

# TEACHING FOR POSITIVE BEHAVIOUR

Supporting engagement, participation, and learning

Tracy Rohan



## *Acknowledgments*

The Ministry of Education wishes to thank:

- the writer, Dr Tracy Rohan
- the teachers and students who appear in photographs throughout this resource
- the New Zealand schools that have been part of PB4L-SW and that have informed this resource.

---

Published by the New Zealand Ministry of Education.  
[www.education.govt.nz](http://www.education.govt.nz)

All text and images copyright © Crown 2017, except for the traditional whakatauki on page 1, and the table on page 53, which is copyright © the University of Missouri Center for Schoolwide Positive Behavior Support.

All rights reserved. Enquiries should be made to the publisher.

Dewey number 371.5  
ISBN 978-1-77669-185-2  
Item number 77669

---

*Te piko o te māhuri,  
tērā te tupu o te rākau.*

*The way a sapling is  
nurtured determines how  
strong it will grow as a tree.*





# Contents

<b>About this resource</b>	<b>5</b>
<b>Introduction</b>	<b>6</b>
Culturally responsive practices	8
Caring relationships	8
Inclusive pedagogies	9
Inquiry and problem solving	10
The foundation: The New Zealand Curriculum	11
<b>Section 1: Creating a supportive learning environment</b>	<b>13</b>
Collaboratively developing behaviour expectations	14
Establishing a supportive physical environment	16
Establishing and explicitly teaching routines	17
Using preventative strategies	20
Providing feedback and encouragement	22
Providing feedback and fair consequences for problem behaviour	24
<b>Section 2: Encouraging reflective thought and action</b>	<b>27</b>
Encouraging self-regulated behaviours	28
Supporting students to manage their learning	30
Supporting goal setting and self-reflection on learning and behaviour	33
<b>Section 3: Facilitating shared learning</b>	<b>35</b>
Teaching social behaviours for group work	36
Using cooperative learning approaches	38
Helping students to mentor and support the learning and behaviour of others	41
<b>Section 4: Providing sufficient opportunities to learn</b>	<b>43</b>
Presenting information and tasks in a variety of ways to support understanding	44
Providing alternatives for students to demonstrate their learning	46
Supporting student responses	48
Providing choice	49
Structuring tasks strategically	50
<b>Section 5: Reflection, inquiry, and problem solving</b>	<b>54</b>
Whole-school inquiry	55
Collaborative problem solving	56
Teacher self-assessment	62
<b>References</b>	<b>67</b>



## About this resource

The purpose of this resource is to support teachers in New Zealand primary and secondary schools to understand and draw on effective practices that enhance students' behaviour, engagement, participation, and learning. Professional development facilitators and school leaders will also find it useful in their work with teachers and communities of learning in the areas of effective pedagogy and behaviour support.

The resource has been written for teachers in all New Zealand schools. For schools involved in Positive Behaviour for Learning School-Wide (PB4L-SW), the resource also serves as a companion document to the Tier One and Two implementation manuals.<sup>1</sup>

The resource is organised around four major sections based on key pedagogical approaches from *The New Zealand Curriculum* (Ministry of Education, 2007). Each section discusses a range of strategies whose effectiveness has been proven by extensive research in New Zealand and overseas.

These strategies:

- align with established New Zealand pedagogy (e.g., as outlined in *The New Zealand Curriculum*)
- promote self-regulated learning behaviours (in particular the key competencies of relating to others, participating and contributing, and managing self)
- support student-to-student interactions and relationships as well as teacher-facilitated learning
- promote culturally responsive practices that are inclusive and deeply embedded
- are applicable to both traditional and more flexible, innovative learning environments
- can be supported using appropriate digital technologies
- support schools to take a reflective, problem-solving approach.

The resource also includes activities designed to support staff professional learning and development, and links to further information, including video clips, websites, and online fact sheets. If you are working with hard copy, you will need to access the online version on TKI at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material> in order to activate many of these links.

Section 5 (*Reflection, inquiry, and problem solving*) and the activities in sections 1–4 will be particularly useful when staff are working together to build their knowledge and expertise – for example, during PLD sessions or PB4L-SW workshops. In this way, your use of the resource will align with the approach you take to whole-school inquiry and collaborative problem solving – adopting a reflective, inquiring frame of mind to ensure all your students are participating and learning in an inclusive community.

---

<sup>1</sup> See <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material> for the PB4L-SW Tier One and Two implementation manuals. Schools that are not part of PB4L-SW may order a hard copy of the Tier One manual from the PB4L-SW practitioner in their local Ministry of Education office.

# Introduction

---

*Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive.*

---

*The New Zealand Curriculum, page 34*

Teachers in New Zealand understand the importance of creating environments for learning that are underpinned by positive relationships and inclusive values. One of the key challenges for all teachers is implementing strategies that will support all students to be successful when their needs are often complex and influenced by many factors.

Many students who experience behavioural challenges also experience some difficulties with learning. Therefore, inclusive pedagogical strategies that support both learning and behaviour are needed. This resource focuses on effective, inclusive strategies that support learning and behaviour and that will support the development of key competencies needed for academic and social success.

These strategies align with international and New Zealand research by, for example:

- those working in the area of effective teaching, such as Adrienne Alton-Lee (2003) and John Hattie (2012)
- those working in the area of positive behaviour support, such as George Sugai and Rob Horner (2005), Tim Lewis (1999), and Geoff Colvin (2010)
- those researching culturally responsive pedagogies and practice, such as Angus Macfarlane (2004), Sonja Macfarlane (2015), and Russell Bishop (2003)
- those focusing on inclusive schooling, such as Suzanne Carrington and Jude MacArthur (2012).

The strategies also align with the principles of Universal Design for Learning, which promote a range of options enabling students to participate in learning in ways that work best for them and that are responsive to diversity.

The strategies will work best in learning spaces in which student diversity is used effectively as a pedagogical resource and teachers work in partnership with whānau. In such spaces:

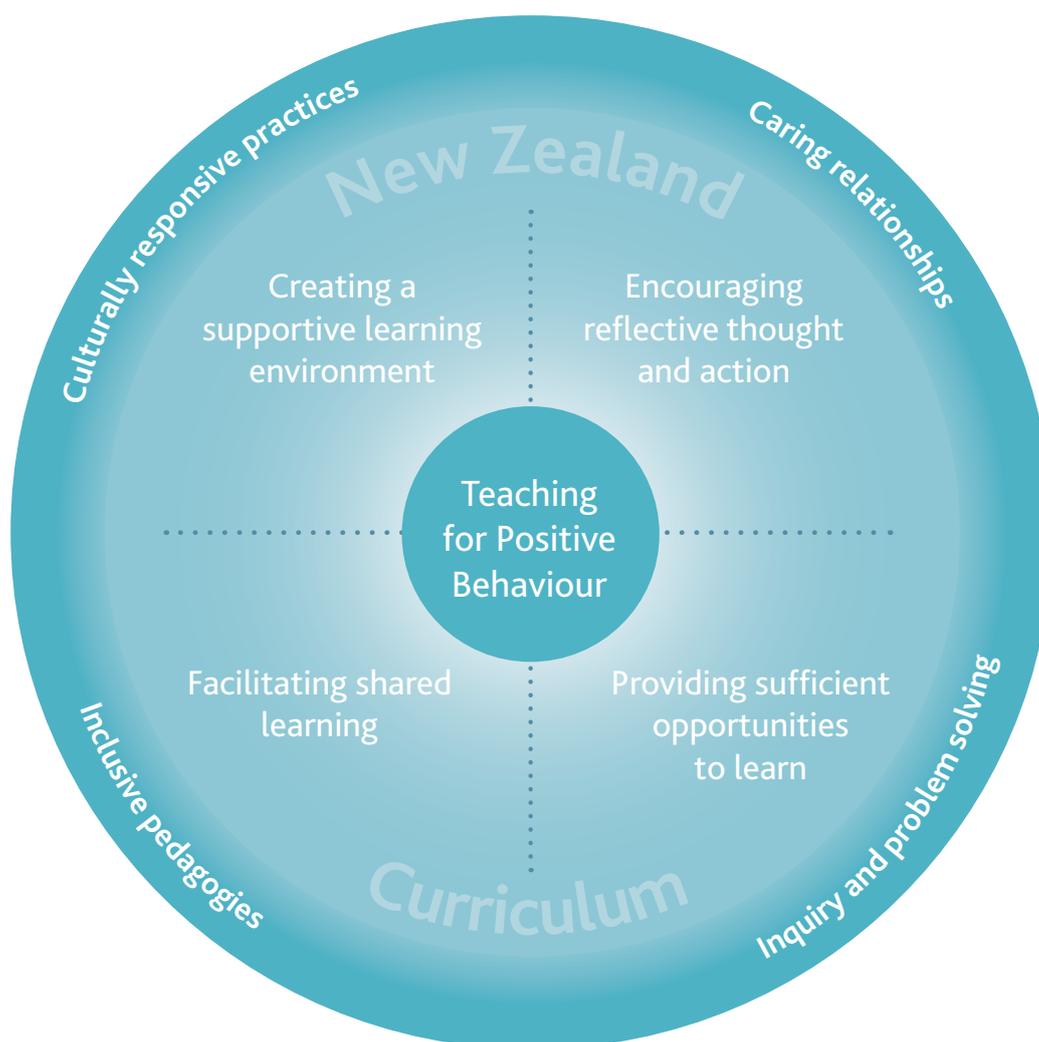
- teachers have high expectations of all learners
- the climate is inclusive, positive, and celebrates difference
- students are active participants in curriculum decision making
- teaching and learning relationships are built on mutual trust, respect, and an ethic of care

- inclusive language acknowledges diverse perspectives and different ways of behaving, feeling, and knowing
- learning contexts and resources are culturally inclusive and reflect the diversity of student experience
- instructional practices nurture and celebrate students' identities, languages, and cultures.

Figure 1 shows the framework for this resource.

- Underpinning teaching for positive behaviour is *The New Zealand Curriculum*.
- The strategies promoted by the resource are discussed under four teaching approaches that the curriculum identifies as consistently having “a positive impact on student learning” and for which there is “extensive, well-documented evidence” (page 34). These approaches constitute the four major sections of the resource and are shown around the centre of the circle in Figure 1.
- Figure 1 also shows, around the outside, four elements that underpin these teaching approaches and that will support you to increase engagement and maximise learning for *all* students in your care. These elements are discussed after Figure 1.

*Figure 1: Teaching for positive behaviour – Key approaches and elements*



## CULTURALLY RESPONSIVE PRACTICES

---

Culturally responsive practices are a key part of supporting students to be successful in school. Responsive pedagogies and practices require 'cultural consciousness' on the part of school leaders and teachers. The culturally conscious teacher rejects deficit theories about any individual or group of students and understands that students' behaviour and learning are influenced by language and culture. Such a teacher will draw on students' identities to enhance engagement and achievement (Macfarlane et al., 2015).

Many schools are on a journey towards culturally responsive practice and pedagogy. They can strengthen their practices in this area by engaging with professional learning and development, supported by collaborative inquiry in their school and across their communities of learning. The NZCER Wellbeing@School and Inclusive Practice tools provide useful ways for schools to measure progress in the areas of inclusion and cultural response.

## CARING RELATIONSHIPS

---

Positive relationships are central to the development of a supportive learning environment. The practices set out in this resource will support positive relationships between you and your students and among your students.

Much research in education has explored and highlighted the importance of the relationship between the teacher and the student as an integral part of effective teaching (e.g., Alton-Lee, 2003; Bishop, 2003; Hattie, 2009; Margrain & Macfarlane, 2011; Macfarlane et al., 2015 & 2017). It is well established in this area of research that both academic achievement and student behaviour are influenced by the quality of the teacher–student relationship.

In New Zealand, caring relationships and classroom management are seen as key aspects of culturally responsive practice. For example, 'The Te Kotahitanga effective teaching profile' (Bishop and Berryman, 2009) includes:

- caring for students as culturally-located human beings above all else
- caring for the performance of students
- being able to create a secure, well-managed learning environment
- being able to engage in effective teaching interactions with Māori as Māori
- using strategies that promote effective teaching interactions and relationships with learners
- promoting, monitoring, and reflecting on outcomes that in turn lead to improvements in educational achievement for Māori students.

## INCLUSIVE PEDAGOGIES

---

Inclusive pedagogies benefit all students. They are designed to ensure that all students are engaged, challenged, and experiencing success in an environment that supports and promotes their academic and social learning.

Inclusive schools enact inclusive values, developed in partnership with whānau and providing the 'pūmanawatanga' or beating heart that determines how a school looks, feels, and sounds from the perspective of students, teachers, and whānau (Macfarlane et al., 2007; Carrington & MacArthur, 2012).

Inclusive teachers ensure that they identify and remove barriers to participation and learning so that every child has the opportunity to reach their potential. This resource promotes strategies that are supported by evidence of effectiveness for all learners and that are particularly appropriate for removing barriers to participation and learning for students with behavioural challenges.

### FLEXIBLE TEACHING AND LEARNING SPACES

Increasingly New Zealand schools include flexible teaching and learning spaces that support inclusive pedagogies. In these spaces, students can work independently, in small groups, or as a large group depending on the context for learning and task requirements. Students may be learning in a main teaching space, a project or presentation space, a break-out space, or outside the classroom. Learning may be teacher-facilitated, student-initiated, co-constructed, or driven by a personalised inquiry. The programme may be significantly differentiated in response to the particular strengths and needs of diverse learners. Students may be working on cooperative tasks and in composite groups of older and younger students. Their learning may be facilitated by two or more teachers who work collaboratively.

It is important that the environment itself provides as much support as possible, through helpful signage, audio support systems such as intercoms, low-noise and low-light areas, break-out spaces for small-group work, and visual reminders that support time and task management.

The opportunities these spaces give to students to work independently or collaboratively and with different adults working in the space highlight the need for explicit teaching of behaviours – for example, those needed to work cooperatively, share resources and ideas, take turns, seek help, manage momentary confusion or frustration, and self-manage in a stimulating or busy environment.

As part of this teaching, it is vital to give feedback to students as they become fluent with the behaviours and competencies needed to work in different ways. Teachers need to strengthen their deliberate 'noticing' when students show self-regulated behaviours, independence and initiative, good decision making, and a sense of social responsibility by helping others and working well in small or large groups.

## INQUIRY AND PROBLEM SOLVING

---

Well-being and positive behaviour support are often a focus of communities of learning as they develop ways to meet their particular challenges. Section 5 of this resource provides examples of ways in which you can inquire into your behaviour support practices and trial and evaluate new approaches to benefit your students. In this way, the inquiry process will provide opportunities for you to explore evidence, trial particular strategies, identify areas for further professional learning, and share effective practice with others.

### ALIGNMENT WITH PB4L–SW

Regardless of whether you are working in a more traditional single-cell classroom or a flexible space, you will be able to apply problem-solving approaches and strategies that you are familiar with from PB4L–SW Tier One. For example:

- The strategies that you choose to support positive behaviour will align with the values and expectations that you have developed as part of Tier One's implementation.
- Other familiar Tier One strategies such as 'active supervision' can be usefully adapted to inside learning spaces. Teachers who move, scan, and interact in energetic, intentional ways are more likely to have students who are focused and engaged. They are able to notice and address student issues in ways that are responsive and preventative. Most importantly, in a learning space that operates as a learning community and that has in place tuakana–teina, peer mentoring, and strong cooperative working relationships, supervision will not simply be about the teacher–student relationship. Students who have positive relationships with each other will supervise each other, providing prompts, feedback, and help to one another.
- Tier One stresses the importance of developing routines. This resource provides further guidance about developing routines for learning spaces that align with school-wide expectations. These routines need to be clear to everyone to ensure the smooth running of teaching and learning spaces. They provide students with the security of knowing what to do to manage resources, to complete activities, to seek help, and to use technologies and devices safely and responsibly.

Problem solving is also a key part of PB4L–SW Tier Two. Groups of teachers support each other to trial strategies aimed at reducing problem behaviour for students who have not responded to universal (Tier One) approaches. If this is not successful, the Tier Two Team analyses students' behaviour to identify an appropriate intervention to further support the students.

## THE FOUNDATION: THE NEW ZEALAND CURRICULUM

---

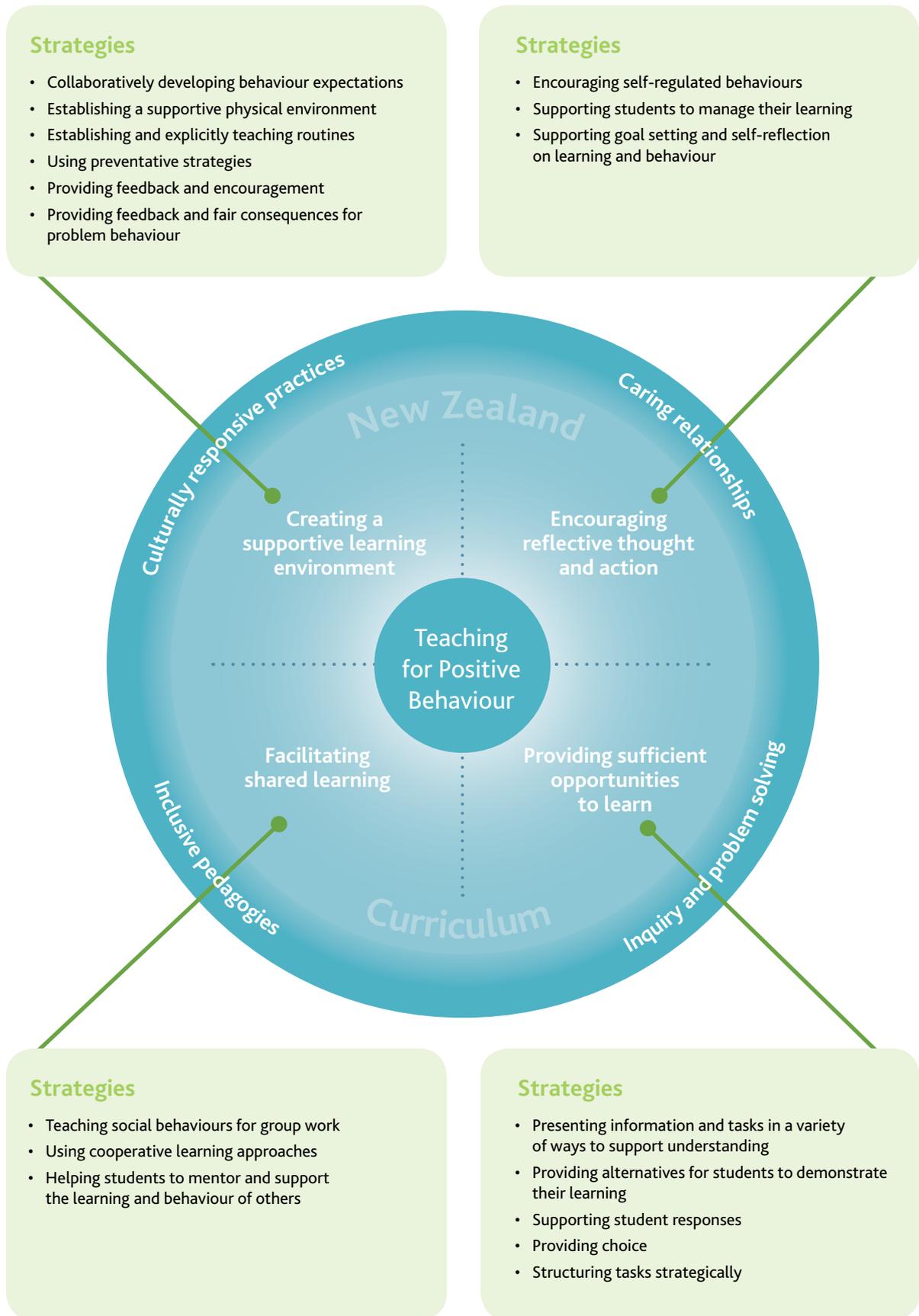
This resource clearly aligns with the New Zealand Curriculum and supports schools' work within it. As discussed above, its four major sections are based on pedagogical approaches from the New Zealand Curriculum that are particularly relevant to supporting positive behaviour:

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Facilitating shared learning
- Providing sufficient opportunities to learn.

Figure 2 overleaf expands on Figure 1 to show the strategies discussed within each of these approaches. Through reflective inquiry you will be able to trial and adapt the suggested strategies and deepen your expertise and understanding of them. The strategies have a strong evidence base; when underpinned by warm, caring relationships and a culturally responsive, inclusive pedagogical approach, they will result in increased engagement and improved participation and learning.



Figure 2: Evidence-based strategies for teaching for positive behaviour



# Section 1: Creating a supportive learning environment

Creating a supportive learning environment that helps students to develop the competencies of self-management, participating and contributing, and relating to others is a priority for all teachers. This section aims to help you, in collaboration with your students, to create an environment where your students feel valued, included, supported, and secure, and in which they take responsibility for themselves and others. There will be routines in place that promote safety, smooth transitions between activities, and a calm and cooperative space for learning and socialising. The environment will be inclusive, underpinned by the shared values of home and school, and supportive of the needs and aspirations of Māori and Pasifika learners and their whānau.

Six important strategies support the development of a positive, proactive, and instructional approach to behaviour in any school:

- Collaboratively developing behaviour expectations
- Establishing a supportive physical environment
- Establishing and explicitly teaching routines
- Using preventative strategies
- Providing feedback and encouragement
- Providing feedback and fair consequences for problem behaviour.

To check how effectively you are making use of these strategies, you could ask:

- Have we developed clear and positively stated expectations for behaviour?
- Do we ensure the school environment supports all students in their learning?
- Have we taught our behaviour expectations to all our students?
- Do we provide positive feedback when students meet these expectations?
- Do we anticipate problem behaviour and act to prevent it from occurring?
- Do we intervene quickly when inappropriate behaviour occurs and use it as a teaching opportunity?

If your school is a PB4L-SW school, you will already be making use of these strategies as you put the essential features of Tier One in place. The rest of this section looks at each of the strategies in detail.

## COLLABORATIVELY DEVELOPING BEHAVIOUR EXPECTATIONS

---

Every school needs to identify and put in place expectations for behaviour for both teaching and non-teaching spaces. Using an agreed set of expectations across the school ensures a consistent approach. This clarity and consistency helps students to reflect on and monitor their own behaviour.

The work of Bishop and Berryman (2009, 2010) emphasises the importance of teachers having high expectations for the learning and behaviour of all students (*mana motuhake*). Effective teachers clarify the social and learning behaviours needed to be successful for each setting or activity. For example, the Huakina Mai process in 'The Hikairo Rationale' involves the teacher establishing expectations at the very start of interactions with students (Macfarlane, 1997 & 2000). The teacher then reviews and reteaches these expected behaviours regularly, 'catching' students being successful and providing helpful, corrective feedback when needed.

If your school is a PB4L–SW school, the process for developing behaviour expectations will have been a key part of Tier One implementation. The expectations will align with the core values of your school and your wider school community. They will have been carefully and collaboratively developed so that they are relevant to the different settings for learning and socialising at school, and they are likely to be displayed on a matrix – an accessible way of organising and displaying the expectations so that they can be easily referred to for teaching and feedback purposes.

If your school is not a PB4L–SW school, the process for collaboratively developing expectations for behaviour could include the following:

- Discuss with your students the behaviours that will help to ensure a calm working environment in which they can make decisions that enhance their learning and relationships. These expectations could link to 3–5 core whole-school values such as *Be respectful, Be responsible, and Be a learner, or Care for self, others, and the environment, or We demonstrate manaakitanga, rangatiratanga, and kaitiakitanga*.
- Agree on a group of expectations that will support positive learning and social behaviour, and word them in ways that everyone can understand and remember. It is helpful for students if, for example, all junior school, or year 9 and 10 classes, share the same behaviour expectations and if the expectations further up the school are based on these but with adaptations relevant to the age group. Consistency and predictability help all students to know what is expected of them.
- Display the expectations where they can easily be used as a tool to support student self-management.

At an East Coast high school there is a strong focus on service leadership as well as a restorative approach to the preservation and strengthening of relationships. Demonstrating rangatiratanga ('chiefly' qualities) through school and community service is at the heart of the school's values. In the classroom this translates into a set of behaviour expectations that have been developed by the students for the students. These behaviour expectations provide guidance about the responsible use of information technology and social media, respectful ways of communicating, work effort and task perseverance, and working in ways that will lead to collective as well as individual success. For example, students have agreed to provide positive role modelling for younger students, acting as tuakana, and to ensure that when they work in groups, all members of the group receive 'awhi' and 'tautoko' from their peers to help them achieve shared goals. The school is a restorative school, and so students are reminded to take responsibility when they make behavioural mistakes in the classroom and to take steps to restore relationships that have been damaged.

**i**

Section 4 (available under 'Download the manual' at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>) of the PB4L-SW Tier One manual provides guidance and resources for collaboratively developing behaviour expectations with students and the wider school community.



## ESTABLISHING A SUPPORTIVE PHYSICAL ENVIRONMENT

The physical environment your students experience plays a vital role in supporting positive behaviour. It can help to promote learning and prosocial behaviour<sup>2</sup> by providing spaces for independent work and purposeful talk and interactions, access to information technology, and visual prompts for using strategies when needed. It can also facilitate the celebration of diversity by displaying images of diverse peoples engaged in a range of activities, iconography that reflects the cultural narrative of the area, and the language(s) of tangata whenua and other groups in your community. This all helps to signal to your students that their cultural identities are valued.

Increasingly, learning spaces in New Zealand are allowing levels of flexibility and choice that are exciting for self-managing, self-regulated students. For students with behavioural challenges or the need for additional support, it is especially important to ensure that their learning spaces are underpinned by the principles of Universal Design. These principles reflect the assumption that physical and instructional environments should support and enable *all* students to be successful.

There are a number of key considerations for providing a supportive physical environment:

- Create a space that allows ease of access and movement and minimises crowding and distraction.
- Ensure that temperature, lighting, acoustics, and furniture support learning for *all* students.
- Provide independent work spaces to support self-management and allow students to choose to work away from distraction in a quiet space.
- Ensure that visual images and resources reflect the cultural diversity of New Zealand, and in particular, our dual cultural heritage.
- Display visual supports around the room with key messages about routines and strategies that support self-management and collective responsibility for learning and behaviour.
- Explicitly teach the routines and behaviours needed to use the physical space to its potential – for example, how to retrieve, use, and return digital devices and other materials, how to use break-out spaces, and how to share space with large groups of students during hui time or other combined group activities.

**i**

For detailed information in relation to this strategy, see the Ministry of Education's factsheets<sup>3</sup> [Flexible Learning Space: How the design of spaces can help student achievement](#), [Flexible Learning Spaces: Making spaces work for everyone](#), [Furniture, fittings and equipment in a modern learning environment](#), and [Māui whakakau, kura whakakau: Teaching and learning environments to support priority learners](#).

A video on YouTube featuring [West Rolleston School](#) provides an example of a modern learning environment in action.

The OECD's 2017 [Handbook on Innovative Learning Environments](#) discusses principles and a framework for designing innovative learning environments.

<sup>2</sup> Prosocial behaviour can be defined as positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain (Kidron & Fleischman, 2006).

<sup>3</sup> Remember that if you are working with hard copy, you will need to access the online version of this resource on TKI at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material> in order to activate many of the links for additional information.

## ESTABLISHING AND EXPLICITLY TEACHING ROUTINES

---

Sensible routines help to set your students up for success. Ideally, they will be developed collaboratively, ensuring that your students have participated in the discussions and negotiations that decide how everyone will work, socialise, and play in the places where learning happens in your school.

If your school is a PB4L–SW school, the routines for your teaching and learning spaces will reflect the school's broad expectations and matrix of expected behaviours. Having routines in place for actions such as getting and returning materials, transitioning between activities or spaces, early finishing, using activity centres, asking for help, and working with a partner or in groups improves the flow of activity and instruction and helps create a calm, well-ordered environment for learning.

When you and your students have decided that a routine is needed for a particular situation or way of working, discuss with your students:

- Why do we need this routine?
- When do we need it?
- How will it help us to learn, play, or socialise together?
- What do we expect to happen in the routine?
- What would work to remind us to follow the routine? (e.g., signage, a signal, tuakana providing prompts and reminders to teina)

Then describe the routine in a way that is accessible and manageable for all students. Word the routine in positive terms, focusing on what students should do, rather than what they shouldn't do. List the steps for the routine, making sure that they are relevant and meet the needs and ways of working of your students and are suitable for the learning space.

In the same way that school-wide or classroom expectations need to be explicitly taught, routines need to be taught and practised until students are fluent with what is required. Explicit teaching includes describing, modelling, practising, and most importantly, providing helpful feedback as the routine is practised. For younger students, role-playing can be helpful, as can 'thinking aloud', in which you explain your thinking as you practise or imagine a particular routine – for example, *It's a wet lunchtime today ... What sorts of things can I do in a wet lunchtime? ... What will I need to remember when the first bell goes after lunch? ... Time to pack up my game, go to the bathroom, wash my hands, and be ready for the second bell.*

It is a good idea to review routines periodically to check that they are still needed and useful. Involve your students in the review as much as possible to encourage them to reflect on their contribution to the smooth running of the learning space. At high school level, to ensure relevance and ownership of routines, encourage students to lead and manage the development and review of them.



Section 5.1 of the PB4L–SW Tier One manual outlines how to go about teaching behaviours to students and the different approaches for younger and older students.



The teachers and students in a Dunedin learning hub have agreed on and documented the expected behaviours for their most common routines. An excerpt is shown on the next page.

Working in a small group:

- Draft behaviours for the routines 'Working in a group' and 'Using digital tools'.
- Discuss how you would go about teaching and providing ongoing support for these routines.



CLASSROOM ROUTINES	EXPECTED BEHAVIOURS
<b>Entering the learning space</b>	<ul style="list-style-type: none"> <li>✔ Walk into the space quietly.</li> <li>✔ Use a conversational or 'inside' voice.</li> <li>✔ Keep hands, feet, and objects to yourself.</li> <li>✔ Move straight away to your working space.</li> <li>✔ If you know what to do, get busy.</li> </ul>
<b>Working independently</b>	<ul style="list-style-type: none"> <li>✔ Select area to work in.</li> <li>✔ Have equipment ready.</li> <li>✔ Work without disturbing others unless you need help.</li> <li>✔ Follow the "I need help" list if you are having difficulties.</li> <li>✔ Move quietly around the room when necessary.</li> <li>✔ When finished, put equipment away and begin next activity.</li> </ul>
<b>Working in a group</b>	<ul style="list-style-type: none"> <li>✔</li> <li>✔</li> <li>✔</li> <li>✔</li> <li>✔</li> </ul>
<b>Using digital tools (computers, smartphones, etc.)</b>	<ul style="list-style-type: none"> <li>✔</li> <li>✔</li> <li>✔</li> <li>✔</li> <li>✔</li> </ul>



## USING PREVENTATIVE STRATEGIES

---

Using preventative strategies is a key way in which you can create an environment that supports positive social and learning behaviour. Sometimes, you might feel that you spend much of the school day reacting, responding, and 'putting out fires', behaviourally speaking. This can be exhausting and frustrating, and it can take up a great deal of valuable instructional time. It can also mean that some students get less attention or are left waiting while behavioural issues are resolved.

Often, behavioural challenges at school are triggered by issues and experiences that are outside of the school's control. Students' behaviour is influenced by the modelling and feedback they are exposed to outside of school. In particular, social learning at home and in the community is a powerful influence on the ways in which students respond to stress, frustration, and challenges in forming and maintaining relationships.

While you will generally only have a limited influence on your students' experiences beyond the school, you can implement strategies in your learning space that will reduce the likelihood of challenging behaviour and help to create a positive instructional and relational environment. Actively and explicitly teaching behaviour will support these strategies, helping students to be clear about expected behaviour and fluent with the routines attached to particular activities and learning spaces.

Examples of preventative strategies include the following:

- Remind students of the expected behaviour before they begin a task or activity.
- Prompt students to think about routines (e.g., the routine that supports a smooth transition).
- Ensure that all students are clear about a task or activity before they begin, and that they either have the tools and materials they need or can easily get them when needed.
- Use 'thinking aloud' to model how to plan for and work through a likely problem or situation (e.g., *What will I do if I need help? I have finished early, so what will I do?*)
- Ensure that the instructional pace is appropriate for the needs of all your learners – ideally quick enough so that students stay focused and interested, but with sufficient 'thinking time' for everyone to understand and respond (e.g., during group discussion).
- Check frequently for understanding and repeat instructions if necessary.
- Use the 'Two-by-Ten' strategy (see below) to promote caring relationships with your students, especially those whose behaviour challenges you most. This involves identifying a student with challenging behaviour and committing to having a personal conversation on anything that interests the student for two minutes every day, for 10 consecutive days.
- Ensure that students who are likely to need more frequent advice or feedback know strategies for self-help or appropriate ways to seek help from their peers or an adult.

Often, the reason why some students disrupt the flow of teaching and learning is because they are communicating a need for attention. It is important, therefore, to provide your students with frequent, positive attention in ways that show that they are noticed and valued. Often this will be at random times and conversational, providing a 'dose' of positive attention (e.g., *I like those new gumboots! I noticed your little sister is getting tall – she must be nearly ready to start school. Your dad and I enjoyed the match on Saturday – didn't your team play well!*) Encourage your students to notice each other as well – for example, during circle time, buzz groups, or other social sharing times.

These approaches are important because, for some children, the attention they receive is insufficiently frequent or positive to meet their needs. Positive 'noticing' helps to prevent these students from seeking attention in antisocial ways, because it helps to ensure that their need for adult or peer attention is being met in prosocial ways. This is particularly important for students who are often on the receiving end of repeated instructions and corrective comments, or whose behaviour you ignore in order to reduce the likelihood of its reoccurrence.



Sarah McKibben outlines a simplified version of the 'Two-by-Ten' strategy in her 2014 article ['The two-minute relationship builder'](#). More detailed information on the strategy is available in Smith & Lambert, 2008.



Working as a group, read the following story and then discuss these questions:

- What are the values, expectations, routines, and strategies that have been put in place to support inclusion, learning, and positive behaviour in this story?
- How does what you see here relate to your context? Is there a strategy or approach you could adapt for use in your learning spaces?

Ten-year-old Taylor is in the Mānuka Hub at a Northland primary school. Strong values, clear routines and expectations, and a tuakana–teina approach to peer relationships help to ensure the smooth running of the hub. The students are expected to be resilient like the mānuka tree – when they find things difficult, they try their best and help each other out. In the bush, mānuka provides shelter for the little seedlings that grow beneath it, and so older students in the Mānuka Hub are expected to care for and help younger students.

Taylor starts the day in the hub hui, where the students get ready for the morning's activities. The teachers prompt them to remind one another about the learning and social behaviours that are expected. After the hui, the students move to work either independently or in small groups on inquiry tasks. Taylor, as a tuakana, looks out for his teina, Millie. Millie sometimes needs help remembering the routine for getting her Chromebook and beginning the first task for the day, so Taylor spends a minute reminding her of the steps in the routine and the instructions for the activity.

Millie knows that once she has tried to solve a problem herself, she can come to Taylor for help. This time when she gets stuck, Taylor is busy, so she writes her name on the whiteboard to show the teachers she needs help and sends them an instant message from her Chromebook. She also checks the visual prompts posted around the room, one of which reminds her to work on an easier part of the task while she waits for help.

Meanwhile, Taylor is working with Fae on publishing a book about cleaning up a local stream. They find a quiet space to work. They know that if they are finished before 10.00am, they can get busy on their individual 'Daily 3' maths contract.

## PROVIDING FEEDBACK AND ENCOURAGEMENT

---

Feedback and encouragement are fundamental to building warm, caring relationships with your students that are focused on their strengths and potential. While feedback focuses on what a student has done or attempted to do, encouragement will be 'future focused' and should convey positive expectations and a belief that the student can improve and succeed.

In learning environments built on core values such as manaakitanga and aroha, students are noticed for their efforts and progress and valued for the unique contributions they bring to the learning community. Frequent, positive feedback and encouragement 'lifts the spirit' of the learning space. This is particularly important for students who tend to attract corrective rather than positive feedback or who experience punishment outside of school.

New Zealand teachers are skilled at providing quality academic feedback that helps students to understand what they need to do to improve their work. In the same way, behavioural feedback will help your students to understand what they need to work on to improve relationships, to regulate their emotional responses, and to manage their learning.

For some of your students, using positive social or learning behaviour may be challenging as they may have practised other, antisocial ways to have their needs met. For these students, frequent, explicit feedback and encouragement will be particularly important as they learn and practise the social and learning behaviours that are needed to be successful at school. It is important to support your students to become *intrinsically* motivated and able to use positive self-talk to successfully manage challenging academic tasks and social interactions. However, for students with challenging behaviours, *extrinsic* rewards in the form of verbal praise, preferred activities, and valued tangible items are likely to be important and effective tools for supporting their developing behavioural competence.

If your school is a PB4L-SW school, it will have put in place a menu for encouraging appropriate behaviour across the school (often referred to as a 'continuum of acknowledgments'). This menu is likely to include verbal feedback and praise, as well as tangible rewards and activities agreed with your students. This approach is supported by research that tells us we can reinforce the behaviours that our students need to be successful at school, and reduce the likelihood of problem behaviour, by deliberately noticing and acknowledging when students behave in ways that align with the values and expectations of the school (Colvin, 2007).

Here are some key practices for acknowledging positive behaviour:

- Provide feedback and encouragement as your students meet behaviour expectations.
- Notice and recognise attempts, approximations, effort, and progress. For example, for some students the effort required to be calm in the face of frustration is great and deserves acknowledgment.
- Give feedback privately for older students. Sometimes a simple 'thumbs up' or smile will be sufficient.
- Encourage your students to notice the good work and behaviour of their peers. For younger students, a 'compliment circle' can be a useful way of supporting them to respond positively to each other and of building self-esteem.

i

Section 6 of the PB4L–SW Tier One manual provides support for acknowledging expected behaviour and valuable information on the role of feedback, praise, and tangible acknowledgments.



## PROVIDING FEEDBACK AND FAIR CONSEQUENCES FOR PROBLEM BEHAVIOUR

---

While it is important to have a planned approach for responding to problem behaviour, as much as possible the focus should be on prevention and creating a supportive environment where problem behaviour is less likely to occur. Therefore, most of your energy should go into planning and implementing strategies that will strengthen relationships, help students to feel valued and cared for, and encourage and reinforce positive behaviour.

However, even in the most positive of environments there will be times when a fair and logical consequence is needed. For example, it is logical for students who have left an area of the learning space untidy, despite an agreed expectation and reminder to leave it tidy for the next group, to have to tidy it in their own time. Similarly, it is reasonable for a student who has spoken disrespectfully to another student or teacher to apologise, and, if the behaviour is repeated and the student warned about the possible consequence, to have to give up a privilege.

As your students are learning and practising new ways to behave, it is inevitable that they will make mistakes. Often these mistakes will be linked to a student's ability to self-manage and to regulate their emotions. In the same way that we provide feedback for academic learning, feedback around these mistakes needs to:

- occur as soon after the incident as possible
- be given calmly and privately
- relate specifically to the behaviour expectations for the learning space
- recognise the student's particular behavioural strengths and challenges
- explain what the student did appropriately and what they need to do differently next time.

Achievable goals for behavioural improvement that result in 'quick wins' are particularly important for students who find it difficult to sustain appropriate behaviour. For example, you could set a goal with a student to increase quiet, independent working time and adjust this by small increments, with feedback and encouragement for each small increase; or you could help a student to set a goal such as *At lunchtime today I will walk away to a (pre-planned) quiet place if I feel angry or upset during a game*. These goals are more easily achievable because they relate to an activity that will happen on the day, they cover a short period of time, and feedback and encouragement can occur very soon after the goal is met.

Some schools use 'response-cost' strategies, where points or tokens are awarded for appropriate behaviour and removed for problem behaviour. Such strategies can be effective, but be aware that they can be very discouraging for students with challenging behaviour. If a student has worked hard to achieve points in the morning and then loses them in the afternoon, when remaining on task or self-managing is more challenging, it can be difficult for the student to believe that they will ever be rewarded for their efforts.

If your school is a PB4L–SW school, you will have access to a menu (or continuum) of responses for discouraging problem behaviour that has been agreed upon for use across the school. This will include low-level responses, such as reminding a student of the expected behaviour or redirecting them to a more appropriate behaviour, and higher level responses, such as meeting with parents or holding a restorative hui. Try to use the least aversive consequence where possible, but where repeated incidences of the same minor misbehaviour occur, you may decide to tap into the school-wide higher level systems for responding to major behavioural incidents.

Key considerations for responding to problem behaviour include the following:

- Where it is possible to safely ignore problem behaviour, particularly with young children, the behaviour is likely to decrease because it is not receiving the 'oxygen' of attention.
- Make sure that there are visual prompts to remind students of expected behaviour. If you have a matrix showing the expected behaviours for the learning space, use these as a teaching tool when you need to redirect a student.
- Think environmentally. When a behavioural incident occurs, consider if there are aspects of the instructional or relational environment that need to change, routines that need to be reviewed or retaught, systems or practices that need to be reviewed or developed, and relationships that need to be strengthened.
- Make sure that consequences are educative rather than punitive – they should help a student to understand what is expected of them, to restore relationships where needed, to develop empathy and an understanding of the impact of their behaviour on others, and to strengthen their ability to manage their behaviour in the future.
- Where possible, create opportunities for a student to practise new, preferred behaviours and to receive feedback as soon and as often as possible.
- Have a space available for a student to calm down if needed. This will be a neutral space, neither punitive nor overly stimulating or rewarding, that has been agreed with the student and that may include some calming sensory items (e.g., cushions, a soft toy for younger students, some books to read). It must be an open space where the student can be seen by adults and can leave when they are ready. Encourage the student to use this space when they need to, and praise them for making a good choice, particularly if they have managed to avoid potentially negative outcomes by using the space.



[Section 7](#) of the PB4L–SW Tier One manual provides support for discouraging inappropriate behaviour and helpful information on corrective versus punitive responses.

Pages 4–10 of [Book Two of the PB4L Restorative Practice Kete](#) discuss the importance of a relational approach and the value of Restorative Conversations when responding to problem behaviour.



As a group, look at the following table and discuss your progress towards the indicators in the right-hand column.

MOVING FROM ...	TOWARDS ...
Expecting that children will know what to do and how to behave	<p>Having clear routines in place for activities and transitions</p> <p>Teaching behaviour expectations and routines</p> <p>Providing visual reminders and timely prompts to help children develop fluency with expectations and routines</p>
Providing a physical, instructional, or relational environment that meets the needs of most children but not all	Taking a Universal Design for Learning approach to ensure that there are no barriers to presence, participation, learning, and achievement for any students
Reprimanding students when they don't meet expectations	<p>Providing feedback and encouragement as students meet expectations and follow routines</p> <p>Allowing for mistakes as students learn and practise new behaviours</p> <p>Teaching and reteaching behaviour as needed</p> <p>Taking a preventative approach</p>
Providing global praise	Providing specific, helpful feedback and encouragement
Providing mostly instructional talk to children with behavioural challenges	Taking time to build warm, caring relationships with all students by deliberate noticing and taking an interest in them as individuals
Providing feedback about what students do, know, and produce	Providing feedback about learning behaviours and the ways that students use strategies to help them tackle challenges

## *Section 2: Encouraging reflective thought and action*

A large body of research has demonstrated that self-regulation and control as a young child are important determinants of social, academic, and emotional stability and success in later life. Some of the strongest evidence has come from Dunedin's 40-year multidisciplinary health and development study (e.g., Moffitt, Poulton, & Caspi, 2013). The ability to self-regulate develops from birth within the context of loving, consistent, responsive parenting, where self-control is actively modelled and taught.

Self-regulation also supports the mental processes needed for learning, such as planning, remembering, focusing attention, sequencing ideas, and managing a variety of tasks. Many behavioural challenges result from students' inability to manage their learning and to regulate their emotional responses to the ups and downs of school life – for example, through self-control, delaying gratification, and using the metacognitive skills needed to make good choices (Church et al., 2003).

When students are supported to reflect on their learning and behaviour, they are more able to act in ways that help them to be successful with independent and cooperative tasks and with the challenges that can arise from social interactions in shared learning spaces.

Three key strategies support reflective thought and action and promote the skills needed to be a self-regulated learner:

- Encouraging self-regulated behaviours
- Supporting students to manage their learning
- Supporting goal setting and self-reflection on learning and behaviour.

## ENCOURAGING SELF-REGULATED BEHAVIOURS

---

Self-regulation is influenced by motivation, self-perception of ability, and language development. Self-regulated students are able to manage their emotional responses to others' behaviour and to events that might be difficult, stressful, disappointing, or frustrating. They are resilient and can 'bounce back' when things don't go well. They know what strategies to use to help them feel better, and they can communicate how they feel and describe what they need.

Self-regulated students are able to demonstrate self-control – for example, by using positive self-talk and other strategies to manage their emotions in situations that make them feel anxious, excited, discouraged, or angry. They are aware of their behaviour and its consequences, so they can empathise and understand how it might impact on others. Using this insight they are able to apply the kind of rational thinking that helps them to decide how to respond in challenging situations.

Academic and social success in combination with positive social learning experiences at home and school reinforce self-regulated behaviour. Children who are successful are more likely to feel engaged and motivated and to believe that they are competent and capable (Hattie, 2012). This self-belief helps them to think and talk positively as they tackle challenges.

Many students have yet to develop the ability to manage the anxiety, disappointment, or frustration that can come from having to wait, share, miss out, or experience not being chosen. Children learn from observing the behaviour of others and from the feedback they receive. When they see others using antisocial but effective strategies (e.g., whining, repeated asking, aggression) to get their needs met, their own behaviour is likely to be influenced (Blisset et al., 2009). Therefore, modelling self-regulation and providing specific, constructive feedback to students as they develop the ability to regulate their behaviour are very important.

It is important not to expect perfection from students who are learning strategies to support self-regulation, but rather to notice the effort and progress they are making and to provide feedback and encouragement that will help to build confidence. Make sure you acknowledge these students when they have waited their turn, shared with others, showed pleasure at the success of others, walked away from potential conflict, used words rather than an aggressive approach, sought help from an adult or peer, or used a strategy to calm down.

Here are some key practices for supporting self-regulation. Many of them highlight for students the thinking and behaviours needed to manage potentially challenging social or learning situations.

- Help students to develop 'scripts' for when they experience disappointment. Scripted responses can help children to develop fluency as, with practice, their responses become more natural. Notice and praise their attempts to respond appropriately. If you know that a student is likely to struggle with a particular outcome, it is a good idea to practise beforehand (e.g., Teacher – *Maybe you won't be chosen to be leader today. What could you say if you aren't chosen?* Student – *Oh well, I feel disappointed but I might get a turn at leading tomorrow.* Teacher – *That's great. And how could you show you are pleased for the person who is chosen?*)

Be aware that competitive activities will be particularly difficult for some children. Although managing the results of competition is important in social and behavioural learning, an overly competitive learning environment can place undue stress on some children. Cooperative activities, on the other hand, support the development of empathy and the behaviours needed for learning communities in which collective success, aroha, kotahitanga, and manaakitanga are core values.

- With young students, collaboratively construct stories that describe how a child manages a stressful or difficult situation in a self-regulated way. The story could be in cartoon form with thought or speech bubbles and developed as a shared writing task.
- Encourage students to check in with a trusted adult about their feelings. Model language for talking about feelings, and provide activities for exploring and describing feelings. A 'feelings thermometer' is an effective visual tool for helping students to recognise and describe how they are feeling.
- Use 'think-alouds' or role-play to model how to think about and manage frustration (e.g., *I'm finding this task difficult. I feel like throwing my book on the floor, but instead I'm going to use my red traffic light card to show the teachers that I need some help. And I'm going to work on my picture while I wait for help.*)
- Use think-alouds to model positive self-talk (e.g., *Some of this task might be hard, but I know I can do it if I concentrate, use the graphic organiser, and work in the quiet space. I'm going to get started with this easier part first.*)
- Provide students with opportunities to peer teach, help others, and lead in order to build their self-confidence.
- Provide a space where students can go to calm down if necessary. (See 'Providing feedback and fair consequences for problem behaviour' in section 1 for more detail.)



The website [Sparklers](#), developed in response to the Canterbury earthquakes, contains many ideas, activities, and games for helping students learn the skills they need to build positive mental health and cope with life's challenges.

Geoffrey Colvin's *Defusing Disruptive Behavior in the Classroom* discusses seven key principles and a range of research-based approaches for immediately defusing disruptive situations and avoiding escalation.



Working with three or four colleagues, read again through the above list of practices and discuss:

- To what extent do we use scripts, stories, and think-alouds with our students?
- If we use them reasonably often, how could we improve our use to support students to self-regulate their behaviour?
- If we seldom or never use them, how might we start to introduce them into our practice?

## SUPPORTING STUDENTS TO MANAGE THEIR LEARNING

---

A self-managing student has the decision-making and metacognitive skills needed to independently engage with and complete tasks. They are able to plan and sequence a task and talk themselves through it, analysing its requirements and prioritising what should be done first. They are also able to maintain their focus on the task, selecting or changing strategies, monitoring their progress, and adjusting their thinking as they do so.

All students need to learn how to organise for tasks, monitor their progress, and use self-talk to help them persevere, rather than feel discouraged and give in to frustration. However, for some students, self-management is an area of particular challenge. You will be aware of students who need support to get started and to choose, plan, and organise resources and materials. Once under way, they may find it difficult to persevere with the task and to complete it independently or with minimal help.

These students are best supported by a scaffolded approach to teaching (Hattie, 2012), in which oral and visual prompts and other technological supports are in place, along with inclusive pedagogical approaches such as cooperative group activities and working with expert partners. They need lots of 'signposts' to help them work through a task, solve problems, and use strategies when they have difficulties.

They also need frequent 'checking in on' with feedback about the attempts they have made and the likely next steps for improvement. Positive forecasting is an important aspect of your talk with students who are learning to self-manage, particularly those who may have experienced frequent failure, in order to build their confidence, resilience, motivation, and self-belief.

Here are some ideas for supporting students to manage their learning:

- Provide scaffolds to help students organise their thinking (e.g., rubrics, graphic organisers) and their planning (e.g., online checklists, to-do lists, timer apps).
- Develop personalised planning tools with students to address their individual needs for strategy reminders during particular tasks.
- For young students, use photo storyboards to show and reinforce self-management (e.g., a storyboard showing a student successfully getting their materials, working, putting the materials away, and receiving a 'thumbs up' from the teacher).
- Frequently check in on students, giving supportive feedback that builds students' views of themselves as active learners (e.g., *I can see how hard you are working. I will be back in five minutes to see how you are getting on. If you need help then, I will give it to you, but I love that you are becoming such an independent learner*).
- Set achievable mini-goals for students and signal that you will help them monitor their success with them (e.g., *Write another two sentences. Check the spelling of the three words I have circled. Read over this paragraph and check for correct punctuation. I will be back in 10 minutes for us to check your final draft*).
- Give frequent, specific feedback about academic work as well as the behaviours that support learning and achievement, such as effort, perseverance, focus, and providing expert help to others.

- Explicitly teach strategies for self-management if a problem arises while you are temporarily unavailable (e.g., working with a group). When you do so:
  - discuss the need for the strategy with the student (e.g., *This strategy will help you to ...; you can use it when you feel ...*)
  - make sure that the student has the skills and tools to use the strategy successfully
  - model the use of the strategy by using a think-aloud to show the metacognitive process involved
  - provide scaffolded support, gradually releasing responsibility to the student until they are able to use the strategy independently
  - provide encouragement and feedback as the student develops fluency with the strategy.

As part of supporting students to manage their learning, it's important that each student has the tools and materials they need for independent work. They also need to know both the steps they need to follow to solve problems independently and how to seek help in appropriate ways when needed.

Make sure that working time isn't lost to problems associated with retrieving, finding, or setting up tools and materials. Good systems that help students get quickly on to tasks are important, particularly for those who need more help to organise and manage materials or who use well-practised avoidance strategies (e.g., pencil sharpening, looking for a pen, or not having a charged digital device).

While recognising that some of your students need more help than others to be ready to learn, you will sometimes need to balance support for these students with promoting independence and teaching them to take responsibility for the organisational aspects of learning.



Mr Manuia, a teacher at a Manukau intermediate, often uses think-alouds with the students in his year 8 class to model the use of reflective questioning, positive self-talk, and strategies to support self-evaluation and task perseverance. Today his students are reading an example of poetic writing that uses humour to engage the audience. They will then write their own recount of a family celebration. Before they start, he poses and answers some questions that the students might ask themselves as they begin the task:

- How do I learn best? (*I'll go to a quiet space to do this task.*)
- What will I do first? How long will this task take me? (*I need to read first, then plan my writing. I'll make a plan using this organiser and use my timer app.*)

Then during a 'checking in' time part way through the session, he poses and answers some further questions:

- What might I need help with? How will I seek help? What strategies could I use to help myself? (*What is this paragraph about? I didn't understand that part, so I'll reread and try to say what's happening in my own words. After I've read, I'll sketch out the key events in my recount first, because that will help me to feel like I can do this. I'll check in with my writing partner for some feedback.*)
- How well am I doing? (*I think I'm doing my best. Later I'll use my learning log to reflect on my progress.*)



Chapter 7 of John Hattie's *Visible Learning for Teachers: Maximising Impact on Learning* contains helpful information on supporting students to manage their learning, including sections on scaffolding, providing different kinds of feedback, and using prompts.



## SUPPORTING GOAL SETTING AND SELF-REFLECTION ON LEARNING AND BEHAVIOUR

---

Goal setting and self-evaluation are important aspects of becoming a self-managing learner and developing social and behavioural confidence and competence (Hattie, 2012). They help students to understand the aspects of their behaviour or learning that need to change, how they can make the changes, and how the changes will benefit them in terms of learning and relationships. Teachers can help students to set manageable goals for their learning and behaviour and provide opportunities for them to reflect on their progress towards them. It is important that the goals are meaningful, relevant, and owned by the students.

Knowing that others appreciate and notice efforts towards a goal, even when progress is seemingly slow or limited, helps students to develop the confidence and self-belief needed to become intrinsically motivated. Checking in with a student is therefore an important component of goal setting – it provides an opportunity for the student to talk about any barriers to improvement that they are experiencing and for the teacher to provide encouragement and promote optimism and self-belief.

Where appropriate, behavioural goals can be shared with a wider group so that the student has the support and encouragement of peers. This approach is most appropriate with younger students. For older students, goal setting can be carried out with a teacher or mentor, with checking in before school (setting the student up for success) and after school (providing a progress review and encouragement for the next day).

Other practices for supporting students' goal setting and reflection include the following:

- Ensure that students understand the criteria for success and can describe the next academic and behavioural steps they will need to take to reach their goal. Ask them to tell you what these are.
- Encourage students to reflect on their learning and behaviour by keeping a learning journal or by emailing the teacher (e.g., to answer set questions such as *What was something interesting I learned today? How well did I work today, independently and with others?*)
- Encourage students to think of academic and behavioural mistakes as opportunities for learning and practising a different approach. Support them to reflect on these mistakes and to set short- and long-term goals to address the reasons for them. For younger children, this supported reflection can be carried out as a collective task (e.g., during circle time discussion) and include social skills teaching and modelling using role-play. For older students, this reflection is best suited to a one-on-one discussion with a teacher or mentor.
- Support students to take a problem-solving approach as they reflect on a particular behavioural incident or learning concern. Help them to identify several possible solutions to the problem, to discuss the potential pros and cons of each solution, and to make a plan about what they will do differently next time. Talk about the future in a hopeful, strength-focused way that will help them feel optimistic about the likelihood of success.

- When a student has managed learning or behavioural challenges successfully, help them to reflect in order to understand what they did to achieve success and to feel proud of how they have managed (e.g., *You persevered when the maths problem was tricky – what did you say to yourself to help you? I heard you say calmly “I don’t like that” and then walk away when Ricky was teasing you – how did you manage that?*). This approach can help students to develop a different internal narrative about themselves, moving from an image of someone who is considered difficult and often in trouble to someone who can manage, who maintains relationships with others, and who is viewed positively by others.

Rena is in the junior syndicate in a Porirua primary school. Before Rena begins her writing task, she has a brief meeting with her teacher where they agree on some behavioural and learning goals for writing time. Goal setting helps her to achieve manageable chunks of work and to work on the behaviours that will help her to be successful. Today she is writing about Tamariki Day at the local marae, which she attended on the weekend. Her goals are to write quietly and independently for eight minutes, to try to write the sounds she can hear at the beginnings and ends of words, and to use some of the describing words from her talk about the marae visit during news time. Her teacher checks in with her often, a strategy that has reduced her tendency to wander the room and visit others, which disrupts their work. When she reaches her goal for independent work, she is able to join Owen and Jack to help illustrate a whole-class story about a recent trip to the art gallery.



Chapter 4 of John Hattie's *Visible Learning for Teachers: Maximising Impact on Learning* contains useful information on students setting goals for their learning.



In a group, select several students from those you teach and discuss their current learning and behavioural goals. Alternatively, you may wish to select 2–3 groups of students with similar strengths and needs.

If there are no goals in place, share your thinking about likely, helpful goals for each student (or group of students) and how you might build goal setting into your teaching time with them.

If there are goals in place, provide feedback to each other about their usefulness and appropriateness. Critically consider:

- Are the goals SMART?
- Are the student and whānau part of the goal-setting process?
- How is progress noted, measured, and recorded?
- How often are the goals reviewed?
- What kinds of feedback and acknowledgment of goal achievement do students receive? How might this be strengthened?
- Do whānau have an opportunity to share their stories of improvement and success?

## Section 3: Facilitating shared learning

Being able to work supportively and cooperatively with others is vital for success at school and in any future work or study context. This section includes strategies that support and encourage shared learning and help students to develop the key competencies of participating and contributing and relating to others.

Many students need help to develop empathy and insight into the needs and perspectives of others; they benefit from cooperative activities where they have opportunities to contribute to collective success. The values of *manaakitanga*, *whanaungatanga*, and *kotahitanga* help to create learning communities that actively promote respect and caring for others, along with mutual accountability and responsibility. In such communities, students take an active role not just in their own learning, but in the learning of others (Macfarlane, 2004; Prochnow et al., 2011; Fraser, 2016).

Shared learning happens best when students are reciprocally connected in multiple ways – for example:

- Intellectually – *We are all learners and teachers; we share our thinking and expertise*
- Socially – *We share responsibility for our own and others' learning and behaviour*
- Emotionally – *We share our feelings and emotions; we care about each other.*

Adapted from Sewell & St George, 2016, page 244

Key strategies that are unpacked in this section are:

- Teaching social behaviours for group work
- Using cooperative learning approaches
- Helping students to mentor and support the learning and behaviour of others.

## TEACHING SOCIAL BEHAVIOURS FOR GROUP WORK

---

All students need to be able to work collaboratively towards a shared goal. For students who are working towards self-regulated ways of working with others, the needs of a group can be difficult to prioritise, especially if particular events or activities trigger antisocial responses. A learning environment that promotes group progress and celebrates collective success will help these students to work cooperatively with others.

There will be opportunities in your learning spaces for students to work both independently and in groups. It is important that they are able to move from their individual concerns, priorities, and preferred working pace to a collective focus where they are expected to take a negotiated role, help others, contribute ideas, accept group decisions, and work constructively to achieve an outcome. This requires a level of insight and empathy in relation to the feelings and interests of others, along with an ability to sometimes put one's own interests aside for the good of the group.

Key considerations for teaching social behaviours for group work include the following:

- Explicitly model and teach the social behaviours needed for group discussions – for example, turn taking, active listening, encouraging others, bringing others into a discussion, compromising, managing tension or disagreement, accepting others' ideas, and linking to or adding to these ideas. Circle time provides an ideal context for modelling and explicitly teaching students what these behaviours look and sound like.
- Develop with your students clear expectations for how everyone communicates in a group (e.g., *Use a friendly voice, show that you are listening, one person speaks at a time*).
- Teach students how to assume different roles within a group (e.g., encourager, reporter, note-taker, summariser, questioner). Edward de Bono's 'Six Thinking Hats' are useful in this regard, because they help students to explore different ways of thinking and responding during group discussions.
- Provide sentence starters so that students can disagree in a friendly way (e.g., *Can you explain more about what you mean? That's a good idea; another idea could be ... I'd like to add to that idea. Here's another way to think about that*). These help students to learn the ways in which adults shape and soften their comments to avoid conflict and to ensure that communication preserves the dignity and self-esteem of all participants.
- Teach strategies for problem solving or managing disagreement in ways that result in a negotiated compromise.
  - For primary-aged students, this can involve teaching them how to take turns to talk, use a friendly voice, show that they are listening, ask questions to explore the problem, show willingness to compromise, and agree on a solution.
  - For older students, relationship-based problem solving and conflict resolution are just as important and can be taught and modelled during activities such as circle time, class debates, critical discussions of current affairs, and group activities during inquiry topics.
  - For all students, learning how to use 'I statements' (e.g., *I feel like my ideas are being ignored*) will help them to be respectful while remaining true to themselves.

i

Chapters 5 and 6 of Valerie Margrain and Angus Macfarlane's *Responsive Pedagogy: Engaging Restoratively with Challenging Behaviour* provide helpful discussion about Restorative Conversations and Practices.

*Quality Circle Time in the Secondary School: A Handbook of Good Practice* by Jenny Mosley and Marilyn Tew provides helpful support for using circle time to teach relationship skills, which contributes to a positive, whole-school culture.

*Working in Circles in Primary and Secondary Classrooms* by Margaret Armstrong and David Vinegrad discusses how circles can be used in classrooms and provides examples of circle sessions for both primary and secondary contexts.



Working with a small group of colleagues, discuss:

- How well do our students work cooperatively with others and prioritise others' needs? Do some students need more support to do this well?
- To what extent do we explicitly teach social behaviours for group work? Do we need to do more of this?
- If so, how can we work together to make this happen?



## USING COOPERATIVE LEARNING APPROACHES

---

Learning experiences that support student interactions, such as cooperative learning, help to foster connectedness while strengthening student engagement, participation, and achievement (Mitchell, 2012; Hattie, 2012). They promote ako and a learning culture where each student is valued for their knowledge, experience, and potential.

In a cooperative learning group, each student has the opportunity to both teach and learn. All students can contribute and bring their prior knowledge, experience, strengths, and interests to a task. Group members must rely on one another to achieve the task, and each should have opportunities to lead, listen, communicate, and add to the group's achievement and success.

Cooperative learning also helps students to build positive relationships with their peers, particularly students who may be stressed by more competitive approaches or isolated by a lack of social or academic confidence (Brown & Thomson, 2000). These students benefit from scaffolded opportunities to work with others towards a shared goal, supported by tools and structures that help them to know what to do and clear expectations for how to respond and relate to others.

Examples of ways in which you could use cooperative learning groups include the following:

- Use circle time for a variety of purposes. If your school uses restorative practices, you will be familiar with the multiple ways in which circle time can be used to build community, welcome and farewell students, restore and heal relationships, and foster dialogue, learning, and social decision making (see the link below).
- Have students work in well-matched pairs on tasks that rely on each student communicating clearly to achieve mutual success. For example, the [barrier activities](#) described in ESOL Online support collaborative working while strengthening listening and speaking skills.
- Use a variety of established cooperative group structures. As your students work in them, look for and provide feedback about their ability to listen actively, check others' understanding, and encourage others. Examples include:
  - The Jigsaw, in which 'expert groups' are assigned to research a particular aspect of a topic and then individuals from each group present their sub-topic to others in a 'home group'.
  - The Doughnut, in which students stand in two concentric circles facing each other. Each pair takes it in turns to share information and ideas or ask each other questions about a given topic. At a given signal, the outside circle moves to the right and each student reports to their new partner what they and their previous partner discussed.
  - Buzz groups, in which small groups of two or three students discuss a topic for a short period. The sound of 10 pairs buzzing is quite energising compared with one person speaking in a group of 20. Once students are used to them, buzz groups are very quick to initiate and wind up (e.g., *To start off, let's buzz for five minutes on what your initial reactions were to the reading I set for this week's session. Off you go*).
  - Two Stay and Two Stray, in which, after working on a topic, two group members move to another group to share their ideas and receive feedback, then return to their original group to report back with any new ideas they have gathered.
  - Twos to Fours, in which pairs of students explore a topic and then join with another pair to share and expand their ideas.

At a Tasman primary school, each learning hub begins and ends the day with circle time. As well as using this time for restorative purposes, teachers and students use it to foster cooperation and community spirit, to reflect on the day's learning, and to reinforce values, expectations, and routines. They also find that it helps all students to develop confidence in sharing their ideas with others and receiving feedback from peers.

The focus for circle time changes in response to particular topics or when there is a need to address a social or behavioural concern. This helps build students' understanding and confidence about taking different roles in a group (e.g., questioner, summariser, encourager), which supports the work they do in smaller cooperative groups. Rules for circle time ensure that children feel included and that anxiety about sharing in a group is minimised – for example, it's OK to pass, to repeat what someone else has said, or to add on to someone else's ideas.

Students and teachers have a range of circles to draw on:

- *Question circle* – asking questions about a text or topic using where, what, why, when, or who
- *Wondering circle* – sharing something being wondered about for a new topic
- *Fact-sharing circle* – summarising one interesting thing learned that day about a topic
- *Cooperative-story circle* – making up a story, one word per student around the circle
- *News circle* – sharing news after the holidays or the weekend
- *Reflection circle* – sharing one thing learned or enjoyed after a class trip or other shared experience
- *Opinion circle* – expressing and justifying opinions about an idea, text, or topic
- *Memory circle* – recalling and adding on around a circle
- *Problem-solving circle* – making decisions about an identified class problem
- *Compliment circle* – paying a compliment to another circle member, linked to whole-school values and behaviour expectations for the learning space and particularly focusing on acts of kindness and inclusion.





[Book 3 \(Restorative Circles\)](#) of the Restorative Practice kete provides helpful information on using circles, particularly pages 7–10 and Appendix 2.

TKI offers a range of ideas and links in regard to cooperative learning – for example, on [Social Sciences Online](#) and in Part One of the document [Teaching Strategies for Inclusive Classrooms](#).

[The Best Evidence Synthesis Exemplar 1](#) describes how two teachers used cooperative learning in mathematics to develop a genuine learning community that accelerated student achievement in terms of cognitive, metacognitive, and social outcomes.



As a group, read the Best Evidence Synthesis Exemplar 1 and consider the implications and opportunities for implementing a similar approach in your context. Discuss:

- What were the key benefits for students highlighted in the exemplar?
- What did the teachers in the exemplar identify as critical for building a learning community? How could you adapt these ideas for your context?
- What new skills did the children need to learn so that they could work as a community?
- What strategies did the teachers use to teach these skills?



## HELPING STUDENTS TO MENTOR AND SUPPORT THE LEARNING AND BEHAVIOUR OF OTHERS

---

For all students, the opportunity to lead, to be an expert, and to teach and support others helps them to build self-esteem and to be seen by others as capable, responsible, and having valuable skills and knowledge to offer.

Some students carry with them a story of deficit, difficulty, and disorder and can be viewed by adults and peers as a 'problem' to be fixed (Church et al., 2003). Often unintentionally, teachers and others affirm and add to this deficit narrative because of the language and tone they use when they speak to them or talk about them. For these students, opportunities to be the expert or leader are of particular importance – they help to challenge the narrative, they build the students' self-belief, and they enable them to be viewed more positively by others.

Two approaches that are particularly valuable for students mentoring and supporting others are peer tutoring and tuakana-teina relationships:

- **Peer tutoring** encourages students to think about concepts and skills and how they are best communicated to make them accessible and helpful to their partner. Sometimes a student with particular expertise will take the role of tutor; for other purposes, learners might take turns in the roles of tutor and tutee. John Hattie emphasises the reciprocal benefits of peer tutoring, for which evidence tells us the effects are "as great on the tutor as on the person being tutored" (2012, page 88). Peer tutoring also helps students to develop working friendships with students with whom they might not normally choose to engage (Mitchell, 2012).
- **Tuakana-teina relationships**, in which an older or more expert student works with and supports a younger or less expert student, have reciprocal benefits. The teina receives scaffolded support from a more able peer, and the tuakana affirms their knowledge and confidence in a particular skill or topic area and boosts their sense of being a responsible, capable learner. These relationships also help to promote a sense of responsibility for the success of others, which is an important aspect of a functioning learning community (Bishop & Glynn, 1999).

Here are some general ideas for supporting students to mentor and support the learning and behaviour of others:

- Provide frequent opportunities for leadership roles and responsibilities, such as being a peer mediator, leading the welcome and induction of new students, showing others how to use particular technologies, leading waiata practice, and saying karakia before a hui or kai.
- Pre-teach the social skills needed for peer assessment and giving feedback (e.g., how to make one positive comment and suggest one next step for improvement).
- Group students carefully and sensitively. For example, for peer tutoring ensure the students are likely to work well together, in reciprocally beneficial ways. Preferably, one student will have a particular academic, behavioural, or social strength that the other student is still developing. Peer tutoring then provides an opportunity for helpful learning and modelling in the context of a shared task.
- Provide specific guidance for working together. Clear expectations will ensure that the 'expert' for a particular task listens carefully to their peers to ensure that their help, prompts, and modelling are responsive to need and that they give frequent encouragement and positive feedback.

- Use opportunities for mentoring and peer support selectively and strategically. Think carefully about when and for which tasks they will provide reciprocal benefits – tasks need to be readily teachable and achievable so that all students experience success.
- When you have helped a student with a particular task or topic, make them the 'expert' or 'go to person' for it. This helps them to consolidate their learning and builds up confidence in the class about asking for help from others.

Jordan is in year 4 at a Manawatū primary school. He loves 'buddy reading' with the students in the New Entrant Nest. His teacher has shown him how to use the 'pause, prompt, praise' strategy when listening to beginning readers and to read expressively with attention to punctuation and phrasing. This preparation has helped to set him up for success as a reading buddy, ensuring benefits for both readers.

While Jordan is not a particularly confident reader, the students in the New Entrant Nest enjoy sharing stories with him. He is great at doing voices for different characters in a story, and he asks questions about the pictures, helping his buddy to make predictions about what might happen next. His teacher and several parents have praised him for his patience and friendliness with the younger students.

Jordan sometimes has challenging behaviours that affect his relationships with his peers. However, his New Entrant buddies look forward to reading with him and view him as a friendly, capable boy who has plenty of interesting ideas to bring to each reading. Buddy reading helps Jordan to practise strategies that support his own reading fluency and comprehension, but it is also building his confidence and self-esteem as a learner and valued member of the school community.



In the TKI video [Teaching Digital Stories Using Tuakana-teina](#), older students at Irongate School support younger students' literacy learning within tuakana-teina relationships.

## Section 4: Providing sufficient opportunities to learn

---

*Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning.*

---

*The New Zealand Curriculum, page 34*

Engaged and motivated learners are more likely to behave positively. Students' engagement is enhanced by frequent feedback and encouragement, opportunities for choice and agency, and a programme that is well tailored to their strengths, interests, and needs.

Increasingly, our teaching spaces provide the flexibility for students to work in different ways using a range of technological supports. This flexibility means that they have greater choice about where they work, who they work with, how they use tools and resources to show their learning, and the order in which they tackle tasks. For some students, greater flexibility can be a challenge as they develop the ability to manage their learning and regulate their behaviour. However, all students benefit from a learning environment and programme that maximises their opportunity to participate and respond and to receive helpful feedback as they do so.

This section is underpinned by Universal Design for Learning (UDL). It will help you to think about the strengths and needs of the diverse learners in your learning space, to ensure that each student is able to access the curriculum, and to remove any barriers to learning as much as possible. Its strategies strongly reflect the three principles of UDL:

Provide multiple means of <b>engagement</b>	because different students are engaged by different types of tasks and learning situations.	The ' <b>why</b> ' of learning
Provide multiple means of <b>representation</b>	because students differ in how they perceive and understand information.	The ' <b>what</b> ' of learning
Provide multiple means of <b>action and expression</b>	so that all students can participate and show what they have learned.	The ' <b>how</b> ' of learning

This section focuses on five teaching strategies that promote engagement and that ensure that every student has multiple opportunities to acquire new learning, deepen their understanding, show and share their learning and thinking, and contribute actively to the learning community. The strategies are:

- Presenting information and tasks in a variety of ways to support understanding
- Providing alternatives for students to demonstrate their learning
- Supporting student responses
- Providing choice
- Structuring tasks strategically.

## PRESENTING INFORMATION AND TASKS IN A VARIETY OF WAYS TO SUPPORT UNDERSTANDING

---

The 'representation principle' of Universal Design for Learning focuses on presenting information in different ways to meet the varied needs of learners and to ensure equal access to the curriculum. We know that learning and behaviour go hand in hand and that persistent failure contributes to frustration, lack of motivation, and disengagement. Inappropriate behaviour often occurs in the areas of learning that students find most challenging and from which they feel excluded. Supporting positive behaviour for all students is made easier when barriers to successful learning are minimised.

The following practices will help you to remove such barriers and ensure that your students are fully able to access and engage with curriculum topics and activities:

- Present information and instructions in a variety of ways so that students can refer to and use whatever clues they need to gain an understanding. For example, provide oral and written instructions and explanations, and use pictures, diagrams, symbols, and concept maps to clarify or highlight main ideas. In digital text, hyperlinks to additional definitions, explanations, or illustrations can be helpful.
- At the beginning of a unit of work or inquiry topic, identify and pre-teach the key topic vocabulary to support students' understanding of instructions, descriptions, definitions, and formulas. Include key verbs such as identify, describe, summarise, synthesise, analyse, and evaluate. Display the vocabulary with definitions for students to refer to as needed. At high school level, this is an important cross-curricular approach.
- Use scaffolding to help students memorise important concepts or definitions. For example, using the 'Disappearing definition' strategy from ESOL Online, write a definition on the board and read it to the students, who repeat it back. Then rub out every seventh word and ask a student to give the definition in full. Continue rubbing out parts of the text and asking students to say the definition until there is no text on the board and the students can write the definition from memory.
- Use mind or concept maps, graphic organisers, and card sorting activities to help students make connections between big ideas and to see patterns as they emerge through the process of inquiry.
- Help students to activate their prior knowledge as a way of creating connections with new information and supporting understanding and engagement.
- Make a wall display to keep track of new words used in a topic. Each day appoint a student whose job it is to point out when new words appear and add them to the display.



The [Universal Design for Learning guide](#) on TKI includes information and support on designing inclusive learning spaces and curriculum activities for all learners.

In the video [How teachers can help me learn](#), Katrina, an Onslow College student, talks about how oral instructions can be supported visually.

The video [BYOD supporting inclusion](#) shows the benefits of class texts being available in digital formats.

ESOL Online includes a variety of [teaching strategies](#) that support the presentation of information and tasks.

Apps and online devices that support the presentation of information and tasks in a variety of ways include [Chrome Vox](#), [NV Access \(Non-Visual Access\)](#), [Choiceworks](#), [Voicethread](#), and [Popplet](#).



Working in a small group, discuss the most common ways in which you present information and tasks to your students. Select two or three of these ways, and, for each:

- identify possible barriers to learning that may exist for some students as a result of how the task or information is presented
- discuss alternatives you could use for presenting the task or information so that all your students are able to access and engage with it.



## PROVIDING ALTERNATIVES FOR STUDENTS TO DEMONSTRATE THEIR LEARNING

---

The 'action and expression principle' of Universal Design for Learning focuses on providing a variety of ways for students to complete tasks and show what they know. Enacting this principle allows students to confidently express their developing ideas and understandings.

Many students need help to organise and share their thinking. For example, students who struggle with written work may be more comfortable using oral presentations, drama, storyboards, photo boards, or online story makers to respond to a task. A rich programme that draws on a variety of technologies and integrated curriculum approaches will enhance engagement and reduce the need for students to communicate frustration in antisocial or disengaged ways.

Here are some key ways in which you can support students to demonstrate their learning:

- Provide a range of opportunities for students to share their understanding and skills with others – through a mix of visual, oral, and written language, arts-based performances, and so on. For example, try 'hot seating' for students to show their understanding of a character in a story – in this drama convention, a student takes the role of the character and the class interviews them about their actions, motivation, plans, feelings, and opinions.
- Explore the many digital tools that are available for students to share their ideas, publish stories and topic work, and create and share portfolios of their work (see the information links above and below and under 'Devices and applications' on page 52).
- Support reluctant writers by providing story starters or endings and story planning guides. You can also structure writing time to include sharing and getting feedback in a planned way from a buddy or a larger group. For example, in the author's chair strategy, a chair is set up for students to sit on when they want to share their writing with a small group or the class. This may occur spontaneously during writing sessions or at set times of the day (e.g., at the end of the day with a few parents in the audience too).
- Where a student is having difficulty completing a task, offer support such as additional instruction, guided or individual practice, and peer tutoring. Scaffolds that may be useful include writing or speaking frames, sentence starters, and digital supports (e.g., spelling and grammar checkers, text-to-speech software). The purpose of such support is to reduce the cognitive load for students who tend to respond to stressful situations with problem behaviour.

Max, a year 11 student in a Dunedin college, has successfully avoided written work for many years. While he has ideas and experiences to share and an interest in automotive engineering that suggests a likely career path, disengagement in the classroom has put him on the wrong side of many of his teachers and resulted in a low rate of task completion.

Typically Max has a hard time getting started on writing tasks, has difficulty planning and sequencing ideas, and struggles with spelling and the mechanics of writing. He shows his frustration and lack of motivation through non-compliance and a tendency to distract others with off-task behaviour.

This year the school has been implementing a Universal Design approach to remove barriers to success for students such as Max. A learning coach has helped Max to embark on a personalised pathway, ensuring that school work feels more relevant and aligned with his plans for the future.

Max's teachers have successfully implemented a number of strategies to support his learning, particularly in the area of writing. These include:

- offering alternative ways for Max to show and share his learning and knowledge – for example, digital tools such as speech recognition software mean that the physical act of writing is no longer the chore it once was
- ensuring that writing tasks are high interest with authentic topics for authentic audiences – Max has had particular success writing a blog reviewing new cars in the style of 'Top Gear'
- dividing work into smaller, more manageable tasks, with a reduced assignment load and focusing on quality rather than quantity
- using graphic organisers and mind mapping to help with the organisation and sequencing of ideas.

According to the year 11 dean, Max has now found a new 'gear' and is well placed for a successful year as he tackles NCEA level 1.



Information is available online on supporting students to present their work digitally – for example, via a [website](#), a [voicethread](#), a [comic strip](#), or a [screencast](#).

The video [Using e-portfolios to record the learning process](#) unpacks the value of e-portfolios. Examples of online portfolio tools include [SeeSaw](#) and [Storypark](#).

The inclusive tool [Everyone's In](#) includes support for planning based on the principles of Universal Design for Learning.

The TKI guide [Making the Curriculum Accessible to All](#) suggests tools and strategies to help teachers create more flexible environments that support all learners and in which barriers to learning are minimised.

## SUPPORTING STUDENT RESPONSES

---

The environment that you and your students create should promote and value student voice and student agency. Engagement and learning are both supported when students have maximum opportunities to participate, contribute, respond, and share.

It is important for you to reflect on the balance in your learning spaces between teacher-to-student, student-to-teacher, and student-to-student talk. Strategies that encourage students to say, signal, or otherwise show their response support an appropriate balance and allow students to expand their understandings of key ideas and concepts. By sharing responses, students have more opportunity to receive feedback and feed-forward from teachers and peers and to feel that their contributions are valued by the learning community.

Here are four ways to support student responses:

- Increase opportunities to respond by making less use of the 'teacher question, followed by hands up' approach. Instead try cooperative ways of sharing ideas such as 'think, pair, share' and 'turn and talk' (see below). These kinds of approaches promote student participation and higher levels of student thinking and questioning.
- Use circle time to build students' skills and confidence in responding to questions and problems. There are many versions of circles that support reflection, sharing ideas, and receiving feedback – for example, question circles, wondering circles, news circles, reflection circles, and opinion circles. (See the story from a Tasman primary school on page 39 for more details on these circles.)
- Promote participation and engagement by varying the ways in which the class or a group can respond to an idea, allowing appropriate 'wait time' for students to think and prepare their response. Examples include response cards (e.g., agree/disagree), thumbs up/thumbs down signals, 'fist to five' checks (in which students rate their understanding by showing from 0–5 fingers), and digital voting. 'Whole body' responses include standing up/sitting down, moving to a corner of the room, and selecting a position in a line to show one's understanding of a topic or opinion about something.
- Use a 'whip-around' strategy at the end of a lesson to consolidate learning and support participation (e.g., "share one thing that was important today" or "share one new idea, fact, or thought you had today about our topic").



The webpage [Teacher Talk Moves](#) and the video [Improving Participation with Talk Moves](#) discuss a helpful strategy for encouraging learning conversations between students.

The document [Turn and Talk: Procedures and Routines](#) unpacks the benefits and routines associated with the turn and talk strategy.

The strategy '[think, pair, share](#)' is explored on the website [Instructional Strategies Online](#).

## PROVIDING CHOICE

---

The 'engagement principle' of Universal Design for Learning focuses on strategies that lift motivation and engagement and support positive learning behaviours such as perseverance, resilience, sustained focus, and self-belief. Providing choice is a key way of strengthening engagement because it allows students to feel in control of their learning, choosing tasks that most closely engage their interest, while still working towards planned learning outcomes.

There are many ways you can give your students opportunities to make choices within and across tasks – for example, who they work with, where they will work, which tasks they will work on, the order in which they will complete the tasks, and what they can do once a task is complete.

Remember to ensure that your students understand what each option involves. In the early stages of providing choice, you may need to explicitly teach what's involved in making good choices. After this, some students may still require support to select between options.

Choice boards are a particularly effective approach for increasing student agency and motivation. The board should provide a selection of rich tasks that allow students to work towards agreed learning outcomes, drawing on their knowledge and skills and choosing from several options for expressing their learning. It is important that each choice provides challenge and 'stretch' for students and includes high-interest, relevant, and authentic learning activities.

One process for creating a choice board is:

- Identify the learning intentions for an inquiry, lesson, or unit of work.
- Design nine rich tasks that provide a variety of ways for your students to express their learning and that reflect the diversity of their strengths, needs, interests, and experiences.
- Select the task that is most suitable for all students and place it in the middle of the board.
- Ask your students to choose and complete three tasks, one of which must be the one in the middle.



The video [This is Symbaloo](#) shows how you can create a board on the cloud with thumbnails of websites and apps for your students to use.

The [Choice Boards page](#) on the Dare to Differentiate site includes a large number of downloadable resources for supporting choice in teaching and learning spaces.

## STRUCTURING TASKS STRATEGICALLY

---

Frequent failure is at the heart of many behavioural issues for students. Some students are labelled as 'unmotivated' or 'unwilling to try' – but often what they are communicating when they are reluctant to participate or appear to give up easily is anxiety about failure. This is especially the case if a large part of their day is spent on academic and social activities that are, in reality, too difficult for them.

There are many ways of organising tasks so that all students can embark confidently on them and experience success, which then builds the self-belief and motivation needed to persevere. With careful assessment and planning, you can ensure that students are able to succeed independently or, with appropriate scaffolded support, within their zone of proximal development. In this way they will be cognitively active, but not overloaded.

The following ways of structuring tasks will help you to vary the cognitive demands for students, ensuring both challenge and success:

- Intersperse easier tasks among harder ones to give regular experiences of success. The simpler tasks also provide cognitive 'rest periods', and they remind students that they are capable, which helps build the self-belief needed to tackle the more difficult tasks.
- Build confidence and momentum by sequencing tasks, moving from easier tasks with teacher support to more challenging tasks and a gradual release of responsibility.
- Break tasks into manageable chunks, so that students get a break from work requiring a high level of focus and concentration while experiencing a sense of achievement and not being 'behind'.
- Differentiate tasks in such a way that students have access to manageable versions of a class task and barriers to success have been removed. Key differentiation strategies include reducing the size and breadth of tasks, allowing more time, and using the principles of Universal Design for Learning to provide multiple ways for students to make sense of curriculum content and to show what they know and can do.



Alysha, a year 10 student in a Christchurch secondary school, has been using a strategy to support reading comprehension. Because she sometimes doesn't understand what she reads, she has had difficulty with literacy requirements across the curriculum. This has led to a lack of motivation and engagement, a low level of task completion, and behaviours that distract others from their learning (e.g., wandering and chatting).

The strategy is called 'Active Reading'; it's also known as RCRC (from the initial letters of each step below) and is supported by good evidence of effect. Alysha's English teacher came upon it in a 1989 book by Anita Archer and Mary Gleason as part of a collaborative inquiry into reading comprehension. The others in the inquiry team agreed it looked like an 'oldie but a goodie' and worth trialling with some students who faced similar challenges.

The strategy involves four simple steps:

- **Read** a paragraph – think about the main idea and important details.
- **Cover** the paragraph.
- **Recite** – in your own words, say the topic, main ideas, and details of what you have read.
- **Check** – lift your hand, reread, and check.

Alysha's English teacher has taken an explicit, step-by-step approach to teaching this strategy. She's also ensured that Alysha's other teachers understand that she may need reminders to use this strategy to support her understanding.

Using the strategy has increased Alysha's confidence and focus in class, and she is now choosing to read as a leisure activity. It is having important academic and social benefits, such as vocabulary development, improved achievement, and increased self-belief and motivation.



The [Inclusive Education guide on digital technologies](#) supports integrating digital technologies into learning environments to remove barriers to learning, provide increased choices matched to student needs and interests, and expand collaboration opportunities.

The [Universal Design for Learning guide on TKI](#) includes information on [maximising the effective use of digital tools](#) in teaching and learning.

Section 9.3 of [Collaboration for Success](#) describes how to differentiate content, teaching, learning materials, and expected responses for students with additional needs who need more manageable versions of class tasks.

The [Differentiation Deviser](#) is a British resource that includes 80 strategies, activities, and techniques for differentiating across all school ages and curriculum areas.

## DEVICES AND APPLICATIONS

Using digital devices and apps can help to engage and motivate students. One of the strengths of information technology is that it can take care of lower level tasks so that students can focus on higher order thinking and problem solving. Some students can spend a frustrating amount of time on spelling, grammar checking, or the physical aspects of writing, seldom having the chance to develop rich content that reflects their experience and understanding. They then get stuck in a cycle of receiving feedback on these lower level aspects of performance and miss out on feedback to help them build their critical and creative understandings and thinking skills.

Using information technology can support all aspects of Universal Design for Learning as teachers and students use digital devices and apps to present and access information, to show and express knowledge, to participate in critical discussions, to give and receive feedback, and to publish work. Furthermore, where barriers to learning are identified as contributing to a student's behavioural difficulties, technological solutions can often be found.





Working with a colleague, list some of the common instructional tasks you ask your students to complete. Discuss how you could structure each task to ensure that every student experiences success – for example, by interspersing easier aspects of the task among more difficult ones, by chunking the task, or by differentiating it. You may find the table below helpful in your discussions.

STRATEGIES FOR REDUCING TASK DIFFICULTY	
Length of task or time frame	Extent of instruction or opportunities for practice
<ul style="list-style-type: none"> <li>• Shorten the task, allowing the student to demonstrate mastery with fewer items.</li> <li>• Highlight those problems the student is to complete.</li> <li>• Break the assignment up into shorter tasks or put fewer problems on a page.</li> <li>• Have shorter work periods, with other tasks in between.</li> <li>• Provide breaks between difficult tasks.</li> <li>• Provide alternative times for the work to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for additional brief teaching sessions (e.g., by you, a teacher aide, or a peer tutor), moving from modelling to guided practice to independent practice.</li> <li>• Arrange for a peer tutor to assist with opportunities to practise skills or to increase fluency.</li> <li>• Use partner work to increase fluency using flash cards, quiz questions, or discussion of key questions.</li> <li>• Use meaningful real-life examples for practice and application.</li> </ul>
Reading demands of the task	Writing demands of the task
<ul style="list-style-type: none"> <li>• Include illustrations on worksheets that depict how to complete tasks.</li> <li>• Highlight or underline important words in instructions or texts.</li> <li>• Create guided notes that limit reading and highlight key points.</li> <li>• Provide recorded text for the student to listen to as they read.</li> <li>• Assign a partner to share the reading and assist the student with unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a choice between written and oral responses.</li> <li>• Allow the student to dictate answers to you, a peer, or a teacher aide.</li> <li>• Create guided notes that minimise writing.</li> <li>• Provide graphic organisers or structural guidelines (e.g., key headings for an essay).</li> <li>• Encourage the student to use storyboards, mind maps, or diagrams to show their thinking.</li> <li>• Allow the student to voice-record answers to tests or assignments.</li> <li>• Allow the student to use other ways of demonstrating understanding (e.g., building, drawing, or dramatisation).</li> </ul>

Adapted from University of Missouri Center for SW-PBS (2015), pages 342–343

## Section 5: Reflection, inquiry, and problem solving

---

*Given supportive conditions, teacher learning can dramatically influence student achievement, critical thinking, self-regulation, sense of identity, and ability to relate to each other and contribute to the community.*

---

*Teacher Professional Learning and Development Best Evidence Synthesis, page xx*

Reflection and inquiry support both teacher professional learning and the solution-focused problem solving needed to improve outcomes for individuals and groups of students. Reflective teachers examine their thinking, attitudes, values, and practices, and they learn from experience. Through inquiry, they move beyond the personal, using multiple sources of evidence to inform changes to their practice aimed at improvement.

Bringing a reflective, inquiring frame of mind to whole-school inquiry and collaborative problem solving is vital. It will allow you to draw together evidence, experience, critical thinking, and knowledge about effective, inclusive pedagogies to develop and trial solutions and evaluate progress.



## WHOLE-SCHOOL INQUIRY

---

The following 'big picture' questions will help communities of learning to consider the kinds of evidence that could inform an inquiry into the effectiveness of their support for well-being and positive behaviour. They will also prompt environmental changes to strengthen well-being, engagement, and achievement for diverse students.

- How evident are the values of manaakitanga and whanaungatanga in our school culture, environment, systems, and processes?
- How well is our approach to supporting positive behaviour underpinned by culturally responsive pedagogies and practices?
- How inclusive is our school? How well do we foster inclusive values and practices?
- What is the impact of our current pastoral and behaviour support systems on student behaviour, engagement, and well-being?
- How well do we support student transitions (into school, within school, and beyond school)?
- How well do we use data to inform decisions about our behaviour support practices and systems?
- Is what we are doing to promote and respond to student well-being working? Is it good enough? How do we know? Can we do better?

Other sources of information to support inquiry will come from using self-review tools such as those in the Wellbeing@School and Ruia School-whānau Partnerships websites. If your school is a PB4L-SW school, you will also have regularly gathered behaviour trend data to inform your ongoing review of implementation. Finally, the Education Review Office's report *Wellbeing for Success: A Resource for Schools* provides guidance for schools about how to include a focus on student well-being in their ongoing evaluation and inquiry processes.<sup>4</sup>

---

<sup>4</sup> The questions in the last bullet above come from page 18 of *Wellbeing for Success*.

## COLLABORATIVE PROBLEM SOLVING

---

If your school is a PB4L–SW school and you have implemented Tier Two, you will have problem-solving groups in place to support students whose behaviour remains challenging despite Tier One systems and practices. These groups, also known as Classroom Practices Teams, use data to analyse problem behaviour, suggest strategies to trial to support a change in behaviour, and help teachers to monitor students' responses to the strategies.

Regardless of whether your school is a PB4L–SW school or not, your students will benefit when teachers work together to problem-solve challenging behaviour. Meeting together regularly, a group of teachers can:

- bring examples of behaviour support challenges that are occurring in their learning spaces for discussion with the group
- bring data to support the discussion, such as information about when, where, and how often each behaviour is occurring; this helps to arrive at an objective, accurate description of the behaviour and why it might be happening
- describe how each behaviour is impacting on learning and achievement for the student (or group of students, if several are demonstrating the same behaviour)
- consider ways in which the instructional or relational environment might need to change to better support the student or students
- identify strategies to trial that will support a change in the behaviour (this could include strategies from this resource).

During such discussions, remember to identify the strengths, interests, and aspirations of the student and describe times when they are able to self-manage or show resilience, are socially successful and confident, and show motivation and engagement. This will provide an important foundation for your decisions.



## UNDERSTANDING BEHAVIOUR

When using problem solving to support one or more students with challenging behaviour, it is helpful to understand the *function* of the behaviour – that is, the reason the student or students are behaving in the way they are. A simple way of doing this is to analyse the 'ABC' of the behaviour:

- the **A**ntecedent (what happens before the behaviour occurs)
- the **B**ehaviour itself
- the **C**onsequence (what happens immediately after the behaviour).

PB4L–SW Tier Two Teams use a process called Functional Behaviour Assessment that is based on this approach and that allows them to analyse a behaviour. It helps them to describe the behaviour, to identify possible contextual factors, triggers, and reinforcers that influence the behaviour, to hypothesise about the likely function of the behaviour, and then to make a plan to support positive behaviour change.

Sometimes the way that we respond to student behaviour can unintentionally reinforce the behaviour. We need to check that our responses aren't providing undue attention or opportunities to avoid tasks, rather that they are supporting further learning and increasing the likelihood of success.



Section 1.3 of the [PB4L–SW Tier Two manual](#) discusses the 'ABC' of behaviour. Section 4 of the [PB4L–SW Tier Two manual](#) unpacks what's involved in conducting a Functional Behaviour Assessment, and Section 5 discusses collaborative problem solving by Classroom Practices Teams.



## QUESTIONS TO SUPPORT COLLABORATIVE PROBLEM SOLVING

The questions on the next page reflect the kinds of information typically gathered as part of a simple Functional Behaviour Assessment. For non-PB4L-SW schools, these questions could help a group of teachers in a department or syndicate to better understand the challenging behaviour of a student (or group of students). They could then use the questions in the next section to collaboratively plan support for the student.

The questions will help you to:

- better understand what a student is communicating through their behaviour about the difficulties they are having with particular tasks, situations, or expectations
- identify activities, expectations, and teacher or peer actions that might be triggering the behaviour
- think about how the learning environment, including responses from teachers and peers, might be reinforcing the behaviour
- think about the function of the behaviour (i.e., what purpose it is serving)
- think about how the wider learning or social environment might be providing the conditions for disengaged or antisocial behaviour.



### What is the problem behaviour?

#### How often does it happen?

*Non-compliance with teacher instructions, daily, particularly during literacy time ... Calling out and attention seeking, several times a day, when teacher is working with others ...*

#### What is the typical setting or context for the behaviour?

*Mondays ... A reliever in the learning space ... Inside lunchtimes ... A long time sitting on the mat ... Break times ... Transitions ...*

#### What typically happens before the behaviour occurs?

*An instruction to complete a written task ... A competitive activity ... An expectation of silent, independent work ... Teasing or name calling by peers ... Conflict with peers over space or resources ...*

#### If I wanted to make the behaviour happen, what would I do?

*Give many instructions at once ... Demand silent work ... Require written responses only ... Make the student work in a self-selected pair or group ... Make the student work with a particular peer ... Leave the student working independently for long periods of time ...*

#### What happens immediately after the behaviour?

*The student is reprimanded ... The student is sent to 'time out' ... The student is asked to work at a separate desk ...*

#### When is the behaviour least likely to occur?

*When the student understands what is being asked of them ... When the student has choices about where they work, how they present their work, the order for completing tasks, who they work with ... When the student is working cooperatively rather than competitively ... When the student has plenty of time to complete a task ... When there is a mix of ways of gaining information (some teacher talk, some video, some independent research) ...*

#### What might the student be avoiding or getting through this behaviour? How is the behaviour 'useful' for the student?

*Avoiding a task that is too difficult ... Getting one-on-one attention from the teacher or a peer ...*

#### What might the student be communicating through this behaviour?

*I don't have the social skills needed to work with other students on this task ... I don't understand the task ... The task has too many components to it ... I don't have the materials needed for the task ... I need help ... I need the option to work in a low-distraction area ... I need you to slow down ... I need you to repeat the instructions ... I need another way to show you what I have learned ... I'm bored, anxious, stressed ... I expect to fail at this task ... I lack the skills needed to plan, organise, self-assess, and provide positive self-talk ...*

#### What currently works well to calm, refocus, or re-engage the student?

#### How could we build on this to provide a sustainable solution?

*Acknowledging that the student is experiencing stress ... Providing alternatives to writing ... Working with an older buddy ...*

## QUESTIONS TO SUPPORT PLANNING AN APPROPRIATE RESPONSE

After discussing questions such as the above, the group can then consider which aspects of the learning and social environment are working well and which need changing or strengthening. This will help them to identify some strategies to adopt that will better meet the needs of the student and lead to positive behavioural change.

Do my or other students' responses to the behaviour unintentionally reinforce it?

What might be a better way to respond? (e.g., that doesn't give the behaviour undue attention or allow the student to avoid important opportunities for learning)

Do I ensure that tasks are manageable, achievable, and as motivating as possible?

Does the student have the necessary skills and materials to be successful at this task? If not, what scaffolding, additional support, or resources could I provide?

Do I provide opportunities for the student to receive positive peer attention?

Does the student know our class routines? (e.g., how to ask for help, how to work with partners)

Do I need to actively reteach our routines and expected behaviours?

Would a seating change or choice about seating arrangement be helpful?

Is there a low-distraction seating choice available?

Could I be more active in supervising our learning spaces?

Do I need to check in with the student more often? (e.g., for understanding, then after a few minutes, then at 10-minute intervals)

Can I increase opportunities for the student to respond, in order to lift engagement?

Would choice about how to complete or present the work, or in what order to do it, help keep the student engaged?

Do I acknowledge students when they demonstrate learning behaviours such as resilience, perseverance, and self-management?

Do I provide cues and reminders for upcoming transitions to new activities or settings?

The junior syndicate at a Hamilton primary school meets fortnightly to discuss behavioural challenges across the junior hub. At Thursday's meeting, the teacher in Kiwi Rūma talks about the behaviour of six-year-old Charlie.

Charlie is typically unsettled on Mondays after spending the weekend with his father, who is not his full-time carer. There he has a different set of siblings and different expectations around bedtimes and other routines. He is often tired on Monday mornings and has difficulty settling to tasks and working cooperatively with others. Problem behaviours include difficulty saying goodbye to Dad, reluctance to join the group at mat time, non-compliance when asked to settle to a task, a lack of task perseverance, and many instances of playground conflict, including some hitting and verbal abuse.

Particular trigger points for problem behaviour on Mondays for Charlie include requirements to wait or share, writing time, competitive play, and settling after breaks. Responses to his behaviour have included separating him from others at playtime and having 'time out' in a next-door learning space.

After discussion, the group agrees on the following strategies to trial:

- reducing the cognitive load for Charlie on Mondays by incorporating more play-based activities with high-interest choices
- ensuring that before school Charlie checks in with his teacher, who will go over the plans for the day, listen to the highlights of the weekend, and provide positive forecasting for the day ahead
- reteaching the routines for starting the day and for settling to work
- organising some games at lunchtime with older students acting as peer mentors
- ensuring there are opportunities at news time for Charlie to share about his weekend and the fun things he did with Dad
- talking to Dad about helping Charlie to think about the upcoming day on the way to school on Mondays and to plan positively for it
- providing Charlie with frequent feedback and encouragement as he works towards meeting expectations and following routines.



## TEACHER SELF-ASSESSMENT

---

This section provides a self-assessment tool based on Figure 2 and the strategies this resource promotes. If your school is a PB4L–SW school, you may have used a similar tool as part of Tier One. This will have reinforced the value of reflection on practice. Such reflection is especially helpful when it is done with colleagues – regular, supportive discussion of teaching practices fosters a collaborative approach and helps teachers to assess and reflect on their own effectiveness.

Use the self-assessment tool to examine your practice and to reflect on the degree to which it includes effective, evidence-based strategies that promote positive behaviour.

You may also wish to highlight strategies or actions that require particular attention. You can also use the tool with a peer using a collaborative approach. For example, a peer observer or supervisor could support self-assessment by observing you and then providing specific feedback that will help you complete your self-assessment and plan enhancements to your strategies and practice.

**Rate yourself for each strategy by checking 'Emerging', 'Partly in place', or 'Established'.**

# TEACHING FOR POSITIVE BEHAVIOUR: SELF-ASSESSMENT TOOL

Teacher: \_\_\_\_\_ Date and time: \_\_\_\_\_ Observer (if applicable): \_\_\_\_\_

Instructional activity (if applicable): \_\_\_\_\_

Teaching approaches & strategies	Teacher actions that support expected behaviour
<b>1. Creating a supportive learning environment</b>	
<b>Collaboratively developing behaviour expectations</b>	<p>My students and I have agreed on behaviour expectations linked to our school values. The expectations are displayed in our learning space. Students can explain the expectations.</p> <p><input type="radio"/> <b>Emerging</b>    <input type="radio"/> <b>Partly in place</b>    <input type="radio"/> <b>Established</b></p>
<b>Establishing a supportive physical environment</b>	<p>The learning space allows ease of access and movement and minimises crowding and distraction. Equipment and materials are clearly labelled, and there are established routines for students to collect and return them. There is a neutral space available where students can go to calm down if they need to. Visual images and resources reflect and celebrate cultural diversity. My relationships with students are warm and caring, reflecting the values of manaakitanga and whanaungatanga.</p> <p><input type="radio"/> <b>Emerging</b>    <input type="radio"/> <b>Partly in place</b>    <input type="radio"/> <b>Established</b></p>
<b>Establishing and explicitly teaching routines</b>	<p>My students and I have developed routines for the learning space. The routines are displayed and regularly taught. Students receive feedback and encouragement to follow the routines, both from me and from one another.</p> <p><input type="radio"/> <b>Emerging</b>    <input type="radio"/> <b>Partly in place</b>    <input type="radio"/> <b>Established</b></p>
<b>Using preventative strategies</b>	<p>Students receive positive attention that shows that they are noticed and valued. Students are reminded about expected behaviours. The instructional pace is appropriate for the needs of all my students. I check frequently for understanding. Students know how to seek help.</p> <p><input type="radio"/> <b>Emerging</b>    <input type="radio"/> <b>Partly in place</b>    <input type="radio"/> <b>Established</b></p>
<b>Providing feedback and encouragement</b>	<p>Students receive feedback and encouragement as they work towards and meet expectations. Students have opportunities to encourage and positively acknowledge each other.</p> <p><input type="radio"/> <b>Emerging</b>    <input type="radio"/> <b>Partly in place</b>    <input type="radio"/> <b>Established</b></p>
<b>Providing feedback and fair consequences for problem behaviour</b>	<p>I provide calm, consistent, brief, immediate, and respectful responses to minor instances of inappropriate behaviour. I use a variety of response strategies for minor problem behaviour (e.g., prompting, redirecting, reteaching, conversing with students, and providing choice). I know and use our school's agreed responses to major problem behaviours.</p> <p><input type="radio"/> <b>Emerging</b>    <input type="radio"/> <b>Partly in place</b>    <input type="radio"/> <b>Established</b></p>

Teaching approaches & strategies	Teacher actions that support expected behaviour
<b>2. Encouraging reflective thought and action</b>	
<b>Encouraging self-regulated behaviours</b>	<p>There are scaffolds and tools available to support self-regulated behaviour.</p> <p>I acknowledge students when they demonstrate self-regulation (e.g., waiting their turn, sharing with others, using a strategy to calm down).</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<b>Supporting students to manage their learning</b>	<p>I explicitly teach and model self-management strategies.</p> <p>Students receive feedback for using the strategies.</p> <p>I regularly check in on students, giving supportive feedback that builds their views of themselves as active learners.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<b>Supporting goal setting and self-reflection on learning and behaviour</b>	<p>Students understand their next academic and behavioural learning steps.</p> <p>Students are helped to set goals and to monitor their progress towards them.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<b>3. Facilitating shared learning</b>	
<b>Teaching social behaviours for group work</b>	<p>I teach and model social behaviours for group work.</p> <p>I teach students how to assume different roles within a group.</p> <p>Students know and can use strategies for managing disagreements in a group.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<b>Using cooperative learning approaches</b>	<p>I use a variety of established cooperative group structures (e.g., the Jigsaw, Two Stay and Two Stray).</p> <p>I provide feedback about students' ability to listen, check others' understanding, and encourage others during group work.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<b>Helping students to mentor and support the learning and behaviour of others</b>	<p>I provide opportunities for students to assume leadership roles and responsibilities (e.g., peer tutoring, tuakana-teina).</p> <p>I provide specific guidance for when students are acting as mentors or peer tutors.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>



The template for this tool is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

Teaching approaches & strategies	Teacher actions that support expected behaviour
<b>4. Providing sufficient opportunities to learn</b>	
<p><b>Presenting information and tasks in a variety of ways to support understanding</b></p>	<p>I pre-teach key topic vocabulary to support students' understanding.</p> <p>I present information and instructions in a variety of ways.</p> <p>I use mind or concept maps and graphic organisers to help students make connections between ideas.</p> <p>I help students to activate their prior knowledge when we start a new topic or activity.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<p><b>Providing alternatives for students to demonstrate their learning</b></p>	<p>I provide a range of ways that students can express their understanding of key ideas and demonstrate their skills.</p> <p>I support students who have difficulty with tasks through scaffolds such as writing frames and sentence starters.</p> <p>I use digital supports to engage and motivate students and support them to express their ideas.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<p><b>Supporting student responses</b></p>	<p>I use a variety of strategies to encourage student responses (e.g., individual questioning, group discussions, and reciprocal peer tutoring).</p> <p>I use wait time to allow students time to think and process.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<p><b>Providing choice</b></p>	<p>I consider a variety of elements when offering students choices (e.g. order, materials, partners, location, and type of task).</p> <p>I ensure that my students understand what each option involves and teach them how to make good choices.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>
<p><b>Structuring tasks strategically</b></p>	<p>I use a variety of differentiation strategies to remove barriers to success.</p> <p>I scaffold tasks by modelling, providing guided practice, and providing opportunities for students to cooperate, collaborate, and support one another.</p> <p>I sequence tasks by intermingling brief, easy tasks among longer or more difficult ones.</p> <p>When designing a lesson, I consider pace, sequence, and level of task difficulty to promote each student's success.</p> <p><input type="radio"/> <b>Emerging</b>   <input type="radio"/> <b>Partly in place</b>   <input type="radio"/> <b>Established</b></p>

**NEXT STEPS** Look through your responses above.

What are my strengths?  
\_\_\_\_\_

What do I need to work on still?  
\_\_\_\_\_

How can I go about this? Do I need help? If so, from whom?  
\_\_\_\_\_  
\_\_\_\_\_

Could this form part of a collaborative inquiry with colleagues?  
\_\_\_\_\_

Ben and Evie teach together in a year 7 and 8 learning space. This year Evie has a professional goal to strengthen her ability to differentiate the curriculum to meet the needs of diverse learners. In addition, she and Ben are working on a collaborative inquiry focusing on the implementation of the principles of Universal Design for Learning in their learning space. Both the goal and the inquiry link to a whole-school objective to strengthen inclusive practices, which has been supported by professional learning and development in UDL.

Evie has worked through the self-assessment tool with a particular focus on her ability to structure tasks strategically. She has asked Ben to provide specific feedback after observing her teaching during afternoon topic sessions. Ben affirms Evie's warm and caring relationships with students, and he notes the way she supports and encourages all learners. He also comments that her feedback and feed-forward to individual students is particularly clear and helpful.

Both Ben and Evie identify that Evie's lesson designs could include more built-in scaffolds to benefit all learners. Ben suggests providing additional modelling and prompting, with supports in place such as graphic organisers. He also highlights that the pace of delivery probably isn't allowing sufficient 'think time', because some students look a bit lost and then subsequently disengage. The number of tasks requiring completion in a short time frame is also proving daunting for some students.

Evie and Ben develop a plan for the next five weeks that links well to their ongoing UDL inquiry. They decide to give all students longer time on fewer tasks, a menu of choices, and easier tasks to get them started. They will provide graphic organisers and other visual prompts for those who need them, and they will use 'think, pair, share' more often as a strategy to allow time for students to process information and gather their ideas during discussion.

After six weeks Ben repeats the observation of Evie, using the self-assessment tool as a point of reference. Together they agree that she has moved from 'Partly in place' to 'Established' in the indicators for the strategies 'Providing choice', 'Using cooperative learning approaches', and 'Structuring tasks strategically'.



# References

- Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Report from the Medium Term Strategy Policy Division. Wellington: Ministry of Education.
- Archer, A. & Gleason, M. (1989). *Skills for School Success*. Billerica, MA: Curriculum Associates.
- Armstrong, M. & Vinegrad, D. (2013). *Working in Circles in Primary and Secondary Classrooms*. Melbourne, Australia: Inyahead Press.
- Bishop, R. & Glynn, T. (1999). *Culture Counts: Changing Power Relations in Education*. Palmerston North: Dunmore Press.
- Bishop, R. (2003). Changing power relations in education: Kaupapa Māori messages for 'mainstream' education in Aotearoa/New Zealand. *Comparative Education*, 39(2), 221–238.
- Bishop, R. & Berryman, M. (2009). The Te Kotahitanga effective teaching profile. *SET: Research Information for Teachers*, 2, 27–33.
- Bishop, R. & Berryman, M. (2010). Te Kotahitanga: Culturally responsive professional development for teachers. *Teacher Development*, 14(2), 173–187.
- Blisset, W., Church, J., Fergusson, D., Lambie, I., Langley, J., Liberty, K., Percival, T., Poulton, R., Stanley, P., Webster, M. L., & Werry, J. (2009). *Conduct Problems: Best Practice Report*. Report of the Advisory Group on Conduct Problems. Wellington: Ministry of Social Development.
- Brown, D. & Thomson, C. (2000). *Cooperative Learning in New Zealand Schools*. Palmerston North: Dunmore Press.
- Carrington, S. B. & MacArthur, J. (Eds.) (2012). *Teaching in Inclusive School Communities*. Milton, Queensland: John Wiley & Sons.
- Church, J. & Education Department Team, University of Canterbury (2003). *The Definition, Diagnosis and Treatment of Children and Youth with Severe Behaviour Difficulties*. Report for the Ministry of Education. Retrieved 22 May 2017 from [www.educationcounts.govt.nz/publications/special\\_education/15171](http://www.educationcounts.govt.nz/publications/special_education/15171).
- Colvin, G. (2007). *7 Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams*. California: Corwin Press.
- Colvin, G. (2010). *Defusing Disruptive Behavior in the Classroom*. California: Corwin Press.
- Education Review Office (2016). *Wellbeing for Success: A Resource for Schools*. Wellington: Education Review Office.
- Fraser, D. (2016). Developing classroom culture: Creating a climate for learning. In D. Fraser & M. F. Hill (Eds.), *The Professional Practice of Teaching in New Zealand*. Melbourne: Cengage Learning Australia.
- Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. London: Routledge.
- Hattie, J. (2012). *Visible Learning for Teachers: Maximising Impact on Learning*. London: Routledge.
- Kidron, Y. & Fleischman, S. (2006). Research matters: Promoting adolescents' prosocial behavior. *Educational Leadership*, 63(7), 90–91.
- Lewis, T. J. & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31(6), 1–24.

- Macfarlane, A. H. (1997). The Hikairo Rationale: A bicultural approach to behaviour management. *Waikato Journal of Education*, 3, 153–167.
- Macfarlane, A. H. (2000). Listening to culture: Māori principles and practices applied to support classroom management. *SET: Research Information for Teachers*, 2, 23–28.
- Macfarlane, A. H. (2004). *Kia hiwa ra! Listen to Culture: Māori Students' Plea to Educators*. Wellington: NZCER.
- Macfarlane, A. H., Glynn, T., Cavanagh, T., & Bateman, S., (2007). Creating culturally safe schools for Māori children. *Australian Journal of Indigenous Education*, 36, 65–76.
- Macfarlane, A. H., Macfarlane, S., Graham, J., & Clarke, T. H. (2017). Social and emotional learning and indigenous ideologies in Aotearoa New Zealand: A biaxial blend. In E. Frydenberg, A. J. Martin, & R. J. Collie (Eds.), *Social and Emotional Learning and Indigenous Ideologies in Australia and the Asia-Pacific*. Singapore: Springer.
- Macfarlane, A. H., Macfarlane, S., & Webber, M. (Eds.) (2015). *Sociocultural Realities: Exploring New Horizons*. Christchurch: Canterbury University Press.
- McKibben, S. (2014). The two-minute relationship builder. *ASCD: Education Update*, 56(7). Retrieved 28 February 2017 at [www.ascd.org/publications/newsletters/education\\_update/jul14/vol56/num07/The\\_Two-Minute\\_Relationship\\_Builder.aspx](http://www.ascd.org/publications/newsletters/education_update/jul14/vol56/num07/The_Two-Minute_Relationship_Builder.aspx).
- Margrain, V. & Macfarlane, A. H. (Eds.) (2011). *Responsive Pedagogy: Engaging Restoratively with Challenging Behaviour*. Wellington: NZCER Press.
- Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Ministry of Education.
- Ministry of Education (2015). *Positive Behaviour for Learning School-Wide Tier One Implementation Manual*. Wellington: Cognition Education.
- Mitchell, D. (2012). *Joined-Up: A Comprehensive, Ecological Model for Working with Children with Complex Needs and their Families/Whānau. A Review of the Literature Carried out for the New Zealand Ministry of Education*. Christchurch: University of Canterbury.
- Moffitt, T. E., Poulton, R., & Caspi, A. (2013). Lifelong impact of early self-control: Childhood self-discipline predicts adult quality of life. *American Scientist*, 101(5), 352–359.
- Mosley, J. & Tew, M. (2014). *Quality Circle Time in the Secondary School: A Handbook of Good Practice*. London: Routledge.
- Prochnow, J. E., Macfarlane, A. H., & Glynn, T. (2011). Responding to challenging behaviour: Head, heart, and hand. In Margrain, V. & Macfarlane, A. (Eds.), *Responsive Pedagogy: Engaging Restoratively with Challenging Behaviour*. Wellington: NZCER Press.
- Sewell, S. & St George, A. (2016). Developing a community of learners (Chapter 12). In D. Fraser & M. F. Hill (Eds.), *The Professional Practice of Teaching in New Zealand*. Melbourne: Cengage Learning Australia.
- Smith, R. & Lambert, M. (2008). Assuming the best. *Educational Leadership*, 66(1), 16–21.
- Sugai, G. & Horner, R. H. (2005). Schoolwide Positive Behaviour Supports: Achieving and sustaining effective learning environments for all students. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, et al. (Eds.), *Focus on Behaviour Analysis in Education: Achievements, Challenges, and Opportunities*. Upper Saddle River, NJ: Pearson Education.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington: Ministry of Education.
- University of Missouri Center for SW-PBS (2015). *Missouri Schoolwide Positive Behavior Support Team Tier Two Workbook*. Missouri, USA: College of Education, University of Missouri.





**MINISTRY OF EDUCATION**  
TE TĀHUHU O TE MĀTAURANGA

[www.education.govt.nz](http://www.education.govt.nz)

New Zealand Government