

TE TAURA HERE

KĀHUI AKO  
*Binding together  
our learning  
community to  
enhance our people,  
our curriculum,  
our pathways*

© ŌTAUTAHĪ



Rangi Ruru  
Pre-School



BestStart  
Education and Care Centres



Ara  
Institute of Canterbury  
Ara rau, taumata rau



Nōxu Te Ao



CHRISTCHURCH EAST SCHOOL  
Learning with heart



Kids  
Childcare



Hagley Community  
Preschool  
Our Passion. Their Future.



Millie's  
House  
Early Learning Centre



Hagley  
College  
TE PUNA WAI O WAIPAPA



OTAU  
UNLIMITED DISCOVERY



Te Pā o  
Rākahautū  
— Te Kaitiaki Take Kōwhiri



ACTIVE EXPLORERS



Grow  
Active





# Introduction

## Ko wai mātou

### Who we are

We are a learning community that includes four kura and twelve ECEs, located in and around the central city of Christchurch. We have experienced disrupted access to our services and to the city over the past nine years. One of our kura has recently returned to a central city location after being relocated to the suburbs following the Christchurch earthquakes. Another is recently established, choosing to be located close to the central city.

What makes our Kāhui Ako unique is the number of kura and ECEs that are could be described as non-traditional. Three of four kura have designated special character status. One is a reo Māori kura, another offers a full range of English language classes for new immigrant and refugee ākonga, while another offers an alternative pedagogical approach. One primary kura is located in the heart of an inner city transient residential area. Transitional pathways into and out of these kura and ECEs are unconventional. Ākonga transition into our education environments from throughout the city and beyond, and out into equally diverse education settings.

Three of the twelve early childhood services are new to the city, having recently been established as part of the refurbishment of the central city. Another five ECEs have special relationships with primary, secondary or tertiary providers as they are located on the sites of these institutions. Two of these ECEs are bilingual Māori immersion early childhood services. The remaining four ECEs are scattered across the city centre.

Our kura and ECEs do not have traditional geographical communities, but rather whānau communities who choose to come to our services for adult education, whānau work or study, low cost rental reasons or to access a pedagogical approach to teaching that differs from mainstream. Enrolments in kura and ECE occur throughout the year at all year levels, for various timeframes, and often for defined purposes. This results in a transient population base.

The collective diversity of our communities is the strength of our Kāhui Ako.

### Cultural narrative

Our kāhui ako recognises the importance of the shared cultural narrative underpinning our work towards our achievement challenges. We are committed to weaving through the narrative as we move forward. Its status is recognised by the positioning of our cultural narrative hui as the first significant event as we begin our work as a kāhui ako.

We acknowledges Te Ngāi Tūāhuriri as holding manawhenua over the land of this area. Their pepehā recognises their takiwā and whakapapa:

Ko Maungatere te maunga

Our mountain, Maungatere (Mount Grey) stands above us;

Ko Waimakariri, ko Rakahuri ngā awa

Our rivers – the Waimakariri and Rakahuri (the Ashley) – flow below;

Ko Tūāhuriri te tangata

Tūāhuriri is our ancestor.

Our kāhui ako also acknowledges the connections and values held by current Ngāi Tahu generations who have a cultural responsibility to pass on this place to future generations in better condition than it is today. The concepts of greening the city, embracing and improving the health of the water and the river, and a strong sustainability focus are reflected in our second achievement challenge focused on place-based learning.





## Our purpose

To create powerful connections and ongoing collaboration between educational institutions through a set of shared values which will help us embed a common cultural narrative, identifying us, lived by us; to make it known that students within the city centre are involved in the city centre.

## Our vision

We want involved, invested, inspired, enthusiastic, empowered students and staff who appreciate and love their place in Ōtautahi, where everyone participates in authentic learning which contributes to the wider community and encourages sustainability for the future with a specific focus on:

- Happy, safe and responsible ākonga who are positive and have a strong sense of identity and belonging in Aotearoa. A community who has the skill set to flourish, connect well with others and achieve high levels of success.
- Communities working collaboratively to contribute to our inner city environment and surrounding areas through responsible action as kaitiaki.
- Ākonga and whānau who successfully transition into our educational settings, within them and beyond them as a result of collaboration, flexible programmes, sharing of data and strong relationships with external agencies.

## Our journey so far: engagement and consultation with our community

Te Taura Here o Ōtautahi Kāhui Ako grew from the foundations of collaborative relationships between inner city schools and early childhood services previously involved in a Learning Community Cluster (LCC). This cluster had been established following the 2011 Christchurch earthquakes. To make the move from LCC to a Kāhui Ako, a series of meetings with potential ECEs and schools was held during 2018 to elicit interest in Kāhui Ako membership.

The name, 'Te Taura Here o Ōtautahi', refers to our diverse educational kinship group all located near the centre of Ōtautahi and spanning education from early childhood to Year 14, including adult education. Just as te taura [rope] has many strands, our kāhui ako has many strands. Each strand represents one of our diverse educational institutions which bind together to form one strong rope, or community of learning. Each kura and early childhood service is unique and contributes to the whole, acknowledging both individual and collective strengths and characteristics.

At the end of 2018, Te Taura Here o Ōtautahi Kāhui Ako's application to establish was approved and the process of consultation to develop our goals and ways of working together began.

Our membership of four kura and 12 ECEs held a series of meetings to begin visioning our work together. During the course of these meetings we asked the questions:

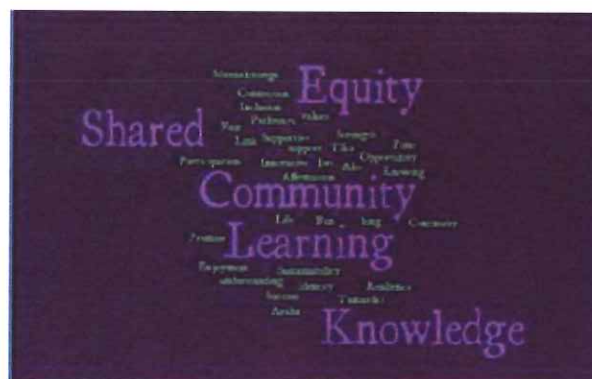
- Ko wai tātou—who are we, why are we here today?
- What's in your kete? What do you bring to the Kāhui Ako?
- Tikanga for this Kāhui Ako: how will we work together?
- What are the priorities for ākonga in your setting?

We identified common wero before finally identifying the essence of our moemoea (dream or vision) for working together. Our guiding principles emerged:

Equity                  Sharing  
Community          Learning  
Knowledge

Participants had conversations with kaiako, Boards/ management and others in their settings that affirmed our group's unique characteristics and common challenges:

- Wellbeing and positive education
- Future focused education
- Pathways



# Kura Information

Kura	Total Roll	% Māori	% NZE	% Pasifika	% Asian	% MEELA
Hagley	2073	9%	70%	1%	17%	3%
Christchurch East	314	18%	26%	13%	36%	6%
Te Pā	232	98%	2%	2%		
Ao Tawhiti	473	14%	80%	1%	4%	1%

## Christchurch East School

Website: [www.chcheast.school.nz](http://www.chcheast.school.nz)

MOE number: 3317

Vision: Vibrant Inspirational Learning Community in the Heart of the City.



## Hagley College

Website: [www.hagley.school.nz](http://www.hagley.school.nz)

MOE number: 336

Vision: Lifelong learning, accessible to all.



## Te Pā o Rākaihautū

Website: [www.rakaihautu.com](http://www.rakaihautu.com)

MOE number: 706

Vision: Tū ki te ao, tau ana



## Ao Tawhiti

Website: [www.aotawhiti.school.nz](http://www.aotawhiti.school.nz)

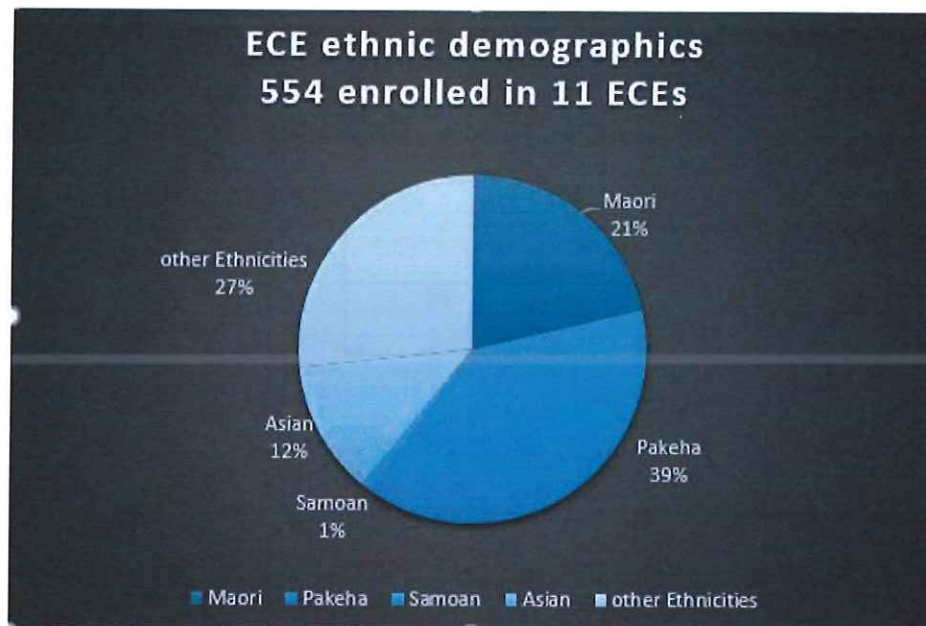
MOE number: 683

Vision: A special character state school with a fundamental tenet that the child is central in directing his or her own learning so that the enthusiasm and love of learning is retained.





# Early Childhood Information



## 2019 ECE ethnicity demographics

A total of 554 tamariki are enrolled in eleven\* of the Kahui Ako ECEs in 2019.

There is a wide variance of cultural groupings in these services.

- Overall 39% of ECE enrolments are of 'Asian' or 'Other' ethnicity, although in two ECE services the percentage of enrolments 'Asian' and 'Other' equals 65% of total enrolments
- Overall 21% of enrolments are Māori, although two ECEs in our Kāhui Ako are bilingual Māori immersion services with 98% Māori enrolments
- Percentages of Pākehā (39%) and Samoan (1%) are overall less than the expected average for Christchurch

This data suggests that ECE services have challenges that are specific to their service, while it also suggests that the combined experience and expertise of these ECE services will provide a rich foundation for learning within the Kāhui Ako.

\* data from one newly established service was unavailable

**Active Explorers Central City** MOE no: 45158

**Website:** [www.activeexplorers.co.nz/locations/central-city/](http://www.activeexplorers.co.nz/locations/central-city/)



**Vision:** To provide a family value service which provides contextual learning environments & experiences for children, reflecting holistic learning and growth.

**Au Pair Link** MOE no: 45116

**Website:** [www.aupairlink.co.nz/](http://www.aupairlink.co.nz/)



**Vision:** A mission to provide high quality early learning and care in a secure and loving home environment.

**ARA ELC** MOE no: 70431

**Website:** [www.ara.ac.nz/services-and-support/childcare/ara-early-learning-centre](http://www.ara.ac.nz/services-and-support/childcare/ara-early-learning-centre)



**Vision:** Loving, nurturing and respectful relationships are at the heart of what we do

**Hagley Community Preschool** MOE No:70363

**Website:** [www.hagleypreschool.co.nz](http://www.hagleypreschool.co.nz)



**Vision:** An inclusive and vibrant learning community working together to nurture the capabilities and competence of our tamariki as successful life-long learners.

**BestStart Parkside** MOE no:70551

**Website:** [www.best-start.org/centres/beststart-parkside](http://www.best-start.org/centres/beststart-parkside)



**Vision:** Our children are engaged, confident and capable learners with a strong sense of identity

**BestStart Salisbury Street** MOE no: 70447

**Website:** [www.best-start.org/centres/beststart-salisbury-street](http://www.best-start.org/centres/beststart-salisbury-street)



**Vision:** Our vision is to work in partnership with families, whānau and communities to enable children to achieve their learning potential.

**Co Kids** MOE no: 47294

**Website:** [www.cokids.co.nz/christchurch](http://www.cokids.co.nz/christchurch)

**Vision:** To provide quality early childhood education within an innovative, creative environment that supports children's learning and development.



## GROW ELC

MOE no: 47550

Website: [www.growactive.nz/](http://www.growactive.nz/)



**Vision:** We are all passionate about contributing to Grow Active and its forward plans so that we continue to create the best opportunities to enrich the lives of the children and families that attend our centres.

## Nōku Te Ao

MOE no: 65132

Website: [www.nokuteao.maori.nz/a/HNM6yqi](http://www.nokuteao.maori.nz/a/HNM6yqi)



**Vision:** To create an environment that inspires our tamariki to be the very best they can be: happy, confident and with high self-esteem, self-motivated, curious and vibrant, with respect for self and others, strong in their cultural identity; te reo me ngā tikanga Māori

## Noku Te Ao ki Te Pa

MOE no: 46782

Website: [www.nokuteao.maori.nz/](http://www.nokuteao.maori.nz/)



**Vision:** To create an environment that inspires our tamariki to be the very best they can be: happy, confident and with high self-esteem, self-motivated, curious and vibrant, with respect for self and others, strong in their cultural identity; te reo me ngā tikanga Māori

## Rangi Ruru ELC

MOE no: 70438

Website: [www.rangirurupreschool.nz](http://www.rangirurupreschool.nz)



Rangi Ruru  
Pre-School

**Vision:** To make a positive difference to families of Rangi Ruru Preschool and the surrounding communities by providing high quality early childhood care and education which embodies Manaakitanga, Ako and Haere Kōtui (partnership).

## Millies

MOE no: 47700

Website: [www.millieshouse.co.nz](http://www.millieshouse.co.nz)



**Vision:** Built on the principles of Manaakitanga, Whanaungatanga, Social Competency and Communication, we believe that tamariki are competent and active participants in their own learning.



# Information in support of our goals

## Wellbeing and Positive Education

The Child Poverty Action Group published a 2019 report measuring deprivation in the Canterbury region. Of interest to our Kāhui Ako is the data zone located in Christchurch Central, bordered by Hagley Avenue, Brougham St, Fitzgerald Avenue and Salisbury Street. This zone has been identified as among the 20% most deprived data zones in New Zealand in terms of crime, housing and health. The report suggests that these are issues of concern and where initiatives addressing crime, housing and health may be of greater relevance.

*Reference: Annie Chiang and Associate Professor Daniel Exeter. (2019). Report prepared for Child Poverty Action Group. Retrieved: <https://www.cpag.org.nz/assets/Canterbury%20FINAL.3.pdf>*

## Future Focused Education

Christchurch City Council's 'Multicultural Strategy' 2017 – 2021 expresses the intent of making sure everyone feels welcomed and part of a richly diverse city. It includes a commitment to provide an environment we can access where we can achieve common goals and understand the importance of working together, Te Waka Eke Noa – A purpose and model – the canoe we are all part of (p.4).

Our Kāhui Ako's future focused goals align with the Multicultural Strategy goals for communities to have access to Council facilities, services and resources. Our focus on strengthening place based education in settings and working collaboratively on projects will provide opportunities to explore a stronger relationship between kura, ECEs, tamariki, students, whānau and the City Council. Through utilising the inner city environment our tamariki/ ākonga will have access to learning about and valuing the histories of the city and its peoples, upholding the values of Ngāi Tahu's expressed by Pita Te Hori, 'kia atawhai ki te iwi/care for the people'(p.3).

*Reference: Christchurch City Council (2017) Multicultural Strategy Te Rautaki Mātāwaka Rau 2017 - 2021*

## Pathways

The movement between learning environments of ākonga within our Kāhui Ako occurs throughout year groups for a variety of reasons as they move into new learning environments across greater Christchurch. Kaiako in this Kāhui Ako do not have the benefit of prior relationships with every kura or ECE that ākonga move between, which poses significant challenges for each and every kaiako aiming to support ākonga on their learning journey.

Transition is more complex than just helping children become familiar with the new learning environment, staff and curriculum. Research tells us that good relationships among children, teachers of all sectors, and parents/whānau are all essential to support ākonga who move from one learning environment to the next. Transition needs to be seen as a process in which ākonga are required to make ongoing adjustments over quite some time, and each will do this in their own time. When ākonga struggle at the time of transition, long term consequences can result.

"There is evidence — for example, from Wylie et al's (2006, 2008) longitudinal Competent Learners study — that young people experiencing particular difficulties at school at the time of transition are at considerably greater risk of poorer outcomes over the longer term if their difficulties are not well recognised and addressed. Schools therefore have a responsibility to provide systems, structures and strategies that welcome and support their newest students if they are to meet Ministry of Education schooling goals concerning the provision of the best possible education pathways for all students.' (MOE, 2010)

*References: Ministry of Education. (2010). Easing the Transition from Primary to Secondary Schooling: Helpful information for schools to consider. Research and Evaluation Unit Research Division Ministry of Education ERO. (2015). Continuity of learning. National Report April 2015. Retrieved from [www.ero.govt.nz](http://www.ero.govt.nz)*



# Achievement Challenge 1: Wellbeing & Positive Education

### Strategic Goal

Happy, safe and responsible tamariki who are positive and have a strong sense of identity and belonging in Aotearoa. A community with the skill set to flourish, connect well with others and achieve high levels of success.

## Context that informs our decision

Evidence and comments from individual kura and the collective ECE group on the following pages reflect some of our concerns around attendance, increasing referrals to outside agencies, increasing enrolments with complex needs, community health and wellbeing surveys, trends observed from in-school wellbeing teams, anecdotal notes and observations, trends emerging from child health and accident reporting, local traumatic events, staff health, parental concerns and diverse needs.





# Christchurch East School

The diverse and complex needs of students at Christchurch East School places wellbeing and a strong Positive Education Programme at the centre of what we do. Continued development in this area is needed to ensure we:



- develop positive relationships
- build resilience in all stakeholders
- minimise isolation for those new to the school
- improve attendance and retain students
- deliver a culturally responsive curriculum
- ensure students have positive experiences of school

12 stand downs  
in 2018

15% of  
students have  
attendance  
rates of less  
than 80%

This percentage continues to vary from year to year as a result of our transient community. This highlights our concerns about our students' physical and emotional wellbeing that has a direct impact on learning.

13  
in school  
referrals  
(SWIS/Mana Ake)  
during 2018

These 2018 figures is lower than usual. Our 2019 data far exceeds this. It highlights our constant changing community and increasingly high levels of support teachers need to offer.

4 children  
under the  
care of  
Oranga  
Tamariki

9 referrals  
to RTLB



# Hagley College

There is a large group joining in Years 12 and 13 who have no previous connections with Hagley. To improve their wellbeing [and also improve their unjustified attendance percentages], it is vital to:

- build social connections with each other
- enact mentorship [via a focus on academic conferencing, growth mindset, character strengths, positive education for example]
- minimise isolation, often after unsuccessful experiences in their previous high school settings



We acknowledge that several of our students have had previous negative experiences of education and that it is a courageous step on their part to look for a further positive opportunity to re-engage. Developing a strong sense of wellbeing for all Year levels is fundamental to our work under this challenge.

34% of all students have unjustified attendance rates of less than 80% [2018]

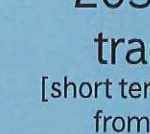
However!  
These percentages  
are very low in Y9  
and Y10 - groups  
who start with us at  
Hagley:  
Year 9 - [3%]  
Year 10 - [4%]

The percentages are significantly higher in our Senior College, where large numbers of students new to Hagley start with us:  
Year 11 - [16%]

**Year 12 / 13 / adult - [33%]**  
[NB: Year 12 / 13 / adult data is amplified to some extent by how the 'unjustified' data is reported - for example, 'unjustified' recorded for parts of these students' programmes which are optional. However, there is an increased trend at 13 /Adult for students of choosing to be engaged in only some parts of their programmes]

34 agency referrals  
[10: Te Ora Hou, 20: Rock On, 4:Alt Ed]  
a similar number of referrals to previous years

41 stand  
downs and  
suspensions  
in 2018  
a 50% increase on 2017;  
although 2019 figures to date  
are just over half of  
2018 figure



**203 'fast tracks'**  
[short term removal from class]  
This was up on 2017 by 25%, which makes achievement challenge 1 significant for us. We are looking at introducing a school wide approach to restorative practice.



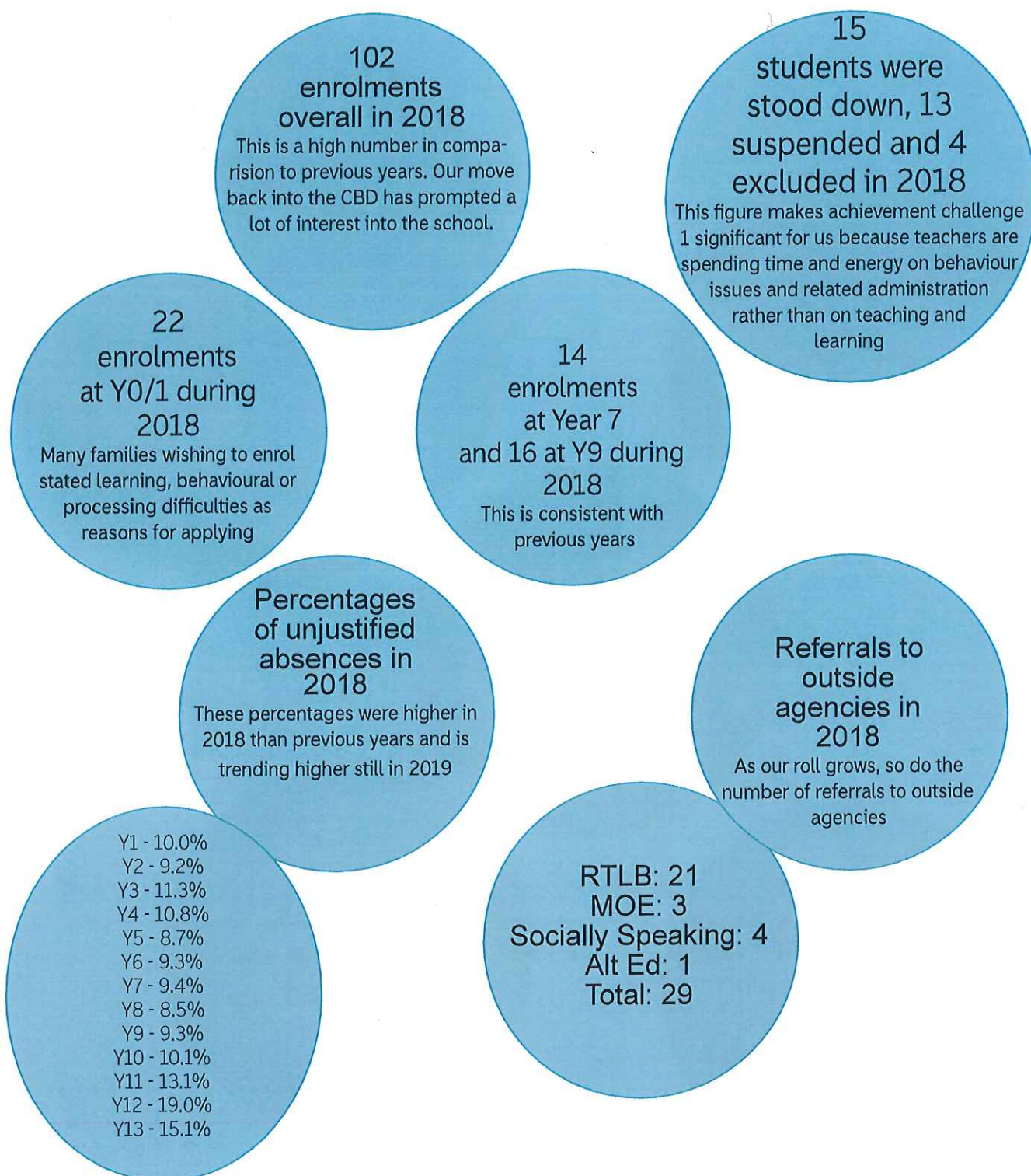


# Ao Tawhiti



In 2018, Ao Tawhiti Unlimited Discovery School became part of Grow Waitaha's Wellbeing COP. We created a wellbeing team, attended hui, sent out surveys to ascertain levels of wellbeing in staff and students with varying degrees of success, gathered student voice and tried to focus on the wellbeing of staff with various initiatives.

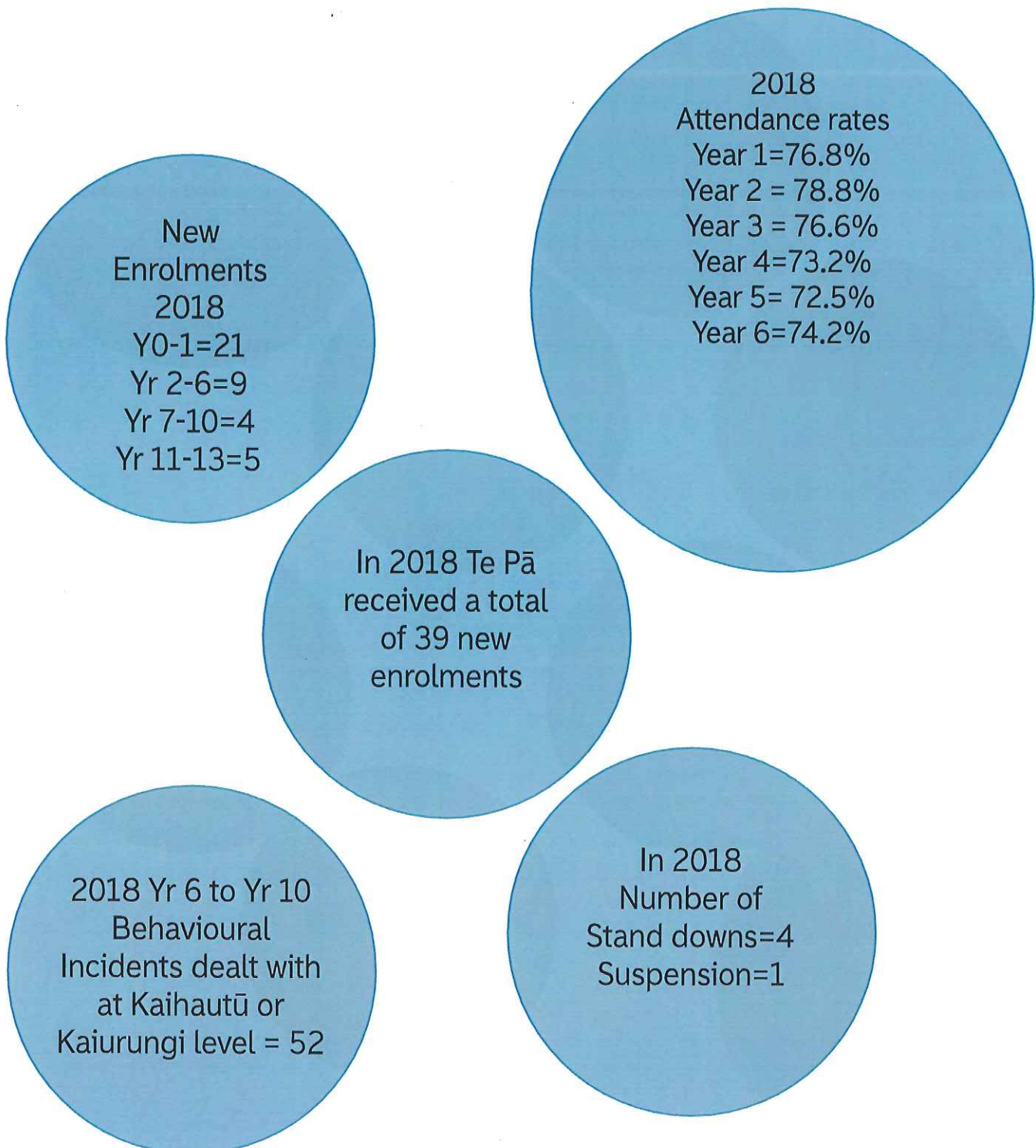
Our student population is diverse, and Learning Advisers often work with students with complex needs they have not been trained to manage. Behaviour can affect other students too, and it is concerning that our data reflects an increase in stand downs and suspensions not relative to our increased roll.



# Te Pā o Rākaihautū

## New Enrolments 2018

Challenge for Te Pā has been around the enrolling of pononga from a growing waiting list. While a first-come first-in process has been used, with our roll capped at 240 in our current site this needs to be re-visited. Engagement of new whānau into Te Pā continues as a priority. Ensuring that whānau are connected to the kaupapa and values of Te Pā is essential.





# ECEs

The ECEs in this Kāhui Ako draw from communities across greater Christchurch and therefore enrol tamariki of diverse social and cultural backgrounds. This is reflected in ECEs receiving funding additional to ECE entitlement funding, and in the number of whānau receiving childcare subsidies. In eight ECEs, there are a total of 102 tamariki who are from whānau who speak languages other than English. This number does not include the statistics from the two bilingual Māori services.

The context that ECE kaiako work in is very complex as tamariki wellbeing is dependant on whānau wellbeing. Additional challenges for kaiako can include communicating with culturally diverse whānau and tamariki, supporting whānau with social issues such as housing, drug/abuse issues, WINZ, health issues, employment demands, or grandparents raising mokopuna. Keeping an 'eye' on some tamariki is regular practice with kaiako topping up kai in lunchboxes. One ECE is currently looking into setting up a breakfast club.

Current provision of learning support in ECE falls short of demand thus adding a further layer of complexity for kaiako. Only 3 of 20 tamariki referred for additional learning support in 2019 receive ESW hours. Kaiako are working with tamariki who present with additional needs alongside the normal demands of a regular ECE programme

Wellbeing for all is a priority focus in curriculum of our ECEs and we are pleased to have this as a major goal for our Kāhui Ako.

554 tamariki are enrolled in 11 Te Taura Here o Ōtautahi KA ECEs

102 tamariki in 8 ECEs come from ESOL backgrounds

3 of 8 ECEs receive funding for disadvantaged

53 whānau from 8 ECEs receive WINZ ECE subsidies

18 whānau from 8 ECE receive other ECE subsidies

1 of 8 ECEs receive equity funding

20 tamariki in 8 ECEs have been referred for learning support

3 of those referred receive ESW hours



# Achievement Challenge 1:

## Wellbeing & Positive Education

### Desired outcomes

Our learning community will have the ability to gather and analyse information about tamariki, ākonga, kaiako and whānau wellbeing and build the skills and knowledge to respond appropriately.

### Indicators of Success

- Increased consistency of information gathering and analysis
- More whānau and staff will access appropriate support
- Staff will have access to professional learning to enable them to effectively use the tools/ interventions agreed upon
- Services will be more responsive to the identified needs of our ākonga, kaiako and whānau
- The 20% unjustified attendance rate will drastically reduce to under 10%. Gathering student voice and acting up on it will guide centres in reducing unjustified absence
- The rate of stand downs/ suspensions and expulsions will reduce because we will be better placed to cater for students' needs by gathering student voice and acting upon it
- Personal responsibility, resilience and cultural identity will be strengthened.

### Actions

- Following reviews of available wellbeing surveys and our kuras'/ECEs' previous experiences of these surveys in gathering voice, we intend to develop our own wellbeing survey tool to sample wellbeing of staff, students and whānau. Items for the tool will be drawn from freely available questionnaires including:
  - World Mental Health Organisation Wellbeing Index
  - Psychological Wellbeing Scale and the Psychological Distress Scales
  - Adverse Childhood Experiences [ACES]
  - Cantril Ladder of Life Satisfaction

Our kāhui ako acknowledges the work of the Christchurch East Secondary Students study [Robinson: University of Canterbury, 2018]. We also note the relevance and effectiveness of this study in gathering wellbeing data for a Christchurch cohort closely linked to that of our own kāhui ako.

Data will be gathered iteratively using the survey tool developed. We intend to track progress over 2020 and 2021, with a goal of a 10% shift across data categories during this two year period.

- Evaluate the effectiveness of what each learning environment is currently doing in relation to wellbeing and positive education
- Discuss how we might pool resources in order to better support our learning environments
- Identify needs, design and monitor interventions to support wellbeing and positive education
- Wellbeing will be a priority in the curriculum of all settings - promoted and enacted.
- The Kāhui Ako can scope with and connect to the Learning Support Delivery Model.
- Consult with Ngāi Tahu to develop and design culturally responsive and holistic approaches to wellbeing.



# Achievement Challenge 2: Future Focused Education

## Strategic Goal

Creating cross-kura opportunities to engage in place-based learning, using emerging technologies and project-based pedagogy to ensure that our learners are engaged in a curriculum that is 'future-ready'.

## Context that informed our decision

- Data re inner city development, number of Council initiatives that have included student voice
- Alignment with the Christchurch Youth Council Environment Action Plan
- Proximity to the central city rebuild with an eye on strengthening common curriculum goals around the environment and sustainability, encouraging a sense of place and collaboration to make a difference within our unique city centre
- To date, all kura and ECEs utilise the wider Christchurch environment to support authentic learning and extend learning experiences.

# Christchurch East School

With a vision of *"A Vibrant Inspirational School in the heart of the City"*, Christchurch East has an ongoing focus to embed place-based learning within our curriculum in order to promote wellbeing and a sense of connection to the inner city. Despite our central city location, trips outside the classroom are still limited post earthquake. Our current curriculum review is exploring how project based learning alongside service based education can become an integral way of learning.

2018 data:



EOTC Trips  
within the  
Central City:  
17

EOTC Trips  
out of town:  
1

EOTC Trips  
within  
Christchurch:  
9

Top central  
city locations  
for wellbeing/place-based  
learning:

- Tūranga
- Art Gallery
- Margaret Mahy Playground
- Hagley Park



# Hagley College



Hagley's first strategic goal is "to enhance our students' sense of wellbeing so that they flourish at and beyond Hagley". Place-based learning connected to the inner city is a significant part of learning and hauora programmes as seen in 124 central city EOTC visits in 2018, with diverse activities using multiple central city locations, from wellbeing excursions to Hagley park to curriculum focused visits to the museum, The Arts Centre and Tūranga. The opportunity for our teachers to embed appropriate e-learning approaches around this future focused achievement challenges is exciting and will develop in many ways. Our Y9 Connected Learning classes currently use Minecraft for Education to create sustainable houses and cities, with the potential to contextualise this within a central city setting.

We envisage that project-based approaches will encourage greater use of emerging technologies in order to:

- increasingly personalise learning: for example by including using Immersive Reader and Dictation tools for students who would prefer to listen than read, or speak instead of write; or by creating short micro-lesson video clips for mixed ability classes or anywhere-anytime learning
- to enable creativity and critical thinking: for example by using mindmapping software or creating blogs
- to share activities and conversations: for example by using online collaboration spaces.

2018 EOTC events:  
124: central city  
92: Christchurch  
107: out of town/ rural

Top five central city locations for educationally focused place-based learning in 2018:

- Museum
- Tūranga
- Oi Manawa
- Art Gallery
- Ara

Top five central city locations for wellbeing / hauora focused placebased learning in 2018:

- Hagley Park
- City centre, CDB
- Botanic Gardens
- YMCA
- Boatsheds



Our website states - 'Taking students outside the classroom to learn is an essential part of the Ao Tawhiti Unlimited Discovery Experience'. As a city centre school pre-quakes, students were out and about daily. Being displaced after the 2011 earthquake put paid to spontaneous visits to the CBD. Our 2018 data reflects a merged school operating on split, semi-rural sites, while the 2019 data, having been back in the city for 2 terms, reflects how much we use the city.

AO TAWHITI PARTNERSHIPS WITHIN CHRISTCHURCH: Yoobee, Ara, ATC Vision College, The Learning Place, University of Canterbury, Lincoln University, NZMA, Techorium, The Learning People, Hagley College - the specialist schools, Service IQ/The Warehouse/ Countdown, NZIS, Mainz, Skills ITO, NEET, Novotel, Vodafone, Rough & Milne Landscape Architects, Warren & Mahoney Architects, Environment Canterbury, Les Mills Gym, ANZ, Cuban Bar & Restaurant, Purapura Whetu Trust, Unichem Cashel Pharmacy, YMCA, Warehouse Stationery South City, CareerForce ITO, Competenz ITO, DiveHQ, St John, Dr Neil Averis Health & Sport Central, Workbridge, Bell Lamb & Hayward, Black Betty's, MacPac, Scorpio, Corbel Construction, Isaac Theatre Royal, The Press.

2018 EOTC  
data shows  
16 visits to  
the CBD

2018 data  
show 32 visits  
to the wider  
Christchurch  
area, mostly  
for sports/  
tramping

2019 data  
show 48 visits  
to the wider  
Christchurch  
area

2019 EOTC  
data show  
some 90 visits  
to the CBD

Of 2019  
EOTC trips, 4  
were  
contributory in  
nature

Of 2018  
EOTC trips, 2  
were  
contributory in  
nature



# Te Pā o Rākaihautū

KIA MATATŪ

Restoring culture, identity and connection as a foundation to educational success, reconnecting tangata and whenua. Te Pā o Rākaihautū is connected to Te Kāhui Ako o Ōtautahi, the ancient Pā site of Ōtautahi situated on Ōtākaro river by the Margaret Mahy Playground.



EOTC is focused on reconnecting with the local waterways connected to Te Pā o Rākaihautū and local habitats.

Te Pā will actively engage in the work with Atua Matua as a learning and doing framework for Mataora and EOTC.

Pononga are actively engaged with Google Earth and mapping technology with Ngāi Tahu project based and also Atua Matua framework. Zoom conferencing is also being introduced to Te Pā to be able to connect with other users of EOTC technology around the motu and within Kāhui ako.

A number of project based activities have been implemented including:

- Water Warriors project with Hagley Community College
- Nature Agents programme looking at waterways in local community.
- Grow Waitaha programme.

The whole of Te Waipounamu is the domain of Rākaihautū. Te Pā's approach to place based learning is by connecting through the 5 papatipu based marae here in Waitaha and then extending across to the other 13 throughout Te Waipounamu. The localised Kāhui Ako in central Christchurch is based around the local Puari and Ōtautahi pā sites. There is also an Ōtautahi Rūnanga that operates from Rēhua marae as well.

2018 100%  
Māori-medium to  
English learners

2018 Trips to the central  
Christchurch area include;  
Imagination station  
Flip-out  
Margaret Mahey park  
Hagley Park  
Canterbury Museum  
ARA institute  
Hagley College  
Ōtākaro river  
Tūranga Library (Since Oct  
2018)

2018 trips for Water  
Warriors  
project (Two terms).  
Inaka project with  
Nature agents in  
Ōtākaro (Avon) river  
(Four terms).

2018 Trips to 5 x  
Waitaha  
Papatipu  
rūnanga = 3  
times each.  
Trips to  
Takahanga  
marae in  
Kaikaoura = 1.  
Trips to  
Arowhenua  
marae = 1.



## ECEs

All ECEs have 'sustainability' in strategic and annual goals, or identified as priorities for learning. Tamariki are supported to learn about kaitiakitanga/ being responsible for their environment. Whānau have shown this area of learning is valued in ECE programmes through conversation, participation in excursions and comments added to online narratives.

All ECEs believe in utilising local environments for learning experiences, and for building tamariki sense of belonging to 'their place'. One ECE has purchased multi seating buggies expressly to support increased access to the valuable resources of the city centre. Excursions beyond the ECE gate have included:

Educational institutions' facilities, Tūranga, Canterbury Museum, Avon River/ boatshed, Hagley Park, Christchurch Hospital, river walkway, Butterfly House, Bunnings, walks around the city, Botanic Gardens, Margaret Mahy Playground, Bridge of Remembrance, Creative Junk, local cafés, schools, art gallery, theatre, Resthaven Rest Home, The Red Cross Centre.

All ECEs are committed to a bicultural curriculum and their obligations to Te Tiriti o Waitangi, with some reporting difficulty in accessing local knowledge of histories and the significance of environmental features in our city. ECEs have utilised their local environment but are yet to contribute to caring for the environment outside of their ECE. As yet they have not participated with others or in group projects as part of their excursions and look forward to this aspect of collaboration in the Kāhui Ako.

I am tickled that she has an interest in the leaves of the maple tree given that half her heritage is Canadian!

There is so much to learn about so many people (in terms of culture) - glad (my child) is getting lots of new experiences!

Great reading about what is happening at preschool and (child's) knowledge of possums and learning about biodiversity

## Parent voice on future focused education





## Achievement Challenge 3: Pathways

## Strategic Goal

Schools have cohesive transition procedures that ensure students and whānau move seamlessly into, within and beyond our learning environments.

## Context that informed our decision

The following evidence reflects the diversity of our community, the wide range of institutions that feed into our learning centres, a lack of continuity with specialist support across institutions and importance that this Kāhui Ako is linked to the new Learning Support Delivery Plan.

We are very different to other mainstream schools who have a few feeder preschools and schools. We are unique in that we have many preschools and schools from throughout the city feeding into and out of our learning environments. Transitional pathways into and out of our kura and ECEs are unconventional. Our kura and ECEs do not have geographical communities, but rather whānau from across Ōtautahi who come to us for varying durations and for diverse reasons, including adult education, whānau work or study, low cost rental accommodation and alternative education possibilities. Transitions into several of our kura occur at all year levels [not just at Years 1, 7 and 9]. They also occur both at conventional entry and exit times at the beginning and end of the school year as well as throughout the year, with ākonga arrive for various timeframes and for diverse purposes. These patterns are also reflected in the ECE transitions. Together, these patterns reflect a highly transient population base.

In addition to 'pathways' being a relevant achievement challenge for our Kāhui Ako, these factors are also compelling reasons that this Kāhui Ako should also be included in the Learning Support Delivery Plan - particularly when considered alongside the following Child Poverty Action Group findings and MOE research into the importance of successful transitions:

*The Child Poverty Action Group recently published a report measuring deprivation in the Canterbury area in 2019. Of interest to our Kāhui Ako is the data zone located in Christchurch Central, bordered by Hagley Avenue, Brougham St, Fitzgerald Avenue and Salisbury Street. This zone has been identified as among the 20% most deprived data zones in New Zealand in terms of crime, housing, and health. The report suggests that these are issues that garner concern and where initiatives addressing crime, housing and health may be of greater relevance.*

Annie Chiang and Associate Professor Daniel Exeter. (2019). Report prepared for Child Poverty Action Group. Retrieved: [www.cpag.org.nz/assets/Canterbury%20FINAL.3.pdf](http://www.cpag.org.nz/assets/Canterbury%20FINAL.3.pdf)

*"There is evidence — for example, from Wylie et al's (2006, 2008) longitudinal Competent Learners study — that young people experiencing particular difficulties at school at the time of transition are at considerably greater risk of poorer outcomes over the longer-term if their difficulties are not well recognised and addressed. Schools therefore have a responsibility to provide systems, structures, and strategies that welcome and support their newest students if they are to meet Ministry of Education schooling goals concerning the provision of the best possible education pathways for all students." (MOE, 2010)*





# Christchurch East School

Creating smooth transitions in a school with a high number of migrant families alongside the high turnover of pupils and limited support for children with learning support needs is an ongoing challenge faced by staff at Christchurch East School. Our central city location hosts a number families in temporary accommodation While we enrol around 120 students every year, the actual transience rate is closer to  $\frac{2}{3}$  of the school over a 2 year period.



116  
enrolments  
in 2018

35 enrolments at  
Y0/1 from 21  
Contributing  
Centres  
during 2018

9 enrolments at  
Year 7 from 8  
different  
schools  
during 2018

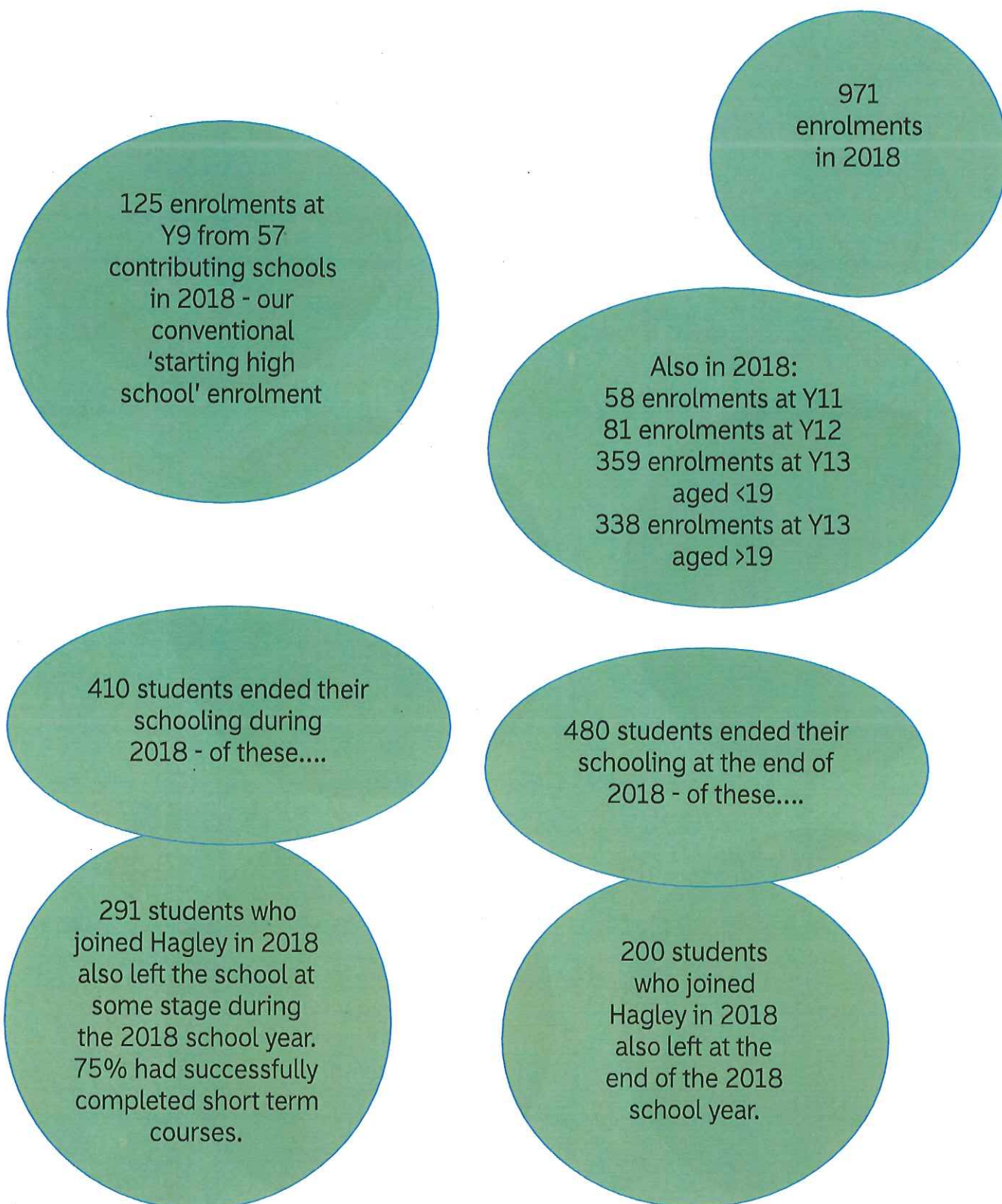
50 - 60 % of  
students are  
English  
Language  
Learners

50 - 60 %  
transience  
rate over 2  
years



# Hagley College

Our transition data requires investigation as part of the roll out of this pathways achievement challenge. It is important to examine and respond to the factors behind a significant number of students whose engagement with school has not been successful and who have transitioned from school both during and at the end of the year. Despite multiple and complex challenges, Hagley is firmly committed to this achievement challenge via its first strategic goal: Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley.





# Ao Tawhiti

Transition from mainstream education into our special character school can be problematic, particularly with students arriving from so many centres per enrolment round.

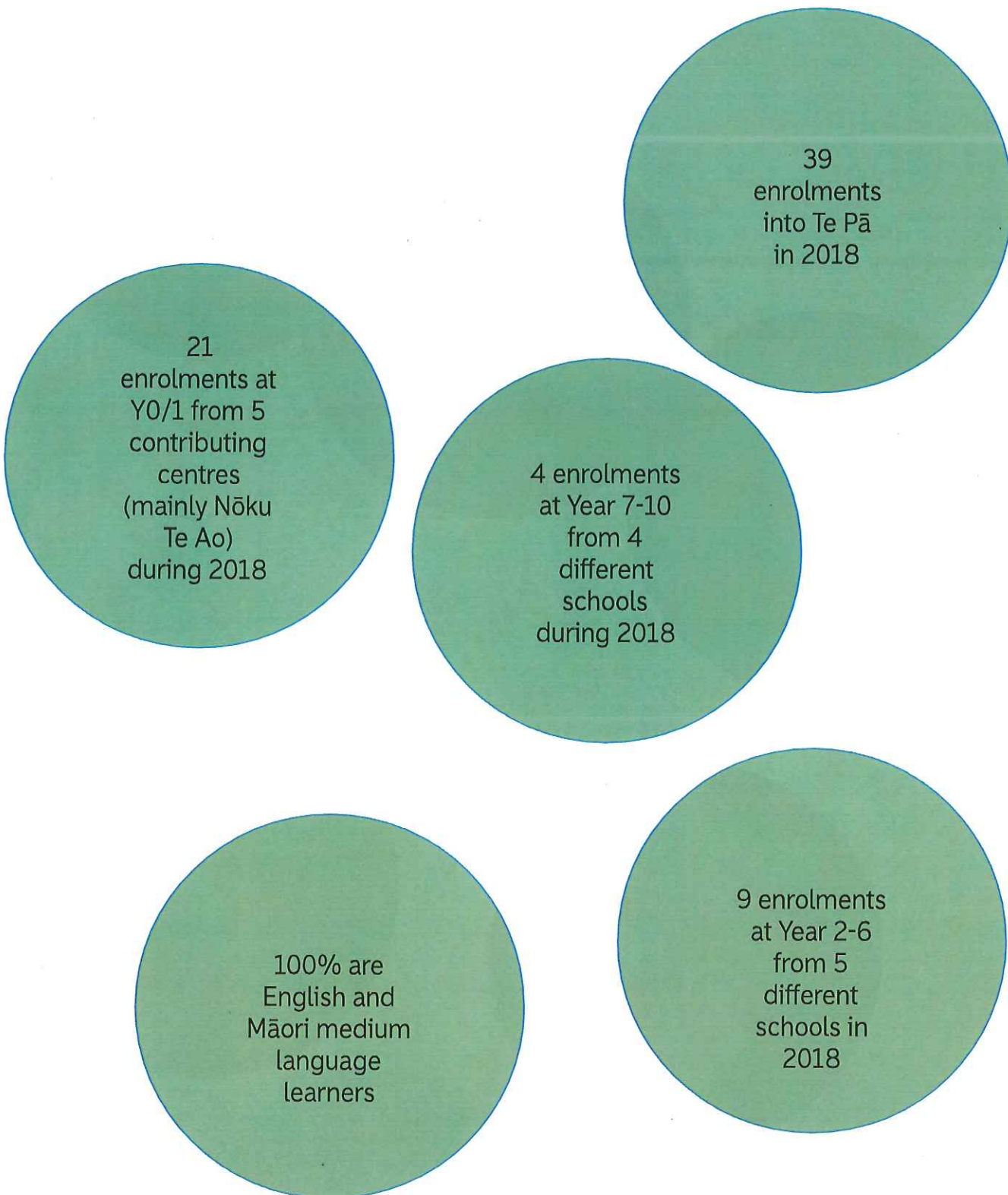
Ao Tawhiti are committed to supporting the underpinning ideas of this Achievement Challenge to aid smooth transitions into our kura.

2018 data:



# Te Pā o Rākaihautū

Creating smooth transitions in our kura is more fluid than others as we have Nōku Te Ao ki Te Pā on site from which the majority of our pononga feed into Te Pā. We are also an area school which means we are able to create many opportunities for transitioning at the key transition points. Due to the limitations of our school buildings we have been given a cap of 260 pupils, however there is a large waiting list. Our pononga are widely spread across Christchurch city and South/ North Canterbury.





# ECEs

Supporting transitioning tamariki into and beyond individual ECE services is complex with transitions occurring throughout the year. The majority of newly enrolling tamariki (73%) transition from home, making their first transition into an educational setting. For immigrant and refugees it is their first experience of NZ education. Parents mainly choose their ECE service according to proximity to workplace or place of study.

Transitions out of ECE include 25% who do not immediately re-enrol in ECE due to:

- Whānau relocating overseas or to other parts of NZ
- Parent no longer working or studying so the child stays at home

Transitions between ECE services are worthy of mention as they account for over 20% of those transitioning into and out of an ECE service. Moving to an alternative ECE service mainly occurs when the parent/s no longer study or work in the inner city, these tamariki typically re-enrol in ECEs closer to their residence.

Central city ECEs do not feed into neighbourhood schools, rather they feed into schools across wider Christchurch region which creates challenges for maintaining ongoing relationships with colleagues in the primary sector. This is evident in the high number of schools that children transitioned into during 2018. As a result of this, those with additional learning support experience additional discontinuity during transition to school as it is unlikely a close relationship exists between the ECE and school in the first place.

73% of new enrolments transitioned into ECE from home

21% of enrolments in ECE came from other ECEs

28% of those leaving ECE re-enrolled in another ECE

180 new enrolments to 7 ECEs in 2018

137 tamariki left 8 ECEs in 2018

65 tamariki from 8 ECEs transitioned to 40 different schools during 2018

# Achievement Challenge 3: Pathways

## Desired outcome

Ākonga and whānau successfully transition into our educational settings, within them and beyond them.

## Indicators of Success

- Effective communications with whānau about learning experiences of students
- Improved use of technology to communicate learning
- Stronger relationships within settings to support learning pathways
- Strong relationships with external agencies
- Increased whānau involvement in learning pathways
- Responsive induction programmes for staff, students, whānau
- Working flexibly keeping the needs of whānau and ākonga at the centre of decision-making.

## Actions

- Learner voice and survey data indicates that ākonga feel confident, safe and settled when transitioning to new learning environments
- Teachers are confident that they have accurate info about transitioning ākonga achievement and backgrounds
- Teachers feel comfortable asking for help across sectors regarding transitions
- Learners arriving at kura and ECEs during the year have their needs met (both in educational and well being senses);
- Retention levels for identified vulnerable transitioning groups increased by 10% by the end of 2021
- Common language about induction and retention developed across kura and ECEs
- Whānau are confident about contacting kura and ECEs in regard to newly transitioned ākonga • Inquire into/ identify best practice for successful transitions
- Utilise the Learning Support Delivery Approach to ensure effective service provision
- Explore the nature of the information that comes with transitioning ākonga.
- The Kāhui Ako can scope with and connect to the Learning Support Delivery Model.
- Develop culturally appropriate practices that build partnerships with whānau and enable shared decision making.



# Monitoring and Evaluating Progress

- Detailed action plan to be developed after appointment of Leader and Across Schoolteachers
- Review cycle: light touch annually and full review every 3years
- Full review and final reports at the end of three years
- Monthly reports to the steering committee: Eg Implementation team to do monthly reports, reviewing of achievement challenges, annual review.



