

Our PLACE - Porirua CCEM Annual Report

November 2020



Empowering young people of Porirua to connect with, revitalise and protect te taiao.

Report prepared by Rebecca McCormack for Our PLACE strategic partners and funders:



Introduction

The first year of the 'Our PLACE' project, a pilot of the Collaborative Community Education Model (CCEM) in Western Porirua has been full of rewards and challenges. The strengths of this model include working collaboratively, establishing long-term environmental projects and building the capacity of students and teachers to connect with their local place. The importance of connection as a key element of the wellbeing of our people and natural environment has never been more clear. Despite the ongoing challenges faced by our community this year, we have built strong relationships and achieved a huge amount in such a short time. The highlights of the year are presented on the following pages, followed by more detailed information about the activities and outcomes achieved this year.

We are very grateful to the Philipp Family Foundation and the Department of Conservation for providing the funding for the programme this year. Te Rūnanga o Toa Rangatira, through their Education and Environment staff, have worked alongside the Coordinators to ensure the programme aligns with their vision and we will continue to work on creating a true partnership that recognises Ngāti Toa Rangatira as mana whenua of Porirua. The Porirua Harbour Trust has efficiently managed the contracts and funding and continues to provide important strategic advice. Porirua City Council, Greater Wellington Regional Council and Enviroschools have also provided essential strategic and operational support.

We were only able to achieve such positive outcomes this year because of the continued passion and hard work of our teachers, school senior leaders and student leaders. They have remained committed to this project and value the opportunities it provides for reinforcing connections between schools and centres, the wider community and our local environment.

Evaluation

The Coordinators and Strategic Leadership Group (SLG) have used the draft Evaluation Plan, including the logic model (see Appendix 1), to inform our planning and reporting for this year. The details of this plan will continue to evolve as we test and adjust our programme goals and work with Ngāti Toa to align our work with their vision and priorities. Feedback from teachers, senior school leaders, students and whānau is being collected, and will inform our programme design and future evaluation work. A full summary of this evaluation material will be distributed in January (some information is still being collected at the time of writing this report). Teacher feedback and comments from SLG members have been integrated into this report.

Reporting Areas:	Long-Term Goal:
Student Leadership	Young people are empowered and actively involved
Schools and ECE	Teaching and learning supports connection to place and active learning
Strategic Leadership	Effective stakeholder collaboration

Other long-term goals include 'Natural environment is thriving and protected' and 'Wide community involvement'. We will be evaluating and reporting on these aspects in the longer-term, in collaboration with other organisations and projects. Our priorities this year have been establishing the student leadership team, building capacity within schools and ECE centres and building a strong strategic base. There have been many positive outcomes for the environment and community, but we did not have the capacity to collect baseline information for these in 2020.

HIGHLIGHTS - STUDENT LEADERSHIP

Young Environmental Leaders Porirua

The group has 23 students, representing the five schools and Te Puna Mātauranga. The students agreed on a name (Y.E.L.P.) and have started to create their vision (see Appendix 2).

This includes improving the health of our waterways, addressing climate change, creating safe places for animals and growing food.



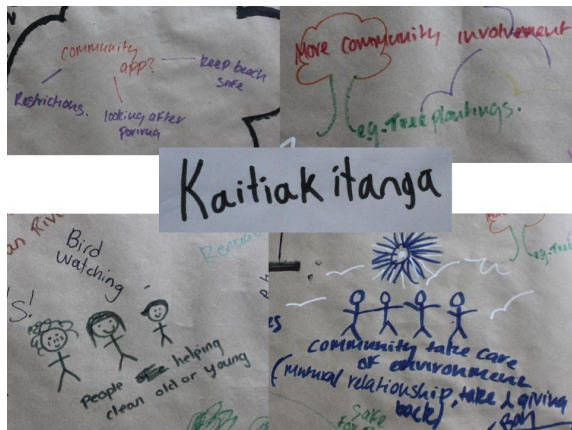
Connections with Early Childhood

All of the Y.E.L.P. students are very keen to connect with tamariki from their local ECE centres. In Term 3, Mana College students took part in weekly nature walks with tamariki from Katoa Kindergarten. The development of tuakana-teina relationships and enthusiasm of the students was a highlight of the year for everyone.



Community and Whānau Event

After multiple postponements, the YELP students put together a fun and engaging event, to share their ideas with whānau and the wider community. Food, games, art activities and workshops about pests and plants were a great way to end the year.



HIGHLIGHTS - TEACHERS, COMMUNITY and ENVIRONMENT

Teacher Professional Learning

Kaiako have connected across schools and centres to collaborate, share and learn together. Our PLACE provides a unique opportunity for this professional learning to occur and helps embed place-based and student-led pedagogy into teaching practice.



Planting in Schools and Community

Students have been involved with planting natives to help birds, lizards, insects and freshwater animals. We supported projects alongside Enviroschools and local community groups who are helping restore our streams, wetlands and coastal dunes. Some students monitored water quality in their local streams and counted birds in their school and garden.



Comments from Teachers:

“So important to have this team and our hui to exchange ideas and get support”

“It has been so valuable to form relationships with other educators”

“Content of korero is always rich and relevant”



Student Leadership

Long-Term Goal: Young people are empowered and actively involved

Goal / Milestone	Activities + Outputs	Outcomes	2021
Student Leadership Team established and regular hui facilitated.	23 students from 5 schools and Te Puna Mātauranga. First hui: March 19th at Puna. Attended by most students. April - June: COVID restrictions prevented student hui across schools from taking place. Coordinators met with students from each school separately during this time. July - November: Four planning hui (held at schools)	Positive relationships have developed across the schools and between the students and Coordinators.	Change format for YELP hui. Planning / strategic work with College students - they will consult with younger students. Support them to lead within their schools.
Student leaders experience and learn about their local place.	March: Kaumatua - history and importance of the area. July exploration day: Exploring and learning about Titahi Bay Beach, Stuart Park. Korero (Calisa): Mana Island, Whitireia + students shared their own knowledge and ideas.	Students have gained more knowledge and connection to the local area. *Not evaluated at this stage	Aim for one 'exploration day' each term, involving YELP and lead teachers + invite whānau. Use local mentors & experts.
Students work together to create their name, vision and goals for the project.	Students took part in planning hui at the Surf Club, Mana College, TBI and Ngāti Toa Schools. Range of activities to collect student ideas and refine into draft vision, with some led by older students.	Students created and voted on their group name (YELP). Vision in draft form, with specific goals and timeframes still to be decided.	Continue to refine vision + set specific goals in Term 1. YELP sub-group + Mana College design students to create branding + comms strategy.
Students are supported to develop leadership and collaboration skills.	Yr 10 - 11 Mana College students supported to lead aspects of student hui, including activities to choose their name and start to refine their vision. They also led games. Katoa Kindy walks: College students in tuakana role.	Small increase in student confidence and leadership skills, through experiences rather than specific focus.	Focus on specific skills development, through mentoring, workshops, experiences, responsibility.
Students actively involved with planning and carrying out actions in the local environment.	All YELP students were involved with at least one project, but most planning and facilitation was led by adults. These included: planting natives, monitoring birds, water quality and beach litter monitoring.	Students taking action in their local environment. Still work to be done on students planning actions.	Support students to plan and lead actions within schools. Teacher PLD/support is an important part of achieving this.
Students work with Coordinators and SLG to plan community education and celebration events.	November Community event involved student input with: ideas, creating and running activities, making signs/maps. The older students helped set up, pack up and spoke about the project to the wider community (formal and informal). Many aspects were still adult-led, mostly due to time constraints and logistics.	Some of the students stepped up and showed their leadership skills in organising and running an event. They worked collaboratively and positively as a group.	Work with students who show a particular interest in organising and running events. Smaller sub-groups are a more practical option. Encourage whānau and teacher involvement.

Schools and ECE

Long-term Goal: Teaching and learning supports connection to place and active learning

Goal / Milestone	Activities + Outputs	Outcomes	2021
<p>Teachers regularly use their local place as a context for learning.</p> <p>-> Teachers feel connected and knowledgeable about the local area</p>	<p>Teacher Professional Learning</p> <p>Feb: Half day workshop - 15 teachers (5 schools, 4 ECE) June - Nov: After school hui and staff meetings</p> <p>Nov: Full day workshop - 10 teachers (5 schools, 2 ECE)</p> <p>Resources: Maps, books, other resources, digital folders Individual planning support provided on request, including 5 schools, 3 ECE centres.</p>	<p>Most teachers are regularly using our local place as a context for learning.</p> <p>Teacher PLD, books, teaching resources, connections to iwi and community are all important factors in supporting this.</p>	<p>Continue current model of PLD and focus on areas identified by teachers.</p> <p>Include local experts and community members as integral part of projects.</p>
<p>Teaching and learning regularly occurs outside.</p> <p>Free play, field work, nature walks etc</p>	<p>Katoa Kindergarten: Calisa / Becky supporting weekly hikoi into the local bush over Terms 3 - 4.</p> <p>Field work support and stream kits used by 3 schools.</p>	<p>Most teachers have increased the amount of time spent learning outside with students. Some still building confidence.</p>	<p>Support nature walks, outdoor classrooms, pedagogy to support learning outside.</p>
<p>Active learning and student agency are prioritised by all teachers.</p>	<p>Existing Enviro groups and projects (Porirua, Ngāti Toa, Titahi Bay School & Mana College) continue to be supported. New Enviro group established at TBI in Term 4 - support provided for teacher to facilitate during school hours. Teacher PLD focus on developing student agency (Nov).</p>	<p>Most provide opportunities for student action, with some work to be done around how often students lead their own learning.</p>	<p>Provide opportunities for teachers to visit other schools /centres and experience examples of student agency.</p>
<p>Education organisations are 'culturally competent' and work in partnership with mana whenua.</p>	<p>Most schools / ECE in the programme have taken part in PLD offered by Ngāti Toa (history tour, marae workshops, CELO). Kaiārahi (Calisa) has provided additional advice and support.</p>	<p>*Outside the scope of our project to evaluate this milestone at this stage.</p>	<p>Prioritise supporting Ngāti Toa to lead PLD in this area, including funding support for Kaiārahi.</p>
<p>Schools and ECE centres are connected and work together to create long-term pathways for students.</p>	<p>Teacher PLD: Workshops bring teachers from across ECE and schools together to learn, share and collaboratively plan. November workshop involved creation of shared goals and visual brainstorm of current and future connections (see Appendix 2).</p>	<p>Teachers are starting to work collaboratively across centres and schools to plan projects and events for 2021.</p>	<p>Create shared pathways and calendar docs. Continue collaborative planning - offer flexible and regular opportunities.</p>
<p>Teachers feel supported and their own wellbeing is prioritised.</p>	<p>Teacher workshops and meetings focus on wellbeing (time outside, healthy food, positive reinforcement, social). Coordinators check in regularly and offer flexible support.</p>	<p>Teachers comment that support and PLD sessions provide them with renewed energy.</p>	<p>Continue to prioritise use of funding for teacher PLD and support.</p>

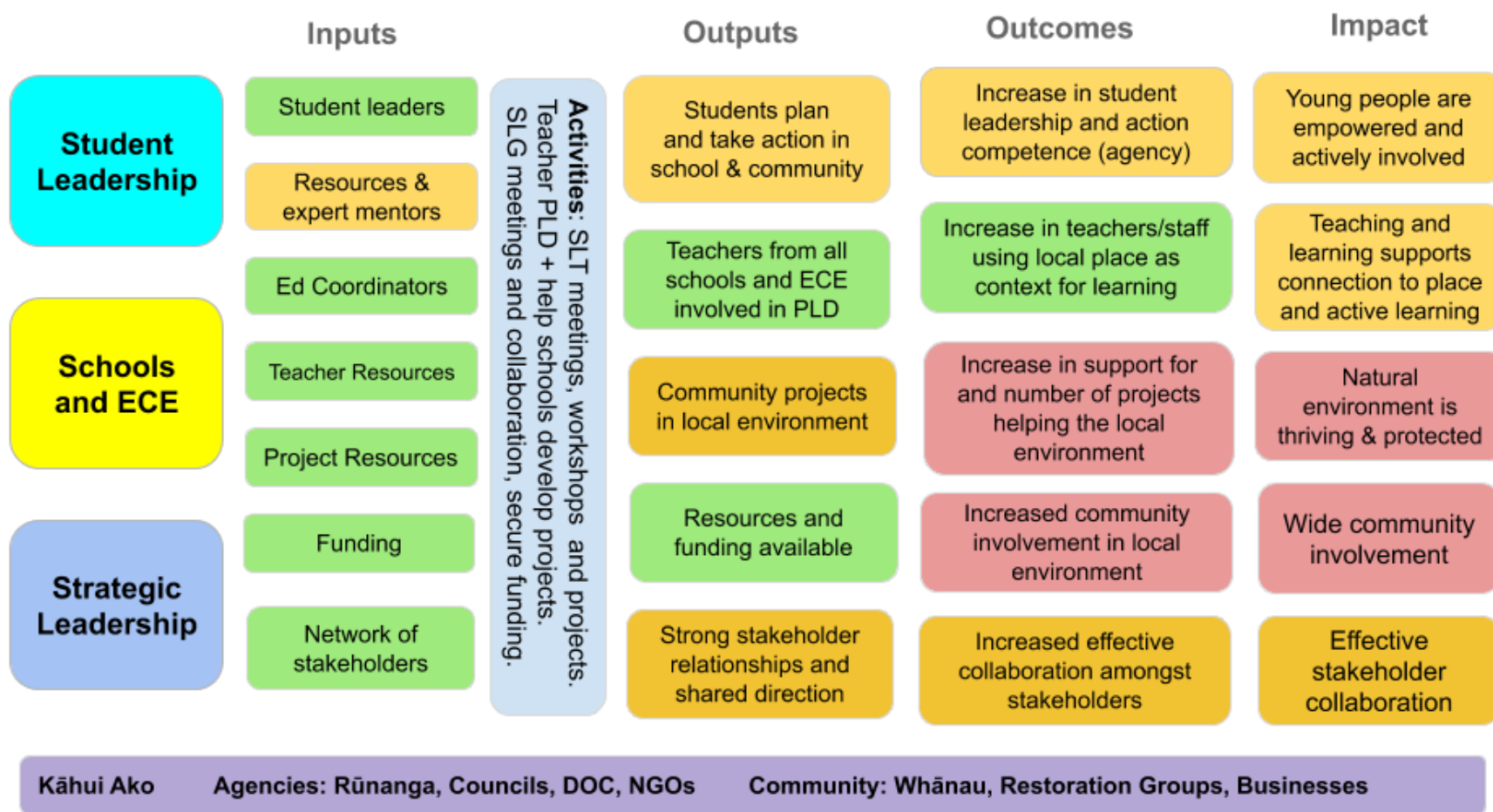
Strategic Leadership

Long-term Goal: Effective stakeholder collaboration

Milestone	Progress / Outcomes	2021	Related Documents
SLG to meet at least once a term , with sub-groups meeting more often.	First SLG meeting for 2020 was held in early March. Online meeting in June. September - first face to face meeting since COVID Funding sub-group met regularly, but no capacity for other sub-groups to meet (PCC and GW members working on COVID response and teachers prioritising key work).	Prioritise funding strategic representation from Ngāti Toa - discuss with Bianca/Naomi. Continue to build structures and ways of working together effectively.	SLG minutes
SLG refine Strategic Plan: Agree on SLG Terms of Reference + draft Strategic Plan	SLG elected Nadia as Chair, with support from Becky. Secretary role: Becky + help from others for recording minutes. Draft TOR still being worked on, with key focus on purpose, responsibilities and how we work together.	Prioritise developing more detailed Strategic Plan + 'One-Pager' and Video Should align with other projects Eg: Te Hurihanganui, Kahui Ako	Draft Terms of Reference
Measuring and Monitoring planned for and implemented: Develop an Evaluation Plan and collect baseline data. Sub-group to work on this between SLG meetings.	Draft logic model, based on 5 key areas: - Student leadership and action competence - Teachers using local place as context for learning - Projects helping the local environment - Community involvement in local environment - Effective collaboration amongst stakeholders Some baseline information collected from whānau, student leaders and lead teachers - difficult due to COVID. End of year feedback is being collected in Nov/Dec. Evaluation Plan has been started, with objectives, indicators and timeframes. Still a work in progress for the sub-group.	Develop final logic model in collaboration with Ngāti Toa and wider SLG - adjust as needed. Refine Evaluation Plan to keep it manageable and focused on key areas. Think about how to collect info and what to prioritise: Natural environment (within schools) Students (new + existing) Whānau Teachers	Draft Evaluation Docs: Logic Model Evaluation Plan
Develop annual and long-term budgets and monitor spending. Sub-group to oversee development of long-term funding plan and proposals.	Funding sub-group (PHT Trustees and Becky) met regularly to discuss budget details and timeline for funding proposals. Philipp Family Foundation funding has been secured for another 3 years (2021 - 2023). Further funding needed by June 2021, when DOC seed funding runs out. List of possible sources created and PHT and SLG have started discussions about securing remaining funds.	Create firm plan for timing and sources of funding for 2021 onwards. Strategic Plan, One-Pager + Video critical for funding. Seek professional support to help students + SLG create these.	2021 budget Funding Sub-group meeting minutes.

Appendix 1: Logic Model - Traffic light codes have been used to give an overview of the 2020 programme and outcomes.

Our PLACE: Empowering young people of Porirua to connect with, revitalise and protect te taiao



Appendix 2: Student Vision images (representing a selection of early ideas)



Appendix 3: Collaborative planning from November teacher professional learning session

Solid green lines show existing connections and blue dotted lines are future connections planned for 2021 and beyond.

