

Focus

The focus of this rauemi is to encourage kaiako to reflect on how they can best support themselves, their colleagues, ākonga and the wider community in an ever-changing climate.

The resource supports rangatira to undertake multiple processes to highlight the needs in their context and how they can respond to these through collaboration.

This resource:

This suite of workshop-style resources is organised in 3 key areas:

Futures

- + Future Triangles
- + Signals of Change
- + Reflection Spidergraph

Inclusion

- + Collecting the practice of the CPPA
- + Linking that to wider frameworks

Wellbeing

- + Lessons from lockdown
- + Crowdsourcing tips
- + Self reflection

Thanks!

Grow Waitaha thanks:

- Cheryl Doig, from Think Beyond for inspiring the content and contributing to the development of this resource
- The members of CPPA who attended the workshops around these key areas and therefore contributing to this set of rauemi. This summary is based on work undertaken with a group of 60 primary school leaders as part of a futures workshop run for the Canterbury Primary Principals' Association Leadership Conference.

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Sowing the Seeds of the Future

By Teachers For Teachers Wellbeing Workshop

Focus

The focus/ aim of this workshop is for leaders and kaiako to reflect on what makes a difference to their well-being and how they can support those around them, particularly in times of change.

Resources Overview

Review

Your current state

Explore

Resources and Possibilities

Plan

Opportunities for improved wellbeing

Links/ Resources

- + New Zealand Institute for Wellbeing and Resilience
- + Lencioni's 5 dysfunctions of a team
- + Stockdale Paradox
- + Te Whare Tapa Wha
- + The dance of leadership- Cammock

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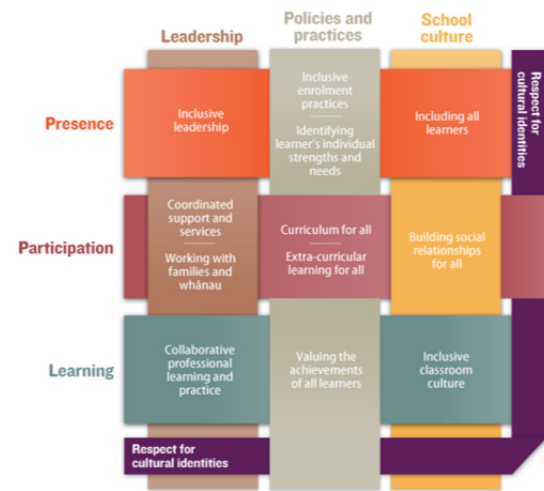
Grow Waitaha & CPPA: Inclusion & Equity Workshop 2021

Over the two days of the CPPA conference, leaders, teachers and partners workshopped teaching & learning in the inclusion and equity area.

This included sharing ideas, practice and examples of how we are working to better address inclusion and equity in Waitaha. This resource is the collection of those ideas as it relates to the Inclusive practice tools →



For more information about the Inclusive practices tools and resources:
<https://www.wellbeingatschool.org.nz/inclusive-practices-next-step-links>



Respect for cultural identities

- + Celebrate diversity
- + Appropriate uniform policies
- + Whānau and student voice = empowerment
- + Pastoral care linked to cultural practice
- + CRP and using it in building, understanding, knowing our whanau
- + Tuakana-teina & ako principles used
- + Te reo Māori courses important
- + Collecting whakapapa and pepeha information
- + Integrated te reo programmes, not just 'add-ons'
- + Normalisation of te reo
- + Karakia and waiata
- + Kupu Māori used and integrated
- + Place based learning and localised learning used effectively for learning about te ao Māori
- + Recognising our unconscious bias
- + Stocktake of spaces regarding visibility of culture: website, practices, school environment
- + Using our cultural narrative as the basis for our programmes of work and engaged with our local Mana Whenua to do this. It is part of our curriculum documents, inquiry and the way we work.

Inclusive leadership

- + Using resourcing carefully to enhance equity
- + Satellite schools relationships a key focus and partnership
- + Building connections to community organisations i.e. Mana Ake
- + Acting on : ALL students have the right to an education
- + School values of belonging revisited throughout the year

Inclusive enrolment practices

Identifying learner's individual strengths and needs

- + Focus on effective transitions – they are thorough and meet the needs of whānau
- + Working to explore and work with varied family backgrounds and needs
- + Creating an inclusive school environment: community events, coffee drop-ins, parent drop-in days
- + Welcome to school parties
- + Tuakan-teina role modelling and pairing
- + Transition to school resources in other languages
- + Build empathy for diverse learners by sharing knowledge about individuals
- + How does zoning promote inclusion for whanau
- + Extensive thorough transition process into schools so learning goes with them
- + ECE relationships - visits before starting and preschool visits to school
- + Enrolment packs in different languages to welcome and support diversity.

Including all learners

- + Celebrate diversity
- + Appropriate uniform policies
- + Recognising the impact of physical environments on inclusive practice
- + Satellite schools and growing community connection to and through them
- + All children are 'ours' – knowing who is at our school
- + Sensory needs in ILE environments: auditory, visual and spatial needs/sensitivities
- + community acceptance of ethnic and physical/intelligence diversity- learning to accept behavioural needs
- + Year 8 conference across our Kahui Ako for all Year 8s around transitioning to high school - children's voice has been included for what they are wanting to find out

Coordinated support and services

Working with families and whanau

- + Can-do attitude: what can we do despite not having an expert?
- + Considering impact of zones and Zoning
- + Working to explore and support varied family backgrounds and needs
- + Creating an inclusive school environment: community events, coffee drop-ins, parent drop-in days
- + Importance of including whanau in discussions around inclusion – better understanding of ORS etc means that inclusion approach is sustainable
- + Building connections to community organisations i.e. Mana Ake
- + Incorporating therapeutic practices i.e. Sunshine Therapy
- + Speech & language therapy
- + Whānau hui and celebrations
- + How to use whanau and student voice authentically – what do you do with their input
- + Use technology to support translations for ELL Whānau

Curriculum for all Extra-curricular learning for all

- + Considering individual needs and wider classroom needs
- + UDL practices written into planning
- + ILP plans are shared with mainstream provision so learning goes to and from satellite schools
- + Guidance accessing Learning Support
- + Non-gender specific events for sports
- + We have used our MLA to work with our native Mandarin speakers as well as our year 7/8 to ensure we value their first language and build on the knowledge they already have
- + Implementing Tapasā and Action Plan for Pacific Education.

Building social relationships for all

- + Understanding and working with different types of behaviour – teachers and students
- + Working to explore and work with varied family backgrounds and needs
- + Values based teaching and including social and emotional learning (e.g. Circle Time, Zones, strengths based)
- + Pastoral care notes are at the start of every team and Leadership meeting: Children front of mind.

Collaborative professional learning and practice

- + UDL approaches: multiple methods for engagement, representation, action & expression
- + Considering individual need and wider classroom need
- + Recognising the impact of physical environments on inclusive practice
- + ILP plans are shared with mainstream provision so learning goes to and from satellite schools
- + Tuakana-teina, ako principles used
- + Hauora mapping shared school-wide: student needs, what works and what doesn't – approaches & strategies
- + Courageous and robust conversations regarding our beliefs about inclusion, teaching and learning and equity
- + Challenging norms and 'what we have always done'
- + Behaviour continuum contains a line that an IEP can overrule set decision making.

Valuing the achievements of all learners

- + Whose lens do we sue when creating assessment and learning opportunities
- + Strengths-based assessments & reporting: learning stories
- + Recognising success across many areas, not just literacy and numeracy
- + Piloting a Service Award to enable our students to be inclusive of others and think beyond themselves in school.

Inclusive classroom culture

- + Celebrate diversity
- + Appropriate uniform policies
- + Understanding and working with behaviours of our peers
- + Recognising the impact of physical environments on inclusive practice
- + Sensory needs in ILE environments: auditory, visual and spatial needs/sensitivities
- + Non-gendered toilets
- + Developed a resource to celebrate the many ethnic groups within the school. It includes special days, foods, information relevant for learners, basic language. This is available to staff to use as a reference for their learners in each class
- + Strengths based language rather than deficit approach

Signals of Change

Spidergraph Workshop

Focus

The futures of school considerations are based on the assumption that schools still exist in varied forms in the near future. The ten considerations below are based on a summary of futures reading as of June 2021. They are interwoven and ‘fuzzy’ around the edges! They are intended as a catalyst for conversation.

This resource provides a template and suggested workshop structure to support your team to reflect on these ten signals of change, and their visibility and influence in your Kura.

Ten Signals of Change

These are the ten considerations mentioned in the workshop:

Personal Pathways	Cognitive (Me / intrapersonal)
Flexible Flows	
Collective Networks	Relational (We / interpersonal)
Vocal Citizens	
Purpose Aligned	Sustainable (Regenerative of people and planet)
Glocally Aware (Global & Local)	
Digital Designers	Digital (technological skills and tools that aid us to be uniquely human)
Technologically Immersed	
Role of Teacher	
Redefining Success	

Links

- + [Grow Waitaha Monitoring and Evaluation Framework](#)
- + [Tokona te Raki - Māori Futures Collective](#)
- + [Core Ten Trends](#)
- + [Knowledgeworks](#)
- + [Holon IQ](#)
- + [Back to the Future of Education - OECD Scenarios](#)
- + [Futures Platform](#)
- + [IETF: Work + Learn Futures Lab](#)
- + [Future Skills for 2020s Report by GEF](#)
- + [Global Education Futures](#)

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Leading into and for the future

Triangles Workshop

Focus

The focus/ aim of this workshop is for schools to consider complex changing environments. Leaders are encouraged to step up to the balcony view and map the whole situation by considering the weights of the past, the push of the present and the pull of the future.

Process Overview

Identify

Your Focus

Map

The Situation

Explore

The Tensions and Interactions

Influence

The Future

Links

- + [Grow Waitaha Monitoring and Evaluation Framework](#)
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Identify your focus

What is something that you wish to focus on?

Consider:

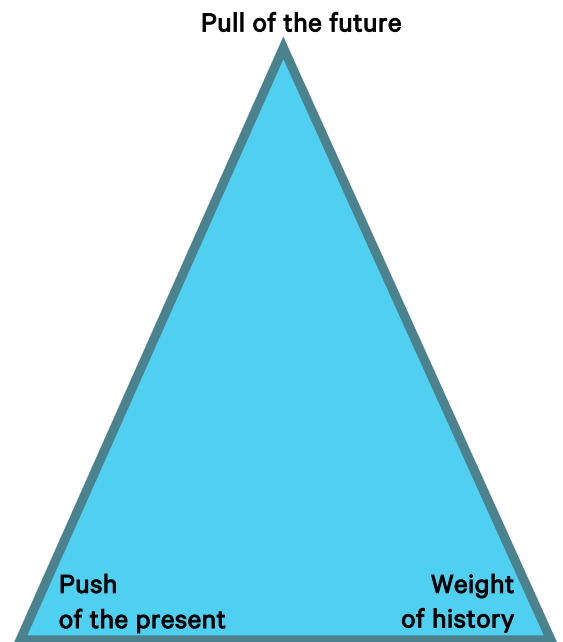
- why this process
 - how it will have a positive impact on learning
-

Map the Game Situation

Draw your large triangle and put your focus topic in the centre so it stays top of mind.

Identify the following, related to your focus:

- **Weights (of history)**
 - What past events are holding us back/ getting in our way?
 - What are the barriers to change?
 - What are the deep structures that resist change?
- **Pushes (of the present)**
 - What trends are pushing us towards a particular future?
 - What quantitative drivers and trends are changing the future?
- **Pulls (of the future)**
 - What is pulling us to particular futures?
 - What are the compelling images of the future?



Here is one approach:

- Start with the pull of the future. Have participants silently brainstorm ideas, one idea per post-it.
- As a group take turns sharing your post-its and exploring commonalities, points of difference.
- Work through these to develop your key themes and then write these at the top of the triangle.
- Repeat this process with the push of the present and the weight of history, taking time to ask clarifying questions and listen deeply. Steer clear of war stories and set clear expectations and time allocations.

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The Process

Time	Activity	Description
5-10 minutes	Introduce futures literacy	If your team is new to futures literacy, spend some time introducing the concept of scanning for signals of change . It's not about predicting the future; it's about anticipating possible futures. This empowers us to be deliberate in the direction our organisation moves, and the impact we have. See the links below for more background on futures literacy.
10 minutes	Introduce the ten signals of change	Use the full descriptions in this document to unpack each of the ten considerations for the future of schools. It's important to note that the ten considerations in this document are not "the correct ones"; they are the signals we observed at the time of writing this resource. You may wish to revise the list or make your own.
10-15 minutes	Allow time to fill in the template	<p>Each person will need their own copy of the Spidergraph template. Ask them to reflect on each of the ten considerations, and give each a 1-5 rating to indicate its visibility and influence in your Kura. They can mark this on the diagram by following the instructions on the template.</p> <p>Once they have completed their spider graph, encourage them to reflect on what they notice. If any signals have a particularly high rating, encourage them to give a specific example. If any signals have a low rating but want to <i>increase</i> their visibility and influence, encourage them to consider how they might approach this and why it's important to them.</p> <p>Not every consideration will be relevant or important to every Kura! There is no right or wrong answer here.</p>
10-30 minutes (depending on the size of the group)	Share reflections with a partner	Get your team to pair up and share their spider graph and reflections.

Explore the tensions and interactions

Step back to explore the whole triangle and observe how the three parts interact together.

- What are the tension points?
- What appears in multiple places? What are the implications?

Influence the future

At this stage, it is time to identify strategies that have a high impact *within your circle of influence or control*.

- Brainstorm ideas as a group and place these on a chart drawn up as follows:

Strengthen the push	Lighten the weight	Champion the pull

- Organise these into action themes
- Decide on 1-3 key action points for each column
 - Systems such as light voting or hot dotting are usual tool to aid this process

Now take time to stand back, as a group and consider what the critical starting points are and why.

Develop action items around these critical starting points and report back:

- A useful tool for this is 'learning sprints'- as it helps you to stay focused by working in bite sized chunks and with clear outcomes in mind.

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