

Public Response to Questions posed at the Kelston van Asch CBoT meeting 15th May 2020

Question 1

What is the direction for the organisation as a whole?

In July 2020 the current two Deaf Education Centres will merge to become Ko Tāku Reo, Deaf Education New Zealand. Information about the merger to date can be found within the Charter for 2020 but I will copy it for you here for ease of access.

In 2018, Minister Hipkins gave permission for the schools to merge. Since then much progress has been made towards this end:

- An Establishment Committee of the BOT was set up
- A Change Manager was appointed.
- A Transition Team was formed to support staff HR progress through this change [MoE and Union personnel]
- An Alignment Manager has worked to align school policies.
- An Executive Principal of the new school was appointed. Then three Directors [Corporate Services, Resources and Communications, Teaching and Learning]. Then a Teaching and Learning Lead Team, and an HR manager.
- Consultation has occurred with students, whānau, staff and stakeholders around the name, story, and branding of the new school.
- Several iterations of the Organisation Structure have been socialised with staff, and robust consultation entered into.
- The employment process for staff into the new school is underway and will continue for the year.
- Work to understand and align practice is underway and will continue.
- The name of the new school has been announced: Ko Tāku Reo.

Over 2700 DHH children throughout New Zealand are enrolled at, or receive services from, the Deaf Education Centres. Together we employ nearly 400 staff. Both Centres were established as special schools and operate a core/day school and residential facility and provide Early Childhood Services. They also offer a range of courses and services for parents/caregivers, schools and other professionals. Specialist regional outreach roles include New Zealand Sign Language Tutors, Specialist Resource Teachers, Habilitationists, Audiologist, Hearing Aid technician. Other Specialist services provided in local areas include Resource Teachers of the Deaf (RTDs), ASSIST staff, and Communicators/Educational Interpreters. Working closely with the Ministry of Education, the Board strives to make the best use of its available resources to meet an ever-increasing demand on our services and the expectation of high achievement (CBoT Charter, 2020)

The Strategic Action Plan for 2020 which outlines the overarching direction for the organisation can be found in the Charter on pages 17-18.

Work programme matters for Deaf Education of particular relevance during 2020 include

1. Working within the MoE Learning Support Delivery Model and Learning Support Action Plan

2. Working with Ministry to develop a staffing formula ensuring an adequate and sustainable funding model for staffing and regional service. Variables for consideration in the funding model may include:
 - population growth
 - level of learning support needed
 - whether a direct or indirect support is provided
 - degree of dispersal of students
 - opportunities for technology to support learning outcomes
 - cost of interpreters
 - overheads for a national service network
 - early involvement resourcing DEC's funding framework anomalies
 - back office efficiencies
3. Property
4. Support for Merger process
5. Support in Service Delivery design
6. Support in negotiating partner school agreements
7. National Dataset snapshot to inform student profiling for decision making on property infrastructure and service delivery redesign/collaboration at a systems-wide level
8. New Zealand Sign Language@School's Allocation framework for students enrolled in their regular schools workforce planning for access to the NZ Curriculum via NZSL, Educational Interpreters/Communicator support workers resourcing, see recommendations Combined Board NZSL Pilot Study 2018. (CBoT Charter p 29, 2020)

Question 2

Is there any movement towards establishing an educational environment that sees Deaf learners being together all day, every day?

Currently in New Zealand there are a variety of educational environments provided that see DHH learners educated together. Satellite classes operate at Hagley Community College, Hillmorton High School and Wharenui Primary School in Christchurch. A linked campus approach operates with partner schools in West Auckland: Kelston Boys High, Kelston Girls College, Kelston Intermediate and Kelston Primary. Likewise, a parallel campus approach exists in Auckland's South East at Ormiston Primary School, Ormiston Junior College and Ormiston Senior College. Oteha Valley School provides a partner Primary school on the North Shore of Auckland. Tu Kokiri provides a transitional programme for senior learners preparing for further study or employment.

Question 3

Will the Deaf Education Centres become an advisory service and resource centre to schools only?

The outreach school services will continue to include a range of specialist supports.

- Direct Specialist inclusive teaching support

- Advice and guidance
- Regular monitoring to check progress is being maintained

Question 4

Will there be a full time class of Deaf learners in Wellington in 2021?

The answer to this question specifically in relation to 2021 is that there will not be a fulltime class of Deaf learners in Wellington in 2021. That does not however mean that this is not a possibility in the future and will be dependent on resourcing and cohort numbers. As we said at the meeting on Friday, our intention is to meet with Wellington parents/representatives, and others such as AoDC, and MoE to develop a strategic plan around next steps for Wellington. In Budget 2019 additional MoE funding was allocated to support the development of new NZSL hubs outside of the main centres. Work is progressing well on this and next steps have been identified.

In conclusion, going forward, the Board of Trustees wishes to assure people that we are very cognisant that raising student achievement and fostering our DHH ākonga's well-being is absolutely our focus from a governance perspective. We are very committed to creating a future, which honours the past, and forges a new era for Deaf Education nationally. Working collaboratively with strong partnerships with parents and other stakeholders will be a key driver in this process.