



Kingslea School

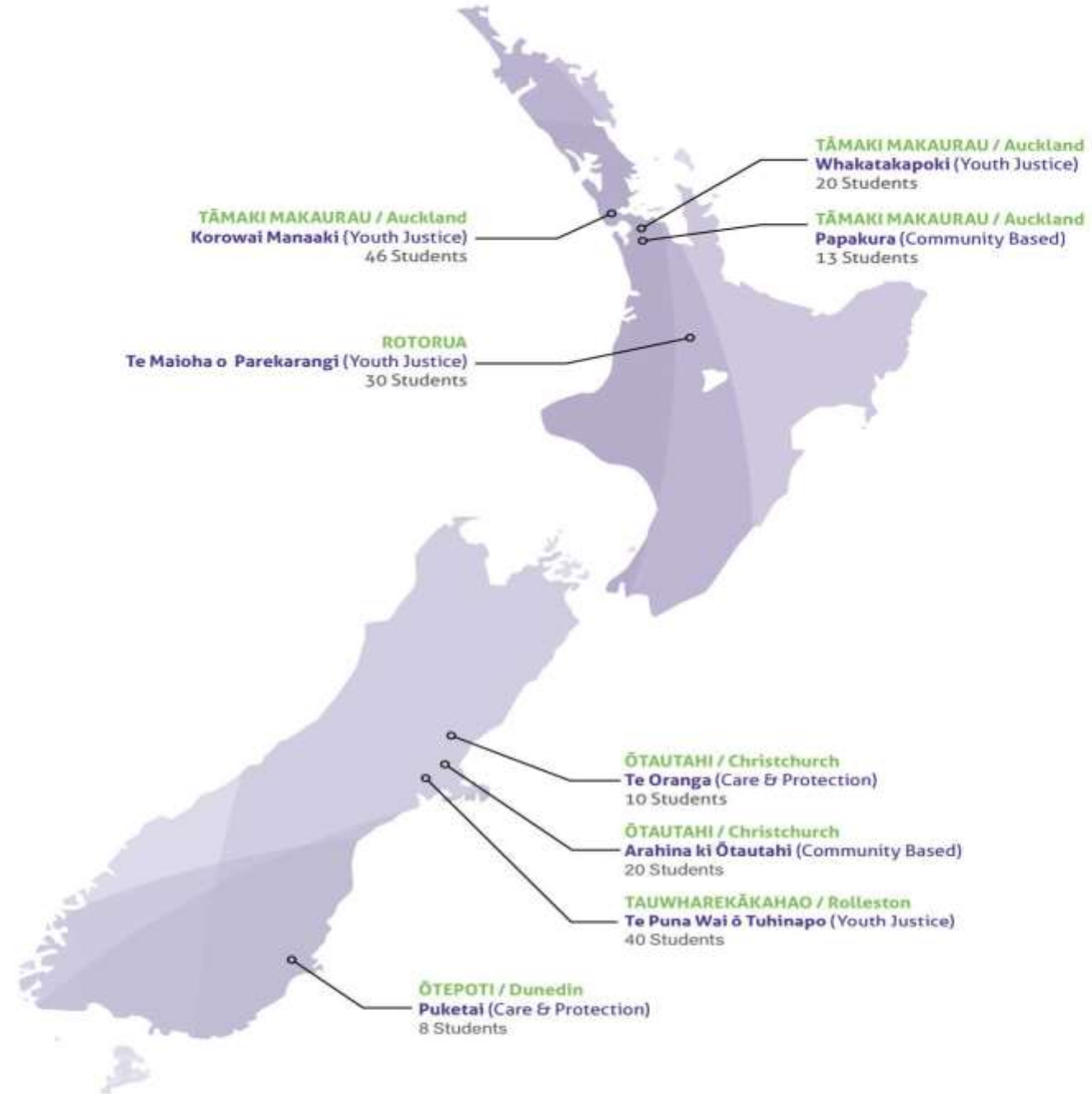
Looking Beyond the Behaviour

Responding Authentically to Culture

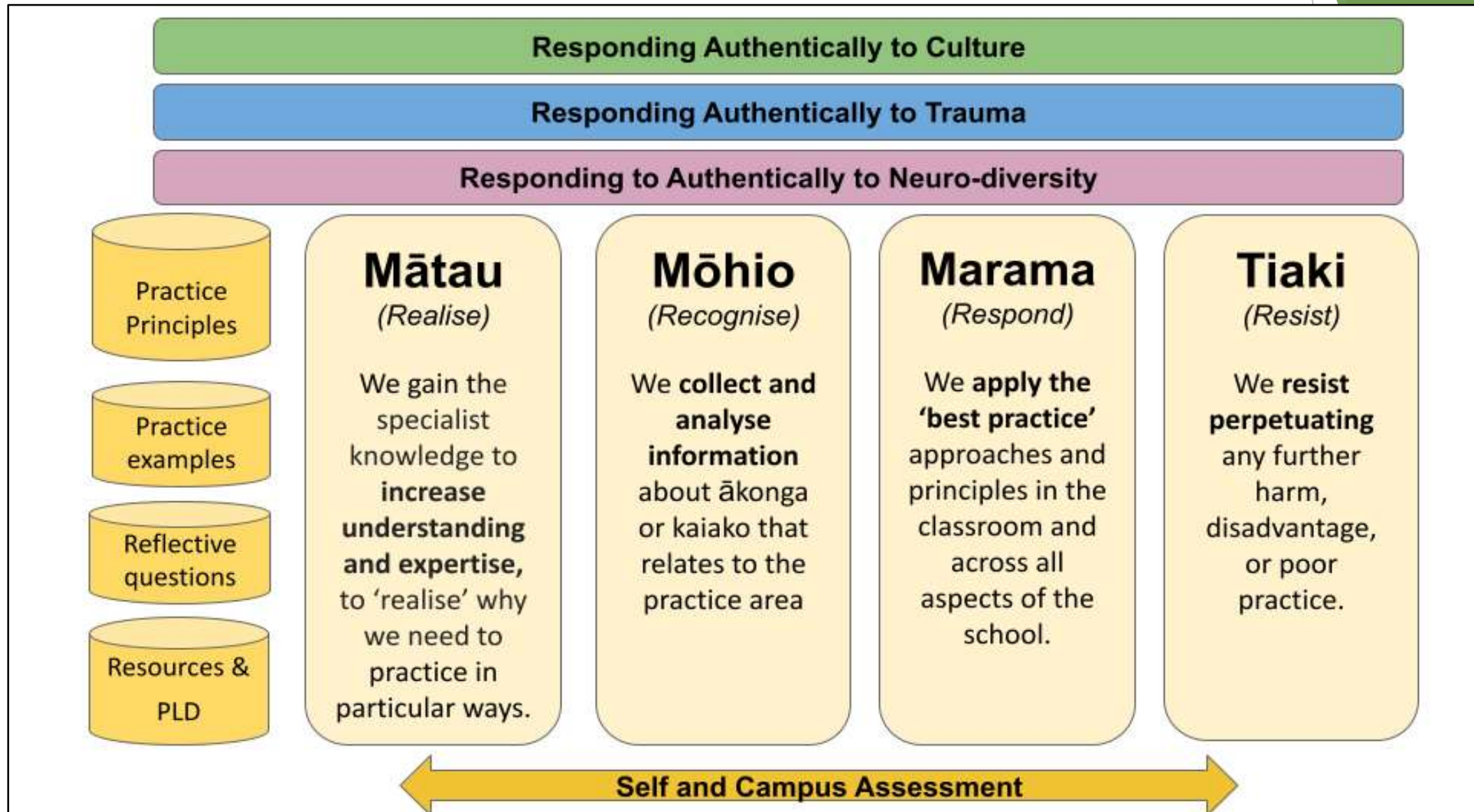
Our Focus Today

- ▶ Understanding why culturally informed practice is crucial in supporting our students
- ▶ Understand why neurodiversity (particularly FASD) and trauma informed practice is also crucial in supporting our students to learn
- ▶ Why we have developed our Mana Ako Practice Framework for:
 - ▶ Responding authentically to trauma – culture – neurodiversity

Kingslea School Campuses



Mana Ako Practice Framework



Pou for Responding Authentically to Trauma

Mātau

(realise)

Trauma literacy

Mōhio

(recognise)

Identify student
trauma

Identify staff
trauma

Marama

(respond)

Positive climate

Identity affirming

Regulate

Relate

Reason

Tiaki

(resist)

Aware of triggers

Professional
excellence and
collaboration

Student voice

Traumatic Experiences Can Include:

- Physical, sexual and emotional abuse
- Childhood neglect
- Living with a family member with mental health or substance use disorders – sudden unexpected separation from a loved one
- Poverty
- **Racism, discrimination and oppression**
- Violence in the community, war or terrorism

(SAMHSA 2014)

Types of Trauma

Category	Definition	Trauma Type
Acute	Single, isolated incident	<ul style="list-style-type: none">- Accident- Natural disaster- Single act of violence or terrorism- Sudden unexpected loss
Chronic	Traumatic experiences that are repeated and prolonged	<ul style="list-style-type: none">- Prolonged family or community violence- Long-term illness- Chronic bullying- Chronic poverty and related stressors- Exposure to war, torture or forced displacement
Complex	Exposure to multiple traumatic events from an early age, often within the caregiving system or without adequate adult support that has short and long term effects in many areas	<ul style="list-style-type: none">- Physical, emotional and sexual abuse within caregiving systems- Ongoing neglect by caregivers- Witnessing domestic violence- Other forms of chronic violence without support
Historical & Racial	Collective and cumulative trauma experienced by a group across generations that are still suffering the effects and current experiences of race-based trauma	<ul style="list-style-type: none">- Systematic oppression of particular groups across generations- Racism- Discrimination- Harassment

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Responding to students in ways that reduce the effects of trauma



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Pou for Responding Authentically to Culture

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Cultural
knowledge

Mōhio

(recognise)

Identify own
cultural
perspective

Identify ākongā
cultural needs
and strengths

Marama

(respond)

Whanaungatanga

Manaakitanga

Kotahitanga

Rangatiratanga

Te reo me ngā
tikanga

Tiaki

(resist)

Resist
marginalising
systems and
practices

Te Tiriti o Waitangi



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Neurodiverse conditions include, but not limited to...

Intellectual and/or Developmental Disabilities (ID/DD)

Communication Disorders (CD)

Autism Spectrum Disorder (ASD)

Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

Specific Learning Disorders (SLD)

Traumatic Brain Injury

Foetal Alcohol Syndrome Disorders (FASD)



Pou for Responding Authentically to Neurodiversity

Mātau

(realise)

Neurodiversity
Knowledge

Mōhio

(recognise)

Identify needs,
strengths, &
potential

Identify
needed
supports &
adaptations

Marama

(respond)

Prioritise
relationships

Effective &
inclusive
pedagogy

Inclusive
environment

Responsivity to
needs &
diagnoses

Tiaki

(resist)

High
Expectations

Won't *to* Can't

*What are the seeds we are going to plant
for the trees we will never sit under?*

Nelson Henderson



Resources

- ▶ The Educultural Wheel (Macfarlane 2004)
- ▶ The Hikairo Schema (2021)
- ▶ Huakina Mai (Savage, Macfarlane, Macfarlane, Fickel & Te Hēmi, 2021)
- ▶ Whare Tapa Wha (Durie, 1985)
- ▶ Culture Speaks, Cultural Relationships & Classroom Learning (Russell Bishop & Mere Berryman 2006)



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Australian Childhood Foundation – Smart Training

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