

Whakawhanaungatanga - Building connections

Thinking & Planning

- Plan initial contacts - SENCo/LSC parent, teacher/s, student/s, other agencies
- Plan initial meeting questions e.g. Growth Coaching questions, to collect data and/or get collaborative participation
- Plan frequency of meetings, observations, assessments, implementation and monitoring visits
- How do you get student and whanau involved?
- How to use surveys and interviews effectively?
- How to build relational trust?
- How to maintain professionalism?
- How to reflect together?
- How to empower others?

Activity/Actions

- Make the initial contact with either the SENCo or LSC
- Maintain contact with SENCo/LSC throughout the intervention and to be cc'd in all correspondence
- Keep whanau and other agencies informed - meetings, relevant information and progress
- Professional conduct at all times
- Remember you are manuhuri (visitor) when at the school

Recording & Writing

- On the Build Connections tab, record all contact made with stakeholders during the intervention.
- These contacts should be made frequently to show ongoing involvement throughout.

Mana motuhake
Empower others
Acknowledge contributions and empower others to continue.

Whakawhanaungatanga
Build connections
Listen and share – clarify what matters.

Kohikohi
Gather information
Deepen understanding by gathering evidence from multiple perspectives.

Āta whakaaro
Sense-making
Collaboratively analyse and summarise information with open minds.

Kohokohi - Gather information (1)

Thinking & Planning

- Consider the range of the request for support - severity/facility, family, individual factors
- What is already known?
- Different perspectives?
- Identify consistencies and inconsistencies
- Is this case within need?
- What possible legal/ethical/cultural/practical considerations are needed?
- Plan initial meeting
- Prepare possible questions to get answers that will help you clarify the request for support - start with open-ended questions to explore the breadth of the concerns before specific questions for more detail
- Consider existing hypothesis of those involved
- Generate other hypotheses with PL or colleague
- Carry out an initial literature search
- What opportunities are there for your professional growth and development and goal acquisition
- Consider the He Pikorua guiding principles

Activity/Actions

Once allocated and read, you may need more information - Discuss with PL/colleague.

At initial meeting negotiate:

- Establish parameters of confidentiality
- Obtain informed consents - written permission to contact others if needed
- Clarify the request for support concerns and desired focus (outcomes)
- What are other concerns at home/school?
- What works at home/school?
- What are the strengths and interests?
- If co-working, negotiate clear roles and responsibilities
- Decide what other data to collect, when, by whom
- Decide how and when feedback will be given and to whom
- Set dates for feedback/planning meeting and reviews (closure meeting if know)

Recording & Writing

Once allocated:

- Keep all contacts up to date in Build Connections tab
- Create Gather Information (add year) label
- Create data collection plan

After initial meeting:

- Add any new/additional information to the database in Gather Information tab
- Enter data collection plan - what, why, when and whom

Note:

An initial meeting template could be used to gather data or data could be entered directly into the database.

Kohokohi - Gather information (2)

Planning & Preparation

Generate a number of hypotheses. Plan to gather both quantitative & qualitative data to test your hypotheses/theories about the situation. Ask two questions about each hypothesis. What data will prove it?

- Identify what data you need to answer these questions.
- Identify key sources - historical or current reports (written consents must be obtained to access external reports at all times).
- Read & note relevant data from existing records.
- Plan observations
- Plan any direct assessments
- Develop questionnaires/review existing ones (student/whanau voice)
- Review any standardised tests you plan to use.
- Plan interviews - student, teacher, whanau

Plan:

- Gather tools/materials needed for data gathering
- Consider timing for contacts and travel

Do not gather unnecessary data!

Activity/Actions

Make arrangements

Organise initial data gathering:

- Arrange dates and times.
- Coordinate, if necessary, with any other agency or professional involved.
- Use cost-effective & minimally intrusive data-gathering methods.
- Always ensure those concerned have written notification via email.
- Keep people informed.
- Always work through the SENCo/LSC to gain entry, unless otherwise arranged - always cc SENCo/LSC in all correspondence to teachers.
- Have backup options.

Recording & Writing

Include a Background section from what you already know that is relevant and important. This is gathered from the context of the referral, school data and initial meeting notes.

E.g. if your focus is on learning difficulties, include educational history in the background:

- Arrange in a logical order - generally chronological or organised in 'themes' e.g. family; schooling; previous supports and agency involved, etc.
- Be concise - 1 or 2 paragraphs

Develop any materials you need:

- Interview formats - talking to parent or teacher requires careful preparation
- Observation formats
- Data collection record forms

Keep track of:

- communication with those involved
- keep contacts on the database up to date
- External records/reports seen
- Assessment activities

Ata whakaaro - Sense making

Thinking & Planning

Seven steps useful for developing an analysis:

1. Note the original concerns/focus
2. Note the negotiated concerns/focus
3. List the hypotheses and sort data
4. Identify hypotheses that are supported by data; not supported by data
5. Decide on 3-4 key factors influencing the situation (neutral headings)
6. Organise data within the factors the support
7. Summarise what you think is happening in this situation for this student

- Consider links with literature & current social/cultural environments
- Consider what format you will use to present findings

How might you prepare for:

- managing sensitive information
- variations in understanding
- new information
- disagreement
- negativity - particularly when the student is present

Activity/Actions

This element consists of a lot of thinking and planning!

The sense-making (analysis) is where you show how you interpret the situation in light of your data and relevant literature - i.e. why the presenting issues are occurring; and, what is influencing and/or maintaining them. Developing an analysis with the student, other members of the team and/or a colleague is advised. Diagrams/large sheet of paper may help to organise information.

Ensure key people (e.g. teachers, parents, student, others agencies) have been invited to a planning meeting to consider the findings and analysis. Confirm:

- date and venue
- purpose
- agenda
- who will be there
- start & finish times

Recording & Writing

Sense-making tab on the database:

- State your analysis of every assessment/observation/student and/or whanau voice/school data clearly and succinctly
- Be brief and to the point - avoid long and complex sentences
- Show any links & relationships between influencing factors
- Show how your thinking is supported by literature
- No new or irrelevant data should be introduced

Note:

- Use a process that works for you (e.g. diagram, chart or summarised sheet)
- Allow for data about strengths and difficulties
- Organise data for clarity
- Show triangulation of data
- Show collaboration
- Be selective and succinct
- Use language that encourages rather than limits

Tātai - Plan collaboratively

Thinking & Planning

Plan feedback meeting:

- Prepare any material- for the meeting.
- How will you ensure genuine collaboration?
- Consider any potential difficulties and how you might deal with these if they occur during the meeting.
- How will you deal with any time constraints/people needing to leave early/people arriving late/running out of time/long-windedness, etc?

Consider potential intervention strategies for discussion:

- Identify any safety issues or other priorities
- Ensure strategies are appropriate
- Consider the need for any additional resources or LSF
- Try to keep strategies inclusive - if not, plan a process for return to the normal class programme
- Keep intervention ideas simple and close to what can be done with minimal change
- Ensure no one person will have too much to implement

Activity/Actions

Meet with the team of people involved and collaboratively:

- Discuss data gathered
- Incorporate any new information
- Explore relationships between factors
- Discuss analysis
- Discuss the implication for intervention
- Prioritise factors to identify key area/s for intervention
- Set SMART goals (3 max)
- Identify intervention strategies and actions
- Identify ways to measure progress
- Identify key people for tasks
- Coordinate interventions with any other agency involved
- Set timelines for ensuring implementation of intervention plans, support contacts and progress review

Recording & Writing

Create a Plan Collaboratively tab on the database. Copy the context and agreed focus, and add the planning team and review date in the Intervention Info box. Type in the domain, the name and description of each intervention goal, then add the action/strategies, who and by when.

Priorities/Key Issues/Implication for Intervention

Creating this intervention plan allows you to clarify how the analysis of the situation will influence the intervention decisions:

- key areas for intervention & priority sequence
- ways in which interventions might be implemented
- clear rationales for decisions

Intervention

- purpose and context of each specific strategy to align with the sense-making (analysis)
- use of strengths/positive supports
- who is involved
- outcome measures - what, how, by whom, timeframes

Whakamahi - Take action with integrity

Thinking & Planning

- Plan how you will check that strategies are being carried out, and how they are progressing. *(Often programmes don't work because they have not been implemented properly, or sometimes not implemented at all.)*
- Outcome measures should show whether or not progress towards intervention goals is being made. Progress steps may initially be small.
- Collect and collate ongoing data and decide on how you will present this information to the participants and in your reflection together.
- Consider tables, graphs, post data surveys, etc.
- When things are going well, think about how outcomes can be generalised to other settings and situations
- If the interventions are not bringing about the expected results, check the implementation of the strategies/ actions; are some strategies requiring too much at one time; are there other contributing factors, and do the data suggest other hypotheses that need testing.

Activity/Actions

Distribute copies of the intervention plan, with clear steps for specific strategies. Check *early* that interventions are being implemented as set out. Support those involved - particularly where there might be an initial escalation of negative behaviours. Focus attention towards success. Check regularly for any anomalies or anything unexpected.

Modify interventions strategies only if necessary/discuss with PL or colleague. Keep intervention strategies on track to meet timeframes:

- Collect data regularly to know what is happening.
- Confirm data for the review meeting.
- Clarify the purpose of the review meeting and who is involved.
- Ensure all intervention outcome data are available.
- Schedule a review meeting
- Reflect together on the celebrations, barriers and the way forward.
- As appropriate, re-negotiate continued support or involvement.
- Discuss the process for closure.

Recording & Writing

Enter comments/data on the Implementation tab of any strategies/actions/modelling implemented/done. The same must be done when monitoring the successful implementation of the Monitoring tab's strategies/actions/modelling.

Note: *The comments/data collected could be used as post data when reflecting together at the review meeting.*

Whaiwhakaaro - Reflect together

Thinking & Planning

Every request for support provides opportunities to learn and to inform future practice.

As you work through the intervention, regularly reflect on your practice - don't leave reflection to the end of the intervention.

Think of what to ask the participants at the review meeting to determine what is working well (celebrations) and /or not-so-well (barriers), and explore possible reasons.

Think of what the next steps are and the way forward to maintain the success, before the case closure.

Reflect on your key professional growth and explore this with your practice leader.

Ata whakaaro
Sense-making
Collaboratively analyse and summarize information with open minds.

Activity/Actions

Reflect Together

- As you monitor the interventions, and at closure, seek feedback from participants as to what is working well (celebrations) and /or not-so-well (barriers), and explore possible reasons.

Professional Growth

- What went well - why? How did you contribute to this?
- In what ways did your work follow the guiding principles of He Pikorua
- What might you do differently next time - why? How?
- What surprises were there? Why do you think they happened? How did you handle them?
- What considerations did you need to make regarding data gathering techniques - legal, ethical, cultural, practical?
- What's the rationale for your choice of tools & strategies used?
- What learning/development did you gain as a practitioner?
- What 'next steps' does this piece of work encourage you to take for your professional development.

Recording & Writing

Reflect Together

Create a Reflect Together tab on the database. Copy the context and agreed focus. Complete the pre-and-post data for each goal. Change the status of the goal. Record the celebrations and barriers, and the way forward.

Professional Growth

Add new reflections at the concluding stages of your work (for your professional growth).

- Show how you worked collaboratively.
- Show how you negotiated your role.
- Identify challenges and how you met them.
- Link new learning/professional growth to professional growth goals.
- If any difficulties, show how you might avoid/minimise these in the future.
- Organise your reflections in a way that makes for clarity and ease of reading.
- Update your Appraisal Quality Practice Framework document - show Standards for the Teaching Profession met and add note any practices/goals to work on.

Mana motuhake - Empower others

Thinking & Planning

Acknowledge contributions and empower others to continue

- When we strengthen the capacity of everyone who supports mokopuna, we promote positive relationships and environments that enable our mokopuna to grow and flourish.
- A key aspect of learning support is recognising the adults in the lives of mokopuna as key agents of change.

Empower throughout process and beyond

- Teams can feel empowered in circumstances where they have developed relevant confidence, knowledge, skills and experience.
- Empowerment is promoted when collective expertise and responsibility is shared, and teams or individuals feel able to lead and make decisions for themselves, based on their learning.

Activity/Actions

Note: Empowering others happen throughout the practice sequence.

- Whanau and educators who have been actively engaged in all the stages of the process (i.e. goal setting and planning) will feel confident to use the knowledge, skills, tools and strategies that the team has developed and used.
- Confidence in using this learning can inform and strengthen future responses to needs.
- Every request for support provides opportunity for a practitioner to learn and inform future practice.
- Practitioner can evaluate their professional contributions to the team and reflect on their knowledge, skills and performance against professional competencies.

Examples of empowering:

- Workshop facilitation
- Reflecting in casework and discussion with practice leader
- Reflecting within the team
- Reflecting with whanau

Recording & Writing

Note: The recording of how you have contributed to empower others and how you have been empowered by this request for support and its intervention are recorded in the Reflect Together and Professional Growth tabs.

Reflective questions for support:

- How effective have we been in engaging the mokopuna and whānau, and supporting them to contribute to the process of achieving their original goals, aspirations and shared outcomes?
- How will we incorporate the perspectives of mokopuna and whānau when making decisions about future supports and moving toward mana motuhake?
- What barriers and opportunities did we encounter along the way? What has changed as a result of our teamwork?
- How have we gathered and shared evidence and outcomes data to illustrate change and progress?