

WSL Connect #1

Making things happen

Name: **Harriette Cowan**

School: **RS**

Focus/Inquiry:

Using the arts in the community to promote collaboration between ākongā, increasing whanaungatanga, engagement and a sense of belonging to both the kura and the wider community.

Key actions / outcomes to date:

Discussing strategic plan with principal and aligning with WSL inquiry.
With the whole staff identifying tamariki across school who would benefit from joining the focus group.
Using attendance data to choose tamariki.
Working with a focus group of students across year levels to build whanaungatanga.
Creating links with wider community related to arts projects EG; Brooklyn community orchard, community centre, Vogelmorn bowling club, local bus stop design, Wellington airport.
Focus group sessions with students across school - art project ideas. Brainstorming with students as to what they would like to create.
Connecting with tamariki to make links to their community and projects.
Art trips with students in focus groups.
Design concept for each art project - EG: Brooklyn community book exchange.
bus stop, airport project. The creating artwork in the community. EG: [Brooklyn Tatler pg 14](#)

Key Learning (+ resources and their value):

Use of data - behaviour and attendance
Running focus groups - both tamariki and staff

Current challenges or questions you want to brainstorm:

Derek taking over WSL role for rest of the year. Refocusing question to include music.
How can we engage whānau in collaboration.

Name: **Megan Journee**

School: **NS**

2024 Focus / inquiry:

How can we ensure our staff and then our students are regulated and ready for learning? What whole class, small group and individual practices can be put into practice for all our ākonga to succeed?

Key actions / outcomes to date:

- Creating a Framework
- Growing a resource bank (Google Drive/Resource Room)
- Doing a regulation course to further learning to share with staff
- Surveyed staff - what do they know? What do they want support with?
- Looking at supporting Staff Wellbeing after a session with Be Well Work Well

Key Learning (+ resources and their value):

- Regulation Course - Trauma Informed Practice
- Sensory Tools and Ideas (other staff members course)
- The Regulated Classroom - “Bottom Up - Trauma Informed Teaching” - ideas of connectors, activators, settlers and affirmations - continuing to try these in my teaching space to see which ones have the most effectiveness.

Current challenges or questions you want to brainstorm:

- How do you get staff to try new ideas or activities after showing them to see success in their whānau spaces and for them to gain momentum?
- How can I ensure I am bringing in Te Ao Māori concepts to benefit all learners into my framework?

Name: **Anastasia + Rajeshree**

School: **BS**

2024 Focus / inquiry:

How can we enhance the mana of our Māori tamariki to ensure they are strong in their reo and culture?

Explore how we can Recognise Māori potential and affirm that being Māori is an asset.

Key actions / outcomes to date:

- Established an overview of what Te Ao Māori looks like at Berhampore School in collaboration with staff

Key Learning (+ resources and their value):

- Teacher practice, building capability
- Engagement with our Māori students and their whānau
- Establishing our Te Atakura whānau roopu and maintaining it in our school

Current challenges or questions you want to brainstorm:

- Engaging with Māori whānau - how to bring them into our school/identifying the barrier that keeps them 'out'

Name: **Maria Whiting**

School: **IBS**

2024 Focus / inquiry:

Māori Enjoying and Achieving Educational Success as Māori
To continue to developing personal growth in my tamariki to explore their world and to ensure te kaupapa Maori is incorporated into their everyday lives/ bringing te reo to forefront.
To continue supporting others in their journey of growing the language/ the kaupapa, the whanaungatanga me te mārama o te Aō Māori.

Key actions / outcomes to date::

Whanau group established Parental involvement to Te Mapunga has been communicative and engaging. Meetings so far have been fantastic, parents supportive and are integral part of what happens in the bilingual lass
Tamariki settled and focused/We're developing a strong rapport with Parents and tamariki with the support of Poutama Pounamu and Riki Nathan
Supporting staff - will start to come into TRuma-e Mapunga in term 3-taking turns
within school for teachers we have level one and two being facilitated and teachers are currently upgrading their te reo journey

Key Learning (+ resources and their value):

Poutama Pounamu... What We want to ask whanau and teachers:
1. What does Māori enjoying and achieving educational success as Māori mean to our whānau
2. What are our aspirations for Island Bay School under Section 127 of the Education and Training Act 2020.
How can we find out these answers/-share info / share knowledge/ whanau and friends to contribute knowledge etc. Building /planning our whole school inquiry; "what was nZ like 500 years ago?"

How do we celebrate being Māori?

Education is not just in the classroom.
Being able to be the same person as you are at home.
Being in Māori spaces
Māori things as Māori rather than 'the Māori _____'
To represent te ao Māori views eg starting with karakia
To have wider school expectations, practised and valued. Everyday all-day

To have te ao Māori values replicated everywhere.
To normalise te ao Māori throughout the Kura
To be good people- to get along with others
Connection
Values
A place of belonging
Manaakitanga
Sharing
A centre for shared values- ripples through the kura and community
Part of something bigger than oneself

Name: **Greg Kyle**

School: **SWIS**

2024 Focus / inquiry:

Improving the Overall Well Being / Hauora for Students and Teachers at SWIS. What Community, Schoolwide, whole class, and individual practices can be implemented to improve Wellbeing / Hauora at SWIS.

Key Learning (+ resources and their value):

Sensory Informed Workshop

Key actions / outcomes to date:

- Creation of a new school bell to celebrate the different cultures at SWIS.
- Surveyed students and teachers to gather wellbeing information.
- Started the ball rolling to get some Pou made for our entrance.
- Started consultation and planning for a SWIS talk board and signage.
- Completed a 2 day Sensory informed workshop
- Supporting new teachers with behaviour management strategies

Current challenges or questions you want to brainstorm:

Name: **Bex Amos**

School: **SWIS**

2024 Focus / inquiry:

Improving the confidence of kaiako teaching literacy by creating a consistent approach to literacy teaching across the kura

Key Learning (+ resources and their value):

- When staff teach under the same programme, they have a stronger sense of confidence that they are meeting the needs of their students
- Word Chain - significant improvement for students who frequently used this
- Writer's Toolbox - student tool - most students love the online writing tool as it provides them with immediate feedback (great in times where they need help)
- Writer's Toolbox - staff tool

Key actions / outcomes to date:

- School-wide training in Writer's Toolbox creating a shared language across the school
- Surveyed teachers - improved confidence in writing abilities
- Students loving the immediate feedback from Writer's Toolbox and feel empowered to have control over their learning
- SWIS local curriculum - writing created incl. Marking rubric in place of easttle
- Reviewing assessment practices - purpose and use of assessment
- ALL - 3 staff enrolled in Accelerated Learning in Literacy PD
- Created bank of writing tasks scaffolded with various cultural contexts
- Created a stronger culture of sharing and collaborating as staff
- Remediation - phonics + Word Chain
- New moderation practice to ensure consistency in OTJs / reporting - creating more accurate data and ensuring a bottom-up approach
- Extension group to accelerate top writers

Current challenges or questions you want to brainstorm:

Ensuring new staff who haven't undergone the full WTB training over past 2-3 years have the same confidence and skills to teach writing

Name: Nina Hornell

School: HVS

2024 Focus / inquiry:

Strengthening our understanding and use of tikanga and te reo Māori through the implementation of Te Puna and Poutama Reo.

Key actions / outcomes to date:

- Regular Te Puna Reo PD
- PD with Riki Consultancy
- PD with MAC
- Tracking our Māori learners - termly check ins
- Regular te reo Māori features in our school newsletter
- Teachers implementing morning paepae/daily tikanga

Key Learning (+ resources and their value):

- Current learning through Te Puna Reo and using their resources to further staff knowledge and capabilities. Finding it provides structure

Current challenges or questions you want to brainstorm:

- Being new to the area - getting to know the WSL & ASL team
- Developing a better understanding of how this Kāhui Ako works and the vision

Name: **Emma Howell**

School: **WHS**

2024 Focus / inquiry:

Building better Whakawhanaungatanga across the faculty with staff and students. Inquiry into the the wellbeing of our students within the Technology faculty - Use what we find out to influence our next actions.

Also bringing Mātauranga Māori into our subjects - as a faculty focussing on Kaitiakitanga in 2023 - a continuation of this in 2024

Key Learning (+ resources and their value):

Te Whare Tapa Wha - Great students and staff have a pretty good awareness around this now.

Much learning about running an effective survey, collating data to make it useful and using spreadsheets!

Key actions / outcomes to date:

Collaborating with faculty- around what is important for us for students in tech? what do we aspire to create to enable student Haora in tech overall? is what we aspire for student wellbeing the same in reality? What will we see and feel if this is happening in practice?

We co-designed a Tech wellbeing survey - we looked at what we thought was important to find out? How we would design a survey to enable it to be as effective and authentic and engaging as possible.

We ran the Haora/wellbeing survey with the majority of students in faculty at the end of term 2 - currently analysing data to enable us to figure out our next steps. (774 student responses, many more than anticipated.!!)

It is apparent that some senior subjects do not have any Māori students choosing those subjects - is it just in 2024? Or a pattern?

Current challenges or questions you want to brainstorm:

How do we get significant data on how our faculty are doing for Māori when the number of Māori students is low? Are we asking the right questions in the right way? How can we use this data effectively?

Should the focus move to how we will encourage more Māori students to see themselves in our subjects? How we will build better relationships to aid this.

Name: **Anna Macrae**

School: **WHS**

2024 Focus / inquiry:

Working with the Science Faculty at WHS

- Supporting the Science Faculty to use instructional and subject-appropriate Te Reo Māori in the classroom
- Developing an understanding of Mātauranga Māori and how this might look in Science Subjects

Key actions / outcomes to date:

- Pronunciation whakatika
- Using + adapting common phrases
- Changing the way units are introduced
- Individual Goals set by Staff members re. Te Reo
- Awareness + understanding of Mātauranga Māori principles

Key Learning (+ resources and their value):

- What is Mātauranga Māori? - not just “Māori Science”. Iwi, Hapū specific.
- Guest Speakers: Jaye Barclay (Ngāti Apa, Ngāti Hauiti) who is looking at Harakeke Filtration Systems, Katherine Haines who runs a Mātauranga Māori course at East.
- What are we currently doing, what can we strengthen, what do we need to overhaul?
- Lots of resource out there, challenge is to authentically, meaningfully and respectfully connect

Current challenges or questions you want to brainstorm:

In what ways can the Faculty re-frame their Junior Curriculums for 2025 to authentically incorporate Mātauranga Māori? (pae tata)

What about the Senior Sciences? (pae tāwhiti)

Name: **Ben Roth Shank**

School: **WHS**

2024 Focus / inquiry: moving beyond symbolic dimension of 'including' mātauranga Māori to challenge and address the ideological and epistemic dimensions of a Eurocentric school system

Key actions / outcomes to date:

[one-pager](#) about barriers to epistemic equity (link to references no longer works)

kōrero with English faculty about [Tūturu NZ's](#) mātauranga Māori video episode, Rev Māori Marsden's *Woven Universe* 'Kaitiakitanga' chapter, Andreotti & Jimmy's [Towards Braiding](#)

Key Learning (+ resources and their value):

inclusion of Indigenous Knowledges in curriculum is an important step toward epistemic equity and still requires structural change to avoid being assimilated into Eurocentric values/assumptions

Current challenges or questions you want to brainstorm:

What could it look like in daily practise to challenge/change the systemic barriers to mana ōrite (so moving beyond just 'including' mātauranga Māori in the curriculum to address things like fragmentation of knowledge, exclusion of spirituality, ideal of objectivity, lack of purpose in an authentic context, etc)?

Name: **Michael Harcourt**

School: **WHS**

2024 Focus / inquiry:

Strengthening the curriculum infrastructure of Aotearoa Studies and Social Studies to align with culturally responsive and relational teaching practices.

Key actions / outcomes to date:

Run x2 sessions with the department with x2 more to go before I leave the role

Established a faculty newsletter *Te Weu*

Started writing an Aotearoa Studies handbook for new teachers

Developed a series of resources for the social studies curriculum and a resourced unit for AST

Key Learning (+ resources and their value):

100% agree with what Ben Rothshank wrote in this box! Though I would add that Moana Jackson says that what is necessary to do is often insufficient. So it's about balancing in my mind that although we work in a flawed system, there are cracks in it already and cracks that we can create, that need to be forced open as much as possible. Like what Leonard Cohen says on this kaupapa :-)

Current challenges or questions you want to brainstorm:

Embedding new ideas into the fabric of a department so they are more than one session wonders.

Feedback / Feed forward: Aua! 5 weeks left in this role.....

Name: **Vikki Martin**

School: **OBS**

2024 Focus / inquiry:

Key actions / outcomes to date:

Key Learning (+ resources and their value):

Current challenges or questions you want to brainstorm:

Feedback / Feed forward:

Name: **Lucas Cornejo**

School: **WHS**

2024 Focus / inquiry:

Key actions / outcomes to date:

Key Learning (+ resources and their value):

Current challenges or questions you want to brainstorm:

Feedback / Feed forward:

Name: **Roger Mantel**

School: **WHS**

2024 Focus / inquiry:

Key actions / outcomes to date:

Key Learning (+ resources and their value):

Current challenges or questions you want to brainstorm:

Feedback / Feed forward:

Name: **Kate Potter**

School: **WHS**

2024 Focus / inquiry:

Key actions / outcomes to date:

Key Learning (+ resources and their value):

Current challenges or questions you want to brainstorm:

Feedback / Feed forward:

Name: **Nat Bell**

School: **WHS**

2024 Focus / inquiry:

Key actions / outcomes to date:

Key Learning (+ resources and their value):

Current challenges or questions you want to brainstorm:

Feedback / Feed forward: