



# October 2019

Whakaoriori Kāhui Ako

Today ◀ ▶ February 2021 Week Month Agenda ▾

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	Feb 1	2	3	4	5	6
7	8	9	10	11	12 11:30am Ste	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	Mar 1	2	3	4	5	6

+ GoogleCalendar

*“Ko te manu e kai ana i te miro nōnā te ngahere,*

*Ēngari ko te manu e kai ana i te mātauranga nōnā te ao”*

*The one who partakes of the flora and fauna, that will be their domain.*

*The one who engages in education, opportunities are boundless.*



## Janine Devenport

- Lead Principal

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Dinner with the Across School Lead Teachers...just missing Jane!



Student Led Inquiry in action during our visit to the Pupuke Kāhui Ako.

## Kia Ora Tatou,

*Well, the end of the year is rapidly approaching and there is still so much to get done! I have to note that this is the first full year that we have been up and running as a Kāhui Ako and I am really impressed with the momentum of the group.*

*The Across School Leaders and I regularly use the development maps from the Ministry of Education to assess and see where we are in terms of our work. I am pleased to note that we are definitely moving in the right direction. And this is because we have a great bunch of ASL and WSL and a community that truly believes that working together is much better than working by yourself. Thank you for your support of this "Kāhui" and everything that goes with it. I know that next year is going to be even better and we have lots planned.*

*The Learning Support workstream is well underway with all schools and centres submitting their learning support registers at the end of last term. We have a session booked with some Ministry staff on the 1 November to start working on this document and the next steps. We have also advertised for the 10 Learning support co-ordinators and have held interviews. To date we have made two appointments and we will be finalising the allocation of these with the data mining of the register. Thank you for your support around this work.*

*Remember that many of the Within School Lead positions may be up for renewal at the end of the year. Please remember to be transparent with your process. I have emailed all leaders to give them their allocation for 2020.*

*Late last term a summary document from the Tomorrow Schools review came out and it was interesting to read the proposed National Education and Learning Priorities. Many of these align with our Achievement Challenge Learning Framework and it will be interesting to see what comes next. I have more detail further on in the newsletter.*

*Enjoy the fast paced term and I hope to see you all at the Kaitiaki meetings.*

*Nga Mihi*

*Janine*

# What have we been up to?

## Pupuke Kāhui Ako

Early this year the entire ASL team travelled to Pupuke Kāhui Ako to visit their team and learn more about the work streams they have. Pupuke is an established Kāhui Ako and had been operating for two years and we felt this would be a great Kāhui Ako to help us with our journey. We visited Sunnynook Primary School and Westlake Girls. It was a fantastic opportunity to explore the learning environments of other schools too - in fact it was inspiring!

We met with members of the Pupuke to gain an understanding of the work their learning framework. They were super happy to share and we learnt so much. We met with different ASLs and WSLs to discuss things such as - key competencies, transitions, engagement with iwi, community engagement and wellbeing. We again were inspired and have gleaned some of their gems to develop into projects and workstreams to benefit the Whakaoriori community. We also had the amazing opportunity to see their Student Led Inquiry in action. Students from year 5 to year 10 were unpacking their learning framework and inquiry into areas of interests. The students were exploring concepts of well-being, culture, bullying, competencies and creative learning.

Huge thanks to the entire team at Pupuke Kāhui Ako - Sandi, Darlene, Anita, Melissa, Ritu, Dave, Abbe, Charlotte and Julie

## Educamp Wai 2019

On Saturday 14 September Wairarapa Educators met together for the third Wairarapa Educamp. An Educamp is an unconference...a conference where participants offer workshops on the day, and people opt into the ones



that suit them. It becomes personalised PLD on a plate from our great local practitioners, and from out of the region - a chance to learn, connect, discuss and share.

For a Koha entry, the day started with a coffee, a keynote speaker, 3 workshops, a chance to win some spot prizes, free morning tea, and pizza/beverages afterwards.

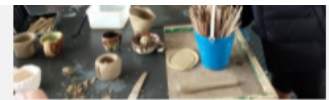
This year the keynote speaker was videoed in - Claire Amos the Principal of Albany Senior High School, who has helped to establish and facilitate DisruptED (an online community for educators interested in leading change) and is on the board of NetsafeNZ and 21C Skills Lab. Many found her challenging and thought provoking.

The amazing aspect of the day, is the keenness of people that attend on a Saturday and of course the variety of workshops that they offer. We got to play with clay, learn about schools digital technology programmes, dig deeper into the Kahui Ako and the ECE curriculum document - Te Whāriki, discuss Wellbeing in schools to name a few. Aratoi and the Masterton Library presented workshops showing what they can offer educators.

Feedback is always positive and this year we were pleased to start connecting more with ECE and Secondary teachers.

A huge thank you to all who attended and Makoura College who hosted this year, sponsors for prizes - Paper Plus, Noel Leeming and Lonestar.

Look out for Educamp 2020!



## Within School Leaders Meeting

It is always great to get the WSLs together and hear about what's happening in school's across Whakaoriori. In September Hannah shared Solway Primary's journey around learning through play. This was a great example of teachers being brave enough to step outside their comfort zones and try new ways to meet their students' needs. As always there was reflection and refinement along the way, but the photos certainly seemed to show engaged, happy learners.

As part of our Achievement Challenge objectives WSLs were asked to use the NZCER Wellbeing tool to survey a selection of their students. This meeting was a chance for everyone to bring their data together and look at overall trends across all of our schools. I was struck between the similarities between the schools. The good news-we are doing a good job of building relationships and making our students feel safe in school. Something to work on-giving our students tools to use to help themselves and building stronger connections within communities.



## Ready 4 Learning Framework

On Thursday 12th September Kiri and Mark along with other Junior teachers from Masterton went to Upper Hutt for PLD around the Ready 4 Learning Foundation Skills Framework. Co-created and facilitated by Carolynne Masson and Andrea Ford (Clarity Education), this framework supports transitions by bridging the gap between Te Whāriki and the child's readiness for the New Zealand Curriculum.

It is important to develop a transition to school from home and ECE that supports learners to be working within their zone of proximal development in their first year(s) of school. Extensive research and trials to create a Readiness for Learning Framework that supports and underpins the "foundation elements" needed for a learner to be curriculum ready, as higher level cognitive tasks such as reading and writing are dependent upon the successful execution of fundamental skills and related tasks, many of which are motor tasks. If these skills are not automatic, the brain will concentrate on those rather than on the higher level thinking tasks. In most cases, a child has to learn these foundational skills in order to be able to start formal learning.

These elements consist of speaking, concepts of print, hearing, seeing and moving (fine/gross motor skills). In this framework we gain an insight into what skills/elements the child needs to have in order for them to gain automaticity in their ability to read/write and carry out abstract thinking needed for maths. Underpinning the framework are the all-important Key Competencies in child speak which can be tracked alongside their ready for learning skills.

To support this framework, an 'instead of not on top of' assessment tool has been developed which is extremely

easy and quick to administer, that allows teachers to ascertain whether students are curriculum ready and in what specific areas the required pre-curriculum subskills of listening, speaking, moving, seeing, and print are undeveloped. It is important for teachers to know their learner to enable them to provide specific targeted teaching which can take place in either a learning through play environment or a more 'traditional' classroom. This framework is being utilised in primary schools and early childhood settings with positive feedback. Test packs are provided for whole class, small group, and individual tamariki and cover a large part of the indicators in the assessment tool.

The Ready 4 Learning foundation skills framework and assessment tool are research based using a variety of sources including occupational therapy, speech and language therapy, neurology and paediatric medicine as well as a globally recognised child developmental screening tool.

## ECE Supporting Whānau

Earlier in October, Tracy Graham and Jude Mitchell of REAP Wairarapa facilitated a workshop here in Masterton (alongside one in Carterton) around a new parenting resource website. Created by Oranga Tamariki—Ministry for Children, this Parenting Resource supports whānau through those who educate their tamariki. The Parenting Resource contains child development and parenting information appropriate through pregnancy and the first five years of a child's life. The resource includes ideas for sharing the information with parents and simple play activities for helping parents to engage with their children.



Tracy and Jude are more than happy to facilitate more workshops on this should there be great interest. If you are interested, feel free to email Mark at [mark.walker@eeg.co.nz](mailto:mark.walker@eeg.co.nz) and this will be passed on to the REAP team. Feel free to check out the parenting resource at <http://www.parentingresource.nz/>



## Oral Language

In September, we held a workshop focused on improving language outcomes for pre-school and school aged tamariki. We were proud to utilize local experts and facilitators Polly Newton (Speech Language Specialist and Chatterbox Project Manager at REAP), and Carly McPherson (Speech Language Specialist). We explored:

- Chatterbox - an initiative aimed at sharing quality skills with whānau promoting strong oral literacy.
- Oral Language and Literacy Initiative "OLLI" Project - a three year project aimed at enhancing the knowledge, practice, and confidence kaiako need to successfully support tamariki in their oral language and early literacy development.
- The role of the MOE Speech Language Therapists and the tiers of support they provide; from guiding staff, whānau, and those supporting tamariki, to individualized intervention for a child.
- As a group we brainstormed what we currently see in our centres and schools, and how we currently improve outcomes for tamariki around their language learning.
- Communication pre-requisites such as gesture, joint attention, turn-taking, looking and listening, serve and return, anticipation, and eye-contact.
- Ways to communicate the importance of language learning/supporting tamariki in experiences with whānau i.e. sharing ideas through Storypark, displays, looking at learning stories together, conversations upon arrival/pick-up, and more.
- Tools and strategies kaiako can utilise with their tamariki such as: the one hand approach - four comments to every one question; this maximises the language we feed our tamariki. Error-free learning by way of scaffolding or offering cues aids in answering questions. Expansions to describe objects and remodelling to correct phrases build the language skills of our tamariki. Singing songs, nursery rhymes, moving while learning, listening games, reading books together (whether exploring pictures or reading the words), all support our tamariki in their language



(whether exploring pictures or reading the words), all support our tamariki in their language learning.

# Upcoming Events

During our successful trip up north to visit Pupuke Kāhui Ako, I met with Dave Smale who is an English teacher at Westlake Boys and one of Pupuke's ASLs. He has pursued an archival alumni project, tracking the direction, success and personal stories of some of their community's school leavers. He recorded interviews with alumni as Parkinesque podcasts that are hosted on Pupuke's own website. The podcasts reveal each interviewee's personal journey through education, how they managed change, challenges and life's successes and the occasional pitfall. What really interested Dave was how many school leavers changed direction during their tertiary education or early working career. I propose to tackle a similar project within the Whakaoriori Kāhui Ako. The proposed Ngaruru project - to thrive or grow well - would give us insight, as part of our community learning challenge, into knowing what happens to our school leavers. This would help us to reflect on how effective our current programmes of learning and career advice are. I would like your help in approaching suitable past students from your schools, who you know have been successful in their own journey. They may have overcome personal issues that had been a barrier to their own learning. They may have become successful in a variety of ways. Because the MOE data that we have access to follows NSN numbers, it would be useful if the suggested people have completed some formal tertiary study. Please email any suggestions to me, Evan Jones [emj@rathkeale.school.nz](mailto:emj@rathkeale.school.nz)

# Check This Out!



## [Whakaoriori Kāhui Ako - PLD Workplan](#)

*We have created many PLD opportunities in line with our work streams.*

*Click on the link and keep an eye out for information about how to register!*

*Please email Janine Devenport, your WSL or ASL for the link to book. All addresses are on the "Our People" page.*

## [How collaboration unlocks learning](#)

*A great reading on how collaboration helps students to make connections*

## Tomorrow's School Update

The government has sent out information from the "Big Conversation" and review that they have completed around Tomorrow Schools. This is a huge piece of work and will be ongoing.

There is a new 30 year enduring vision for education:

*Whakamaua te pae tata kia tina - Take hold of your potential so it becomes your reality....*

*We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.*

*Whaia te pae tawhiti kia tata - Explore beyond the distant horizon and draw it near!*

The vision is grounded in New Zealanders' aspirations for education – to enable every New Zealander to learn and excel, to help their whānau and communities thrive, and to build a productive and sustainable economy and an open and caring society.

There are also proposed education priorities:

**Objective One: Learners at the centre –learners with their whānau are at the centre of education**

- » Wellbeing is fundamentally entwined with learning.
- » Every learner/ākonga and their family and whānau should be free from all forms of bullying, racism and harassment.
- » The voice of learners/ākonga, whānau, families and their communities should be sought out and listened to.

**Objective Two: Barrier free access –great education opportunities and outcomes are within reach for every learner**

- » Education must be available to, and deliver for, all. Barriers that stop learners/ākonga from fully participating in education, including financial and physical barriers, need to be reduced, so all learners/ākonga have access to equitable opportunities and outcomes.

**Objective Three: Quality teaching and leadership –quality teaching and leadership make the difference for learners and their whānau**

- » We need diverse, highly skilled and motivated teachers/kaiako to adopt the practices that make the most positive difference for learners/ākonga.
- » Quality leadership must be developed at all levels of the system to lead positive change, and enhance quality day-to-day learning.

**Objective Four: Future of learning and work –learning that is relevant to the lives of New Zealanders today and throughout their lives**

- » Learners/ākonga need access to education that enables them to meet the changing opportunities and challenges of the future of work. Citizenship, pathways to employment, and lifelong learning are important parts of this.
- » For Māori learners, this means acquiring the skills to participate in te ao Māori, New Zealand society and the global context.

**Objective Five: World class inclusive public education –New Zealand education is trusted and sustainable**

- » The education system needs to be high trust, adaptive and able respond to the needs of all learners/ākonga and our changing world. New Zealand's education and research must be internationally respected, and support effective Māori-Crown partnerships.
- » The education system also needs to reflect tino rangatiranga – the ability for Māori to have self-determination over their education and to be empowered to find local solutions led by Māori.

For further information please check out [www.conversation.education.govt.nz](http://www.conversation.education.govt.nz)



## Holiday Well-Being Deals!

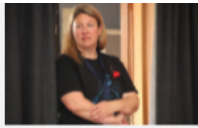
A big thanks to Lorna Potter and Screening Room for their continued support for teachers and teaching staff. We are pleased to note that Support Staff are now included. Big thanks to the Screening Room who are continuing their deal in term time too.

# Whakaoriori in Action!



## Cultural Festival 2019

The Masterton Kapa Haka Festival took place at Makoura College on the last day of term 3.



Over 20 schools/groups performed over the day, and it was wonderful to see and hear all the beautiful waiata and fierce haka! From 5 year olds to pupils in their last year of college - this was a day for all to shine.



A big thanks to Trudy Sears and her team at REAP for yet again organising an event that allows our pupils to perform in front of their peers, whanau and the community. This is an event not to be missed and we look forward to the 2020 Kapa Haka festival.



## Wairarapa Schools Art Exhibition

The Wairarapa Schools Art 2019 exhibition at Aratoi, kindly supported by Breadcraft (Wai) Ltd, showcases 319 students' work from 23 local schools. The energy and enthusiasm that created the work is boldly evident in a mosaic of youthful expression. A variety of themes ranged from Eketahuna School's anthropomorphic and Fernridge's singing in the rain portraits to Lakeview's Tapa and Solway College's Kiwiana works. Cameron Roseman from Tuturumuri School's Awhea Eel Protector sculpture appeared to frighten gallery goers as much as Teagan Abbott's expertly made Black Swan wooed the audience. South End School offered us a vision of a brighter future with their joyfully optimistic space shuttle works. Hadlow exhibited a unique blend of vinyl records as substrate adorned with pointillist Gondwana. The works that resonated the most for me were from St Patrick's School, they reminded me of art's ability to communicate wonder. This is a healthy show of teachers' and students' engagement in an important curriculum area.



Black Swan, Teagan Abbott. St Matthew's

Animal portrait, Riley Senior & Alex Swanson St Patrick's School