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| **Belonging at School** |

**Background:**

* This work is intended to be used to create classroom cultures where everyone is valued and everyone belongs
* It draws on themes inherent throughout the Curriculum
* It is based in Levels 3 and 4 achievement objectives within the New Zealand Curriculum,
* resources are developed for a wide range of children’s strengths and experiences across curricular levels
* the work is designed to be adapted to suit a range of classes and goals
* Curriculum objectives in the learning area of Health and Physical Education lend themselves to classroom teaching and learning activities that support the development of inclusive classroom and school cultures

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| ***New Zealand Curriculum:******Curriculum Links: Health and Physical Education*** |
| ***Level 3:*** | ***Personal Health and physical development*** |
| Strand A: 1 Personal growth and development | Students will identify factors that affect personal, physical, social and emotionalgrowth and develop skills to manage changes. |
| Strand A: 4 Personal identity | Students will describe how their own feelings, beliefs, and actions, and those of otherpeople, contribute to their personal sense of self-worth. |
| ***Level 3:*** | ***Relationships with Other People:***  |
| Strand C: 1 Relationships | Students will identify and compare ways of establishing relationships and managing changing relationships. |
| Strand C: 2 Identity, sensitivity, and respect | Students will identify ways in which people discriminate and ways to act responsibly to support themselves and other people. |
| ***Level 3:*** | ***Healthy Communities and Environments*** |
| Strand D: 3 Rights, responsibilities, and laws | Students will research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness. |
| Strand D: 4 People and the environment | Students will plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment. |

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| ***Curriculum Links: Health and Physical Education*** |
| ***Level 4:*** | ***Personal Health and physical development*** |
| Strand A: 1 Personal growth and development | Students will identify factors that affect personal, physical, social and emotionalgrowth and develop skills to manage changes |
| Strand A: 4 Personal identity | Students will describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth. |
| ***Level 4:*** | ***Relationships with Other People*** |
| Strand C: 1 Relationships | Students will identify the effects of changing situations, roles and responsibilities on relationships and describe appropriate responses. |
| Strand C: 2 Identity, sensitivity, and respect | Students will recognize instances of discrimination and will act responsibly to supporttheir own rights and feelings and those of other people. |
| ***Level 4:*** | ***Healthy Communities and Environments*** |
| Strand D: 3 Rights, responsibilities, and laws | Students will specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community. |
| Strand D: 4 People and theenvironment |

**Relationship to the New Zealand Curriculum and visible in this plan:**

**Vision:**

* Connected,
* Actively Involved,
* Confident

**Principles:**

* Inclusion,
* Cultural Diversity,
* Treaty of Waitangi,
* High expectations,
* Community engagement

**Values:**

* Diversity,
* Equity,
* Integrity,
* Respect,
* Excellence,
* Community and participation

**Key Competencies:**

* Participating and Contributing,
* Relating to Others,
* Thinking

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| ***Topics to explore:*** |
| ***1. Who I am?******2. What does it mean to belong at school?******3. Rights and responsibilities******4. Looking out for each other*** |
| * These topics may be explored over the course of a term
* The activities suggested in this unit support ongoing conversations and activities designed to support children’s growing awareness of diversity as a strength.
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| ***1. Who I am?*** |
| **Learning goals:*** I am learning to recognise diversity as a strength within the communities I live in.
* I am learning to value diversity.
 | **Thematic Links:*** Student identity
* Relationships
* Teaching
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| **Lesson Ideas** | **Reflective Questions for Teachers** |
| a | **Thinking about Diversity**Introduce the term ***diversity***.Brainstorm in pairs, group, class – complete a mind map what we think this means in our class, school or community.**Activity 1** provided if applicable (working in pairs, groups or class)  | * How does my language reflect that I value all students equally?
* How do I show equity in my practice so all students are valued and my planning is respectful of culture, religion, disability, background - all the different ways of being?
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| b | **Knowing the learner**View Ben’s video Ben talks about the importance of adults in the school knowing you before they teach you. Group discussion - starter questions* Why is it important that the teacher knows you?
* Can you think of something about you that would be helpful if the teacher knew? (For example- maybe it is easier for you to work if the blinds in the classroom are down and there is no glare on your work
* Tell a friend/group member something about you that makes learning easier
* Plan a process (poster, picture, role play)through which you can share helpful information about yourself?

Activity 2 – ‘Knowing Me’ may be used/modified Questions includeSurvey questions:Where I am fromWhat language/s we speak or use at home?How long I have been in New ZealandWhat celebrations/ festivals are important to me and my family?What are three things that are important to know about me?One way that I like to learn is by…..Three things that make it easier for me to learn are ……Other information that will help you to know me better ….Discuss as a class – how this information is shared – respect student decision making. (just with teacher? With a friend)It is useful for the teacher to complete the survey and share theirresponses.*OR*Complete activity Me – right now! from the Curriculum in Action series Resource:  | * How do I develop relationships with my students?
* What family links do I use to support this learning?
* If we recognize knowing students means we care about them, what does this mean in terms of day-to-day classroom practice?
* How as a teacher do I remind/show my students that I am a learner with them?
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| c | **Knowing the learner**Recap/extension of lesson b.Discuss – why is it important that adults in the school know you before they teach you? How can we do this?View Hamish’s video Discuss getting to know each other – the need for everyone to be accepted for who they are. What do we need to know about each other to support and respect each other? How could we respond when we witness situations or are part of discussions where we hear people ridiculed, teased or abused because their way of being is not accepted?Brainstor/chart ideas for positive /affirming action | * How do I support my students to respect each other?
* How do I support my students to see diversity as a strength within the classroom and within our communities?
* How do I value individual student’s strengths in my planning and teaching?
* What are my beliefs about student capability?
* Does my assessment recognize all my students as capable learners?
* Do I have support to access professional development so I can meaningfully assess all my students?
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| d. | **Knowing the learner**View Katherine’s video Class/group discussionDiscuss why someone would get rid of the things (hearing aids) they need most to help them learn?What could have helped Katherine to make a different decision?Students complete survey – supported as needed (adapted from Defining Diversity – a facilitation manual to use with the New to New Zealand publication, Ministry of Education, 2008). It is important for students to show their name on this survey. *OR*Complete activity Me – right now! from the Curriculum in Action series Resource: |  |
| e | **I am learning to share who I am and who my family are.**Introduce Junior Journal 53 (Ministry of Education, 2016). Read Pepeha (Pataka and Monique Moore). This is about a way of introducing yourself through te reo. The section ‘What’s in a Pepeha?’ provides a visual model to support understanding across cultures and abilities. The next article ‘Toku Pepeha’ provides a model for students to use.You can download the audio for the stories within this journal here.Use the model for Pepeha or Mihi as appropriate for your school and the student’s level of understanding.Alternate resource:**Unit 1:** Ko au (I, me, myself) provides extensive information and resources on saying who you are and your family. Reference: There are animated videos to support learning throughout this resource and there are multiple resources for self, peer and teacher assessments.To support students with learning and/or remembering their mihi:•Have the student or another student record the mihi and this can be played back as often as needed* use symbols and / or photos (mountain, river, photos of family members etc) that prompt the order and the content of the mihi

• create a class poster that can be displayed showing those symbols will the key word under the symbol (eg a symbol for a river and the word te awa)• make a slideshow, focusing on students knowing part of the mihi and building on as they become more confident with this learningExtend further through:Oral language – learning and sharing mihi (at school and home) through video Students may access assistive software to support writing of mihi (Story Maker) Visual Language – create a visual mihi showing photos of you, your whanau and things that are important to you (apps such as Book Creator, Screencastify, Videos*)* The Arts - create a visual artwork to show who you are and where you come from. | * How does our school celebrate cultural diversity?
* How do I understand culture?
* How do we acknowledge all ways of being as equal and equally valued?
* Do we recognize or seek family/whanau voice within classroom learning?
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**Activity 1.**

**Mind Map**

**Diversity**

Activity 2

**Knowing Me**

**Name:**

**Where I am from:**

**Languages we speak or use at home:**

**How long I have been in NZ:**

**Celebrations/Festivals that are important to my family and**

**me:**

**Three things that are important to know about me:**

**Three things that make it easier for me to learn are:**

**Other information that will help you to know me better:**

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| ***2. What does it mean to belong at school?*** |
| **Learning goals:*** I am learning to recognise what belonging looks like.
* I am learning to recognise ways to include others at school
 | **Thematic Links:*** Barriers
* Relationships
* Teaching and Learning
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|  | **Lesson Ideas** | **Reflective Questions for Teachers** |
| a | **What is belonging?** View Jessica’s video and / or Kayla’s video Can be done in groups, with a partner or as a class discussion* What are the issues Jessica / Kayla faced?
* Why did she/ they have to deal with these issues?

Discuss the meaning of belonging. Complete vocabulary spider Activity 3 * What do we think ‘to belong’ means, what the dictionary tells us (in that context),
* word family (belong, belongs, belonging),
* what does this look like (students draw
* their own picture of what this means), school/learning –
* what does this mean at school (Learning, social),
* Sentence or a few sentences about what this means in real life, synonyms for belonging, antonymns for belonging.
 | * How is my belonging as a staff member supported at school?
* How do I support my students to belong in the classroom, in the New Zealand Curriculum, as a friend, as a learner, as a community member?
 |
| b | **Belonging is …**View James’s film?What did belonging mean for James?Work in pairs to complete a cline showing from ‘not belonging’ through to ‘belonging’. Activity 4 Brainstorm the words that can have similar meanings. Place the words along the cline to show where they might fit.Alternately you can decide to start at words like on the fringe at the left hand side ofthe cline through to belonging at the right hand side and fit words in between these two meanings.Make a class chart of some suggested vocabulary to start with:excluded, included, member, right to be there, part of, on the fringe, part of a group,outsider, connected, avoid, disconnected, loyalty, acceptance, association, relationship, insecurity)OR What it feels like worksheet: two columns showing belonging and ‘not belonging’ putting the words under the categories they best fit Activity 5  |  |
| c | **Belonging as Community**Discuss – who has the right to belong at school? (Build on sense of community and every child having the right to be part of their school community)Y Chart - Activity 6 Belonging looks like, feels like, sounds like([Cameron, 2004](#_ENREF_1))Some students may choose to keep these charts private, or choose who they are shared with | * Sometimes students choose not to share their work or to answer questions. What might silence mean?
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Activity 3 (model)

**Vocabulary Spider**

**What we think it means**

x Stay safe near a fire or fireworks

x Don’t cross the road without a

parent

x Stop yourself from doing something that could hurt you

x Be careful

x Put your seatbelt on

x Don’t go near dangerous things

**What the dictionary says**

x Not in any danger or at risk

x Not causing harm or danger

**Antonyms**

x Unsafe

x Dangerous

**Word families**

x Safer

x Safest x Safety x Unsafe

***Safe***

**Synonyms** x Careful x Protect

x Out of danger

**What it looks like (picture)**

**Sentences (to show contexts)**

x You need to be safe in the playground

x We have teachers and friends to help keep us safe

**What it looks like at school (learning areas/contexts)**

x Computers

x Classroom

x Playground

x Leaving school

x Red lines

x Swimming pool

Activity 3

Vocabulary Spider:

**Vocabulary Spider**

**What we think it means**

**What the dictionary says**

**Antonyms**

**Word families**

***belonging***

**Synonyms**

**What it looks like (picture)**

Activity 4

**Model of Word Cline**

**Word Cline**

**Clines focus on the intensity of meanings of words, Words can be written on cards or sticky notes. Students place them on the clinte (slope) according to their meaning. This may be done independently, then discussed with a partner or small group to come to a consensus.**

x **Extending and enriching vocabulary**

x **Developing co-operative learning skills**

**The Descriptive words chart photocopy master (PM 19, page 94), or a Thesaurus would assist students to create their own word clines.**

very upset

depressed

gloomy

flat

**Activity 4**

**Word Cline**

**Belonging**

**On the fringe**

**Not**

**belonging**

Activity 5

What it Feels Like Chart:

**What it feels like**

**Belonging Not Belonging**

Activity 6 - Model

**Model of Y Chart**

**Y Chart**

**Y charts can be used to explore feelings and issues associated with characters or themes within a text. Use the photocopy master PM 1 on page 74. Students write the issue or feeling in the centre, and ideas are then recorded under the headings of**

**‘Feels like’, ‘Looks like, and ‘Sounds like’.**

x **Deepening understandings of feelings or issues**

x **Exploring vocabulary**

frightened rejected mad embarrassed

powerless

**Feels like**

harassment

**Looks like**

**Sounds like**

bulling fighting

taking people’s things

following people

bad language shouting

‘Give me that!’ name-calling put-downs

‘Get her!’

‘If you don’t…’

**Your name:**

Activity 6

**Y Chart**

**Feels like**

Belonging

**Looks like**

**Sounds like**

Instead of *Belonging* you could use another term

such as:

x *Excluded*

x *Included*

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| ***3. Rights and responsibilities*** |
| **Learning goals:*** I am learning to develop practices that ensure the safety of each person within my class and school
* I am learning to understand the rights and responsibilities that support belonging in a community.
 | **Thematic Links:*** Relationships
* Student identity
 |
|  | **Lesson Ideas** | **Reflective Questions for Teachers** |
| a. | **Contracts support belonging.**How do we understand the word ‘rights’?How do we understand the word ‘responsibilities’?Brainstorm ideas and help students to create links between rights and responsibilities.View Kayla’s video (Link)What is Kayla saying about rights?What could we do to support Kayla’s rights? How can we help support the rights of others within the class?Read ‘The Tree Hut Treaty’ ([Grace, 2006](#_ENREF_2)) Unpack the word ‘treaty’Discuss the advantages/disadvantages of a class contractWhat are important class treaty rules that support everyone being included and belonging within our class? As a class brainstorm , then categorise, refine ideas, and create a class contractEnsure the contract is accessible and meaningful for all students. (will some students benefit from an aural copy, or a copy that includes pictures or photos to be read able to be read?) Once completed all students and adults working within the class sign the contract (in their own way). Make this contract visible for all (including adults who may work within the classroom). Use social story books, posters and/or video and photos to reinforce this. | * How do class discussions value /include all voices?
 |
| b | **Rights and responsibilities**View films of Ben (Link) and James (Link)Both Ben and James recognized and value their responsibilities. How does having responsibilities make them feel?How does responsibility support risk taking?What are the outcomes of students having responsibilities?Pair and group work looking at the rights of students within our class and the corresponding responsibilities.Discuss: How can we ensure everyone’s rights are looked after? What responsibilities do we need to consider? What rules do we need in our classroom and our school? |  |
| c | **Community in the classroom**Brainstorm the word community. Record key words, pictures or phrasesDiscuss with students ways we can create a school and class community.Create a class responsibilities chart. Students to think about contributions they could make that would support class as community. Create a chart. Include all names including adults. Record beside each name the responsibility or role that person chooses to support community.Students may like to brainstorm this in pairs.Students might each like to nominate a buddy to help them in their tasksAll students are supported to select their task. | * How do I meaningfully support all students to be active, contributing members of the school community?
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| ***4. Looking out for each other*** |
| **Learning goals:*** I am learning to develop respect for the rights of other people
* I am learning to identify ways of working with others.
* I am learning to treat others with respect and accept our uniqueness.
 | **Thematic Links:*** Relationships
* Student identity
* Barriers
* Teaching and learning
 |
|  | **Lesson Ideas** | **Reflective Questions for Teachers** |
| a | **Being Accepted**Watch Jessica’s film Jessica left her primary school and moved to a different setting. How could Jessica had been better supported?Brainstorm activities that are part of school excluding the learning areas (eg: having friends in the playground; talking about the weekend; school camp; Kapa Haka; sports teams; cultural opportunities; school formals; opportunities to represent the school; school trips)how as a class and a school to we support each other to participate in the wider context of school life?What could we do better?Identify changes – (write a letter; create a list of enablers (class, groups, partner, things we do in our class to support each other) | * As a school, do we expect all students to participate in or learning opportunities?
* What is our school culture around expectations? Do the expectations apply to all students?
* How do I enact equity?
* Who is responsible for student advocacy? What is my role? What is the school’s role?
 |
| b | **Family**Watch Cecilia’s film What are things your family value or enjoy doing together?Do other families share the same or different values, experiences, activities?With a partner/group complete Venn diagram in relation to family/whanau .**Activity 7**  | * As a teacher and as a school is partnership with family valued?
* How might we overcome any challenges in communication to support student learning and well-being?
 |
| c. | **Respect**Watch Katherine’s film Group / class discussionsWhat is similar /different between Katherine and yourself?What could have been done differently so Katherine could feel that she belongs?How can we make our class/school environment a better place so everyone is respected for who they are?Discuss these issues and consider simple adaptations or solutions to make the classroom a place where people accept difference and see it as a strength. |  |
| d | **Ako**What do we understand by ako?Watch Peter’s film What do you learn from Peter?Can you identify the different roles Peter demonstrates in this film? Discuss ako – what are ways in which we learn from each other? What have otherstudents taught you through their differences?Create posters to reinforce the positive ways in which we can work together. | * How do I understand my role and the complexities within it?
* Am I able to lead and collaborate?
* Do my students see me as a teacher and a learner?
* How do I understand power and the use of it in a classroom?
* How do I support respectful classroom and peer relationships?
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Activity 7

**Venn Diagram**

**(Similarities and Differences)**

Venn diagram – Same and Different

***Teacher Professional Development:***

Resources that support teachers to inquire into their practice and support their thinking and their pedagogy relevant to this work:

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| Content | Reference | rationale |
| Curriculum | Ministry of Education. (2008). Te Marautanga o Aotearoa. Wellington: Learning Media. | Guidance planning & pedagogy |
| Curriculum | Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Learning Media. | Guidance planning & pedagogy |
| Planning | Ministry of Education. (2011a). Collaboration for Success - Individual Education Plans Retrieved 6th March, 2017, from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/FormsAndGuidelines/IndividualEducationPlansGuidelines.aspx> | Planning for students who need additional support to access/succeed with learning |
| Strengths based | Ministry of Education. (2009). Ka Hikitia - Managing for Success 2008-2012 Wellington: Retrieved from retrieved on 10th December, 2013 from www.minedu.govt.nz/theMinistry/.../KaHikitia/.../KaHikitia2008To2012....‎. | Strengths based teaching/cultural awareness |
| Rights  | Ministry of Social Development. (2016). *The New Zealand Disability Strategy 2016-2026* Wellington: Retrieved from <https://www.odi.govt.nz/nz-disability-strategy/about-the-strategy/new-zealand-disability-strategy-2016-2026/read-the-new-disability-strategy/>. | NZ strategy supporting equity for disabled people  |
| Rights | United Nations. (1989). United Nations Convention on the Rights of the Child Retrieved 11 February, 2016, from [www.unicef.org/crc/](http://www.unicef.org/crc/) | International convention to which NZ a signatory |
| Rights | United Nations. (2007). United Nations Convention on the Rights of Persons with Disabilities Retrieved 20 March, 2012, from <http://www.un.org/disabilities/convention/conventionfull.shtml> | International convention to which NZ a signatory |
| Rights | United Nations Educational Scientific and Cultural Organisation. (1994). *The Salamanca statement and framework for action on special needs education.* Paper presented at the World Conference on special Needs Education: Access and Quality, Salamanca Spain. | International statement that supports inclusive practice |
| Assessment | Ministry of Education. (2010a). Through Different Eyes - Narrative assessment: a guide for teachers, from [www.throughdifferenteyes.org.nz/a\_guide\_for\_teachers](http://www.throughdifferenteyes.org.nz/a_guide_for_teachers) | Recognising the learning successes of all students |
| Assessment | Ministry of Education. (2016). Assessment on Line The New Zealand Curriculum Exemplars Retrieved 6th March, 2017, from <http://assessment.tki.org.nz/Assessment-tools-resources/The-NZ-Curriculum-Exemplars> | Exemplars that support assessment practices |
| Teacher’s aides | http://teachersandteacheraides.tki.org.nz/ | Professional development supporting teacher aides and teachers working together |
| Literacy support | Geddes, T., & Geddes, H. (2016). Geddes Software: Educational software for those with learning challenges Retrieved 17 June, 2016, from [www.geddessoftware.com/](http://www.geddessoftware.com/) | Useful for students who require support to access literacy |
| Literacy support | Cameron, S. (2004). *The reading activity handbook : purposeful reading responses to enrich your literacy programme*. Auckland: Heinemann Education. | Ideas for literacy |
| Treaty | Grace, W. (2006). *The Tree Hut Treaty*. New Zealand: Treaty of Waitangi Information Unit. | Support for class contract work |
| Inclusive Practice | Ministry of Education. (2016). Inclusive Practice and the School Curriculum, from <http://nzcurriculum.tki.org.nz/News/New-on-NZC-Inclusive-Practice-and-the-School-Curriculum> | A resource for teachers and leaders in New Zealand English-medium school settings, developed to build professional knowledge and create a shared understanding of inclusive practice within the NZC  |
| Inclusive practice/goals | Ministry of Education. (2014). *Success for all Special Education*. Wellington: Ministry of Education Retrieved from <https://www.education.govt.nz/assets/Documents/Ministry/Publications/Briefings-to-Incoming-Ministers/SuccessForAllSpecialEducation.pdf>. | Supporting statements about inclusive practice in schools |
| Health and PE  | Ministry of Education. (nda). Health and PE on line, Retrieved 12th April, 2017, from <http://health.tki.org.nz/Key-collections/Curriculum-in-action> | Curriculum support |
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