

*Supporting & Coaching  
Positive  
Learning and Behaviour  
(Yrs 0-6)*



# KARAKIA

## Karakia Whakataki - Opening (General kaupapa)

**Mā te whakapono**

*By believing and trusting*

**Mā te tūmanako**

*By having faith and hope*

**Mā te titiro**

*By Looking and searching*

**Mā te whakarongo**

*By listening and hearing*

**Mā te mahi tahi**

*By working and striving together*

**Mā te whakamomori**

*By sheer desire and determination*

**Mā te aroha**

*By all being done with compassion*

**Ka taea e mātou**

*We will succeed.*



# Agenda

- Karakia
- Housekeeping, Mihimihi
- Session 1-Positive Relationships
- Session 2-Proactive Strategies
- Session 3-Attention,  
Encouragement & Praise
- Session 4-Positive Reinforcement
- Closing Karakia, Handouts



Ki uta he urunga mō tōku ūpoko, Ki tai he tūranga mō ōku waewae  
Inland a pillow for my head, on the shores a rest for my feet.

Ko Aoraki te maunga ariki

Ko Tūtoko ko Te Upoko o Tahumatā ngā maunga tipuna

Ko Mākāwhio ko Ōkana ngā awa tapu

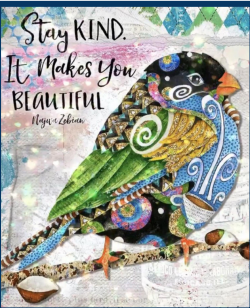
Ko Uruao te waka

Ko Rākaihautu te tangata

Ko Wairewa, Ko te Tauraka waka a Maui ngā marae

Ko Kāti Māhaki ko Irakehu, ko Mako ngā hapū

Ko Waitaha, Kāti Māmoe, Hawea, Ngāti kuri, Kāi Tahu whānui ngā iwi



\*Te reo matatini me te tatau  
 \*Mokopuna Hauora  
 \*Mātauranga tama



**Whanau**  
 Like branches on a tree we all grow in different directions yet our roots remain as one.

**TŌTIKA**  
 - Balance -

Mahia i runga i te rangimārie me te ngākau māhaki

With a peaceful mind and respectful heart, we will always get the best results

whakatauki maori  
maori proverb

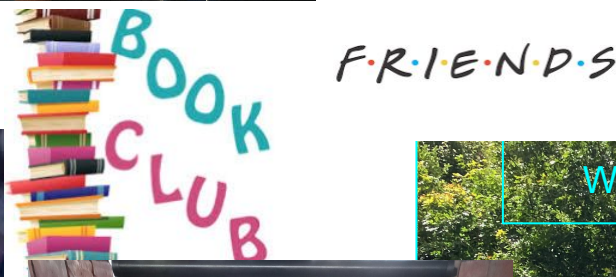
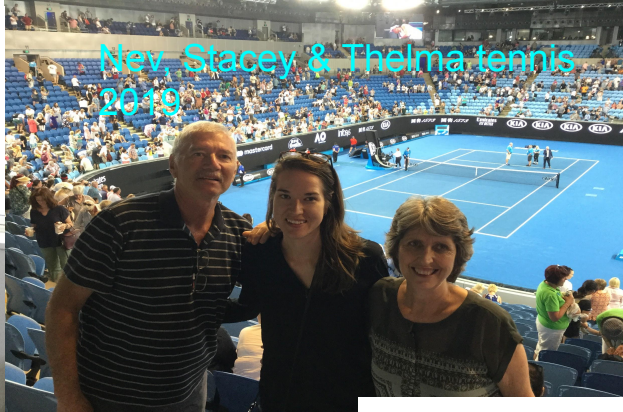


Creative



# Thelma Costain

Miria te pounamu, pīata ana  
Polish the gem till the brilliance  
shines through.



A vibrant red bottlebrush flower is nestled inside a white, iridescent seashell. The shell is placed on a light-colored, woven bamboo mat. The background is a close-up of the mat's texture.

## Group Rules

1. Non-judgemental/respectful
2. Laugh and have fun
3. Be open minded
4. Communicate positively
5. Share stories honestly
6. Confidentiality - respect student privacy
7. Self management
8. Forgiveness

# Today we will learn about...

**Building Positive Relationships**

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**Attention,  
Encouragement and  
Praise**

**Proactive Strategies**

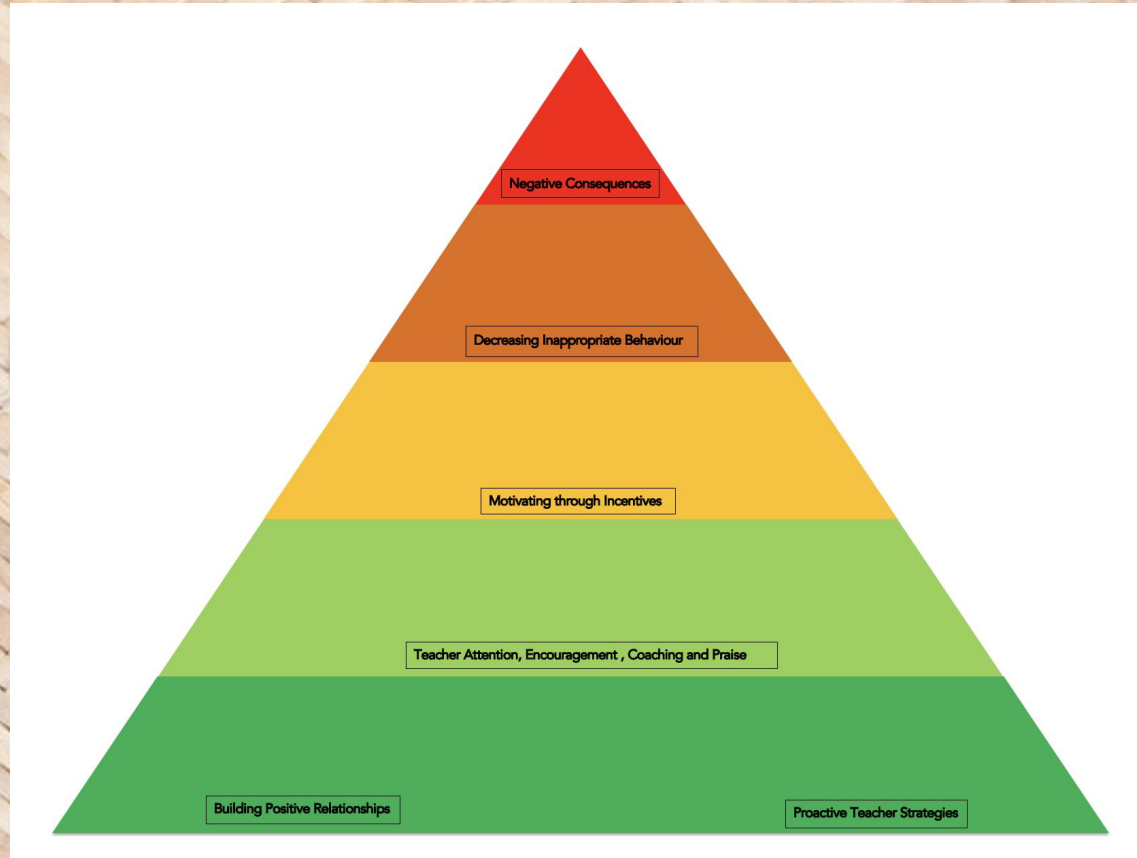
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**Motivating Through  
Positive  
Reinforcement**





# I Y T Strategies Pyramid





“There is no such thing as a ‘bad kid’ – just angry, hurt, tired, scared, confused, impulsive ones expressing their feelings and needs the only way they know how. We owe it to every single one of them to always remember that.”

—EDUCATOR JESSICA STEPHENS

#T2T

# Building Positive Relationships





# Building Positive Relationships

## Kaiāwhina/Support Staff modelling

- positive messages to the kaiako and ākonga

Every kid deserves someone whose eyes light up when they first see them. Sometimes, that person needs to be you.



Pathway  
2 SUCCESS

Make relationship-building a yearlong approach; not just a few fun activities you do at the beginning of the year.



Pathway  
2 SUCCESS



Clipart by Kate Hadfield & Sarah Pecorino

## Strategies for Building Relationships with Learners



[www.thepathway2success.com](http://www.thepathway2success.com)

Pathway  
2 SUCCESS



Embrace their individuality



Look for the positive every day



Make sure your eyes light up when you see them



Remember little things about their lives



Give special responsibilities



Greet by name every morning



Invite students to eat lunch with you



Don't take tough days personally



Be a little silly sometimes



Go to sports games or activities



Apologize when you mess up



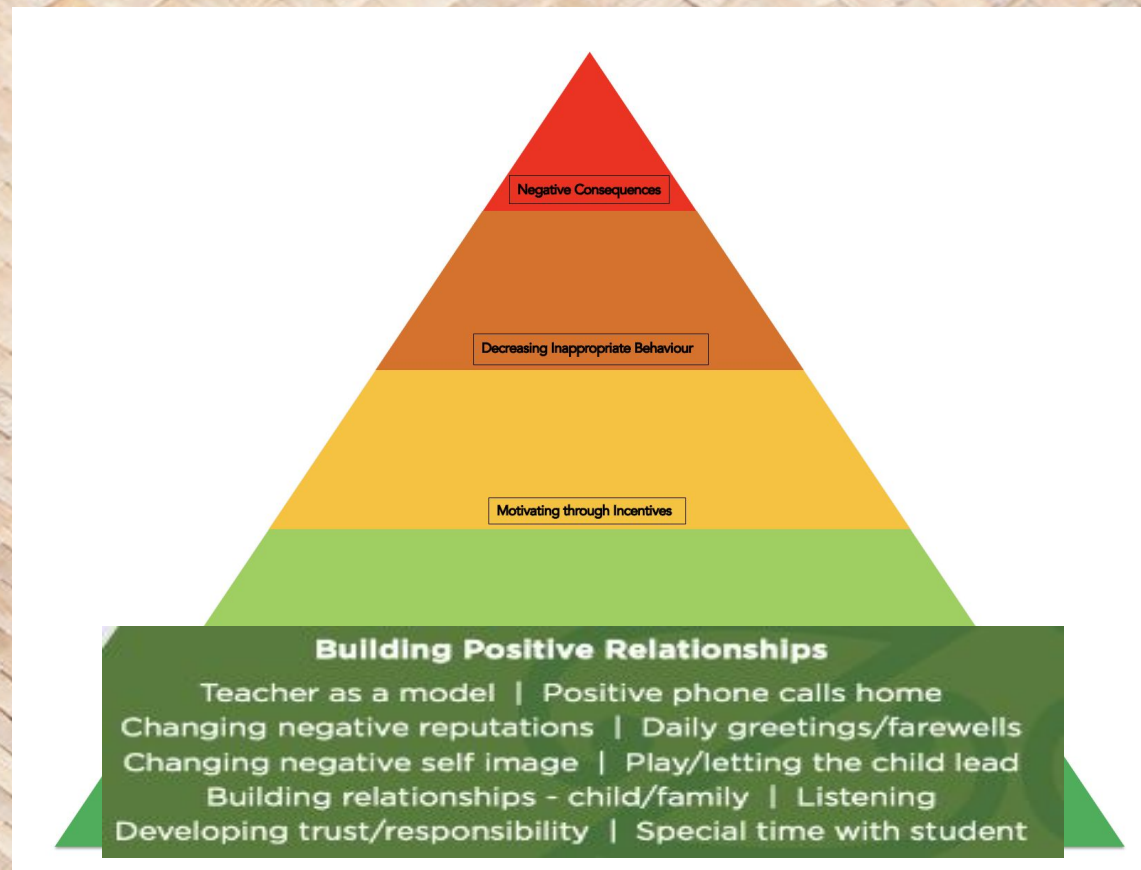
Tell them you care about them

# **Ideas for Building Positive Relationships with ākonga/students**

- Know the students likes, interests
- Providing opportunities for them to have responsibility
- Bucket filling
- Positive messages (positive opposite)
- School reward system
- Specific praise
- Descriptive commenting
- Daily greetings/farewells
- Letting the child lead the play/learning
- Listening
- Special time with the student
- Using the phrase “At school we...”
- Being predictable with calmness and kindness
- Flexible boundaries, forgiving, don't take it personally, never give up on them

**Avoid  
questions**

# I Y T Strategies Pyramid



# Proactive Strategies





**5:1 Positive to  
negative  
comments**



Know Names



Discover Interests

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# PROACTIVE CLASSROOM MANAGEMENT

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Greetings



Routines



Rules

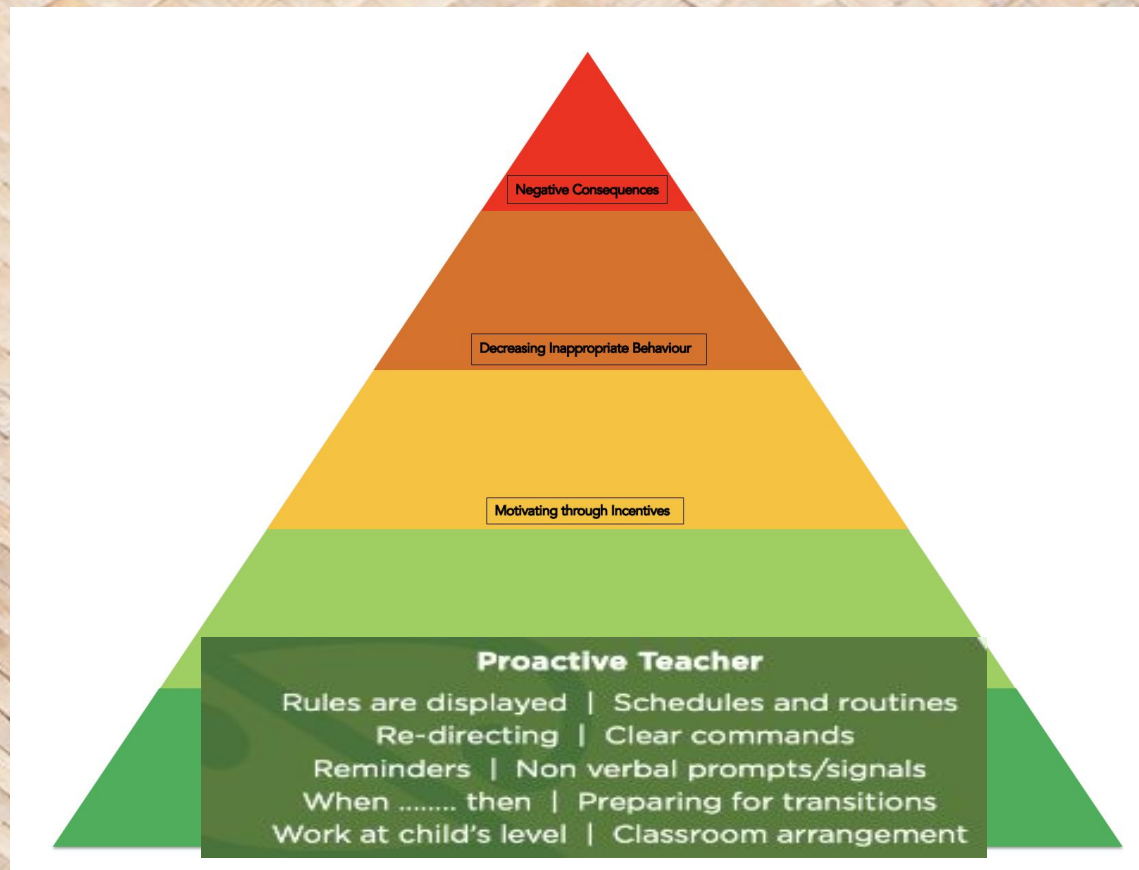
# PROACTIVE STRATEGIES

## VALUES

- Rules are displayed
- Schedules, routines and transitions
- Redirecting/breaks
- Clear instructions
- Reminders
- Positive attention and monitoring

- Non verbal prompts/signals
- When.... Then
- Preparing for transitions/changes
- Work at child's level
- Choices - limit
- Visuals

# I Y T Strategies Pyramid



**Kai timotimo  
(15 minutes)**





**Attention,  
Encouragement  
And Praise**




Produced by Dr Sarah Murray and Dr Kirsten Krawczyk Emotion Coaching  
Practitioner Trainers and Educational Psychologists




www



# Attention, Encouragement and Praise

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- Attention Rule
  - Labelled praise
  - Promoting self esteem
  - Social Coaching
  - Catch ākongā being good

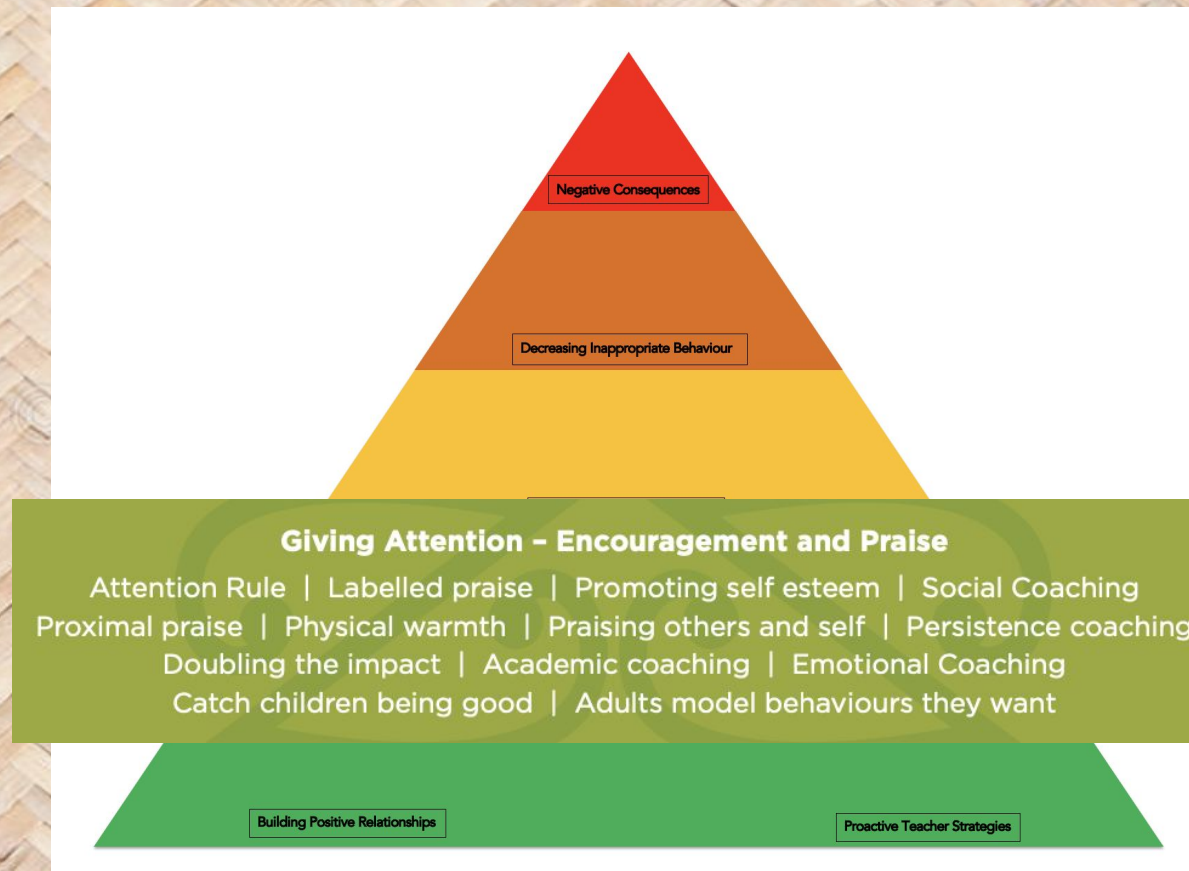
- Proximal praise
- Physical warmth
- Praising others & self
- Persistence coaching

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- Doubling the impact Academic Coaching
  - Emotional Coaching (co-regulation)
  - Adults model behaviours they want





# I Y T Strategies Pyramid







# Motivating Through Positive Reinforcement

# Motivating Students through Incentives

- What are your concerns about using incentives?
- What are the possible benefits of using incentives with children?
- Which children might be particularly helped by incentive programmes? Why?
- Why do some children need incentive programmes more than others?
- Don't incentive programmes in the classroom set children up for failure in the future, because they become hooked on external rewards and fail to develop their internal ones?

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- **Individual incentives**
  - **Sharing success with kaiako**

- **Group Incentives**
  - **First.... then....**

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- **Special Privileges**
    - **Spontaneous rewards**
- 

Which incentives have you  
seen used?

Are they achievable by all  
students?

Impact is greater when social  
and tangible rewards are  
combined. Social rewards  
reinforce effort and tangible  
rewards reinforce achievement.  
(C Dweck)

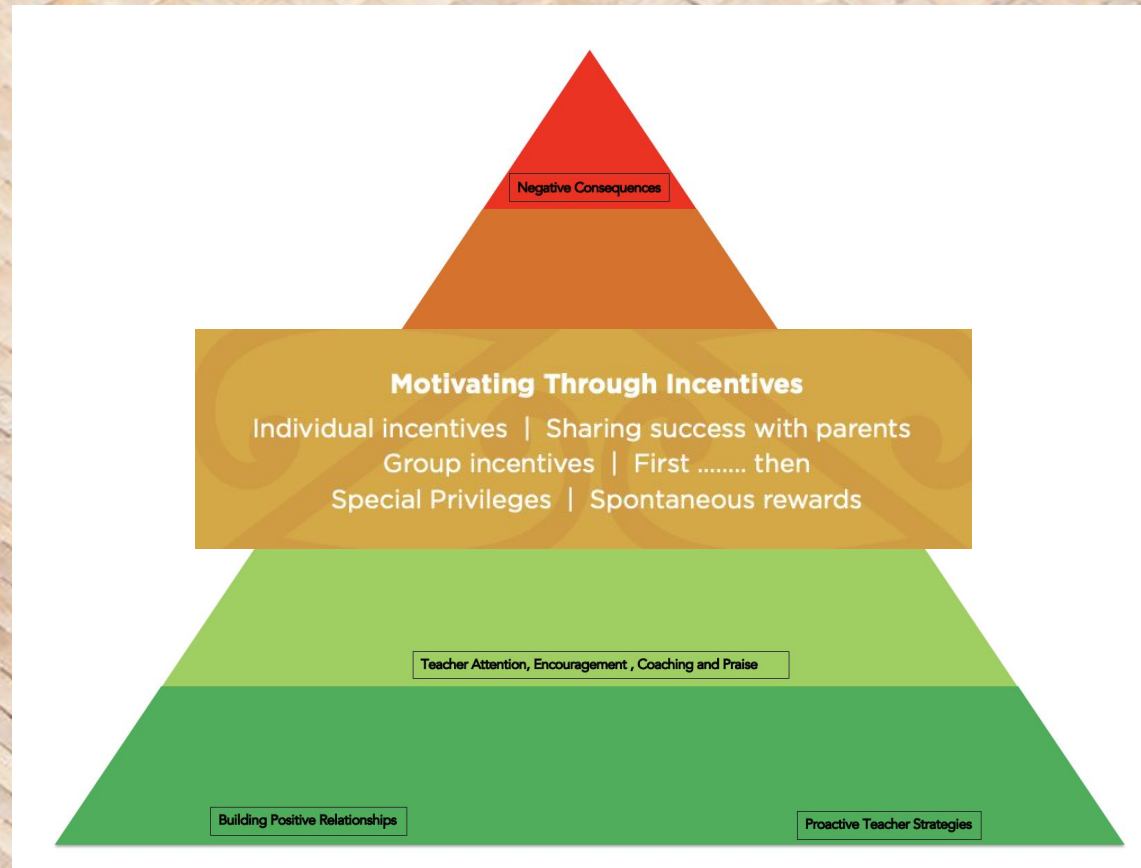
Non-Negotiable


Taking away an  
incentive or reward is  
never okay!  
Postponing with an IOU  
in exceptional  
circumstances ...

# SPECIAL PRIVILEGES


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# I Y T Strategies Pyramid





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"TRUST IS EARNED IN THE SMALLEST OF MOMENTS. IT IS EARNED NOT THROUGH HEROIC DEEDS, OR EVEN HIGHLY VISIBLE ACTIONS, BUT THROUGH PAYING ATTENTION, LISTENING, AND GESTURES OF GENUINE CARE AND CONNECTION."

—BRENÉ BROWN



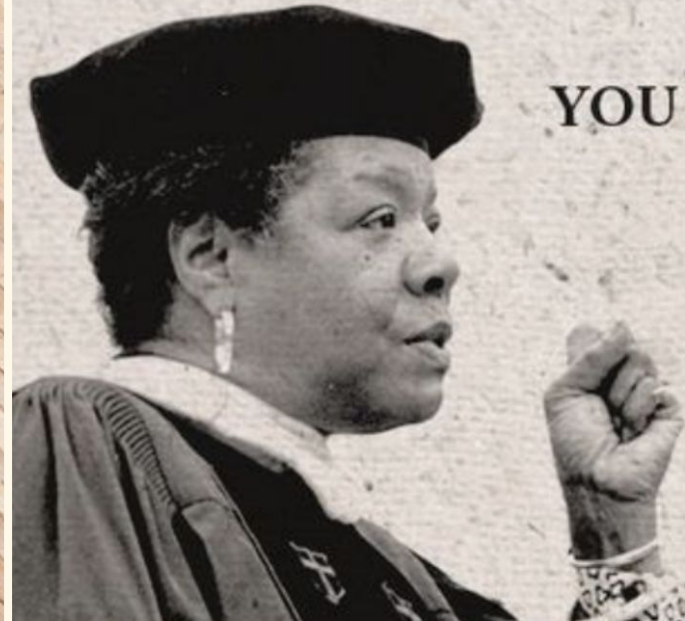
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DO THE BEST  
YOU CAN UNTIL  
YOU KNOW BETTER.  
THEN, WHEN  
YOU KNOW BETTER,  
DO BETTER.

MAYA ANGELOU



# KARAKIA WHAKAMUTUNGA

Ko au, ko au

Ko te rangi ki runga

Ko te papa ki raro

Kia tau ai ngā wai

Kia tau ai ngā maunga

Kia tau ai tātou

Haumi e, hui e, tāiki e!

**This is me, this is me**

**The sky that is above**

**The earth that is below**

**Let the waters be still**

**Let the mountains be calm**

**Let us be settled**

**Let us all be as one**

# RESOURCES

## Sources

- [Incredible Years Teacher Programme](#)
- Nurturing Children's Social, Emotional & Academic Competence by Carolyn Webster-Stratton

## YouTubes

- [“Just Breathe”](#) by Julie Bayer Salzman & Josh Salzman - <https://youtu.be/RVA2N6tX2cq>
- [Emotion](#) Coaching UK - <https://youtu.be/7KJa32r07xk>
- [Teacher](#) uses personalised handshakes - <https://youtu.be/I0jgcyfC2r8>