



**Linwood
College
at Ōtākaro**

Tumuaki-Principal

Richard Edmundson

MA(Hons), PGDipEd, DipEdMan, DipTchg

23 September 2020

Kia ora. Talofa. Kia Orana. Mālō e lelei. Bula. Fakaalofa atu. Namaste. Kumusta. Greetings from the Linwood College at Ōtākaro community.

Thank you for your interest in our position of Health and Physical Education teacher. This is a full-time permanent position to start at the beginning of the 2021 school year.

HPOE, Health, Physical and Outdoor Education, is a growing area of our school.

Applications for the position close 9am Friday 16 October 2020.

Application is by a covering letter, cv and the Linwood College at Ōtākaro (LCŌ) application form available from the LCŌ website: www.linwoodcollege.school.nz The website also has a number of accompanying documents to outline the present and future culture and direction of our school.

Posted applications are to be sent to:

Health and PE teacher
Linwood College at Ōtākaro
PO Box 24-034
Christchurch 8141

Emailed applications: ed@linwoodcollege.school.nz

We make all our staff appointments to our kura very carefully. Linwood College at Ōtākaro is in a re-building stage both physically and socially. We are now actively moving into a new era, based on learner agency – learners believing and understanding that they can learn and succeed, and that they can do so as themselves – Mauri Ora through Ako. We have set our focus on Mauri Ora through Ako, through the interweaving of the three critical contexts for change:

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- culturally relationships for responsive pedagogy
- adaptive expertise driving deliberate professional acts
- home, school and community collaborations

This foundational principle arises directly from extensive community consultation in 2016 about the re-development of Linwood College. The central theme from this consultation was:

Linwood College should nurture personal excellence by providing varied opportunities to meet individual needs. The school should foster a 'love to learn' culture that returns high levels of achievement and success in ways that are accessible for all.

As part of our focus on Mauri Ora through Ako, we are looking at how our structures deliver the NZC to ensure that our curriculum, learning pathways and connections, and pedagogy are as accessible to our learners as they can be. We are looking to appoint teachers who can create positive learning dispositions in their learners,

playing their part in creating the new LC school culture. Assessment for Learning (AfL) principles are foundational to this.

We are deeply aware of the prime importance of the “front pages” of the NZC as well as comprehensive Learning Area knowledge, for exploring self and interactions with others. This is particularly relevant for individual and community wellbeing in our post-earthquake environment.

Learner agency is founded on staff agency. Therefore, we are looking to appoint staff who believe that they themselves have the capacity, individually and in teams, to create through inquiry, AfL inquiry, positive learning dispositions in our learners. All our staff are to play their part in creating our LCŌ school culture – agency and personalised pathways for Mauri Ora through Ako.

All of LCŌ's teaching roles are founded on inquiry for positive change, including inquiring into and developing our own teaching practices. LCŌ-wide, our levels of inquiry – administrative inquiry, teacher-practice inquiry, middle and senior leadership inquiry – are evidenced-based work for Mauri Ora through Ako.

As well as the national factors and changes impacting on all schools, LCŌ has been through considerable internal change over the past years. In 2019 this culminated in shifting school sites. Through all these times we have attempted to keep learning and teaching at the centre and over 2020 and 2021 we are centering particularly on Yr 7-10 Mauri Ora through:

- Yr 7-10 social learning: how we use our school values and the Key Competencies
- Yr 7-10 academic learning: visible learning, learner-affirming progress.

We recognise that social and academic learning are inextricably linked – Mauri Ora is the whole person – but for clarity of thought and implementation we have this separation.

Of particular importance to us is our coherence of philosophy and values. This does not mean uniform group-think, however, as successful organisations welcome and actively seek diversity of informed debate: *he awa whiria - the braided river*. We are looking for a teacher with a proven record who can whakamana and work within a team, and across LCŌ, for coherent integration and the common good.

At Linwood College at Ōtākaro we believe in learning and social success for all learners, which means effective teaching for each individual irrespective of their particular circumstances. Underpinning this is adapting systems and choosing pedagogies to meet individual needs, not the other way round. Equity of opportunity – a fair go – is in Aotearoa-New Zealand's cultural heritage.

There is a strong economic argument supporting this drive for equity, as well as the moral imperative of the value of human dignity and individual self-expression. We need effective teaching for every learner, not just the favoured few, so personal self-fulfilment is open to all. The accompanying documents on the website are included to illustrate further what we value.

Our school is committed to our educational responsibilities under the Treaty of Waitangi. Linwood College at Ōtākaro recognizes and affirms the centrality of Māori as tangata whenua. We recognise, in particular, our context within the wider takiwā of Te Ngāi Tūāhuriri Rūnanga. We are committed to Te Kete ō Aoraki in order to implement the Memorandum of Understanding between the Ministry of Education and Ngāi Tahu. Linwood College at Ōtākaro starts from the standpoint that we live in a multi-ethnic community in a bi-cultural nation and that, in recognising this, certain research-based pedagogies have a higher probability of being successful than others. ‘Culture counts.’

Relationships for learning are paramount; schools run on whanaungatanga. Relationships, in particular learning-focussed relationships, are everything. Successful schools develop positive, power-sharing partnerships. They have strong circles of relationships – learners, whānau, staff, our partner primary schools in

our Kāhui Ako, and the wider community from social agencies to businesses – so we can all work together for success. Two whakataukī illustrate this:

- Mā pango, mā whero, ka oti ai te mahi: With red and black the work will be complete.
- So'o le fau i le fau: Join hibiscus fibre to hibiscus fibre.

The Ministry of Education has declared its complete and utter support for Linwood College and the surrounding communities by confirming the total rebuild of our school. At the start of term 3 2019 we temporarily relocated to the former Avonside GHS site for the duration of the rebuild. We are calling this site Linwood College at Ōtākaro and we are honoured to be able to contribute to the proud history of education on this site.

The temporary move is a very good step for us, for while it has its own processes to work through, there are four major positives:

1. LCŌ learners and staff do not experience the difficult period of rebuild disruption. The time and energy that otherwise would have gone to ensuring learning is not affected can now be used more positively.
2. The LC demolition and building processes occur with an unoccupied site and so can operate in a single stage. This means a year comes off the rebuild timeline, from 3.5 to 2.5 years, so we expect to return to our brand-new school for term 2 2022.
3. With this saving of a year, and there being no need for relocatables to shift us around in, there is a saving of approximately \$1 million. This money does not leave the budget so is used to enhance what we will be getting.
4. The buildings and spaces at LCŌ are in much better condition, and warmer, than what it has been like at LC Aldwins Rd over the past few years. As one parent put it, "We are getting an upgrade before our upgrade."

Through the processes of our Education Brief, master-planning, preliminary design, developed design, and detailed design, the school and wider community have determined what sort of school they wish their Linwood College to be, both now and projecting 40-50 years into the future – the lifespan of the new school buildings.

To contextualise our re-build in terms of our roll numbers. Before the earthquakes our school roll, Yrs 9-13, was 1100. Four years ago it was under 550, Yrs 7-13. Our 2020 staffing roll was 750, Yrs 7-13. We are to be rebuilt immediately for 850 with master-planning for a second stage of 1200 learners and a third stage for 1800 learners. We are all privileged to be in this position.

As part of our school's redevelopment we are to have a wonderful new name for our return to Aldwins Rd gifted to us by Ngāi Tūāhuriri. We will be Te Aratai College. Information about this name is on a page at the end of this letter.

Through our consultation and conversations to date, we know the importance for our learners' success of what we are calling responsive learning environments. We value responsive flexibility as it enables personalisation of learning. Of key importance to us is that within the personally and culturally responsive curriculum and pedagogy we do not have a hierarchy of pedagogy. Teachers create learning experiences that will meet the needs of their ākonga across the full range of pedagogy, from the time-honoured single-focus teaching through to collaborative practices for a connected curriculum, and we are designing our learning spaces to enable this responsiveness of practice.

The importance of digital learning for personalising learning, promoting learner agency and learner ownership of their learning is a key principle for us. We are implementing a stepped BYOD plan with chromebooks being the preferred device.

Our consultation reinforced for us the importance to our school of the totality of the New Zealand Curriculum with learning connected across the learning areas. We recognise the socio-cultural constructivist nature of

learning with the coherency of the 'whole student' and wellbeing for learning being at the centre of all that we do. We are presently in internal conversation as to what our curriculum content and structures should be to position our students best for their progress and success, success as themselves.

Similarly, and reflecting the NZC, our intention is to be an integrated Yr 7-13 school, based on the Learning Pathway of Yrs 7-10 – the Junior School, and the Career Pathway of Yrs 11-13 – the Senior School. This way the particular learning and social needs of the different age groups, and the diversity of individuals within this, can be met, but all with the coherency of a whole-school pathway. Our learners experience the positivity of a poutama of stepped expectation and achievement.

Within the Yr 7-10 pathway we also recognise that collectively pre-adolescent and early adolescent Yr 7-8 students have particular learning and emotional needs, and for some these needs have been intensified through their post-earthquake and other societal experiences.

Another important theme is Linwood College at Ōtākaro's developing productive relationships with our partner primary schools. We are in two functioning Kāhui Ako: Tamai and Aupaki.

Tamai is the schools in the wider Linwood-Woolston area: Bamford, Bromley, Linwood Ave, LCŌ, Tamariki, Te Waka Unua, Whītau (Linwood North). Janeane Reid, Principal of Te Waka Unua School, and Scot Kinley, Principal of Bromley School, are our co-Lead Principals. Tamai has had a focus for some years of being a community of learning explicitly from early-childhood centres through to tertiary study and the workforce.

Similarly, what was the Bays cluster of schools, is now the Aupaki Kāhui Ako, renewing the educational pathways from these schools and their communities into our school. The Aupaki schools are: Heathcote Valley, LCŌ, Lyttelton, Mt Pleasant, Our Lady Star of the Sea, Redcliffs, Sumner. Brendan Wright, Lyttelton School, is our Aupaki Lead Principal. A key focus for Aupaki is wellbeing and Positive Education.

Linwood College at Ōtākaro-Te Aratai College looks to its future with confidence as it partners with its community.

For further information about this position, our school and the wider context, please feel free to contact us as below:

- Courtney Flay, Acting HOLA HPOE: 03 982 0100 ext 904, fla@linwoodcollege.school.nz
- Natasha Powell, HPOE Deputy Principal: 03 9820100 ext 867; pwl@linwoodcollege.school.nz
- Dick Edmundson, Principal: 027 622 1090; en@linwoodcollege.school.nz

Ngā mihi nui

Richard Edmundson
Tumuaki - Principal

Linwood High School - Linwood College - Te Aratai College

With the Aldwins Rd demolition now complete and the rebuild beginning, it is now an appropriate time to consider the school's name. Te Ngāi Tūāhuriri Rūnanga has gifted a new name to the school and it is one that the Board of Trustees whole-heartedly supports. The name is Te Aratai College. In English: pathway to the sea.

The Board has voted unanimously in support for this name change when we return to Aldwins Rd in 2022. The Board fully supports the information - the guiding reasons underpinning the name - outlined below. This information comes from Dianne Robinson on behalf of Ngāi Tūāhuriri. Dianne is a Mana Whenua Education Facilitator for Mātauraka Mahaanui:

"Linwood College on Aldwins Road is adjacent to the direct pathway (now Linwood Ave) to Te Ihutai, "The Avon-Heathcote Estuary" which was part of a larger fishery used by Ngāi Tūāhuriri. Te Ihutai, was renowned for its abundance and variety of fish and shellfish, including tuna (eels), kanakana (lamprey), inaka (whitebait), pātiki (flounder), and pipi. Several nearby kāinga nohoanga (settlements) took advantage of the estuary's rich food resources, with caves along the base of the nearby foothills providing necessary shelter.

The estuary itself was the gateway to the vast comprehensive network of wetlands that once extended throughout the Canterbury region, with the Ōtākaro (Avon) and Ōpāwaho (Heathcote River) being the primary access routes. (kahurumanu.co.nz – Ngāi Tahu cultural mapping project and atlas).

This name links the school to this significant route and this significant mahinga kai area (Te Ihutai) which was traditionally owned and used by Kaiapoi Ngāi Tahu (Ngāi Tūāhuriri) and this relationship is acknowledged as part of the Claims Settlement Act 1998.

The major waterways Ōtākaro and Ōpāwaho flow into Te Ihutai and the school's catchment zone includes schools located along these waterways."

The Board's intention is that the school changes its name to Te Aratai College for our return to Aldwins Rd, 2022. This is a keystone for so much else for our redevelopment. Two immediate examples are: place-based curriculum - using our local environment in our learning; and learning pathways - our students' individual learning pathways from early childhood education, through primary school, into secondary school and out into tertiary study and/or employment. It also links with our two, at present, separate Kāhui Ako: Tamai (Linwood-Woolston-Bromley) and Aupaki (Heathcote and the Bays.) The Linwood Ave pathway is geographically Tamai; and Te Ihutai (the estuary) and the coast are geographically Aupaki. The name Te Aratai College unifies these.

We acknowledge the proud history of the name Linwood since 1954, the school's opening. 2022, and our complete school rebuild, is the opportunity to create a school name and identity that is open and inclusive to our wider community we serve, and is not just based on the actual location of the school. And, in a deep irony, Linwood High School-Linwood College has never been in Linwood. Our Aldwins Rd site is actually in Phillipstown.

We are very grateful to Te Ngāi Tūāhuriri Rūnanga for their gift to our whānau, to our community of this beautiful and appropriate name - Te Aratai College.