



GROW | THRIVE | SUCCEED

**WAITAHA  
SCHOOL**

*Excellence in Specialist Education.*

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***No limits to learning***



# **School Vision: *Grow Thrive Succeed in Learning and in Life***

*Me mahi tahi tātou mō te oranga o te katoa*  
Working together for the good of all





Aroha



Mahi Tahī



Mana



# Waitaha School- where, what??

Waitaha School - one of 27 Specialist Day Schools in NZ

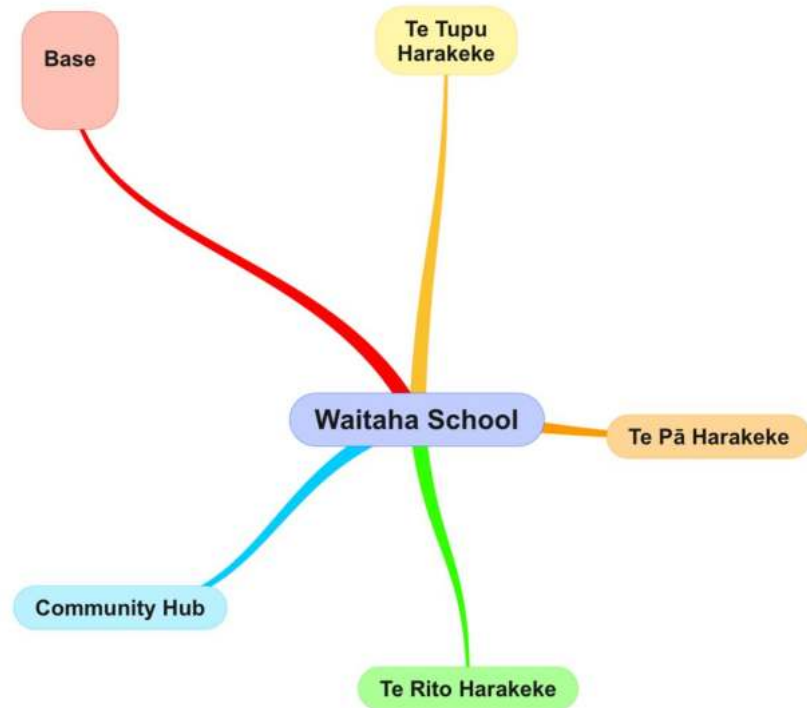
Christchurch- Rolleston (fastest growing area in NZ !!)

One School- five Sites

110 Staff

141 young people

Limitless ideas, beliefs and actions!!





**No Limits!**



# Purpose of Workshop

- Describe how an ecological system can be used to build greater systems between schools to support learners with high and complex needs.
- That in creating a paradigm shift, inclusivity can be achieved.
- Acknowledge there are no limits to learning - establish expectations, increase knowledge, break down barriers

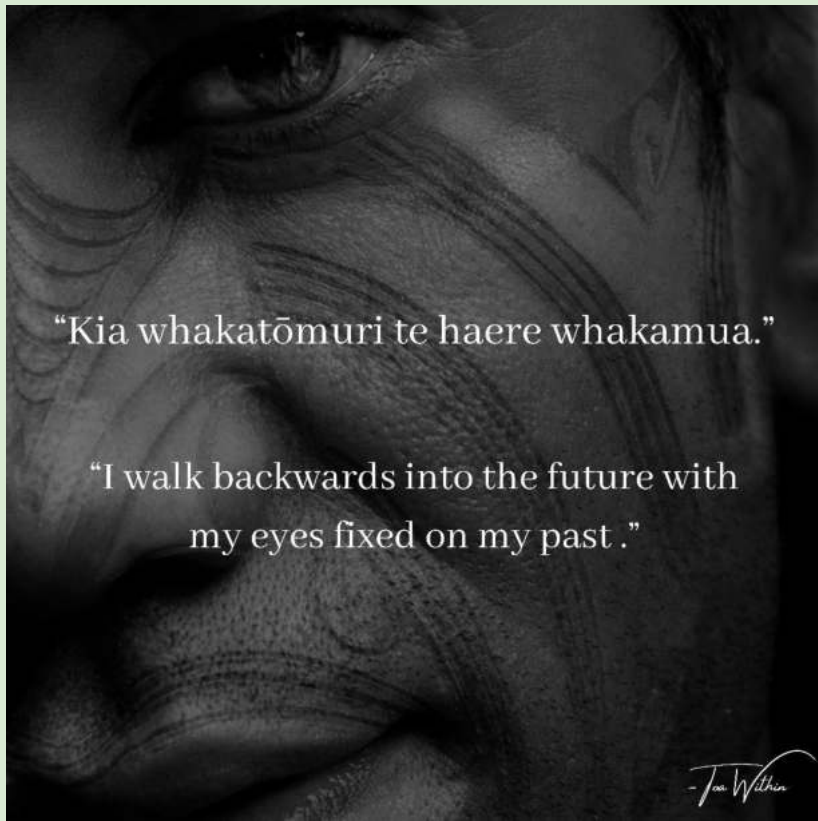








# Paradigm Shift



“Kia whakatōmuri te haere whakamua.”

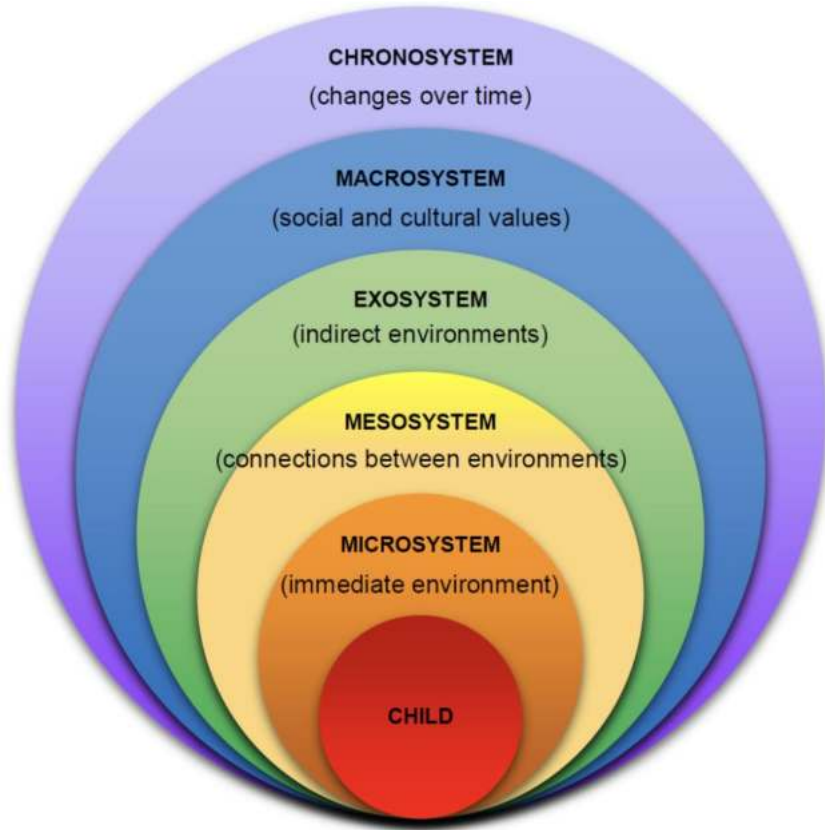
“I walk backwards into the future with  
my eyes fixed on my past .”

*- Joe Wilkins*

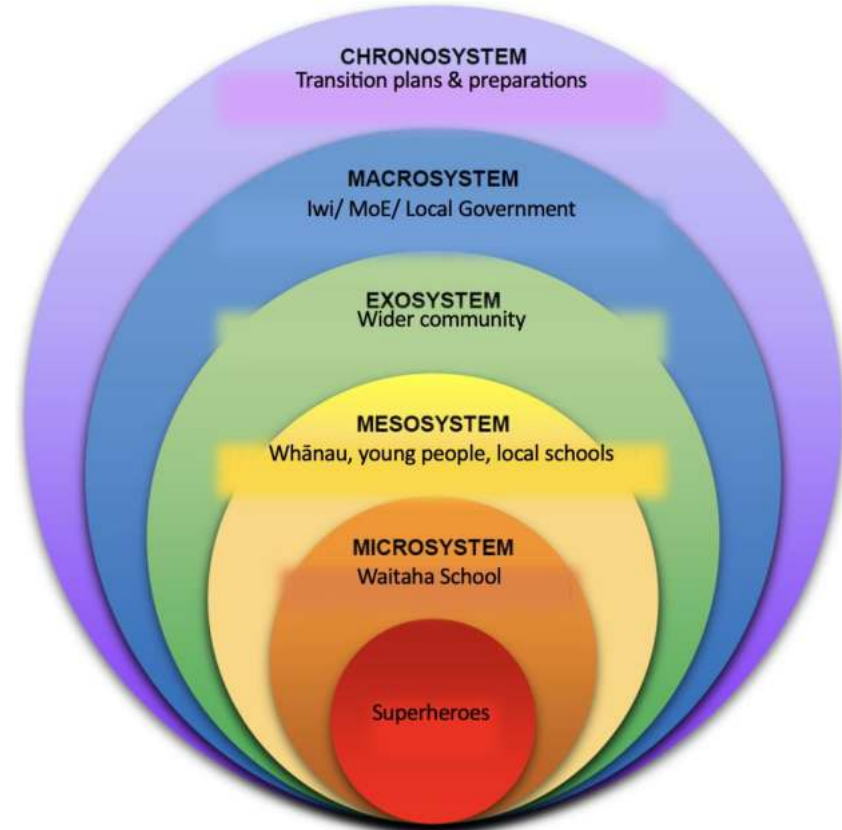
“If we keep on doing what we have  
always done- we will keep on  
getting what we have always got?”  
(Fullan, 1999)



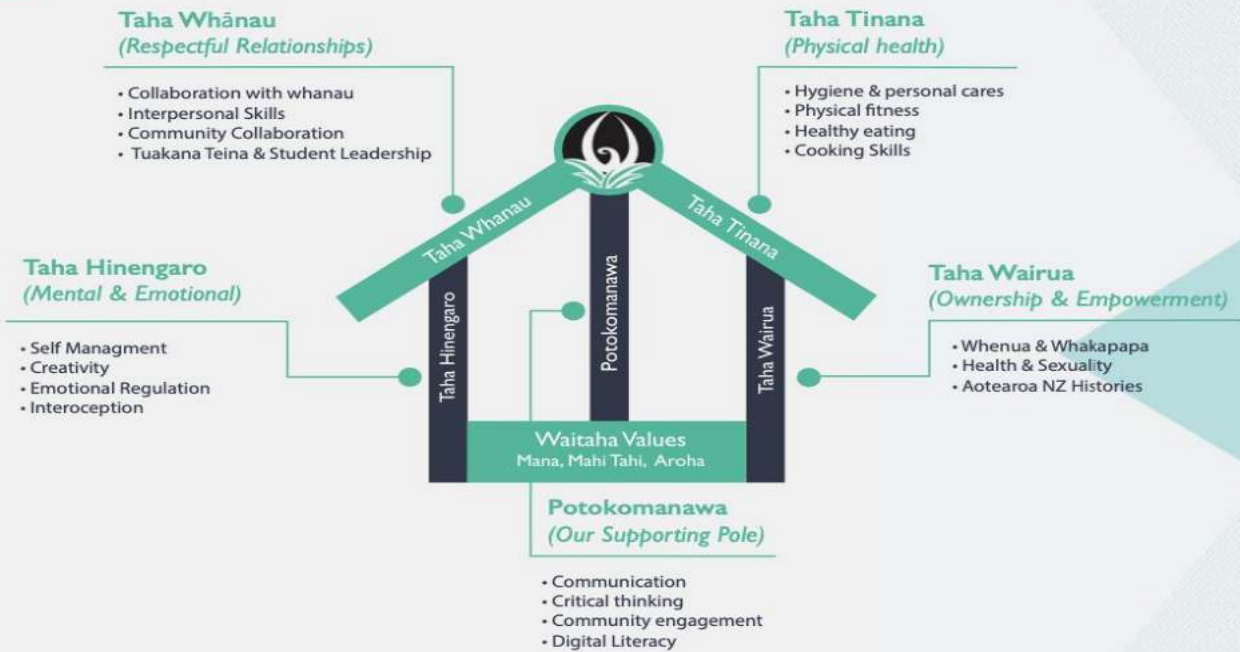
# Bronfenbrenner's Ecological Model



# Waitaha School's Adaptation of Bronfenbrenner



# Waitaha School



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

Let the uniqueness of the child guide our work

### Strengths Based

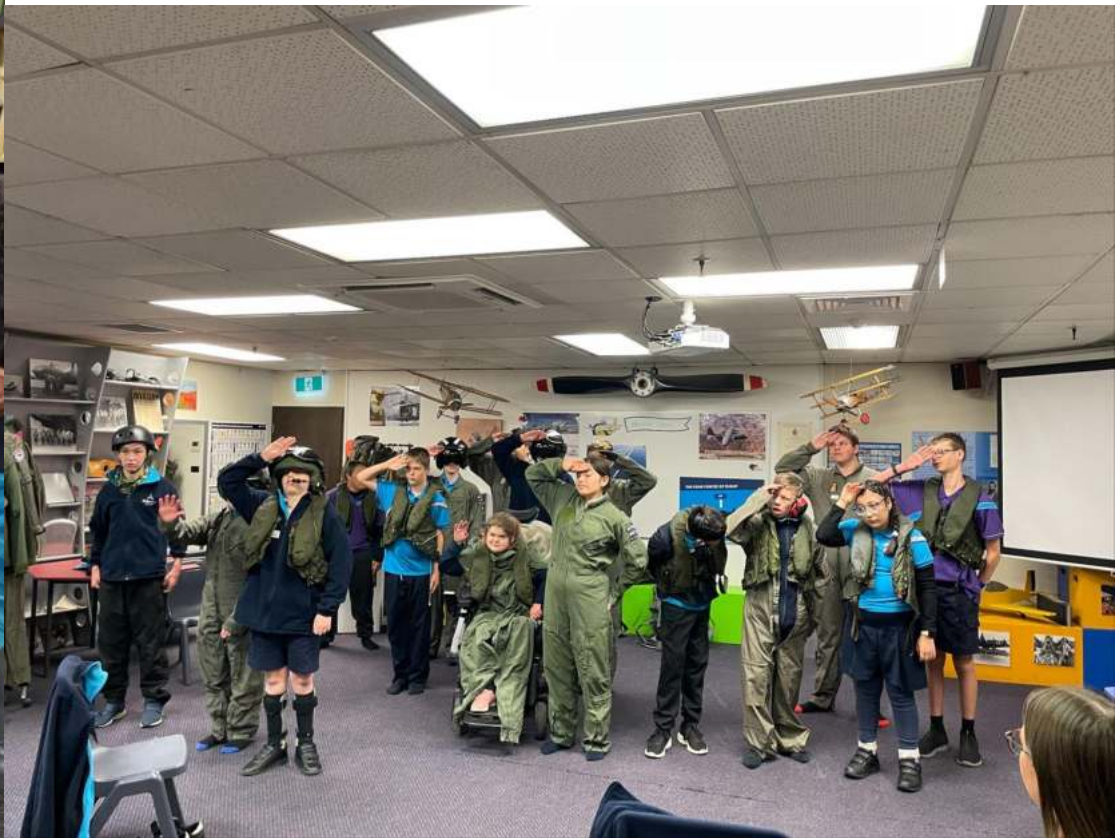
Developing the Whole Person

Key Competencies → 6Cs → Employability Skills

ILP/  
Good Life Plans

Developing Connected  
Communities





# Micro-system - Waitaha School

## What we do within our school:

- \* Follow a braided river model
- \* Work with not do to!
- \* Teachers as leaders of change
- \* Early identification re transition
- \* A warm and open school- embracing visitors, sharing resources
- \* Ongoing support- ako!

## What we do externally:

- \* Opening our doors
- \* Supporting schools to build capacity and capability within their teachers
- \* Actively participating in key organisations - University of Canterbury, Kahui Ako, Primary Principals Association, local council initiatives
- \* Providing opportunities for our staff to share their knowledge and skills with other teachers





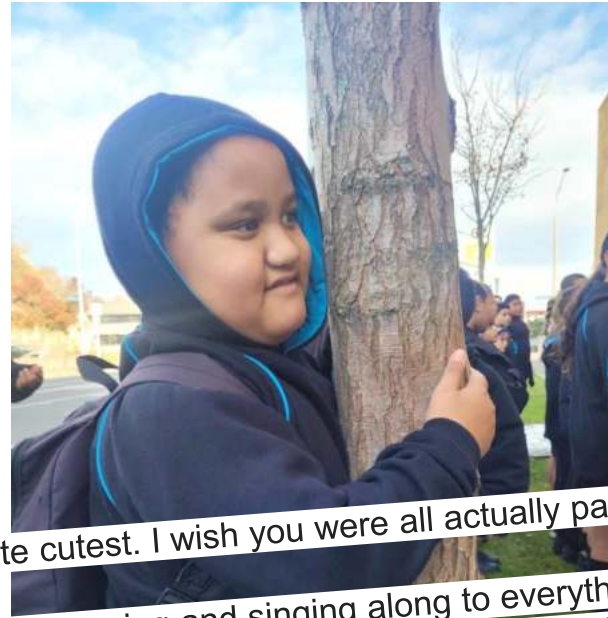
# Mesosystem - Young People, Whānau, Local Schools, Transitions into Schools

## What we do within our school:

- Transitions into our school
- ILP/GLP Processes
- Pastoral Care System

## What we do externally:

- Transitions into our local schools
- Providing support to schools within our Kahui Ako
- Offer support to whānau within our community - brainstorm possibilities and creating plans



Today's trip to the temple was the absolute cutest. I wish you were all actually part of our kura and got to come because our boy was sitting in the groups, clapping and singing along to everything. He must've been a monk in his past life because there were lots of moments with him giving us the side eye like we should already know how to do calligraphy or bow to the buddhas lol. It was the most engaged I've seen him since his transition and it's given us lots of ideas on ways to get him to do work haha. I've included some photos and will hopefully get some videos of him in kapa haka tomorrow because again.. vibey.





Core boards included within the values of a transition school

Technology at our local school



**Te Pā Harakeke staff presenting to the staff at West Rolleston School (WRS)**



**Sammi, a Waitaha student at WRS receiving a WRS award**





# Exosystem - STOS and School systems, Wider Community - work experiences and community connections

- Outreach Service - Class support
- Supporting Systemic change within Schools outside of our area - Timaru, Geraldine, Temuka, Rakaia, Malvern, Methven areas eg areas out of our zone
- Growing capacity and capabilities within our local businesses to provide work experiences and internships
- Building community connections - intergenerational, social, belonging

Hi Liz

I just wanted to share this with you, last night Ollivia competed in the Smokefree rock quest with her band performing an original piece that the girls wrote themselves. Ollivia is doing really well and attending some classes on her own which is great.



It was wonderful having Kate down, Natasha is doing a wonderful job. I teared up in Friday's assembly during the National Anthem as it was the first time we had had our whole school together for Assembly since I started.











# Macrosystem - Iwi, MOE, Local Government

**Waitaha School** works with the local iwi to support the growth of our young people in combination with iwi- recent events include interpretation panels and planting of local plants around the marae.

**Working with local council:** to support the development of their inclusive strategic plan, developing the infrastructure for the new library and to secure internships.

**Student empowerment re Govt.:** Scarlet and neurodiversity

# Scarlet at Parliament



**Scarlet Shannon**  
Youth MP for Dr Duncan Webb MP







# Chronosystem - Transition Plans, Preparation

- Collaborative bespoke documentation
- Learning with, from and about each other
- Clear understanding of roles and responsibilities
- Living documents that are responsive and adaptable

# STUDENT LED PROFILES



## Nothing About Me, Without Me.



### Learner Lead Profile

My name is: Ko [redacted] tōku ingoa


My age is: 10


My School is: Waitaha School | Te Pā Harakeke


 **Te Whare Tapa Whā -**  
How can you help me keep my pillars standing?



**Taha Tinana** - Physical Wellbeing 

Answer this question using your AAC device, photos, drawings, videos, writing or any way you would like to share your ideas!

 **Te Whare Tapa Whā -**  
How can you help me keep my pillars standing?

**Taha Hinengaro** - Mental and Emotional Wellbeing   

 **Te Whare Tapa Whā -**  
How can you help me keep my pillars standing?

**Taha Whānau** - Family and Social Wellbeing  

 **Te Whare Tapa Whā**  
How can you help me keep my pillars standing?

**Taha Wairua** - Spiritual Well Being  

Answer this question using your AAC device, photos, drawings, videos, writing or any way you would like to share your ideas!






# ILP/GLP | TRANSITION INFORMATION SHARING



Waitaha School Transition & ILP document

Developing the Learner as a Whole Person	
<p><b>Te Whare Tapa Whā - How can you help me keep my pou standing?</b></p> 	
<p><b>Taha Tinana   Physical - (Protection &amp; Participation in respectful physical support)</b>  <i>moving and handling, eating, toileting, safe transport (to, from and at school)</i></p>	<p><b>Taha Hinengaro   Mental/Emotional - (Protection &amp; Participation through identifying supports)</b> <i>People, resources, preventative and reactive strategies (eg restorative), regulation tools</i></p>
<p><b>Taha Whānau   Family/Social - (Partnerships/Hononga with whānau, whenua and wider)</b> <i>Family, friends, iwi, communication etc</i></p>	<p><b>Taha Wairua   Spiritual (Partnership &amp; Protection of tikanga, practices and care)</b> <i>Important celebrations, culture, traditions</i></p>

Name - Updated March 2024



# WELLBEING PLANS

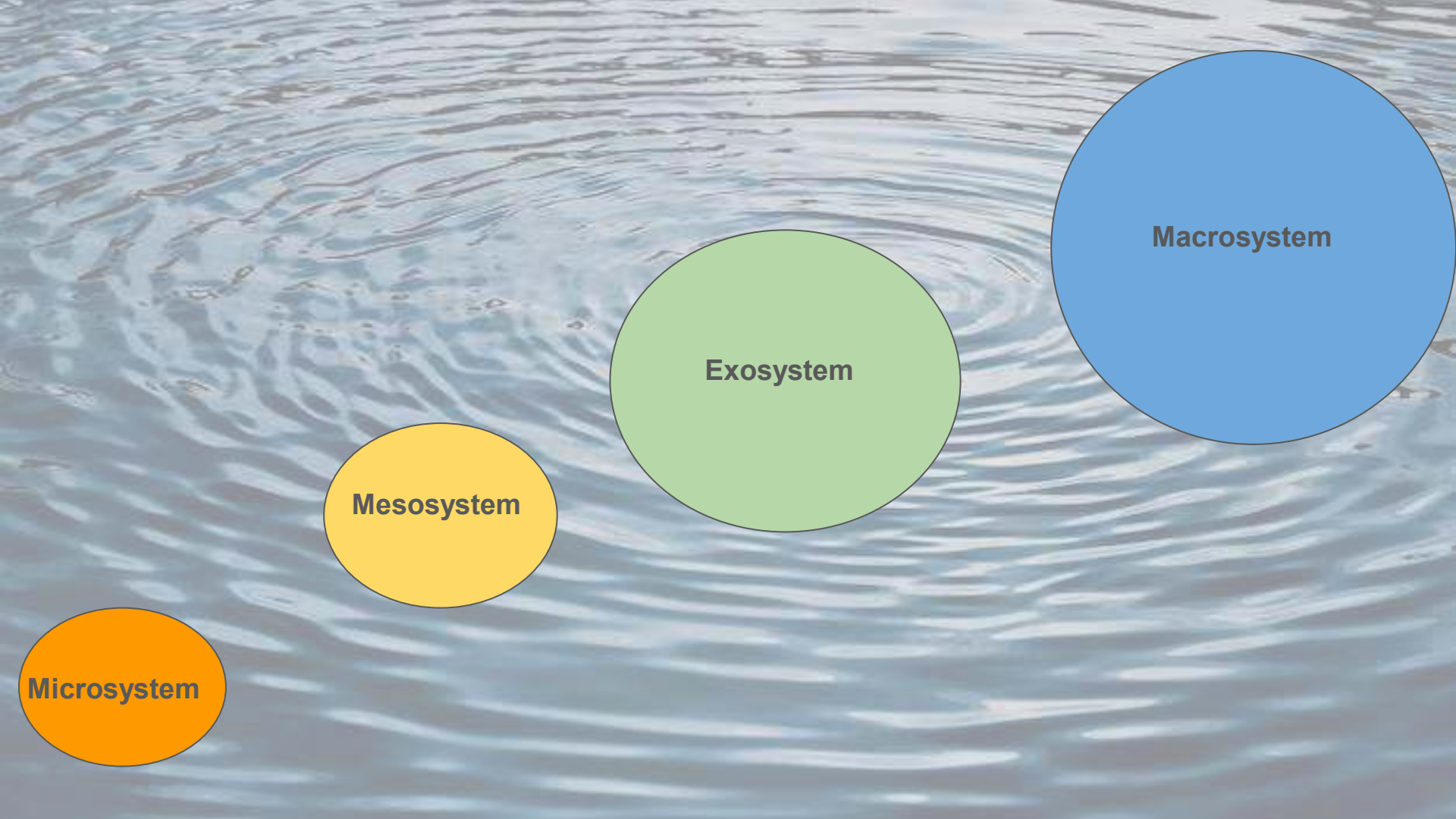


WAITAHA SCHOOL

202 Well-being Plan

RISK MANAGEMENT (How the risks will be assessed and managed e.g. total supervision, verbal/visual prompts, etc.)	
What behaviours <b>Student</b> may do:	What staff do/ say to support <b>Student</b> :
<b>Level 1 phase: Anxiety</b>	<b>Supportive</b>
	<i>Interception</i>
<b>Level 2 phase: Defensiveness</b>	<b>Directive</b>
	<i>Interception</i>
<b>Level 3 phase: Risk Behaviour</b>	<b>Safety Intervention</b>
<b>Level 4 phase: Tension Reduction</b>	<b>Therapeutic Rapport</b>
	<i>Interception</i>





**Microsystem**

**Mesosystem**

**Exosystem**

**Macrosystem**

Take care of  
our children.  
Take care of  
what they  
hear, take care  
of what they  
see, take care  
of what they  
feel. For how  
the children  
grow, so will be  
the shape of  
Aotearoa.

*Dame Whina Cooper  
Photographer: Michael  
Tubberty*





Ngā mihi nui,

Great acknowledgements to you

Maureen, Liz, Sara



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