

## **Transcript - Whanaungatanga - 'Next level relationships'**

**Preach:** We're like all family, you know. It's really good, I like it and I enjoy it a lot.

**Amelia:** Let's say if you didn't really have a good relationship with the teacher then it would be a problem for you.

**Pam Quirke:** A lot of the journey that we've been on through Huakina Mai is about uplifting teacher capability in developing and forming a relationship.

**Melanie Taite-Pitama:** It doesn't matter how strong your system is or your process is, if you don't have a relationship with an ākonga, with whanau or with one another as team members, then those systems break down and you find yourself in a bit of hot water.

**Amelia:** Teachers, they have a really good relationship, they're really funny and they make our classroom really happy, and it's really cool to learn from them.

**Dr. Sonja Macfarlane:** If all kids feel that the place is inclusive of them they've got an opportunity to contribute, to participate, that their contributions and participation is valued, that is a huge start for kids.

**Melanie:** You've got to have a genuine, authentic relationship with ākonga and whānau. Then you have to have, and be doing, things differently for each one of them, because they're different.

**Jess Ormsby:** A next level connection, and trust and love, are in the top factors that make Māori success happen.

**Kate Kennedy-Tyrell:** You've just got to be emotionally aware and connected of what's going on because you never know how full their cup is before they get to school. That's that care factor that I think's really important and that is what gets these guys to school every day.

**Jess:** The silver time when we all went around, that was comfortable. We're not looking for the language in that particular instance to be perfect, but we are looking for having a go and trying. And so that's that establishing that risk taking environment.

**Pam:** In Huakina Mai it talks about whakawhanaungatanga is the intervention. The intervention is about caring and nurturing for everybody individually. It's about honouring their being. And in honouring somebody else's being, there is this reciprocal part about you being able to offer your authentic being as well.

**John Bangma:** Our staff understand the importance of it going both ways. So teachers have to be open about themselves, who they are. They are a person, they have family, they have interests, they're involved in things. The more that happens, the more children are likely to engage.

**Shane Ngātai:** It's also an opportunity for you to grow as a teacher and be more reflective. As the teachers develop these student-centred relationships, We see the students help the teacher become a better teacher.

**Kate:** That relationship means that we can iron out all of our day-to-day problems that kids have at school and get past that, and get on and do some succeeding. You've just got to be making sure that you know your kids on a deeper level so you can cater to what they need as an individual, not just as a class who were all operating at level three, for example.

**Melanie:** It's really important that we're able to read the room and respond to what's in the room. The better we get at doing that the more success we will have in shifting achievement. And ultimately it's not always about us, as the professionals in the room, it's about the other people in the room.