# Teaching Approaches & Strategies

## 1. Creating a Supportive Learning Environment

### Collaboratively Developing Behaviour Expectations
- 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.

#### Rate yourself:
- Emerging
- Partly in place
- Established

### Establishing a Supportive Physical Environment
- 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.

#### Rate yourself:
- Emerging
- Partly in place
- Established

### Establishing and Explicitly Teaching Routines
- 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.

#### Rate yourself:
- Emerging
- Partly in place
- Established

### Using Preventative Strategies
- 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.

#### Rate yourself:
- Emerging
- Partly in place
- Established

### Providing Feedback and Encouragement
- Students receive feedback and encouragement as they work towards and meet expectations.
- Students have opportunities to encourage and positively acknowledge each other.

#### Rate yourself:
- Emerging
- Partly in place
- Established

### Providing Feedback and Fair Consequences for Problem Behaviour
- 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.

#### Rate yourself:
- Emerging
- Partly in place
- Established
2. Encouraging reflective thought and action

<table>
<thead>
<tr>
<th>Teaching approaches &amp; strategies</th>
<th>Teacher actions that support expected behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging self-regulated behaviours</td>
<td>There are scaffolds and tools available to support self-regulated behaviour. I acknowledge students when they demonstrate self-regulation (e.g., waiting their turn, sharing with others, using a strategy to calm down).</td>
</tr>
<tr>
<td>Supporting students to manage their learning</td>
<td>I explicitly teach and model self-management strategies. Students receive feedback for using the strategies. I regularly check in on students, giving supportive feedback that builds their views of themselves as active learners.</td>
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<tr>
<td>Supporting goal setting and self-reflection on learning and behaviour</td>
<td>Students understand their next academic and behavioural learning steps. Students are helped to set goals and to monitor their progress towards them.</td>
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</tbody>
</table>

3. Facilitating shared learning

<table>
<thead>
<tr>
<th>Teaching social behaviours for group work</th>
<th>I teach and model social behaviours for group work. I teach students how to assume different roles within a group. Students know and can use strategies for managing disagreements in a group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using cooperative learning approaches</td>
<td>I use a variety of established cooperative group structures (e.g., the Jigsaw, Two Stay and Two Stray). I provide feedback about students’ ability to listen, check others’ understanding, and encourage others during group work.</td>
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<tr>
<td>Helping students to mentor and support the learning and behaviour of others</td>
<td>I provide opportunities for students to assume leadership roles and responsibilities (e.g., peer tutoring, tuakana–teina). I provide specific guidance for when students are acting as mentors or peer tutors.</td>
</tr>
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<td>4. Providing sufficient opportunities to learn</td>
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</table>
| Presenting information and tasks in a variety of ways to support understanding | I pre-teach key topic vocabulary to support students’ understanding.  
I present information and instructions in a variety of ways.  
I use mind or concept maps and graphic organisers to help students make connections between ideas.  
I help students to activate their prior knowledge when we start a new topic or activity. |
| Emerging | Partly in place | Established |
| Providing alternatives for students to demonstrate their learning | I provide a range of ways that students can express their understanding of key ideas and demonstrate their skills.  
I support students who have difficulty with tasks through scaffolds such as writing frames and sentence starters.  
I use digital supports to engage and motivate students and support them to express their ideas. |
| Emerging | Partly in place | Established |
| Supporting student responses | I use a variety of strategies to encourage student responses (e.g., individual questioning, group discussions, and reciprocal peer tutoring).  
I use wait time to allow students time to think and process. |
| Emerging | Partly in place | Established |
| Providing choice | I consider a variety of elements when offering students choices (e.g., order, materials, partners, location, and type of task).  
I ensure that my students understand what each option involves and teach them how to make good choices. |
| Emerging | Partly in place | Established |
| Structuring tasks strategically | I use a variety of differentiation strategies to remove barriers to success.  
I scaffold tasks by modelling, providing guided practice, and providing opportunities for students to cooperate, collaborate, and support one another.  
I sequence tasks by intermingling brief, easy tasks among longer or more difficult ones.  
When designing a lesson, I consider pace, sequence, and level of task difficulty to promote each student’s success. |
| Emerging | Partly in place | Established |

**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?