



Taitā Central School Newsletter

Ki te kotahi kākaho, ka whati: ki te Kāpuia, e kore e whati.
When we stand alone, we are vulnerable; but together we are unbreakable.

Vision

Standing strong together – enhancing the mana of all learners
"Te tu pakari tahi, te whakamana i nga ākonga katoa."



Ako tahi Tātou, Tipu tahi Tātou
Together we Learn, Together we Grow

Kia ora, Talofa Lava, Kia Orana, Bula Vinaka, Malo e lelei, Malo ni, Fakatalofa atu, Namaste, Mingalaba, Kumusta, Marhaba, Sawatdee, Xin chào, Choum, Reap, Sour, Assalamu alaikum, Hello, Greetings!

24th July 2025
24 Hongongoi 2025

Number 11
Tekau ma tahi

Term 3: Week 2
Wāhanga 3: Wiki 2

Principal: principal@taitacentral.school.nz

Office: admin@taitacentral.school.nz

Website: <https://www.taitacentral.school.nz/home>

Coming Events:

Tues 29th & Wed 30th July – Learning Conversations

Tues 29th July – Skylight Resilience Prog Year 2/3

Wed 30th July – Skylight Resilience Prog – Year 4

Fri 1st Aug – Teacher Only Day – School Closed

Mon 4th Aug – Board of Trustees Meeting

Mon 4th – Fri 8th Aug – Cook Island Māori Language Week

Mon 18th – Fri 22nd Tongan Language Week

Fri 22 Aug – Kowhai Wacky Hair/Silly Shoe Day

Fri 29th Aug – Cook Island Māori & Tongan Whānau Day

To Action:

Important Dates to remember...

Absence TXT Line: 022 351 2655 - Text child's first & last name, Ako/class, absence reason, sender's name

Naumai, haere mai e te Whānau - Welcome back

We hope you were able to enjoy the school holiday break with your tamariki and that they were able to spend time with whānau.

Term 3 will have many exciting learning opportunities for our ākonga, both inside and outside the classroom. This included our recent visit from **The NED Show – NED's Resiliency Ride**.

On Thursday 17th July our ākonga participated in an interactive performance **The NED Show**. This was a high energy and engaging presentation focused on building resilience and encouraging a positive mindset. Our ākonga learnt about the importance of these 3 life skills while enjoying storytelling, magic, humour and yo-yo tricks.

The message behind NED's name supports our ākonga to...

N – Never give up

E – Encourage others

D - Do your best



Taitā Central School Study Centre – Ministry of Education is no longer funding these programmes in schools around New Zealand.

In December 2024 we were advised that the Ministry of Education was reviewing funding for the Study Support Centre programme in schools like Taita Central. At the end of May this year I received notification from the Ministry of Education that our funding for Study Centre would end on 25th June 2025. "The reason for this is so that the savings from this programme can be prioritised towards new education initiative."

We believe this is an extremely valuable programme which supports our ākonga/students educationally as well as offering our ākonga the opportunity to participate in the Massey University Children's University Programme and get credit for an additional 30 hours of learning throughout the year.

*I have been able to arrange financial support to fund our school **Study Centre for the rest of this year** from KPMG who provide a lot of support to our school with volunteer days to improve our school environment and helpers at school sports days and events.*

Our next step is to find a way to fund our Study Centre for 2026, now that we no longer receive funding support from the Ministry of Education.

Attendance, Engagement and Achievement

Taitā Central School – Our Term 2 (21st April 2025 to 27th June) attendance data, based on our school eTap Attendance data.

Term 2	Regularly attending	Irregular attendance	Moderately absent	Chronically absent
Number of students	57	20	14	19
Percentage	52%	18%	13%	17%

Please remember to let us now if your child will be absent and the reason why – if we do not hear from you your child will be recorded as Truant for the day.

You can **phone the school** and let us know or leave a message. You can text in using the **Absence TXT Line: 022 351 2655** - Text child's first & last name, Ako/class, absence reason, sender's name or you can use the **Skool Loop absentee form**.

Reporting to Parents – Learning Conversations / School Interviews

Our teachers are looking forward to welcoming you to our **ākonga/parent/teacher Learning Conversations (School interviews)** next week – **Week 3 of Term 3 - Tuesday 29th & Wednesday 30th July**. These Learning Conversations are part of our school kaupapa/programme to strengthen our Home/School Partnership and work together with our ākonga and their parents/caregivers/whānau/aiga to build educationally powerful connections and powerful learning relationships which are mana enhancing.

During our **Learning Conversations** our ākonga will be selecting work they are proud of to share with you, so it is important that they come along to the interview with you. During the Learning Conversation there will be an opportunity for you to discuss the progress your tamaiti/child is making, their Mid-Year School Report and their current achievement level as well as how you can support them at home.

Please book your interview time through the following link or you can do so on Skool Loop.

<https://www.console.skoolloop.com/interviews/24458/>

If you need any help booking your interview time please come and see Erin in the office or give her a call.

If your child is in Ako 8 or 9, Matua Dylan and Miss Kelly are doing these interviews together so please book in with them.

A gentle reminder to please arrive on time and stick to your scheduled appointment. If, for any reason, you need to change your time, please contact the school office, so we can reschedule you at the next available slot.

Taitā Central School Behaviour Expectations – Revised

Throughout the first half of this year our staff have been reviewing our school behaviour Expectations and linking them to our school POWER Values and Te Ara Whakamana – Mana Enhancement Kaupapa.

We have been trialling and tweaking our expectations during Term 1 & 2 and have now finalised our process. Attached to this email you will see the 2 pages which outline our **Expectations, Steps, Behaviour descriptors and Supports and Consequences**. The second page outlines **What will happen...** these are the steps the teacher, staff member, school leaders and principal will take. We have also created a **Flow Chart** to give a quick

overview of this process as well as attaching a copy of our **Restorative Practice Model**. At each step you will see that it is expected and important that our ākonga Put It Right and we have established a Restorative practice Process to support them to do this.

We love to receive feedback from our parents/caregivers/whānau and aiga, so please let us know ... **what you like about it, what if any concerns you have, any questions you have about our expectations and the processes and procedures we have put in place.** You can share your feedback directly with me via my email principal@taitacentral.school.nz, to our teachers through our Learning Conversations or by commenting on the large posters which will be in each block during our Learning Conversations next Tuesday and Wednesday.

SCHOOL NEWS

	P	Perseverance / <i>Whakapau Kaha / Onosa'i</i> - give it a go and keep trying, even when it gets hard.
	O	Outstanding / <i>Kei runga noa atu! / Matua silisili ona lelei</i> - always being the best that you can be.
	W	Whakawhanaungatanga / <i>Te toa takitini / So'otaga</i> - we come together as one.
	E	Empathy / <i>Aroha - Ngākau aroha / Lagona Alofa</i> - trying to understand how others feel.
	R	Respect / <i>Kiritau - Whakamana -Whakaute / Fa'aaloalo</i> - treating others how you would like to be treated.

POWER Values - Our value focus for Week 1 & 2 across the school was **Empathy / Aroha – Ngakau aroha / Lagana Alofa** – trying to understand how others feel.

The New Zealand Falcon (Karearea) is our mascot for our values.

Our next assembly will be held on Friday 25 July at 2.15pm in the Whareroa/Hall. Families, Whānau and Aiga are always welcome.

Term 2 Week 9 Assembly - Thank you to Kowhai Block and our hosts Niko, Shalom and Vaiana and visuals Miss Powell.

Congratulations to our Ako Award Winners:

Ako 1: Amara & Sami

Ako 3: Ellie & Finn

Ako 4: Tia & Marley

Ako 7: Carlos & Jericho

Ako Waru: Esha

Ako Iwa: Toby

Akomanga Māori: Iriana & Noah

Congratulations to our Principal Award Winners:

Week 7

Ako 1: Ralene -For making great progress this term, especially with your writing. I am very proud of how you are taking risks with your learning and giving things a go even when they are hard. Well done!

Ako 3: Malia-Rosa for being a positive class member who gives everything a try and accepts help when needed.

Ako 7: Naayagi- Not only are you both amazing helpers in class, but you also stepped up this week to assist in Breakfast Club when Whaea Sharon was absent. You did so with kindness and a fantastic attitude. Miss J could not have done it without your help, and your lovely smiles. Well done for showing ALL the POWER values!

Ako Iwa: Emperor Petterson-Hape You stepped up with confidence to lead in Hutt Fest, and that leadership has continued into everyday school life. You lead through your words and actions, from picking up rubbish to warmly welcoming our guests. Your quiet strength is noticed and valued. "Ehara taku toa i te toa takitahi, engari he toa takitini." (My strength is not as an individual, but as a collective)

Izzy Tapara-Makavalu - You stepped up with confidence to lead in Hutt Fest, and that leadership has continued into everyday school life. You lead through your words and actions, from picking up rubbish to warmly welcoming our guests. Your quiet strength is noticed and valued. "Ehara taku toa i te toa takitahi, engari he toa takitini." (My strength is not as an individual, but as a collective)

Week 8

Ako 4: Casey-Jean for always being happy, friendly and ready to learn new things at school.

Special Nomination: Merehana or stepping up to lead our Taitā Central School HuttFest for 2025 and sharing your knowledge, your skill with our ākonga and school community.

We acknowledge the strength, support, time, and aroha you gave to our ākonga and our school.

Week 9

Ako 1: Emil -for participating in all class activities, for trying your best and for asking for help when needed. Well done, Emil!

Ako 3: Suntroyden for effort in all your work. It is great to see you taking pride in your learning.

Ako 7: Molly not only are you both amazing helpers in class, but you also stepped up this week to assist in Breakfast Club when Whaea Sharon was absent. You did so with kindness and a fantastic attitude. Miss J could not have done it without your help, and your lovely smiles. Well done for showing ALL the POWER values!

Ako Iwa: Nia-Grace You stepped up with confidence to lead in Hutt Fest, and that leadership has continued into everyday school life. You lead through your words and actions, from picking up rubbish to warmly welcoming our guests. Your quiet strength is noticed and valued. "Ehara taku toa i te toa takitahi, engari he toa takitini." (My strength is not as an individual, but as a collective)

Congratulations to our POWER in the Playground Award Winners:

Molly (A7) Panapa (A1) Freja (A4) Tepaula (A9) Esha (A8) Anaiya-Rose (A8) Suntroyden (A3) Atarangi (A1) Ralene (A1) Eva (A3)



Our Term 3 Topic is **Hau Takiwa / Wind**.

Here is a poem Elisefou, Esha, Eduard, Prezz, Carmelita and Manawa from Ako 7 wrote as part of a "choose the word" poetry exercise.

"Air/Hau"

In the still air I find shelter
I find the awa and it fills me up with wonder
An untamed tornado is like a Lion, because its about to catch me
The sun if blazing hot and I'm feeling free like a toroa (albatross)"



Wow!!! How amazing was it to see our children up on the HuttFest stage and performing in their new Pacifica uniforms, they looked so smart and there were many comments about how nice it was to have some new uniforms. Fa'afetai lava. Merehana

The outfits are so pretty and we loved the designs and the colours. We can't wait to be able to wear them again next year because they looked so good on us. Kristina & Nia-Grace

Thank you Lua for the respect you showed towards us and helping us learn the sasa. Thank you for the beautiful uniforms, I felt very proud to put the new uniforms on and to be able to represent my culture with pride. Fa'amago



Study Centre Massey University Discovery Day – Friday 27th June

On Friday 27th of June, Study Centre went to Massey University. So there was a D.J and they picked 4 people and me and my friends went. So we followed Whaea Shell and it was in the café! I went first and I touched the disc and I also touched the other buttons like the stop button and the sound button and the IDK (I don't know) buttons but I liked doing this thing and when its at the red line you have to stop it and I kept getting it on the red line! My favourite part was probably the stopping part. By Indy

On Friday 27th of June, Study Centre went to Massey University and I went to do the DJ Activity. We did the things that spins and you pull the thing up. It was super cool. By Phoenix

Last term on Friday 27th June, Study Centre went to Massey University. There were four places. It was the D.J, gym, library and Space Place. My favourite place was the library, because it was fun and interesting. The librarians told us a story about a bird and a taniwha. The bird was trying to teach the taniwha to fly. After that we talked about what we wanted to be when we grew up. I said I wanted to be a singer when I grew up. After we got to colour in pictures or draw, I chose to draw. After I finished drawing I gave it to the librarian. One of the lady's names were Raylene. I had a lot of fun on Friday. By Eliana

On Friday 27th of June, Study Centre went to Massey University. We went to the gym. We played head, shoulders, knees and cones, it was really fun. Then we got on this bike thing, I set it to medium, it was kind of hard. By Noah

On Friday 27th of June, Study Centre went to Massey University. We went to the gym. When we went to the gym we did training. I was skipping on the ladder. We had to jump like a rabbit, and the next thing I did was the medicine balls. We got 30 seconds to pick up the medicine balls, the next thing was the bikes, I went really fast. The last activity was pick up the dumbells, it was really fun. We also played the cone game. By Sitina

At Massey University, in the library, I walked to the library with Study Centre and we got to sit on the bean bags, and Raylene was asking us if we heard the story about Rereroa the bird. She started to talk about Rereroa. So then we all got to move onto our dream job, we buddied up and talked about our dream job, but when we say our dream job, first we have to introduce our buddy and saying their dream job. My dream job is to be a singer. By Talia



Te Reo Māori Phrase of the Week.

To increase the use of Te Reo Māori at Taitā Central School we are continuing our Te Reo Māori phrase of the week. All our Kaiako/teachers and Kaiawhina/Support staff are trying to make sure we use this phrase throughout the week. You may hear your tamariki using these phrases at home.

The phrase we have been using in Weeks 1 and 2 was ... *Tikina ngā pākete hua rākau* / Fetch the fruit buckets

Lucky Book Club

All children have been given the brochure for Scholastics Lucky Book Club Issue 5. If you wish to order, please do so by putting completed order form & money in an envelope and hand it in to the school office.

LAST DAY FOR ORDERS IS NEXT THURSDAY 31 JULY.

Board News

Upcoming Board Elections

Every three years, state and state-integrated school communities vote for the representatives that will govern their schools. Parents and caregivers elect parent representatives, and staff elect staff representatives.

Most New Zealand schools are governed by a school board. This is a group of people who work together, with staff and students, with whānau, parents and the wider community, to make a positive difference for children's education!

A board's strength comes from its community, so we welcome people with different backgrounds – your voice and experience matter.

Use this link to access the ***Te Whakarōpūtanga Kaitiaki Kura o Aotearoa - NZ School Boards Association*** facebook page **which has a range of resources and information to view.**

[Te Whakarōpūtanga Kaitiaki Kura o Aotearoa - NZ School Boards Association](#)

Community News

Avalon Intermediate Open Day

2026 Enrolments - Key dates for 2026 enrolments:

- **Monday 14 July: Enrolments open**
- **Friday 29 August: Enrolments close**
- Wednesday 3 September: Ballot held for out of zone students

You can enrol online through this link - <https://enrolments.linc-ed.com/apply/NZ/3031>

We would like to invite you to experience Avalon Intermediate School for yourself at our **Open Evening on Thursday 7 August, 6:00 pm.**

We are also holding an **Open Morning on Wednesday 30 July, 9:30 - 1:30**, where Year 6s can try out our technology subjects and spend some time in our classrooms.

Naenae Intermediate Open Day

Our Open Day details are as follows:

Dates: Thursday, August 7th and Friday, August 8th

Time: 10:00 am - 11:30 am

Location: Naenae Intermediate School Hall



NAENAE INTERMEDIATE SCHOOL

YEAR 6 OPEN DAY

Thursday 7th August and Friday 8th August 10-11:30am

- Enjoy student performances
- Tour the school
- Meet our Senior Leadership Team
- Hear from some of our current students

ENROLMENTS AVAILABLE
www.naenaoint.school.nz or collect from the school office.
Please contact office@naenaoint.school.nz if you have any queries

Taitā Community Connections <https://www.huttcity.govt.nz/council/our-projects/cycleways-and-shared-paths/taita-project>

Our two Community Connections projects in Avalon and Taitā will connect residents and schools with the heart of their communities, providing safer and more accessible transport options that are good for us and our environment and improving the experience for people using our footpaths, by foot, bike or scooter.

What we're doing

We're improving the accessibility and experience for people who move around Taitā by foot, bike or scooter, connecting residents and tamariki with recreational and community facilities, their local shops and businesses, schools and the arterial travel corridors alongside the rail and river trails.

The work in Taitā includes:

- A safe, separated shared walking and cycling path from the northern end of Harcourt Werry Drive at Fraser Park, right through to the Taitā Train Station and shopping centre.
- Safety improvements at key intersections along the shared path route.
- Dual crossings along the shared path route, creating safe crossing points for pedestrians and cyclists.
- Pedestrian crossings to safely connect the laneways in the area.

The new path will create better connections to:

- The recently constructed Beltway Cycleway that links from the northern tip of Taitā through to Waterloo Station on the periphery of the CBD.
- Taitā Train Station, which links north to Upper Hutt and Wairarapa and south to Wellington city.
- Taitā's shopping centre to help revitalise local retailers and businesses.
- Remutaka Cycle Trail (Hutt River Trail), providing a north / south corridor that's perfect for people of all ages to build confidence on two wheels.
- Walter Nash Centre, Netball Hutt Valley courts and the nearby Walter Nash Park.
- Local schools and kindergartens, such as St Michael's School, Taitā Central School, and Pomare School



SUMMER SERIES SOCCER is back in Upper Hutt on Friday nights at Trentham Memorial Park. Starting on Friday 17th October 2025.

Games are between 4.00pm - 7.00pm throughout Term 4 and Term 1.

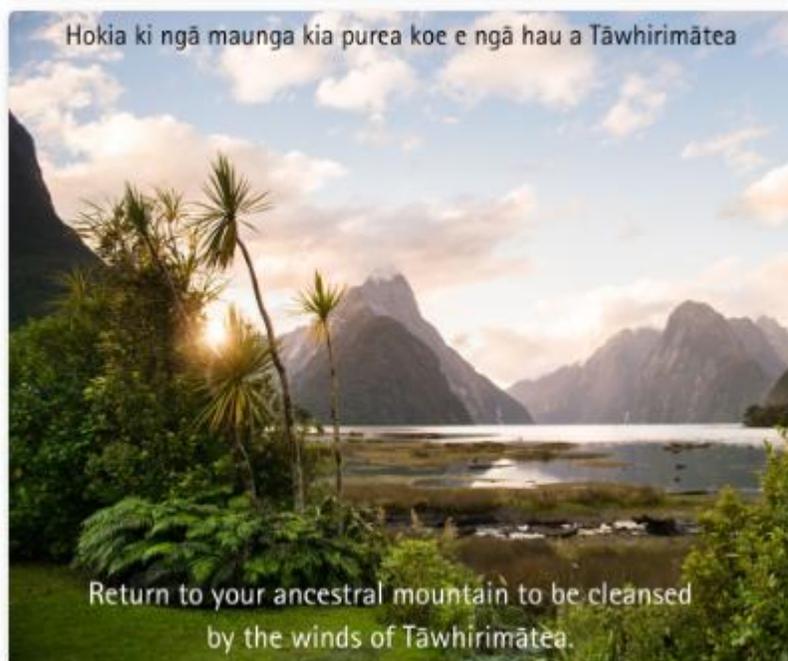
If you enjoy kicking a ball around with your friends, want some extra game time throughout summer then get a team together and enter at www.kellysports.co.nz/soccer2025

We accept all children with all abilities between the ages of 5 - 13 years of age.

Book Now!



Whakatauki



Ngā mihi maioha - warm greetings

Whaea Shell / Michelle Picard and Taitā Central School Staff

Tel: 5677214

*Taitā Central School – Te Kura O Nga Hau E Wha
Ako tahi Tātou, Tipu tahi Tātou – Together we Learn, Together we Grow*

Taita Central School Expectations Behaviour Management Procedures

At Taita Central School we show Perseverance, we are Outstanding, we show Whakawhanaungatanga, we show Empathy and we are Respectful.

Ngā Atua - Te Ara Whakamana

Rongo-mā-tāne

Māui

Rūaumoko

Tāwhirimātea

Tūmatauenga

Tāngaroa

Our Expectations are...

- We show respect to people, property and places.
- We use kind words, and show kindness to others.
- We listen respectfully and follow instructions from adults.
- We make good choices.
- We are in the right place at the right time.
- We take care of property and resources.

Steps	Behaviour	Supports & Consequences
Step 1	<ul style="list-style-type: none"> • Not listening • Not following instructions • Not using manners • Swearing • Misuse of school property • Littering, leaving a mess in the learning spaces 	<ul style="list-style-type: none"> • You will be reminded of our school POWER Values. • You will be supported to make better choices, by your teacher, teacher aide, peers. • You have to put it right, work through the (restorative practice stages - this may be by saying sorry or writing a letter of apology).
Step 2	<ul style="list-style-type: none"> • Teasing others • Constantly talking over others • Talking back • Purposely causing noisy environment • Taking other people's property 	<ul style="list-style-type: none"> • Time-out e.g. time in another classroom. • You may lose privileges e.g. recreation time, devices, class or school events or trips and have to complete a Think Sheet or Drawing Scenario. • Your whānau will be contacted so they can support you to make better choices.
Step 3	<ul style="list-style-type: none"> • Saying mean things to upset others • Bullying • Spreading inappropriate/dangerous information learnt from inside/outside school 	<ul style="list-style-type: none"> • You will meet with the AP, DP or Principal to discuss the harm you have caused and to help you to learn from your mistake. • Your whānau will be contacted and you may be put on a Weekly Report or have a Behaviour Contract/Maui Plan created.
Step 4	<ul style="list-style-type: none"> • Physical harm to others • Harm to self • Leaving school grounds • Deliberate destruction of property 	<ul style="list-style-type: none"> • Parents, Caregivers, Whānau are contacted - phone call or Behaviour Letter • If your behaviour is severe and caused serious harm, you may be stood down from school.
Reflection Time - Restorative Practice	<ul style="list-style-type: none"> • We have not used our POWER Values • We have not made good choices • We have not been in the right place at the right time 	<ul style="list-style-type: none"> • The Taitā Central School Restorative Practice model focuses on building and maintaining positive relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong.

Taita Central School Expectations Behaviour Management Procedures

At Taita Central School we show Perseverance, we are Outstanding, we show Whakawhanaungatanga, we show Empathy and we are Respectful.

Our Expectations are...

- We show respect to people, property and places.
- We use kind words, and show kindness to others.
- We listen respectfully and follow instructions from adults.
- We make good choices.
- We are in the right place at the right time.
- We take care of property and resources.

What will happen...

Steps	Supports & Consequences
Step 1	<ul style="list-style-type: none"> ● Classroom teacher will remind the ākonga/student of our school POWER Values. ● Classroom teacher/teacher aide, peers will support ākonga/students to make good choices. ● Classroom teacher/teacher aide supports ākonga/student to put it right (restorative practice, this may be by saying sorry or writing a letter of apology). ● Enter incident into eTap Guidance - Behaviour (if it is repeated/continual)
Step 2	<ul style="list-style-type: none"> ● Classroom teacher discusses with the Team Leader (AP/DP) about ākonga/student spending some Time-out in another classroom. ● Classroom teacher is responsible for selecting loss of privilege appropriate to behaviour. ● Classroom teacher informs the parent/caregiver - face to face, phone call, text or email. ● Enter incident into eTap Guidance - Behaviour
Step 3	<ul style="list-style-type: none"> ● Classroom teacher decides with the Team Leader (AP/DP) that the student will meet with the AP/DP or Principal to discuss and understand the harm that has been caused and to help them to learn from their mistake. ● Enter incident into eTap Guidance - Behaviour
Step 4	<p>A meeting with parents, caregivers, whānau or aiga is held.</p> <ul style="list-style-type: none"> ● Parents are asked to attend and other interested parties may be invited, such as RTLB, SWiS, MOE Learning Support, Whānau, Child Adolescent Family team, Psychologists. The intention of this meeting is for the student, family, school and appropriate professionals to create a Behaviour Plan. <p>Repeated misbehaviour or gross misconduct could result in a child being stood down or suspended - The decision and subsequent actions are specified by:</p> <ul style="list-style-type: none"> ● the student's gross misconduct (serious misbehaviour) is a harmful or dangerous example to other students at the school (Section 80(1)(a) of the Education and Training Act 2020), ● or the student's continual disobedience is a harmful or dangerous example to other students at the school (Section 80(1)(a) of the Education and Training Act 2020), ● or because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood down (Section 80 (1)(b) of the Education and Training Act 2020). ● Enter incident into eTap Guidance - Behaviour
Reflection Time - Restorative Practice	<p>This is a relational approach to school life grounded in beliefs about equality, dignity, mana and the potential of all people. The Taitā Central School Restorative Practice model focuses on building and maintaining positive relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong.</p>

TAITĀ CENTRAL SCHOOL EXPECTATIONS

Minor

STEP 1 MAUI

REMINDER OF
POWER VALUES

MAKE GOOD
CHOICES

STEP 2 RŪAUMOKO

TIME OUT OF
CLASS

LOSS OF
PRIVILEGES

WHĀNAU MAY
BE CONTACTED

Major

STEP 3 TĀWHIRIMĀTEA

MEET WITH
AP/DP

MEET WITH
PRINCIPAL

WHĀNAU
CONTACTED

STEP 4 TŪMATAUENGA

MEET WITH
PRINCIPAL

MEET WITH
WHĀNAU

POTENTIAL
STAND DOWN

PUT IT RIGHT

Taita Central School Restorative Practice Model

Restorative practice is a relational approach to school life grounded in beliefs about equality, dignity, mana and the potential of all people. The Taitā Central School RP model focuses on building and maintaining positive relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong.

Manaakitia te tangata, ahakoa ko wai, ahakoa no hea.

Treat people respectfully, irrespective of who they are and where they come from.

PUNITIVE RESPONSES: FOCUS ON PUNISHMENT	RESTORATIVE RESPONSES: FOCUS ON ACCOUNTABILITY, HEALING, AND NEEDS
What rule has been broken?	What happened?
Who is to blame?	Who has been affected? How?
What is the punishment going to be?	What needs to be done to put things right?

- A culture of care supports the mana of all individuals in the school community.
- Schools that create a culture of care recognise the importance of preserving the mana and integrity of all members of the school community.
- Developing a culture of care creates a sense of unity and inclusiveness characterised by mutual trust and respect.
- A school that fosters a culture of care celebrates diversity.

Restorative Conferencing is a process that provides schools with ways to repair harm and restore relationships. It uses the stories of those involved in an incident and the people close to it – students, staff, and whānau – to:

- explore what has happened and who has been affected
- hold those who have caused harm accountable for their actions
- provide support to those involved.

Taitā Central School Restorative Conversation

Own it

- Tell me what happened
- What has led us to needing to have this conversation?
- What were you thinking when you did that?
- Who has been affected? In what ways?
- What do you think that must have been like for them?

Fix it

- What needs to happen to put things right?
- What does _____ need to hear/see from you now?
- Is there anything else you can think of that might help?
- What will sorry look like in action from now on?

Learn from it

- What do you need to stop doing, stay doing, start doing?
- If this happens - what could/will you do differently?
- From now on how will you show the school values?
- What do you need from me/us to support you?

Move on

- When shall we check in with you to see how you're going?
- What will happen if we break our agreement?
- Do you feel okay, like you're ready to move on?

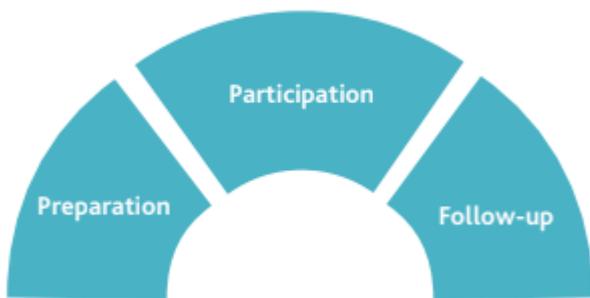
There are three phases that are essential for all components of the RP model to ensure that the process is robust, genuine, and effective.

These phases are preparation, participation, and follow-up. They function as both a planning tool for a Conversation, Circle, or Conference and a vehicle for reflection and feedback on the effectiveness of the process. The times they require vary considerably for the RP components – a Restorative Conversation may be as simple as a two- minute interaction in the classroom; a Restorative Conference is a formal process that may take several hours.

THE THREE PHASES OF THE RESTORATIVE PRACTICE PROCESS

The **preparation phase** lays the groundwork for action. It can include:

- establishing the extent of the issue or the details of an incident
- establishing the reasons for using a restorative approach
- exploring who has been affected and how
- communicating with all the people involved
- setting up the protocols and environment for the Conversation, Circle, or Conference
- where appropriate, beginning to explore how things can be put right.



The **Participation phase** involves the facilitation and running of the Conversation, Circle, or Conference. It requires the active participation of all those affected by an issue or incident. It focuses on facts, accountability, needs, and healing, and follows a five-step restorative dialogue (adapted from Thorsborne and Vinegrad, 2008):

- tell the story
- explore the harm
- repair the harm
- reach an agreement
- plan follow-up.

USING THE PROCESS EFFECTIVELY

The RP process serves as both a planning and a reflective tool. As a planning tool, it can help to ensure robust practice; as a feedback tool, it can help identify where a Conversation, Circle, or Conference has lost its way or when the outcomes have been less than satisfactory. Almost all effective RP practice will have the three phases present in some form.

The **follow-up phase** closely monitors the progress of any agreement or outcome. This phase is vital in maintaining the integrity of the RP process. If an agreement is reached but there is little or no follow-up, the process will feel staged and ineffective.

Restorative Questions

To respond to challenging behavior...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
 - In what way?
- What do you think you need to do to make things right?

To help those harmed by other's actions...

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

