

Positive 
Behaviour
for Learning

RESTORATIVE
PRACTICE

Restorative Practice Aotearoa New Zealand

Ngā Rangatira Mō Apōpō

Growing Restorative Student Leaders



**Ngā mihi o te rā
Ki te whānau e huihui nei
Kia tau te rangimārie
Kia whakatapua tātou
me ngā mea
E whakaponono ana tātou
Haumi e hui e
Tāiki e**

*Greetings of the day
to the whānau gathered here
Let peace be with us
And may we respect each other
and what we believe
Let us begin*

Ko tēnei taku mihi ki ngā tangata whenua o te rohe
ki ngā Ngunnawal, Ngambri me ngā Ngarigu nei.
Tēnā koe.



Jo Chamberlain Whanganui

Janine Mackay Kirikiriroa

Cath Forster Kapiti



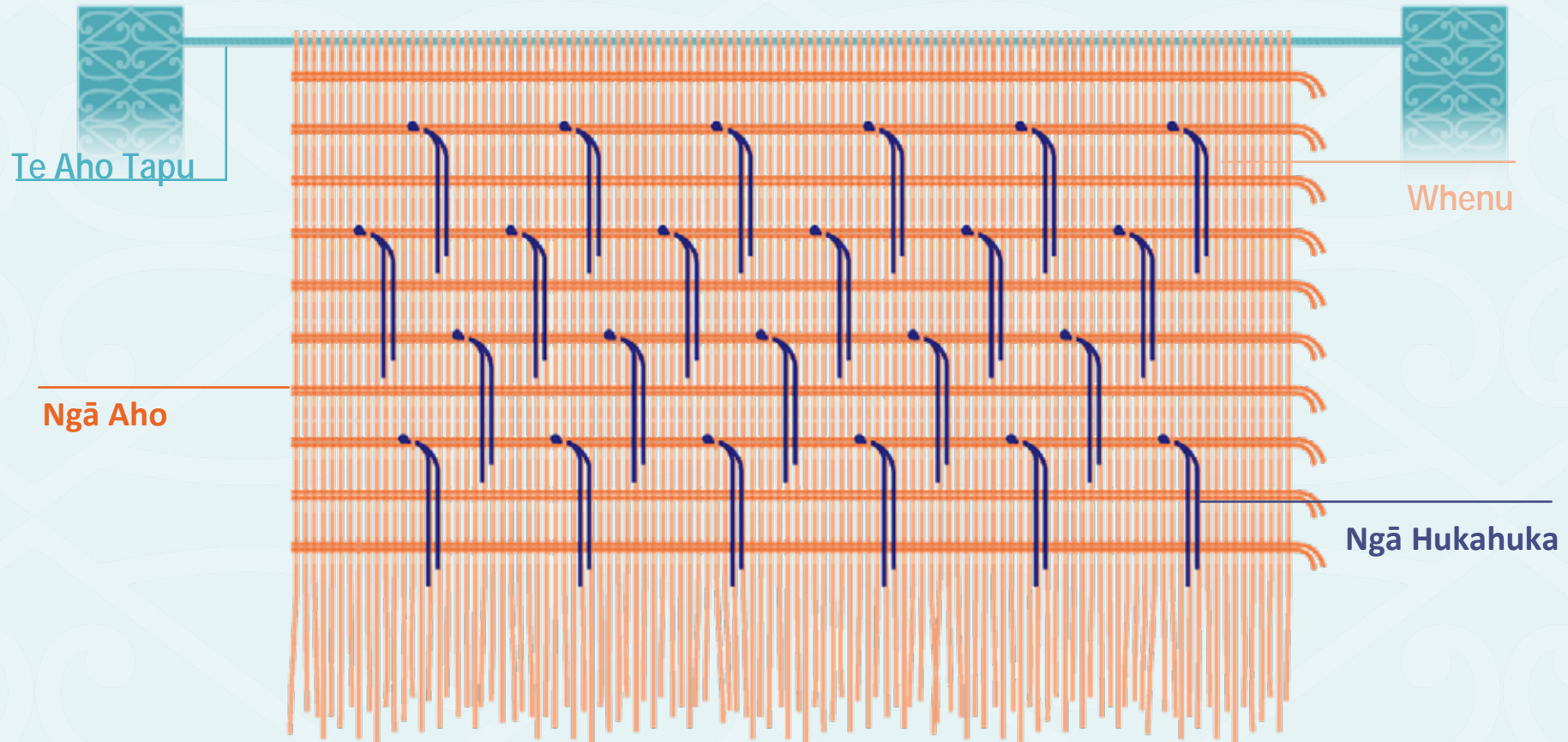
Te Haerenga - Our journey so far

Ngā Rangatira mō Āpōpō - Restorative Student Leaders

3 May 2024



Leading Restoratively Student Leaders within our Atanoho framework



Rangatiratanga

developing restorative leadership skills
and dispositions

Maramatanga

growing knowledge or relational
restorative practices

Whanaungatanga

exploring strategies that build inclusive
relationships

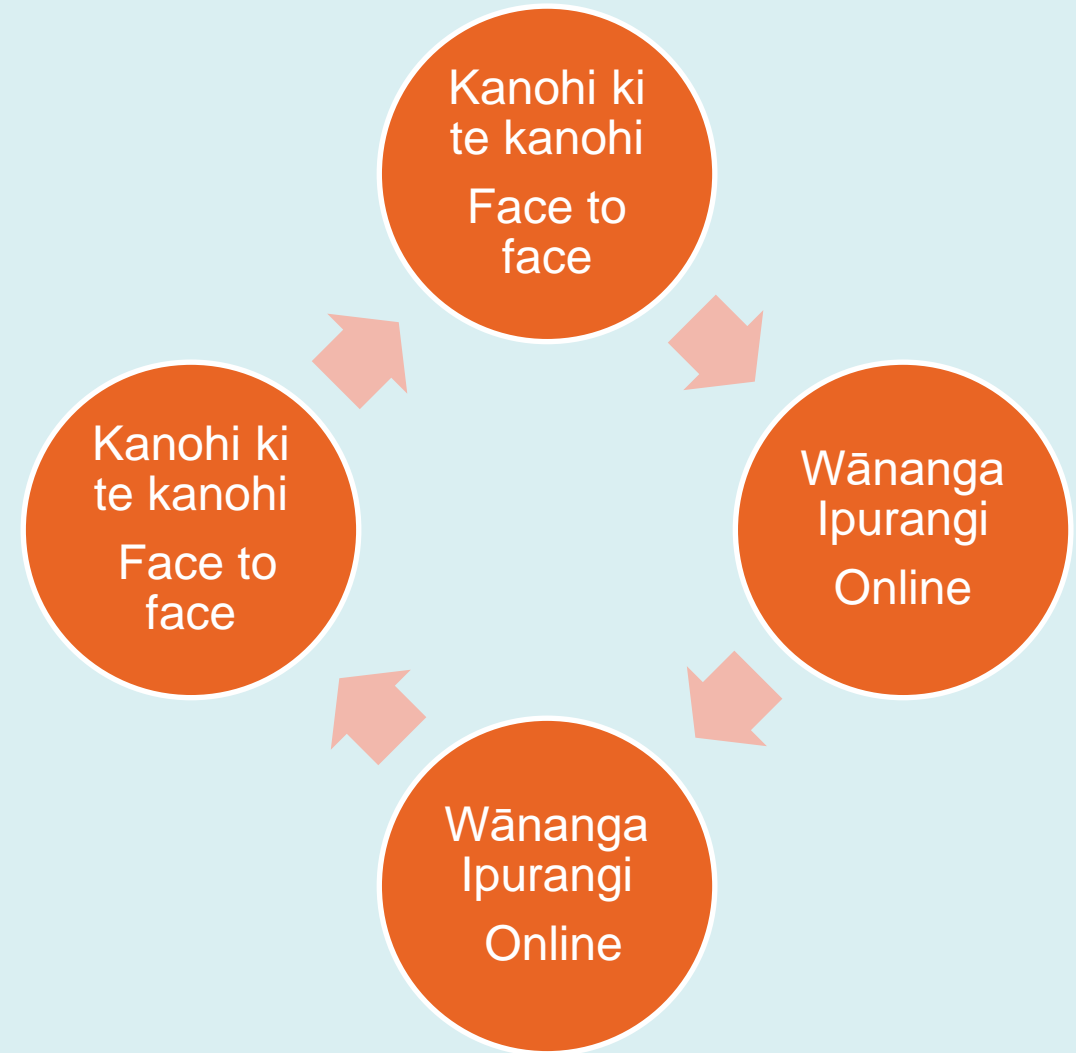
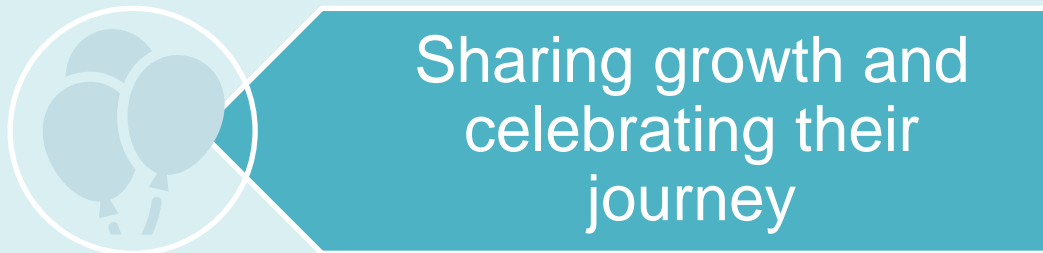


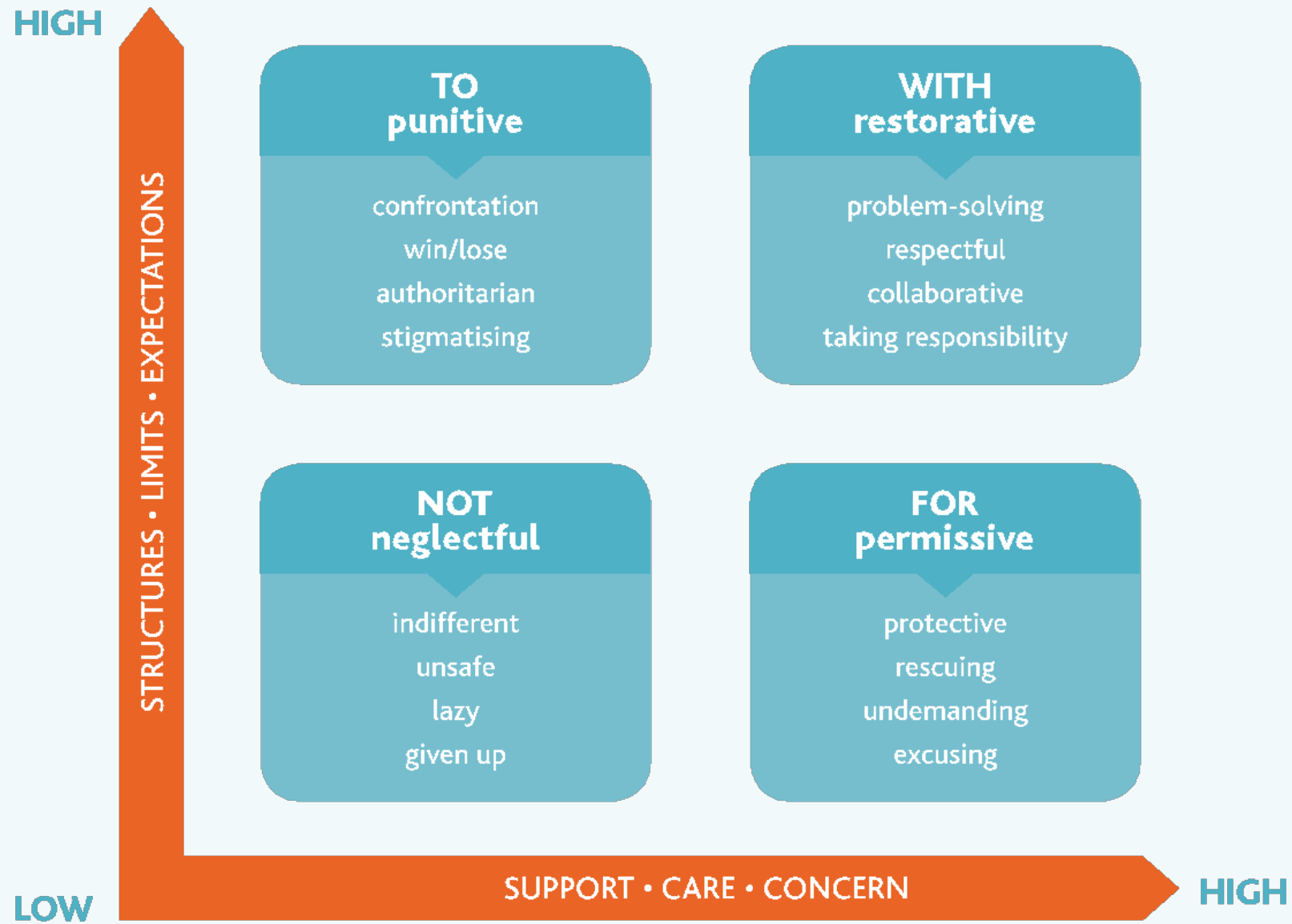
A sunset over a beach with a decorative pattern overlay. The sky is filled with warm orange and yellow light, transitioning to a darker blue at the top. The beach is visible in the foreground, with waves breaking on the shore. A decorative, repeating pattern of stylized, interlocking shapes is overlaid on the entire image, creating a textured background.

Never doubt that a small group
of thoughtful committed individuals
can change the world.
In fact, it's the only thing that ever has.

(Margaret Mead)

Our way of working





Adapted from Wachtel and McCold, 2003 (adapted from Glaser, 1964)

HIGH

STRUCTURES • LIMITS • EXPECTATIONS

TO
punitive

BOSSY

stigmatising

WITH
restorative

Equity

equity

NOT
neglectful

Useless

indifference

support

FOR
permissive

Over
Achiever

LOW

SUPPORT • CARE • CONCERN

HIGH

Adapted from Wachtel and McCold, 2003 (adapted from Glaser, 1964)

Tell

Ask

Ignore

Answer



Ki te kotahi te kākaho ka whati

Ki te kāpuia, e kore e whati

When reeds stand alone

they are vulnerable,

but when bound together

they are unbreakable.

Kingi Tūkāroto Matutaera Pōtatau Te Wherowhero Tāwhiao





Wero

What is your
Big Hairy Audacious Goal
(BHAG) as a leadership team?



What is one change that you want to make in your kura school?

What would make it a better place for all ākonga?

	What's an important wish , or goal we want to achieve?	
	If we achieve it - what will the outcome be? What is the change we will see and how will we know we got there?	
	What is the main obstacle we will need to overcome? What could get in the way or throw us off track?	
	What's our plan , the action we can take, to navigate past those obstacles?	

WOOP is a goal setting technique developed by Gabriele Oettingen.

What is your
low lying fruit
apple or easy W?

Something that you could
do right now?



And we are happy to finally announce the mural!!

Whatawhata Student Council have been drawing and consulting on the design. This is the final design!! It is a representation of our school pepeha, wellbeing and people.



What are you most proud of as a leadership team?

Working together in everything
And listening
To everyone's ideas

We have managed
to achieve our goal
which was our legacy mural
something that can be left
for future graduates a
something new
for school

Working together,
thinking outside of the
box and deciding as one o
n our project and design

Joining everyone
ideas together
makes something
than what we
started with

Getting past our
obstacles and starting
a new mini Project
Presenting to our BOT
(Board of Trustees) was
a daunting task but
one we had to do!

We managed
to work together
as a team

We are proud
of the fact
that we had no help
And thought of this
solution between our young
minds

What have you learnt about leadership?

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a Pts. J j i l G G a g T
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What taonga or advice would you pass on to leaders following you?

It's n

You have all the
equipment available
to you to be able
to do great things,
just try 

Some people
[and mostly adults]
don't see things
the way you do.
Think in a creative way

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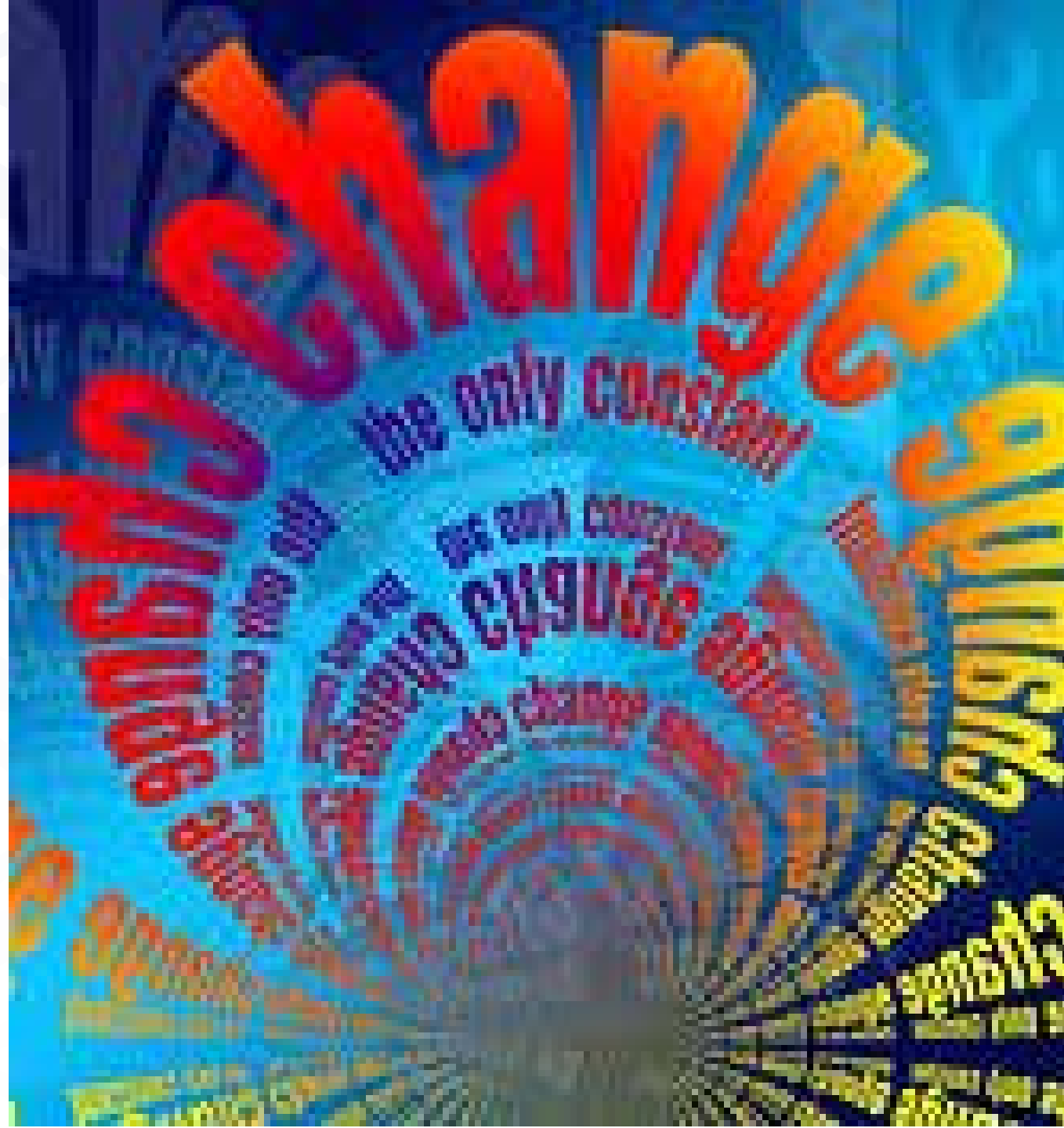
Looking forward

We are reflecting on ways to build staff/teacher capability that happens concurrently on the day.

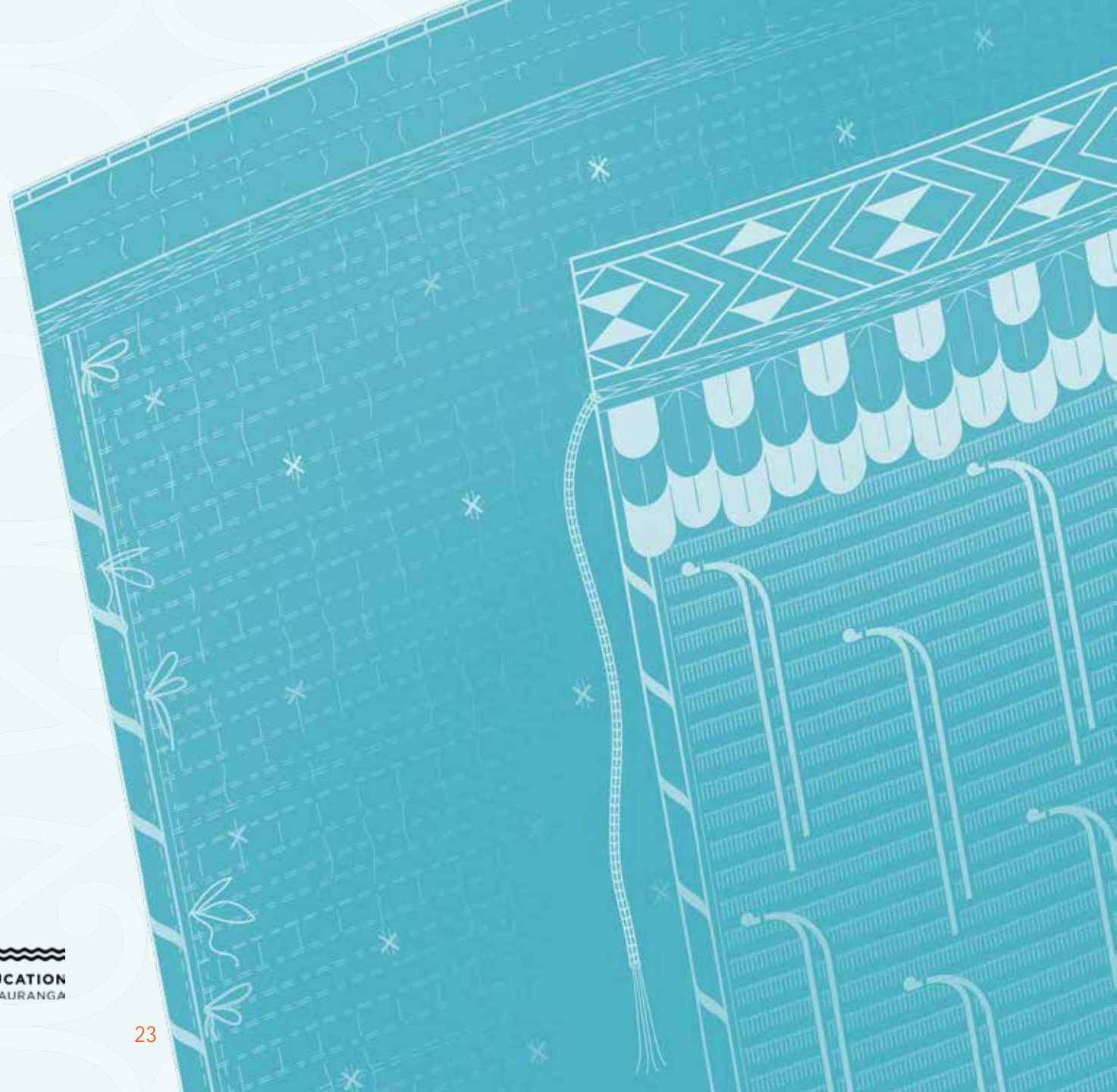
This is a model for existing schools in clusters.

What we learnt...

- Secondary v Primary
- Timing
- School timetables
- Community of schools
- Voice doesn't always prevail
- What matters to students
- The power of being in the room together



Ngā Patai



Kua mutu ā mātou mahi
mō tēnei wā
Manaakitia mai
mātou katoa
Ō mātou hoa
Ō mātou whānau
Āio ki te Aorangi

*Our work has finished
For the time being
Protect us all
Our friends
Our family
Peace to the Universe*



Ngā mihi nui

Thank you