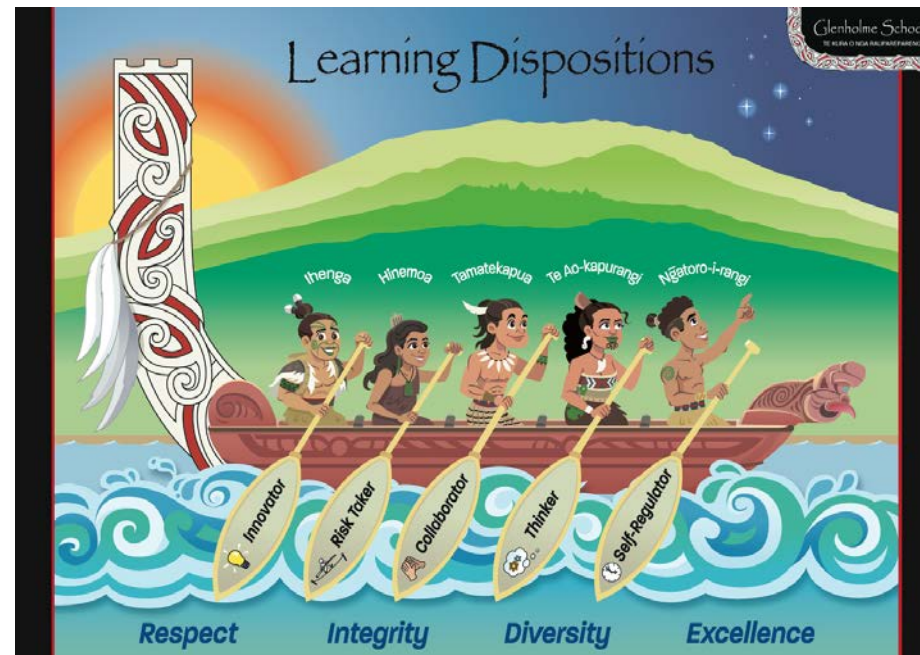




# Nurture Programme

## Te Rau Puāwai Report

Term4 - November 2023



This is the second year the Nurture Programme has been running. As outlined in Term 1's report, it is a structured intervention programme involving social learning, emotional literacy development and opportunities for play and to learn basic life skills. The aim of the Nurture Programme is to support tamariki that require extra care and support in order to help them transition into school and the classroom happily and successfully. *"Poipoia te kākano kia puawai" - Nurture the seed and it will blossom.*

The Nurture Programme has also become a programme that caters to our neurodiverse students such as those with autism, from the junior classes. The room where the programme is run is affectionately called the 'Whānau Whare'. We are grateful for the ongoing support and donations we continue to receive from staff, board members and our own whānau. The Whānau Whare is a quiet, warm and inviting space with designated spaces to work, play, cook and rest - much like a home. We are proud of the bright and homely space we have created for the tamariki on the programme. The Whānau Whare has also become a timeout space for students needing a quiet space to reflect, and for hosting after school hui.



Zones of Regulation (ZoR) time



Our tamariki



Out and about with Puku the puppet



Positive Thoughts Potion activity



Winiana Nicholls, a long serving teacher aide and I have the pleasure of running the Nurture Programme. Six tamariki are currently on the programme with the newest student only starting last week. The students attend the Nurture Programme in the Whānau Whare from 9.00-11.00am five days a week and then transition into their classrooms with teacher aide support from 11.20-12.50pm. All students return to the Whānau Whare for the afternoon where Winiana runs the afternoon programme.

The day in the Whānau Whare starts with morning greetings, karakia, waiata and calendar maths before we talk about the 'Zones of Regulation'. Using the Zones of Regulation (ZoR) gives the tamariki an opportunity to express how they are feeling at the beginning of each day (and after each break time). We have found that the tamariki are always open and honest which indicates that they feel safe with Winiana and I, and in the Whānau Whare to express themselves. Sharing how they are feeling also indicates how their morning at home or at times the night before, has been. We provide strategies for the tamariki to get back into the green zone if need be (happy and ready to engage, participate and learn). We also allow the tamariki time to share and engage with the group when they are sad, frustrated or angry and as a group we help regulate their emotions. Due to our small numbers and adult to child ratio, we have the luxury of time to have this kōrero which is an essential aspect of the Nurture Programme.

After the morning routines we eat breakfast together at the dining table with the rule that everyone stays at the table until we are all finished. Table and eating etiquette, manners and good old conversation happens during this time much like it would for a family sitting around the table together.

Each morning the students engage in a variety of activities which include emotional literacy tasks, cooking and baking, harvesting vegetables in the garden, music creativity, arts and crafts, cooperative play, fitness, mindfulness and Learning Through Play sessions outside. The programme is structured and we follow a plan everyday while also allowing flexibility depending on what is happening at school and with the students on any given day.



*Nurture Programme morning routines*

Our kura and many around Rotorua continue to notice that a lot of younger children are starting school without the social, emotional and self-regulation skills needed to be able to engage successfully in a classroom. This can be due to the ongoing impact of covid, trauma, poverty, living in emergency housing, parenting skills and other societal factors some of our families and whānau face today. Without these important skills tamariki disengage and display challenging behaviours which impacts not only on the child, but the wellbeing of other students, teachers, teacher aides and management staff.

2021 was an extremely challenging year for our kura which is when we knew we needed to address the changes and challenges we were facing. We are grateful for the support we had from Dr Adrian Minks (MoE Child Psychologist) for helping us establish our Nurture Programme.

After nearly two years, the Nurture Programme has proven to be a huge success. To date 19 students have been through the programme with six currently on it. Those that have been on the programme (with the exception of one student) have transitioned successfully into their mainstream classrooms with not only their teachers, but other staff members noticing the positive impact the programme has had on their engagement and ability to settle into a busy classroom environment. We have received lots of positive feedback from parents and whānau who were initially stressed and worried about their child starting their education journey. Some felt like they had nowhere to go with their tamariki, due to their behaviour. One example of this was a solo mother whose son had come back into her care full time. She met with myself and the Deputy Principal to discuss her son and her concerns. By the end of the hui she shed tears of happiness when we told her about the Nurture Programme being a perfect fit for her son. This particular student thrived in the programme and transitioned successfully into his classroom. Today he is a happy, respectful and energetic student whom we are extremely proud of. We have many success stories which we have shared with our community at hui and at a regional conference. We have had numerous schools visit us from within Rotorua and from around the Bay of Plenty. Our Nurture Programme just recently featured as a case study by a group of RTLBS (Resource Teacher of Learning and Behaviour) here in Rotorua. The group presented to their educational colleagues and acknowledged the success of our programme and the need for more Nurture Programmes in schools. We are proud that our programme is becoming a blueprint for future Nurture Programmes across the region.

We are extremely grateful for the funding we received for the 2023 year from Te Rau Puāwai Trust, and were over the moon when the PC4L School wide small Projects Grant and The Rotorua Trust accepted our applications (completed by Donna Burns) for funding for the programme for 2024. As you are aware we need funding in order for the programme to continue year after year.

Without this programme the impact on our school will be substantial. We cannot afford to go back to having ongoing issues with extreme behaviour from our youngest students. We cannot compromise the health and wellbeing of teachers, staff and the students in their classes as well as the ongoing negative impact and pressure on the parents and whānau of these children. These issues have not gone away, in fact they continue to grow however the Nurture Programme provides a place for tamariki that need extra special care in school.

Winiana and I thoroughly enjoy our work with these challenging tamariki, it is hard work but the results are worth it. We want to see these tamariki thrive as they progress through school and beyond so that they can become happy, connected adults who are able to contribute positively to society.

The tamariki on the Nurture Programme are still very much a part of the school and attend class/team trips, whole school timetabled activities such as swimming, team hui and Learning Through Play (for the junior tamariki). They are out in the playground during morning tea and lunchtime so have the opportunity to mix with other tamariki and develop their social skills. Students stay on the Nurture Programme for about 10 weeks depending on each individual child.

We continue to use the 'Readiness Scale' assessment tool although we are now looking at adapting it to make it more user friendly. We also use our professional judgment of each child to determine when they are ready to transition full time into their classroom. Regular communication with teachers, parents and whānau is essential in determining transition time frames. Graduations are an important end point of the Nurture Programme. We look forward to these little celebrations with the tamariki, their whānau and the management team.

Winiana continues to do an outstanding job as the teacher aide working in the Whānau Whare. As mentioned in previous reports, Winiana encapsulates nurture and it is a pleasure working with her and seeing her in action with the tamariki. By nature she is gentle and caring and has a calm demeanor which are all attributes suited for someone running a Nurture Programme. Together we feel we have created an excellent programme for tamariki needing social and emotional development. We believe that the Nurture Programme is a huge success. We have seen many positive changes in the students that have graduated from the programme and those currently on the programme. We have received a lot of positive feedback from parents, whānau, teachers, staff and outside agencies which acknowledges the mahi we do and the success of the programme. Winiana and I are incredibly appreciative of the ongoing support the Nurture Programme receives.

## ***Successful classroom transitions 2023***

One of the boys left Glenholme School and was one of the first success stories of the Nurture Programme. We received an email from his teacher who had this particular student the previous year. We were absolutely thrilled that this teacher saw first hand how successful the Nurture Programme was proving to be.

***"I have definitely noticed positive changes in xx since last year. He seems happier, and calmer too. After playtime used to be a very tricky time for him, with xx often returning to class angry or frustrated or upset and taking it out on children, eg. by pushing them. In contrast, since being in the Whānau Whare he is coming over to C7 after play settled, focused and ready to participate in class. He has established a good friendship with xx and they work well together on reading activities and iPads. He is very co-operative and listens and follows instructions well. Thank you so much to you and Winiana for all your marvellous mahi with xx."***

Another student left Glenholme School mid term 2 due a change in his living circumstances and had made very good progress on the programme in the short time he had been on it. Two boys transitioned successfully to their classrooms for the entire day before the end of term 3. We had graduations for both boys with the management team and their whānau joining us for a special morning celebration. We are incredibly proud of the progress all five boys made on the Nurture

Programme. We were in constant contact with their whānau, management and their classroom teachers so that there was clear communication and sharing of successes and next steps.

There are currently six tamariki on the Nurture Programme in Term 4. The students attend the Nurture Programme in the Whānau Whare from 9.00-11.00am five days a week and then transition into their classrooms with teacher aide support..

The day in the Whānau Whare starts off with morning greetings, karakia and waiata before we talk about the 'Zones of Regulation'. We use the Zones of Regulations (ZoR) so that the tamariki have an opportunity to express how they are feeling at the beginning of each day. We have found that the tamariki have always been open and honest which indicates that they feel safe with Winiana and I to express themselves. Sharing how they are feeling also indicates how their morning at home or at times the night before, has been. We provide strategies for the tamariki to get back into the green zone if need be (happy and ready to engage, participate and learn). We also allow the tamariki time to share and engage with the group when something is bothering them.

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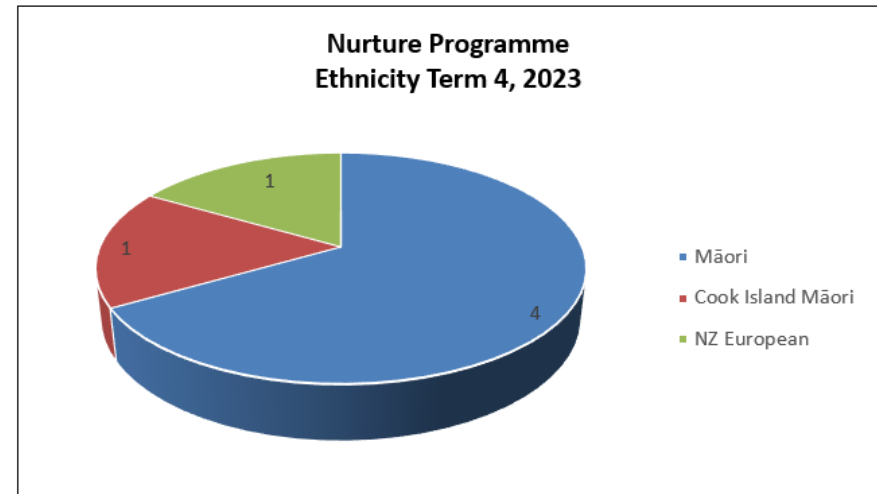
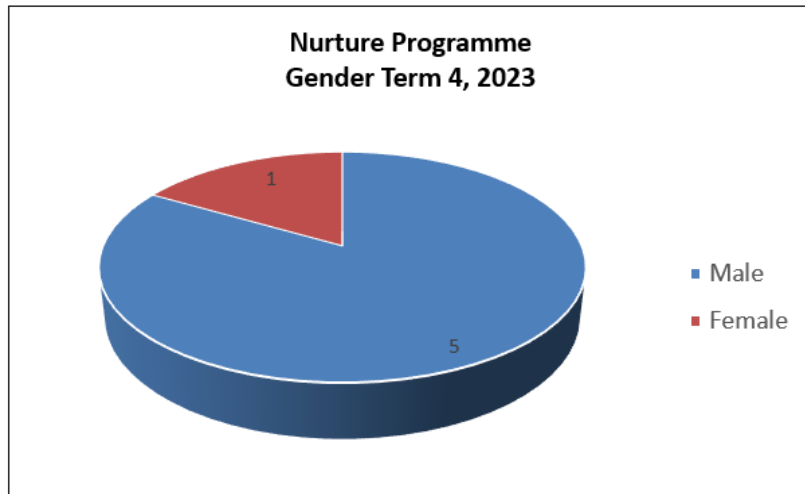
Each morning the students engage in a variety of activities which include emotional literacy tasks, cooking and baking, harvesting vegetables in the garden, arts and crafts, cooperative play, fitness, mindfulness and time outside. The programme is structured and we follow the plan everyday while also allowing flexibility depending on what is happening at school and with the students.

In term 3 we started the Tuakana/Teina Programme in the afternoon for a small group of Year 6 boys needing support with regulating their emotions. The boys selected each had an afternoon in the Whānau Whare with Whaea Winiana and two of the junior boys on the Nurture Programme. As of week 3 this term, the Tuakana/Teina Programme will transition into two junior classrooms. This is a wonderful opportunity for the senior boys to be buddied up with a younger student as a role model. The Tuakana/Teina role allows the senior boys to:

- take on a responsible role
- be a role model for the junior students
- help lift their self-esteem and confidence
- help build trusting relationships

We want these senior students to feel that they are doing something worthwhile and that they are contributing positively to the wellbeing of others, which in turn will uplift their wellbeing.

### Nurture Programme Term 4 Gender and Ethnicity Data



- Term 4 = 6 students, 5 male, 1 female
- Term 4 = 4 Māori, 1 Cook Island Māori and 1 NZ European student







