



van Asch
Deaf Education Centre

Ministry of Education

EDUCATION INFRASTRUCTURE

PROJECT BRIEF -

For van Asch Deaf Education Centre

School number: 0519

JULY 2016

EDUCATION BRIEF

Index

Executive Summary

1.	Our Vision/ Mission statement.....	4
2.	Our Values.....	6
3.	The Character of our Centre.....	8
4.	Teaching and Learning Structure.....	11
5.	School Timetables.....	20
6.	Our Curriculum.....	24
7.	School Leadership and Management.....	30
8.	Community Connections.....	33
9.	Linking Pedagogy to Space	
9.1	<i>Overall configuration of the Centre's Campus.....</i>	35
9.2	<i>Linking key aspirations of the Centre to space.....</i>	37
10.	Description of each space.....	41
11.	Furniture, Fittings and Equipment.....	53
12.	ICT.....	54
	Glossary.....	55



Executive Summary

This Educational Brief has been written on behalf of the Combined Board of Trustees for van Asch and Kelston Deaf Education Centres. The document was developed over a nine month period by a project team which included lead teachers and consultation with key stakeholders. It outlines current services at van Asch DEC and details future aspirations for service delivery in line with current educational and social-emotional imperatives for Deaf and Hard of Hearing students nationally.

van Asch Deaf Education Centre is not a typical school. It is both a co-educational composite school and a national resource Centre, supporting the needs of Deaf and Hard of Hearing students throughout the South Island and lower half of the North Island.

Section 1-8 describes the unique character of the Centre and its extensive range of provisions including its residential school, regional services, resource centre and technical services and Early Childhood programmes. This section outlines our endeavours to build a community of learning around each student and our equal focus on improving both educational outcomes for students and social and emotional outcomes including improving self-esteem and overall well-being.

Section 7-12 summarises the Board's future vision for the Centre's services and programmes and the modern, flexible spaces which will be required to best accommodate these activities. These services and programmes are informed and inspired by the Board's Charter, Vision and Mission statement and our belief that our students have the right to full access to quality education. Through early intervention, the use of qualified professionals and role models, and specialist educational assessment and programmes that include Deaf bilingual-bicultural approaches, our students are provided with a strong language base which equips them for educational success and the achievement of social and emotional development. This aspiration is realised through a broad base of regional, residential and campus-based provision within a Centre of Excellence.

The Board expects that at the next stage of this process - the Property Brief Stage, careful consideration will be given to a site which best meets the Centre's future needs. The Board welcomes a discussion with the Ministry of Education to explore potential future sites, including the existing site at Sumner. We are agreed that the best interests of our students is paramount and therefore our aspiration is for a site best suited to the provision of residential programmes, preschool and regional Services and resource and technical services for Deaf Education wherever that location may be.

A handwritten signature in dark ink, appearing to read 'Bernadette Mulcahy-Bouwman'.

Bernadette Mulcahy-Bouwman

Principal

Context – A Community of learning around deaf education

Under Section 98 of the Education Act 1964, the Ministry of Education made the provision of Deaf Education Services in New Zealand the responsibility of two Centres serving the whole of the country. These are Kelston Deaf Education Centre (KDEC) and van Asch Deaf Education Centre (van Asch). Both centres were established as special schools and each Centre has a core day school and residential facility and provide specialist outreach services. These include New Zealand Sign Language (NZSL) Tuition, specialist teaching provision including itinerant Resource Teachers of the Deaf (RTDs) and Specialist Resource Teachers (SRTs), Technical Services, courses for mainstream leaders and paraprofessionals, teachers and separate early childhood services.

In 2012, the Ministry combined the Board of Trustees of each Centre into a national Board. Today, the Combined Board of Trustees for Kelston and van Asch Deaf Education Centres, governs the provision of services to close to 2000 students enrolled at, or receiving support from either Deaf Education Centre. While each Centre operates in ways which address local needs, both are exploring opportunities for sharing skills, knowledge and resources and a national perspective for delivering services.

The Annual Resourcing Notice from the Ministry of Education provides funding for van Asch Deaf Education Centre to offer a range of services to Deaf and Hard of Hearing students, parents/caregivers, schools and associated professionals. The Residential Core school, which comprises a number of onsite and off-site hubs, is resourced in line with the principles that resource all schools. The residential programmes operate under a hostel licence and accommodation space is allowed for families and professionals. The additional early intervention, regional, specialist, resource centre and technical service functions are funded separately on a contractual basis within the resourcing notice.

1. Our Vision/Mission Statement

VISION

Van Asch Deaf Education Centre is committed to the vision of the Combined Board; one where Deaf and Hard of Hearing students are able to meaningfully contribute to society and are able to determine their future and fulfil their dreams:

All deaf and hard of hearing in New Zealand will have the skills and knowledge necessary to enjoy fulfilling and satisfying lives

This is accomplished through early access to and the acquisition of language, excellence in teaching, family involvement, collaboration and best practice.

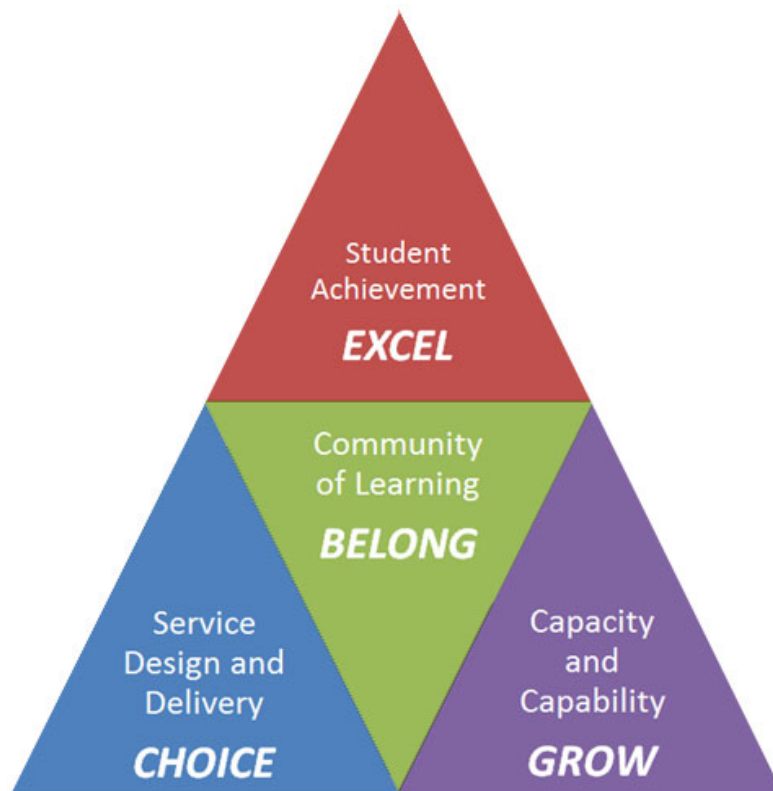
MISSION

To this purpose van Asch Deaf Education Centre will work with families and the Deaf Communities to provide an equitable and coordinated education for Deaf and Hard of Hearing students;

***To ensure that our students learn in an environment where they
Belong, Grow, Excel & Choose***

van Asch Deaf Education Centre is focused on two strategic imperatives:

- To improve the educational outcomes of our deaf students
- To improve the social outcomes for our students



The Combined board has highlighted the following as its STRATEGIC PRIORITY AREAS

Excel - Demonstrating Student Achievement

Belong - Building a Community of Learning for each student

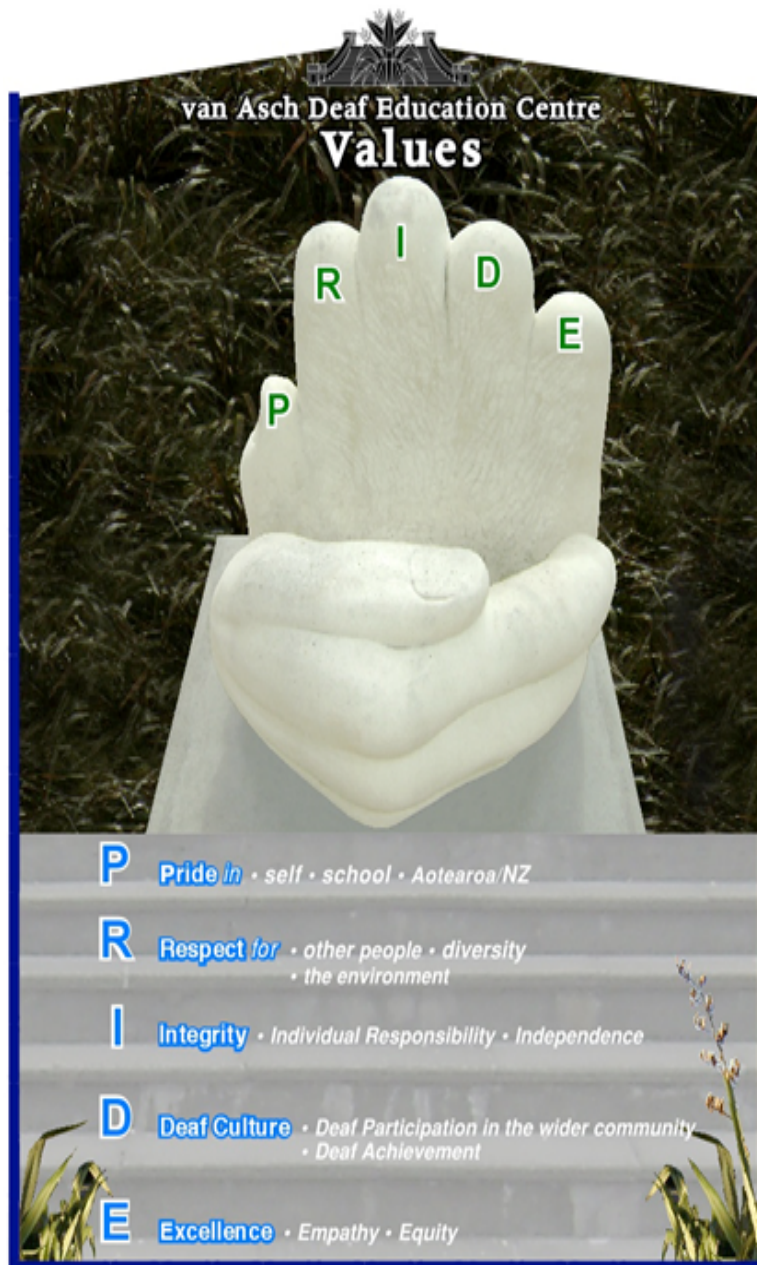
Choice - Service Design and Delivery that provide clear pathways

Grow - Ensuring workforce Capacity and Capability to sustain improvement

Every deaf student's right to community is also acknowledged as a driver of value in the Combined Board's Charter and it is this sense of community and belonging that is expressed in everyday actions and interactions within the school. While van Asch strives to ensure every child reaches their academic potential, the social and emotional wellbeing of each of our students is paramount. Education is a continuous, life-long process and our deaf learners are supported to acquire the range of skills needed to reach their full potential as human beings, in all aspects of life and participate and contribute to community and society.

2. Our Values

The van Asch community has also developed its own independent set of values which are cherished by staff and students alike. These values were developed at the time of its 125th Anniversary and are incorporated into the school curriculum. Represented by the abbreviation PRIDE, they are strongly held and articulated values that communicate a sense of identity with the local community, both hearing and Deaf. The school programme is fully invested in these values supporting children and staff to reflect them in all they do. Staff and students, work together with integrity, empathy and mutual respect. PRIDE is promoted in each satellite and also incorporated into teaching planning across the curriculum. Posters and certificates reinforce the values and encourage thinking and discussion such as "How do I show pride at van Asch?" and "How do I show integrity?"etc. The PRIDE values energise the school's Celebrating Success Assemblies each term and become a focus of excellence. Students are praised for demonstrating a particular value in the school setting ensuring that the values are integrated within the van Asch Community.



Symbolism

The 'Nurturing Hands' sculpture was created by a deaf/blind ex-student from the school. This sculpture represents the importance of New Zealand Sign Language in supporting deaf children's identity and self-expression- "Let the Language flow" (taken from the school song). The garden surrounding the sculpture is in the shape of an eye, highlighting the importance of visual communication for many deaf people.

The Flax plant (Harakeke) in the background symbolises growth and new beginnings. The Steps (steps to the old school) represent the steps to learning and the link to New Zealand Deaf Education history. The colours of blue (sea) and green (mountains) are the colours of the school uniform chosen by past pupils.

3. The Character of our Centre

In 1880, the first government-funded school for the Deaf in New Zealand, Sumner School for the Deaf was established in Sumner, a sea-side suburb of Christchurch. It catered for children from all over the Country until a second school for the deaf opened in Auckland over 60 years later. In the early 1890's an elegant Queen Anne style school building was erected, later to be condemned as an earthquake risk and demolished in 1982. The original stone steps are all that remain of the original school and these have become a focus of its proud legacy. A memorial wall behind the steps has been constructed using the original bricks and stones from the building. The wall pays tribute to past staff and alumni, local people and the Deaf Community spread across Aotearoa and the World. This area of the school is a taonga that acknowledges our past and looks to our future. Many families of deaf children, Deaf Community members and past students make special effort to come to this area, sit at the top of the steps, look out at the field, reflect on the past.

van Asch Deaf Education Centre has an important role in allowing deaf children to experience Deaf Culture and the use of New Zealand Sign Language (NZSL) and make connections with peers in a deaf community. In this unique educational environment, Deaf children are able to develop a positive sense of Deaf identity and belonging. Van Asch also provides a place for families who come for orientation and assessment in the areas of audiology, spoken English, NZSL and Deaf Culture, which adds to their understanding of their deaf child's identity.

van Asch Deaf Education Centre continues to occupy this historic and culturally significant site at Sumner, its enduring pride in the fact reflected in the van Asch logo which depicts the old school steps. For many people, hearing as well as deaf, connection with the site at Sumner is something that runs very deep. This link with the past is made even more important and precious to a people who have seen so much of their local heritage erased after the devastating earthquake of 2011. Steeped in history, and the genesis of Deaf Education in New Zealand, Sumner is where it all began. The school Museum traces the progression of deaf education through the years with many artefacts mapping the advances in assisted technology that complemented it. Naturally the school's philosophy and practices have evolved over time. Where sign language was once banned and children who signed were not admitted, the school prides itself in holding a strong commitment to bilingual, bicultural pedagogy.

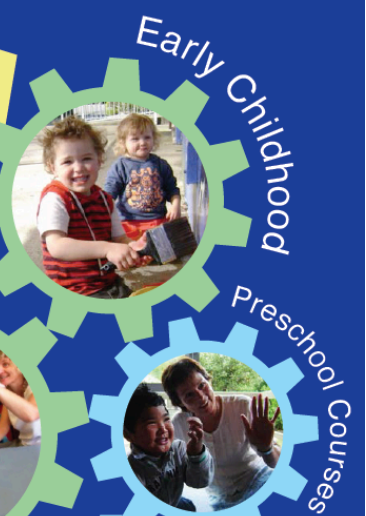
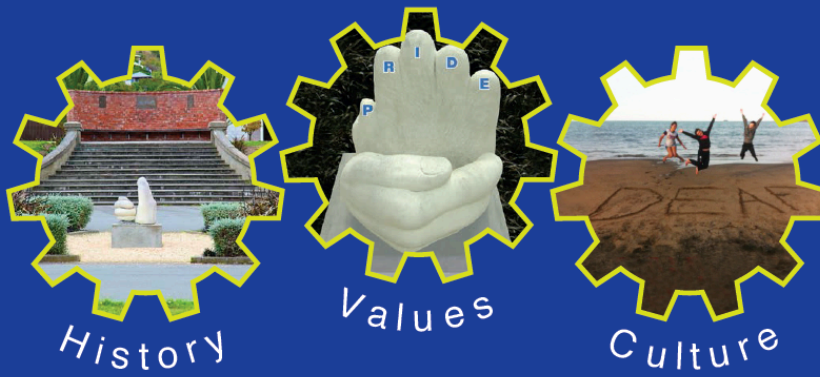
Today van Asch is both a co-educational composite special school and a national resource Centre, having responsibility for the support of Deaf and Hard of Hearing children and students throughout the South Island and lower half of the North Island. It is not a typical school, responsive only to local needs, but offers a range of services as diverse and individual as the abilities of those children it supports. At present, the Centre employs 164 staff, comprising 106 Christchurch-based staff and 58 regional staff.

The site at Sumner has well maintained buildings and grounds including a gymnasium, sealed tennis courts, conference facilities, audiological assessment and technical services facilities. Its playing fields are frequently used by the local community and the Centre has recently agreed to their use by the local cricket club. Many of the buildings, in particular, the residential section, date from 1980 and classroom facilities have been progressively upgraded to include pre-school through to post-secondary instructional areas and special purpose teaching rooms. The Media Centre is currently focused in providing more resources in digital formats and is investing in communications technology to enhance the regional provision. This will lead to better communication with staff in the regions, the ability to increase opportunities for NZSL tutoring with students and the capability to build and sustain a community of learning throughout the van Asch catchment area.

Within the Centre grounds there is a Whare which has strong connections with the local runanga. The Whare is the turangawaewae (a place to stand tall) for all the students, with the teaching of the transition students based in and around the buildings. Powhiri or mihiwhakatau (formal and less formal welcomes) are conducted at the Whare, which serves as an interface between staff, students and the varied visitors who frequent van Asch.

Students actively participate in the rituals and extended protocol which serve as a rich learning experience (and a place to foster leadership and manaakitanga). At other times staff use the facility for various hui to enhance learning.

The local Redcliffs School relocated to the van Asch site following the 2011 earthquakes. Currently some facilities at van Asch are shared with Redcliffs while the future of their school is being decided.



4. Teaching and Learning Structure

Core School

van Asch Deaf Education Centre is more than a school. It is an organisation providing a full range of services including early involvement, school, assessment and residential courses for students and families/whanau from 1-21 years of age. It operates within an educational framework with the student in the centre.

In relation to its core services, the Centre provides a range of programmes, from its Early Intervention Centre through secondary, and makes full use of the wide range of resources that are available both in the local district and greater Christchurch area.

At time of writing, there are 670 children enrolled at or receiving services from van Asch Deaf Education Centre. This includes 29 students enrolled in the Core School. Of this figure, approximately 168 are Māori students. Core school enrolments come from throughout the region served by the Centre. Satellite classes operate at Hagley Community College, Hillmorton High School and Wharenui Primary School in Christchurch.

The Wharenui Hub caters for primary students Year 1-8. These students have access to the mainstream environment plus the option of attending some mainstream classes e.g. technology and maths.

The Hillmorton Hub is based at Hillmorton High School and is in its second year. The provision caters for children in Years 9-11 with a view to accessing Year 12-13 in future years. Students, supported by van Asch staff, can take up to three mainstream subjects where they are working towards NCEA. Other subjects are taught in the home room which follow local curriculum planning and teaching. Students also work in partnership with Te Kura/Correspondence. Children attending the Hillmorton Hub have access to full extracurricular activities provided by the host school.

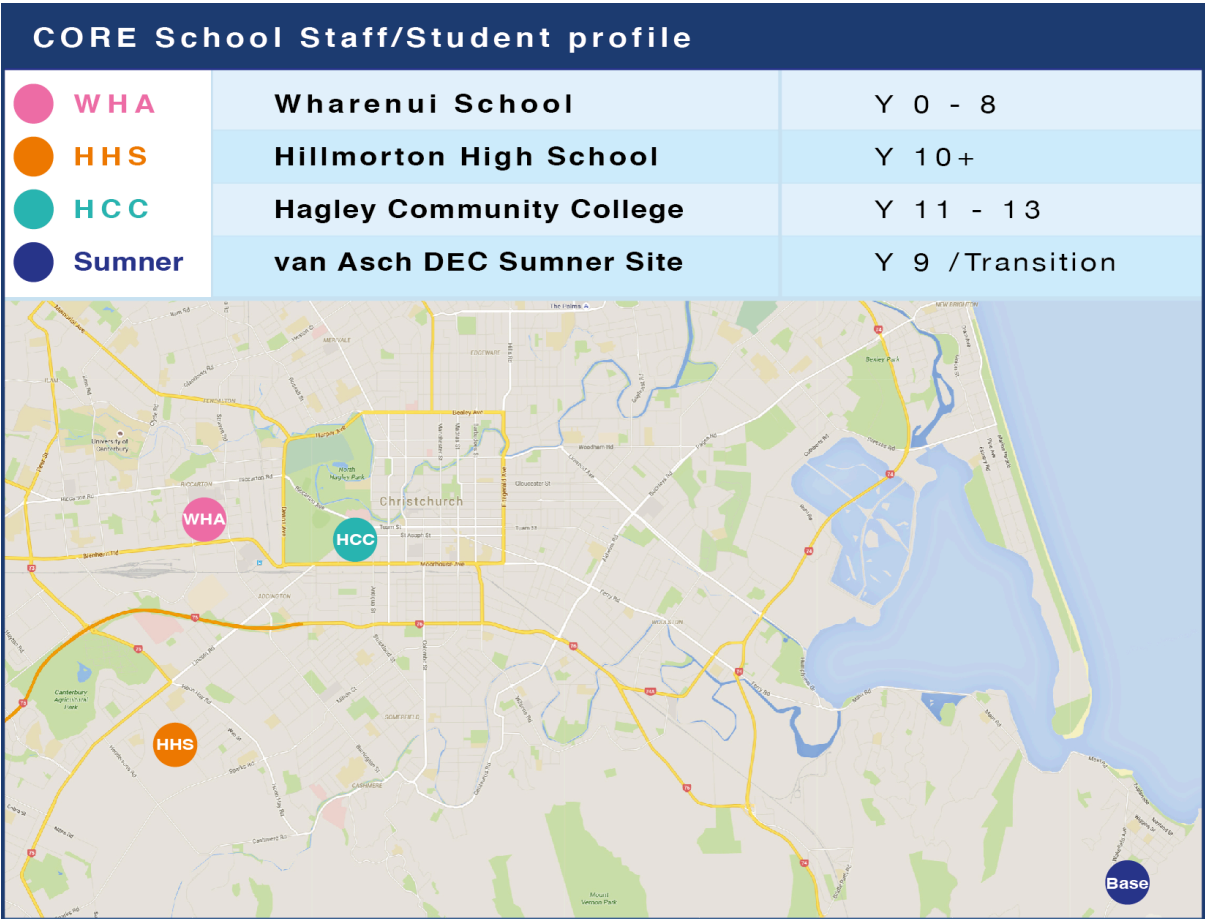
The Hagley Hub is based at Hagley Community College. Students here are Year 11 and above. The programmes offered align with the College timetable where students opt into mainstream classes and are supported by van Asch staff. There is a strong focus around pre and post teaching to support students to gain NCEA qualifications. Te Kura/Correspondence courses are also accessed at the Hagley Hub along with classes in NZSL at NCEA levels 1 & 2.

Students based at the Sumner Hub take part in a Transition Programme. The purpose of this programme is to provide alternative career pathways and the opportunity to gain NCEA credits through work experience and short courses. Individual literacy and numeracy programmes are available with specialist teaching support. A large part of this programme involves accessing local communities, forming connections and providing real life skills (e.g. flatting programme, budgeting etc). The local curriculum is the main document used to compliment the teaching around key competencies and life skills.

The 2016 Charter of van Asch and Kelston Deaf Education Centres includes strategy to explore setting up future Deaf Education Hubs for students outside of Auckland and Christchurch. This is to be a place where Deaf students can access a Bilingual-bicultural immersion programme in their local area. The outcome is that local deaf students can learn and interact together. This may involve full school enrolment or day school activities. This work is currently at exploration stage and will occur under the Governance of the DEC's. It is being supported by the NZSL Ministry of Education work programme.

To develop goals specific to the educational, social and emotional needs of each student, Individual Educational Plans (IEPs) are created involving the student, parents, caregivers, teachers and other specialists where appropriate. These are collaboratively reviewed and revised biannually.

The largest ethnic group among the core school cohort is New Zealand European, accounting for 65% of students. The second largest group are Māori 18% followed by Pasifika 11%.



Regional Services

The Centre's Regional Services are subject to special education policy and are available to Deaf and Hard of Hearing students with moderate needs and those verified under the Ongoing Resource Scheme (ORS).

ORS teacher components previously with the mainstream schools, are now incorporated into the regional specialist teaching services. This resource is reviewed and allocated on an annual basis following a prioritising and moderation process.

A range of specialist support is provided:

- Direct specialist inclusive teaching support
- Advice and guidance concerning transition, assistive listening and IT devices
- Planned monitoring to check progress is being maintained

The Regional Services are funded to provide specialist teaching and advice and guidance to classroom teachers of Deaf and Hard of Hearing students enrolled in a mainstream, attached satellite unit or Special School across the South Island and lower half of the North Island.

Specialist Teaching Service is allocated to students meeting the criteria for literacy, language support in an inclusive setting. This service is provided either by a Resource Teacher of the Deaf or qualified teacher based in the student's local area. Both RTDs and staffing transfer teachers receive outreach/professional support from the Specialist Resource Teachers (SRTs) of Literacy, Sign Language and Speech-Language. NZSL tutors provide Sign Language tuition and Deaf Awareness training.

Regional office spaces for RTDs is negotiated with local schools through occupancy agreements.

Christchurch RTDs are located on the Sumner site in whatever space is currently available and as a result it is not always possible to locate the Regional Coordinator close by or to provide adequate space for the number of teachers involved. However the current situation is more workable than in the four years previous. There is a team of four Lead Teachers in Christchurch, supporting local and regional staff. This team meet together regularly as well as meeting with the groups and individuals they are responsible for. Whole team syndicate meetings are held with intensive learning team meetings for smaller groups. The induction and mentoring of new staff is another part of the work which goes on within the regional space. The ASSIST RTD uses the space as an office for her work covering the Canterbury region. In addition, staff from other sectors of the school such as transition also use the space. There is a large screen TV for visual communication and multiple desks and storage units such as filing cabinets.

ASSIST Service

Between 2013-2015, a sector shift was agreed to enable the Advisor on Deaf Children (AODC), employed by the MoE, to focus on the Early Years for Deaf and Hard of Hearing children and agreement for extended service provision by the two DEC's. Progressively since 2013 the Assessment and Involvement of a Specialist Teacher (ASSIST) has been the DEC's' responsibility from year 4 onwards. This explains the surge in numbers of students currently enrolled at or receiving services from van Asch which has increased from around 400 in 2014 to 670 presently.

All regional students who receive services from the Centre are eligible for ASSIST Services that provide advice and guidance in relation to IEPs, transition, and hearing aid management. The service has the

potential to promote flexibility, by sharing information and enabling the movement of children across schools at various points in their life according to their evolving needs.

Specialist Resource Team

Outreach professional support is provided from the Specialist Resource Team that is made up of Specialist Teachers Sign Language, Speech-Language and Literacy, NZSL Tutors, Hearing Aid Technician and Audiologist. This support is delivered through a spoke and hub model that includes; at-distance technology, face to face visits to schools and workshop in the local area or at the Sumner van Asch site. 18 staff are based at van Asch and a further six tutors and two NZSL Specialist Teachers are based in their local area.

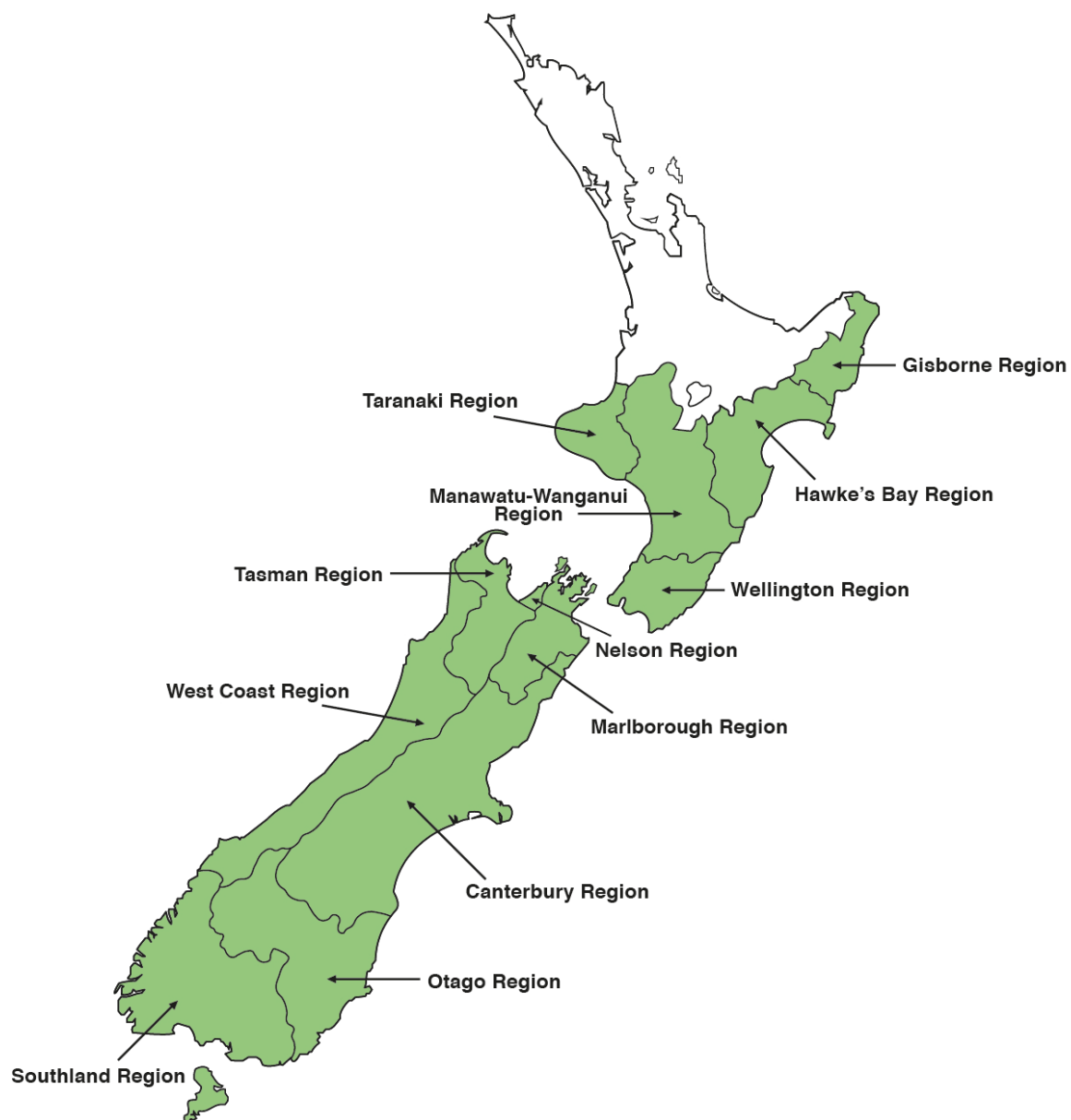
Resource and Technical

van Asch's resource and technical services provide services for Deaf and Hard of Hearing pre-schoolers and students from the time of diagnosis to the end of their compulsory education. These services are available to the families/whanau of deaf and hard of hearing children and staff in regular schools.

The Centre maintains a media centre and library that provides curriculum support, extension resources, virtual learning and in-service training.

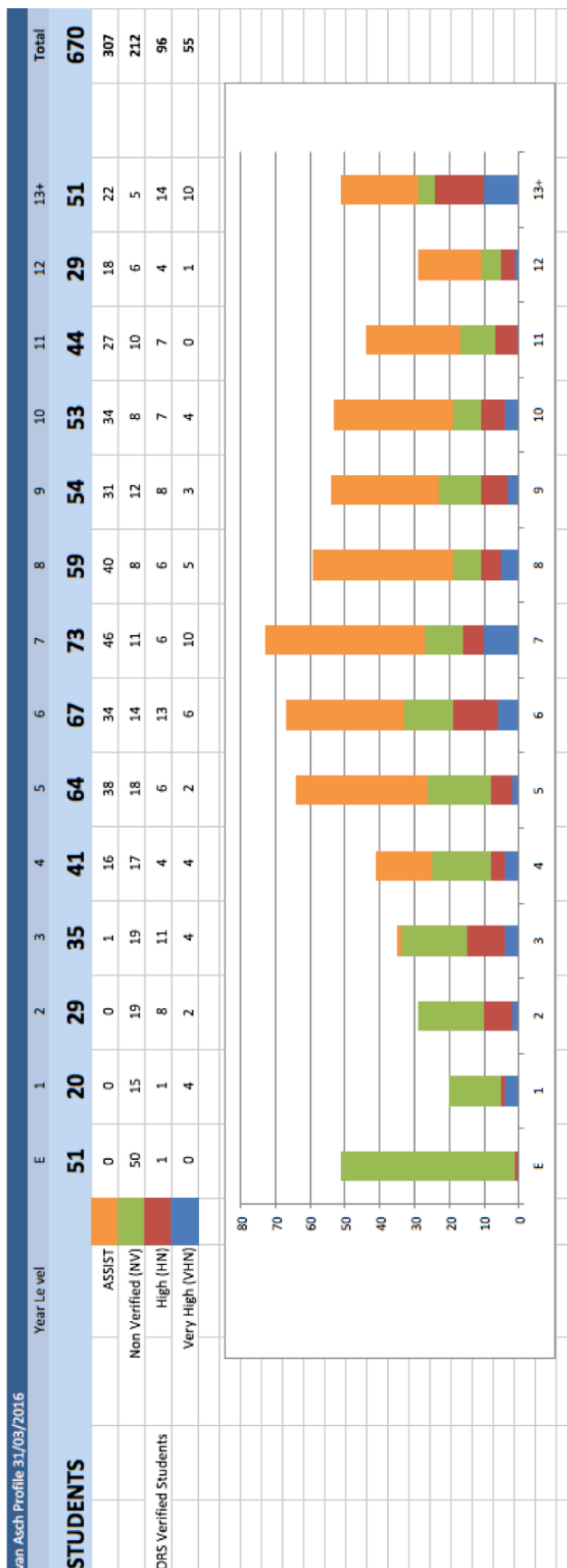
van Asch also provides audiological assessment for students enrolled in the school and students attending assessment in residential programmes. Outreach paediatric audiological support to local audiologists is offered as well as ongoing access to assistive listening services (including hearing aids and FM systems, plus their fitting, repair and maintenance).

Regional Student Profile



The van Asch Student Profile notes all children enrolled at or receiving services from van Asch across all parts of the region.

March 31, 2016



Residential

Deaf children are one of the most marginalised groups in society with little opportunity for meaningful interaction with each other and hearing people and few social outlets or opportunities for engaging with their deaf peers. Furthermore, they are at greatest risk of exclusion and isolation because of language barriers and inaccessibility to the supportive friendships and relationships hearing children take for granted.

van Asch Centre has on-site residential facilities to cater for those students whose overall personal, social and educational needs cannot be met fully in their home area. It is likely that except for this key provision, there are children who would not be attending school at all. Residential programmes enable up to 20 Deaf students, aged between 11 and 21, to live in a safe and challenging environment that promotes their learning, development and independence through an integrated educational and residential programme. Everything that is done on site is designed to support the language, identity and culture of deaf students.

The facilities are designed to look and feel like a 'home from home' as for many deaf children, it is their first experience of being away from home. Social and emotional resilience is fostered and actively encouraged in this setting, as students get to spend quality time with their peers and other role models.

The residential facilities operate a 24 hour service during term time. A roster system ensures around the clock supervision and comprises a staff of 3 Residential Social Workers, 2 Key Support Workers, 4 Weekend Support Workers and 4 Night Attendants. Key tasks include helping students with developing important life skills such as cooking and kitchen skills as well as domestic duties such as laundry, washing and cleaning. Students also experience shopping, banking, using public transport and communicating in a variety of ways with the wider community.

Each of these areas are identified within the Key Competencies in the New Zealand Curriculum covering *Managing Self, Relating to Others, Participating and Contributing, and Thinking and Using Language, Symbols and Text*. They are necessary to aid students to become confident members of their communities.

While there is provision for separate living for boys and girls, a communal area is accessed by both during supervised activities. Students progress through a residential pathway depending on their level of independence; Junior (dependent), Senior (more independent) and Flatting (independent, supported from distance). Placement visits for families allow parents to stay with their child and experience the facilities available before deciding on the future pathway for their child. In addition, parents are invited to stay in residence with their child when they attend the child's yearly IEP meeting with staff.

Residential homes are also used for the assessment of regional students and in-service and training programmes for parents/caregivers and associated support persons. Regional students use the residential facilities when attending short-term immersion courses. Residential and school staff support these courses with in-school and after school programmes developed for the time students are on site. Integration with the current residential students in a social way is actively encouraged and facilitated.

The admission criteria for full-time enrolment is set under Section 9 of the Education Act (1989). Students must meet the criteria for receiving services for their deaf education needs and these are reviewed as part of the placement process to see if a residential placement is most suitable at that time for the deaf student. Students who live in the local Christchurch area are able to access the Core School services as a Day Student.

The Residential facilities at van Asch offer the Centre the chance to be so much more than the 'ambulance at the bottom of the cliff'. It can be the place where parents choose to send their child providing a pathway that is different to the one they are currently on. Many students need flexibility of services. What fits at one point on their educational journey, may not fit forever. van Asch is placed to offer services that they can move easily between, depending on age, stage and needs at any given time from 0-21years.

Residences are a very integral part of this, offering a safe, educationally-motivated and holistic service which aims to best support the student achieve academically in the Core School, and also provide life skills and a pathway to independence. The service is unique in that students are immersed in Deaf Culture with staff who understand Deaf ways and Deaf thinking and include role models who have been on the very same path as students. Staff at the residences endeavour to help broker communication with the families, and try to fold them into future-focused thinking about their child.

van Asch services are many and varied, giving families the opportunity to move between services that best fit their current needs. Accurate information about what services are available is critical to supporting parents in making informed decisions about the best pathway for their child at any given time.

It is the aspiration of the Deaf Community that an increasing number of deaf high school students are given the opportunity to attend residential programmes for immersion purposes on a short-term and long-term basis so they belong to a Community of Learning that has a shared culture and language.

Habilitation

van Asch, via a contract with the Ministry of Health and the Ministry of Education, is funded to provide habilitation services and there is a memorandum of understanding between van Asch and the Southern Hearing Charitable Trust to deliver this. Four habilitationists are based at the Southern Cochlear Implant Programme (SCIP) with two working out of Christchurch and two in Wellington. These professionals also deliver an outreach service to children's home areas and provide professional support to Teachers of the Deaf and associated professionals.

Early Childhood

One of the distinctive features of service provision at van Asch is its Early Intervention Centre (EIC), providing a co-ordinated and specialist early childhood teaching for Deaf and Hard of Hearing children under 6 years of age. Currently 26 children are enrolled in the EIC at Sumner. It is the base for early intervention and outreach services for children enrolled at or referred to the EIC and their families/whanau. The EIC is licensed to accommodate on-site up to 16 children per session over the age of two and 5 under the age of two. Ten pre-school residential courses per year are offered, each accommodating up to three families. Group, parent and child sessions are also offered, as are weekly, individual parent-child communication sessions. Families who attend the pre-school residential courses run by van Asch Deaf Education Centre also attend group sessions. Frequently these families live in isolated areas across the region and this may be the first opportunity of meeting other parents of deaf children. Feedback from these courses has been very positive, highlighting how empowering it is for families to connect with and support each other. Families benefit from social and emotional support and better family/infant interaction.

van Asch Deaf Education Early Intervention Centre provides families with a caring and nurturing environment in which parents are empowered to provide the best possible start for their Deaf or Hard

of Hearing child's language development. Its family-centred approach is a powerful way for families to draw strength from one another and many form life-long bonds during their time here. The opportunity to network and problem solve with other families facing similar challenges is invaluable to parents of newly diagnosed children.

In addition, Government's New Born Hearing Screening Programme (NBHS) 2008-2010, developed collaboratively with the Ministry of Health, has facilitated the early identification of Deaf and Hard of Hearing children and enabled the provision of early family services. There is compelling evidence that the prompt identification of children who are Deaf or Hard of Hearing, accompanied by timely and appropriate early involvement, can result in the attainment of language, communication, cognitive and social-emotional skills that are consistent with children's cognitive abilities and chronological age.

Early identification of hearing loss in children at birth means that the Centre is able to support families very early on in their journey with their child. Teaching staff in the Centre can spend dedicated time with individual children and parents on a weekly basis to ensure they are able to promote early language development in their everyday lives. Teaching staff are dedicated to researching and providing families with resources and strategies to best meet each child and family's communication needs. Staff are able to build lasting relationships with families over their time in the Centre. Early family involvement is critical because it creates opportunities for families to establish patterns of behaviour that promote their deaf child's development. Early indicators of success include improved educational and social achievement outcomes for these children and young people.

Farewells, as children leave to attend primary school, are often a tearful and joyful celebration of the time spent in the Centre and many friendships formed here have endured to adulthood.

The Centre follows the Te Whaariki Curriculum with an emphasis on communication development. The EIC staff work closely with the AODC, Cochlear Implant (CI) Habilitationists, Resource Teachers of the Deaf and the First Signs Facilitator to provide a collaborative service for families.

van Asch 2016 teacher staffing for the EIC is 2.50 FTTE's and 2 management units.

5. School Timetables

Because of its special character, it is impossible to include a single timetable that illustrates the support and teaching activity of the Centre. Individual timetables exist for children depending on the nature of the support they receive from van Asch.

TIME TABLE FOR THE HUBS

Timetables across the Hubs					
Number of students	Monday	Tuesday	Wednesday	Thursday	Friday
Sumner Hub 6 (no cap)	Transition Programmes Years 12 - 15 Te Kura Correspondence School Online Courses Deaf studies / NZSL Mon/Tues 1 – 2pm Work Experience Tertiary Courses Emotion & Social Skills Adventure Based Learning 1-3pm Wednesday afternoons				
Hagley Hub 5 (cap of 12)	Year 11 - 13 NCEA Programme Te Kura Correspondence School Online Courses Literacy Programmes Year 12+ students joining in with mainstream classes 2 hour classes Deaf studies / NZSL Tues/Fri 2 hour class Emotion & Social Skills				
Hillmorton Hub 5 (no cap)	Year 7 -13 NCEA Programme Te Kura Correspondence School Online Courses Year 11 students joining in classes with mainstream classes 1 hour classes Students on canteen duties, joining with Kapahaka, basketball team Emotion & Social Skills				
Wharenui Hub 14 (cap 14)	Year 1 - 8 Literacy & Numeracy Programmes Integrated Topic Emotion & Social Skills Fitness, Swimming Lessons (Wednesdays T1 and T4) Year 7 & 8 students joining mainstream for technology (Wednesday) Deaf studies / NZSL (Thursdays) Bible in schools, School Assemblies (Fridays)				

Residential Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Associate Principal Pastoral Care	on site	on site	on site	on site	on site	off site	off site
RSW(Staff)	8.30 - 5pm	1.30 - 10pm			8.30 - 5pm	7am - 3.30pm	7am - 3.30pm
RSW (Student)			12pm - 8.30pm	12pm - 8.30pm	8.30 - 5pm	1.30 - 10pm	1.30 - 10pm
RSW (residence/school liaison)	8.30 - 5pm	8.30 - 5pm	8.30 - 5pm	8.30 - 5pm	8.30 - 5pm		

SW (boy)	1.30 - 10pm	1.30 - 10pm	1.30 - 10pm	1.30 - 10pm	1.30 - 10pm		
SW (girls)	1.30 - 10pm	1.30 - 10pm	1.30 - 10pm	1.30 - 10pm	1.30 - 10pm		
Weekend SW (boys)						7am - 3.30pm	7am - 3.30pm
Weekend SW (boys)						1.30pm - 10pm	1.30 - 10pm
Weekend SW (girls)						7am - 3.30pm	7am - 3.30pm
Weekend SW (girls)						1.30pm - 10pm	1.30 - 10pm

Night Attendant	9.50pm - 8.50am	9.50pm - 8.50am			9.50pm - 7.10am	9.50pm - 7.10am	9.50pm - 8.50am
Night Attendant	9.50pm - 8.50am	9.50pm - 8.50am	9.50pm - 8.50am	9.50pm - 8.50am			9.50pm - 8.50am
Night Attendant			9.50pm - 8.50am	9.50pm - 8.50am	9.50pm - 7.10am	9.50pm - 7.10am	
Night Attendant (break cover)	10pm - 6am	10pm - 6am	10pm - 6am	10pm - 6am			10pm - 6am

On-call – Associate Principal Pastoral Care, RSW (x3) do one day a week, and two days every 6 weeks. On-Call covers emergency Staff or Student situations.

Night Attendants work 4-on, 2-off which rotates on a 6wk roster system. The Night Attendant (break cover) releases each NA for a 2 hour break in their shift.

Organise the day-to-day running of the houses including staffing, appraisals, resourcing, student programme planning and parent liaison.

Run the after school programmes and support the school program with homework support and extra-curricula activities.

Run the weekend leisure programmes providing leisure activities and community involvement.

Upkeep of the residential houses, including cleaning, food preparation and student welfare during the night.

Timetable outlining the use of buildings across the year

Weeks	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Residences & Accommodation																				
Where																				
Rec Room & Hall																				
Gym																				
Classrooms																				
E.I.C																				
EIC Multi-Use space																				
RTD office																				
RTD manager																				
Audiology rooms																				
Video conf.																				
Admin Offices																				
Staff Room																				
Media Centre																				
Property & Grounds Buildings																				
Library																				
Counsellor Room																				
Teacher Resource Room																				
Server Room																				
Tech. Office																				
Museum																				
Home Ec. Room																				
Workshop Rooms																				
AI Distance Rooms																				
Meeting room 1																				
Filming Studio																				
regional meeting room																				

Core School

Senior leaders

SRT Team

Lead Teachers

RTDs

All staff

Families

Residential Students

Audiologist

Property & Grounds

EIC

Immersion

Media Centre staff

Audiology rooms

Technician

Admin. Staff


Community

NZSL Video Staff

Regional Team

Early Intervention Centre 2016 Timetable					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:00	Individual Sessions – main EIC building + Room 23 1:1 spaces PRC* weeks – Room 23 1:1 spaces				Staff Administration - main EIC building and Room 23 office space
10:00 – 12:00					
	Group Session – main EIC building and outdoor spaces PRC weeks – Room 23 1:1 spaces + group session in main EIC building/Outdoor spaces				
12:30 – 1:30	Lunch				
	Staff Administration/Planning, Staff meetings, Staff Professional Development – main EIC building, + Room 23 office spaces PRC weeks – Room 23 1:1 spaces + main EIC building/Outdoor spaces				Staff Administration - main EIC building and Room 23 office space

*PRC = Pre-school Residential course: families (up to 3 at a time) attend VADEC. These happen ten weeks of the year concurrent with the Early Intervention Centre [programme](#)

 Licensed session – Teacher led [programmes](#), licensed under ECE licensing criteria.

Specialist Resource Team Planner Sample

Week 1 27 Jan	Week 2 2 Feb	Week 3 9 Feb	Week 4 16 Feb	Week 5 23 Feb	Week 6 2 March	Week 7 9 March	Week 8 16 March	Week 9 23 March	Week 10 30 March	
<u>Organisation</u>	<u>Resource Development</u>	<u>Preschool Visits</u>	<u>Regional Visit</u>	<u>Resource Development</u>	<u>Assessment Visit</u>	<u>Regional Visit</u> <u>Placement Visit</u>	<u>Preschool Visit</u>	<u>Resource Development</u>	<u>Regional visit</u>	
Week 1 20 April	Week 2 27 April	Week 3 4 May	Week 4 11 May	Week 5 18 May	Week 6 25 May	Week 7 1 June	Week 8 8 June	Week 9 15 June	Week 10 22 June	Week 11 29 June
<u>Organisation</u>	<u>Preschool Visit</u>	<u>Regional Visit</u>	<u>Resource Development</u>	<u>Assessment Visit</u>	<u>Preschool Visit</u>	<u>Regional Visit</u> <u>Placement Visit</u>	<u>Preschool Visit</u>	<u>Resource Development</u>	<u>Preschool Visit</u>	<u>Organisation</u>
Week 1 20 July	Week 2 22 July	Week 3 3 Aug	Week 4 10 Aug	Week 5 17 Aug	Week 6 24 Aug	Week 7 31 Aug	Week 8 7 Sept	Week 9 14 Sept	Week 10 21 Sept	
<u>Organisation</u>	<u>Regional Visit</u> <u>Placement Visit</u>	<u>Preschool Visit</u>	<u>Resource Development</u>	<u>Regional Visit</u>	<u>Resource Development</u>	<u>Preschool Visit</u>	<u>Regional Visit</u>	<u>Resource Development</u>	<u>Assessment Visit</u>	
Week 1 12 Oct	Week 2 19 Oct	Week 3 26 Oct	Week 4 2 Nov	Week 5 9 Nov	Week 6 16 Nov	Week 7 23 Nov	Week 8 30 Nov	Week 9 7 Dec		
<u>Organisation</u>	<u>Regional Visit</u> <u>Placement Visit</u>	<u>Preschool Visit</u>	<u>Resource Development</u>	<u>Assessment visit</u>	<u>Regional Visit</u>	<u>Preschool Visit</u>	<u>Resource Development</u>	<u>Organisation</u>		

6. Our Curriculum

van Asch operates under two school curriculum documents. The School (or Local) Curriculum (January 2013) relates to the Core School, as it has responsibility for all areas of the NZ curriculum for those students who are enrolled with van Asch. The Regional Curriculum is the framework within which its regional team operate, to use the classroom programmes as meaningful content to develop the local curriculum of language, literacy and Deaf Studies and guide classroom teachers in the adaptations and differentiations of the class programme that allows students to be actively included. Local schools are responsible for the delivery of the NZ Curriculum. All satellite and High School transition programmes integrate the Local Curriculum: Language, Literacy and Deaf Culture within the New Zealand Curriculum (see section 5 “Core School Timetable”).

The curriculum was developed in the 1990s; to provide a coherent and consistent framework for the teaching of Deaf Studies and NZSL within educational programmes and secondly to provide a basis for the inclusion of Deaf Studies with its six major areas (Deaf Culture, Identity, History, Social Change, Communication and NZSL) in all studies and activities across the NZ National Curriculum. The Deaf Studies curriculum programme is designed to develop a positive self-image, using a strengths based, cultural perspective rather than a disability model. The aim of the curriculum is to enhance deaf students’ awareness and acceptance of being deaf, empower students to become confident and independent and increase their self-esteem and academic skills.

For 2016, van Asch will give effect to raising the Communication Achievement of all deaf students by:-

- Developing the Social/Emotional Skills of all Students enrolled at our receiving services from the Centre
- Increasing students’ ability to recognize and interpret their own feelings, reactions and points of view and those of others by developing their understanding and use of emotional literacy

All programmes will support students to be:

- Literate
- Numerate
- Technologically Literate
- Globally Aware
- Healthy – Physically and mentally independent (hauora)

van Asch is committed to the development of an accurate national picture of the achievement of Deaf and Hard of Hearing students. Individual Education Plans (IEPs) are used to agree a child’s learning goals and report progress to families and whānau. Assessment and development exemplars in reading, writing and numeracy in the early years of schooling are used as a guide to set core subject learning goals.

Previously, National Standards information for those receiving services from the regional specialist teaching services was reported by the enrolling school directly to the Ministry of Education. From this year, the Board will work with regular schools and the Ministry of Education to find ways to aggregate National Standards data for Deaf students and Hard of Hearing students receiving services from both Deaf Education Centres

Current Philosophy developed by staff and approved by the Board

In collaboration with KDEC, van Asch will establish Deaf Bilingual - Bicultural Pedagogy for students enrolled in their local Primary or High School and utilize the *Learning and Change Network Roadmap to Inquiry into Pedagogy*.

This involves developing indicators of good practice in relation to provision of a Bilingual/Bicultural environment across the Core School and Regional services for deaf students:

- Whose primary language is New Zealand Sign Language
- Who would benefit from NZSL for social-emotional identity.

Bilingual/Bicultural approach at van Asch Deaf Education Centre

Introduction:

Historically, at van Asch we believe that a bilingual-bimodal/ bicultural approach supports deaf children's development in the following areas:

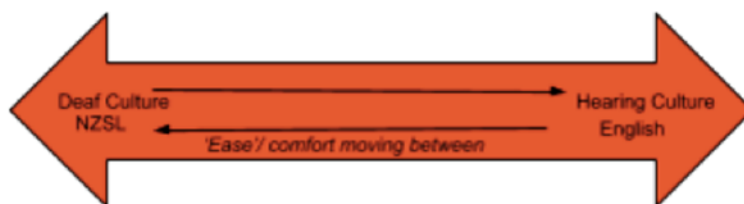
- Cognitive
- Language
- Social-emotional and identity
- Academic

NZSL and English/ Te reo are equally respected and valued. We acknowledge that all deaf learners have different learning needs and different learning styles.

Deaf and Hearing cultures are also respected and acknowledged.

We work towards providing as much as possible sufficient quantity and quality of both languages and cultures in meaningful and accessible opportunities. This ensures that all

ākonga are comfortable and confident to move between both languages and cultures.



We value face to face communication as a preferred mode of communication for staff and students. This ensures that communication is more likely to be successful for both deaf and hearing ākonga. We recognise that this is not always possible, so we utilise a variety of technologies that maximise both languages and cultures to support communication.

Indicators of Bilingual/ Bicultural good practice at van Asch Deaf Education Centre

Below are indicators that support reflection on personal, team and centre-wide learning journeys. These will help us to engage in dialogue on our progress and achievements.

Learn and Use

- Ākonga actively learn NZSL and Deaf Culture within their role on a daily basis.
- Open to involvement in Deaf community; for example, events/ or activities
- Awareness of both deaf and hearing communication needs when having 1:1 or group conversations in professional and social situations.
- Ākonga are provided with opportunities to interact with a variety of capable users of languages and practitioners of cultures.
- Ākonga are provided with opportunities for explicit learning of both languages and cultures
- Understand, empathise and practise both cultural ways of being

Promote and Teach

- Long term planning reflects inclusion of and explicit teaching of NZSL and Deaf Culture
- Provide on-going PD on NZSL and Deaf Culture to others.
- Provide opportunities to integrate the use of NZSL and Deaf Culture in everyday situations.
- Programmes are based on quality language assessments and observations.
- Opportunities to participate in Deaf communities are sought.
- Centre-wide, staff will actively use NZSL within their role on a daily basis.
- Respond appropriately to both deaf and hearing needs when having 1:1 or group conversations in professional and social situations.
- Ensure communication is as accessible as possible for Deaf and Hearing people.
- Facilitate/integrate the use of NZSL and Deaf Culture with other professionals and paraprofessionals.
- Ākonga are provided access to a variety of communication strategies for example; lipreading, fingerspelling, FM, sign support, NZSL, interpreting, captioning and other technologies.
- Actively find opportunities to promote NZSL and culture with wider teams and families/ whanau

The van Asch Museum

The van Asch Museum is an integral part of the Deaf Studies programme for local and regional students. Archives and artefacts of Deaf Education's history in NZ that began in 1880 from the Sumner site are stored and displayed in this space. A part-time Deaf staff member maintains the Museum. The Deaf Community, made up of many past students, access and provide information via a face book site also. – The site is named "Friends of the van Asch Museum". Visitors frequently visit the Museum also.

At-distance NZSL classes and peer to peer contact.

Many deaf students in the van Asch region receive direct and indirect services from van Asch by way of its teaching services. The biggest challenges to overcome is distance and the dispersed deaf student population. These challenges are very evident with Deaf students in the mainstream whose primary face to face language is NZSL. A significant number of signing students are the only individuals in their school who use NZSL as their primary language providing insufficient interaction with a community of NZSL users.

The importance of providing opportunities for deaf students to come together for their social/emotional identity and language development has long been recognised. It is important to provide a range of opportunities, both virtually and face to face, such as At-distance virtual NZSL classes, Video Peer-Peer to KIT days, Immersion Courses and Immersion Hui and more recently the concept of regional Hubs.

In order for these signing Deaf students to have daily, fluent language models and membership in a language community, a network of students has been established throughout the South Island via web conferencing software. The web conferencing enables students to participate in two essential activities; online NZSL lessons with tutors based at van Asch Deaf Education Centre and peer to peer conversation supported by local Resource Teachers of the Deaf or Teacher Aides.

To complement the online forum, the members of this community meet each other for a one week immersion course to learn together and deepen relationships. This has in turn improved communication online due to wider shared experiences amongst participants.

Immersion Opportunities

Each year van Asch run approximately six live-in immersion courses for deaf students aged from Year 6 upwards. These courses provide the opportunity for students to experience an in-depth programme specifically around Deaf identity, language and feeling good about being deaf - Deafhood. Depending on age and needs, these students may be housed separately from the other residential students while still having opportunities to interact.

Immersion Hui

In 2016 the Centre has planned two large-scale Immersion Hui - These will offer a camp-like experience - One Junior Hui in June and one Senior week-long Hui in August. To date more than 20 students have indicated an interest in both of these.

Discussions are ongoing with regards to establishing a number of 'Deaf Hubs' throughout the van Asch region. These Hubs would provide a physical and virtual venue for students, staff and whanau to connect with a number of other deaf students.

van Asch has a number of Deaf Resource Teachers (DRTs) who join with local teams to provide teaching and learning programmes for groups of students.

Assessment Visits

Schools and families can request a three-day assessment visit during the year. These visits provide the opportunity for a holistic assessment from the paediatric audiologist as well as literacy and language specialists. The assessments can provide a 'snapshot' of the next teaching steps or provide more information on the best placement pathway for the student e.g. Mainstream, Deaf Education Centre, Deaf Satellite Unit.

Teacher Aide/ NZSL Tutor Courses

The Centre hosts up to three live-in NZSL Tutor and Teacher Aide courses throughout the year for regional staff. These are held during the school holidays and provide specific professional development for staff working with NZSL@School students.

General Courses

Centre staff work with local MoE Advisors on Deaf Children and ASSIST staff to provide tailor-made specialised personal development (PD) opportunities in the areas of language, literacy and Deaf Culture for families, teachers and para-professional staff. This is done both locally at van Asch as well as in the region. We aspire to continue running these events in the future and will need appropriate space in which to do so.

Centre staff work towards providing sufficient quantity and quality of both languages and cultures through meaningful and accessible opportunities. This ensures that all ākonga are comfortable and confident moving between both languages and cultures.

Face to face communication is a preferred mode of communication for staff and students ensuring that the interaction is more likely to be successful for both deaf and hearing ākonga. Where this is not always possible, a variety of technologies that maximise both languages is used to support communication.

Te Rautaki Mātauranga Māori – Māori Achievement Strategy

As part of the Treaty of Waitangi obligation within the New Zealand curriculum, van Asch encourages the integration of Māori pedagogy through Te Rautaki Mātauranga Māori Strategy and other such initiatives. Professional development in the implementation of these strategies is offered at the van Asch site for teaching and support staff. Through professional leadership and training, teaching and residential staff reflect on culturally responsive practices to engage the Māori Learner.

In recognizing the unique position of Māori Culture and language in New Zealand, van Asch Deaf Education Centre continues to enhance procedures and practices within all aspects of the Centre to raise achievement for Māori students. Te Rautaki Māori provides the overview initiatives, steps and actions through which van Asch continue to identify and implement culturally responsive outputs that support Māori students enjoy educational success as Māori and provide access for non-Māori students to the rich cultural heritage of Aotearoa. This is delivered in a number of ways, both on and off site, in the Whare and integrated into the daily curriculum. All Core School students, including Māori who comprise 18% of the core school cohort, will be provided with opportunities to take part in Māori Tikanga, Te Reo and other Māori cultural activities.

The Treaty is a crucial driver for the way the Centre delivers services, acts and engages with Tangata Whenua, Students, Whanau and Iwi. The Board acknowledges that Iwi and Hapu have a constitutional interest in the effectiveness of our service delivery to Deaf or Hard of Hearing students.

The Centre has a Māori Cultural Adviser/Kaitakawaenga who supports learning opportunities in the Core School. In addition the role involves supporting engagement and consultation with Māori families of enrolled students across the van Asch Region and fostering relationships between the school community and the local runanga.

7. School Leadership and Management

van Asch Deaf Education Centre is governed by the Combined Board of Trustees for Kelston Deaf Education Centre and van Asch Education Centre. The Principals of both Deaf Education Centres sit on the Board which is elected every three years. The most recent Board elections took place in May 2016.

Annual Management Plans are prepared for each of the Centres. These plans quantify operational and strategic goals to meet the requirements of the Resourcing Notice and the Board's Strategic Plan and include key student achievement foci. Most of the strategic goals are joint goals for the Centre and some goals are carried out separately where the varying contexts require this.

The plans contain specific references to joint events and activities that will contribute to advancing the strategic intentions of the Board, where this can be achieved within the existing operational staffing and funding.

A distributive leadership structure has been introduced within van Asch DEC over the past few years, giving Team Leaders a strong focus on leading teaching and learning in their teams, and growing leadership pathways for teachers. Middle Leaders and Senior Leaders meet for up to five days each term at van Asch in an effort to develop consistent approaches across the Core School, EIC and Regional Services, e.g. Learning and Change Network (LCN) approaches, ASSIST Service planning, performance management capability building and Annual Plan progress. All Lead Teachers schedule and facilitate weekly intensive learning time for their teams in their local districts.

The Learning and Change Network has been utilised for team inquiry re: teaching and learning and student achievement challenges since 2013. This approach has been strategically implemented across the districts. ICT and Middle Leaders meetings have been crucial in supporting the Senior and Middle Leaders and their teaching teams in developing a van Asch LCN roadmap that guides all inquiries.

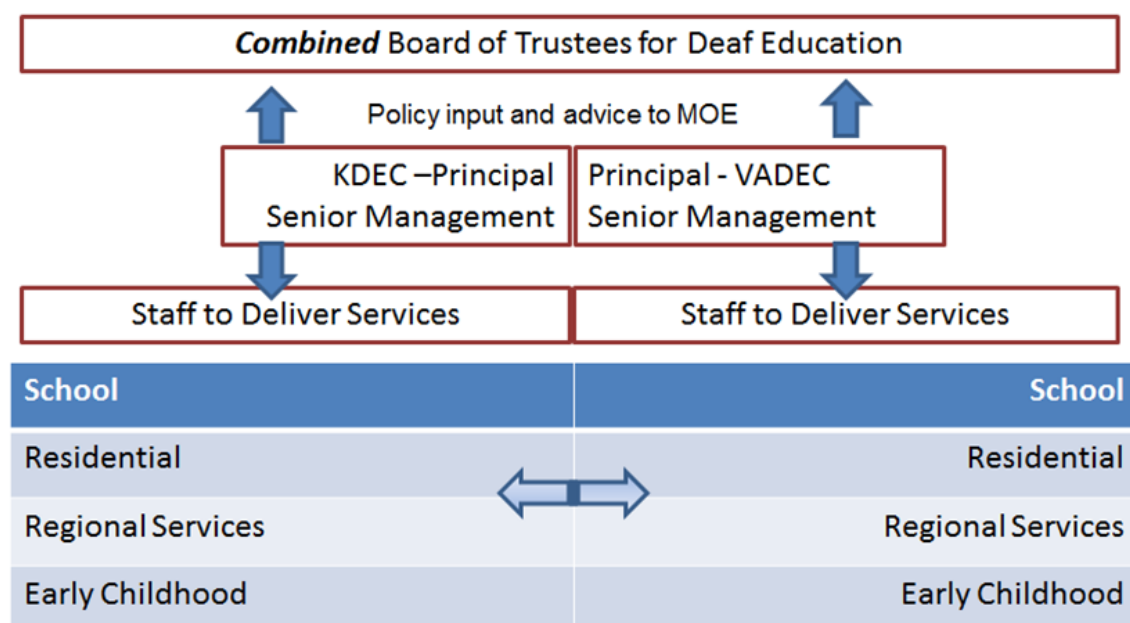
The Senior Leaders Team has increased in number over the past two years and new roles have been established in response to personnel requirements. The Team is now made up of eight Leaders who meet together weekly to network and plan key leadership tasks.

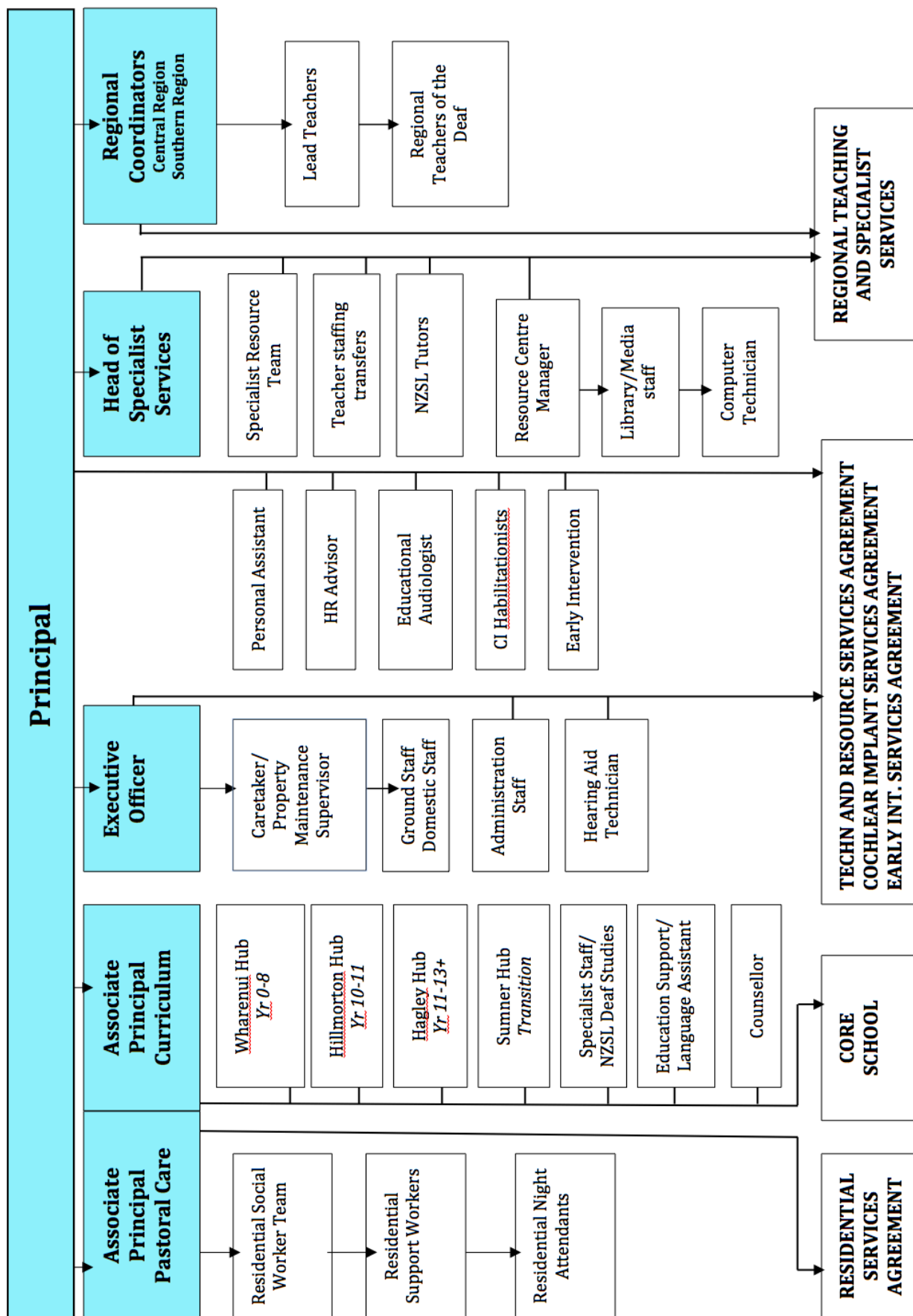
BOT strategic planning

The Combined Board of Kelston and van Asch Deaf Education Centres meet up to 10 times a year. Currently, most of these full-day meetings are held at conference facilities at Wellington Airport. The Board holds at least one meeting each year at either Centre. The Annual Strategic planning days have always been based at the Sumner site as the facility can provide accommodation and meeting space. The Board is comprised of up to 15 members and includes the; Board Chair, 2 Principals, 2 student

trustees, 1 staff trustee, five other elected parent trustees, up to 3 co-opted trustees and the Board Secretary.

Deaf Education Governance:





No 8. Community Connections

It is almost 140 years since the first government-funded school for the Deaf in New Zealand, was established in Sumner. van Asch Deaf Education Centre continues to occupy this historic and culturally significant site but much has changed since then in the way deaf children are educated. Once hundreds of children studied and played against a backdrop of towering hills. Today the old school building is gone but van Asch Deaf Education Centre continues to work with hundreds of Deaf and Hard of Hearing children from the local area and further afield.

The evolution of van Asch Deaf Education Centre philosophy, pedagogy and services means it has become more than a school. Its outreach and support programme and on-site provisions offers a full range of supports including early involvement, school, assessment and residential courses for students and families/whanau from 1-21 years of age. Moreover its site at Sumner offers a unique educational environment, where deaf children are able to develop a positive sense of Deaf identity and belonging. Students enrolled in mainstream schools can access Keep in Touch Days and Immersion courses which support achievement and social and emotional well-being. Students who graduate from mainstream schools may enrol for the Transition Programme for up to an additional 3 years to explore vocational opportunities. It has been suggested during consultation with parents that this aspect could be further developed by offering more services to local students in mainstream education allowing greater opportunity for these children to meet and connect through a more immersion activities, camps etc. at van Asch.

van Asch also provides a place for families who come for orientation and assessment in the areas of audiology, spoken English, NZSL and Deaf Culture, which adds to their understanding of their deaf child's identity. Others use the site also, including doctors, audiology students and new-born hearing screeners. In addition Ara (formerly CPIT) facilitates social work placements with the Centre. A number of enquiries for visits are received and accommodated where this does not detract from education provision.

Obviously inclusion, community engagement and the promotion of cultural diversity are drivers that underpin how services are delivered. The Centre is accessed by a number of Deaf organisations, including Deaf Aotearoa, The Federation for Deaf Children, Canterbury Parents of Deaf Children and Canterbury Deaf Youth. Local Early Childhood Education Centres (ECEs) use the grounds for an end of year picnic on the same days as the Early Intervention Centre.

For deaf families locally and those spread across the van Asch region, Sumner is a very special place. The site plays a key role in allowing deaf children to experience Deaf Culture and the use of New Zealand Sign Language (NZSL) with peers and other deaf mentors. It provides a focus for families of deaf children to come together and build supportive relationships and life-long friendships. Significantly it is a place where deaf people, so frequently isolated and marginalised can come together as community and enjoy the sense of belonging and pride that community brings. Generations of deaf people regard van Asch Sumner site as a kind of spiritual home creating a Deaf Community that weaves across time. However it is not only the Deaf Community who cherish this place. For many people, hearing as well as deaf, connection with the site at Sumner is something that runs very deep.

Over the years many local people and groups from the hearing community have used the facilities at van Asch. Currently there is a community garden used by Sumner locals in association with van Asch

students. If the Centre were to locate in the future, it might not be possible to sustain this valuable resource.

The site has well maintained buildings and grounds including a gymnasium, sealed tennis courts, conference facilities, audiological assessment and technical services facilities. Its playing fields are frequently used by the local community and local sports teams and the Centre has recently agreed to their use by the local cricket club. All of these aspects generate sufficient public use to suggest that a Deaf bilingual café on-site would be sustainable.

All van Asch residential students are involved in Fuse Youth Group based in Sumner and FUSE regularly uses the van Asch site. This relationship supports student engagement with hearing peers as well as offering hearing children the opportunity to learn about deafness and diversity as a means of challenging negative stereotypes.

Within the Centre's grounds is a Whare with strong connections to the local runanga. It is a place of welcome between staff, students and the varied visitors who frequent van Asch. As well as its obvious significance to Māori students and staff it represents another strong link with the wider hearing community. From a Māori perspective, a move to another site would have implications in terms of affiliation with local runanga (tribal council). Presently situated in Sumner, van Asch is in the taki wa (local area) of Rapaki Marae and has built relationships with the local runanga there, including their kaumatua (elderly). The interaction between our Centre and Rapaki marae, which includes the opening of our Whare, blessing the land and on-going support for our many Māori formalities and educational needs, has fostered mutual understanding and agreement and forged strategic relationships. A move to a more central site would take us out of the umbrella of Rapaki and place us in another region with a different Marae, history, significance, tikanga (customs) and personnel.

The expansive grounds at van Asch offer the potential for further engagement with the local community through the hosting of high-profile activities such as Deaf sports organised by the wider Deaf Community. While we are focused on the local community, because of the existence of the hubs, our connections go beyond the Sumner site to all of the van Asch region.

Parents who visit van Asch value the connection to the Deaf Community as well as new and supportive relationships with other families of deaf children. In relation to pre-school provision in particular, parents expressed a very strong sense of belonging and valued the support they gained from interaction with others in a similar situation. The value families of deaf children place on opportunities to come together is particularly valid.

9. Linking Pedagogy to Space

9.1 Overall configuration of the Centre's Campus

Most people accessing the van Asch campus, either as students or visitors, arrive by car using either the main entrance on Truro Street or via the original school entrance on Illingworth Drive. It is important that they feel welcomed to the campus and are easily made aware of the location of key facilities. While staff are familiar with accessing this large campus, frequently visitors, taxis and delivery vehicles enter using the entrance on Illingworth Drive, which runs off Wakefield Avenue, as the Truro Street entrance can be difficult to locate.

There are obvious benefits in retaining a main entrance and also having a second entrance to the residences and EIC. These include but are not limited to increased privacy for the residences and reduced traffic hazards for young children. During term time we operate 24 hours a day, therefore the security of staff and students after hours and at the weekend would be further enhanced by the inclusion of a security gate at the entrance to the residential area. If Truro Street remains the main access route, then greater consideration needs to be given to the entrance, particularly in relation to signage and car parking, with separate, clearly marked parking spaces for staff/students and visitors.

It is important to promote van Asch as a welcoming place. This could be achieved by the building of a gateway/archway entrance, creating an 'open arms' welcome to the campus. This welcoming aspect could be further enhanced by locating the main office/reception close to the entrance. The Marae or Wharenuī is also essential in creating a welcoming entrance and its location and the protocols associated with it need to be given due consideration. Aspects would include being situated in a position which allows for a clear view of the entrance/gate and an unobstructed pathway from the gate to the building to allow for the rituals of welcome. Ideally there would be a space outside the front of the Marae/Wharenuī (the Marae ātea) for gathering and establishing the purpose of any exchange with visitors, before heading into the building for further ceremonies, including the sharing of food.

There is a strong sense that the current layout of the campus is scattered. The comment was made that although van Asch should be a simple campus to navigate around – currently it is regarded by some as "a bit of a maze", needing to be simplified and condensed so that facilities are located close to each other without sacrificing room for expansion and movement.

The Sumner campus has evolved over time with some buildings changing use more than once. It would benefit from a more streamlined, logical layout of the campus to suit present service requirements. A greater connectedness between all buildings on campus is needed and locating key facilities more centrally and in close proximity to each other would make it easier for visitors and staff to access the services and resources they require. Critical to campus planning is the inclusion of Deaf appropriate, directional signage.

Due to its scenic setting and landscaped environs, moving between buildings on the Sumner campus is generally a pleasant experience. However if the multiple campus buildings are not brought under one roof, then a fenced, covered and well-lit walkway, from the carpark to areas accessed by visitors/families, particularly those who are Hard of Hearing, is needed to ensure pedestrian safety. This

is also a way for visitors to navigate the campus and provides sheltered, safe outdoor spaces for people to meet and converse.

There is a general consensus that the administration block/reception should be the main point of arrival and be closely linked to all parts of the Centre. It is suggested that everything should radiate out from the Centre providing a feeling of safety, support, care and community.

Staff feedback provides clear indicators in relation to what facilities need to be connected to each other. These include:

- Audiology and the Hearing Aid Technician should be located close to the entrance to accommodate those visiting for that service alone.
- A dominant theme is that the EIC needs to be located close to and connected to other key services such as, Audiology, and the SRT team.
- Visitor Accommodation should be separate to student accommodation and located close to the EIC and Core school for Pre-school Courses, Immersion courses and Assessment visits.
- The Museum, primarily used as an educational space, should be near the entrance/reception so as to attract greater numbers of visitors, and reduce security/supervision requirements. The Library/IT space should be closely linked to this space in the main entrance.
- The Resource Centre should be close to the administration block to facilitate the large quantity of resources that are posted out to regional staff.
- The Christchurch RTD office/meeting room space includes separate rooms for at-distance communication/teaching, and need to be connected to IT and library/resource centre and media centre. They should be located near to the SRT team (for regional support).
- Corridors and pathways around the centre must be wide enough for students to be able to easily carry on conversations in sign language while they move around the campus.

Deafspace

Useful information on the concept of Deafspace, with some great explanation of what this could actually look like, is available at: <https://www.washingtonian.com/2016/01/13/gallaudet-universitys-brilliant-surprising-architecture-for-the-deaf/>

9.2 Linking the key aspirations of the Centre to space

Aspirations	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
Student comfort and wellbeing	Our students will have access to specialized teaching within flexible learning and living spaces which will result in positive student outcomes, increased achievement and social and emotional wellbeing.	<p>We will create a learning and living environment where students Belong, Grow, Choose and Excel.</p> <p><u>Learning Environment:-</u></p> <p>We will have comfortable, flexible learning spaces which can provide a range of teaching, display and storage options. These will integrate modern solutions to the room set up to maximise the potential and diverse use requirements of our spaces which will cater for students from preschool to 21 years old.</p> <p>Use of lighting, acoustics, visual aids and glass will observe best practice principles in relation to Deaf learners.</p> <p>Building design and construction will ensure an optimum learning environment for students. This will include techniques to reduce acoustic and lighting interference in the learning spaces. This provides the best environment for Deaf learners to achieve academically, socially and emotionally.</p> <p><u>Living Environment:-</u></p> <p>We will have a comfortable, modern environment where students feel at home and are able to relax and be supported in their academic work.</p> <p>We will provide the technology to enable our students to connect with family, peers and community.</p>	<p>Studies show that poor acoustics can cause students to misinterpret the teacher's instructions or to 'tune out'. This has a negative impact on the teacher, which then indirectly affects the students.</p> <p>Quality acoustics created from soft/dense furnishings and carpets in the learning space can reduce noise levels in typically noisy environments like corridors leading to a calmer environment and better student concentration.</p> <p>For Deaf and Hard of Hearing children, the ability to see the classroom teacher is crucial. The ability of the teacher and students to control heating and lighting in the learning space according to changing needs is important. Careful consideration is required in relation to the placement of windows and window finishes. If tinted glass is used, it should be non-reflective to avoid glare. Good access to natural lighting enhances learning outcomes and contributes to the comfort and wellbeing of students.</p> <p>Residential provision on campus, while still maintaining links with the Centre, will be self-contained and private. The internal environment will be open, connected, family-like, safe, private and meet the needs of deaf students. It will revolve around a central shared living/kitchen area, with private rooms and lounges that can be separated if required depending on needs and current student mix. Walkways will be broad and covered and pathways around the campus will be well lit with adequate directional signage.</p> <p>A flexible layout should be considered to provide flatting opportunities, where students are still able to remain connected to the wider residential student group.</p> <p>Students need a private space where they can communicate with others either face to face or through video calls without interference or distraction. This</p>

			<p>will lead to the creation and maintenance of supportive and nurturing relationships, a sense of belonging and enhanced emotional well-being.</p> <p>We require a small window on all internal doors (except in bedroom, toilet and bathroom areas) to indicate if the room is occupied. - This is also a safety issue.</p> <p>Also we require smooth paths for Deaf plus students or people who are deaf/blind. Marking paths, e.g. using a range of colours/symbols to mark routes to different locations will allow greater inclusion for those accessing the campus.</p>
--	--	--	--

Aspirations	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
Celebration of Deaf culture	<p>Deaf Culture is the set of social beliefs, behaviours, art, sport, literacy, traditions and values that define the Deaf Community in New Zealand for whom NZSL is the main means of communication.</p> <p>By valuing and promoting diversity, we demonstrate empathy and mutual respect.</p> <p>Acknowledging the important role the van Asch campus serves as the beginning of in Deaf Education in New Zealand and its important legacy as a centre of Deaf learning and community.</p>	<p>It is a priority to establish and embed Deaf Bilingual-Bicultural principles within our Centre.</p> <p>Each term we use our PRIDE values to energise the Centre's Celebrating Success Assemblies.</p> <p>We will increase the number of opportunities for deaf children to experience Deaf Culture and use NZSL to make connections with peers and mentors in the Deaf Community. These will include KIT days, Immersion courses and hui.</p> <p>Inclusion, community engagement and the promotion of cultural diversity are drivers that underpin how we deliver our services.</p> <p>We will continue to host activities that promote NZSL and Deaf Culture with students and families.</p>	<p>We require a flexible auditorium for coming together for formal and informal space, such as celebrating academic success or cultural gatherings, drama etc. Tiered, retractable seating and breakout spaces will offer optimum opportunities for clear line of sight and maximise the potential for multi-use. Such an auditorium would also increase our ability to engage with the wider community through shared use of the space for community events.</p> <p>A drop-in café space, (located centrally within a "wagon wheel" campus layout) would enhance opportunities for the Deaf to meet informally as well as provide the potential for student work placements. This will serve as a space where the Deaf can just 'be' within a deaf community.</p> <p>We need buildings that incorporate adequate space for the display of students' work and celebrate Deaf Culture. We need a museum facility and wall and cabinet space to preserve and interpret the rich cultural heritage we have at van Asch. Any display should include muted colour schemes and needs to minimise visual disturbance by reducing reflection as well as offering museum standard conditions for the protection of</p>

			<p>historic artefacts.</p> <p>It is critical that we have a sports field and gym/hall for our students, both local and regional. This would increase opportunities for our scattered and marginalised young people to come together and develop supportive relationships and life-long friendships. It will also promote engagement with the local community as a means of promoting mutual understanding and challenging negative stereotypes.</p>
--	--	--	---

Aspirations	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
High quality teaching and learning	<p>To have confident, connected, actively involved, lifelong learners, who are numerate, globally aware, literate, effective communicators, healthy physically, emotionally and mentally, independent and technologically literate.</p> <p>We need to match the communication and, learning needs of students so they can find and embrace their Deaf identity, and achieve in the future.</p> <p>Teaching must be culturally responsive and of the highest standard, embracing best practice, continuous learning and evidence based practice and include specific training on teaching deaf students.</p>	<p>We will foster an inclusive environment which ensures access to a wide range of teaching methodologies which includes:</p> <ul style="list-style-type: none"> • The development of an accurate national picture of achievement for Deaf and Hard of Hearing students. • The development of an accurate national picture of achievement for Māori and Māori - Deaf and Hard of hearing students. • Providing an inclusive deaf bilingual/bicultural environment, which provides equitable access to learning. Providing an inclusive Māori bilingual/bicultural environment, which provides equitable access to learning. • The provision of specialist teachers and support services to promote educational programmes to meet the needs of individual students based on their IEP. • Developing communication skills and language. • Providing for successful learning • Supporting the 	<p>Deaf friendly design and deaf bilingual/bicultural teaching and learning principles need to be applied to all learning spaces. This will result in flexible spaces that meet the learning needs of deaf students, which are age and culturally appropriate. Specific attention to lighting, space, the structure of rooms and overall design is needed to enable effective and optimal communication. Quality acoustic treatments including wall and floor finishes and insulation materials need to be carefully considered as do building and roofing materials to lessen stress for noise sensitive students. Preference should be given to the use of pastel and neutral colours that create a calm and ambient environment, reducing eye strain and stress.</p> <p>The range of learning spaces required:</p> <ul style="list-style-type: none"> • Flexible learning spaces on main campus which utilise deaf-friendly design • Private spaces for student assessments, that allow parents and other specialists to observe • Family meeting rooms where parents, children and specialists can engage are vital as a place for feedback, strategies and developing next steps for

		<p>developing of social and emotional skills of all students enrolled at and receiving services from van Asch DEC.</p> <ul style="list-style-type: none"> • The concept of developing Regional Hubs is a national initiative that has been mandated by the Ministry of Education and the NZSL Sector Advisory Group chaired by David Wales. The concept is currently being explored in districts where Primary School aged students want and need access to regular immersion in Sign Language and Deaf Culture in a bilingual context. Currently, in the van Asch DEC region, three areas with the potential to be Hubs are being explored. These are Otago, Hawkes Bay and Wellington. These Hubs will complement the four hubs currently based in Christchurch and will increase choice for deaf learners at the primary school age level. 	<p>learning</p> <ul style="list-style-type: none"> • Due to the wide geographic spread of our students, e-learning is a growing part of our current and future programmes. It is focused on providing more resources in digital formats with a future focus on investing in communication technology to enhance the regional provision. NZSL tutors, SRTs outreach programmes and resource developers need specific areas of appropriate size, technological capabilities, and breakout rooms to use as filming spaces and editing suites. Robust network connectivity is vital • Transition programmes require flexible learning spaces for teaching technical skills, including separate catering areas that integrate education and life skills to meet the challenges of independent living • Outdoor and indoor EIC spaces are needed. This space is not only for pre-schoolers but should promote parent-to-parent interaction by allowing easy movement between spaces for group and learning activities and pre-school activities. The open space needs to be flexible to meet the different learning situations that arise, ranging from 1:1 to larger group activities. The internal environment should be open, connected and family-like, with specific areas for parents to connect with one another. • The Whare, library, museum, gym/hall, theatre space and resource centre need to be in close proximity to each other to encourage their access by residential, core school and regional students • Classroom spaces at partner schools for van Asch enrolled students are also required as described in the Core School section
--	--	--	--

11. Description of each space

Content	Activities in the space	Features of the Space
Entrance	<ul style="list-style-type: none"> • Visitors and staff access and navigate campus from this point. • Showcase for Deaf Culture, history, achievements and our values and linking what is happening now to future aspirations. 	<ul style="list-style-type: none"> • Very clear and visible entrance signage. • Campus map at entrance with clear tri-lingual signs and QR codes linking to NZSL videos/information • Location of the Whare as a visible, welcoming point • Gathering space next to the entrance. • Car parks for visitors with separate staff car park • Covered walkways from car parks to the main office block • Drop off point for taxis/shuttles/couriers. • Bricks and gates important to preserve and integrate into the entrance of the new building/campus (linked to past) • The Centre name should be prominent and linked to our values of PRIDE and the nurturing hands sculpture
Administration space/Reception	<ul style="list-style-type: none"> • Main reception area first point of arrival • Welcoming area for visitors with information about the campus and services. • Place for people to sit and re-connect adjacent to reception area • Space for video calls and meetings 	<ul style="list-style-type: none"> • Large, centrally located open area which is easy to identify for visitors • One big building with mezzanine space to allow people to meet and socialise • Meeting rooms should be configured to ensure the inclusion of “Deaf Friendly” furniture • Separate but connected offices for administration staff • Diffused natural light in the hallway. • Wider hallways for ease of communication and curved corners on the walls and inclines • Deaf friendly colours (light green or blue, not white) • Screen in Admin area with Centre news and NZSL links • Automatic doors to enable communication to continue into the foyer. Another door into the reception to retain heating • Secure filing/storage and mail-room important • Lockable storage space for confidential files

Meeting and other spaces	<ul style="list-style-type: none"> • Need to be have a variety of meeting spaces to suit different sized groups that meet. All spaces need to be linked to technology to enable video conference calls. • Often interpreters are booked for meetings and equipment/spaces need to meet the needs of deaf and hearing. 	<ul style="list-style-type: none"> • Adequately ventilated and heated/cooled as needed • Use of natural diffused light where possible - If florescent lighting is used, it should be electronic ballast/ LED type to minimise flicker • In spaces used for presentations, a spotlight should be provided close to the presentation space so the interpreter can be lit even if the rest of the room is dimmed • Adequate heating is required. The use of passive and active solar heating should be considered and the provision of heat pumps for cooling as well as heating would be useful. • Teachers should be able to control heating and lighting within separate learning spaces • Some meeting spaces need to be flexible eg.1 larger room changed to 2 smaller rooms if space is required • Where glass is used, it should be frosted glass to allow for the confidentiality of signed conversations • Inclusion of a small viewing window for internal doors (except for bedroom, bathroom and toilet areas) to let people know if the room is occupied • One meeting room for each main area of the Centre (Resource Teacher, SRTs, Residential, Core School, Administration, EIC) that can seat up to 20 people
Museum	<ul style="list-style-type: none"> • Tells and interprets story of the Centre and the campus. • Preserves and safeguards a number of historic artefacts, as well as a large 3D model of the Historic building that was built by former students. • Can accommodate group and individual visitors • Makes connections to Deaf history, culture and journey of deaf in New Zealand • Used as an educational resource to support the Deaf Studies curriculum • Celebrates Deaf Culture 	<ul style="list-style-type: none"> • Requires display space for the timeline (panels on the walls, perhaps), and a TV screen • This needs to be a 'living' area that can be added to • Has interactive displays • Should have a hanging system for pictures • Displays should be secure enough to allow access without continuous supervision • Should be well ventilated • Contains 'archival quality' storage

Storage	<ul style="list-style-type: none"> • Provides a central place for filing and archiving that is linked to the main administration block. • Safe storage for equipment, teaching resources, books which can be accessed quickly. • Allows resources to be shared across Hubs. 	<ul style="list-style-type: none"> • Ergonomic storage area that is flexible and maximises space • Technology area where devices can be stored and charged at the same time • Robust storage solutions ensuring longevity. Part of this storage needs to be secure. • Adequate lighting within storage areas
---------	--	--

Hall / theatre space	<ul style="list-style-type: none"> • Accommodates presentations and speakers • Accommodates Centre Assemblies • Can be used for professional development • Can be available for community use • Can host an audience of up to 200 people, with the option of adding seating for larger gatherings to accommodate the whole VADEC staff (currently 164 staff) 	<ul style="list-style-type: none"> • Must have tiered or elevated seating for clear line of sight to the front • Seating should be retractable/bleachers to allow maximum flexibility of use • Seating should be good quality, allowing for comfort during long periods of sitting • Will require the infrastructure to support professional lighting/sound technology • Requires a sprung wooden floor. This will allow activities in the round and enhance deaf communication • Should be able to be accessed and locked up independently, easily accessed from the campus entrance, and include toilets • Should have adequate storage space for theatre props. etc. • Screens and surround sound/technology that meets the needs of presenting to a large group of deaf or hearing people
Library	<ul style="list-style-type: none"> • Space for Deaf story-telling, small student groups, discussions. • Linked to the resource centre, with work stations for staff and students. • Research centre for online research 	<ul style="list-style-type: none"> • One big open plan space with deaf friendly furniture (multi-purpose, different heights, flexible for moving around size of groups) • Use of natural lighting, but with windows shades for use when needed • Requires docking/charging points for laptops/ipads/phones etc. • Adequate internet capability in main library space and adjoining meeting rooms

Wharenui/wharekai	<ul style="list-style-type: none"> • Available for Mihi Whakatau and other key events • Accommodates Māori tikanga and other student and staff activities, such as staff induction ceremonies, noho Marae, immersion course activities, conducting I.E.P.s and holds a deeper significance in terms of providing a place of belonging and a sacred space for tangi, emotional learning, teaching the cultural aspects of a mihi whakatau (welcome ceremony), the physical/traditional aspects of the physical building/spaces, carving and weaving, and Māori values such as whanangatanga (family/wider community), manaakitanga (hospitality), aroha (caring) and rangatiratanga (leadership). • Māori tikanga is observed • Providing support to our Māori deaf students • Visitors to the Centre can be welcomed via the Wharenui and then enter into the wharekai. 	<ul style="list-style-type: none"> • Visible as a welcoming point close to the entrance of the Centre but with a direct, frontal line of access. The Marae/wharenui complex consists of a wharenui and wharekai in which cultural activities take place • Suitable storage for mattresses and bedding (secure, dry and well ventilated)
-------------------	--	---

Media/Resource centre	<ul style="list-style-type: none"> • Media Centre where staff to create resources to support the teaching of deaf students regionally and within the Core school • EIC Design and production of 21C Educational resources • Digitising of resources in older formats • Filming video resources • Storage of resources • Responds to orders for resources from other places, and sends these out. • Video suite/studio where NZSL videos can be created, edited and copied for distribution. • Copying and printing of publications to support teaching and learning. • Green screen and filming • Communicating between students • Students and interpreters communicating through technology • Students communicating remotely with a teacher 	<ul style="list-style-type: none"> • Needs to be located close to mail-room for posting and receiving mail/resources • Green-screen capability space for filming, digital resourcing and NZSL translation • Technologically capable to keep up with resource making with latest programmes • Should have adequate resource storage for printers and production equipment including laminators and printers • Should have a display area • Requires sufficient broadband access to accommodate 20+ people in the area • Requires docking/charging points for laptops/ipads/phones etc. • Large space for multiple presenters to be filmed on screen • Green screen area • Requires plain white floor to wall space to film with props/furniture • Editing suite in a connected space for 2 editors and technical equipment storage (separated by glass window) • Area to store props and costumes • Meeting space for up to 7 people to discuss filming options/ director working with actors on their performance
-----------------------	--	--

		<ul style="list-style-type: none"> • Windows can block out all light or let in light/fresh air • Sufficient bench space • Sink and hot water for cleaning brushes etc. • Video suite/studio requires adequate ventilation/cooling systems due to heat of lights/camera equipment. • At distance technology/facilities • Green screen and filming equipment • Acoustically isolated • Good LED lighting • Good depth of room space for filming option • High ceiling space for lighting rigs • Spaces for multiple 'discussions' at the same time
Gym	<ul style="list-style-type: none"> • Provides space for sports and games • Provides space for professionals such as the occupational therapist to work with students. • Promotes socialising and sense of identity through being part of a team • Space for using fitness equipment • Important area for residential students to let off steam and keep active after Centre hours. • Place for shared/integrated use with wider Deaf community and others and our students 	<ul style="list-style-type: none"> • Should have a designated space or room for using fitness equipment • Storage for equipment • Basketball sized court • Separate changing rooms/toilets for men and women • Teaching space within the gym • Flashing lights to alert users • Staff showers
Outdoor spaces	<ul style="list-style-type: none"> • Deaf community and local community can share the field fitness and sporting activities • Team sports • Fitness circuit for student and community use • Gardening, adventure-based learning, physical activities and team-building. 	<ul style="list-style-type: none"> • Wide fields of visibility and clear lines of sight • Curving smooth surfaced walkways that avoid sharp corners, with paving to direct people to areas around the campus • Walkways should slope rather than require steps • Space for staff to gather in a garden area attached to staffroom which includes a barbeque area with outdoor seating • Provision of paved courtyards as well as grass areas with attractive benches. • Low open fencing/gates around residences/EIC to ensure safety and define the space as private • Outdoor spaces should be enhanced by tree and bush planting and include the provision of flat green areas • Provision of signage/fingerposts throughout campus • Care should be taken to avoid unintentional physical barriers such as kerbs, blind-spots, thresholds or

		<p>heavy gates/doors</p> <ul style="list-style-type: none"> • Outdoor learning spaces should be connected to indoor learning spaces • Provision of suitable spaces should include tables and seating and could incorporate a solar table for charging devices
--	--	---

Staffroom	<ul style="list-style-type: none"> • A place for all Centre staff to take a break and relax from their work. • A place for gatherings. • Visitors, guests and interpreters use the staffroom regularly to relax and meet informally 	<ul style="list-style-type: none"> • Open space in the central admin block to cater for a staff of between 40-50 at any given time. • A variety of chair sizes, tables and couches utilising soft, easy clean covering • Seating requires a mid-back height to keep the line of sight clear. • Café should have round tables to facilitate signed conversations. • Kitchen facilities should include a central, long kitchen island to facilitate eye contact and communication • Café area connected to staffroom, to support the transition Café Sourd (Transition Café programme). • Café should be open plan with no columns to obscure view • Café should have well defined zones to accommodate both those wanting to relax as well as those wishing to have teaching and learning conversations
Staff workspaces	<ul style="list-style-type: none"> • Communicating with Centre staff working within the van Asch region and KDEC area. • Collaborating with colleagues around best practice, teaching and learning, assessment • Spaces for independent work, with areas for collaboration when necessary 	<ul style="list-style-type: none"> • Working spaces that provide technology, compatible with IT equipment and supporting technology resources (printers, scanners, photocopiers etc.) • Privacy booths with integrated charging/power points and soundproofing

Regional Services	<ul style="list-style-type: none"> • Base for the work of RTDs, SRTs, NZSL tutors and Senior Leaders attached to these teams. • Provides adequate storage options • Provides several spaces for meetings and at distance connections with other regional teams for professional development. 	<ul style="list-style-type: none"> • Senior Leader/admin office and meeting space • There should be provision of both standing and sitting work stations • Large screen technology so that the Regional Co-ordinator and other groups can easily work together regularly 'at distance' • Space to spread paperwork into piles and sort/arrange documents is required • Ideally the Regional Services should be separate from but located close to other staff spaces
Technical services	<ul style="list-style-type: none"> • Accommodates audiologist(s), computer and hearing aid technicians • Some staff are not based on campus, but require access to a suitable room when on campus, without creating logistical difficulties with the booking system • Audiological, educational and multi-disciplinary assessments 	<ul style="list-style-type: none"> • There will be specific technical equipment required to be included in these spaces • Space for private audiological, 1:1 and multi-disciplinary assessments • IT support area with space for server and other IT equipment • Private office for ASSIST use with provision of filing, storage and private phone access
Property/Grounds space	<ul style="list-style-type: none"> • Ground staff and domestic services repair and maintain the campus, supporting the health and safety regulations of the Centre. 	<ul style="list-style-type: none"> • Grounds staff and property support areas need to have access to all areas of the Centre • Adequate storage space is required for tools/equipment etc.
Staff Toilets	<ul style="list-style-type: none"> • Staff toilets 	<ul style="list-style-type: none"> • As per ECE regulation as Hostel Licence Guidelines • Separate to student toilets • Unisex toilets with the option of a closed cubicle
Student Toilets	<ul style="list-style-type: none"> • Student toilets 	<ul style="list-style-type: none"> • As per ECE regulation as Hostel Licence Guidelines • Separate to staff toilets • Separate toilets for boys and girls with option of a separate accessible toilet

Core School

Content	Activities within spaces	Features of spaces
General learning spaces at partner schools across the van Asch region.	<ul style="list-style-type: none"> Group learning and activities Spaces for working 1:1 with a teacher and also independently. Staffroom for quieter working space with visiting professionals. Workspace and storage for teachers and support staff. 	<ul style="list-style-type: none"> Connection and flexibility between learning spaces to allow for different usages and groupings Require access to multiple charging facilities for charging hearing aids, FM systems and other devices Design and build must reflect the principles of Deaf bilingual/bicultural education
Transition programme	<ul style="list-style-type: none"> Students gaining additional social and emotional skills, independence, confidence, resilience and life skills. Students accessing immersion programmes on language and Deaf Culture 	<ul style="list-style-type: none"> Larger space to support a range of teaching and learning activities, which connect to breakout areas Smaller private areas to be used by careers adviser and counsellor Kitchen facilities for cooking and running a café Safe, flexible, working spaces for teaching life skills in flatting, technology and pre-course training. Provision of spaces for metalwork, woodwork and craft classes Located close to campus entrances for ease of using public transport
Breakout areas	<ul style="list-style-type: none"> Students working individually Students working one-on-one with a teacher Tele or video conferencing Students contacting others Art and craft activities, Physical activities 	<ul style="list-style-type: none"> Acoustically isolated Have the technology for students to contact with other agencies etc. Classrooms based in hubs need smaller spaces, away from homeroom teaching spaces, for students who are easily distracted and require extra support
Student storage	<ul style="list-style-type: none"> Lockable cupboards for equipment, personal belongings clothing. 	<ul style="list-style-type: none"> Students need ample spaces for school bags, sports bags and extra clothing. Bags needs to be easily accessed by students at break times Junior students need spaces for car seats to be stored during the school day Ease of access for students of different heights and physical ability
Storage	<ul style="list-style-type: none"> Teaching resources 	<ul style="list-style-type: none"> Lockable for confidential student files
Specialist spaces	<ul style="list-style-type: none"> 1:1 sessions with Physiotherapists, Occupational Therapists and Speech Language Therapists. 	<ul style="list-style-type: none"> Private spaces removed from teaching areas Windows placed higher in doors and walls to reduce distractions to students Comfortable ground and wall coverings for physical activities and

		exercises on the floor when required
Specialist Services NZSL Tutors/ SRT team	<ul style="list-style-type: none"> Preschool Residential Courses for regional families Assessment Courses for Regional Families Tele/video conference for regional distance support Telephone/video contact with families and schools that may be sensitive or confidential Language development room 	<ul style="list-style-type: none"> Modern, warm residential accommodation (choice of small family flats/units and houses to accommodate more than one family) with secure/fenced outside area for pre-schoolers and cots/high chairs etc. Audiology clinic close to where the PRC/assessment course takes place Close proximity to the EIC Close proximity to multiple suitable, child friendly rooms for working with children/families Several soundproof studio rooms for at distance support for SRTs Private rooms for making sensitive/confidential phone calls and video calls One way mirror/window for recording NZSL development & social language behaviour naturally
Staff workspaces	<ul style="list-style-type: none"> Shared office/ meeting space for Leadership Shared office space for teachers to collaborate 	<ul style="list-style-type: none"> Desks and storage facilities Wall space for noticeboards Plugs for recharging devices Small windows to see into teaching spaces with ability to cover with blinds when required
Toilets	<ul style="list-style-type: none"> Unisex Toilets 	<ul style="list-style-type: none"> Separate toilets for staff and students As per regulations

Residential school and residential immersion courses

Content	Activities within spaces	Features of spaces
Student Residences	<ul style="list-style-type: none"> Current licensing provides accommodation for residential students ranging from 10 to 21 years of age. Need to provide separate accommodation for female and male students Need to provide separate accommodation for older students to learn independent living skills. Separate provision for accommodation of regional students as part of full immersion courses. Bedrooms that can be used to support staff professional development and cluster meetings. Bathrooms and toilets provide privacy for individuals. Support Workers have office space with secure storage of student files. As per Hostel Guidelines. 	<ul style="list-style-type: none"> Accommodation needs to support individual privacy and should have access to a private area to communicate with family At least one residence should support development of life skills required for independent flatting Ideally situated to have close and convenient access to transport Walking distance or on the Centre campus, but geographically separated to provide a sense of leaving home to go to school and vice versa Separate entrance to the main entrance which is secure from the public Dining and leisure spaces to promote relaxation and 'wind-down' time from school Space set up to support homework, including access to relevant

		technology <ul style="list-style-type: none"> • At least one full access disabled toileting and bathing facility. • Individual bathroom and toilets for both males and females
Accommodation for families/regional staff	<ul style="list-style-type: none"> • Accommodation for use by families visiting for courses or assessment • Interaction with other families when on campus- supportive relationships formed. • Also used by regional and Kelston staff when attending PD or courses. • 'Down time' for families when not working with SRT 	<ul style="list-style-type: none"> • Separate parent accommodation should be of a 'lodge type' with a central communal area for parents to convene with each other • These would be best located on campus within close proximity to both the EIC and Residential facilities
Accommodation for residential immersion courses	<ul style="list-style-type: none"> • Immersion courses for regional students • Students staying on campus during the course • Accommodating the staff who stay with the students • Space for socialising and interacting 	<ul style="list-style-type: none"> • Groups can vary in age, gender and additional needs, so spaces must be flexible and reconfigurable • Rooms for staff to stay in building with students in a safe way • Separate kitchen area for cooking. • Provision flexible so can have connections with residential service
Kitchen	<ul style="list-style-type: none"> • Catering for families in the accommodation units • Catering for residential students • Catering for students attending immersion courses • Storage of food and first aid 	<ul style="list-style-type: none"> • We require a large commercial kitchen space which provides communal cooking facilities for all residential students • Sufficient storage for significant amounts of fresh food, refrigerated and dry goods is needed • Dining as part of kitchen area, enabling support of students' learning kitchen and food safety skills
Laundry	<ul style="list-style-type: none"> • Student laundry facilities as per the hostel licence • Family laundry facilities within the family accommodation spaces. 	<ul style="list-style-type: none"> • Separate laundry facilities • Drying room for laundry is needed
Supporting spaces	<ul style="list-style-type: none"> • Meetings • Parent Consultations • Assessments 	<ul style="list-style-type: none"> • Offices for RSWs and SWs needed • Private, confidential area for office work and storage of student files • Separate work stations for RSWs. • Meeting space for parent consultation. • Room for private Skype contact with families and supporting agencies
Common rooms	<ul style="list-style-type: none"> • Area(s) for students to socialise and relax during breaks or out of school time. 	<ul style="list-style-type: none"> • Need to be easily accessed from the residential area and the core school learning spaces • Provision of a separate "chill-out room" as an alternative to lounge or

		bedroom <ul style="list-style-type: none"> • Bean bags/comfortable couches • Smart TVs- option of a projector for Movie Nights • Integrated music system/WIFI • Lounge area positioned between the girls' and boys' dorms to make supervision easier
Dining Area	<ul style="list-style-type: none"> • Students eat and connect socially with other deaf peers and staff. 	<ul style="list-style-type: none"> • Provide large round tables with chairs to encourage signing at meal time • Fridges with cooled water and ice-making facility

EIC

Content	Activities within spaces	Features of spaces
General Location	<ul style="list-style-type: none"> • Licensed ECE sessions, individual support for parent and child, administration tasks. Staff meetings. • EIC spaces are used by families accessing the Pre-school residential course programme provided by the specialist resource team • Pre-school residential families access to group sessions and parent time. 	<ul style="list-style-type: none"> • EIC needs to be located close to key services and resources such as audiology, the main office, media centre and library. It is also important that the EIC provision is located close to the parent accommodation for access by families attending pre-school residential courses • The EIC provision also needs to be close to a family friendly car-park to allow safe access to and from the Centre for pre-schoolers
General learning space	<ul style="list-style-type: none"> • Student learning with families in ECE licensed group sessions • This provision will meet all the needs of current licensing regulations in terms of areas for children of mixed ages (0 - 6yrs). 	<ul style="list-style-type: none"> • Supports a larger number of adults to children than is standard for ECE • Parent couch seating area • The internal environment will be open, connected, family-like, with specific areas for parents to connect with one another and interact with their children. This provision will also meet all the needs of current licensing regulations in terms of areas for children of mixed ages (0 - 6yrs) • Technology installed in EIC group working spaces to enable parent guidance.
Breakout areas	<ul style="list-style-type: none"> • Parents working with specialist staff • Students being assessed • Students working with specialist staff 	<ul style="list-style-type: none"> • Small spaces that offer privacy but are in close proximity to the teaching space • Some degree of visual connection • Covered outdoor area for breakout
Sleeping area	<ul style="list-style-type: none"> • Sleeping space for children in line with licensing requirements 	<ul style="list-style-type: none"> • Separate, quiet, ventilated easy access to main learning space

Student storage	<ul style="list-style-type: none"> Students and families use this space for storage of equipment. 	<ul style="list-style-type: none"> Cloak and storage area for pre-schoolers' clothing and special needs equipment re feeding, mobility. Adequate space for storage of prams
Storage	<ul style="list-style-type: none"> Used for Indoor and outdoor play equipment and teaching resources Quiet and noisy spaces indoor and outdoor 	<ul style="list-style-type: none"> Art, music and science resource storage, Book shelves for parent information and story books Lockable and weather-proof outdoor storage areas for equipment e.g. bikes, mats, sandpit equipment, (close to areas they need to be used in).
Specialist spaces	<ul style="list-style-type: none"> Parent - child communication individual sessions 	<ul style="list-style-type: none"> Several separate individual session rooms for filming and coaching of auditory and visual interaction activities with local and regional families. These will be in close proximity to the main learning space, accommodate at least two adults per one student, be acoustically quiet, and have storage space for equipment and activities used in the session.
Staff workspaces	<ul style="list-style-type: none"> Office and storage space for student files, enrolment information, licensing requirement information, staff resources Work space for staff for planning and administration purposes 	<ul style="list-style-type: none"> Separate shared working space separate to sleeping and individual session working space accessible from main learning space
Kitchen facility	<ul style="list-style-type: none"> Morning tea and lunch preparation for staff Storage facilities for students' food provided from home for morning tea and lunches Tea/coffee morning tea facilities for parents attending sessions 	<ul style="list-style-type: none"> This area needs to be in close proximity to and open to learning space. It will need to be accessible from the parent space and meet current ECE licensing requirements and health and safety requirements
Toilets	<ul style="list-style-type: none"> Child and adult toilets 	<ul style="list-style-type: none"> As per ECE regulation these will include nappy changing and showering facilities as well as child and adult toilet facilities

12. Furniture and equipment (F&E)

Family Units - Visitors to van Asch appreciate the family atmosphere and warm welcome and a sense that the campus is well facilitated and safe. Therefore it is key that family accommodation is modern and comfortable. This offers the potential to rent the units out to deaf families at a discounted rate during holidays.

Learning Spaces - Our spaces need to be as flexible as possible so that they can be used to their full capacity. Retractable/Bleachers seating, is required for the hall/theatre space. Seating used elsewhere should be comfortable, especially where long periods of sitting is required. Low backed chairs allow greater visibility when signing and large round tables encourage people to sign when they meet to socialise. Furniture in these spaces should be finished in such a way as to absorb sound rather than deflect it, therefore soft furnishings should be considered (providing that such finishes are durable and easy to wipe clean).

It would be useful in the meeting spaces to have large screens that drop down and can be retracted and tiered seating.

A number of quiet work booths (like those at Kelston) with sound proofing and power/charging points should be provided.

A communal meeting room with circular seating would allow deaf staff enough space to converse as well as providing adequate space for small groupings that require an interpreter.

It would also be useful for RTD meetings, student support etc. to have a central resource room that is equipped with a classroom/breakout space/media room (such as Kelston has), which is located off-campus.

Residences - Independent flatting areas, with modern kitchen equipment and comfortable living room/lounge and bedrooms, provision of a separate “chill-out” room as alternative to bedroom or lounge is required. This could be furnished with bean bags, hammocks etc. Each room should have modern shower and bath provision with heating and cooling options in all bedrooms. Bedrooms should have walk-in wardrobes and for safety and communication, have wired-in “shake-awake” alarms for each bed space with doorbells that activate lights for gaining student attention. Leisure provision should integrate smart TV’s, a projector screen/TV option or a movie room in each house. In addition residences should include a music system or a separate music room with adequate shelving or storage for books /DVD’s etc. A games room with board games, puzzles and a pool table and table-tennis table would support student friendships and well-being. The provision of a TV/LCD screen in the hallway would assist staff alert students to important notices rather than their having to repeatedly remind students.

Early Intervention Services - Modern furniture that meets ECE licensing requirements and is suitable for children of mixed ages 0 - 6 years is needed. The space should also include furniture appropriate for parents e.g. couches, chairs that parents and adults to use within the main learning area. Outdoor equipment that is sensitive to the environment and can be accessed by children ranging in age from 0 - 6 years is required. This will include, but not be limited to, a sandpit area, water play area, climbing equipment, swings and an integrated path for children to ride bikes on.

12. ICT

ICT we have in use currently:	How this is likely to change in the future:
Staff laptops for all teaching staff	Continue with this practice updating devices and software as appropriate
Residential houses have access to a laptop and hard drive computer for each residential house.	Access to devices for students to complete homework on
Residential house phones for communication between rostered staff (iPhone 4s)	Updated phones with charging points in offices in houses. BYOD devices for students will need charging stations in residences.
Webcam/TV screen/Apple TV for web conferencing	More collaboration with KDEC on resource development. meetings will be done through web conferencing so dedicated equipment and spaces will be needed to avoid interruptions
iPads to capture, edit and design images for resources	A wider range of staff will collaborate using their iPads to bring together media for editing and production
Mac Pro and High Spec. iMac to edit video and produce animation and effects	Space needs to be adjoining a studio, separated by glass window
iMacs for desktop publishing and graphic artist	E-learning developer and designer also will need this equipment
Wacom tablets for design	Large desk space for designers to use this equipment as well as keyboard, mouse, notes etc.
Video camera for high quality resources	Studio space large enough to have multiple presenters on screen
Server and switches	Adequate ventilation needed
IT Administrator iMac-running systems, diagnostics, security	IT management system software and monitors
Laptops-setup space	New equipment requires IT to setup/install apps. Can be 10-20 devices needing setup at one time so need space for this
Equipment for digitising paper based and DVD media to be made available online.	This work will reduce over time as more historical resources are digitised.
Large TV screen to view video resources	More screens in the library for users to access video based resources (NZSL or otherwise)

Glossary

Technical Terms

AODC	<p>Advisor of Deaf Children</p> <p>AODCs work alongside children identified as Deaf and Hard of Hearing and their families and whānau from birth to Year 3 at school. They provide advice and guidance on communication and language development. They also help provide resources and programmes required to meet the developmental and educational needs of the child and their family and whānau through early childhood and into school. They work collaboratively with other service providers including the Deaf Education Centres, the Northern Cochlear Implant Programme and the Southern Cochlear Implant Programme, and Deaf Aotearoa New Zealand, among others.</p>
ASSIST Service	<p>Provides support for students who are year 4 to 13 which includes advice and guidance and the management of Hearing Aids and FM equipment</p>
At-Distance NZSL	<p>The use of video conferencing to support the tuition of NZSL to students, families and professionals at distance.</p>
Bilingualism	<p>In our context, bilingualism is the ability to use New Zealand Sign Language and English language (spoken and/or written) to communicate effectively.</p>
Biculturalism	<p>In our context, biculturalism is the ability to move freely between Deaf and hearing culture, by adapting to, combining and blending aspects of both cultures.</p>
CODA	<p>Children of Deaf Adults</p>
Core School	<p>The school within van Asch Deaf Education Centre. Students range from Year 1 - year 13 +. They are enrolled full time as students. They are placed in either of the three Hubs off-site or in the Transition Programme at the Sumner Hub.</p>
Day Student	<p>A student of the Core School who lives in the Christchurch area.</p>
Deaf Community	<p>The Deaf Community comprises those Deaf and Hard of Hearing individuals who use New Zealand Sign Language, and share common experiences and values.</p>

Deaf Culture	Deaf Culture is the set of social beliefs, behaviours, art, literacy, traditions and values that define the Deaf Community in New Zealand for whom NZSL is the main means of communication.
DEC	Deaf Education Centre Two Deaf Education Centres (van Asch Deaf Education Centre (VADEC), Kelston Deaf Education Centre (KDEC)) provide services for students who are Deaf or Hard of Hearing.
EIC	Early Intervention Centre Provision of education and language to children 0-5 years.
FM system	Equipment which enables the student to receive the teacher's voice directly to their Hearing Aid or cochlear implant
Habilitationist	Trained professional in spoken language development
IEP	Individualised Education Plan
Immersion	A period of time where regional students fly in to van Asch and are 'immersed' in Deaf Culture, language and identity.
KIT Days	Keep in Touch Days. Activities planned for mainstream students under the Regional Service for them to meet with other students from the same area. In Christchurch, Core School students also take part in these events.
Learning and Change Network (LCN)	A collaborative team inquiry approach to support the teaching and learning programmes for students across the Centre.
NZSL	New Zealand Sign Language The main language of the Deaf Community in New Zealand. It became an official language of New Zealand in April 2006, alongside English and Te Reo Māori.
ORS	Ongoing Resourcing Scheme
Pedagogy	The discipline that deals with the theory and practice of education.
Regional Services	Services delivered to students in Mainstream schools throughout van Asch's 10 regions.
Residential	Group of houses that students from around the region reside in during term time. The staff that work with these students on a roster system are also included in this term.

RTD	Resource Teacher of the Deaf RTDs are specialist teachers who work in a mainstream school to help classroom teachers adapt the learning environment and differentiate their teaching to suit the child's needs. They work with teachers and families to set collaborative achievement goals in IEPs for children and students who are Deaf or Hard of Hearing.
Satellite Unit / Hub	Classroom/s situated within the grounds of a host school. They are staffed by van Asch and provide services to van Asch enrolled students.
SCIP	Southern Cochlear Implant Programme
SRT	Specialist Resource Team
SRT's	Specialist Resource Teachers
Trilingualism	In our context, trilingualism is the ability to use New Zealand Sign Language, English language (spoken and/or written) and Te Reo Māori to communicate effectively.

Students

Day Student	A student who lives within the Christchurch region and is enrolled at the Core School.
EIC student	A student aged from birth - six years who attends and takes part in one of the EI programmes.
Hagley Hub Student	Year 11 - 13+
Hillmorton Hub Student	Year 9 - 13
Regional student	Mainstream students from the van Asch area who are supported in school by RTDs
Residential Student	A student who lives within the van Asch region and is enrolled at the Core School. They reside at the Residences.
Transition Programme Student	A student based at the Sumner Hub. Year 12+ Several students take part in programmes across the Sumner and Hagley Hub, and other providers e.g. CPIT, SIT.
Wharenui Hub Student	Year 1- 8

Staff

Contracted Specialists	Educational Psychologist, Occupational Therapist, Physiotherapist, Educational/Staff Interpreters
Core School Teachers	Class Teacher of the Deaf, who could be based either at Sumner, Hagley, Hillmorton or Wharenuī Hubs.
EIC Teachers of the Deaf	Teachers of the Deaf who work in the Early Intervention Centre
Middle Leaders	Lead Teachers (Regional and Core School), Residential Social Workers, Resource Centre Manager, Head of EIC, Specialist Resource Teachers
NZSL Interpreter	Person employed to interpret between spoken English and NZSL.
Other Support Staff	Administration, Domestic, Ground staff, Media Centre (including Graphic Artist, Formatter, Computer Technician, Hearing Aid Technician) Resource Teachers of the Deaf
Residential Staff	Staff who work directly with residential students, including Support Workers, Social Workers and Night Attendants.
School Support staff	Teacher Aides, Language Assistant
Senior Leaders	Principal, Associate Principal Curriculum, Associate Principal Pastoral Care, Regional Co-ordinators, Head of Specialist Services, Executive Officer, HR Advisor, Principal's PA.
Specialist Staff	Speech Language Therapists, ORS Specialist Teachers, NZSL Tutors, Deaf Resource Teachers, Specialist Resource Teachers (NZSL, Literacy, Visual Communication, Speech and Language), Educational Audiologist, Counsellor, Resource Centre Manager, Librarian, Māori Cultural Advisor.