

# Working together to shape the future of education in greater Christchurch

This resource has been developed for use by teachers as they promote student discussion around the future shape of education in greater Christchurch in the wake of the Canterbury earthquakes.

Given the broad age range of students that might want to take part in the engagement exercise this resource is only intended to be used as a starting point for your discussions. The approach should be adapted for your students' identified needs and interests, and for learning intentions.

The process of developing this feedback should give students the opportunity to:

- › Explore ways in which fresh thinking can be introduced into the future shape of education in greater Christchurch while building on the current strengths of regional schooling.
- › show how young people view the purpose of education in the 21st century (for example, what is the role of digital technologies), what the damage caused by the earthquakes means for the shape of education, and how a range of people and organisations have a stake in responding to social/peer pressures, how they are part of family, traveling as a safe passenger, and how they help others around them.
- › influence decision makers as they outline their vision for the purpose, shape and delivery of education and the importance of making sensible decisions.

### Feedback exercise

The purpose of the feedback exercise is to allow you to tell us about your aspirations for the future education system in greater Christchurch.

The areas of inquiry for the feedback process are: -

- Purpose:** What does education need to do to ensure it provides a distinctive advantage for the region, culturally economically and socially, to ensure it is competitive, prosperous and vibrant? Putting the focus on the child and young person, what are the strengths of the current system that can help provide a distinctive advantage? (Culturally, socially and economically)
- Shape:** Tell us about your thoughts around the future design and organisation of education provision in greater Christchurch from early childhood to tertiary.
- Delivery:** Tell us how you think we can tailor teaching and learning to better develop every child and young persons' potential.

In each area of inquiry we have posed three questions: -

1. What should we retain?
2. What should we change?
3. What innovation could we introduce?

The three activity sequences to the right should provide a basis for exploring your students' thinking and viewpoints on these areas. Again, feel free to tailor this resource to suit your students' learning needs and to address the areas of inquiry.

### Learning sequence overview:

Students will develop thinking that, based on their own experiences, demonstrates insight into the

- › purpose of their learning,
- › where and how it takes place and
- › how it could change by designing a future schooling system for greater Christchurch

This will engage prior knowledge based on the effect of the earthquakes on their own education, and in doing so provide an authentic context for new learning.

They will consider what the purpose of their education is and how they see the impact the earthquakes will have on its future, and create a response that aims to powerfully persuade decision makers to adopt their ideas for the future design of the area's schools.

## Activity sequence 1

Setting the scene: Ask them to share their ideas about what the following statement might mean: 'The earthquakes that rocked Canterbury will lead to changes in the way education is delivered in greater Christchurch in the future'.

1. Relate the question to online resources, personal stories and examples of other changes in society to ask them to explore their ideas about this statement.
2. Facilitate a sharing exercise: ask them for examples of the impact the earthquakes have had on their learning experiences in a typical school week or term. i.e. What? How? Where? Why?

3. Ask them to consider how their experience relates to the impact of the earthquakes on how schools deliver education? Activities to support this include:
  - › Capturing their responses as a mind map (consider using an online mindmapping or other collaborative tool)
  - › Discussing and categorising factors that are changing the way schooling is delivered in greater Christchurch. i.e. What are the positives and potential challenges of the need to rebuild schools in response to the earthquakes? What interesting issues will need more thought/ analysis?

## Activity sequence 2

1. Intention: Students will develop a description of a future educational experience that is different from the one that is familiar to each of them. This will provide a context for thinking about the future design of schooling in greater Christchurch.
2. Use the mindmap to review the impact the earthquakes have had on their education.
3. This gives a basis for asking students to consider their most interesting, exciting and challenging learning experiences. Ask them to capture information on when, where, with whom these experiences have taken place. They can use examples set in a context other than formal school setting.

4. Students describe these experiences to a group (using oral, visual or written response). Ideas of methods that students could use include: -
  - › *Create a short video that describes the context for an interesting learning experience*
  - › *Online maps, sketch tool to explore places that they know learn in/ at / through*
  - › *Use images they have taken themselves of the places and people they learn with (create a digital story)*
5. Students could critique each other's work and consider if there are any themes of what constitutes a "positive learning experience".
6. Collate these themes and clarify from the students a view on the purpose of education. E.g. self improvement, employability, enjoyment, citizenship

## Activity sequence 3

Ask students to revisit the statement: 'The earthquakes that rocked Canterbury will lead to changes in the way education is delivered greater Christchurch in the future'.

1. What new insights do they have now they have explored the impact of the earthquakes on their education (activity 1), positive learning experiences and the purpose of education (activity 2).
2. Building on this prior knowledge and experience pose the question:- What are the things that you would like to see in a future design for the schooling system in greater Christchurch?
3. One approach could be to pose questions such as:- What are the advantages and disadvantages of changing where learning takes place, what could new learning spaces be built to look like? What about learning online? Activities to support this could include giving different scenario/ questions to different pairs or groups to discuss. Ideas for carrying this out include as a "think, pair, share" exercise or as a debate between groups with the same scenario.
4. Bring together the classes' key ideas and decide how you want to feedback to us.
5. We want to capture a whole range of thinking from you and your students so you can present your findings to us in a range of media (oral, visual, written) and as individuals, groups or as a class. The key requirement is that the feedback you present addresses one or more of the key questions.

## Resources

### › EARTHQUAKE!

Earthquake information including information about the Christchurch quakes as well as general information about earthquakes and helpful information about emergency preparedness.

National Library: <http://schools.natlib.govt.nz/high-interest-topics/earthquake>

### › CANTERBURY EARTHQUAKE - RESOURCES FOR SCHOOLS

Resources collated on TKI - some are designed to support Christchurch schools while others support teachers and students learning about the earthquake. 31 March 2011.

New Zealand Curriculum Online,

TKI: <http://nzcurriculum.tki.org.nz/News/Canterbury-earthquake-resources-for-schools>

### › GREATER CHRISTCHURCH SCHOOLS NETWORK EARTHQUAKE RECOVERY CENTRE

The GCSN is a community of educators, learners and service providers in Christchurch enabled by an advanced network infrastructure. An area of the GCSN website provides information regarding schools affected by the earthquake including web resources for parents and teachers to supply to students, allowing them continue learning while their schools may be at reduced or no capacity.

<http://www.gcsn.school.nz/support/earthquake-recovery-centre>

### › LEARNZ CANTERBURY EARTHQUAKE VIRTUAL FIELD TRIP

While the actual field trip (that was scheduled for 23-25 February) was cancelled all back ground information, images and activities designed for the New Zealand curriculum remain accessible. The 'Ask-an-Expert' web forum continued to be supported by staff from the University of Canterbury Department of Geological Sciences until the end of March. Teachers are invited to register with LEARNZ (if not already) and enroll their class.

<http://canterburyearthquake111.learnz.org.nz>