

Education Gazette

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On the cover

Page 10: Teacher Felix Queriqueilli and his Year 10 social studies class at Forest View High School in Tokoroa took a game-changing approach to learning about history.



Deadlines for online and print content in 2022 are available at gazette.education.govt.nz.

Key deadlines for 2021/22

With the end of the year approaching, so too is the deadline for advertising vacancies and notices with *Education Gazette*.

The office will be closed from 4pm, Friday 17 December until 9am, Monday 10 January 2022.

No online vacancies will be processed during this period.

In addition to the online free-to-list school vacancies and notices, *Education Gazette* publishes display advertising, paid recruitment, professional learning and development and other notices relevant to the school and early childhood education sectors.

ISSUE	PUBLICATION DATE	EDITORIAL ADVERTISING BOOKING DEADLINE
101.1	7 February	21 January
101.2	28 February	11 February
101.3	21 March	4 March

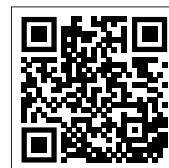
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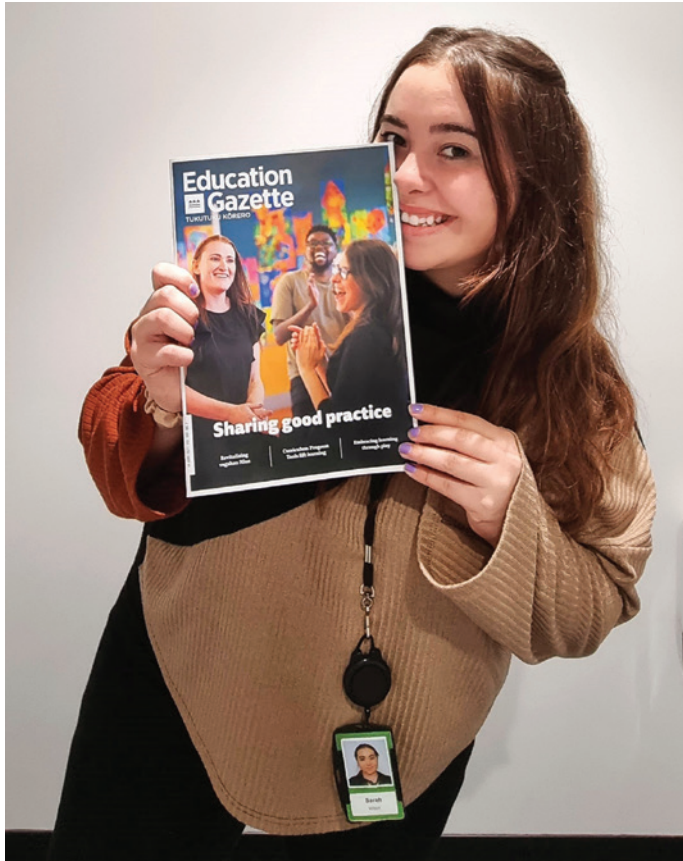
DEADLINES

The deadline for display advertising to be printed in the 13 December 2021 edition of Education Gazette is 4pm on Monday 29 November 2021.



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It takes a village



We have quite a big issue here, packed with incredible mahi from Auckland through to rural Southland. At the heart of it, a clear theme emerges around inclusive and collaborative practice; collaboration with community partners, with parents and whānau, within kāhui ako, other teachers, school staff and ākonga.

In Tāmaki Makaurau, The Hearing House and 12-year-old Olivia explain the wraparound support needed for learners with cochlear implants, including helpful strategies for teachers. In Ōtāhuhu, a STEM challenge to design kitchen equipment is enabling more inclusive learning.

In Tokoroa, a teacher is taking a game-based approach to social studies that is boosting student engagement and paving the way for cross-curricular collaboration across the school.

Jumping down to Te Waipounamu, teachers are breaking new ground with integrated learning, partnerships and inquiry; whether it's a tech centre in Rangiora bursting with innovation, a kāhui ako in Christchurch supporting each other through numerous challenges, or a primary school in rural Southland aiming for the sky and beyond.

I'm so proud of this issue, and so grateful to everyone who has contributed. I also thought it was about time I showed you the face behind these last few editorials – so on the left is a photo of me holding the first issue I worked on with then chief editor, Jude Barback.

Kia maiea tō rā
Sarah Wilson, chief editor.

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Teacher Mat Jenkins shares his love of technology with Brooke from Ashgrove School.



Innovation at hub of new tech centre

There's a brand-new technology centre in north Canterbury, and it's reinventing the wheel when it comes to Year 7 and 8 technology education.

Located on the outskirts of Rangiora in north Canterbury, Maukatere Technology Centre opened at the beginning of 2021 in the grounds of Te Matauru Primary School.

Danny Nicholls is the foundation principal of the new school and technology centre, and he's relishing the opportunity to be part of developing a cutting-edge curriculum. The vision is to nurture lifelong learners that meet the needs of an evolving future and to inspire positive contributors that use technological thinking, empathy, and practical skills to help shape the human environment.

"When we did the initial consultation with our partnership schools and asked them what the new Centre could be, there was a strong feeling of 'we want learners to be progressive and digitally capable; but we also don't want to throw out those traditional skills'.

"It was good to go through a facilitated consultation process to develop a collaborative vision for Maukatere that all partnership schools could feel a collective ownership of," recalls Danny.

Whānau voice was also valuable in this process. "There was a really strong feeling that ākongā already get a lot of device time with skills such as sewing, woodwork and metalwork becoming a lost art. They wanted to make sure our tamariki still get exposure to those things," he says.

Same but different

While there's a focus on a co-constructed curriculum which meets the needs of each of the nine partner schools, so much is different at Maukatere, that we'll start with a list:

- » Teaching is multidisciplinary – all five staff teach across all subject areas.
- » Students attend the centre for a whole-day programme each week for two consecutive terms. This helps to build connections as the centre has around 620 students attending throughout the year.





Haidee Cartwright and Bob Bain were teaching food technology on the day Education Gazette visited.

- » Each year, one of the teaching positions is filled by a teacher seconded from one of the partnership schools.
- » The centre's delivery of *The New Zealand Curriculum* has been driven by localised curriculum needs, rather than a prescribed technology centre programme.
- » Schools are encouraged to be actively involved, with Maukatere teachers visiting partnership schools to discuss student learning needs, and school teachers attending sessions at the centre with their ākonga.

Future-focused vision

The centre's vision is to inspire ākonga to use technological thinking, empathy, and practical skills to help shape the human environment.

Founding centre lead Chami Hutterd was employed in term 4, 2020, to bring the vision to reality. After many years teaching overseas, she brings a wide range of experience and expertise in technology curriculum design, innovation and collaborative practices.

"Initially my role was to develop the centre's vision in line with the partnership schools' needs, purchase equipment, hire staff and start to develop the tikanga of the facility," explains Chami.

The centre's infrastructure is linked to each partnership schools' network so they can use established methods of communication like Hero or Seesaw to post ongoing snapshots of student learning.

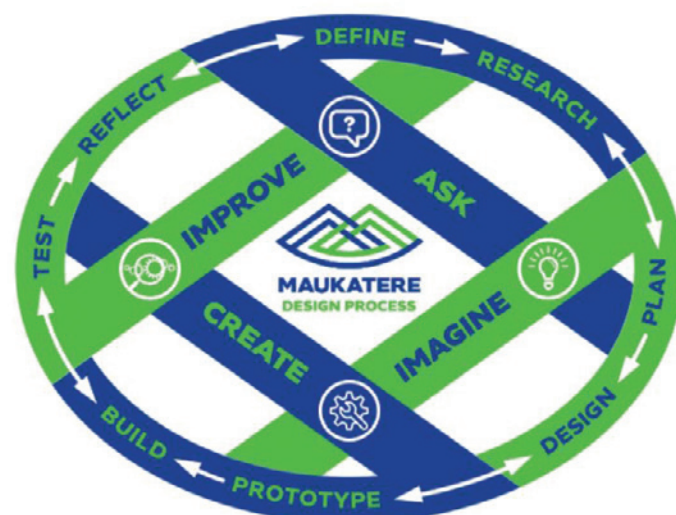
"The consultation we undertook told us that parents would appreciate a better window into what happens at tech, and because our focus is on the learning process and not the end product we have embedded times in the day where we allow students opportunities to reflect and document their learning, which we post for whānau to engage with," says Chami. .

Meaningful learning

Maukatere is well-equipped with multi-purpose rooms where traditional activities like cooking, sewing, woodwork and metalwork can be taught, but the way the different contexts are taught is integrated and based around the Maukatere Design Process, which balances the design process with the end product.

Essential context skills, transferable knowledge and project-based learning are at the heart of the Maukatere approach. The process has been adapted from the NCEA design wheel and made more digestible for younger students.

"In a primary school, traditionally your Year 7s and 8s go off to technology and they come home with the pencil case, or whatever it is, and that's all you know about it. The ākonga definitely make things here, but what's been really



The Maukatere design process.

deliberately crafted is time spent guiding students to do their own thinking and exploring, before developing an outcome,” explains Chami.

The first term of the program is anchored around relationships and understanding the tikanga of the Centre. This fits in with the pedagogy around putting the needs of the learner first.

“When you only see the students for an hour a week or fortnight, I’d be lucky if I could remember their names when there are 600 students a week coming through,” she says.

“But, with students here the whole day once a week, and using the whanau grouping model we are able to build a much better relationship with them. I really do think this helps students to feel confident when asked to take risks and be innovative in their learning.”

“It’s that idea of ‘know them before you teach them’ that’s important to us,” adds Danny.

Each teacher is partnered with a school and tasked with building an ongoing relationship. While the centre has its own learning experiences, these partnerships are designed to lead learning that is meaningful for each school group.

“One school wanted their students to develop costumes, as a culmination of their industrial revolution study happening at school. So we adapted our program to work with the students to design and make costumes using the skills they had learnt in hard materials, soft materials and design and visual communication (DVC),” explains Katherine Hanna, the teacher tasked with bringing this collaboration to life.

“This ‘steam punk unit’ became the focus at the tech centre for this school, we got in a local costume designer to be a guest speaker to inspire and give the students tips, and got whānau involved to help collect all the recycled items used in the creation,” she adds.

Integrated contexts

The teachers work across all contexts and work together to co-plan all units.

“As a team at Maukatere, we spent the first 10 days this year training each other in all spaces, which was a massive, almost pedagogical, shift for us all. No teacher is in their own silo, when we sit down to talk about curriculum and redefining something, everyone has a voice and each perspective is valued,” explains Chami.

On the day *Education Gazette* visited, a group of ākonga from Ashgrove School were learning how to bake pinwheel scones and create packaging to transport it home. Teachers on the floor included Haidee Cartwright and Bob Bain (formerly a woodwork teacher).

Haidee studied fashion design, trained as a teacher and began her career teaching textiles at Rangiora High School. She has taught in Japan and London at a Year 7-13 technology specialist school, which operated in a multi-disciplinary way like Maukatere.

“We try to integrate everything here. At the moment students are doing essential skills learning, which is context based, but the idea is that by Year 8, once they build up those skills and have explored the process of thinking and designing in different contexts, they will start thinking about how different contexts could actually link together,” she explains.



Logan and Ethan make sure they get the measurements right.

“To me what we do here is Inquiry: a provocation, do some research, find your solution. But the neat thing is we then have the resources to give the students the opportunity to create these solutions too.”

Katherine Hanna



Mat looks on as Brooke and Sophie use the drill press.



Danny Nicholls and Chami Hutterd are pleased with what Maukatere Technology Centre has achieved in a relatively short time.

“It was good to go through a facilitated consultation process to develop a collaborative vision for Maukatere that all partnership schools could feel a collective ownership of.”

Danny Nicholls

Her colleague, Katherine, was a primary school teacher and taught digital technology at the former technology centre in Rangiora. She says she was out of her comfort zone in the first day or so of teaching food and textiles, but she now loves the diverse experiences and supportive environment at Maukatere.

“It’s been a really great transition for me professionally. There’s great future-focused stuff going on. You can see the impact of project-based learning in a place like this. It’s similar to the way I would teach in a primary class,” says Kat.

“To me what we do here is Inquiry: a provocation, do some research, find your solution. But the neat thing is we then have the resources to give the students the opportunity to create these solutions too.”

Versatile staff

When advertising for staff, Danny says it was made clear that staff needed to be, or become, multi-disciplinary. There’s a strong culture of support and training, with resourcing so teachers have time to observe, co-teach, reflect and learn from each other.

Bob Bain has been a furniture maker and worked in corporate accounting before training as a primary school teacher. His most recent role was as a woodwork teacher at the technology centre attached to Rangiora Borough School. He was unphased by teaching all the disciplines, but found teaching using digital technology was a big learning curve.

“I’d never used a computer as part of my teaching in the classroom before,” he recalls.

“Part of the design process is the research. We have sets of iPads, so every kid has access to a device. They can do their research, sketching and drawing – we’ve got Apple pencils to draw with. They can save their designs straight onto Google

Classroom and, when we need to, we take these straight off Google Classroom to the laser cutter to print.”

“It is getting so much more real world – that is how you do it in so many jobs these days. It’s not so much learning how to use a particular app, it’s learning how apps in general work.”

Mat Jenkins was the first Year 7 and 8 primary school teacher seconded to Maukatere. He’s loved the experience so much that in term 4, he began a new job in Rolleston’s new technology centre – Te Rōhutu Whio.

“I really like seeing what kids can come up with when they are designing and coming up with solutions to problems; just really getting kids to spark their own ideas,” he explains.

“I designed a bread unit – we are mainly looking at sustainability type stuff, from the point of view that buying bread from the supermarket comes with a plastic bag, which is adding to the problem of plastic.

“We learn how to make a basic bread dough, then explore different flavouring and shaping techniques. The students create their own unique recipe, with a blog post that presents their product and recipe to educate others.”

Mat says the secondment has been a steep learning curve, but he highly recommends it.

“There’s a real nervousness about technology. There was a whole lot of stuff that I wasn’t sure about – I hadn’t done much in soft materials, like sewing. I would just encourage people to jump in and take the opportunity, because you can do it – there’s the expertise and support and it’s really good,” he says.

And that’s music to Danny’s ears. He hopes that the secondment opportunity will build relationships with local schools and show teachers there are alternative pathways.

“If you are a general teacher in a primary school, you don’t often get the training needed to be able to integrate

technology into your classroom, and that's the direction schools are moving towards. By building these pathways hopefully we are helping to get primary school teacher leaders with the necessary skills," comments Chami.

"We are also in dialogue with training institutes about practicums in the Centre for interested trainee teachers, as another way to open up this experience for primary teachers," adds Danny.

Cutting-edge model

Danny is proud of what Maukatere Technology Centre has achieved in a short time.

"We're less than a year into it, but what I'm proudest of is the fact that it is a collaborative venture. Previously it was a model of 'go and do tech and then come back to school', but this is something we all own and have a voice in. The practices reflect the vision for technology that our partnership schools jointly developed," he says.

"I feel this is on the cutting edge of what technology education can offer. It's a different model, and people are now open to seeing it as a new way of doing things. When we were setting up, we heard things like, 'oh that will never work – this idea of teaching across different subject areas and kids for the whole day'.

"But actually, it does work and we are seeing that it's best for kids, so that's why we will keep on this journey." ▲

Education Gazette can vouch that the scones were delicious – Rosa tucks in.



Student kōrero

Education Gazette asked tamariki from Te Matauru Primary and Ashgrove School about their experiences at Maukatere Technology Centre.

Brooke: We're making scones today. We've done woodwork and DVC (design visual communication). In woodwork we made our name tags. We planned the woodwork, used the Apple pencils and had to put it on the computer. It's all interesting because it's fun.

Rosa: We designed our badges with Apple pencils, that was cool. I learned how to use Apple pencils and how the laser cutter works. I'd never used one before – it was interesting that it was a different way to cut things.

Nui: We've done cooking and sewing – we made delicious cookies. I have done cooking at home and like it, when Dad makes it it's always yum. In sewing, we learned how to thread up a sewing machine and how to use it. I hadn't done that before – I might like to do some sewing. There are some people that are geniuses at it.

Max: Using the new tools in here is cool – using the saws and stuff in woodwork and using the sewing machines. I don't know how to sew, so I just learned last week. We've done a little bit of everything – I probably liked the cooking best.

Sophia: In photography we learned about different types of close-ups and different shots and we learned about the thirds rule and how to make your photo or video more interesting and appealing. We photographed each other. We took the photos on iPads and then put them into iMovies.

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A team effort to add some fun to learning history:
Felipe Queriquelli, Mellisa Chesterman and Darcy Belfield.

Playing with history sparks critical thinking and engagement

A Year 10 social studies project shows the potential to explore history while combining cross-curricular learning areas – and creating a highly engaging game for students.

Felipe Queriquelli teaches art and social studies at Forest View High School in Tokoroa. In term 3, his Year 10 social studies class developed an historical board game as a group assessment for a world history unit. The idea for the game came about after Felipe carried out a student voice survey in which his students provided plenty of good feedback but also said they needed some time for playing, or learning for fun.

“I started to research play-based and project-based learning. We used historical events from the Big Bang, to World Wars I and II, to the invention of the computer, and designed a board game.

“I split the students into four groups: one group was responsible for the initial research; they were researching, evaluating and comparing the sources; then there was a

group that had to narrow down the information for the cards; then by using the information, they worked together to make the rules based on their chosen historical event,” explains Felipe.

Another group was responsible for the illustrations and another worked on drawing and planning. A small group was also responsible for creating the game cards.

Imagination and thinking skills

“It was really good to coach them through the thinking skills, such as analysing, solving problems, and inquiry. All these skills have been developed through this game – as well as innovation and creativity.

“I think that play-based learning is great for intermediate



A throw of the dice and a new fact is learned. From left: Lovey, Pini, Felipe, Charlotte and Thomas.



Game elements include two dice, and cards with history facts and rules which relate to each era in history.

“Much like students, we learn from trial and error, so when it comes to education and finding ways to incorporate new ideas, we have to be open to try. As long as the intention is there, the rest will follow.”

Mellisa Chesterman

students, those in Years 5, 6 and 7 – but it’s the first time I’ve done it with secondary students,” he says.

By using purposeful and authentic contexts, Felipe was able to provide opportunities for learning that the students were passionate and enthusiastic about. It’s important to foster the development of skills across the curriculum, including the key competencies so that learners can become confident, connected, actively involved lifelong learners.

The project also involved developing computational thinking skills such as identifying the patterns and differences in the different historical events, says Felipe.

Through this process, ākonga developed the game which combined imagination and play-enhanced problem-solving and critical thinking skills.

“It’s a dual coding type of learning experience – I use a lot of dual coding with arts and social studies, because the link between images and writing is very important to trigger their thinking.”

The project also encouraged students to use their interpersonal skills, as students learnt leadership skills and how to interact, negotiate, cooperate, and compromise.

Technology challenge

Students developed the one metre square game from scratch, with technology teacher, Darcy Belfield making the final board game, which is called *The beginning of the end / Te timatanga o te ao*.

The game features a journey through houses, each representing an era in history. Players throw two dice and when they land, they pick up a card, read history facts and then follow a rule which is related to that era.

For example, if they land on the Industrial Revolution, which features the development of steam engines, the player can ride forward several spaces.

“Through the game they learn the content and the historical events. The students had to understand that to develop the game in the first place. After the game, I had a chat with the students to evaluate their knowledge and 75 percent had grasped the content information. I think it was very important for the students to understand that it wasn’t just a game, but it was learning through play,” explains Felipe.

For technology teacher, Darcy Belfield, helping turn the students’ ideas into reality is an example of cross-curricular learning through the technology strand he’s keen to explore.

“The move towards integrated learning is starting to happen in our school – I’ve been talking to the science teacher, who’s very keen to do 3D printing as a chemistry project. The business teacher has also combined business and technology all in one project and they are developing, designing, and selling products.

“Felipe is essentially doing a technology project – because that’s how my students would start their projects, with some research, then design and then evaluate it. We also do a lot of art. It’s massively cross-curricular and he’s effectively

modelling how you can achieve this. I could see a game design project for senior students as a comprehensive technology project,” says Darcy.

Future thinking

Felipe already has further ideas for developing the game as he says students were highly engaged and still occasionally play the game.

“We could develop different models. For example, the medieval era is one game and whoever wins that might go to the modern era. We could extend it to relate to the history of Tokoroa, including Māori culture and colonisation.

“As a teacher, it was an amazing experience. I found myself not completely prepared, but now I am creating a structure and I know how to guide and scaffold the kids properly from the beginning to the end. Social studies is full of dense information and it’s all about trying to spark their critical thinking and curiosity,” says Felipe.

Sense of ownership

Mellisa Chesterman is faculty leader of humanities at Forest View High School and says the board game project is a shining example of how learning doesn’t need to be linear and can be used to foster genuine enjoyment.

“Felipe came to me with a superb idea for his class’s world history unit and wanted to try a collaborative activity that fostered creativity. As an educator, why would we not support this opportunity to create engaging and interactive learning?” she says.

Students were given an opportunity to be a part of a collaborative, supportive and creative learning environment centered around a context relevant to their learning in social studies. Mellisa says it pushed many of them out of their comfort zones as they took ownership of their part of the project, worked together and managed themselves throughout the progression of the board game.

The rich learning context meant that students worked on

a range of valuable skills, not only content knowledge for the social sciences learning area.

“The objective was to allow them to foster their own sense of ownership in how they engaged with the project; and the learning was a by-product of that. Essentially, the students got to see the fruits of their labour in a project which they can be proud of.

“Not only was it original, but really well constructed and allowed different types of learners to have some buy-in to how they contributed. It also allowed them to cross into other learning areas like technology and art,” she says.

Mellisa sees potential for such cross-curricular game-based learning across many high school subjects based on teachers’ passions and areas of expertise.

“This can absolutely work in every learning area and it really comes down to how creative you want to be.

“In history we see the benefits of this game and how it could be used to fit any context. In English it could be used exactly the same, or as a revision tool where we ask questions based on themes, genres, comparative texts etc.” she says.

Freedom to take risks

It’s important to give staff freedom to take risks, give things a go, and not overthink the logistics, she argues.

“Much like students we learn from trial and error, so when it comes to education and finding ways to incorporate new ideas, we have to be open to try. As long as the intention is there, the rest will follow.

“As faculty leader, it was very important to me to ensure that my staff feel supported and are given the freedom to create their own activities. This shows we need to support each other with our ideas and allow people to shine or at least find their forté. If we become stagnant in what has always worked, we often miss out on opportunities to grow and upskill. Felipe is a prime example of harnessing your gifts in new and inventive ways and sharing them with others,” says Mellisa. ▲

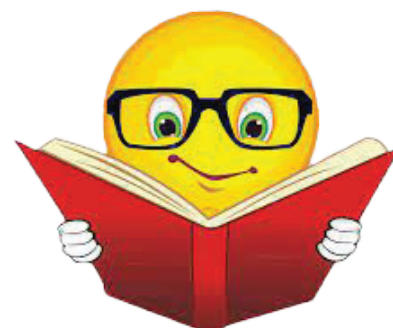
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Student kōrero

What was one key thing that you learned from the board game project that is unrelated to history?

Thomas: Friendships that weren't there are now there because we were put into groups, and leadership if no one else was taking lead.

Charlotte: One thing that I learnt from doing this board game was probably that working together as one big group can have its ups and downs, but overall having a few people work on it altogether does speed up the process.

Pini: How a board game is constructed.

Lovey: Something I learned from this activity was how each other worked out what everyone's strength and weaknesses were.

Did you think the game was a good way to learn about history?

Thomas: Yes, learning while having fun is always the best way to learn.

Charlotte: I think personally that the boardgame is a great way to learn about history because it's interactive and people can have fun with it when it's in the format of some type of game.

Pini: It is a good way to learn about history, but you don't get to learn the full history of our planet.

Lovey: Yes because you learned about it in a fun, everyone included, interesting way.

What did you like doing the most and why?

Thomas: I like the planning and gathering of material, personally I like research and planning.

Charlotte: The thing I liked the most would have to be the research and the building of this game, because you never know what you're going to find on a topic you never knew about if you've never searched for it.

Pini: Watching everyone participate in making the game, but my favourite part was definitely playing the game itself.



The beginning of the end/ Te timatanga o te ao.

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Wraparound support for learners with cochlear implants

Tamariki and rangatahi who have cochlear implants from an early age can learn to communicate like their typically hearing peers, and many of them function highly at school, but they still face challenges.



Olivia, who is 12, has had cochlear implants since she was two years old.

A cochlear implant (CI) allows children and young people with severe and profound hearing loss to access sound – but it doesn't restore normal hearing. The CI bypasses the normal acoustic hearing process and replaces it with electric signals which directly stimulate the auditory nerve. The devices are government funded and there are a range of support services throughout Aotearoa to help children and their whānau.

"In New Zealand, the devices can be implanted from six months old, which maximises the window from 0-3 years that is the critical age for speech development. Children and people who lose hearing later can still benefit from CIs – they often have clear spoken language if they have heard before, but they need more support to learn how to 'hear' with a CI," explains Robyn Moriarty, paediatric audiology manager at The Hearing House in Tāmaki Makaurau Auckland.

"The babies who receive implants at six months and wear the devices all the time go on to develop speech and language skills like children with typical hearing. If they receive their implants a bit later, they can catch up, but if they haven't got established listening skills by age five, they may need to rely on visual communication in addition to hearing – there are always grey areas and exceptions.

"But if your brain has never had sound and then has access suddenly through a cochlear implant, it can take time, support and therapy to learn to use it meaningfully, especially for communication," she says.

Collaboration and choices

Robyn says that when parents get a diagnosis that their child is deaf, they are often in a state of shock, as the majority of parents are from a listening world and may not have had any experience with deafness or the Deaf community.

Acquiring good language skills – spoken and signed – requires early intervention tailored to each child and family.

"In the past it has been the perception that there was an either/or choice between, 'do you want to listen and talk, or do you want to use New Zealand Sign Language?'

"In reality, you can do both. You can use the CI to develop speech and spoken language and you can also develop language through the use of sign language. Collaborative decisions can be made with parents and their health and education partners; as professionals we should be offering all choices to families so they can

choose what they want for their children," she says.

The Hearing House has a caseload of approximately 280 children with CIs from Taupō to Northland. A small percentage are in schools where NZSL is used, but the majority are in mainstream schools where some use sign and spoken language; most only use spoken language because that is what their whānau use.

Unless ākonga have other learning difficulties, they don't always access funding for support, but Robyn says they do have to work harder than their hearing peers. Many use a 'Roger', a wireless Bluetooth microphone worn by the teacher and the child, which can be used to help other children in the class as well.

"Children with hearing loss of any degree can benefit from special technology in schools to make sure they can hear the teacher – that's really well funded in New Zealand.

"The Resource Teachers of the Deaf (RTD) who Ko Taku Reo provide, and advisers on deaf children from Ministry of Education Learning Support do a great service regarding setting up technology for the classroom, but they also consider the curriculum and make sure the child is in an environment that's fostering good hearing. They help classroom teachers be aware that children with hearing loss are getting a bit of extra support to catch up if they need it," says Robyn.

Hearing fatigue

Grace Morton is a speech and language therapist with The Hearing House and responsible for 120 young people with CIs aged 8-19. Part of her role is to monitor their speech and language development, then liaise with teachers and whānau to provide advice on how a child can access learning more easily and what can be offered to further support their learning.

"There's a bit of a misnomer that somebody wearing a CI can hear normally because they're able to talk and communicate and go to a mainstream school. But I am in awe of what these kids have to navigate on a daily basis – things they have to think about all the time that typical hearing people might take for granted.

"I talked to kids about what strategies they use, and they talk about how they sit in a certain place in the classroom. It's really helpful to sit on the side of the classroom, so they can not only see the teacher, but they can see any child who puts their hand up to ask a question. This just comes naturally to these kids because it has to – that's how they cope in a hearing world.

"Another thing that teachers should all know is that if somebody did not hear what you are saying, don't go loud or slow, just keep calm and repeat what you're saying. Because talking too loud or coming up close can be very disturbing!"

Olivia, aged 12

Many children with cochlear implants like Olivia have strong family support. From left Alice, Olivia, Hannah and Richard; older sister Sophie was away when the photo was taken.



“Every child is different, but they have to work so hard to piece together what they’re hearing – it’s not normal hearing and even if they’re used to it, it doesn’t mean that it’s easy. It can be really, really tiring – hearing fatigue is a very real issue and when you’re in noisy environments, it’s pretty exhausting,” explains Grace.

Empowering ākonga

As well as working alongside children to support their speech and language development, Grace is passionate about empowering agency, independence and the development of self-advocacy skills.

Grace focuses on children when they are turning eight and turning 12, ages when a comprehensive speech and language assessment is done. She offers them five sessions of one-to-one therapy on confidence and advocacy as they transition to new schools – intermediate, or high school.

“Not everyone has an RTD, Adviser on Deaf Children (AoDC), or teacher aide with them all day every day and I think it’s our responsibility as clinicians to make sure these kids are accessing the curriculum in a fair way.”

Grace explains that the only way that can really be achieved is by empowering the child to have the skills and knowledge of knowing what to do, “because we can’t expect all teachers to be experts on this topic, which is quite specialised”.

“For most of these kids it’s so normal for them to have CIs and their whānau and friends are completely used to it.

“But then the kids are being thrown into high school, which is a completely different environment because you have many different teachers and all these new peers and a whole new learning environment and they’re not

used to people not knowing how to communicate with them. Most of these kids have such amazing families and support systems, but what happens when she goes to a new school and she’s got six teachers, not just the one teacher to train up on how to use the Roger [microphone]?” asks Grace.

Helpful strategies

Auckland 12-year-old Olivia is one of the ākonga who has benefitted from one of Grace’s confidence courses, which included talking about Olivia’s strengths and developing some more coping strategies.

“Grace has been helping me with trying to be confident about my ears. A big issue is that I will be going to college next year and whenever I come to a new group, every single time, there’s one person who is staring at my ears and that can get very uncomfortable for me.

“The most helpful strategy is to take three deep breaths in and out if you’re in a big situation where you might feel a bit uncomfortable and try and make what you say ‘short’ because I like to make things very long!” says Olivia.

Alice and husband Richard worry how Olivia will navigate the turbulent teenage years. She says the five-session course was validating for Olivia.

“It was awesome and perfectly timed. That was such a gift from The Hearing House just before Olivia is heading off to college. There’s a real mental health aspect to it – I think it’s really boosted her confidence,” says Alice.

“Grace tells me that if I’m not that confident, or that you feel different to everybody else, you should practise your responses with your family or friends and that helps a lot,” adds Olivia.

Olivia's story

Olivia likes art, swimming and graphic novels – and she has had cochlear implants since she was two.

“What I like about them is that I can hear everybody, I can hear my dog’s voice, I get to hear all the unique sounds and all the things that I would not get to hear. Another good thing about CIs is I can actually socialise and access more people because if I didn’t have the CI, I would be signing right now,” she says.

Education Gazette spoke to the 12-year-old and her mum, Alice Henry, via Zoom when they had been in lockdown for 11 weeks. Olivia is bubbly, confident and delightful, but she’s the first to admit that it takes a lot of work to be growing up in a mainstream environment.

“When I have my ears off, I can’t hear anything. It’s like there’s nobody there, you’re all alone. There’s not a single sound, you can only feel vibrations so much more – I can feel my sisters stomping down the hallway,” explains Olivia.

Small things make a difference

Olivia’s family moved to Auckland when Olivia was a pre-schooler, where they could access services provided by The Hearing House.

“She could access face to face weekly therapy here – that was a great year to get her ready for school – she went to the pre-school at The Hearing House,” says Alice.

She says The Hearing House services are well tailored to support children in mainstream schools with CIs and she’s fully supportive of the new system which will now see these services provided seamlessly throughout a child’s schooling.

She gets quite emotional when describing Olivia: “We call her our summer child because she’s always smiling. She has a hard road in life; not only does she

have profound hearing loss, but she also has learning disabilities. But she just keeps on trying.”

And small things make a difference. During Auckland’s lockdown, Olivia’s teacher at Glendowie Primary School, Liz Keyser, emailed that it was time to do individual reading assessments via Zoom. When it became apparent that this wasn’t so easy for Olivia, Liz drove to her house with a hard copy and conducted the test.

“She came, wearing a mask, and they sat at the outside picnic table. She did the test with Olivia and gave me the thumbs up through the window as she headed back to her car. Olivia came in beaming and she said ‘Mum, I was reading at 10-11 years old but today I came out at 12-13!’ Just the look of delight on her face that she’s hit that age-appropriate stage!” shares Alice.

Pros and cons

Olivia explains the benefits and frustrations of CIs, and what she would like people to know about them.

“I want to let people know that it’s quite amazing to have these things because I can actually be in the conversation, which can be quite hard if you’re deaf or have your ears off.”

However, she’s often tired by the end of the school day.

“In big groups having a lot of people talking at the same time is a lot because I’m putting so much energy out trying to listen to what everybody is saying. When my friends are talking, I might miss something because I’m trying to concentrate on something else and they come back to you and I’ll say ‘oh my goodness, what were you guys saying?’ and they get frustrated and say ‘never mind’ and that can get very frustrating to me and a bit annoying because I get left out of the conversation,” says Olivia.



Grace Morton has helped Olivia feel more confident as she heads to high school next year.

“The biggest skill to have is communication. All my teachers communicate with me – they constantly ask me if we need to change something. Like I was talking to my teacher the other day about masks and if we’re back in class and the face will be covered up and they can’t talk normally, it will be hard for me to lip read or hear them.

“Another thing that teachers should all know is that if somebody did not hear what you are saying, don’t go loud or slow, just keep calm and repeat what you’re saying. Because talking too loud or coming up close can be very disturbing!” she laughs.

Universal design for learning

Liz Keyser says that having Olivia in her Year 8 class has changed the way she teaches.

“At the beginning of the year, I found it a little bit intimidating at times just because I would forget to ask her for her microphone, and I could see she was anxiously looking for the support she needed. It took some time to get our routine in place.

“But I feel that my teaching style has changed, which I have really appreciated. I’ve learnt a lot from Olivia – just repeating things, making sure she understands what I am saying and making it as visual as possible. Now whenever I present anything, I always make sure that it’s visible, as well as clear and short. It definitely benefits some of the other children in my class as well,” says Liz.

After doing a course on Universal Design for Learning, Liz realised that everything she does for Olivia can benefit every child in the class.

“I feel that everything you do for a child with CIs, you should be doing for everyone in your class – repeating instructions and making sure that you are writing the instructions as well. I have Google slides with instructions on the board as well as saying them. I make sure I’m facing her so she can read my lips if she needs to at times.”

Liz says that in general, Olivia’s classmates are very supportive.

“They’re very quick to take the microphone when they need to. It’s very normal because she’s been at the school for eight years, so I think the kids are used to being able to handle it – I think it’s good for them too.” ▲

Network of support

In July 2020 two Deaf Education Centres – van Asch in Christchurch and Kelston in Auckland – merged into a new national school, Ko Taku Reo Deaf Education New Zealand. They had previously provided support services for children with cochlear implants.

Following this merger and a review, The Hearing House and Southern Cochlear Implant Programme (SCIP) began to directly provide habilitationists to support children and people with cochlear implants.

Ko Taku Reo’s internal support of students with cochlear implants will continue as it has and the relationship between Ko Taku Reo and the two Cochlear Implant Programmes remains focused on working together in new ways for the best outcomes for ākonga and whānau.

SUPPORT SERVICES FOR DEAF AND HARD OF HEARING

» **Ko Taku Reo Deaf Education New Zealand**
kotakureo.school.nz



» **Southern Cochlear Implant Programme**
scip.co.nz



» **Ministry of Education support for children who are deaf and hard of hearing**



» **Deaf Aotearoa**
deaf.org.nz



» **The Hearing House**
hearinghouse.co.nz



“Every child is different, but they have to work so hard to piece together what they’re hearing – it’s not normal hearing and even if they’re used to it, it doesn’t mean that it’s easy. It can be really, really tiring.”

Grace Morton



Dyson Technologies Creating Healthier Education Spaces

In a time when people have become increasingly conscious of hygiene and wellbeing as well as the air they breathe, understanding the impact of poor air quality and how we can improve the air we breathe is key, especially for children who are more vulnerable to air pollution. Cleanliness in schools and shared spaces has never been so high on the agenda and we all want reassurance that these spaces are hygienic.

Why is indoor air quality important?

Every day we breathe in up to 9,000 litres of air. To put this into perspective, we consume more air every day than any other substance, yet we often don't think about what is in the air we breathe – in fact it can be up to 5 times more polluted than the air outside. Despite this, and people spending up to 90% of their time indoors, there is still a lack of understanding that air pollution can be produced from everyday indoor activities. Many sources of pollutants can be found in classrooms, including formaldehyde off-gassing from desks and flooring to germs, viruses and bacteria that can spread quickly amongst children. Increasing ventilation by opening windows can cause poor air to come inside by bringing in pollen and allergens from outside, as well as airborne dust particles and smoke.

Professor of Global Environmental Health, Sotiris Vardoulakis, at the Australian National University (ANU) Research School of Population Health, is a leading expert in air quality and indoor pollution. Professor Vardoulakis says: "We're often exposed to many different types of both indoor and outdoor air pollution and the health effects of different pollutants can depend on the individual. Certain groups may be particularly sensitive to the effects of air pollutants, including young children and one in six New Zealanders who suffer from respiratory health conditions such as asthma, hayfever or bronchitis."

Conventional ventilation, air circulation and air conditioning systems in schools may not have adequate HEPA filtration. They usually contain a filter element that tends to focus on capturing larger particles like dust or airborne debris with the ultimate goal of protecting the airflow systems within, rather than providing efficient particle removal. Whereas some conventional purifiers can release pollutants back into the room.

How does Dyson technology provide clean air in classrooms?

Dyson has engineered its new purifier to create a cleaner, more comfortable educational environment. The new Dyson Purifier Cool™ features advanced sensors to automatically detect potentially harmful microscopic particles such as pollutants from the outside, which can penetrate indoors through inadequate ventilation. An integrated sensor system constantly analyses the air, while the unique algorithm cross-checks data every second. It diagnoses the air automatically reacting to purify and display live results on the LCD screen.

It features a fully-sealed 360° filtration system. The HEPA-13 certified filter and active carbon filter work together to capture not only the larger particles but those as small as 0.1 microns, including gases, allergens, ultrafine dust, bacteria and some viruses to ensure indoor air is safe to breathe.

It also has a unique air projection loop that multiplies airflow. It generates the circulation power to draw even distant pollutants back into the machine, before projecting purified airflow throughout the classroom.

In warmer weather, the purifier can also be used as a fan, projecting over 290 litres a second of cooling and purified air. When cooling mode is no longer required, the backward airflow mode allows you to purify the room without feeling the airflow, diverting it through the back of the machine.

Are Dyson purifiers designed to be safe for children?

Dyson purifier has been engineered without fast spinning external blades or awkward grilles making it safe and easy to clean. The machine is also equipped with an automatic standby function so if it's tilted over, it will automatically stop. Acoustically engineered to reduce turbulence, the new Dyson Purifier Cool™ is 20% quieter than the previous model. Perfect for a peaceful study environment.

Are they high maintenance?

Many air purifiers can be complicated to dismantle, keep clean and require regular replacement of the filters in order to function well. This isn't the case with the Dyson Purifier Cool™. The filter is quick and easy to replace and you will know exactly when, via the LCD screen. The HEPA and Carbon filters are recommended to be replaced only once a year based on 12 hours usage a day every day.

For more information, visit dyson.co.nz or
speak to a Dyson Expert on 0800 397 667 or
at nzcommercial@dyson.com

dyson purifier cool





WELLBEING

Inclusive practice for children with allergies

As allergies become increasingly common, *Education Gazette* explores how inclusive practice can lower the barriers to learning for children and young people with allergies, particularly to food, and support their wellbeing.

The prevalence of allergies is increasing, and nobody is quite sure why. But schools like Auckland's Balmoral School are showing how students with food allergies can enjoy the full benefits of education like anybody else.

According to Allergy New Zealand, allergies affect 30 to 50 percent of the population in Aotearoa.

The most common are caused by airborne allergens such as pollen and house dust mites. However, food allergy has become a common condition in childhood, affecting one in 10 children under five years old, and around five percent of children of school age.

Different allergens will cause different kinds of allergic reactions. The most common allergic conditions are hay fever, asthma and skin problems, such as eczema, rashes and hives.

However, some allergens such as food, or bee or wasp stings can cause severe, life-threatening reactions known as anaphylaxis. Reactions can happen in minutes and need urgent medical care.

Co-operation is key

Balmoral School principal Malcolm Milner says that with appropriate planning and action, allergies need not be a barrier to enjoying the full benefits of schooling.

"I don't think you can separate inclusion out of anything. Every child wants a sense of belonging – staff do too. We value diversity – it's the third word in our mission statement."

The statement reads: "To value diversity and to develop curious, confident and connected learners."

Malcolm stresses the need for co-operation in the school when it comes to allergies. The school's Board of Trustees works with staff to create plans. The good relationships that exist between staff, parents and the Board are the foundation of developing understanding and collaboration around allergy management.

Malcolm recalls a parent joining a school camp with

the task of specifically managing the food for four allergy sufferers. With that taken care of, the pressure was off the staff and the students could enjoy the trip alongside their peers.

Students are also encouraged to have some agency themselves. Developing independence in managing their health conditions is something that can happen over time with the support of the school and home team.

"We want them to be fully functional people, not have everybody else managing things for them. That's the long game."

Plans and action

The school's enrolment officer Janet Gould says their commitment to inclusion begins when a student first joins the school.

In particular, they need to know how many students may be at risk of anaphylaxis – a severe, potentially life-threatening allergic reaction.

In a roll of 820, Balmoral School currently has 22 allergy sufferers at risk of anaphylaxis, and around 40-50 more students with allergies of some kind.

The students at risk of anaphylaxis must have an action plan, which is developed by a medical professional. It is widely distributed and follows the child as needed, including on school trips.

"It's all about making sure," Janet says. "It's about being aware. You must have a plan and stick to it. Everybody should be on board."

Those students also come with an EpiPen, which parents or whānau supply.

An EpiPen is an auto-injector device that has a pre-filled syringe fitted with a needle and contains a single dose of adrenaline. It is used in an emergency to quickly treat anaphylaxis.

The school has had around three episodes of anaphylaxis in the last 10 years.



If something does go wrong, the first action is to call an ambulance, says Janet. They are then usually advised to use the EpiPen.

But prevention is key, and the school has relevant policies in place, Malcolm says. Children are not allowed to share food, for example. But certain foods are not banned, which is consistent with advice from allergy experts.

"It would be too difficult to monitor anyway," he says.

Allergies in New Zealand schools

Balmoral School's approach to allergies mirrors advice from Allergy New Zealand.

Advisor Penny Jorgensen agrees there is no reason why allergy sufferers should be excluded from enjoying regular class practice. But there are steps that should be followed.

Penny says it's important for the school to understand food allergies and for them to raise awareness of these in the school environment and in communities. So, when something arises, it is not unexpected.

There are three main steps for schools to follow, she says:

- » The first step is to be prepared for anaphylaxis, including appropriate training.
- » The second step is prevention and risk minimisation.
- » The third step is to raise awareness and support for students.

Penny says awareness of allergies has improved in recent times, but there is still some way to go.

One common concern from parents is a lack of preparedness around school camps.

"We've had parents having to get into fairly remote locations to try and get their child out of there because they can't eat food," says Penny.

Another concern is that allergies can lead to bullying, with those suffering becoming easy targets.

A worrying trend and concern is the prevalence of allergies in Pasifika and Asian populations and the number of hospital admissions for food-triggered anaphylaxis among those groups is also higher.

The reasons are unclear, and the causes of allergies and reasons for an increase are not known, says Penny.

Simple precautions make a big difference

Penny says parents are often keen to know how a school manages allergies, and that it is a good idea if schools have policies and procedures written up, so they are easily accessible, and visible to their school community.

The enrolment process should also help identify at-risk students and have plans to follow up on that, such as medicine management and individual health care plans which are developed in collaboration with parents.

There should also be more general policies like not sharing food. Penny says it would make a big difference if food could be kept out of classrooms in general and particularly where there is a child with food allergy – this would reduce stress and anxiety on the child and family, as well as making it easier on teachers and the school.

She is aware some schools arrange a separate place for a class that includes a child with food allergies, to eat lunch, such as the school hall or even sharing with another class. Secondary schools should also look at keeping food out of technical and specialist classes which students with food allergies will need to use as well.

There are some other simple actions that anyone can take. For example, Penny says children can be encouraged to wash their hands after eating, as well as before, and to dispose of their lunch rubbish properly, before going to play. These are good hygiene practices anyway.

"Anaphylaxis is preventable. It doesn't necessarily require extraordinary measures. A child with a food allergy also has to learn to manage as well. By the time they get to secondary school they need to be able to manage certain things themselves. But it helps if everyone understands and supports them." ▲

For more information, teachers and school staff can email allergy@allergy.org.nz or call 0800 34 0800.

Guidelines for educators



Te Kete Ipurangi has a useful guide to allergies and learning, including health and safety policies and procedures. Visit inclusive.tki.org.nz



Allergy New Zealand has a set of guidelines for early learning services and schools. An updated version is due to be released early next year. Visit allergy.org.nz

Many hands share the mahi for improved learner outcomes

Te Waimairi-iri Kāhui Ako comprises 12 schools and 17 early learning centres in north-west Christchurch, and since 2017 they've gone from strength to strength as they collaborate to improve outcomes for more than 6,000 tamariki and rangatahi.

There's chatter, laughter, and a sense of camaraderie when principals and across-school leaders from Te Waimairi-iri Kāhui Ako gather in the Cobham Intermediate School staffroom for one of their regular monthly meetings.

The kāhui ako has developed a sense of connectedness through professional and personal networking, and in supporting each other through events such as the Christchurch Mosque attack, Covid-19,

the Christchurch Rebuild programme, and personal stress, explains Jenny Washington, principal of Te Ara Maurea Roydvale School.

Jenny, who has recently stepped down as one of the kāhui ako's three leaders, says there's a well-embedded culture of collective improvement that centres around trusting relationships, utilising leadership capabilities, listening to learners, and committing to goals that improve outcomes for learners in the kāhui ako.



Colleagues Raewyn Saunders and Jenny Washington say the kāhui ako has been very supportive to them as they began their journeys as principals.



Matt Bateman and Nadene Brouwer listen to the kōrero at a monthly kāhui ako hui.

“By taking a common approach, we’re all helping each other to raise the bar in what we will be offering, instead of each school doing their own thing.”

Matt Bateman

Marae trips and pyjamas

The mahi has included several trips to marae around Aotearoa, and Jenny says there’s nothing like having conversations in pyjamas with colleagues for getting to know each other and breaking down silos.

“You’re living on the marae together; you really get to know each other and rub shoulders. It did the opposite from that competitive model of us working locally, because you understood and appreciated each school’s context and the principal as a leader and also a person,” says Jenny.

Raewyn Saunders, principal of Fendalton Open Air School, is a kāhui ako co-leader alongside colleagues Eddie Norgate and Matt Bateman, and says there is now a strong collegial network and principals know they can rely on each other.

“The network for what are quite complex jobs, is really powerful. The strength has come because we really do know each other. What started with one purpose has kept growing like a ripple effect with more and more layers and benefits,” she explains.

“We’ve had some common stressors and needs for support. It can be quite a lonely job being a principal, especially if you’re in a competitive model and you’re trying to outdo the next person. But I think that we all see that we each have a place, and that our schools are all different, and they’ve all got value,” adds Matt, who has been principal of Burnside Primary School for the past 17 years.

Common language

Te Waimairi-iri Kāhui Ako was initially two clusters put together after the 2011 earthquake, explains Jenny.

“The power in this kāhui ako is that we have developed it ourselves. We know all the local principals, we know if someone needs support, we know that we can ask somebody about the practices they use.

“If there’s someone in their organisation with real skills and capabilities in a certain area, we’re happy to share the mahi around wanting the best practices in our schools. We make efforts to mix and mingle and to listen to each other as leaders, and work as a team,” says Jenny.

After each round of professional learning and development (PLD), the across-school team seek feedback from staff on what worked well and what they’d like to see in future.

Ongoing connections between sessions and the ability to co-construct the programme develops deeper connections between colleagues outside of their own schools.

Cobham Intermediate principal Eddie Norgate is new to the co-leader role, although he has been involved from the beginning. He says the mahi of the kāhui has smoothed some of the transitions between early learning, primary, intermediate and secondary school.

“It’s developed in terms of the relationships between teachers, and the alignment of processes. We’re speaking a common language around things like ‘knowing me and knowing the learner’.

“The strength has come because we really do know each other. What started with one purpose has kept growing like a ripple effect with more and more layers and benefits.”

Raewyn Saunders

“For example, there’s a kāhui PLD focus on learning maps. When the kids that are coming to us next year, meet us in term 4, they’ll bring their learning maps which will help them talk to us about how they learn, what they like about learning, and that will help us on so many levels,” says Eddie.

Across-school support

The kāhui ako’s across-school leads are the glue which connects this large community and building relationships between all of the sectors – early learning, primary and secondary – is a large part of its success.

At first, the roles were focused around a single kaupapa such as culturally responsive practice, or literacy, with each pair of across-school leads working across all 29 learning settings from early learning through to high school. It became clear that the strength of relationships between the leads and schools were key drivers of the mahi and in 2020, each pair of across-school leads was assigned specific schools or early learning centres.

Two of the across-school leaders, Rachaelle Stidder and Nadene Brouwer, work with the 17 early learning centres and Allenvale Specialist School.

Rachaelle and Nadene, who are both teachers at Burnside High School, have been able to support Allenvale Specialist School in several practical ways, which have benefited their own students as well.

“Running cross country days or swimming sports is a huge logistical feat for them, as many of the learners require one-to-one support to achieve success” says Nadene.

“We helped with their cross country – our local high school students were running with their wheelchairs. Their athletic sports day is coming up and that’s another opportunity for all the students to work alongside each other. Our learners get just as much out of it as theirs do,” shares Rachaelle.

Early learning voice

One of Rachaelle’s key goals, when she started in the role at the end of 2018, was to build relationships with early learning centres in the kāhui ako.

“The process of how a kāhui was working wasn’t very well known. We used the analogy that we were kind of building the plane as it was flying. That really was what it was like initially and there was no voice coming in from our early learning centres. I had little children at pre-school at the time and I knew how valuable the voice was from that sector.

“Early learning centres operate in a competitive environment and it’s about breaking that down and



Eddie Norgate.

sharing that pedagogy, you’re still in the same geographical area and you still have that same connection to the culture,” she explains.

“These kaiako are so skilled – we’ve got so much to learn from them because they do all this choice-based learning that isn’t always as obvious in high school,” adds Nadene.

Lauren Sutcliffe is head teacher of Kidsfirst Kindergartens, Ilam, and says it has been good to have collegial conversations with colleagues and schools that have helped to break down barriers between them.

“It’s been great to have these two to facilitate that, and it’s been great to meet other early learning centres so we can travel that journey together and work together around internal evaluation and professional development,” says Lauren.

Lauren adds that all their teachers opt into different PLD opportunities each term. But working with the kāhui, she says, means they get opportunities they might not otherwise have, and they can also tap into different strengths.

Early learning centres can feed into many different schools, and Lauren says building relationships with junior school kaiako has enabled them to better support tamariki transitioning into school.

“It’s just knowing that the across-school leads are really approachable – that you can go and ask questions to figure out how we can best support our learners as they walk through the educational journey, not just from early learning to primary, but also through to secondary,” says Lauren.



Collegiality and relationships are key to (from left) Lauren Sutcliffe, Rachaelle Stidder and Nadene Brouwer.

“Early learning centres operate in a competitive environment and it’s about breaking that down and sharing that pedagogy; you’re still in the same geographical area and you still have that same connection to the culture.”

Nadene Brouwer

Local curriculum and cultural narratives

Throughout 2017, Canterbury schools worked with local iwi Ngāi Tūāhuriri, who presented the kāhui ako with a cultural narrative. As part of this process, links were established with Mātauraka Mahaanui facilitators, who supported schools to engage with, and embed their own cultural narratives after the Christchurch earthquakes.

In the same year, the kāhui ako applied to be part of the Māori Achievement Collaborative (MAC), an initiative led by principals, for principals, with the philosophy of ‘changing hearts and minds’ through a process of deep learning, mentoring, coaching and collaboration for improved outcomes for Māori learners.

The kāhui ako’s principals and across-school leaders attended a MAC national hui and visited Parihaka, where they learned about the stories of passive resistance; in the same year they travelled south to Otakau Marae on the Otago Peninsula. Not only did they spend many hours getting to know each other, but they learned about the narratives for each area, which have influenced and resonated with their own stories.

“We’ve all done a slightly different angle. Some schools have been through the rebuild and have had the facilitators support cultural practices with colours, paintings, design and artwork that might be incorporated in the build,” says Jenny.

Matt Bateman (Ngāti Waewae, a hapu of Ngāi Tahu) has been a valuable guide on the kāhui ako’s journey. He says the kāhui was fortunate that Ngāi Tūāhuriri, the hapu that has mana whenua over most Christchurch schools, presented each early learning centre and school with its own cultural narrative.

“They went into all the early learning centres and schools through our rebuild process, and we had a chance to develop our own school naming document and cultural narrative. Every school discovered their own story, and in their landscaping, they’ve been able to understand why they’re planting from a prescribed list – things that used to grow here, why they’re important,” he says.

Raewyn explains that the stories have helped early learning centres, schools and kura develop their local curricula.



With whakapapa to Ngāi Tahu, Matt Bateman has led hikoi attended by students, teachers and locals to places of of interest in the kāhui ako's local area.

"That's where we've been really fortunate with Matt and some of his connections, that we've been able to go and visit these places.

"It has helped inform our localised curriculum and it also gives us a much broader perspective and informed background that we can share across the kāhui ako and with our own kura for the Aotearoa New Zealand histories curriculum," she curriculum," says Raewyn.

Matt says the Māori Achievement Collaborative has reinforced the importance of connecting with mana whenua, but also exploring people's attitudes to biculturalism and multiculturalism.

Hikoi and kōrero

Originally from the West Coast, Matt's whakapapa has provided knowledge and connections, which he happily shares with the kāhui ako.

"About four years ago I started taking busloads of colleagues, teachers, board members, and support staff out to the Tuahiwi Marae [near Rangiora]. I've arranged one for this group – 50 people from across the early learning centres and the kāhui in February next year. We'll go there and the Ngāi o Tūāhuriri education team will welcome us on, tell us some local stories, give us some resources, share a meal.

"We visited Otago because they are the same iwi [Ngāi Tahu] and I would like the principals to visit

each of the 18 iwi, so they know that every Ngāi Tahu child also has a papakāinga – a home," says Matt.

Closer to home, Matt has led hikoi to sites of interest in the Burnside neighbourhood. He says trips to marae and the hikoi will help school to clarify some of the rich stories in their area.

"Moving into next year, we will talk about sharing our capacity to build a local curriculum, part of the Aotearoa New Zealand Histories curriculum content from some of the stories we know. By taking a common approach, we're all helping each other to raise the bar in what we will be offering, instead of each school doing their own thing," he says.

Achievements across the kāhui ako

"This will be my fourth year as across-school lead," says Rachaelle.

"I'm really lucky because I've been able to see the progress over the years. It has changed and grown a lot, but it's grown because we're listening to the voice that's coming from every sector as to what they need and how can we best provide that.

"Nadene and I are two out of seven across-kāhui ako leads, all with really amazing strengths. I think it's extremely valuable being able to utilise those within every area for whoever needs them," she concludes. ▲



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The playground at Balclutha Primary School is now a happy place for tamariki and teachers alike.

Accentuating the positive facilitates learning

Balclutha Primary School has managed a phenomenal shift in school culture in recent years using the Positive Behaviour for Learning (PB4L) framework.

New principal Vicki Neave arrived at Balclutha Primary School Whaia Te Kura Huna in the fourth term of 2020, a term after new deputy principal Katie Moodie started.

The Covid-19 pandemic, the 2020 lockdown and some significant staff changes meant a lovely school with good support in place was very unsettled, which led to playground mayhem.

Vicki paints a vivid picture of the situation a year ago.

"We saw lots of unpredictable behaviour in the playground. There was fighting, some inappropriate language and lots of really physical aggressive behaviour.

"Teachers were very anxious about being on duty. The principal never actually got to sit and have lunch during lunch time, or leave the school grounds, because there were always fires to put out," says Vicki.

"She adds that it was probably only five to 10 percent of students who were exhibiting this undesirable behaviour, but it was having a large impact on the school.

"We were a little overwhelmed, to be fair. We needed something to pull together all the really good things that were happening in the school. As the school had previously started its PB4L journey, we were able to build on that foundation and add momentum," explains Vicki.

There are 170 children and 23 staff at Balclutha School, including eight classroom teachers.

In Vicki's previous principal role for 11 years at Te Kura o Popotunoa Clinton School, also in South Otago, PB4L had been implemented in 2019. It had a significant positive impact on the school culture and was embedded slowly over a few years, so she knew the programme worked.

Vicki and Katie refreshed PB4L at Balclutha School, where it had been started a couple of years ago but had stalled due to Covid-19 and staff changes.

Assistant principal Heather Willocks is an integral part of the resulting turnaround, as her experience added the important dynamic of institutional knowledge of the school and the community and the context of the groundwork done previously.

Clarification and consolidation

The leadership team's emphasis over the course of 2021 was to clarify and consolidate that groundwork with a variety of improvement strategies. It's been very effective.

For example, in the first two terms, seven students were stood down. The last stand down was at the beginning of term 3.

"Since term 3, the behaviour has really, really improved. We're really proud of our students and the staff," says Vicki.

One major change was to increase the number of teachers in the playground at breaks to three, sometimes more.

"Initially that was because, oh my goodness, this playground was really challenging. We needed more support for the teachers out there.

"We've kept that number up because it's now just a lovely place to be. And teachers can go out and they can play games with the kids. They're not actually spending their time trying to sort disputes. They're enjoying the children and facilitating the learning in the playground," says Vicki.

Student voice

Another strategy was to redesign the discipline flowchart of what would happen if there was inappropriate behavior.

Student voice was important and Katie achieved this with a group of boys with tier two and tier three behaviour difficulties – the challenging boys who were constantly in Vicki's office.

The students had true ownership of the new flowchart and the student council reviewed it and gave feedback on such things as what is major or minor behaviour and what deserved something like a name on the board or a written warning or a verbal warning.

The school values were simplified to responsibility, respect, empathy and integrity.

Golden tickets are awarded to students exemplifying the values and rewards are distributed every week.



Golden ticket rewards bring smiles to the faces of the Balclutha Primary School students.

“The change in our whole school culture in the last year has been really significant and I think the key has been a consistent approach to behaviour as part of our school-wide implementation of PB4L. It’s made our school a great place to be and to learn for everyone.”

Vicki Neave

To acknowledge and celebrate staff collegiality there’s the sunshine box of appreciation, with tickets with colleagues’ names and their good deeds. These are shared on a Friday and there is a special prize draw.

Focusing on the positive and celebrating all the wonderful things that the children are doing has helped with the school/home relationships. Staff enjoy contacting parents and sharing the positives from school as opposed to just making contact when there has been an incident.

With Covid-19, communicating is a bit harder without school assemblies and parents on site, so Facebook and Seesaw play an important part in the communication.

Analytics and PLD

Some refined analytics also enabled the success of the PB4L framework.

The incident tracking system was refreshed to record the what, where and when of behavioural issues so hotspots were identified and they could work out when

and where extra staff support was needed.

Knowing which days and times were more problematic empowered the teachers.

“Katie and I are very lucky because when we arrived here, there was already a really well-established staff culture. There’s such a genuine desire to do the best to ensure every student succeeds. What we didn’t have was a consistency of approach and that’s what PB4L has helped clarify,” says Vicki.

Professional learning and development played a key role.

All teaching staff and most support staff did Understanding Behaviour Responding Safely (UBRS) training to increase their understanding of why a child might be presenting with this behaviour and how to support them.

Junior classroom teachers attended the Incredible Years programme which looks at supporting behaviour management in the first three years of school.



Alongside pupils from Balclutha Primary School are (from left) principal Vicki Neave, deputy principal Katie Moodie and assistant principal Heather Willocks.

“We wanted all of our team to see students through a strength-based approach instead of a deficit,” says Vicki.

It meant moving away from punitive strategies to concentrate on building relationships with students.

For example, instead of a teacher dealing with difficult behaviour by removing a pupil from the playground, that student now walks around with the duty teacher, which becomes an opportunity to build a one-on-one relationship.

“Every time that happens, we end up having these lovely conversations with children, and that makes them feel safer and more comfortable – it strengthens relationships,” says Vicki.

“What we’ve got in place now is the students have strategies to problem solve, or the teachers can help facilitate how can we solve this problem before it gets into a fighting niche.

“We have very, very few fights in the playground now; very, very few bad words.”

Learning support benefit

A side benefit of the PB4L programme is staff have identified a significant number of students who needed learning support. These are now being monitored as part of the support register.

Vicki and Katie praise the work of Max Gold, a PB4L facilitator for the Ministry of Education in Dunedin.

They were also helped by a wraparound support team of community agencies including their Ministry behavioral team and educational psychologist Jacque Tonks, the Resource Teachers: Learning and Behaviour

(RTLBs), the public health nurse, and local mental health providers.

“The change in our whole school culture in the last year has been really significant and I think the key has been a consistent approach to behaviour as part of our school-wide implementation of PB4L. It’s made our school a great place to be and to learn for everyone. I honestly can’t stress how grateful I am about the impact it has had on our school,” says Vicki.

Balclutha School will spend another year consolidating tier one of PB4L in 2022, then look at progressing to tier two in 2023.

“We have made lovely progress, but it is a journey that takes time and we don’t want to rush it,” she says. ▲





Students Joshua and Adam at the Ōtāhuhu Library.

STEM

Using empathy to drive STEM learning

Students at Mt Richmond Special School wanted their classmate, who had the use of only one hand, to be able to join in cooking lessons, so they designed a kitchen tool to make that possible. It's STEM learning at its finest, using empathy to propel students through a huge design challenge.

Mt Richmond Special School in Ōtāhuhu, South Auckland, caters for learners needing the highest level of specialist support. With support from community partners, the students' STEM learning has surpassed all expectations.

As part of their transition programme, students aged 16-21 learn workplace skills such as car washing, lawn mowing and cooking. But one student couldn't participate in cooking because she is visually impaired and has the use of only one hand.

Her classmates wanted her to join in, 'because she's our friend,' and teachers tapped into this empathy to drive motivation for a STEM challenge to design kitchen equipment that would enable the student to participate fully.

Exactly what that equipment would be was a big question that took weeks to evolve, with assistance from design and engineering professionals.

Design process

Steven Reay, director of Good Health Design at AUT, and post-graduate student Zora Situ helped students identify what they wanted to make by taking them through a design process of unpacking problems, generating ideas, mocking up and experimenting, then prototyping final solutions.

"We take it for granted that you can hold a food item and cut it, but when you try cutting a carrot with one hand it bounces around and rolls away," says Steve.

"We also take for granted that we know where the knife is going to fall, and this was one of the key insights; it's that cognitive spatial awareness of being able to hold an item with one hand and know where the knife is going to land. But if you're struggling to position the food item and you don't know the line of the knife, it's really tricky."

Steve explains that in one of their discussions, he asked

“Sometimes we limit students’ potential with our thinking. When we let them go, they can achieve so much more. I’d recommend this to all teachers because stepping out of your comfort zone gives you a new perspective on what your students can do.”

Tracey Venter

students how people know where to drive on the road, and one student said, “Because there’s a line down the middle.”

This questioning helped to focus the students to think how important it is to know ‘the line of the knife’, and then to make this visible on a chopping board. From here, it then became important to have a guide to fix the tip of the knife for better control. The student could then, with the top of the knife fixed into place, put food across the centre line and chop, knowing it would cut in the right place.

Steve says this led to more questions, like “How can you lift the knife in and out easily? How can the knife not rock backwards or roll over?” So, there was a lot of prototyping of handle shapes.

“The learning was a wonderful opportunity for everyone involved. It was a great experience for Zora as a young designer and challenged her to work with a user group not often accessible to university students.”

Role playing and student interaction

Zora says any nerves she had about the project quickly faded.

“I think people have an idea that the designer is the one who comes up with the ideas and makes all the decisions, but the ideas come from people who experience the problem every day, and I think the designer in that space is there just to facilitate the process.

“It’s about role playing and asking the right questions of the users and spending some time making crazy ideas that could turn into really useful ideas.”

Zora says the most rewarding part for her was interacting with the students.

“Without this project, I wouldn’t have had the opportunity to get to know this community. The students are really wonderful, they are so nice and kind, and I cherish the casual conversations we had.”

Project partners

Other project partners include the Independent Living Charitable Trust, Marvle3D printing agent Victor Yu, Ōtāhuhu Library, and Sir Edmund Hillary Satellite of Mt Richmond School.



Renee (left) working with design student Zora.



Toa at work.

Specialist teacher Rachel Titchener, lead teacher Neelam Lalhall, and deputy principal Tracey Venter sought funding for the project from SouthSci, a part of the Curious Minds Government Participatory Science Platform initiative to show young people the value of science skills through collaboration with community partners.

“When we started out, I was thinking we were going to these people for help, not fully understanding how reciprocal the arrangement was,” says Rachel.

“We met with a pastor from a local church, and he said, ‘You know, your cohort is largely invisible in the community. How does our youth group learn to relate and build empathy if they never have the opportunity to interact with the school community?’

“And our design partner, Steve, said much the same. His students design for the health sector, yet our students are a cohort they seldom see or interact with. We had underestimated how much value we could return to our partners.”

Tracey says those early discussions with partners guided thinking towards making the project as ideal as it could be. Ōtāhuhu Library staff helped by offering use of their 3D printer and supporting students to learn how to use it.

“It was absolutely amazing how open people were to support us. It wasn’t a case of throwing money at us, partners bought into the project quite deeply and helped us formulate a way forward.”

Community and business connections

SouthSci’s guidance was also invaluable. Manager Ying Yang set up connections for potential community and business partners, read over the school’s application and suggested edits prior to submission.

The school was awarded a grant of \$16,350, which has enabled the purchase of a 3D printer and GoPro, design expertise, and trips to places to research their project such as AUT’s Good Health Design school, Independent Living and MOTAT.

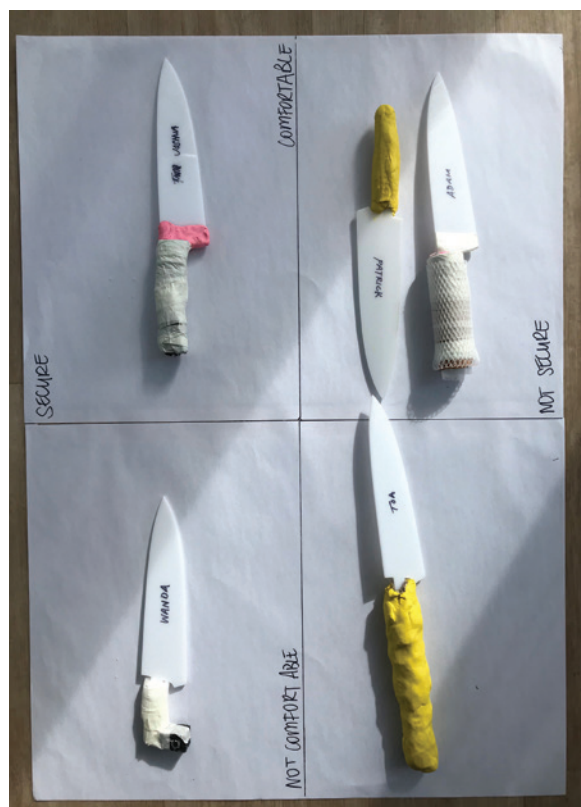
Ying says participatory science is about the community exploring science that is important to them and collaborating with partners to develop their research.

“That’s exactly what Mt Richmond School has done. They’ve identified what their stakeholders need, they’ve got their partners involved, and they’ve worked with the team to develop solutions.

“We provide as much help as needed, but the ideas and the learning activities involved come from the schools and the students because that’s how they’re going to be more engaged.”

Principal Kathy Dooley says the project ties in well with the Reggio Emilia pedagogy that the school follows.

“This places great emphasis on student-directed and collaborative learning, staff and students researching, the environment as the third teacher and involvement of whānau. The students who participated were highly motivated and we were thrilled with the increase in their self-esteem, confidence and ability to describe their project from inception to the end result.”



Group evaluation of handle designs, assessing comfort and safety.

One student’s interest was so keen that it helped him override anxiety about talking and he was able to speak eloquently about his work.

Cross-curriculum learning has been extensive and includes digital literacy through exploration of 3D modelling software and a GoPro with which to record the students’ learning and thinking, the maths required to gain accurate measurements, and the literacy involved in learning the language of design – stakeholder, prototype, fit for purpose, trialling, testing, evaluating.

“In terms of social skills and confidence, all students have grown and even students who say they don’t like cooking are onboard because they’re so invested in the technical aspects,” says Rachel.

Huge learning curve

For staff too, the learning has been huge.

“At the outset we were daunted. We didn’t know what we were getting into, and we’ve learnt so much about making connections and from seeing people in action with our students,” says Rachel.

For Neelam, the project provided valuable insight into students’ thinking. “Seeing through the eyes and hearing through the ears of our students allowed us to feel their heartbeats.”

And Tracey says she has been reminded of how far students can go when given the opportunity.

“Sometimes we limit students’ potential with our thinking. When we let them go, they can achieve so much more. I’d recommend this to all teachers because stepping out of your comfort zone gives you a new perspective on what your students can do.” ▲



Zora and Steve worked alongside ākonga at Mt Richmond School. They are pictured here with Renee (right).

"Seeing through the eyes and hearing through the ears of our students allowed us to feel their heartbeats."

Neelam Lalhall



Scan the QR code to watch Comet Auckland's video on the project.

SouthSci project funding



SouthSci funds innovative projects that give young people more opportunities to experience science and technology through hands-on learning and collaborative research.

Schools, universities, community and iwi groups can apply for up to \$20,000, and each year around 10 grants are made.

The same venture runs in Otago and Taranaki.



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Year 3 student Anna wanted to learn about Morse code. Here she is building a coding machine with Ian Rogers, a technology teacher from Winton School.

Sky's the limit with inquiry model in Southland

A small rural Southland school is using an inquiry model to deliver curriculum – and student engagement has gone through the roof. One student even Zoom-chatted with Peter Hillary to talk about his famous father's achievements in Nepal.

Hedgehope School is about halfway between Invercargill and Winton in central Southland with a roll of 26 Year 1-8 ākonga. For the past four years, the school has developed its own inquiry cycle under overarching headings such as enterprise, sustainability, and citizenship, but principal Sue Rogers says that she and her small team of junior teacher Lisa McCracken and senior teacher Cheryl Marychurch felt they weren't tapping into the potential learning that could happen when ākonga were passionate about a subject.

"It's been quite student-driven to a point but always with massive teacher input and planning behind it – almost looking to an end product before we actually did the deeper learning.

"While the learning was going really well and we were sitting quite high up in our data for 'at curriculum' levels, it didn't seem like we were going deep enough and meeting the needs of the learners.

"All students are particularly curious by nature, but many educators are noting that we are potentially stopping their curiosity by directing the learning for the skills and knowledge that the teachers feel students need to know," says Sue.

Preparing for the journey

At the start of the journey, Sue and her team came across curiousminds.ac.nz, an online platform with goals, matrices and learning tips for independent inquiry learning developed by former teacher Tala Vos Palsey. With little money for PLD, the school has been working with Tala as she develops the platform.

Piwakawaka (Junior class) all work together on a theme chosen by a class member for a few weeks. They are encouraged to bring many of their questions to class from their weekly Forest School sessions in the local bush. For example, they asked 'are there dinosaurs in the bush in Hedgehope?'

“Over the weekend their ingenious teacher, Lisa, created various fossil models and hid them around school; a deep investigation into fossil types followed. Students were even found in the school kitchen baking cookies and embedding pretend dinosaur footprints,” says Sue.

In the senior room, 15 separate inquiries have been leading students down many interesting and engaging pathways from running their own restaurants to learning about animal testing, kinetic energy and global wealth distribution. Ākonga begin with a list of inquiries, do some research and gather some resources before delving deeper.

“At the end of last year, we told the students they needed to start thinking about some things they really wanted to know about. We noticed very quickly that although they had a lot of ‘wondering’ – we have a wall of Post It notes of things they wanted to know about – the quality of their questions to lead a deep inquiry was really quite weak.

“So, although we let them run straight away with their passions, we did a lot of work on research skills: forming good questions and critical thinking. It was everything we’ve been doing prior in our inquiries, but just really deepening it,” explains Sue.

In term 1 the school’s three teachers spent a lot of time supporting and scaffolding the students as they began on their individual journeys.

“But now, when you walk into that senior room when they’re doing curiosity, they are independently running with some really high strategy stuff.

“Now we can’t stop them wanting to carry on. They race in the gate at 8.30 in the morning and they don’t want to go to morning tea and lunch, so we’re having to really reinforce that as well for wellbeing!” says Sue.

Energy quest

Teachers become coaches and if they don’t know about a topic, they learn along with the children.

“We’ve done a lot of PLD. We are the coaches and we’ve realised that if we insist on being the font of all knowledge, we’ve stopped that curiosity. So we have flipped it – we don’t need to know every step ahead. We need to know where they’re going and what they’re wanting to achieve, but we don’t have to be the experts in everything – we’re learning along the way, believe me!” says Sue.

Sue says they coach a lot of children with their questions, and might ‘accidentally’ slip something into a conversation as a question to help guide critical thinking to a different research process.

One Year 3 student wanted to learn more about kinetic energy and began with an assumption that the static caused by rubbing a balloon on her head was kinetic energy.

“Do we fix their assumptions that are not correct, or do we let them stumble along and find out? We’ve decided that the stumble along is the learning. The teacher-led ‘you’re not right, I want you to go THIS way, is not what kids need to be critical thinkers. They don’t learn to problem-solve if they’re guided like that.

The inquiry resulted in science experiments with bouncing balls and moving things using an external force; then Google search, where much of the content and scientific vocabulary was too advanced. Appropriate science websites were found, and the student ended up building her own website to help young people understand the different types of energies.

Some students who love cooking, like Oliver, ran a pop-up restaurant, and made takeaways, student meals and meals for people during calving.





Helping tamariki at Hedgehope school follow their passions are (from left) Cheryl Marychurch (senior teacher), Lisa McCracken (junior teacher), Wendy Horton (learning support), Sue Rogers (teaching principal), Tarsh Campbell (student teacher on practicum).

Wide-ranging interests

One student with a heart murmur began her inquiry about heart murmurs. She's an animal lover and began to ask if her medication was tested on animals.

"That drove the next inquiry to the point that she worked with the SPCA to try and raise awareness about the fact that animals should be cared for, as well as laboratory testing. She ended up going down a natural path of creating some beeswax lip balm with essential oils to try and get people thinking about whether there is an animal testing element that should be pushed out of society.

"That's led her, randomly, on to cancer research, because she realised through doing that that a lot of sunscreens are tested on animals. We would not have gone through that if we had stuck to trying to deliver it as a science inquiry," laughs Sue.

A Year 6 student became interested in Sir Edmond Hillary and researched his life history and the impacts that he had in Nepal.

"She then decided that she wanted to try and make a difference because she became aware that Covid had really hit the Nepalese people. Her teacher, Whaea Cheryl, said 'why don't you just go to the top and try Peter [Hillary]'; and he responded within 24 hours, bless him. So, they Zoomed," says Sue delightedly.

The student then decided she wanted to fundraise for Nepal and combined efforts with other students who had set up their own takeaway restaurant as part of the curiosity project. A three-course meal was prepared, with Year 6-8 students waitressing and helping in the kitchen, and some of the profits went to the fundraiser.

"She's now going from the Nepalese and knowing about poverty and children not going to school and her new inquiry is about equality and equity of wealth distribution

... in Year 6! She thinks wealth should be distributed fairly throughout the world."

This year, in response to students' curiosity about water quality, native species and their ongoing Silver Enviro Schools journey, Hedgehope School was nominated for an Environment Southland Community Award.

Curriculum links and data

The curiosity projects are explored for about two hours a day. Sue says some subjects are still taught as straight curriculum subjects, but increasingly links are made between the curiosity topic and a curriculum learning outcome.

"Maths is still quite standalone, although as we are having coaching conversations with each student, we try and make the link within what we're doing in the classroom. A lot of the arts are coming through in the ways they are sharing their learning, but we are still doing a deliberate art focus.

"The conversations the students are having are really deep, compared with previous kōrero – they're making the links and we're making sure that we're using learning progressions so that they're self-assessing and can see their growth. We talk to them about the shift from one level to the other across the curriculum," says Sue.

Hedgehope is a dairying area and prior to Covid a number of families moved in and out of the district, which affected tracking. However, about 85 percent of children were working within, or above, curriculum levels. This year data shows reading at 92 percent and maths and writing at 100 percent across the board.

"If you have the support to pick up on any issues and scaffold you through new learning, the mileage that you're doing is going to be really positive. With them having their

"All students are particularly curious by nature, but many educators are noting that we are stopping their curiosity by directing the learning for the skills and knowledge that the teachers feel students need to know."

Sue Rogers

own passions that they want to research about, they are easily doing double what we covered in a normal reading or writing session, but they're not realising it," explains Sue.

With Aotearoa New Zealand's histories curriculum content on the horizon, Hedgehope School plans to focus curiosities on local history themes, as well as making a concerted effort to link te reo Māori to each line of inquiry.

Be bold

The school's parents are excited and can see the shifts in engagement and achievement, says Sue.

"They know what the students have been doing all day – even in the Junior room. They absolutely know what the senior kids are doing – they can see the shifts that are happening. Their curiosities involve the community in so many different ways – 26 students, 18 families – they all know what each other is doing," she says.

For curious schools willing to dip their toes in the water, Sue says you need backing from the board of trustees and the community. She advises, "Be bold – we have a motto 'anything is possible'. There's no such thing as 'no', there's just 'how'."



Rylan, Year 2, shares his knowledge about harakeke/flax in a piece of shared class writing.

Many areas of interest

Tamariki at Hedgehope School have been curious about a wide range of topics and learning this year. *Education Gazette* Zoomed into Southland and spoke to some of the children in the senior class about their curiosity topics.

Anna, Year 3 I have researched kinetic energy, my ancestors, Marie Curie and am currently on the phonetic alphabet and Morse Code. I did robotics in the lockdown. I like the option to choose what I'm doing because I have my own thing to do, not just the teacher saying 'you need to do this because the whole school's doing it as well'.

Charlie, Year 5 I explored how cows produce milk (I live on a dairy farm), engines, Mongolian death worms and also the Loch Ness monster, and right now I'm on aliens. We had a tanker come to school because of my curiosity, but everybody was involved.

I liked learning about the Loch Ness monster because it was really interesting and fun going onto Google Maps and looking at sightings. I made a slideshow about the Loch Ness monster.

Charlotte, Year 8 I've investigated water pollution, child brain development, the history of cosmetics and now I'm on my family heritage. I like this way of learning because we get to use our own opinions on what we want to learn about. It makes us more motivated to do it. We get a whole heap of websites, resources and the links and we'll skim read through and find the information and we can put the information however we want.

I also visited some kindys for child brain development. It was quite cool because I got to study how the different ages reacted to things and about their physical and mental wellbeing. I researched about what they should be doing and what they should know at their age and I would see what they knew and the learning styles they had and what they did. It was really interesting. I did a babysitting course over the holidays because of that.

Oliver, Year 5 I love cooking in the kitchen; we had a pop-up restaurant, takeaways, and made student meals and meals for people during calving. Most of the ingredients are all from the school garden. I learned maths from the fractions; science because what different ingredients do if you mix them together and, I made my own blog. I've also been doing eels, made a hinaki and we caught five eels. We did some maths, but they're not easy to measure because they wouldn't stay still and you can't hold onto them.

Sophie, Year 6 [showed *Education Gazette* a beautifully made dress, complete with shirring]. My first topic was how dogs swim, then I did brains, Downs Syndrome and fashion design. I designed and made two skirts and dresses – I pretty much made it all by myself.

I really like it when we're allowed to do our own curiosities, because if we have to do one that someone else has picked, at the start you're disappointed that it's not what you want to do, so you don't really get involved throughout the whole thing.



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Empowering ākonga to conquer bullying

Two 'Bullying Prevention Superstar' schools talk about their approach to fostering safe and inclusive environments, with students leading the charge.

At Manurewa Intermediate School, it's all about positivity and self-acceptance, a culture that keeps rates of attendance and achievement high, and students actively deterring bullying.

Thirteen-year-old Reign's first few months at intermediate school were clouded by negative experiences on social media. A year on, however, she uses social media only occasionally – always in a positive way – and is a picture of joy and confidence, all of which she attributes to the school's supportive culture.

The school-wide wellbeing mahi is led by deputy principal Thomas Bartlett, who heads up e-learning and pastoral care.

Multi-faceted approach

Approaches to prevent bullying are multi-faceted, and for Manurewa Intermediate, that starts with leadership.

"I'm head of behaviour management, keeping students happy in the school," says Thomas.

Strategies include keeping the school's physical environment pristine, so learners feel welcome and valued, and involving students in every aspect of school organisation.

There are five student councils, one each for pastoral care, culture, community, eco and curriculum; each comprising 10 students and a deputy or assistant principal.



Reign is on the Pastoral Care Council. Councillors are easily visible to other students through pictures on school walls.

“I have a lot of one-on-one conversations with our students, but I never blame or shame them. I give them a lot of opportunities to change, and I tell them that I trust them to make the right decision.”

Thomas Bartlett

Councillors all attend a leadership camp to learn about how bullying can affect others, teamwork and problem solving

“We learn to look after ourselves and each other, to do our best to solve our problems and if we can’t, to get an adult to help,” says Reign, who is on the Pastoral Care (PC) Council.

Councils meet each week to work on ways to improve all aspects of school life, with suggestions put forward by other students.

For example, when concern was raised about the state of school toilets, Reign and her fellow PC councillors created a roster for checking on the toilets during break periods.

“We were able to get information on what was going on, and the messing up stopped,” says Thomas.

Classes take turns to be ‘MI (Manurewa Intermediate) Mates’ which involves donning green jackets and walking around the school to help support people who are feeling sad or need help.

Promoting positive behaviour

Creating a safe and supportive environment is fundamental to Manurewa Intermediate. The school promotes positive behaviour through competition between its four whānau – Kōwhai, Rimu, Kauri and Tawa.

Thomas explains, “We have competitions for attendance, for lates, for healthy eating, for uniform, and more. I announce all those awards every week at assembly, with each whānau vying for the highest scores. Whoever wins gets to do their chant in assembly and that’s huge for them.”

School buildings are peppered with welcoming messaging and advice on keeping safe in both physical and virtual spaces.

Thomas also emphasises that a strong school-whānau partnership is crucial.

“We ring home constantly. We have whānau leaders who follow up and we visit home. Our attendance rate is 93 percent, unheard of in most schools. Our average ‘attending regularly’ numbers from term 1 this year are



Top: Thomas coaches basketball four afternoons a week.

Bottom: Reign has gained confidence and self-respect since joining the school's basketball team.



Competition between the four school whānau – Kōwhhai, Rimu, Kauri and Tawa – is intense.

higher than all other schools in New Zealand.”

It’s all about building student confidence and resilience, says Thomas.

“I have a lot of one-on-one conversations with our students, but I never blame or shame them. I give them a lot of opportunities to change, and I tell them that I trust them to make the right decision.

“We say, ‘Don’t worry about what’s happening on social media, just be yourself. Don’t compare yourself with others,’” explains Thomas.

It was this advice that was key to Reign conquering her unhealthy attachment to social media and gaining confidence.

“In Year 7, I had Instagram and you could say I didn’t use it properly. There was a lot of drama with girls at school. Then Mr Bartlett put me in a basketball programme so I could focus on sport and get off social media. At first, I was scared to play, but now I love basketball. It’s made me more confident about going to school and more focused on my work. If I’m not playing basketball, I’m helping Mum because I feel good.”

Reign was so inspired by Thomas’ encouragement and leadership that she nominated him for an award during Bullying-Free NZ Week. Thomas was named Bullying Prevention Superstar and won \$2,000 worth of Prezzy cards for the school to spend on students.

Whole-school approach

Whangārei Girls’ High School took out all three prizes in the secondary schools’ category of the Bullying-Free NZ Week competition.

Jodie Wendt, who heads the school’s Health Education programme, says a whole school approach to bullying prevention is in place.

“It is everyone’s role – students, staff and community – to ensure that bullying behaviour is minimised. We have a range of student-led groups in our school that work alongside staff and other students to create a safe school environment. These include Pride Hub and the Health and Wellbeing Committee.

“These student-led groups are essential as the students are the most powerful ambassadors for change.”

At the beginning of the year, the school created its first Wellbeing Expo Day, bringing together external providers and youth support groups to promote positive wellbeing.

“The expo aligned with Pink Shirt Day and was a wonderful display of our school values and our overall focus around wellbeing.

“We put together a learning pack for all whānau classes to carry out Pink Shirt Day discussion, activities and competitions which helped get the whole school involved. We haven’t done it to this extent before and we have truly seen a positive impact.

“Unfortunately for our youth, they have been exposed to bullying behaviours from the adult world and there isn’t always good role modelling for our young people.

“We focus learning on role modelling kindness alongside student responsibility to help our students generate the power to be upstanders and address bullying right away,” says Jodie. ▲

Positive messaging is clear and consistent in school signage.



"It is everyone's role – students, staff and community – to ensure that bullying behaviour is minimised. We have a range of student-led groups in our school that work alongside staff and other students to create a safe school environment."

Jodie Wendt

Information, resources, and tools to help build a safe, bullying-free environment are available at bullyingfree.nz.



A new tool to help schools select a bullying prevention programme is also now up on the website, with a step-by-step approach to fit the school's unique context.

Bullying-Free NZ Week

The annual nationwide Bullying-Free NZ Week (BFNZ Week) was held this year on 17-21 May on the theme 'He kōtuinga mahi iti, he hua pai-ā rau: small ripples create big waves'.

The focus was on acting to prevent bullying in schools through student leadership, agency and voice, and by implementing bullying prevention and response initiatives.

Students were asked to show how they're working with others to create an environment that's caring and respectful, where everyone feels welcome and that they belong. There were two competition categories, Year 1-8 (primary) and Year 9-13 (secondary).

Students were also able to nominate their 'Bullying Prevention Superstar', which could be a staff member or someone from the community who works extra hard to help everyone at their school or kura feel welcome.

Sticks 'n Stones, a youth-led bullying-prevention organisation, also worked with students to create action packs for the week, and to judge competition entries.

Measuring the impact of social media on busy teenage lives

Research into the lives and experiences of a cross-section of teenage girls explores the added pressures of social media for young wāhine already navigating a culture of 'busyness'.



Dr Eunice Gaerlan-Price's doctoral research focused on the lives of academically successful teenage girls from diverse socioeconomic, racial-ethnic and schooling backgrounds and examined how social media was adding a complicating layer to their lives.

Now a teacher educator, Eunice first became interested in the impact that social media was having on girls she was teaching at an Auckland secondary school.

"The idea that originally piqued my curiosity was this notion of 'friending' and 'following'. I noticed specifically in the all-girls college I was working at, that the Year 13s, especially the prefects, were dealing with multiple friend requests from younger students, including those who were in my Year 7 and 8 classes."

Eunice adds that she was intrigued by the notion that social media was providing the older girls with a sort of celebrity status.

"One of the prefects talked about a relationship she had with those younger people she had befriended through Facebook; with a one-to-many form of broadcasting.

"The implication of this was a heightened scrutiny over these older girls' lives by those in their networks and thus greater sense of needing to live up to expectations and feeling like they had little room to fail."

At the time, Eunice says there was little in the way of resources or support because Facebook was fairly new, and the impact on teenage girls was just starting to be explored.

"I think schools were in a position of preferring to relegate social media to outside of schools' purview; that it was generally being used outside school hours, therefore was not something to be too concerned about. This was before smartphones became a readily accessible and used device. Social media was still accessed through computers."

Expectations magnified

In-depth interviews for Eunice's doctoral studies were conducted with 19 high-achieving Year 13 girls. Eunice then drafted collective stories from the overall group.

The girls talked about social media as being both empowering and disempowering.

"If they saw empowering messages, they felt that it was

fleeting – it didn't create an imprint. The visual nature of apps like Instagram seemed to have more effect on social esteem. It internalises that need for girls to feel like they have to work that extra bit harder."

Reflecting on what she observed as a teacher, Eunice says tied up with expectations, was pressure to show that you could be the complete package and that your social life was just as good as your academic grades, and just as good as how you looked, and that you were a contributor to society.

"I shared those stories with the participants and then we came back together with some of them a year later to unpack the stories, and also talk about the emerging themes that I had found and how that's resonating with them," she says.

Culture of busyness

Eunice also found that a culture of busyness begins from an early age and follows girls into womanhood.

Tall poppy and popular culture lead these high-achieving girls to shun intellectual identity for dispositional identity related to work ethic and all-round achievement.

"Intellectual identity often features 'I' statements: I am intelligent, I am gifted, I am an intellectual, I have high IQ. Dispositional identity features 'I do' statements: I work hard, I put in lots of effort," explains Eunice.

With people wanting to distance themselves from intellectual identity, it becomes better to say, 'I worked hard and that's why I'm successful', rather than 'I'm smart', which ties into tall poppy syndrome, she says.

Eunice says that many of the girls she interviewed were striving to be perfectionists, which was affecting their quality of life.

"I had some girls talking about not sleeping or working until 2am and getting up at 5am. Many would have extra-curricular activities every single day and get home at 9pm when they would get onto their schoolwork. Then they would scroll on social media and realise they also need to have a social life, show a bikini body and have exciting holidays."

Eunice notes that her research isn't a comparative study between girls' and boys' experiences, but she says a lot of research has been done in the field of girlhood studies.

"The visual nature of apps like Instagram seemed to have more effect on social esteem. It internalises that need for girls to feel like they have to work that extra bit harder."

Eunice Gaerlan-Price

Head Girls' experiences

Former head girl of Pāpāmoa High School, Grace Green, says she agrees with many of the points raised by Eunice.

"Contradictory messages are a part of all aspects of young women's lives; teachers expect a certain number of hours of homework per night, extracurriculars expect your own independent practice/training, friends expect quality time and social media expects a constantly happy and thriving individual.

"There are just not enough hours in the day for women (specifically young women) to conform to these expectations."

Grace further explains that she sees social media used by many to project and amplify their moments of happiness, and that "although this isn't wrong or bad, it does send the message that some people are always in this state of bliss".

She says it can be hard to move past the idea that everyone else is happier and more productive.

"I found social media took up a lot of emotional energy – something I was often low in due to a packed schedule. Social media can exacerbate the negative feelings and experiences we have in real life."

When asked how schools might better support, particularly young women, to navigate these pressures, she says, "it would be an absolute game changer if schools started creating female-only leadership events and offered opportunities for women to socialise and network together without the additional stressors of managing our image and projection of femininity."

"History has proven that when women come together, significant change can be made. I want to see schools talking about equality, then following through with education on it. School is the place to challenge viewpoints, to set the seed of questioning."

Paige (Ngāti Tūwharetoa, Te Ati Haunui-a-Pāpārangi, Ngāti Rangī) is the current head girl of St Catherine's College in Wellington, and she particularly related to Eunice's point on heightened scrutiny for senior students.

"I think that the way some people view social media, they might think I'm not a good head girl because of how I spend my time outside of school. But I'm not always head girl, I'm still a normal person. If I wasn't head girl, no one would care," she says.

Paige further explains that being a 'high-achieving' wahine, and a student leader, can restrict her personal life.

"I can't share my social life and also portray a perfect look. There is this pressure that you can't do normal teenage things. You can't really put a foot wrong because there's always someone who could post about it.

Paige also had some ideas about how schools might better support students with social media.



Dr Eunice Gaerlan-Price's doctoral research resonates with former and current head girls, Grace and Paige.

"It would be cool if teachers had more open discussions and workshops with leaders or senior students about posting on social media and be more open to the realities of being a young person and living your life outside of school too – like normalise the teenage experience and find that balance."

On the positive side of social media, Paige says it can be a good platform to celebrate Māori and Pacific identity cultural identity – all while having fun and connecting.

"Platforms like TikTok are really cool to showcase more culture – like the recent dance trend to the song 35, by Ka Hao (feat. Rob Ruha). Social media comes with its challenges, but it's also great at bringing people together and having fun."

Read this article online for more resources and support, including helplines and services.



Social media vs reality



Digital Technology – Safe and responsible use in schools: Understanding young people's digital and online behaviour



Social Media – the Education Hub

Publication deadlines



ISSUE	PUBLICATION DATE	PRINT ARTICLE DEADLINE	EDITORIAL ADVERTISING BOOKING DEADLINE	VACANCY BOOKING AND ALL ARTWORK DEADLINE BY 4PM
101.1	7 February	17 January	21 January	26 January
101.2	28 February	8 February	11 February	16 February
101.3	21 March	28 February	4 March	9 March
101.4	11 April	21 March	25 March	30 March
101.5	2 May	6 April	12 April	20 April
101.6	23 May	2 May	6 May	11 May
101.7	13 June	23 May	27 May	1 June
101.8	4 July	13 June	17 June	22 June
101.9	25 July	4 July	8 July	13 July
101.10	15 August	25 July	29 July	3 August
101.11	5 September	15 August	19 August	24 August
101.12	26 September	5 September	9 September	14 September
101.13	17 October	26 September	30 September	5 October
101.14	7 November	17 October	21 October	26 October
101.15	28 November	7 November	11 November	16 November
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Applications close 12.00 midday on Friday 28 January 2022.





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In this podcast, Sylvia Park School principal Barbara Ala'alatoa talks about how this framework helps to create meaningful learning opportunities.

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Te Takanga o Te Wā and Aotearoa New Zealand's histories



Changes have been announced to the timeline for Te Takanga o Te Wā and Aotearoa New Zealand's histories

In response to the significant and ongoing impact COVID-19 has had on schools and kura, we are focused on supporting teachers, kaiako, learners, whānau and communities continue to manage this disruption. Their wellbeing is our priority.

The release of the final curriculum content for Te Takanga o Te Wā and Aotearoa New Zealand's histories will be moved to early 2022. Schools and kura will now be expected to implement the new content from 2023, rather than from 2022 as originally intended.

Find out more at
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