

Meeting notes for the meeting of the CERA Community Forum
Thursday 7 June 2012
Christchurch Netball Centre, Hagley Avenue

Present:

Community Forum members:

Trevor McIntyre, Chair

Marty Braithwaite

Weng Kei Chen

Ruth Jones, Emma Twaddle, Siong Sah (John) Weng

Lynn Smith, Secretary

Coralanne Child, Ministry of Education

Cheryl Bunker, Ministry of Education

Apologies:

Lynne Ball, Richard Ballantyne, Ross Brereton, Glenda Burt, Leah Carr, Belinda Charteris, Leanne Curtis, Gill Cox, Wendy Gilchrist, Maria Godinet-Watts, Peter Jenkins, Paul Lonsdale, Tom McBrearty, Deborah McCormick, Lesley Murdoch, Jocelyn Pasprill, Faye Parfitt, Brian Parker, John Peet, Bruce Russell, Walter Stone, Rachel Vogan, Darren Wright

1 Canterbury Education Renewal Plan Workshop

1.1 The Chair welcomed Coralanne Child and Cheryl Bunker from the Ministry of Education.

1.2 Coralanne Child introduced the draft 'Directions for Education Renewal in Greater Christchurch' and spoke about:

- The story so far
- The impact on provisions and enrolments
- Financial implications
- The approach taken by the MOE

1.3 Discussions covered:

- The integration of educational facilities with community facilities (the CCC have identified sports & recreation, and health facilities around the city)
- The opportunity now to plan collaboratively
- How to get genuine community feedback from the non-educational community despite pro-active advertising

1.4 Cheryl Bunker talked about the Future Directions and guiding the process of renewal through 5 key Proposals and invited Forum input and discussion on each. These discussions are summarised below. A more comprehensive summary of these discussions is attached as Appendix One.

1.4.1 Goals, proposals, principles, leadership

Proposal 1.1 – That an education advisory board be established

The Forum suggested that community representatives be included on the board:

- To ensure that we have a body that works
- Their role would be around policy and implementation (strategic direction)
- To ensure due process around decisions (implementation plan)

Schools need to look at their own communities before setting up an Advisory Board as recovery appears to work best from within communities

Schools strengths and weaknesses be looked at and rationalise areas as a result

Proposal 1.2 – That a Waitaha Education Authority be established by Ngai Tahu

Ensure that Waitaha is inclusive of all iwi's

Proposal 1.3 – That a Pasifika Education Authority be established

Critical to ensure all 3 groups work well together

There must be clear principles around inclusive education

1.4.2 Early Learning Foundations

Proposal 2.1 – To ensure that demand for ECE services is met in the short and long term

Cover demand in relation to population movements

Ensure a variety of ECE facilities are available

Community based services have been the biggest loss

ECE facilities, being smaller units than schools, may be easier to move to areas of population growth

Ratepayers do not subsidise ECE services

Proposal 2.2 – To ensure that the identities, languages, and cultures of learners continue to be valued and supported

Proposal 2.3 – To encourage ECE participation by families from priority groups

1.4.3 School-age learning

Proposal 3.1 – To plan educational provision as a network of community-situated campuses/facilities

Concentration of facilities to certain areas may make it less attractive as families have to travel further.

This could cause transport issues and may mean the rationalisation of existing networks.

Fewer facilities may mean higher numbers in schools

There is a social responsibility to retain local schools as these are one of the few traditional institutions still at the centre of communities

An emphasis needs to be placed on the social improvement rather than the economic development

There is now a chance to put our learners as the primary focus of the rebuild with infrastructure coming second

Learning hubs could be created out of the more traditional ability-based classrooms

Proposal 3.2 – To introduce modern, flexible, and inclusive learning environments

Proposal 3.3 – To implement a digital strategy for learning in greater Christchurch

Proposal 3.4 – To develop better approaches to managing transitions and career guidance

Proposal 3.5 – To ensure that the identities, languages and cultures of learners continue to be valued and supported

Proposal 3.6 – To improve outcomes for learners with special needs

The expectations of children with special needs are increasing

Integration of children with special needs will lead to integrated adults

Maori, Pasifika and special needs children are consistently underachieving

Lack of funding is always an issue and other forms of revenue may have to be looked at e.g. commercial sponsorship

Proposal 3.7 – To support quality teaching and leadership that enables successful learning

1.4.4 Post-compulsory education

Proposal 4.1 – To explore rationalisation of tertiary provision

Combine tertiary providers as the population in Christchurch is not big enough to sustain so many

National figures show a downward trend of 28% in first year students at University

Funding in 2013 will be less – recovery options need to be looked at

The social and economic good of these institutions needs to be ensured

Proposal 4.2 – To ensure sustainability of provision

Proposal 4.3 – To put in place coordinated leadership of the post-compulsory education system

Proposal 4.4 – To improve secondary-to-tertiary and education-to-work transitions

Schools need to make it easier for businesses to access them

Students need to be educated and inspired by their next transition

Perhaps a proposal to businesses may be to fund a careers advisor in schools

Canterbury University could improve what they have to offer.

Lower decile schools need to be introduced to tertiary providers

Tertiary training should be accessible to all young people and should even be introduced from primary age

Proposal 4.5 – To continue catering for priority groups

Proposal 4.6 – To build on existing tertiary initiatives to meet the vocational and economic priorities of Canterbury

1.4.5 International education

Proposal 5.1 – To develop an international education strategy

New Zealand schools should not put so much reliance on income from international students to fund education programmes

The MOE need a unified plan to market New Zealand as a destination for international students rather than leaving each school to their own devices

The international market will be challenged until the earthquakes go away

It is vital to rebuild quality institutions as the economic, social, and educational benefit to Christchurch is huge

Next Meeting Date

Thursday 21 June 2012 at 7.30pm in the Trust Bank Lounge, Christchurch Netball Centre.

Guest speakers: Insurance Ombusman - Ian Gray, Canterbury Earthquake Recovery Minister the Hon Gerry Brownlee (t.b.c.), Associate Canterbury Earthquake Recovery Minister the Hon Amy Adams (t.b.c.)

The meeting closed at 9.30pm

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<p>PROPOSAL 1: GUIDING THE PROCESS OF RENEWAL (pp17-18) THIS SET OF FEEDBACK SHEETS DEALS WITH 1.1, 1.2 and 1.3</p>	
<p>1.1 That an education advisory body be established</p> <p>Do you think we should establish an advisory board to oversee the implementation of the renewal programme?</p> <p>What would be the benefits of such an advisory board? What disadvantages and risks do you foresee?</p>	<ul style="list-style-type: none"> • Community reps on board, e.g. community groups • Need to have a body that works, local people not Wellington based • Advises on policy and see that policy is being implemented and feed into strategic direction • Need to ensure future direction is community specific • Watch dog, decisions are sound and process is followed • Challenge if group is too large but then challenge if insufficient representation • Must focus on community • Needs to support rationalisation • 17% of population is disabled, so need to ensure inclusive engagement.
<p>1.2 That a Waitaha Education Authority be established by Ngāi Tahu</p> <p>How can you see the voice of iwi and Māori in greater Christchurch better represented in education?</p>	<p>Need to make sure that there is representation on the Education Advisory Board</p>
<p>1.3 That a Pasifika advisory group be established</p> <p>How can you see the voice of Pasifika communities in greater Christchurch better represented in education?</p>	
<p>Other comments or questions about Proposal 1</p>	

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<p>PROPOSAL 2: EARLY LEARNING FOUNDATIONS (pp21-23) THIS SET OF FEEDBACK SHEETS DEALS WITH 2.1, 2.2 and 2.3</p>	
<p>2.1 To ensure that demand for ECE services is met in the short and long term How can we ensure ECE services respond to rapid changes in demand?</p>	<ul style="list-style-type: none"> • Critical to support these, especially community based • Need to support community based services e.g. Fund differently • Need to build facilities for ECE
<p>2.2 To ensure that the identities, languages, and cultures of learners continue to be valued and supported What can the ECE sector do to ensure that all learners’ identities, languages and cultures are valued and supported?</p>	<ul style="list-style-type: none"> • Need to support community and have a variety of services
<p>2.3 To encourage ECE participation by families from priority groups What will it take to ensure that vulnerable and isolated families are able to participate in ECE?</p>	
<p>Other comments or questions about Proposal 2</p>	

<p>PROPOSAL 3: SCHOOL-AGE LEARNING (pp27-29) THIS SET OF FEEBACK SHEETS DEALS ONLY WITH 3.1</p>	
<p>3.1 To plan educational provision as a network of community-situated campuses/ facilities</p> <p>How important is it to plan for fewer but larger schools where learners may get a richer experience, even if it means children may have to travel a bit further?</p>	<ul style="list-style-type: none"> • See the campus as a community centre • Having fewer facilities limits access • Primary school in every suburb • Not a single answer to any of this • Smaller schools are key where the Principal knows the name of each child • Too much centralisation is a challenge to transport • Need to ensure school is also about social development not just economic contribution • Need to think about transitions and limiting these, especially primary to intermediate.
<p>3.1 To plan educational provision as a network of community-situated campuses/ facilities</p> <p>How important is it to retain the identity and traditions of a school following significant damage and/or when located in an area where the population is much reduced?</p>	<ul style="list-style-type: none"> • Have a base and smaller hubs • Have facilities across communities • Need to utilise buildings outside of school days and hours

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<p>3.1 To plan educational provision as a network of community-situated campuses/ facilities</p> <p>One way of accelerating new school building projects would be to opt for greater standardisation of design. (All buildings would conform to current Ministry of Education policies, and all classrooms would be built as modern, flexible learning environments.) Would you support such an approach?</p>	
<p>3.1 To plan educational provision as a network of community-situated campuses/ facilities</p> <p>What benefits, risks and advantages do you see in schools entering into arrangements to share facilities with other schools, with tertiary education providers or community groups?</p> <p>How might the risks be managed?</p>	<ul style="list-style-type: none">• Best utilisation of facilities• Schools need to be resourced to better use the facilities

Directions for Greater Education Renewal in Christchurch – Feedback Sheet Proposal 3

<p>3.1 To plan educational provision as a network of community-situated campuses/ facilities</p> <p>What advantages do you see in creating education campuses that span ECE, primary, secondary and tertiary education?</p> <p>What are the difficulties and risks this proposal raises?</p>	
<p>Other comments or questions about Proposal 3.1</p>	

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<p>PROPOSAL 3. (pp28-29) THIS SET OF FEEDBACK SHEETS DEALS WITH 3.2, 3.5 and 3.7</p>	
<p>3.2 To introduce modern, flexible learning environments General comments</p>	<ul style="list-style-type: none"> • Need to ensure design does not create mall type environments which does not encourage community interaction • Need space to be ability not aged base • Need to have different learning environments established in the environment not classroom space
<p>3.5 To ensure that the identities, languages and cultures of learners continue to be valued and supported What can schools do to better foster te reo Māori?</p>	
<p>3.7 To support quality teaching and leadership that enables successful learning General comments</p>	

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PROPOSAL 3: SCHOOL-AGE LEARNING (pp27-29) THIS SET OF FEEDBACK SHEETS DEALS ONLY WITH 3.6

3.6 To improve outcomes for learners with special needs

How can local schools better support children and young people with disabilities to learn?

- Need to ensure access and inclusive practice
- Transition to what? Day bases and not real jobs
- We need to increase peoples expectations
- Need to fund according to need

Other comments or questions on Proposal 3.6

- Must fund the strategies
- Must look at teacher aide funding and not fund term by term
- Need to look and clarify funding for special education
- Education network must provide for our communities, we have a social responsibility
- Need to make sure that learner is at the centre and infrastructure comes from that, infrastructure needs to exist for the learner
- So much running of a school is determined by property and Education Act re school day, need to change this

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<p>PROPOSAL 4: POST-COMPULSORY EDUCATION (pp30-35) THIS SET OF FEEDBACK SHEETS DEALS WITH 4.1, 4.2 and 4.3</p>	
<p>4.1 To explore rationalisation of tertiary providers General comments</p>	<ul style="list-style-type: none"> • Need to have one provider for the size of Christchurch • TEC existed to rationalise but the situation has got worse • If funding is FTE based how will tertiary recover without support • Need to support the study of humanities, religious studies, classics • One tertiary provider for all of South Island.
<p>4.2 To ensure sustainability of provision General comments</p>	
<p>4.3 To put in place co-ordinated leadership of the post-compulsory education system. What areas of strength in the local institutions are well aligned to the needs of the local economy? Are there areas that institutions need to strengthen (or reduce) to improve the connections with local employers and to make a stronger contribution to the regional economy?</p>	
<p>Other comments or questions on Proposal 4</p>	<ul style="list-style-type: none"> • Schools are duplicating what tertiary does • Need to ensure social good to tertiary education not just economic contribution • Tertiary can't be everything to everyone.

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PROPOSAL 4: POST-COMPULSORY EDUCATION (pp30-35) THIS SET OF FEEDBACK SHEETS DEALS WITH 4.4, 4.5 and 4.6	
<p>4.4 To improve secondary-to-tertiary and education-to-work transitions What can tertiary education organisations do to strengthen their links with schools? How can schools better connect with tertiary education organisations?</p> <p>What information can we provide parents with that will help them support their children to make wise choices as school leavers? How can schools improve careers and vocational support for senior students and parents?</p>	<ul style="list-style-type: none">• Need to promote what tertiary is doing• Schools need to have business links, which inspires students about future opportunities• Need to rationalise the number of Govt funded initiatives to ensure all young people have access• Expose primary aged children to tertiary provision.
<p>4.4 To improve secondary-to-tertiary and education-to-work transitions What can tertiary education providers do to better help their graduates find employment?</p> <p>How can we encourage employers to support young workers to engage in training?</p>	

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<p>4.5 To continue catering for priority groups General comments</p>	
<p>4.6 To build on existing tertiary initiatives to meet the vocational and economic priorities of Canterbury How can tertiary education organisations increase their efforts to train people for the reconstruction? What do tertiary providers need to do to ensure their graduates can contribute to the long-term evolution of the Canterbury economy?</p>	
<p>Other comments or questions on Proposal 4</p>	<ul style="list-style-type: none">• Get a group of businesses to fund a careers teacher, this would give them access and align schools and businesses• A Ministry funded position to drive this work.

PROPOSAL 5: INTERNATIONAL EDUCATION (pp36-37)	
<p>5.1 To develop an international education strategy What are the priorities for international education in greater Christchurch during the recovery phase?</p>	<ul style="list-style-type: none"> • Agree, need a unified plan for Christchurch
<p>5.1 To develop an international education strategy What are the benefits of an international education strategy for Greater Christchurch? Are there any risks in such a strategy?</p>	<ul style="list-style-type: none"> • Need to invest now to benefit for the long term
<p>Other comments or questions about Proposal 5</p>	<ul style="list-style-type: none"> • Challenges will remain until earthquakes go away • If we get rebuild right then the international students will return • Insufficient promotion • Benefit is more than economical, many intangible benefits and these are long term • Need to revisit language schools, look at the providers ensuring they are delivering.

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