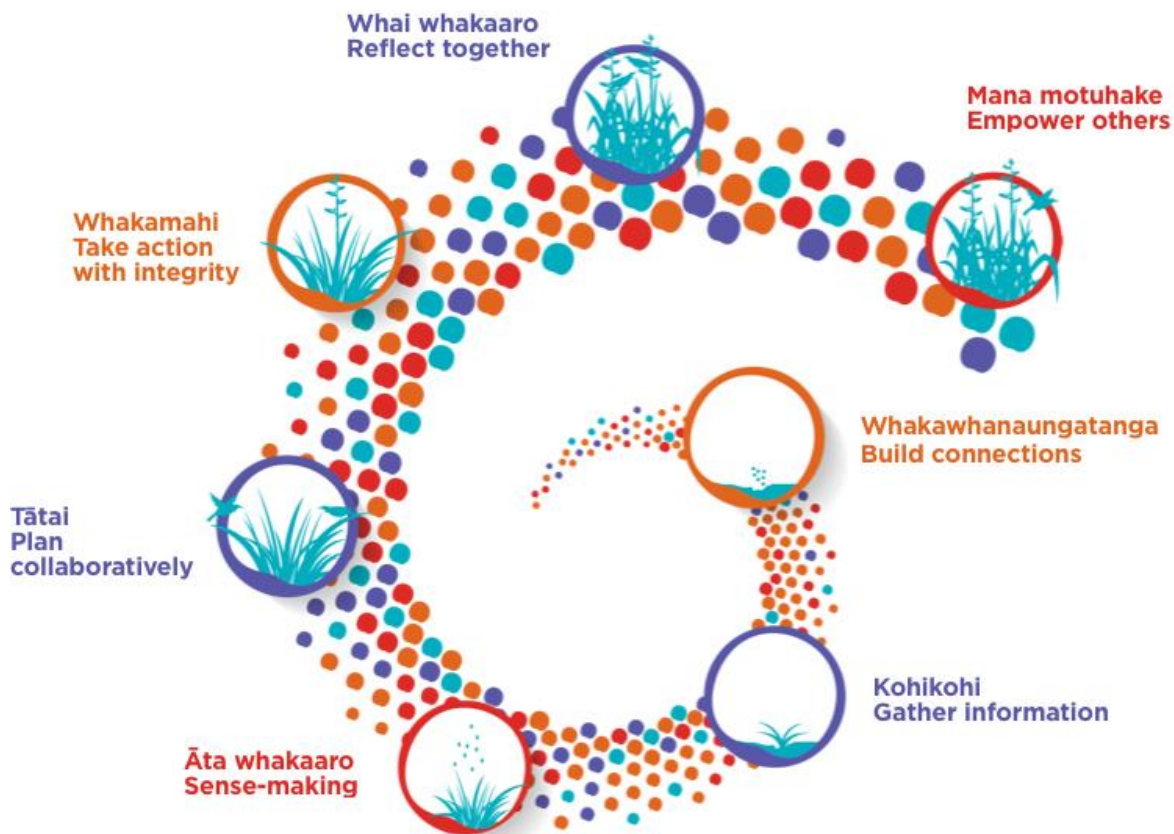




## He Pikorua in Action Reflective Questions



### Whakawhanaungatanga – building connections

- What resources can I utilise to help me build respectful, reciprocal relationships with whānau and other educators?
- How well does our team reflect the community? Who else may need to be involved to provide further knowledge and perspectives?
- How can I support the schools/kura in this cluster to welcome connections with all ākonga and whānau?
- For Māori whānau, who in our learning community can support me to develop culturally sustaining practices?
- What does valuing whānau as experts on their tamariki and ensuring they are part of any relevant planning and decision-making look like in my role?
- How do we find out and understand what is important to this learning community? (vision, tikanga, kawa)
- How are we establishing safe and careful information sharing and consent protocols that will allow us to work effectively as a cluster?



## Kohikohi – gathering information

- Who do we currently approach to gather information? Who else could we ask to ensure we have multiple perspectives?
- What current methods do we use to gather information and deepen our understanding?
- How will we ensure we have gathered information from a variety of sources and settings?
- How will we prioritise and coordinate our information gathering process?
- What information gathering practices are schools/kura in our cluster undertaking that is based on best evidence?
- How effectively are we promoting evidence-based information gathering practices and providing guidance about what will make a difference for ākonga?
- How are we gathering information that helps us understand strengths and needs at a universal school/cluster wide level through to a more individualised level?

## Āta whakaaro – sense-making

- How can you support teams as they come together to reflect on all the information gathered and discuss interpretations?
- How has the information that has been gathered supported you and your team to deepen your understanding about the context?
- How has the team used the information gathered to define the situation using clear, useful and careful language?
- How are the interpretations and perspectives of others equally incorporated to come to a shared āta whakaaro?
- How can your discussions and conclusions in āta whakaaro connect across the tiers of support?
- As a team have you had opportunities to:
  - ✓ *Organise the information – collected it together, labelled it, sorted it, shared it?*
  - ✓ *Read the information – a chance for all to look at what has been collected and start to think what it might mean?*
  - ✓ *Describe the information – keeping it factual, identify potential emerging themes?*
  - ✓ *Classify the information – generating shared categories and themes that help to start drawing conclusions?*
  - ✓ *Interpret the information – what the information tells us about the situation, assumptions that we can start making, things we could start to prioritise, strengths and challenges based on the information?*
  - ✓ *Decide on shared conclusions or understandings to base next steps for planning, tātai.*

## Tātai – plan collaboratively

- How are ākonga, whānau and kaiako taking an active role in the planning process?
- How can plans be inclusive of universal, targeted and individualised supports? How do they ensure connectedness and coherence across the tiers?
- How are the original goals, aspirations and outcomes identified by ākonga, whānau and kaiako reflected in the planning?
- How are we drawing on strengths-based and culturally responsive strategies and tools in the planning and next steps?
- What additional tools, resources and skills might be needed to support the team to achieve the goals in the plan?
- How are we ensuring the ideas and strategies in the plan can be integrated into the everyday interactions, activities and routines of ākonga, whānau and kaiako?



## Whakamahi – take action

- What is my role in supporting our team to implement strategies and approaches identified in tātai?
- What coaching or other professional learning opportunities might be needed to support progress towards the goals in the plan?
- How are we ensuring that the work we do together in putting the plan into action is mana-enhancing for ākongā, whānau and kaiako?
- Have we got a shared understanding of the roles and responsibilities of the team?
- How has the team been enabled to communicate, provide support, share successes and meet challenges?
- What monitoring processes are in place to ensure the goals, strategies and supports in the plan remain relevant and appropriate?

## Whai whakaaro – reflect together

*Reflecting on progress:*

- How will we gather and share evidence and outcomes data to illustrate change and progress?
- How can we ensure we have all perspectives are included in our conversations on progress?
- How can we keep conversations about progress and challenges mana-enhancing for ākongā, whānau and kaiako?
- What connections can we make between progress and the actions of kaiako, whānau, support staff and other adults? What might we keep doing?
- Looking back at the plan – what has contributed to progressing towards the identified goals. What might have got in the way?
- How can we use our reflections to plan for next steps?

*Reflecting on collaboration:*

- How would we describe our partnership in this work?
- How might our ways of working together contributed to progress? Communication, roles, balance of power?
- How have we celebrated successes?
- How have we managed challenges or setback?
- What have we learned from our time together that we would want to do again?
- What might we do differently next time to build on and strengthen teamwork?

## Mana Motuhake – empower others

- How well have we acknowledged the team's contributions and encouraged empowerment?
- How do team members talk about their learning during our work together and the implications for the future?
- How confident are we that progress will be sustained? What else might be needed?
- How confident are we that the team can use the knowledge, skills, tools, and strategies that have been developed to inform and strengthen future responses?
- Check in with ākongā, whānau and kaiako about what will help to further their work together?
- How have we celebrated the shifts toward self-determination?