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Bromley School

Submission to Ministry of Education

for

Proposal to Merge

December 2012

*Bromley Primary School's
Principals - Creative - Inspiring*

23rd November 2012

To the Minister of Education
Hekia Parata
c/- Katheryn Palmer
Acting Regional Manager – Southern
Ministry of Education
39 Princess Street,
PO Box 2522,
Christchurch 8140

Dear Minister,

Please find herewith our submission required as a result of the proposed merger between Bromley School and Linwood Avenue School.

It has been conducted in as fair and reasonable manner as possible given the time constraints and the hectic time of year. Please note that all the community and staff survey responses as well as the collated results do not form part of this submission however all originals will be held securely by the Board and will be available upon request.

All staff attended the staff consultation session and this feedback has been added to the community submission. It expressly outlines the viewpoints of those from the Bromley Community who have attended meetings and responded to surveys. It is not necessarily the opinions of any one staff or Board member individually.

We look forward to hearing back from you in due course and take the opportunity to wish you a very happy Christmas and a prosperous New Year.

Yours Sincerely



Leigh Anderson
Chair, Bromley School Board of Trustees

*Bromley Primary Schools
Incorporating - Craighero - Shering*

Executive Summary:

This proposal is for the merging of Linwood Avenue School and Bromley School onto the Bromley School site

The Board undertook the consultation process by engaging a facilitator and carefully planning the timeline. The process included a SWOT analysis by the Board, written surveys out to the staff and community, staff/community meetings, newsletters and website updates.

The timeline was as follows:

September 28th	Staff SWOT Analysis
October 15th	Board SWOT Analysis ¹
October 29th	Survey out to community ² :
November 6th – 8th	Collate community and staff responses ³
November 10th	Meet with Hekia Parata at school
November 12th	Consultation with staff & community
November 20 cluster	Consultation with Pasifika at Linwood meeting
November 28th	Consult with staff/community on draft Submission
December 4th	Submission completed

There were 53 written survey responses from 199 families \approx 27%

Bromley Primary School
Performance - Creating - Evolving

SUBMISSION

1. Why?

We understand the rationale to merge or close schools is primarily due to the effects of the earthquakes and its specific impact on the Christchurch Education System.

Given that the official line to merge for both Bromley School and Linwood Avenue is stated as the impact on Ground, Buildings, People we are at a complete loss as to how and why this proposal remains on the table given that:

Grounds:	Minimal or insignificant damage
Buildings:	Minimal or insignificant damage
People:	Increasing roll (based on Ministry projection for 2013)

This situation is the same for BOTH schools which is also at variance with your statements:

"The schools in each cluster have been assessed against property investment data from recent condition assessments, and educational performance criteria."

And...

*"When educational criteria is overlaid with property investment data, it is clear some schools with relatively minor property issues need additional investment to raise their levels of student achievement."*⁴

If this is the Ministry's position it is also quite out of sync with our latest ERO review⁵ and with that of Linwood Avenue. There are many other statements in this document which are also at odds with our reality, so our question remains – *why?*

We don't understand *why* there is a proposal to merge two healthy schools, placing children at risk in the transition process where learning may suffer significantly and yet again they may be exposed to the possibility of further psychological stress. Some of our children (and even parents) have had more than enough already. And it will be even worse if the process is not managed exceptionally well. The risks are huge.

2. Responsibility and Accountability

We have heard you say that great facilities will attract quality teachers.

Linwood and Bromley's respective ERO reviews and the associated data confirm that the teachers in both schools are already 'quality', in fact amazing. It is clear from the feedback from both of our communities that they overwhelmingly agree. Assuming there is no real choice about merging, we are very concerned that some of the amazing staff will be lost to this area in the merge. Furthermore, the community feedback highlights the very real concern they have about the effect this proposed merger will have not only on their children's achievement but also on the emotional wellbeing. They have been through enough already. Without the answer to *why*, this process seems completely unnecessary so if it must go ahead, what *responsibility* will the Ministry have for preventing a loss of 'quality' staff and what *responsibility* will

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Partnership - Creative - Electing

the Ministry have for absolutely minimising negative effects on our students' wellbeing and their learning? And what **accountability** will the Ministry carry if either of these scenarios starts to play out?

Research is conflicting on the evidence that big schools are more successful than smaller schools. Bigger is not always better⁶. The Ministry of Education has regularly stated that there are noted drop offs in student learning in time of transition (specifically from Year 6 – 7 and Year 8 – 9). If we are forced to merge what responsibility and accountability will the Ministry assume to protect against the inevitable drop in student achievement during the transition process?

A strong 'community' feel, great 'relationships' and quality teachers are a vital component of successful schools. Both Linwood Ave and Bromley have these already. A forced merger will significantly impact both schools. What support, **responsibility and accountability** rests with the Ministry and what resources will be available to absolutely minimise the negative impacts through one of the greatest transition periods in New Zealand educational history?

3. Vision

"The very essence of leadership is [that] you have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet." — Theodore Hesburgh - President Emeritus of the University of Notre Dame.

We have difficulty consulting on a concept that has no substance. We don't know if a merger is going to happen. We don't know *why* it's even proposed. We don't (really) know what the makeup of a merged Board of Trustees might look like. We don't know what the staff make-up will be. We don't know who the Principal will be. The leader *and* the people *involved* in the organisation should be the very ones creating the vision but we don't know who they will be. We don't know what the values and philosophy of a merged school will be. We don't know what the layout of the merged school will be. We don't know what facilities will be available or how much funding will be available. And yet we are asked to put a **vision** together of what a future school might look like. This is a very tall order indeed!

What support, **responsibility and accountability** can the Ministry provide in order for us to come up with a realistic **vision** for an amazing, even stunning school – given what we don't know? And why is there a need to rush given the 20 yr plan for educational renewal in Canterbury?

If we endorse the proposal or it goes ahead regardless, but then eventuates to be less than the amazing school we already have, what is the governments plan for this? What **responsibility and accountability** do they carry?

4. Answers

Given that the communication throughout this process has been confusing, demanding and often contradictory we would like full, truthful, fact-grounded **answers** to our questions. We would like assurance about what will or will not happen and we would like support on a level that is genuine and realistic.

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Partnership - Creative - Exciting

Proposal No. 1

Our community overwhelmingly states that we do not want to merge. Given the growing school roll, the excellent ERO report; the exceptional student achievement results we are seeing through our REGGIO programme (with the resulting growth in the numbers of parents coming into the classrooms and working alongside the teachers each day); and given the growing integration of Bromley School with our on-site ECE as well as 5 other ECE's; and given the strength of the current Board and its excellent understanding of effective governance; and given that the school already functions collaboratively with the Linwood Cluster of schools, EHSAS, ICT contract, LIFT Trust and Principals Cluster Networks, there is a huge risk to our students, our staff, the quality of education and the excellent integrated relationship we have with the wider community if a merge goes ahead.

However, there is also a very strong desire within our community and staff to re-capitate to year 8 and we'd like to realise this. It would provide new teaching and learning opportunities and student dynamics which we'd be excited about. It would help to protect against the possible loss of quality staff. It would help in reducing the need for students moving to another school for just two years and it would provide greater longevity of a support base for in-school helpers, PTA, BoT etc. Bromley School as a stand-alone school to Yr8 is our ultimate preferred option.

Proposal No. 2

Unless the Ministry can deliver on all the questions in Nos. 1 to 4 above and *prove* that a merger is warranted we want to remain unchanged apart from going to yr8. If there is *genuine justification* to merge then this is our alternative proposal.

To merge as per your proposal but with the following considerations which are overwhelmingly desired by our community:

We want to retain our Reggio⁷ Philosophy to learn. This programme has been hugely influential and the staff and community are passionate about keeping it. It has become a key part of who we are and has started to define the way we do things. It would be a tragedy to both students and families if this was lost.

We want a seamless transition from ECE centres. Already we have started to build seamlessness into Bromley School from children as young as 3yrs. In an ideal education system it would be a natural and automatic process. Building the capacity for integration with ECE centres into any future development would be the realisation of passionate educational hearts throughout the Bromley community and would have huge benefits for young learners.

We want a positive *relationship* with the Ministry. We want a relationship that moves forward based on *mutual trust, respect, meaningful dialogue and truth.*

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Passionate - Creative - Inspiring

As a school we want to work *with* and alongside you. We don't want you to talk at us or to us. We want you to talk with us.

We want modern, state-of-the-art facilities. It's clear from our staff and community feedback that if merging must go ahead then they can get excited about the possibilities that innovative designs and creative teaching and learning spaces can provide. With these sorts of facilities we want to be able to deliver on low class numbers and new exciting learning opportunities across the Board.

We want to be involved. The merged school must end up being *our* new school which, along with the Bromley community, includes the Linwood Ave community as well as our local ECE providers. We want to be fully involved in *every step* of the process, design and layout of any and all new or up-graded facilities, spaces, programmes, and grounds etc. all within a bright clean environment. We would like an amazing, caring school, with quality teachers. It must end up being the new vision of the new school born out of the involvement of the combined staff and communities of both merged schools.

We still want to recapitate to Yr 8. There is much to be gained by re-capitating to Yr 8 and it would generate excitement and enthusiasm if a merge must happen.

We look forward to hearing back from you and would welcome any questions about anything written into this submission.

Yours sincerely

Leigh Anderson



Chair Board of Trustees
Bromley School

Bromley Primary School
Inclusive - Creative - Exciting

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- ¹ See appendix A (BoT SWOT Analysis)
- ² See appendix B (Community Survey)
- ³ See appendix B (Community Survey results)
- ⁴ Pg 5 Nos.28/29 (MoE: The Greater Christchurch Renewal Programme Interim Business Case)
- ⁵ See appendix C (ERO Review)
- ⁶ Bigger is not always better –
- i) Precinct Reporter Group – Article on Education
<http://www.precinctreporter.com/national-news/education/65-education-/2376-smaller-learning-environment-prove-bigger-is-not-always-better>
 - ii) Community Survey respondent quotes, “Our findings suggest that district consolidations and school closures should be used as a last resort in the arsenal of policy tools to reduce educational costs” – Purcell and Shackelford 2005
- ⁷ REGGIO - A program based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum. Teaching is still done using best practice and underpinned by the NZ curriculum, however the children use their prior knowledge and interests to drive their learning. Reggio inspired learning has been running in the Junior school since April 2010 and there has been compelling evidence that this is an effective way to enhance and improve teaching and learning.
- Bromley Reggio Website page: <http://www.bromley.school.nz/WebSpace/192/>

Bromley School Board of Trustees SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Reggio • ICT • Student Engagement • Cultural • PD opportunities • Positive staff • Communication • Trust and flexibility – CRT at home/personal time • Literacy • The Board • Student Achievement • Values • Leadership by Scot • Opportunities to develop • Roll growth • Culture of School • Community Spirit • Our staff/children and community • Stability • Size – nice and small • Relationships with each other and children • Support agencies • Duffy/Salvation Army etc • Board of Trustees • Classroom sizes • Very supportive of new initiatives and ideas • Marilyn ICT • Balance between family and work life • Community relationships and links – 	<ul style="list-style-type: none"> • Lack of consistency school wide • Parental involvement • Communication for teacher aides and part time staff • Lack of consistency with teacher • Parental negativity - with merge • Not many community events – productions, fairs etc • Parents becoming reliant on what we provide • Putting everything online – access issues etc • No Pasifika group • Behavioural impact of small groups of children - • Inconsistencies in approach – pedagogy/behaviour • Class size difference • School Pool • An element of accepting/respecting of all people • relievers/visitors/scripture teachers/differences/other children 	<ul style="list-style-type: none"> • Board of Trustees – different skill sets with different experiences • New resources • New school • Purpose built school based on a combined philosophy • Building on new ideas • Recapitating • More space • Maybe having access to more funding • To continue a good school culture • Leading from the top • Higher numbers up to a point to give opportunities • Not feeling lost • Purpose built • New staff – new ideas and initiatives • Right teachers in right jobs – specialised teacher as well • Employ under the school values • Zoning • Straight year groups • Streaming and interchanges • Change is good for inspiration • Development consistency • Time to strengthen – PR • Opportunity to reinvent school wide organisation/values/culture etc • Year 7 and 8 – senior children leaders may be alongside a high school model • More opportunities for more parents 	<ul style="list-style-type: none"> • Job security • Loss of identity – school/community • Behaviour – staff/children/parent • Losing Bromley culture • Unknown • Logistics of travel/traffic/walking • Year 7 and 8 teachers – pos change in level • Lack of technology experiences • Loss of philosophy and values and pedagogy • Reggio – not fitting with new school • Impact on Kindergarten and Room 15 • Trust model – may not be accepting • Family friendly culture • Financial decision – is it educational • Rebuild – how long/environment while it's being undertaken • Emotional/length of time • Scot not here • Loss of children • Loss of our small intimate school – knowing families • Management not being accessible due to larger teams etc • Dumping prefabs and leaving us • Healthy discussions and disagreeing without being disloyal or disrespecting/moving forward • Vulnerability of everything • Self reliant children having to get up and get organised on their own

<ul style="list-style-type: none"> kindergarten etc Room 15 Support Staff Resources 		<ul style="list-style-type: none"> to be involved e.g. PTA Cultural diversity/inclusiveness Opportunity for language immersion classes of varying cultures 	<ul style="list-style-type: none"> could lead to truancy ICT upgrade Stranger danger Unknown motivation behind change – government/MOE Physical space What happens in the mean time with the school? Do we continue to development environment/skills/time and money/PD Possibility of losing staff – applying at other schools for job certainty, a safer position Conditions of employment Possibility of a new Board Loss/threat of strengths Staff dynamics – survivor guilt Remembering the children in an emotional situation Impact on the children/families/staff/community Charter Schools?
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Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Reggio • ICT • Cash Assets • Bromley Way • Swimming Pool • Location and Security – very little vandalism • Staff experience • School culture • IT equipment • Happy and engaged children • Staff know parents/children • Learning progress • Student Achievement • Principal and Board • Resources • Classroom sizes • Wellbeing opportunities etc 	<ul style="list-style-type: none"> • Limited numbers of students • School layout – unable to shift and move buildings etc • National Standards – schools advertising themselves in relation to their results • Size of the grounds • Limited opportunities – extra curricular activities, more in bigger schools with bigger numbers • ERO report – 3 year review, aiming for 5 year • Student Management Systems • Lack of facilities – the hall • Role fluctuates – transient population • Older buildings • Novopay • If it was a merged school it would be too big 	<ul style="list-style-type: none"> • Limited numbers of students • Ten year property plan • Cash assets • Uniform and inclusive • Whanau and Pasifika classes • Resources – buildings hall etc • Options – more extra curricular etc • options for children, academic options • Larger role, more money • Chance for more facilities • Bigger staff, more areas of expertise • Exciting new school • Re-capitation • New resources • Other systems could be incorporated successfully 	<ul style="list-style-type: none"> • Lack of parental choices and size • Cash Assets • Unknown element in students, teachers etc • Segregation • Staff leaving before job opportunities • Loss of identity – Reggio • Linwood community emotions/feeling towards our school • Collegiality • What if the merge doesn't go ahead? • Unknown factors • Students upset by change • Lack of cohesiveness • Children no longer known by name – to large • Lose the sense of • Integration of both schools • Big changes to the Board • Possibility of the split of students • Job security • Impact to the wider community – kindergarten • Small school vs big school – become a number not a person

- Contest on the process – not emotive (is it a great idea? etc)

Appendix B

Dear Parents/Caregivers

As you are aware the Ministry of Education has proposed that our school merge with Linwood Avenue School and recapitate to Yr 8.

Part of the process we must now undertake is to consult with you, our community. In order to be fair and just we have compiled the following questionnaire/survey and ask that you complete it as fully and as honestly as you can. *We need to hear from you.* Once all the survey results have been collected the Board of trustees will collate them and use the feedback to put together a draft submission. You will then be given an opportunity to see the draft submission and provide comments and additional feedback. From here the Board will modify the draft submission as it sees appropriate and submit it to the Ministry of Education. The submission must reach the Ministry by Dec 7th. A full timeline is at the bottom of this letter.

Whilst the timeline is short, please carefully consider your responses.
Thank you.

Yours sincerely

Leigh Anderson
Chair
Board of Trustees

Item	Date	
Survey out to community:	October 29 th	(Monday)
Survey back to school	November 5 th	(Monday)
Meet with Hekia Parata at school	November 10 th	(Saturday 10.00am)
Consultation with staff/community	November 12 th	(Monday 5.30pm)
<i>BoT Collates survey results and writes draft submission:</i>		
Consult with staff/community on draft:	November 28 th	(Wednesday)
<i>Board will amend submission as deemed appropriate</i>		
Board to send in Submission:	December 4 th	(Tuesday)
Deadline to Ministry:	December 7 th	(Friday)

What opportunities do you think there might be if our school merged?

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How could we maximize these opportunities?

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What impact do you think a merge would have on:

Our school?

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Our community?

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Our children?

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Your child/ren?

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You?

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What is the *most important factor* for you which drives your thinking on this issue?

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What are the risks if we merge?

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How could we mitigate (lessen or try to lessen the extent of) these risks?

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As a bottom line, what is the best possible outcome for the children of our school?

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If we do not merge, what is a plausible and viable alternative?

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In case you don't get the opportunity, what question/s would you like us to present to Hekia Parata on your behalf?

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Is there any other comment you'd like to make?

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Please circle the appropriate response. I am a:

Current:	Student	Parent/Caregiver	Staff Member	Other
Past:	Student	Parent/Caregiver	Staff Member	Other

Thank you for taking the time to fill this in. Please get it back to the school no later than:
Monday 5th November. You will go into the draw to win one of four \$50 grocery vouchers.

Appendix C

Bromley School - Community Consultation Responses

For many of the responses it's difficult to tell how the respondent actually feels. Some seem ambivalent, or can see things both ways. Some are not actually clear about what they're saying. Others are very clear. In summing them all up, if it isn't clear I've taken the over-all positive/negative feel and placed it in one of the three categories below.

Strongly or seemingly in favour of merge	12
No strong opinion	16
Definitely against or quite negative	25 (<i>9 also said... nevertheless we should still go to Y8</i>)

There are a lot of one-off perceived risks and opportunities. Some are guesses about what others 'think' and may or may not do, and many pertain to a specific person or family which, while perfectly valid, cannot influence the whole-school outcome. These are not included in the following table. Generally, where there are three or more that fall roughly into the same category they are listed below.

<u>Perceived Risks</u>		<u>Perceived Opportunities</u>	
• Bullying	10	• Re-capitate to yr 8	21
• Loss of REGGIO	8	• Modernizing/upgrading school facilities and grounds	29
• Overcrowding	7	• Chance to share REGGIO	3
• Student/teacher ratio	11	• Teachers with new ideas/strategies etc.	5
• Loss of Bromley culture	16	• More children/new friendships	3
• Loss in quality of education/or kids slipping through cracks	11		
• Road congestion/access/parking	7		
• Loss of staff	8		
• Uniform issues	6		
• Losing students	3	• None at all	5

Appendix D

Bromley School Education Review - 18/10/2012

- 1 Context
- 2 Learning
- 3 Curriculum
- 4 Sustainable Performance

About the School

Location	Bromley, Christchurch
Ministry of Education profile number	3302
School type	Contributing (Years 1 to 6)
School roll	249
Gender composition	Boys 53%
	Girls 47%
Ethnic composition	NZ European/Pākehā 56%
	Māori 25%
	Pacific 15%
	Asian 1%
	Other Ethnicities 3%
Review team on site	July 2012
Date of this report	18 October 2012
Most recent ERO report(s)	Education Review June 2009
	Education Review March 2006
	Education Review June 2003

The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses

1 Context

What are the important features of this school that have an impact on student learning?

The Board, staff and students have been resilient in the face of challenges from the Canterbury earthquakes. Some students left after the earthquakes, but many have returned. The roll is now only slightly lower than prior to the earthquakes.

Trustees, leaders and staff have worked effectively together and with whānau to ensure they keep a focus on students' learning and well-being.

The curriculum in the junior school strongly reflects the philosophy and practices of Reggio Emilia education. The Board and teachers believe this is a reason for improved achievement levels in the junior school.

2 Learning

How well are students learning – engaging, progressing and achieving?

Students feel school is a safe place to be. They are able to focus on their learning and to work on achieving their learning goals.

Students are well supported by a range of strategies to ensure they are present and engaged in learning. Behaviour management and food in schools programmes focus on supporting the well-being of students. Since the June 2009 ERO review senior leaders and teachers have made good progress with strengthening assessment practices. Teachers use effective diagnostic assessments to identify learning needs and to plan programmes. Learning support initiatives target students well and aim to accelerate their learning. Support is strongly based within class programmes and students are closely monitored.

National Standards information shows that many students have made good progress in literacy and mathematics from 2011 to 2012. Information reported to the Board in June 2012 shows that over 70% of students are achieving at or above their expected levels in reading, written language and numeracy. Increased levels of achievement are particularly evident in the junior school.

The school has identified that many boys are not making satisfactory progress, especially in Years 4 to 6. These boys are now being targeted though school-wide achievement targets and their progress is regularly monitored and reported. Māori and Pacific students achieve at levels similar to those of other students.

The next steps to improve student achievement are to:

- further explore the reasons for low levels of boys' achievement, find better ways to increase their engagement, and accelerate their rates of progress in literacy and mathematics
- continue to develop teachers' abilities to make accurate overall teacher judgements when assessing students.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

Students experience learning through well-planned class programmes. The junior school curriculum places a strong emphasis on providing students with a wide range of opportunities to extend their oral language as a basis for further learning. These include:

- engaging in practical hands-on learning
- using a wide range of equipment and materials
- teaching processes that focus on enjoyment in learning as a way of engaging students
- using imagination to build on children's interests and abilities
- engaging effectively with whānau to support a shared approach to learning.

Teachers have focussed on improving their knowledge and use of information and communication technologies (ICT), and how they can use them to enhance students' learning. The Board has provided a good level of resources and both teachers and students are making greater use of them within learning programmes.

Teachers have participated in a range of professional development to improve their understanding of learning and teaching. Their learning is being well used to improve programmes, their teaching and their support of students as they learn.

Supporting students' transition to school is a strong feature of the junior school programme. This is improving how well students engage in their learning and the progress they make. Junior teachers have close relationships with early childhood centre personnel. Students are also well supported as they move to the next year level in the school.

The school and ERO have identified the need to review and further develop the Bromley curriculum to ensure it fully meets the expectations of the New Zealand Curriculum. This review and development should cover:

guidelines for the implementation of all aspects and learning areas of the New Zealand Curriculum

a clear indication of the school's approach to inquiry at each level of the school, thinking strategies, and how the junior school curriculum will link to the curriculum in middle and senior school

a review of the mathematics curriculum to ensure it is meeting the needs of all students

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The school is developing a range of processes and practices to ensure that it can effectively evaluate all aspects of school operations.

Trustees are committed to meeting the needs of students through their governance roles. Trustees have taken training to improve their understanding of governance practices. They work collaboratively as a team to support the school's development and to improve learning opportunities for students.

Teachers are well supported to lead curriculum initiatives at syndicate and school-wide levels. These initiatives include:

- behaviour management systems that support students to keep a strong focus on their learning
- literacy leadership and related professional development
- culturally responsive teaching practices to increase the engagement levels of all students
- the use of ICT to make these technologies an integral part of students' learning
- an approach to teaching in the junior school that improves students' oral language as a basis for supporting their learning.

The intended outcomes of these initiatives are to improve the engagement and achievement levels of students.

Teachers are committed to the school, reflective in their practice, and focused on improvement for the benefit of students.

The Board, staff and students are well supported by parents, community initiatives and external agencies to provide a range of support and a positive and safe environment for students.

The next steps identified by the Board and ERO to improve and sustain its performance is to:

- develop clear processes for rigorous evaluation at Board, management and teacher levels so that reflective practices can be used effectively within school-wide review
- ensure there is alignment from the Board's strategic goals through all levels of planning for leaders, managers and teachers to ensure reporting to the Board is evaluative, comprehensive and useful.

Board assurance on legal requirements

Before the review, the Board of trustees and principal of the school completed the ERO Board Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- Board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.

Graham Randell

National Manager Review Services

Southern Region

18 October 2012

BROMLEY SCHOOL

"Learning for an Exciting Life"

6th December 2012

Please accept the two additional documents to our submission.

Both the Pasifika Meeting Minutes and the two documents from the District Health Board support our submission but arrived too late to officially add them.

The Board Chair and Facilitator have agreed that the documents are significant reference only for our submission as appendices.

Regards



Scot Kinley
Principal.

Canterbury

District Health Board

Te Pōari Hauora o Waitaha

The role of schools in communities and
community recovery post-disaster

A literature review

**THIS DOCUMENT HAS BEEN PREPARED BY
THE INFORMATION TEAM, COMMUNITY AND
PUBLIC HEALTH**

Final version

26 November 2012

The information contained in this document may be derived from a number of sources. Although CDHB has taken reasonable steps to ensure that the information is accurate, it accepts no liability or responsibility for any acts or omissions, done or omitted in reliance in whole or in part, of the information. The Canterbury District Health Board accepts no responsibility for the manner in which this information is subsequently used.

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Executive Summary

This literature review has been conducted to inform schools in Christchurch and Community and Public Health staff about the role of schools in communities following disasters, following the government's announcement in 2012 that 31 primary and intermediate schools in Christchurch may close or be merged with another school.

Education as a Determinant of Health

The current and future health of our region's children and young people is strongly associated with each individual's educational achievements and level of qualification attained. Education, together with income and employment status, is critical to determining an individual's social and economic position and ultimately their health outcomes. A low level of educational attainment is associated with poor health status.

Schools and their Communities

Schools have more than just an educational function. They can be the centre of identity for their community, providing a sense of social cohesion and ultimately contributing to better wellbeing for their community.

1. Effects of school closures on communities

Because of the important roles schools play in their communities, proposed school closures or mergers are likely to be perceived by their communities as threatening a range of losses. Some of these losses have been researched but to a relatively small extent, therefore their ongoing effects are inadequately understood. In New Zealand, communities have been left divided and feeling bitter over school closures, particularly where they felt there was a lack of consultation.

2. Effects of (changes to) the school community on teachers and students

School closures affect students in different ways. Students may adapt more easily to closures or mergers than parents or teachers. There are both positive and negative effects of school closures and mergers. Positive effects may include more educational opportunities and more diverse social networks; negative effects may include more distant relationships between adults and students, larger class sizes and transportation challenges.

3. The importance of school communities in post-disaster settings

A sense of school as a community was crucial in saving tens of thousands of lives following a major earthquake and tsunami in Japan in 2010. Returning to school made a huge difference to children and re-establishing a routine and a sense of security were important in helping combat the sense of insecurity created by disaster. Similarly, following Hurricane Katrina in 2005, schools were 'anchors of their communities' in the short and long-term, by returning a sense of normality to children and parents.

Children, Schools and Disaster Recovery

Schools have played a central role in providing a sense of normality for students and parents following disasters, including the Canterbury earthquakes. This is very important, as exposure to disasters can lead to mental health problems in children. Teachers can help monitor the ongoing mental health of children over time. However, teachers themselves need ongoing support following disasters, and the current proposed changes for the school sector in Christchurch may represent an additional burden that is unhelpful for their wellbeing in the wake of the earthquakes.

School Size

The movement towards reducing school sizes (albeit in high schools rather than primary schools) in the United States has arisen in a substantially different context and may not be directly relevant to New Zealand. The literature suggests that research surrounding the relationship between school size and educational achievement is relatively sparse and inconsistent in its findings. New Zealand research has found that smaller schools have both advantages and disadvantages.

Introduction

This document has been written to inform schools in Christchurch and Community and Public Health staff about the role of schools in communities following disasters, following the government's announcement in 2012 that 31 primary and intermediate schools in Christchurch may close or be merged with another school. The government has given schools until 4th December 2012 to consult on these planned closures and mergers.

Limitations of the evidence base

There is a relative dearth of literature on education restructuring in post-disaster settings. There has also been little written about the effects of educational restructuring on communities, and even less is known about the effects of educational restructuring on students and teachers. Some of the research available relates to high school students rather than those of primary/intermediate age, some of which has been cited in this review, despite the author(s) being aware of the limitations of the generalisability of those findings.

Limitations of this review

This review is highly limited by the short timeframe available to search for, retrieve and review relevant literature. This review scans the breadth of literature across such diverse disciplines as education, health, geography, economics, psychology and law. To do justice to such a wide scope in a short timeframe is a challenge and so the author(s) do not claim that this review is in itself, comprehensive, nor the final word on this topic. This review also presents the findings from the literature around the small schools movement in the United States, even though this movement is amongst high schools rather than primary schools, with the view that some of the arguments may be generalisable towards schooling in general. In addition, despite every effort of the author(s) to maintain a neutral stance towards the literature, it is likely that due to the highly emotive nature of the context there may be some bias in the presentation of findings.

Background

The earthquakes of 2010 and 2011 resulted in some level of damage to all schools in the greater Christchurch region. The extent of damage to early childhood centres, schools and tertiary facilities, together with the ongoing relocation of people and school roll change, have raised concerns that the education network cannot be returned to its pre-earthquake state. There are currently 215 state and state integrated schools (including two teen parent units and seven special schools) in greater Christchurch. These schools provide a range of educational options including single-sex secondary education, Maori immersion and bilingual options as well as two designated character schools. Approximately 12% of the 69,781 students enrolled in these schools (as at March, 2012) are Maori and 4% Pasifika (Ministry of Education, 2012). It has been estimated that some 12,000 students left the city immediately following the February 2011 earthquake. Many have subsequently returned to the city with March 2012 roll returns indicating 4500 fewer students compared with March 2010 (Ministry of Education, 2012).

In October 2011 Christchurch school communities and other interested parties were invited to comment on the development of a draft Education Renewal Recovery Plan. Feedback was received from 229 individuals and groups. In May 2012 the Minister of Education released a draft document 'Directions' which was followed by a period of consultation undertaken by the Ministry of Education and the Tertiary Education Commission. An additional 524 submissions were lodged with the Ministry and together with a series of consultation meetings and focus groups informed the development of 'Directions for Education Renewal in Greater Christchurch' which was released in August 2012. This process was focused on developing a vision or direction for the future of education in the greater Christchurch region rather than considering the immediate future of any particular school, service or facility.

On 13 September 2012 proposals indicating the future direction for the education sector in greater Christchurch, at an individual school level, were released by the Minister of Education. This introduced proposals for identified schools which were defined by three categories: Restore (low-level change), Consolidate (moderate-level change) or Rejuvenate (major change across a cluster of schools). Of 215 schools in the greater Christchurch area 42 schools are directly affected by proposed closures or mergers.

- Closure is proposed for 13 State Primary and Intermediate schools (two of these schools have opted for voluntary closure)
- Merger is proposed for 18 State Primary schools.
- A new Year 1-13 school has been proposed to replace three Primary, one Intermediate and one Secondary school
- Education provision for three Banks Peninsula schools will be consolidated under the umbrella of the Area School but the schools will remain on their existing sites
- Geotechnical information is still being sought for three secondary and two primary schools

Education as a Determinant of Health

The current and future health of our region's children and young people (and in turn the health of their future children) is strongly associated with each individual's educational achievements and level of qualification attained. Education, together with income and employment status, has been identified as critical to determining an individual's social and economic position and ultimately their health outcomes. Evidence suggests that a low level of educational attainment is associated with poor health status. A number of health and health-related effects of education have been identified including:

- 'A positive relationship between individual education and health status
- A positive association between school and the health status of family members (in particular on one's children)
- A positive link between an individual's schooling and the schooling received by their children
- A positive contribution of schooling to the efficiency of (consumer) choices (i.e. on smoking and on the use of health care)
- A relation between schooling and an individual's fertility choices and the fertility choices of their children (Groot & van den Brink, 2006, p356)

Education and health are inextricably linked. In the simplest terms this means that the healthy young people are more likely to be able to make the most of learning opportunities and to learn more effectively. In addition well educated young people are more likely to make healthy choices. Young people who feel positive about their school and who are connected to significant adults are less likely to engage in high risk behaviours and are likely to have better learning outcomes (St Leger, L., Young, I., Blanchard, C., & Perry, M., 2010).

It is recognized that communities that were vulnerable prior to disaster may fare less well in long-term recovery thereby resulting in increased disadvantage. Following disasters the very young and very old, the disabled and those who are poor or who have limited literacy skills are likely to suffer the most (Bidwell, 2011).

Many of the communities currently facing proposed school changes (i.e. closures or mergers) are in those areas most heavily affected by the earthquakes: areas already identified as home to some of the most deprived and potentially vulnerable communities in the greater Christchurch region. For example of the 42 schools earmarked for proposed change 35 are currently engaged with Health Promoting Schools (HPS is a national initiative supported by the Ministry of Health) and are working with HPS facilitators based at Community and Public Health, CDHB. The opportunity to be involved in HPS is offered to low decile schools and/or schools with a high proportion of Maori and Pacific students. Consequently involvement in HPS implies recognition that a school is based within a potentially vulnerable community.

Schools and their Communities

1. Effect of closures on school communities

As already discussed, there is a strong relationship between education and health. There is also a relationship between the make-up of an area (including transport, food supplies etc.) and the health of its population. As such, in poorer areas with fewer amenities that promote good health, community facilities that provide opportunities for people to socialize or get together informally are highly valued (Witten et al., 2001). In many areas, a school can be a key community centre for people to contribute and belong, ultimately contributing to better health for the community (Witten et al., 2001). One way in that schools and health are linked is through the concept of “social cohesion”. Social cohesion includes the ideas of trust in others, reciprocal relationships, fairness and being integrated socially (Witten et al., 2001).

Schools have more than just an educational function (Witten et al., 2001, Kearns et al., 2009). The school is the centre of identity for the community, and has a social role as a meeting place for parents. Schools help parents to feel more socially integrated and to participate in the life of a community (Witten et al 2001). Schools are a common meeting point for parents, for whom there may be existing social ties from the neighbourhood and whose children are at similar stages (Kearns et al., 2009). Schools contribute to the “vitality of neighbourhoods” (Witten et al., 2001, p. 316). Schools are also a legacy from previous generations.

Prior to 1999, Surrey Park School in Invercargill was an important meeting place for its local community. It closed in 1999 due to falling rolls as a result of population decline. It was a decile 2 school with many children from families on lower incomes, and 22% of the schools’ students were Maori. For some families, the school provided the only sense of community they had (Witten et al., 2001). The familiarity of meeting at the school gate at 3pm was highly valued. After fighting the impending closure parents spoke of some of the losses they experienced: feeling more socially isolated; loss of personal investment (of money, time and resources); concerns for the safety of their children (walking longer distances home from school); and feeling less accepted or included at new higher decile schools. Because Surrey Park School had been the lowest decile school in Invercargill, parents were forced to send their children to higher decile schools, where they felt there were socioeconomic barriers. These included the school being more expensive and less accommodating financially (Witten et al., 2001). Ultimately, this sense of exclusion from communities may have an impact on health.

In other school communities in South Taranaki, parents also voiced numerous concerns about the impact of the school closures on their community life. As a result of falling rolls in South Taranaki, in 2003/04 the Ministry of Education closed four local schools completely and merged others. Parents from these schools worried about sustaining community relationships over time; they mourned the loss of intergenerational connections with the school; they were concerned about practicalities such as transport, and had received insufficient information about new bus routes to inform their choice of a

new school; they regretted the loss of personal investment of money, time and resources to build the community; and they saw the school closures as losing the focal point of their community. For some, it was the only place where they had contact with other local people. They saw the school as essential for building "community spirit" and as having a "big role to play in the stability and security of people's lives" (Witten et al., 2001, p.137). Parents were also concerned that losing the centre of the community would deter people from moving to the district and that this could have long-term economic effects.

South Taranaki parents who were interviewed by researchers described the advantages of smaller schools. These included parents feeling more motivated to support the school. For instance, they felt it would be harder to become involved as "mother help" in a larger school. In particular, the advantages of a small school were seen as "a sense of accessibility to the teachers, the curriculum, their child's learning environment and other parents in the community" (Witten et al., 2001, p.138). Parents felt that their children were not held back academically at all in a smaller school; rather, they felt that it gave them "greater opportunities". This was reflected in the comment that the "teacher, in most cases, knows the children really well, both in and out of school, so they can give them that extra support that they need". They were aware that school closures were partly justified by the Ministry of Education by "educational disadvantage...associated with small school size" but didn't feel that they had been given adequate evidence to support those justifications (Witten et al., 2001, p.138).

Parental feelings generated by the review process included dismay, sadness, confusion, uncertainty and resentment (over the time taken and lack of clear direction from the Ministry of Education). Parents rued the loss of cooperation amongst schools, sensing the spirit of "divide and rule". They suggested that "Mergers, they can either make or break a community...this merger here nearly broke this community because the Government did it the wrong way". They mentioned the breakdown in trust between communities and "felt that these broken relationships between communities and individuals would affect community interactions for years to come". Parents felt that communities were left "fighting amongst themselves" (Witten et al., 2001, p.138).

In terms of the school closures in South Taranaki, researchers have argued that the closure process failed to recognise how central schools were to their communities and how the closures would affect community wellbeing (Kearns et al., 2009). They argue that the "one size fits all" policy with its focus on property, finance and administration did not work for the rural communities of South Taranaki. In particular, "the closure of rural schools disconnects communities from their past, shuts down a crucial focal point and meeting place for the community, and blocks the paths to other resources" (Kearns et al., 2009). The researchers suggest that the efforts that parents went to in order to fight the closures was evidence of how central schools are to community life.

2. Effects of (changes to) the school community on teachers and students

There is some New Zealand evidence of how changes to the school community affect students. Following the closure of Surrey Park School in Invercargill, children adapted to the closure more easily than did their parents. Reportedly, in follow-up interviews months after the 1999 closure, most children had settled into their new school and made new friends (Witten et al., 2001). Children were, however, more likely to be “spread out” from their friends from Surrey Park School, after relocating to nine different schools. Some of them changed schools more than once after the closure.

The effects of school closures on students and teachers have also been documented internationally. Between 2003 and 2006 in the state of Arkansas, U.S.A, two rural high schools closed and two merged. From those four schools, 23 students and teachers were interviewed following the closures and mergers (Nitta, Holley and Wrobel, 2010). The students and teachers painted a complicated picture of consolidation, with stories that often contradicted each other and “unique individual stories” (Nitta, Holley and Wrobel 2010, p.2). Overall, students adapted better to the restructuring than did teachers, because ‘kids are kids’ (ie. they made new friends more easily and fitted into the new school); and both students and teachers experienced benefits of the consolidation, such as more professional development opportunities for teachers, and more educational choice for students. However, some of the teachers and students did experience difficulty in the process of moving school. As the researchers stated, “the onus of fitting in was on the moving students, and some failed to fit in” (Nitta, Holley and Wrobel, 2010, p.8). Students admitted to worrying about the process, but one of the teachers interviewed from a receiving school said “It took them a little while to get adjusted, but it worked out fine” (p.9 *ibid*). Positive social aspects of the move included a broader network of friends including increased racial diversity.

These researchers emphasised the importance of realising that it was up to the moving students to blend in; and that moving to a larger school did create social adjustment problems for some students. For teachers, the process of moving was more difficult. One teacher described the two weeks following merger as being like the grief following a death in her family or the burning down of her business. The initial shock was huge, although she did also say that it “worked out OK” (Nitta, Holley and Wrobel, 2010, p. 10).

Other general effects of school consolidation were: more distant student-adult relationships; more courses and expanded academic opportunities; larger class sizes; and transportation challenges. Teachers and students thought that the relationship between teachers and students following the mergers was more bureaucratic and impersonal, and less family-like. In all schools, teachers and students believed that the mergers had increased the academic opportunities for students, with a broader selection of courses. Most teachers and students “believed that class sizes had increased after consolidation” (Nitta, Holley and Wrobel, 2010, p.12). While students in this study did not believe their longer commutes affected their ability to complete homework, some teachers did report

challenges created by transport, including struggles with parent participation. Specifically, the effects of the consolidations on working conditions for teachers included: reduced number of classes to prepare; improved formal professional development opportunities; and little change in facilities and technology.

In contrast to the mergers above, with apparently positive (albeit inconsistent) overall effects on students, three elementary (primary) school closures (due to falling rolls) in an area of Los Angeles had strikingly negative effects on its minority population of Mexican American students (Valencia 1984). Following the closures, nearly 600 Chicano children were moved to five different schools, which were generally European in their make-up. The school closures increased the “already high probability of school problems and failures” (Valencia, 1984, p.161).

In a follow-up study of the effects of the closures on students, fifty mothers of the students were interviewed. The parents had sued the Santa Barbara School District, on the basis that “the exclusive burden of the closures was placed on minorities” (p. 145 *ibid*). In the interviews carried out between one and a half and two years after the closures, mothers reported overall negative effects on the students of the move, difficulty adjusting, lowered achievement and reduced parental involvement. In terms of adjustment, mothers reported that 86% of children felt sad about the closures and overall, 66% of children had been happier at the closed schools compared to the new schools. In terms of achievement, 45% of mothers reported that their children’s school work had been better at the closed schools, 22.5% believed it was better at the new schools and 25% thought it was about the same. Mothers generally reported more parental involvement at the closed schools, with 72.9% of mothers saying that this was the case, partly due to distance from home to school. Overall impacts of the closure included the increased distance between home and new school, and a feeling (amongst 82% of mothers) that the closures had been for the worse (Valencia, 1984).

Whilst this study is limited in terms of the generalisability of its findings to other contexts, due to the unique context of a law-suit and the specific Mexican-American population, along with the possible biases of the author, methodology and study participants, it does deserve some consideration in terms of the implications of school closures for minority populations and for those who are already falling behind in the school system. It illustrates that minority students may be more vulnerable to declines in school achievement following school transitions in general. The study concludes that those who propose future school closures “should not place the exclusive or disproportional burden on the most marginal or vulnerable student and parental populations” (p.161 *ibid*).

3. The importance of school communities in post-disaster settings

The sense of school as a community has been credited with saving “tens of thousands” of lives on Japan’s East Coast following the March 2011 earthquake (measuring 9.0) and tsunami (Parmenter, 2012, p.10). When the earthquake occurred, at 2.46pm, most children were still at school. School principals had the massive responsibility of deciding

how to respond to save lives from the ensuing tsunami within the timeframe of approximately 30 minutes. Their critical decision was whether to move children to higher ground or to stay where they were. In the face of this decision, “teachers stayed in school to look after their pupils rather than leaving to ensure the safety of themselves or their own families” (Parmenter, 2012, p.9). To the credit of school principals and staff, out of 19,000 people in Japan who perished in the earthquake and tsunami, only 536 of these were children between the ages of 6 and 18 (and many of these were children who had already left school). The sense of school as a community meant that school staff and children were well-trained in disaster preparedness; principals and teachers made good decisions in a crisis; children trusted their teachers and were willing to respond to the decisions they made; and teachers were committed to protecting the children (Parmenter, 2012). Because of the highly valued role of teachers as leaders within the community, they went above and beyond their job descriptions in making personal sacrifices and saving the lives of children in their care (Parmenter, 2012). Schools in Japan have an additional community role in being used as emergency community shelters, and due to the “familiar routines and rhythms” of the schools, everyone there experienced greater wellbeing (Parmenter, 2012, p.14).

Following Hurricane Katrina in August 2005 on the East Coast of the U.S.A., schools in Mississippi were described as anchors of their communities in both the short and the long-term (Bowman, 2007-2008). By reopening “within a matter of weeks”, they enabled “significant recovery to begin and then progress” (Bowman, 2007-2008, pp. 712-713). Once schools were able to reopen, they provided both parents and children with a sense of “stability and familiarity” during the day, amongst a time of chaos (ibid. p. 720). This stability was important for children in providing them with the familiar routines they needed to help them cope following disaster. The return to normality was also a huge relief for parents, one of whom stated that “the day my kids went back to school was when we knew things would be normal again” (ibid. p. 721). Families were also more likely to stay or return to the community if schools remained open. According to Bowman, this has a direct bearing on the economic life and potential of the community. She states: “The economic impact of reopening or creating good schools extends beyond the jobs it provides for teachers and staff...re-emerging or new businesses will be able to attract high-caliber workers only if the schools their children can attend are good” (ibid. p.722). Schools also had practical functions, in acting as emergency relief shelters, and also caring for students by providing meals once school resumed.

Following Japan’s 2011 earthquakes and tsunami, researchers have speculated that it was the familiar surroundings of their own schools that enabled the children to bounce back more quickly (Parmenter, 2012, p. 13). Within these schools/shelters, students helped with organising food, water and cleaning.

Children were transformed by returning to school (Parmenter, 2012). In Japan, the re-opening ceremonies of schools that had been the worst-affected were credited with making a “huge difference” to children, with one school principal describing the “total transformation” of children when they returned to school (Parmenter, 2012, p.15). Routine and a sense of security were important in helping combat the sense of insecurity

created by disaster. In one school which reopened in August 2011, the priority was to “recreate a sense of community security within the school” (Parmenter, 2012 p.16). Despite the children having had a range of experiences outside of school, including parents having lost jobs, it was important that “life [went] on as normal” (p.16 *ibid*). Not only was it important to maintain school life to keep things as normal as possible for children, in some places, the school was the only physical remains of what was previously a town or community. It was therefore vital to keep it alive as the sole remaining vestige of community.

Children, Schools and Disaster Recovery

Parents and families/whanau have critical roles in enhancing resilience and promoting recovery in children in a post-disaster environment. Preschool and primary age children are particularly reliant on their adult caregivers to make the world safe for them and to model coping skills. Consequently, children of parents who are compromised because of overwhelming adversity or unmet mental health needs may require additional support. Teachers also have an important and influential role in fostering recovery, particularly as they were the 'responsible adults' in closest proximity to students during both the February and June Christchurch earthquakes. The professionalism and skills of Canterbury teachers in managing these crises, keeping their pupils safe and monitoring their wellbeing and safety until the arrival of parents has undoubtedly contributed to the recovery of their pupils.

In addition, schools play a pivotal role in the recovery environment by providing a point of focus for the community and a natural place for the provision of support to both children and their parents.

1. Effects of disasters on child health and development

The major earthquakes over 2010 and 2011, causing loss of life and the destruction of our city's infrastructure together with the unprecedented impacts on suburban areas, have been very frightening events for Canterbury children.

Exposure to large-scale natural disasters predicts enduring mental health problems in children and adolescents (Kar & Bastia, 2006) with the most frequent post-disaster stress reactions including depression, anxiety and complicated grief, and at the pathological extreme, post-traumatic stress disorder (PTSD) (Masten & Osofsky, 2010). Existing research suggests that between 10 and 30% of children and adolescents will suffer significant psychological effects, which may have longer term impacts on their development (Pynoos et al., 1993, Goenjian, 1993, Kronenberg et al., 2010, Dell'Osso et al., 2011, Liu et al., 2011, Cohen et al., 2010). For children with existing vulnerabilities their mental health problems may be exacerbated by ongoing stressful events, financial strains and family dysfunction, all of which accumulate post-disaster.

Over time the majority of children and adolescents will recover and show stress resilience. This presents as the continued achievement of developmental milestones, despite adversity or after initial distress, together with evidence of adaptive functioning and recovery (Bodvarsdottir, Elklit & Gudmundsdottir, 2006).

2. The role of teachers and schools in enhancing recovery

The extent of trauma exposure, the developmental stage of the child, their individual characteristics and their social environment all interact to determine the impact of a disaster and the likely recovery pathway.

Recovery has been shown to be enhanced by children with:

- ability to regulate affect (Terranova, Boxer & Morris, 2009),
- prosocial skills (La Greca et al., 1996),
- positive cognitive coping strategies and the capacity to make meaning of losses (Terranova, Boxer & Morris, 2009), and
- the protection of effective caregivers (Masten & Osofsky, 2010).

Performance in school is a significant indicator of recovery as so many of these developmental transitions are played out in the context of the academic and social functioning required in a school environment (Franks, 2011).

In addition, schools have an important role in the monitoring of individual recovery. Teachers have knowledge of a child's functioning pre-disaster and can monitor academic and social progress through classroom and playground observation. Teachers also have a cohort of contemporary peer norms with which to compare progress. During the disaster response, therefore, "it is important to identify children who are having trouble coping and address any developing mental health problems" (Council on School Health, 2008, p.898).

The role of teachers in monitoring individual psychological recovery of students is evident in examples from recent international disasters. In North-East Japan following the 2010 earthquake and tsunami, teachers have taken on the long-term role of monitoring the mental health of their students (Parmenter, 2012). This is because there are no other systems providing for mental health available to children. Japanese schools do not have guidelines for mental health care or school counsellors. This is similar to the experience of Mississippi schools following Hurricane Katrina, where schools had an important function in providing mental health services for children, partly through providing a "substantial normalizing force in students' lives merely by holding classes" (Bowman, 2007-2008 p.729). It is important to recognise the "positive impact that schools can have on students' mental health at a crucial point in time" (ibid.p.729). It is necessary for schools to "learn more about the ramifications of disasters for their students' mental health" (ibid. p.732), through understanding the "reality of Katrina survivors' experiences" (ibid. p.732). Teachers in Mississippi have helped provide "students with tools for coping" but they have "also indicated concerns about their students' long-term mental health" (ibid. p.732). Looking forward, it will be important to provide these teachers "with resources that will help avert a children's mental health crisis in the wake of another...disaster" (ibid p.732).

In Christchurch schools following the September and February earthquakes, teachers provided "important support to children and young people", who "looked to them with each aftershock" (Dean, 2011, p. 95). Christchurch teachers continue to play a long-term role in the individual recovery of students.

3. Support for teachers

Not only do teachers support children following disasters, and aid in their recovery, but they too need adequate long-term support in order to recover. This is recognised by the Ministry of Education, who have taken on board research from other international disaster contexts. The Ministry of Education have been advised to take heed of what the Australians have learnt following the bush fires in Victoria, in terms of continuing to provide support for teachers. In particular, if “they could turn back time, they would have provided more direct support to schools” (Dean, 2011, p. 95). In response, the Ministry of Education has begun surveying teachers’ wellbeing. In May 2011, 194 teachers responded to an initial survey asking about their wellbeing needs. The survey indicated that “where teachers taught and lived had no effect on their perceived need for support” (ibid. p.95). The main wellbeing needs were: “information about supporting families; information on children and student well-being; and information to support their own well-being” (ibid. p.96). Teachers had concerns about sharing school sites, about the increased teaching demands and differences in management in different schools. Amongst other findings, teachers stated emphatically that they “didn’t want things that took up extra time and extra resources, and/or placed additional burdens in their daily lives” (ibid. p.96).

School Size

1. The small school movement: high schools in the U.S.A.

Internationally, there is a new movement within education towards smaller schools in general, although so far this has been confined to high schools. This movement has originated in the United States over the past 20 years (Carolan, 2012), and is reported to be a response to high school shootings where large school sizes and the relative anonymity of the students to the teachers may have been a factor in the killings (Grauer, 2007, Kuziemko, 2006). An American proponent of smaller high schools cites articles from the Washington Post and the Los Angeles Times in suggesting that "Smaller, more intimate learning communities consistently deliver better results in academics and discipline when compared to their larger counterparts" and "Students at large schools are more prone to be alienated from their peers or engage in risky behaviour" (Grauer, 2007, p.1). Furthermore, Grauer describes the purported advantages of larger high schools in providing greater opportunities as serving "a very small percentage of students and rarely [having] any connection to the most basic thing of all: the focus on student learning" (Grauer, 2007, p. 3). Another Australian researcher has challenged the assumption that larger schools offer greater equality of learning by offering a more diverse curriculum, saying that many smaller schools were also able to offer a broad range of subjects. Furthermore, evidence of whether students in larger schools actually engaged in the extra activities offered was debatable (Elsworth, 1998).

In Oakland, California, 48 new small schools have been shown to 'outperform' academically the larger schools from which they originated (Shah et al., 2009). The small increases in academic achievement were partly attributed to the increased educational opportunity through the more positive school climate following the change to smaller school size. This information was gathered in a follow-up study over six years.

2. School size and educational outcomes

Proponents of smaller schools argue that their positive benefits include stronger, ongoing relationships between students and adults, providing more choices for students by catering to their learning styles, the development of a unique school culture, engagement with the community in student learning (Grauer, 2007). Smaller schools may benefit adolescents by enhancing social capital and "connectedness" amongst students, leading to increased achievement and the increased likelihood of graduation and going on to further education (Carolan, 2012). Therefore they aim to create schools where students feel more connected, with the expectation that this will improve performance (Carolan, 2012).

Carolan suggests that in general, research so far is insufficient and too inconsistent to determine which school size works best for optimal student achievement. He suggests that it is not the school size that matters so much as how the size of the school determines the way that adults and students relate to one another. His study results showed that

although parents knowing their friends' parents was related to increased maths achievement for students (at Year 12), this relationship was not evident when controlled for confounding factors to do with the students and the school (e.g. SES, school SES, parent aspirations, student expectations, thinking that maths is fun, number of hours on math homework, etc). He concluded that there is "no one-size-fits-all prescription for school size reform" (Carolan, 2012, p. 593) and that much further research in this area is needed. He suggests "any...school-level reform that focuses on size...needs a much closer and critical public evaluation" (ibid. p.589).

Another researcher deplores the lack of economic literature available on the subject of school size and educational outcomes (Kuziemko, 2006). He argues that there is a lack of credible research on school consolidation and that good evaluation research in this area needs to be a priority. His own study results suggested that smaller schools increase both math scores and attendance rates and that the "benefits of smaller schools outweigh the cost" (Kuziemko, 2006, p.63). He looked at data from public schools in the United States to "identify abrupt changes in school enrolment" (due to either mergers into larger schools and schools splitting into new schools; or the opening of a new school which affected enrolments at nearby schools) and focused on how these changes affected the third grade maths and language test scores, as well as attendance, of younger students at elementary (primary) school level in Indiana. He found that in general, increases in school enrolment were associated with decreases in math scores.

In general, the evidence regarding any association between school size and the school's social environment appears to be contradictory (Nitta, Holley & Wrobel, 2010). That is, supposed benefits of larger schools may include improved social opportunities through a more diverse friendship network and the beneficial aspect of relative anonymity for students concerned about their prior or family reputation. Smaller schools, however, may be more caring and supportive and more inclusive of outsiders, students may be less likely to be overlooked, and there may be a more positive environment overall (Nitta, Holley & Wrobel, 2010). Likewise, the evidence concerning school size and learning opportunities is also complicated. While larger schools may be able to offer a broader curriculum it does not necessarily mean that students in larger schools learn more (Nitta, Holley & Wrobel, 2010).

3. Smaller schools in New Zealand

In 1999, the Education Review Office (ERO) produced a document called 'Small Primary Schools: Performance as a function of size'. It summarized the advantages and disadvantages of smaller schools. One advantage for smaller schools was that they may have smaller class sizes, and it may be easier for teachers to respond to individual student needs. They may have more of a 'family' atmosphere and it may be easier for students to settle in and feel a sense of belonging. Smaller schools may be the hub of their communities, and the community may be strongly involved in helping maintain the school. A disadvantage for smaller schools was the challenge of providing a balanced curriculum with fewer teachers. For smaller schools which have fewer teachers over the long term, there may be a problem if teachers are of poorer quality. It may be difficult to

recruit good teachers or principals to the area. There are also more demands on principals who have to teach. It may also be a disadvantage for smaller parent communities if they have to select their Board of Trustees (BoT) members from a less experienced pool.

The Education Review Office (ERO) states that the “Government has an interest in ensuring that as many students as possible have access to schooling within a reasonable travelling time” (ERO, 1999, p.4) and that the government recognises that providing education to some students will always cost more, due to isolation, special needs or educational disadvantage. For very small schools, the government balances an interest in access to services/schooling versus the educational and financial viability of the school (ERO, 1999, p.4).

Between 1996 and 1998, ERO reviewed the performance of 400 small schools (with fewer than 150 students), compared to a control group of 100 schools reviewed between 1997 and 1998. It found only a minor difference between those schools and the control group in governance and management (although very small schools with fewer than 26 student performed more poorly). It found that all small schools performed lower than the control group on curriculum management and delivery. All of the small schools performed well in terms of their school climate. The reasons for high performance in small schools included the close relationship between the school and its community, the multiple roles of community members within the school, students and families being well-known to school staff and Board of Trustees members, and generational ties. In contrast the reasons for low performance (such as in self-review, assessment of student achievement, and curriculum planning) included not having good systems in place, the multiple roles of teaching principals, recruitment of suitable staff, and a limited pool of potential Board of Trustee members.

New Zealand researchers have noted that in the last two decades a “neoliberal restructuring program” has led to the Network Review programme of school closures (Kearns et al., 2009). In 2000, 32% of New Zealand’s schools were located in rural or very small settlements. However, falling rolls have forced many of these schools to close. Although school sizes may be smaller in rural areas, researchers argue that “Small size and/or isolation do not necessarily mean ineffective teaching and closure is neither the only nor necessarily the ‘best’ option”. Small schools develop more intimate knowledge of children, encourage committed teachers and encourage their community to participate (Kearns et al., 2009, p. 133).

Conclusions

Education is a key determinant of health. Schools are a vital part of their communities. They have more than just an educational function and can serve as a central meeting point for families, which is particularly important for those families who have no other sense of community. Schools contribute to the health of their communities by creating a sense of social cohesion. Many communities in New Zealand have demonstrated their attachment to their local schools by strongly resisting school closures.

Because of the important roles schools play in their communities, proposed school closures or mergers are likely to be perceived by their communities as threatening a range of losses. Some of these losses have been researched but to a relatively small extent, therefore their ongoing effects are inadequately understood. In New Zealand, communities have been left divided and feeling bitter over school closures, particularly where they felt there was a lack of consultation.

There is only a small amount of research about how school closures affect students and teachers and closures may affect students in different ways. It seems that in general it is harder for teachers and parents to adjust than it is for students. There are both positive and negative effects of school closures and mergers. Positive effects may include more educational opportunities and more diverse social networks; negative effects may include more distant relationships between adults and students, larger class sizes and transportation challenges.

Schools have played a central role in providing a sense of normality for students and parents following disasters, including the Canterbury earthquakes. This is very important, as exposure to disasters can lead to mental health problems in children. Teachers can help monitor the ongoing mental health of children over time. However, teachers themselves need ongoing support following disasters, and the current proposed changes for the school sector in Christchurch may represent an additional burden that is unhelpful for their wellbeing in the wake of the earthquakes.

The movement towards reducing school sizes (albeit in high schools rather than primary schools) in the United States has arisen in a substantially different context and may not be directly relevant to New Zealand. The literature suggests that research surrounding the relationship between school size and educational achievement is relatively sparse and inconsistent in its findings. New Zealand research has found that smaller schools have both advantages and disadvantages.

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Canterbury

District Health Board

Te Poari Hauora ō Waitaha

Comment from the Canterbury District Health Board

November 2011

Ministry of Education

**Invitation by the Ministry of Education and the Tertiary Education Commission to
contribute to the development of a draft Education Renewal Recovery Plan**

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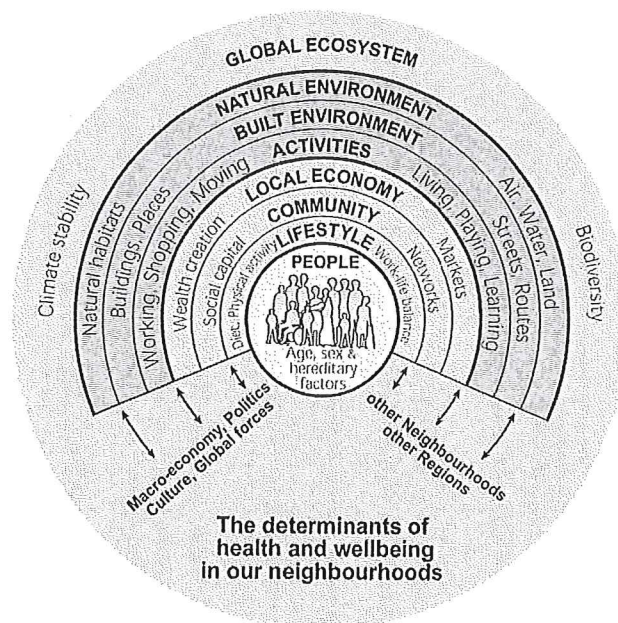
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Summary of Key Points

1. The Canterbury District Health Board (CDHB) encourages the Ministry of Education to consider health as a key issue in all its forward planning and to assess all plans with respect to their implications for health.
2. While health care services are an important determinant of health, most of the determinants of health lie outside the traditional 'health sector'. Because of this, initiatives to improve health must involve organisations and groups beyond the health sector, such as the education sector, if they are to have a reasonable impact.
3. The Canterbury District Health Board acknowledges the unique opportunity afforded by the earthquakes to introduce 'fresh thinking into the future shape of education' in greater Christchurch.
4. Education is considered one of the most important underlying determinants of health outcomes for both individuals and communities. Education reduces poverty through increased employment, and provides skills for attaining better health.
5. The CDHB recognizes the pivotal role the education sector plays in supporting children and young people to develop health literacy skills, enabling them to confidently access health services.
6. Exposure to large-scale natural disasters predicts enduring mental health problems in children and adolescents with the most frequent post-disaster stress reactions including depression, anxiety and complicated grief, and at the pathological extreme, post-traumatic stress disorder (PTSD).
7. Existing research suggests that between 10 and 30% of children and adolescents will suffer significant psychological effects, which may impact longer term on their development.
8. Preschool and primary age children are particularly reliant on their adult caregivers to make the world safe for them and to model coping skills. Consequently, children of parents who are compromised because of overwhelming adversity or unmet mental health needs may require additional support.
9. Schools have an important role in the monitoring of individual recovery. Teachers have knowledge of a child's functioning pre-disaster and can monitor academic and social progress through classroom and playground observation. Teachers also have a cohort of contemporary peer norms with which to compare progress.
10. Schools also have an existing referral pathway to the health sector for consultation and referral of children and adolescents about whom they are concerned.
11. Close collaboration between the education sector, public health and child and adolescent mental health services is crucial in order to support recovery and identify those who are not faring well.
12. The CDHB acknowledges the unprecedented opportunity for the education and health sectors to collaborate in recovery and welcomes the opportunity to work with the Ministry of Education in joint support of the children and young people of greater Christchurch.

Rationale

1. The Canterbury District Health Board (CDHB) welcomes the opportunity to comment on the future shape of education in greater Christchurch. We recognize that our comments will contribute towards the development of a draft Education Renewal Plan which will be presented in the new year.
2. The Canterbury District Health Board recognizes that the earthquakes have resulted in significant changes to land and property requiring the education sector to respond in a complex environment to enable children and young people to continue their learning.
3. The Canterbury District Health Board acknowledges the unique opportunity afforded by the earthquakes to introduce 'fresh thinking into the future shape of education' in greater Christchurch.
4. The Canterbury District Health Board recognizes the unprecedented opportunity to maintain and develop the intersectoral collaboration that has been in evidence in post-earthquake greater Christchurch for the benefit of the children and young people in our region.
5. The World Health Organization has defined health as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'.¹
6. Health is influenced by a wide range of factors beyond the health sector. Health services help to restore people to good health or provide care for people when they are in need. However, various analyses of gains in life expectancy have attributed between only 10 to 30 percent to health services.²
7. Much greater impacts are attributed to environmental, social and behavioural factors.³ The diagram below presents some of the main factors determining the health of our local populations.



Source: WHO Collaborating Centre for Healthy Cities and Urban Policy, University of the West of England, Bristol,
URL: <http://www.bne.uwe.ac.uk/who/researchthemes.asp>

¹ World Health Organization, Constitution of the World Health Organization. 1948.

² Ministry of Health. 2005. Advice to Incoming Minister of Health. Ministry of Health: Wellington.

³ Public Health Advisory Committee. 2004. The Health of People and Communities. A Way Forward: Public Policy and the Economic Determinants of Health. Public Health Advisory Committee: Wellington.

8. While health care services are an important determinant of health, most of the determinants of health lie outside the traditional 'health sector'. Because of this, initiatives to improve health must involve organisations and groups beyond the health sector, such as the education sector if they are to have a reasonable impact.⁴
9. Education is recognized internationally as a key element of sustainable development and can be considered one of the most important underlying determinants of health outcomes for both individuals and communities. Education reduces poverty through increased employment, and provides skills for attaining better health.⁵
10. Working intersectorally utilising a determinants, or Health in All Policies, approach enables experts across a range of disciplines to contribute to the development of plans which advance human development, uphold sustainability and equity principles and assist in the resolution of complex problems whilst improving health outcomes.
11. Canterbury District Health Board staff are available to discuss this comment and welcome further opportunities to collaborate with the education sector, sharing knowledge and expertise, for the benefit of the children and young people in the greater Christchurch region.
12. This comment has been developed by CDHB staff and its Board including elected representatives. All divisions of the CDHB were invited to contribute and a draft comment was referred to Board members for their input. The final comment was approved by the Board.

David Meates
Chief Executive Officer
Canterbury District Health Board

⁴ McGinnis JM, Williams-Russo P, Knickman JR. 2002. The case for more active policy attention to health promotion. *Health Affairs*, 21(2): 78 - 93.

⁵ WHO Regional offices for South-East Asia and the Western Pacific. 2008. Health In Asia and the Pacific. WHO Regional Offices for South-East Asia and the Western Pacific. Available from: http://www.wpro.who.int/NR/rdonlyres/07833FE9-0D55-40E2-A776-E8444430F00F/0/07_Chapter2Socialdeterminantsofhealth.pdf

CDHB Perspectives: Children and Young People in greater Christchurch

13. The CDHB works directly with the education sector in a range of undertakings including the Public Health Nursing Service, the School Nursing Service, B4 School Check Coordination, Hearing and Vision Screening, Dental Services and Health Promoting Schools.
14. Health services are directly involved with children and their families from the very earliest days with contact usually beginning with mothers during pregnancy and continuing throughout the life course.
15. Children and young people experience a multiplicity of contacts with the health system, over time. This involves regular contact with primary care practitioners but may also include extensive and on-going specialist input with outpatient and/or hospital services to address complex and often chronic healthcare needs.
16. The current and future health of our region's children and young people (and in turn the health of their future children) is strongly associated with each individual's educational achievements and level of qualification awarded.
17. It is recognized that communities that are vulnerable prior to disaster can fare less well in long-term recovery resulting in increased disadvantage. Following disasters the very young and very old, the disabled and those who are poor or who have limited literacy skills are likely to suffer the most.⁶
18. It is recognized that many of the areas most heavily impacted by the earthquakes, and those potentially most vulnerable to any changes in school organisation and levels of resourcing, are also amongst the most deprived areas in the greater Christchurch region.
19. Health literacy or the ability to take an active role in health care related decisions includes a range of skills such as being able to locate health information, evaluate information for credibility and quality, read appointment letters and labels on medication, the ability to articulate health concerns, describe symptoms and ask questions, to consider the relative risks and benefits of a particular decision, to be able to follow and understand a doctor's directions and to complete consent forms.
20. The CDHB recognizes the pivotal role the education sector plays in supporting children and young people to develop these skills, which in turn enables them to confidently access health services.
21. The CDHB recognizes the important contribution of the Southern Regional Health School to the ongoing support and education of students too unwell to attend their normal school.
22. The CDHB recognizes that the ongoing consideration of inequalities evident by ethnicity, gender, health status, socio-economic status, geographical place and those experienced by people with disabilities will be essential through the recovery phase and beyond.
23. The CDHB considers it essential that Ngai Tahu, as tangata whenua, and nga mata waka remain fully consulted and involved through this period in acknowledgement of the special relationship that Māori and the Crown have under the Treaty of Waitangi. The CDHB acknowledges the Memorandum of Understanding between Te Runanga o Ngai Tahu and the Minister of Education (2001).

⁶ Bidwell, S. 2011. Long-term planning for recovery after disasters: Ensuring Health in All Policies. Community and Public Health, CDHB: Christchurch. <http://www.cph.co.nz/files/LTPPlanningAfterDisastersFull.pdf>

Education as a Determinant of Health

24. Education and health are inextricably linked. In simplest terms this means that healthy young people are more likely to be able to make the most of learning opportunities and to learn more effectively. In addition well educated young people are more likely to make healthy choices.
25. Young people who feel positive about their school and who are connected to significant adults are less likely to engage in high risk behaviours and are likely to have better learning outcomes.
26. Young people who remain in education have a better chance for good health.
27. Schools are also worksites for the staff and are settings that can model effective worksite health promotion and best practice for the benefit of all staff and ultimately their students.

Effects of Disasters on Child Health and Development

The major earthquakes over 2010 and 2011, causing loss of life and the destruction of our city's infrastructure together with the unprecedented impacts on suburban areas, have been very frightening events for Canterbury children.

28. Exposure to large-scale natural disasters predicts enduring mental health problems in children and adolescents⁷ with the most frequent post-disaster stress reactions including depression, anxiety and complicated grief, and at the pathological extreme, post-traumatic stress disorder (PTSD).⁸
29. Existing research suggests that between 10 and 30% of children and adolescents will suffer significant psychological effects, which may impact longer term on their development.^{9,10,11,12,13,14}
30. For children with existing vulnerabilities their mental health problems may be exacerbated by ongoing stressful events, financial strains and family dysfunction, all of which accumulate post-disaster.
31. Over time the majority of children and adolescents will recover and show stress resilience. This presents as the continued achievement of developmental milestones, despite adversity or after initial distress, together with evidence of adaptive functioning and recovery.¹⁵

⁷ Kar, N. & Bastia, P.K. 2006. Post-traumatic stress disorder, depression and generalised anxiety disorder in adolescents after a natural disaster: a study of comorbidity. *Clinical Practice and Epidemiology in Mental Health*, 2(17): 1-7.

⁸ Masten, A. & Osofsky, D.D. 2010. Disasters and Their Impact on Child Development: Introduction to the Special Section. *Child Development*, 81(4): p. 1029-1039.

⁹ Pynoos, R.S., Goenjian, A., Tashjian, M., Karakashian, M., Manjikian, R., Manoukian, G., ... & Fairbanks, L.A. 1993. Post-traumatic stress reactions in children after the 1988 Armenian earthquake. *British Journal of Psychiatry*, 163: 239-247.

¹⁰ Goenjian, A. 1993. A mental health relief programme in Armenia after the 1988 earthquake. Implementation and clinical observations. *The British Journal of Psychiatry*, 163: 230-239.

¹¹ Kronenberg, M.E., Hansel, T.C., Brennan, A.M., Osofsky, H.J., Osofsky, J.D. & Lawrason, B. 2010. Children of Katrina: lessons learned about postdisaster symptoms and recovery patterns. *Child Development*, 81(4):1241-1259.

¹² Dell'Osso, L., et al., 2011. Full and partial PTSD among young adult survivors 10 months after the L'Aquila 2009 earthquake: gender differences. *Journal of Affective Disorders*, 131:79-83.

¹³ Liu, M., et al., 2011. Mental health problems among children one-year after Sichuan earthquake in China: a follow-up study. *PLoS One*, 6(2):1-6.

¹⁴ Cohen, J., et al., 2010. Practice Parameter for the Assessment and Treatment of Children and Adolescents With Posttraumatic Stress Disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 49(4):414-430.

¹⁵ Bodvarsdottir, I., Elklit, A. & Gudmundsdottir, D., 2006. Post-traumatic Stress Reaction in Children after two large Earthquakes in Iceland. *Nordic Psychiatry*, 58(2):91-107.

Effects of Disasters on Brain Functioning in Children

32. Disasters that threaten a child's safety or the safety of their loved ones activate brain fear pathways.
33. In the short-term this has a protective effect but when the fear becomes chronic, as may have occurred for many children in response to a prolonged period of significant aftershocks, the ongoing over-arousal has a detrimental effect on brain functioning.
34. This can be manifest as regulatory disruption such as sleep disturbance, poor concentration and attention, irritability, fatigue and reduced motivation. All may impact on classroom learning and behaviour and depending upon the child's stage of development may affect the attainment of critical educational building blocks.
35. This may have negative downstream impacts on educational and future vocational outcomes.

The Critical Role of Parents, Family and Teachers

36. Parents and the family have a potent role in enhancing resilience and promoting recovery in children in a post-disaster environment.
37. Preschool and primary age children are particularly reliant on their adult caregivers to make the world safe for them and to model coping skills. Consequently, children of parents who are compromised because of overwhelming adversity or unmet mental health needs may require additional support.
38. Teachers also have an important and influential role in fostering recovery, particularly as they were the 'responsible adults' in closest proximity to students during both the February and June earthquakes.
39. The professionalism and skills of Canterbury teachers in managing these crises, keeping their pupils safe and monitoring their wellbeing and safety until the arrival of parents has undoubtedly contributed to the recovery of their pupils.
40. In addition, schools play a pivotal role in the recovery environment by providing a point of focus for the community and a natural place for the provision of support to both children and their parents.

The Role of Teachers and Schools in Enhancing Recovery

41. The extent of trauma exposure, developmental stage of the child and individual characteristics of the child and their social environment all interact to determine the impact of a disaster and the likely recovery pathway.
42. Recovery has been shown to be enhanced by children with 1) ability to regulate affect,¹⁶ 2) prosocial skills,¹⁷ 3) positive cognitive coping strategies and the capacity to make meaning of losses,¹⁸ and 4) the protection of effective caregivers.¹⁹

¹⁶ Terranova, A.M., Boxer, P., Morris, A.S., 2009. Factors influencing the course of post traumatic stress following natural disaster. *Journal of Applied Developmental Psychology*, 30:344-355

¹⁷ La Greca, A.M., Silverman, W.K., Vernberg, EM and Prinstein MJ. 1996. Symptoms of posttraumatic stress in children after Hurricane Andrew. *Journal of Consulting and Clinical Psychology*, 64:712-723.

¹⁸ Terranova, A.M., Boxer, P., Morris, A.S., 2009. Factors influencing the course of post traumatic stress following natural disaster. *Journal of Applied Developmental Psychology*, 30:344-355

¹⁹ Masten, A. & Osofsky, D.D. 2010. Disasters and Their Impact on Child Development: Introduction to the Special Section. *Child Development*, 81(4): p. 1029-1039.

43. Performance in school is a significant indicator of recovery as so many of these developmental transitions are played out in the context of the academic and social functioning required in a school environment.²⁰
44. In addition schools have an important role in the monitoring of individual recovery. Teachers have knowledge of a child's functioning pre-disaster and can monitor academic and social progress through classroom and playground observation. Teachers also have a cohort of contemporary peer norms with which to compare progress.
45. Schools also have an existing referral pathway to the health sector for consultation and referral of children and adolescents about whom they are concerned.
46. Close collaboration between the education sector, public health and child and adolescent mental health services is crucial in order to support recovery and identify those who are not faring well.

Primary Health Services in Schools

47. Most primary health care is delivered by general practices, which are supported by Primary Health Organisations to meet the needs of their enrolled populations
48. Some primary health services for children and young people are delivered via early childhood centres and schools. These are principally:
 - a) School dental services for primary school children – now delivered by a fleet of 18 dental vans visiting primary schools, supported by several community dental hubs providing more advanced dental care.
 - b) Public health nursing which supports early childhood centres with health information and maintains regular contact with all schools offering health assessments for students referred to the service, home visiting, case management, links to other health services, and self-referral youth health clinics in some intermediate and most secondary schools
 - c) Vision and hearing testing which offers routine screening to all four year olds, new entrants and vision and colour deficiency screening to year 7 students, plus referrals
 - d) On-site nurses at several low decile secondary schools, alternative education facilities and teen parent units who assess the health and development status of year 9 students and offer health advice and referrals to other services.
49. These health services and their delivery models are flexible and can be melded to best fit the future shape of education services.
50. We strongly support the continuation of these services as an important part of the continuum of care for children and young people in Canterbury, particularly with the additional stresses and pressures they are experiencing as a result of recent events.
51. The factors which we believe are key to maximising the value of these services for children and young people, and which we ask you to consider in your future planning, are:
 - a) Ready access to schools, including suitable on-site facilities, and school administration support for efficient scheduling of contact time with children and young people;
 - b) Good communication between teachers and health service workforce, so that these health services are responsive to the needs of children and young people; and

²⁰ Franks, B. A. 2011. Moving targets: A developmental framework for understanding children's changes following disasters. *Journal of Applied Developmental Psychology*, 32(2): 58-69.

- c) School support for children and young people accessing other primary and secondary health services off-site, particularly when this occurs in school time.
52. The redevelopment of schools offers an opportunity to improve facilities that support on-site health service delivery.
53. The redevelopment of schools may also happen at the same time as some primary health services are consolidated at Integrated Family Health Centres (IFHCs) – a development that has been accelerated by the impact of the Canterbury earthquakes on general practice, pharmacy and other facilities. There are obvious benefits in these parallel developments working together to support ready access by the population. We ask that the development of IFHCs and the opportunities that this presents are considered in your future planning and the CDHB welcomes discussion to further explore these possibilities.

Health Promoting Schools

Health Promoting Schools²¹ incorporates a three-way strengths-based model that maximizes and empowers students and their families' abilities to interact and to participate in education. Health Promoting Schools' Advisors (Community & Public Health, CDHB) currently work with fifty lower decile schools in the greater Christchurch area.

54. The **Goals of Health Promoting Schools** are to promote school social and physical environments that improve the health and wellbeing of students and their families/communities and contribute to improved student educational outcomes.
55. **The Principles of Health Promoting Schools - Health Promoting Schools²²:**
- promote the health and wellbeing of students
 - enhance the learning outcomes of students
 - uphold social justice and equity concepts
 - provide a safe and supportive environment
 - encourage and support student participation and empowerment
 - link health and education issues and sectors
 - address the health and wellbeing issues of all school staff
 - collaborate with parents and the local community
 - integrate health into a schools' ongoing activities, curriculum and assessment
 - set realistic goals built on accurate data and sound evidence, and
 - seek continuous improvement through ongoing monitoring and evaluation
56. The CDHB commends the Health Promoting Schools model to the Ministry of Education as a way of making health and wellbeing explicit in education settings, a way of allowing student voice, supporting inclusivity and ensuring a health in all policies approach to schools' ways of being.

School Community Hubs

Community hubs are sited on school grounds with the aim of improving home/school partnerships, community resilience and access to health and social services.

57. The **Linwood North Primary School Community Hub** - The partnerships established for the project through the school and community are an expression of integrated thinking transformed into action. The newly formed Social Services Hub is supported by the joint actions and resources of the Communities Team (Community & Public Health, CDHB), Child, Youth & Family (CYF, a division of the Ministry of Social Development), and the Ministry of Education through its Southern Regional Office.

²¹ <https://www.healthed.govt.nz/resource/health-promoting-schools-support-manual>

²² <https://hps.tki.org.nz>

58. The development of the Hub is a positive, joint community project to address the issues the school and community face as they seek to 'bounce back' and become a stronger, more resilient and sustainable community following the 2010 and 2011 earthquakes.
59. The purpose of the Hub is to clearly represent the Linwood North community in the earthquake recovery process and to provide a mediation role, ensuring community issues are acted on and resources utilised in a timely and appropriate way.
60. The CDHB commends the concept of the health and social services 'Hub' as a way to support schools and their communities through the recovery process.

Recommendations

In light of professional understandings about the links between education and health and the impact of the earthquakes on children and young people the CDHB makes the following recommendations.

61. That the Ministry of Education continues to prioritise the support of principals, teachers and students, in the greater Christchurch area, together with the provision of high levels of resourcing and support for vulnerable students and those with special needs throughout the recovery period.
62. That the Ministry of Education provides proactive, early assessment of students for learning, developmental and other educational issues allowing for differentiation of and timely referrals to health services for those students with potential mental health issues.
63. That opportunities are regularly taken to provide teachers and principals with information about how disrupted mental health may play out in classroom and school settings post-disaster.
64. That consideration be given to providing 15 year olds and over access to Special Education Services.
65. That an emphasis is placed on building resilience and focusing on the health and wellbeing of Canterbury school students.
66. That consideration be given to the provision of a life skills programme focused on building problem-solving strategies and resilience to all students and schools in the Canterbury region.
67. Mindful of population shift the CDHB encourages the Ministry of Education to consider the provision of wrap-around services for schools within or near the residential red zone. Schools and students with in-migration may also require similar types of additional support.
68. That the emphasis on Māori student achievement, the promotion of tikanga, te reo and the provision of bilingual units are explicit priorities in recovery.
69. That the importance of supporting differing needs through the provision of alternative education options is maintained e.g. alternative education units and teen parent units.
70. That initiatives to support students in the transition to further education and employment are enhanced throughout recovery.
71. That initiatives to support Māori and Pacific students to undertake tertiary study are enhanced throughout recovery.
72. That students are supported to pursue health careers through collaborations between the Christchurch Polytechnic Institute of Technology, the University of Otago and the University of Canterbury.

73. That the Ministry of Education works closely with the CDHB when children are reintegrating back to school following illness and considers opportunities to make this transition easier e.g. with the provision of withdrawal rooms in any school redesigns or rebuilds.
74. That the opportunity to improve facilities that support on-site health service delivery is considered in redevelopment plans.
75. That the potential benefits of redeveloping schools in parallel with Integrated Family Health Centres be considered allowing for ready access by the community. We ask that the development of IFHCs and the opportunities that this presents are considered in your future planning.
76. That consideration is given to adopting the Health Promoting Schools model across education settings in Canterbury as a way of making health and wellbeing explicit in school environments and to ensure a health in all policies approach to schools' ways of being.
77. That schools seeking to develop a health and social services 'Hub' are supported to achieve this as a means to support schools and their communities through the recovery process.
78. That an emphasis be placed on utilizing school community engagement processes.
79. That the Ministry of Education engages in ongoing discussions and collaboration with the CDHB in the pursuit of opportunities to support health and wellbeing in schools, support the mental health needs of students and to ensure the identification of those who are not faring well and require access to health services.

Conclusion

80. The CDHB encourages the Ministry of Education to consider health as a key issue in all its forward planning and to assess all plans with respect to their implications for health.
81. Canterbury District Health Board staff are available to discuss this comment and welcome further opportunities to collaborate with the education sector.
82. The CDHB acknowledges the unprecedented opportunity for the education and health sectors to collaborate in recovery and welcomes the opportunity to work with the Ministry of Education in joint support of the children and young people of greater Christchurch.

Community and Public Health, CDHB

Community and Public Health, the public health division of the Canterbury District Health Board, upholds the Treaty of Waitangi, seeks to address issues of equity, utilises a determinants of health approach and endeavours to be informed by best-evidence.

Education as a determinant of health

Education that is meaningful and relevant is recognised as playing a fundamental role in personal and social development. Education and health are inextricably linked. In simplest terms this means that healthy young people are more likely to be able to make the most of learning opportunities and to learn more effectively. In addition well educated young people are more likely to make healthy choices and young people who remain in education have a better chance for good health.

Partnerships between the health and education sectors can therefore add value to both health and educational outcomes. A health promoting schools approach can, for example, provide opportunities to create environments that increase a sense of belonging and connectedness to school and community, and demonstrate a whole school commitment to improving and protecting the health and wellbeing of the wider school community.

1. Education is a strong predictor of long-term health and quality of life.¹ A positive relationship has been found between one's education and one's health status.² A positive link has also been found between one's own schooling and the schooling received by one's children.³
2. Success in school and years in education are major factors in future social and occupational status throughout life.⁴ Education, together with income and employment status, has been identified as critical to determining an individual's social and economic position and ultimately their health outcomes.
3. Evidence suggests that a low level of educational attainment is associated with poor health status.⁵ Educational attainment is strongly related to future occupation and income level with adverse early social circumstances associated with a significant chance of low educational achievement.⁶

¹ Feinstein, L. I. 2002. *Quantitative Estimates of the Social Benefits of Learning, 2: Health (Depression and Obesity)*. London, England: Centre for Research on the Wider Benefits of Learning. Available at: <http://www.learningbenefits.net/Publications/ResReps/ResRep6.pdf>

² Groot, W. & van den Brink, H.M. 2006. *What does education do for our health? Measuring the Effects of Education on Health and Civic Engagement: Proceedings of the Copenhagen Symposium*. Organisation for Economic Co-operation and Development

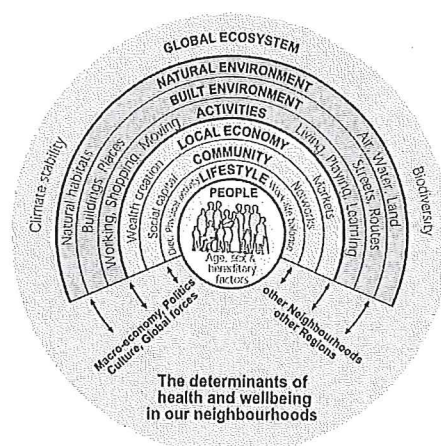
³ Ibid.

⁴ Ross, C.E., Wu, C.L. 1996. Education, Age, and the Cumulative Advantage in Health. *Journal of Health and Social Behavior*. 37:104-120.

⁵ National Advisory Committee on Health and Disability. 1998. *The Social, Cultural and Economic Determinants of Health in New Zealand: Action to Improve Health*. Wellington: National Health Committee.

⁶ Wadsworth, M.E.J. 1997. Changing social factors and their long-term implication for health. *British Medical Bulletin* 53:198-209.

4. Education is recognised as a key element of sustainable development and can be considered one of the most important underlying determinants of health outcomes for both individuals and communities. Education reduces poverty through increased employment, and provides skills for attaining better health.⁷ Education makes a positive contribution to the efficiency of (consumer) choices (i.e. on smoking and on the use of health care).⁸
5. Although health care services are an important determinant of health, most of the determinants of health lie outside the traditional 'health sector'. Far greater impacts on population health can be attributed to environmental, social and behavioural factors.⁹ The diagram below presents an overview of the factors that determine the health of populations.



Source: WHO Collaborating Centre for Healthy Cities and Urban Policy, University of the West of England, Bristol,
URL: <http://www.bne.uwe.ac.uk/who/researchthemes.asp>

6. Initiatives to improve health must therefore involve organisations and groups beyond the health sector, such as the education sector if they are to have a reasonable impact.¹⁰

Māori and health outcomes

7. Indigenous children are acknowledged as one of the most vulnerable and marginalised groups in our world. These children inhabit every region, often living in remote areas, representing some seventy countries and five thousand different peoples. Even in income-rich countries indigenous children do not tend to enjoy the same levels of health or access to health services that are

⁷ World Health Organization Regional Offices for South-East Asia and the Western Pacific. 2008. *Health in Asia and the Pacific*. WHO Regional Offices for South-East Asia and the Western Pacific. Available from: http://www.wpro.who.int/NR/rdonlyres/07833FE9-0D55-40E2-A776-E8444430F00F/0/07_Chapter2Socialdeterminantsofhealth.pdf

⁸ Groot, W. & van den Brink, H.M. 2006. *What does education do for our health? Measuring the Effects of Education on Health and Civic Engagement*: Proceedings of the Copenhagen Symposium. Organisation for Economic Co-operation and Development

⁹ Public Health Advisory Committee. 2004. *The Health of People and Communities. A Way Forward: Public Policy and the Economic Determinants of Health*. Wellington: Public Health Advisory Committee

¹⁰ McGinnis JM, Williams-Russo P, Knickman JR. 2002. The case for more active policy attention to health promotion. *Health Affairs*, 21(2): 78 - 93.

- enjoyed by their non-indigenous peers. Indigenous children continue to be over represented in mortality statistics for infants and children regardless of whether they live in income-rich or income-poor countries.¹¹
8. In 2006 there were 867,576 New Zealand children aged 0–14 years, who formed 21.5% of the total New Zealand population. Of these children, 23.0% identified as Māori.¹²
 9. There is considerable diversity and disparity in health and wellbeing outcomes for New Zealand children. Overall, children who live in Māori, Pacific and low-income families fare much worse compared with other New Zealand children. The health status of Māori and Pacific children has been identified as two to three times poorer than the health status of non-Māori and non-Pacific children.¹³
 10. Māori generally have poorer health than non-Māori for many health measures including heart disease, cancer and mortality.^{14,15} These findings have been found to persist even when other factors such as smoking and socio-economic status are controlled for.¹⁶ It appears that there are multi-factorial explanations for these findings.^{17,18}
 11. The New Zealand Public Health & Disability Act 2000 incorporates a number of significant references to Māori health. The Act requires district health boards to establish and maintain processes to enable Māori to participate in and contribute to strategies for Māori health improvement. These, and related requirements, are imposed in order to recognise and respect the special relationship Māori have with the Crown under the Treaty of Waitangi and to improve the health status of Māori to at least the same level as non-Māori and to safe-guard Māori cultural concepts, values and practices.¹⁹

¹¹ UNICEF. 2003. Ensuring the Rights of Indigenous Children. *Innocenti Digest No. 11*. Florence: Innocenti Research Centre.

¹² Ministry of Health. (2009). *A Focus on the Health of Māori and Pacific Children: Key Findings of the 2006/07 New Zealand Health Survey*. Wellington: Ministry of Health.

¹³ Public Health Advisory Committee. 2010. *The Best Start in Life: Achieving effective action on child health and wellbeing*. Wellington: Ministry of Health.

¹⁴ Ministry of Health. 2004. A Portrait of Health: Key results of the 2002/2003 New Zealand Health Survey. *Public Health Intelligence Occasional Bulletin No. 21*. Wellington: Ministry of Health.

¹⁵ Ministry of Health. 2003. *Decades of Disparity: ethnic mortality trends in New Zealand 1980-99*. Wellington: Ministry of Health.

¹⁶ Reid, P., Robson, B., & Jones, C. 2000. Disparities in health: common myths and uncommon truths. *Pacific Health Dialog* 7 (1): 38-47.

¹⁷ Harris, R., Tobias, M., Jeffreys, M., Waldegrave, K., Karlsen, S. & Nazroo, J. 2006. Effects of self-reported racial discrimination and deprivation on Maori health and inequalities in New Zealand: cross-sectional study. *Lancet* 367(9257): 2005-9

¹⁸ Reid, P., & Robson, B. 2007. Understanding health inequities. In: Robson, B., Harris, R. eds. *Hauora: Maori Standards of Health IV A study of the years 2000-2005*. Wellington: Te Ropu Rangahau Hauora a Eru Pomare.

¹⁹ <http://www.health.govt.nz/about-ministry/ministry-business-units/maori-health-business-unit/our-history-and-current-position>

Māori, education and Te Reo Māori

12. Adopted in 1989 the Convention on the Rights of the Child states the full range of civil, political, economic, social and cultural rights of children. Article 30 of the Convention upholds the right of a child to 'enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language'.²⁰
13. The Māori Language Act 1987 recognises Te Reo Māori as an official language of New Zealand and the Waitangi Tribunal has found Te Reo Māori to be a taonga guaranteed to all Māori under Article 2 of the Treaty of Waitangi.²¹ Te Reo Māori is the basis of Māori culture and is considered a gift from the ancestors. It expresses the values and beliefs of the people and serves as a focus for Māori identity. It is generally recognised that language is a critical component of cultural identity which in turn is essential to the mental, physical and spiritual health of indigenous peoples – an expression of ways of life, ways of thinking and shared cultural understandings.
14. Approximately one in every 10 Māori students left school in 2007 with little or no formal attainment. Māori were almost three times more likely than European/Pākehā students to leave school with little or no formal attainment.²²
15. Te Puni Kōkiri have reported that Māori with higher levels of qualifications are more likely to be employed and earn higher incomes (particularly those holding tertiary level 4 qualifications and above) and Māori with higher levels of qualifications (post-school qualifications compared with school or no qualifications) are more likely to live longer.²³
16. The Education Act 1989 requires school boards to take 'all reasonable steps to discover and consider the views and concerns of Māori communities living in the geographical area' served by the school. School charters must recognise the importance of Māori culture and instruction must be provided in Te Reo and tikanga for those pupils whose parents request it. The Act also allows the Minister to designate any school a *kura kaupapa Māori* where parents request it. A *kura kaupapa Māori* is a school that observes Māori cultural practices and as far as possible teaches all of its curriculum in Māori.²⁴
17. Māori-medium education was established in order to ensure Te Reo Māori and Māori culture survived. Māori-medium education is explicitly linked to a

²⁰ <http://www2.ohchr.org/english/law/crc.htm>

²¹ <http://www.waitangi-tribunal.govt.nz/doclibrary/public/reports/generic/Wai0262/Wai262Factsheet6TeReoMaori.pdf>

²² Ministry of Education. 2008. *State of Education in New Zealand 2008*. Wellington: Ministry of Education. Accessed 25 November from:

http://www.educationcounts.govt.nz/_data/assets/pdf_file/0020/41663/890829_MoE_State-of-Education.pdf

²³ <http://www.tpk.govt.nz/en/in-print/our-publications/fact-sheets/benefits-of-education-for-maori/download/tpk-benefits-of-education-2010-en.pdf>

²⁴ Barrett, M. & Connolly-Stone, K. 1998. The Treaty of Waitangi and Social Policy. *The Social Policy Journal of New Zealand*. 11: 29-49

local Māori community or iwi and is expected to be adaptable to the specific setting, the whānau and the community.²⁵

18. The Māori Education Strategy: 'Ka Hikitia – Managing for Success' is the Ministry of Education's five-year plan to transform the education sector, to ensure Māori are able to enjoy education success as Māori. The two main focus areas are 'Culture Counts' ('knowing, respecting and valuing Māori students, where they come from and building on what they bring with them') and 'Productive Partnerships' ('Māori students, whānau, hapū, iwi and educators sharing knowledge and expertise with each other to produce better mutual outcomes').²⁶
 19. Ka Hikitia acknowledges that culture and education are inextricably interwoven²⁷ and that Māori children and students 'are more likely to achieve when they see themselves, their whanau, hapu and iwi reflected in the teaching content and environment, and are able to be Māori in all learning contexts'(Ka Hikitia, Pg 20).^{28, 29}
 20. New Zealand research findings indicate that effective teaching practices require learning contexts which have meaning for the learner, involve accurate assessment, and feedback that is responsive and supports future learning. In addition integrating understandings of cultural identity into learning settings has been found to be most effective when it contributes to the shaping of teaching practices and learning experiences for specific students.³⁰
-
21. Language and culture influence our perceptions of both illness and health. 'Culture is a dynamic and adaptive system of meaning that is learned, shared, and transmitted from one generation to the next and is reflected in the values, norms, practices, symbols, ways of life, and other social interactions of a given culture.'³¹ Culture can provide a foundation for both personal and collective identity, the erosion of which can adversely impact the health and wellbeing of populations and may lead to depression, anxiety, substance abuse, and suicide.³²

²⁵ Ministry of Education. 2010. *Nga Whanaketanga Rumaki Māori/About Māori-medium education Factsheet*. Wellington: Ministry of Education.

²⁶ Ka Hikitia – Managing for Success; Available at:

<http://www.minedu.govt.nz/Boards/TeachingAndLearning/MaoriEducationSuccess.aspx>

²⁷ Bishop, R., Berryman, M., Tiakiwai, S., & Richardson, C. 2003. *Te Kotahitanga: The experiences of year 9 and 10 Māori students in mainstream classrooms. Report to the Ministry of Education*. Wellington: Ministry of Education.

²⁸ Ibid.

²⁹ Ka Hikitia – Managing for Success; Available at:

<http://www.minedu.govt.nz/Boards/TeachingAndLearning/MaoriEducationSuccess.aspx>

³⁰ Alton-Lee, A. 2003. *Quality teaching for diverse students in schooling: Best evidence synthesis*. Wellington: Ministry of Education.

³¹ Kreuter, M.W. & McClure, S. 2004. The role of culture in health communication. *Annual Review of Public Health*, 25: 439-455

³² Kirmayer, L.J., Brass, G.M., & Tait, C.L. 2000. The mental health of Aboriginal peoples: Transformations of identity and community. *Canadian Journal of Psychiatry*, 45(7): 607-616.

Notes for East Christchurch Fono

Tuesday 20 November 5.30 – 8.00pm

Talanoa 1 – A Pasifika community view on Christchurch Education Renewal:
What are the key education opportunities and possibilities for Pasifika learners, families and community that you would like to see in the Christchurch Education Renewal?

Youth Group

- Pasifika students together are strong
- Disagree with the proposal
- Disagree because the Intermediate students don't want to be at the same school as their younger brothers and sisters
- You can do more at Intermediate than you can at a Yr 1-8.
- Want more Pasifika teachers
-

English Speaking Group – Niue, Cook Islands...

- Gap between schools and community shouldn't be like gap between rich and poor
- Pasifika parents need to prioritize education and not just Church.
- Schools goals may differ
- What are the national achievement stats for Pasifika in Ch-Ch?
- What have schools got for Pasifika students? Do they understand our children? Do they represent us?
- Language is the most important. We must have support.
- More Pasifika bilingual units
- More Pasifika role models
- More Pasifika teachers
- Don't want our kids to be left out. Don't want our kids in factories
- Thankful that the earthquakes have given us this opportunity
-
- Don't want to merge

English Speaking Group – Cook Islands...

- How can we make an informed decision without the facts. Uninformed decision making process
- What is the evidence of options that are the best for Pasifika?
- We have diverse communities
- Transport issues for families from Phillipstown and Woolston if they merge
- Why are we making them merge? It doesn't take into account that they are the poorest families and the cost of daily transport
- Money is being spent on schools but some of the schools affected have the least damage. – Linwood Avenue School (Fixing something that isn't broke?)
- Populations are leaving from Dallington/Avonside. Why aren't the schools there involved?
- Choice has been reduced
- Decisions being made without knowing certainty
- Is academic achievement not an issue. Will this widen the gap?
- Repair classrooms rather than close the school

- More Pasifika teachers
- Quality of Pasifika students coming through
- S
- Social services so school becomes a hub. ECE – Schools

English Speaking Group

- Opportunities
- Need better language support E.g. Samoan language
- Schools need to recognize Pasifika languages
- Woolston School is strong in Maori language. Parents travel to school.
- Language and culture is an important part of education
- Parents need to be actively involved in their children's education
- Employ bilingual teachers
- Schools should have Pasifika spaces for parents and students to feel a part of the school. Talanoa Centre like Whare.
- Pasifika community access to school and facilities
- Pasifika Professional Development for schools to connect with the different Pasifika communities.
- Designated staff member in schools to connect with different communities and across schools. Teachers who have these roles already have full time roles. Make it a priority position as part of a school
- Identify the risk times and resources needed to help Pasifika students
- Make tertiary a real possibility as High Schools may not work for them to get UE
- Resources and programmes for ECE – Sec. E.g. UC Me XL programme in Linwood and Aranui HS run by UC Pacific Development team.
- Schools have extension programmes but no Pasifika students in them?

Tongan Group

- Opportunities
- Renewal Plan can focus on greater engagement of Pasifika parents and transition ECE-Primary-Intermediate-High School
- Earthquake has brought an opportunity to rethink education. Have the dream that hasn't been realized
- The saving of money needs to be reinvested back into education
- Decile ratings? Is it an indicator that Pasifika parents are engaged and their children doing well?
- Not all Pasifika students can do well because of language
- Conduct a workshop with Tongan communities to discuss education ... decile, what to ask teachers...

Samoan Group

- Don't agree with the proposals but was explained why it was a proposal
- Would make it easier to get tone school
- Need to focus on language
- Samoan language
- Samoan Board members

- Pasifika Bilingual classes. Funding to support this in schools
-
- Education is life long learning
- Pacific studies integrated into class curriculum
- Pasifika performing arts
- Pacific visibility in school ideally
- Clusters – Fale/Whare resource
- Look at changing times and 21st Century focus for Pasifika learners needs
- PD included for schools – Pasifika specific
- Need for Pasifika BOT members. Co-opt Pasifika

Teachers – Opportunities:

- Better language support in schools
- Families will support/involve
- Asset to community
- Space at school to feel welcome – solid foundational part of school
- Community access for professional development
- Liaison staff school and communities needs to be resourced not additional to other role – across cluster of schools
- Need to identify risk times
- Tertiary a real possibility not only something a student could do
- Resources and programs from 9-19years so our Pasifika learners can excel (ECE-secondary)

Challenges:

- Gap school and parents needs to be closer
- P parents need to prioritise education
- School goals and values may be different from families
- What have schools got for our students, do you understand us and our children?
- We don't want our children left out – help them fulfil their dreams
- Language is our identity. Parents have responsibility to teach children
- More P filing units
- More P teachers
-

Challenges

- Need a summary of exact facts for each situation for each Pasifika group
- Capability infrastructure/land
- Transport – distance between schools. Do these proposals take into account the financial/economic situation of people in our community
- Where is population going and when? Our community is staying not moving.
- Choice has been removed or reduced
- What is the need of the actual community?
- This may widen the gaps especially in achievement
- What proof is there of better outcome?

Opportunities:

- Linking schools Primary – Secondary
- Closer together will create better learning and community outcome

- Cultural diversity enhanced
- More P teachers - need more confidence then skill will increase
- School as community hub 'charting the child's lif'

Talanoa 2 – The proposals to Close or merge schools:

What are the challenges, opportunities and possibilities in the proposals for Pasifika learners, families and communities?

All Groups did not agree with the proposals so Facilitator asked them to look at possibilities and 'big/radical new ideas.'

Youth Group

- No more paper and everything digital
- No talking to teachers. Tweet them
- No books. Use iPads

Linwood Group

- The radical idea is the Ministers idea.
- The consultation should be open and promoted like the 'Digital TV changeover' campaign. Information is everywhere.
- Is this just another consultation and the decision is already made
- Assurances that it is genuine consultation and focused on what's best for children. How is it going to be rolled out?
-

Shirley Intermediate Group

- Earlier in the year SI and SBHS ran Pasifika introduction fono with their parents. They were on the same night and at the same time!
- Radical idea is to work to make the borders between Shirley schools disappear.
- The solution has been worked on by the Shirley cluster over the last 15 months already. It builds connections between the schools/levels
- It can all happen with what we have in schools now.

Cook Island Group

- School as a Community Hub. Families from Yr 1 – 13 ... can use it. Have health providers/ housing NZ...It would cost but the benefits would be much greater.

Tongan Group

- Radical idea is move all to the West. Just joking.)
- If we set up a Pasifika school would we go?
- Want quality education

Samoans Group

- Engaging Churches with schools
- Encourage Samoan language in homes and schools
-