



UNIVERSITY  
of  
**OTAGO**  
*Te Whare Wānanga o Otāgo*  
NEW ZEALAND

## Education Support Services University of Otago College of Education

### Term 4 Newsletter

#### In this issue:

- Directors Notice
- Professional Learning and Development
- 2023 PLD and Support for Early Career Teachers
- Ending Streaming
- Refreshing The New Zealand Curriculum: Te Mātaiaho
- Reading Recovery and Early Literacy Support - Otago/Southland

#### Directors Notice



As a recent principal, of 12 years, I am still acutely attuned to the busyness and craziness of this time of the year. I hope that as we send our pānui to you that it finds you all safe and well, with the knowledge that a very well-deserved break is on the horizon.

During 2022 I have had the privilege of becoming the interim, and now permanently appointed, Director of Education Support Services at Te Kura Āko Taitoka, the University of Otago College of Education.

I continue to be excited by the expertise and many strengths of our team and what we can offer to support your mahi in schools. We aim to uphold our direction of providing exceptional quality professional learning for ECE, primary and secondary kaiako, tumuaki and kura, both across the English and Māori medium sectors. I welcome your contact with myself or any of our team regarding how our experienced, expert facilitation team are positioned to support you. Our team are located throughout the motu delivering tailored professional learning and development in a range of areas, including, but not limited to:

- All aspects of regionally allocated PLD
- NZC, NCEA leadership and curriculum developments
- Literacy, communication, and mathematics
- All areas of curriculum development and support
- Culturally responsive practice for Māori and Pasifika learners and educators
- Provisionally certificated, overseas trained and mentor teachers
- Pia me Pou Tautoko

As you continue to navigate your way through the remaining weeks of 2022, please remember to take care of yourself within your mahi.

He toka tū moana

As durable as a rock pounded by the surf.

Hamish McDonald

## Professional Learning and Development

Do you want to co-design your PLD plan and application for 2023?

The last round of regionally-allocated professional learning development (PLD) applications for 2022 closes 4 November.

Further information and guides are located at: [\\_pld.education.govt.nz/regionally-allocated-pld/apply-for-regionally-allocated-pld/](https://pld.education.govt.nz/regionally-allocated-pld/apply-for-regionally-allocated-pld/)

Our highly skilled and experienced facilitators work across Aotearoa in English and Māori medium contexts, and in all learning settings. Our accredited specialists in the NZC curriculum areas, curriculum design, assessment and pedagogical approaches focus on raising the achievement of ākonga and ensuring equitable outcomes for all learners.

We are available to work with you to develop a tailored PLD proposal, journal and specific PLD plan to meet the specifications of the Ministry of Education PLD priorities in your context. This can be within a single school, cluster or Kāhui Ako.

The priorities for English medium settings are:

- cultural capability
- local curriculum design
- assessment for learning.

The priorities for Māori medium and te reo Māori settings are:

- mātauranga Māori and te reo Māori
- marau ā-kura
- aromatawai.

Digital fluency remains a priority in all settings.

To access support contact:

Director: Hamish McDonald [h.mcdonald@otago.ac.nz](mailto:h.mcdonald@otago.ac.nz)

PLD leads: [cheryl.pym@otago.ac.nz](mailto:cheryl.pym@otago.ac.nz) and [denise.hitchcock@otago.ac.nz](mailto:denise.hitchcock@otago.ac.nz)

We look forward to working with you.

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## 2023 PLD and Support for Early Career Teachers

Beginning teachers, overseas trained teachers, pia, PCTs, and their pou tautoko/mentors and leaders teaching, nationwide, in Māori medium settings and English medium schools.

We are currently modifying and increasing the range of online, face to face and hybrid learning packages to better support you next year. Details of 2023 PLD and support will be posted on our Facebook page and website [www.otago.ac.nz/PCT](https://www.otago.ac.nz/PCT) in December, and an email sent to all kura and schools in January 2023.



In the meantime, if you would like to receive the information personally please contact [joan.turner@otago.ac.nz](mailto:joan.turner@otago.ac.nz) (English Medium) or [marama.pohatu@otago.ac.nz](mailto:marama.pohatu@otago.ac.nz) (Māori Medium)

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## Ending Streaming



ESS Facilitator, Averil Lee has been supporting schools to end streaming in mathematics. At St John's Girl's School, Invercargill there was a shift from prioritising academic success, to building a culture of 'can-do, risk-taking and school-wide understanding that making mistakes creates new learning paths. Read the article on our blog website.



ESS Maths Facilitator, Viv Thompson adds that resources written by Jo Boaler (one of the authors of the Mindset Mathematics books) focuses on changing to a positive mindset for students, teachers and whānau about mathematics - looking at classroom norms to induce a positive mindset, and changing homework practices and teaching practice.

ESS continues to support the call to end streaming in Aotearoa, led by Tokona Te Raki. Check it out on [maorifutures.co.nz](http://maorifutures.co.nz)

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Averil Lee: [averil.lee@otago.ac.nz](mailto:averil.lee@otago.ac.nz)  
Viv Thompson: [viv.thompson@otago.ac.nz](mailto:viv.thompson@otago.ac.nz)

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### [Refreshing the New Zealand Curriculum: Te Mātaiaho](#)

From 28 September – 3 December, the Ministry of Education is seeking feedback on the draft of Te Mātaiaho | The Curriculum Framework, the draft English and Mathematics & Statistics learning areas, and our draft implementation supports.

All details at: [curriculumrefresh.education.govt.nz/](http://curriculumrefresh.education.govt.nz/)

Webinars with Ministry of Education staff are offered on Te Mātaiaho, the learning areas, and draft implementation supports over the feedback period. These webinars enable you to view the changes and their implications for curriculum design and teaching and learning.

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### [Reading Recovery and Early Literacy Support – Otago/Southland](#)

At the end of Term 3 we were privileged to welcome Associate Professor Rebecca Jesson, National Reading Recovery's Academic and Research Director, to Dunedin. Rebecca presented two seminars about the changes to Reading Recovery. Trained Reading Recovery teachers now work across three tiers. Teachers provide support at school level, within classrooms working alongside the teacher with a small group of children and in Reading Recovery, providing tailored and responsive teaching and learning opportunities to those children who are most at risk with their literacy learning at six years of age. Of particular interest to the crowd was how Early Literacy Support is supporting small groups in the classroom to make accelerated gains within a 10-week intervention. This new way of working has outstanding results across the country.

While Rebecca was visiting we took the opportunity to open the new Reading Recovery Centre at the College of Education after shifting out of North East Valley Normal School at the beginning of the year. This new space provides the teachers with opportunities to refine their observational skills and to responsively problem solve.

Applications for staffing allocations are closing soon. If you are interested in training a teacher in the refreshed Reading Recovery and Early Literacy Support please don't hesitate to make contact.

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