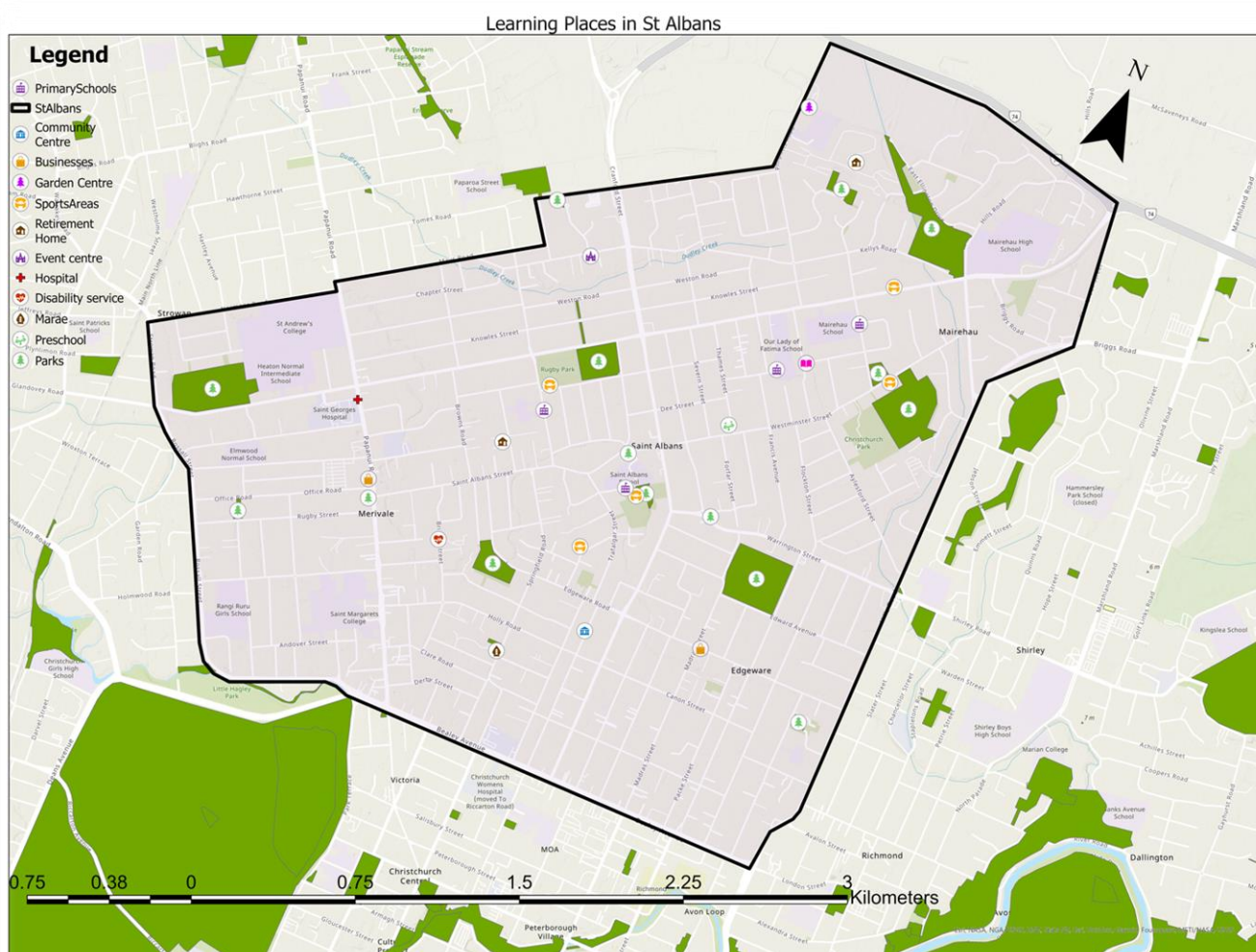


Place-Based Education Opportunities in St Albans

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Executive Summary

- St Albans, a suburb in Christchurch, is rich in educational resources, offering numerous opportunities for Place-Based Education (PBE). However, local schools face challenges in integrating PBE into their teaching practices.
- With many busy roads located near or within St Albans, this poses safety concerns for students travelling to and from learning places.
- This research highlights PBE places for students within the St Albans community and maps safe walking routes for students to access these educational places.
- Our question: What are the learning places within the St Albans community, and how can students at the local primary schools safely walk to these?
- This was achieved by going on driving tours in St Albans, providing surveys to both teachers and parents and producing maps.
- The collected data from driving tours and surveys were used to create maps that highlights places recommend for PBE and additionally outlines the safest routes students can take to reach these sights.
- This research faced several limitations, primarily due to time constraints. The study lacked student voice, there was no time to carry out group interviews and the surveys yielded smaller response rates. Additionally, there were mapping limitations due to current traffic data availability and compatibility.
- Future research could move beyond from the 15-minute zone. The study could also be strengthened by student voice. Should PBE be implemented, research could examine if that change has had a positive impact on its students.

Introduction

This report presents findings of a research project undertaken as a course-requirement of GEOG309 at the University of Canterbury. The research focuses on Place-Based Education (PBE) in St Albans, Christchurch, New Zealand. This project is in partnership with the St Albans Residents Association (SARA). The report begins by outlining the significance of PBE in St Albans, our aims and objectives, and background research from our literature reviews. For clarity, we divided the bulk of our report into dedicated sections for each of our main methodologies: surveying and mapping. Each section contains the methods, results and discussion for that method. We finish with our conclusion, followed by acknowledgements, references and appendices.

Context

The New Zealand Government is encouraging schools to increase students' access to PBE opportunities. Schools in St Albans are designing Local Curriculums that fulfil this goal. St Albans is located near the heart of Christchurch city and is home to many potential learning places for use in this context. However, local schools currently under-utilise these places in their teaching practices. The local library, Community Centre, gardens, parks, and historical sites can provide valuable resources that could be harnessed as PBE resources to provide students with additional educational support. While these resources are bountiful, the natural geography of urban St Albans provides difficulties with navigation. Therefore, it is critical that this report not only highlights local resources for use in PBE but demonstrates how students can safely travel to these.

Place-Based Education Definition

PBE describes a concept in education that goes beyond the four walls of a classroom to engage student learning by going outside into the active environment to interact with nature and provide learning experiences that a regular classroom cannot (Elfer, 2011). This educational approach to learning is incredibly beneficial for students, and research shows that students can reap academic, social, and mental rewards (Ministry of Education, n.d.).

Research Question and Aims

The aim of this research project was to find out the following: What are the learning places within the St Albans community, and how can students at the local primary schools safely walk to these? To achieve this, we developed the following research objectives (RO):

1. Highlight the importance and benefits of PBE to parents and teachers (RO 1)
2. Identify learning places within the St Albans community that can be used by students and schools (RO 2)
3. Highlight safe routes that students can take to walk to these learning places (RO 3)
4. Create maps showing the learning places within the St Albans that schools can use (RO 4)

Literature Review

Benefits of Localised Learning to Students and Communities

Students benefit from localised learning as it increases engagement and achievement because they are learning within places, they have connection to (Jumriani et al., 2021; Sharkey et al., 2016; Gatt, 2010). Communities also benefit from localised learning, as it allows for local knowledge to be protected and passed down to students, keeping community culture and traditions alive (Jumriani et

al.,2021). While there are challenges associated with implementing localised learning surrounding teacher knowledge and experience, these can be easily mitigated (Gyawali, 2023; Sharkey et al., 2016). Therefore, the overall benefits of localised learning outweigh these challenges, making it an important approach for schools to use to help foster better outcomes for students and the communities they live in.

The Psychosocial Benefits of Places-Based Education

Being able to engage in PBE is increasingly important for students who live in urban environments such as the St Albans community (McCracken et al., 2016). This is because learning outside in green spaces can promote stress relief, better attention, and positive moods within students, even increasing their quality of life (Chawla et al., 2014; Becker et al., 2017; McCracken et al., 2016). PBE is also important in helping students with learning difficulties such as ADHD experience milder symptoms (Faber Taylor & Kuo, 2011). This is especially important considering 26% of students within St Albans schools experience some form of learning difficulty (Education Review Office, 2019).

Sense of Place in Children and the Importance of Environmental Education

Sense of place (SOP) is important for childhood development because it can help improve social skills, independence, wellbeing, and environmental awareness within children (eg. Hill et al., 2020; Holland et al., 2024; Kudryavtsev et al., 2012; Lim & Barton, 2010; Rubáš et al., 2024). Environmental education outside of the classroom has been found to foster stronger sense of place within children (eg. Holland et al., 2024; Kudryavtsev et al., 2012). Fostering stronger SOP is extremely important within the St Albans community because they have a weak SOP (Douglas-Clifford et al., 2014). Therefore, by helping St Albans schools to engage more with environmental education it can help to support the stronger development of SOP in students, better supporting their development. The need for regular engagement and variety in learning places when undertaking environmental education is also important to maintain its benefits (Holland et al., 2024). This understanding will help guide decisions about the kind and number of learning places we should aim to include on the final map.

Primary Children Safety When Walking on Public Roads

The main factors that contribute to child safety when walking near roads are traffic flow and speeds, walkway design, crossing design, as well as driver and pedestrian attentiveness (Gårder, 2004). To accurately assess the risk of walking near roads there needs to be the collection of as much data as possible. A model that will help assess and map child walking risk should include the collection of real time surveillance such as traffic flow, historical accident data and traffic speeds, as well as taking parents' perceptions of safety into account (Plămădeală, 2019; Lee et al., 2020; Martin, 2006).

Methods, Results, Discussions and Limitations

Surveying and mapping were the two main methods we used to collect and present data. First the surveying process is outlined followed by an explanation of the mapping process, some of which was informed by survey results. Other methods used to identify potential learning places include a driving tour of St Albans and the use of the OpenStreetMapping platform.

Surveying

Methods

To begin the research processes, two surveys were designed aimed at addressing our key research objectives. One survey was designed for the parents of students attending St Albans primary schools and the other for teachers at these schools. The questions within each survey were created to collect data about what parents and teachers knew about PBE, thought potential learning places could be in St Albans, and their perspectives on child safety when walking in the community. Teachers were asked additional questions about their experience and confidence in teaching PBE, and opinions on their schools' current practices. The surveys were created using Qualtrics and distributed online to four schools in St Albans: St Albans Primary School, St Francis of Assisi School, Mairehau Primary School and St Albans Catholic School. The parent's survey was left open for 3 weeks and the teachers survey was left open for 2 weeks to maximise responses.

Ethical approval was sought and given through a delegated process via the course co-ordinator and our group supervisor. Information and consent forms were included at the beginning of each survey. Due to time constraints of gaining ethical approval to work with children we were unable to survey students. This limited the scope of our data collection to the opinions of parents and teachers.

Our Parent survey received 23 (N=23) complete responses, with 90% of those coming from St Frances of Assisi and the remaining 10% coming from St Albans Primary. The Teacher survey received 7 (N=7) complete responses, with 50% each coming from St Frances if Assisi and Mairehau. We received no responses from St Albans Catholic School. Counts of all non-written responses were converted to percentages for direct comparison. Percentages of Somewhat and Strongly Agree responses were summed to establish overall agreement. To attain additional local knowledge of potential learning places we asked teachers and parents to suggest places they thought might be useful. We asked for types of learning places as well as specific locations. We also hoped to identify what resources are important to people so we can be sure to prioritise these on our map. Due to the small number of written responses from teachers, answers from both groups were pooled before conducting thematic analysis. Responses were collated, and some edited slightly to improve clarity and coherence. These were then examined to find common themes that appeared.

Results and Discussion

Opinions and Understanding

We assumed that teachers would already have knowledge of PBE, but we wanted to establish whether teachers were also aware of its benefits and outcomes. The majority of parents agreed that PBE is important for academic development (87%), mental wellbeing (74%) and physical well-being (83%) (Table 1). Environmental responsibility received particularly high response at 91%, which reflects real-world outcomes (Rubáš et al., 2024). Teachers and Parents agree that it is important for children to connect with features of their community (Table 2) and to engage with learning in a variety of contexts (Table 3). Highlights that received >90% agreement from Parents and Teachers are waterways, sports/sports organisations, parks and community gardens. This indicates that both Parents and Teachers have some existing understanding of the benefits and value the outcomes of PBE, which reflects the with the findings of (Hill et al., 2020).

Table 1. Parent Agreement of the Role of PBE

PBE is important for... (Parent question only)	Somewhat and Strongly Agree
Academic development	87%
Environmental responsibility	91%
Mental wellbeing	74%
Physical wellbeing	83%

Table 2. Agreement of the Importance of PBE Outcomes

It is important for children too...	Somewhat and Strongly Agree	
	Parent	Teacher
Know how to get to places in the St Albans community	70%	100%
Learn about St Albans history	48%	100%
Understand local wildlife and plants	87%	100%
Connect with mātauranga Māori/Māori knowledge and world views	65%	100%
Connect with people in their community	96%	86%

Table 3. Agreement on Engaging with Varied Learning Contexts

It is important for children to interact with these when learning...	Somewhat and Strongly Agree	
	Parent	Teacher
Waterways	96%	100%
Sports and sports organisations	91%	100%
Swimming Pools	97%	86%
Parks	91%	100%
Community groups	78%	100%
Play streets/living streets	70%	86%
Community gardens	91%	100%
Historic places	78%	100%
Other schools	61%	86%
Local business	74%	86%
Cultural groups	78%	100%

Current Use

We wanted to know how often and how successfully schools are using PBE. 86% of teachers never use PBE or use it only once a year (Table 4). Only 14% agree that their school is successful at incorporating PBE into their planning (Table 5). 86% would like to use PBE more than they currently do (Table 6). In order to participate in PBE, teachers need to be aware of potential learning places. While 74% said that they know public places in St Albans well (Table 5), only 14% felt confident identifying learning places (Table 7). This means that there is the desire to participate in more PBE, but that teachers may need support in identifying learning places. This is the issue we aim to address with our RO 1 and 2.

Table 4. Current PBE Use by Teachers

(Teacher only question)	Never	Once a year	Once a term
How often do you use Place-Based Education for your class?	43%	43%	14%

Table 5. Teacher Connection to Community

(Teacher only question)	Somewhat or Strongly Agree
I feel connected to members of the St Albans community	14%
I know public spaces in St Albans well	71%
I think my current school is well connected to the St Albans community	42%
I think my current school is successful at incorporating PBE	14%
I find Place-Based Education valuable for my students	57%

Table 6. Teacher Attitude to PBE

(Teacher only question)	No - I would like to use it less	Yes - I would like to use it more
Would you like to use Place-Based Education more often than you already do?	14%	86%

Table 7. Teacher Confidence in Identifying Learning Places

(Teacher only question)	Very and Extremely Eonfident
How confident would you feel about identifying learning places?	14%

Safety

Table 8 displays concern about safety issues. Overall, parents appear to be more concerned about safety issues than teachers are, but this could be a function of the difference in response size between the groups. Each group is equally concerned about traffic speed as they are about traffic volume (52% for Parents, 29% for Teachers), and are more concerned about crossing roads (Parents 61%, Teachers 43%). This is the highest score for both groups, and it may be worth noting that this was the only category that received an “Extremely Concerned” response from teachers. This aligns with our intentions to focus on road safety when producing our route systems for walking to learning places (Gårder, 2004). We went into this project thinking that this was a very important component, and our survey results show that this is also an area of great concern for parents and teachers. This, combined with research from our literature review (eg. Gårder, 2004) meaning our efforts are well placed.

Stranger danger is equally concerning as crossing roads to Teachers at 43%, while it comes second place for Parents at 57%. This component is beyond the scope of our project, but it should be noted that this is a significant concern for both groups and could be a focus of further research. Finally, condition of footpaths and safety around waterways are of least concern to both groups. This means that our choice to use walking is appropriate as people are not concerned about it. It also means that we can go ahead with including learning places that involve water ways on our map, which we thought people might be nervous about.

Table 8. Concern about Safety Issues

How concerned are you about safety surrounding...	Very or Extremely Concerned	
	Parent	Teacher
Traffic volume	52%	29%
Traffic speed	52%	29%
Crossing roads	61%	43%
Stranger danger	57%	43%
Condition of footpaths	9%	14%
Safety around waterways	30%	14%

Walking Distance

To find out how far we could cast our net for our walking routes we needed to establish how far Parents and Teachers thought it was acceptable for students to walk to get to learning places. We asked parents how far they thought it is acceptable for their children to walk, and asked teachers how far they would be willing to walk with their students. Table 9 shows that Parents mostly thought up to 10 minutes was acceptable, while Teachers mostly were happy to walk up to 15 minutes. We chose the 15-minute teacher response as our walking time for our route analysis for two reasons. One is that it is the teachers who will actually be accompanying the students so their perspective may be more important, and the second is that choosing the longer time allows us to include more resources within the boundary for each school. A limitation here is that the walking speed used in our route analysis is a default adult walking speed on ArcGIS Pro and may not be accurate for children. However, this was the best option at our disposal, and we still used the 15-minute boundary to maximise what we could include in our networks. This will be discussed further in the Mapping section and helps us achieve RO 3.

Table 9. Opinions on Walking Distance

		Up to 5 minutes	Up to 10 minutes	Up to 15 minutes	Up to 20 minutes	Up to 25 minutes
How far do you think it is acceptable for children to walk to a learning place?	Parents	17%	48%	17%	13%	4%
	Teachers	0%	14%	43%	29%	14%

Written Responses

Three major themes emerged from our written responses to open questions. They are nature/natural spaces, services, and gathering places. The remaining responses were grouped into a ‘miscellaneous’ category. Responses are displayed in Table 10 below. Note we believe that “*The nature walk behind Diana Isaac Rest Home*” is referring to the Buller Stream Walkway. Some responses fall outside of the 15-minute boundary of all schools. These include the Diana Isaac Retirement Village (and the nature walk), beaches, all the services, public libraries, and some organisations. These therefore are outside the scope of our project, but many of these have smaller scale or alternative options locally. For example, there is no major recycling centre within St Albans, but the Community Centre runs a collection programme for non-curbside recycling that students could visit for recycling/waste education. Also, while there is no public library within our boundary, there is a community library, and some of the schools have their own libraries too. Representatives from organisations outside St Albans could run talks/education programmes at the schools or at the Community Centre. This portion of our survey helped us identify new resources such as the Buller Stream Walkway and highlighted the importance of others already in our database, such as several parks. This helped us achieve RO 2 and ensured we have a diverse variety of resources in accordance with Holland et al., (2024).

Table 10. Suggested Learning Places

Nature		Services	Gathering Places	Miscellaneous
Specific	General			
- St Albans Park	- Parks	- Police station	- Rest homes	- Non-sport, child focused organisations & associations
- English Park	- Flora and Fauna	- Fire station	- Early childhood centres	- Practical learning places
- Rugby Park	- Beaches	- Ambulance hub	- Local and public libraries	- Sites of significance
- Nature walk behind Diana Isaac Rest Home	- Sensory and accessible gardens	- Councils	- St Albans Community Centre	- Places we rely on and how they are used
		- Recycling centres		- Halls

Limitations

The whole of the research was based around providing primary school children with opportunities that a PBE can provide. While our research gathered responses from teachers and parents of students, our project lacks student voice. This was due to time constraints of ethics approval that surround research with children. This meant that we could only gather data from parents and teachers, limiting our study's understanding of student engagement. With more information we could determine which areas students would want to travel to, where they feel the safest in St Albans and if they personally feel PBE could provide benefits to their learning.

Our surveys also yielded small response rates, despite our efforts to provide participants with incentives. Our study is limited by the low response rates, and this leaves us with lower statistical power. This could mean that our study is susceptible to potential bias and may not be representative of every teacher or parent in the St Albans community.

Initially our group planned to gather further data through group interviews with teachers and parents. This would have allowed us to gather information that the surveys may have missed, particularly for our open-ended questions that most survey participants did not answer. Due to time constraints we were unable to carry out these interviews, therefore our data may lack depth.

As the majority of our limitations stem from the short duration of the course, our biggest limitation is time constraints. With more time we could have performed group interviews, kept our surveys open for longer and collated student voice.

Mapping

Methods

For the mapping component of the report, it was essential to first assess the safety of the walkways before determining routes. This ensured that the recommended routes would avoid dangerous roads and intersections. The methodology for the mapping process was to assess four contributing variables to road safety that were identified through the literature review as these are variables where we had access to the data. The variables analysed were historical crash locations, crossing locations, traffic volumes and road speeds.

Road Speeds

Road speeds were acquired from OpenStreetMaps and mapped using ArcGIS Pro. Speeds were colour coded in order to display roads of higher speeds. Roads identified to be higher speeds had cost barriers applied with weightings of +0.2 for every 10km/h over 40km/h in line with research that finds roads speeds to be a major contributing factor in traffic accident occurrences (Martin 2006).

Traffic Volumes

Analysis of traffic volumes, for this part of the process data was gathered from Christchurch City Council traffic counts and data was spread from 2020 to 2022 as these are the years that the target roads were counted (Christchurch City Council 2024). For this portion of the analysis traffic volumes over 5000 were considered a safety risk. Scaled cost barriers were then applied to roads over 5000 cars per day with a weighting of 1.5 so the route would spend as little time as possible in these locations. This aimed to reduce the time the routing system would spend on high traffic roads which have been linked to higher amounts of pedestrian accidents (Martin 2006).

Crash Locations

Historical crash locations were mapped on ArcGIS Pro. A kernel density estimation was performed on data points representing crash locations involving pedestrians from 2010 – 2024 (New Zealand Transport Agency 2024). This allowed us to see hotspots where there were a significant number of car crashes involving pedestrians. For this factor a line barrier was applied. This is different from the cost polygon barrier as instead the route will simply not travel through these areas and will instead find an alternative route that avoids high crash areas.

Dangerous Crosswalks

Dangerous crosswalks were identified as an important aspect to identify what crosswalks cause more accidents than others. This is because it was identified in that crosswalks have the most crashes involving pedestrians due to the high exposure time and potential design issues in these areas (Plămădeală 2019). Identifying any dangerous crosswalks was crucial so that restrictions can be applied to these areas so that they do not rank equal to crosswalks without a history of pedestrian crash incidents. A scaled cost point barrier was added to crosswalks with a history of high pedestrian incidents with a weighting of 1.1 so that these crosswalks are still used in the routing but are lower priority than other areas without a history of pedestrian incidents.

Overall, the safety information all comes together to create a network of cost barriers of different weightings, areas where cost barriers overlapped the weightings were summed to display the increased risk in these areas. Other areas with line barriers required that the routing system find alternative paths and did not pass through these locations.

Routing & Index Map

The purpose of the safety audit was to inform a routing system which would then find routes to local learning places from each school. The ArcGIS network analysis tool was used to create a network of the walkways and the learning places. The closest facility tool was used to find the routes to the learning places while avoiding restrictions put in place through the safety audit. An index map was also created to go alongside the map so that teachers can search for further information regarding each learning place on the map to allow for better planning and preparation for place-based education.

Results and Discussion

Road Speed Results

Road speeds in St Albans were mapped in ArcGIS Pro and identified areas above 40km/h. Figure 1 shows how cost polygon barriers were applied to roads exceeding 40km/h. Small gaps were left in the polygon barriers to allow for crossing to be used and unaffected by restrictions, creating a priority to cross at intersections with crossings.

Traffic Results

Traffic data was restricted to only areas where traffic counts were available which was major roads and intersections. It was found that all major roads had traffic over 6000 cars per day. Figure 2 shows polygon restriction barriers applied to all major roads because of these high average daily traffic counts.

Crash Locations Results

A Kernel density estimation performed on pedestrian crash locations from 2010 revealed hotspots where crashes occurred involving pedestrians (Figure 3). Through this, line barriers were applied so that significant hotspots were avoided in the routing process (Figure 4). Areas such as the hotspot outside Merivale Mall, Abberley Park, Bealey Avenue and many more had line barriers applied so that the routing system could avoid these regions.

Dangerous Crossings

Dangerous Crossings were identified by looking at crash locations alongside crossing locations (Figure 5). This method identified 5 dangerous crosswalks and had a cost restriction applied with a weighting of 1.1 so that the route would try to find alternatives but would still use these locations if necessary or if safer options are not available.

Route System

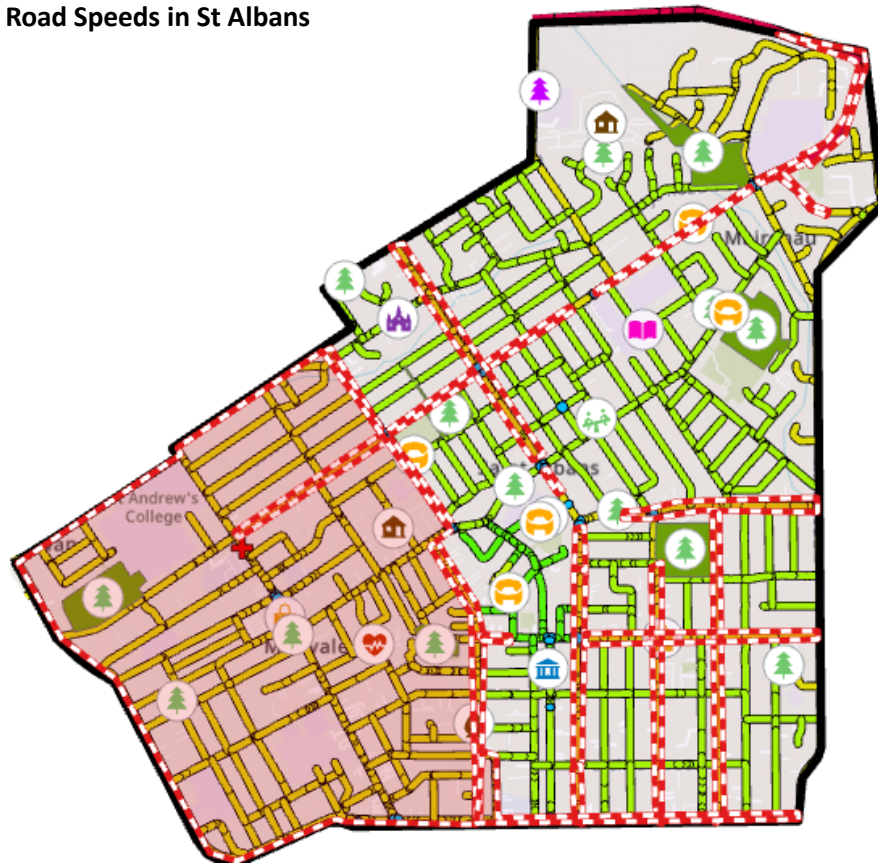
All the safety restrictions were then compiled and used to inform the route system. The result was a route that would find all possible learning places within a 15-minute walking distance from the school (Figure 6). This was repeated for all the 4 schools within the neighbourhood so that we could offer a unique resource for each school that is specific to their location.

Index Map

The Index Map (Figure 7) is a resource for the whole of the St Albans area and has each learning place numbered so that teachers can refer to the index (Appendix B) and search relevant information regarding each learning place before their visits. This allows for each school to also see learning places beyond 15-minute walking distance and will allow users to easily identify all the learning resources within the area, and features about those learning places.

The mapping process provided a comprehensive assessment of the safety of the walkways/roads in the St Albans community and utilised that information to create a routing system that finds the safest routes to walk through the community. The safety audit effectively takes into consideration major contributing factors into pedestrian safety such as traffic volume, road speeds, dangerous crosswalks and historic crash locations (Martin 2006, Plămădeală 2019 & Harirforoush 2019). The routing maps provide an effective resource that can be utilised by schools to travel to and from learning places that are within a close proximity to the school (15-minute walking distance). This resource will make PBE more accessible to teachers at these schools and reduce the risk component of walking in the community. The accompanying index map will provide a supplementary resource that will further enhance the knowledge teachers have of learning places in the community and allow for informed decision-making for what resources to visit and how those resources can be utilised. The mapping process achieves RO 3 and 4 where we can both identify safe routes to navigate the local community and create a map of the learning places in the community.

Figure 1. Road Speeds in St Albans



Note. Colour coding indicates speed, where green < 40km/h, yellow = 50km/h, red > 50km/h and red/white polygons = polygon cost restrictions

Figure 2. Restrictions Applied for Areas of High Traffic



Figure 3. Kernel Density Estimation of Pedestrian Crash Locations 2010 – 2024

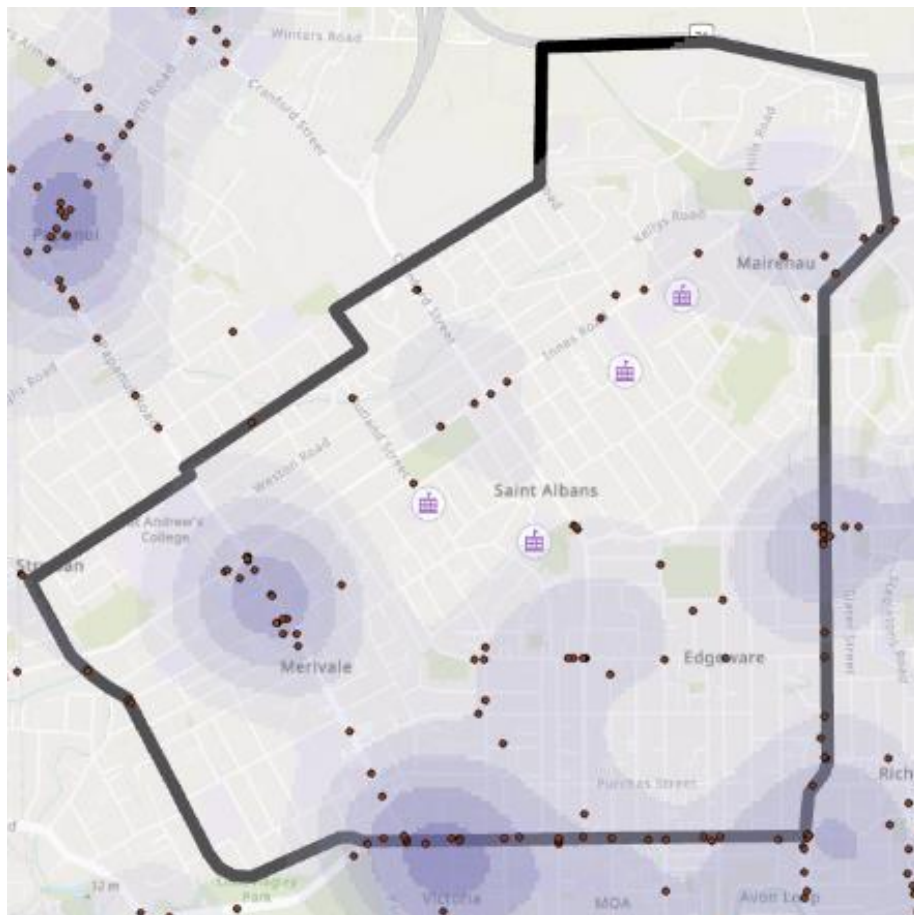


Figure 4. Line Barrier Restrictions for High Crash Areas



Figure 5. Dangerous Crossing Locations Marked with Red Dots



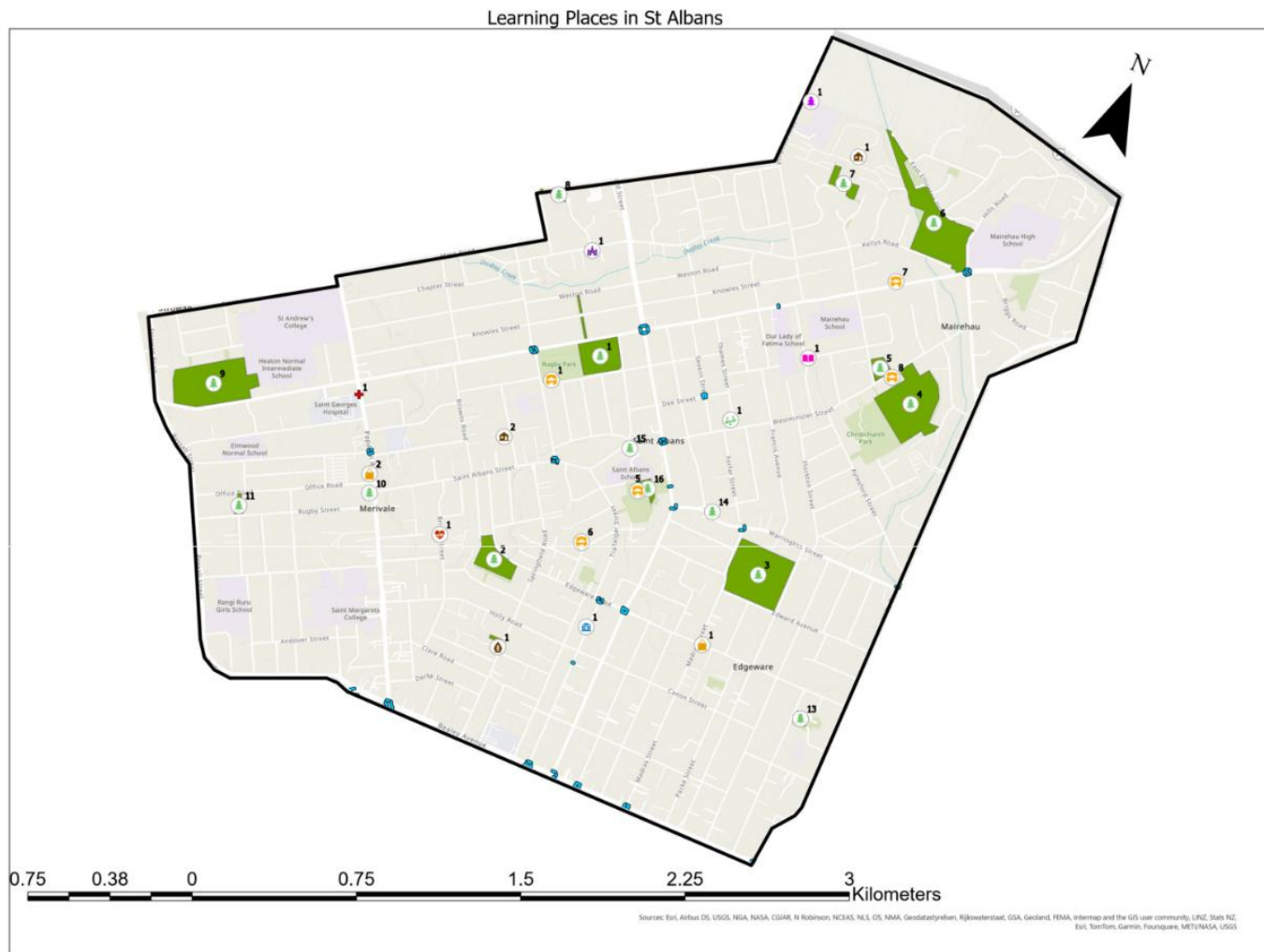
Figure 6. Route Map for St Albans Primary School

Learning Places in St Albans



Note. Green routes show safest paths to learning places from St Albans Primary School.

Figure 7. Index Map of All Learning Places within St Albans Boundary



Limitations

Speed limits in many areas change throughout the day with many school zones present in the region. It was decided to use maximum road speeds rather than lower variable speeds as this would account for the maximum amount of risk and means that if children choose to travel these routes outside of school hours they are not exposed to more risk. Traffic data was limited to major roads and intersections and could not be acquired for more minor roads. The traffic data was also spread across 3 years with different roads being assessed on different years, this means the traffic data lacks consistency and does not account for potential changes in road infrastructure during the last 3 years. Use of Polygon cost restrictions meant that the restrictions had to be applied by attributing an increased travel time in restricted areas meaning travel time will be shorter than a routes displays if users spend extended periods of time travelling through restricted areas.

Conclusion

To conclude, this project has successfully explored PBE opportunities in St Albans, Christchurch. This was done by identifying and mapping key learning places in the suburb and safe routes for students to walk to them. Our own research highlighted the importance of implementing localised learning for student sense of place and psychosocial benefits, whilst placing large importance on children safety when walking on public roads. We achieved this by surveying teachers and parents of students at local St Albans schools and found that both parents and teachers agree that PBE is important for academic development, environmental responsibility, mental and physical wellbeing. Teachers wish to see more PBE in the classroom. Additionally, our maps, that we will provide to each school show the safest way that teachers can walk their students to our highlighted places. Despite limitations we provided a rich triangulation of results that allowed us to produce a fully developed research report. Future research could focus on expanding the scope of the project by looking at places outside of our 15-minute walking zone. This could be broadened by researching bus routes or implementing a carpool system, this would provide the schools with more places that could safely travel to fulfil PBE. With less time constraints this study could be strengthened with student voice. This information could provide teachers with knowledge about where the students would want to go and where they feel safe. Most importantly, if PBE was implemented at local St Albans schools, follow up research could examine if this change has positively impacted students.

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Appendices

Appendix A. Survey Data

Table 11. Parent Opinions of the Role of PBE

PBE is important for...	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Somewhat and Strongly Agree
Your child's academic development	0%	4%	9%	65%	22%	87%
Developing a sense of responsibility for the local environment	0%	0%	9%	61%	30%	91%
Your child's mental wellbeing	0%	4%	22%	61%	13%	74%
Your child's physical wellbeing	0%	9%	9%	61%	22%	83%

Table 12. Teacher Opinions on their Connection to Community

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Somewhat and Strongly Agree
I feel connected to members of the St Albans community	0%	0%	86%	14%	0%	14%
I know public spaces in St Albans well	0%	14%	14%	43%	29%	71%
I think my current school is well connected to the St Albans community	0%	29%	29%	43%	0%	43%
I think my current school is successful at incorporating PBE	0%	14%	71%	14%	0%	14%
I find Place-based education valuable for my students	0%	0%	43%	29%	29%	57%

Table 13. Teacher Feelings About Identifying Learning Places

How confident would you feel about identifying learning places?	Not Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Very/Extremely Confident
	14%	43%	29%	14%	0%	14%

Table 14. Opinions on the Importance of PBE Outcomes

It is important for your child to...		Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Somewhat and Strongly Agree
Know how to get to places in the St Albans community	Parent	0%	4%	26%	48%	22%	70%
	Teacher	0%	0%	0%	57%	43%	100%
Learn about St Albans history	Parent	0%	17%	35%	35%	13%	48%
	Teacher	0%	0%	0%	71%	29%	100%
Understand local wildlife and plants	Parent	0%	4%	9%	57%	30%	87%
	Teacher	0%	0%	0%	71%	29%	100%
Connect with mātauranga Māori/Māori knowledge and world views	Parent	4%	9%	22%	39%	26%	65%
	Teacher	0%	0%	0%	43%	57%	100%
Connect with people in their community	Parent	0%	0%	4%	52%	43%	96%
	Teacher	0%	0%	14%	43%	43%	86%

Table 15. Opinions on Engaging with Varied Learning Contexts












It is important for your child to interact with these when learning...		Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat Agree	Strongly Agree	Somewhat and Strongly Agree
Waterways	Parent	0%	4%	0%	70%	26%	96%
	Teacher	0%	0%	0%	71%	29%	100%
Sports and sports organisations	Parent	0%	4%	4%	39%	52%	91%
	Teacher	0%	0%	0%	57%	43%	100%
Swimming Pools	Parent	0%	4%	9%	61%	26%	87%
	Teacher	0%	0%	14%	57%	29%	86%
Parks	Parent	0%	0%	9%	35%	57%	91%
	Teacher	0%	86%	14%	86%	14%	100%
Community groups	Parent	0%	0%	22%	70%	9%	78%
	Teacher	0%	0%	0%	71%	29%	100%
Play streets/living streets	Parent	0%	4%	26%	48%	22%	70%
	Teacher	0%	0%	14%	43%	43%	86%
Community gardens	Parent	0%	4%	4%	52%	39%	91%
	Teacher	0%	0%	0%	71%	29%	100%
Historic places	Parent	0%	0%	22%	39%	39%	78%
	Teacher	0%	0%	0%	86%	14%	100%
Other schools	Parent	0%	4%	35%	48%	13%	61%
	Teacher	0%	0%	14%	57%	29%	86%
Local business	Parent	0%	4%	22%	61%	13%	74%
	Teacher	0%	0%	14%	57%	29%	86%
Cultural groups	Parent	0%	9%	13%	52%	26%	78%
	Teacher	0%	0%	0%	43%	57%	100%


Table 16. Opinions about Safety Issues

How concerned are you about safety surrounding...		Not Concerned	Slightly Concerned	Moderately Concerned	Very Concerned	Extremely Concerned	Very and Extremely Concerned
Traffic volume	Parent	4%	22%	22%	43%	9%	52%
	Teacher	29%	0%	43%	29%	0%	29%
Traffic speed	Parent	0%	13%	35%	39%	13%	52%
	Teacher	14%	14%	43%	29%	0%	29%
Crossing roads	Parent	0%	4%	35%	39%	22%	61%
	Teacher	0%	14%	43%	29%	14%	43%
Stranger danger	Parent	9%	22%	13%	30%	26%	57%
	Teacher	14%	14%	29%	43%	0%	43%
Condition of footpaths	Parent	39%	22%	30%	4%	4%	9%
	Teacher	43%	0%	43%	14%	0%	14%
Safety around waterways	Parent	30%	17%	22%	17%	13%	30%
	Teacher	14%	14%	57%	14%	0%	14%

Appendix B. Index for Map

Index

	Preschools
	1. St Albans Community Preschool
	Marae
	1. Rehua Marae
	Hospitals
	1. St Georges Hospital
	Disability Centres
	1. Blind Low Vision Nz
	Community Gardens
	1. Community Centre, Community
	Libraries
	1. Mairehau Library
	Garden Centre
	1. Oderings Garden centre
	Sports Facilities
	1. Rugby Park 2. English Park 3. St Albans Tennis Club 4. Edgware Tennis Club 5. Christchurch Park
	Event Centres
	1. McFaddens Centre
	Retirement Homes
	1. Diana Isaac retirement village 2. Maranatha Homes
	Community Centres
	1. St Albans Community Centre

	Parks
	1. Malvern Park 2. Abberley park 3. St Albans Park 4. Westminster Park 5. Mahars Playground 6. Walter Park 7. Fortune Playground 8. Lewisham Reserve 9. Elmwood Park 10. Merivale Village Green 11. Merivale Reserve 12. Springfield Reserve 13. Champion Reserve 14. Berwick Reserve 15. Orchard trees 16. Native plantings/ stream access
	Businesses
	1. Edgware Village 2. Merivale Mall