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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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Educational Psychology**

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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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