

WHANONGA PAI MŌ TE AKO KURA WHĀNUI

POSITIVE BEHAVIOUR FOR LEARNING SCHOOLWIDE

Adaptation and Adoption in New Zealand Schools

Reinforcement Systems –
from a
Kaupapa Māori perspective





PB4L

ADAPTATION AND ADOPTION
WHAKAWĀTEA 2016

Ngā Manu Amorangi



Ngā Manu Amorangi



Kōtuku

Tū Rangatira

- E tau ana ki te ao
- Kia ai he tā kōtuku ki roto o te nohoanga pahi, kia tau ai
- Kei te titiro te iwi ki nga tohu o te rangatira, o te toa, ki tā kōtuku, ki te pare karearea
- Pūtaiao Whaiaro

Managing self. Engaging in creating worthwhile lives they love that facilitate their potential, not imbued by peer pressure that sees them making choices that interfere with their personal lifestyle, health, relationships, education or, career – they do not get distracted from the life they want and deserve / EQ

Kiwi

Ngā Taonga Horomata

- I whakatinana te kiwi i ngā taonga horomata,
- Tātou, tātou,
- Reka mai, reka atu

Being proud of the unique & the specialness of you, reciprocity. Service is leadership. Full personal responsibility. I am a unique and special person because of the world I create.

Kea

Kia Urupouamu

- Arohatia te reo Māori
- Kaipūtaiao
- Kia tū rangatira
- Ui makihoi
- Pakirehua

Inquisitive, Inquiring, Independent, Thoughtful, Communicating. I fully participate in my life. I practice high level thinking and discernment.

Pīpīwharau

Huanga Hīnonga

- He tangata amorangi au
- Maui Pōtiki tau ana!
- Te Hāpai Ō
- He ringa raupā

The Bill Gates and Steve Job's of the world, hard working, a get on with it attitude in every sense of my life. I see all that the world can offer me and accept the challenges that are set before me

Ruru

Puna Mātauranga

- He akonga ka ako ā mate noa atu
- Akohia te akoranga
- Kairangahau
- Kaiako

Loving Learning, life Long Learning, learning to Learn for learning's sake, learning and causing learning second by second.

Ngā Whāinga – Mahi Angitu

Reinforcement Systems

Reinforcement needs to occur second by second with simple encouraging language to full blown public acknowledgement – creating a sustainable belief in achieving success.

Kia tipu te angitu mō te katoa o te hāpori o Whakawātea

Atu i ngā kōrero tautoko ia hēkena – pēra koe i te Kiwi, te Ruru, te Kea, te Pīpīwharau, te Kōtuku rānei, he rawe tō mahi..., kia pai haere...

- Ngā Manu Amorangi
- Ārahi – kia whai te āhuatanga o ngā Manu Amorangi
- Te kōtiro, te tama toa ia wiki
- Te kōtiro, te tama toa ia wāhanga
- Te kōtiro, te tama toa o te tau

He Tohu Angitu—ĀRAHI	
 Ā whina / Kiwi	<input type="checkbox"/>
 R eo Rangatira / Kea	<input type="checkbox"/>
 A ko / Ruru	<input type="checkbox"/>
 H uanga Hinonga / Pīpīwharau	<input type="checkbox"/>
 I hi / Kōtuku	<input type="checkbox"/>

Kia _____

Te Kaimahi _____

AK _____

Te Rā _____

Tohu Angitu - Ārahi

ĀRAHI

Āwhina
Kiwi



Reo Rangatira
Kea



Ako
Ruru



Huanga Hīnonga
Pipīwharauroa



Ihi
Kōtuku



Ngā Raraunga

01.07. 16	04.07. 16	05.07. 16	06.07. 16	07.07. 16	TOTAL	W 7	W 8	W 9	W 10	Te Toa W2
0	0	10	0	4	14	Araiteuru Arahi	Ngarangi Robert	Ripeka Raureti	Luanne Arahi	
0	0	0	10	10	20					
0	7	0	7	7	21	Aleanna Spencer	Jada Kereama	Katarain a Spencer	Pianika Te Ariki	
0	7	0	7	7	21					
0	5	0	5	5	15	Hinetauira Kaea	Leah Ethan	Izabel Te Paeroa	Hinetauir a Mana	
0	0	0	0	0	0					
0	0	41	0	0	41	Amiria	Hinemai oha	Hinemai oha	Manaia	
0	5	15	5	5	30		Te			
0	7	41	7	7	62	Kerry	Haenga	Tahu	Ilam	
0	7	15	7	7	36	Hineahura ngi	Cinnamo n	Hana- Maraea	Hana- Maraea	
0	0	42	9	9	60			Te		
0	10	40	12	12	74			Aumang ea		
0	0	30	0	0	30	Iraia	Kanye		Kanye	
0	7	15	7	7	36	Aranga Richard	Pellishae Rikihana	Komako Maioha	Teagan Rauru	
0	0	15	0	0	15					





2016 W2	NGĀ TAKOHA MŌ TE TOHU ANGITU - ĀRAHI
	Whiria tētahi hoa. Ka wehe moata i te wā kai rānui kia 10 meneti te roa. I te wā kai e āhei ana kōrua ki te tākaro tahi. (Mā tō kaiako)
	Kia kai tahi koutou tokotoru i te wā rānui ki roto i te Wāhi Pokapū, te Rūma Kaimahi rānei. (Mā Whaea Kirsten)
	Whiria tētahi pukapuka Duffy. (Mā Whaea Kirsten)
	Whiria tētahi Mūreka / Kai wera rānei
	Ka noho koe ki runga i te tūrū o Whaea Sioux mō te katoa o te rā kura. (Mā tō kaiako)
	Hei te wā paku kai, ka kai ētahi parāoa patupaiarehe e te katoa o ngā hoa tokorua. (Mā Whaea Kirsten)
	Mauria mai tōu mōkai ki te kura mō tētahi rā. (Mā tō kaiako)
	Kia āwhina a Whaea Sioux, a Whaea Kirsten, a Whaea Kayla rānei mō tētahi ahiahi. (Mā tō kaiako, rāua ko Whaea Kirsten hoki)
	Ka whiwhi koe i te rorohiko māwhero mō te ata, te ahiahi rānei
	Ka whiwhi koe i te iPapa mō tētahi ahiahi
	Kia mahi toi i te Rāhina i te wā kai rānui whai muri i te kai, me tētahi hoa
	Kia mau kākahu rerekē kōrua ko tō hoa a te Rāmere

Ngā Tino Toa



Thank you so much...

We thank you. So much.
Our thoughts thank you.
Our smile thanks you.
And, our brighter days thank you.

Thank you
For making more than a difference.
For taking more than just time.
Thank you for doing... all that you
So wonderfully do...

On behalf of
Te Kura Amorangi o Whakawātea
We thank you for your enormous generosity
and support through the year.
Thank you for sharing your glorious spark of
generosity with us, rekindling and lighting our flame.



Whakapāpā te Whānau

Whānau Engagement



Thank you so much...

What's in a gift beneath the bow
And paper tied with string?
It might be beads or cakes or seeds –
It could be anything.
But in each gift there's something else,
The most important part.
You put in there because you care;
What's in a gift? Your heart
(Pooh poem)

On behalf of
Te Kura Amorangi o Whakawātea
We thank you for your enormous generosity
and support in 2014.
We extend our heart to your gracious heart
and thank you from the bottom of our hearts.



Te Kura Amorangi o Whakawātea

Mā te Kahukura

Rere tōtika rere pai x 3
Rere runga rawa rā e

Mā te kahukura ka rere te manu – Mā ngā huruhuru nei
Ka rere koe – rere runga rawa e
Ka tae atu koe ki te taumata
Whakatau mai rā e

Mau ana tāku aroha
Whai ake i ngā whetū
Rere tōtika rere pai
Rere runga rawa rā e

Mā Te Kahukura - <https://www.youtube.com/watch?v=NBf-LXtQJ4I>

WHANONGA PAI MŌ TE AKO KURA WHĀNUI

POSITIVE BEHAVIOUR FOR LEARNING SCHOOLWIDE

Adaptation and Adoption in New Zealand Schools

Defining expectations/Engaging
student voice, whānau and
community



He Hōnore

He hōnore, he korōria
Maungārongo ki te whenua
Whakaaro, pai e
Ki ngā tāngata katoa
Ake, ake, ake, ake, āmine
Te Atua, te piringa
Tōku oranga
Āmine

Tutira

Tutira mai ngā iwi (aue)

Tātou tātou e (karanga tia ra)

Tutira mai ngā iwi (aue)

Tātou tātou e

Whaia te māramatanga

Me te aroha e ngā iwi

Kia tapatahi, Kia kotahi rā

Tātou tātou e (x2)

Student Voice- it's not about them, with out them

***“In the widest sense, student voice is
young people’s views about
conditions of teaching, learning and
schooling”*** (Rudduck and Flutter, 2004)



Different types of student voices

Flutter, (2007) and Mitra (2004)

- 1. Pedagogical-Learning and Teaching Voice**
- 2. Democratic Voice**

Pedagogical -teaching and learning- Ako

Students benefit from having a say about how they learn, when they learn and what helps or hinders their learning.



“The more the student becomes the teacher and the more the teacher becomes the learner, then the more successful are the outcomes.”

(Hattie, J, 2009)



Democratic Voice

Democratic- student voice means speaking with students ...rather than for them and involving them in decisions that concern them

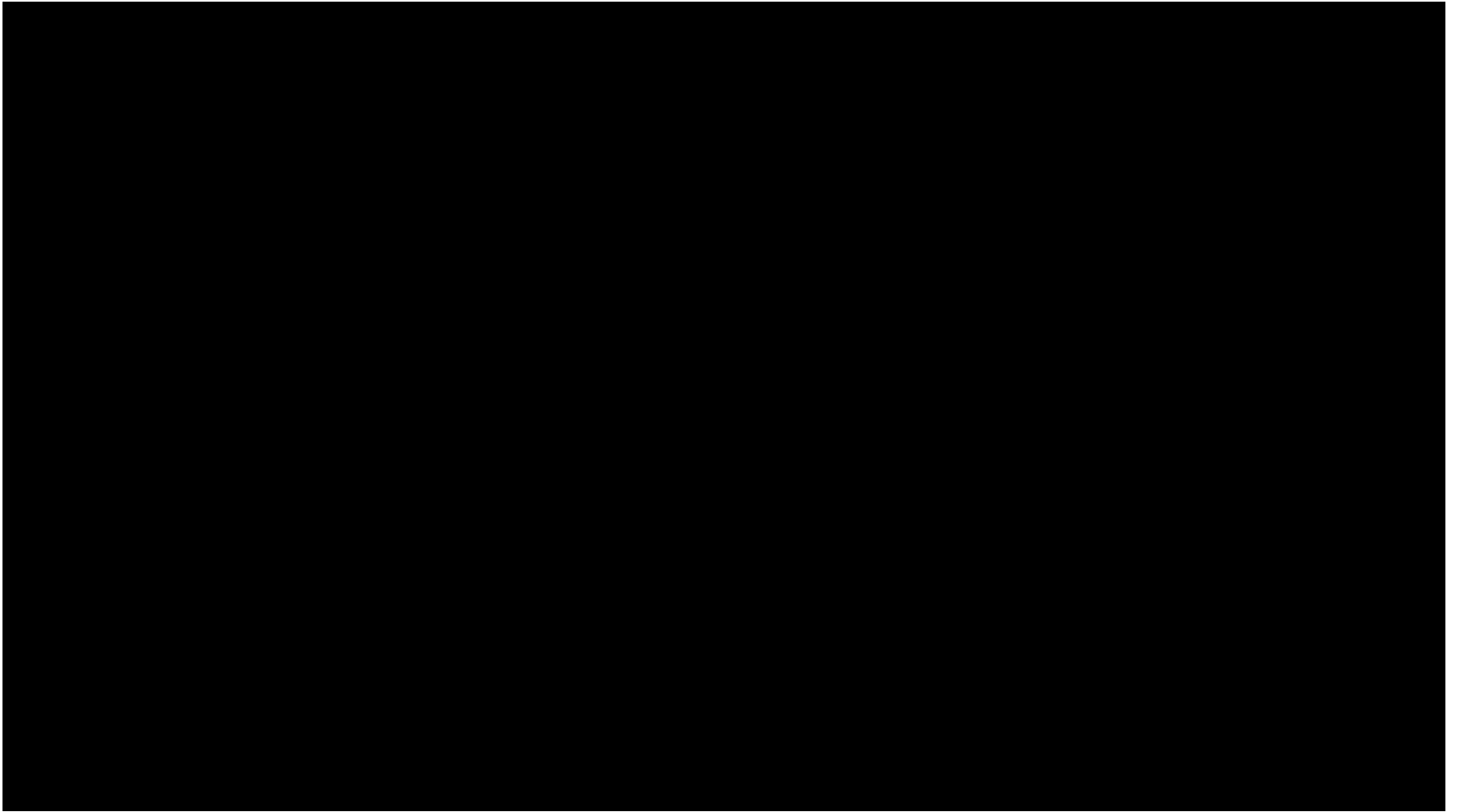




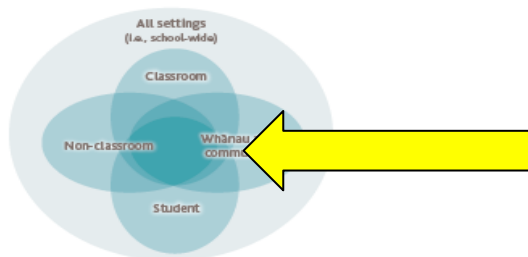
Flaxmere Primary

Film clip-

Toa- “It’s who we are”



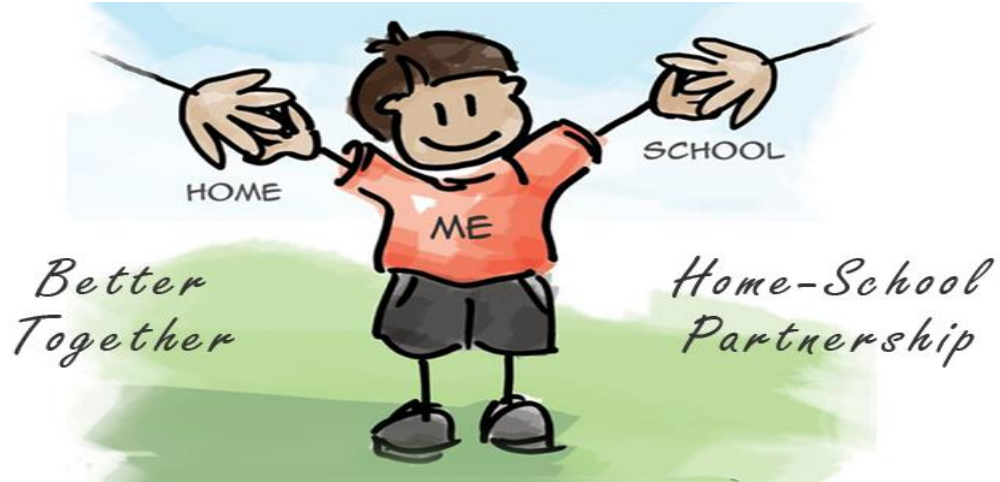
WHĀNAU AND COMMUNITY PARTNERSHIPS WITH SCHOOL



Purposeful partnerships

New Zealand research tells us that partnerships will be more successful if the **purpose** of the partnership is clear and goal-oriented and the expected **outcomes** of the partnership have been defined.

(Bull, Brooking, Cai

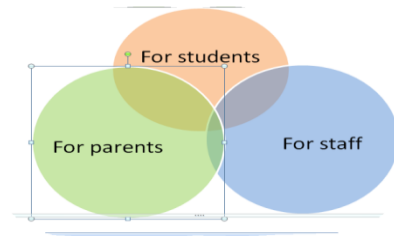


Activity – Recognising the Benefits

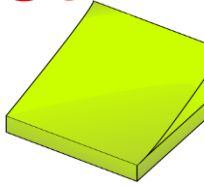
Adopt the role of a Staff member/ parent or student

- What do you see as the benefits of successful home - school partnerships?

- **Write benefits for each group on poster under headings**

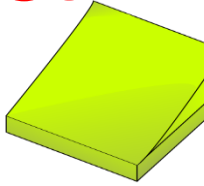


Activity: A continuum- Involvement of Whānau in the school



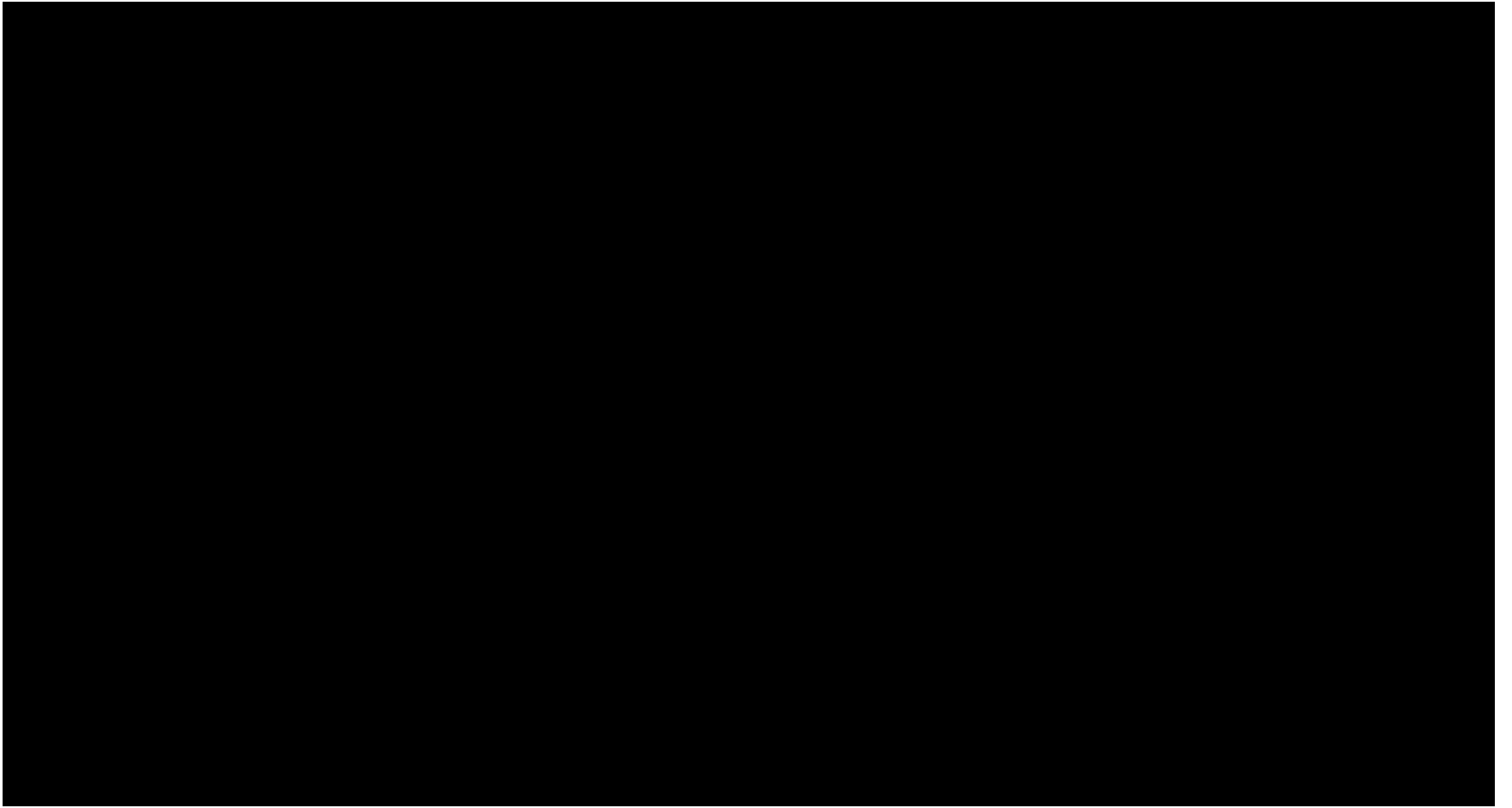
- On the Post-it notes write all the various ways in which your whānau and community participate in your school
- Using the labels and charts provided place the post-its where you think they belong on the Attend/ Engage/ Invest continuum.

Activity: A continuum- Involvement of Whanau in the school



- Step back and look at the picture you have created- what do you notice?
- If you were to move your whānau involvement one step to the right what is one thing you might do differently?





Consider: School and Community- Reaching Out and Reaching In

- Seen in the community- **kanohi kitea**
- **How might you be seen in the community?**
- Reached out to the community- **nāku te rourou**
- **How might you reach out to the community?**
- Encouraged community to reach in- **nāu te rourou**
- **How might you encourage community to reach in?**
- Viewed the notion of whānau as paramount- **ka ora ai tātou**
- **How do you view the notion of whānau as paramount?**

(McFarlane, 2003)



WHANONGA PAI MŌ TE AKO KURA WHĀNUI

POSITIVE BEHAVIOUR FOR LEARNING SCHOOLWIDE

Adaptation and Adoption in New Zealand Schools

Teaching Systems –

A cultural responsive adaption
and adoption of the
NZ curriculum



How do you explicitly reflect the cultural values of your students in the classroom?

What has worked or not worked for you and what are you being challenged with?

Are the cultural history, language and customs of your students being reflected in your teaching practice?



Tātaiako

How can you best utilise the Tātaiako cultural competencies to grow and build your cultural and teaching expertise?

WHANONGA PAI MŌ TE AKO KURA WHĀNUI

POSITIVE BEHAVIOUR FOR LEARNING SCHOOLWIDE

Adaptation and Adoption in New Zealand Schools

Adaption and Adoption
when responding to problem
behaviour at our schools



Positive Behaviour for Learning School Wide

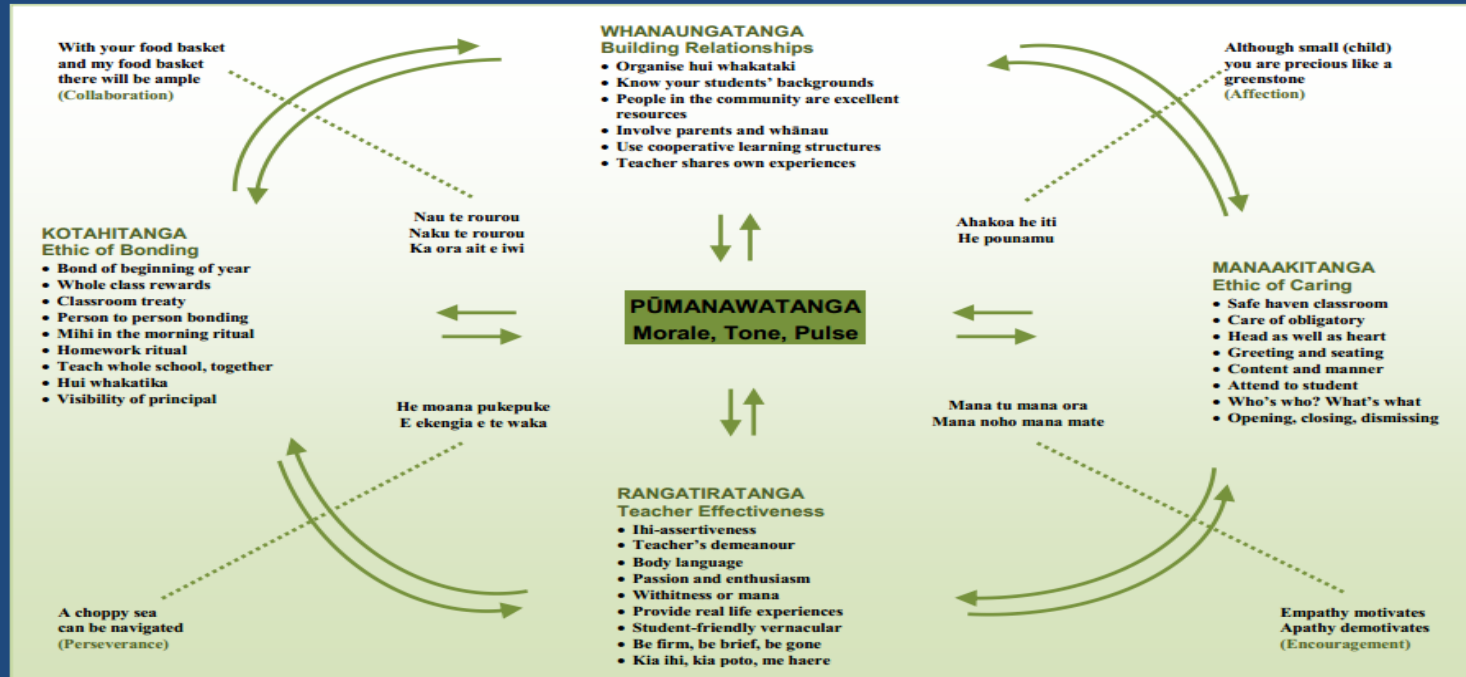
The PB4L SW approach is to plan for the use of corrective responses that are fair, logical, and consistently applied.

We are therefore responding to problem behaviour in ways that strengthen relationships, encourage positive behaviour and reflects good pastoral care.



What ways have we integrated Cultural
Values
when
responding to problem behaviour?

The Educultural Wheel



Macfarlane, A. (2004) *Kia hiwa rā! Listen to Culture: Māori students' plea to educators*. Wellington: NZCER.

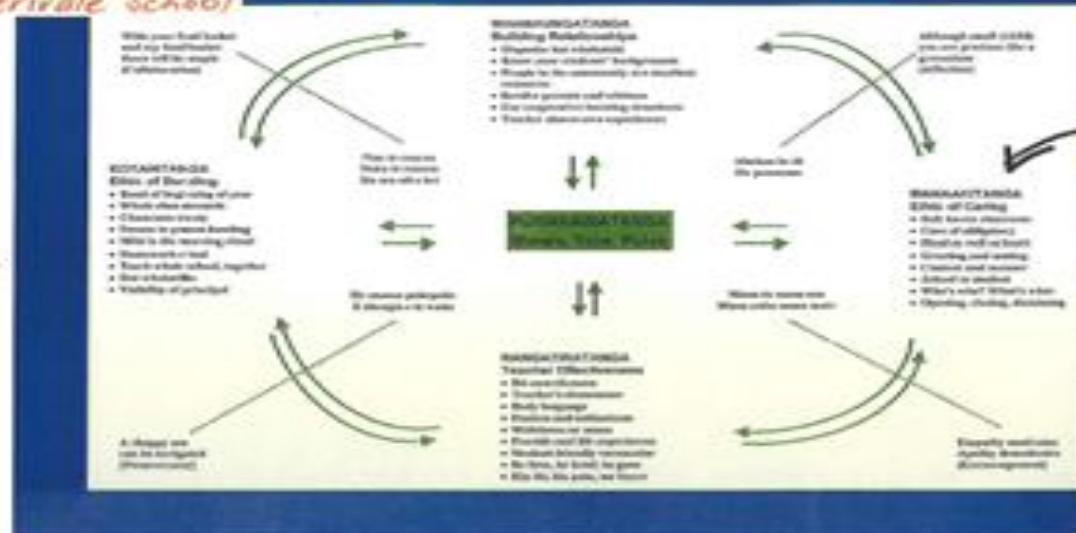
Whanau hui

- ✓ Whanau hui at school each term.

✓ Principal, Jan invites a parent to have a hui in their home. Jan brings the Kai and they invite 10 other parents.
Merivale School

Merivale School

The Educultural Wheel



Macfarlane, A. (2004) *Kōa hua rā! Listen to Culture: Māori students' plea to educators*. Wellington: NZCER.



Ka waiata

Ko te whaea, ko te whaea
o te ao, o te ao

Ka waiata ki a Maria
Hine-i-whakaae

Whakameatia mai te whare tangata
Hine pūrotu, hine ngākau, hine rangimārie
Ko te whaea, ko te whaea
o te ao, o te ao

Inoi

Kia tau, kia tātou katoa
Te atawhai o tō tātou Ariki
A Ihu Karaiti
Me te aroha o te Atua
Me te whiwhingatahitanga
Ki te Wairua Tapu
Ake, ake, ake, amine