

Scenario 5 – as submitted by workshop participants

Workshop Date	What do we get – Why is this important	How this supports the vision - Why important?	Bringing to Reality	Other Comments	Emailed Comments
<p>18 August 2014</p> <p>NOTE: Participants at this workshop did not complete a fifth scenario. Two schools whose staff had attended this, emailed comments later .</p>	<p>Group A No Scenario Given</p> <p>Group B Scenario Assess current technology providers and determine which are providing a good education and strengthen those centres.</p> <p>Group C Scenario One governed technology provider with several large sites and (satellite classrooms) (digital classrooms) i.e. Sumner and Lyttleton</p> <ul style="list-style-type: none"> • Large centres include the quality machinery and are collaboratively run • A lot of design work/ digi-tech/ planning can be run in the satellite classes with the practical work in the bigger centres <p>Group D No Scenario Given</p> <ul style="list-style-type: none"> • No Comments <p>Group E No Scenario Given</p> <ul style="list-style-type: none"> • Something that is equitable for staff and students • All on a one union site • Status quo but with better facilities and resourcing • 4? Super centres spread over the city • Self governing / leadership and management structure • School allocated to centre – no choice <p>Group F No Scenario Given</p> <ul style="list-style-type: none"> • No Comments 	<p>A</p> <ul style="list-style-type: none"> • No Comments <p>B</p> <ul style="list-style-type: none"> • No Comments <p>C</p> <ul style="list-style-type: none"> • Resourcing would be delivered to technology –(Dollars + Classrooms) • Intermediate teachers also employed by the tech • Some machinery could be transferred to satellites for several weeks i.e. sewing machines • 3D Printers <p>D</p> <ul style="list-style-type: none"> • No Comments <p>E</p> <ul style="list-style-type: none"> • Pooling resourced • PD • One union site • Better use of staffing <p>F</p> <ul style="list-style-type: none"> • No Comments 	<p>A</p> <ul style="list-style-type: none"> • No Comments <p>B</p> <ul style="list-style-type: none"> • No Comments <p>C</p> <ul style="list-style-type: none"> • Manager / Principal – tech expert leaders/ team leaders • Combined staff / PD meetings • Shared resources/ideas <p>D</p> <ul style="list-style-type: none"> • No Comments <p>E</p> <ul style="list-style-type: none"> • Reorganisation of schools attending <p>F</p> <ul style="list-style-type: none"> • No Comments 	<p>A</p> <ul style="list-style-type: none"> • No Comments <p>B</p> <ul style="list-style-type: none"> • No Comments <p>C</p> <ul style="list-style-type: none"> • Nil <p>D</p> <ul style="list-style-type: none"> • Nil <p>E</p> <ul style="list-style-type: none"> • Nil <p>F</p> <ul style="list-style-type: none"> • Nil 	<p>1) Received 22 August Scenario Aspects of Scenarios 2 and 3. A modified centralised specialist provision consisting of a number of smaller technology centres located around Christchurch. Year 7 & 8 students would attend their centre of choice.</p> <p><u>Comments</u></p> <ul style="list-style-type: none"> • Rather than rebuilding a large technology facility, relocate the same number of facilities. • Schools still have a choice of their provider, and make it easier to change if they desire. This would encourage providers to deliver programmes the client is happy with • Smaller centres would make client school, tech centre integration easier • They would still be specialist equipment to deliver an engaging and relevant programme • Developing centres on the grounds of the schools already providing for client schools would enhance their capabilities • Schools that currently do not cater for client schools do so for a reason – usually they have enough students to maintain in workable technology unit within their own schools and have no desire to cater for outside schools • It is important tech staff are part of a school so they can engage in whole school staff PDL <p>2) Received 27 August No Scenario Given</p> <p><u>Comments</u></p> <p>Question 5 Ideal</p> <ol style="list-style-type: none"> 1 Retain up skilled, specialist, and expert staff. When considerable time and money has been put into up skilling technology staff with up to date PD, it would be a waste of human resources to loose these valuable people. 2. There needs to be specialist hubs in strategic locations around the city embracing our cluster schools. 3. Need to use existing locations. These locations need to be operating at a limited capacity so that Technology Centres /providers are located evenly around the city. 4. Need to consider some primary schools are in direct competition with local Intermediate / technology providers and may not wish to attend their nearest facility. 5. Technology specialist teachers need to be consulted at each step of the process, as technology teachers, students and parents are the main stakeholders. 6. Do not want a watered down programme “Science in the NZ curriculum years 5-8.” paper online Author ERO Example: (paper from Dr Graham Stoop) “Science programmes have not improved since the 2004 ERO science report.” p.21 partly as a result of integration and also

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	<p>Group G No Scenario Given <ul style="list-style-type: none"> No Comments </p> <p>Group H No Scenario Given <ul style="list-style-type: none"> No Comments </p>	<p>G</p> <ul style="list-style-type: none"> No Comments <p>H</p> <ul style="list-style-type: none"> No Comments 	<p>G</p> <ul style="list-style-type: none"> No Comments <p>H</p> <ul style="list-style-type: none"> No Comments 	<p>G</p> <ul style="list-style-type: none"> Nil <p>H</p> <ul style="list-style-type: none"> Nil 	<p>because of a lack of specialist teachers. (Result of research - students need pure science programmes with teachers who are confident and competent in science teaching and learning. p.22)</p> <p>“Science / Technology students need to succeed in an economy increasingly based on knowledge and innovation.” (Foreword)</p> <p>The lack of improvement in science programmes because of integration, lack of specialist teachers and an absence of appropriate professional development points to the same potential detrimental outcomes for technology. There is still a need for enthusiastic and knowledgeable specialist teachers in all technological areas.</p> <p>Our students need pure Technology programmes.</p> <p>7. However integration does take place in all our technological areas. Don't know why other teachers do not realise this. Students need to be able to read, follow instructions, need basic maths skills, verbal and written skills, science skills, communication skills. So there is a myth that integration does not take place when it is actually happening all the time. This is necessary integration.</p> <p>There is a need for IT to be integrated but we do not have the teaching space or the equipment.</p> <p>We need appropriate resourcing.</p> <p>8. We need our class sizes to be looked at. We have groups up to 26. No seating for 26. Seating for 20. Students are standing. No one wants to know the problems or take responsibility. Using words like recommendations and guidelines are not an appropriate use of terms as no one follows them. They must be mandatory. If the ministry is truly committed then these rules must be made compulsory and must be checked that they are being followed. ERO doesn't check them.</p> <p>9. Health and Safety: Who takes responsibility for these issues when there are too many students in the room?</p> <p>10. Students at year 7 & 8 require more in depth knowledge by specialist teachers at this stage of their schooling.</p>

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20 August 2014	<p>Group A Scenario Christchurch Tech Year 1 – 13 – Inquiry learning from go – whoa</p> <ul style="list-style-type: none"> Centrally situated Specialist Teachers Tech Teacher Training <ul style="list-style-type: none"> Year 7 – 10 Tech based Middle school delivery Inquiry consistent progression Specialist Teachers Growth – allows primary schools to grow and Year 11 – 13 expansion at High School Millions of Dollars to up 1)skill teachers 2)Equipment – IT, CNC, Robots <p>Group B Scenario Separate delivery centres (STEM) off site from all existing schools – large centres Should include science facilities. Separate funding before it gets to the schools to ensure all students have a fair and equitable, which go hand in hand with, quality technology and science education Super Centres could have outreach facilities to support Year 1 – 6 programmes One overall management team – admin etc Staff able to “move” between centres i.e. flexibility</p> <ul style="list-style-type: none"> A dynamic educational experience that supports the vision and is flexible to meet learning needs <p>Group C Scenario Separate “Centres” not linked to school point – with flexible, transferable staffing among the centres (one Governance).’ Isolation’ – Separate Governance Board (i.e. Timaru Model) Private Providers?</p> <ul style="list-style-type: none"> Mobile independent unit / concept – like the dental service Technology education move to secondary providers 	<p>A</p> <ul style="list-style-type: none"> No Comments <p>B</p> <ul style="list-style-type: none"> No comments <p>C</p> <ul style="list-style-type: none"> No Comments 	<p>A</p> <ul style="list-style-type: none"> Professional development Funding New Facilities <p>B</p> <ul style="list-style-type: none"> No comments <p>C</p> <ul style="list-style-type: none"> No Comments 	<p>A</p> <ul style="list-style-type: none"> Nil <p>B</p> <ul style="list-style-type: none"> Nil <p>C</p> <ul style="list-style-type: none"> Nil 	

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27 August 2014	<p>Group A Scenario Retain status quo during transition period. New model commence 2017</p> <ul style="list-style-type: none"> We need a level of choice with agreed criteria such as 3 – 5 years tenure where visiting schools commit to a provider Programmes need to be flexible enough to reflect the visiting schools needs Equity to visiting schools to ensure they are getting access to the resources they generate – buildings, Staffing, funding etc Collaboration relating to focus area programmes development <p>Group B Scenario</p> <ul style="list-style-type: none"> Satellite technology learning centres based in the 4 corners of greater CcCh and surrounding areas one centre could be used as a base for training future technology teachers – outreach programmes could be offered to client schools Could be attached to a school Mini Satellite schools could be attached to main satellite making use of existing resources. Wide range of specialist areas e.g. Robotics Electronics, Programming, Textiles, Food & nutrition, Plastics Metal, Wood – use of digital portfolios can be utilised throughout PD Training <p>Group C Scenario Scenario 2, particularly outreach work within clusters not necessarily the same number of providers</p> <ul style="list-style-type: none"> No Comments 	<p>A</p> <ul style="list-style-type: none"> No Comments <p>B</p> <ul style="list-style-type: none"> No Comments <p>C</p> <ul style="list-style-type: none"> No Comments 	<p>A</p> <ul style="list-style-type: none"> Opt in to clusters which reflect and can deliver to the participants – sizes will vary. <p>B</p> <ul style="list-style-type: none"> No Comments <p>C</p> <ul style="list-style-type: none"> No Comments 	<p>A</p> <ul style="list-style-type: none"> Nil <p>B</p> <ul style="list-style-type: none"> Nil <p>C</p> <ul style="list-style-type: none"> Nil 	

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	<p>Group D Scenario 4 – 5 Geographically “Super Centres” that are resourced equally providing high quality programmes, staff, and plant</p> <ul style="list-style-type: none"> • Acknowledge that each area (tech) is a co-curricular area – Teaching technology Curriculum and Health & PE (Food & Nutrition) • Making the “Super Centres” environmentally sound e.g. –school gardens, produce, grow and cooking things, gardening, life skills really wide base of experiences. • This table still thinks that the model in use works really well. Please don’t change it (a mix of different school and deciles) <p>Group E Scenario Itinerants Specialist Teachers for Technology and / or Science where they can deliver at the client’s school or the client school’s children can go to provider school for specialist workshop experience</p> <ul style="list-style-type: none"> • Win / Win • Client Schools have a say in programme where / when it gets delivered 	<p>D</p> <ul style="list-style-type: none"> • No Comments <p>E</p> <ul style="list-style-type: none"> • Student need centred • Integration across curriculum within client school • Flexibility • Needs based for <u>all</u> schools and chn • Less siloed delivery – esp science – Assists MOE’s desire to improve Science. 	<p>D</p> <ul style="list-style-type: none"> • Schools would still need to make their own decisions about providers based on their culture and needs of the community and students. Large cash injections to enable centres that to enable centres that are under resourced and have old /outdated plant to move into this century <p>E</p> <ul style="list-style-type: none"> • Willingness to think differently • Mobile resources – both staff and physical resources (PLANT) • Every school needs to have equity. 	<p>D</p> <ul style="list-style-type: none"> • Nil <p>E</p> <ul style="list-style-type: none"> • Nil 	
<p>2 September 2014</p>	<p>Group A Scenario Aspects of Scenarios 2 and 3. A modified centralised specialist provision consisting of a number of smaller technology centres located around CHC. Year 7 and 8 schools would attend their centres of choice</p> <ul style="list-style-type: none"> • Rather than rebuilding a large technology facility, relocate the same number of facilities, placing them on existing provider school sites • Schools still have a choice of their provider, and make it easier to change if they desire. This would encourage providers to deliver programmes the client school is happy with • Smaller centres would make client schools, tech centre integration easier • There would still be a specialist teachers and specialist equipment to deliver an engaging and relevant programme 	<p>A</p> <ul style="list-style-type: none"> • No Comments 	<p>A</p> <ul style="list-style-type: none"> • All the comments on each scenario are made on the understanding that the current <u>total</u> resource for Yr 7 & 8 Technology is not reduced – if anything it is increased 	<p>A</p> <ul style="list-style-type: none"> • Nil 	

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<p>A (cont)</p> <ul style="list-style-type: none"> • Developing centres on the grounds of the schools already providing for client schools would enhance their capabilities • Schools that currently do not cater for client schools do so for a reason – usually they have enough students to maintain a workable technology unit within their own school and have no desire to cater for outside schools • It is important to tech staff are part of a school so they can engage in whole school staff PDL • Client school to hold the funds including transport • Buy or provide tech provisions that meets needs of students • Bulk grant – technology funding • <u>Most</u> are happy or relatively happy with what is currently provided. <p>Group B</p> <p>No Scenario Given</p> <ul style="list-style-type: none"> • True collaborative practice over the greater Christchurch region • Allow greater flexibility i.e. Science, Art Tech to the needs of the clients – schools able to choose a school which best provides the needs of their students • Many centres with a central Controller which breaks down the silos we currently have. • Resources / Expertise can be accessed by all • Robotics/ Hydroponic • Resource Centre – with mobile units • Specialist teachers and specialist equipment delivered an engaging and relevant programme which is innovative <p>Group C</p> <p>Scenario</p> <p>Schools can select a range of provisions options including; Status Quo, Changing providers, localised provisions thru outreach or community sourcing or cerating MLE provision with their own school. Provided it meets criteria within the vision and gives quality for “All” Children. NB Equity means CHC receiving what they need “NOT” everybody getting the same!</p> <ul style="list-style-type: none"> • Win / Win • Equity • Less change than we think. Not every school wants change or a different way of doing it • Opportunity for more open and meaningful discussions – high level of negotiation • For full primaries better integration for local 	<p>B</p> <ul style="list-style-type: none"> • Yr 7/8 primaries/intermediates <p>C</p> <ul style="list-style-type: none"> • Bulk funding for schools for Technology • Schools can’ buy’ that provisions OR they can’ provide’ their own 	<p>B</p> <ul style="list-style-type: none"> • Technology – centralised admin / oversee – leader / advisor – focus on innovation and equity • Centres linked into the communities - rather than ownership – provider not owner • Qualified specialised teachers • PLD Quality <p>C</p> <ul style="list-style-type: none"> • Willingness of all parties to be prepared to look at things with an open mind • MOE prepared to be flexible around resourcing / staffing 	<p>B</p> <ul style="list-style-type: none"> • Nil <p>C</p> <ul style="list-style-type: none"> • Nil

	<p>curriculum</p> <p>What do we get – Why is this important</p> <p>Group D Scenario Establishment of a Year 7 – 10 option / delivery model in one or more parts of the city. Important that High Schools become a key player. Option could be at current Intermediate or current secondary.</p> <ul style="list-style-type: none"> • Better transition and programme coherence • Develop links between primary - secondary • Shares best practice across sector <p>Group E Scenario Several (4 or 5) specialist centres within the City.</p> <ul style="list-style-type: none"> • Uniform standard of plant / equipment / delivery • We need properly trained specialist teachers • More integration – Food & Nutrition Education essential for all students • Economics of scale 	<p>How this supports the vision - Why important?</p> <p>D</p> <ul style="list-style-type: none"> • No Comments <p>E</p> <ul style="list-style-type: none"> • Delivery with the possibility of <u>some</u> pre-planned school site specialist resourcing and staffing of teaching / learning programmes (timing a major issues) 	<p>Bringing to Reality</p> <p>D</p> <ul style="list-style-type: none"> • No Comments <p>E</p> <ul style="list-style-type: none"> • Teacher training pathway • Bucket loads of money 	<p>Other Comments</p> <p>D</p> <ul style="list-style-type: none"> • Nil <p>E</p> <ul style="list-style-type: none"> • Nil 	
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