



Canterbury and Chatham Islands

Regional Newsletter 02 March 2020

Kia ora,

It has been wonderful hearing from you about the great activities and celebrations our tamariki have been taking part in over the last fortnight. This week's newsletter starts with two of them.

Crown and Moriori sign a Deed of Settlement

On 14 February, Moriori descendants met with Crown representatives at Kōpinga Marae on Rēkohu, (Chatham Islands/Wharekauri), to sign the Deed of Settlement which includes a Crown apology, agreed historical account and financial and cultural redress for historical breaches of the Treaty.



Te One and Kaiangaroa Schools were given the opportunity to visit Kōpinga Marae for the signing and were a beautiful part of the celebration singing a rongo (waiata).

This settlement recognises Moriori as the waina pono (original inhabitants) and one of the tangata whenua groups of the Chatham Islands today.

The settlement is a testament to the courage, commitment and tenacity of Moriori. This was an historic and moving day on Rēkohu/Chatham Islands and also very significant time for our own Erin King and her hūnau (whānau). It was an honour for Erin to take part and [she has transcribed the Crown Apology to Moriori for us.](#)

Clued up Kids safety programme

Clued up Kids is a half-day programme teaching safety skills to Year 5 and 6 students. They experience interactive real-life emergency situations in a safe environment and are given basic skills to keep themselves safe.

Held at the Christchurch Justice Precinct in February, there was an opportunity for students to identify hazards, learn how to react and what role emergency services play. Students who took part in the series of short and interesting scenarios had no idea what was happening next – this helped maintain their interest and enthusiasm through the duration of the course.



Students from Linwood North, Te Waka Unua and Bromley Schools with local emergency services at the Justice Precinct

Lockdown Drills

We are here to support you and guidance continues to be developed and evolve. We have recently been approached by some principals about lockdown drills. A friendly reminder that you should plan for lockdowns as part of your comprehensive emergency preparedness. When lockdown drills are well planned they increase skills for responding appropriately without elevating anxiety of anyone taking part. As with fire drills and other safety programmes, lockdown drills familiarise students and teachers with a system that they will be able to follow quickly, effectively and safely. Here are some suggestions that may be helpful.

Parents/caregivers

Notice of upcoming lockdown drills, and your plans and processes for it, needs to be well communicated with your parent community prior to it taking place. Add lockdown drill information to parent handbooks that includes the rationale for and procedures of your drills. If parents know your plan they will also know what to do in an emergency. It is a good idea to provide parents/caregivers with guidance/key messages on how they can talk to their children about the lockdown drill afterwards.

Drill

Teachers can calmly explain the purpose of the drill to their classes and what to expect. Children need to understand they are practicing so they can be safe in the unlikely event of an emergency. This will reassure them that the adults around them are prepared and will help them stay safe. Always clearly announce lockdown drills. For example: This is a drill. We are now practicing how to keep safe in the event of an emergency. This is a drill.

Practices should be tailored to student's developmental level to minimise the potential for any unintended harm. Take into account students with behavioural, communication and/or sensory needs and plan for what you think is necessary.

Staff responsibilities should also be managed to ensure those best placed can take the lead in challenging situations. An effective response should result in staff who inspire calm and confidence in students. Again, all planned lockdown drills to be well communicated with your parent community.

After the drill

After classroom drills you may plan for a full school lockdown drill. Following that, you may want to think about holding an assembly to let everyone know how well they did and to give any other positive feedback. It is also useful to provide an opportunity for students and staff members to share their reactions to the lockdown drill.

Ensure that an evaluation of the lockdown drill is conducted. With regular practices students are less likely to become anxious or frightened. They will understand that their teachers are practicing a plan to keep them safe.

Grow Waitaha

Grow Waitaha invites you to enter DigiAwards 2020, which enables primary and intermediate students throughout Waitaha to design, develop and showcase their digital outcomes. The event encourages and celebrates the digital creativity of our ākonga. Keep an eye on the [Grow Waitaha webpage](#) for more information.

Learning Support Co-ordinators Induction Forum

The Learning Support Coordinator (LSC) is a very exciting new role, and they attended the induction forum in Christchurch on 25-26 February. Due to the high level of interest, we also invited one principal from each cluster allocated LSCs to attend. A big thanks to Hornby Primary School for their wonderful performance at the opening.

The forum was an opportunity for LSCs to meet each other, establish local networks and get to know their Ministry of Education contacts. It also covered core functions, the Learning Support Action Plan (LSAP), an overview of the Learning Support Delivery Model (LSDM) and a range of resources to help them plan and prioritise their activities.

It was also an opportunity to acknowledge Minister Martin's mahi in this work. Minister Martin has been key to the development of the LSAP where one of the priorities is LSCs.

LSCs will work within schools, kura and the wider cluster to ensure appropriate learning support is provided to children and young people with additional needs. LSCs are an integral part of the LSDM and we look forward to working with them.



Sharing learning support information

Learning support information about individual children and young people may need to be shared in groups. The [Guide for groups sharing learning support information \[PDF\]](#) contains practical suggestions based on real scenarios, a consent checklist and protocol templates.

For more information on sharing learning support information, visit our website:

- [Learning support — Introduction to the sharing information guide](#)
- [Sharing personal information](#)
- [Sharing aggregate information](#)
- [Sharing information about an individual without identifying them](#)
- [Find out more about sharing information](#)

Mana Whenua Education Facilitator

Samantha Te Maiharoa-Sykes joined the Mātauraka Mahaanui waka in 2019 as a Mana Whenua Education Facilitator.

Fresh from being a senior and junior school team leader at Merrin School, Samantha brings knowledge of current best practice teacher pedagogy and localised curriculum. One of the drivers of innovative learning and collaborative practice at Merrin School, she built on her experience as an early childhood teacher at Kindercare.

Samantha is thrilled to be on board with Mātauraka Mahaanui and welcomes the chance to continue to bring Te Ao Māori into her everyday life. For more information on Mātauraka Mahaanui facilitators and opportunities of support, see www.matauraka.co.nz

Education Gazette

Growing digital citizens of the future

As the Education Gazette releases its second part in its video series on Digital Technologies and Hangarau Matihiko, we look at a foundation school near Christchurch that has incorporated a digital thread throughout its curriculum and is taking teachers, the Board of Trustees, parents and the wider community along on the journey.

[Read the full article and watch the video here.](#)

Property

Christchurch Schools Rebuild (CSR) programme

The 10 year rebuild of a city's school network is unprecedented and as at 31 January 2020, 113 of the 115 schools in the \$1.137 billion Christchurch Schools Rebuild (CSR) are either underway or completed.

We were very pleased to have welcomed the newest Canterbury school Te Matauru Primary School in Rangiora to the education network at the start of the 2020 school year.

The breakdown of school project status as at 31 January 2020 is:

Competed: 45

In construction: 29

Various stages of design and tender phase: 16

Schools in planning phase: 22

Schools yet to enter the programme: 2

On hold: 1

We are on track to have 22 of the school projects completed by the end of 2020.

David Hobern

Programme Manager

Capital Works Southern

E: David.hobern@education.govt.nz

P: 03 378 7893

M: 0274 798 958



As always, please do not hesitate to contact us if you wish to discuss any ideas or issues. You can always call me on 03 378 7345, 0274 200 251 or [email](#) me. I look forward to hearing from you.

Enjoy this fortnight's bulletin.

Mā te wā

Coralanne Child

Director of Education for Canterbury | Chatham Islands

Canterbury Regional News

Ministry of Education