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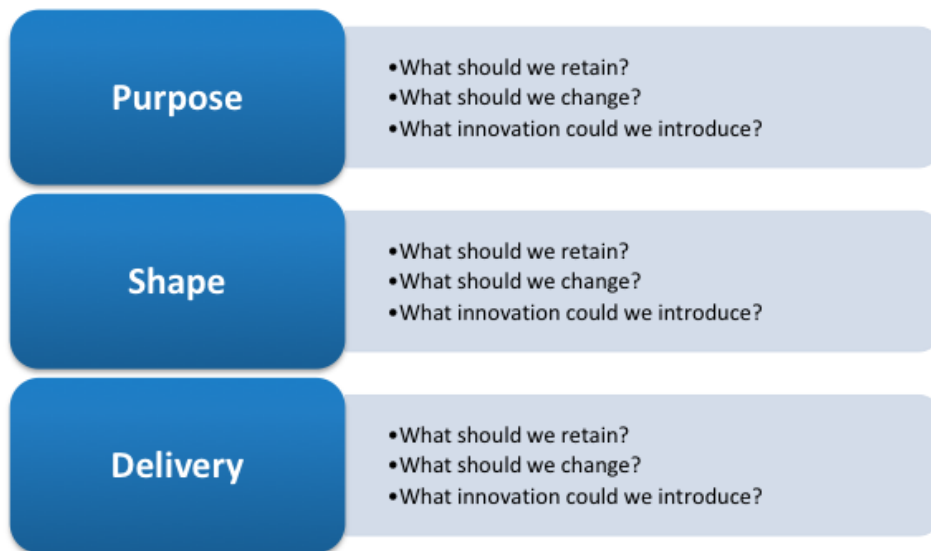
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Introduction

CORE Education submits the following report to the Ministry of Education. The report is in response to the requirement for an analysis of the feedback gathered as part of the Shaping Education engagement project held from 4 October 2011 to 13 November 2011.

Shaping Education involved a number of facilitated focus groups as part of the community engagement process. These focus groups involved a wide range of stakeholders inviting feedback about education in Greater Christchurch from early childhood education (ECE) to tertiary. In addition the “Shaping Education” (<http://shapingeducation.minedu.govt.nz/your-feedback>) website was established to gather feedback from the public, including an opportunity for children to have input. Other independent focus groups were held and written submissions from various individuals and organisations were submitted to the Ministry separately.

All participants and submitters were invited to share their thoughts under three overarching categories about the future of education in Greater Christchurch, each of which contained three guiding questions as follows:



This report is organised into five main sections. It begins with an executive summary. Then follows an outline of the data categories, an analysis of the data, a section on methodology and finally the appendices.

Executive summary

A total of 229 submissions were made to the Shaping Christchurch Education engagement process from a variety of groups and individuals. Respondents were asked to share their ideas via three main categories of Purpose, Shape and Delivery. Within each of these categories, they were asked three questions:

- What should we change?
- What should we retain?
- What innovation could we introduce?

The categories above, while potentially useful in stimulating discussion and ideas were unhelpful in categorising the data, as responses gathered did not correspond to either the broad categories or the three sub-headings. Therefore the data was rearranged into 7 categories and 24 sub categories.

The largest proportion of ideas originate from East Christchurch teachers and parents (refer to tables 9 and 10 in Appendix 2 for complete demographics).

The synthesis of ideas about education in Canterbury can be distilled into three common themes than run through all the categories.

Respondents strongly expressed the desire to be able to choose from diverse options of education. This included alternative models, single-sex options and Kura Kaupapa. There was a strong sense that one size does not fit all and that parents and students ought to be able to choose for themselves from various options. The ability to choose a local pathway from ECE through to Year 13 also featured.

Another common theme is the idea of sharing and collaborating in many different ways. The rebuilding of the city is seen as an opportunity to break down notions of 'good' and 'bad' schools, and to pave the way to more cooperation and sharing of human and physical resources. There were many ideas about how this could be done, including sharing specialist facilities between all educational sites in the city. Also, learning hubs that were set up after the February earthquake could be continued and extended to provide ways for the community to collaborate more with educational sites. The respondents also want to see more integration with organisations outside the education sector, such as health services.

Running through all the categories of ideas is the appeal to consider the unique post-disaster situation in which Canterbury finds itself. This call manifests itself in such requests as retaining the entire workforce until the region settles down. This would minimise disruption and further trauma to children and teachers. The need to rebuild and redesign is also seen as an opportunity to ensure that equality of resourcing and opportunity is created and maintained in all areas of the region.

There is a sense that people are ready to see changes and regard the impacts of the earthquakes as an opportunity to try some new things that will help the region to not only recover but thrive.

Categories

The comments from respondents have been organised into 7 overarching themes and 24 sub-themes as follows:

| Theme | Subtheme | Examples of subthemes |
|----------------------|--|---|
| Collaboration | Integrated services | Suggestions for combined services in one location such as education, dental, health and social work. |
| | Community involvement and participation | Consultation and collaboration with business and community groups. |
| | Parental involvement and participation | Parents involved with children's day, sharing expertise, using school/centre facilities with their children. |
| | Partnerships across education | This includes educational organisations working more closely together in a variety of ways, such as sharing teachers, resources and classes. |
| | Student voice | Input from students on design of new buildings and new educational structures. |
| Resourcing | Shared spaces and resources | Shared campuses, learning hubs, swimming pools, utilise existing space and land. |
| | Recognition of region's unique post-disaster situation | This included resourcing requests, ideas for recovery from trauma and stress, plus opportunities arising out of the earthquakes. For example, retaining full teacher workforce/expertise, keeping specific schools/centres in certain areas, bringing back/supporting international students, appropriate post-disaster policies, utilising existing expertise in all sectors, protecting the vulnerable, keeping youth in area and issue of equity of resourcing as city rebuilds. |
| | Incentives for innovations | Suggestions for creating new ideas and encouraging risk. |
| Structure | Operations | Timetables, school hours, options for glide time, importance of flexibility. |
| | Governance | Retaining self-governance, creation of regional advisory body, suggestions for separate authority to foster collaboration, BoT structures. |
| | Design | Includes design of physical school environments, e.g. size of grounds, eco-friendly, retaining swimming pools etc. Also covers philosophical design such as for/against public/private, |

| | | |
|------------------------------|--|--|
| | | intermediate, single sex, sharing sites based on 'age not stage' from Years 0 -13, creation of specialist centres etc. |
| Choice | Diversity | Protect/retain/encourage diverse models, different solutions for different students, regionally specific characteristics, identity in Canterbury, multi-cultural provision. |
| | Māori and Pasifika provision | Suggestions for improved services, new ideas, importance of retaining cultural identity and language etc. |
| Teaching and learning | Curriculum | What is taught, such as PE/sport retained, swimming lessons, International Baccalaureate/Cambridge, Aligning with workforce, Specialist music programmes, keeping Wednesday sport, recognising unique characteristics of region. |
| | Effective pedagogy | How we teach, such as Inquiry learning, Authentic learning, successful models, activity outside classroom, e-learning, NZ specific research important, personalised learning, teachers as facilitators. |
| | Assessment | Internal vs. external assessment, NCEA, narrative assessment, National Standards. |
| | Workforce | Requests to retain workforce levels for 2012 across all sectors, issues with teacher training, calls for 100% ECE teachers in centres, access to teacher aides, specialist teachers, Te Reo. |
| Access | Zoning | Comments for and against zoning. |
| | Location | Calls to keep schools located within communities, establishing a school in central city again, more choice on east side for secondary school. |
| | Supported Participation | Retaining 20 hours ECE, transport support and ideas. |
| Pathways | Stronger interface between sectors, business, community and services | Pathways for education which include more apprenticeships, work experience, students working with business, etc. |
| | Transition | Requests and ideas for more effective transition between stages, plus ideas for fewer transition points. |
| | Clear community-based pathways from ECE – Year 13 | Allowing for community-based pathways, making ECE compulsory. |

Table 1: Outline of themes and subthemes

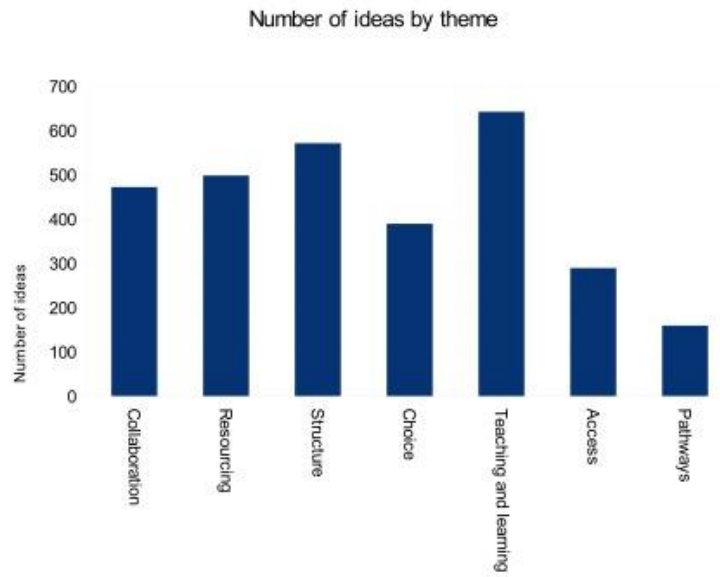


Figure 1: Number of ideas by theme

Analysis of data

An overall total of 3020 ideas were submitted. Of these, 1052 (35%) were from respondents who either didn't identify themselves or who identified their role as 'other'. 676 (22%) of the ideas were from teachers, 609 (20%) from parents, 236 (8%) were from organisations, 105 (3%) were from community members, 91 (3%) were from principals, 82 (3%) were from Boards of Trustees, 81 (3%) were from school students, 46 (2%) were from tertiary students and 42 (1%) were from business owners.

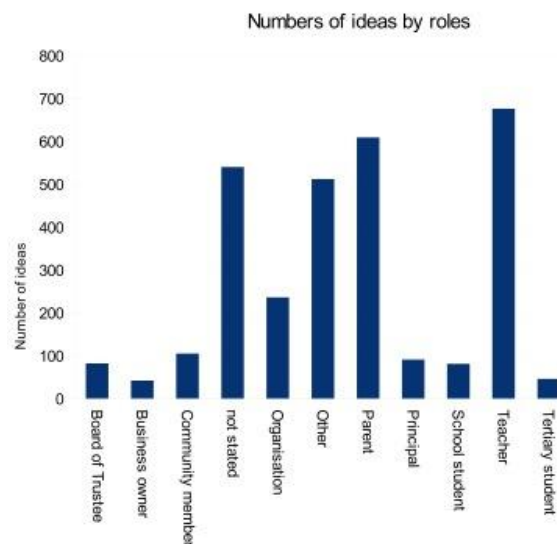


Figure 2: Number of ideas by role

There are a relatively small number of respondents (229) with a large percentage who did not state where they were from. This means that when the location of the respondent is mapped against the idea, the numbers become so small that no meaningful data can be extracted. However, although this is not backed up with a rigorous statistical analysis, there was no apparent significant difference in ideas between the regions. It can be stated that of those who chose to identify themselves, most ideas originate in East Christchurch (refer to Table 10 in Appendix 2).

Collaboration

- Integrated services
- Community involvement and participation
- Parental involvement and participation
- Partnerships across education
- Student voice

Quotations from submissions

Retain links in the community especially with well-being services.

Allow schools to share facilities; allow schools to open for longer hours (glide time) and let communities have use of the school buildings as there is a great need for more use of schools' facilities due to many community's buildings damaged e.g. churches, drama schools.

Encourage GENUINE parent and family involvement in schools.

There are already examples of collaboration between schools, moving between the sector boundaries, sharing of expertise from tertiary and others; these things are likely to accelerate BUT this may not proceed equitably.

Pre-quakes Christchurch was very separated into "desirable" and "not desirable" education institutions. The quakes have meant some schools share facilities and have allowed students to meet others from different environments and backgrounds which they never normally would have. This is fantastic. Therefore we should retain this sense of "equal in education" for students and aim to have all education places being seen as "desirable" for students.

I would like students seriously able to make choices. Part of what I have learned in my education is that I am equal to adults and that I can and do drive my own learning. I never want that taken away.

Let students vote on proposed changes at uni, and let their votes be considered in the decision making. As things stand, "management" decides what is best for students. Universities consist of four groups: students, staff, general staff and management--all four groups should have equal input and this is clearly not happening at UC.

Overview of theme

Ideas about collaboration occur throughout all the themes, as it is a commonly expressed desire to see more collaboration in all aspects of education in Canterbury. Many ideas about collaboration are expressed very simply, stating that to collaborate and share more would be a good thing. The comments that are more detailed at times overlap with issues of structure, design and pathways.

This particular theme focuses on specific ideas such as a need for more integrated services for reasons of efficient economy, communication and well-being of the child. For example, suggestions included single site educational institutions, which are made up of teaching and learning spaces, plus a dental clinic, doctor's surgery and mental health and emotional support services such as counsellors, social workers or therapists. This kind of model was mentioned by all the sectors and it was also suggested these integrated sites could run from early years to tertiary level.

There was also a call for increased collaboration and ownership between educational organisations, the local community and parents, where they can share the resources and be more involved with what is happening. This would allow for deeper and more meaningful links between these groups of people.

Ideas about partnerships across education involved building on what has been started in post-earthquake Canterbury, where schools have shared sites and resources. There was a call for less competition between schools and the sharing of human resources and facilities. There were concerns expressed that sharing may not progress with equality. Connected with this were some calls for a regional body to oversee the development of new educational models in Canterbury. This could ensure equal opportunities for all organisations.

An underlying thread running through many ideas about collaboration is a willingness to see a change in how the education sector utilises resources and a willingness to explore options.

The need for more involvement in the decision making and design process by students was mentioned also, with some suggesting there should be students on the regional body mentioned above.

| Count – Collaboration | Collaboration | | | | | | |
|-----------------------|-----------------------|--------------|---------------------|----------------------|---------------|--------------|------------|
| Role | Community involvement | Partnerships | Integrated services | Parental Involvement | Student voice | Total Result | % of Total |
| Board of Trustees | 5 | 1 | 3 | 2 | | 11 | 2 |
| Business owner | 1 | 2 | 1 | | 2 | 6 | 1 |
| Community Member | 5 | 6 | 2 | 3 | | 16 | 3 |
| Not stated | 40 | 38 | 21 | 10 | 3 | 112 | 24 |
| Organisation | 13 | 13 | 6 | 5 | 1 | 38 | 8 |
| Other | 33 | 36 | 7 | 10 | 5 | 91 | 19 |
| Parent | 28 | 29 | 4 | 16 | 7 | 84 | 18 |
| Principal | 4 | 9 | 1 | 3 | | 17 | 4 |
| School student | | 1 | | | 7 | 8 | 2 |
| Teacher | 36 | 33 | 1 | 9 | 5 | 84 | 18 |
| Tertiary student | 2 | 2 | | | 1 | 5 | 1 |
| Total Result | 167 | 170 | 46 | 58 | 31 | 472 | 100 |
| % of Total | 35 | 36 | 10 | 12 | 7 | 100 | |

Table 2: Collaboration – Numbers of ideas by subthemes and roles

Resourcing

- Shared spaces and resources
- Recognition of region’s unique post-disaster situation
- Incentives for innovations

Quotations from submissions

We should retain individual schools, but maybe share large campuses with 2 schools sharing central resources.

We need to somehow make use of the facilities for a greater period of the year. Given the value of new technologies coming into schools currently and the increased quality of buildings, it seems very wasteful to have such a low occupancy rate. Doubling the occupancy rate would allow each student to benefit from assets worth double the value.

Opportunity for schools to locate hubs near major transport routes, cultural, sporting, and art venues. Belonging to a learning community doesn't mean sitting in a 40m2 classroom.

Schools struggle to come up with the resources for learning assets. We could make more use of the assets by sharing high quality ones.

I would like to see teachers retained at the same levels pre-quake for the next 2 years to enable children to catch up on missed work etc and keep them settled/feeling safe etc. Teachers did a wonderful job keeping our children safe etc and we need to retain them to ensure this continues and we don't lose the skills of these teachers to overseas positions or other regions.

While it is very nice to go back to the beginning and plan from scratch, I would like to make the point that there are students and schools currently, who are still displaced after the earthquake and severely affected and don't have the luxury to fit in with a couple of years planning and another few years reshaping and building.

Allow for innovation practices in teaching and learning - providing funding, allowing for new ideas.

Innovation will fall out of embracing change. For example the proposed high speed broadband will provide students with opportunities probably not even imagined.

Build on existing R & D strengths to build a science and technology industry and research cluster in Christchurch, with Government-supported growth incentives and tax privileges which recognise the distinctive needs Christchurch has at present.

Overview of theme

Of the ideas expressed in this category, the great majority (94%) were about educational institutions sharing spaces and resources, plus the importance of recognising that Canterbury is facing a unique situation and that this needs to be considered when making any decisions about the future of the educational landscape.

Shared learning hubs featured as an idea - people suggested that these were kept and extended to include more participation from the community and from parents. Participants commented that this was a way to make the most of resources we have, and could allow for students, in some cases, to have access to expert guidance in subjects that may not be available in their own school. These hubs would also provide places to study for students who may not have the ability to do this at home.

Other suggestions included the sharing of already existing land, such as at the University and CPIT, with schools that may have suffered damage. Where swimming pools were damaged in one school, for example, it was suggested this resource be shared by other organisations.

People spoke about recognising Canterbury's post-disaster situation in many ways. A common request was to retain the full educational workforce in Canterbury until at least the end of 2012, to prevent talent and expertise leaving the region. Some specific schools were named as high performing, and described as important schools that deserved a place in our region's future; and that they needed to be protected until the population again stabilised.

The importance of international students to the region's recovery was mentioned, as was the need to look after vulnerable members of society who may not be able to speak up for themselves. It was suggested these two groups need extra resourcing to ensure they are not lost in the recovery process. The issue of equity was raised, and described as a need to rebuild and develop by putting all schools and ECE facilities on an equal playing field where there is no division between the 'haves' and 'have-nots'.

Another idea was the opportunity to attract innovation as educational institutions rebuild. There was a call to not be afraid of risks and trying out new ideas, as this was the key to rebuilding excitement, heart and reputation into the region's educational organisations.

| Count – Resourcing | Resourcing | | | | |
|---------------------|---------------------------|--|-----------------------------|--------------|------------|
| Role | Incentives for innovation | Recognition of post disaster situation | Shared spaces and resources | Total Result | % of Total |
| Board of Trustees | | 3 | 5 | 8 | 2 |
| Business owner | 1 | 2 | 2 | 5 | 1 |
| Community member | 1 | 9 | 10 | 20 | 4 |
| Not stated | 9 | 37 | 54 | 100 | 20 |
| Organisation | 2 | 22 | 19 | 43 | 9 |
| Other | 7 | 22 | 47 | 76 | 15 |
| Parent | 4 | 51 | 46 | 101 | 20 |
| Principal | 1 | 7 | 3 | 11 | 2 |
| School student | | 7 | 1 | 8 | 2 |
| Teacher | 4 | 59 | 58 | 121 | 24 |
| Tertiary student | | 5 | | 5 | 1 |
| Total Result | 29 | 224 | 245 | 498 | 100 |
| % of Total | 6 | 45 | 49 | 100 | |

Table 3: Resourcing – Numbers of ideas by subthemes and roles

Structure

- Operations
- Governance
- Design

Quotations from submissions

Get students to help design buildings.

I would like to see low rise and safe facilities, with more green space around schools. Utilise community facilities that already exist - swimming pools, libraries, polytech etc.

Schools 'green' environmentally from rainwater collection, to gardens and solar heating.

New buildings can influence the way teachers teach and students learn. This may be an opportunity to be creative in building and playground design where the work space inspires visionary learning, and includes a clever use of outdoor space, and cooperative hubs.

Establish models of governance appropriate to schools in different situations.

Aligning timetables for greater collaboration between schools.

Allow for options re timing of school day.

Consider extending primary schools currently only providing education up to year six to full primary schools across the whole city. Intermediate school sites could be used for additional primary schools, school hubs or for tertiary education including trade academies.

Overview of theme

The majority (404, 71%) of ideas about the structure of schools focused on the subtheme of design. These ideas can be further categorised into ideas about the design of the physical environment, such as how big a school ought to be and the size of its grounds. People volunteered ideas about the importance of keeping swimming pools and the need to create sustainable schools and centres that followed eco-friendly principles.

Ideas were also expressed, sometimes in relation to physical design, on the philosophical and pedagogical aspects of how an educational centre is designed. These include how to organise ages and stages of development and whether or not to have intermediates and single sex designs. Some suggestions included making all centres cater for ECE - Year 13 so the development of the child, rather than the age is the important factor, which would also allow for collaboration between all age groups. To cater for this kind of design, large open spaces are called for, rather than more traditional school classrooms. Other suggestions included having single sex classes as options within this kind of shared space.

The remaining ideas within this category are equally split between governance (15%) and operations (14%).

Ideas about governance focused mainly on two things. Firstly the need to retain self-governance of schools. Secondly, that a regional body be set up to oversee the recovery and development of Canterbury's educational organisations. This would allow opportunities for collaboration and to develop coherence of vision. It was suggested this body include students.

One of the many ideas about operations focused on the school timetable. There was a call to show flexibility and to learn from the recent site-sharing amongst Christchurch schools and to not stick solely to a traditional timetable or school day. Glide time was suggested as a possible way to organise the day. It was also suggested that the status quo is retained for 2012 to allow time for those who experienced upheaval and trauma this year to recover before making any changes to the operations of a school.

| Count – Structure | Design | Governance | Operations | Total Result | % of Total |
|-------------------|--------|------------|------------|--------------|------------|
| Board of Trustees | 9 | 1 | | 10 | 2 |
| Business owner | 7 | | 3 | 10 | 2 |
| Community member | 10 | 5 | 1 | 16 | 3 |
| Not stated | 51 | 15 | 17 | 83 | 15 |
| Organisation | 25 | 12 | 7 | 44 | 8 |
| Other | 69 | 24 | 13 | 106 | 19 |
| Parent | 74 | 6 | 8 | 88 | 15 |
| Principal | 24 | 6 | 3 | 33 | 6 |

| | | | | | |
|---------------------|------------|-----------|-----------|------------|------------|
| School student | 20 | 1 | 10 | 31 | 5 |
| Teacher | 107 | 13 | 19 | 139 | 24 |
| Tertiary student | 8 | 1 | 2 | 11 | 2 |
| Total Result | 404 | 84 | 83 | 571 | 100 |
| % of Total | 71 | 15 | 15 | 100 | |

Table 4: Structure – Numbers of ideas by subthemes and roles

Choice

- Diversity
- Māori and Pasifika provision

Quotations from submissions

Retain a balance of both single sex and co-ed schools as we have to allow for parental choice.

I would like students seriously able to make choices.

Retain as much choice as possible in style, opportunities and options.

Successful and diverse tertiary education options so that students do not have to leave their community to study (makes it more affordable and provides them with personal support).

The establishment of alternative and innovative education institutions such as Steiner, A1 Discovery, Unlimited, Kura Kaupapa Māori and Kohanga Reo is, in many respects, the direct result of dissatisfaction with the mainstream model. Each of these alternatives fills a unique niche in the Christchurch education space whether it be Steiner's balanced approach to the modern school curriculum - the academic, artistic and social aspects, or head, heart & hands; or the A1 Discovery and Unlimited's approach of community participation in child's self-managed and directed learning experience. Each of these alternatives has a function and purpose to a small percentage of the Christchurch population and this difference should be encouraged and supported.

There is still room for improvement for the Māori education which currently does not fit the needs of most Māori families here in Canterbury.

Overview of theme

The sub-theme of diversity was largely made up of ideas that requested retaining choice of educational options. There were no suggestions to have less choice - ideas included keeping options for community-run early years centres for all communities in Canterbury. There were requests for diverse compulsory sector models such as Unlimited, Steiner, Discovery, single sex and co-ed to be kept as people stated that 'one size doesn't fit all' and these options were highly valued. Ideas highlighted the need to retain educational options that suited Canterbury as a unique region.

The issue of choice in regard to single sex education deserves special mention. 40 ideas relating to this choice were raised in a comparatively detailed way. Out of 40 comments, 32 were in favour of keeping single sex options, 5 were against and 3 were ambivalent, advocating a review of the design, with some suggestions for change. Those in favour saw single sex schooling as working well when catering for the

unique needs of each gender, giving both sexes an advantage academically. Those against the idea considered the concept old-fashioned and divisive. New ideas included single sex schools sharing sites and mixing classes at senior level. Another suggestion raised was to have no single sex schools but single sex classrooms as needed within co-ed schools.

Although the weighting of comments on Māori and Pasifika provision is smaller than those of diversity, the submissions for this subtheme were much longer and more detailed. Common themes occurring in ideas for both cultural models include the vital place of each culture’s unique language, identity, spirituality and community links. Some suggestions included creating ‘Pasifika space’, e.g. fales, in all school environments for students and families to meet and connect. The idea of shared community hubs also appears in this theme, as did the importance of having Pasifika advisors as support to Pasifika teachers.

The importance of Māori language immersion facilities was stressed. The need for revision of current models was highlighted and some new models suggested such as the creation of a Paa that draws on traditional Māori knowledge of how knowledge was transmitted from generation to generation and then contextualises it for the 21st century. The Māori language at the Paa is seen as the normal language spoken but not the focus for the child’s learning. The child learns through their own interests, and through discovery. It was proposed that such a model as this could ‘substantially change the face of Māori education in Christchurch’ and ‘could be a catalyst for changes across the country’.

Other comments regarding Māori education mention the importance of teaching Te Reo in mainstream schools.

| Count - Choice | Choice | | | |
|---------------------|------------|--------------------|--------------|------------|
| Role | Diversity | Māori and Pasifika | Total Result | % of Total |
| Board of Trustees | 5 | 14 | 19 | 5 |
| Business owner | 9 | 1 | 10 | 3 |
| Community member | 5 | 4 | 9 | 2 |
| Not stated | 44 | 7 | 51 | 13 |
| Organisation | 16 | 4 | 20 | 5 |
| Other | 51 | 9 | 60 | 15 |
| Parent | 72 | 21 | 93 | 24 |
| Principal | 7 | 3 | 10 | 3 |
| School student | 4 | 2 | 6 | 2 |
| Teacher | 85 | 22 | 107 | 28 |
| Tertiary student | 1 | 3 | 4 | 1 |
| Total Result | 299 | 90 | 389 | 100 |
| % of Total | 77 | 23 | 100 | |

Table 5: Choice – Numbers of ideas by subthemes and roles.

Teaching and learning

- Curriculum
- Effective pedagogy

- Assessment
- Workforce

Quotations from submissions

In terms of delivery I would like to see more enquiry based learning particularly in the early years as our tamariki explore the world around them.

That means learning cannot be confined to a classroom and books. learning through doing and real world experience should dominate the curriculum - field trips, work experience and experimenting should be the norm not a treat. The classroom should be wherever the learning is happening whether it is a marae, on top of a maunga, in the moana - these are the "classrooms".

Enabling learning through ICT where appropriate.

Consider the design of learning spaces to enable anywhere, anytime (future focused) learning.

Associate teachers given more status within the university structure so they are highly qualified to tutor the practical skills that are being forgotten in academic training qualifications.

We also need to get innovative in the teacher training area. I have talked to many teachers who cannot reconcile what they were taught in their formal teacher training courses with what they learnt on the job!! So I say start them on the job first for a probationary period to first test their fundamental suitability to the role; then add in layers of professional development as they go.

Innovation in the teacher training space is sorely needed and will be critical to successfully implementing any new education initiative.

Less 'testing' and 'standards' in general would be a good thing - it narrows the measurement, teaching and focus of 'education'. It doesn't equip our children for an uncertain future where the things we measure and value now may not count or be as important in the future world of technology they face.

Overview of theme

Of all the responses gathered in the Shaping Education process, most ideas were about teaching and learning and people had varied and wide-ranging opinions. Ideas about curriculum included the importance of PE and sport, swimming lessons, plus keeping Canterbury Wednesday sport, which is a defining characteristic of the region. Another idea raised was the need for recognising and retaining unique regional characteristics and the need for school curricula to reflect this. For example, financial literacy programmes were called for, and those centred on environmental education. It was suggested that the earthquakes could be used as a point for learning and exemplars for others to learn by. Another idea was a need for the curriculum to align more with the needs of the workforce.

Some specific curricula were named as important to keep, such as the New Zealand Curriculum, Te Whariki, International Baccalaureate and Cambridge International Examinations.

Some of the many ideas expressed about effective pedagogies included the importance of inquiry learning, e-learning, authentic learning contexts, making sure there was activity outside the classroom. Education for enterprise was used as a specific example of an effective pedagogy that needed to be retained. It was mentioned that it was important to base pedagogies on research specific to New Zealand. Connected with these issues were opinions regarding assessment systems such as internal vs. external assessment, NCEA and National Standards.

Other ideas important to those who responded were workforce issues surrounding teacher training and the need to review the discrepancy between what student teachers learn in their training provider and what they face in a school.

| Count - Teaching and Learning | Teaching and Learning | | | | | |
|-------------------------------|-----------------------|------------|------------|------------|--------------|------------|
| Role | Assessment | Curriculum | Pedagogy | Workforce | Total Result | % of Total |
| Board of Trustees | 1 | 5 | 7 | 4 | 17 | 3 |
| Business owner | | 2 | 5 | 3 | 10 | 2 |
| Community member | | 11 | 7 | 7 | 25 | 4 |
| Not stated | 6 | 30 | 43 | 38 | 117 | 18 |
| Organisation | 3 | 14 | 14 | 8 | 39 | 6 |
| Other | 12 | 30 | 55 | 23 | 120 | 19 |
| Parent | 16 | 28 | 48 | 34 | 126 | 20 |
| Principal | 1 | 2 | 5 | 2 | 10 | 2 |
| School student | | 5 | 17 | 2 | 24 | 4 |
| Teacher | 10 | 27 | 50 | 49 | 136 | 21 |
| Tertiary student | | 7 | 8 | 3 | 18 | 3 |
| Total Result | 49 | 161 | 259 | 173 | 642 | 100 |
| % of Total | 8 | 25 | 40 | 27 | 100 | |

Table 6: Teaching and learning – Numbers of ideas by subthemes and roles.

Access

- Zoning
- Location
- Supported participation

Quotations from submissions

Retain the ability for communities to retain their kindergartens, schools, and high schools, these are the foundations of communities and families build networks from the early days onwards.

We should ensure the 20 hours ECE funding is retained for 3 and 4 year olds, and is accessible for all children to be utilised in a manner that best suits that family. We should encourage community based ECE organisations.

It is important to me that my children can access a school in our neighbourhood and that every other neighbourhood has that option too.

Introduce meaningful school zones. It is not fair nor just that a school gets to define its boundaries in order to take in the wealthy and exclude the poorer sections of the community.

Provide a fairer system for accessing the school and education philosophy of one's choice - not based on address or wallet. This means not only reconsidering the zoning system but also simply looking at where schools are currently located - perhaps shifting some or co-locating them. East Christchurch - everything East of Fitzgerald St - has extremely limited options for secondary and tertiary education.

Local is very important to us now after the earthquakes and because we love living here and want to raise our families here. We need to change the feeling that we are not able to access the resources that some other schools get to. We should change the focus of learning to be less vulnerable to change. Children should feel they are not going to be separated from friends and family because of better schooling options

Overview of theme

As can be seen in Table 7 below, zoning was discussed in submissions to the website, with 16 against and 13 in favour. However, this result over-simplifies the ideas shared on this topic, as there were also calls to keep zoning but to revise the system. Some ideas suggested that the current zones are not meaningful as some areas have more options than others.

Other ideas expressed about access to educational services largely focused on issues to do with the location of these services with 66% of the total ideas in this sub category. People strongly expressed the desire to have options for education within their own community as this provided a sense of place and belonging where children can make lifelong friends and a sense of community. A secondary school in the East (8083 zone) was talked about as 'long-promised' and desired, along with the continuation of a central city school.

Ideas about supporting access to, and participation in, education advocated enabling community pathways. Suggestions included providing the appropriate transport options, such as a bus solely devoted to travelling to all high schools at the start and end of each day. There were also suggestions for free buses for students. People also advocated continuing with the 20 hours ECE currently provided.

| Count - Access | Access | | | | | |
|-------------------|----------|-------------------------|-------------------|-------------------|--------------|------------|
| Role | Location | Supported participation | Zoning (negative) | Zoning (positive) | Total Result | % of Total |
| Board of Trustees | 7 | 5 | | 1 | 13 | 4 |
| Business owner | | | 1 | | 1 | 0 |
| Community member | 11 | 3 | | 1 | 15 | 5 |
| Not stated | 29 | 17 | | 3 | 49 | 17 |
| Organisation | 18 | 8 | | | 26 | 9 |
| Other | 16 | 6 | 3 | 1 | 26 | 9 |
| Parent | 64 | 15 | 9 | 5 | 93 | 32 |
| Principal | 5 | | | | 5 | 2 |

| | | | | | | |
|---------------------|------------|-----------|-----------|-----------|------------|-----|
| School student | 3 | | 1 | | 4 | 1 |
| Teacher | 37 | 13 | 2 | 2 | 54 | 19 |
| Tertiary student | 2 | 1 | | | 3 | 1 |
| Total Result | 192 | 68 | 16 | 13 | 289 | 100 |
| % of Total | 66 | 24 | 6 | 4 | 100 | |

Table 7: Access – Numbers of ideas by subthemes and roles.

Pathways

- Stronger interface between sectors, business, community and services
- Transition
- Clear community-based pathways from ECE - Year 13

Quotations from submissions

ECE centres need to be a hub for Health nurse, dental, plunket, social services, schools all connected by physical location to primary schools - continuity of care.

More opportunity for interaction with business and mentoring as a norm would be good.

Create overlap and seamless transitions between preschool, primary, secondary and tertiary education. Make it easier to understand how each works, providing better information and greater links.

We need development of seamless and accessible educational and training pathways for those young people and those who chose to join it from elsewhere; construction of public-private partnerships between educational institutions and industry, business and iwi to grow participation and employment opportunities.

Overview of theme

Responses gathered and coded as pathways included a call for increased interface between all educational sectors, business, communities and services. More collaboration between these organisations was also mooted and coded as collaboration, but these ideas specifically focused on how these organisations might work together. For example, there were suggestions for a much stronger pathway between senior school and workplaces, advocating work experience, apprenticeships and tailoring of senior subjects that relate to local industry.

A common idea was the need for fewer transition points between each sector, with some suggesting that intermediate schools were too disruptive as children had to change schools and teachers for only two years. Transition was also a theme for many, and ideas overlapped with ideas about school design and collaboration, such as more combined services from ECE - Year 13 which allow a child to stay in one organisation for his or her entire schooling. It was also requested that pathways, whether combined as above, or separated into sectors, were localised and allowed the opportunity for children to belong to a community for the entire pathway. These ideas overlap with ideas of access and location.

| Count - Pathways | Pathways | | | | |
|-------------------------|-----------------------------|------------------------|----------------------------|---------------------|------------|
| Role | Clear pathways ECE-> Y13 | Stronger interfaces | Fewer transition points | Total Result | % of Total |
| Board of Trustees | 1 | 2 | 1 | 4 | 3 |
| Community member | 1 | 2 | 1 | 4 | 3 |
| Not stated | 10 | 17 | 1 | 28 | 18 |
| Organisation | 5 | 20 | 1 | 26 | 16 |
| Other | 9 | 17 | 7 | 33 | 21 |
| Parent | 6 | 16 | 2 | 24 | 15 |
| Principal | 1 | 2 | 2 | 5 | 3 |
| Teacher | 8 | 21 | 6 | 35 | 22 |
| Total Result | 41 | 97 | 21 | 159 | 100 |
| % of Total | 26 | 61 | 13 | 100 | |

Table 8: Pathways – Numbers of ideas by subthemes and roles.

Methodology

Data collection

Contributions to the Shaping Education project were gathered by, or on behalf of, the Ministry of Education in the following ways:

- A website used to gather data from members of the public
- Face to face facilitated focus groups held around Christchurch
- Written submissions from various other groups and individuals

Summaries from the facilitated focus groups were entered into the website.

CORE Education was provided with all of the above submissions in the form of:

- A spreadsheet containing all the submissions entered into the website
- Hard copies of submissions sent directly to the Ministry

All respondents, whether part of a facilitated focus group or online submitters were invited to share their ideas via the three broad categories of Purpose, Shape and Delivery. Within each of these categories, they were asked three questions:

1. What should we change?
2. What should we retain?
3. What innovation could we introduce?

On the website there was also an option to share any other general comments.

Data analysis

On examining the data, it became clear that the categories outlined above, while potentially useful in stimulating discussion and ideas, were unhelpful in categorising the data, as responses gathered did not correspond to either the broad categories or the three sub-headings. Therefore the data was rearranged into 7 categories and 24 sub categories (see Table 1 on pages 4-5). Each response received from either a group or an individual contained more than one idea. Each idea was then coded as one of these categories. It is important to note that therefore the unit of analysis is the idea, not the individual or group who submitted.

Some issues

For each role identified, it is possible that the person or group could belong to multiple demographic categories. For example, a member of a Board of Trustees could also be a parent or a business person. A teacher could also be a parent and vice versa. It is assumed that those who chose to identify themselves, did so in the role that most suited the comments they wanted to make.

Appendix 1 – Overview of demographics

Collaboration

472 ideas about collaboration were expressed in submissions. These ideas represent 16% of the total ideas shared. Of these collaboration ideas 225 (48%) were from ‘individuals’ and 220 (47%) were from ‘groups’. Those who submitted the remaining 27(6%) ideas did not indicate whether they were an individual or group.

Roles and groupings

91 of the ideas around collaboration came from those who described their role as ‘other’ while another 112 ideas were submitted by people who did not identify themselves. Therefore, 203 (43%) of the ideas around this theme are unable to be identified against a role. Of these 203 ideas, 65% (131) ideas were expressed by ‘groups’, 24% (49) ideas were from ‘individuals’, and 11% (23) ideas were not identified as coming from either an individual or a group.

Of the remaining ideas in this category, the number of ideas expressed by those who identified themselves as parents (84, 18%) was the same as those who identified themselves as teachers (84, 18%). Of the ideas submitted by those who identified as parents 70 (83%) of the ideas came from individuals, 10 (12%) ideas were from groups, and 4 (5%) ideas were not identified as coming from either an individual or a group. Of the 84 ideas submitted by those who identified as teachers 59 (70%) of the ideas came from individuals, and 25 (30%) ideas were from groups.

38 (8%) of ideas were from organisations. 29 of these ideas came from groups and 9 ideas came from individuals. 17 (4%) ideas were from principals. 10 of these ideas were submitted by individuals and 7 ideas came from groups. 16 (3%) were ideas from people who identified themselves as community members, these 16 ideas 13 ideas were from groups and 3 ideas came from individuals.

11 (2%) ideas were submitted by people who identified themselves as Boards of Trustees. Of these, 7 ideas came from groups and 4 ideas were from individuals. Small numbers of ideas were also submitted by both individual school (8, 2%) and tertiary students. 6 (1%) ideas were from business owners, half of which (3) were ideas from groups and half (3) from individuals.

Resourcing

A total of 498 resourcing ideas were submitted by respondents representing 16% of the total ideas shared. 284 (57%) were ideas from ‘individuals’ and 192 (39%) were ideas from ‘groups’. Those who submitted the remaining 22 (4%) ideas did not indicate whether they were an individual or group.

Roles and groupings

176 (35%) of the ideas came from people who either did not identify their role or identified their role as ‘other’. Of these ideas 102 (58%) came from groups, 56 (32%) from individuals and 18 (10%) ideas came from people who did not identify themselves as either a group or individual.

121 (24%) of the resourcing ideas came from teachers. 92 (76%) of which were submitted by individuals and 29 (24%) by groups. 101 ideas were shared by parents, of which the majority 88 (20%) came from

individuals. 9 ideas came from parent groups, with the remaining 4 ideas being from parents who did not identify as either an individual or group.

Organisations shared 43 (9%) ideas relating to this theme. 35 of these ideas came from groups and 8 from individuals. Community members contributed 20 (4%) ideas, with half (10) of the ideas coming from groups and half (10) from individuals. 11 (2%) ideas were submitted by principals, with all but 1 being submitted by individuals.

8 (2%) ideas were shared by both Boards of Trustees and school students. 5 of the Boards of Trustee ideas were submitted by individuals and 3 by groups. In the case of 8 ideas shared by school student, 7 of these came from individuals with the remaining 1 being from a group.

Business owners and tertiary students both shared 5 (1%) ideas. All of the tertiary student ideas were submitted by individuals. Of the 5 ideas from business owners, 3 came from individuals and 2 from groups.

Structure

571 ideas around the theme of structure were offered by respondents representing 19% of the total ideas submitted. 297 (52%) ideas came from those who identified themselves as individuals, and 259 (45%) ideas were from groups. The remaining 24 (4%) ideas were submitted by people who did not identify themselves as either an individual or group.

Roles and groupings

Of the 571 ideas offered around this theme, 189 (33%) were from people who did not identify their role. Of these ideas 142 (75%) came from groups, 25 (13%) from individuals and 22 (12%) ideas came from people who did not identify themselves as either a group or individual.

Of the remaining ideas, those who identified themselves as teachers submitted the most ideas 139, (24%) around structure. Of these ideas from teachers, 108 (78%) came from groups and 31 (22%) from individuals.

Parents shared 88 (15%) ideas around this theme, with 80 (91%) ideas being submitted by individuals and 6 (7%) from groups. The remaining ideas (2) came from parents who did not identify their submissions as coming from either an individual or a group.

Organisations submitted 44 (8%) ideas, of which 37 ideas came from groups and 7 ideas from individuals. Principals offered 33 (6%) ideas. 18 of these principals' ideas were from individuals and 15 from groups. School students offered 31 (5%) ideas around structure, 20 of which came from individuals, 10 from groups and the remaining idea (1) not identified as either a group or individual.

Community members shared 16 (3%) structure ideas, of which 9 came from individuals and 7 from groups. Tertiary students contributed 11 (2%) ideas in this category, all of which came from individuals. Boards of Trustees and business owners both contributed 10 (2%) ideas each. Of the 10 ideas from business owners, 6 came from individuals and 4 from groups. 7 of the Board of Trustees' ideas came from groups and 3 from individuals.

Choice

389 ideas were submitted around the theme of choice. These ideas make up 13% of the total ideas shared. Almost half (191, 49%) of these of these ideas were generated by individuals and 181 (47%) by groups. The

remaining 17 (4%) ideas were submitted by people who did not identify themselves as either an individual or group.

Roles and groupings

111 (29%) of the ideas submitted around the theme of choice are from individuals or groups who did not identify their role. Of these unidentified roles, 90 (81%) ideas came from groups, 4 (3%) from individuals and 17 (15%) ideas came from people who did not identify themselves as either a group or individual.

Of the ideas shared by those who did identify their role, most were shared by teachers and parents. 107 (28%) ideas came from teachers, 72 (67%) of which were ideas submitted by individuals and 35 (33%) were ideas from groups. Parents offered 93 (24%) ideas around this theme. 82 (88%) of these ideas came from parents who identified themselves as individuals, and 11 (12%) from groups.

20 (5%) ideas came from organisations, 17 of whom identified themselves as a groups and 3 as individuals. Boards of Trustees offered 19 (5%) ideas, 16 of which came from groups and 3 from individuals. Principals and business owners both offered 10 (5%) ideas each, with 8 of the principals' ideas submitted by individuals and 2 from groups. 6 of the business owners' ideas were from individuals and 4 from groups.

The remaining ideas around choice were contributed by community members, school students and tertiary students. Of the community members contributions (9, 2%) 6 of which came from groups and 3 from individuals. School students contributed 6 (2%) ideas all of which came from individuals. Likewise with tertiary students who offered 4 (1%) ideas.

Teaching and Learning

642 ideas were generated around the theme of teaching and learning. These ideas represented 21% of the total ideas shared. Just over half (327, 51%) of the ideas submitted around this theme were ideas from individuals and 276 (43%) were from groups. 39 (6%) ideas were submitted by people who did not identify themselves as either an individual or group.

Roles and groupings

237 (37%) of the 642 ideas came from individuals or groups who did not identify their role. Of these 237 ideas, 162 (68%) ideas were expressed by groups, 43 (18%) ideas were from individuals, and 32 (14%) ideas were not identified as coming from either an individual or a group.

Of the ideas shared by those who did identify their role 136 (21%) ideas came from teachers, 105 (%) of which were ideas submitted by individuals and 31 (%) were ideas from groups. Parents offered 126 (20%) ideas around this theme. 103 (%) of these ideas came from parents who identified themselves as individuals, and 17 (%) from individuals. 6 ideas from parents did not identify themselves as either an individual or group.

39 (6%) ideas came from organisations. 31 identified themselves as a groups and 8 as individuals. Community members offered 25 (4%) ideas, of which 14 ideas came from groups and 11 ideas came from individuals. School students contributed 24 (4%) ideas all of which came from individuals. Tertiary students offered 18 ideas (3%) which were also all from individuals.

Boards of Trustees contributed 17 ideas of which 3 came from groups and 1 from individuals. Principals and business owners both offered 10 (2%) ideas each, with 6 of the principals' ideas submitted by individuals and 4 from groups. 9 of the business owners' ideas were from individuals and 1 from groups.

Access

289 ideas about access were shared. The ideas around this theme make up 10% of the total ideas contributed. 165 (57%) were ideas from individuals and 105 (36%) were ideas from groups. Those who submitted the remaining 19 (7%) ideas did not indicate whether they were an individual or group.

Roles and groupings

75 (26%) of the ideas came from people who either did not identify their role or identified their role as 'other'. Of these ideas 42 came from groups, 20 from individuals and 13 ideas came from people who did not identify themselves as either a group or individual.

93 (32%) of the resourcing ideas came from parents. 82 (%) of which were submitted by individuals and 5 (%) by groups. The remaining 6 (6%) ideas from parents were from those who did not identify their submission as coming from either an individual or group. 54 (11%) ideas were shared by teachers, of which most (43, 80%) ideas came from individuals. 11 (20%) ideas came from teacher groups.

Organisations submitted 26 (9%) ideas. 23 ideas of which came from groups and 3 from individuals. Community members shared 15 (5%) ideas relating to this theme. 12 of these ideas came from groups and 3 from individuals. Boards of Trustees contributed 13 (4%) ideas, with 11 of the ideas coming from groups and 2 from individuals. 5 (2%) ideas were submitted by principals, with 4 of these coming from individuals and 1 from a group.

4 (2%) ideas were contributed by individual school students. 3 (1%) ideas were submitted by individual tertiary student and 1 (< 1%) idea was submitted by an individual business owners.

Pathways

A total of 159 pathways ideas were submitted by respondents representing 5% of the total ideas shared. 84 (53%) were ideas from groups and 66 (41%) were ideas from individuals. Those who submitted the remaining 9 (6%) ideas did not indicate whether they were an individual or group.

Roles and groupings

61 (38%) of the ideas came from people who either did not identify their role or identified their role as 'other'. Of these ideas 48 came from groups, 5 from individuals and 8 ideas came from people who did not identify themselves as either a group or individual.

35 (22%) of the resourcing ideas came from teachers. 29 of which were submitted by individuals and 6 by groups. 26 (16%) ideas were shared by organisations, of which 21 ideas came from groups and the remaining 5 from individuals. 24 (15%) ideas came from parents, with 20 ideas being from individuals, 3 from groups and 1 coming from a parent who did not identify as either an individual or group.

5 (3%) ideas were submitted by individual principals. Boards of Trustees and community groups both submitted 4 (3%) ideas each. All 4 of the Board of Trustees' ideas came from individuals. The community group ideas came from 2 groups and 2 individuals. No ideas around this theme were contributed by either school or tertiary students.

Appendix 2 – Tables

| Role | Collaboration | Resourcing | Structure | Choice | Teaching and learning | Access | Pathways | Totals | % of Total |
|-------------------|---------------|------------|-----------|--------|-----------------------|--------|----------|--------|------------|
| Board of Trustees | 11 | 8 | 10 | 19 | 17 | 13 | 4 | 82 | 3 |
| Business owner | 6 | 5 | 10 | 10 | 10 | 1 | 0 | 42 | 1 |
| Community member | 16 | 20 | 16 | 9 | 25 | 15 | 4 | 105 | 3 |
| Not stated | 112 | 100 | 83 | 51 | 117 | 49 | 28 | 540 | 18 |
| Organisation | 38 | 43 | 44 | 20 | 39 | 26 | 26 | 236 | 8 |
| Other | 91 | 76 | 106 | 60 | 120 | 26 | 33 | 512 | 17 |
| Parent | 84 | 101 | 88 | 93 | 126 | 93 | 24 | 609 | 20 |
| Principal | 17 | 11 | 33 | 10 | 10 | 5 | 5 | 91 | 3 |
| School student | 8 | 8 | 31 | 6 | 24 | 4 | 0 | 81 | 3 |
| Teacher | 84 | 121 | 139 | 107 | 136 | 54 | 35 | 676 | 22 |
| Tertiary student | 5 | 5 | 11 | 4 | 18 | 3 | 0 | 46 | 2 |
| Totals | 472 | 498 | 571 | 389 | 642 | 289 | 159 | 3020 | 100 |
| % of Total | 16 | 16 | 19 | 13 | 21 | 10 | 5 | 100 | |

Table 9: Numbers of ideas by themes and roles

| Count - Role | | Location | | | | | | | | | | |
|---------------------|----------------------|------------|----------------------|-----------------------|--------------|-------------|-----------------------|--|----------------------|-----------------|---------------|--|
| Role | Group/ individual | Canterbury | East Christchurch | North Christchurch | North Island | Not stated | South Christchurch | South Island (excluding Canterbury) | West Christchurch | Total Result | % of Total | |
| Board of Trustees | Group | 1 | 49 | | | | | | | 50 | 1 | |
| | Individual | 9 | | | | | | | 9 | 18 | 0 | |
| Business owner | Group | | 12 | | | | | | | 12 | 0 | |
| | Individual | | | | | | | | 62 | 62 | 2 | |
| Community Member | Group | 7 | 28 | | | | | | | 35 | 1 | |
| | Individual | | 19 | | 13 | | 7 | | 13 | 52 | 1 | |
| Not stated | Group | 2 | | | | 488 | | | | 490 | 14 | |
| | Individual | | 48 | | | 39 | | | | 87 | 2 | |
| | Not stated | | 3 | | | 32 | | | | 32 | 1 | |
| Organisation | Group | | 183 | 10 | 136 | | 9 | | | 338 | 9 | |
| | Individual | 21 | | | | | 28 | | | 49 | 1 | |
| Other | Group | | 13 | | | 521 | | | 36 | 570 | 16 | |
| | Individual | 12 | 33 | 15 | | 10 | 10 | | 60 | 140 | 4 | |
| | Not stated | | | | | 42 | | | | 42 | 1 | |
| Parent | Group | 27 | 9 | | | | | | 63 | 99 | 3 | |
| | Individual | 70 | 388 | 83 | | | 45 | | 10 | 596 | 17 | |
| | Not stated | | 21 | | | | | | 9 | 30 | 1 | |
| Principal | Group | | 36 | | | | | | | 36 | 1 | |
| | Individual | 25 | 12 | 37 | | | | | | 74 | 2 | |
| School student | | | | 3 | | | | | | 3 | 0 | |
| | Group | | 15 | | | | | | | 15 | 0 | |
| | Individual | | 36 | 46 | | 21 | 21 | | 12 | 136 | 4 | |
| Teacher | Group | 15 | 16 | | | | 13 | 10 | 24 | 78 | 2 | |
| | Individual | 37 | 253 | 19 | | | 154 | | 45 | 508 | 14 | |
| Tertiary student | Individual | | | 9 | | | 9 | | 35 | 53 | 1 | |
| Total Result | | 226 | 1173 | 222 | 149 | 1153 | 296 | 10 | 378 | 3608 | 100 | |
| % of Total | % of Total | 6 | 33 | 6 | 4 | 32 | 8 | 0 | 10 | 100 | | |

Table 10: All ideas by location, role and group/individual respondent