

# Te hautū i te awa whiria o ako

## Supporting pathways to lifelong learning for children in English-medium schools

Resources and research by

**CORE**  
EDUCATION  
Tātai Aho Rau

In partnership with

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Foundation

### **Listen to what matters to whānau**

*Exterior of Rāwhiti school*

#### **Nicole Cunningham, Team Leader, Rāwhiti School**

So for a start, we're finding that lots of our children weren't coming for visits and so we found that they weren't connecting to school as much as they could have been. And so we were just looking into how we could combat that.

#### **Kylie O'Keeffe, Kaiako, Rāwhiti School**

I think that as kaiako, we want to fix the solution really quickly on the floor, we want to change it, we want to get the problem solved. And then we actually sat together and we're like, okay, let's take a step back, we don't actually know this is going to solve the problem. So let's really, let's really find out what the actual problem is and how, what the whānau or the early centres, or the children think the problem is or how they want to solve it. No, we don't need to solve it within the next two months, we can actually spend time to talk to all the stakeholders involved in an in-depth way and get a true genuine partnership, which is what we all talk about. But actually sitting down and listening really carefully to that partnership. And getting their voice.

#### **Kim Allen, Whānau, Rāwhiti School**

I think it's absolutely vital that kaiako talk to whānau about their tamariki and find out what, you know, what sort of personality they are or what they enjoy and what they don't like. It's crucial to connect with the child but you can't connect with the child without connecting to whānau. As a parent, you have to be that bridge between school and home.

*Children playing outside on playground equipment*

#### **Nicole Cunningham, Team Leader, Rāwhiti School**

We've found out that one size definitely doesn't fit all. So things came out of that that we didn't expect, and things we hadn't thought about that whānau held as important. Our whānau really

wanted different things. They wanted to get information in different ways, to hook into information later on in their transition just not when they enrolled.

*Children playing outside on playground equipment*  
*Child looking at Rāwhiti School information on a laptop*

**Kim Allen, Whānau, Rāwhiti School**

We looked at, sort of how children transition now what information they're provided. And, you know, we sort of looked at it from a child's perspective. So as a five year old, what would you want to know and see?

*Slideshow images of children outside in a school environment*

So then put together some sort of video material, and some maps with a lot of photographs of playgrounds of where they are, and a little video of things that they'd get up to at school or what other children loved doing at school.

**Rebecca Playle, Whānau, Ilam School**

As a parent, I think gathering information is important because we know our children really, really well. We can then let the teachers know about our children and how best to teach them their strengths, the things that they're interested in, and how to be a better teacher for them.

**Anna Wylie, Teacher, Ilam School**

Getting information from the parents before your child starts school is absolute gold. We thought, what do we really want to know with these children? These questions, just simple questions, that parents can really put as much information as they want, or as little information as they want. You know, what's their first language? What makes them happy? What are their fears? Are they excited about coming to school?

**Julia Hinman, Teacher, Ilam School**

And being able to easily embed what we've learned and make those, even if they're little subtle changes, it's made a lot of difference. And then it's got that flow on effect to not only the junior classes, but some of the things such as our "knowing our learners" papers going further through the school and having it as a practice throughout the school.

**End slide**

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