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EDITORIAL

Embracing change

Kia ora koutou,

As we emerge from one of the hardest winters in recent times, I'm pleased to share this spring edition of *Ako*, which imagines a brighter future, exploring how interconnection, innovation and inclusion might get us there.

The large disruption from the last couple of years has naturally brought with it opportunities to rethink or rebuild a more future-focussed education system. Being forced to work differently is certainly an uncomfortable feeling but at the same time it can be exciting. This is the opportunity that we have ahead of us as educators. What are the lessons that we have learned? And what are the changes in practice that we should continue with? Educators are used to being adaptable, resilient and grappling with that innate feeling to push beyond the status quo. This edition of *Ako* looks to highlight and celebrate that ambition.

Here you can read about what quality initial teacher education looks like, how education can be more inclusive, and ways that schools are benefitting from following the maramataka. As she steps down from her role as Kaihautū Rangahau Chief Researcher at NZCER Cathy Wylie shares some of her wisdom on how we can



learn from each other, and Auckland University Professor Christine Rubie-Davies explains why we need to abandon ability grouping. With the recent increased flooding and rising seas it seems we have already reached the future, and so we find out how educators are empowering tamariki to take the lead on reducing emissions and adaptation. And finally, we hear from members who have discovered silver linings from COVID-19 and are taking their innovations forward to improve their practices. We hope these stories inspire you to dream big and continue to advocate for positive change for our tamariki.

Ngā mihi,

Liam Rutherford
National President/Te Manukura
NZEI Te Riu Roa



The futures issue

*"It's our watch now
The time to make dreams come true
Today is a good day to begin ... "*
– Witi Ihimaera

Through interconnection, inclusion and innovation this issue imagines a better and brighter future for tamariki.





FEATURE | THE FUTURES ISSUE

Teachers of the future

Initial teacher education plays a crucial role in our education system. But is it up to scratch? *Ako* talks to education professionals who are reimagining how we grow new teachers.



01

01 Beginning teacher Joanna Martinez with tamariki from her class at Hamilton West School.

Joanna Martinez is almost there. After five years of study and apprenticeship she will graduate later this year as the qualified teacher she has long dreamed of becoming.

“I was a Mum with teenage kids and a heap of life experience when I took the plunge,” says Martinez. “I enrolled in a three-year Bachelor of Teaching course because it was the shortest route to the classroom. Now I’m most of the way through my period of provisional certification, with my own class of little people and I’m loving it.”

Martinez’s account of her journey through initial teacher education is largely positive. Her university classes were taught by approachable, experienced educators and her start as a teacher, while tiring, has been filled with support.

“Our school handles the provisional certification period really well,” she says. “I’ve had lots of support and guidance. Whenever I have had a question or needed help it’s been there. My release time has been a bit patchy this year with all the COVID sickness, but mostly I have had the time out I’ve needed to plan and assess.”

While Martinez is enthusiastic about her own experience, she acknowledges that it has not been that of all new educators. She knows of some who withdrew during the university phase and of others who have struggled in their new school. She enjoyed many of her university classes but believes that most new teachers feel quite unprepared to start their first job, because they have had too little time in schools with quality associates.

“Nothing teaches you to teach like teaching,” she says. Then adds: “But alongside that, mentorship is really important. Once you have your own students you have to feel supported by colleagues and know there are no stupid questions.” You need people checking up on you.

“You don’t know what you don’t know,” says Martinez.

Jaimi Cook* repeats this exact phrase when describing her difficult new teacher journey. She felt apprehensive when she finished her one-year postgraduate diploma and started in her first school.

“There was so much I didn’t know and I felt like I hadn’t spent enough time in the classroom. But I told myself that everyone starting out must feel like this. I’d done fine at university, passing all my practicums, so hoped I would learn quickly and gain confidence once I was teaching.”

Unfortunately, that didn’t happen. Cook found

*Name withheld by request.

“We hear story after story of new educators unprepared and poorly supported to be whole class teachers and many of them leave. That’s a real shame for them and a waste of significant investment.”
– NZEI Te Riu Roa President Liam Rutherford

herself teaching a class of 30 students in her first year, then 32 in her second. Both classes included students with high learning and behaviour needs and Cook struggled.

“At times I felt I was not helping my high needs kids at all. I felt terrible for them, but I had 30 others who needed my time as well.” What advice she received from her mentor didn’t really help and Cook was unable to access professional help from the Learning Support Co-ordinator at the local Community of Learning.

To make matters worse, she was drowning in workload. Highly streamed classes made it difficult for her to collaborate with colleagues in planning and resourcing. She worked long hours, including nights and weekends, but it didn’t get easier. Instead, it became harder when management cancelled all release time because of COVID-19.

“I felt alone a lot of the time,” she says. “At first, I had a supportive mentor but then she was replaced with senior staff member who simply didn’t have time to help me. I needed time to talk things through and have a lot explained, but we only met one lunchtime a week which then became a two-weekly meeting.”

Looking back Cook recognises that she and her mentor were not a good fit. She wishes senior management had checked how things were working out, but they didn’t.

“With a term and a bit to go before the end of my two years as a PCT [provisionally certificated teacher], I decided I had to get out,” she says. Her confidence was gone, she was exhausted and her personal life had been damaged.

Despite advice from others that she should try another school, Cook walked away from her career, thinking she would never teach again.

Stories of success and failure in our initial teacher education (ITE) system are something NZEI Te Riu Roa President/Te Manukura Liam Rutherford has heard aplenty.

“There are pockets of great practice across the country,” he says. “But they don’t significantly change the national landscape. Overall, we are not doing well. We hear story after story of new educators unprepared and poorly supported to be whole class teachers and many of them leave. That’s a real shame for them and a waste of significant investment.”

Rutherford is not alone in identifying shortcomings of ITE. In response to disquiet in the profession the Teaching Council/Matatū Aotearoa, which oversees ITE, has recently amended



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the requirements for accreditation of ITE programmes. Entry requirements for students have been tightened and courses are now required to place greater focus on The Code/Ngā Tikanga Matatika and The Standards/Ngā Paerewa.

Rutherford endorses the changes but believes much more needs to be done.

“We won’t know the impact of the Council’s changes in programme design and accreditation for a while, but really, if we are to properly address the problems in ITE, we have to undertake major systemic change,” he says.

Alongside ITE sector experts, Rutherford recently launched ITE 2040, a NZEI Te Riu Roa discussion paper which advocates a reimagining of how we grow new teachers.

The reformed ITE landscape the paper envisages would see the profession taking a leading role throughout the process. No longer would schools, kura and centres be responding to the expectations of multiple ITE providers. Rather, they would enter genuine partnerships with providers, having strong input into course design and delivery. To achieve this, they would need to be adequately funded and staffed, perhaps in the same way normal schools are currently resourced.

Andrew Bird who is President of the Normal and Model Schools Association (NAMSA) and Principal of Kelburn Normal School agrees.

“As a Normal School we have additional staffing that enables us to support both the students coming into our school and the Associate teachers who collaborate with them,” says Bird. “We have a staff member who manages the relationship with the provider and acts as an on-site lecturer. Other schools, partnering with providers, don’t get that kind of resourcing but they should.”

Both Bird and Rutherford believe there is a need to strengthen the Associate Teacher role.

“We can no longer work on an assumption that because they are good at teaching children, educators are automatically good at teaching adults. The research shows otherwise,” says Rutherford. “The concept of coaching is well regarded, and we ought to be providing pathways for those working with new educators to develop coaching skills.”

Bird agrees that such training is critical. “There needs to be a guaranteed level of quality there. If you are involved in someone’s tertiary training, you ought to have expertise,” he says.

While there are significant issues around



“Nothing teaches you to teach like teaching, but alongside that, mentorship is really important. You don’t know what you don’t know.” – JOANNA MARTINEZ

pre-service ITE, there is also concern that the two years of provisional certification that follows is not working for many new educators. Andrew Bird says we should not be surprised by this. Most PCTs come into their first teaching job with limited school experience and predictably, they struggle.

“They come knowing quite a lot, but they haven’t had the practice. Yet they’re expected to be ‘ready to teach.’ Somehow, they are supposed to have a good understanding of pedagogical theory, knowledge of the curriculum, a good handle on neurodiversity, tikanga, te reo and more. And there’s no “L” sticker on their classroom door.”

Bird says that the key to success, in most cases, is strong mentoring, but schools and centres vary in how effectively they do this.

Joanna Martinez’ Hamilton West School commits resourcing to supporting new teachers.

“We want our beginning teachers to be the

best they can be, so that our students thrive,” says Principal Mark Penman. “We have a senior staff member who has .5 of her time dedicated to overseeing the mentoring of PCTs. She’s regularly in their classrooms observing and supporting new teachers and the colleagues who work with them. It’s important to have someone with overall responsibility for mentoring. We have found that works really well.”

Both Penman and Martinez point to a professional culture in which newer teachers are encouraged to seek support and ask questions of colleagues.

“Our approach is about growing the profession,” says Penman. “We like it when our young teachers succeed because it helps our students, but we also enjoy it when they take what they have learned here to new roles beyond our school.”



“Great teachers are made by the great experiences they have.” – ANDREW BIRD



Meanwhile, in Central Otago, schools have banded together to improve support for provisionally certificated teachers. The PCT Network, which was begun eight years ago to combat the geographical isolation of new educators, receives funding support from NZEI Te Riu Roa and the local Principals’ Association.

“In recent years we have had 20-25 PCTs participating,” says Wendy Bamford, Principal at Wanaka School and network co-ordinator.

“Our new teachers meet once a term for a full day session. There’s input around certification and their rights as a PCT, as well as PLD [professional learning and development] in a range of topics that might include anything from behaviour management to structured literacy.”

The new teachers share their experiences and there is always some expert brought in to run a workshop.

“We try to expose our new teachers to experts in our area so they can build their professional network,” says Bamford.

Just as importantly, members of the group stay informally connected between meetings, by text, email or visits to each other’s classrooms.

“The impact on our PCTs has been significant,” says Bamford. “They understand the certification process much better than our previous new teachers did, and the informal networks that have grown have helped them settle into the area.”

Rutherford believes that for all schools to support PCTs effectively there needs to be additional funding and proper career pathways and training for mentors. Of utmost priority however must be the extension of the current primary PCT staffing release to ECE.

“We’re coming across experienced ECE teachers who are having to give support in their own time,” says Rutherford. “They are doing this without pay, because they have no non-contact time available to work with their colleagues. The need to act is urgent.”

A central issue addressed in ITE 2040 is how our system of Initial Teacher Education addresses Te Tiriti o Waitangi. The writers look forward to a future in which Māori play an integral role in governance of an ITE system that supports both ‘by Māori for Māori’ approaches, as well as mainstream programmes that prepare educators to meet the needs of Māori students.

The Teaching Council recently established a new framework for Māori medium ITE,

designed and developed by ITE Arareo Māori experts. Five ITE Arareo Māori programmes have since been approved, with a further seven awaiting approval.

For mainstream ITE programmes the new emphasis on The Standards/Ngā Paerewa, means that graduating students should begin teaching with a commitment Te Tiriti o Waitangi, te reo and Tikanga Māori. The challenge is for intention to become a reality.

“We have to move beyond tokenism,” says Bruce Jepsen, President Te Akatea/New Zealand Māori Principals’ Association. Speaking in a NZEI Te Riu Roa webinar he calls for ITE to be indigenised and decolonised so that future teachers value Māori ways of being and thinking.

“There has to be a focus on helping student teachers understand that prior to the arrival of Pākehā, Māori had complex economic, political and social systems,” he says. Jepsen advocates for ITE that gives students opportunities to learn about Mātauranga Māori while scrutinising colonial ideologies that uphold current disparities.

Professor of Māori and Indigenous Education Huia Jahnke agrees there needs to be more focus on preparing students to work with Māori.

“We have excellent, well-meaning students, many of whom have never had a lot to do with Māori people, and yet we expect them to go into classrooms and engage with Māori learners and their families.”

Jahnke has led the development of Massey University’s Te Aho Tātaiurangi, Aotearoa New Zealand’s first university qualification in Māori-medium initial teacher education. It was co-constructed with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, the governing body of Kura Kaupapa Māori, and forefronts Te Aho Matua, a distinctively Māori approach to teaching and learning.

“Te Aho Matua is the only educational philosophy to come from Aotearoa New Zealand,” says Jahnke. “All other ITE programmes borrow from philosophies developed overseas. When we developed both Te Aho Tātaiurangi and our one-year postgraduate programme Te Aho Paerewa, we decided that we really needed to break away from a Western mainstream approach.”

That means that course delivery is completely in te reo and students are immersed in the Te Aho Matua philosophy.

“Working in Kura Kaupapa is not a profession,

“It’s no use saying you want two thirds of children able to speak Māori in 50 years’ time, if you’ve not got the teachers to do it.”
– Huia Jahnke



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it’s a way of life,” says Jahnke. “Most of our graduates will be teaching in their own tribal areas. They will be related to most of their students and the kura will be deeply imbedded in the community. Many of them will be principals sooner rather than later.”

Students undertake both programmes from around the country and courses are delivered online with regular hui-a-rohe run by visiting staff as well as compulsory wānanga each term. The blended approach allows students to maintain their whānau commitments while establishing strong relationships with academic staff and their student colleagues.

“It involves a lot of hard work from staff because we don’t have the resources that there are in ITE mainstream,” says Jahnke. Such resourcing and infrastructure come from many decades of operation.

“We have to keep reminding ministers that, it’s no use saying you want two thirds of children able to speak Māori in 50 years’ time, if you’ve not got the teachers to do it.” As previously noted, a prominent concern of both new educators and the profession is that most ITE courses provide limited pre-service classroom experience. There are, however, courses which specifically seek to address the issue.

EIT (Eastern Institute of Technology) produces a steady stream of early childhood teachers. The Bachelor of Teaching course, which operates out of Taradale with a satellite in Hastings, attributes its success to a local focus and a mix of field-based and on-campus study.

“Students come to us because they want to stay close to their community, but also because they see the value of spending close to 50 percent of their study time in a centre or kindergarten,” says Programme Co-ordinator Tania Du Plessis. “They really appreciate the field-based approach. It allows them to engage with theory on campus part of the week, then put it into practice in a centre or kindergarten over the rest of the week. The students are assessed around that.”

The approach has a strong inquiry focus which Du Plessis says strengthens the outcomes for students. “By the time they enter employment, our graduates have had three years of focussed experience. Students appreciate that, as do employers who’ve often already developed working relationships with them.”

Another seasoned ITE provider for early childhood is Te Rito Maioha. They deliver a bicultural, field-based programme in ECE and have recently developed a similar approach to primary teacher education.

“We found strong demand, particularly in rural areas,” says Anthony Fisher, academic leader of Primary Programmes. “There are many people in these communities who have the desire and ability to be great teachers, but for financial or family reasons can’t leave the area to qualify. Often, they’re already working in schools, perhaps as teacher aides or sports coaches. Many apply for our programme with the support of their employer.”

The course design suits these people. They spend two days a week in the field, often in their local school. They are mentored by an associate at school and complete the balance of their study online, under the guidance of academic lecturers.

It isn’t just rurally based students who have enrolled in this blended style of learning. Melissa Hawke, who hails from Mosgiel, had already tried campus-based study but changed to the Te Rito Maioha Bachelor of Teaching degree.

“It just suits my style of learning,” she says. “I learn so much in the two days in the field and the online learning works really well for me. Even though you are learning at a distance you get to know the others in your cohort and keep in touch with them regularly.”

The course has enabled Hope Sherrard-Chase to fulfil her long held dream of training as a teacher. “As a mother of two young children this course makes learning more accessible,” she says. “Being able to work online, rather than travel to university, makes my life easier. The flexible delivery allows me to fit study around my other responsibilities.”

New Plymouth Principals’ Association Chair, Brigitte Luke was part of the group that helped design the course. Initially they undertook research into what principals and school communities required from an ITE programme.

“Principals wanted graduates who were ready to teach. They were keen that new teachers not only know the theory but are ready to apply it practically in the classroom,” she says. “For instance, they wanted an ITE programme where professional standards are integrated throughout and unpacked through classroom experience. I think we’ve achieved that.”

Second year student Rachel Fox agrees that the parallel streams of field and academic study reinforce each other.

“You can see the theory unfold in the classroom and you’re able to discuss it immediately with your teacher colleagues. Right from your first year you get the opportunity to learn how a school works,



Above: Anthony Fisher, Academic Leader of Primary Programmes, Te Rito Maioha.

discover who you are as a teacher and what you can bring to the classroom.”

Principals who were surveyed expressed strong support for a programme that had a genuine partnership between schools and the provider.

“That included course design,” says Fisher. “And I think that’s been one of the strengths of our programme. The fact that we have practitioners involved in writing the course ensures that it reflects the realities of what’s happening in schools.”

“Students do practicums in schools other than their base school, but on graduating we expect the majority to get employment within their own communities,” says Fisher. “That’s a huge boon for areas which are hard to staff.”

“It has been wonderful to see,” says Brigitte Luke. “In particular it’s gratifying watching talented Teacher Aides go on to become teachers and remain in the education system.” ●

POSTSCRIPT When Jaimi Cook walked away from teaching in 2020, she had no intention of returning. Nevertheless, after a year’s break a friend convinced her to step into a relieving job at her school.

“She persuaded me that my first experience wasn’t typical and that I would be looked after where she was teaching. I gave it a go.”

It was very different experience. Cook found herself teaching a smaller class and able to plan collaboratively. There was a school-wide system for mentoring new teachers and she felt valued. She began working towards registration again and it seemed so much easier.

“I felt trusted and able to ask for help. My mentor and I got on well, the team leader and senior management took an interest. I had time to work on resources.”

Cook has since graduated and continues to teach in her new school. She knows she has things to work on if she is to become the teacher she wants to be, but senior colleagues are helping her to achieve that.

“There’s an old saying that teachers are born, but that’s mostly untrue,” says Andrew Bird. “Great teachers are made by the great experiences they have. What we have to focus on is creating environments for our new teachers that give them best possible experiences. It concerns me that so many good new teachers are chucking it away and leaving the profession. That doesn’t have to happen if we get ITE right.”

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OPINION | THE FUTURES ISSUE

Christine Rubie-Davies

Don't stream away my dreams

In Aotearoa, ability grouping is ubiquitous, pernicious and inequitable. We have the second highest ability grouping rate in the OECD and one of the highest disparities between our highest and lowest achievers. This is no coincidence. Countries that do not use ability grouping have much narrower gaps between their high and low achievers.

Streaming and ability grouping mean different things to different teachers. Both refer to sorting students into groups based on perceived ability. Within secondary schools, streaming refers to classes where those considered high ability are grouped together through to students achieving at the lowest levels who are in separate classes. Both banding and requiring prerequisites in secondary schools are simply streaming in another guise. All these forms of grouping affect students' futures and life pathways.

In primary schools, teachers create groups within classes, where students are sorted from top to bottom groups. Students arrive at school at five years bursting to learn and engage and are quickly assigned to an ability group. The ability group students are placed in at primary school predicts the stream they are placed into at secondary school. The stream students are in at secondary school contributes to determining students' futures with higher-streamed students destined for university and professional occupations and lower-streamed students destined for low or unskilled jobs. I am not saying that every student should go to university.

I am saying that every student should have the opportunity to go to university.

Māori and Pasifika students are disproportionately assigned to the lowest groups. Although teachers will say their grouping is flexible, in practice there is little movement from one group to another. These groups are fixed and enduring. This is because, once students are assigned to a particular group, their learning opportunities vary. The work students in the top group is assigned is very different to that allocated to the lowest group. Over time, one group is being constantly challenged and extended, whereas the other is focussed on low-level, mundane, repetitive activities, and therefore, the gaps increase. In Aotearoa, the grouping structure ensures the social strata are maintained. As a teacher once said to me, "As you go down the groups, the students get browner." Is this how we see equity in Aotearoa?

Coupled with this is evidence that when students in the bottom group are incorporated into the top group, by the end of just one academic year, they are achieving at, and often outdoing their original top-group peers. This occurs for several reasons. Firstly, all students are now assigned exciting, high-level tasks and teachers provide the necessary support for all students to achieve. Secondly, former low achievers are treated as if they were high achievers. Thirdly, students are exposed to high-level peer modelling. They are aware of the success criteria for high achievers and are motivated to succeed. Fourthly, the evidence

shows that approximately one- to two-thirds of students are misplaced. Given the opportunity, many students could be achieving at much higher levels than they are currently. Further, the students in one group are never all "at the same level" anyway; there is variation within groups, too.

Can you imagine how it feels to come to school day after day in Years 1, 2, 3, 4, 5, 6, 7, 8 knowing that you are in the bottom group? Are you surprised that students like this lose self-belief, motivation and engagement and eventually drop out? Daily, through ability grouping, they learn that they are not good enough. When students are not motivated and engaged, they are not going to be successful – but is there any point when their futures have already been decided?

Why do teachers in Aotearoa ability group when the evidence is very clear that it does not work in terms of increasing achievement and has huge negative psychological implications for students – both those in the top group who feel constantly pressured and those in the bottom group who slowly give up hope? Ability grouping is entrenched in our schools and has been for decades. It is what we have always done and some teachers struggle to think of how to teach without ability grouping.

Working with mixed and flexible grouping takes a rethink about how to structure the classroom. In reading, for example, instead of assigning different tasks at each level for each group, we can have the same variety of activities available but instead of being levelled across activities, they are levelled within them. Students choose their activities

within which the full range is available. They are never constrained by completing tasks (or reading) "at their level". A teacher would only intervene if a student kept choosing easy tasks. Teachers can also "advertise" several novels or reading books. Students choose one of interest and work with fellow students who choose the same book. There could be associated levelled tasks, but again, students would choose what they completed. Teachers can also offer workshops for students focussed on specific skills but firstly, students opt into these (with the occasional teacher suggestion); secondly, they are focussed on student goals; and thirdly, these groups change daily. There is no stigma attached because the salience of ability disappears. In schools I have worked with that have implemented mixed grouping and other high expectation teaching principles, I have seen large academic growth in one year.

Currently, I am part of a large group assembled by the Ministry of Education and the Mātauranga Iwi Leaders group. We have been tasked with creating a design plan to end all forms of ability grouping and streaming in Aotearoa. Our plan will be presented to Parliament later this year. A strong recommendation will be that the Ministry of Education will need to put in resourcing so that teachers can effectively introduce a new form of working. This will involve several changes to current practice. But to achieve an equitable education system in which Māori and Pasifika students are flourishing alongside Pākehā and Asian, ability grouping in Aotearoa classrooms must be abandoned. ●

Professor Christine Rubie-Davies is based in the School of Learning, Development and Professional Practice in the University of Auckland's Faculty of Education. Her 2014 book *Becoming a High Expectation Teacher: Raising the Bar* contains practical examples of how to work using mixed ability and flexible forms of grouping.



FEATURE | THE FUTURES ISSUE



Built in – the future of inclusive education

In the future, inclusive education won't be bolted on to the system, it will be built in.



01

Progress on inclusive education (IE) over the last decade means hope is strong for the next ten years and beyond. What’s more, IE is increasingly seen as the key to addressing diverse student learning needs right across centres and schools.

In Auckland, for example, teachers are reporting that post-COVID around 30 percent of five-year-olds are arriving at school needing extra learning support. A system that is responsive and adaptive enough so that every child can experience success is where aspirations lie.

“We’ve had lots of success stories,” says Dominion Road School principal Lesley Mitchell, who took on the role four years ago.

One story she likes to share concerns the school pōwhiri that happens at the start of each term. The school hosts three satellite classes from Central Auckland Specialist School (CASS), whose students have high and complex needs.

“At our most recent pōwhiri we had a really good turnout of new CASS parents as manuhiri, and when I asked for a speaker from the parents, a CASS parent offered – he spoke on behalf of all the parents, and he said how welcome he felt at our school.”

She sees it as a sign of how far the school has come in integrating the CASS classes. It’s essential, she says, to have IE front and centre in the school’s strategic plan. From there, many initiatives can flow.

“At the beginning, CASS staff weren’t visible in the school. Now they come to the staffroom for morning tea and lunch and to other events and activities.” Increasingly these teachers, teacher aides (TAs), learning assistants and other specialists are a valuable resource for the whole school.

Mitchell says there can be a kind of unconscious bias when it comes to IE. Teachers might not see the need to integrate, but when they do – they realise there’s a lot to learn. “And what could be better than having this wonderful resource in your own school.”

CASS families were invited to sign up for the whole school newsletter, which they did. CASS students are invited to join in whole school events like Pink Shirt Day, Book Character Day and house fun days – “in assembly, they come up each week to receive a Principal’s Award from me like all the other students”.

CASS students are also beginning to attend mainstream classes including for fitness, art, te reo and maths. “Then parents can see that, yes, actually, their child can cope in mainstream. They’re managing fine. Our children become role

models and you can see the CASS students, and our students, really grow.”

Meetings are held each term with CASS teachers to share what is happening in the school and at CASS to facilitate integration. “It’s all part of getting the CASS classes to feel that they belong. That they are part of the team,” says Mitchell.

It can be incredibly tough for parents of high needs students, she says. “So much energy can go into just coping on the day. We need to give their children as much of a chance as we can, and we need to make them and their parents feel welcome, a part of the school community.”

Like many teachers, Mitchell stresses the need for more IE professional learning and development (PLD) for mainstream educators. She says the Ministry of Education (MoE) recently offered a Zoom session on autism and four teachers from Dominion Road signed up. “Then we got an email from the ministry to say the session was over-subscribed. They asked us to cut back our numbers by half!”

But Mitchell remains passionate and optimistic. “I really like how the language has changed – for example, from ‘special schools’ to ‘specialist schools’ in the new Education Act. That changes the whole mindset. In the wider community, inclusive education can still be seen as a poor relation, but that one little change is helping to shift perceptions.”

Importantly, IE is addressing immediate needs at the school. “Post-COVID, we’re seeing high numbers of five-year-olds coming into school with almost no language, with high and complex needs, so the relationships we are building with learning specialists can only help. We are adapting our teaching for these children, rather than expecting them to fit in with structured classroom programmes – that’s what we’re learning from IE.”

In an ideal world, all schools will have the resources, skills and adaptations to enable all children to attend their local school.

It’s what the New Zealand Government signed up to with the UN Convention on the Rights of Persons with Disabilities in 2008. Combine that with the new Education Act, which states the education system will provide “New Zealanders ... with the skills, knowledge and capabilities that they need to fully participate in the labour market, society and their communities” and we’re a long way from the origins of “special” schools in the ugly philosophy of eugenics, and the deep shame that was attached to disability in the nineteenth and early twentieth centuries.



02



“Parents can see that, yes, actually, their child can cope in mainstream. They’re managing fine.” – LESLEY MITCHELL





03

Many groups and advocates over the intervening decades, including more recently People First New Zealand and the Inclusive Education Action Group, are seen as having been very effective agents for change.

However, a belief continues that the very existence of specialist schools and their satellite classes in mainstream classes mean some teachers will take the easy option, telling students that “they need a rest” in a satellite class, rather than learning about what needs to change for the student.

Students can bounce back and forth between mainstream and specialist schools, which may be at a long distance from their local community, and they lose any real connection they might have to their school community.

But CASS principal Trudi Brocas says specialist schools are one part of a continuum of choice for a small number of students with very high and complex needs. The schools are a resource of specialist knowledge and expertise that local schools can draw on.

About 1.3 percent of Aotearoa New Zealand students are fully ORS (ongoing resourcing scheme) funded, and about half of these attend specialist schools.

Brocas says, “There’s been a big pedagogical

shift in the last 10 years, from specialist schools being a place where kids go when the system has failed to being a first choice for many families. Students are able to experience success in learning environments that are designed just for them.”

“We are focussed on students’ engagement and learning. There is very good research coming in from overseas. As a small country, we’re not always doing that research, but as specialist schools we can access the overseas work and adapt it to suit the New Zealand system and our curriculum.”

Sometimes students and parents choose a specialist school because of the extra resources, she says. In a specialist school, “we’re really committed to creating the right environment for students to reach their learning potential. It is a community.

“Here, we can be very explicit with the learning, and we have higher ratios of very skilled TAs, learning assistants and therapists. The most vulnerable students shouldn’t have to be the ones making the biggest adjustments to go to school.”

The high ratios in specialist schools are important, she says, because the learning there is so relational. While technology has its uses, for example, communication devices for non-verbal students, it can be tricky for some students with autism. “They can end up becoming really fixated





04

In an ideal world, all schools will have the resources, skills and adaptations to enable all children to attend their local school.



04 An art exhibition at Dominion Road School showcasing artwork from Dominion Road and CASS students.



05



05 Dominion Road principal Lesley Mitchell with CASS staff Adele Pestana (left) and Bhavna Varshney (right). These specialist teachers are a valuable resource for the whole school.

on devices and we want out learners to extend their range of learning experiences and learning-focussed relationships. We need to ensure they get a wide range of people experience, so there is a reason to communicate, as well as having a communication tool to use.”

Almost all the key concepts in the New Zealand Curriculum are about people, she says, about participating, contributing, relating to others and so on. “But how do you participate in the world around you, if you’re vulnerable and the world is very confusing. It’s the responsibility of educators to give children as much confidence and skills as possible to connect, engage and learn.”

She emphasises that the teaching in specialist schools needs to be explicit. “Play, for example – it can look quite different here. For some with physical disabilities, they may not have been able to do important developmental things like roll over or crawl, which helps you understand the world around you. Others may not have had early childhood education opportunities, or perhaps weren’t ready for them when they were there.

“Our job is to work out how our learners play, what they need to be able to access play, and what teachers and learning assistants can do to build on where they are at. Play is important for all kids – it’s where we model curiosity, communication and problem-solving. For those with autism, it might be about how to enable them to let us into their world and create shared attention using their interests.”

Brocas notes that the role of the specialist schools as a resource for local schools is growing. She’s a strong advocate for “built in” not “bolted on”, and she would like to see change in four areas.

First, the success of specialist teachers providing outreach support to mainstream schools – helping with things like curriculum adaptation, assessment, learning environments and good practices – would be built on. Second, specialist schools would be increasingly seen as resource bases for mainstream schools, for example, providing professional learning opportunities for teachers and TAs.

Third, there would be a nationally coherent approach to the provision of satellite classes in local schools, with strong relationships created between specialist schools and local communities. Lastly, there would be significant changes to ITE so that not only would all beginning teachers know more about IE, but there would be a specific pathway for teachers to become specialist teachers of inclusive education. Practicums would involve working with diverse learners.

“The most vulnerable students shouldn’t have to be the ones making the biggest adjustments to go to school.” – CASS principal Trudi Brocas



In early childhood education, where big gains can be made for disabled children in the early years, the huge demand for services continues.

In Upper Hutt, waiting lists are up to seven months – a crucial time lost for a child needing learning support. In response, Wellington’s Whānau Manaaki Kindergarten Association is exploring ways to address the need. One initiative involves using the specialist knowledge of early intervention teachers already working in the association.

Soreen Scahill is Head Teacher at Cottle Kindergarten, and she also works two days a week as the Early Intervention Facilitator. Her experience of IE includes with the Ministry of Education and the Wellington Early Intervention Trust – a specialist centre that children with high needs attend as well as their local centre.

Scahill and others in the team of eight visit kindergartens throughout Whanganui, the Wairarapa and Wellington, helping teaching teams to support diverse learners. “Kaiako are already doing amazing things, but they always value hearing further strategies that build on a child’s interests and strengths. Our role can also include affirming specific teaching practices and raising awareness of how these are supporting the learning.”

It’s an initiative she would love to see funded by the MoE and considered for the whole country. “It’s about colleagues working collectively – where we can all build our capabilities to support diverse learners.”

The initiative also extends to PLD, with the Loom platform enabling the team to create five-minute PLD videos. “Teachers don’t want PLD on things like ‘What is autism’ – things that they can find out on the internet. They want teaching strategies that they can use straight away in their kindergarten.” A recent Loom looked at increasing the ways kaiako can use visuals, showing how they’re used in Scahill’s kindergarten, and was posted along with other brief, relevant information, such as links to resources.

“Teams can watch the Looms together. They can reflect on the information and consider what it means for their teaching team. A collaborative approach to PLD is ideal as it takes a team to achieve inclusion.”

At the same time, Scahill would also like to see the MoE offering careful, considered PLD on two of their documents that support IE, *He Māpuna te Tamaiti* on learning support and *Te Kōrerorero* on communication, which she says are excellent. “These two documents have a caring



Tamariki in Aotearoa are missing out because learning support is massively underfunded. Issues of funding and extremely long wait times means many tamariki are not receiving the support they need to thrive.

Together, we can push the government to increase funding so a child can feel connected, supported and valued at school or in their early childhood education.

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“Segregation is offered because resourcing is inadequate and that creates anxiety for parents.”

and culturally responsive approach, which is in line with Te Whāriki [the ECE curriculum].” She would also like to see teacher-to-child ratios improved and group sizes reduced.

Communication is important to Scahill. Several years ago, with a Deaf child and a child with Down syndrome at her kindergarten, her teaching team began to use more New Zealand Sign Language (NZSL). All the teachers at Cottle now use it. Along with courses the teachers have taken, Victoria University of Wellington’s online NZSL dictionary is a valuable tool.

She says kaiako recognise that all children communicate in different ways and signing can facilitate the development of not only the child who may need it but all tamariki. “Our community of learners are able to build positive attitudes around inclusion where they see that ‘difference’ is okay and that we all have unique ways of learning.

“It gives me a sense of pride knowing that our tamariki move onto school together and share this knowledge with others.

“We can’t change everything,” she says, “but we can take responsibility for what we can do. We can advocate for more funding, specialist teachers, and strengthen our ongoing PLD. In the meantime, children and families deserve the best we can offer.”

At many schools and centres, there is room for improvement. This is hard for parents of children with high needs, who are acutely aware of the gaps. Frian Wadia is an IE advocate and parent to three disabled children.

“There is a problem in Aotearoa New Zealand of not having a shared vision of IE,” she says. New Zealand has signed up to the UN Convention on the Rights of Persons with Disabilities, which clearly defines IE and what governments should be doing, but there is still a dual system.

“Segregation is offered because the resourcing in mainstream is inadequate and that creates anxiety for parents. In mainstream, their child is more likely to be stood down or bullied out, so the child goes to a specialist school where they are safer and welcomed, but to genuinely belong a child needs to



“Our community of learners are able to build positive attitudes around inclusion where they see that ‘difference’ is okay and that we all have unique ways of learning.” – Cottle Kindergarten head teacher Soreen Scahill

be in their local school. The education policies are contradictory to the UN Convention.”

Some schools are doing well, she says, and she’s optimistic about the Teaching Council’s 2019 ITE requirements that set an expectation for trainee teachers to connect in meaningful ways with all their local communities, including with disabled children and their families. This means teachers will be more aware of whānau aspirations.

“I’m not saying that specialist schools should be shut down immediately, but there needs to be a vision and pathway for IE in all schools so segregation is eventually eliminated. It could be a 20-year plan, and it needs to be apolitical.”

It’s hard for everyone, she says, when your disabled child doesn’t want to go to school – “because ‘everyone hates me and the teacher hates me too’, and when children are asked to go for only a few hours a day, or are told they can’t go on camps, even when parents offer to go along. Learning cannot happen without a sense of belonging and safety.

“We need more neuroscience informed approaches and restorative practices. Holistic approaches are good for all children.”

At Berhampore School in Wellington, long-time IE advocate and principal Mark Potter is holding on to hope. “There have been really good changes in the last 10 years, and growing societal awareness. Just like it’s hard to get into a te reo class now, it’s hard to get into IE PLD.

“Technology is helping in some situations and the ministry too is seeing the importance of IE as a whole-of-system change.”

Educators are optimistic too about the new Ministry of Disabled People and Jan Tinetti as Associate Minister of Education. Tinetti, a former school principal and NZEI National Executive member, in her maiden speech to Parliament spoke of early experiences of the institutionalisation of people with intellectual disabilities, and how this inspired her passion for social justice.

As Wadia puts it, “The effects of good and poor inclusion on a student’s socio-emotional wellbeing, mental health and sense of identity are profound. The research is clear. Lack of inclusion leads to negative life outcomes such as isolation, depression, anxiety, unemployment, poverty, a shorter lifespan, and poor physical and mental health outcomes, while good inclusion allows for long-term positive life outcomes such as participation in the community, positive self-identity, friendships, employment, better physical and mental health, and longer life expectancy.” ●

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FEATURE | THE FUTURES ISSUE

Hope and a big dose of reality: teaching climate action

As we begin to see the effects of climate change, with storms, flooding and sea level rise, educators are finding ways to bridge optimism and reality in the classroom.

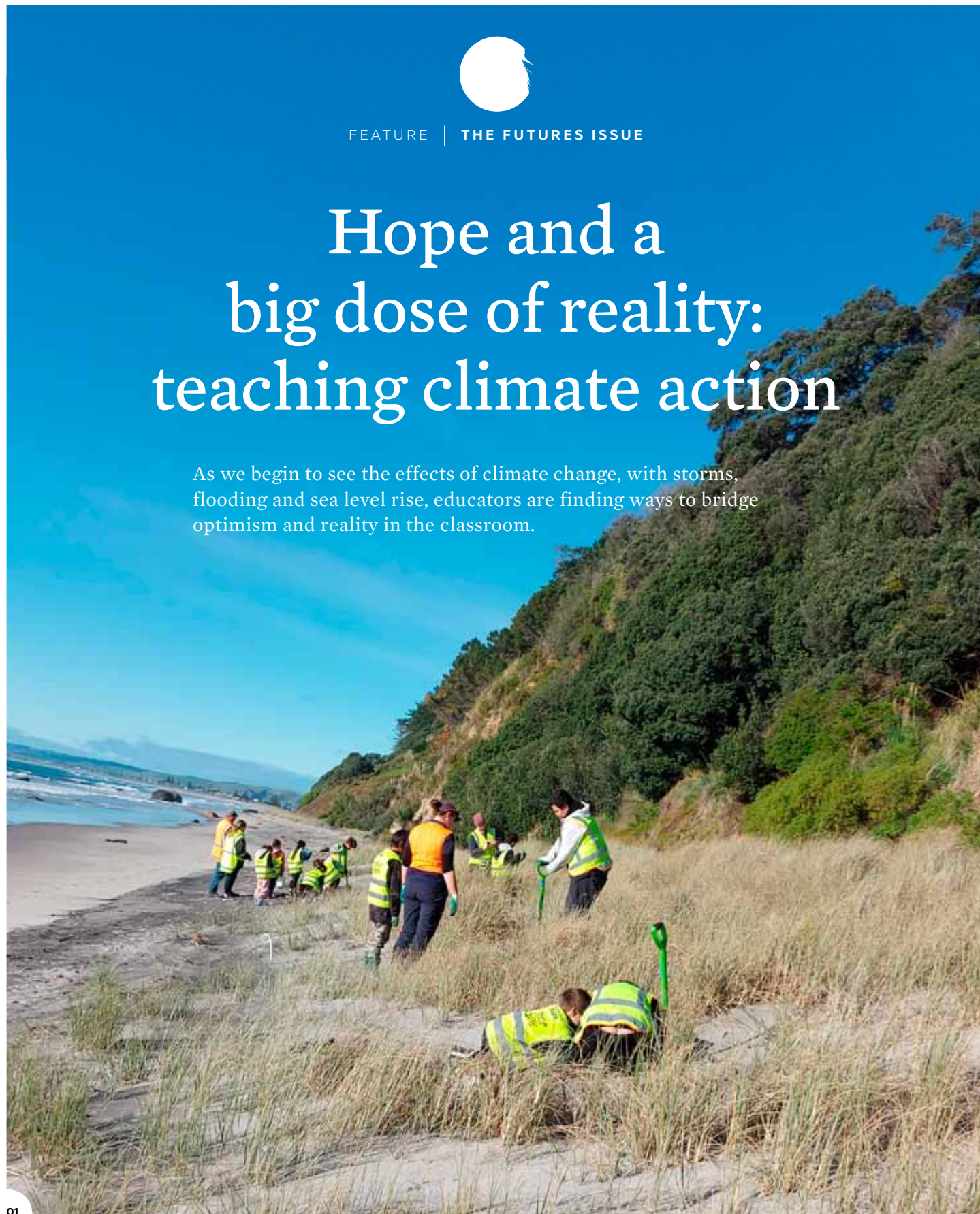


Photo: Supplied

01

Facing up to the realities of climate change can be daunting for anybody. But educators have to meet the added challenge of finding the right balance between honesty and reassurance to help tamariki turn any concerns they might have into hopeful action towards a zero-carbon future. It can be difficult to navigate between fear and hope, particularly when discussing impacts that we can no longer avoid, including sea level rise.

Climate scientist and co-leader of the NZ SeaRise project¹ Richard Levy says that slowing ocean warming will take a very long time. Even if we stopped all greenhouse gas emissions today, sea level rise will continue for decades and even centuries because the oceans have to date soaked up most of the excess heat, buffering us from the worst effects of climate change.

However, rising tides won't affect all parts of Aotearoa's coastline in the same way. The main goal of the NZ SeaRise project is to reduce the uncertainty of future projections and to give local communities the most accurate information possible.

The NZ SeaRise team has produced a map² of Aotearoa's 15,000 kilometres of coastline to show where land is subsiding or rising. These maps show that most communities live on subsiding shorelines, and for them it means they have less time to adapt. But Levy hopes that having locally relevant information ultimately gives people a stronger sense of agency.

We know from tidal gauges that the seas around Aotearoa have already lifted by about 20 centimetres since the early 1900s. By this century's end, sea levels will be at least half a metre higher on average, even if we succeed to keep warming below 2°C above pre-industrial levels. Rising seas bring a suite of other coastal impacts, including erosion of coastal cliffs, more frequent flooding as storms move further inland, saltwater intrusion into groundwater reservoirs and rising water tables. These impacts can have ecological and cultural flow-on effects when

1 <https://www.searise.nz/>

2 <https://searise.takiwa.co/map/6233f47872b8190018373db9/>
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estuaries degrade and no longer provide the kai that iwi were once able to rely upon to express their manaakitanga.

Levy says much depends on whether the land itself moves up or down, either amplifying or delaying the local impact of an encroaching ocean. Some beaches will reshape and accommodate higher seas and more furious storms, while other areas are facing more frequent flooding already.

Impacts on communities

Some coastal communities are already bearing the brunt of extreme weather, which is threatening homes, roads, wāhi tapu and people's connection with the whenua and each other.

Whānau living in Te Tairāwhiti know this all too well. Tania Hunter, the principal at Te Kura Kaupapa Māori o Mangatuna just north of Tolaga Bay, says climate change is no longer something people expect to happen in the future. While her own school is on higher ground, several kura along the stretch of State Highway 35 between Gisborne and Tokomaru Bay have experienced a series of devastating floods in short sequence since last winter.

When Hatea-A-Rangi School in Tokomaru Bay was flooded in June last year, principal Karla Kohatu and 29 students retreated to Tuatini Marae for weeks, while volunteers began the clean-up. Then, in March this year, floodwaters swept through the school again, this time also cutting off some families when the bridge over the Mangahauini awa washed out. The second flood was shattering, says Hunter, but the local marae again offered shelter and the Ministry of Education and Waka Kotahi were quicker to help with the clean-up this time. Kohatu not only managed to keep teaching going but also became a pillar of strength for kaiako at other affected schools further up the coast, Hunter says.

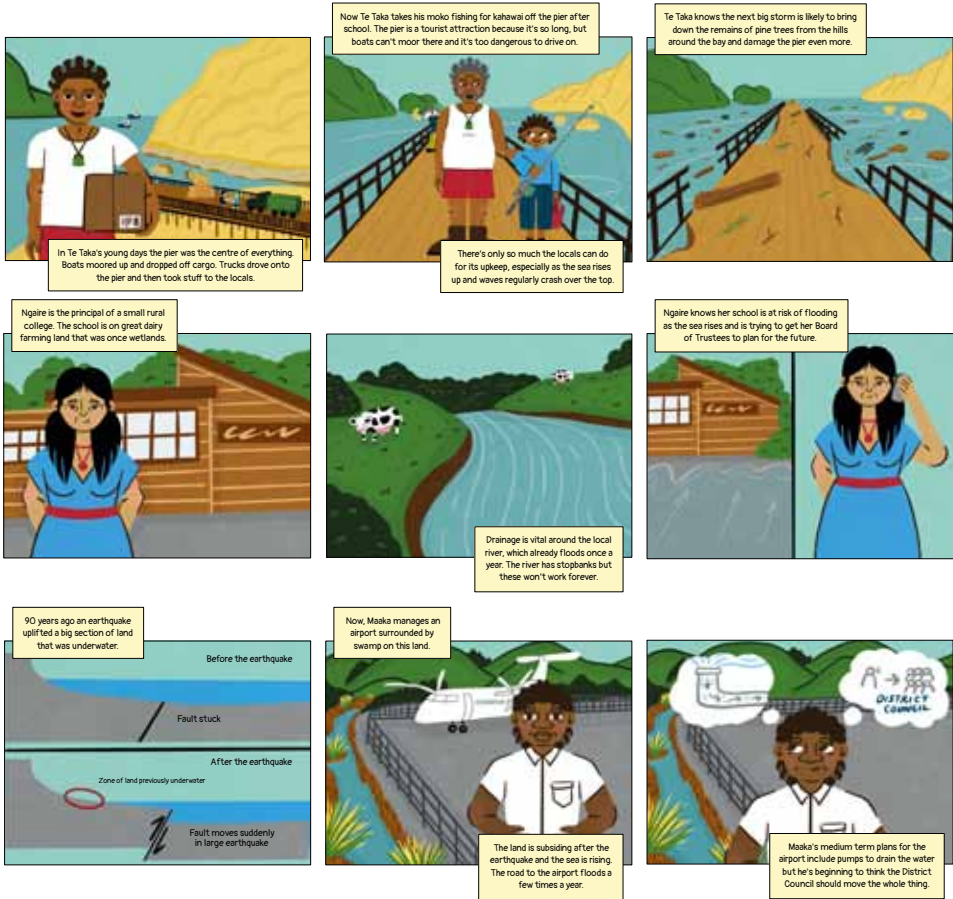
When tamariki experience such events, they want to understand what's happening. But Hunter says in rural schools, where children of all ages mix together in class, it's important that discussions about climate change are age appropriate, grounded in mātauranga me te ao Māori and focussed on strengthening a sense of kaitiakitanga.

Sea Rise is coming to a coast near you.

Connecting communities

We know that sea-level rise caused by climate change will affect every country with a coastline. Because Aotearoa is such a tectonically active country, however, we also need to think about land movement. Low lying areas of coastline that are subsiding will be the first to experience the impacts of sea-level rise.

Here are some stories of how people and places are likely to be affected and how they could adapt to sea level rise.



02

Actions not excuses

This connection to the local environment is an important part of teaching climate change for Ange Rayner, a kaiako in the kererū class for Years 6 to 8 at Te Kura o Ōhinetahi/Governors Bay school. For her, it has been a thoroughly heartening experience.

The seaside community's school is small and not far from the water's edge in Whakaraupō Lyttelton Harbour. It is one of several coastal schools within the wider Christchurch area to have embarked on teaching modules about climate change, taking students from learning about the issue to understanding the role of science and Indigenous knowledge systems through to responding and planning for action. "Sitting alongside these children, watching them grow in confidence and creativity, and just seeing them want to make a difference and driving it – that has been the most rewarding thing for me as a teacher," Rayner says.

At the start of the programme, she surveyed her students and many admitted they were worried about climate change. "The biggest thing [this

programme] has done for the children is it's given them a tool to have a voice. It's given them the acknowledgement that they can make a difference. Having unpacked [climate change] with scientific data and made it relevant and localised to their area, they were able to see that yes, it's real, but we can do something about it."

Rayner and teachers at other local schools used the resource *Huringa āhuarangi: Whakareri mai kia haumarū āpōpō* / *Climate change: Prepare today, live well tomorrow*³, developed by Sian Carvell, an educator who has previously worked with children and youth as part of Regenerate Christchurch to ensure they could contribute to the vision of what their city should look like as it continues to rebuild after the earthquakes.

When Carvell was asked to develop a climate change programme, she didn't hesitate. A pilot ran late in 2018, but then, prompted by a Ministry for the Environment call to local councils to start

³ <https://www.nzsee.org.nz/resources/climate-change-learning-programme-2>

Image and photos: Supplied



conversations with their communities around the impacts of rising seas, the Christchurch City Council asked Carvell to expand the teaching to 13 schools in Ōtautahi as a way of reaching low-lying communities.

With the learning and guidance this programme provides, some children rose to the challenge. One organised a walking school bus. One group campaigned to future-proof a proposed jetty, and another team organised to make a submission to the council's coastal adaptation framework. "Education is everything," the group wrote. "Education must be honest, be inclusive, include the community and have diversity. There must be the opportunity – the choice."

The children argued that climate change education should be compulsory and made available to adults as well because everyone, whatever their age, should have the opportunity to make informed decisions on how to act. As a result, the council agreed to highlight intergenerational education as one of its engagement principles in its coastal adaptation policies.



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The tamariki then took things a step further and made a youth submission to the government’s national adaptation plan. “We could go on and on about what climate change is,” says Caitlin Rees, who was in her final year at Lyttelton Primary School when she took Carvell’s Future Curious classes. “But it was quite good to look at the solutions instead.”

Now a Year 9 student at Avonside Girls’ High School, she says she felt empowered by the experience of presenting their submission to the Christchurch City Council and “to be listened to, to be heard, and for adults to take us seriously”.

Renee Drury, who was at Chisnallwood Intermediate and is now also a Year 9 student at Avonside Girls’ High School, has since taken part in a tree planting day in Christchurch’s red zone. She says she learned that small actions count. “It’s like putting a brick in a wall, everyone has one brick and to make the wall everyone needs to contribute, even if it is a small contribution.”

Inspired to make changes – including making a vegetable garden, biking or walking to school, having more vegetarian meals – she sees climate change as an undeniably worldwide issue that some people nevertheless continue to ignore. “Everyone needs to work together to stop climate change – people of all generations.”

This echoes Carvell’s feedback from many children. “It’s not climate change that challenges their wellbeing, even though it’s overwhelming. What challenges their wellbeing is the lack of urgency, the excuses. Opening up opportunities for

them to have a voice and be respected and taken seriously, that’s incredibly important.”

Jane Morgan leads the coastal hazards adaptation team at the Christchurch City Council. She says a call for more and better climate change education was a persistent theme in children’s submissions. Other feedback from children included support for the principle of Te Tiriti, recognition that climate change is an intergenerational equity issue and a focus on nature-based options. “I could see that for many of the students, the opportunity to participate meaningfully to influence a council process gave them renewed hope and optimism about the future. It would be great to see all decision makers take a similar approach to engaging with children and young people.”

Linking to the taiao

When the New Zealand Council for Educational Research (NZCER) asked teachers and principals about climate change and sustainability as part of its 2019 national survey of English-medium primary and intermediate schools, four in five said they expected climate change to have moderate or major impacts on the communities around their schools within their students’ lifetimes. Half the principals supported students who chose to take part in school climate strikes, 46 percent of the schools were already part of the Enviroschools network or had students involved in environmental projects, and 88 percent focussed their teaching on kaitiakitanga.

At the primary school in Maketu, a small

Photos: Supplied

The aim is to “instil in them that when we’re gone, it’s up to them to teach the next generations”.

coastal town in the Bay of Plenty and the landing site of the Te Arawa canoe, Robyn Reid was once a pupil and now teaches the junior years. She doesn’t even use the term climate change when she takes tamariki on field trips with a local conservation group to check the health of the awa or to plant the dunes on the coastal sand spit. Instead, her aim is to “grow them as kaitiaki and to instil in them that when we’re gone, it’s up to them to teach the next generations”.

The land around Maketu is part of a longer stretch of rising coastline along the central Bay of Plenty, giving communities longer to plan for sea level rise. But the NZ SeaRise map shows that most parts of Aotearoa New Zealand’s coast are sinking, except Fiordland and parts of the West Coast. Several towns on the West Coast are already experiencing more frequent floods because stronger rains swell the rivers coming down from the steep mountains. “For some communities, we’re in that space now where those one-in-50-year floods are returning and communities have several floods in a season,” says Kathleen Scott Langi, who leads the Rumaki Māori immersion programme at Hokitika Primary School.

With a long history of coal mining on the West Coast, tensions between different interests are inevitable, but most people want to “look after the environment because lots of people recreate within the taiao,” she says.

Some school whānau are involved in riparian planting near the Arahura river north of Hokitika, and she hopes tamariki can take part in a whitebait habitat restoration project on the Hokitika river this year. “Because we’re a kaupapa Māori driven programme, we just can’t help ourselves, we’re just always talking about the taiao. The taiao has always had issues, and so we’re prepared to be here forever ... and use any technology to help us in all our efforts. But the more we link the tamariki and their whānau with the taiao, the more they feel like they’re kaitiaki, because we are.”



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“Last year, NIWA identified 94 schools that could be affected by flooding if the tides rise by one metre.”

Supporting not sugarcoating

Throughout the country, climate change education still depends largely on the commitment of individual teachers, with no comprehensive programme or professional development, says Carvell. Together with other educators, she’s calling for an integrated approach to teaching climate change across all areas of the curriculum and all ages, grounded in mātauranga Māori and embedded in the local environment. She sees the current curriculum review as an opportunity to reflect the urgency and importance of the climate issue.

NZEI Te Riu Roa was the first union to introduce a climate change policy in 2016 and to approach it as an intergenerational and social justice issue. Community organiser Conor Twyford says her efforts are focussed on supporting members to become active and to work towards a just transition towards a zero-carbon future, both as educators and workers.

The growing climate change network Mātauranga Māui builds on the union’s Mōkū Te Ao philosophy, which advocates for system change in the interests of tamariki Māori. “You can’t teach about climate change effectively without bringing in issues of power, social justice and connection to the whenua,” she says.

Last year, the National Institute of Water and Atmosphere (NIWA) identified 94 schools that could be affected by flooding if the tides rise by one metre. Even at half a metre – which some regions can expect in 30 to 40 years according to the NZ SeaRise project – 65 schools could see their plumbing blocked and buildings flooded.

School buildings across Aotearoa are on average 55 years old and, as part of its responsibility for school property, the Ministry of Education requires all kura to develop ten-year maintenance plans. The current risk assessment is largely based on visual inspections to identify any maintenance issues, but the ministry recognises that longer-term planning is necessary to prepare for impacts wrought by a changing climate, says the General Manager - Asset Management Simon Hatherill. The Ministry set up a working group last year to identify schools most at risk of coastal flooding, based on historic flooding and informed by the NZ SeaRise project’s new local sea level



“You can’t teach about climate change effectively without bringing in issues of power, social justice and connection to the whenua.”

*– Conor Twyford,
NZEI Te Riu Roa
Community
Organiser*

rise projections. It established that 103 coastal schools – 50 in the South Island and 53 in the North Island – will likely face increasingly frequent floods in the future. Almost half are already at risk now, even without further sea level rise, and the Ministry plans to expand its risk assessment beyond buildings to the schools’ sites, including their elevation and distance from the sea, the capacity of the storm water network and whether they will be fit for purpose in the future.

It’s been a desk-top exercise so far, but the group’s chair, Tom Williams, says the next step is to visit ten of the at-risk schools, with a focus on two clusters in the Wellington and West Coast regions to “ultimately seek to land a tentative, multi-year plan for the implementation of adaptive pathways”.

Such pathways include building hard structures such as seawalls to protect coastal communities or restoring natural dune landscapes and wetlands to provide a buffer against the sea. Retreat from the coast is the last resort, and at this point, the Ministry has not identified any schools that may need to consider this option.

For Māori, the idea of managed retreat can feel like “colonial déjà vu”, says Akuhata Bailey-Winiata, whose research at Waikato University investigates the risk sea level rise poses for coastal marae and urupā. “Climate change is a by-product of colonisation through urbanisation and intensification of resources. But also, adaptation or managed retreat can perpetuate those historical colonial wrongs – for instance, if we say, this community needs to retreat, that can almost reinvigorate ideas of ... forced relocations or land confiscations.”

It’s a hard conversation to have, not just for Māori but for any person who has some form of connection to the land, he says. Like marae, schools are at the heart of communities and many have a long and strong connection to their site. That’s why climate change education has to make space for optimism and hope as well as a big dose of reality, Carvell says, to deliver “a knowledge-rich, truth-based understanding of its impacts”.

She says the children are ready for it and tell her not to “sugarcoat it but support us with the learning because if we don’t have the right information, how can we make good choices and good decisions and be part of those conversations”. ●

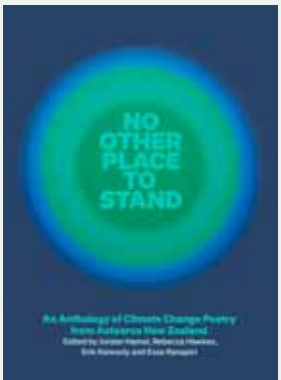


POEM | THE FUTURES ISSUE

Starlight Reserve *Takapō, 2020*

by Rangi Faith

How shall we save this land
for our children,
how to fill again those empty, silent nights,
find those bodies lost to the air
and dead water,
hear the sound of the last bird
and the last whale
that looked up for comfort,
for shelter,
to the lighted vault?
How should we save this land –
where men have hunted well
and lain down under the sacred cloak of stars
swimming like a sinuous golden eel
across the darkness
from Aoraki to the sea?
How to turn and wonder
at the starlight
that glittered through the years
on untouched ice, the face of mountains,
on lakes of clear, clean water?
How should we save
this earth
for our children?



Rangi Faith (Kai Tahu, Ngati Kahungunu) lives in Rangiora, North Canterbury. Recent poetry is included in *The Quick Brown Dog Journal* (Issue 5, Identity/Tuakiri), Hagley Writers’ Institute, 2021, and *Te Whakaako Toikupu, Teaching Poetry*, edited by Vaughan Rapatahana (User Friendly Resources New Zealand, 2021). He is widely published in collections and anthologies in New Zealand.

‘Starlight Reserve’ by Rangi Faith is extracted with permission from *No Other Place to Stand: An Anthology of Climate Change Poetry from Aotearoa New Zealand*, edited by Jordan Hamel, Rebecca Hawkes, Erik Kennedy and Essa Ranapiri. RRP \$29.99. Available now in all good bookstores.



FEATURE | THE FUTURES ISSUE

He hokinga maaramatanga – he hokinga maramataka

He hoa haaere te maanawatia aa Mataariki i te whakanuia te maramataka Maaori. Kei te whai ake aa *Ako* i ngaa koorero oo te waa mai ngaa kura puta noa i te motu, me ngaa painga oo roto.

A return to wisdom – understanding maramataka Maaori

Alongside celebrations of Mataariki there has been a growing interest in the Maaori calendar. *Ako* finds out how schools around the country are benefitting from following the maramataka.



01

Hei aha ngaa maaramatanga oo te ao kohatu? Ka ahatia mehemea kei toou ringa ngaa maahere hanga i ngaa Koohatu Keokeo oo Giza, ngaa raarangi pookiikii oo Nazca, ngaa maaramatanga taatai arorangi kia whakatuu ia Miringa Te Kaakara raanei?

Kia paa pouri ki te moohio kua ngaro te nuinga oo eenei maahere hanga mai ia taatou. Torutoru noaiho ngaa kaumaatua e puuritia tonutia i eenei maaramatanga kua huna noa.

Kia huri te aroaro ki te maramataka, e waimarie ana kei aa taatou tonu ngaa maaramatanga, ngaa maatauranga kia whakatakoto teenei taaonga. Nooreira, me waihotia eenei maatauranga kia ngaro? Me whakamahia raanei kia puawaitia hei whakaora, whakanuia hoki i oou taatou hononga ki te Ao, ara, ki a taatou ano.

Whaia te tai timu, whaia te tai pari

I te ao hurihuri nei, he huarahi uaaua maa te kaiako hei hikoia. Ngaa whakamaatautau, ngaa mahi aa Reehia, me eeraa oo ngaa whakatakotoranga

kawatau oo te kura engari, ngeetehi waa kahore teenei e tino pai maa taatou, maa ngaa tauira hoki. Ka whakaatu mai e te maramataka ko eehea ngaa rangi puungao nui ki te mahi teetahi mea ake, otiraa ngaa rangi hanga puungao timu.

Mai te Hiku oo te Ika ki te Taurapa oo te Waka kei te rongo mai ngaa painga oo te maramataka i ngaa kura. Noo Te Wharekura oo Arowhenua te kaiako aa Desomond Tioke (Tuuhoe, Ngaati Awa, Ngaati Porou). Ka whakarite a ia ngaa rangi puungao nui moo te haakinakina, me he raa puungao timu, ka maaruu ngaa whainga. Ki taana, “Tino kitea mai te aahuatanga oo te aawangawanga aa ngaa tauira kia kii rawa te marama, i te waa oo Raakaunui. Kia pai taku awhina ia raatou, ka tuhia ki te maahere, waataka hoki.”

Ka whakaae aa kaiako Mykaela Ripia (Tamakaimoana, Kuri Kino, Ngaati Taawhaki, Tuuhoe) noo te Kura Maaori oo Ngaa Tapuwae, Maangere, ki teenei mahi. “Kua kitea ngaa

TUHI: Ko te mita oo te reo he Waikato.

What does understanding of ancient knowledge give us? Imagine having the blueprints for the pyramids of Giza right in front of us, the schematics for the mysterious Nazca Lines or the astronomical codex that guided the construction of Miringa Te Kaakara.

Sadly, the principles of knowledge used in the construction of these marvels have been largely lost to time, held only through the passing on of ever decreasing pools of understanding amongst the older generations.

Within maramataka, we are fortunate enough to have a vast assortment of knowledge remain present. Do we relegate this know-how to be lost in time, or apply it to increase wellbeing and a deeper understanding of our environment and how it affects us?

Following the ebbs and flows

In our modern, busy world of teaching we often get caught up in assessment, activities and meeting expectations that may not necessarily fit

ourselves or our students. The maramataka gives us guidelines that indicate which lunar phases are more or less advantageous to embark on certain activities.

The positive effects of maramataka are being felt across the country, from the very north to the furthest south. Te Wharekura oo Arowhenua kaiako Desmond Tioke (Tuuhoe, Ngaati Awa, Ngaati Porou) uses the maramataka to plan for sports on high energy days, or calmer activities at times of lower energy phases. “Behaviours on a full moon tend to be higher need,” he explains. “Using maramataka I am able to prepare for that.”

This sentiment is echoed by Mykaela Ripia (Tamakaimoana, Kuri Kino, Ngaati Taawhaki, Tuuhoe) kaiako at Te Kura Maaori oo Ngaa Tapuwae. “Planning structures and methods for each classroom are built into our daily routine through maramataka. We have recorded huge

NOTE: The Māori language in this article is written in the author’s Waikato-Tainui dialect.



02

hua pai oo te maramataka mai ngaa tamariki whaitakiwaatanga me ngaa taitama naa te maaramatanga oo ngaa raa piki, me ngaa raa hekeiho o te wairua, te tinana, me te hinengaro. I tou maatou whakatakotoranga maahere kia hono ki te maramataka, kua pai ake te whakaako, me te makaakitanga oo eenei tamariki.”

Ko ngaa putanga mai eenei raarangi hanau he painga maa te katoa oo te kura, puta noa ki te hanau whaanui. He hanau purutia maatauranga, maaramatanga hoki oo te taiao, me ngaa nukuranga oo Ngai Taaua te tangata.

Tino pai te maramataka maa hana aa Ngai Maaori engari, ka taea te kura Paakehaa ki te whai painga mai te maramataka? Whiu atu kia Jenny Neill (Ngaati Paakehaa) kaiako noo Cashmere Avenue School kei Khandallah, Te Whanganui aa Tara. Kei te timatanga noa raatou I teenei huarahihanaue maramataka, araa he ngaakaupai ngaa hokingahanauo maihanau, tauira, kaimahi hoki.

Ki taa Neill, “I aa raatou whakaako ki ngaa aahuatanga oo taua raa, ka moohio me peehea te whakahaere ia raatou anoo, araa hoki ngaa tamariki. He mahi ataahua te whakamana taangata me te kitea

ngaa taonga tuku iho e whakahua mai aa tinana. E whaaki ana ngaa hua oo te maramataka ahakoa noo hea koe, ko wai raanei.”

He aha te puutake oo te whakatuu maramataka ki taku kura?

He mea tawhito te maramataka, ehara teenei i te mea he hanaga auaha. I aku whainga ka tutakina ia Henarata Ham (Te Aitanga aa Hauiti) Tumuaki oo Te Kura oo Hirangi, kei Tuurangi. I aia eenei kupu, “I patapatai maatou ia maatou anoo, he aha maatou e rerekee ai? Ko te whakautu, he aha e kore ai e rerekee.”

I ana rapunga angitu, i whakapuaki mai aa Henarata, “He ara roa kua hiikoi ake maatou, engari tae noa mai ki teenei waa tonu, kaare anoo teetahi kia whakahee mai ia maatou. Ko oou maatou whaanau katoa (neke atu i te kotahi rau toru tekau maa waru) kua whakaae. Ko teenei te tuuaapapa moo ngaa maatauranga katoa o te kura nei. Kei te whakatipu maatou he uri iwi Maaori, he whaanau kirirarau.”

He rerekee ia kura, engari ngeetehi kei te tiimata kia kotahi wiki mua mai i te kura kore puupuri maramataka. Araa, ka mutu kotahi wiki aa muri i eera atu kura. Maa teenei ka taea ki te whakataa mo te kotahi marama hei te Tuunga mai oo Mataariki. Puupuu ake te manahau aa Arihia Sterling raatou ko te poaari aa kura ki te hoake kia kotahi marama i te waa oo Mataariki kia whakataa, whakaora, whakahou hoki.

Ki taa Arihia Stirling QSM (Te Whaanau aa Apanui, Ngati Porou, Ngai Tahu, Ngati Whatua) tumuaki noo Te Kura Maaori oo Ngaa Tapuwae, Maangere, “He painga toiora teenei maa ooku kaiako, tauira, me te whaanau whaanui. Ka piki te ora mai te taha tinana, hinengaro, aa wairua hoki i teenei waa. I tino raru maatou i te ngaangara aa koowhere tekau maa iwa, engari naa teenei waa whakataa matou i ea kia pai.”

He hokinga whakamua kia *Ako* Raumati 2021 i paatai atu au kia kaiako Michelle Haua (Ngaati Porou, Te Awe Maapara) mai Hiruharama Kura ki Ruatootia, peehea te haere me ngaa kitenga mai i teeraa tau.

“Teetahi oo ngaa aahuatanga oo koowhere tekau maa iwa, te nui rawa oo te utu maa kai. Ko ngaa whanaunga puta noa te motu e rongo ana te ngau.”

Ka whakautu peenei aa Haua, “Ka taea e maatou ki te whakaako atu ia A,B,C, me te 1,2,3. Engari kei te huri te whakaaro ki te hauora oo te tamaiti me toona whaanau i roto i ngaa maatauranga Maaori, mee oona hononga ki te maramataka. Ko eetahi kore taea te hoko kai

02/03 *E ngaakau nui ana ngaa tamariki raatou ko te whaanau whaanui oo Te Kura oo Hirangi ki ngaa kaupapa maramataka.*



03

“Maramataka allows us to connect with the vibration of nature, time, students and our community.” – JENNY NEILL

positive behaviour shifts in autistic children and boys, and increased staff wellbeing through observing high and low energy days and implementing those into our planning school wide.”

Maramataka gives equally to both tauira and kaiako, fulfilling a knowledge database that can be utilised for the wellbeing of students, teachers and the wider community.

Mainstream schools are also seeing huge benefits from using maramataka in their daily practises. Cashmere Avenue School in Wellington is at the beginning phases of implementation and so far, feedback has been very positive. Leading the changes is teacher Jenny Neill. “Within the understanding of what energy each day has, my colleagues have become more aware of their own undertakings as well as that of our tamariki. I feel that it is beautiful to empower others and see how the maramataka

is embodied in our natural daily activities. The maramataka characteristics are exhibited no matter who you are or where you are from.”

Why should schools use the maramataka?

When Henarata Ham (Te Aitanga aa Hauiti) principal at Te Kura oo Hirangi in Tuurangi was asked “Why did you do it?” the simple answer was, “Why not?” She said that after surveying whaanau and staff there was a 100 percent uptake for the concept. “So far, there have been no negatives, all of the results have been positive. This is the foundation for all of our knowledge, growing our iwi and whaanau citizens.”

One way that some kura are incorporating the maramataka is to give staff and students a month’s break at Mataariki. They accomplish this

02/03 *The implementation of the maramataka at Te Kura oo Hirangi has been very positively received by the school community.*



Photo: Supplied

04



“Eehara teenei i te whakawhitinga tau Paakehaa kia tau Maaori, he hokinga atu kee.” – HENARATA HAM

utu nui, ka whakamaramatia atu me peehea te kimihia, hoopukia, tunua, me te whakauka ika, tuna, poaka, tia hoki, naa runga i ngaa tikanga oo te maramataka.”

Ki oona whakaaro, “Eetehi waa, me tiro whakamuri ki te haere whakamua. Torutoru noaiho ngaa kaumatua, kuia e toi ana ki te whakamaaarama mai me peehea te hanga kai e rite ki ngaa tuupuna, kia uu ki te maramataka hoki. Maa wai e whakakiia ngaa whaawhaarua? Araa, maa ngaa tamariki mokopuna.”

Me peehea maatou e whakaora maramataka?

Kei teenei ringa he ara kia hikitia te pai oo te whakahaere kura, engari, me peehea taatou e whakatuuria teenei taaonga ki too maatou kura?

Ka rerekee te whakatakotoranga maa teenaa kura, maa teenaa kura. Kei te Kura oo Hirangi anoo ake te kii oo Henarata, “Ko aa maatou whakaohooho kia whakararau teenei taaonga te maramataka noo Tukiterangi raaua ko Renata Curtis. I taua waa, i

whakataungia e raaua i Te Tikanga oo Te Mataapuna ki Tuuwharetoa hei horopaki maa maatou.”

Ko Te Wharekura oo Ngaati Rongomai te kura tuatahi ki te whiwhi whakaae mai te kaawangatanga moo too raatou tuuaapapatanga maramataka. “Ehara teenei i te whakawhitinga tau Paakehaa kia tau Maaori, he hokinga atu kee.”

I whakamaaramatia mai aa Jenny, “E maamaa haere ana i teenei waa, he iwa paiheneti noaake oo maatou taitamariki Maaori kei te kura. E ngaakau nui ana aahau ki a raatou, me ngaa tikanga whakahaere ki te whakamana i ngaa aakonga ia raa. He mea manaaki tangata te maramataka na te mea, ka taaea te hono ki ngaa ihirangaranga oo te ao, oo te waa, oo te whaanau whaanui hoki.”

Me peehea te whakarite maramataka aa rohe ake?

Ka rerekee te aahuatanga oo te marama maa ia rohe, maa ia takiwaa. He mea whakahirahira ki te puupuri aa rohe, aa iwi, aa hapuu i aau ake tikanga e paa ana ki te maramataka.

by starting the year a week earlier and finishing a week later. Not only does this provide a well-deserved break for all, but the weather is also perfect at those times for important traditional water-based sports and competitions.

“As a board, we are over the moon to be able to give staff and students a full month’s rest during Mataariki, the coldest part of the year,” shared Arihia Stirling QSM, principal at Te Kura Maaori oo Ngaa Tapuwae (Te Whaanau a Apanui, Ngaati Porou, Ngaai Tahu, Ngaati Whaatua). “Benefits for teachers and children due to having this time is wonderful for physical, mental and spiritual wellbeing. We had closures due to COVID-19, teachers burnt out, whaanau and students at their wits end, but this break made a huge positive difference.”

Michelle Haua (Ngaati Porou, Te Awe Maapara) of Hiruharama Kura in Ruatootia spoke to *Ako* in 2021 about how she uses the maramataka in her classroom. So what has changed since then?

“One of the effects of COVID-19 was general price hikes, couple this with increased weather disturbance due to our global climate crisis, we are seeing food costs in particular becoming a huge problem for whaanau.”

Haua looks to the maramataka to help with these issues. “We use the seasons to do the things we are naturally good at. We are pragmatic and due to the rise in price of food, feel it is important to teach our children how to get kai from our natural environment. The holistic practicalities of oranga pai. We can teach them ABC and 123, but we are teaching them how to catch, prepare, cook and preserve kai under the auspices of maatauranga Maaori in conjunction with the maramataka.

“Sometimes you have to go back to go forward, those with the recipes, skills, are dying and that leaves a huge gap if we can’t extrapolate the knowledge.”

How can our school embed the maramataka?

It’s one thing to have a great system for managing the wellbeing of our schools, but how do we get there?

Everyone’s path will be different, for example Henarata explained how Te Kura oo Hiirangi were “motivated by Tukiterangi and Renata Curtis at the Kura aa Iwi Tumuaki hui last year. Tuki and Renata helped us to view our own Taiao curriculum, Te Tikanga oo te Maataapuna ki Tuuwharetoa through a maramataka Maaori lens.”

Te Wharekura oo Ngaati Rongomai, the



first kura to receive official confirmation of their transition to using maramataka, assisted greatly in “decolonising the thinking process. We made sure we had the facts to back us up, so this wasn’t change, it was a returning.”

At Cashmere Avenue, Neill has taken a paced approach. “I’m taking small steps at the moment, we have just nine percent Maaori students at our school although I am committed to uplifting students daily through the tikanga and practices of their tuupuna, especially regarding maramataka. To me, maramataka allows us to connect with the vibration of nature, time, students and our community.”

Localising maramataka

One size doesn’t fit all when considering maramataka. There are localised interpretations of maramataka that apply to different regions and utilising those are of great importance.

Speaking from the southern end of Lake Taupoo in Tuarangi, Henarata shared how Te Kanawa Pitiroi,



E ai kia Henarata, “Naa Te Kanawa Pitiroi i awhina kia tuituia he maramataka maa maatou ake kei teenei toopito oo Taupoo Moana.”

Ka rere tonu te kaarere ki te poi nei, “Kua tuhia aa Ariki Tumu oo Te Kapua Whakapipi i teetahi pukapuka maa ngaa tamariki kia tautoko eenei maaramatanga aa maatou, noo reira he tirohanga whaanui teenei kia puawai te maramataka moo ngaa uri whakatipu. I teenei waa tonu, e tono ana maatou kia rima ngaa kura hei whakahaere peenei mai raatou.”

Ki te haere te kotahi, me haere te katoa. Kei te whakarite mai ngeetehi he tuuaapapa kia maamaa ake te whakatuuria maramataka i ngaa kura.

Ki taa Arihia, “Kaare taatou e kimihia te whakaae koonui mai teetahi atu kia noho Maaori ai. Me noho puumau ki ouu ake tikanga noo ou ake rohe te mana whakahaere oo teenei oo ngaa taonga.”

Kimihia te tuhinga ipurangi maa ngaa tohutoro.

He kupu whakaoti

Hei whakakapi mai i koonui, he taaonga nui too te maramataka. Kei te puta mai ngaa painga oo teenei kaupapa kia tika ake te hanga maahere maa ngaa tauira, anoo hoki ngaa kaiako. Kahore tonu koe e whakapono? Whai whakaaro mai ... Ka kuumea ngaa tai e te marama, he wai. Ko te hanga tinana oo te tangata, e ono tekau paiheneti he wai. Ka kuumea a taatou aahuatanga e te marama? Maahau hei whiriwhiri.

Ko te tumanako ia, kua whaangaia te hinengaro i eenei whakaaro, koorero, me ngaa mahi whakahirahira oo ngaa kaiako kua horahia keetia mai i te whaarangi nei.

He kaupapa whakahira rawa maa taatou katoa too te maramataka, he hokinga mai, he hononga mai, kia ita! ●



05

“Maramataka Maaori is not a new initiative or innovation, it’s a way of life that we all need to return to.” – ARIHIA STIRLING

one of the kaitiaki tikanga at the kura, “revived the maramataka for our end of the lake. As well as localising maramataka, there have been adaptations made to accommodate different age groups. Te Kapua Whakapipi have released a child friendly version of the maramataka, and the Tūwharetoa Māori Trust Board have also printed another version of it. We have had requests from five other kura that wish to implement maramataka.”

Where one goes others follow and the process used to arrive at maramataka implementation is being quickly demystified.

Stirling suggests that maramataka should be driven locally and advises people to “be vigilant with the implementation of maramataka” and to “be careful of a one size fits all approach. She explains, “this taaonga should remain in our power, not to be implemented through outside understandings, maa taatou, moo taatou e ai ki a taatou. Maramataka Maaori is not a new initiative or innovation, it’s a way of life that we all need to

See the online version of this article for references.

return to – a traditional way of seeing the world through our own Maaori lens.”

Final words

The maramataka gives us information about phases of the moon which can be used and adapted to plan ahead whilst suiting localised curriculum, as well as regionally specific environments.

If you’re not convinced yet, I ask that you think about this for a minute: the Moon pulls the Earth’s tides which are largely comprised of water. Adult humans are made up of around 60 percent water. Does the Moon affect our “water” as it does the oceans? You be the judge.

I hope that the ideas, methods and philosophies above give the reader some insight into the benefits maramataka provides in enhancing our learning spaces, reclaiming our relationship with nature and time and reconnecting tamariki and adults to the beauty of our environment. Hold fast to that which is good! ●



OPINION | THE FUTURES ISSUE

Cathy Wylie

Time to learn from each other

When we asked primary teachers for any final comments in NZCER's (New Zealand Council for Educational Research) triennial national survey of primary schools in 2019, they spoke of their love of teaching and the rewards of working with students. But they also voiced concern about the cost: the size and intensity of their workload. This isn't something that can be addressed by tinkering around the edges. NZEI's substantial 2021 primary staffing review, Pūaotanga, concludes that staffing formulae and roles aren't matched with the world we live in now. It offers a fundamental redesign.

Fundamental redesign is also identified as the only way that Aotearoa New Zealand's schooling system can overcome the costs for students, teachers and leaders of insufficient connection and support, and of mistrust and competition, in the Tomorrow's Schools Independent Taskforce final report.

As a member of that taskforce and an experienced researcher, I know how comprehensive our consultation was, and how solid the evidence we had that piecemeal approaches or band-aids would not suffice. Most of the taskforce's recommendations to reset the relations between schools and the Ministry of Education were taken up by the Government, with a transformative shift in the compulsory school system laid out in late 2019 and included in the current Education Work Programme.

Both reviews were clear that the changes they sought could not be achieved quickly: it would take years of considered work, including

building capability and capacity that have been so run down, and Government commitment in successive budgets. At the start of 2020, I was cautiously optimistic that the groundwork to develop the ecosystem that the Tomorrow's School review report outlined would occur.

Two years on, I tell myself to have more patience after COVID-19 has left too little money, attention and knowledge for what is needed to properly address primary schooling's needs. I want to have more faith than I currently have that the Ministry restructuring will be fruitful, and that the new Curriculum Advisor and Leadership Advisor roles will be what was envisaged, so that we really can make teachers' and leaders' lives easier as well as enriching learning. What's needed in those roles are deeply knowledgeable people who can work as respected partners with teachers and school leaders to progress what matters in individual school contexts.

I think there is appetite for focussed connection, both within and beyond individual schools. And if you set things up so people share a common purpose, learn and share together, it pays off.

Recently NZCER published its annual aggregate picture of what teachers and principals report of their teaching, school and leadership practices. We compared 2021 and 2017 responses to see what had changed over the past four years at the national level. We didn't see much change, which is not surprising when you consider that little had changed for schools

in terms of support or major policy affecting their work. But one marked change was in the much higher gains for teaching practice in 2021 that teachers and principals reported from working with other schools in a Kāhui Ako.

The Tomorrow's Schools Independent Taskforce recommended that Kāhui Ako continue, with more flexibility. The gains teachers and principals report add weight to that recommendation, which the Government accepted. I hope the current review of Kāhui Ako builds on what has been gained, rather than starting all over again with another initiative, or robbing Peter to pay Paul. We've done that all too often, losing too much of the time of teachers, leaders and students, when we could have been continuing to build.

COVID-19 is teaching us about the value of identifying what is essential and focussing our energy on that. This shouldn't mean, for example, discarding curriculum area knowledge and skills for wellbeing, or vice versa, but being deliberate in scaffolding so that these are intertwined: two for the price of one.

COVID-19 has also underlined for us the costs of isolation. I know from research on school leadership and scaling-up reform focussed on proven approaches that there are benefits for both student learning and teacher wellbeing where teachers can work and learn together, building on what is effective for their particular student community.

The Curriculum Refresh has potential here, depending on how well framed and supported it is. It has to be hoped that lessons have been learnt, and schools will not be left to make sense of digital guidance and resources on their own.

Digital communication has certainly come to the fore. But as time goes on, I'm not sure that we can rely on it to further expand teaching and learning, to move beyond set school hours or location. Too many students, too many Māori, Pacific, those whose English is an additional language, those with additional learning needs, don't have the digital resources they need to fully participate if we come to rely on digital technology. And I'm hearing teachers and school leaders wondering if some of the issues they experience with student engagement, behaviour and language use are related to a narrowing of student experiences outside school as they spend substantial and increasing time on digital devices.

We certainly need to draw on teacher, leader and student experiences now, to understand what goes into effective, and sustainable, teaching and learning in our uncertain times. It's essential that there is more sharing, of things that have made a positive difference, and of the journey to get there, and also more sharing of the things that have not worked, that have taken more energy than was worth it, so that we can use our time wisely. We don't need to wait for the system redesign to learn from each other. ●

See the online version of this article for references.

Cathy Wylie recently retired as a Kaihatū Rangahau Chief Researcher with NZCER. She is well-known for her research on educational and social policy, and its impacts on teaching and learning. She is particularly interested in how we can better support teaching and learning to tackle long-standing inequities in our system, and the newer challenges we face. She was a member of the Pūaotanga Review Panel.



FEATURE | THE FUTURES ISSUE

Pandemic innovations

COVID-19 forced schools and early childhood centres to rethink the way they delivered learning. *Ako* talks to educators who have found the silver linings and are looking to the future.





01

COVID-19 is still having a big impact on schools more than two years on, but it's almost more complex now than it was when everyone was at home at the same time. People are less isolated and schools are open, but not without limitations and COVID-19 is still causing many staff and student absences.

Silver linings are there however, and are seen in schools in stronger connections with whānau, community organisations and social services; innovation in online and outdoor learning; and improved administrative processes.

Research conducted in 2021 by the Education Review Office (ERO) showed that students and whānau felt more anxiety around health and safety after lockdown than during it, and practices to support wellbeing have been vital, including relationship building. Subsequent research also showed that kura kaupapa did this particularly well, with clear communication, collaborative leadership and "accessing networks such as Te Rūnanganui, health and social services, government resources and iwi and hapū expertise and support".



Above: Point Chevalier Primary School principal Stephen Lethbridge.

Stephen Lethbridge, principal of Point Chevalier Primary School and group convener of principal leadership group Pouarataki, says the group, which is there to provide proactive, strategic support and guidance to school leaders, is always looking at innovative practices. They want to reimagine what the new normal is and for the ministry and the sector to learn from each other. "We're definitely looking at the role of hybrid learning and the notion of place and where learning takes place," he says.

"We need to look at what the thinking is and how we can shape our support to schools in response to that thinking."

Like schools themselves, Pouarataki wants innovation and new thinking to be long-term too, and "much more so than just a COVID response."

A small area of book boxes, tents and picnic mats are set up weekly at Rutherford Primary School on Auckland's Te Atatū Peninsula. In previous years these would have been reserved for special days, but for Year 2 teacher and team leader Jemima Steel, they have become part of her normal classroom,

with a weekly outdoor learning day a key part of her timetable, and a favourite day for the students.

The initiative was driven largely by a desire to limit the spread of COVID-19 and do some play-based learning but it quickly became apparent that it was an ideal place for core learning too, including guided reading groups, inquiry and teaching phonics safely without masks, where mouth movement is a key teaching tool. It has also seen literacy benefits, with books and writing embraced in the outdoors.

"The boys in my class are naturally going straight to literacy learning opportunities outdoors. I'm not quite sure if it's because it's often located in a tent, or the relaxed feel of the outside environment," says Steel.

The set-up is simple. Once a week, a small reading tent, gazebo, book boxes and other learning tools and loose parts play equipment are set up near her classroom, and the learning begins.

"I make sure that the environment that I'm setting up outside is still like a classroom, so it's not just a free for all where they can just do whatever they like," says Steel.

When they're not doing reading, they might have the clipboards out designing something, either alone or in a group, then building that design with loose parts play equipment, which they did recently when they were learning about movement by rolling. "We're seeing huge amounts of collaboration and learning from each other, lots of re-visiting learning and evaluating and extending thinking collaboratively."

Working together is also helping to refresh social skills that children have been starved of through lockdowns. "They're learning again about turn-taking, and sharing," says Steel.

Being outdoors has also allowed Steel to teach without a mask in a safe environment, enabling the use of her mouth to teach phonics, more easily demonstrating the pronunciations of sounds like 'th'.

Running into a parent after the first day of outdoor learning showed just why Steel was onto a good thing. "She said her daughter just had not stopped talking about it, and shared everything that she's been doing, which is a bit of a highlight."

While outdoor learning has always been at the heart of their childcare centre at Capital Kids Cooperative in Wellington, manager and head teacher Megan White says its benefits have become more obvious thanks to COVID, in terms of learning and wellbeing.



"I make sure that the environment that I'm setting up outside is still like a classroom, so it's not just a free for all." – JEMIMA STEEL



02



“We’re seeing huge amounts of collaboration and learning from each other.” – JEMIMA STEEL



“A big focus of our centre is teaching the children to be kaitiaki of our planet, and in order to do that, they have to experience papatūānuku, they need to be in nature, and the only way to do that is be out there and experiencing it hands on for themselves,” says White.

She says it brings a lot of learning opportunities, and the more you’re outside, the more opportunities you find. They also don’t have toys outside; instead the children play with natural materials and loose parts, allowing for imagination to lead the way, and the children are able to be noisier outside, without the risk of waking children having naps indoors.

At Ross Intermediate at Palmerston North, Year 7 and 8 students have been getting a small taste of what it might be like in an online university lecture. This is thanks to COVID-19, and a visionary staff who saw opportunities through online learning to get engaging lessons out to lots of students at the same time, via their online programme, Ā Tātou Akoranga.

Although the programme has been invaluable during COVID-19 restrictions, it’s the future that senior leader Lorna Stanley is really looking to and harnessing the potential of their online learning programme, to change the way they learn at the school. This includes inviting experts to give engaging online lessons on key themes and special topics, which would mean centralising the curriculum and planning as a school, rather than in teams.

“There are two streams to Ā Tātou Akoranga,” says Stanley.

“One is using it to run an online workshop, for instance, teaching Year 7 students how to use their emails, which is recorded and accessible afterwards, or we could run our Ross Intermediate bootcamp online, which is done at the beginning of the year, where teachers go over how the school operates and what the expectations are.

“The second stream is using it to enrich our curriculum and make it really beneficial for learners, and using it to change the way we learn at school.”

It’s this second stream that is the most exciting for Stanley, and what it could open up in terms of learning for the students.

“It offers the opportunity for consistency, and the same lessons being delivered to everybody, or for an expert to give a lesson, particularly one is that is on theme for the term.

“Our theme for this term is iwi and the Manawatū, so we could have an expert come on and do a really engaging lesson around one of the local stories, and the students could engage in a question and answer session across the school, and then we could have follow-up with them, in the classroom.

Ā Tātou Akoranga is a fount of lessons, activities and learning support, and uses the idea of learning at scale – when learning can take place with lots of learners and fewer facilitators. In the case of Ross Intermediate, it meant that one core online lesson could essentially be shared with the whole school if needed, meaning several educators could run the lessons, and engage multiple classes, or the whole school.

The programme is housed on their website and delivered via Google Meet. It includes a morning PB4L meeting; two sessions of self-directed learning time using resources provided via the Student Hub; a core lesson with follow-up activities; and two timeslots which are Google Meet ‘drop-in’ sessions where students can ask questions and get guidance. It kicks in at Stage Two of the school’s four-stage plan, which is based on staffing loss. At Stage Two, with moderate staffing loss, any learners offsite would start Ā Tātou Akoranga, which was delivered by offsite leaders and teachers, including any at home in isolation but well enough to participate.

The online programme has been particularly beneficial for relievers, especially when those relievers have been specialist teachers not used to a traditional classroom.

Stanley had a first-hand taste of what the programme could be, when she delivered an in-depth online lesson on typography, looking at the history of typeface and fonts, and shared activities to do after the lesson. Her in-person visits to classrooms in the days after delivering the online lesson showed her just how engaged the students were with the topic, as they were engrossed in the follow-up activities and excited to show her their work. “The opportunities are limitless.”

Glen Taylor School principal Chris Herlihy recalls a particular quote that has guided him at times in



03

“It’s been a great opportunity to create a new normal – take the good stuff we’ve done and build on it.”

– CHRIS HERLIHY



Above: Ross Intermediate senior leader Lorna Stanley

his career – that great leaders are remembered for how they handled a crisis. He has felt this keenly twice in his career; once when there was a death within the school community, and again in 2020, with COVID-19.

His success at turning his Glen Innes school into a community hub, a highly trusted source of support and information, and place of joy and connection during that time, proves that he is indeed one of those leaders, and he is determined to continue this collaborative spirit for the long term.

“We don’t want to go back to the pre-pandemic norm,” he says.

The school moved swiftly in early 2020, setting up online learning within 48 hours, and providing students with Chromebooks or hard learning packs. They also started talking to their community, and providing essential information that some were not getting elsewhere, and practical support via food parcels.

“I knew it was my job as a leader to make decisions and communicate them clearly,” says Herlihy.

As well as practical support, the school offered fun and celebration and at the end of 2021, they did a mobile prize-giving, with senior leaders packing up the prizes and donated gifts in a car and travelling to students’ homes, with the event documented on Facebook Live. They had

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enough donated gifts for each student to receive something for an end of year treat.

On the return to school in 2022, this sense of fun has again been a focus, and the school has prioritised wellbeing for staff and students, having more outdoor time for the students and staff, and an open day to welcome families back in Term 2. They have also worked hard to build on the connections formed during COVID with social agencies and embed this into the school.

This has included working with families who need support, either via providing food parcels, or to assist in getting students back attending school. During the early weeks of the return to school, they accessed funding to employ a local community member and school parent who worked with families to boost attendance, which had fallen to below 40 percent. This is something they would like to fund again in the future, and Herlihy credits it for kickstarting a successful drive to improve attendance. They followed it up with another intensive programme, ‘Operation Attend,’ run with the Social Worker in Schools (SWIS) programme, Auckland City Education Services and police, and all the efforts have boosted attendance back to 90 percent. Operation Attend saw these agencies working alongside families where attendance is an ongoing issue, in a supportive rather than punitive way, digging into the reasons behind non-attendance, and often beginning the conversation with a food parcel for the family.

“It’s been a great opportunity to create a new normal and take the good stuff we’ve done and build on it,” says Herlihy.

It’s often in the background, but it’s the administrative side of school that keeps everything ticking, from payroll, to newsletters, to playground maintenance.

For Julie-Anne Roberts, Leadership Support Specialist – Admin Manager at Auckland’s Alfriston College, one of their major changes was getting laptops to each member of staff, and while this may sound simple, it meant learning assistants could connect with the students with whom they work closely in the classroom. The online class sessions did not always suit these students’ learning needs and with a laptop, learning assistants could give them one-on-one time to stay connected and learning.

Students were also provided devices if they didn’t have access to them at home, so all learners had the ability to connect with somebody and laptops also meant that all staff



Above: Alfriston College Leadership Support Specialist Julie-Anne Roberts.

See the online version of this article for references.

could more easily work remotely, or for instance if they were in isolation but not ill, they could do teaching from home.

“With all the staff having devices we were also able to ensure our admin office could stay functional during the lockdown and our community was able to be in contact with us for notifying if their child had tested positive, enrolments and general enquiries,” says Roberts.

A long overdue change to a paperless office was a great silver lining for Cheryl English, Shared Staff Business Manager for Shirley Boys’ High School and Avonside Girls’ High School. Both schools moved to a new build in April 2019 and have a combined roll of 2500. Each school has school-specific teaching staff and administration staff and there are 13 admin staff members where the salary cost is shared by both schools under a co-location agreement.

They shifted to Xero before the lockdowns, but have since started using more of the software packages available to enable digital invoicing such as ApprovalMax, and use Adobe systems to securely sign files, combine, stamp and notate.

“It’s improved things dramatically, it’s spread the workload through the month more evenly so we don’t get these huge bubbles of work around the 20th of the month and we don’t have piles of paper everywhere as everything is electronically checked and signed. We’re also not reliant on our senior leadership team or a principal to sit down and go through it.”

Like the team at Alfriston College, English too relishes the new ability to work from home when needed, as the provision of laptops during COVID-19 was extended when the benefits were seen.

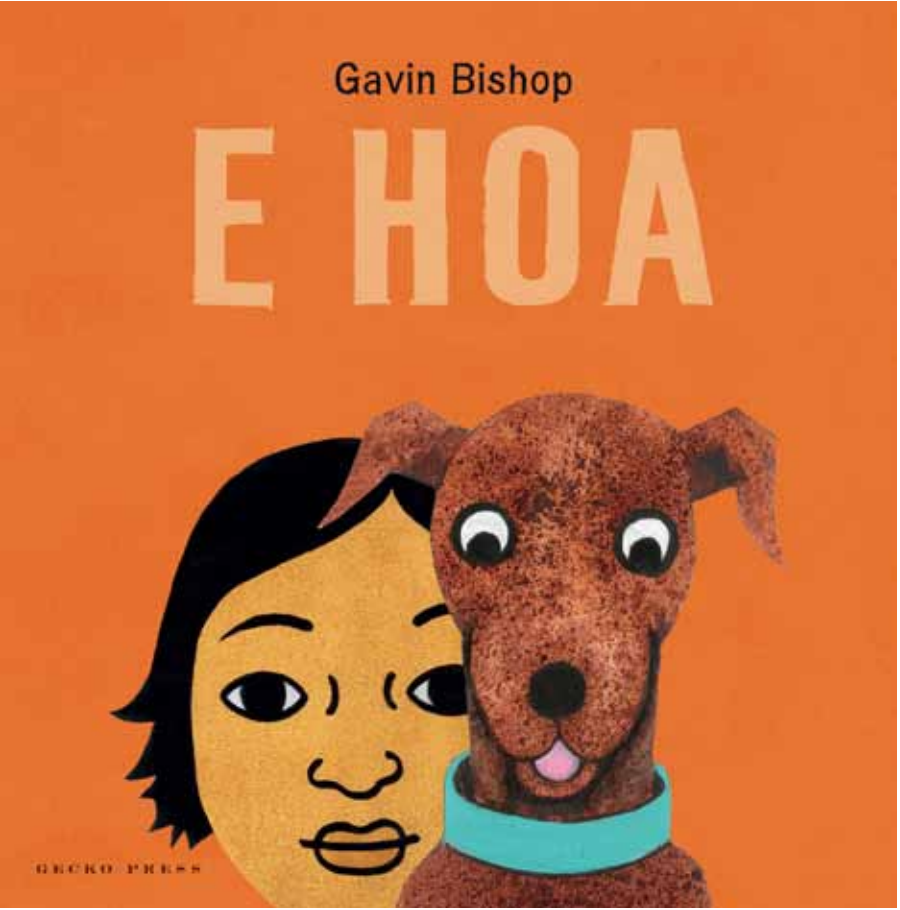
“A number of our administration staff now have a high specification laptop and plug into a docking station which enables them to be mobile and work from home, and they only need to maintain one desktop,” she says.

“We will be keeping all the changes we have made; when something hasn’t worked the first time or needs some tweaking, we have kept the conversation going and adapted until we had the fit right for our schools.”

Stephen Lethbridge echoes Chris Herlihy’s belief that it’s in times of crisis or uncertainty that good leaders really show what they’re made of, and leading a school through COVID-19 and into the future is one of those times.

“Now’s the time more than ever when really good leadership needs to happen.” ●

REVIEWS



E Hoa
Gavin Bishop (Gecko Press)

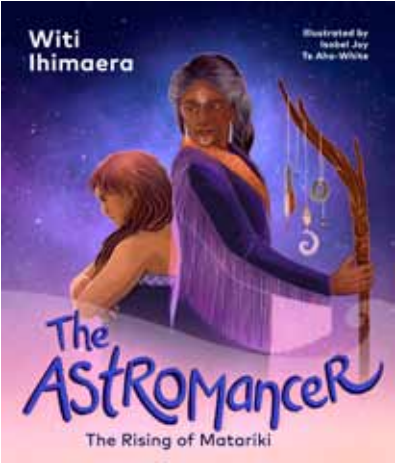
This book is adorable – eye catching and bright colours on each page keep your eyes keen, and the illustration style is beautiful and simple. The dog is animated and expressive and gives perfect cues to the te reo text describing his feelings. A cute, engaging read for any little people and their parents wanting to learn how to describe feelings in reo. – Ella Hughes

Ko wai kei te papa tākaro? Who is at the playground?
Te Ataakura Pewhairangi (Massey University Press)

Following on from *Kei te aha ngā kararehe? What are the animals doing?* Te Ataakura Pewhairangi’s latest bilingual board book is all about visiting a place very familiar to tamariki and their whānau – the playground. Vibrant photographs of a modern playground are combined with a question and answer format, encouraging tamariki and their caregivers to kōrero. The rāranga kupu/word list and reo āwhina/ language tips at the end of the book are a great additional resource.
– Sarah Silver

The Astromancer: The Rising of Matariki
Witi Ihimaera and Isobel Joy Te Aho-White (Puffin)

The Astromancer is a shocking story because there are things happening everywhere in the background, just everywhere. But the most shocking



part of all is when Ruatapu comes to raid the village.

The story is set on a vast mountain and when you were at the top you could see everything. When you looked down you could see the huge village and rocky parts of the islands. And when you looked up at night you could see the stars shining so close it looked like you could jump into outer space. The main characters are Te Kōkōrangī, Ariā and her smelly dog Kurī.

I liked the book because it told me about what Māori people used to do and all of the different constellations they used to guide them. The book made me feel happy. The happy part was when the Astromancer, Te Kōkōrangī, got along with Ariā, the girl. I felt a bit scared when Ruatapu came.

I would recommend the book to my friends and family so that they can hear the amazing story. – *Huxley, age 6*

Wobble, Waddle, Toddle

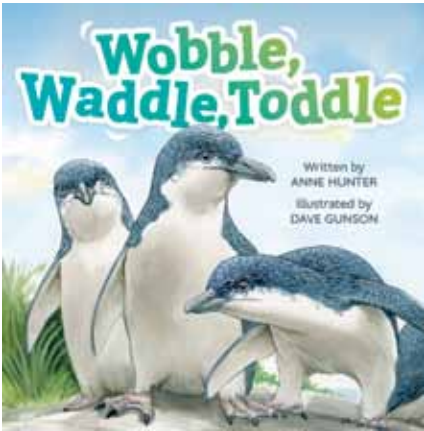
Anne Hunter, Dave Gunson (Bateman Books)

From little blues to emperor penguins and from kōura rangi (krill) to wheke (colossal squid) this book introduces children to creatures that live in the ocean and islands south of Aotearoa. The rhyming verse is informative and funny, making it great to read aloud. And information lovers will appreciate the realistic illustrations and fascinating facts at the end of the book. – *Sarah Silver*

Amorangi and Millie’s Trip Through Time

Lauren Keenan (Huia)

This story is a beautiful exploration of the history of Aotearoa through two children’s whānau and whakapapa. As Amorangi and Millie travel back in the past on a mission to save their mum, they meet their tīpuna and see the different phases of colonisation that their ancestors experienced. Like the author



Lauren Keenen, Amorangi and Millie are Te Ātiawa, and they witness changes to their whenua through the invasion of Parihaka, native bush being cleared for farming and then sold to build housing.

This book will be a great resource for teachers seeking creative ways to bring the new histories curriculum into their classroom and explore Aotearoa’s history in an accessible way for tauīwi and Māori children. It could also be a book for families to read together and explore their own whakapapa. It’s both a story to be read aloud and discussed, and for keen young readers to dive into and be captured by the adventure. – *Erica Finnie*



Woolf!

Stephanie Blake, translated by Linda Burgess (Gecko Press)

“Once there was a little rabbit who only did what he wanted...” In this hilarious take on the story of *The Boy Who Cried Wolf* it’s easy to guess what one cheeky rabbit says to get out of doing things he doesn’t want to do. But when a real wolf comes along it’s not such a fun game for the little rabbit after all. A book for toddlers who are always trying to outsmart their parents, and vice versa. – *Sarah Silver*

Colour the Stars / Taea ngā Whetū

Dawn McMillan and Keinyo White (Scholastic)

Colour the Stars is a touching story of children’s innocence and kindness.

Luke does not know what people mean when they talk about the different colours. He does not think that he needs colour anyway. His world is colourless.

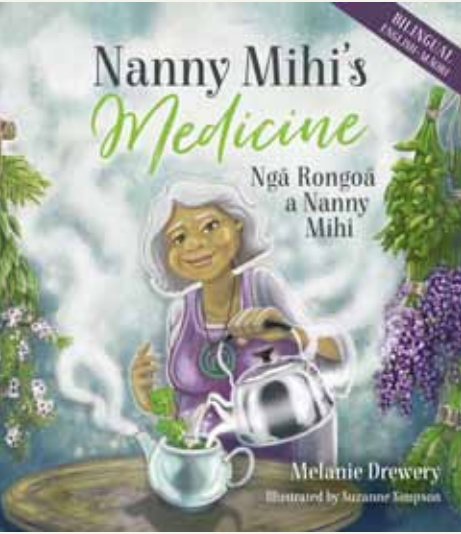
But Luke’s friend Isaac passionately shares the delights that colour bring to the world. He gifts the colours with feelings and the joyous emotions they

bring. Each colour is cleverly brought to life, using the senses of smell, feeling and taste. The richness of each colour is represented by the natural elements in our world.

This is a story of friendship, and the childhood innocence of ‘seeing’ the world through the eyes of our ākonga/ mokopuna. Luke is blind. His friend Isaac cleverly shares his understanding of colour with his friend, so his friend Luke can also enjoy the delights colour bring. The boys have a shared understanding of their world.

A very small portion of children in Aotearoa New Zealand view their world with no colour. Teaching the concept of colour without ‘seeing it’ is a challenge. This book navigates the subject perfectly, bringing great joy and life to the world of colour, through the other senses.

This resource shared in a classroom provides a platform for opportunities for open conversations about challenges, differences and understanding of others. It also exemplifies friendship at its purest level. To celebrate the 10-year anniversary of this book, Scholastic have created a bilingual edition, combining *Colour the Stars* and *Taea ngā Whetū* texts into one volume. – *Christine Toy*



Ngā Rongoā a Nanny Mihi – Nanny Mihi’s Medicine

Melanie Drewery, Suzanne Simpson, Kanapu Rangitauira (Oratia)

He aha te rongoā Māori?

He pūrakau tēnei e hāngai ana ki te mahi rongoā me ōna tikanga. Kua tae mai ngā mokopuna a Nanny Mihi, engari kua tae mai he raruraru anō pea? Ka haere rātou ki hea? Ki te tākuta? E kāo! Ka haere kē atu ki te ngahere kōhi rongoā ai. He tauira pai o te rere o te mātauranga māori I ngā kaumatua ki ngā mokopuna, he rauemi tika mō tātou katoa, Tamariki mā, Mātua mā kia mārama ai ki te mahi rongoā.

Inside Bubble Earth: Recycling

Des Hunt (OneTree House)

In this book, *Inside Bubble Earth: Recycling*, Des Hunt explores what recycling means for different materials, and how our recycling systems have evolved. The material covered in the book, although presented in an engaging way, is dense. For example, it explains different methods of recycling such as chemical conversation and incarceration.

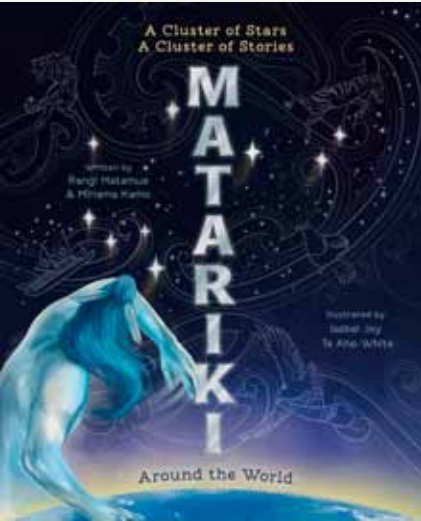
The book also provides a historical overview of changes to materials that humans have used, from stone to plastics, as well as looking to the current challenges we face with micro and nano plastics.

It finishes by looking to the future and encouraging readers to become more conscious of what they consume, including the materials that are used and what happens to them at the end of their life. The book finishes with a simple message that although the ‘3 R’s’ (reduce, recycle, reuse) are important, we have to ‘rethink’ how we do things, so that we can live a more sustainable life. This book would be suitable for senior primary- and intermediate-aged students, or as a resource book to accompany teaching on sustainability and consumerism.

– *Isabella Lenihan-Ikin*

Matariki Around the World:
A Cluster of Stars, A Cluster of
Stories

Rangi Mātāmua, Miriama Kamo, and
Isobel Joy Te Aho-White (Scholastic)



He matapihi tēnei pukapuka ki te āhuatanga rerekē o Matariki, ahakoa he reo Pakehā, he reo tūturu ki te kōrero nā Ahorangi Rangi Mātāmua, he tohunga kōkōrangī, he matatau ki te tikanga o ngā whetū me te marama, nō reira he wairua Māori ki rō hēnei kupu.

Ehara a Matariki nō te iwi Māori anahe, ko tēnei pukapuka he tauira pai o ngā hononga ki ngā iwi taketake o te ao, kei Te Moana nui a Kiwa he kōrero, kei Haina he kōrero, kei Hapani he kōrero, engari ko te mea nui nei ka whakanuia hēnei whetū e te katoa.

Ka rapua te kōrero katoa e hēnei whakaahua ātaahua rirerire. Nā tēnei toi i tuia ai te āhua o ngā whetū me āna mahi i hōku whakaaro.

Nō reira taku whakapi nei, ko tēnei te pukupuka tika kia ako ai te kōrero māori e hangai ana ki te kāhui whetū o Matariki, ahakoa ko wai, ahakoa nō hea.

This book is a window to the various aspects of Matariki. Although written in English, it is true to the teachings of Professor Rangi Mātāmua – an astronomer and expert when it comes to the stars and the moon, so these words have a Māori perspective within.

Matariki does not belong to us as Māori only. This book is a good example of our connections to other indigenous peoples around the world; the Pacific has its own stories, China has its story, Japan has its story, but the main thing is that we all celebrate the stars.

The stunningly beautiful imagery completely captures the stories. The art weaves together the likeness of the stars and what their jobs are.

No matter who you are and no matter where you are from this is the right book to learn of our Māori view in relation to the Matariki cluster. – *Trey Strickland (Taranaki, Te Ātiawa, Ngātiwai ki Aotea, Ngāti Rehua)*

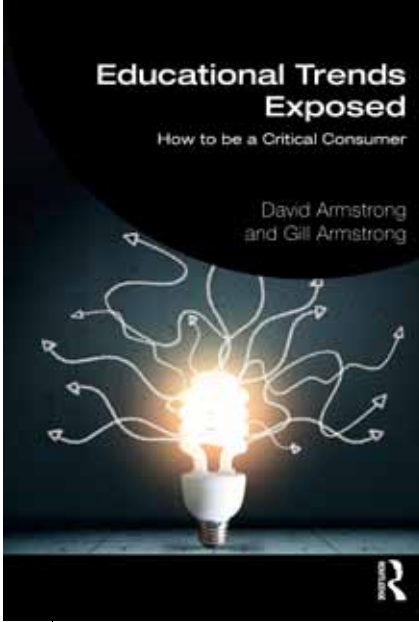
Educational Trends Exposed
David Armstrong and Gill Armstrong
(Routledge)

Brain Gym, High Impact Teaching and Growth Mindset are just some of the educational trends that have emerged within the education sector over the past two decades. These programmes, and many more that are on offer, form part of a billion-dollar global industry.

These trends have influenced education systems around the world and have been a major factor in the change fatigue teachers have reported experiencing over the last couple of years. The question is: are these trends helping our tamariki to achieve? Or are they bought by governments and sold to schools as ‘silver bullets’ to improve outcomes for tamariki and to make up for the lack of resourcing that is put into education?

The authors of this book have done a deep dive into some of the major trends that are prevalent in schools today. They have used this information to create a process-led tool and a traffic light system to help school leaders and stakeholders in the education sector to “become critical consumers of the current educational trends.”

Although it is written for an Australian audience, many of these trends have made it to Aotearoa New Zealand shores. This would be a useful read for teachers and school leaders, as the book offers an unbiased insight into the history and research of these trends. They also provide recommendations as to whether a trend has been properly evidenced, whether to approach the trend with caution or to watch out as there is limited research or evidence into whether tamariki would benefit from the programme on offer. – *Tracy Davies*



Are these ‘silver
bullets’ helping our
tamariki to achieve?



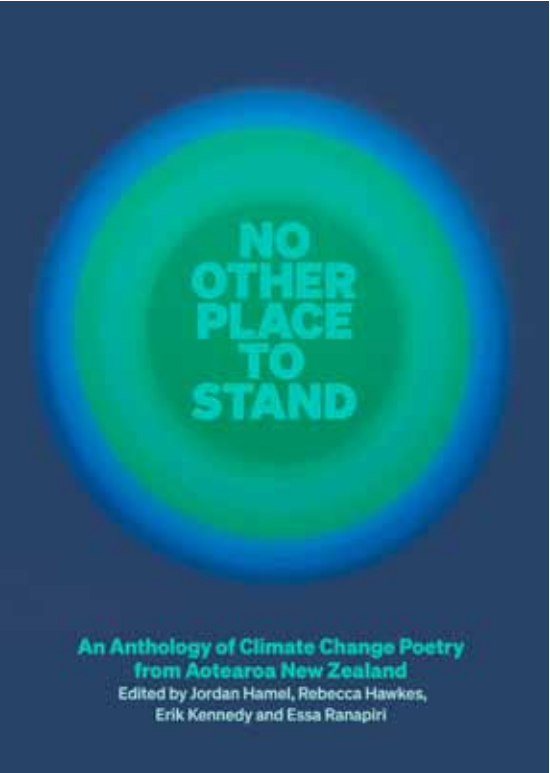
Teaching for Complex
Systems Thinking: as
nuanced and complex
as the systems it
discusses.

Teaching for Complex
Systems Thinking

Rosemary Hipkins (NZCER)

Complexity shouldn’t be something that people should be afraid of – but it does require using the appropriate tools to explore and sense the components and dynamics of complex systems. This book seeks to explain and describe complex systems for educators and provides well-researched examples from other educators to facilitate understanding. The structure of this book is as appropriately nuanced and complex as the systems it discusses. The complexity is not at all about readability, rather it is very reflective with the author being clear that they are themselves on a journey to appreciate complexity within education. The author has added discussion questions at the end of each chapter for readers wishing to reflect on the content.

I’d recommend this book for those in educational leadership positions, or



embarking on postgraduate study where you are using strategies to engage with uncertain information. I found it very relevant when considering challenges facing schools, such as responding to changing information around COVID-19 and considering the systems impacting on education. – *Emma Rutherford*

No Other Place To Stand:
An Anthology of Climate
Change Poetry from Aotearoa
New Zealand

Edited by Jordan Hamel, Rebecca
Hawkes, Erik Kennedy and Essa
Ranapiri (Auckland University Press)

It only takes a few daily clicks around the major news platforms to know that the spectre of climate change is undeniably and terrifyingly here.

*How shall we save this land
for our children?*
writes Rangi Faith, asking the crucial question in the poem which opens this collection.

Ninety-one contributors, half of whom are Indigenous writers, and a good proportion of whom are under 30, are, in the words of the editors, “eulogists and visionaries, warriors and worriers ... they’re ordinary people prepared to sit and stare at a blank page, trying to do something with the bloody big troubles looming over our past, present and future.”

A poem may not be “a binding policy or a strategic investment”, but these poems speak to both the head and heart, and, in doing so, add to the imperative and interwoven conversations about climate change, ecology, justice and colonisation.

They confront, as in ‘Burn’, written by nine-year-old Roman Parrott, taking on the persona of fire:

I will not be put out.
They shock, as in Meagan France’s ‘extinction’:

*fact / my son is 12 / and he knows his
shit too / about what he’s set to inherit /
fact / the look on his face when he
realised /
crushed / eyes cracked / under the
weight / of how the earth might turn /
of what tomorrow might do /
burnfloodstarve*

They cry out, as in Anahera Gildea’s ‘Shift’:

*Sometimes there is nothing
that can shift the dark
black sadness that sticks like tar
inside my chest so that
when I think of drowning
it’s not in water,
it’s in the thick
swollen veins of Papatūānuku*

Can poetry change the world? The editors of this wonderful collection invite us, the readers, to not only engage with the devastation of climate change, but to hear voices of resistance and, importantly, voices of hope.

Thank you, Kahu Kutia, for your powerful epilogue:

E kore au e ngaro / I shall not be lost.

Read the poems, share them in your classrooms and with your whānau ... and take up the clarion calls.

– *Janice Jones* ●



Tohu Manawa Ora | Healthy Heart Award 20-year anniversary

The Heart Foundation is celebrating 20 years of the Tohu Manawa Ora | Healthy Heart Award programme, during which time it has been committed to improving nutrition and increasing the physical activity of our tamariki.

The Tohu Manawa Ora | Healthy Heart Award programme helps early learning services create an environment that encourages healthy eating and physical activity, which in turn helps tamariki develop healthy habits for life. Since 2002, nutrition advisors from the Heart Foundation located all over New Zealand have supported early learning services to create healthy environments for under-fives and their whānau.

Sign up now or learn more about taking your first steps on an award journey by visiting www.heartfoundation.org.nz/healthy-heart-award



Tohu Manawa Ora  **Healthy Heart Award**

BOOK GIVEAWAY FROM SCHOLASTIC



For animal-loving readers we have two sets of books to give away by Susan Brocker and Raymond McGrath. *Pelorus Jack the Dolphin Guide*, *Mrs Chippy the Cat* and *Friday the Rebel Dog*.

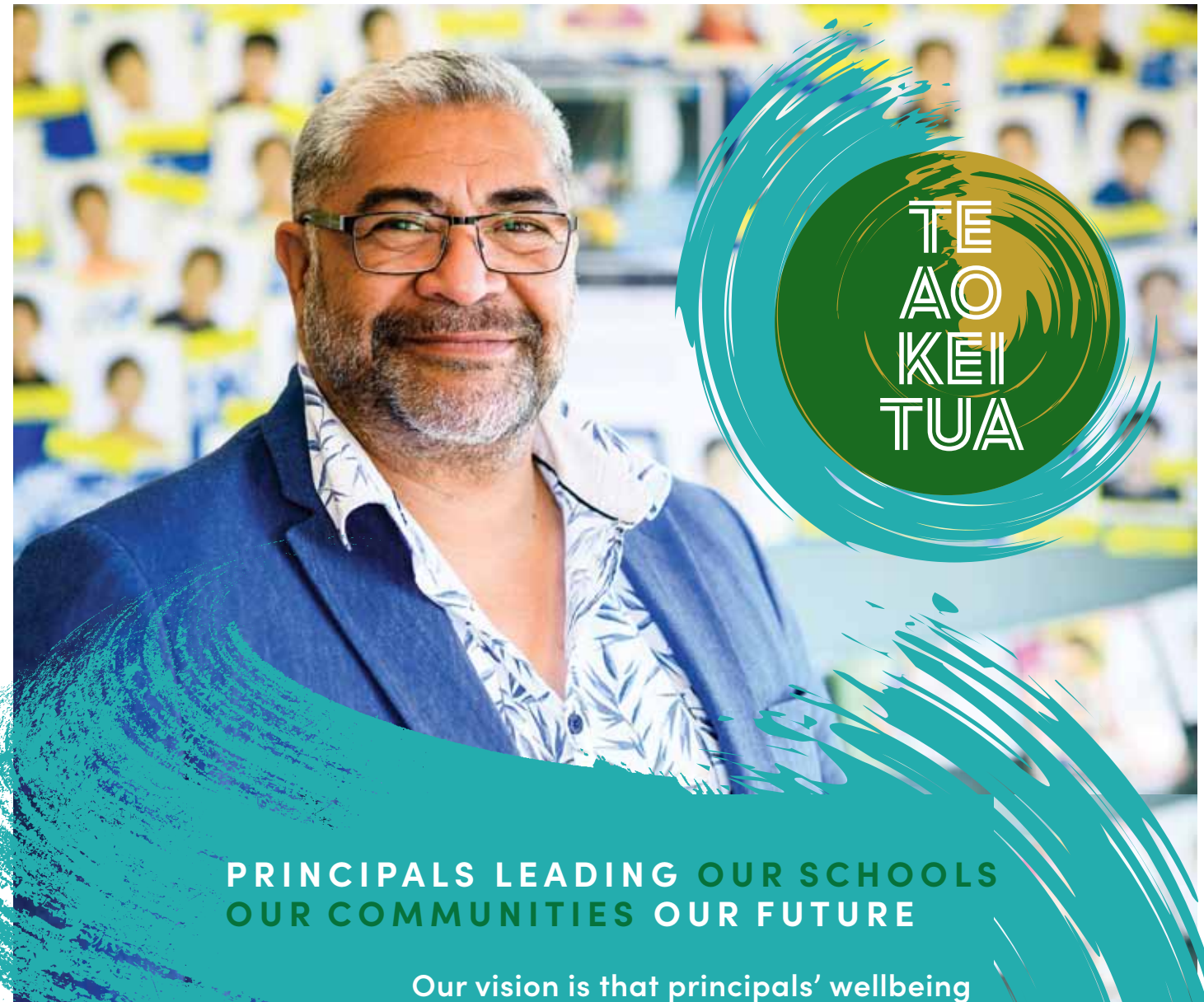
To enter send an email to ako@nzei.org.nz by 30 November with "Scholastic giveaway" in the subject line.

BOOK GIVEAWAY FROM PENGUIN RANDOM HOUSE



Win one copy each of these two new titles from Penguin Random House: *Pukeko Counts to 10* by Ben Brown and Helen Taylor and *Little Tales of Hedgehog and Goat* by Paula Green.

To enter send an email to ako@nzei.org.nz by 30 November with "PRH giveaway" in the subject line.



PRINCIPALS LEADING OUR SCHOOLS OUR COMMUNITIES OUR FUTURE

Our vision is that principals' wellbeing and professional growth is well supported, and that there is sufficient resourcing available to address the work demands placed on principals. This is the new future we want to create.

Alongside our Wāwāhi Tahā | Time for Tamariki campaign we want the government to address the issues affecting primary principals and area school principals to ensure school leaders have access to better staffing and resourcing to create a better future for tamariki.

Show your support and join the campaign today.

campaigns.nzei.org.nz/te-ao-kei-tua

NZEI
TE RIU ROA



Divya
Teacher Aide

NZEI TE RIU ROA IT'S OUR UNION

Joining NZEI Te Riu Roa means **connecting** with 47,000 other people working in education. **Together** we can achieve positive change for education, for our profession, and for tamariki and their learning.

IT'S OUR UNION

WHY JOIN US?

Work together for positive change in education and in our workplaces.

Use our **collective strength** to successfully negotiate improved pay and conditions.

Access **support** from NZEI Te Riu Roa staff and the **expertise** of your colleagues.

Build your knowledge and networks through training and **professional development**.

Unlock member-only **discounts** on travel, healthcare, computers and holidays.



Trevor
Primary Teacher



Julie
Principal

HOW DO I JOIN?

Join online at nzei.org.nz/join

Talk to your **NZEI Te Riu Roa worksite representative** at your workplace.

Call us free **0800 693 443** weekdays 8.30am – 5.00pm.

Email nzei@nzei.org.nz

**NZEI
TE RIU ROA**