

Canterbury Regional News

Kia ora,

Congratulations to Chris Murphy, principal of Methven Primary School who has been awarded a prestigious Woolf Fisher Fellowship. This is a well-deserved award and great recognition for his work in education in Mid Canterbury.

Last week we celebrated the outstanding service of Ray Farrelly, principal of Ferndale School who recently retired. Ray joined Ferndale School in 1988 and was principal there for over 20 years. We wish Ray all the best for his retirement and thank him for his outstanding service, given generously and with integrity.

It was wonderful to see St Margaret's College student Lucy Jessep win the New Zealand Spelling Bee competition. What an amazing result; congratulations to Lucy on claiming the national title.

I would like to take the opportunity to update you on some internal staff changes, which are internal and do not change our core work. We have been working to minimise change for you and this term will be about our ongoing support to you and transitioning relationships. Realigning our staff will strengthen us, enhance our service model and take advantage of the collaborative relationships in the sector. We have emailed all schools their individual contact information and [attached is a contact list](#) that includes property, education and service managers. We are also working on a website where you will be able to access this information.

During this internal change we will make sure there is minimal disruption to all children and young people, services and schools. Our learning support staff are transitioning between teams in term 4. As cases are closed and new requests for support are assigned, they will primarily be done in line with the team that has responsibility for it.

For our education advisors, term 4 is about continued support and smooth transitioning of relationships and workloads, plus ongoing support to schools, services and whanau. The changes take effect from the beginning of term 1, 2018.

As you will all be aware, the new Minister of Education and three Associate Education Ministers have been announced and received their warrants. [See the full list of Ministers on the Department of Prime Minister and Cabinet \(DPMC\) website](#)

Please do not hesitate to contact us if you need any guidance and support.

Mā te wā,

Coralanne Child

Director of Education for Canterbury



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

Story guidelines for professionals around cyber bullying

Cyber Bullying is often more pervasive than traditional bullying and [this summary](#) was written by Michael Hempseed (September 2017) on behalf of The Collaborative Trust for Research and Training In Youth Health and Development.

This was produced for professionals, including teachers, counsellors, social and youth workers, nurses and doctors.

www.collaborative.org.nz

Useful websites and helpline

<https://www.netsafe.org.nz/advice/harmfuldigitalcommunications><https://www.bullyingfree.nz/>

<http://www.bethechange.co.nz/>

<https://web.facebook.com/safety/bullying>

Youthline: 0800 37-66-33, text 234

Christchurch Schools Rebuild programme

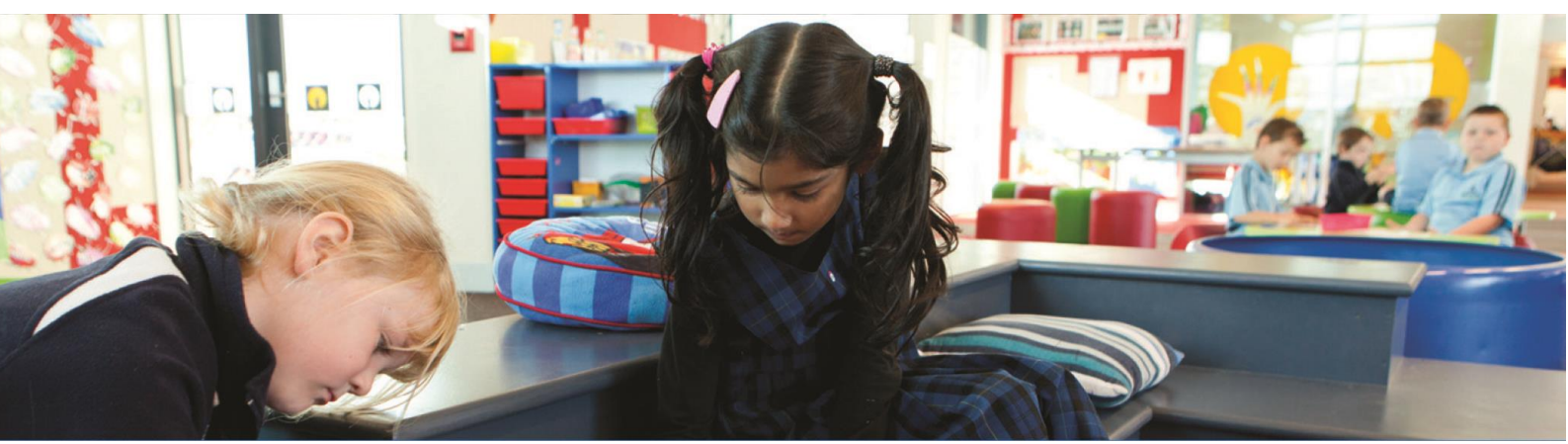
The Christchurch Schools Rebuild (CSR) programme is on schedule and is tracking well against both budget and timeframes. The programme has reached a good level of maturity and consistency across project delivery.

Kaiapoi Borough, South Hornby and St Albans schools' are the latest of 17 schools now complete in the programme.

We are continuously improving process and delivery to ensure efficient and successful delivery of projects.

Project status:

- 17 Complete
- 24 Construction
- 19 Design
- 16 Master Planning
- 15 Pre Engagement
- 24 Not yet commenced



Creating an education network that inspires children to reach their full potential.

Designing inclusive learning environments

Our schools are diverse. Each student brings a unique set of experiences, abilities interests and differences in how they learn.

How can teachers respond to this difference and plan for all students to have access to learning in ways that work for them?

Universal Design for Learning (UDL) is a research-based framework that helps teachers plan learning to meet the diverse and variable needs of all students. It supports schools to realise the vision of *The New Zealand Curriculum*: that no-one will be left out or discriminated against.

UDL supports educators to design respectful, inclusive environments where everyone is learning and achieving and diversity is seen as a source of strength. It is based on three principles that connect teaching and learning with three primary networks of the brain – the affective network, the receptive network and the strategic network.

Applying these principles helps schools move away from the one-size-fits-all approach that can be a barrier for learners. For all students to be successful, we need to be flexible and deliberately plan a range of supports and options for our students based on sound knowledge of what we know works for them.

1. Engagement is the why of learning – learners differ in what motivates them to learn or keeps them engaged. So the learning environment needs to stimulate and maintain motivation.
2. Representation is the what of learning – learners differ in the ways they perceive and comprehend information that is given to them. So the learning environment needs to allow for teachers to present content in a range of ways.
3. Action and expression is the how of learning – learners differ in the way they can navigate their learning environment and express what they know. So the learning environment needs to give students options and choices for how they share what they've learnt.

When these principles are applied at the outset, our students can access, participate and engage in learning in ways that work for them. [This article originally appeared in the Education Gazette](#)

For further information the [Universal Design for Learning Guide](#) on the Inclusive Education website introduces the UDL approach and illustrates the UDL Guidelines in an Aotearoa New Zealand context.