

NGĀ PĀNUI THE NEWS

TORU
2023

Halswell Residential College HRC Te Otu Mātua

KUPU FROM OUR HRC GRADUATES

At HRC, I learned self-control.

My family say I am much happier, and I have learned a lot. They say that I don't get angry as much as I used to.

When I came to HRC I needed to learn patience and how to control my tongue. At HRC, my reading, writing and spelling got better, and I am less explosive with my temper. My family say I've grown up while I've been away.

At HRC, I learned new skills and how to be respectful. My family say they can see improvements, and how proud of me they are.

When I came to HRC, I needed to learn to get along with others. At HRC, I learned to try new things. My family say my confidence has gone up.

When I came to HRC, I needed to learn how to deal with my anxiety. At HRC, I learned to deal with hard situations and how to be more positive about myself.

At HRC, I learned to control my anger. My reading, spelling, and math got better. My family say I am calmer.

My dad says he's proud of me.

When I came to HRC I needed to learn how to control my anger. My family say I get mad less often now.

When I came to HRC I needed to learn to stay in class and stay settled. At HRC, I learned how to do this. My family say I am doing really well at school now, and they wish it was easier to get kids into HRC.

When I came to HRC, I needed to learn how to socialise better. Something I did at HRC that I never thought I would do was be a house captain.

When I came to HRC I needed to learn how to make friends and remove myself when I am irritated. My family says I am getting better at helping around the house and being social.



CHARTER GOALS IN THE KURA

Ākonga Learning

Opportunities for ākonga learning in the day school include, as one would expect in any school, time to work on the 3 Rs: Reading, wRiting, and aRithmetic. These subjects provide a platform for growing in the key competencies of using language, symbol and text, and thinking. However, in everything we do, from daily PE to gardening, from music lessons to swimming, from reading together to working 1:1, ngā ākonga have space to grow in the key competencies of participating and contributing, relating to others, and managing self.

Effective Teaching

Ngā ākonga are on individual learning plans that support their progress. Achievement is celebrated at weekly and end-of-term assemblies, at student-led IEP meetings, and most importantly, in real-time interactions with kaiako responses to individual successes. We use direct and incidental teaching to support development of executive functioning and social/emotional learning. Ngā kaiako in the day school know that learning cannot take place without a physically and emotionally safe environment.

Leading HRC

Kaiako are intentional in developing good relationships with ngā ākonga. Our mahi focuses on ensuring ngā ākonga feel safe and connected, as both safety and connection are foundational to learning to cope with challenges. Practices such as mindfulness, yoga, interoception and Zones of Regulation are used to support physical and emotional safety. When ākonga feel overwhelmed, as they sometimes do, even in our small classes, they are free to go to their self-identified safe spaces to regulate. And when they are ready to return, they are welcomed back to the classroom.



NEW ZEALAND GRADUATE SCHOOL OF EDUCATION

At the start of Term 4, we welcomed the latest batch of New Zealand Graduate School of Education's (NZGSE) graduate students to HRC for a placement where they worked intensively with an ākonga for an hour every day for two weeks.

Lois Chick, Director at NZGSE, reported that having their students on site at 9am was a bit of a challenge, but the grads took it in their stride.

The value of our connection with NZGSE is shown when many of their graduates, after having worked with our young people, have gone on to become RTLBs

with an understanding of our therapeutic intervention service. Lois noted that two former NZGSE students who completed time at HRC are currently studying for their PhD in learning support. Both cited that their time at HRC was the reason they went into this field.

In October, we said farewell to Lois, who started as a teacher at HRC 38 years ago and has facilitated the NZGSE and HRC partnership for over 20 years. Lois also served on the Combined Board of Trustees as Chair for three years.



CHARTER GOALS IN THE RESIDENCES

Ākonga Learning

A key function of HRC is to promote learning opportunities in a 24/7 environment.

Ākonga have goals they work on as part of their individualised plan. They also have specific goals from the residential curriculum with specific learning tasks they work on to progress through the residential wristbands.

The wristbands system is a graduated programme individualised to the ākonga. To achieve progressions, the expectations and effort required increases with each band.

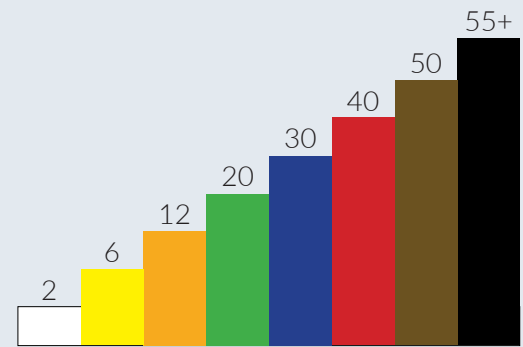
Effective Teaching

Many of our ākonga have not experienced success in regular education settings and, as such, can become anxious and hesitant when they feel they are about to be taught something. Effective teaching involves ensuring our ākonga are in 'a ready to learn' state, and with intentional incidental teaching, they start to learn and believe they can feel safe being a learner. The Three Pillars of Transforming Care and The Purposeful Use of Daily Life Events are two of the practice frameworks we use to be intentional in providing incidental teaching moments for ākonga. The residences at HRC is where living is learning.

Leading HRC

The inclusive programme at HRC provides an environment where ākonga feel safe and build connections through strong relationships. We believe ākonga feel safer, have improved wellbeing, and are more ready to learn when they are connected to their culture.

Te Tao Kokiri, our Māori caucus, provides opportunities for all ākonga to experience cultural practices such as whakatau and kapa haka at HRC. A more in-depth programme is offered in whare Tauawa where the daily programme is culturally based and connects ākonga to their culture to help our ākonga know who they are and how to be proud of who they are. One of the key values at HRC is relationships, and the team works towards increasing ākonga relationships with whānau and the community to facilitate the transition home.



Goal Achievement Wristbands





TE WHARE A OWAKA & TE WHARE A MAKONUI





TE WHARE A HURITINI & TE WHARE A TAUAWA



EDUCATION OUTSIDE THE CLASSROOM



Every interaction with **every ākonga** by **every kaiako** has the potential to make a difference.



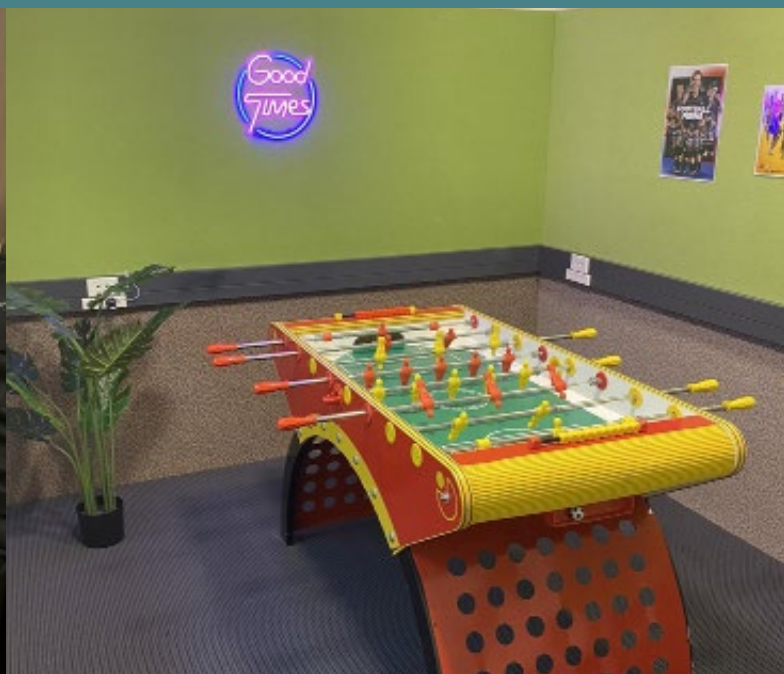
MATARIKI AND TE WIKI O TE REO MĀORI

This year we celebrated Matariki and Te wiki o te reo Māori with a variety of activities and learning opportunities for nga ākonga and kaiako.

Our ākonga created artworks that were displayed in Te Mapua for all to see. Kai was prepped by our ākonga and kaiako and then shared with our HRC whānau and the wider HRC community. It was awesome to see our ākonga mixing with our manuhiri and each other.



OUR NEW *regulating spaces*





2023 HRC Value

Whanaungatanga Building Relationships

Creating a sense of **belonging** and **togetherness** by treating others with **kindness, respect, and empathy**.

DATES FOR THE DIARY

Term 4 Travel Out Day

Wednesday, 20 December 2023

Term 1 Travel In Day

Thursday, 1 February 2024

Term 1 Travel Out Day

Friday, 12 April 2024

A BIT ABOUT OUR TUMUAKI PRINCIPAL

In 2000, Janine Harrington (tumuaki) completed her Bachelor of Education after winning a Department of Corrections employee scholarship to undertake full-time study. The three-year Diploma of Teaching course Janine completed in 1990 equated to a mere 54 points towards the 120 required for a Bachelor of Education. With each paper being worth 6 credits, the journey to complete her bachelor while working full-time was a long one.

As well as graduating in 2000, that year Janine won two academic prizes from the University of Canterbury, one for outstanding scholarly achievement in the second-year Department of Maori paper Te Ao Kotahu: Traditional Society. The other was the Department of Education Habens Prize for outstanding scholarship. The prize is in memory of the Rev. William James Habens, BA, late Fellow of the University of New Zealand, who was Inspector-General of Schools from 1878-1899. The prize arises from a fund raised by subscription amongst teachers in New Zealand and officers of the Education Faculty.

In October this year, as part of the University of Canterbury 150th Anniversary celebrations, the Department of Education held an event to recognise Habens Prize winners. In the picture right, Janine stands with other prize recipients from throughout the years.



RSS-only Enrolments at HRC

Who makes the application?

Applications can only be made by the young person's learning support provider in their home region. This could be a Resource Teacher Learning and Behaviour (RTLb), a Ministry specialist, or a day specialist or fund-holder school.

Please contact our student coordinator if you have any questions about the enrolment process, or if you would like to arrange a time to visit.

Anna McCoy, Student Coordinator

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