

Overview of T4PB

Professor Angus Hikairo Macfarlane:

Korihi te manu, tākiri mai te ata. Ka ao, ka ao, ka awatea. Tihei mauri ora.

E ngā kaitiaki o ngā mahi whakaako mō tā tātou tamariki anei ā koutou rauemi. Ka tika te whakataukī 'Te Piko o te māhuri, tērā te tupu o te rākau'. E ngā kaiwhakaako o te motu. Kia kaha, kia māia, kia manawanui.

Dr. Tracy Rohan: Kia ora koutou katoa. Ngā mihi nui ki a koutou. Welcome to this overview of teaching for positive behaviour, a resource for all teachers in New Zealand, primary and secondary schools. The purpose of this resource is to help you to understand and use effective strategies for supporting positive behaviour, participation, engagement, and learning. These strategies will help you to create an environment where every student can be successful with their learning and relationships. These strategies also make problem behaviour much less likely to occur.

Richard Busfield: Teaching for positive behaviour is designed to support your work within the New Zealand curriculum. It's based on four key teaching approaches from the curriculum that are particularly relevant in supporting learning, and behaviour, creating a supportive learning environment. This section supports you and your students to create a culture in which everyone feels included and supported. Encouraging reflective thought and action, which includes ways to help your students think about and manage their learning and behaviour.

Facilitating shared learning, which has strategies to help students work and socialise together, support each other, manage well in groups, and be positive members of the class community, and providing sufficient opportunities to learn.

Emma Worsfold: The resource is underpinned by universal design for learning. We're always looking to remove any barriers for inclusion. We want all children to be fully included in what's going on and able to meet the potential in the classroom setting.

Richard: Within each of the teaching approaches you can read about a number of effective evidence-based strategies that we know will work. You can try some of the suggested PLD activities, you can explore links to websites, videos, and books to deepen your understanding. And you can read stories from practice that illustrate the key strategies in action. This will give you the confidence to pick some strategies and practices to try out.

Tracy: The resource also supports culturally responsive practices, inclusive pedagogies, caring relationships, inquiry, and problem solving. Culturally responsive practices are those that prioritise the identities, languages, and cultures of our students.

Nancy Osborn: There's a whole range of diversity in every classroom in New Zealand schools. It's really about knowing the students that are in front of you, what they bring into

the classroom. And this book really helps you to look at the culture that they bring in and celebrating the culture that they bring into the classroom.

Tracy: Caring relationships are central to creating a positive learning environment for all our children and young people, and for our staff and whānau. Inclusive pedagogies are the strategies and practices that inclusive teachers use to notice and remove barriers to participation and learning so that every child can reach their potential.

This resource also supports an inquiry and problem solving approach, helping you to explore the evidence for what works. Try things out, make changes and share good practice.

Rachel Skelton: It's around "what can we do next? What specifically then can I do to improve my practice?". And then going back to the book. It's like, well, what is best practice here? What could I do differently?

We hope you'll make frequent use of teaching for positive behaviour. To hear more about it, check out the other brief videos online.