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THE NATURE OF ENGAGED TEACHING IN NEW ZEALAND SECONDARY SCHOOLS

A thesis presented in partial fulfillment of the requirements for the degree of

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Camille Patterson

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Abstract

The nature of engaged teaching in New Zealand, was examined by interviewing a selection of secondary school teachers working in New Zealand schools. Teachers’ perceptions about how they integrated social, emotional and academic learning into their practice to underpin engaged teaching and promote student wellbeing were explored. Fifteen teachers from suburban secondary schools were interviewed individually to investigate strategies for engaged teaching according to the foundations of the Engaged Teaching model (Weaver & Wilding, 2013). Statements collected from the interviews were recorded and organised around the four foundations of engaged teaching. The teachers prioritised interpersonal relationships and community, in addition to fostering connection, meaning and purpose. These teachers acknowledged cultural contexts to some extent, although this was an area for further development. In general, while many of the teachers emphasised the importance of integrating social, emotional and academic learning in engaged teaching, this terminology was unfamiliar for many of the teachers. It was concluded that overall, the foundations of engaged teaching according to the Weaver and Wilding model (2013) were useful in assisting the teachers to integrate social and emotional learning to promote student wellbeing, and this model was adapted for use in the New Zealand secondary context.

Keywords: Social and emotional learning, engaged teaching, student wellbeing, secondary school
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# Table of Contents

THE NATURE OF ENGAGED TEACHING IN NEW ZEALAND SECONDARY SCHOOLS ........................................ i
Abstract .................................................................................................................................................... ii
Acknowledgements ................................................................................................................................. iii
Tables .................................................................................................................................................. vi
Figures ................................................................................................................................................. vi

CHAPTER ONE: Introduction ............................................................................................................. 1
Social and Emotional Learning in the New Zealand Context .............................................................. 1
Social and Emotional Learning for Schools ..................................................................................... 3
The Research Problem and Scope of the Research ........................................................................... 4
Overview of the Research ........................................................................................................................ 5

CHAPTER TWO: Literature Review .......................................................................................................... 6
The Importance of Social, Emotional and Academic Learning and Development ........................... 6
School-wide Support for Social and Emotional Learning ................................................................. 10
Teaching for Social and Emotional Learning .................................................................................... 13
Identifying Engaged Teaching and the Integration of Social, Emotional and Academic Learning ...... 16
The Engaged Teaching Model (Weaver & Wilding, 2013) ................................................................. 17
  1) Integrating social, emotional, and academic learning. ................................................................. 18
  2) Investing in relationships and community. .................................................................................... 20
  3) Responding to cultural contexts. ................................................................................................. 22
  4) Fostering connection, meaning, and purpose ......................................................................... 24
  5) Addressing developmental stages. ............................................................................................... 26
The Research Questions ......................................................................................................................... 26

CHAPTER THREE: Methodology ..................................................................................................... 28
Setting .................................................................................................................................................... 28
Participants ........................................................................................................................................... 28
Sources of data....................................................................................................................................... 30
Measurement Instruments ..................................................................................................................... 30
Data Collection and Procedures ............................................................................................................. 31
Ethical considerations. ............................................................................................................................ 31
Data Analysis .......................................................................................................................................... 32
Limitations .............................................................................................................................................. 32

CHAPTER FOUR: Findings and Analysis ........................................................................................... 33
How do New Zealand Secondary School Teachers Perceive they Integrate Social, Emotional and
Academic Learning? ................................................................................................................................. 33
  Teachers’ prioritisation and integration of social and emotional learning ...................................... 33
List of Tables and Figures

Tables

Table 1. Participants’ demographic information
Table 2. Teachers’ awareness of support systems in the school and community
Table 3. Teachers’ approaches if a student was struggling
Table 4. Mechanisms for students to provide feedback on their perception of student-teacher interactions and school support

Figures

Figure 1. The factors influencing teachers’ integration of SEL
Figure 2. Where teachers had attended school
Figure 3. Extra-curricular involvement of teachers
Figure 4. How teachers defined school success
Figure 5. Model of Engaged Teaching in New Zealand secondary schools