



Ko te ahurei o te tamaiti ārahia o tātou mahi
Let the uniqueness of the child guide our work

He Pikorua Practice Principles



Mokopuna and whānau-centred

Mokopuna and their whānau are at the centre of decisions, actions and practices that affect their interests, goals and well-being.



Culturally affirming and responsive

We acknowledge and celebrate the diverse identities, languages and cultures of mokopuna, whānau and kaiako.



Ecological

We focus on the important connections between mokopuna, their learning environments and their relationships with others.



Collaborative

We work in partnership to develop, share and achieve mutually agreed goals.



Inclusive

We support mokopuna and whānau to actively contribute and belong within their learning settings and community.



Evidence informed

We position evidence as the dynamic interaction between research and inquiry; the perspectives and experiences of whānau and mokopuna; and practitioner and kaiako knowledge.



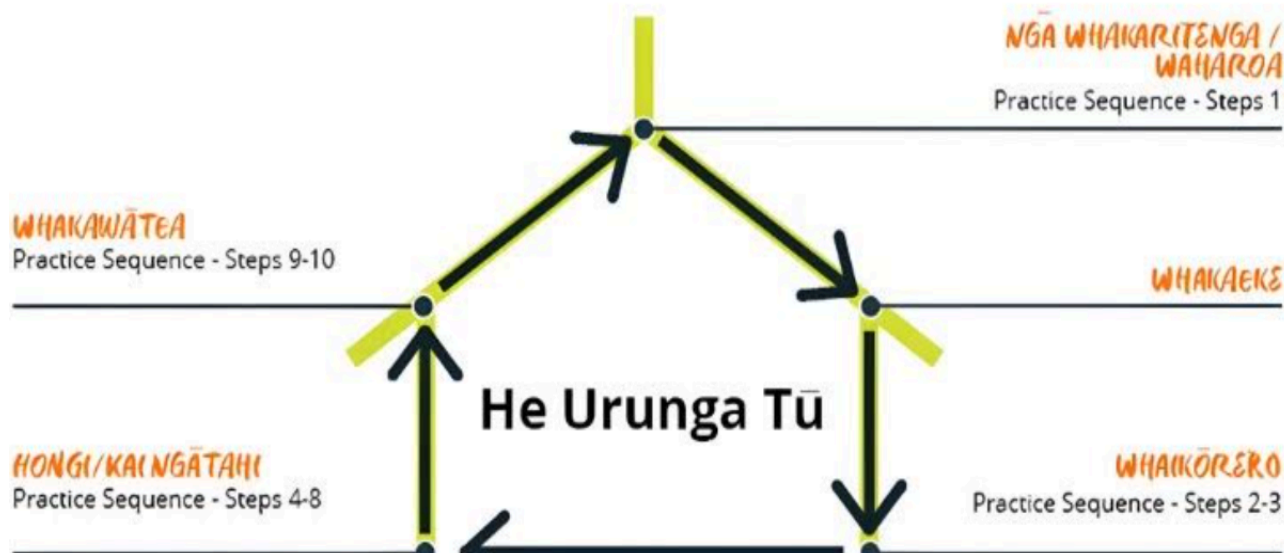
Strengths-based

We commit to using holistic, strengths-based approaches which enhance the mana of mokopuna, whānau, kaiako and their community.

Te Waharoa - Clarification Hui

Whakawhanaungatanga - Build connections, listen and share - clarify what matters.

RTLB are manuhiri and enter when invited to work through what is wanted and how we can be of service



He Urunga Tū - An Entrance to Engagement framework contains key phrases that align well with He Pikorua

He Urunga Tū	He Pikorua
Ngā Whakaritenga (preparation) / Waharoa (the gate where manuhiri gather before entering the marae) & Whakaeke (assembling together)	Whakawhanaungatanga
Whaikōrero (speaking - sharing whakapapa, acknowledging takata whenua and manuhiri)	Kohikohi
Hongi(symbolises unity and the breath of life)/ Ngātahi (unity)	Āta Whakaaro/ Tātai/ Whakamahi/ Whai Whakaaro
Whakawātea (clearing the space/ pathway)	Mana Motuhake

The He Urunga Tū framework uses the analogy of pōwhiri to illustrate that the work RTLB do in kura is always by invitation to support the ākonga, kaiako, and kura.

Tangata Whenua: People of the land. Those who have authority in a particular setting.

Manuhiri: Anyone new invited to the setting to facilitate, support, and nurture the child through their learning journey.

Tangata Whenua and Manuhiri may include Mokopuna, Tamaiti, Whānau, Hapū, Iwi, Ākonga, Hāpori, Liaison RTLB, learning support coordinators, school staff, Government, and Non-Government Agencies.

Skills

Identify by ticking any of these the student is having difficulty meeting

<input type="checkbox"/> Maintaining focus	<input type="checkbox"/> Regulate activity level
<input type="checkbox"/> Handle transitions, shift from one mindset to another	<input type="checkbox"/> Persist on challenging or tedious tasks
<input type="checkbox"/> Consider the likely outcomes or consequences of actions (impulse control)	<input type="checkbox"/> Sense of time (time that has passed, time needed)
<input type="checkbox"/> Consider a range of solutions to problems	<input type="checkbox"/> Flexibly handle ambiguity, uncertainty
<input type="checkbox"/> Shift from original idea, plan or solution	<input type="checkbox"/> Express concerns, needs, or thoughts in words or other means of communication
<input type="checkbox"/> Appreciate how their actions affect others	<input type="checkbox"/> Understand what is being communicated by others
<input type="checkbox"/> Regulate emotional response to problems and frustrations	<input type="checkbox"/> Empathise with others, appreciate another person's perspective or point of view
<input type="checkbox"/> Tolerate and manage the sensory environment	<input type="checkbox"/> Introception (ability to understand and feel what's going on inside their body)

Identifying lucky and unlucky frustration response

<u>Lucky Responses</u>	<u>Unlucky Responses</u>
<u>An example of what and when</u>	<u>An example of what and when</u>

Strengths and Information

Whānau perspective

(Strengths, what is going well, what is happening now, what might help, unmet expectations?)

Kaiako perspective

(Strengths, what is going well, what is happening now, what might help, strategies successful, unsuccessful and why, unmet expectations?)

Mokopuna perspective

(Strengths, what is going well, what is happening now, what might help, unmet expectations?)

What is the intended outcome for you?

(What is the ideal for the mokopuna, whānau and kura?)

The goal of the Empathy Step is to gather information from the child about his/her concern or perspective on the unsolved problem you're discussing (preferably proactively). For many adults, this is the most difficult part of Plan B, as they often find that they are unsure of what to ask next. So here's a brief summary of different strategies for "drilling" for information:

REFLECTIVE LISTENING AND CLARIFYING STATEMENTS

Reflective listening basically involves **mirroring what a child has said** and then encouraging him/her to provide additional information by saying one of the following:

- "How so?"
- "I don't quite understand"
- "I'm confused"
- "Can you say more about that?"
- "What do you mean?"

Reflective listening is your "default" drilling strategy...if you aren't sure of which strategy to use or what to say next, use this strategy.

ASKING ABOUT THE WHO, WHAT, WHERE/WHEN OF THE UNSOLVED PROBLEM

EXAMPLES:

- "Who was making fun of your clothes?"
- "What's getting in the way of completing the science project?"
- "Where is Eddie bossing you around?"

ASKING ABOUT WHY THE PROBLEM OCCURS UNDER SOME CONDITIONS AND NOT OTHERS

EXAMPLE: "You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what's getting in the way in social studies?"

ASKING THE CHILD WHAT S/HE'S THINKING IN THE MIDST OF THE UNSOLVED PROBLEM

Notice, this is different than asking the child what s/he is feeling, which doesn't usually provide much information about the child's concern or perspective on an unsolved problem.

EXAMPLE: "What were you thinking when Mrs. Thompson told the class to get to work on the science quiz?"

BREAKING THE PROBLEM DOWN INTO ITS COMPONENT PARTS

EXAMPLE: "So writing the answers to the questions on the science quiz is hard for you...but you're not sure why. Let's think about the different parts of answering questions on the science quiz. First, you have to understand what the question is asking. Is that part hard for you? Next, you need to think of the answer to the question. Is that part hard? Next, you have to remember the answer long enough to write it down. Are you having trouble with that part? Then you have to actually do the writing. Any trouble with that part?"

DISCREPANT OBSERVATION

This involves making an observation that differs from what the child is describing about a particular situation, and it's the riskiest (in terms of causing the child to stop talking) of all the drilling strategies.

EXAMPLE: "I know you're saying that you haven't been having any difficulty with Chad on the playground lately, but I recall a few times last week when you guys were having a big disagreement about the rules in the box-ball game. What do you think was going on with that?"

TABLING (AND ASKING FOR MORE CONCERNS)

This is where you're "shelving" some concerns the child has already expressed so as to permit consideration of other concerns.

EXAMPLE: "So if Timmy wasn't sitting too close to you, and Robbie wasn't making noises, and the floor wasn't dirty, and the buttons in your pants weren't bothering you...is there anything else that would make it difficult for you to participate in Morning Meeting?"

SUMMARIZING (AND ASKING FOR MORE CONCERNS)

This is where you're summarizing concerns you've already heard about and then asking if there are any other concerns that haven't yet been discussed. This is the recommended strategy to use before moving on to the Define Adult Concerns step.

EXAMPLE: "Let me make sure I understand all of this correctly. It's hard for you to do your social studies worksheet for homework because writing down the answers is still hard for you...and because sometimes you don't understand the question...and because Mrs. Langley hasn't yet covered the material on the worksheet. Is there anything else that's hard for you about completing the social studies worksheet for homework?"

Prepared with the assistance of Dr. Christopher Watson

Refined Focus

Collaboration Team Communication

Best time for meetings:

Best ways for information to be shared and preferred ways of working together:

School expectations regarding when, how and who the RTLB needs to report to:

How would whānau like to be communicated with?

Core Information

Request Name and School	
Type of Request Te Matua (Systems, Project, School) Te Kāhui (Group) Te Arotahi (Individual)	
Date	
Liaison RTLB completing the form	
If proceeding to Request Consent signed by Teacher Whanau	
Teacher Requesting Support	
Teacher Email and Phone numbers	
RTLB currently working with teacher	
Is the teacher IYT trained?	
Has the teacher prior knowledge of CPS?	
People present and role	
Case Type: Learning Learning and Unmet Expectations	
Previous agencies as well as present agencies involved	

Student Information

Student Name		1st Contact: Parent/ Caregiver	
NSN		Home Address	
Date of Birth		Home Phone	
Gender		Work Phone	
Ethnicity		Mobile Phone	
Language spoken in the home		Email	
Currently accessing ESOL?		2nd contact: Parent/ Caregiver	
Current Service Involvement		Home Address	
Previous Service Involvement		Home Phone	
Other Agency Involvement		Work Phone	
		Mobile Phone	
		Email	