



*ANALYSIS OF SUBMISSIONS:*

# Directions for Education Renewal in Greater Christchurch

JULY 2012

REPORT PREPARED BY

*The Ministry of Education*

*'Greater Christchurch' comprises Christchurch City and Waimakariri and Selwyn districts*

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## Introduction

The following report analyses submissions gathered in response to the consultation document *Shaping Education – Directions for Education Renewal in Greater Christchurch*.

Feedback was gathered during May 2012 from a number of focus groups involving a wide range of stakeholders hosted by the Ministry of Education or self-facilitated by the sector.

In addition the “Shaping Education – Future Directions” website (<http://shapingeducation.minedu.govt.nz>) hosted the online survey to gather feedback from the general public about the future shape of education in greater Christchurch.

Written submissions from various individuals and organisations were also submitted. These included submissions gathered by Ngāi Tahu, and summarised in the document *Summary of Ngāi Tahu and Māori Consultation Process May 2012 for Te Tāreinga Mātauranga: Shaping Education Directions for Education Renewal in greater Christchurch*.

Questions addressed specific proposals outlined in the consultation document, which related to the following areas:

- Guiding the process of renewal
- Early learning foundations
- School-age learning
- Post-compulsory education
- International education

This report is organised into five main sections. It begins with an executive summary. Then follows an outline of the way the data has been organised, an analysis of the data, a section on methodology and finally the appendices.

*Preliminary analysis undertaken by researchers from CORE Education Limited has been further assessed and refined by the Ministry of Education’s Earthquake Recovery Team in Christchurch.*

*In this document, greater Christchurch comprises Waimakariri and Selwyn districts and Christchurch City, and Canterbury refers to the larger geographical region of which greater Christchurch is a part. All these local authority areas have been affected to varying extents by the Canterbury earthquakes. For the sake of clarity and documentation, those three local authorities are referred to as ‘greater Christchurch’.*

## Executive summary

More than 500 submissions were made to the *Shaping Education – Directions for Education Renewal in Greater Christchurch* document from a variety of groups and individuals. Submissions included written documents, website submissions, as well as written summaries of focus groups.

As expected the bulk of submissions came from the sector, including associations, principals, teachers and students but there was also significant representation from the wider community and from parents in particular. Of those who declared their status, a third was parents of whom just over half were from East Christchurch.

Consultation was divided into five domains: 1. Guiding the process of renewal; 2. Early learning foundations; 3. School-age learning; 4. Post compulsory education, and 5. International education. Submissions were analysed to explore the number of distinct thoughts/responses to questions in each of these domains. There were approximately 6,200 comments from participants, which have been organised into 243 common themes which were used to form this analysis.

The broad scope of consultation topics, across early childhood education (ECE) through to the tertiary sector, prevented any meaningful identification of cross-question themes. However, themes of collaboration nonetheless featured prominently, as did the desire for ongoing community engagement.

Questions relating to the compulsory school sector dominated responses with school size attracting the largest number of responses (844). Small schools were preferred for building community, reducing negative social and educational impacts, and improving outcomes for families. Increased transport costs, difficulties, and time made the idea of larger but fewer schools unattractive to many, as well as post-quake concerns that children be close enough to walk home if required.

Almost equal numbers of responses were received in relation to early childhood education; the digital strategy and provision for those with special education needs.

Increased financing is seen as the main requirement for greater Christchurch to lead New Zealand learners in the use of ICT. Specific funding requirements included infrastructure (including equipment and resources) as well as professional development (which was seen as critical to maximise the impact of infrastructure and resource spending).

Many of the comments around provision for learners with special education needs were driven by personal circumstance. Respondents highlighted effective appropriate resourcing, facilities and funding as requirements for increasing teacher training and providing specialised support. Special schools received frequent mention and there was strong support for retaining non-residential day schools.

While the post compulsory section received considerably fewer responses, this may simply reflect the order in which questions were presented. Some respondents have focused solely on a specific area of interest and a number chose not to complete the entire survey. Questions around tertiary and international education appeared at the end of the survey.

Most submissions on these final sections endorsed the emphasis on improving secondary/tertiary institutions and improving education/work linkages and advocated strongly for improved connections between institutions and local employers to ensure a flexible and future-focused approach that will address the needs of the reconstruction as well as post construction Christchurch. Respondents also felt parents should be involved earlier in their children's career planning.

An international education strategy was supported.

While overall respondents endorsed the direction outlined in the draft Education Renewal Recovery Programme, support was accompanied by a call for continued community engagement during the long journey of renewal.

This was most clearly illustrated by the near unanimous support for the establishment of an education advisory board for greater Christchurch, though clarity is sought around how such a board would be formed and how it would work.

Many also felt strongly that a Waitaha education authority be formed, and there was support overall for also engaging Pasifika communities in a similar body. The three advisory boards would provide the wide ranging community voice respondents are seeking.

The desire for ongoing discussions with parents/schools/teachers/cultural groups and the community at large was specifically (but not exclusively) highlighted in responses around the make-up of the compulsory school sector. In particular respondents wanted to talk more about how single school campuses might work and what was meant by 'fewer but larger schools', the least supported proposal. The fact respondents largely supported the concept of single campuses, however, appears somewhat at odds and would suggest the 'fewer but larger' proposal may not have been well enough explained, especially given further calls for dialogue on this topic.

There was qualified support for the proposition around accelerating school building via 'standardisation of design' with respondents highlighting the need for flexible learning spaces and ensuring that community needs are heard and addressed. While respondents generally supported schools sharing facilities with other schools, tertiary education providers, or community groups, this was another area where further consultation around governance, social, safety, and travel issues was requested.

Collaboration, as well as the ability to be flexible and diversify, is perceived as critical in enabling early childhood services to respond to changes and deliver outcomes now and into the future. There were significant calls to retain existing services, yet provide flexibility of funding, licensing, staffing ratios, and age groups.

Again, consultation with the community, whānau, and families, as well as embracing their cultures, was perceived as critical to delivering effective ECE services. Professional development and practice (including Māori and Pasifika language ability) was however noted as the other critical side of the coin (particularly for supporting learners' identities, languages, and cultures).

Increased professional development was also highlighted as the key to better fostering of te reo Māori (including pre-service teacher education), combined with quality engagement with iwi, whānau, and Māori experts and communities. Secondly, there were calls for more Māori teachers and teachers fluent in Māori, and the everyday use of te reo in schools.

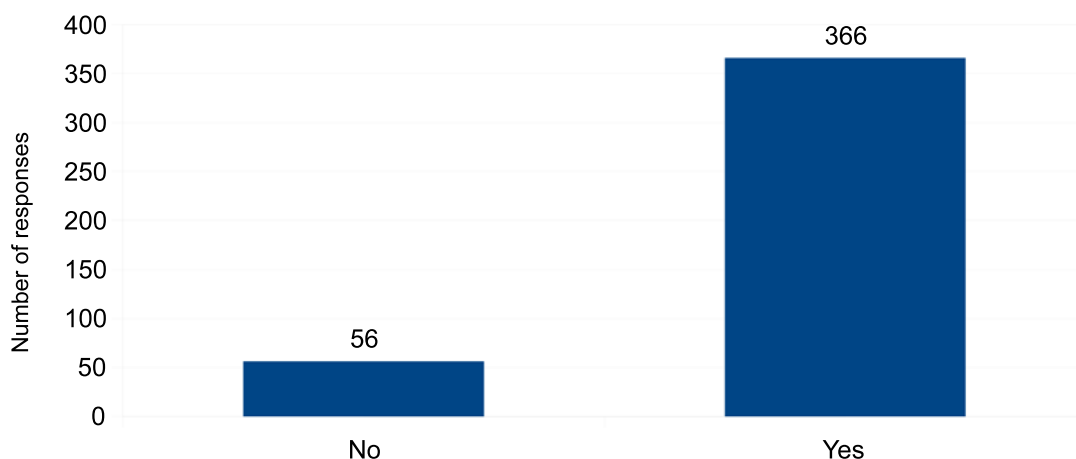
# Analysis of data

## Guiding the process of renewal

**Proposal 1.1**      *That an Education Advisory Board be established.*

**Question 1:**      **Do you think we should establish an advisory board to oversee the implementation of the renewal programme?**

Question 1. Do you think we should establish an advisory board to oversee the implementation of the renewal programme?



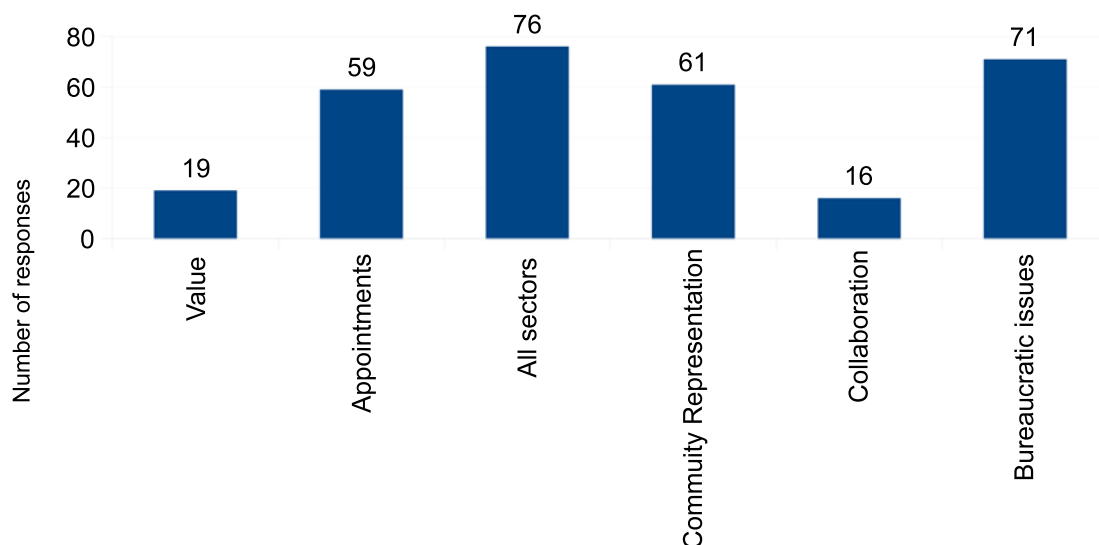
Of the 422 responses to this question, the overwhelming majority (366, 87%), were in favour of the establishment of an Education Advisory Board.

**Question 2.**      **What would be the benefits of such an advisory board? What disadvantages and risks do you see?**

### ***Quotations from submissions:***

1. The principle of partnership must guide the recovery. The opportunities for renewal must not overlook the reality that the earthquake has had a more severe impact on the eastern suburbs than elsewhere.
2. I think it will be VERY important to have people on the body who live in Christchurch and understand what is important for families and communities in the region.
3. The advisory body would need to have some level of independence and distance from the Ministry of Education.
4. The best decisions need to be made with consideration to all aspects not just financial justification.

### Advisory board - benefits, disadvantages and risks



Value seen in Board with responsibility, authority and accountability	19
Appointment of Board members – diverse, number, relevance	59
Inclusive representation of all sectors – ECE, primary, secondary, tertiary etc	76
Community and parental voice and involvement	61
Collaboration with external bodies such as CERA, CCC; and having holistic approach	16
Bureaucratic challenges – concerns relating to too much red tape, Government involvement	71
<b>Total</b>	<b>302</b>

Despite almost universal agreement with the establishment of an advisory board, respondents wanted more information around the specific nature of such a board, including:

- Who will be members of the Board? Who will represent the educational sector/group? Who will ensure that all sectors/groups have equal say? Who will they answer and report to?
- How will each educational group/culture be fairly represented? How will the community and parents be heard? How will members be appointed? How will they provide transparency and effective communication to all involved?
- What authority will the Advisory Board have in implementing process/planning and when will it be formed?

Many responses highlighted a desire for advisory board members to reside locally. The nature of the events in Canterbury has been unique and ongoing, and those who have lived through the earthquakes will appreciate the huge effect it has had on local communities and families. In addition, a number of responses mentioned the positive effects an advisory board would have by creating a platform for communities and parents to have a say in the process.

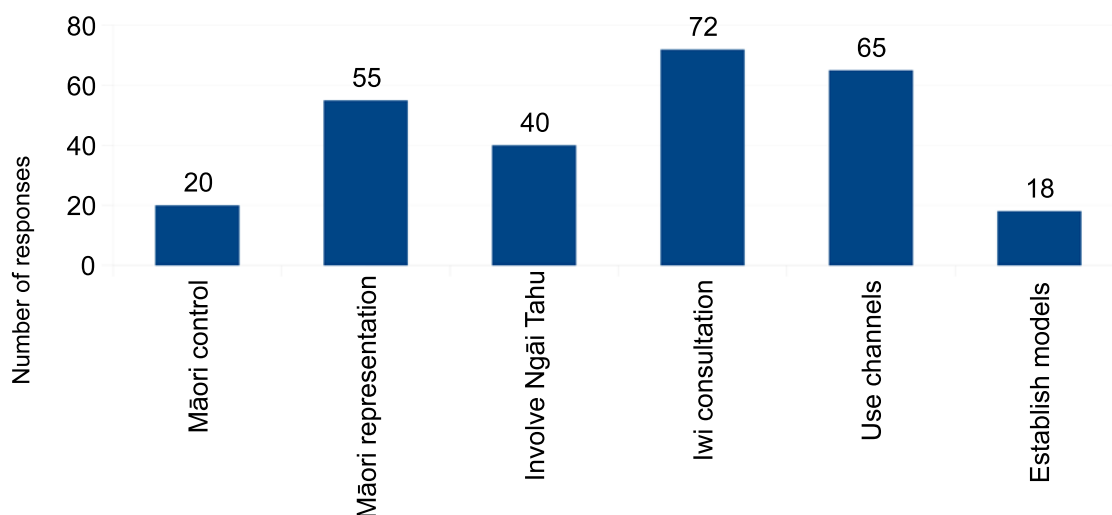
Government regulations, politics, processes, all featured heavily throughout the responses; many felt that government should only be involved in the background and worried decisions might become bogged down in politics/policy/regulations and result in no action being taken.

**Question 3 How can you see the voice of iwi and Māori in greater Christchurch better represented in education?**

**Quotations from submissions:**

1. Māori thinking on education in general has much merit - there is a true appreciation for its value. Ignoring this rich tradition would be perilous to education as would the imposition of values not held by the recipients.
2. It may be useful that a representative of Ngāi Tahu is a member of the Advisory Board.
3. Iwi and Māori need to make sure that they do not rely on one or two individuals who are prepared to contribute to discussions to make a difference to their educational experience.

**Representing the voice of iwi and Māori**



Māori control – decisions to remain with iwi and Māori	20
Māori representation on the advisory board	55
Involve Ngāi Tahu in the process	40
Iwi and wider Māori community consultation and involvement	72
Use pre-existing channels, or the Advisory Board	65
Establish models of Māori involvement	18
<b>Total</b>	<b>270</b>

Many of the 270 comments in response to this question supported wider iwi and Māori consultation and representation on the Advisory Board, in addition to Ngāi Tahu involvement. Many also felt strongly that a Waitaha Education Authority be formed. In addition, a number of the responses felt the need for the board representative (either the advisory board, or Waitaha Education Authority) to consult the wider Māori community, iwi, and whānau, to ensure their voices are also heard.

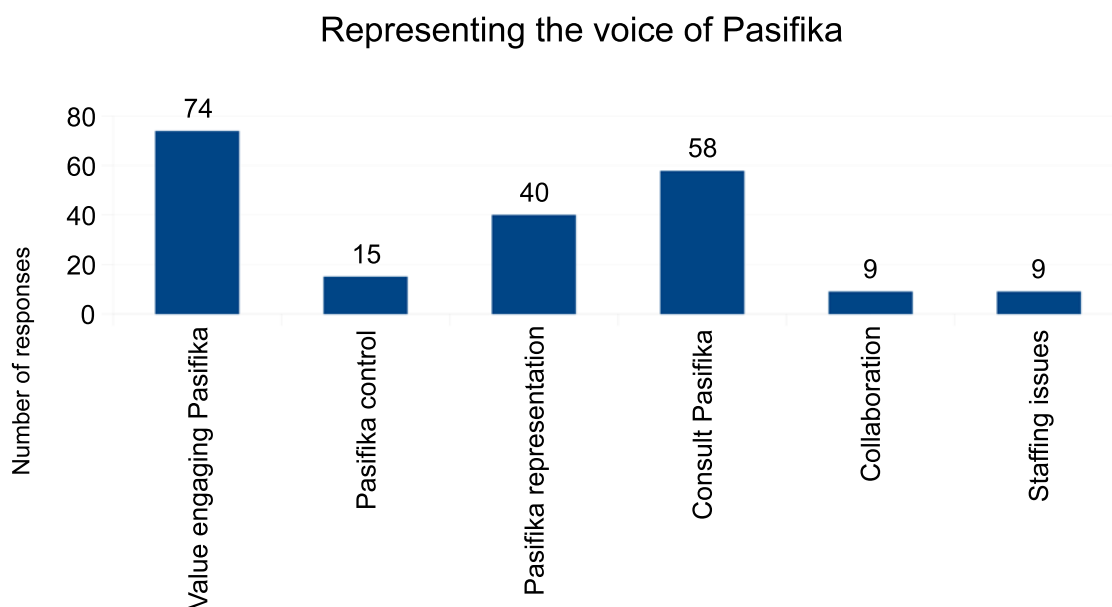
Several responses advocated the use of existing channels to enhance iwi and Māori voice including application of successful Māori programmes, policies and procedures across all educational sectors. Programmes mentioned included te reo and kapa haka) and enhanced representation on school PTAs and boards of trustees.



**Question 4: How can you see the voice of Pasifika communities in greater Christchurch better represented in education?**

**Quotations from submissions:**

1. Pasifika communities are best placed to choose how they are represented in the greater Christchurch area.
2. They should be fully represented at the parent teacher level in schools.
3. By having roles and responsibilities and obligations in planning and involvement. More significantly, being supported, empowered and encouraged to do so.
4. Utilise the consultation and final Pasifika Education Strategy that is currently being developed.



Value in establishing a Pasifika board and/or engaging Pasifika	74
Pasifika control and decision-making	15
Pasifika representation on Advisory Board	40
Consult Pasifika community, whānau, groups	58
Collaboration with all educational sectors/other parties	9
Staffing and over-commitment issues	9
<b>Total</b>	<b>277</b>

There were 277 responses elicited to this question. Key responses included:

- That Pasifika be represented on the Advisory Board and/or through a Pasifika advisory group.
- The need for ongoing consultation with Pasifika community/whānau/groups.
- The need to engage Pasifika more through the existing channels e.g. boards of trustees, mentoring opportunities, elders speaking at local community meetings etc.
- That decisions be put to the Pasifika communities.

There was a strong view among some submitters that Pasifika should not be separated out through the establishment of another advisory group.

A number of the responses included personal examples of schools that already are in place and promote Pasifika culture, along with other cultures. Such schools are noted to celebrate cultural diversity and engage in practices that increase Pasifika voice in education.

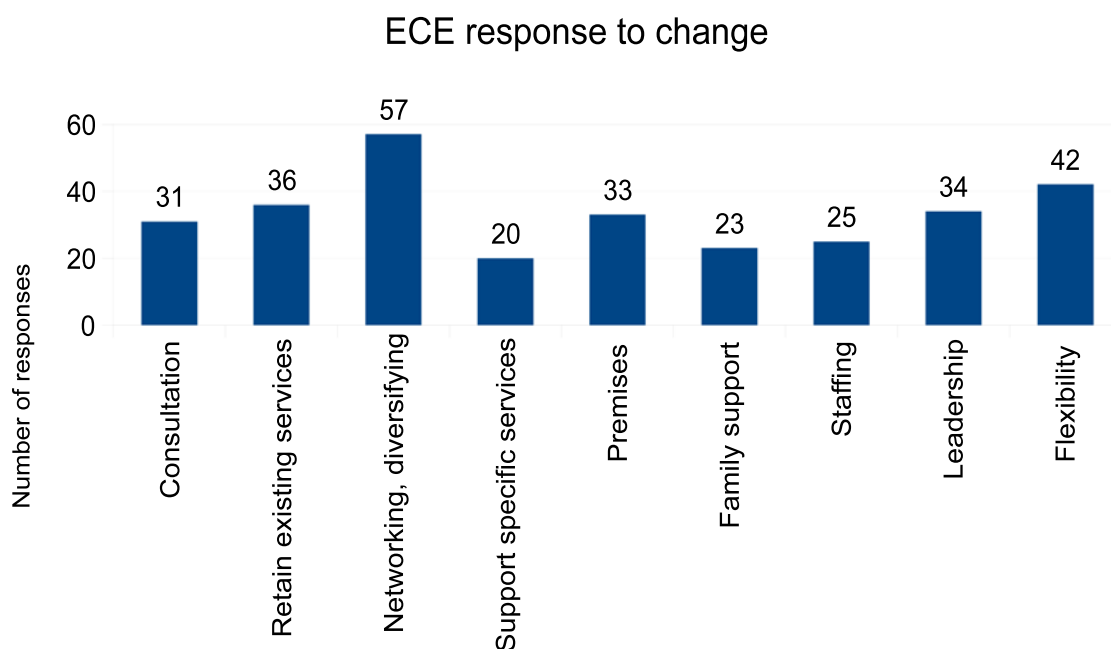
## Early learning foundations

**Proposal 2.1** To ensure that demand for ECE services is met in the short and long term.

**Question 5:** How can we ensure ECE services respond to rapid changes in demand?

### *Quotations from submissions:*

1. Think outside the square, don't limit ECE provision to buildings - think mobile services operating out of buses in local communities, provision established in community halls, car parks, playgrounds etc.
2. Co-locating ECE on school sites – very positive. Creates links for families in one place.... Canty could lead the way in this.
3. Increased support for families and centres to retain services and ensure existing services do not diminish. There needs to be access to funding pools to allow for growth and development in areas where change happens quickly.
4. Establish and licence to need.



Consultation – community involvement in decision-making	31
Retain and support existing services, quality, choice	36
Networking, and support, diversifying services and partnerships, innovation, access	57
Support and fund specific services – e.g. Kōhanga, Playcentre, home-based	20
Premises – supporting repair, rebuild and relocation	33
Family support and wellbeing, choice, affordability, response to needs	23
Staffing – retention, training, PD, cultural responsiveness, philosophy	25
Leadership - quick decisions, strategising, planning, monitoring, responsiveness to change, tendering	34
Flexibility in funding and licensing, ratios, age groups	42
<b>Total</b>	<b>318</b>

There were 318 responses to this question. Of these, the greatest number (57) suggested improving working in support, diversification of services, establishment of partnerships, and innovation, as the best way of ensuring ECE service response to rapid changes in demand.

Another suggestion to deal with rapid changes in demand which received almost as much support (42) was to increase flexibility in funding, licensing, staffing ratios, and age groups.

Although the responses offered suggestions for improvement, there is support for retaining and supporting existing services and maintaining quality of service and choice for parents.

Good leadership was also regarded as important, resulting in quick decisions, sound planning and strategising, monitoring performance, tendering for contracts, and responding to change.

Some responses also noted the need for supporting repair, rebuild, and relocation of centres.

Many also thought it important for consultation with the community and for it to be involved in decision-making.

Other comments included the need for staff retention and professional development, family friendly policies including choice and affordability, and funding and support of specific services (e.g. Playcentre, Kōhanga Reo and home-based provision).

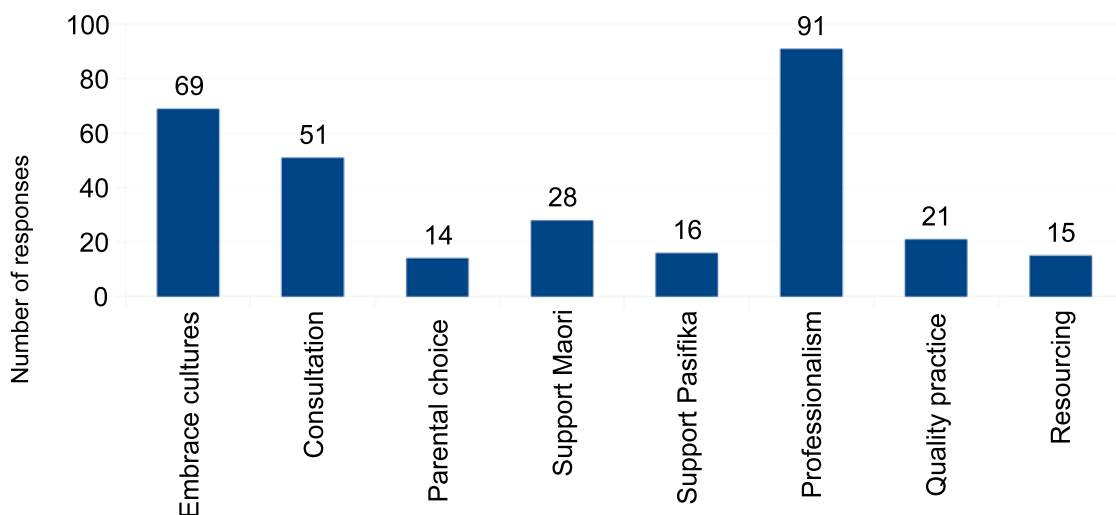
**Proposal 2.2**    *To ensure that the identities, languages and cultures of learners continue to be valued and supported.*

**Question 6**    **What can the ECE sector do to ensure that all learners' identities, languages and cultures are valued and supported?**

***Quotations from submission:***

1.    Increase Māori medium ECE provision linked to specific primary schools.
2.    Make it part of ECE training and ERO reviews.
3.    Provide accessible advisory staff and learning opportunities for teachers
4.    Parents and extended families should be invited to share their culture and language with the wider group.

**Valuing and supporting identities, languages and cultures in ECE**



Embrace and strengthen relationships with, and learn with/from cultures, families	69
Consultation and collaboration with diverse cultural groups	51
Parental choice and opinion	14
Support Māori language and culture	28
Support Pasifika language and culture	16
Professionalism – respect, tolerance, cultural responsiveness, language learning, mentoring, review and resourcing	91
Quality practice – qualifications, ratios, retain current excellence	21
Resourcing – targeted for Māori and Pasifika, pay equity, incentives	15
<b>Total</b>	<b>320</b>

Not quite a third (91) of the 320 responses to this question emphasised the importance of teacher professionalism – respect, tolerance, cultural responsiveness, review, resourcing, and language learning. Some of these responses called for specific language learning support or teaching staff, particularly in Māori and Pasifika languages.

Other responses (69) indicated the need to embrace and strengthen relationships with, and to learn from/with families of different cultures. In a similar vein, 51 mentioned consultation in collaboration with a variety of cultural groups. Several spoke for supporting Māori and Pasifika language and culture, including targeting resourcing to support Māori and Pasifika.

Many responses commented that the question relates to a National Education Goal, and have expressed an expectation the Christchurch ECE community now has the opportunity to address this in different and innovative ways. Responses pointed to the opportunity to strengthen ways in which the sector can work directly with families, whānau, and the wider community to build on their cultures and expertise.

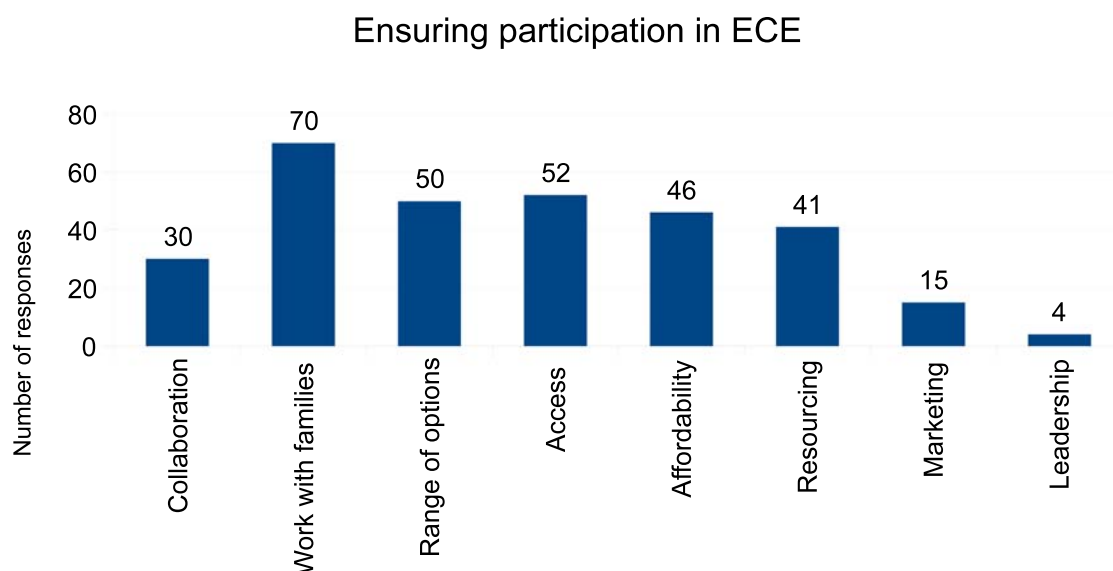
Supporting language, culture and identity within ECE was considered to be dependent on maintaining and improving teacher qualifications, ratios and quality practice. A strong message focused on building on the professionalism in the sector by strengthening cultural understandings and responsiveness through avenues such as mentoring, professional learning and working with existing community groups. Responses suggested using the expertise and knowledge of those already working with cultural groups and communities. Some viewed this as an opportunity to support a diverse range of affordable services that can provide choice for families.

Similarly, some responses highlighted the need to support current services so they could remain accessible to their communities and could respond to changing demographics. Parent-led services emphasised their current delivery model already worked closely with families and whānau, and that they would benefit from being supported to operate in areas of demographic change containing high numbers of priority groups. There was also a call for targeted funding to support groups such as Kōhanga and Pasifika so they can ensure teacher's salaries are equivalent to that in the rest of the ECE sector.

**Question 7 What will it take to ensure that vulnerable and isolated families are able to participate in ECE?**

**Quotations from submissions:**

1. Families should be encouraged to stay at a service/community setting with their child.
2. Low or no cost. Sessional.
1. Families who have school age children will be more encouraged to attend an ECE if their older children are already in attendance at the education campus. Linking ECE and primary schools will also enable families to establish connections and foster relationships across the education campus
2. Parents being able to access housing, WINZ, Lifelinks, medical appointments etc. from within the safety of the ECE or school can often make a huge difference.



Collaboration/cooperation with schools, social agencies, networks	30
Work with and listen to families, communities	70
Range of options – choice, alternatives, range of services, responsiveness	50
Access, location, travel	52
Affordability including incentives	46
Resourcing and funding support	41
Marketing and raising profile of ECE	15
Leadership support	4
<b>Total</b>	<b>336</b>

Of the 336 responses to this question, the largest number (70) indicated a need to work actively to listen to families and communities around their needs. Access, location, and travel were also seen as important (52); whilst having a range of ECE services that offered a choice of alternatives and were

responsive to need was also emphasised (50 responses). Forty six responses mentioned affordability of services as a critical component of ECE participation, with some promoting incentives for participation. A further 41 responses suggested the need for resourcing and funding to support participation of vulnerable and isolated families. Others mentioned collaboration and cooperation with other agencies such as social organisations, schools and other networks. Less popular responses included marketing (15) and leadership support (4).

Some felt that, for these groups, ECE services needed to be local and affordable. Transport was seen as a common barrier to participation, reinforcing the need for ECE services to remain available in local neighbourhoods. There were suggestions that ECE services need to be kept small to facilitate the development of close relationships and to retain a strong sense of community. There were mixed opinions relating to the idea of "wrap around hubs". Some of the responses felt the idea could possibly attract families and make it easier for them to participate in ECE. Many supported the idea of ECE services located alongside schools. The main benefits were described as supporting children's transition to school, making travel easier for families and encouraging the development of professional relationships between the ECE sector and school.

Parent-led and community based services described how they are well placed to continue their work with families/whānau and children. They believe their services were already working to support participation of priority groups, and requested that they be resourced to continue. A home-based service described how it is well placed to work in partnership with existing services to provide an immediate response to changing demographics, and to work directly with families/whānau to encourage ongoing ECE participation, given resources and opportunity.

Recommendations to support existing services included retaining and improving current funding, resourcing and supporting services to expand or improve their operations, and supporting ECE leadership to manage change.

Many of the responses indicated a need to work with families directly where they are, in homes and communities, where designated people would be tasked with linking them to playgroups, ECE services of their choice, and schools.

A number of responses mentioned the idea of introducing incentives to encourage ECE participation. Most were directly linked to existing benefit payments and are seen as a way to address parents' reluctance or resistance to enrolling children in ECE.

A smaller proportion of responses indicated the need to raise the profile of the ECE within communities. Ideas for marketing ECE involve sharing the benefits of participation within communities, and with professionals already working with young families.

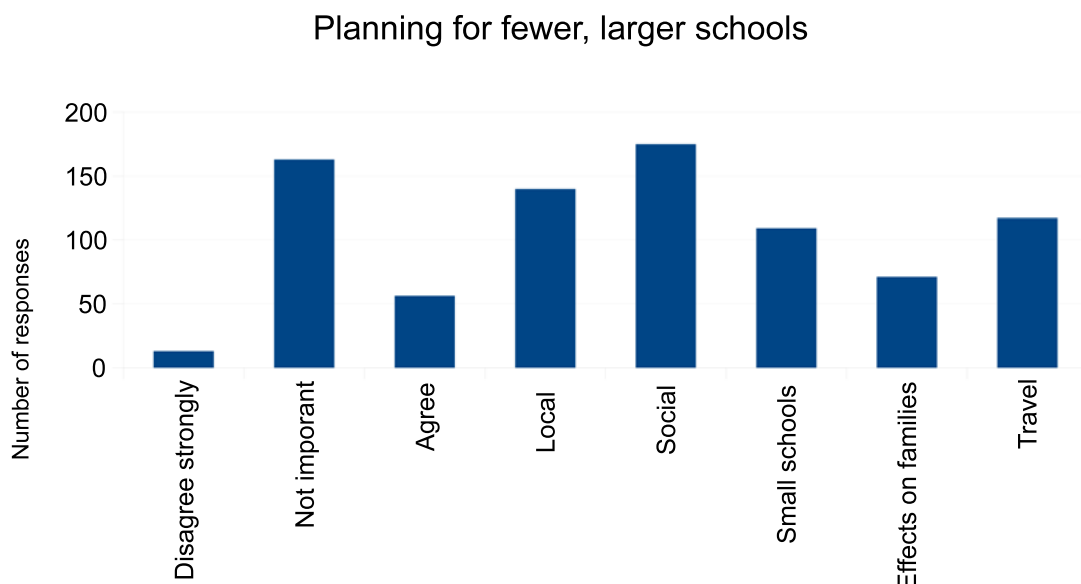


## School age learning

### Proposal 3.1

### To plan educational provision as a network of community shared campuses/facilities

**Question 8** How important is it to plan for fewer but larger schools where learners may get a richer experience, even if it means children may have to travel a bit further.



Disagree strongly with fewer larger schools	13
Not important to plan for fewer larger schools	163
Agree with fewer larger schools	56
Local schools build community	140
Other social and educational implications	175
Small schools advantageous	109
Effects on families	71
Travel	117
<b>Total</b>	<b>844</b>

This question drew the largest number of responses (844) with only 56 responses indicating agreement with the proposal. A significant number (163) felt it was not important to plan for fewer, larger schools; whilst a few (13) strongly disagreed with the proposition.

109 perceived small schools to be advantageous, and 140 felt that local schools build community. 175 pointed to other social and educational implications of this proposal, whilst others (71) mentioned effects on families. A further 117 responses related to travel. The emphasis throughout is the need for community involvement – parents and teachers – as changes are made.

Even as they acknowledge that there must be change and the circumstances present opportunities for positive change, respondents appear to be considering the prospect of fewer, larger schools from a 'present-day' perspective. Parents, and teachers, providing feedback wanted to retain the sense of community and belonging that they have been used to with smaller schools.

The current circumstances and the sense of security provided through proximity to their children as Canterbury continues to experience aftershocks has also influenced the response to this question. They see fewer but larger schools threatening this long-held sense of community, especially as schools are seen as the core around which communities are built. They worry removing schools, or siting them farther away, will further damage already damaged communities.

*"Being able to send your child to the local, albeit small, school is a very desirable and healthy thing for a small community to grow around. The school can be the life-blood of the community."*

*"I would argue that many of our children in Canterbury are very unsettled, physically and emotionally, need to be in smaller schools close to where they live, and knowing their local community."*

It is also apparent that the idea of 'fewer but larger' schools is on the whole perceived as necessarily becoming large, impersonal institutions, where the sense of individual identity is lost. Most responses are directed towards the quality of learning experiences for their children and whether 'large' schools can offer this. Loss of individual attention, potentially larger class sizes, and therefore poorer learning outcomes, and becoming 'lost' and anonymous in a large school population lies at the heart of parent concerns.

*"I can see that larger schools allow a more efficient mix of subjects and more efficient teacher and support staff utilisation. But more intimate surroundings with classes focused on academic subjects might grow better citizens."*

This contrasts somewhat with the different take on benefits larger campuses can offer:

*"Having one large range of students means more of a family atmosphere which must help with setting up co-operative norms in schools, big kids looking out for little kids etc."*

*"Advantages*

- the environment can become a family environment*
- older children can take responsibility by taking good care of young ones*
- easy access for everyone when there is another earthquake*
- continuation of transitional programmes will be much easier and better."*

Responses demonstrate a confusion over what 'fewer, but larger' could mean in reality. In answering this question, most are focusing on larger primary, or secondary schools, rather than putting it in the context of community shared campuses, or mixed campuses. The definition of 'large' for primary education appears to be around 600+ for primary schools, but there is no sense of what respondents have in mind within the secondary context and whether they interpret this as being equivalent to the current size of the larger secondary schools. Some interpret fewer but larger schools as being campuses ranging from ECE, primary and secondary, so picking up the context of Proposal 3.1.

*"It is important that we look at a network of community campuses. I don't think it matters if they are large as long they are resourced adequately for today and future learners."*

One major concern is that of travel, its impact on children, cost, and (in)convenience.

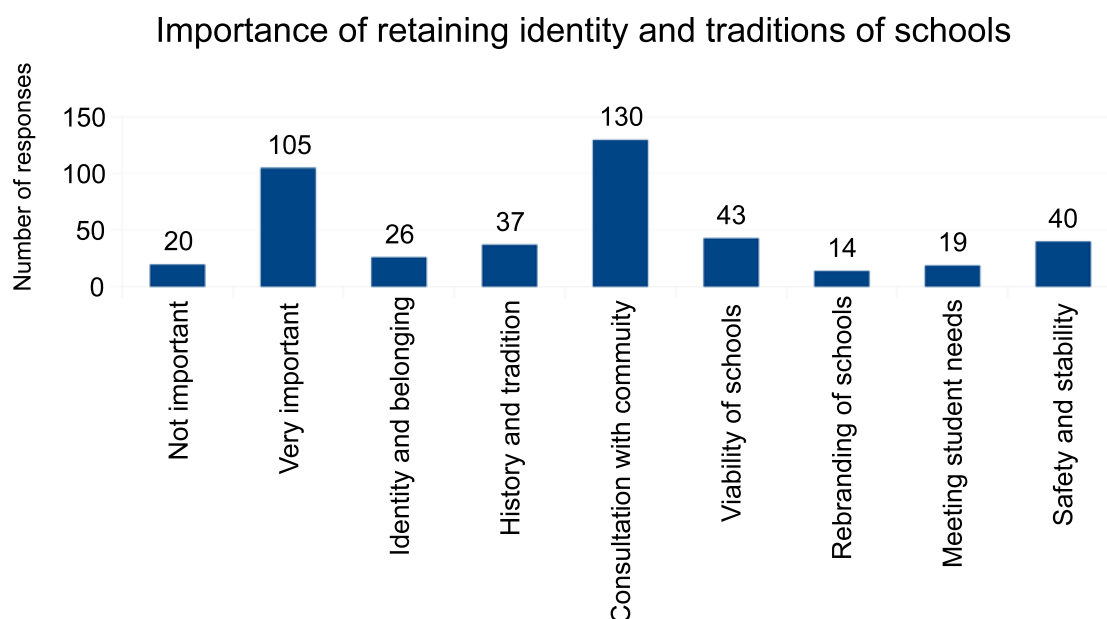
*"Travel is hugely challenging for some kids - and I wouldn't want to see the poorly resourced communities stay that way while the kids get bussed over to the 'good' side of town. There would be no chance for the community to benefit at all."*

Both supporters and those opposed were generally agreed the outcome for learners was their primary concern and that the community needs to be included in the planning process as the actions are implemented.

*"Community integration for the different educational sectors would be a great concept - sharing of facilities with the community would be very sustainable and would fit well into a community. The community needs to have its say in developing plans along this line and needs to be fully involved in the decision making process."*

*"The key word in this proposal is plan. Schools and communities do not want to be told what to do or what is best for them, but play an active role in the planning that will determine future outcomes."*

**Question 9**     **How important is it to retain the identity and traditions of the school following significant damage and/or when located in an area where the population is much reduced?**



Not important to retain identity and traditions	20
Very important for identity and belonging	105
Other comments about identity and belonging	26
History and tradition	37
Consultation with community	130
Viability of schools in damaged areas	43
Rebranding of schools	14
Meeting student needs	19
Safety and stability	40
<b>Total</b>	<b>434</b>

A total of 434 responses were received to this question. Although 130 responses thought this question should be addressed in consultation with the community, 105 responses demonstrated that people felt retaining school identity and traditions were very important for student identity and belonging. Just over 60 responses specifically mentioned history and tradition (37 responses) or other comments about identity and belonging (26 responses). Although, the question of the viability of schools in damaged areas was brought up by 43 respondents, and 40 were concerned about safety and stability, only 20 responses indicated that retaining the identity and traditions of the school was not important.

Feelings about school identity and traditions parallel and are linked to perceptions of retention of the sense of community that came through in responses to Question 8. Responses are also linked to the feeling of instability and insecurity within the community resulting from the earthquake disruption and aftershocks, where tradition and school identity are seen as an important stabilising factor and linkage to the 'old normal.'

There is an acceptance some schools will not be viable and there will be new schools and therefore new traditions and identities established. The transition from old to new will need to be eased, with sensitivity to the impact of the changes on children and families.

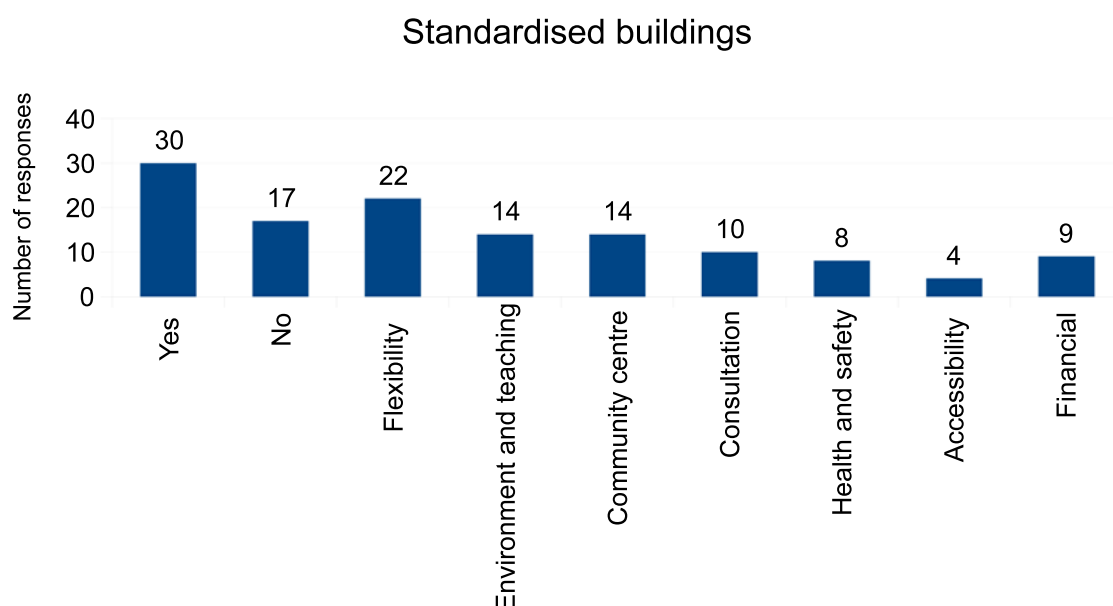
*“Schools that are closed and amalgamated are going to be like a brand-new school - where they will have to develop a completely new culture but at the same time need to develop with an understanding between those that have joined. A lot of community consultation will be needed.”*

The underlying theme is that identity and traditions provide important roots within the community and if there has to be new schools they should have the opportunity to create a new identity reflective of the new school.

*“With a sense of belonging comes a sense of pride. With a sense of pride comes responsibility. Without the identity and traditions of a school a community will wither and die. The focus should not be on the reduced population but on the potential growth of a community with the benefit of a school, particularly one with strong traditions and identity.”*

*“A new larger site encompassing many smaller facilities needs to establish a new identity as one unit, i.e. not just taking on the traditions of the biggest school or the existing school.”*

**Question 10** One way of accelerating new school building projects would be to opt for greater standardisation of design. (All buildings would conform to current Ministry of Education policies, and all classrooms would be built as modern, flexible learning environments) Would you support such an approach?



Yes	30
No	17
Flexibility, innovative and future-proofed	22
Environment and teaching	14
School as centre and focus of community	14
Consultation to ensure design suits site	10
Health and safety and provision for special needs	8
Accessibility	4
Financial	9
<b>Total</b>	<b>128</b>

Significantly fewer (128) responses were received to this question, of which only 17 flat-out rejected the proposal.

This is one area where respondents appeared to feel more able to project into the future, with the overall discussion of the Central Business District development echoed in the suggestions as to the physical design of school buildings.

*“THIS IS THE OPPORTUNITY TO GO GREEN! We should seize this opportunity and lead the world in removing as much of the education sector within greater Christchurch off the carbon footprint.”*

The suggestion of modern, flexible learning environments has been accepted as an obvious need, with consideration for those with special needs. A number of respondents mentioned health and safety considerations and accessibility.

*“The overall spaces should not be designed because they suit a particular teaching style - rather they should be designed to meet individual learning needs and be easily accessible for all students using each space and are disability friendly in terms of access, lighting, furniture and furnishing.”*

While there are differing opinions - some equating standardisation of buildings with standardisation of the learning experience regardless of children's needs and others seeing buildings as separate to the learning experience – the underlying sentiment is that the focus has to be on a flexible teaching/learning environment.

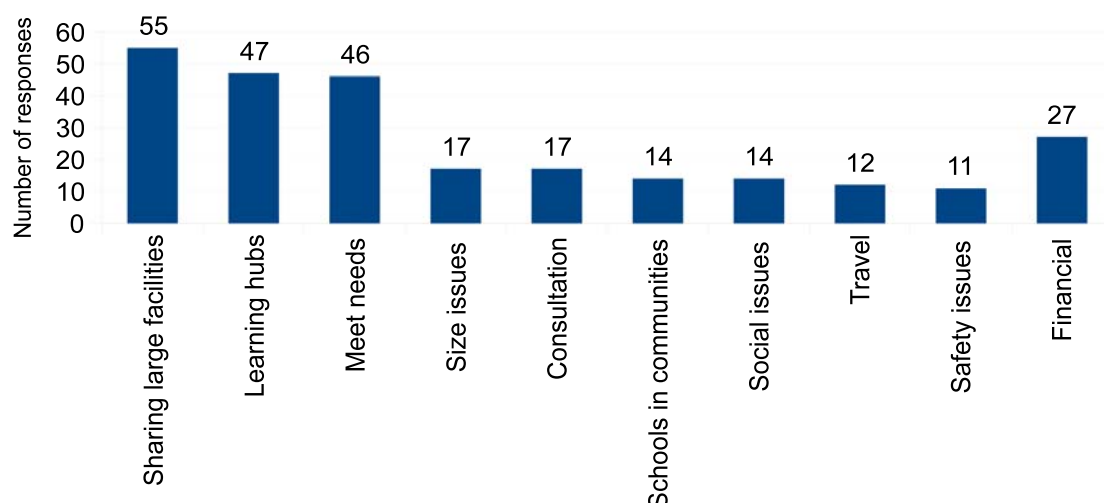
*In time, the character of a school will be recognised by the learning environment it creates, its "culture" and accomplishments, not by its buildings."*

Comments also reflect the discussion around the need for traditions and identity, wanting buildings designed to allow individual school identity to be expressed.

*"Some standardisation of designs to ensure structural integrity is important; however building should also reflect the community and the needs of the community."*

**Question 11 What benefits, risks and advantages do you see in schools entering into arrangements to share facilities with other schools, tertiary providers or community groups?**

**Benefits, risks and advantages of sharing facilities**



Sharing large facilities	55
Learning hubs	47
Meet needs of individual students and pedagogy	46
Size issues	17
Consultation with schools and community	17
Schools in communities	14
Social issues	14
Travel	12
Safety issues	11
Financial	27
<b>Total</b>	<b>260</b>

This question elicited 260 responses. Many emphasised the importance of meeting the needs of individual students and teacher pedagogy. Most (55) respondents mentioned sharing large facilities, and others spoke about the development of learning hubs (47), although it appeared that what constituted a learning hub varied from person to person. In terms of concerns, 27 respondents mentioned financial issues. There was also a call that organisations sharing facilities should do so in consultation between schools and communities (17). A further 17 respondents mentioned issues related to size, while others wrote about social (14), safety (11) and travel (12) issues.

Comments indicate a need for more detail during implementation to gain more informed debate, with some confusion as to whether this question was referring to site-sharing, or sharing facilities, with localisation and identity again at the fore. There is resistance to change to the current and past norms.

*“There may be benefits to sharing facilities/resources as long as this does not weaken local resources and communities.”*

*“Disadvantages: Loss of a sense of identity. Car parking and accessibility. More travel.”*

Support for sharing facilities is qualified, with concerns about management, administration, and increased insurance costs. Additional concerns included timetabling, student safety, the extent to which the community would be involved, how boards of trustees would operate, differences in staffing, the nature of the buildings themselves, and exactly what facilities might be shared.

Positively, many highlighted that the community could use the facilities during non-school hours. Several felt that there would be a shared sense of responsibility.

*“Benefits of shared facilities means lower costs, the opportunity for students to interact with students from other schools, and so on. If the facility is sports-related, like pools and gymnasiums, they can also be opened to the public or community groups for the maximum use of the resource. There could be a financial advantage through sharing the same administration areas, libraries, et cetera.”*

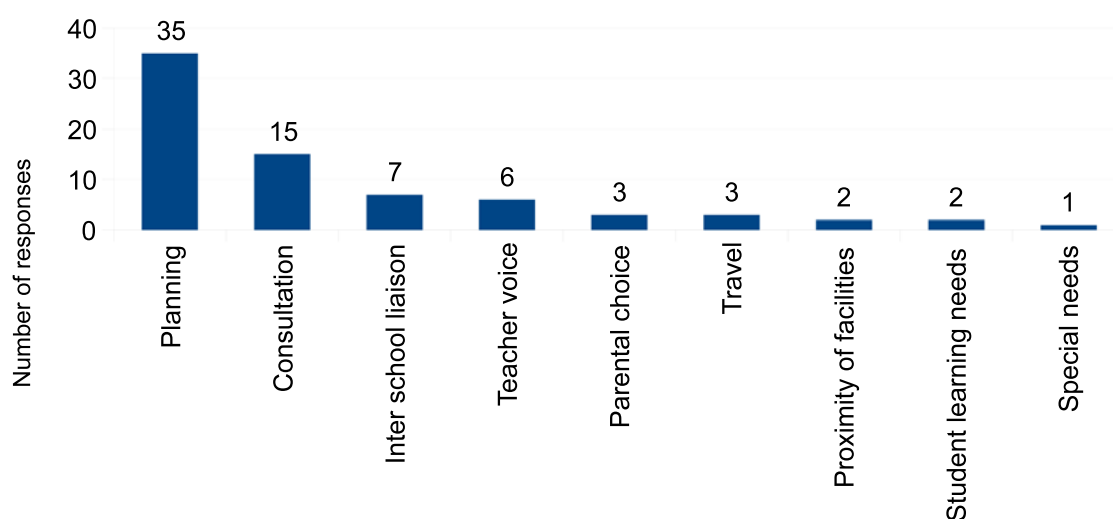
On the other hand, others anticipated problems related to lack of a feeling of ownership, concerned that no group would take responsibility for looking after the site. Only a very small number (8) were negative about sharing large facilities.

The concept of learning hubs was mentioned as a way of encouraging cooperation between schools, learning centres and groups. It appeared learning hubs were seen by respondents as being placed firmly within the community, whereas shared large facilities were considered to be outside the local area, with the possible need for transport. In reflecting on the idea of learning hubs, there was a call from some respondents for ECE to not to be tied to, and therefore become a feeder for, a particular school. On the other hand other respondents supported relationships between ECE groups and a primary facility. Those who have already experienced working in learning hubs and in sharing facilities support these concepts, indicating responses are generally driven by past and present experience, rather than being able to project a new future model.

*“Sharing facilities is the way of the future. “*

## Question11b How might the risks be managed?

### Managing risks of shared facilities



Planning and management systems	35
Consultation	15
Inter school liaison	7
Teacher voice	6
Parental choice	3
Travel	3
Proximity of facilities	2
Student learning needs	2
Special needs facilities	1
<b>Total</b>	<b>74</b>

There were 74 responses to this question, almost half of which (35, 47%) emphasised the need for planning. Themes of consultation (20%), inter school liaison (10%) and teacher consultation about the process (8%) were also mentioned.

Themes centred on inclusion, consultation, local community voice, process, planning and management/leadership, with practical suggestions for management, evaluation and equity of facility use.

*“Consultation and inclusion of working groups that include community members.”*

*“A clear vision of what we want. A clear decision of who pays what and when. Clear terms for management, ownership and oversight.”*

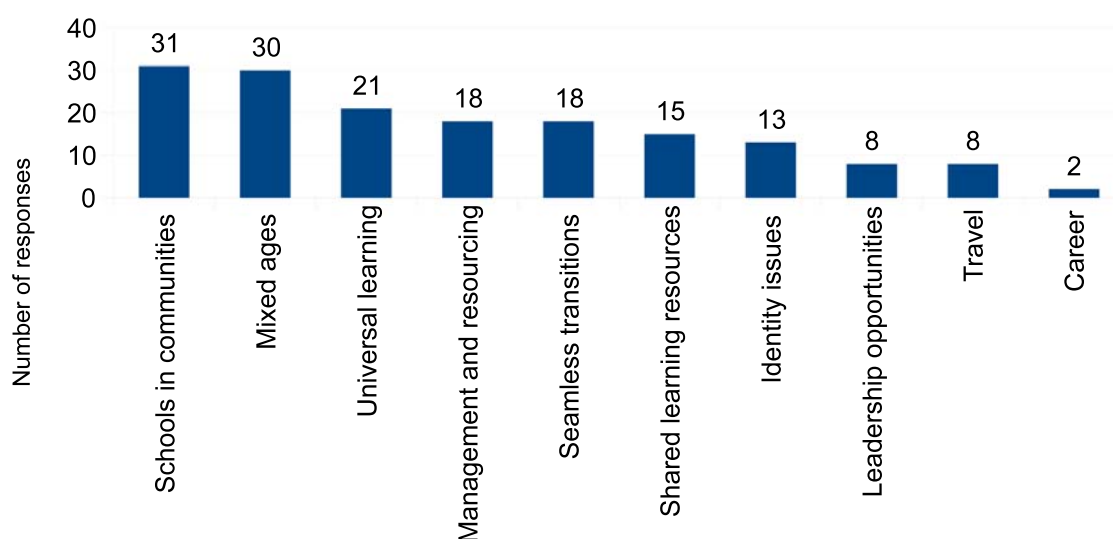
*“Sound, visionary leadership. Avoid too much overlay of the bureaucrats.”*

There were also those who continued to reject what shared facilities might mean to their local school, fearing loss of local autonomy.



**Question 12. What advantages do you see in creating education campuses that span ECE, primary, secondary and tertiary education?**

**Advantages of multi-sector education campuses**



Schools in communities	31
Mixed ages	30
Universal learning	21
Campus management and resourcing	18
Seamless transitions	18
Shared learning resources	15
Identity issues	13
Leadership opportunities	8
Travel	8
Career and professional development opportunities	2
<b>Total</b>	<b>164</b>

This question drew 164 responses. Approximately the same number commented on the theme of schools in communities (19%) and on mixed ages of students being together (18%). A smaller number mentioned universal learning (13%), whilst others wrote about seamless transitions (10%) and shared learning resources (9%). Several were concerned about issues of management and resourcing of such a campus (10%), whilst a few were concerned about issues of identity (9%).

The concerns regarding larger schools as in Question 8 are highlighted in responses to this question, as is the issue of keeping schools local, although in the latter, mixed campuses could be viewed positively if they are also local, with minimal travel required. Comments reflect the lack of detail available and are therefore coming from different bases. However, there is commonality in both supporting and opposing viewpoints.

Transition and stability are again seen as issues, with mixed campuses from ECE to secondary/tertiary seen as good for children to transition to the next stage.

*“Sharing of resources - physical and intellectual. Easier for parents and transport. Natural progressions within the campus making transition points between each easier”*

*“Having all education on one campus enables us to have entire families at one site, reducing the need for travel to different parts of the city delivering children to different venues. “*

*“Older children can mentor younger siblings. Continuity of education on a communal campus will have a positive impact on building stronger whānau and communities.”*

There are also those who take the opposite viewpoint, wanting a clear delineation in transition.

*“Many students take the opportunity of starting at new schools as a new era in their lives.”*

Some of those who view this option as providing positive potential, are drawing on what they know is in place overseas.

*“Australia has many examples of this model of education. NZers who have gone to Australia have embraced this model enthusiastically.”*

Whereas, those against the proposal appear to be drawing on what they know has worked for them in the past.

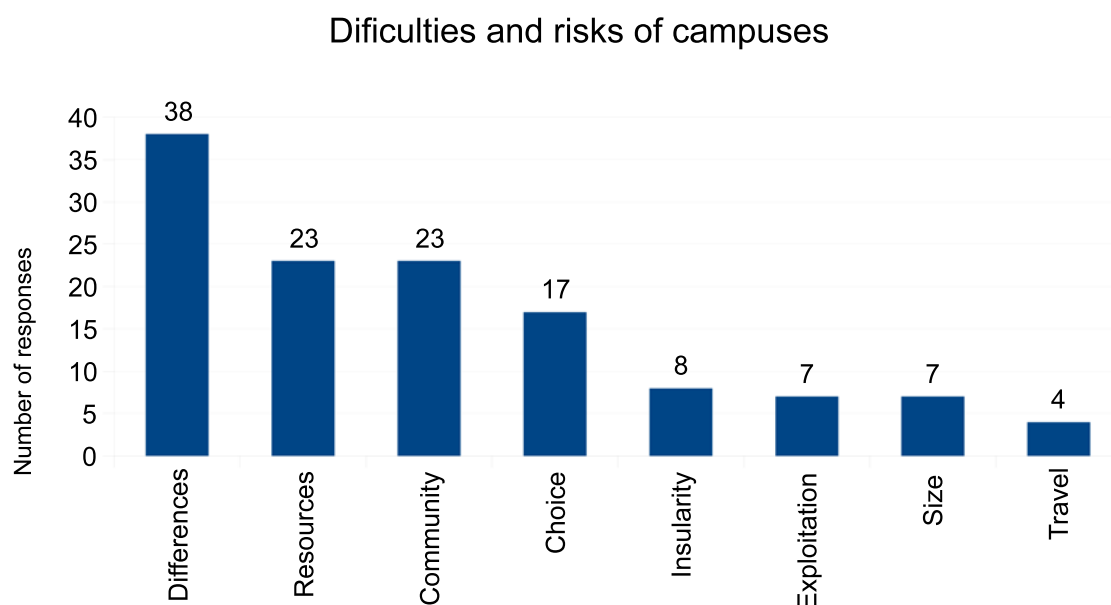
*“Tradition in Christchurch is very important; I like the current system and the traditional approach.”*

Respondents saw financial advantages in the creation of education campuses. Such campuses could be flexible, and result in the efficient use of space. Having a single local education focus could lead to reductions in travel time, costs and congestion. The campus would also be convenient for public transport.

*“Transitions between education contexts would potentially be strengthened. It appears to be a more economic model as resources could be shared.”*

Location of several educational sectors on the same site would support easier and more seamless transitions for students, and could encourage students' mentoring each other across sectors. Younger children would be able to see future educational potentials. A number of respondents mentioned the concept of Ako - 'where everyone is a learner and everyone a teacher.' Such a multi-sector campus could reflect whānau and community life, and support life-long learning.

## Question12b. What are the difficulties and risks this proposal raises?



Pedagogical and philosophical differences between sectors	38
Equitable sharing of resources and facilities	23
Effects on community and pre-existing facilities	23
Diminished student choice	17
Insularity	8
Child exploitation and/or abuse	7
Size	7
Travel	4
<b>Total</b>	<b>127</b>

Of the 127 responses to question 12b, the largest proportions (38 responses, 30%) were concerned with philosophical and pedagogical differences between educational institutions sharing campuses.

There was also some concern about how fairly resources would be shared (23 responses, 18%). There was a similar response regarding the effects such a campus would have on pre-existing facilities in the same area. Just over a tenth (13%) of responses feared a reduction in choices available to students, and lesser numbers (5-6%) were concerned about the possibilities that such campuses might lead to insular attitudes, or to child exploitation or abuse.

Responses reflect the lack of detail available, with a 'best-guess' approach as to what the shape of these campuses could be and therefore what the risks might be; the picture painted overall is the risk of a large, amorphous, inwards-facing and anonymous institution, with a loss of identity and of community.

*"Consideration needs to be given to the:*

- Impact on existing schools and communities in neighbouring areas.*
- Possibility of a lack of community identity."*

Difficulties and risks of the proposal revolved around the nature of the facilities themselves, the perceived lack of diversity within such a learning community and the importance of considering the health risks of having large numbers of children on one site. Differences in pedagogies and educational philosophies between different sectors, and the implications of locating them together on one site were raised.

There was also a concern about the likelihood of a 'push down' effect – leading to inappropriate pedagogies for younger age groups. This was supported by comments about the need to provide specific facilities for the needs of students of different ages and ranges of ability or disability.

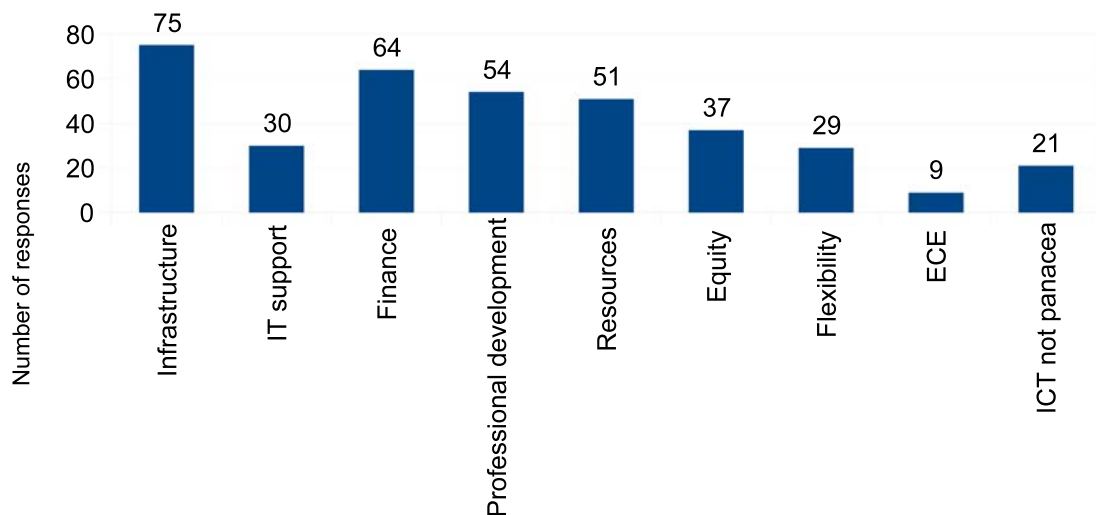
*"I do not believe that co-location would bring anything to the experiences of students wishing to maintain their fulltime status within the special needs school. I have heard the mention of shared facilities as a positive reason for co-location but I believe there would be more to lose in such a move than there would be to gain. Co-location may seriously compromise the safety that these very high needs students require and enjoy in their current situation."*

The potential for reduction in the range of ECE services, from home-based to community-based was also mentioned. Such services are inclusive, have their own philosophies, pedagogies, curricula and specialist facilities.

*"Difficulties and risks include the one size fits all, does not fit all, and specialist services with a unique flavour will be swallowed up and disappear. All children learn differently and have their own uniqueness and we must preserve this."*

**Question 13** What will it take for greater Christchurch to lead New Zealand in the use of ICT infrastructure and digital technologies in ways that will advantage learners?

What is needed for Christchurch to lead in ICT?



Infrastructure, e.g. high speed broadband and wifi hubs	75
Ongoing IT support, upgrading and maintenance	30
Finance	64
Teacher professional development	54
Access to resources	51
Greater equity and access e.g. from home and for special needs	37
Flexibility around time, space, place and style of learning	29
Importance of ICT in ECE	9
ICT not regarded as top priority or a panacea	21
<b>Total</b>	<b>370</b>

This question elicited 370 responses. The issue of money, or more specifically the need for it, is by far and away the most noted response to this question. Most respondents thought this money should come by way of government funding, though a few suggested private investment from IT companies should be welcomed. The need for extensive (and well-funded) teacher professional development was also mentioned by the vast majority of respondents. The general tone is that having all the latest 'bells and whistles' is ultimately a waste of time and money, if the teachers are not expert in using them.

From the University of Canterbury College of Education: *"The UC College of Education Postgraduate Diploma in Education (e-Learning and Digital Technologies) (PGDipEd) is our flagship programme designed to give educators, support staff and trainers opportunities to improve professional practice with ICT and critically examine significant issues. This programme can readily provide the opportunity for teachers to access high quality education in e-learning and the use of ICT in education."*

In a comprehensive response, they point out their e-learning lab aims to build capacity in e-learning expertise through collaboration between researchers, practitioners, students and their communities.

*“Research by the e-Learning Lab and collaborators indicates that the best infrastructure to support learners in the 21st century has moved away from teacher centric classrooms to larger open plan spaces in educational institutions that are blended with learning off campus at home, in the community and at work. The move to larger more open spaces with careful attention to light, sound and ICT retains supervision and support while releasing some teachers to design learning experiences and support learners with a more personalised approach valued in all sectors of education.”*

There is an overall recognition from all responses that ICT is a necessity, and teacher professional development must underpin its development if students are to gain the proposed benefits.

*“Provide ongoing support and professional development for teachers. Teachers working collaboratively with others to provide 21st Century learning experiences for students. You can have all the technology in the world but if the staff are still unwilling to use it or provide inspirational learning opportunities then it’s a waste of time and resource”*

The need for decent infrastructure, such as wifi and high-speed broadband seemed a given for most. Similarly there was a need for schools to be equipped with the latest resources and for there to be equitable access to these. This led on to the opinion that schools will need on-going IT support (and funding for this) to help them maintain their systems etc. There was also mention that flexibility of time, space, place and style of learning would allow the best advantage to be made of ICT infrastructure and digital learning.

There was significant mention among respondents about the importance of ICT and new technologies not being limited to just parts of the sector.

*“All education institutions will need access to high speed broadband and ICT hardware. This includes primary schools and ECE centres. The sooner we accept that young children need access to technology, the sooner we will begin to raise really technologically savvy students. Staff will need comprehensive professional development to keep up with their students.”*

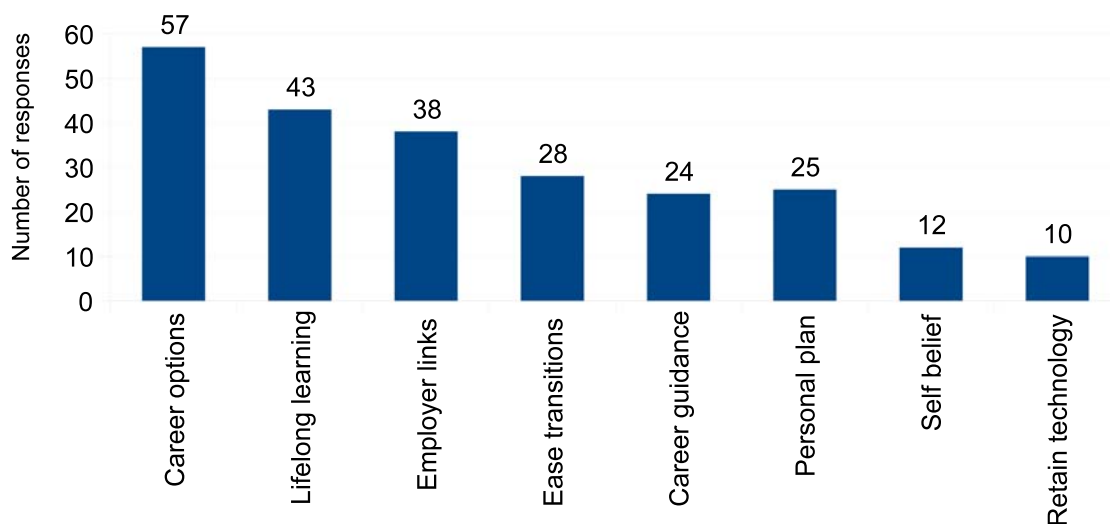
Only a handful of respondents did not see advancing ICT in schools as a high priority, and a note of caution that investment in ICT should not be to the detriment other areas – music, art etc.

*“The focus should be with the Teaching and Learning – with ICT as a tool - not the be-all, and end-all that this statement implies. The school networks need a massive injection and this should not be at the expense of good teaching and learning options close to home for students.”*

The responses indicate a greater level of comfort with this discussion than with questions around the shape, size and locations of schools.

**Question 14** How can schools, tertiary providers, Careers New Zealand and employers better support learners into further education or work?

How to support learners into further education or work?



Explore career options, work experience, apprenticeships	57
Instill attitude of lifelong learning	43
Links with employers and employment	38
Support and ease transitions	28
Ongoing career guidance	24
Develop personal plans and support informed decision-making	25
Develop self-belief	12
Retain technology and arts subjects	10
<b>Total</b>	<b>237</b>

This question elicited 237 responses. The overwhelming opinion from respondents was that students should be given ample time and opportunity to explore their different career options, including options to do with further education, apprenticeships and work experience.

Also, there needs to be recognition of diverse capabilities among students through a broad range of career training and opportunities, while schools, tertiary, employers, parents and students need to work together.

*“Clear flow of communication. Co-ordinated messages from guidance/career counselors of all schools. Direct and real contact with industry, tertiary providers, employers”.*

There was a lot of support among respondents for the development of ‘personal plans’. It was suggested that explicit career guidance for students could keep them engaged with learning. Many noted however that these ‘personal plans’ should be flexible and reviewed often, as students are likely to change their minds over time as they receive more information. Following on from this many saw the need for on-going career guidance.

There seemed to be a common opinion that schools focus too heavily on 'academics'. Thus, there was strong support for schools to offer broad educational options to help students develop lifelong learning and support students various interests.

*"By acknowledging that all learners have different needs, different styles of learning and different strengths. Apprenticeships and trade qualifications can better meet the needs of some students and will better prepare them for a working life. Provide them with opportunities where they can be successful and acquire skills that will help them to become productive members of society. For students who are less 'academic' emphasis on academic qualifications can damage their self-esteem – target their areas of strength and allow them to be successful."*

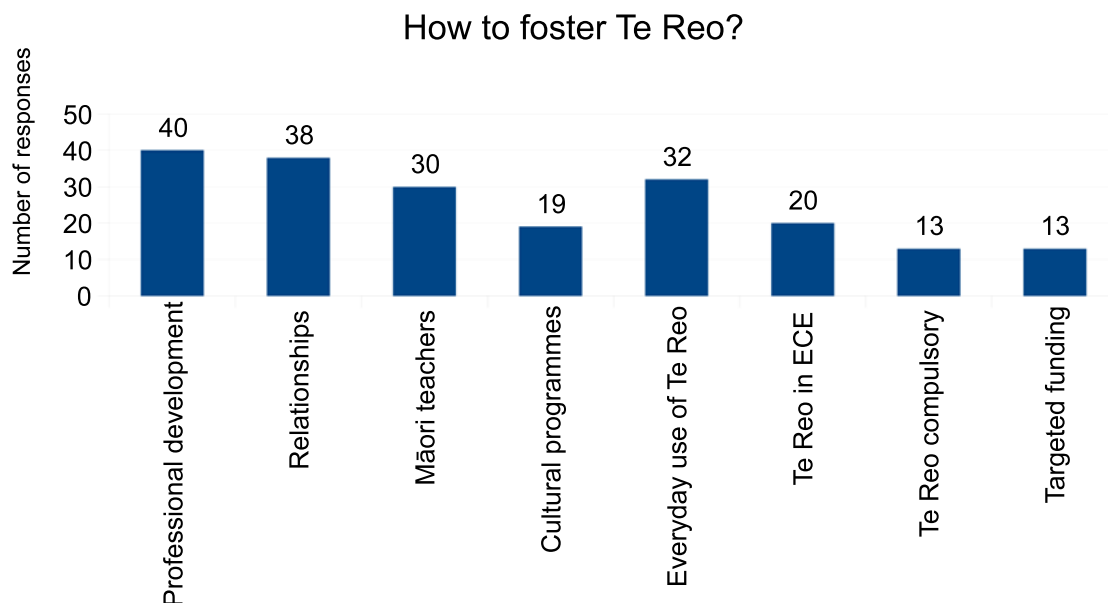
*"Education/training at a tertiary level needs to be continually informed by employers to ensure that there is a pathway into employment. There needs to be more emphasis on job creation for students with lower academic ability so employment is available to everyone."*

It was noted by several respondents that schools could better equip students to succeed in the world by fostering self-belief rather than any specific subjects.

The idea that enhanced communication between education communities and business communities would be beneficial for leaving students to easily find employment was expressed often. Supporting and easing transitions, by bridging the gap between school and the world of employment was a heavy focus of many responses.

*"Face-to-face career planning meetings should occur with students and their families prior to choosing subject options. Action plans from these meetings would be useful for researching career pathways. Employers should be encouraged to provide work experience, internships and apprenticeships as a way of developing their future workforce."*

**Question 15** What can schools do to better foster te reo Māori?



Professional development of teachers and more te reo during pre-service training	40
Foster relationships with Māori, involve iwi and whānau	38
More Māori teachers and teachers fluent in te reo	30
Cultural programmes such as marae visits, expert visitors	19
Everyday use of te reo	32
Te reo in ECE	20
Make te reo compulsory	13
Targeted funding for te reo	13
<b>Total</b>	<b>205</b>

This question elicited 205 responses. Overall, most respondents supported increased focus on te reo in schools. Many were keen to see te reo made a compulsory subject. Only a handful did not support an increased focus on te reo.

*"An education system / approach that respects & values ones culture is a path to success – for the student. Focus on QUALITY bilingual / immersion education. Whānau can access quality bilingual or immersion education."*

The lack of trained Māori teachers was mentioned numerous times. Respondents would like to see more Māori speakers available to teach in the classroom. The vast majority of respondents would like to see greater Māori professional development being a requirement for teachers and a higher level of te reo in teacher college training. The need for greater te reo resources was expressed by many respondents as well as the need for funding specifically for te reo.

*"All teachers need to understand and be using Ka Hikitia. Concepts like Ako need to be evident in every school."*



*"I would like to know more about the Ngāi Tahu education hub concept. This may be a way to make Māori professional learning both accessible to the education sector and manageable to Ngāi Tahu."*

Many thought it would be beneficial to increase the focus on te reo in early childhood education centres so it became a familiar part of children's lives from a young age.

*"ECE has a key role in laying the groundwork pertaining to tikanga."*

A large number of respondents thought a more holistic approach should be taken to foster the growth of te reo. Incorporating it into the school's everyday language, not just teaching it as a specialised subject and teaching Māori tikanga not just te reo.

*"Weave it through their curriculum, so it is delivered as normal - not a special subject that you just talk about for an hour a week out of context. MoE need to be working with Ngāi Tahu to actively connect them with kuia and kaumatua that are present, visible and have mana in all our schools."*

The University of Canterbury drew on its post-earthquake initiatives and the positive response to the homework centres which were set up, seeing these as an avenue to enhanced educational opportunities for Māori and Pacific students.

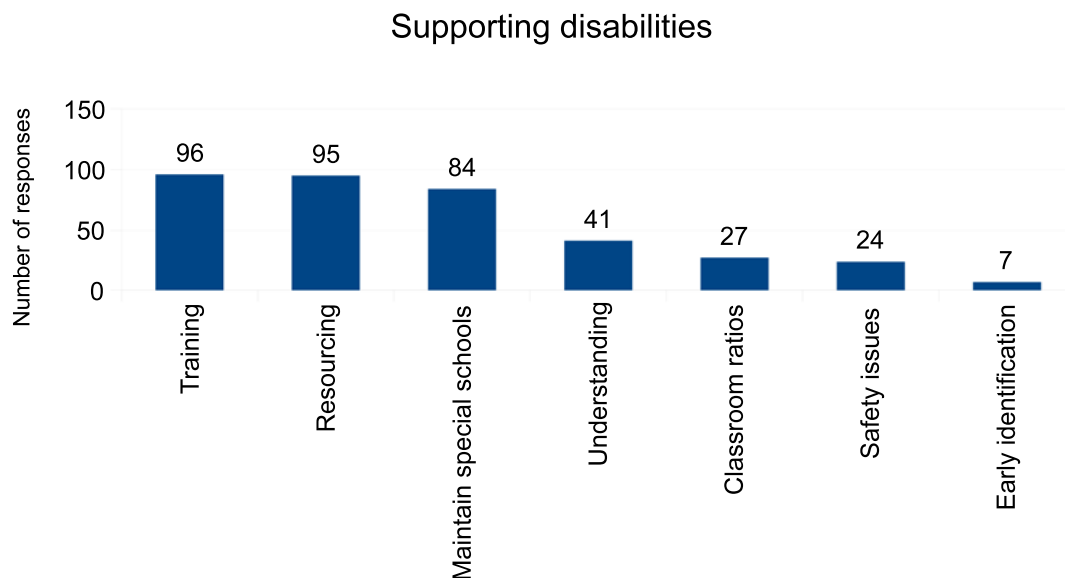
*"With appropriate funding, there is an opportunity to extend and formalise these mentoring and homework programmes to assist senior Māori and Pacific students in secondary schools deepen their knowledge in their year 13 curriculum studies as well as to assist with transition into University study."*

It was suggested that cultural programmes such as marae visits and inviting Māori 'experts' into schools would be beneficial. Involving the local iwi and fostering relationships with Māori in the community featured heavily through the responses. As did the suggestion that te reo in schools should be extended to the whole community and students families.

*"We want Māori RTMs, RTLs, social workers, health providers and dental clinics to support our Māori students on site. Our whānau have to take their kids away for these types of organisations."*

A handful of respondents felt that other cultures needed to be mentioned in the proposal too.

**Question 16** How can local schools better support children and young people with disabilities to learn?



Teacher training and specialised support	96
Resourcing, facilities and funding	95
Maintain special schools	84
Understanding and accepting differences	41
Classroom ratios	27
Safety, violence and disruption issues	24
Early identification of disability	7
<b>Total</b>	<b>374</b>

This question elicited 374 responses. A range of opinions was received; some driven by varying individual circumstances and prior experience, but all focused on ensuring learners with special education needs have access to a range and authentic choice of education options enabling success, achievement and well-being throughout their education pathway.

*“The expertise in special schools is immense. Share expertise and Professional Development across special and mainstream school facilities. Include students in all activities.”*

There is strong support to maintain day special schools. Some submitters want to see special schools remain physically independent from other schools, while others agreed co-locating with a mainstream school would strengthen provision, providing it is set up effectively and the right amount of money is put into it, so that it is successful.

*“Build flexibility into all their systems, processes, strategies, teaching, assessment, property and environment. Foster an all-inclusive culture and celebrate diversity – it then becomes natural to welcome anyone whatever their ‘difference’. Incorporate values of caring and support throughout the schools.”*

Satellite classes integrated into local schools including provision for 13 years plus, intermediate and high schools, and at tertiary level were suggested.

*“Special schools as the hubs of expertise responsible for working with clusters of schools.*

*Satellite class provision in mainstream schools with the special school as the hub.*

*Outreach teacher provision will improve the service for students in mainstream schools.”*

Respondents felt greater specialist teaching support and professional development for staff/teachers are required in order that schools can effectively manage and include all learners in their classrooms.

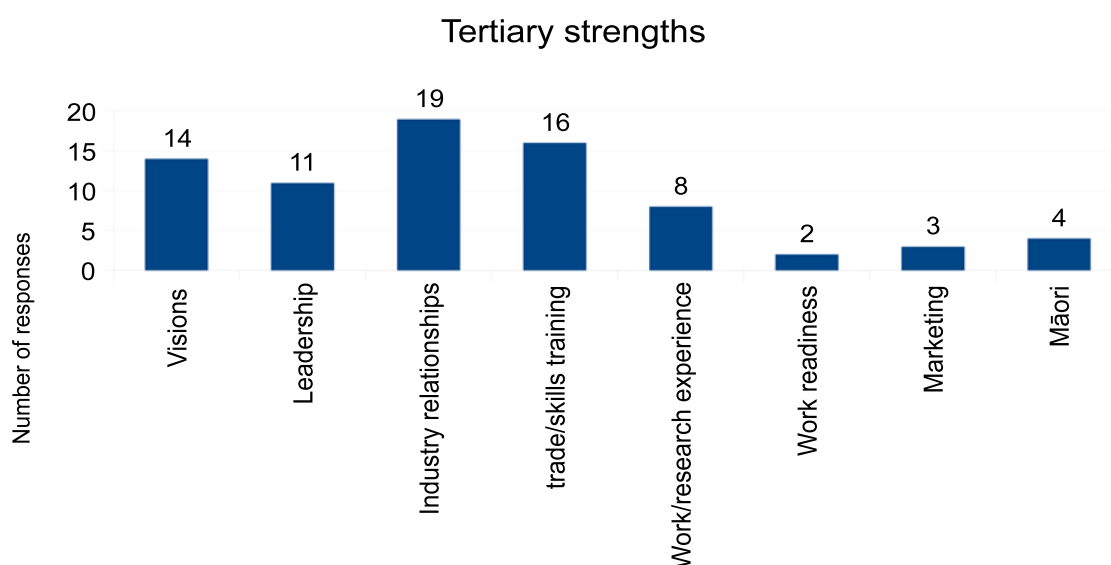
## Post compulsory education

**Proposal 4.3** To put in place coordinated leadership of the post-compulsory education system.

**Question 17** What areas of strength in the local institutions are well aligned to the needs of the local economy?

### *Quotations from submissions*

1. We have an excellent mix of academic courses and trade/employment related learning in Canterbury.
2. There seems to be more of an understanding amongst Tertiary Education Organisations (both TEIs and PTEs) in Christchurch that we can contact one another to discuss opportunities. As a PTE, we are able to advise students of other opportunities in Christchurch for them to prepare them for studying with us or to further their opportunities after studying with us. Other TEOs do this as well. This helps our local economy by not only providing the best opportunities for our learners but also giving them the skills they need to achieve and succeed in employment.



Distinctive visions and programme sessions	14
Sector-wide leadership	11
Good relationships with industry	19
Relevant trade/ and skills training	16
Relevant work/research experiences	8
Improved work readiness	2
External marketing and advocacy	3
Attracting Māori; marae-based training	4
<b>Total</b>	<b>77</b>

This question elicited 77 responses. As typified by the first quotation, most responses as positive about the diversity offered by the different kinds of institutions and want that to remain. This reflects

some feelings that the diversity keeps the institutions 'honest' about their purpose and the different preparations that they offer their students. A negative component of this which some mentioned is the traditional hierarchy that remains about academic institutions as opposed to those who prepare students for trade or service work.

The biggest strengths for ensuring economy alignment were good relationships between institutions and the local economy (19 responses), and, relatedly, relevant trade and skills training (16). Together these themes make up 45% of responses to this question. Following this, a third (33.2%) of responses to this question highlighted strengths in relation to institutional and programme vision (14 responses) and sector-wide leadership (11 responses).

Few participants recognised strengths in attracting Māori students (despite some positive mention of marae-based training) (4 responses), or in external marketing to the local economy (only 3 responses).

There is some division of opinion amongst those commenting on academic preparation about the need to prepare people for certain fields such as IT, engineering, or agriculture as opposed to the preparation for the arts or the 'creative' fields. Whatever the field and kind of education though, problem-solving and innovation are favoured by many.

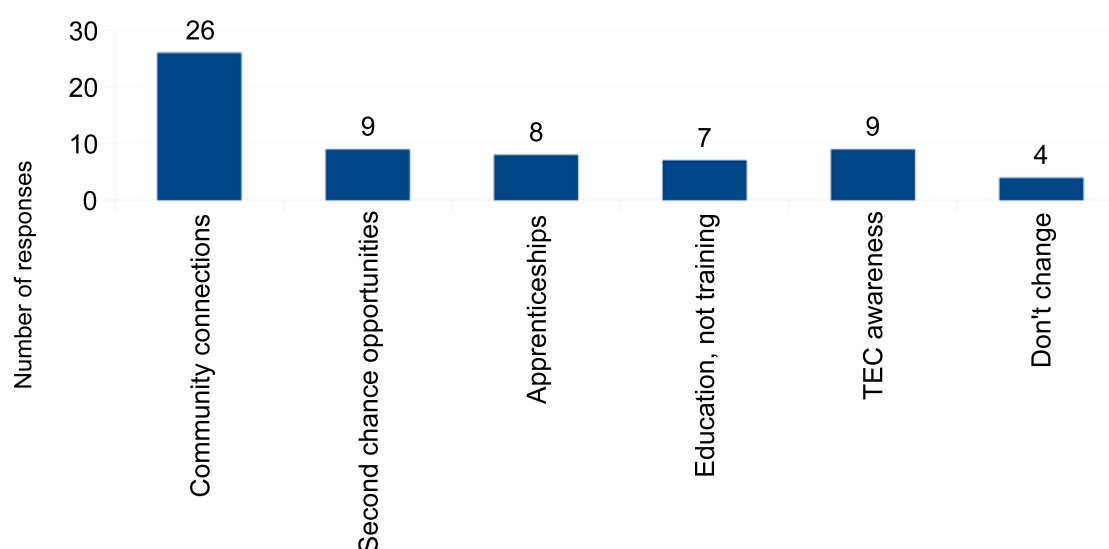
Although there were some general comments about the strengths of the current system in greater Christchurch, of the 'don't fix what isn't broken' variety, there was a range of generally negative responses to this question as well. Some of these highlighted issues of sectorised competition, with various institutions asserting their strengths over others' weaknesses. Negative comments were also directed at the Ministry/Government about a perceived 'lack of action', or the short time-frame for responses. Some criticism is about the failure to reduce 'compliance' either by various institutions or the state. Many want a return of apprenticeships, and blame a lack of quality or take-up on compliance. Some feel the slowness and the lack of special funding is a hindrance to recovery.

**Question 18** Are there areas that institutions need to strengthen (or reduce) to improve the connections with local employers and to make a stronger contribution to the regional economy?

**Quotations from submissions:**

1. There's always room for improvement. Having advocates specifically trained to help these kids on the right path helping them in the right direction for careers. And aligning with employer to employ Christchurch people for Christchurch jobs.
2. Goal setting needs to be improved – careers advice essential. More work experience/Gateway opportunities. Work/employers liaise with secondary schools more to offer advice on future needs in their industry. Have more employment opportunities within the area.

**Areas institutions need to change**



Better community connections	26
Don't change	4
Second chance opportunities	9
Apprenticeships	8
Education, not training	7
TEC awareness	9
<b>Total</b>	<b>63</b>

This question elicited 63 responses. With over double the responses to any of the other themes, nearly half (26) of responses highlighted the need for better community connections to improve alignment and thus to make a stronger contribution to the local economy. The next most-common responses at 9 responses each (14%) were coded for increasing awareness of the TEC and for facilitating 'second chance' opportunities. Greater awareness of the TEC and the 'Gateways' programme it supports may also dovetail with the 8 responses that mentioned increased provision of apprenticeships.

Reflecting the quotations for this section, the analysis suggests some respondents see a need for people who are connectors between the institutions, the students, and the employers, and the

ability of such people to explore how Gateway opportunities and second-chance learners can make a stronger contribution to the local economy.

A small number (7) of responses however also cautioned that institutions needed to focus on education, not training. These participants highlighted that education was more future proofed and would ensure that the local economy had access to people able to innovate into the future as technologies, and skills needed to maximise them, changed and became redundant.

Only a minority (4) of responses to the question suggested no changes to this situation.

**Question 19 What can tertiary education organisations do to strengthen their links with schools?**

***Quotations from submissions:***

1. Continue to have a programme of visits and engage and excite our school leavers with recent school leavers encouraging students to join a particular programme.
2. Transition courses:
  - Canterbury Tertiary Alliance – a good start.
  - Dual enrolments.
  - Acknowledgement of prior learning.
  - Accessibility of tertiary databases.
  - Flexible timetables.
  - Funding for course.
  - More use of IT to facilitate learning.

Improved relationships with careers advisors, subject teachers and youth transition services	49
Outreach including STAR, homework clubs, programmes in schools and online	55
Improve transitions and pastoral care	44
Career seminars	8
Entrance scholarships and transport support	9
Recruit more domestic students	6
Advocacy for Māori, and celebrate Māori successes	4
<b>Total</b>	<b>96</b>

This question elicited 180 responses. Three themes, 'relationships', 'outreach', and 'transitions', made up the bulk of responses (82%) about improving tertiary organisations' links with schools. With 55 responses, 'outreach', including STAR, homework clubs, and programmes in schools and online, were most commonly mentioned. Not far behind, and relatedly, 49 responses also discussed improving 'relationships' with careers advisors, subject teachers, and youth transition services. The next main theme (with 44 responses) included improving 'transitions', where calls were made to focus on the quality of transition (e.g., by improving pastoral care).

Significantly responses (9) were coded to themes of 'entrance scholarships and transport support', career seminars (8), and the recruitment of more domestic students (6). Only four responses specifically mentioned Māori students, calling for advocacy for Māori and celebrating Māori success.

Only five responses said that the tertiary sector was currently doing a 'good job' regarding linking to schools.

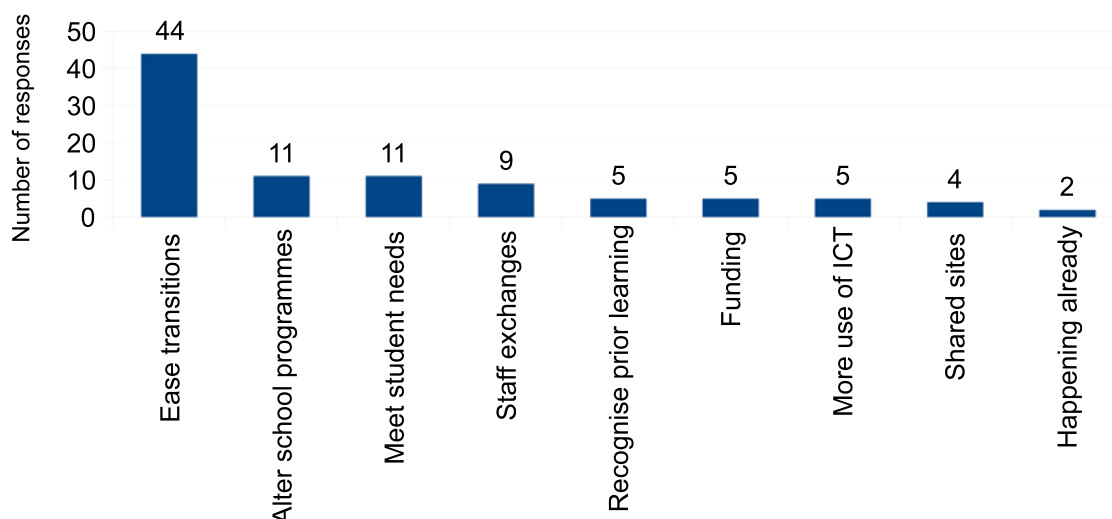


## Question 19b: How can schools better connect with tertiary education organisations?

### Quotations from submissions:

1. Some students who struggle at school prefer the tertiary environment and they should be encouraged into transition programmes.
2. Use the technical network to receive mentoring, short courses, seminars, expertise, showcases etc. Participate in projects involving cross-school teams and classes. Make the pathways from high school into tertiary more explicit and easy to pursue.

### How schools can improve connections with TEOs



Work to ease transitions from school to tertiary	44
Alter school programmes – e.g. change/abandon NCEA	11
Meet student needs for information and preparation for Tertiary	11
Staff exchanges between schools and tertiary	9
Recognise prior learning	5
Funding	5
More use of ICT	5
Shared sites between schools and tertiary	4
Happening already	2
<b>Total</b>	<b>96</b>

This question elicited 96 responses (Just over half as many as the previous question). In contrast to the previous question only one theme emerged as significant for this question: 44 responses (46%) called for schools to work to ease transitions from school to tertiary. The opening quotations highlight how some responses imagine this could happen, with schools taking a more active role. Such a role could involve both seeking out and promoting student involvement in tertiary activity, as well as promoting transitions as students advance to increase the probability of successful secondary to tertiary transition. The popularity of this response dovetails nicely with the previous question's results highlighting the need for tertiary institutions also to take an active role in relationship-building with schools.

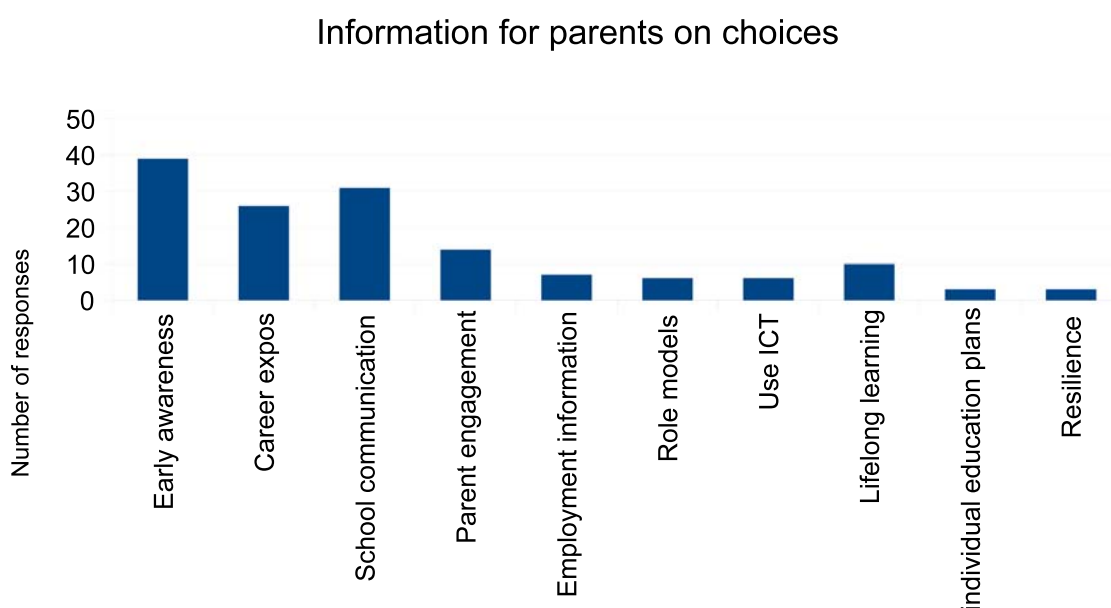
The next most common themes (11 responses each) for this question suggested altering school programmes (e.g., change/abandon NCEA) (11%) and meeting student needs for information and preparation for tertiary (11%). While this third theme is similar to the most popular theme, the second theme stands firmly on its own. Following this, 9 responses (9%) suggested that staff exchanges between school and tertiary may help to improve connections.

Three of the remaining themes were equally scored at 5 responses each, and included promoting more use of ICT, increased recognition of prior learning, and improved funding. In contrast to questions earlier in the survey, only four responses talked about shared sites as improving connections between schools and tertiary organisations, suggesting little enthusiasm for tertiary involvement in shared sites/learning hubs at present.

**Question 20 What information can we provide to parents that will help them support their children to make wise choices as school leavers?**

**Quotations from submissions:**

1. Parents already CAN get this information, schools could possibly try to encourage parents more - but in general I have found that schools do all that they reasonably can, and are often frustrated with the lack of engagement from parents.
2. We need to start talking with students and parents much earlier.



Build parental awareness early	39
Career expos	26
School communication with parents	31
Parent need to engage	14
Employment information – rates, etc.	7
Role models	6
Use ICT for information	6
Develop attitude of lifelong learning	10
Share individual education plans	3
Develop awareness of need for resilience	3
<b>Total</b>	<b>145</b>

This question elicited 145 responses. With 53 responses in total (37% of all responses), the main theme was about the need for parents to be more engaged (14 responses) early on (39 responses) with their children's/young people's activities at school and in training. The quotations above indicate that sometimes the responsibility is thrown back to schools with early timing being a big issue: coincidentally, 'school communication' with parents/caregivers was the second most common theme (identified in 31 responses).

A range of themes talked to the requirement to support careers advisors to make them more effective, including more engagement of personnel through expos (at 26 responses this was the third most common theme for this question), promoting more effective use of ICT (6 responses), better access to employment information (7 responses), as well as the points noted in earlier questions in terms of the need for more contact between schools and other institutions, staff exchanges, and better links or transitions among the institutions through sharing and flexibility.

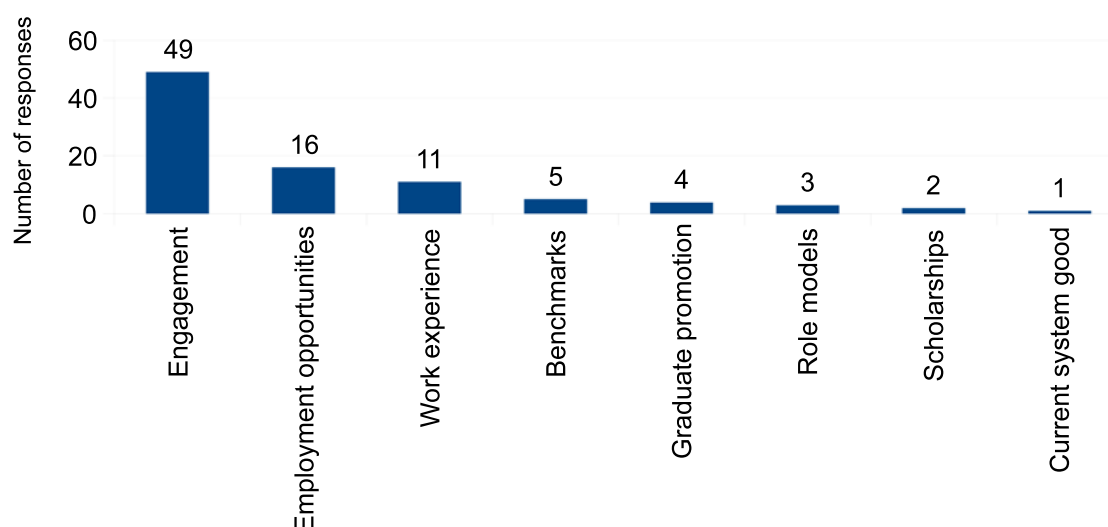
Few participants in this sample highlighted the sharing of individual education plans as being of use (3 responses), although 10 responses emphasised the development of attitudes of lifelong learning to help parents support their children to make wise choices as school leavers.

**Question 20b How can schools improve careers and vocational support for senior students and parents?**

**Quotations from submissions:**

1. Build relationships with the students, talk to them, and ask them what they are interested in, what they like, what they are good at, what they see themselves doing in the future. Make more regular and personal contact with families - even via email if not in person. Allow/assist the student to find out about many career choices. Take aptitude tests designed to identify most likely career direction.
2. By having really positive people in these roles. It's a high pressure time for students and how this guidance is provided is critical to students' future.

**How can tertiary help graduates find employment?**



Engagement of tertiary with employers and vice versa	49
Employment opportunities	16
Work experience	11
Benchmarks	5
Graduate promotion	4
Bring in graduate role models	3
Scholarships	2
Current system good	1
<b>Total</b>	<b>91</b>

This question elicited 91 responses. Noting the opening quotations it is unsurprising that increasing the knowledge and open mindedness of ‘guidance staff’ (28 responses) was the most common theme by which schools could improve careers and vocational support for senior students and parents. Other themes that dovetailed with the unique position of guidance staff included understanding ‘student needs’ (17 responses), and the requirement for ‘regular contacts’ and links with students (14 responses). Thus, with 49 responses in total, this focus on improved pastoral and expert guidance represented 54% of all responses to this question, again highlighting the need for quality relationships to ensure better outcomes.

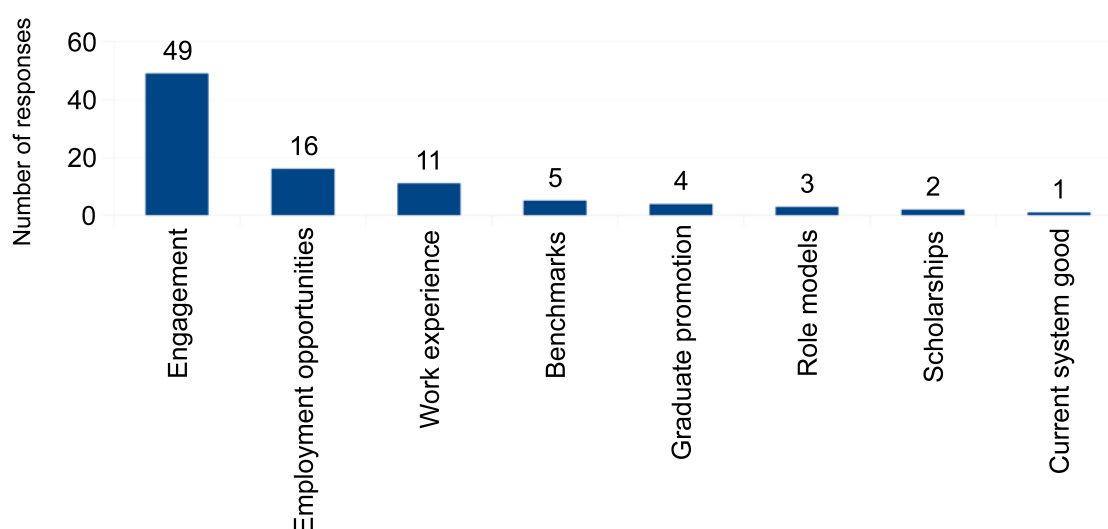
The second most common theme overall highlighted a different approach to improving careers and vocational support. This theme, identified in 20 responses (22% of responses to this question), advocated ‘seminars’ by employed professionals. Such seminars had the opportunity to expose students to a range of careers and vocations. A small number of participants also highlighted the use of ‘work experience’ (5 responses) and ‘use of ICT’ (4 responses) as options to improve careers and vocational support for senior students and parents. Only two responses explicitly argued that the current system was very good.

## Question 21 What can tertiary education providers do to better help their graduates find employment?

### *Quotations from submissions:*

1. Foster links with industry I do not believe that it is the role of school or tertiary institutions to find work for their graduates. They should provide a solid education, which may include some consideration of employment opportunities and strategies.
2. Use the career education benchmarks for tertiary to:
  - Develop career support for students around the career management competencies including developing and articulating their marketable identity.
  - Clarify how tertiary providers engage with employers and develop plans to enable learners to make informed career decisions that benefit both employers and graduates.

### How can tertiary help graduates find employment?



Engagement of tertiary with employers and vice versa	49
Employment opportunities	16
Work experience	11
Benchmarks	5
Graduate promotion	4
Bring in graduate role models	3
Scholarships	2
Current system good	1
<b>Total</b>	<b>91</b>

This question elicited 91 responses. Half (46) of all responses were coded with the theme 'engagement' of tertiary sector with employers and vice versa. However, the quotations above talk to the Tension between "finding" work for graduates and "support" for students to do this themselves. Combined, the emphasis seems to rest on student responsibility for employment opportunity; however there is strong recognition of the role of institutions (including schools) in scaffolding students into better employment opportunities. Clearly this question reiterates the importance of relationships within and across sectors for educational gain, with some responses calling for increased collaboration with employers to ensure that tertiary providers can maximise the employability of their graduates.

The next most common theme (16 responses) coded for this question was the provision of employment opportunities by tertiary providers (18% of all responses for this question). Following this, around 12% (11 responses) suggested a more active role by the tertiary sector, seeing them facilitating 'work experience'. Other ideas mooted included utilising career education 'benchmarks' (5 responses), promoting graduates (4 responses), and bringing back 'graduate role models' (3 responses) to facilitate future employment transitions of new graduates.

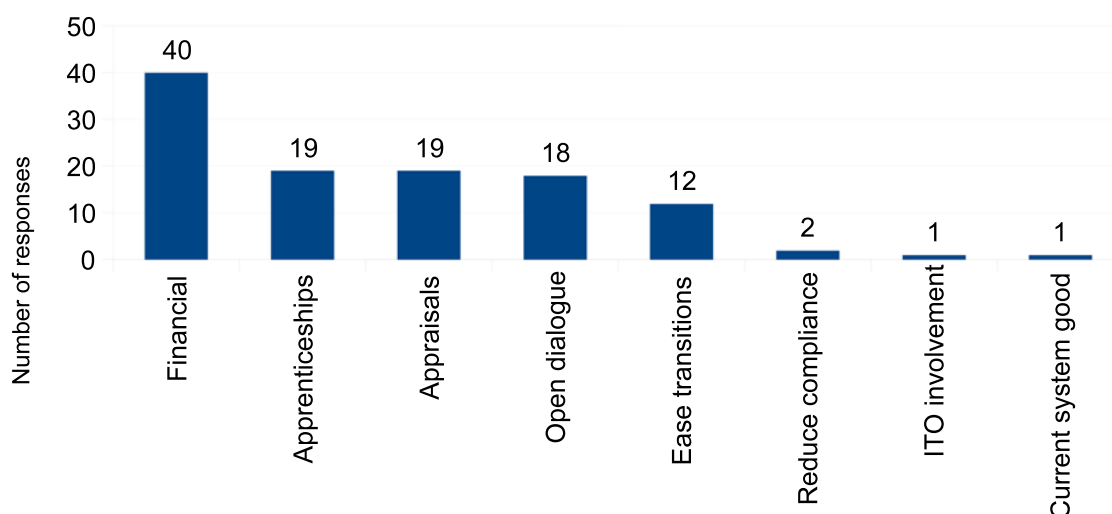
The provision of scholarships (2 responses) and statements that the current system was doing a 'good job' (1 response), were rarely suggested when asked what tertiary education providers could do to better help their graduates find employment.

## **Question 22    How can we encourage employers to support young workers to engage in training?**

### ***Quotations from submissions:***

1. Employers should be encouraged to provide work experience, internships and apprenticeships as a way of developing their future workforce.
2. Employers can be encouraged through:
  - Understanding the changing workforce demographics i.e., the reality is that all youth will need to be fully engaged in the workforce within 10 years. By supporting young workers to engage in training, employers will have opportunities to promote their businesses and recruit trained employees.
  - Collaboration with other agencies preparing young people for work and training including health services to reduce dependence on drugs and life skills providers/mentors (both pre-employer and early-employment).
  - Funding.

## How to encourage employers to support training?



Financial support and release time	40
Apprenticeships	19
Realistic appraisals and needs identification	19
Open dialogue with and personal interest in young workers	18
Ease transitions	12
Reduce compliance costs	2
Involve ITOs	1
Current system good	1
<b>Total</b>	<b>112</b>

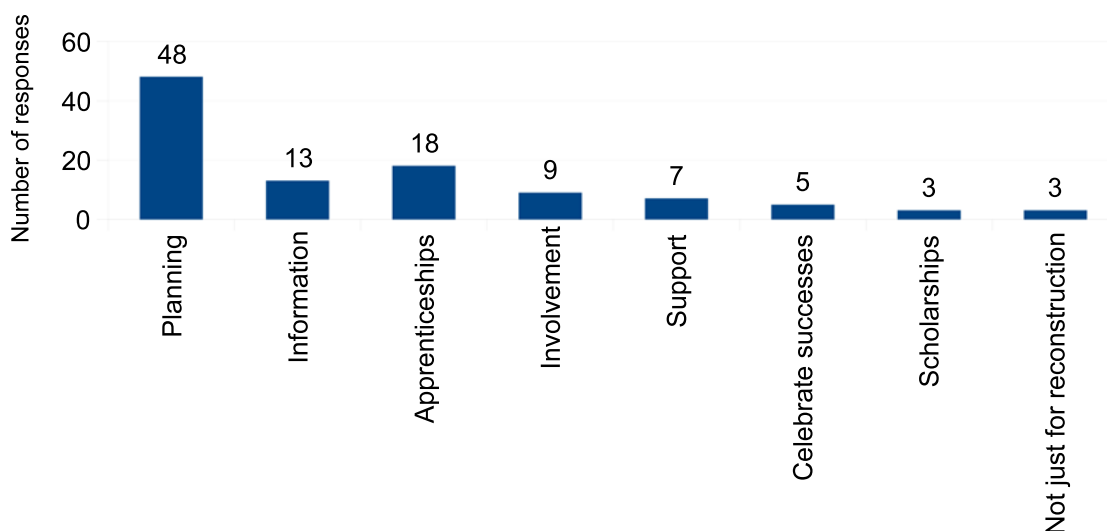
This question elicited 112 responses. With over double the responses to the other themes, ‘financial’ support and release time was the most common theme for answers to this question (40 responses, making up 36% of responses to this question). The quotations above demonstrate that such funding might be thought to address the increased time costs facing employers who support young workers to engage in learning. Again, such work references the need for collaboration across sectors (e.g., tertiary institutions, health services, other departments/employers, etc.).

The next four most common themes described the opportunities and qualities of such work in more detail. Equal numbers of responses (19) suggested that ‘apprenticeships’ and realistic ‘appraisals’ and needs identification of young workers would assist employers to encourage training. Similar to the call for realistic appraisals, 18 responses (16% of all responses) suggested ‘open dialogue’ with and personal interest with young workers would enable employers to support young workers to engage in training. Around 10% of all responses to this question recognised the need to ‘ease transitions’ for young workers to engage in training (12 responses). Combined, these four themes mirror themes from previous questions in this section, calling for pastoral care and guidance of young people, as well as active collaboration and programmes across the employment and education and training sectors.

Few responses suggested that ‘reducing compliance’ (2 responses) or ‘ITO involvement’ (1 response), would assist. Only one response suggested that the current system was ‘very good’.

**Question 23 How can tertiary education organisations increase their efforts to train people for the reconstruction?****Quotations from submissions:**

1. Why not ask what is needed in the construction industry? Links are not going to be established overnight. Employers need continuing partnerships with schools and Tertiary sectors throughout the secondary and Tertiary experience to provide information on what skills need to be taught, particularly through subjects such as Maths/IT and Technology which will meet the needs of future employers in the construction process.
2. Think broadly around what will attract people to come to Christchurch and start involving people in actual projects – with everything on hold there is little incentive. If Christchurch has a vision of becoming an innovative and sustainable city then the youth would be able to get involved and feel like they are contributing to a better world. While a few developers control the rebuild the youth will be disenfranchised and not committed to helping.

**Training for reconstruction**

Planning and timing courses	48
Informing students	13
Apprenticeships and trades training	18
Involvement in 'real' projects	9
Support networks	7
Celebrate successes	5
Scholarships	3
Training is not just for the reconstruction	3
<b>Total</b>	<b>106</b>

This question elicited 106 responses. Just under half (48) responses were coded to the theme 'planning' and timing courses. The quotations above emphasise that the tertiary sector needs to both



communicate well with those involved in reconstruction and ensure that the results of such communication are reflected in the provision and appropriate timing of relevant courses and training. The first quotation highlights the role for schools in this endeavour, and evokes an awareness of calls in previous questions within this section to ensure that career planning is begun earlier. This is also reflected in the theme, 'informing' students, which at 13 responses was the third most common theme coded in response to this question.

The second most common theme (18 responses – 17% of all responses to this question) was coded as the provision of 'apprenticeships' and trades training by tertiary education organisations to increase their efforts to train people for the reconstruction. In line with other questions in this section, there were also some calls for the provision of work experience, coded in this instance as 'involvement' in real projects (9 responses). These calls relate to the second quotation, which highlights opinions that increased youth involvement in the reconstruction is important to promote engagement. This seems to suggest that tertiary education organisations may advance the training of people for the reconstruction by aligning apprenticeships to actual involvement in the rebuild, particularly in projects seen as meaningful for those students (i.e., the effects of the provision of apprenticeships may be enhanced by advertising these as an opportunity to be 'involved' in the rebuild).

With reference to the previous points in this section regarding pastoral care and easing transitions, 7 responses were also coded to the need for 'support' networks and the need to 'celebrate successes' (5 responses), as ways that tertiary education organisations can increase efforts to train people for the reconstruction. 'Celebrating successes' may well dovetail in with the points made in the paragraph above about advertising these opportunities to be 'involved' to make a difference.

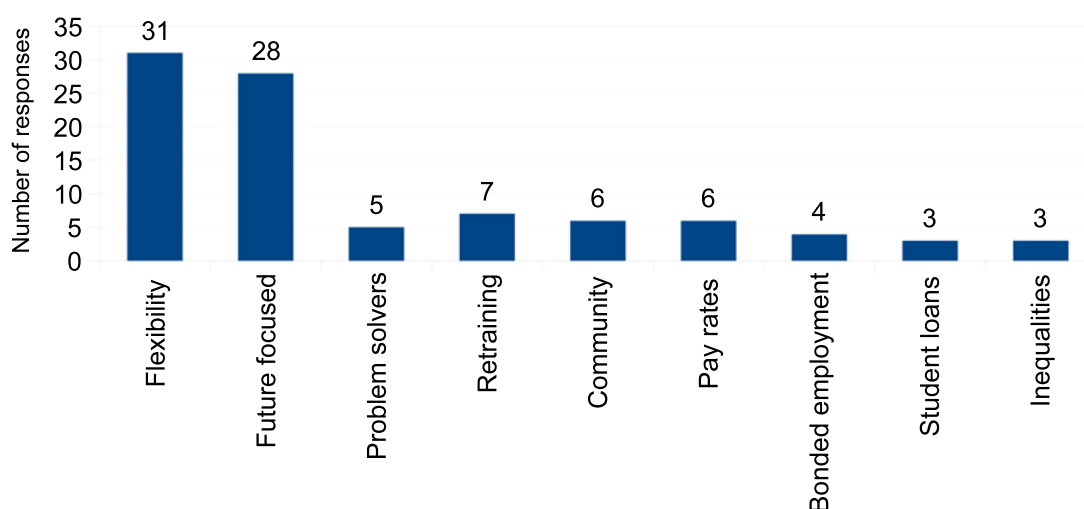
Only three responses suggested that scholarships could help in the training of people for the reconstruction, and a further three responses cautioned that a longer term view was required and called for vision beyond the rebuild noting that training is 'not just for reconstruction'.

**Question 23b What do tertiary providers need to do to ensure their graduates can contribute to the long-term evolution of the Canterbury economy?**

**Quotations from submissions:**

1. Target the graduates who show promise and match them to companies leading the recovery
2. Graduates often leave for other countries because of the pay rate differences. All workers in Canterbury need to be paid at the rate they are worth. The gap between worker and employer seems to be getting larger.

**How providers can ensure evolution of Canterbury economy?**



Flexibility	31
Future focused and innovative	28
Problem solvers	5
Retraining	7
Community involvement and volunteering	6
Pay rates	6
Bonded employment in return for support	4
Student loans	3
Addressing inequalities	3
<b>Total</b>	<b>93</b>

This question elicited 93 responses. The opening quotation in this section talks to the Tension around short Term and long Term approaches to the evolution of the Canterbury economy. For instance, ‘flexibility’ (31 responses) and a ‘future focused’ orientation (28 responses) on the behalf of tertiary providers were identified as the two most common themes in response to this question (making up 63% of responses). Many responses see the reconstruction as short term, or short vision thinking. Many of their suggestions (about how to keep graduates here, particular work training or requirements etc.) are matters they feel need ongoing attention regardless of the earthquakes – pay rates (6 responses), student loan issues (3 responses), bonding etc.

The third most common theme, ‘retraining’, was only identified in 7 responses (8% of responses), as a way for Tertiary providers to ensure their graduates could contribute to the long-term evolution of

the Canterbury economy. In conjunction with the thrust for future focused and flexible approaches the few numbers suggesting retraining may highlight confidence in the sector that retraining may not be required if TEOs are able to deliver flexible future focused courses and training.

Six responses also called for increased community involvement and volunteering as a way to increase the ability to ensure Tertiary providers' graduates contribute to the long-term evolution of the Canterbury economy. Three responses also called for providers to 'address inequalities' to assist this evolution.

## International education

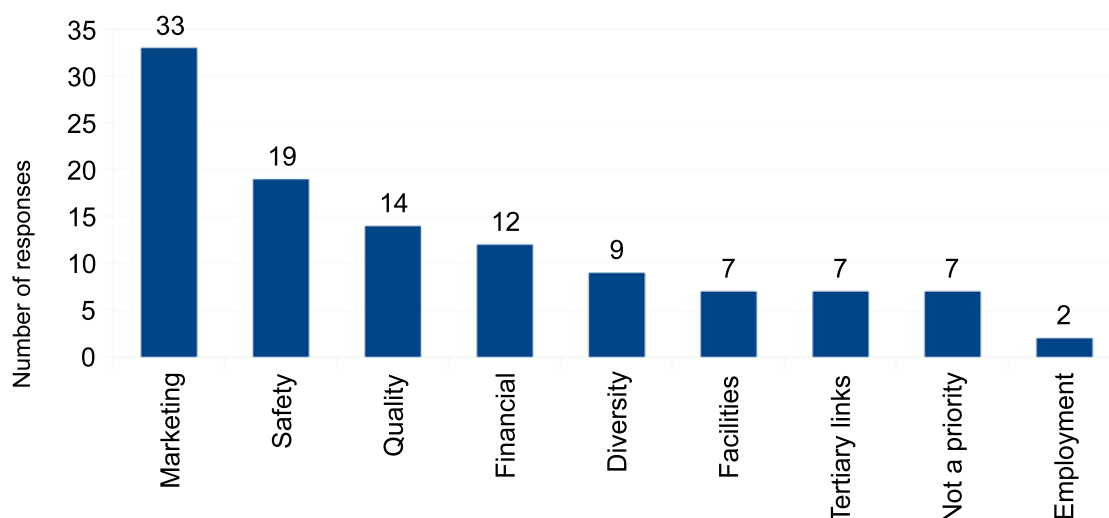
**Proposal 5.1** To develop an international education strategy.

### Question 24 What are the priorities for international education in greater Christchurch during the recovery phase?

#### Quotations from submissions:

1. Promote schools that have had no site damage so that the market place can see that not all Christchurch is EQ prone.
2. It is best to focus resources and energies in building the capacity of our local institutions to meet the needs of our community and in doing so getting it ready to receive international students once the aftershocks have diminished.

#### International Education Priorities



Combined marketing to improve perceptions and attract students	33
Physical safety	19
Quality experience	14
Financial	12
Diversity, global and cultural awareness and international understanding	9
Facilities including accommodation	7
Tertiary links	7
International education is not a priority	7
Employment and career support	2
<b>Total</b>	<b>110</b>

This question elicited 110 responses. The priorities for international education during the recovery phase, provides a wide range of thought from the participants. Thematically, individuals discussed

the perceptions of Christchurch as evaluated by overseas stakeholders and the ability to attract students given such perceptions. Priorities therefore included the physical safety of international students whilst in the Christchurch area; shoring up beliefs about the continued quality education availability in Christchurch and New Zealand; the desire to combine marketing targeting international students by all the stakeholders in New Zealand to lower the ultimate cost to all schools involved (whether it is in the primary, intermediate, secondary or tertiary education sectors); tertiary involvement in international education advancement; increasing the priority of international education and the need for substantial improvement in educational facilities.

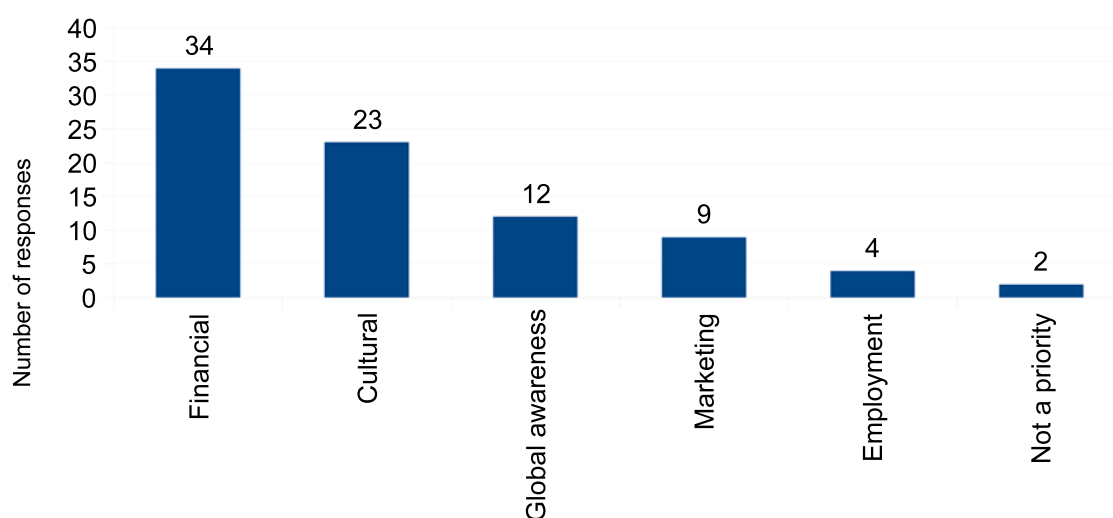
Others provided comments on issues involving diversity, culture, global awareness, support for both families and career services, and the schools having “winners and losers” in context to damage suffered by the earthquakes. A financial theme wound through responses, including the economy brought into the country from international students as well as the costs involved in having international education in New Zealand.

**Question 25 What are the benefits of an international education strategy for greater Christchurch?**

**Quotations from submissions:**

1. It will bring money back into the city and of course the flavour of international students is always welcome. Add some life back into Christchurch!
2. This can grow our visibility across the globe as a place of learning and culture. People who learn in CHCH may return to live, work, play, share, study more and will help grow our reputation and boost income for institutions and our economy.

**Benefits of international education strategy**



Financial	34
Cultural and diversity	23
Global awareness and understanding	12
Combined marketing to improve perceptions and attract students	9
Employment and tourism	4
Not a priority	2
<b>Total</b>	<b>84</b>

This question elicited 84 responses. The largest number of responses indicated that an international education strategy for greater Christchurch brought financial implications. These included the economic boost given to both educational institutions and to the economy through housing rentals, living expenses and other commodity driven economies in the city; and income that government does not have to fund for infrastructure.

Many individuals also commented about the benefit international education brings in terms of cultural diversity. International education was seen to promote diversity of people, international understanding through teaching both NZ and international children about our “global world”, improved cross-cultural relationships and global awareness. International education was talked about as being able to build intercultural awareness/understanding through cultural exchange, provide “global learning opportunities” and through these lenses providing a “greater foreign understanding and tolerance” in order to provide a richer community in which everyone lives, adding “colour to our monochromatic community”.

Other areas of comment included employment benefits and concerns from both the viewpoint of international employees' ability to help with the rebuild of Christchurch to international employees taking away the jobs of New Zealanders.

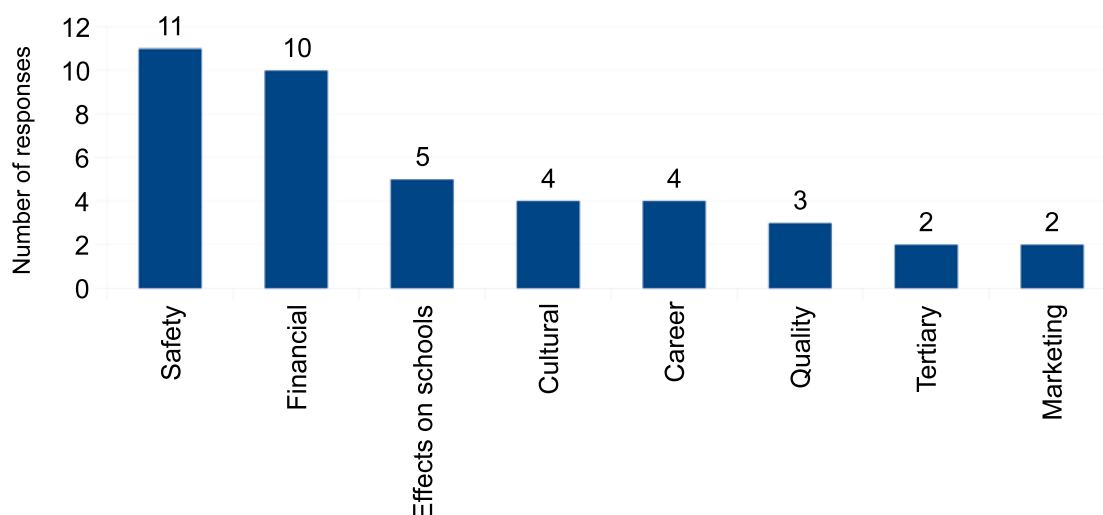
The need for combined marketing schemes for attracting students to the NZ educational system was also discussed in this question as well as international students' experiences being one of quality. Tourism, family support, and the tertiary sector were mentioned as well.

#### Question 25b: Are there any risks in such a strategy?

##### *Quotations from submissions:*

1. We are unable to reassure the families of these students, living overseas, that their children will be safe from harm. Mother Nature cannot be controlled nor should we project the ability to control her.
2. There is a risk that insufficient consideration is given to the career support needed for both international students and new migrants in transitioning into the workforce.

Risks of international education strategy



3.

Physical safety	11
Financial	10
Effects on schools – winners and losers and prioritising international students over New Zealanders	5
Cultural, understanding and language	4
Career and employment support	4
Quality experience	3
Tertiary links	2
Marketing	2
<b>Total</b>	<b>41</b>

This question elicited 41 responses. Comments regarding the risks of taking on the international education strategy in Christchurch brought few responses. Safety for the international education students was, by far, the most discussed risk.

Safety concerns were followed by concern that the desire to make money may overshadow the requirement to focus on the needs of the local community. Some noted that “the whole thrust really is on dollars” and that “education [is] seen as a commodity, marketised rather than seen as a right.” The “over reliance on generated and potential revenue” could be viewed as a risk.

One viewpoint noted that even though some schools would be rebuilt, people may not come back to them (winner and loser schools), making such spend needless.

Other areas of comment include employment, combined marketing concerns, international understanding, links with tertiary institutions, career and family support, the view that international students are prioritised over New Zealand students that, in turn, distracts from New Zealand student experiences, improved facilities and ability to provide improved language skills.



## Other comments

There were 238 comments in response to the invitation “We would welcome any other comments you would like to make around the future direction of education in greater Christchurch”. A number of comments came from groups of people representing particular interests – such as specific schools or early childhood groups.

A recurring theme, closely related to Proposal 3.7 (to support quality teaching and leadership that enables successful learning), saw several responses emphasise the need for locally based leadership with vision and passion:

*“There needs to be VERY strong leadership... the leadership needs to be expansive, visionary, charismatic, trusted, aspirational, and future focused etc.”*

Other comments focused on the need to support quality teaching and to support teachers to meet the educational and emotional needs of learners.

A number of responses mentioned the needs of individuals and communities that are still suffering ongoing effects of the disruptions caused by the earthquakes, one speaking of 'emotionally damaged children.'

Some responses spoke of the resulting geographical movements of population, several challenging the assumption that there will be a permanent migration of people from east to west Christchurch, arguing for retention of schools in the eastern suburbs.

There was also a call to recognise the multicultural nature of Christchurch – and to include other cultures in the process.

Several responses spoke of the unique chance to make innovative, inspirational and sustainable changes:

*“This is a wonderful opportunity to do something different and innovative in Christchurch following on from the devastation of the earthquakes.”*

Others were emphatic that the process should not be rushed, and that the necessary changes should be 'done well'.

# Methodology

## Data collection

Responses to the *Shaping Education – Directions for Education Renewal in Greater Christchurch* consultative document project were gathered by, or on behalf of, the Ministry of Education in the following ways:

- A website used to gather data from members of the public.
- Face to face facilitated focus groups held around Christchurch.
- Written submissions from various other groups and individuals.

Summaries from the facilitated focus groups were entered into the website. CORE Education was provided with all of the above submissions in the form of:

- A spreadsheet containing all the submissions entered into the website.
- Hard copies of submissions sent directly to the Ministry.

There was large number of paper submissions, six of which were on a paper version of the online form. The remainder was in a variety of formats – including letters, multi-page documents, PowerPoint slides etc.

All respondents, whether part of a facilitated focus group or online submitters were invited to share their ideas under the broad headings:

- Guiding the process of renewal.
- Early learning foundations.
- School-age learning.
- Post-compulsory education.
- International education.

Within each of these categories, they were asked questions relating to the individual proposals, as outlined in the consultation document *Shaping Education – Directions for Education Renewal in Greater Christchurch*.

There was also an option on the online and paper-based form for respondents to add other comments about the future direction of education in greater Christchurch.

## Data analysis

Responses to the online survey were loaded into a spreadsheet, and five responses that seemed to fit each question were used to develop initial thematic categories into which to divide respondents' *thoughts*.

The spreadsheet was divided up according to the five broad headings given above, and separately analysed. During this analysis phase, the categories were refined into the list given in Appendix 2.

Most responses received from either a group or an individual contained more than one thought. Each thought was then coded as one of these categories. If one thought occurred more than once in a single response, it was only counted once. It is important to note that therefore the unit of analysis is the thought, not the individual or group who submitted.

## **Points to note**

It is possible the person or group submitting could belong to multiple demographic categories. For example, a member of a Board of Trustees could also be a parent or a business person. A teacher could also be a parent and vice versa. It is assumed those who chose to identify themselves did so in the role that most suited the comments they wanted to make.

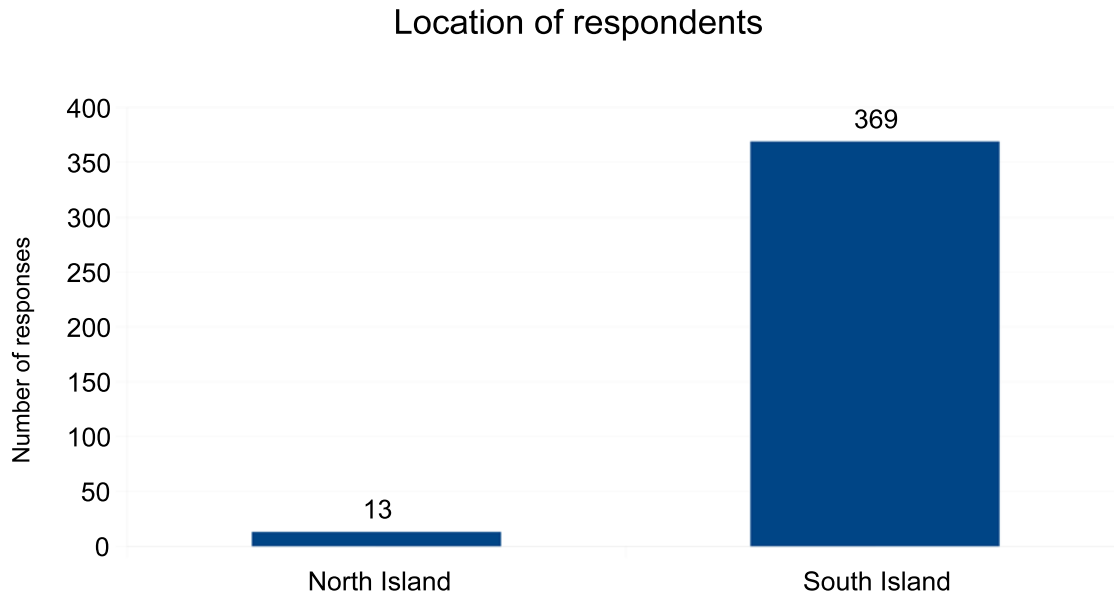
There was some duplication in responses and a large number of paper-based responses, including a number received after the closing date which posed some challenges.

There also appeared to be relatively few responses from private (and similar) organisations such as proprietary early childhood centres, private and integrated schools, private and industry training organisations.

## Appendix 1 – Overview of demographics

### Characteristics of respondents and responses

#### Location of respondents



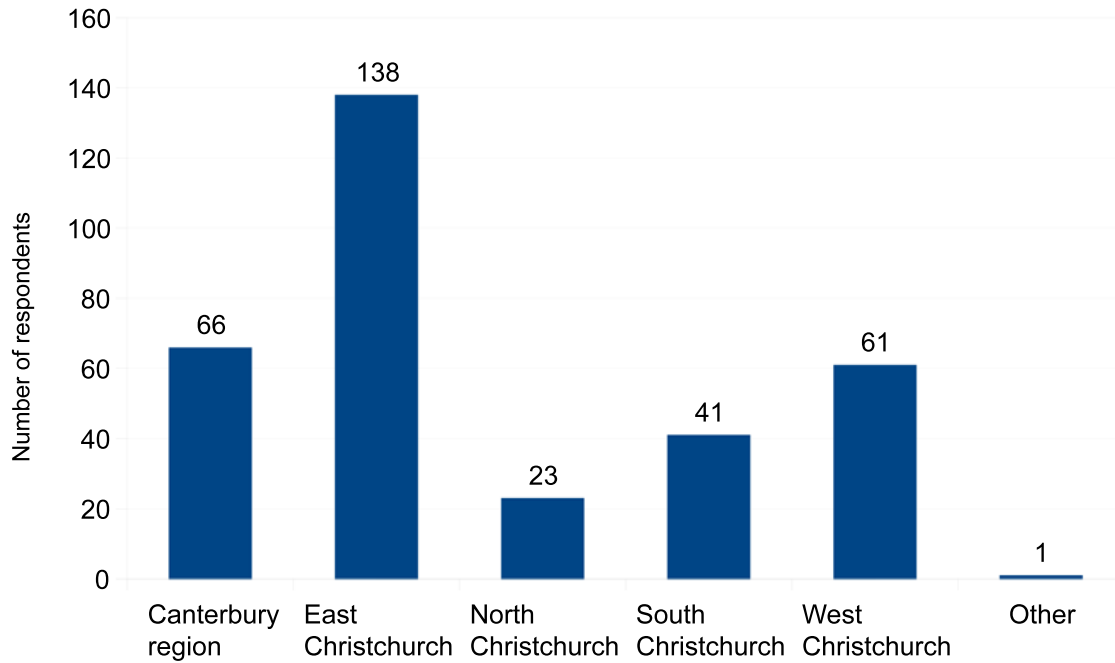
North Island	13
South Island	369
<b>Total</b>	<b>382</b>

Results include those responding other who identified locations in South or North Islands.

There were an additional 5 submissions representing national bodies.

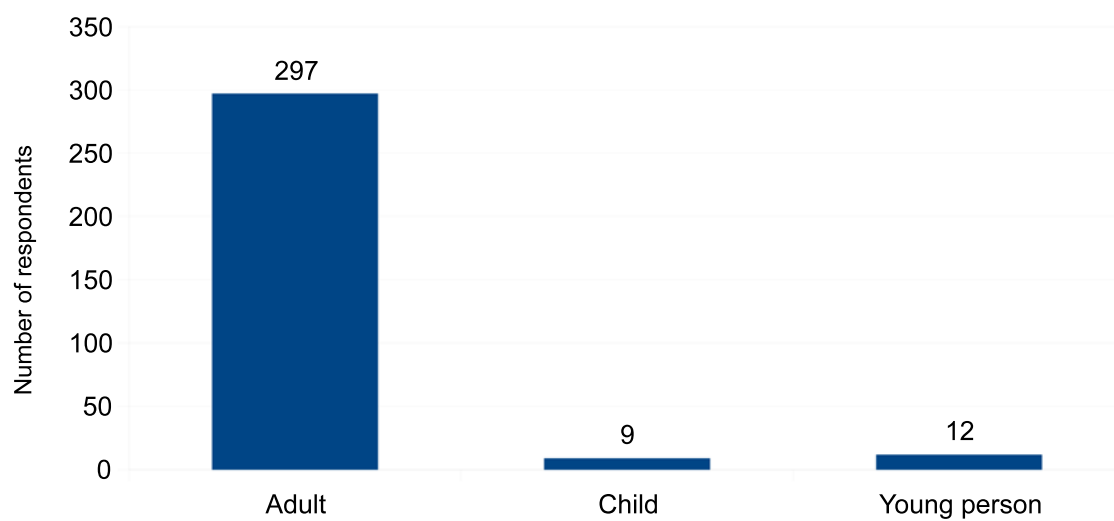
## South Island locations

Locations of South Island respondents



Canterbury region	66
East Christchurch	138
North Christchurch	23
South Christchurch	41
West Christchurch	61
Other South Island location	1
<b>Total Result</b>	<b>330</b>

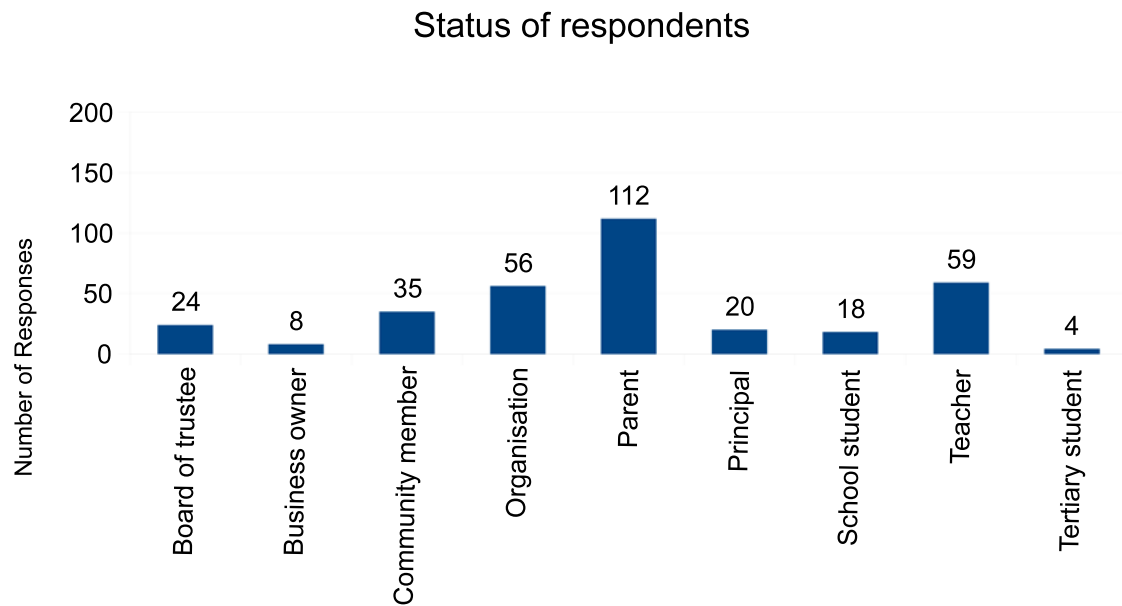
### Ages of respondents



### Ages of respondents

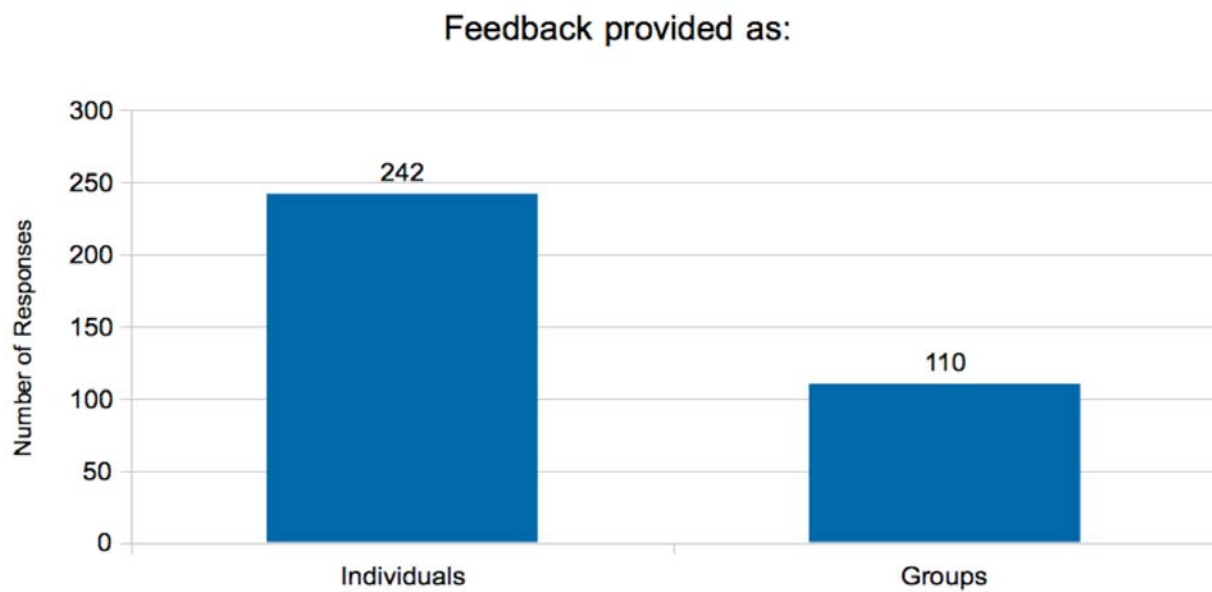
Adult	297
Child	9
Young person	12
<b>Total</b>	<b>318</b>

## Status of respondents



Status of respondents	
Board of trustee	24
Business owner	8
Interested member of community	35
Organisation	56
Parent	112
Principal	20
School student	18
Teacher	59
Tertiary student	4
<b>Total</b>	<b>336</b>

## Feedback provided as individual or group



Feedback provided as:	
Individual	242
Group	110
<b>Total</b>	<b>352</b>



## Table of respondents' location and status

This Table reflects the status and locations of those South Island respondents who answered the relevant questions.

	Locations						
Status	East Christchurch	North Christchurch	South Christchurch	West Christchurch	CanTerbury region	Location not identified	Total Result
Board of trustee	11	2	3	3	4	1	24
Business owner	3		1	2	2		8
Interested member of the community	12		5	8	8	2	34
Organisation	8	5	4	6	15	18	56
Parent	68	5	17	9	10	3	112
Principal	6	2	1	3	8		20
School student				17	1		18
Teacher	22	7	8	9	11	2	59
Tertiary student	1	1	1		1		4
Total Result	131	22	40	57	60	26	336

## Appendix 2 – Organisation of data

There were approximately 6,200 comments from participants, which have been organised into 243 themes as follows:

Section	Proposal	Question	Theme
<b><i>Guiding the process of renewal</i></b>	<b>Proposal 1.1</b> <b>That an education advisory board be established.</b>	2. What would be the benefits of an advisory board? What disadvantages and risks do you foresee?	Value seen in Board with responsibility, authority and accountability.
			Appointment of Board members – diverse, number, relevance.
			Inclusive representation of all sectors – ECE, primary, secondary, Tertiary etc.
			Community and parental voice and involvement.
			Collaboration with external bodies such as CERA, CCC; and having holistic approach.
			Bureaucratic challenges – concerns relating to too much red tape, government involvement.
	<b>Proposal 1.2</b> <b>That a Waitaha Education Authority be established by Ngāi Tahu.</b>	3. How can you see the voice of iwi and Māori in greater Christchurch better represented in education?	Māori control – decisions to remain with iwi and Māori.
			Māori representation on the advisory board.
			Involve Ngāi Tahu in the process.
			Iwi and wider Māori community consultation and involvement.
			Use pre-existing channels, or the advisory board.
			Establish models of Māori involvement.

	<b>Proposal 1.3</b> <b>That a Pasifika advisory group be established.</b>	4. How can you see the voice of Pasifika communities in greaTer Christchurch betTer represenTed in education?	Value seen in establishing Pasifika Advisory Group to engage Pasifika via e.g. school boards, clusTers, mentors.
			Pasifika control/decision making.
			Consult Pasifika community/groups/whānau.
			Pasifika representation on Advisory Board.
			Pasifika staffing and over commitment issues.
			Collaboration with all sectors and exTernal parties.

<b>Early Learning Foundations</b>	<b>Proposal 2.1</b>  <b>To ensure that demand for ECE services is met in the short and long Term.</b>	5. How can we ensure ECE services respond to rapid changes in demand?	Consultation – community involvement in decision making.
			Retain and support existing services – quality, choice.
			Networking, and support – diversifying services and partnerships, innovation, access.
			Support and fund specific services – e.g. Kōhanga, Playcentre, home based.
			Premises – supporting repair, rebuild and relocation.
			Family support and wellbeing – affordability, response to needs.
			Staffing – reTention, training, professional development, cultural responsiveness, philosophy.
			Leadership – quick decisions, straTegising, planning, monitoring, responsiveness to change, Tendering.
			Flexibility – in funding and licensing, ratios, age groups.
	<b>Proposal 2.2</b>  <b>To ensure that the Identities, languages and cultures of learners continue to be valued and supporTed.</b>	6. What can the ECE sector do to ensure that all learners' identities, languages and cultures are valued and supporTed?	Embrace and strengthen relationships with, and learn with/from cultures, families.
			Consultation and collaboration with diverse cultural groups.
			Parental choice and opinion.
			Support Māori language and culture.
			Support Pasifika language and culture.

			Professionalism – respect, tolerance, cultural responsiveness, language learning, mentoring, review and resourcing.
			Quality practice – qualifications, ratios, retain current excellence.
			Resourcing – targeted for Māori and Pasifika, pay equity, incentives.
	<b>Proposal 2.3</b> <b>To encourage ECE participation by families from priority groups.</b>	7. What will it take to ensure that vulnerable and isolated families are able to participate in ECE?	Collaboration/cooperation with schools, social agencies, networks.
			Work with and listen to families, communities.
			Range of options – choice, alternatives, range of services, responsiveness.
			Access, location, travel.
			Affordability including incentives.
			Resourcing and funding support.
			Marketing and raising profile of ECE.
			Leadership support.

<b>School-age learning</b>	<b>Proposal 3.1</b> <b>To plan educational provision as a network of community-situated campuses/facilities.</b>	8. How important is it to plan for fewer but larger schools where learners may get a richer experience, even if it means children may have to travel a bit further?	Disagree strongly with fewer larger schools.
			Not important to plan for fewer larger schools.
			Agree with fewer larger schools.
			Local schools build community.
			Other social and educational implications.
			Small schools advantageous.
			Effects on families.
			Travel.
		9. How important is it to retain the identity and traditions of a school following significant damage and/or when located in an area where the population is much reduced?	Not important to retain identity and traditions.
			Very important for identity and belonging.
			Other comments about identity and belonging.
			History and tradition.
			Consultation with community.
			Viability of schools in damaged areas.
			Rebranding of schools.
			Meeting student needs.
			Safety and stability.
		10. One way of accelerating	Yes.

		new school building projects would be to opt for greater standardisation of design. (All buildings would conform to current Ministry of Education policies, and all classrooms would be built as modern, flexible learning environments.) Would you support such an approach?	No.
			Flexibility, innovative and future-proofed.
			Environment and Teaching.
			School as centre and focus of community.
			Consultation to ensure design suits site.
			Health and safety and provision for special needs.
			Accessibility.
			Financial.
		11. What benefits, risks, and advantages to you see in schools entering into arrangements to share facilities with other schools, with Tertiary education providers, or community groups?	Sharing large facilities.
			Learning hubs.
			Meet needs of individual students and pedagogy.
			Size issues.
			Consultation with schools and community.
			Schools in communities.
			Social issues.
			Travel.
			Safety issues.
			Financial.

		11b. How might the risks be managed?	Planning and management systems.
			Consultation.
			Inter school liaison.
			Teacher voice.
			Parental choice.
			Travel.
			Proximity of facilities.
			Student learning needs.
			Special needs facilities.
		12. What advantages do you see in creating education campuses that span ECE, primary, secondary and Tertiary education?	Schools in communities.
			Mixed ages.
			Universal learning.
			Campus management and resourcing.
			Seamless transitions.
			Shared learning resources.
			Identity issues.
			Leadership opportunities.
			Travel.



			Career and professional development opportunities.
		12b. What are the difficulties and risks this proposal raises?	Pedagogical and philosophical differences between sectors.
			Equitable sharing of resources and facilities.
			Effects on community and pre-existing facilities.
			Diminished student choice.
			Insularity.
			Child exploitation and/or abuse.
			Size.
			Travel.
	<b>Proposal 3.3</b> <b>To implement a digital strategy for learning in greaTer Christchurch.</b>	13. What will it take for greaTer Christchurch to lead New Zealand in the use of ICT infrastructure and digital Technologies in ways that advantage learners?	Infrastructure – e.g., high speed broadband and wifi hubs.
			Ongoing IT support, upgrading and mainTenance.
			Finance.
			Teacher professional development.
			Access to resources.
			GreaTer equity and access –e.g. from home and for special needs.
			Flexibility – around time, space, place and style of learning.
			Importance of ICT in ECE.
			ICT not regarded as top priority or a panacea.

	<b>Proposal 3.4</b> <b>To develop betTer approaches to managing transitions and career guidance.</b>	14. How can schools, Tertiary providers, Careers New Zealand and employers betTer support learners into further education or work?	Explore career options, work experience, apprenticeships.
			Instill attitude of lifelong learning.
			Links with employers and employment.
			Support and ease transitions.
			Ongoing career guidance.
			Develop personal plans and support informed decision making.
			Develop self belief.
			Retain Technology and arts subjects.
	<b>Proposal 3.5</b> <b>To ensure that the identities, languages and cultures of learners continue to be valued and supporTed.</b>	15. What can schools do to betTer foster te reo Māori?	Professional development of Teachers and more te reo during pre-service training.
			FosTer relationships with Māori, involve iwi and whānau.
			More Māori Teachers and Teachers fluent in te reo.
			Cultural programmes such as marae visits, expert visitors.
			Everyday use of te reo.
			Te reo in ECE.
			Make te reo compulsory.
			Targeted funding for te reo.
	<b>Proposal 3.6</b> <b>To improve outcomes for</b>	16. How can local schools betTer support children and young people with disabilities	Teacher training and specialised support.
			Resourcing, facilities and funding.

	<b>learners with special needs.</b>	to learn?	Maintain special schools.
			Understanding and accepting differences.
			Classroom ratios.
			Safety, violence and disruption issues.
			Early identification of disability.

<b>Post-compulsory education</b>	<b>Proposal 4.3</b> <b>To put in place coordinated leadership of the post-compulsory education system.</b>	17. What areas of strength in the local institutions are well aligned to the needs of the local economy?	Distinctive visions and programmes.
			Sector-wide leadership.
			Good relationships with industry.
			Relevant trade and skills training.
			Relevant work/research experiences.
			Improved work readiness.
			External marketing and advocacy.
			Attracting Māori; marae based training.
		18. Are there areas that institutions need to strengthen (or reduce) to improve the connections with local employers and to make a stronger contribution to the regional economy?	Better community connections.
			Don't change.
			Second chance opportunities.
			Apprenticeships.
			Education, not training.
			TEC awareness.
	<b>Proposal 4.4</b> <b>To improve secondary-to-Tertiary and education-to-work transitions.</b>	19. What can Tertiary education organisations do to strengthen their links with schools?	Improved relationships with careers advisors, subject Teachers and youth transition services.
			Outreach including STAR, homework clubs, programmes in schools and online.
			Improve transitions and pastoral care.

			Career seminars.
			Entrance scholarships and transport support.
			Recruit more domestic students.
			Advocacy for Māori, and celebraTe Māori successes.
			The sector is already doing a good job.
		19b. How can schools betTer connect with Tertiary education organisations?	Work to ease transitions from school to Tertiary.
			AlTer school programmes – e.g. change/abandon NCEA.
			Meet student needs for information and preparation for Tertiary.
			Staff exchanges between schools and Tertiary.
			Recognise prior learning.
			Funding.
			More use of ICT.
			Shared siTes between schools and Tertiary.
			Happening already.
		20. What information can we provide to parents that will help them support their children to make wise choices as school leavers?	Build parental awareness early.
			Career expos.
			School communication with parents.
			Parents need to engage.

			Employment information – raTes, etc.
			Role models.
			Use ICT for information.
			Develop attitude of lifelong learning.
			Share individual education plans.
			Develop awareness of need for resilience.
		20b. How can schools improve careers and vocational support for senior students and parents?	Improve knowledge and open mindedness of guidance staff.
			Seminars by employed professionals.
			Regular contacts and links with students.
			Understanding student needs.
			Work experience.
			Use ICT for information.
			Current sysTem good.
			Aptitude Tests.
		21. What can Tertiary education providers do to betTer help their graduaTes find employment?	Engagement of Tertiary with employers and vice versa.
			Employment opportunities.
			Work experience.
			Benchmarks.

			GraduaTe promotion.
			Bring in graduaTe role models.
			Scholarships.
			Current sysTem good.
		22. How can we encourage employers to support young workers to engage in training?	Financial support and release time.
			Apprenticeships.
			Realistic appraisals and needs identification.
			Open dialogue with and personal inTerest in young workers.
			Ease transitions.
			Reduce compliance costs.
			Involve ITOs.
			Current sysTem good.
	<b>Proposal 4.6</b> <b>To build on existing Tertiary initiatives to meet the vocational and economic priorities of CanTerbury.</b>	23. How can Tertiary education organisations increase their efforts to train people for the reconstruction?	Planning and timing courses.
			Informing students.
			Apprenticeships and trades training.
			Involvement in 'real' projects.
			Support networks.
			CelebraTe successes.

			Scholarships.
			Training is not just for the reconstruction.
		23b. What do Tertiary providers need to do to ensure their graduates can contribute to the long-term evolution of the Canterbury economy?	Flexibility.
			Future focused and innovative.
			Problem solvers.
			Retraining.
			Community involvement and volunteering.
			Pay rates.
			Bonded employment in return for support.
			Student loans.
			Addressing inequalities.



<b>InTernational education</b>	<b>Proposal 5.1</b> <b>To develop an inTernational education straTegy.</b>	24. What are the priorities for inTernational education in greaTer Christchurch during the recovery phase?	Combined marketing to improve perceptions and attract students.
			Physical safety.
			Quality experience.
			Financial.
			Diversity, global and cultural awareness and inTernational understanding.
			Facilities including accommodation.
			Tertiary links.
			InTernational education is not a priority.
			Employment and career support.
		25. What are the benefits of an inTernational education straTegy for greaTer Christchurch?	Financial.
			Cultural and diversity.
			Global awareness and understanding.
			Combined marketing to improve perceptions and attract students.
			Employment and tourism.
			Not a priority.
		25b. Are there any risks in	Physical safety.

		such a strategy?	Financial.
			Effects on schools – winners and losers and prioritising international students over New Zealanders.
			Cultural, understanding and language.
			Career and employment support.
			Quality experience.
			Tertiary links.
			Marketing.



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