TEACHING FOR POSITIVE BEHAVIOUR: SELF-ASSESSMENT TOOL

Teacher: _____

Date and time: _____

Observer (if applicable): _____

Instructional activity (if applicable): _____

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

Teaching approaches & strategies	Teacher actions that support expected behaviour
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. ○ **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. ○ **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. ○ **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. ○ **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. ○ **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. ○ **Emerging**　　○ **Partly in place**　　○ **Established**

Teaching approaches & strategies	Teacher actions that support expected behaviour
2. Encouraging reflective thought and action	
Encouraging self-regulated behaviours	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). ○ **Emerging** ○ **Partly in place** ○ **Established**
Supporting students to manage their learning	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. ○ **Emerging** ○ **Partly in place** ○ **Established**
Supporting goal setting and self-reflection on learning and behaviour	Students understand their next academic and behavioural learning steps. Students are helped to set goals and to monitor their progress towards them. ○ **Emerging** ○ **Partly in place** ○ **Established**
3. Facilitating shared learning	
Teaching social behaviours for group work	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. ○ **Emerging** ○ **Partly in place** ○ **Established**
Using cooperative learning approaches	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. ○ **Emerging** ○ **Partly in place** ○ **Established**
Helping students to mentor and support the learning and behaviour of others	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. ○ **Emerging** ○ **Partly in place** ○ **Established**

Teaching approaches & strategies	Teacher actions that support expected behaviour
4. Providing sufficient opportunities to learn	
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?