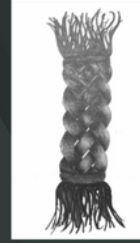


WHAKAORIORI KĀHUI AKO



Whakaoriori Kāhui Ako

VISION STATEMENT:

We work together to ensure that all Whakaoriori students are successful and all ākonga will achieve to their potential.

Panui/Newsletter

LEAD UPDATE:

Janine Devenport
Darren Kerr



Kia Ora Koutou,

I would like to take this opportunity to thank Aroha Pirere for amazing contribution to our Kāhui Ako. She has been a Within School Lead and Across School lead since the beginning and she is a big loss but we are happy that she is moving on to a new challenging role. Wairarapa College is lucky to have Aroha as an Assistant Principal and I know that she will accomplish many things in that role. We have almost completed the process for the vacant Across School lead position which is exciting. There will be three Across School Lead positions advertised in this newsletter to start in 2023. If you are interested in these please get in touch

Nga mihi mahana,

Janine

It has been another very busy first half of Term 3 in our Kāhui Ako space. We have had a lot of time to review and look at our work so far and also to start to plan the next steps moving into 2023. We have had some amazing feedback from students on our new vision, are about to seek feedback from Principals about possible next steps and then we can set our direction for 2023. There has been a lot of review and feedback and thanks so much for everyone and all you have contributed. Remember if you personally have any great ideas you would like our Kāhui Ako to develop and support please do not hesitate to get hold of myself, Janine or one of your ASL teachers to share your inspirational ideas. Have a great second half of the term and make sure you take time for yourselves and whānau for the holidays.

Mihi ki te katoa

Darren



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Visit to Hawkes Bay

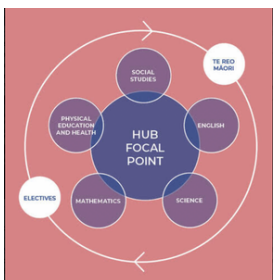
The Across Sector Leads ventured out of district to Hastings for two days in August, visiting two schools that were both very focused on developing 'place based curriculum' for their heavily multicultural kura, using their Kahungunu Curriculum <https://www.kahungunu.iwi.nz/> Both Principals at the two schools were involved with shaping the curriculum rewrite, while both schools had been recognised nationally through educational leadership awards.

Frimley Primary School, led by Tim White spoke to us about the development of their Placed Based curriculum and how it was used through the Year 0-6 school.

Topics of learning started midterm, finishing midterm the following term. Huge emphasis, through budgets and planning was placed on tamariki visiting whenua related to that strand of the curriculum.

Frimley teachers reported to whanau through real time using the tool seesaw. School values were explicitly linked to teaching and school wide foci.

Hastings Girls' High School's Principal, Catherine Bentley, and her staff place the girls in the centre of the learning, getting to know their story and catering to their specific needs; this is their 'why'. This is achieved through strong community links and pastoral initiatives, and an innovative junior curriculum which has been trialled over two years before being introduced to all Year 9 and 10 ākonga this year. Girls choose an overarching concept 'Hub' (there are 13 to choose from) from which all learning areas are connected enabling the bridging of facts, skills and knowledge across specialist subject areas. This approach allows students to discover their passions and interests and get hooked into learning and the possibilities of success in their future beyond school.



<p>Rangatiratanga We are self directed and confident learners.</p>	<p>Whanaungatanga We learn together to ensure we can bring out the best in each and all of us.</p>	<p>Manaakitanga We care, show kindness and respect.</p>	<p>Kaitiakitanga We care for our possessions, school, community and wider world.</p>
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Curriculum Refresh - Student voice

First of all I would like to say thanks so much for the staff, parents and students that came along to the Curriculum vision refresh student feedback meeting at Wairarapa College. The feedback on the 8 statements in the curriculum vision refresh was thoughtful and in depth and gave us some great ideas to help support the vision refresh for our Kāhui Ako. To hear what the akonga believe are the most important features of their learning is really the most important for us and this will be taken into account when we put together our new vision....along with the Principal, WSL, ASL and teacher feedback that has been added so far. We really do have some very smart and thoughtful kids in our region and they think in depth about the matters that impact on them.....keep supporting these inspirational taonga in our schools!



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Staff wellbeing handbook

The wellbeing workstream has been working on creating a template for a Staff Wellbeing Handbook. Attached is a copy that has been distributed to WSL's for use in their kura. In the booklet there are a range of resources including information about your schools wellbeing model, key people involved in wellbeing, past PD, resources and key people in the Wairarapa as well as a range of wellbeing tips for staff to use.

To use this template create a copy in your Google Drive folder and edit away. Once a copy has been created, edit, delete and modify to suit the needs of your school. This is especially useful to use at the beginning of the year and/or for the induction of new staff to your school.

Tom Campbell, WSL, Chanel College

[Link](#)

PCT/OTT/LAT and Mentor workshops

This month we have had two workshops at REAP Wairarapa organised by Trudy Sears and facilitated by Libby Paterson from Otago University.

The first workshop was for PCT/OTT and LAT teachers. The morning session covered evidence towards certification and cultural responsiveness. The afternoon session involved workshops with PPTA and NZEI.

The second workshop was for mentors. This focused on systems for documenting I&M programmes and evidence of meeting the Teacher Standards.



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Circle Time

A team of WSL teachers has recently created a set of circle time resources that align with the Te whare tapa whā model of health - a model of wellbeing that has been widely adopted across the Kahui Ako. This work has grown from the recent mahi completed with Core Education and aims to support teachers, in their classrooms, with pick-up-and-go wellbeing recourses.

Circle time is an activity that aims to develop positive relationships between children and gives them the tools to engage with each other. Circle time allows children to share their thoughts and ideas with classmates. Children also get to practice turn taking, learn respect for others opinions, and understand the need for rules. The te whare tapa whā model represents health and wellbeing as a wharenuī with four walls. Leading Māori health advocate, Sir Mason Durie developed the model in 1984 and the wharenuī consists of; taha tinana - physical wellbeing, taha hinengaro - mental wellbeing, taha whanāu - family, community, and social wellbeing, and taha wairua - spiritual wellbeing.

The WSL team have created a recourse that follows the circle time lesson structure, and has been broken down into separate lesson categories based on the four dimensions of the wellbeing model. Most lessons require nothing more than a quick read (and sometimes a little printing) to get you ready. They can be found here....from here.....



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ECE transition happenings

A video presentation and ensuing discussion brought back fond memories of my own early childhood experiences - mainly painting - at playcentre in Eiffelton, a small rural hamlet in Mid- Canterbury, way back in 1970. Interestingly enough, the Playcentre concept originated in New Zealand during the Second World War in response to the recognised educational value of child-initiated play, with the first centre opening in Wellington in 1941. Our rich educational history is still evolving and readdressing similar concepts. The most recent ECE transition meeting was held on

August 31 st at Douglas Park School, whose apt motto nurture|explore|create feels at home. The transition hui have been held for several years and are organised and maintained by Tracy Graham and Jude Mitchell from REAP. The meeting was well attended by ECE and Primary teachers plus LSCs. There is a happy vibe within this network and an engaged audience, at the end of a busy day. Kiri Eagle, the Rimu team leader, spoke about transition with play, celebration of the individual and teachable moments through play-based learning. The meeting was held in the new Rimu space that houses 94 students and six teachers. DPS provides a wonderful experience for primary school new entrants transitioning by play in a seamless way, that recognises the value of their rich ECE education. Building on past experiences, best practice and supporting each other as a community is an integral part of our Kāhui. The educational journey starts at ECE and continues well after secondary school. Our collective aspiration as a Kāhui Ako is to support each child on this journey. Transition is an important part of this, and a formal system that documents and shares the early stages with whanau and all stakeholders is hugely valuable. Kāhui Ako have successfully developed a system that supports progressions during the middle school years. We are now working on a similar concept for the early years and are still at the initial stage of consulting all stakeholders. We welcome your knowledge, support and advice during this process.



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Maungaraki



Wellbeing Workstream visit to Maungaraki School - Lower Hutt

On Friday 2nd September we took 9 Whakaoriori teachers To Maungaraki School in Lower Hutt.

This is a Year 0-8 Primary school that has radically changed their focus from a traditional European white middle class approach to teaching and learning towards excellence, to a more inclusive, cultural awareness that hauora and identity should lead child development. After a visit to Matamata school Principal Shane Robinson sought to correct the weaknesses in the school: a lack of identity, Year 6 students moving on.



The new value approach HEART places 'who you are and where you come from' before learning. Explicit teaching was linked to stories (Place based curriculum) and was heavily supported by Kaleidoscope Solutions. Heather Dodge, trained teacher, coach and mentor - creator of App - Isolation teaches 30 minute lessons through the Junior classes each Friday morning and then works with student needs in the afternoon. We were very lucky to see one of these lessons in action.

Imagine Stories

Magical Audio Stories for Children

The link to Maungaraki School's HEART value based curriculum is closely linked to the Mental Health Foundations 'Five Ways to Wellbeing'



HAUORA

ENGAGED

ACTIVE

RELATIONSHIPS

TEAMWORK

This of course turns reporting to parents around, with HEART being the first part of reports. Staff are well supported and looked after under this approach.

Lots to take away and look at how this learning could apply to our unique kura.



Your time,
your words,
your presence



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY

FIVE WAYS TO WELLBEING

INTRODUCE THESE FIVE SIMPLE STRATEGIES INTO YOUR LIFE AND YOU WILL FEEL THE BENEFITS.





Whakaoriori
Kāhui Ako

RATO AKORANGA Ā ROHE

REAP
WAIRARAPA

Ngā wāhi o Wairarapa

Places of the Wairarapa

Trip for PCT's 1st/2nd Years, OTT's,
LAT's & Teachers who would like to
know more about Whakaoriori



Wednesday 9

**November 9.00am -
3.00pm**

Wear comfortable clothes
and walking shoes, bring
drink bottle, morning tea
and lunch

Led by

Joseph Potangaroa
(Rangitāne o Wairarapa)
(Ngāti Kahungunu),

the cultural bus tour will take
you to local sites of significance
that will support your teaching
of your school's localised
Wairarapa curriculum

COST \$20.00 pp

Schools can be invoiced

To book a space
please email Trudy
schools@reapwairarapa.nz





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As we weave our raranga, we ensure the work we do is about what we can do together rather than all working individually. It's about building capacity and collaboration across education and our community, authentic engagement, mana acknowledging conversations, being agile and responsive, transformational rather than transactional, and building collective intelligence.

Together we will:

Navigate: research and investigate.

Cultivate: build capacity in educators and grow good practice.

Curate: gather and present resources to the Kāhui, Manaaki our GEMS!

Educate: measure and assess impact.

Meeting Dates 2022

Whakaoriori Kāhui Ako 2022

Hui Dates

Term	Kaitiaki Group (leaders)	WSL	ASL	AP / DP	PLD Opportunities and events
ONE	24 February 3.30 pm	3 March 3.30 pm	Every Thursday morning 9-11am	17 March 3.30pm	Combined Primary TOD 14th April ECE/New Entrants Transition Meeting Wednesday 9th March @ DPS 4.30pm
	24 March 3.30 pm	7 April 1 - 4 pm			
TWO	26 May 3.30pm	12 May 3.30 pm	Every Thursday morning 9-11am	2 June 3.30pm	ECE/New Entrants Transition Meeting, Wednesday 1st June @ Manaia Kindergarten 4.30pm
	30 June 3.30 pm	16 June 1-4pm			
THREE	25 August 3.30pm	4 August 3.30pm	Every Thursday morning 9-11am	15 September combined with WSL 3-4 pm	ECE/New Entrants Transition Meeting TBC
	29 September 3.30pm	15 September 1-4 pm			
FOUR	27 October 3.30pm	3 November 3.30pm	Every Thursday morning 9-11am	10 November 3.30pm	ECE/New Entrants Transition Meeting TBC
	24 November 3.30pm	1 December 1-4 pm			

Venues if not stated to be confirmed.