

# NGĀ PĀNUI | THE NEWS

## HRC Te Otu Mātua Newsletter

Terms 3-4, 2021

### A kupu from our Acting Tumuaki

In the Term 2 newsletter, Janine wrote about our day school pilot programme for neurodiverse students in Years 3-5. These are students who find participating in their local mainstream schools challenging for a variety of reasons, many of which are sensory based. I am pleased to write that we now have a full class of five, all of whom are attending school more regularly. Their primary caregivers report that for the first time in their schooling experience they've not been called back mid-morning to collect a dysregulated child from school. This unanticipated benefit has freed these caregivers to enjoy more predictability in their own lives which in turn gives them greater energy to support their child through the other 19 hours of the day.

It is always lovely when former students connect with us and tell us about their lives since leaving HRC. Congratulations to Ihorangi Reweti-Peters who received the Te Iho Pūmanawa - Wakamana Tangata award from the Prime Minister. This award recognises a young person who has demonstrated an outstanding contribution to their whānau, community, church, or school, or has acted in a way that has inspired others through their language and culture to

make a positive change in their own life or the lives of others. Ihorangi was also recently awarded The Leadership Lab Young Change Maker award at the Waitaha - Canterbury Youth Awards. We at HRC are honoured to have been part of Ihorangi's story.

Thank you to our parents/caregivers who gave feedback to the bi-annual Health Curriculum consultation. Three themes (body care, being responsible online, and managing changing relationships) emerged. We also asked for feedback on our Behaviour Support Policy and Procedures and we thank our parents/caregivers for your complete endorsement of how we support tamariki to progress their learning and ensure safety for all.

The Ministry of Education (MoE) is at the second engagement phase of its Highest Needs Review and will be seeking feedback from a wider range

of stakeholders including children and young people, parents and whānau, Māori and Pacific communities, the disability sector, the education sector, and Government agencies. Google 'Highest Needs Review' for more information. If you want to participate in this phase, please email [highestneeds.review@education.govt.nz](mailto:highestneeds.review@education.govt.nz)

Reflecting now on the Term 3 lockdown; thank you to our kaiako who supported getting students to their homes in a safe and efficient manner, and thank you as well to kaiako who quickly got online learning opportunities up and running.

Mere Kirihimete to all.

Anne Askey – Acting Principal

### Making moments meaningful



Our 2021 College Value Focus

MANAWA-ROA | BE RESILIENT

# Te Whare a Huritini



Kia ora te whānau o Otu Mātua.

The students in Huritini returned after the Term 3 lockdown in high spirits, with the exception of Cameron who lives in the Auckland area and had to wait for level 2 before his return to HRC.

We welcomed in Brodie, who fits into our house well. He made a friend from one of the other houses and the pair became inseparable. Brodie enjoys drift trikes, going to the skate park, biking and a variety of other activities. He also likes to complete paid chores to earn pocket money. Andy (teacher) reported Brodie has made huge steps here already. Welcome and ka pai to Brodie.

### Words from Brodie:

*I enjoyed going to the skate parks with other students from HRC, learning new skills with scooters and skateboards like 'dropping in'. I also enjoyed playing on the Xbox, and liked to show the cars I have bought and use in Forza.*

The one thing that Brodie does not like is bedtime, but he is working hard to overcome this.



Elliot has completed setting up an online radio service. Kaiako and students can ask Elliot to add music, which is very exciting – he already has a playlist with fantastic artists such as L.A.B., Shakira, The Weekend, and many more. He is also working very hard to become a house captain in Huritini which requires completing several targeted goals. Kia kaha to Elliot.

### Words from Elliot:

*I enjoyed going to the Escape Room with Tauawa, where we had to find and solve the clues so we weren't locked in. I enjoyed talking about technology with Bruce and Jon P and I met with them most afternoons.*

Something that Elliot would change if he could, is to have more time on devices.



Cameron, who lives in the Auckland area, was not able to re-join us for the full term; however, we were able to keep in touch with Cameron via Zoom. Cameron joined us to participate in a quiz night celebrating Te Wiki o te Reo Māori. He was an amazing participant as it wasn't easy to compete with the other students via internet. Tumeke Cam.

### Words from Cam:

*I had lots of fun before the lockdown and then had to return home. I missed everybody and I was really looking forward to returning to HRC to pick up where I left off.*

E noho ra,  
Te Whare a Huritini



# Te Whare a Makonui



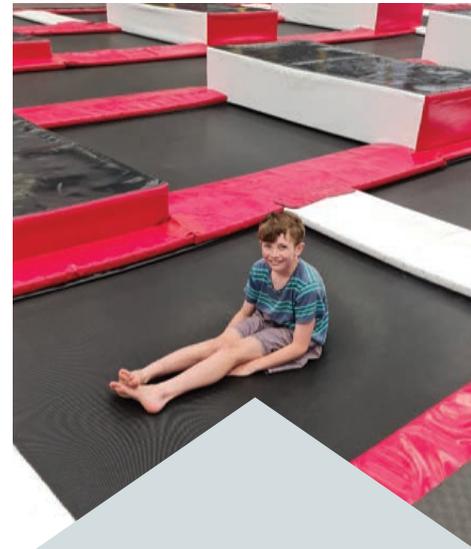
**Hi, I'm Vijay.**

This year I have enjoyed biking, going to the skate park with Kahu & Jessie, going to Mega Air, and shopping with Ben & Lisa buying Anime and a new Bluetooth speaker and other stuff with money I have earned.

I also enjoyed going to a Chinese restaurant with Jessie and learning to use chopsticks.

My best achievement this year was earning house captain.

I am looking forward to coming back next year.



**Hi, I'm Thomas.**

The thing I have enjoyed most this term is pulling the go-kart apart that Simon got.



**Hi, my name is Luka.**

The best things I have liked about being in Makonui are:

Playing on the Xbox, finding skinks, Jessie's bacon and eggs in the weekend, going on outings, climbing trees, staying the weekends, hanging with Vijay, and making new friends, and I like earning money by doing paid chores.



# Te Whare a Tauawa

E nga iwi  
E nga whānau  
Noho ora mai koutou  
I waenga nui I te COVID

We have had one of those years where everything is all upside down. COVID didn't help last term with us being unsure whether we were going into lockdown; however, this term looked brighter as we welcomed Jony who has whakapapa back to Ngai Tahu. Jony enjoys music, playing cards, and just hanging out with kaiako and taura. Since Jony arrived he has brought nothing but happiness and character to our whare. Jony has a very funny side to him and he makes everybody laugh with his humour. Jony is well suited to our HRC whānau.

This term we had Te Wiki o te Reo Māori - HRC style. To tautoko our reo within the kura/whare with daily winners for kupu o te rā (word of the day), rock painting, games and hāngī.

## Kupu from kaiako:

I have enjoyed seeing our rangatahi grow in themselves when helping kaiako assemble and prepare kai for the hāngī. Then when cooked, lifting the hāngī alongside the men, enjoying their camaraderie, then cutting up the kai/food ready for everybody to eat.

I appreciate my job when I see rangatahi learning how to achieve things without knowing they are doing so, then you see that spark ignite because they are enjoying what they are doing.  
Manaakitanga.



## Kupu from Jony:

I have enjoyed my time at HRC so far.

Mo T is one of my favourites, she is all good. I like getting my phone and watching wrestling. I like getting my hair done in the morning by Jazz and Jono. I really enjoyed going on a walk with Mo T, and going to the gym with Matua George, Jono, and Mr Young.

I love the van and miss it.



## Kupu from Rhome:

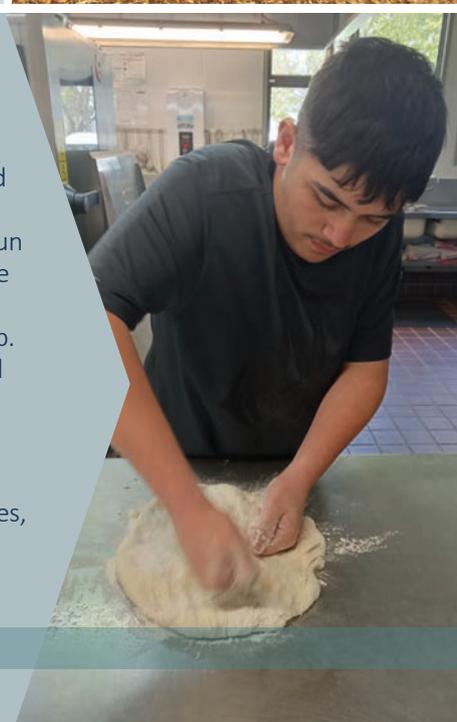
I have enjoyed our outings. My favourite being the escape rooms as they are heaps of fun and I want to do heaps more of them.

I also enjoyed doing spotlight on my weekends with Matua, Jazz, Mo, Junior, and Elliot when he came and played with us too - not that he was very good at hiding. Matua was the best hider, for sure.

## Kupu from Marcel:

The activity that I enjoyed the most this term was Adrenalin Forest. It was fun climbing up and down the ropes, and having to clip on before you could climb. Our kaiako also came and enjoyed the outing.

Elliot was really good at climbing and was fast at getting across on the ropes, I would like to do this again.



# Education Outside the Classroom



# Raumata

Teacher: Jess Grenfell

Teacher Assistant: Jane Robb

Time has flown by this term and the students of Raumata have been working hard all term.

The kaiako and tamariki of Raumata welcomed a new student, Thomas, at the beginning of the term. Thomas seamlessly fits into Raumata and he gets on well with the students in the class.

We have been learning new information about disasters that have occurred around the world, past and present. Some of the topics have included the Twin Towers, MH370, Christchurch earthquakes and a lot more. The students have also picked their own disaster to research and create a PowerPoint presentation about. I am very proud of all the students for engaging so well in this topic.

In Term 4, we have started a new focus on financial literacy. We think this is an important area to focus on if the students want to live independently. We have set the students up with their own spending accounts and saving accounts through [banqer.co.nz](http://banqer.co.nz). So far the students have learned about the minimum wage and learned how to fill a timesheet out.

On Wednesdays this term, we have been playing pétanque against other schools. The students were hesitant at first as they had not played before. All students were able to overcome their fears of trying something new and gave the game a go.

Kia kaha.

We asked the students what they have enjoyed at HRC so far and this is what they had to say:

## Words from Rhome:

I have enjoyed everything.

## Words from Marcel:

I have enjoyed preparing and helping with the hāngī and getting to meet Nala, the new puppy.

Raumata celebrated my birthday by getting me birthday cupcakes.

## Words from Thomas:

I have enjoyed rebuilding a go-kart with Simon and Steve. We have added a new carburetor and a new engine.

## Words from Elliot:

I have enjoyed practising social etiquette at cafés each week.

I have enjoyed helping staff with their computers.



# Tihao

Teacher: Andy Dickison



The Tihao classroom focus in Term 3 was EOTC where our learners were provided many opportunities for positive experiences outside of the classroom. Our outings were planned by our learners with safety being our main consideration. We visited many different areas of Christchurch including Taylors Mistake beach, Godley Head track, Washington Way, Knights Stream skatepark, Flowers Track on Scarborough Hill, McLeans Island and Crocodile mountain bike tracks, Washpen Falls walking track, and the Halswell Quarry.

Our outings provided our ākonga with physical challenges where our muscles and cardiovascular systems needed to work hard and as a result our minds needed to be mentally strong. We chatted to the general public at every opportunity and made a positive impact everywhere we went.

We worked on some small landscaping projects within HRC grounds, helping Don and Josh move earth and lifting and carrying objects. We needed to follow instructions and work safely using tools and equipment.

Another highlight of Term 3 was designing, developing and creating name plaques for friends and family. We were given random wood off-cuts, paint and screws and we researched names, colours and family crests using Google. We used close to 500 screws and many sandpaper discs but we were super-excited about our creations.

Our Term 4 focus has been food, whānau, and socialising with our friends in other classes. We prepared three big meals for our whānau, provided food for four busy Friday afternoon café gatherings, and we learned how it is very important to eat food that digests slowly in our tummy. This makes us feel safe, settled and happy. We are learning how to make real café level coffee and other hot

drinks, and Ben has taught us some tricks of the trade.

We have also set up a Breakfast Club to start our day. This club provides us with the opportunity to connect with whānau and kaiako, prepare food and share food. This time is very important for Tihao as it gives us a chance to settle into school at the start of the day, chat about the plan for the day and also reflect on yesterday's 'good stuff' and what we can improve on tomorrow.

We have just started RDA again and we are very excited about this.

## Words from Brodie:

My favourite part of being in Tihao has been the mountain biking and swimming in the HRC pool, but I love everything.



# Te Puna Wai

Teacher: Nicole Todd  
Teacher Assistant: Lee Tacon



## Words from Vijay:

I have enjoyed the class and going on café visits after sport. I have got better at maths including division. I have enjoyed doing ENGAGE.

Changing the wheel with Simon was great too.



## Words from Jony:

I am new to HRC. I liked going out in the vans.

## Words from Luka:

I liked hanging out with everyone and getting free time. I liked learning internet safety with the iPad game.

I am grateful for being at this school and I'm looking forward to going to Hillmorton High School.

## Words from Cam:

I liked burgers best in tech. I have really enjoyed pétanque. I have really liked our topic of disasters and destruction. I have also really liked RDA, and it's been great to be out of lockdown.

I am really looking forward to my next steps.

Te Puna Wai has been busy with so many things!

We have enjoyed playing pétanque for our sport this term. It's been good to learn something new and work at a different pace.

After sport we have been going on café visits. Our favourite so far was at Oderings Garden Centre café where they have amazing hot chips that we shared together.

We have really enjoyed interchange where we have been doing woodwork for technology; science, where we have been learning about plants; and art with a Halloween theme. Making the handprint vampires was great fun, and making celery change colour was really interesting.

When we go off site to tech, we have been learning to cook; breakfast burritos and hamburgers have been really yummy.

On Thursday afternoons, we have been joining with Raumata and learning about disasters and destruction. Cam really liked learning about MH370 as it's such a mystery. Vijay enjoyed learning about the Twin Towers, and watching all the explosions made him think about how scary it would be. Another reason we enjoyed going into Raumata, is so we could spend time with Bailey and Nala, Jess's dogs.



# Kawatea

Teacher: Sarah Hall

Teacher Assistant: Jan Wicksteed

Terms 3 and 4 saw our fifth and final student, Rival-reign, join Kawatea, as well as three new kaiako: Suzanne was employed as the release teacher for one day a week; Jan, the new teacher assistant (TA); and Cass, our second TA when our numbers grew.

This term we introduced a health topic that has a lot of learning attached to it. We have been learning the importance of washing hands, and how we do it. We then sit together to share some fruit and vegetables. While our staple foods are apples, carrots, bananas and mandarins, we have also been able to share and learn about pineapple, cucumbers, tomatoes and strawberries. Part of this learning is about turn taking, sharing, and asking for and receiving things. This has become a very enjoyable part of our morning routine, and as the summer approaches we are looking forward to enjoying other foods.

This term we are hoping that as the weather warms up we will get to use the school pool and play outdoors more. Sam, Ryder's mum, very kindly gave us a bag of sunflower seeds and we'd love to clear some space so we can plant them. We would also love to plant some foods like strawberries and peas, so by Term 1 we will be able to enjoy our own produce.

While we spend most of our time as a class group, there are times we join the rest of the HRC whānau. Café time on Friday afternoons has been a positive way that the Kawatea boys have been able to play games and socialise with the other students and kaiako in the school. Morning tea time has seen our students out in the playground with everyone else, and has helped teach the boys the routine of going out for a break, then returning to class. The recent HRC hāngī was enjoyed by three of our boys and was an all-round success.

Two of our students, Ryder and Dysharn, joined the rest of the school for Wednesday afternoon sport to have a go at pétanque. We were so proud that each boy had a go.

Our boys have enjoyed using the school playground. It is in this environment that we see imaginary play at its best, and friendships being solidified through play. The learning that is happening at these times is invaluable. Lunchtime games have also been the catalyst for social learning as we play tag, and other group games. It's also the time when we hear both students and kaiako laugh, chat, and truly enjoy being together.



## Pétanque is back!

HRC entered three teams into the Wednesday Secondary Schools' Pétanque competition.

This was played at the Christchurch Pétanque Club and the club members helped run the games.

The last time the competition was run was in 2010 so it was great to be back.

The HRC pétanquers really enjoyed their games and we had some hard fought battles against the other schools.

# The Purposeful Use of Daily Life Events

Over the course of the last 12 months, the staff at HRC have been growing their practice through training in The Purposeful Use of Daily Life Events (DLE). DLE sits within the professional discipline of Relational Child and Youth Care Practice.

DLE is designed to help those who engage directly with ākongā and their families become more effective in their daily interactions. Through a focus on everyday events and how these events connect to the overall goals established by ākongā, the practitioner adopts a more holistic approach in their interactions. DLE highlights the potential to make every moment meaningful with ākongā, providing opportunities for change and reaching the established goals more effectively.

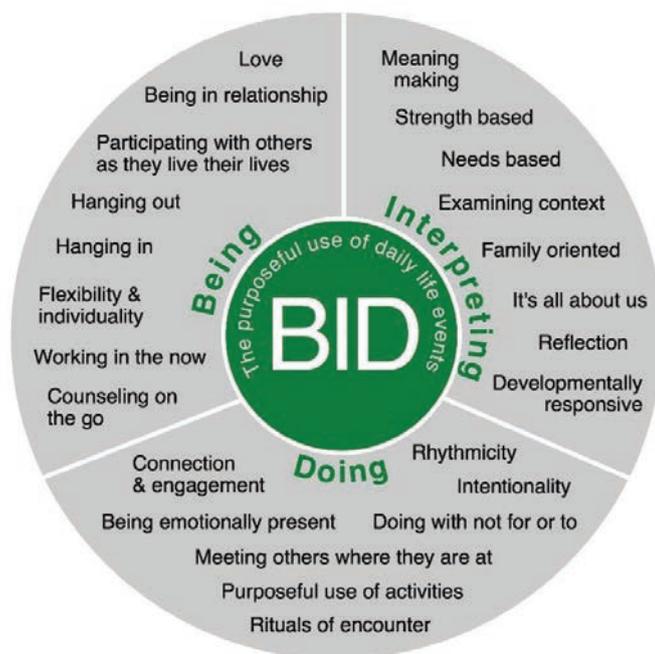
DLE is based on helping people to live their lives differently, as they are living it. It promotes being in-the-moment with individuals and experiencing their lives with them as it unfolds. It provides knowledge and skills for a strengths-based, trauma-informed, and child-centred approach. Participants develop skills that assist them to focus on small important moments and experiences of ākongā to help them move more effectively towards their desired outcomes. 'Making moments meaningful' is the hallmark of Relational Child & Youth Care Practice. The DLE training is about 'how we think about what we do.' When we think clearly, we do better work.

The diagram to the right (Freeman & Garfat, 2014) shows how the 25 characteristics of a Relational Child and Youth Care approach are arranged around the Purposeful Use of Daily Life Events and grouped

according to processes of Being, Interpreting and Doing, or BID. These characteristics are foundational to our way of being, interpreting and doing in our work. They characterise the Child and Youth Care way of being in the world with other(s) with a clear focus on the importance of relationship.

The initial training occurred in February 2021 and the support for the champions of this approach is ongoing through monthly group supervision provided by Dr Leon Fulcher, Shane Murdoch and Edwina Poynton. Refresher and initial training will be provided in early 2022.

*Edwina Poynton  
Let's Care NZ*



**Characteristics of a Relational Child and Youth Care Approach**

Freeman, J. & Garfat, T. (2014). Being, interpreting, doing: A framework for organizing the characteristics of a relational child and youth care approach. *Child & Youth Care Online*, 17(9), 23-27. Retrieved from <http://www.cyc-net.org/cyc-online/jan2014.pdf>

## What our Acting Tumuaki has to say about DLE at HRC:

*'Kaiako continue to embed our training in Purposeful Use of Daily Life Events (DLE). Kaiako who use the DLE relational approach are intentional about interpreting and examining contexts, as well as being aware of and reflecting on each student's strengths and needs.'*

*Working in this way creates a place of safety, a place where connections are valued, and a place where emotional regulation is modelled, reinforced, and practised. Readers will recognise that these three aspects are foundational to trauma-informed practice.'*

*Critical to the development of emotional regulation is helping students recognise and understand signals from their own body. Is their breathing deep or shallow? Is their heart beating fast or slow? Are their hands hot or cold? What is their body telling them? Are they hungry? Are they tired? What is their energy level? Is what they are feeling, pleasant or unpleasant?*

*As students start understanding these interoceptive sensations, they are better able to identify and manage their emotions.'*



# Sensory Support at HRC



Sitting still is a challenge for lots of students and research shows students are more focused on learning when they are given a chance to wriggle, fidget, and move around. Consequently, we are introducing more classroom yoga breaks, flexible seating, and fidget gadgets.

A sensory path is another cool option for helping kids re-focus their energy throughout the day. A sensory path is a series of guided movements for kids to follow, shown by markings on the ground or walls. As students follow the path and complete the movements, they work off excess energy and develop their gross motor skills. The various movements on the path are designed to engage different parts of the body and brain. Two sensory paths have recently been installed at HRC (pictured left).

Updates have also been made to the therapeutic space we call a sensory room. A sensory room is a space designed to help an individual with

sensory issues learn to regulate their brain's negative reactions to external stimuli by developing coping skills during these experiences. We have two rooms beside each other. One room is darker with a variety of lighting and the other is flooded with daylight. Both have a variety of equipment that provides sensory stimulation. Different students have different requirements when it comes to learning to calm and focus themselves to cope with the world around them so they can be better prepared for learning and interacting with others.



## Enrolments at HRC

All RSS enrolments are made by entering a Specialist Education Agreement (SEA) with the Ministry of Education.

There are two referral pathways: **RSS only Pathway, and Te Kahu Tōi Intensive Wraparound Service (IWS).**

There are four criteria for the **RSS only pathway**:

- The young person is aged 8 to 15 years old (Year 3–10).
- The young person has behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty) and requires support at school.
- Local learning support services have been considered or tried. However, RSS intervention is believed to be the best way of meeting the child/young person's needs.
- The young person does not need an intervention in the home or community (the child/young person does not need intensive services such as Te Kahu Tōi- Intensive Wraparound Service, Oranga Tamariki or High and Complex Needs).

The **Te Kahu Tōi Intensive Wraparound Service (IWS)** is a support programme for young people aged 5-14 years who:

- have behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty), **and**
- require support at school, at home and in the community.

### Who makes the application?

**Applications are only able to 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**  
**03 339 7802**  
**[annamccoy@halswellcollege.com](mailto:annamccoy@halswellcollege.com)**



At the end of Term 4, HRC Te Otu Mātua will say goodbye to two students, Elliot and Cameron, who will be attending their new schools in 2022.

**Q. When did you start school at HRC?**

Elliot:- 2020, I think?

Cameron:- 2019, I have been here for over two years.

**Q. Name one thing that you have learned here at HRC?**

Elliot:- To control my anger. I used to hit people.

Cameron:- I have learned to control my anger. I used to get very anxious and frustrated with people and things.

**Q. How do you feel about leaving HRC?**

Elliot:- Upset I am leaving.

Cameron:- I am going to miss HRC but I am happy that I will be with my family.

**Q. What present do you hope Santa will leave under the Christmas tree for you?**

Elliot:- An iPhone 13 pro max, of course.

Cameron:- A brand new Ben 10 Ultimate Ultimatrix toy.

**Final word:**

Elliot: I am really going to miss Bruce and Jon P.

Cameron: I am going to miss Luka, Maree, and Tyrrell.



## Haere mai



Jan Wicksteed, Teacher Assistant

[www.halswellcollege.com](http://www.halswellcollege.com)

## Dates for the diary

Board of Trustees meeting:	Friday 10 December, videoconference
Final Assembly	Wednesday 15 December
End of Term 4 travel out day:	Thursday 16 December
Term 1, 2022 travel in day:	Tuesday 8 February