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Canterbury Regional News

## ***Kia ora,***

It is always a privilege to host the Minister of Education in our region and to have the opportunity to showcase all the wonderful work that is happening in Canterbury. The Minister was here on Friday 1 May to open the Rolleston Christian School as well as meetings with Hornby High, Ladbrooks School and Te Waka Unua. The Minister was impressed with the great work our schools are doing to positively influence the lives of every student.

Since the last newsletter many principals have been in touch regarding PaCT. New Zealand has a model of assessment and evaluation and the purpose of assessment for learning is to use the information to give feedback to students about their learning and to plan next learning goals with them. Effective assessment for learning occurs when information is used well and informs teaching and learning. To be effective, standards-referenced assessment must be valid (i.e. draw from a range of information) and teacher judgements consistent. The PaCT has been developed to support dependable (valid and consistent) teacher judgements of student achievement and progress.

I have put some more information in regarding PaCT and if you wish to talk to a principal who is already using the tool the PaCT team have a number of principals who can talk to you about it. The PaCT team looks forward to working with you in implementing the PaCT in your school. Please do not hesitate to contact them if there is anything you need to know about signing up to use the tool. [PaCT.feedback@minedu.govt.nz](mailto:PaCT.feedback@minedu.govt.nz)

We are always looking at ways to showcase the great work you do. If you have any video clips of your school we would love you to send them to us so we can play them in our reception. We would appreciate if you could print this newsletter and place it in your staff room.

Ma te wa,

**Coralanne Child**

*Director of Education for Canterbury*



## Progress and Consistency Tool (PaCT) Support

PaCT is a tool that supports teachers as they make judgments about students' progress and achievement in relation to the New Zealand Curriculum National Standards. The PaCT helps to give teachers, school leaders, school boards, parents, and whānau confidence that Overall Teacher Judgments are dependable and consistent. Interesting and important things you should know about the PaCT:

### PaCT Principals

A number of principals from schools using the PaCT have agreed to be available to talk to other principals interested in using the PaCT. Please contact [PaCT.feedback@minedu.govt.nz](mailto:PaCT.feedback@minedu.govt.nz) if you would like us to connect an interested school with a principal who is already using the tool in their school.

### Sign Up Support

Did you know that the PaCT programme has a support team and can provide step-by-step help to schools to sign up and set up the PaCT? If you would like help in signing/setting up contact: [PaCT.feedback@minedu.govt.nz](mailto:PaCT.feedback@minedu.govt.nz)

If you are interested in learning more or using the PaCT: [click here](#) the website has some great resources including introductory clip and packs. It also contains interactive training modules, a User Guide and Good Practice Guide, as well as e-learning modules and signup documents.

## Learning Community Cluster (LCC) Success Story Template

The success of our LCCs in Canterbury has drawn the attention of our sector colleagues outside the region. For this reason we have decided to publish case studies of the projects and other pieces of work your LCCs are doing. This will allow you to share successes and challenges with others across the country.

These will be short articles on project work that has been completed or is underway that highlights the successes and challenges faced by your cluster and will give ideas to others on the kind of work they may wish to do. Your stories will also be a great way to support other clusters to identify and apply solutions to similar situations.

Please contact Tim Maxwell if you have any questions. We will let you know when these have been processed and available for use. We look forward to receiving your stories, for the template [click here](#).



*Building a new and better future for education and for the community.*

## **Collaborative initiatives making a difference**

### **School and ECE teachers collaborate in shared professional development and learning**

The Whakaraupo Learning Community Cluster, comprising of schools and early childhood services from Diamond Harbour, Governors Bay and Lyttelton, have been working hard to include their ECEs in as many ventures as possible. Both Diamond Harbour and Lyttelton schools have Kidsfirst Kindergartens in close proximity, and interaction between pupils and staff are actively promoted.

All staff from both Kidsfirst services attended the cluster teacher only day 'Values Workshop' held at the end of the Term 1 break, where collaboration was encouraged through a 'Speed Dating Whakaraupo Style' activity. This facilitated lots of fast and furious networking! Diamond Harbour Kidsfirst's head teacher, Becs Thomas, commented 'Sharing professional development with our neighbours has been great, we get to build and cement relationships within our community; most of our tamariki will go to the local school, so having a great working relationship with not just the new entrant teacher, but all of the school community, means we each get to appreciate the culture and curriculum through which our children will move'.

A buddy system is also in place where the Year 7 and 8 pupils from Diamond Harbour School spend quality time with children attending Kidsfirst Diamond Harbour, embracing 'whanaungatanga', central to the philosophy of both the early childhood centre and the school.

Whakaraupo LCC has also donated 2 iPads each to the other ECE partners, BusyC's in Lyttelton and Diamond Harbour Playcentre, to enable staff at these centres to enhance their Learning with Digital Technology and enable them to work collaboratively online with the schools. As LCC leader Tracey Janes says, 'so much of our school communication and learning is now online, it seemed appropriate - and necessary - to give our early childhood colleagues the opportunity to work alongside us with this'.