just a job, but the
opportunity for a wonderful lifestyle!



Principal Whangārei Heads School

U3, Years 1 – 8. Roll of approx. 140.
Commencing term one 2022, or
as negotiated.

Whangārei Heads School is
situated at the beautiful coastal/
rural Whangārei Heads, 30 km
from the Whangārei CBD.

A unique coastal/rural setting,
offering an awesome lifestyle
close to city amenities, the school
is the heart of the community.

We have strong values that reflect
community aspirations. Positive
relationships and a sense of
belonging, open communication

and a focus on wellbeing are
cornerstones of our school.

We value innovative and
'hands-on' learning experiences
supported by quality teaching.
Environmental sustainability is
important to us.

**We are looking for a principal
who:** can build great relationships,
is collaborative and can
demonstrate strong leadership for
staff, children and the community.

Our new principal will be
enthusiastic, energetic, highly
visible and prepared to 'muck in.'

We would warmly welcome your visit to the school. Please phone
Paula on **09 434 0844** to arrange a visit

Applications welcomed from new and experienced leaders

Applications close at 12.00 noon on Monday 30 August 2021

Check out our video and get an application pack online at
www.educationgroup.co.nz/portfolio/whs Any queries please contact
Tanya Prentice or **David Ellery** at admin@educationgroup.co.nz
or phone **099202173**



Long Bay Primary School

Principal / Tumuaki, U6

Full time, Permanent

Situated on the North Shore of Auckland, Long Bay Primary is a
growing and highly regarded school with an engaged community
and students, dedicated staff and a culture of collaboration and
teamwork.

The role of Principal at Long Bay Primary is an exciting opportunity
for a strategic and future-focused leader who is inspirational,
approachable and innovative.

The Board is looking for a leader who is caring and possesses
a good sense of humour. The successful candidate will have a
collaborative approach to decision-making, communicate well,
cultivate leadership in others and excel at fostering a team culture
that focuses on the wellbeing of the school community. They will
have a thorough understanding of current approaches to effective
teaching and learning and the skills to build on the current
strengths of the school and develop and embed new initiatives.

This is an exceptional opportunity to join and lead a positive
school community.

For an information pack and application details, please contact:

Dave McDonald, Capability Plus:

Email: dave.capabilityplus@gmail.com; Mobile: 027 231 7271

Applications and referees' reports are due by 4.00pm Monday 6
September 2021

Position commences in term 1 2022

Mangere Bridge School PRINCIPAL (U5)



Mehemea ka moemoeā tātou, ka taea e tātou *If we dream together, we will all achieve.*

Mangere Bridge School is a well-respected school with a long history and whānau feel. Established in 1889,
this Decile 4, U5 contributing primary school for Years 1- 6 has a growing roll of over 400 students from many
ethnicities including a large number of Māori and Pasifika students.

Mangere Bridge is one of the best places to live in Auckland, we love our community and the atmosphere of our
school. Our cultures are our strength and not left behind at the school gate.

We have some of the best teachers you can find and are committed to excelling academically and achieving
each student's potential. We are looking to appoint a leader who can inspire us to continue our successful
journey by living the values Kotahitanga, Manaakitanga, Kaitiakitanga and Rangatiratanga.

Are you ready to get to know us and pick up the challenge of leading our school?

Our New Principal Will

- Promote a culture of teaching as inquiry and encourage continual improvement, with a strong focus on student achievement.
- Be an approachable, visible and inclusive leader, culturally competent and confident, exemplify a passion for lifelong learning and bring a renewed focus on the wellbeing of staff and students.
- Be an outstanding educational leader totally committed to growing excellence in all areas of the school as part of a team that includes students, staff, parents, and the wider Mangere Bridge community.
- Demonstrate a deep knowledge of modern pedagogy and the New Zealand curriculum.
- Embrace Te Tiriti o Waitangi, have a passion for te ao Māori and te reo Māori in order to support our reo Māori Unit and language journey across the school as a whole.



APPLY NOW. Closing Date for Applications 5.00pm Monday 30th August 2021

Contact Jane Parkinson at Blackcat Education for an Application Pack on jane@blkcat.co.nz

For a confidential chat phone Andrew Harris on 021 0296 9891. Also please visit
www.mangerebridge.school.nz and our website www.blackcateducation.co.nz

We look forward to hearing from you. Nga mihi.



Te Awamutu Intermediate School Principal

Te Awamutu Intermediate caters for students in Year 7 and 8 from the local township and surrounding rural areas. We have a strong school identity as reflected in our success in academic, arts and sporting achievements. All learners are valued, we:

- place them at the heart of all decision making
- support them to achieve excellence through the identification of their individual needs
- set high expectations in terms of learning, behaviour, participation and building relationships
- provide excellent facilities including a large gym, fine arts and performing arts facilities, and extensive provision for music and technology education.

Te Awamutu Intermediate School seeks a Principal who is a confident and experienced educational leader capable of leading the enactment of our vision.

Our new Principal will:

- have a passion, commitment and experience with teaching and learning in an intermediate context
- build positive, culturally responsive relationships, with all members of the school community, through the enactment of the principles of the Treaty of Waitangi
- motivate staff through a culture of collaboration, trust and respect
- model and have evidence of ongoing professional growth
- be up to date with educational thinking and

legislative requirements aligned to the core business of learning

- lead the ongoing implementation of pb41
- ensure the ongoing implementation of:
- our innovativetech arts programme
- exceptional extra-curricula programme
- provide calm and steady leadership in challenging situations
- ensure effective systems for finance, property, health & safety

Position will commence, 2 February 2022.

If you would like to become our new Principal, please contact Jo Wilson (Consultant for the Te Awamutu Intermediate School Board of Trustees) for an application pack.

Contact details: jo.wilson@leadinglearning.co.nz Mobile: 0212780768

Applications close 5 pm, 10 September 2021.

TE AWAMUTU
INTERMEDIATE



Principal U4

An exciting opportunity has arisen to lead our thriving school in one of South Canterbury's best towns.

Temuka Primary School plays a significant role in the wider Temuka community and is a contributing school to Opihi College. Founded in 1866, Temuka Primary School caters for students from Year 0 to Year 6. Our Mission Statement: We are an inclusive learning community, developing independent and confident learners through a rich curriculum, based on our ACER values of Acceptance, Caring, Excellence, and Respect.

Our Board, staff, retiring Principal, students, and school community enjoy positive and supportive relationships. We seek a Principal that will maintain and build on this strength into the future.

Our school community is seeking a leader who is:

- Approachable and genuinely enthusiastic about interacting and engaging with the whole school community and our local community of schools
- Skilled at building and maintaining highly effective relationships
- Biculturally confident, with a knowledge of and commitment to Te Tiriti o Waitangi and Te Ao Māori
- Inclusive of all cultures, genders and abilities
- Fosters a caring culture that nurtures the wellbeing of students and staff
- Sound judgement with a considered approach to all matters
- A visionary educational leader (up to date with research and evidence-based pedagogy)
- Confident and courageous
- Models our school values and leads by example

Our current, long-serving Principal will be retiring at the end of the 2021 School Year so this sought-after position will commence at the start of Term 1 2022.

Applications close Friday 10 September.

For more information or for an Application Pack please contact Scott Shannon (Board Chair).

Email board@temukaprimarieschool.nz Ph. 027 672 6889



Weedons School Principal

.....
Weedons School is searching for a new principal; there are big boots to fill.

Anyone wishing to apply for this position needs a very varied and special set of skills.

Our school enjoys its rural setting feel while all around it goes bonkers with development. The roll sits around 150 delightful students, new entrants to Year 8.

In addition to all the 'usual' stuff, we need someone who will lead by example, have respect for and be able to step into anyone's role if needed and have broad teaching experience across the primary sector.

As a passionate, inspiring leader you'll have an understanding of the 'nuts and bolts' of daily teaching, be realistic in your expectations and celebrate and utilise staff strengths.

You will find the time to get to know all staff and children at every level and respect their uniqueness; you will also have a thorough grasp of the Weedons Way and what it means to us.

Your kindness and ability to engage with and encourage students in a supportive way will be empowering. Not only will you be welcoming,

empathetic and a good listener, you'll be friendly, fun and sporty too.

An added bonus would have you being tech savvy and forward thinking, while having a measured approach to change; exercising firm diplomacy with all and being eco-friendly is a 'must'.

We'd love it if you were able to read people well, were not forgetful and could help out when our explorers get stuck up a tree.

Finally, the proven ability to deal with the many challenges of a school is crucial, therefore a bucketful of patience, hand in hand with a healthy sense of humour, essential.

We look forward to hearing from you.

This position is available from the beginning of term 1, 2022. Applications close at 4pm, Monday 13th September 2021 are to be received electronically.

Please contact Tom Scollard for further information and/or an application pack. Email: tom@tomscollard.co.nz Ph. (021) 183 6462



MILLDALE SCHOOL | PRINCIPAL U4

A rare opportunity to become the foundation Principal of our school!

Our new primary school is being constructed in Milldale (between Silverdale and Wainui, just north of Auckland). The school is to open at the beginning of the 2023. The newly appointed Principal will commence in January 2022. It is anticipated the school will start with 18 teaching spaces and an initial staffing of 9.5 FTTE.

The school will also incorporate units for Wairau Valley Special School and the Northern Health School.

An amazing opportunity for a highly effective leader, with passion and vision, to build this school from it's beginnings.

Are you:

- Engaging and proactive
- An excellent communicator
- A 'people person'
- Empowering and able to build capacity
- A future focussed pedagogical leader
- Able to build a high quality work environment
- Culturally responsive
- A successful school leader



Does this sound like you?

For application information please contact:
 Roger Harnett: roger@harnetts.co.nz or 022 0201250
 Applications close noon, Tuesday 24 August 2021

PRINCIPAL U4

MĀPUA SCHOOL

An exceptional school requires an exceptional Principal. Located in the sunny Tasman Bay, this decile 10 school has approximately 300 students from entrant to year 8 and celebrated its centenary in 2015. Māpua School plays an important part within its semi-rural community, encouraging students to look after and cherish the environment.

With the retirement of its much-loved Principal, the Board is looking to appoint a charismatic and inspirational leader to begin as soon as practical, but no later than Term 1 next year.



Applications Close 5.00pm Monday, 6th September

To obtain an application pack contact
hello@jmrecruitment.co.nz

For confidential enquiries call Jacqui Matthews on 027 600 0546. For more information on the school please visit www.mapua.school.nz

Thank you, we look forward to hearing from you.



Rangitoto College

Deputy Principal 8MU/1SMA

Rangitoto College is seeking an outstanding leader for the position **Deputy Principal (8MU/1SMA)** to join us in 2022. We are looking for talented, energetic and skilled educators who are committed to achieving excellent outcomes for every student. Leadership responsibilities of the successful applicant will include:

Deputy Principal 8MU/1SMA

Student Welfare

- Lead a strategic approach to enhance positive welfare outcomes
- Leadership of cultural and diversity programmes within the Rangitoto College community
- Manage student transitions into, and through, the College
- Lead the pastoral care of a year group
- Lead the development of student well being programmes

Closing date: 9am Monday 30 August 2021

Applicants can view the job description and apply online at:
www.rangitoto.school.nz/employment/rangitoto-college-vacancies



William Colenso College
Principal / Tumuaki

This is an exceptional opportunity to lead a team of dedicated professionals at a school committed to equity and excellence for all students, from Term One, 2022.

We are looking for a leader with strong communication skills and a genuine affinity for young people. You should have a community focus and have demonstrated skills in:

- problem-solving;
- change management; and
- building a collegial environment.

Our school is committed to Te Tiriti o Waitangi, Cultural Relationships for Responsive Pedagogy and Restorative Practice. We were recently recognised with Prime Minister's Excellence in Education Awards for excellence in teaching and learning, excellence in governance and excellence in inclusive education.

The Board of Trustees invites applications from experienced educators with passion and drive to ensure best possible outcomes for our young people and to create a school environment focussed on achievement and well-being.



(2018 Winners Prime Minister's Education Award Education Focus-Takatu)

(2017 Winners Prime Minister's Education Award Excellence in Leading – Atakura)



E te Rangatira, our school board are excited to hear from you. We want you to express yourself in your application letter and CV. Paint us a picture of how the identified values, beliefs, skills and ways of being are embedded into your life, your education practice and your leadership. Provide evidence and examples for us to get the best possible picture of who you are and what you will bring to our school learning community.

Applications close **Friday 3rd September, 12 noon**. Please contact **Keleigh Atkins - Executive Assistant for an Application Pack: keleigh.atkins@colenso.school.nz**. We invite you to visit our website: **www.colenso.school.nz**.

Otago Girls' High School
PRINCIPAL



Otago Girls' High School is a Year 9 - 13 state school for girls. Located in central Dunedin and founded in 1870, the school was the first state secondary school for girls in New Zealand and is reputed to be the sixth oldest in the world. We are very proud of the school's 150 years of unique history, and the generations of inspiring young women who have passed through its gates.

The school's history and heritage, and the Positive Behaviour for Learning, restorative practice and wellbeing frameworks under which it operates, support our vision: Inspire, Empower, Challenge, Dream. The school has excellent facilities, a supportive school community and outstanding teaching and support staff.

The board is seeking a passionate, visionary, and experienced Principal who has the courage to lead the school into its next period of history.

As a leader you will demonstrate strong interpersonal skills to build great relationships and show powerful leadership for staff, students and the community. Our new principal will be enthusiastic, energetic, highly visible and excited about the future of girls' education at Otago Girls' High School.

To be successful in this role you will need:

- A passion for girls' education and an understanding of the unique role of single sex girls' education
- Proven knowledge and experience of theoretical and practical educational

- leadership, in particular the management of change.
- Understanding of and commitment to te Tiriti o Waitangi
- Proven collaboration and problem solving skills
- Exceptional communication and relationship skills
- An innovative and future focused approach
- Understanding and commitment to PB4L and Restorative Practice
- Courage and ability to implement innovative curriculum design
- Proven leadership in strong internal evaluative practices
- Understanding of the unique role of single sex girls' education
- A commitment to inclusivity of all students (ethnicities, religion, gender diverse, socio-economic backgrounds etc)
- Energy and endurance

This is a unique and significant opportunity to lead in an iconic and progressive secondary school.

Principal. Commencing Term 1, 2022. We seek an outstanding educational leader to take this role in our iconic and progressive school. An innovative, future focused approach, proven educational leadership and experience in change management are a requirement.

Applications close at 4pm, Friday 17 September 2021.

Enquiries are welcome: phone (03) 474 0496 extn 809. Application packs are available by emailing sw@otagogirls.school.nz

Call for Expressions of Interest

In school year 2022, we will be conducting four pilots:

- All Te Marautanga o Aotearoa Level 1 Wāhanga Ako
- All New Zealand Curriculum Level 1 subjects
- Te Ao Haka (across all three NCEA levels and for University Entrance)
- Te Reo Matatini me te Pāngarau | Literacy and Numeracy

Submit an Expression of Interest if your school or kura is interested in taking part in any of these pilots.

For the Expression of Interest forms and more information, go to:

<https://ncea.education.govt.nz/expressions-interest-2022-pilots>



He Tono mō ngā Puka Whakaatu Hiahia



Hei te tau 2022, ka whakahaere mātou i ēnei whakamātau e whā:

- Te katoa o ngā Wāhanga Ako Kaupae 1 o Te Marautanga o Aotearoa
- Te katoa o ngā marau Kaupae 1 o te New Zealand Curriculum
- Te Ao Haka (mō ngā Kaupae e toru o NCEA me te Urunga ki te Whare Wānanga)
- Te Reo Matatini me te Pāngarau | Literacy and Numeracy

Tukuna tētahi Puka Whakaatu Hiahia ina hiahia koutou ko tō kura ki te whai wāhi mai ki ētahi o ēnei whakamātau.

Mō ngā Puka Whakaatu Hiahia me ētahi atu mōhiohio, toro atu ki:
<https://ncea.education.govt.nz/expressions-interest-2022-pilots>

