



He Pikorua in action Reflective questions

Prompts for anyone working as part of a team
(i.e. practitioners, kaiako, whānau, mokopuna and agency partners)

He Pikorua Practice Principles



Mokopuna and whānau-centred

Mokopuna and their whānau are at the centre of decisions, actions and practices that affect their interests, goals and well-being.



Culturally affirming and responsive

We acknowledge and celebrate the diverse identities, languages and cultures of mokopuna, whānau and kaiako.



Ecological

We focus on the important connections between mokopuna, their learning environments and their relationships with others.



Collaborative

We work in partnership to develop, share and achieve mutually agreed goals.



Inclusive

We support mokopuna and whānau to actively contribute and belong within their learning settings and community.



Evidence informed

We position evidence as the dynamic interaction between research and inquiry; the perspectives and experiences of whānau and mokopuna; and practitioner and kaiako knowledge.



Strengths-based

We commit to using holistic, strengths-based approaches which enhance the mana of mokopuna, whānau, kaiako and their community.

He Pikorua in action

He Pikorua in action acknowledges the blending of collective energies. It provides a process to promote collaborative relationships that support an inquiry approach.

Whakamahi
Take action with integrity

Embed plan in everyday routines. Listen, learn and adjust when needed.

Tātai
Plan collaboratively

Work together to plan for goal-oriented action.

Āta whakaaro
Sense-making

Collaboratively analyse and summarise information with open minds.

Whai whakaaro
Reflect together

Check progress, reflect on outcomes and impacts.

Mana motuhake
Empower others

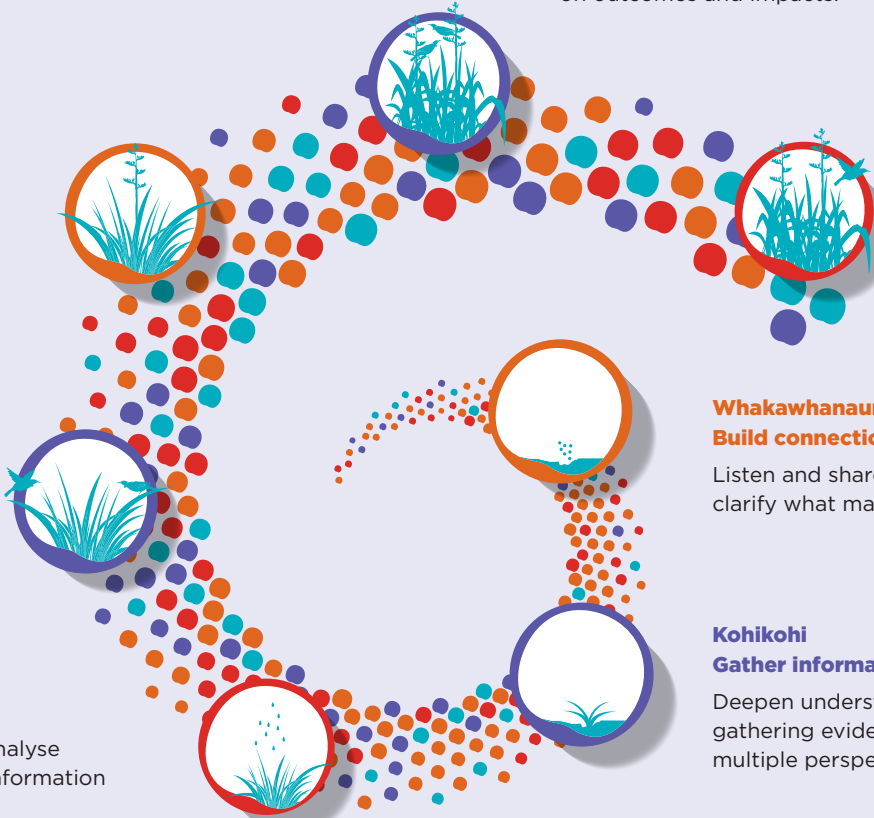
Acknowledge contributions and empower others to continue.

Whakawhanaungatanga
Build connections

Listen and share – clarify what matters.

Kohikohi
Gather information

Deepen understanding by gathering evidence from multiple perspectives.





Whakawhanaungatanga

Build connections



Prompts to consider when working within targeted and tailored supports

1. What and who is important to mokopuna, whānau and kaiako? (pace, place, people, protocols/tikanga).
2. Who do we need to include as key members of the team?
3. How will we work collaboratively to identify aspirations and shared goals that are meaningful?
4. How will we all build trust in the team, developing a clear purpose and respecting unique contexts?
5. How can we establish a team which enables concerns and worries to be shared, including possible barriers to change?
6. How will we know that the engagement is mana-enhancing for mokopuna and whānau?
7. Discuss consent and privacy protocols as part of working safely and respectfully as a team.

Mokopuna and whānau-centred | Collaborative | Strengths-based | Culturally affirming and responsive | Inclusive | Ecological | Evidence informed



Whakawhanaungatanga

Build connections



Prompts to consider when working within universal supports

1. How well does the team reflect the community? Who else may need to be involved to provide further knowledge and perspectives?
2. How will we find out and understand what is important to this learning community? (vision, mauri, pace, protocols).
3. What approaches should we use to ensure we work collaboratively and transparently?
4. How will we build trust across the community, recognising the unique contexts, strengths and needs?
5. How can we establish a team which enables concerns and worries to be shared, including possible barriers to change?
6. How will the team make shared decisions on roles and responsibilities?
7. Discuss consent and privacy protocols as part of working safely and respectfully as a team and across settings.

Mokopuna and whānau-centred | Collaborative | Strengths-based | Culturally affirming and responsive | Inclusive | Ecological | Evidence informed



Kohikohi

Gather Information



Prompts to consider when working within targeted and tailored supports

1. What information needs to be gathered?
How does this align with the goals and intended outcomes for mokopuna, whānau and kaiako?
2. How will mokopuna, whānau and kaiako guide the information gathering process?
3. How will we prioritise and coordinate our information gathering process?
4. As a team, consider how we can begin by gathering information within the everyday conversations, activities, and routines of mokopuna.
5. How will we ensure we have gathered information from a variety of sources and settings?
6. What culturally aligned frameworks and tools will we use to gather information?
7. How will the methods and tools we use reflect the uniqueness of this context and community? What other expertise would help the team gather information?

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Kohikohi

Gather Information



Prompts to consider when working within universal supports

1. What information gathering practices have been considered and agreed to?
2. How can our vision and priorities help us decide what information we are gathering?
3. How culturally responsive will the information gathering be? How will we know?
4. How is the information gathering process including the diverse perspectives within our education community? How are the methods and tools we use reflecting this diversity and uniqueness?
5. As a team, consider how we can begin by gathering information within the everyday conversations, activities, and routines of mokopuna.
6. How are the types of information we are gathering and the outcomes we are seeking connected?
7. What information may be missing? What other expertise would help the team gather information?

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Āta whakaaro

Sense-making



Prompts to consider when working within targeted and tailored supports

1. How are we taking the time to make sense of the information gathered?
2. What lens or frameworks are we using to make meaning of the information and reach shared understandings in the team?
3. How do we incorporate differing worldviews, which might result in different interpretations, into a shared āta whakaaro?
4. How do we ensure the language we use is mana-enhancing and inclusive?
5. How does āta whakaaro help us to be responsive to the goals and aspirations that mokopuna, whānau and kaiako have identified?

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Āta whakaaro

Sense-making



Prompts to consider when working within universal supports

1. How are we as a team taking the time to make sense of the information gathered?
2. Has the information we have collected led to a deeper understanding? What other information might help with this?
3. How have we all been able to use our knowledge and understanding of culture and context to make sense of the information collected?
4. How have we used the information to define the situation using clear, useful, and careful language?
5. What else might we need as a team to make connections and reach shared understandings?



Tātai

Plan collaboratively



Prompts to consider when working within targeted and tailored supports

1. How are mokopuna, whānau and kaiako central to the collaborative planning process?
2. How are we ensuring that our meetings and ways of communicating enable equitable participation?
3. How are aspirations, goals, and intended progress and outcomes reflected in our planning?
4. How are we selecting approaches, tools and strategies that will have the most impact on progress towards the goals?
5. How are we ensuring ideas and strategies in the plan can be integrated into the everyday interactions, activities, and routines of mokopuna?
6. How is the collaborative planning process mana-enhancing for mokopuna, whānau and kaiako?



Tātai

Plan collaboratively



Prompts to consider when working within universal supports

1. How will the plan include mokopuna, whānau and community voice?
2. Do we have clearly defined goals?
Are the goals shared, realistic, achievable, and desirable?
3. How will our team identify relevant tools, approaches, and strategies that will support our work towards achieving our goals?
4. How are strategies and approaches strengthening the confidence and capability of our team?
5. What additional tools, resources, and skills, might be needed to support the team to achieve our goals? (such as coaching and professional development).
6. How does the plan help prepare us for whakamahi? (including monitoring the progress).



Whakamahi

Take action with integrity



Prompts to consider when working within targeted and tailored supports

1. As we work together to put the plan in place how do we know that it is mana-enhancing for mokopuna, whānau and kaiako?
2. How is the information about progress and possible adaptations being shared with mokopuna, whānau and kaiako?
3. Have we got a shared understanding of the roles and responsibilities of the team?
4. What monitoring processes are in place to ensure the plan will be implemented authentically, as agreed by all?
5. How is the whole team involved in the ongoing monitoring and review process? (including the important roles of mokopuna, whānau and kaiako).
6. How are we working in ways that create the space to respectfully challenge certain beliefs and suggest alternatives?



Whakamahi

Take action with integrity



Prompts to consider when working within universal supports

1. How can we ensure whakamahi continues to build on the strengths of the team?
2. How will the team be supported to implement strategies and approaches?
3. How has the team and wider community been enabled to communicate, provide support, share successes, and meet challenges?
4. Has the team been supported to ensure that implementation is being undertaken with integrity? How do we know? What are others noticing?
5. What coaching, training and tools are available to support the ongoing implementation process?



Whai whakaaro

Reflect together



Prompts to consider when working within targeted and tailored supports

1. How effective have we been in partnering as a team?
2. Consider with mokopuna, whānau and kaiako, how well have we incorporated their perspectives when making decisions and moving toward mana motuhake?
3. What opportunities and barriers did we encounter along the way and what has changed as a result of our teamwork?
4. How well have we gathered and shared evidence and outcomes data to illustrate change and progress?
5. How effective has He Pikorua in action been and how do we know?
6. Consider with mokopuna, whānau and kaiako ways in which feedback can be shared about the process.



Whai whakaaro

Reflect together



Prompts to consider when working within universal supports

1. How has the team been supported to review progress and adjust the plan to meet the agreed outcomes?
2. How has the team and the wider community responded to the progress being made? What might be different as a result of what was learnt?
3. What opportunities and barriers did we encounter along the way and what has changed as a result of our teamwork?
4. What has been the impact of whakamahi on progress and outcomes?
5. Consider with mokopuna, whānau and kaiako, ways in which feedback can be shared about the process.



Mana motuhake

Empower others



Prompts to consider when working within targeted and tailored supports

1. How well have we acknowledged the team's contributions and encouraged empowerment?
2. How do team members talk about their learning during our work together and the implications for the future?
3. How confident are we that progress will be sustained? What else might be needed?
4. Check in with mokopuna, whānau and kaiako about what will help to further their work together.
5. How have we celebrated the shifts toward self-determination?



Mana motuhake

Empower others



Prompts to consider when working within universal supports

1. How confident are we that the team feel able to lead further work together?
2. How confident are we that the team can use the knowledge, skills, tools, and strategies that have been developed to inform and strengthen future responses?
3. How have we been enabled to build on our learning and confidence to inform future Tier 1 planning?
4. How can we ensure there is the space created for all the team to share what they have learned and reflect on their own contributions?
5. What might we do differently for our future practice to achieve better outcomes for mokopuna, whānau and kaiako?

For more information visit:
www.hepikorua.education.govt.nz