



te paeroa RTL B

Building Positive Relationships

Year 0-6

Te Paeroa RTL B Cluster 34
Jo Falloon, Paula Ewing, Lauren Hill

Pepeha - Lauren

Nāu te rourou, nākau to rourou, ka ora ai te iwi

Tēnā koutou katoa,

Ko Aoraki te maunga e karanga nei i taku wairua.

Nō Timaru ahau.

I whānau mai ahau ki Ōtautahi.

Ko Brian tōku matua

Ko Karline tōku whaea

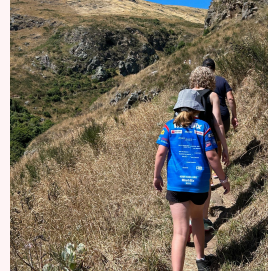
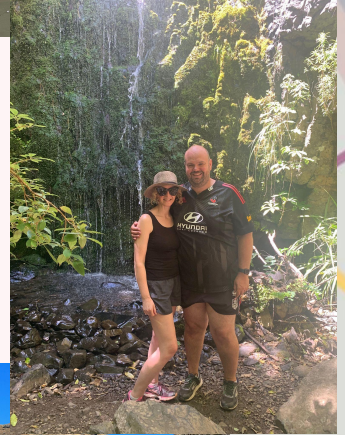
Ko Colin tōku tāne.

Ko Lilly rāua ko Gracie āku tamāhine.

Ko Hill tōku whānau.

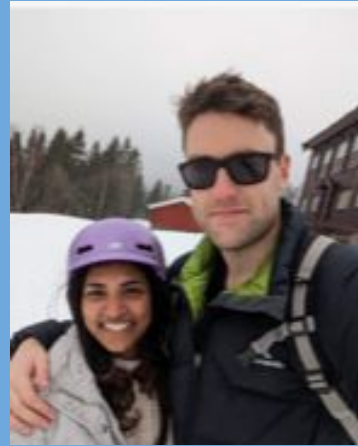
Ko Lauren tōku ingoa.

No reira, tēnā koutou, tēnā koutou, tēnā koutou katoa.



Pepeha Jo

Tēnā koutou katoa
Nō Kanata, nō Ingarangi, nō Aihiteria, nō Rekohu,
nō Aotearoa oku tipuna
Nō Otautahi ahau
Kei te noho ahau i Sumner
Kō Jakob Falloon tāku tama
Kō Andy Downs tāku tāne
Kō Lola tāku ngeru
Kō kaiako au
He pou whirinaki (RTLБ) au nō te Ropū o te Paeroa
He kaiako yoga ahau (whakamakaka)
He takata tiriti ahau
Kei te ako tōnu i te reo Maori
Ko Jo Falloon tōku ingoa
Kāore te kūmara e kōrero ana mo tōna ake reka
Nō reira, tēnā koutou, tēnā koutou, tēnā tatou katoa





Tena koutou, tena koutou, tena koutou katoa

**No Ingarangi rāua ko Kotirana ōku tīpuna.
Ko Simpson tāku ingoa whānau.**

**Ko au te tuatahi o āku whānau ki a whānau
mai ki Aotearoa.**

**I tipu ake ahau i Ingarangi me Aotearoa.
No Te Awakairangi ahau engari ko Ōtautahi
tōku ūkaipō.**

**Ko David Ewing tāku tane.
Ko Isla rāua ko Nico āku kuru pounamu.**

**Ko Paula Ewing au.
He Pouwhirinaki au ki te Kāhui o Te Paeroa.
Nō reira, tēnā koutou, tēnā koutou, tēnā tātou
katoa.**

Kaupapa



- ❖ Relationships and the impact on learning / behaviour
- ❖ Practical strategies for connecting with ākonga and maintaining positive relationships.
- ❖ Building relationships with neurodiverse learners.
- ❖ Supporting the kaiako in your role as kaiāwhina.

Karakia

**Unuhia te pō, te pō whiri mārama
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro, tātai aho rau
Haumi e, hui e, tāiki e!**

From understanding comes unity
We are interwoven, we are interconnected
From confusion comes understanding
Together as one!



Whakataukī





Whakawhānaungatanga

this
or
that

Two hand-drawn black arrows. One starts from the left side of the word 'this' and curves upwards and to the left, pointing towards the top-left corner of the page. The other starts from the right side of the word 'that' and curves downwards and to the right, pointing towards the bottom-right corner of the page.

Take time to know your students

To experience positive relationships with your students you need to take the time to know them and build connections. By knowing your students well, you can understand their interests and plan learning experiences that reflect these interests. Knowing your students well helps you identify the best approaches to help them learn.

<https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Putting-student-relationships-first>



Research shows that students learn best when they experience positive relationships with their teachers. This blog post offers strategies for developing positive student/teacher relationships. It provides school stories and resources to inspire teachers to put student relationships first.



<https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Putting-student-relationships-first>

(Rohan, 2017)

- Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system
- Productive partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-ka-hapaitia-the-maori-education-strategy/#guiding>

Pacific students often respond positively to teachers who take time to get to know them and make an effort to find out their interests. Pacific learners value relationships and often believe that if they can relate to the teacher, they can relate to the learning.

<https://pasifika.tki.org.nz/Effective-teaching>

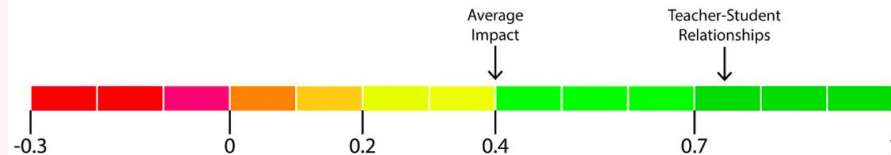
Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive,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

The New Zealand Curriculum, page 34

Josie Tait, a lead author on the study said, "We found that positive student-teacher relationships were one of the most important factors for young people's engagement in school. Students were much more likely to be engaged in learning activities when they felt their teacher listened to them, helped them, respected them, and was fair to them."

The research also showed that young people's beliefs about their own ability to succeed were strongly associated with school engagement.

<https://www.growingup.co.nz/>, 2023





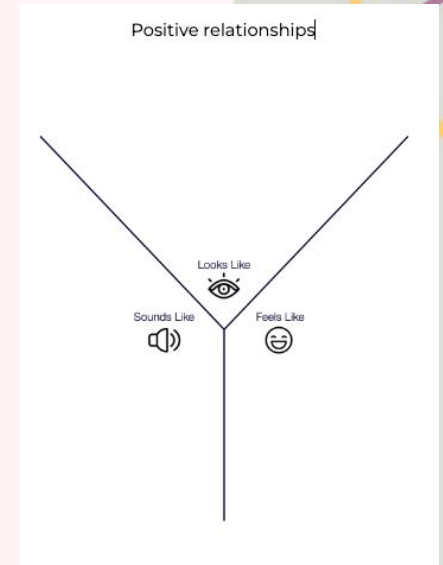
Relationships: Impact on learning and behaviour

Think about a time when a kaiako / coach / friend / stranger etc made you feel really good...

With a person at your table discuss:

- What did this person do? How?
- What were those strategies that were used?
- Why do you think they were impactful?

Record your ideas on the Y-charts on your table.

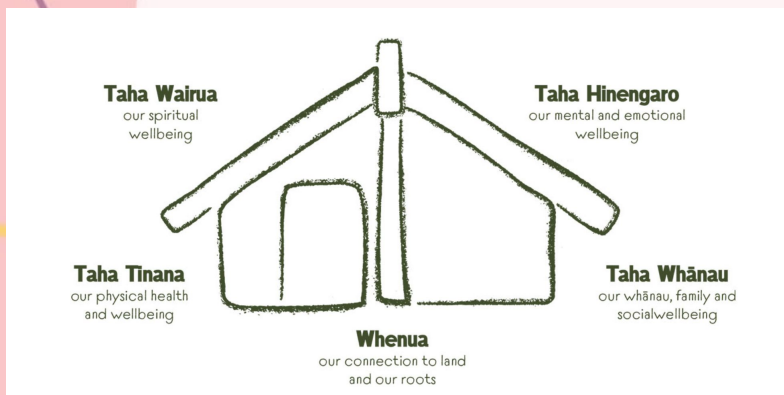




Think of a student who you would like to build a positive relationship with this year. They might be:

- Quiet
- Displaying challenging behaviours
- Appearing to have limited connections with staff or other ākonga
- Reluctant to connect with adults in the school

Write down what you know about the ākonga already that may support you in making connections with them.



Using **To Whare Tapa Wha** to enhance relationships with **ākonga**

Thinking of the student you are going to support in the learning environment, record what you know about them under each category.

Some things to think about:

- Temperament – activity level, adaptability, physical sensitivity, need for routine, how emotions are expressed.
- Favourite activities/things they are good at – reading, soccer, games, music, cooking, building, pretend play, etc.
- Social, language and engagement with learning – plays alone, anxious/withdrawn, appropriate social interactions, inappropriate language.

/

Taha Wairua – spiritual wellbeing

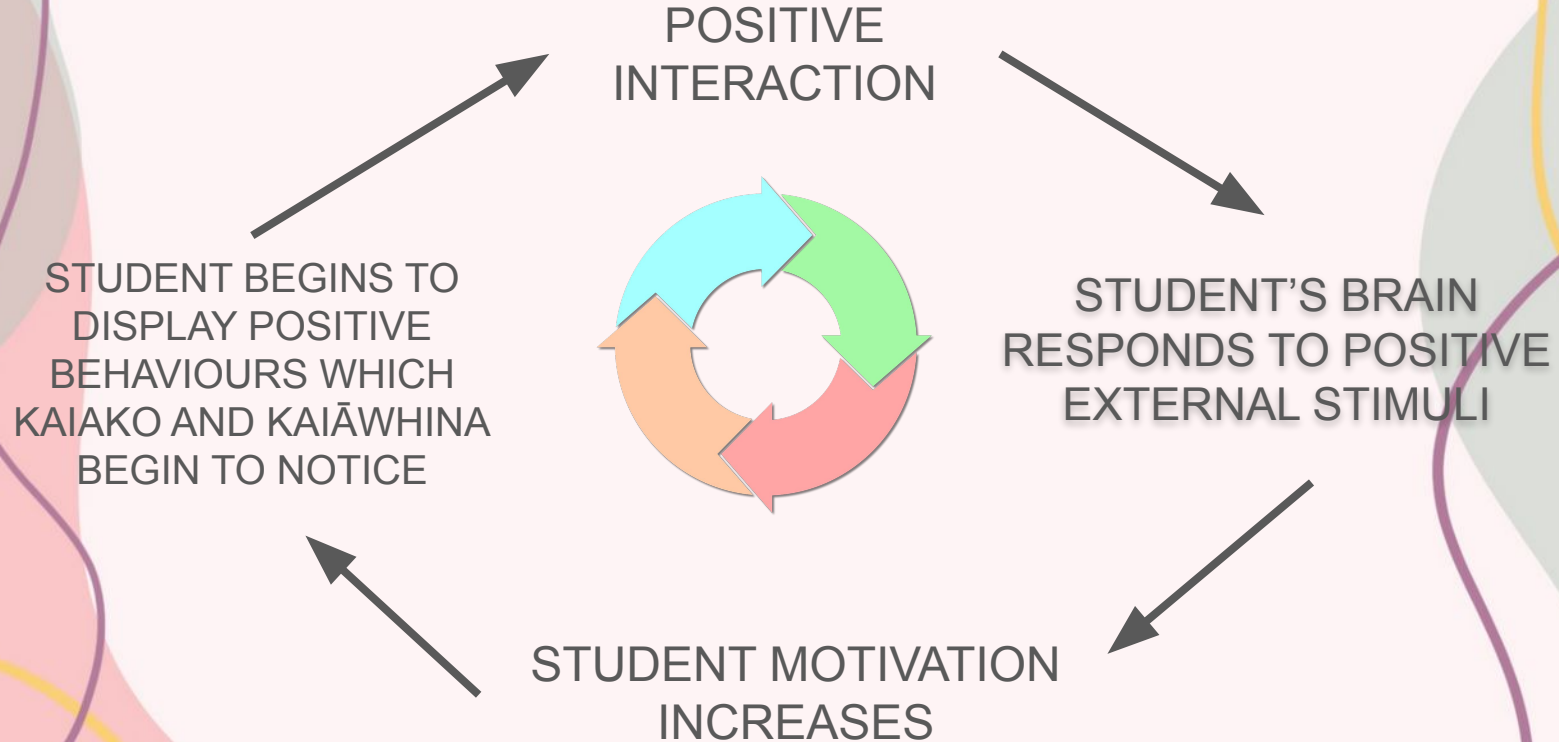
Taha Hinengaro – mental and emotional wellbeing

Taha Tinana – physical health and wellbeing

Taha Whānau – connection to people

Whenua – connection to land/places

The WHY of positive relationships...



What Does the Research Say?

- Positive relationships create safe spaces for learning
- Positive relationships build new pathways for learning
- Positive relationships support positive behaviour

(Understood, 2023)



(Edutopia, 2020)



Practical Strategies for Building Positive Relationships

How do you connect authentically with ākonga?

- Think about a range of tamariki
- Do you have any tricks up your sleeve for those who are particularly hard to connect with?
- Discuss in your group and share back a successful strategy with everyone.

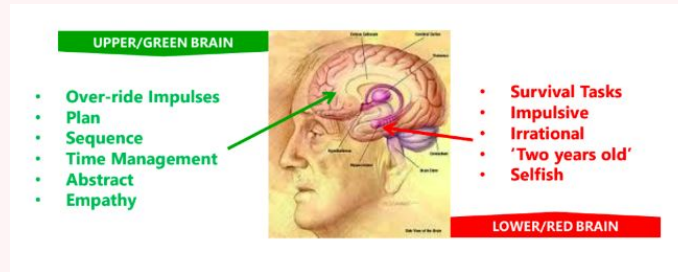


Relationship-Building Strategies

- 'Drop and Go' statements
 - Ākonga who may be reluctant to engage in conversations
 - Showing you care / are interested in them as a person
- Daily greetings / checking in
- Really listen and try to remember what you've learned
- Two by Ten
 - Commit to having a personal conversation with an ākonga for two minutes a day for ten consecutive days
- Providing feedback and encouragement
 - Praise effort and attempts rather than outcome
- Proximal Praise
 - Notice and comment on the positive behaviours of nearby tamariki
 - Supporting incentive systems within the classroom
- Give positive direction
 - Reframing prompts in a positive way
- Give responsibility and show you trust them
- Allow students to make choices where appropriate
- Share something personal about yourself

Reasons Why Things May Not Go Smoothly

Stressed children may struggle to engage with people and their learning.



At times, kaiako are busy with other students and may not realise a child requires support with regulating emotions.

Trauma

Impact of Childhood Trauma

Cognition

- Impaired readiness to learn
- Difficulty problem-solving
- Language delays
- Problems with concentration
- Poor academic achievement

Brain development

- Smaller brain size
- Less efficient processing
- Impaired stress response
- Changes in gene expression

Physical health

- Sleep disorders
- Eating disorders
- Poor immune system functioning
- Cardiovascular disease
- Shorter life span

Emotions

- Difficulty controlling emotions
- Trouble recognizing emotions
- Limited coping skills
- Increased sensitivity to stress
- Shame and guilt
- Excessive worry, hopelessness
- Feelings of helplessness/lack of self-efficacy

Relationships

- Attachment problems/disorders
- Poor understanding of social interactions
- Difficulty forming relationships with peers
- Problems in romantic relationships
- Intergenerational cycles of abuse and neglect

Mental health

- Depression
- Anxiety
- Negative self-image/low self-esteem
- Posttraumatic Stress Disorder (PTSD)
- Suicidality

Impact of Childhood Trauma

Behavior

- Poor self-regulation
- Social withdrawal
- Aggression
- Poor impulse control
- Risk-taking/illegal activity
- Sexual acting out
- Adolescent pregnancy
- Drug and alcohol misuse

Impact of trauma on relationships:

- Insecure foundation around connecting with others.
- May perceive relationships as a potential threat.
- May display an insatiable need for connection.
- Struggle to interpret social cues.
- Use of socially inappropriate behaviour.

Knowing this, what strategies might we choose to support ākonga impacted by trauma?

Supporting children to re-experience relationships differently is the key to trauma recovery and change.

Neurodiversity

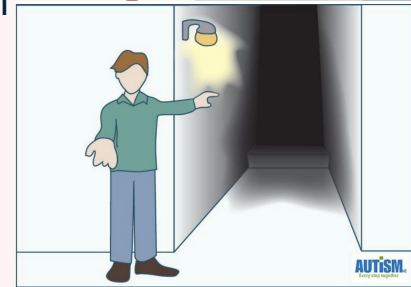
“Students who learn and think differently often have more negative interactions than positive ones. For example, students with ADHD may receive constant reminders from teachers to be on time and stay on task.” (Understood, 2023)

Autism NZ (2019) uses the analogy of a dark alley with how ākonga with autism might feel when building new relationships, starting the new school year with a new class and new kaiako, or coming across unfamiliar situations.

- How can you become a trusted adult?



Turn and talk and share with each other what you have noticed when supporting neurodiverse learners in your schools.



Strategies to Support Neurodivergent Ākonga

- The rule of 5: fewer than 5 words, wait 5 seconds.
- Use ākonga's name first to cue them.
- Give positive direction - tell them what to do.
- Use "first and then" to describe sequences.
- Give warnings before an activity finishes.
- Make communication visual when possible.



Taken from NZ Autism - Tilting the Seesaw



Our Role in the Classroom

- What steps can I take to add value to the class culture being created by the kaiako?
- How can I foster positive relationships between myself, ākonga and the kaiako?

Looking Back to Look Forward

- Complete the survey.
- Have a kōrero with the people around you if you wish to.
- Set 2 goals for you to focus on when you return to the classroom.



Karakia

**Ka whakairia te tapu
Kia wātea ai te ara
Kia turuki whakataha ai
Kia turuki whakataha ai
Hui ē, tāiki ē!**

*Restrictions are moved aside, so the pathway is clear to return to everyday activities.
To return to everyday activities enriched, unified and blessed.*



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