Exceptional Real World Learning for Young Men

ST BEDE’S COLLEGE
Christchurch, New Zealand
www.stbedes.school.nz
About Us

- Year 9-13 Catholic Day and Boarding School for boys established in 1911
- 780 students
- Rich in tradition and history with an extensive Old Boys network
- On a transformative journey from a traditional school to a modern school with traditions
- 33% of students have learning support needs
- Junior programme – Taster model – everyone did the same courses, no choices
EVALUATIVE FOCUS AND PROCESS

To evaluate the effectiveness of the current curriculum design in providing a challenging and personalised learning pathway for students in Years 9-10.
OVERARCHING FINDINGS

Through data, survey, & student focus groups, we learnt:

• Learning outcomes poorer in Year 10
  • 68.6% Students in Year 9 on average make a years’ worth of progress as defined by each Faculty. (English, Science, Math, Arts, Technology)
  • 44.13% Students in Year 10 on average make a years’ worth of progress (Math, Science and English)
• One in three students did not connect current learning to real life contexts, yet the staff considered this as an area of strength.
• 59% felt they had input to the topics/content that they are learning
• Many students were often disengaged in class and found the environment hard to learn at times (Not easy to concentrate at 30%, Boredom in class - 47%, not interesting 30%)
• Our Māori, Pasifika and Asian students are generally less positive about their view of school, engagement and relationships with teachers
• Student voice suggested that relationships between boys in class were negative
• 1 in 4 wanted more choice in learning options
• Preparation for NCEA (NZ’s credentialed Assessment system) questionable
  • 50% of students felt prepared
  • 33% of parents felt sons prepared – 60% unsure
• Staff split on perception of effectiveness 7-.1% highly effective, 46.4% effective, 39.3% ok, but could be better, 7.1% not very effective
• 1 in 4 parents wanted for flexibility for their sons
We also learnt...

Pastoral Evaluation – Internal School Faculty Evaluations – Observation

- Zero coherence between overarching strategy & practice
- Leadership capacity and succession planning was an issue
- Trying to plug new innovations and learning into an old model
- Pastoral system overloaded – ambulance at the bottom of the cliff
- Boys increasing not feeling a connection and sense of belonging to the school, or that they ‘fit’
- We need more time to explicitly teach the soft skills – character education
- We need to build on and create a student-centred model of care and learning
- We need better ways to engage with, and develop deeper trusting connections with our boys
Our Big Questions

• How do schools create opportunities for flexibility and choice throughout the curriculum?
• How to promote/enhance engagement from boys in their learning
• Ways to mitigate, and promote positive in-class relationships that affect learning
• Strategies, timetables, and curriculum options that help us to meet the needs of multilevel classrooms
• The need for a wider range, a higher quality instructional practice
• How to enhance context-based learning within a semi traditional model.
OUR PROPOSAL – MUCH MUCH WIDER THAN ANTICPATED!!

1. Strategic coherence
   Developed a new strategic plan that explicitly linked aspirations to practice

2. Leadership capacity
   Employed two Assistant Rectors, Heads of Years, established Centre of Wellbeing

3. Curriculum
   Complete overall starting from Year 9-10 then progressing into senior school

4. Schoolwide pastoral system
   Refocus and redesign
Curriculum

**Inspire** – courses designed to inspire a love of learning in different curriculum areas. In essence we are trying to light a fire in students – catch them, get them and keep them engaged in learning.

**Explore** – having had the option to select a range of learning packages in Years 9 and 10, students begin to explore areas of interest in more depth as they look to specialise.

**Embed** – senior students embed their previous learning and experiences in courses that align to their specific interests and future pathways.
INSPIRE – UNDERPINNING THEORY

Research, and our experiences tell us that in Years 9 and 10 boys are increasingly likely to become disengaged in learning.

Six elements of student engagement in middle years schooling:
1. Relationships with teachers and other students
2. Relational learning
3. Disposition of being a learner
4. Motivation and interest for learning
5. Personal agency
6. Self-efficacy
7. Goal orientation
8. Academic self-regulated learning

Practically – the pedagogical approaches that promote and support student engagement for improved learning and achievement

1. Nurturing trusting relationships
2. Engaging students in fun learning activities
3. Making learning meaningful

Source: Poskitt and Gibbs ‘Student Engagement in the Middle Years of Schooling (Year 7-10): A Literature Review’ - 2010
INSPIRE – KEY CHANGES

• To allow flexibility, balance and choice all learning areas (8) are to be considered ‘core’ and will get equal time – that being 3 hours per week

• To promote engagement and to meet our core principles above, students are able to select the learning packages from each learning area that capture their interests, strengths and imagination

• Critical component - collaboration and evidence-based design
My Year 9 LEARNING PATHWAY

In Year 9 tamariki, in collaboration with staff and whānau select a course that reflects their interests, aspirations and next steps in learning. They are able to select up to four different learning packages from each curriculum area. The overview below will assist you in selecting and recording your learning package choices. Note: Slot 5 is for you to select the course you would take if one of your first options is not available for some reason. Compulsory courses have been entered for you.

**Arts (choose three)**
1. Te Ao Māori - 9CUL1 (Compulsory)
2. 
3. 
4. 
5. (Back up choice)

**Mathematics (choose either Kete 1 or Kete 2)**
Kete 1 - 9MAT1
Kete 2 - 9MAT2

**PE and Health (choose four)**
1. 
2. 
3. 
4. 
5. (Back up choice)

**English (choose one theme and level for the year)**
1. 
2. (Back up choice)

**Religious Education (choose two)**
1. An encounter with Christ - 9RED1 (Compulsory)
2. Either Ask, Seek, Knock - 9RED2 or Chosen - 9RED3
3. 
4. 
5. (Back up choice)

**Science (choose four)**
1. 
2. 
3. 
4. 
5. (Back up choice for all terms)

**Social Sciences (choose three)**
1. Aotearoa Histories - 9SST1 (Compulsory)
2. 
3. 
4. 
5. (Back up choice)

**Spanish**
Should you wish to select Spanish, record it as your fourth option for either the Arts, Science, Social Sciences, PE and Health or Technology.

**Technology (choose four)**
1. 
2. 
3. 
4. 
5. (Back up choice)
Faculty of LANGUAGES - ENGLISH

English is the study, use, and enjoyment of the English language and its literature. For centuries, people have been making sense of the world through the stories, novels, poems and plays that have been written. This is your opportunity to engage with these storytellers and add your own voice to the mix. Students in the junior school will be challenged to read, write, analyse, and persuade through selecting ONE thematic based course to explore.

Our Year 9 English programme offers a choice of three themes to choose from: Grab Your Passport, Spies like Us, or Heroes and Villains. Each of these thematic options has been split into two levelled courses to make accessibility to texts easier for the students. The two English options (B - Black and R - Red) are designed to allow tamariki to select a course that is reflective of their current stage of learning. In both courses students will be challenged to reach their potential. 9ENG1B is designed for students working at or below level 4B and 9ENG1R is designed for students working at level 4P or above.

At Year 10, choices include: Crime and Punishment, Space the Final Frontier, and Keep Your Eye on the Ball. Again, each thematic course has been levelled to improve accessibility to chosen texts. As with the Year 9 programme, the two English options (B - Black and R - Red) are designed to allow tamariki to select a course that is reflective of their current stage of learning. 10ENG1B is designed for students working at or below level 4P and 10ENG1R is designed for students working at level 4A or above.

YEAR 9

Grab Your Passport (9ENG1B or 9ENG1R)
The world is your oyster as you explore the people, places, and cultures that make up our awesome planet. While you might think there is no place like home, this course will open your eyes as you discover the world within and beyond Aotearoa. So, grab your passport and embark on an exciting adventure!

Spies Like Us (9ENG2B or 9ENG2R)
Your mission, if you choose to accept it, is to join the world of undercover operatives. Infiltrate enemy strongholds and become a master at decoding, identifying, and developing your own mission objectives. Do you dare to accept?

Heroes and Villains (9ENG3B or 9ENG3R)
Are heroes really the good guys or are villains just misunderstood? Come explore the world of heroes and villains. Discover the good, the bad, and the downright demonic, as we investigate people who have left their mark on society. We will watch, read, and listen to worlds full of wicked characters and inspirational icons. At the end, ask yourself the question: do all heroes wear capes?

YEAR 10

Crime and Punishment (10ENG1B or 10ENG1R)
You be the judge. Do the crime, pay the time. Or not? The world isn’t always black and white. Come with us as we put on trial those deemed to be walking the fine line between right and wrong. Examine evidence, build a case, and debate the outcome. What will your verdict be?

Space – The Final Frontier (10ENG2B or 10ENG2R)
Journey light years into the future. Encounter astronauts, aliens, spaceships, teleportation and space stations. Is populating Mars a dream that can come true in your lifetime? Plot your coordinates, prepare your equipment and walk where no man has ventured before. The universe is calling. 5,4,3,2,1 Blast off!

Keep Your Eye on the Ball (10ENG3B or 10ENG3R)
Stretch those reading muscles, warm up those pens and get yourself ready for a game of two halves. In ‘Keep your eye on the Ball’ we will explore the world of sport through a range of texts looking at the play, the people and the politics that often complicate a beloved past time. The tears, the triumphs, and the tribulations are what make sport an integral part of our DNA. So, let’s play ball!
Faculty of SCIENCE

In Years 9 and 10 students will be introduced to science in a wide range of fields other than the traditional fields of chemistry, physics and biology. Through these contexts, ākonga will learn how to be critical thinkers, to examine evidence, and prove hypotheses. They will learn how to conduct fair experiments that allow them to explain how the world works and why. The basics of atoms and ions, forces and motion, body systems, environmental science, and space will be taught in contexts that align with today's issues and allow students to fully engage in their learning.

Students at Years 9 and 10 should choose four topics for the year. There are no compulsory courses.

YEAR 9

Forensics – CSI Skills (9SCI1)

Crime scene investigation involves examining and analysing evidence to solve crimes. It's a fascinating field that combines science, critical thinking, and problem-solving skills. In this course you will experience a mock crime scene and learn different techniques to collect evidence, such as fingerprints, footprints, DNA samples, and fibres. You will use various tools (such as microscopes and measuring tools) to gather evidence. Do you have what it takes to be the Top CSI?

Space Science – Our Place in Space (9SCI2)

Using powerful new technologies, we are finding out more and more about our planet and solar system. This course takes you on a voyage of discovery, learning about our local neighbourhood in the Milky Way galaxy and the unique features of our home planet, Earth. Understanding the science of our place in space is crucial to looking after our planet and our further exploration of the solar system. It is exciting to think that people will be walking on Mars within the next 10 years or so.

Grow the Future – The Science of Food (9SCI3)

Would you eat cake made with cricket flour? Fancy some noodles seasoned with ants? Food consumption has changed a lot over time and the food we consume in the future will look different to what we consume today. This course will focus on the science of the food we consume. You will explore how the energy from the sun and nutrients from the soil are turned into delicious food that ends up on our plates. You will investigate the nutritional value of different foods and look into why food consumption has changed over time.

Outdoor Science – Looking after our backyard (9SCI4)

New Zealand has a unique landscape and is considered one of the most scenic countries on Earth. Since the settlement of New Zealand, an estimated 25,254 new species have been introduced. These new species have had a massive impact on native plants and animals and our unique landforms. In this course you will study the formation of New Zealand's landscape and investigate the influence of these introduced species on our local environment. You will explore how we are making considerable progress in understanding the impacts of these introduced species and further study of this area may lead to new conservation initiatives.

Human Body – Sport Science (9SCI5)

The human body is a complex network of cells, tissues and organs that miraculously come together to think, feel, and act in mysterious and powerful ways! The potential of the human body continues to be discovered and rigorously tested. Nowhere is this clearer than in the world of sport where humans are pushing the limits of what is possible, particularly in the fields of speed, endurance, and strength. Can we use science to understand the key factors that influence athletic performance? How important is nutrition in reaching our fullest potential as developing athletes? In this course you will investigate the diverse and interconnected systems of the human body and use the foundations of biology, chemistry and physics to consider the human body in the context of competitive sports!

Military Science – Moving the Troops (9SCI6)

When an army moves it needs to be protected, and it needs to move over all types of terrain. In this course you will study the science that helps us design the latest vehicles and communications for our troops. You will explore ways to generate renewable energy to power communication equipment while in the field. You will also investigate different materials that will best allow the troops to stay fast, light, and safe.
PROJECT CuRe

1. Mana Tane
2. Vision and 'Must Haves'
3. Overarching Capabilities
4. Learning Area Capabilities
5. Change Management Readiness
6. Rich Learning Opportunities
7. Resourcing and Preparedness
8. Monitoring and Evaluating

NZC Refresh, NCEA Change
Connection and Belonging

Attending to emotional and behavioural needs of boys as a foundation for learning.

Changed the entire pastoral system and its focus whilst we undertook the design and build phase of the junior curriculum. Including:

- From vertical to horizontal structure
- Small group focus - 35 – 56 tutor groups
- Created Head of Year positions
- Established Mana Tāne – a comprehensive soft skills and values based education programme using real life contexts to teach and reinforce the virtues we want our students to live by.
- Primary focus of the Mana Tāne Kaiako was to be an advocate for the student first.

We wanted every boy in our school to be able to identify that there was someone at school who cared about them.
**Mana Tāne - Year Level Specific**

**Year 9**
- Connection
- Develop Faith
- VIA Character Strengths (Values in Action)
- Anti-Bullying programme
- Goal Setting
- BEDES Values in action
- Social Media
- Resilience
- Healthy Living Sessions – vaping

**Year 10**
- Develop Faith
- Rights Resilience & Respectful Relationships
- Goal Setting
- Social Media
- Emotional Intelligence
- Resilience
- Teen Sleep
- Healthy Living Sessions – vaping
- Online Safety

**Year 11**
- Connection
- Develop Faith
- Social Media
- Understanding NCEA
- Assessment Planning
- Goal Setting
- Forward Mapping (Academic)
- Umanga Mātauranga – Careers Education and Self Awareness
- Healthy Living Sessions – vaping
- Online Safety

**Year 12**
- Tukana Teina
- Develop Faith
- Assessment Planning
- Goal Setting
- Forward Mapping (Academic)
- Umanga Mātauranga – Careers Education and Self Awareness
- Industry Days
- Tae ana ki (Inclusion)
- Teen Brain
- Online Safety

**Year 13**
- Develop Faith
- Goal Setting
- Assessment Planning
- Forward Mapping (Academic)
- Umanga Mātauranga – Careers Education and Self Awareness
- ZEST programme
- Tae ana ki (Inclusion)
- Whakawhitinga Workshops (Values & Virtues, Wellbeing, Consent, Car maintenance, Flatting, meal prep)
- Online Safety
Ongoing Impact?

Pre and Post

- I can identify someone at school who cares about me
- My form tutor pastorally supports me
- School is a safe place for me
- My culture and identity is valued at school
- There is a positive culture at school

Pre - Post

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Design

- The underlying reason for the change was equity for students.
- New curriculum had to be.
  - Are culturally responsive to the needs, hopes and aspirations of each young man
  - Capture the interests, imagination and curiosity of each young man
  - Promote innovation, thinking, problem solving and collaboration
  - Foster self-regulation, awareness and agency
  - Draw on and share the expertise and resources of the local and global communities
  - Inspire young men to live by faith and by work

This will help us to fulfill the school vision of developing Catholic Marist leaders of the future who serve with a catholic heart, mind and hands.
Implementation Process

We broke the curriculum design down into 5 Stages with specific timelines for completion.

1. Capabilities - Overarching and Learning area specific
2. Change management readiness
3. Developing rich learning opportunities
4. Resourcing and preparedness
5. Evaluation
Typically, capabilities bring together

- concepts or big ideas (from one or more learning areas)
- appropriate aspects of all the key competencies (including the specific language, symbols and texts of the learning area)
- values and learning dispositions

Overarching

1. Making meaning in discipline-specific ways (MM)
2. Critical inquiry (CI)
3. Perspective taking (PT)
4. Taking action (TA)

Learning area

Faculties identified how to imbed the overarching capabilities into their learning area and the learning area specific capabilities they wanted students to have reached by the end of year 10.
## Change management readiness

### Purpose

Why are we changing/what is the problem and what are the opportunities

**Why**
- Raise student achievement
- Improve student engagement
- Address changing needs of students (Learning, Pastoral, Social)

**Opportunities for Bede’s**
- Continue to evolve – stay in front of educational change and best practice
- Student centred programmes that allow for a personalised education in real life contexts
- Programmes that maintain academic rigour and high expectations for all students

### Particulars

What are we changing?

- Shift in focus to a student-centred curriculum by:
  - Pastoral system from vertical to flat to increase connection, wellbeing and holistic learning opportunities
  - Move to learning packages to increase engagement & personalisation through choice and flexibility
  - Equitable curriculum allocations
  - Evolve to a positive education framework

### People

Who is changing?

**Staff**
- Changing tutor group and traditional role of a tutor teacher
- Teaching learning packages rather than traditional linear courses
- Increase opportunities to collaborate and contribute toward a shared vision

**Students**
- Changing tutor groups and teachers
- Increased ownership of pathways/decision making
- Opportunity to co-design learning packages and pathways

**Whānau**
- Changing relationships with tutor teachers
- Opportunity to co-design learning packages and pathways

### Payoffs

What does success look like, and how do we measure it?

- Higher numbers of students making a years’ worth of progress – 85% target across all areas
- 100% of students identify that there is someone in the College who cares about them
- Increased engagement – students, staff and whanau
- Improved school culture
- Fewer behavioural incidents

### Risk of not changing

- Increasing numbers of disengaged students
- Continue to plug ‘new ways’ into old design
- If incremental change isn’t completed, wholesale change would be needed
Developing rich learning opportunities

- Kete - Building your basket of knowledge
- Concept Building
- Learning Pathway Mapping
- Rich Materials
- Warrant of Fitness
# Resourcing and Preparedness

## Learning Package Evaluation
- One of these pages should be completed for each Learning Package. Data can be gathered from across classes and teachers.

### Vision
(Summarize your vision for change in the LP)

### Course Overview
(In student-friendly language outlining the course, its content, what students learn and what it can lead to.)

### Student Perspective

<table>
<thead>
<tr>
<th>Evidence</th>
<th>What is it telling you?</th>
<th>Are there any equity/access issues?</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

- Student engagement
- Is Learning Meaningful
- How could it be better

### Teacher Perspective

<table>
<thead>
<tr>
<th>What did you notice? Are there any patterns of trends from your observations/data?</th>
<th>Which of our learners are/are not benefiting?</th>
<th>What could we do to ensure better progress and outcomes for more of our learners?</th>
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### Pedagogical approaches for improvement

- Nurturing Trusting Relationships
- Engaging Students in Fun Learning Activities
- Making Learning Meaningful

### Looking forward

<table>
<thead>
<tr>
<th>What changes could you make?</th>
<th>Why are you making them?</th>
<th>What is the intended outcome?</th>
<th>How will you know if this is successful?</th>
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</table>
# Resourcing and Preparedness

## Learning Pathways – Progressions and Progress Outcomes

<table>
<thead>
<tr>
<th>Vision</th>
<th>Course Overview</th>
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<tbody>
<tr>
<td>Identify your vision for success in this UP</td>
<td>In student-friendly language outlining the course, its content, what students learn and what it can lead to</td>
</tr>
</tbody>
</table>

**Understand** - Through building knowledge about content and deepening understanding of inquiry practices, I have a broad and deep understanding of:

- 
- 
- 
- 

**Know** - I have built my knowledge in...... For this I know the following:

- 
- 
- 
- 

**Do** - In my learning in this package, I can......

<table>
<thead>
<tr>
<th>Catholic Special Character</th>
<th>Culturally Responsive</th>
<th>Standards/Principles</th>
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<tbody>
<tr>
<td>- In practice this package resonates and promotes our CBC by...</td>
<td>- This package reflects the cultural uniqueness of Aotearoa New Zealand by...</td>
<td>- In doing this standard, we meet the following professional learning areas:</td>
</tr>
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<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Key Knowledge</th>
<th>Key Questions</th>
<th>Learning Experiences</th>
<th>Adaptations to meet needs of all learners</th>
<th>EOT</th>
<th>Learning Area Capability</th>
<th>Digital Tools</th>
<th>Assessment Proof</th>
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</table>

## Pedagogical approaches for improvement

<table>
<thead>
<tr>
<th>Nurturing Trusting Relationships</th>
<th>Summary of strategies used to promote and make explicit each pedagogical approach</th>
<th>Evaluation – Did it work, what happened, how do you know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Students in Fun Learning Activities</td>
<td></td>
<td></td>
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<tr>
<td>Making Learning Meaningful</td>
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Initial Impact 2023

- Removal of streaming in Year 9 and 10 creates equitable pathways.
- Students have increased agency in designing their own learning programme.
- Students received on average 85% of their course selection.
- Over 85% of students across all learning areas indicate they are engaged with learning.
- Prior to implementation, 72% of students indicated that learning in the junior school was interesting.
- Staff capability in local curriculum design and evaluation has improved across all faculty areas.
Year 9 and 10 Overview

- You are challenged in your learning daily
- Your teachers are positive
- Your teacher knows you well (i.e., your name, our...
- You receive feedback with regard to your learning
- Your teacher manages disruptive behaviour effectively
- You feel safe in your class
- You use technology to aid your learning
- What you learn in each learning package is what you...
- You feel comfortable contributing in your classes
- Diversity and difference is valued in your class
- Your class culture is positive

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure
Staff Capability - Local Curriculum by Faculty

This process has contributed to improving staff capability in terms of planning and understanding of designing a local responsive curriculum.

This process has contributed to improving staff capability in terms of relation to effective teaching – use of assessment, identifying equity issues, engaging learners.

This process has contributed to improving staff capability in terms of evaluation for improvement.

This process has increased staff engagement and interest in teaching junior pathways.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Ongoing Impact

97% of students felt it was good to have choice.

84% of students find the learning interesting.

89% of students have good relationships with teachers.
Ongoing Impact Student Progress

- In 2023 90% of students make progress across all their subjects.
- Over a quarter of students make accelerate progress.
National Comparisons Year 10

Year 10 Literacy Co-Requisite Achievement %

<table>
<thead>
<tr>
<th>SBC Reading (162 Students)</th>
<th>National Reading</th>
<th>SBC Writing (162 Students)</th>
<th>National Writing</th>
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<tbody>
<tr>
<td>84.0</td>
<td>68.5</td>
<td>85.8</td>
<td>63.9</td>
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</table>

Year 10 Numeracy Co-Requisite Achievement %

<table>
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<tr>
<th>SBC (162 students)</th>
<th>National Numeracy</th>
</tr>
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<tbody>
<tr>
<td>84.0</td>
<td>62.1</td>
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Year 10 Literacy Co-Requirement Results 2023

Year 10 Numeracy Co-Requirement Results 2023

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In 2023 our students had higher numeracy and literacy achievement than the national average.
**Overarching Impact**

We know that the changes have created a more inclusive, engaging, and supportive learning environment that is responsive to the needs, hopes and aspirations of our young men.

There is no doubt our journey has led to better outcomes for our students:

- Improved/higher academic outcomes for all students, especially those typically underserved
- Higher levels engagement
- Enhanced sense of connection and safety
- Positive and inclusive school culture
- Increased enjoyment of school
Question and Answer

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