# Selecting programmes – discussion

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| This file supports the tool Selecting programmes for schools on the Bullying Free NZ website <https://www.bullyingfree.nz/preventing-bullying/>.  You can use it to view the three focus areas in the tool and record your discussions and questions about the criteria and descriptions in each. |

# Māramatanga, Understanding

Mā te rongo ka mōhio. Mā te mōhio ka mārama. Mā te mārama, ka mātau. Mā te mātau, ka ora.

With discussion comes knowledge. With knowledge comes light and understanding. With light and understanding comes wisdom. With wisdom comes wellness.

## Guiding questions

As you read through the criteria and descriptions below, use the suggested question stems to guide your investigation and discussion.

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| **Honours Te Tiriti o Waitangi** | | |
| How does this programme, intervention or approach support us to …? | | |
|  | *Discussion* | *Questions* |
| enact the articles of te Tiriti o Waitangi: kāwanatanga – governance, rangatiratanga – agency, ōritetanga – equity, and “the spoken promise” of cultural and spiritual freedom |  |  |
| co-design a holistic approach to learning with whānau, hapū and iwi that meets the needs of ākonga |  |  |
| affirm the identity, language and culture of whānau Māori and tamariki in ways that can be seen, heard and felt by all members of the community |  |  |
| support inclusion of all children and their families in Aotearoa, as tangata tiriti. |  |  |
| Overall comments: | | |

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| **Uses evidence-based approaches** | | |
| How does this programme, intervention or approach …? | | |
|  | *Discussion* | *Questions* |
| reflect the [core elements of a successful bullying prevention approach](https://www.bullyingfree.nz/preventing-bullying/the-nine-elements-of-an-effective-whole-school-approach-to-preventing-and-responding-to-bullying/#nine_core_elements) |  |  |
| align with the current [definition of bullying](https://www.bullyingfree.nz/about-bullying/what-is-bullying/) |  |  |
| explore bystander roles and safe ways bystanders can prevent or intervene in bullying |  |  |
| outline evidence, or promising practice, that the approach works in contexts like ours |  |  |
| Overall comments: | | |

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| **Develops capabilities** | | |
| How does this programme, intervention, or approach support us to …? | | |
|  | *Discussion* | *Questions* |
| make specific links to the key competencies in the NZ Curriculum, or the graduate profile in Te Marautanga o Aotearoa |  |  |
| build students’ capabilities to manage their social and emotional wellbeing |  |  |
| develop skills in effective problem-solving dialogue for ākonga, staff, and the community |  |  |
| provide strategies for repairing harm, and making and maintaining healthy social relationships |  |  |
| Overall comments: | | |

## What have we learned?

If the programme, intervention or approach you are considering meets these criteria well enough to satisfy your needs, then continue with the next focus area. If there are gaps, discuss if and how you can fill these gaps before you continue with the next focus area.

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| **What will we need to do?** |

# Aroha, Culture of care

Ko te tamaiti te pūtake o te kaupapa

The child – the heart of the matter

## Guiding questions

As you read through the criteria and descriptions below, use the suggested question stems to guide your investigation and discussion.

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| **Resonates with your school community’s vision and values** | | |
| How does this programme, intervention, or approach …? | | |
|  | *Discussion* | *Questions* |
| reflect the aspirations of whānau and our local hapū and iwi |  |  |
| respond appropriately to the identified needs of our students, teachers and community |  |  |
| connect deeply with our vision and values and who we are |  |  |
| align with our school policies, models and other actions to support student wellbeing, learning and behaviour |  |  |
| Overall comments: | | |

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| **Mana enhancing and inclusive** | | |
| How does this programme, intervention or approach support us to …? | | |
|  | *Discussion* | *Questions* |
| understand learners, their whakapapa, cultural values and their experiences of school |  |  |
| build cultural pride and identities to enhance the mana and wellbeing of ākonga, whānau and the community |  |  |
| promote respect for diversity and actively challenge behaviours such as racism, ableism, and discrimination against people of diverse sexualities and gender identities |  |  |
| provide a range of options and choices to support learner diversity (not one-size fits all) |  |  |
| Overall comments: | | |

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| **Engages students, whānau and community as partners** | | |
| How does this programme, intervention or approach support us to …? | | |
|  | *Discussion* | *Questions* |
| partner and build a shared understanding with our students, teachers, whānau, and the community |  |  |
| draw on student, whānau and local community strengths and resources to plan solutions and maintain relationships |  |  |
| provide a range of meaningful ways to actively engage whānau in the programme. |  |  |
| Overall comments: | | |

## What have we learned?

If the programme, intervention or approach you are considering meets these criteria well enough to satisfy your needs, then continue with the next focus area. If there are gaps, discuss if and how you can fill these gaps, before you continue with the next focus area.

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| **What will we need to do?** |

# Mahi, Practice

Me mahitahi tātou mō te oranga o te katoa

We should work together for the wellbeing of everyone

## Guiding questions

As you read through the criteria and descriptions below, use the suggested question stems to guide your investigation and discussion.

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| **Sustainable in your school** | | |
| Does this programme, intervention or approach …? | | |
|  | *Discussion* | *Questions* |
| give a clear view of the activities the school needs to implement to be successful |  |  |
| give a clear view of the time, resources, and whole-school commitment required to sustain the programme and adapt to our context |  |  |
| fit within our budget and compare well to other ways we could use these funds |  |  |
| Overall comments: | | |

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| **Builds professional capability** | | |
| Does this programme, intervention or approach …? | | |
|  | *Discussion* | *Questions* |
| build the capability of a team to lead the project |  |  |
| offer teachers professional support resources and learning opportunities, and where applicable, tailor these to the individual school |  |  |
| suggest systems to ensure the ongoing sharing of knowledge and collaboration, and the induction of new staff |  |  |
| provide ways to identify when further support and access to referral systems, such as counselling services, are required |  |  |
| Overall comments: | | |

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| **Has effective processes for using data and evaluation** | | |
| Does this programme, intervention or approach …? | | |
|  | *Discussion* | *Questions* |
| use data to drive programme decisions |  |  |
| clearly state aims and intended outcomes that can be monitored and evaluated |  |  |
| include whānau and ākonga in planning, reviewing and measuring outcomes |  |  |
| provide a plan to implement a monitoring and review schedule |  |  |
| Overall comments: | | |

## What have we learned?

If the programme, intervention or approach you are considering meets these criteria well enough to satisfy your needs, continue below. If there are gaps, discuss if and how you can fill these gaps.

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| **What will we need to do?** |

Then it’s time to consolidate and weigh up what you have concluded from the three focus areas. Do you have enough information to make a decision about going ahead with this programme, intervention, or approach?