

*Ko te ahurei o te tamaiti arahia ō tātou māhi*

*Let the uniqueness of the child guide our work*

# Transdisciplinary approach to teamwork at Kimi Ora School

Jess Hall, Deputy Principal - [jessh@kimiora.school.nz](mailto:jessh@kimiora.school.nz)

Dave Speden - Therapy Team Leader/Occupational Therapist – [daves@kimiora.school.nz](mailto:daves@kimiora.school.nz)

# Opening Karakia

Mauri oho  
Mauri tū  
Mauri ora  
ki a tatou.  
Haumi e  
Hui e  
Tāiki e!

---

Life force awaken  
Life force stand tall  
Life force all wellness,  
good health for all  
Join together, unite,

the group is ready to progress for the purpose of coming together

# Who we are....Jess

- Deputy Principal at Kimi Ora School in Te Whanganui-a-tara, Aotearoa (Wellington, NZ)
- Teacher for 20 something years
- My school years were terrible, I failed most of my schooling as it was not set up for my neuro-spiciousness which has given me a passion for mentoring kaiako (teachers,) in developing their understanding, abilities and passion for our different learners
- Been involved in disability all my life with family members, working as a teacher aide, carer support worker, specialist holiday program manager etc
- Special interest in our high and complex learners, developing student voice, planning and assessment for complex learners, mentoring kaiako (teachers,) in their development of individualised/holistic/authentic programs for all students and advocacy for our tamariki and whānau
- Live in Waitohi in Te Whanganui-a-tara with my two kids, partner, a couple of animals and am also a bar owner!



# Dave

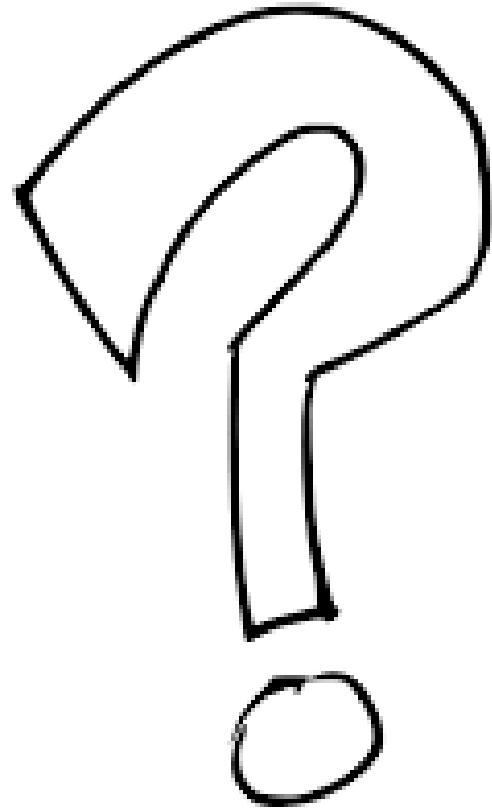
- Pepeha
- Have worked at Kimi Ora for nearly twenty years
- Appreciate the privilege of working with students over a long period of time.
- Work in a place where collaboration was all and all should feel welcome, I am very appreciative of this.
- Lead a team of fifteen specialists working with one hundred students over five sites
- Oh yeah I am the therapy team leader at Kimi Ora School
- Live with my partner and our dog and cat in Te Whanganui-a-Tara (Wellington).

# Our Kura (School)



- Kimi Ora is a specialist day school in Te Whanganui a-tara (Wellington)
- We have 101 students who all have high or very high ORS funding. Our students have high and complex needs
- We have a Base school and four satellites with more on the way....
- Holistic, Transdisciplinary approach to education and therapy. Our staff compromise of Specialist teachers, therapists: Physio, Speech and language, Occupational, Music and Dance. We also have an engagement team of Educational Psychologists, a school nurse, teacher aides and Outreach teachers who work with ORS funded students in the mainstream
- Our students are with us from 5 - 21 years old

What approaches are  
used in education  
settings



# What are some models of disciplinary practice?

- Intradisciplinary: working within a single discipline.
- Multidisciplinary: people from different disciplines working together, each drawing on their disciplinary knowledge.
- Interdisciplinary: integrating knowledge and methods from different disciplines, using a real synthesis of approaches.
- Transdisciplinary: creating a unity of intellectual frameworks beyond the disciplinary perspectives.

# Multidisciplinary

- All team members contribute to the achievement of the team.
- This team work individually with no interaction with the other team members but are working to pursue a common goal.
- Might use referral system.
- Withdrawal model which where all professionals work separately with the student.
- When information is relayed to the parent of the student each professional discusses with the parents separately.

## Interdisciplinary - How it works

- There is collaboration of ideas and resources.
- The general education teachers provide the curriculum for all their students while special educators make accommodations for students with special needs.
- There is no team teaching , each member sticks to their own professional job descriptions.
- Team members use the opinions and all members work together for the common goal.
- All members would meet and collaborate a plan and then it would be implemented based on what everyone agrees upon.



# Interdisciplinary - Issues

There are some disadvantages to this model and they are:

- Therapy is direct (i.e. hands on) and isolated
- Decisions are driven by orientation of each individual discipline
- Perpetuates idea students with special needs attend special schools to receive therapy rather than educational services.
- May receive limited service due to limited therapy time
- Difficult to collaborate.

# Transdisciplinary

- Team model where each specialist interacts with other specialists to provide services.
- Pools knowledge and expertise from all members of the team so that the entire group can best meet the intervention and assessment needs of the student.
- Teaching done in the class and suggestions and accommodations for a specific needs for their student with special needs are made in class in context.

# Transdisciplinary

Some of the major features of this model are:

- Indirect therapy approach
- Joint assessment
- Includes all team members - everyone has equal voice
- Roles blurr

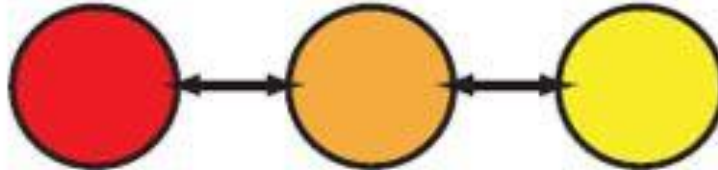
Transdisciplinary



Interdisciplinary



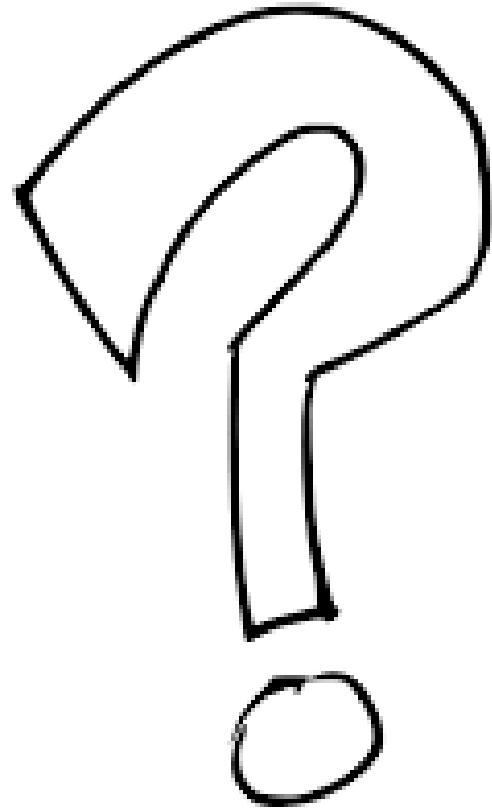
Multidisciplinary



Disciplinary



Why transdisciplinary



# Why

- We want to meet the student need across the whole day and week
- Create a cohesive programme
- Encourage student and whanau voice that is heard and understood by all members of the team
- Supporting students curriculum achievement in a way that is meaningful and develops their abilities in all areas of their life, not just their educational achievement
- It bloody works!



# How does this work at Kimi?!



Embedding into our school culture



# Our commitment

Transdisciplinary approach to education is the cornerstone of our school.

## **Kimi Ora school Strategic plan**

Kimi Ora School supports a diverse range of students by providing an individualised and holistic learning program for each student. Kimi Ora ākonga and their whānau are supported to reach their potential in a supportive, caring and highly specialised learning environment. Teachers, Teacher Aides and Specialists work cooperatively to implement a variety of motivating and challenging programmes that are derived from the ākonga needs and are planned through the Individual Education Plans (IEP.)



## Our Vision

Kimi Ora will be a centre of excellence increasing students' independence, communication and participation through innovation in implementing education and therapy programmes



## Our values

These shared values and beliefs will guide all members of our community in their dealings with each other and help to ensure that we never lose sight of the purpose and the vision for the school.

We will provide a safe and supportive environment for all within which we will demonstrate:



# Human Resources

## The interview process:

Our interview process has been developed to make clear to the interviewees the way in which transdisciplinary approach to our school works. This is evident in:

- Interview panel - combines disciplines
- Questions in interviews embed our transdisciplinary nature, for example:

*Teacher interview: 'We work within a trans-disciplinary team. How would you ensure therapy programmes are an integral part of your classroom programme?'*

*Physiotherapist interview: 'Therapists work as part of the whole school team and are therefore involved in duties, lunchtimes and whole school activities such as our performance and ball – how do you feel about this?'*

*SLT interview: 'We work within a trans-disciplinary team at Kimi Ora School (do you want an explanation of this?). How would you ensure therapy programmes are an integral/built in part of the classroom programme?'*

- Walk arounds and time in classes welcomed to see the nature of the job in 'real time'

# Job descriptions

## Speech and Language Therapist JD:

### Personal Attributes:

- Enthusiastic and committed to working with students with a disability and their whanau, caregivers and guardians.
- Able to be flexible within a changing organisational environment.
- Able to maintain confidentiality at all times.
- Ability to work within a transdisciplinary team, building key working relationships.
- Desire to maintain and develop professional skills.
- Ability to communicate and relate to people from diverse backgrounds.

## Occupational Therapist JD:

Key Objectives	Performance Indicators/outcomes
Clinical To provide a therapy service which is centred on the learning needs of the students, reflecting cultural, family and trans-disciplinary needs and goals.	<ul style="list-style-type: none"><li>- Therapy interventions are adapted to reflect cultural inclinations</li><li>- The needs of the family are recognised and incorporated in interventions as appropriate</li><li>- Therapy programmes are implemented that incorporate the assessment and objectives of the trans-disciplinary team, with strong regard for the curriculum, class programmes and IEP objectives.</li></ul>
Responsible for the provision of an initial comprehensive assessment and ongoing reassessment linked to the IEP process.	<ul style="list-style-type: none"><li>- Appropriate assessments are carried out formally and informally to establish the students therapy needs.</li><li>- The trans-disciplinary team and Whanau/guardian are consulted.</li><li>- The student's progress is regularly evaluated, inherently within the therapy intervention and progress is monitored as regards to achievements of the IEP goals.</li></ul>

## Teacher JD:

At Kimi Ora the dimension 'teaching techniques' includes:

- demonstrating a variety of teaching styles and strategies that reflect current theory and practice, which are appropriate to the individual, the class and the school
- staying current with technology and resources designed to enable students to access the curriculum
- planning with and working with therapists and teacher aides in a transdisciplinary environment.

# Mentorship/Support/Induction

- Professional Development on how this looks at our school
- Clear guidelines in induction
- Mentors for new staff not necessarily from the same 'discipline'
- Reflective practice encouraged through professional development from all disciplines
- Knowledge acquisition from all disciplines
- Regular transdisciplinary team meetings (weekly)
- Ability to seek mentorship from other disciplines
- Empowering of new staff

# Processes/Systems

We have developed a school intranet called 'Pāhekoheko' (verb - to combine, cooperate, join together, unite interact, mix, associate, interactive, integrate. Noun: connection, interaction, association, relationship, combination) this has enabled all staff at our school to have a central hub of information that can be referred to for any thing to do with working at our school.

From here on in we will use pāhekoheko to share with you how our transdisciplinary approach is embedded into our school processes and systems.



# How it looks at Kimi Ora ....



The screenshot shows the Kimi Ora School website. The header includes the school logo and name, and a navigation menu with links to Home, Teaching and Learning, How we work, Forms, Processes and Documentation, Staff, and Students. The main content area features a large heading 'Transdisciplinary teamwork' with a background image of colorful bokeh. Below the heading is a disclaimer: 'Please be aware this site is for Kimi Ora Staff internal use only and is not to be shared or shown outside of the Kimi Ora School organisation'. The section is titled 'Transdisciplinary Teamwork' and contains a paragraph explaining the school's approach to transdisciplinary teamwork. It also lists three key features of transdisciplinary practice: Collaboration, Assimilation, and Boundary blurring/release.

Kimi Ora School

Home Teaching and Learning ▾ How we work ▾ Forms ▾ Processes and Documentation ▾ Staff ▾ Students ▾

## Transdisciplinary teamwork

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### Transdisciplinary Teamwork

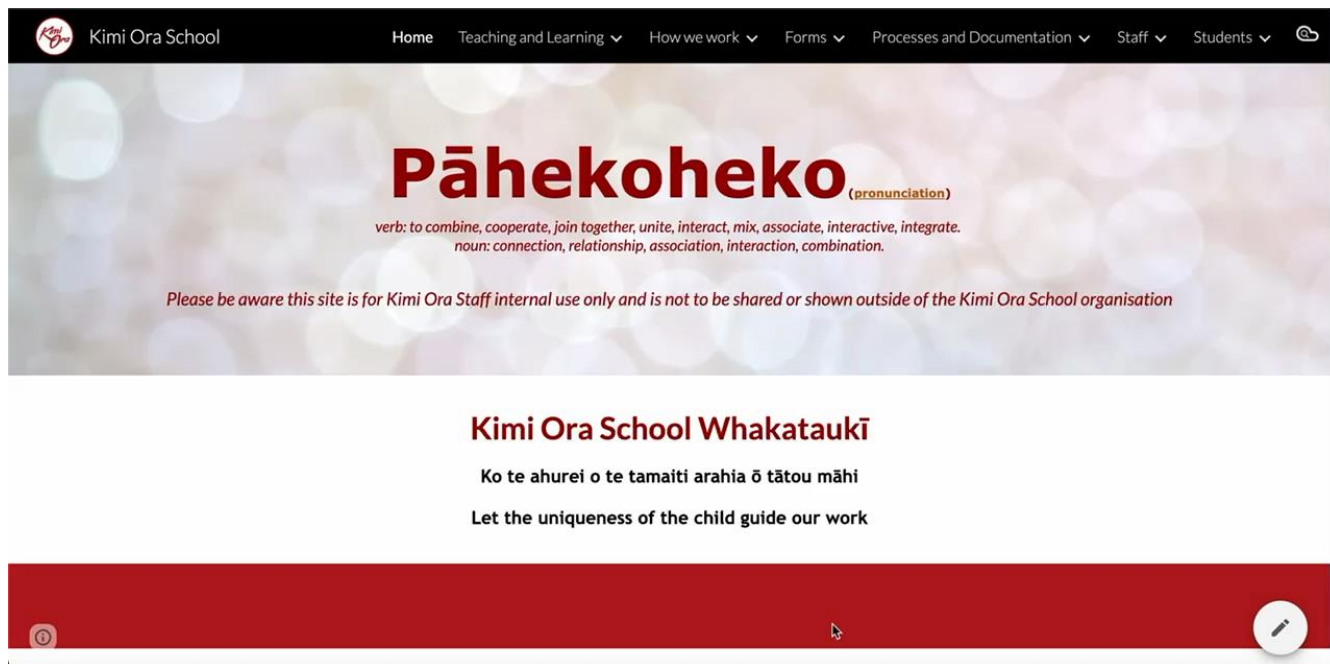
At Kimi Ora School we work as a transdisciplinary team to achieve best results for our students. Staff collaborate at all times to create an integrated programme that meets student needs throughout the school day. Most of our learning should happen naturally across the day with all staff being comfortable to deliver the students' learning and therapy programmes. It is important to acknowledge the family/whānau and students are also a part of this team - the IEP process encourages collaboration with them.

**The key features of transdisciplinary practice are:**

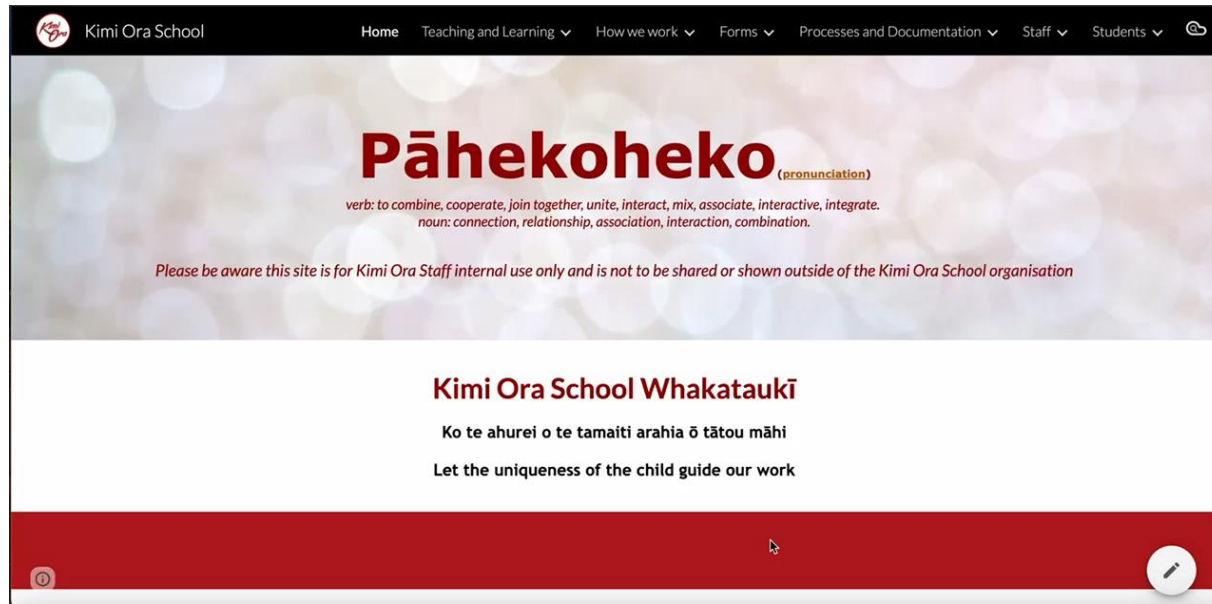
- Collaboration: The team collaborates together to set up a programme to meet student needs
- Assimilation: All staff assimilate each others' knowledge and reasoning
- Boundary blurring/release: Blurring occurs across professions so student needs can be met by any staff member



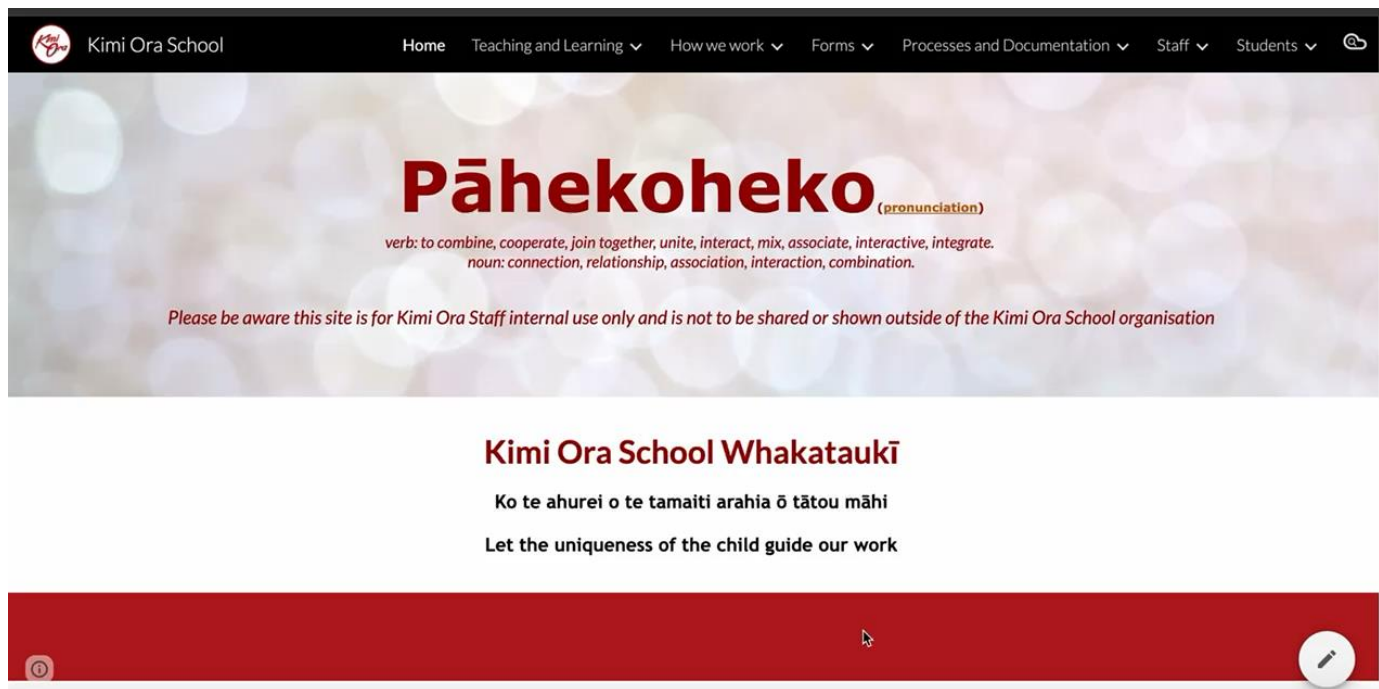
# The IEP process



# Professional Growth Cycle



# Planning and assessment



# Guide to professionalism



Are there any challenges

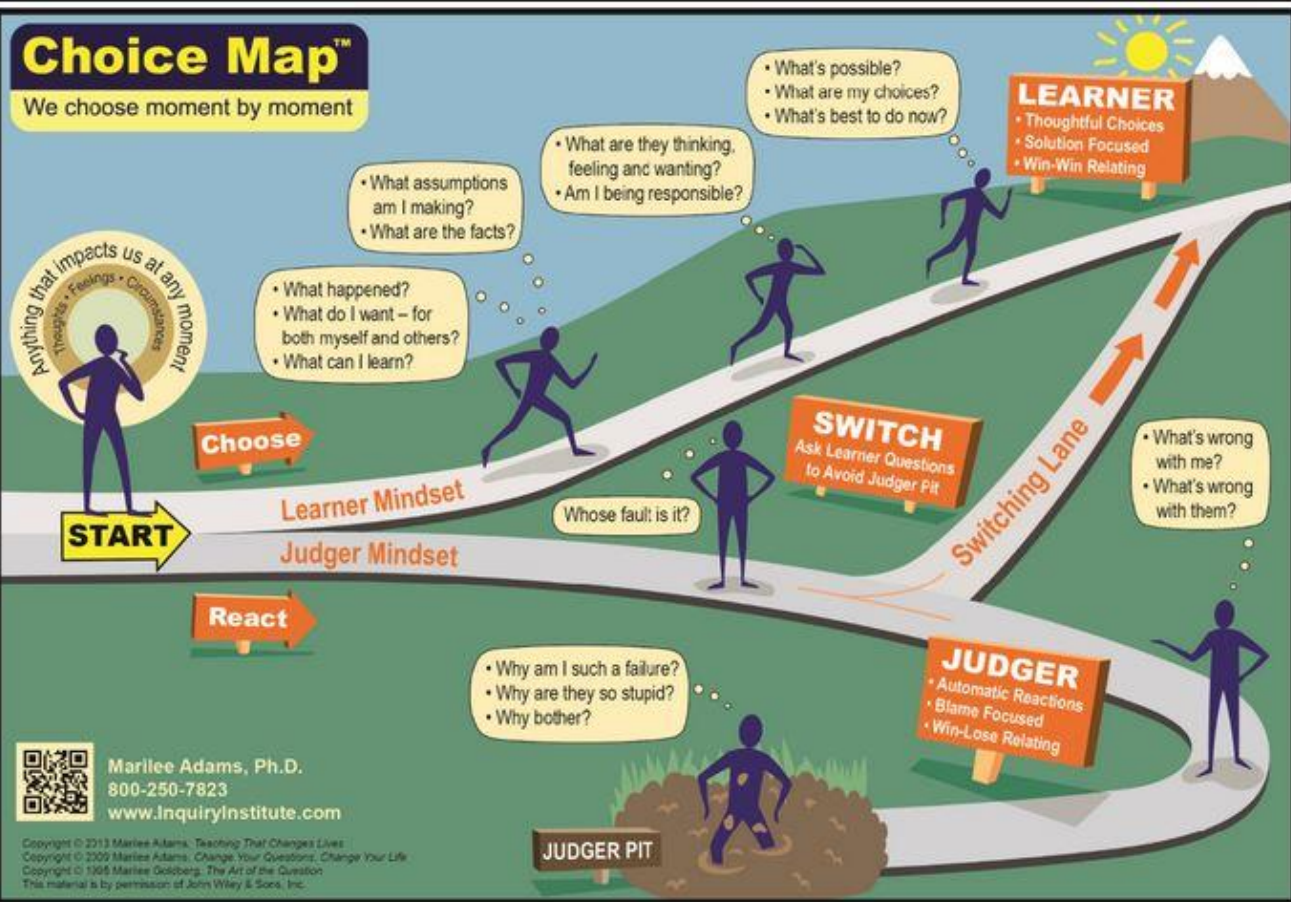


# Biggest challenges are

- Role blur is tricky
- Challenges to professional identity - Understanding what teaching and therapy looks like within this model
- Making everything fit naturally into a school day
- Controlling what we can

# Choice Map™

We choose moment by moment



Marilee Adams, Ph.D.  
800-250-7823  
[www.inquiryinstitute.com](http://www.inquiryinstitute.com)

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# Outcome

“Management actively promotes the development of a strong culture of reflection and self-review.

Inquiries are thorough, comprehensive and directly align to student outcomes. Kimi Ora School has employed a large team of specialists who form a cohesive group of highly reflective practitioners.

Their true transdisciplinary approach supports high quality, innovative practice. Dignity and respect for students is evident as a core value for specialists and this, combined with their strengths based approach, drives their ongoing quest for improvement.”

***Taken from Kimi Ora School Service Standards report, Ministry of Education New Zealand***



# Contact us

Jess Hall - Deputy Principal

[jessh@kimiora.school.nz](mailto:jessh@kimiora.school.nz)

Dave Speden – Head of Therapy/Occupational Therapist

[daves@kimiora.school.nz](mailto:daves@kimiora.school.nz)