

Backward Mapping of Evidence - Evidence of extraordinary, everyday practice connected to the RTCs and Tātaiako (Cultural Competencies)

Tātaiako Cultural competency	Whanaungatanga	Manaakitanga	Tangata whenuatanga	Āko
RTC	1 Relationships	2 Well being	3 Treaty	4 On-going PLD
Bundles of extraordinary evidence				
1. Collaborative Inquiry Evidence 1: Guidance Dept Inquiry 2013	Shared responsibility with guidance colleague for the development and process of the collaborative inquiry. Collaboration with middle school staff for the inquiry.	The survey was designed to hear student voice in relation to issues that affect student wellbeing.		Participation in Collaborative Inquiry is focussed in gaining insight to inform future practice. The main things students were concerned about were friendship difficulties and managing stress.
2. Classroom lessons Year 3: Use of I statements; Year 4: Passive, Assertive and Aggressive behaviours; Year 5: Bullying; Year 6 Stress management	Classroom teacher is present during the delivery of health lessons and provides informal feedback or discussion is related to individual student needs.	Delivery of Health content in a classroom setting e.g. Builder and Shredders - the importance of words; Healthy and Unhealthy friendships; Relational aggression. Building ground rules into health lessons. Giving students the right to pass. Groups constructed to ensure inclusion. A mix of discussion forums to encourage less assertive students to contribute e.g. pair work, small groups and whole class discussion forums. Individual sheets are used as a safety net for some activities. Opportunities for sharing are optional.		
3. Student feedback Evidence 1: Guidance Dept Inquiry 2013 Evidence 3: Guidance report Term 4, 2012				
4. Planning for learning Evidence 2: Builder and Shredders - the importance of words; Healthy and Unhealthy friendships; Relational aggression.		Content for Health lessons is chosen to address current needs of students as noticed by classroom teachers, statistics from guidance sessions and research e.g. Year 3 name calling was identified as a	As a result of PD on 'Using a Creation Story', I have a client in mind where I will use this style to work with her to address issues with grief expressed as anger. In the story, Ruamoko manages his	Units planned as a result of the findings of the collaborative inquiry include: Builder and Shredders - the importance of words; Healthy and Unhealthy friendships; Relational aggression.

		problem and translated into a teaching programme; A lesson on empathy was developed to prepare students for a unit of work on war. The research on bullying informed the content of sessions e.g. the power of the bystander.	anger which is seen geographically as earthquakes and volcanic eruptions.	
5. Assessment Evidence 2: Guidance report Term 4, 2012	Assessment of student needs comes from individual interviews in a supportive and caring environment where trust is developed to assist open communication. Strong guidelines around confidentiality are strictly adhered to.	Referral of individual students to Kari centre to provide additional support for individual needs.		
6. Reporting Evidence 2: Guidance report Term 4, 2012	Reporting to classroom teachers and parents on the recommendations from counselling sessions.			
7. Meetings Evidence 4: Minutes from Liaison Meeting (Nurse, Director of student services and Guidance staff).	Meetings with Head of department to discuss case management practices from an ethical perspective. 2 collaborative liaison meetings per term with nurses, Director of student services and Guidance team to discuss girls of concern.	Meetings with Head of department to share ideas on strategies to support student wellbeing. Meetings with nurses, Director of student services and Guidance team to discuss girls of concern to ensure all aspects of wellbeing taken into account.		Meetings with other counsellors to share perceptions on trends in other schools and therefore gain a wider perspective.
8. Professional development Evidence 5: Outline of PLD undertaken over 2011 to current.		Meeting with the Head of Maori during 2014 to look at ways of using the Maori creation story to better resource students who are facing challenges by helping them find the links between their own experiences and parts of the story. A PD session in 2013 which was on working with Asian students – this PD focussed particularly on family dynamics.	PD with HOD Maori shows I am committed to a culturally appropriate way of working with Maori students.	Appraisal undertaken as part of College practices. Participation in Horizon Hour PLD programme. Refer to attached sheet on PLD attended. PLD opportunities are selected on the basis of areas of relevance to my work.
9. Guidance area of responsibility Evidence 6: Photos of clinic	Membership of NZAC requiring adherence to ethics policies.	All work undertaken in guidance role is to support student		

	Meetings with counselling supervisor to ensure practise continues with adherence to ethical guidelines and relationships with clients (i.e. students) are respectful, non-judgements and empathetic.	wellbeing.		
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Tātaiako Cultural competency	Wānanga	Āko	Manaakitanga	Āko
RTC	5 Leadership	6 Learning plans	7 Engagement	8 Learning
Bundles of extraordinary evidence				
1. Collaborative Inquiry Evidence 1: Guidance Dept Inquiry 2013		The focus of units of work was based on the findings from the inquiry.	Gathering student feedback on their needs provides the insight to plan learning around these needs, which is more likely to engage the students in the learning.	
2. Classroom lessons Year 3: Use of I statements; Year 4: Passive, Assertive and Aggressive behaviours; Year 5: Bullying; Year 6 Stress management		Year 3: Use of I statements; Year 4: Passive, Assertive and Aggressive behaviours; Year 5: Bullying; Year 6 Stress management	A mix of discussion forums to encourage less assertive students to contribute e.g. pair work, small groups and whole class discussion forums. Individual sheets are used as a safety net for some activities. Opportunities for sharing are optional.	Activities are designed to draw on or reflect on how learning applies to their own situation e.g. circling the symptoms of stress that they have noticed in themselves; marking on a scale their level of passive, assertive or aggressive behaviour to a scenario.
3. Student feedback Evidence 1: Guidance Dept Inquiry 2013 Evidence 3: Guidance report Term 4, 2012		Student feedback was gathered formally as part of the collaborative inquiry. Informal feedback on student's efforts to implement learning in their own life situations is gathered during class discussions. The students will often comment in the classroom and my individual guidance appointments that they remember what they have learned from my classroom sessions in previous years. Students in both the classroom	A student survey had the following comment: "You can tell Mrs Jenkins anything. She keeps your secrets."	

		<p>sessions and individual counselling sessions are encouraged to experiment with their new strategies and provide feedback on the outcomes.</p> <p>The travellers programme involves students giving feedback at the end of each session.</p>		
<p>4. Planning for learning</p> <p>Evidence 2: Builder and Shredders - the importance of words; Healthy and Unhealthy friendships; Relational aggression.</p>	<p>Teachers approach me to deliver classroom lessons if issues surface that are affecting the classroom climate.</p>	<p>Role plays are used with 8 year old girls.</p> <p>The Travellers group is a resilience building programme involving selected students for an 8-session programme.</p>		
<p>5. Assessment</p> <p>Evidence 2: Guidance report Term 4, 2012</p>				
<p>6. Reporting</p> <p>Evidence 2: Guidance report Term 4, 2012</p>				
<p>7. Meetings</p> <p>Evidence 4: Minutes from Liaison Meeting (Nurse, Director of student services and Guidance staff).</p>	<p>I talk with classroom teachers to give them strategies to work with students who have behavioural or emotional difficulties.</p> <p>I share recommendations with the HOD Guidance to devise strategies to further improve work with clients (students).</p> <p>Attended Junior School Deans meetings where I contributed to pastoral care discussions contributing knowledge from research in my specialist area of guidance work. e.g. how much responsibility to give students for the Playground Angels project.</p>	<p>Meeting with HOD guidance to collaboratively plan for the Travellers Programme.</p>		
<p>8. Professional development</p> <p>Evidence 5: Outline of PLD undertaken over 2011 to current.</p>				
<p>9. Guidance area of responsibility</p> <p>Evidence 6: Photos of clinic</p>		<p>Case study management over an extended period of time using cognitive behavioural techniques</p>	<p>See photographic evidence of my clinic.</p> <p>Group rules are used for Travellers</p>	<p>When students come for counselling appointments they share prior experiences that they</p>

		e.g. for students with anxiety or depression	programme. Opportunities for sharing are optional. Individual work as appropriate. Inclusion of games as a fun way to engage students in the learning process e.g. snakes and ladders where thoughts are ranked as ladders or snakes. Confidentiality Referrals are predominantly self-referrals e.g. in 2013, 36/46 of my cases were from self-referrals.	have found challenging. Current strategies are evaluated. Alternative strategies for managing difficulties are explored. These come from both the student and me. Students decide which methods will be most beneficial from knowing the complexities of their own lives. Follow-up sessions explore of outcomes of implementing new methods. A variety of forums for them to express themselves and they choose the one that works for them e.g. sand tray, puppets, whiteboard diagrams, drawing, etc.
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Tātaiako Cultural competency	Tangata whenuatanga	Tangata whenuatanga	Wānanga	Wānanga Āko
RTC	9 Diversity	10 Bicultural	11 Assessment	12 Inquiry
Bundles of extraordinary evidence				
1. Collaborative Inquiry Evidence 1: Guidance Dept Inquiry 2013			Assessment of student needs through the inquiry survey.	The 2013 Collaborative Inquiry was used to identify the needs of Year 7 & 8 students. Being relatively new to the College, we wanted to check that our perceptions based on clinical practice transferred into the wider school community. This was to determine the creation of group programmes we would implement.
2. Classroom lessons Year 3: Use of I statements; Year 4: Passive, Assertive and Aggressive behaviours; Year 5: Bullying; Year 6 Stress management		At St Cuthbert's College, there are high expectations for all students. The College has a focus on Personalised Learning to ensure no student is left behind.		As a result of the Collaborative Inquiry, the Travellers programme is used to work with individuals suffering stress and anxiety.
3. Student feedback Evidence 1: Guidance Dept Inquiry				The results of student feedback from the inquiry were used to

2013 Evidence 3: Guidance report Term 4, 2012				determine the focus of group programmes.
4. Planning for learning Evidence 2: Builder and Shredders - the importance of words; Healthy and Unhealthy friendships; Relational aggression.				As a result of the Collaborative Inquiry, the Year 8 Programme will include Builder and Shredders - the importance of words; Healthy and Unhealthy friendships; Relational aggression.
5. Assessment Evidence 2: Guidance report Term 4, 2012				
6. Reporting Evidence 2: Guidance report Term 4, 2012			Termly report – to Justine, HOJS & HOD Guidance contains a breakdown of my practice. I report to classroom teachers and /or parents, within the constraints of confidentiality, such as strategies they may use to work with their student/child e.g. for students who have anxiety issues, giving alternative phrases for the teacher/parent to use that turn questions back to the child, rather than responding with an answer. The strategy is to return control to the child for managing their anxiety and reassuring themselves.	
7. Meetings Evidence 4: Minutes from Liaison Meeting (Nurse, Director of student services and Guidance staff).				
8. Professional development Evidence 5: Outline of PLD undertaken over 2011 to current.		I am working with HOD Maori to improve my pronunciation of the Maori language.		
9. Guidance area of responsibility Evidence 6: Photos of clinic	A Maori student who used the sand tray and a drawing to represent her whanau. Her representation included members of her extended family. Her whanau was clearly a source of strength for her. Her		Assess student progress towards goals in order to co-construct learning plans e.g. students draw a large sadness bubble and she said "I want to get it down to this size (a smaller circle was drawn)."	Peer supervision and professional supervision of my cases.

	<p>identity was viewed in terms of being part of this extended family group.</p> <p>In my practice I need to work sensitively with the knowledge that parental expectations can vary across cultural groups.</p> <p>A student with OCD asked me to meet with her class to discuss her particular needs and how they could support her, rather than antagonise her situation.</p> <p>I support diversity by allowing students to choose their methods of communication.</p>		<p>Students are offered a range of levels of support and this is reviewed over the cycle of appointments. The student decides how often they want to visit and when the next visit may be.</p> <p>Referral of students to the Kari centre requires completion of a comprehensive assessment of the student.</p>	
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