



He Pikorua

One Practice Framework

PRACTICE PRINCIPLES - REFLECTIVE QUESTIONS

Mokopuna and whānau-centred

- Do I understand the rules of engagement (pace, place, protocols) that are important to this mokopuna and their whānau?
- How am I working collaboratively to support the mokopuna and their whānau to identify goals, aspirations and shared outcomes that are meaningful for them?
- How am I ensuring the mokopuna and their whānau are able to be involved in all processes?
- Have I developed my understanding about cultural diversity within groups, to engage with the unique identity of each mokopuna, whānau, and community?
- How am I ensuring that all interactions with the mokopuna and their whānau are mana-enhancing?

Collaborative

- How well does the team reflect the mokopuna, their whānau and community? Who else might we need to involve?
- What other expertise would help me and the team to achieve the best outcomes for the mokopuna? Who can help, and how do I engage them?
- What approaches would support us to work collaboratively, openly and transparently?
- How do I encourage equitable participation so that everyone has an opportunity to influence constructively?
- What are our agreed protocols and processes for ongoing communication with everyone who is involved?

Strengths-based

- How do I ensure that I invite respect, curiosity and connection when working with others, and promote mana-enhancing ways of being?
- How do we help create conditions which enable strengths-based, self-determining plans and actions to initiate and complement people's gifts, strengths and capacities?
- How have I supported the team to understand that capacity-building is a dynamic process that evolves over time?
- In what ways do I use language (written and spoken) to enhance strengths and promote successful change by connecting the strengths and aspirations of mokopuna?

Culturally affirming and responsive

- Is my response to the work influenced by my perspectives/biases about the culture of the mokopuna and their whānau?
- Does the culture of the setting influence my approach?
- Have I considered the balance of power in my professional role?
- Do I have gaps in my knowledge of cultural practices, and if so, how can I access knowledge, skills and support to improve this?
- How do I promote understanding and knowledge of the behaviour and cultural traditions of people from diverse backgrounds?

Inclusive

- How do I tailor my language and actions to promote the strengths and wellbeing of the mokopuna within their learning environment?
- In what ways is my input responding to the diverse strengths and needs of mokopuna, whānau and the education or community setting?
- Have I considered the level of support required along the continuum – least intrusive to most intrusive?
- In what ways am I drawing on evidence-based approaches that contribute to quality teaching or parenting? How have I engaged the voice of educators, whānau and mokopuna to identify what will be successful within their culture and contexts?
- How have I integrated inclusive approaches in my work (such as Universal Design for Learning, differentiation and adaptation) and partnered with educators to support their use?

Ecological

- What systems and contextual issues may be relevant and influence this situation?
- How does the context for any assessments ensure an ecological approach? Which assessments are appropriate for this mokopuna when considering their unique lived experience and context?
- What level of support has the team decided is needed to meet the agreed goals and vision?
- What resource and support options have been negotiated?
- In what ways am I supporting the use of resources that already exist within the context?
- What other agencies could or should be included in further discussions and meetings?

Evidence informed

- Are the agreed goals and outcomes understood by all involved? Do the adults around the mokopuna feel confident about monitoring and communicating progress?
- How am I supporting the team to gather and share key evidence and outcomes data to illustrate change and progress?
- How am I ensuring that all data-gathering is equitable and culturally responsive? How do I know?
- How is the plan being monitored and reviewed to ensure evidence-informed practice is being implemented with fidelity, and having positive impact on learning, behaviour and wellbeing?

More information

www.hepikorua.education.govt.nz