

# Beckenham Te Kura o Pūroto

## Summary and key questions

### Introduction

This document accompanies the Beckenham Te Kura o Pūroto case study of effective practice in relationships and sexuality education (RSE). Below is a summary of the video's content, followed by key questions connected to the video which can be used by teachers when reflecting upon, and developing, their own RSE programmes.



### Summary of the video

#### Inclusive School Culture

In this video, Beckenham Te Kura o Pūroto principal Sandy discusses how she has led change in the school to foster and maintain an inclusive culture to meet the needs of their diverse ākonga. Year 7 and 8 teachers Jenny and Nicky discuss how they plan and teach responsive RSE and explore gender-related topics across the curriculum. Two Year 8 students and one parent provide their perspective of the issues explored in the video.



### Key questions

#### What changes have we made to support gender diverse ākonga?

- How do your school practices represent the diversity that exists amongst ākonga and whānau in your school community?
- What changes in practices might be needed in order to better represent this diversity, and what support do you need to enact these changes?



## Key questions

**What policies do we have to support inclusion?**

- To what extent do your school policies and procedures promote inclusion?
- What changes might be needed in policies and procedures to better promote inclusion?

**How do we develop and maintain an inclusive culture?**

- What visible signs, symbols and practices in your school help develop and maintain an inclusive school culture?
- To what extent do resources in the school (such as books in the library) reflect the diversity that exists in the school community?
- How do whānau see themselves reflected in your school ethos and environment?
- What does, or could, your school do to recognise different cultural understandings of gender and sexuality diversity?

**What does this mean in the classroom?**

- How do teachers develop and maintain a culture of inclusion in the classroom?
- What contribution does RSE make towards doing so?
- How do teachers plan for learning about relationships (and other RSE contexts) across the curriculum?

**What teaching strategies have been effective?**

- How do you, or could you, collect and act upon student voice about what is relevant to ākonga learning, and how they like to learn in RSE?
- What sorts of teaching strategies engage your ākonga in learning, and how can you adapt activities and learning material to meet their needs?