Critical need to know and action

1. Select Committee dates are set by Parliament and this is a reminder that the closing date for submissions for the Education (Update) Amendment Bill is Friday 11 November. Go to New Zealand Parliament website for more information.

2. From Education Payroll Limited: End of Year 2016. Read more...

3. Preparing for the new food safety law. Read more...

4. Employment relations circular (also covering items 5 and 6 below) about the initiation of bargaining for the renewal of the Caretakers’ and Cleaners’ (including Canteen Workers) Collective Agreement. Boards must let any employees who may be covered by this collective agreement know about the upcoming bargaining. Further information on the bargaining will be communicated by NZSTA.

5. Employment relations circular about the initiation of bargaining for the renewal of the Support Staff in Schools’ Collective Agreement. Boards must let any employees who may be covered by this collective agreement know about the upcoming bargaining. Further information on the bargaining will be communicated by NZSTA.

6. Employment relations circular about the initiation of bargaining for the renewal of the Kaiarahi i te Reo, Therapists’, ATSSD, Special Education Assistants’ Collective Agreement. Boards must let any employees who may be covered by this collective agreement know about the upcoming bargaining. Further information on the bargaining will be communicated by NZSTA.

Heads up

1. If we receive applications for Ongoing Resourcing Scheme and/or School High Health Needs Funding by 30 November, you are more likely to receive a decision by the end of this year. Read more...

2. Health and safety updates: Health and safety waivers, science code of practice video and hazardous substances. Read more...

3. The Electricity and Office Supplies All-of-Government contracts can help your school make substantial savings. Read more...

4. A new online resource Sector Support for Schools and Kura is now available. Read more...

5. Deadlines for construction projects over the Christmas break. Read more...
6. We’ve contracted Education Technology Ltd to design and administer the first national survey of Communities of Learning | Kāhui Ako participants. Invitations/surveys will be sent today with the survey running until 28 October.

7. A new contract is in place for Facility Compliance Management Services with the incumbent supplier, Argest Technical Services Limited. Read more...

8. Every Day Matters: All schools that sent their term 2 data as part of the annual attendance survey should’ve received a report. Term 3 reports are ready to go once you’ve sent your data. Read more...

9. As noted in Issue 56 of the Bulletin, we’re seeking a shift in the focus of alternative education in 2017, with more accountability from enrolling schools. Read more...

10. Innovative Learning Environments - Have you had your say? Read more...

11. Schools are four times more likely to suffer an arson attack than commercial buildings. This NZ Fire Services poster [PDF] has five steps schools can take to help minimise risk. Read more...


13. The Minister for Tertiary Education, Skills and Employment and the Minister of Education have announced a new Secondary-Tertiary Programme – the DualPathways Pilot. Read more...

14. The Connected Learning Advisory is running free half day workshops for Leaders of Digital Technologies from 9-24 November.


General information

1. Airpoints™ for Schools is back!
See how your school can apply to receive up to $10,000 Airpoints Dollars™ to assist with its travel needs and ambitions. Visit www.airpoints.co.nz/schools

Visit the Ministry for Pacific Peoples website or our TKI website for resources and more information.

Visit the Ministry for Pacific Peoples website or our TKI website for resources and more information.

4. Stage Challenge registrations of interest closing soon
Stage Challenge is a dance, drama and design spectacular where the students are the stars.Registrations of interest for 2017 closes 28 October.
Regional news

- Tai Tokerau
- Auckland
- Waikato
- Bay of Plenty - Waiairiki
- Taranaki, Whanganui, Manawatu
- Hawke’s Bay - Tairāwhiti
- Wellington
- Nelson, Marlborough, West Coast
- Canterbury
- Otago, Southland

Communications/Events

- Ministry key dates’ calendar
- Events
- Ministry newsletters
  - Infrastructure Matters - October
- Education related websites
- Early Learning Bulletin

Critical need to know and action

Education (Update) Amendment Bill

Select Committee dates are set by Parliament and this is a reminder that the closing date for submissions for the Education (Update) Amendment Bill is Friday 11 November. Go to New Zealand Parliament website for more information.
A note from Education Payroll Limited – End of Year 2016

Screens for End of Year are now open and you can now start entering your End of Year data in Novopay Online.

To ensure your staff are paid accurately and on time you will need to enter your school’s data and have submitted it by clicking the End of Year complete button by the deadline of 28 November.

Here’s a checklist of resources to help you as principal to get your school ready for End of Year:

• Your End of Year report showing employee details for 2016 is now available via Novopay Online for you and your school administrator. This provides the information you need to review and update in preparation for completing End of Year screens when they become available on 20 October.
• The Novopay End of Year 2016 instructions are available on the Novopay website.
• An End of Year training self paced learning module is available now – to access it login to the Training Services website. If, after working through the module, you are not confident to complete End of Year tasks, the module explains how further support can be accessed.

Education Payroll Limited will make sure you get all of the help that you need, but they can’t do this without you.

Preparing for the new food safety law

There’s a new law for food safety called the Food Act 2014. Under the Food Act anyone selling kai (food), or providing it together with a paid service, must make sure the kai is safe and suitable to eat. This includes schools, kura Māori, and holiday programmes run by schools or kura Māori.

Kai can and does make people seriously ill, and the law helps make sure that the kai nga tamariki (the children) get at school is safe.

What do schools need to do to comply with the law?
The new law is risk-based; what you need to do depends on the kai you make.

• Schools cooking or preparing kai themselves will need to use a written plan, called a food control plan. This helps them to manage food safety on a day-to-day basis. They will need to register (most likely with their local council), and get checked to make sure everything is in order.

• Schools only selling pre-packaged kai (e.g.hot pies) will follow what’s called a national programme. This means registering and getting checked, but doesn’t require a written plan.

• Schools only selling pre-packaged shelf-stable kai (e.g.chocolate bars or dried fruit and nuts) don’t need to register or get checked.
The business making kai needs to comply with the law. If your school has an external caterer, it’s the caterer who needs to register.

The law **only applies to kai for sale or provided together with a paid service** (e.g. holiday programme), so not all kai activities need to be registered. Shared or donated kai is not covered, nor is kai prepared by ngā tamariki as part of a lesson. However, if that kai is later sold at a school café, the café will likely need a food control plan.

Kai sold for fundraising is also exempt from registration, as long as no one group does it more than 20 times per year. Even if you don’t need to register, kai must be safe and suitable, and you can be held accountable if you make people sick. The Ministry for Primary Industries (MPI) has food safety advice and resources on [their website](http://www.mpi.govt.nz)

**What should you do now?**

Existing schools have until 31 March 2018 to register, if they need to. New schools opening in 2017 will need to register before selling any food.

MPI has an online tool called **where do I fit?** If you click on the ‘education providers’ section, it asks a handful of simple questions to help you figure out the requirements that apply to you. There’s also a new brochure, developed with input from the education sector, with examples of how the Food Act applies.

- **Schools – What does the Food Act mean for me?** [PDF]

View the [MPI website](http://www.mpi.govt.nz) for more information about the Food Act 2014, including the steps to register.

If you have any questions or concerns get in touch with your local council or email MPI at info@mpi.govt.nz

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**Caretakers’ and Cleaners’ (including Canteen Workers) Collective Agreement**

Employment relations circular about the initiation of bargaining for the renewal of the Caretakers’ and Cleaners’ (including Canteen Workers) Collective Agreement. Boards must let any employees who may be covered by this collective agreement know about the upcoming bargaining. Further information on the bargaining will be communicated by NZSTA.

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**Support Staff in Schools’ Collective Agreement**

Employment relations circular about the initiation of bargaining for the renewal of the Support Staff in Schools’ Collective Agreement. Boards must let any employees who may be covered by this collective agreement know about the upcoming bargaining. Further information on the bargaining will be communicated by NZSTA.
Employment relations circular about the initiation of bargaining for the renewal of the Kaiarahi i te Reo, Therapists’, ATSSD, Special Education Assistants’ Collective Agreement. Boards must let any employees who may be covered by this collective agreement know about the upcoming bargaining. Further information on the bargaining will be communicated by NZSTA.

**Heads up**

**Ongoing Resourcing Scheme and School High Health Needs Funding Applications**

Our Assurance and Eligibility team receives a large volume of Ongoing Resourcing Scheme (ORS) and School High Health Needs Funding (SHHNF) applications during term 4 – with 851 last year. Of these, 228 (27 per cent) were received during December and it wasn't possible to make decisions before the end of the school year.

**Please consider submitting your ORS and/or SHHNF applications as early as possible this term** to enable us to make timely decisions and allow you to plan appropriately for the following year. Decisions about eligibility are usually made within 15 working days of receipt of the application.

If you submit application(s) before **30 November 2016** you should receive a decision before the end of the school year. However, if it is submitted after 30 November it is unlikely decisions can be made before the end of the school year.

If you have any questions email manager.eligibility@education.govt.nz or visit the Ministry’s website for more information on applying for the Ongoing Resourcing Scheme or applying for the School High Health Needs Fund.

**Health and safety updates**

**Health and safety waivers**

We’ve updated the EOTC sample form 15: Agreement between school and provider [Doc; 89kb] to support schools that may have been asked to sign a liability waiver by a provider. Signing a liability waiver does not absolve a provider of their health and safety duties, including any liability in the event of an incident or near miss under the Health and Safety at Work Act 2015.

The Act clearly states no organisation (including schools, camp providers, government agencies etc) can contract out of its legal responsibilities and asking for waivers which have an unclear purpose or effect is not appropriate.

We expect all organisations that provide services to the education sector to be responsible and compliant with regard to their own obligations and to work collaboratively where these overlap or are shared. In short, where there are overlapping responsibilities this means all groups need to...
work together – cooperate, coordinate and consult.

Science code of practice video
In preparation for the soon to be released guidelines on the Code of Practice for Exempt School Laboratories, the New Zealand Association of Science Educators has produced a short video about the Code. Please share this with your science departments.

Hazardous substances
Schools, particularly their science and physics departments, are reminded that they must abide by the Code of Practice for Exempt School Laboratories and must not store or hold prohibited substances.

If a school has a banned substance, they can contact their local Council for advice around removal and destruction.

All-of-Government contracts
All-of-Government (AoG) contracts can help your school make substantial savings and achieve value for money when making purchases of selected common goods and services.

Over 1050 schools have now signed up to one or more AoG contracts. All state and state-integrated schools are eligible to use the AoG contracts. The two contracts below have had great results for schools.

Electricity
The AoG contract for the supply of electricity and associated services (referred to as the Electricity Contract) currently has a panel of five suppliers: Meridian Energy, Genesis Energy, TrustPower, Contact Energy and Mercury Energy.

The Ministry of Business, Innovation and Employment (MBIE) will be approaching the market collectively with a schools cluster group, a process that usually takes between two to three months.

Interested?
To participate in this group, your school’s current contract would need to expire between December and June 2017 or have already expired.

To join, email utilities.coe@mbie.govt.nz or sonali.shah@mbie.govt.nz by 25 November. Once you receive the cost savings analysis from New Zealand Government Procurement, you can choose to accept or decline the offer.

Office Supplies
In the last year 400 schools signed up to the Office Supplies contract. Schools can join at any time and save on items such as office stationery, paper, printer cartridges, cleaning products and educational supplies. The panel of suppliers deliver across New Zealand.
This contract has many benefits including:

**Choice**
- Choose your preferred supplier from a panel of 11.
- Choose which product categories you want to join.

**Flexibility**
- Change your preferred supplier at any time.
- Exit the contract at any time.

**Savings**
- No minimum spend required to join.
- Online orders above a minimum threshold ($50 - $150) are free.

The AoG Office Suppliers are:
- Advance International Cleaning Systems (NZ) Limited
- Alsco New Zealand Limited
- Corporate Consumables Limited
- Fuji Xerox New Zealand Limited
- Holgren Enterprises Limited (trading as Jasco Distributing)
- OfficeMax New Zealand Limited
- Office Products Depot Limited
- Pacific Hygiene Limited
- Staples NZ Limited
- The Service Company Limited
- Wesfarmers Industrial and Safety New Zealand Limited (trading as NZ Safety Blackwoods)

**Interested?**
Contact Jan Barnett – National AoG Contracts Account Manager, Ministry of Education on 07 837 3131 or email jan.barnett@education.govt.nz

Or contact the MBIE AoG office team on 04 901 1622 or email office.coe@mbie.govt.nz
Sector Support for Schools and Kura

Sector Support for Schools and Kura is designed to help schools more easily access early assistance and support from relevant education sector organisations, and reduce the need for statutory interventions.

This resource provides information about each sector organisation, their areas of expertise and support they can provide to schools. It is an outcome of the Review of Statutory Interventions 2014 and was developed in response to feedback from the sector. It also links to information about the support our education advisors provide to schools.

The organisations involved are:

- Education Review Office
- New Zealand Association of Intermediate and Middle Schooling
- New Zealand Educational Institute
- New Zealand Principals’ Federation
- New Zealand School Trustees’ Association
- Post Primary Teachers’ Association
- Secondary Principals’ Association of New Zealand
- Te Akatea, New Zealand Maori Principals’ Association

This resource aligns with two new self-review tools designed to help schools identify and build capability in areas they may need to strengthen:

- School Evaluation Indicators (Education Review Office)
- Governance Internal Evaluation Tool (New Zealand Schools Trustees Association)

Please contact your education advisor with any feedback or questions.

Construction projects over the Christmas break

With the end of the year fast approaching, you should have those construction projects planned for the summer break on your radar.

Your local property office needs your project paperwork, forms, procurement plans and board resolutions by 18 November, to guarantee approval by 23 December. Invoices need to be received by 9 December to guarantee payment by 23 December.

While we'll do our best, depending on the number of projects received at each local office, anything received after these timeframes may not be approved ahead of the summer break.
Survey of Community of Learning | Kāhui Ako participants

We’ve contracted Education Technology Ltd to design and administer the first national survey of Communities of Learning | Kāhui Ako participants. Invitations/surveys will be sent today with the survey running until 28 October.

Facility Compliance Management Services

As of 1 October, a new contract is in place for Facility Compliance Management Services with the incumbent supplier, Argest Technical Services Limited (Argest. The term of the contract is five years with two rights of renewals of two years each.

Argest will continue to ensure all school buildings maintain a current building warrant of fitness on behalf of the Ministry, in accordance with the requirement under the Building Act 2004.

This new contract also includes school boiler inspection services. Argest will ensure all schools carry out servicing and maintenance, inspect and record the condition of the boiler and advise the school of any issues.

For more information visit our Building warrants of fitness for school facilities webpage or contact Rob Wilson at Argest by email rwilson@argest.com or phone 0800 274 378.

Every Day Matters

We are delighted by the response to our Every Day Matters initiative. By now, all schools that sent us their term 2 data as part of the annual attendance survey should’ve received a report. We look forward to feedback on these to ensure we’re providing you with useful information. If you want to participate but haven’t registered, email us at everydaymatters@education.govt.nz

Term 3 attendance data
This week, we’ll email all schools registered for Every Day Matters requesting term 3 attendance data. The term 3 report is ready to go and will be sent to you within a few days of receiving your attendance data.

Background
Every Day Matters offers schools the option of working with us to look at how your existing attendance data can be of even greater use when it comes to keeping your students in class. We provide tailored reports you can use for long-term planning, and alert you earlier to signs that a student might need help.

Our aim is to build a richer national picture of attendance and enhance our understanding of the areas in which you need the most support. The more schools we have participating, the better we’ll be able to do this. Many schools have already registered and received an analysis of attendance in their school for terms 1 and 2.
Read more about Every Day Matters in Issue 47 of the Bulletin and on Education Counts

If you have any questions feel free to email everydaymatters@education.govt.nz

**Alternative education**

Current alternative education contracts expire on 31 December. There is no change in the overall funding for alternative education, which is $21 million per annum. The same number of placements will be available however we expect to see some variation in numbers in different regions because of higher need in some areas.

Alternative education in 2017 will involve more accountability from enrolling schools – those schools that use (but do not manage) alternative education. We want enrolling schools to be actively involved with their students’ achievement while they are attending alternative education. We are introducing a new memorandum of understanding between the Ministry and managing and enrolling schools that will outline roles and responsibilities. Your local education advisor may have already been in touch to discuss this with you.

Enrolling schools will also become accountable for the achievement results of students attending alternative education. In some cases, it is difficult to attribute accountability because of student transience and long term disengagement from school. We will be working with the sector to determine how achievement data for alternative education students can be attributed to enrolling schools.

**Innovative Learning Environments - Have you had your say?**

The Innovative Learning Environments and Teacher Change Project is investigating how teachers in New Zealand and Australia can use learning spaces in today’s schools most effectively. This project is being conducted by the University of Melbourne in partnership with the Ministry of Education and a range of other institutions.

The first part of the study, a 5-7 minute survey, has been emailed to all principals to identify the range of learning spaces in schools, and the teaching practices and types of learning that occur in schools.

This survey gives every school in New Zealand a chance to contribute to a greater understanding of these issues. Completing the initial survey will ensure your school remains a potential site for further explorations on how teachers can best utilise their learning spaces.

If you haven’t received an email containing the survey, please contact joann.cattlin@unimelb.edu.au

For further information go to www.iletc.com.au or watch their video.
NZ Fire Services poster

Schools are four times more likely to suffer an arson attack than commercial buildings. This NZ Fire Services poster [PDF] has five steps schools can take to help minimise risk. Visit the NZ Fire Service website for more information.

What’s the Plan Stan?

The Ministry of Civil Defence & Emergency Management has relaunched What’s the Plan Stan? A guide for teaching emergency preparedness in primary classrooms.

New Secondary-Tertiary Programme (STP)

The DualPathways Pilot replaces the STP Pilot that finishes in December this year. Building on feedback from participating tertiary education providers and schools involved in the STP Pilot, the Government wants to trial the DualPathways Pilot in 2017 and 2018.

Feedback told us schools would like support in providing relevant programmes for students at level 3. There is also a need to support progression to further study at level 4 or above, particularly for students not planning on going to degree level study. The DualPathways Pilot provides this support.

Funding for the DualPathways Pilot will support tertiary education providers and secondary schools to work in collaboration and partnership with employers/industries to ensure students gain qualifications at level 2 or 3 that provide clear and progressive pathways into the world of work and/or higher education.

DualPathways students will be enrolled part-time in secondary school and part-time in either tertiary education or industry training. Note: the ending of the STP pilot and the creation of the DualPathways pilot has no impact on current STP trades academy provision.

Leaders of Digital Technologies workshops

The Connected Learning Advisory is running free half day workshops for Leaders of Digital Technologies from 9-24 November.

TESSOL tuition fees scholarships for 2017

Reminder: Applications for TESSOL tuition fees scholarships for 2017 close 28 October.
Tai Tokerau | Hira Gage

Tēna koutou katoa

Welcome back to term 4. I hope you all found time for a much needed break over the school holidays and an opportunity to push the boat out fishing during these lovely summer days in Northland.

Education Council forum in Whangarei

In September, the Education Council hosted their first Tai Tokerau leadership forum in Whangarei.

The focus of the forum was “Collaborating for Excellence” in relation to Communities of Learning | Kāhui Ako and particularly looked at the challenge of the leader role within these communities.
The Hon Hekia Parata, Minister of Education, attended and congratulated the schools and kura representatives who have committed to being part of the CoL initiative in our region.

Keynote speaker Melissa Clark-Reynolds gave an inspiring look at leadership from her vast experience as a business mentor and entrepreneur.

2016 survey of Communities of Learning | Kāhui Ako
This term, schools that are part of a CoL will be invited to participate in the first national survey of CoL between 17 and 28 October 2016.

The survey will gather information about the early stages of setting up a CoL (including who is involved and how), the processes used to identify or deepen understanding of the CoL achievement challenges, learning from early implementation and the expected changes.

Staff forum
On 20 September our staff gathered in Whangarei for an All Teams Day. The purpose was to consider how we can position ourselves to better support the sector, as CoL continue to develop in Tai Tokerau.

Thank you to Aaron Kemp, Mangawhai Beach School; Paul Shepherd, Kamo Intermediate School; Bronwyn Coulton, Northland Kindergarten Association; Freda Mokaraka, Kaikohe Intermediate and Alec Solomon, Tikipunga High School for providing their perspectives and valuable insights, as we work towards shaping our teams to meet the needs of students, schools and centres.

Professional Learning and Development (PLD) update
We are in the process of establishing the area allocation panel. I will be able to confirm the panel membership in the next few weeks. Please contact your education advisor if you need further information about PLD proposals.

Feel free to call me on 09 436 8914 or email me at: hira.gage@education.govt.nz

Ngā mihi
Hira
Tēnā koutou

Welcome back to term 4, I hope you all had the opportunity to rest and recharge your batteries for what we know will be a busy term 4. Some of you will know Kawhena Woodman, a senior education advisor at the Ministry and recognise Kawhena’s daughter Portia. Portia represented New Zealand in the Women’s Rugby Sevens competition and won silver at the 2016 Rio de Janerio Olympic Games.

We were fortunate enough to have Portia visit the office, giving us the opportunity to congratulate her and her team’s achievement.

Portia’s achievements in the Women’s Rugby Sevens include:

- 2016 Silver medallist – Olympic Games.
- Player of the year – 2015 World Rugby Women’s Sevens.
- Women’s Sevens World Series top try scorer for the last three years and having the most tries and points scored in the Women’s World Series to date.
- Being part of the NZ Women’s Rugby Sevens squad since 2012, following a netball career in the ANZ Netball Championships as a member of the Northern Mystics team.
- Being a member of the Counties Manukau Team that won the 2016 Farah Palmer Cup women’s rugby competition

Portia is planning to be part of NZ Sevens through to the 2020 Olympics in Tokyo.

St Peters and Marist College service trips

*We should not be defined by the smallness of our islands but by the greatness of our oceans.*

Epeli Hau‘ofa

Auckland celebrates being the largest Polynesian city in the world and while our schools work towards raising achievement for all students we know the vital importance of consistent whānau and community engagement as a contributor to successful educational outcomes for Pasifika students.

Two Auckland schools celebrated the diversity of their school communities by going the extra mile to support an unforgettable and moving opportunity for their students in the September holidays. After months of planning and fundraising, parents and teachers of St Peters College in Epsom and Marist College in Mt Albert successfully completed two service trips in the September holidays, one to Tonga and the other to Samoa.
St Peters College
The St Peters College trip was called the Kingdom Trip. Sixteen students, two teachers and eight parents travelled to Tonga for two weeks. While the purpose of the trip was to provide service to Apifo’ou and Takuilau Colleges, it was also a moving personal journey of discovery for their Tongan NZ born students.

The boys were billeted with local families and experienced life as a student on the Island. In one of the boy’s own words: “I learned to appreciate what I have here in New Zealand and to appreciate how much harder life is for the boys/families in Tonga...They have so little and yet they are so giving and so generous and seem to be happy with each other”.

They gifted sports gear and an achievement award to encourage excellence in sports and academia to both Apifo’ou and Takuilau Colleges. They also had classes in Tongan history and visited a number of historical landmarks on the island of Tongatapu, with a good dose of swimming for good measure.

Marist College
This is the second year Marist College has taken a group of students to Samoa to provide service to the Samoa Victims Support Group (SVSG) in Apia. 20 students, 3 teachers and 2 parents
worked with children at SVSG and visited a number of schools in Upolu and Savai'i giving out educational resources they had shipped over.

The girls spent four days at SVSG and were rostered to work with the children, organise activities and helped look after the babies. This too was a journey of discovery for the girls, in their own words, “I learned not to take my education for granted and that I am lucky to have a family to come home too.” – “I knew it was not going to be easy seeing the children at SVSG but I also knew that the work we were going to do there would not only benefit them in so many ways but it would also benefit me…and making my decision to go back easier.”

The girls gifted their time, educational resources and gave a significant financial donation to SVSG. They were visited a number of historical landmarks on the islands of Upolu and Savai'i and took advantage of the tropical weather and local attractions.

Feel free to call me on 09 632 9333 or email me at: isabel.evans@education.govt.nz

Ngā mihi
Isabel

**Waikato | Paula Rawiri**

Tēnā koutou katoa. Nau mai hoki mai ki te wāhanga tuawhā o te tau. Warm greetings to you all in the fourth term of the school year.

**Raising student achievement across the Waikato**

The role of student achievement practitioners is to support schools and kura to build capability, and to dig deep to find the root causes of challenges related to student underachievement. The student achievement team (pictured on the following page) wear hard hats and hi-vis vests to symbolise the work they do involving a range of tools - ‘digging' to find root causes and ‘building’ capability - with schools throughout the Waikato.
In a school or kura, the process involves a student achievement practitioner working with a representative team from the school or kura (leadership, teachers, parents, whānau, iwi and/or board of trustees) to identify strengths, capabilities and change levers that may have the most impact on student achievement. The team then collaboratively creates an action plan to carry out the changes for improved achievement and ongoing sustainability. A student achievement practitioner is also assigned to each Community of Learning | Kāhui Ako to support the CoL with the development and implementation of their achievement challenges and planning, and to encourage and support ongoing whānau and community engagement.

If you’re interested in learning more about how a practitioner could work in your school, contact your senior education advisor.

Communities of Learning | Kāhui Ako

Momentum continues to build with a further three CoL in the Waikato recently endorsed by the Minister of Education. They are in Huntly, Hamilton North East and Morrinsville. The Huntly CoL includes the Waikato’s first approved early learning service – well done Educare Taupiri and Huntly!

A couple of other highlights on the CoL front are:

- We now have 17 approved CoL across the Waikato, comprising 158 of our 275 kura and schools (57 per cent). This is 68 per cent of school aged young people in the Waikato now connected to a CoL.

- Achievement challenges and high level plans have been endorsed for the Hauraki, Cambridge and Hamilton North West CoL. View these on: achievement challenges webpage

- We now have three CoL leaders appointed in the Waikato:
  - Hauraki Community of Learning - Ngaire Harris, Hauraki Plains College. This CoL has also appointed their 2 across school teachers and is in the process of appointing their 11 within school teachers.
  - Hamilton North West Community of Learning (He Waka Eke Noa) – Tony Grey, Te Kowhai School. This CoL has appointed their 8 across school teachers and is in the process of appointing around 30 within school teachers.
Cambridge Community of Learning – Mike Malcolm, Leamington School. This CoL is in the process of appointing up to 5 school teachers and around 30 within school teachers.

**Property update**

A reminder that schools received their Property Maintenance Grant (PMG) on 1 October. This grant is to be used on the maintenance of ministry-owned buildings and facilities. It does not cover capital work. This grant contributes towards the payment for fixing issues such as a loose door handle or a leaking tap. For more information, ask your Ministry property advisor or visit the Property Maintenance Grant for school maintenance work webpage.

We sent an email to all principals and kura tumuaki advising them of their property advisor’s name and contact details. If you haven’t received this email, please email sharon.walker@education.govt.nz so she can provide you with this information. Thank you for your help with this.

**New resource from the Education Review Office - supporting parents and whānau**

Parents, families and whānau are one of the key enablers for raising student achievement alongside effective teaching and quality educational leadership. ERO has recently released a new resource Partners in Learning [PDF] that informs parents and whānau what they should expect from schools and kura and how they can best support their child’s learning.

Feel free to call me on 07 850 8924 or email me at: paula.rawiri@education.govt.nz

Noho ora mai, Paula

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### Bay of Plenty - Waiariki | Ezra Schuster

Welcome back, I hope you’ve had a good start to the last term!

**Professional learning and development – Regional Allocation Panels**

We received really positive interest, thank you to all those associations who nominated a colleague to be on the PLD regional allocation panels. Remember this is your panel and these principals represent you. We still have a couple of members to confirm but I’m delighted to announce the following members of our Bay of Plenty-Waiariki regional allocation panel:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Randell</td>
<td>Otumoetai College</td>
<td>Western BOP Principals’ Association</td>
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<tr>
<td>Craig Haggo</td>
<td>Pongakawa School</td>
<td>Western BOP Principals’ Association</td>
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<td>Maria Sheridan</td>
<td>Omarumutu School</td>
<td>Opotiki Principals’ Association</td>
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<td>Jo Brady</td>
<td>St Josephs School (Whakatane)</td>
<td>Whakatane Principals’ Association</td>
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<td>Para Meha</td>
<td>Te Kura Kaupapa Māori o Rotoiti</td>
<td>Te Akatea</td>
</tr>
<tr>
<td>Eden Chapman</td>
<td>Horohoro School</td>
<td>Rotorua Principals’ Association</td>
</tr>
</tbody>
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Email katrina.casey@education.govt.nz  Contact us at bulletin@education.govt.nz
Local leadership changes to Healthy Families and Child Youth and Family
This month I wanted to let you know about the appointment of a new manager for the Healthy Families initiative based here in Rotorua.

Mapihi Raharuhi (Ngāti Kea Ngāti Tuara and Ngāti Pikiao) takes over from Leanne Morehu who has taken up the site manager role at Child Youth and Families Service Taupo/Tokoroa based in Taupo.

Mapihi has been away from Rotorua involved in a wide range of initiatives. Most recently she has been the Kaiarahi – Programme Lead for Waka Haurua National Māori/Pasifika Suicide Prevention Programme. A very warm welcome home to Mapihi, our team look forward to continuing our good relationship with Healthy Families Rotorua.

Leanne, we know that we will see you in your new role in Taupo and wish you all the best. Nga mihinui ki a korua.

ULearn 2016
Rotorua has just hosted CORE Education’s annual conference ULearn 16. I was fortunate to attend a number of the sessions and be part of a “sofa panel” discussion with education leadership guru Prof Michael Fullan, esteemed researcher Dr Rosemary Hipkins from NZCER, Derek Wenmoth, Director of learning CORE Education and Deidre Alderson, principal of Willowbank School in Auckland.

It was a fantastic conference with just over 2,000 delegates from across Aoteroa and overseas. It was great to see a number of you there participating.
Connected Learning Advisory Strategic Thinking Workshops
The Connected Learning Advisory (CLA) is running a series of half day workshops in term 4. The workshops are free of charge and are being held in locations across the country.

The workshops are aimed at school leaders, leaders of digital technologies and board of trustee members with responsibility for planning and implementing strategy for the use of digital technologies. Up to three people from a school/kura can attend each event.

Workshop content:
• The local CLA advisors will introduce schools to the CLA’s Strategic Thinking Roadmap which aims to bring coherence to the challenge of ensuring effective pedagogy is driving the use of digital technologies in your school.
• Practical, tested strategies and plenty of opportunity for collaborative discussion.

Participants will come away with:
• Links to research, planning templates and stories of change from other schools for you to access at your leisure.
• A planning framework to help develop digital technologies strategy.
• Connections to other local schools who are also developing their digital technologies strategy.
• Next steps and an understanding of how the CLA can act as a critical friend via online community spaces (VLN/Pond) and regional advisor support.

Visit the CORE education website for more information.

Out and about
I had the pleasure of attending the blessing official ‘reveal’ of Toi Ohomai Institute of Technology (formerly Waiairiki Institute of Technology) on 10 October in Rotorua. Well done to the council chair Catherine Cooney, fellow councillor Dr Ryan Morrison and our newly elected mayors Steve Chadwick of Rotorua Lakes and Tony Bonne of Whakatane.

Exciting opportunity in the Eastern Bay REAP
Our colleagues at Eastern Bay REAP have an exciting opportunity for a passionate educator to work in their team based in Whakatane. Find out more in the Information Pack for Applicants

Feel free to call me on 07 349 8309 or email me at: ezra.schuster@education.govt.nz

Ngā mihi
Ezra
Tēnā koutou katoa

Ngā mihi nui ki a koutou katoa, Nau mai, hoki mai ki te wāhanga tuawahā. We are all heading into another busy term.

**Professional Learning and Development (PLD)**

I’m aware many schools have been working through an inquiry cycle to inform PLD needs for 2017 and beyond. For those applying for centrally-funded PLD, the link to the application journal is at the bottom of the [Making a PLD proposal webpage](#).

Applications to be considered in the November round need to be forwarded by **28 October** to the following email address: [PLD.TaranakiWhanganuiManawatu@education.govt.nz](mailto:PLD.TaranakiWhanganuiManawatu@education.govt.nz)

Do keep in touch with your education advisors, Community of Learning | Kāhui Ako leads and/or student achievement function practitioners as you draft your applications. They can offer support, guidance and feedback. Remember to be clear and specific in your applications so that the Area Allocation Panel (AAP) understand your specific needs.

In the next Bulletin, I will be able to share the names of the AAP members. If you’re not ready to apply for centrally-funded PLD by 28 October, the AAP will meet each term.

The 2017 key dates for PLD application consideration are:

<table>
<thead>
<tr>
<th>For allocation in...</th>
<th>PLD applications due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>03 March</td>
</tr>
<tr>
<td>Term 2</td>
<td>26 May</td>
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<tr>
<td>Term 3</td>
<td>18 August</td>
</tr>
<tr>
<td>Term 4</td>
<td>27 October</td>
</tr>
</tbody>
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**Whanganui High School**

Congratulations to the students and staff at Whanganui High School on their success as national winners of the 2016 Stage Challenge. This student-led event is seen as New Zealand’s highest secondary school theatre award with more than 14,000 students from 180 schools participating this year.

Whanganui High School chose the theme of the Pike River disaster for their production, and was able to manage this very sensitive subject in a mature and respectful manner.
The judges described their performance as, “A touching tribute to the 29 Pike River miners who went to work and never returned”.

**Palmerston North Boys' High School**

At the beginning of 2016 Māori Performing Arts was introduced as a subject at Palmerston North Boys' High School. It’s provided an opportunity for a greater number of young Māori to develop their knowledge of Tikanga Māori, to vividly show their passion and pride in doing so and empowering them to achieve meaningful pathways with a positive impact on their self-efficacy, engagement and achievement across all curriculum areas.

I’m always interested in the news you have to share about your school.

You can contact me on 021 229 7685 or by email jann.marshall@education.govt.nz

Ngā mihi
Jann
Hawke’s Bay - Tairāwhiti | Roy Sye

Tēnā koutou

I hope those of you at the ‘chalk face’ found some time for some much needed rest and relaxation over the holidays and are ready to get back into it for term four! Things haven’t stopped here! I have been down in Wellington up in Gisborne, and out and about meeting with service providers and stakeholders. There is so much going on in the sector and it’s fantastic to see so many people keen to engage with us.

Learning Together for the Benefit of Children’s Learning

I want to congratulate the Porangahau Puna Kāinga and Porangahau School for organising a transition to school hui that bought teachers and parents from the local community together to share transition to school ideas.

The key message from Chrissy Lepper, professional development provider from LEAP Education, were that strong relationships between parents, family, the early learning service and school are crucial to a successful transition.

Transitions are best when the teachers have common goals for the child’s learning and when the two learning environments actively work to reduce the discontinuities children experience during transitions. In Porangahau, effective transition to school practice involves localised solutions for accelerated and tailored learning for children before school. Collaborative initiatives like this are an excellent opportunity for teachers from different sectors to develop these key relationships and it’s great to see sector initiated ideas in action!

Professional learning and development (PLD) panel

We had an excellent response to our call for expressions of interest for our regional PLD allocation panels. We are very excited to announce who has been appointed to the panel.

<table>
<thead>
<tr>
<th>Tairāwhiti PLD Allocation Panel</th>
<th>HB/CHB PLD Allocation Panel</th>
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</thead>
<tbody>
<tr>
<td>David Langford</td>
<td>Fleur Wainohu</td>
</tr>
<tr>
<td>Nori Parata</td>
<td>Dionne Thomas</td>
</tr>
<tr>
<td>Steve Berezowski</td>
<td>Lisa Larwood</td>
</tr>
<tr>
<td>Janine Higgins</td>
<td>Robyn Isaacson</td>
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<tr>
<td>Leonie McEwan</td>
<td>Fiona Craven</td>
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<tr>
<td>Diane McCallum</td>
<td>Denise Sainsbury</td>
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<tr>
<td>Jan Kumar</td>
<td>Hayley Whitaker</td>
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<tr>
<td>Tangi Geary</td>
<td>Brian Eales</td>
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<td></td>
<td>Kane Boulton</td>
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<td>Wendy Gray</td>
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<td>Roger Whenuaroa</td>
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<td>Tim White</td>
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There are a few others still to confirm their appointment and we’ll let you know who they are in the next bulletin!
Also, please send your PLD journal applications to our new mailbox: pldhawkesbay.tairawhiti@education.govt.nz

Te Reo Māori
A group of Napier Ministry of Education staff have been studying Te reo Māori through the Eastern Institute of Technology. The 17 week course culminated with a noho marae at Pukemokimoki Marae.

For some participants the noho marae was their first time staying on a marae. It offered a place for the staff to speak te reo, learn tikanga, practice kawa and sing waiata. The staff even learned to make poi, and gave several concerts using poi!

I want to thank the tutors Sarah Hutana Te-Aho and Matawai Timu Fosio for their time and efforts, staff found the noho to be a meaningful experience and a time for learning, reflection and collaboration.

Inspiring Māori Leadership in Education
I would like to take the opportunity to extend my congratulations to the organisers, supporters and presenters at the Inspiring Māori Leadership in Education symposium held in Gisborne recently. Some of our staff were fortunate to attend and they all came back feeling very inspired by the educational stories and journeys shared. ‘E hoka taku manu taupua – Take flight my revered leader!’

Michael Lewis 18 September 1962 – 6 September 2016
It was with great sadness that we celebrated the life of Mike Lewis, one of the biggest champions of the education and sports scenes in Central Hawke’s Bay. Mike passed away suddenly in early September after a brief illness. He was the principal of Ongaonga School and had been since 1999. Mike was known for the pride he took in the achievements of current and past students, celebrating every child’s learning journey and success as if it were his own. The children, staff and community did Mike proud in their very moving farewell to a much loved leader. We will all
Hello everyone

Welcome back to what will be a very busy term four. Many of you will be busy preparing your senior students for their externals over the next few weeks. Last week I had the opportunity to visit some of our Bush and Tararua based schools.

My sincere thanks to Lynne Huddleston of Pahiatua School, Leeanne Angland of Ruahine School and Stephen Snell of Dannevirke South School for your time, manaakitanga and free and frank conversations. Getting out into schools is a real highlight for me.

Welcoming new and returning leaders to our region

I’d like to warmly welcome the following principals to their new roles across our region:

- Andrew Bird, former principal at Muritai School, returns from sabbatical to join Kelburn Normal School.
- Lisa Cavanagh has started at Silverstream School coming from her previous principal role at Maungaraki School.
- Cate Wafer starts as a first time principal at St Michael’s School Taita.
- Tania Cohen joins Taita Central School as a first time principal having previously been deputy principal at Ngaio School.
- Ragne Maxwell former deputy principal at Kapiti College, now leads Porirua College.
- Tracey Gundesen who has been acting principal since term two at St Francis de Sales School has been appointed principal starting term four.

A big welcome as you start a new leadership chapter in your careers. We all know the importance of quality leadership in successful schools. One of my favourite leadership quotes is one from Sir Peter Blake who said:

“Having vision is not enough, change comes from realising that vision and turning it into reality.”

Please remember we are here to support you and back you to win.
I’d like to also acknowledge a number of principals returning after sabbaticals last term. I do hope that the time away to reflect has been worthwhile.

New staff members
I am delighted to introduce to you two new members of the education team; Izzy Shelswell and Lorraine Southey.

Izzy Shelswell, Education Advisor
Izzy has experience in the education sector in both New Zealand and the UK. She’s had several head of department roles in both countries, with her most recent role being Director of the Hutt Valley Activity Centre in Lower Hutt. Izzy’s passion is in supporting students, teachers, whānau and schools to reach their goals and aspirations through exciting and engaging teaching practices.

Izzy will be working with those of you in Wellington East, Wellington South, Tawa and Onslow. You can contact her by email at izzy.shelswell@education.govt.nz, phone 04 439 4664, or mobile 027 204 8652.

Lorraine Southey, Student Achievement Function Practitioner
Lorraine joins the team from NZSTA where she’s was an emergency staffing principal. Prior to that, Lorraine was the teaching principal of Pirinoa School in the Wairarapa.

As a student achievement function practitioner her role involves helping schools and kura realise and ignite their potential thereby improving outcomes for priority learners. Lorraine supports schools in the Lower Hutt, Wairarapa and Tararua areas. You can contact her by email lorraine.southey@education.govt.nz, phone 04 463 7028 or mobile: 027 205 7253.

Workshops: How to recognise and respond to children and young people exposed to, or at risk of, abuse
As you may be aware, through August and September we worked with Child Youth and Family, NZ Police and Department of Corrections to deliver ten workshops across our region. Feedback from attendees was positive with a total of 282 attendees. Thank you to the presenters from our partner agencies and to those that prioritised and attended this workshop.

We know that we will have a greater impact for children and young people, with their families and whānau, when we are working really effectively together. If you have any questions about the content of the workshops contact Jo Brider at jo.brider@education.govt.nz

Feel free to call me on 027 229 4009 or email me at: suze.strowger@education.govt.nz

Kind regards, Suze
Kia ora and Greetings

Welcome back to the new term. I hope everyone had a restful break and the term started well. Once again the team look forward to working with you all.

New leaders

Welcome to Andy Ashworth, principal at Murchison Area School, and Rachael Whyte, acting principal at Barrytown School for this term.

Communities of Learning | Kāhui Ako update

Congratulations to Derek Lucic, principal of Broadgreen Intermediate, on his recent appointment to the Ākonga Whakatū Communities of Learning leadership role. There are now seven CoL leads appointed in Nelson, Marlborough, West Coast and a further four CoL are starting a process that should result in the lead being appointed before the end of this year.

The Top of South Island area schools, Ākonga Whakatū and Buller Communities of Learning reached a milestone in their formation by having their achievement challenges endorsed by the Minister of Education. These and other achievement challenges are available on the Ministry’s Achievement Challenges webpage.

Alternative education – contracts and MOUs

The Ministry has been reviewing the way the education system supports at risk students. While there is no change to the overall funding for alternative education, for 2017/8 managing schools are being offered two year contracts. The new contracts include a number of service improvements with enrolling schools actively involved in the achievement of their students education, as well as the achievement results of the students attending alternative education.

During the next few weeks Jill Lees, lead education advisor will meet with managing schools to finalise their 2017/8 alternative education contracts. If you need further information, please contact Jill on 03 539 1545 or jill.lees@education.govt.nz.

Preparation of your 2016 annual report

The 2016/12 Annual Reporting Circular replaced Circular 2015/09 issued in August 2015. It clarifies for board chairs, principals and appointed auditors what is required in 2016 annual reports for all state and state-integrated schools - particularly for financial reports.

Schools should report in the format set out in the Ministry’s Kiwi Park model. The 2016 Kiwi Park model is available on the Kiwi Park School model financial statement webpage.

There will be workshops/training from 26 October to 10 November for service providers to ensure schools and service providers receive sufficient support. Regional finance advisors are also available to provide assistance and support to schools where needed.
Reminder PB4L School-wide Getting Started Workshops (Southern Region)
These one day workshops are for schools who have not been able to access the fully supported Ministry of Education PB4L SW training and would like to get started on implementing the school-wide systems and practices themselves.

Schools should consider sending up to three staff (including the principal), who would be the core school-wide team in their school.

Send registrations to emma.pocklington@education.govt.nz and include:
- School name
- Names and email addresses of no more than three staff who will attend
- The workshop you wish to attend

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<tr>
<th>Area</th>
<th>Date (9am - 3pm)</th>
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<tr>
<td>West Coast</td>
<td>07 November</td>
<td>Greymouth - TBC</td>
</tr>
<tr>
<td>Blenheim</td>
<td>09 November</td>
<td>Blenheim School hall</td>
</tr>
<tr>
<td>Nelson</td>
<td>16 November</td>
<td>Nelson MoE office, Haven Road, Nelson</td>
</tr>
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New teaching resource for students to understand scientific thinking
A free science resource centred around the ‘story of where our food comes from’ has been launched by Soil, Food and Society.

The [online teaching tool](#) explores three interconnected areas – plants are earth’s engine; our food garden; and the chain in my lunchbox. It offers straightforward and easy to follow lesson plans for teachers. Integrated with the New Zealand Curriculum, the teaching resource is tailored to suit year 5-6, 6-7 and 7-8.

Feel free to call me on 03 539 1533 or email me at: erika.ross@education.govt.nz
Kind regards, Erika

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Canterbury | Coralanne Child

Kia ora
Welcome back to term 4, I hope you managed to have some time to relax. This term always seems to go by so quickly with everything that needs to be completed. It is also a wonderful term filled with fantastic events and great opportunities to celebrate the successes and achievements of your students.
During the term break I had the opportunity to attend a ‘breaking ground’ ceremony on the construction site of the new Christchurch Boys’ High School hall. It was great to have Minister Gerry Brownlee at the event to celebrate this milestone.

I also attended the Deep Learning Lab 2016. It was wonderful to discuss new pedagogies with our colleagues and global experts. We explored global insights, ‘new measures’, cultural responsiveness, and heard from educators who shared their experiences.

I recognise that as we reach milestones and embrace the many opportunities presented to us that these times can be challenging and sometimes just outright difficult. It’s not always easy to see the way forward. In the last few weeks of term 3 our colleagues looked at what support continues to be required by schools, particularly in the east and took the opportunity to work with our principals to problem solve.

This resulted in our schools working together and we’ve seen a number of local schools adopt community responsibility for the welfare and education for children and their colleagues. Thank you to the boards of trustees, principals, deputy principals and teachers who are actively supporting the drive to assist those in challenging situations.

Words cannot describe the huge impact this will have on others. I know the staff, board, children and families are delighted to have your support. This is yet another great sign of how Canterbury educationalists continue to make a difference! It once again highlights that by working together we continue to improve education and raise achievement for all of our students and young people. This time of year we know schools and students participate in a range of events and fundraising activities, should you wish to invite or advertise your events please do not hesitate to contact us and we’ll let our staff know.

**Education Advisers Canterbury – soon to be advertised**

Do you want to make a positive difference for our children and young people and value variety and challenge in your work? Are you or have you been in the education sector and ready to make another career move? If you have a passion for improving educational achievement for all learners, particularly Māori and Pasifika, and are enthusiastic and committed to building collaborative relationships and open to new ways to do things differently, we could have a role for you.

We have a great opportunity for the right people to join our Canterbury & Chatham Islands education team at the Ministry of Education.

Now is an exciting time at the Ministry of Education. We are in the midst of a positive change initiative that’s setting a platform for New Zealand’s young learners to be the best they can be. We are focused on lifting student achievement and engagement and bring about change for and with schools, kura, whānau and communities. Our vision is ultimately about ensuring all our learners succeed personally and achieve academically, so in years to come they are productive, valued in their community and competitive in the world.

We will give you the opportunity to work directly with senior leaders, boards of trustees and
Communities of Learning to achieve successful educational outcomes for all students, with a particular focus on realising the potential of Māori students and Pasifika students. You must be able to influence others and be able to back this up with knowledge, skills and experience in improving student engagement and achievement.

You will have an appropriate tertiary qualification, a good understanding of legislation relevant to education and, in your role, will bring expertise in:

- Building and maintaining successful relationships
- Using your analytical and evaluative skills to work with data and information to solve complex problems and make decisions
- Working with others to support and implement change initiatives.

You will be able to view a job description or apply online shortly

**PB4L School-wide Getting Started Workshops (Southern Region)**
The Positive Behaviour for Learning School-wide (PB4L SW) Southern Regional team is running one day workshops for schools interested in implementing the PB4L SW initiative.

These workshops are aimed at schools that have not been able to access the fully supported Ministry of Education PB4L SW training and would like to get started on implementing the school-wide systems and practices themselves.

Content will include:

- familiarisation with the SW framework
- setting up a SW Team
- establishing a SW Action Plan
- a focus on behaviour, learning and wellbeing data
- engagement with the PB4L SW Tier 1 Implementation Manual
- establishing systems and practices to improve school culture and the behaviour and learning of students

Interested schools should consider sending up to three staff (including the principal), who would then become the core SW team in their school.

**To register** please email Emma at emma.pocklington@education.govt.nz and include:

- School name
- Names and email addresses of no more than three staff who will attend
- The event you wish to attend
Critical need to know and action

Heads up

Send us feedback

Regional news

Archives

Contact us at bulletin@education.govt.nz

Email katrina.casey@education.govt.nz

Otago, Southland | Julie Anderson

Kia ora koutou and warm Pasifika greetings

In the last week of term 3 I attended the opening of the Confucius classroom at South Otago High School. Mandarin classes have been introduced into Balclutha primary schools in the past 18 months and this will now follow through to South Otago High School. Principal Mike Wright highlighted the advantage students could gain by increasing their knowledge of Chinese language and culture, noting both our closer geographic and economic links with China, and the growing connections in the local dairy industry.

Our PLD regional allocation panel met last Thursday for a training day in preparation for the allocation meeting in early November. Panel members are listed in the table below.

Each allocation panel will include at least six from the representative group. We’re also planning to have input from iwi and ECE as they link in with PLD applications. A number of schools, clusters and Communities of Learning | Kāhui Ako are working on their PLD journals, in coordination with their education advisor, ready for the first allocation process. If you’re not ready for the October 28 deadline, remember there is an opportunity to apply for PLD each term with the next round in March 2017.

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<tr>
<th>Area</th>
<th>Date (9am - 3pm)</th>
<th>Venue</th>
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<tbody>
<tr>
<td>South Canterbury</td>
<td>Tue 01 November</td>
<td>Timaru Ministry of Education office, Oceanview Heights School, Selwyn Street</td>
</tr>
<tr>
<td>Christchurch (1)</td>
<td>Thu 03 November</td>
<td>University of Canterbury, Ilam Campus, Room KE04</td>
</tr>
<tr>
<td>Christchurch (2)</td>
<td>Mon 21 November</td>
<td>University of Canterbury, Ilam Campus, Room KE04</td>
</tr>
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</table>

Please direct any enquiries to your local PB4L SW Practitioners

- Tracy Roberts tracy.roberts@education.govt.nz (Chch)
- Gail Porteous gail.porteous@education.govt.nz (Chch)
- John Taylor john.taylor@education.govt.nz (Timaru)

Feel free to call me on 03 378 7345 or email me at: coralanne.child@education.govt.nz

Mā te wā

Coralanne Child
Director of Education for Canterbury

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Kia ora koutou and warm Pasifika greetings

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Dates for local workshops on “Planning for the Use of Digital Technologies” and “Getting Started with PB4L” are outlined below for those schools interested.

**PLD regional allocations panel members**

The Otago/Southland Regional Allocation Panel includes representation from all our regional principals associations and from across the primary and secondary sectors.

Our panel members are:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Representing</th>
<th>Sector</th>
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<tbody>
<tr>
<td>Chris McKinlay</td>
<td>Elmgrove Primary</td>
<td>Otago (Dunedin)</td>
<td>Primary</td>
</tr>
<tr>
<td>Mary Healey</td>
<td>Oamaru Intermediate</td>
<td>North Otago</td>
<td>Primary</td>
</tr>
<tr>
<td>Wendy Brooks</td>
<td>Cromwell Primary</td>
<td>Central Otago</td>
<td>Primary</td>
</tr>
<tr>
<td>Vicki Neave</td>
<td>Clinton Primary</td>
<td>South Otago</td>
<td>Primary</td>
</tr>
<tr>
<td>Anthony Criglington</td>
<td>Tapanui Primary</td>
<td>Southland (Gore)</td>
<td>Primary</td>
</tr>
<tr>
<td>Sharon Livingstone</td>
<td>Otatara</td>
<td>Southland</td>
<td>Primary</td>
</tr>
<tr>
<td>Tracy O’Brien</td>
<td>Kavanagh College</td>
<td>Otago</td>
<td>Secondary</td>
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<tr>
<td>Glenis Sim</td>
<td>Tokomairiro</td>
<td>Otago</td>
<td>Secondary</td>
</tr>
<tr>
<td>Lindy Kavanagh-Monaghan</td>
<td>Blue Mountain College</td>
<td>Southland (Rural)</td>
<td>Secondary</td>
</tr>
<tr>
<td>Robyn Hickman</td>
<td>Aurora College</td>
<td>Southland</td>
<td>Secondary</td>
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</table>

Mary Geary and Kathryn Palmer from the Ministry will also be on the panel. Iwi and ECE representation will be included as required. In my role as Director of Education, I have the final sign off on the PLD allocations.

Read the Area Allocation Panel PLD priorities for our region.

**PLD applications**

Applications for centrally-funded PLD allocated for the start of 2017 need to be completed electronically on the Journal template at the bottom of the [Making a PLD proposal webpage](#). Save your application and email it to justine.solomon@education.govt.nz by October 28.

The completed application should be no more than a few pages. Please contact your education advisor if you want any support completing the PLD application or undertaking an inquiry to determine the needs of your CoL, school or kura.

**Confucius classroom at South Otago High School**

Schools dedicated to teaching Chinese can apply to become Confucius classrooms, unlocking the potential to get up to $10,000 a year funding from the Confucius Institute to go toward teaching Chinese culture and language. The role of a Confucius classroom is to deliver support at a local level for Chinese language and cultural education. Confucius, born 479 BC, was a Chinese teacher, editor, politician, and philosopher, who believed in personal and governmental morality, correctness of social relationships, justice and sincerity.
Chinese language assistants coordinated by the Confucius Centre at the University of Christchurch have been working in Balclutha primary schools to promote language and cultural understanding. South Otago High School saw the need to create a pathway for their local primary students many of whom have been learning Mandarin.

On the opening day Rosebank Primary school students participated in martial arts demonstrations, calligraphy, paper cutting classes and cooking dumplings. Two primary students ably presented their winning, national competition speeches in Mandarin to the secondary assembly and are now looking forward to continuing to study Mandarin at high school. Well done SOHS and Rosebank School!

**Planning for the use of digital technologies workshops**
The Connected Learning Advisory is running **workshops during term 4** in Dunedin on Wednesday 9 November and Invercargill on Thursday 10 November. These are free of charge, half day workshops aimed at supporting schools and kura with their planning for the use of digital technologies.

The workshops are aimed at school leaders / leaders of digital technologies / board of trustee members with responsibility for planning and implementing strategy for the use of digital technologies. Up to three people from a school/kura can attend each event.

**PB4L School-wide getting started workshops (Southern Region)**
The Positive Behaviour for Learning School wide (PB4L-SW) Southern Regional team is running one day workshops for schools who are interested in implementing the PB4L SW initiative. These workshops are aimed at schools that have not been able to access the fully supported Ministry of Education PB4L SW training and would like to get started on implementing the school-wide systems and practice themselves.
Content will include:

- familiarisation with the SW framework
- setting up a SW Team
- establishing a SW Action Plan
- a focus on behaviour, learning and wellbeing data
- engagement with the PB4L SW Tier 1 Implementation Manual
- establishing systems and practices to improve school culture and the behaviour and learning of students.

Interested schools should consider sending up to three staff (including the principal), who would then become the core SW team in their school. To register please email emma.pocklington@education.govt.nz and include:

- School name
- Names and email addresses of no more than 3 staff who will attend
- The event you wish to attend

<table>
<thead>
<tr>
<th>Area</th>
<th>Date (9am - 3pm)</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southland</td>
<td>TUE 8 November</td>
<td>Invercargill: Aurora College library and meeting room</td>
</tr>
<tr>
<td></td>
<td>FRI 11 November</td>
<td>Invercargill: Aurora College library and meeting room</td>
</tr>
<tr>
<td>Otago</td>
<td>WED 9 November</td>
<td>Dunedin: Bayfield High School Guthrie Pavilion</td>
</tr>
<tr>
<td></td>
<td>THU 10 November</td>
<td>Oamaru - TBC</td>
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<tr>
<td></td>
<td>THU 10 November</td>
<td>Cromwell: MoE office, Cromwell College</td>
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</tbody>
</table>

Please direct any enquiries to your local PB4L SW Practitioners:

- Marcus Gough marcus.gough@education.govt.nz (Southland)
- Max Gold max.gold@education.govt.nz (Dunedin & Central Otago)
- John Taylor john.taylor@education.govt.nz (North Otago)

Please contact me if you wish to discuss any issues or ideas. I look forward to hearing from you.

Email: julie.anderson@education.govt.nz / Direct Dial: 03 471 5217 /Cell phone: 027 836 4846

Ngā mihi mahana
Julie
### Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>18-21 OCT 2016</td>
<td>NZAIMS Conference, Whakatane</td>
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<tr>
<td>08-09 NOV 2016</td>
<td>7th International Conference on Learning, Education and Pedagogy, Singapore new</td>
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<tr>
<td>07-10 JAN 2017</td>
<td>International Congress for School Effectiveness and Improvement, Canada new</td>
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<tr>
<td>22-26 FEB 2017</td>
<td>Te Matatini National Kapa Haka Festival, Hastings new</td>
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Area Allocation Panel PLD Priorities

National Priorities
The centrally-funded PLD system is designed to focus on raising student achievement outcomes in a set number of National Priority areas. This does not limit the PLD to only those areas but seeks to identify any root causes potentially impacting outcomes in those areas and address them with targeted and tailored PLD (you can find more information on National Priorities here).

This creates a broad spectrum of possible PLD that would be requested to address the specific needs of each CoL, school or kura.

Regional Priorities
The National Priorities create the scope for which centrally-funded PLD should be applied, however, this is a limited resource and therefore, must be prioritised to specific areas of need and those who need it the most. Each region is required to understand its own regional needs and priorities to raise student outcomes within the context of National Priorities.

These priorities will be used by the Area Allocation Panel to make allocation decisions.

The regional priorities for Otago/Southland are:

- Maori / Pasifika student achievement and engagement
- Writing (Y 1 – 8) data shows we are lower in this area than in reading and maths, particularly in the Invercargill and Waitaki TLAs
- Quality leadership support for small, isolated, rural schools
- Geographical priority areas: South Dunedin, Gore, Waitaki / Eastern Otago, Western Southland and South Invercargill
- Teacher pedagogy to support the use of digital fluency
- Transition, both within and across ECE and schools
- Evidence of wide disparity between the general cohort and a priority group within a school

What about proposals that do not meet the regional priorities
There may be exceptions. E.g. A high number of first year teachers who need professional support.

The evidence used to define our regional priorities includes

- Achievement data from Education Counts
- PAI data (both individual school and TLA based data)
- Local office knowledge of the school / kura/COL
Schools Coordinator

Information Pack for Applicants

Eastbay REAP is excited to recruit for a vital role in our Whakatane team. We are looking for someone who is interested in working for a learning organisation that makes a difference! As a community non-profit, we offer a fun place to apply skills – where you can help empower individuals and communities. We take a team approach and often look for ways to keep our roles varied and pull on everyone strengths.

As part of this application pack you will find enclosed:

- Full Job Description
- Person Specification
- Information on Eastbay REAP

Once you have reviewed these documents, and if you are still enthusiastic about the role, you should submit an application. Please include in your application response:

- A Cover Letter outlining why you have applied for this position and why you are suitable for this role
- Your Curriculum Vitae (CV) showing what skills, experiences and learning you have for this role
- Contact details for up to (3) referees on your CV who can comment on your personal qualities

NB: Even if you feel you may not ‘tick all the boxes’ in the Job Description, but feel you’d be a good fit for the role – apply! We hope to see candidates who bring a range of skills they want to contribute in a collaborative environment. If you are passionate, savvy in your sector, and a strong communicator, we want to talk to you.

Please send your Cover Letter and CV by e-mail to:

Ryan Morrison
Director of Operations
Eastbay REAP – He Poutoko Matauranga
REAP House 21 Pyne Street, Whakatane
07 3084098  ext 212
027 361 6453
ryan@eastbayreap.org.nz

You are very welcome to come in for a friendly chat with John (Eastbay REAP’s CEO) to get to know a bit more about the role before you apply. Eastbay REAP takes a strong focus on kanohi-ki-te-kanohi (face-to-face) engagement and would be happy to sit with any potential candidate to help them learn more.

Applications Close: 19th October 2016 (Wednesday) at 5pm
Interviews Held: 25th – 27th October 2016
Anticipated Start Date: Mid-November 2016
JOB DESCRIPTION

POSITION: Schools Coordinator

REPORTS TO: CEO & Director of Operations (Senior Management Team)

MAIN PURPOSE: Provide sector leadership and community engagement that supports schools and kura kaupapa Māori across the EBOP to progress learner success. The Schools Coordinator uses strong relationships and professional credibility to broker and/or deliver responsive learning activities for students, educators, and their families. We see a strong focus in lifelong science learning, whanau engagement, and holistic indicators of student success (e.g. cultural/wellbeing). Key work areas include: relationship building, contract management, regional needs analysis, programme development/pedagogy, and outcomes evaluation.

SALARY: Negotiable based on skills and experience

FUNCTIONAL RELATIONSHIPS - WITHIN ORGANISATION:
Senior Management Team (SMT – CEO & DO)
Administration Team
Other Coordinators
Tutors/Volunteers/Contractors

FUNCTIONAL RELATIONSHIPS - OUTSIDE ORGANISATION:
Schools and Kura Kaupapa Māori across EBOP (Including Principals, Teachers, Whanau, and Students)
Agencies and Partners
Iwi and Hapu Groups
Community Groups

HOURS OF WORK
Fulltime of 37.5 hours per week (could negotiate fewer working hours to suit the right candidate)
Start time of 8.30am until 5.00pm (negotiable)
Hours can flex to meet the needs of the employer, employee and learners
PERSON SPECIFICATIONS (Desirable Skills)

Qualifications & Experience
- Qualifications suited to education and/or community development
- Record of educational results and leadership, relevant to the schooling sector
- Experience building local and regional relationships / engaging with community groups
- Strong communicator/presenter with proven ability to bring people together to grow their capability
- Budget/project management experience, including oversight of tutors, volunteers, or contractors
- Experience proactively seeking collaborative solutions in team and community settings

Computing & Technology Skills
- Highly competent computer skills (e.g. Microsoft Office suite)
- Ability to manage an electronic filing system
- Experience with appropriate learning applications and technology
- Ability to develop and manage information databases for reporting and information sharing
- Competent to self manage IT skills development as required

Cultural Competence & Tikanga Māori
- Willingness to work hard at being part of a bi-cultural organization
- Ability to recognise and adapt to the context of our learners in bicultural communities
- Pronunciation skills in Te Reo, particularly around Māori names and place names
- Some knowledge of tikanga and Te Reo or willingness to learn
- Knowledge, awareness and appreciation of Te Tiriti o Waitangi and its relevance to our organisation

Personal Skills & Qualities
- Refreshing, positive and helpful attitude
- Committed to high standards for learners
- Strong team player – can help with any task
- Reliable, open, honest, flexible and adaptive to change
- Great people skills –able to build client relationships
- Sense of humour
- Thinks outside the square i.e. creative, innovative, proactive
- Strong time management and organisational skills
- Ability to work under pressure
- Ability to prioritise tasks in consultation with relevant staff or clients
- Unafraid to seek collegial support when required
- Able to work well in a flexible and high-trust environment

Application Pack – Eastbay REAP Schools Coordinator 2016
KEY TASK ACCOUNTABILITIES – SCHOOLS COORDINATOR

<table>
<thead>
<tr>
<th>Work Areas</th>
<th>Performance Expectations</th>
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</table>
| **Community Relationships**     | • Regularly engage with schools and partners around learning needs/gaps  
• Fiercely advocate Eastbay REAP’s collaborative services to communities  
• Broker information sharing, clustering, and joint ventures to meet need  
• Collaborate internally with other Eastbay REAP Coordinators/services  
• Maintain credible regional relationships with MOE and agency partners |
| **Responsive Delivery/Brokerage** | • Conduct regular analysis on learning needs to inform programming  
• Develop and/or broker appropriate learning activities to meet need  
• Ensure planned activities align to Government and local priorities  
• Undertake written and verbal evaluation of all learning activities  
• Facilitate learning directly and, where appropriate, alongside partners |
| **Contract Management**         | • Ensure contractual obligations are met through planning and delivery  
• Engage and appraise capable tutors, volunteers, and contractors  
• Manage budgets and resources responsibly to maximise efficiency  
• Regularly review contract performance for improvement via QMS  
• Apply for and manage external funding contracts where required |
| **Reporting Outcomes**          | • Maintain records of planning, delivery, and evaluation of all activities  
• Use reflection and evaluation findings to make improvements as needed  
• Ensure learner-centred focus in reporting via outcomes and progress  
• Provide input into media (publications and website) on learner stories  
• Engage with partners around shared goals to maximise delivery efforts |
| **Sector Trends & Strategies**  | • Stay informed on regional data, strategies and Government priorities  
• Input into organisational and contractual planning at least annually  
• Ensure self and tutors/volunteers are upskilled on best practice and PLD  
• Report bimonthly to the Eastbay REAP Board on the above issues  
• Progress related strategies within Eastbay REAP (e.g. science and digital) |
| **Eastbay REAP Team**           | • All REAP Policies and Procedures are adhered to and followed  
• Relevant Te Reo and tikanga Māori exhibited in day-to-day activity  
• Professional development undertaken as negotiated with SMT  
• Assigned ICT for your role is updated and maintained appropriately  
• Work files are well organised and accessible to team members  
• Other duties completed as agreed by colleagues or assigned by SMT |
| **Other Skills You Have To Offer** | These could be a range of things from literacy, event management, sustainable solutions, sciences, whanau support, or anything else that fits into the broad kaupapa of Eastbay REAP, outlined below. We see this as a wide-reaching role within a collaborative team environment, that can operate in many spaces. |
INFORMATION ON EASTBAY REAP

What is Eastbay REAP’s Vision (ie. what we want to achieve)?

Ka ako te katoa, tuhonohono te katoa
Everyone learning, everyone connected

What is Eastbay REAP’s Mission (ie. how we go about achieving the Vision)?

Whakanui ake, whakawhanuitia ngā akoranga whakapae
Enhance, promote and provide learning opportunities

What are Eastbay REAP’s guiding principles and values?

Enabling access to learning opportunities
Adaptable, flexible and responsive
Kawanatanga, Manaakitanga, Rangatiratanga
Cooperative partnerships
Community empowerment

How does Eastbay REAP operate?

Eastbay REAP delivers a range of community programmes each year, driven by multiple government social/learning funds. We have an elected Board of Directors who set a Strategic Plan (future direction) and employ a CEO to make that plan a reality. Under the CEO and the Director of Operations (who make up the Senior Management Team), multiple coordinators act as contract managers to oversee community projects. These coordinators often hire local tutors to add value to our work alongside Eastbay REAP’s administration team.

Where is Eastbay REAP?

• Our main office is at REAP House, 21 Pyne Street, Whakatane (where this role is based)
• We also have offices in Kawerau, Opotiki and Murupara as our key contacts in those communities
• We serve the Eastern Bay of Plenty from Ruatahuna to Matata & Eastward to Cape Runaway

What is Eastbay REAP?

• As one of 13 rural REAPs as part of REAP Aotearoa New Zealand, and have been around for 30+ years
• As a non-profit organisation, we provide responsive education and community development activities
• We are about meeting need and making a difference with programmes designed by our learners

What do we do? (See also www.eastbayreap.org.nz)

Early years learning opportunities, positive parenting messaging, child safety and whanau engagement projects.
PARENTING SKILLS confidence, pre-school engagement and infant development learning supported in the home.
Cultural identity, curriculum, and literacy support for teachers in all forms of early childhood services and schools.
Alternative education (Apiti Hou) services for disengaged youth in Whakatane, Edgecumbe and Kawerau.
Family and youth programmes for struggling whanau and young people at risk of disengaging from school.
Community hub activity and partnership brokerage through schools, learning centres, Heartlands offices and marae.
Adult (16+) literacy, language and numeracy provision to build functional skills to engage in everyday life.
School leaver Unit Standards achievement to progress their learning and move them on to further learning.
Adult digital skills and pathway planning to further study, relevant industry careers and social contribution.
Regional professional development and training for local tutors and educators to maintain best practice standards.
Community events and joint ventures that make use of our sector expertise across the lifelong learning span.

Application Pack – Eastbay REAP Schools Coordinator 2016