

KIWI CAN – KIWI KAHA



OVERVIEW

Kiwi Can is a life skills and values programme delivered to the whole school by trained Kiwi Can leaders. There are two components to the Kiwi Can programme: one class lesson per week for the whole year and a Community Project.

Kiwi Can is linked to the New Zealand Curriculum and its key competencies. Lessons have been shown to develop greater communication skills, social interaction, cooperation and displays of kindness and caring in the students.

The programme strongly supports the Positive Behaviour for Learning strategy in schools. Kiwi Can is integrated into an individual schools vision and goals. School Principals tell us that the Kiwi Can programme has a noticeable effect on how well their children interact with each other – with significant decreases in truancy and bullying in the playground.

The Graeme Dingle Foundation has been successfully partnering with schools and communities for over 20 years.

THE PROGRAMME PHILOSOPHY

Kiwi Can operates under the P.E.A.C.E. philosophy, where excellence in action is achieved through an on-going cycle of:

- **P**raise effort, reflection and intent
- **E**ncouraging and supporting change through developing new skills and understandings
- Celebrating **A**chievement, learning and transformation
- Providing opportunity for new **C**hallenges, including transferring new skills and understanding across a variety of contexts
- Celebrating **E**xcellence

POSITIVE CHILD DEVELOPMENT

Our programmes are informed by best-practice research, focusing on positive child and youth development.

The Kiwi Can programme integrates both the prevention of problem/anti-social behaviours and the promotion of child development. It uses a multi-tiered and multiple systems approach which is designed to support Lerner et al 5 C's model of positive youth development which supports young people to develop their:

- character
- caring and compassion
- confidence
- competence
- connections

These lead to greater levels of life-long contribution.

“Children are playing positively in the playground with fewer issues needed to be dealt with.”

School Principal

94% of schools reported that Kiwi Can had a positive impact on students' social connectedness with 64% of schools rating Kiwi Can as very or extremely effective in achieving their aims in this area.

Evaluation report to MoE

“As a school, we have noticed a significant drop off in stand downs and use of the time out resource. Our students want to be at school and motivation is rarely an issue in class. Improved attendance across the whole school.”

School Principal

“I reckon the stuff you taught me will be really handy when I am one day Prime Minister”.

Kiwi Can Student

“It's about doing the right thing when no-one else is listening and always being honest and not telling lies.”

Kiwi Can Student



Kiwi Can is underpinned by this whakatauki (proverb):

Iti rearea, kahikatea tei tei, ka taea

Even the small rearea bird can ascend to the great heights of the kahikatea tree.

Transforming young lives forever – Oranga Taiohi, Oranga Ake

CORNERSTONES

Kiwi Can has four cornerstones. These are distinct principles that form the foundation and are woven through every aspect of the Kiwi Can programme.

Whanaungatanga <i>Relationships</i>	Nga utu <i>Consequences</i>	Tauira tuturu <i>Role Modelling</i>	He whakaaro pai <i>Positive Thinking</i>
<ul style="list-style-type: none"> • Whole school approach • Community Development Strategy • Focus on building positive relationships • Environment of collective identity and responsibility 	<ul style="list-style-type: none"> • Every action has a reaction/ outcome (+/-) • Considering actions across contexts/ situations • Promoting accountability and responsibility through positive personal choices 	<ul style="list-style-type: none"> • Two leaders facilitating each programme (ideally a male/female role modelling partnership) • Promote a tuakana-teina approach • Celebrating local and national role models 	<ul style="list-style-type: none"> • Promote a 'can-do' approach • Encouraging and affirming of self and others • Building vocabulary • Celebrating effort and reflection as well as achievement

UNDERPINNING VALUES

The values underpinning Kiwi Can are explicit in the programme's four themes and 24 modules.

Whakawhanaungatanga <i>Positive relationships</i>	Pono <i>Integrity</i>	Taikaha <i>Resilience</i>	Manaakitanga <i>Respect</i>
<ul style="list-style-type: none"> • Positive communication • Cooperation • Friendship • Fairness and fairplay • Leadership • Conflict resolution 	<ul style="list-style-type: none"> • Honesty • Responsibility • Reliability • Make good choices • Being a role model • Accountability 	<ul style="list-style-type: none"> • Understanding emotions • Self-control and discipline • Dealing with challenges • Goal setting • Problem solving • Perseverance 	<ul style="list-style-type: none"> • For ourselves • Respectful communication: <ul style="list-style-type: none"> • For others • For our school • For our community • For our environment

COMMUNITY ENGAGEMENT

Each of our programmes includes a Community Project. This is an opportunity for students to develop reciprocity and build better knowledge of, and stronger relationships with, their families/whānau, school and broader community.

There are a number of great opportunities for the community and key stakeholders to engage with our wonderful Kiwi Can students through the Community Project. This could include:

- painting murals at schools, playgrounds and public spaces
- landscaping parks and playgrounds
- planting trees
- creating or restoring playground equipment
- Activities and events that promote sustainability

Kandoo Kiwi says "Can do!"



THE EVIDENCE

Kiwi Can lessons have been shown to contribute to greater communication skills, social interaction, cooperation and displays of kindness and caring.

Kiwi Can continues to:

- improve social connectedness.
- have a positive impact on student behaviour and attendance at school.
- enhance school culture and community relationships.
- help resolve student conflict, encourage positive behaviours and introduce fun and energy into the classroom.
- have links to better academic attitudes and increased academic engagement.
- build children's confidence to 'have a go'.



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