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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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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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CHAPTER ONE: Introduction

Social and Emotional Learning in the New Zealand Context

“Kids have emotional needs and I really think it’s important as a teacher to support them ... to support them in their development years, and to guide them as much as possible. I think we have a real responsibility to do that, not just to be facilitators of a curriculum. I think our job goes beyond that.” (C. Patterson, personal communication, June 18, 2014)

New Zealand adolescents have a high reliance on mental health support (Ministry of Health [MOH], 2010), and in many cases are over-represented in statistics of drug and alcohol addiction, (New Zealand Drug Foundation [NZDF], 2014), depression, (Health Promotion Agency, 2014) and suicide (MOH, 2014). These negative statistics emphasise education which integrates life-skills, developing the whole student physically, emotionally, socially, intellectually and spiritually (New Zealand Teachers Council [NZTC], 2004) to ensure that New Zealand students are resilient, and that through their education they have been given the opportunity to develop the essential skills for wellbeing (New Zealand Council for Educational Research [NZCER], 2014).

The guidelines outlined by the NZTC (2010) state that students attending New Zealand schools are entitled to support in academic, social and cultural learning and development. Teachers are responsible for ensuring that they “promote the physical, emotional, social, intellectual and spiritual wellbeing of learners” (NZTC, 2004, p. 1). Guidelines reflect the unique bi-cultural makeup of the country, and the centrality of a holistic framework for education (Bevan-Brown, 2003; Durie, 1998).

In addition to the Code of Ethics (NZTC, 2004) the Registered Teacher Criteria (RTC) (2010) requires teachers to:

- 1) “Establish and maintain effective professional relationships focused on the learning and well-being of all ākonga¹,

¹ students

- 2) Demonstrate commitment to promoting the well-being of all ākonga, taking all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe, and
- 3) Demonstrate commitment to bicultural partnership in Aotearoa New Zealand." (p. 10-11).

Several broad factors influence teachers' ability to integrate social and emotional skills for wellbeing whilst acknowledging the centrality of culture. They include national guidelines and legislation including the Treaty of Waitangi (1840), RTC (2010) and NZTC (2004), the curriculum and key competencies, and school-wide approaches to emphasising student wellbeing. At the practical level are the strategies teachers use to integrate social, emotional and cultural learning alongside academic development. Whilst these are based on national guidelines and school-wide approaches, individual teachers have the potential to make the greatest difference in the integration of social and emotional learning (SEL) (Schoenert-Reichl & Zakrzewski, 2014). The research problem for the current study is therefore focused on exploring the ways in which individual teachers integrate the skills for SEL to underpin and promote student wellbeing (CASEL, 2014; Ministry of Education [MOE], 2007; Zins, Weissberg, Wang & Walberg, 2004).

SEL is the process of recognising and managing emotions, making good decisions that demonstrate care for oneself and others, behaving ethically and responsibly, and developing and maintaining positive relationships (Elias et al., 1997). SEL focuses on targeting behaviours, cognitions and emotions (Zins & Elias, 2006), and individuals who have not developed these skills will struggle, in school and throughout life (Zins et al., 2004).

When teachers teach for SEL, they provide or access social and emotional support (SES) for their students as part of the process. Teachers who prioritise SEL and SES alongside academic support and integrate this into their teaching and interactions with students are described as engaged teachers (Weaver & Wilding, 2013). The prioritisation of SEL is of particular relevance in the New Zealand context given that, with the exception of Health and Physical Education (Te Kete Ipurangi [TKI], 2014a), SEL has not been made an explicit component of the learning areas. This is not in line

with international practice, and contrasts educational contexts in the United States of America (USA), Australia and Singapore, which will be discussed further in the literature review (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2014; Ministry of Education Singapore [MOES], 2014; Victoria Department of Education and Early Childhood Development [VDEECD], 2014). In addition to reflecting the key competencies and RTC (2010), the key focus for the research is therefore how schools and teachers are able to integrate SEL when this is not an explicit component of many learning areas.

Moreover, New Zealand's unique demographic and cultural makeup influences the educational priorities, especially in regard to Te Reo Māori and tikanga Māori which are woven into curriculum and teaching. New Zealand education is guided by the Treaty of Waitangi (1840), and aims to promote equitable learning outcomes for all students (RTC, 2010). Recently there has been a range of nationwide initiatives to improve student wellbeing such as the Wellbeing@School survey (Boyd, 2012) and Positive Behaviour for Learning (PB4L) (TKI, 2014b) tailored for the New Zealand setting. Many of these are currently under evaluation, and therefore their reach is not yet extensive, nor is there currently a focus on strategies teachers can use to integrate SEL. The research (CASEL, 2014; Zins & Elias, 2006) supports a case for the exploration of the nature of engaged teaching in New Zealand, with particular emphasis being placed on improving the strategies teachers have to integrate SEL into teaching and learning. In order to achieve this, a selection of secondary school teachers working in New Zealand secondary schools were interviewed, and their approaches to integrating social, emotional and academic learning to underpin engaged teaching were explored.

Social and Emotional Learning for Schools

Research supports the emphasis on individuals learning to manage their emotional reactions to the world (Fisher, 1997; KidsMatter, 2012). SEL is central to education in many schools overseas (CASEL, 2014; Zins et al., 2004) and is becoming an integral part of many others. According to Elias et al. (1997), schools will be most successful in their educational mission when they promote students' social, emotional and academic growth and development. Research by Zins et al. (2004), has demonstrated the benefits of teaching school students these skills in order to improve

academic learning. Coordinated support in SEL alongside academic development augments students' potential for success, both in school and in the future (Zins & Elias, 2006).

When SEL is integrated into schools, students are encouraged to develop these skills in social contexts, where these skills and practices become part of their identity and expertise (MOE, 2007). This is envisioned to some extent in the New Zealand context, and the potential to integrate SEL evident in educational principles. New Zealand teachers have a responsibility to teach towards the key competencies (MOE, 2007, p. 12): *thinking; relating to others; using language, symbols and text; managing self; participating and contributing*, which are developed for use in life, learning, work and to assist students to contribute as active members of the community (2007).

In particular, the required competencies *relating to others; participating and contributing; managing self* reflect the centrality of SEL for students in New Zealand schools, and emphasise the importance of integrating social and emotional skills to facilitate learning. Although aspects of SEL are evident in the key competencies (MOE, 2007) and RTC (2010), this has not become an integral part of New Zealand education. The ways in which schools and teachers are able to integrate SEL into their delivery of the learning areas, whilst reflecting the key competencies and Registered Teachers Criteria (2010), is reiterated as the key focus for the research.

The Research Problem and Scope of the Research

As outlined in Figure 1, the broad factors influencing teachers' integration of SEL include national guidelines and legislation, such as the Treaty of Waitangi (1840), RTC (2010) and the NZTC (2004), the curriculum and the key competencies (MOE, 2007). Where SEL is required by the NZTC and underpinned by the Treaty of Waitangi (1840), the focus of schools and the specific strategies employed by individual teachers will directly influence the integration of SEL.



Figure 1. The factors influencing teachers' integration of SEL

The research problem to be addressed in this study therefore emphasises a need to explore the ways in which individual teachers perceive they are able to integrate the skills for engaged teaching, integrating SEL to promote students' wellbeing. The specific focus will investigate teacher strategies for integrating SEL, as based on teacher and school priorities and influencing classroom climate (Evans & Harvey, 2012). This is of particular relevance to the New Zealand context given that, unlike other international contexts (CASEL, 2014; VDEECD, 2014), SEL is not taught in isolation, but is intended to be encompassed in the day-to-day teaching of the learning areas. New Zealand's high reliance on mental health support for adolescents (MOH, 2010) is a further example of the importance of focusing on this research problem. Therefore there is a need to explore the nature of engaged teaching, with particular emphasis on the strategies teachers have to integrate SEL into teaching and learning.

Overview of the Research

This introductory chapter has provided an overview of the research problem to be addressed in this study: the need for teachers to integrate SEL and how this can be integrated to facilitate engaged teaching, and improve student wellbeing. Following this, the second chapter will review selected literature and evidence for integrating and promoting SEL in educational settings, moving from broad system-wide perspective to the specific strategies individual teachers use to facilitate engaged teaching (see Figure 1). The third chapter discusses the methodology of the research, seeking insights into teachers' approaches to integrating SEL by interviewing a group of New Zealand secondary school teachers. These insights will be presented and analysed in the fourth chapter, and discussed in relation to the research problem in the fifth chapter. Finally, the sixth chapter outlines the conclusions that have emerged from the research, and presents a model of engaged teaching reflective of the New Zealand secondary setting.

CHAPTER TWO: Literature Review

The Importance of Social, Emotional and Academic Learning and Development

Considerable research has been conducted internationally on the effectiveness of engaged teaching and holistic education that integrates academic, social and emotional support (Cohen, 2001; Garner & Estep, 2001; Saarni, 1999; Zins et al., 2004). As lack of learning in social and emotional competence is often associated with challenges for the individual extending beyond their education (Cohen & Strayer, 1996), this section will investigate the importance of education which prioritises skills for learning alongside skills for life.

New Zealand students are encouraged to be confident, connected, actively involved and lifelong learners (MOE, 2007), and it is recognised that secondary school students should have the opportunity to develop the life skills necessary to becoming a well-rounded individual and an engaged member of the community (MOE, 2007). Internationally, the extent to which education incorporates life skills is a key focus (Palmer & Zajonc, 2010), although the philosophies or foci of particular schools will influence the priorities and focus of education at that school (Cohen & Sandy, 2007). The development of academic ability and specific skills in adolescents has historically been a priority (Elias et al., 1997), and with a strong focus on academic preparation, schools can become hesitant to focus on other areas of student development, such as SEL (Brusnahan & Gatti, 2011). According to Goleman (2007) the pedagogic assumption of schools in the Western world has been to develop a rational mind, where emotions were out of place and therefore ‘unschoolable’. As a result, “schools have ignored basic skills that children need for life” (Goleman, 2007).

It is increasingly accepted that success does not equal academic progression for all students (Elias et al. 1997; Garbarino, 1976; Tella, Tella, & Adeniyi, 2009). Student success may be determined by the variety of other skills acquired while at school and for this reason educating the ‘whole person’ is essential (Noddings, 2006). Salovey and Mayer (1990) present a range of skills they determine as essential for life, framing this as educating the whole child. Social development skills, awareness of self and others,

flexibility and creativity in problem-solving, communication and cooperation skills, skills in meeting deadlines, balancing academic and personal lives, and forming and maintaining friendships have also become significant educational outcomes (Cohen & Sandy, 2007). Not only are these social and emotional skills important, but research has shown they are predictive of children's ability to learn (Cohen, 2001), and also predictive of positive academic achievement (Haynes, Ben-Avie, & Ensign, 2003; Malecki & Elliott, 2002; Welsh, Parke, Widaman, & O'Neil, 2001).

Although SEL is directly related to academic success, emphasising the centrality of SEL for education (CASEL, 2014), SEL can contribute to peoples' mental health and wellbeing (Salovey & Mayer, 1990). People differ in their capacity to understand, regulate and express their own and others emotions, and many require further development of these skills (Elias et al., 1997; Langdon, 1996). As students progress through higher levels of schooling, the need for social and emotional skills becomes increasingly important. For adolescent students, learning how to manage stress, balance multiple demands and how to direct their goals toward planning for the future are pivotal for successful transition through this period (VDEEDC, 2014). Schools that integrate social and emotional skills into teaching and learning train students to deal with change and unpredictability, and these skills are fundamental for mental health (Australian Research Alliance for Children and Youth [ARACY], 2008).

Another important reason to focus on SEL to promote wellbeing and develop resiliency is reflected in the intense emotional responses brought about by adolescence (Steinberg, 2010). It is critical that young people are resilient, that they have positive experiences at school and in the community, healthy family relationships and good health (Carnegie Council on Adolescent Development [CCAD], 1989). The Health and Physical Education (HPE) learning area of the New Zealand curriculum focuses explicitly on SEL, covering personal growth and development, relationships and interpersonal skills. Topics of particular relevance for adolescent students such as drugs and alcohol, relationships and sex, and mental wellbeing and depression are covered (TKI, 2014a). The HPE curriculum defines wellbeing as "a combination of the physical, mental and emotional, social, and spiritual aspects of people's lives" (TKI, 2014a, p.22).

The explicit teaching of SEL in New Zealand may be limited in comparison with other international settings however, where SEL is incorporated into multiple learning areas. New Zealand secondary teachers are employed to deliver the curriculum and teaching positions advertised according to learning areas (MOE, 2014). With the exception of HPE, social and emotional skills are not integrated into the learning areas of the New Zealand curriculum (MOE, 2007). This system contrasts international educational systems in Australia (VDEECD, 2014), Singapore (MOES, 2014) and the USA, where SEL competencies are reflected in many educational standards (Kress, Norris, Schoenholz, Elias, & Seigle, 2004), and learning areas including arts and language, physical education and health, science, social studies and fine arts (Brusnahan & Gatti, 2011).

Despite differences in the integration of SEL within the learning areas, wellbeing is increasingly becoming a key component and focus for New Zealand education. This is of particular relevance in light of the mental health needs of New Zealand adolescents, which suggest that New Zealand students could benefit from education that integrates SEL (Brusnahan & Gatti, 2011; Gluckman, 2011). It should be noted that external factors such as socio-economic status may also impact student wellbeing, although this study will focus on internal determinants for wellbeing.

New Zealand has high levels of social and psychosocial morbidity in comparison to other Organisation for Economic Cooperation and Development (OECD) countries (Gluckman, 2011). Therefore, the demand for social, beneficial and mental health services is high. Secondary school age students experience the highest rates of anxiety and related disorders such as depression in comparison to all other age groups. In addition, negative schooling experiences are associated with many social indicators including unemployment, imprisonment, and poor health and social wellbeing (Clark, Smith & Pōmare, 1996). Adolescent brains are also more sensitive to alcohol and cannabis, research suggests (NZDF, 2010). The access and usage of drugs in New Zealand is significant amongst adolescents, with 34.6% of people who had used drugs being between the ages of 15-17, and 27.8% of people between 18-20 (MOH, 2010). Despite the age restrictions prohibiting under-eighteen year olds to buy alcohol, 32% of people under the age of eighteen acknowledged they had used alcohol at least

three times in the past month (2010). The long-term impacts of mental health challenges can be devastating, as evidenced by the prevalence of adolescent suicide and associated mental health issues, with 19.3 suicides per 100,000 in New Zealanders aged between 15-24 (MOH, 2014). It is vital to promote student wellbeing at secondary school, and therefore the integration of SEL is crucial for this age group (CCAD, 1989).

To further complicate this period of life, research indicates that adolescents experience a range of physical, mental and emotional changes during puberty, with developmental changes in the pre-frontal cortex continuing into the third decade (National Institute of Mental Health, 2011). Until the brain has fully matured, adolescents are prone to making impulsive decisions based on a lack of judgement (Gluckman, 2011). This engagement in risk-taking behaviours elevates the risk for adolescents in this period, and New Zealand adolescents' need for mental health support is clear. The Youth'12 survey, conducted to investigate the wellbeing of New Zealand secondary school students, found that more than 50% of students did not get enough time with their mother or father; 7% felt they did not have at least one parent who cares about them a lot, and 15% had seriously considered suicide in the past year (Clark et al., 2013). The guidelines set out by the NZTC (2010), and National Administration Guideline 5 (MOE, 2013) "lay down a strong and compelling challenge for all schools" (ERO, 2013b), and there is scope for SEL for this age group. The extreme changes during the period of adolescence, coupled with the associated social and mental health indicators of New Zealand adolescents has directed a focus of the current research towards secondary schools.

Within the last two years, there has been promising research conducted in response to the above statistics, and several programmes initiated as a result of the research.

The Youth Mental Health Project (Ministry of Social Development [MSD], 2012), launched in 2012 by New Zealand Prime Minister John Key incorporates 22 projects to promote the wellbeing of 12-19 year olds who are at risk of developing mental health difficulties. Projects are currently being introduced online and in the community, and several of these projects are school-based. The 'HEEADSSS' wellness assessment,

involves Year 9 secondary school students being assessed on their level of wellbeing through questions on home, education or employment, eating, activities, drugs, sexuality, suicide and depression (MSD, 2012). Medical checks form part of the assessment, as do social and emotional questions, and referrals can be made to the school counsellor, doctors and other external services if necessary.

Wellbeing has also become a key focus for the Education Review Office (ERO), and bi-annual reports investigate the extent to which schools integrate a culture of wellbeing. This is evaluated through assessing values and practices, teaching and learning, and through systems, people and school initiatives (ERO, 2013b; 2014). There is an emphasis on positive relationships, leadership and acknowledging the culture(s) and values of students, staff and whānau². The provision of training is an important indicator of how well schools are doing in this area (2014). Significant adults are recognised as central to effective circles of care for students, where each student is allocated one or two key people they know well and can seek support from (Manitoba Education Citizen and Youth, 2007). As part of the Youth Mental Health Project (MSD, 2012), a draft ‘Wellbeing for Success’ document was made available in 2013, which encompasses many of the wellbeing indicators for New Zealand students. Currently, schools are able to submit further data for incorporation into the final publication of this document in 2015 (ERO, 2014). Other school-wide approaches to wellbeing, such as PB4L (TKI, 2014b) will be presented later in the review.

School-wide Support for Social and Emotional Learning

Around the world, school-wide programmes that emphasise wellbeing and SEL are becoming increasingly popular (Elias et al., 1997). It is recognised that integration of SEL rests on caring, safe, participatory and well-managed schools (Zins & Elias, 2006), and several examples of school-wide systems will be reviewed.

In Australia, MindMatters (2014) is a nation-wide initiative promoting mental health in secondary school students, supporting students to achieve their goals, build and maintain safe and healthy relationships and navigate complex situations. This is done through prioritising social and emotional development alongside academic

² family

progress, and by showing schools and teachers how to recognise if and when students require mental health support, training them in the evidence-based, practical ways to support someone with a mental health challenge. When schools are better able to understand and respond to these issues, students are given the skills and access to support to manage their own mental health, which has a positive influence on students' social and academic success (MindMatters Australia, 2014). The programme is guided by the principles of respectful relationships underpinning mental health, family and community involvement, acknowledging diversity and a cohesive and connected system where the student is in the centre (MindMatters Australia, 2014).

In the USA, CASEL prioritises positive youth development perspectives and cultivating competence by teaching life skills and minimising risk factors (Catalano, Hawkins, Berglund, Pollard, & Arthur, 2002; Guerra & Bradshaw, 2008). This framework was developed on the understanding that supportive relationships facilitate learning that is challenging, meaningful and engaging (CASEL, 2014). Potentially dangerous and negative behaviours such as drug and alcohol abuse, and dropping out of school can be reduced by exposing students to SEL for a number of years. This is achieved through direct teaching in the classroom, involvement in positive school-related activities outside of the classroom, and by involving parents and members of the community in the planning and implementation of school programmes.

In the short-term, SEL programmes aim to develop social and emotional life-skills such as self-awareness, social awareness, responsible decision-making skills, improving student beliefs about themselves, others, and school, and their ability to form and maintain healthy relationships. Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011) conducted a meta-analysis of 213 universal SEL programmes in kindergarten through secondary schools and found an eleven percentile-point gain in academic achievement compared to controls.

New Zealand research on the integration of SEL is receiving increasing focus. Holistic Māori models such as Te Wheke (Pere, 1991) and Te Whare Tapa Whā (Durie, 1998) pre-date the 2012 initiatives and have been incorporated into many settings, including education (Bevan-Brown, 2003; MOE, 2007). Integration of these models

facilitates shared learning of the Māori world view, in contrast and in context with Western world views and traditional education systems.

Holistic education depends on teachers who are engaged with their students in more than the academic domain of learning (Bevan-Brown, 2003). Teachers who recognise that students are more than academic beings, they are social and emotional beings as well and all the teaching and learning activities in schools depend on the inclusion of these dimensions of development (MOES, 2014).

Positive Behaviour for Learning (PB4L) is specific to New Zealand and encompasses ten wide-ranging initiatives aimed at improving the wellbeing and educational achievement of young people (TKI, 2014b). There are two practical toolkits commissioned and currently supported by the Ministry of Education in New Zealand, as part of the PB4L initiative. The recently released ‘Wellbeing@School’ survey allows schools to create inclusive and safe environments that deter bullying (Boyd, 2012; NZCER, 2014). Students, teachers and senior managers are surveyed on inclusive practices and support within the school, and subsequently a review is done to improve inclusive practices (NZCER, 2014). Similarly, the ‘Inclusive Practices Toolkit’ investigates practices at school to ensure all students are made to feel welcome and respected (NZCER, 2014).

The School-wide PB4L programme (TKI, 2014b) has a behavioural focus, and is aimed at preventing problem behaviours, while providing effective incentives for pro-social behaviour in order to achieve a social culture that supports learning. This approach utilises a three-tier system, where all students are exposed to some level of the programme. Staff, students and families are encouraged to work together to identify behavioural expectations which are taught on site in the form of positive behaviour campaigns (TKI, 2014b). This programme is optional, and due to the lengthy initiation and training period of three to five years (TKI, 2014b), many New Zealand schools are deterred from participating. As at March 2014, 515 of 2539 (Education Counts, 2014) New Zealand schools were involved in the programme, which was piloted in 2010 (TKI, 2014b).

Other initiatives within the PB4L framework which are currently under development include a ‘Check and Connect’ system, where students who have become

disengaged from school are monitored and mentored (MSD, 2012), 'My FRIENDS youth', aimed at promoting self-esteem and resilience in adolescents to combat anxiety and depression (TKI, 2014b), and 'Restorative Practices' which includes training for staff to build and maintain respectful relationships, along with best-practice tools to repair relationships when things go wrong (2014b). It should be noted that students, family and school personnel may have differing perspectives regarding the appropriateness of such programmes, and the personal and professional boundaries surrounding SEL (Hynds, 2010). Ongoing evaluation is best informed by those accessing the services, facilitating adaptation as and where necessary.

Teaching for Social and Emotional Learning

Following a review of national and school-wide approaches to integrating SEL, the following section will cover the practical strategies accessible to individual teachers. SEL can be integrated through extra-curricular activities, a positive school climate, involvement in community service, and classroom instruction (Elias et al., 1997). However, the strategies employed by individual teachers have the most significant influence on the integration of SEL (Schoenert-Reichl & Zakrzewski, 2014).

Teachers who integrate SEL into their teaching and interactions must take time to get to know their students on a personal level, and show interest in their students' lives, dreams and perspectives (Bernstein-Yamashiro & Noam, 2013). These teachers engage with their students on many levels, and recognise the centrality of relationships and cultural contexts to student success. There are many synonymous terms for engaged teaching (Weaver & Wilding, 2013). Graham, Berman, & Bellert (in press) refer to responsive teaching as assisting students to regulate their own learning. Fibkins (2012) suggests that those teachers who care about troubled teens may be referred to as 'Angel Teachers', whereas Bernstein-Yamashiro and Noam (2013) define similar teaching approaches as 'personalised' (2013). While VanSlykke-Briggs (2010) utilises the term 'Nurturing teacher', Wilheim (2008) emphasises the importance of the 'human factor' in teaching, where teachers should care about their students, get to know them as individuals, and address student interests in some way.

Irrespective of the terminology used, knowing and engaging with students in this way allows for teachers to pick up on subtle emotional cues from their students, meaning teachers can ‘check-in’ with students whom they perceive may be struggling with something other than their learning. Bernstein-Yamashiro & Noam (2013) suggest quietly asking *‘How are you going?’* signals to a student that the teacher is genuinely interested in their wellbeing. They emphasise that teachers should show genuine interest in students’ beliefs and values, exploring these through the delivery of lesson content which is relevant for students (2013). Teachers can create a classroom climate which is positive, consistent and predictable and that integrates SEL (CASEL, 2014). An engaged teaching approach functions to create a sharing partnership between teacher and student, facilitating the creation of a purposeful and connected learning environment (Weaver & Wilding, 2013). This model has been selected as the guiding model for the research based on the perceived success within a New Zealand context.

Engaged teachers are warm, supportive and perceptive individuals whose priorities lie in teaching the student, not solely teaching the learning area. These teachers may feel a sense of duty to help young people and be invested in students’ development (VanSlykke-Briggs, 2010). Engaged teacher-student relationships may develop as a result of regular contact with students, such as acting as a form teacher and seeing them for a short period at the start of each day. These relationships may also be developed through students’ interest in an activity, and occur as a result of ongoing and regular contact with a particular teacher who is responsible for organising this activity. Bernstein-Yamashiro and Noam (2013) argue that engaged teacher-student relationships “reflect the complex and integral connection between learning, mutual understanding, and individual growth” (p. 5). Engaged teachers are able to integrate SEL to impact their classroom climate by facilitating discussions around local events of interest such as rugby matches, attending and celebrating student events, and recalling students’ birthdays (Bernstein-Yamashiro & Noam, 2013).

The outcomes of engaged teaching for SEL may be defined as social and emotional wellbeing (NZCER, 2014; VDEECD, 2014) and this is based around students feeling connected to and valued at school (Weaver & Wilding, 2013). Teachers who are able to act as mentors and integrate SEL into their teaching practices may become ‘go-

to' people for particular students who are at-risk or requiring additional support. The reliability of effective support systems in schools is paramount (Bernstein-Yamashiro & Noam, 2013), especially for those students who are not on a positive path to academic or SE learning (ERO, 2008).

Social and emotional skills can be incorporated into classrooms, the following dimensions offering an overview of the key skill sets: self-awareness, self management, social awareness, relationship skills and responsible decision-making (CASEL, 2014).

Evans and Harvey (2012) suggest that a warm classroom climate promotes learning and social development for primary-age children. They outline a model of the teaching factors necessary in creating a positive emotional atmosphere, which they state will facilitate children's social and emotional development and feeling of safety, while at the same time motivate them in their learning.

While research emphasises the centrality of integrating SEL and engaged teaching (CASEL, 2014; Elias et al., 1997; Zins et al., 2004), the management of personal and professional boundaries is important, and appropriate training for all teachers is paramount. According to Bernstein-Yamashiro and Noam (2013) training should include assisting teachers to navigate the common challenges associated with teacher-student relationships, such as recognising limits and issues around privacy and confidentiality. Without effective training, teachers may be left to struggle with dilemmas around how much information they should share with students and what should be 'off-limits', how to demonstrate personal and professional boundaries to students, and how to recognise these themselves (Bernstein-Yamashiro & Noam, 2013).

Training teachers in engaged teaching to teach for SEL and provide or access SES is necessary, both through initial teacher education (ITE) and professional learning and development (PLD) (CASEL, 2014). This has not been a common focus in traditional teacher education (Bernstein-Yamashiro & Noam, 2013). Most teachers are trained primarily to plan lessons according to the curriculum, assess students academically, and provide remedial support when students fall behind (2013). Therefore, the strategies New Zealand teachers use to integrate SEL into their learning areas and

interactions with students may offer an insight into how these teachers prioritise SEL and engaged teaching.

Identifying Engaged Teaching and the Integration of Social, Emotional and Academic Learning

Where the previous section described the ways teachers can integrate SEL, and the importance of explicit training in these areas, a discussion of the processes for measuring teachers' integration of SEL will follow. A categorical definition of the attributes exhibited by engaged teachers is difficult to find, and to measure (Cash & Hamre, 2014, p. 119). In terms of academic progress, teachers are said to be effective if their students attain a years growth in learning during the academic year (Goe, 2013). However, it is important to derive methods of identifying and encouraging teachers who are engaging with their students by integrating SEL.

In New Zealand, teachers are observed several times a year as part of the appraisal process, yet this will often be for one hour and may not provide a realistic insight into every day teaching practices or maintenance of ongoing relationships. Some New Zealand schools give students feedback forms at the end of each term. Such forms are intended to capture students' success in a particular topic or class, and students indicate the extent to which they felt supported by their teacher in the learning process (C. Patterson, personal communication, February, 2014). While this method may be successful to some extent, there is potential bias, especially where the teacher will choose a certain selection of students to provide this feedback.

Overseas, several scales have been developed to measure teacher-student relationships. The Student-Teacher Relationship Scale (STRS) was constructed to measure teachers' sensitivity and awareness of relationships with particular students aged four to eight years (Pianta, 2001). Similarly, The Classroom Assessment Scoring System (CLASS) is used for assessing the effectiveness of interactions among teachers and students (Pianta, 2008). The three focal areas are instructional, emotional and organisational supports that teachers provide and which contribute to the development of students' social, academic and developmental achievement (Hamre, n.d.). CLASS is currently being validated for secondary classrooms in the USA, and

those teachers who have higher scores on the CLASS have students who make greater social and academic development in the course of a year (2008).

My Teaching Partner (Centre for Advanced Study of Teaching and Learning, n.d.) is another professional development project in the USA by Pianta, Hamre and colleagues. It involves coaching middle and high school teachers to improve the quality of interactions they have with students, using CLASS as a shared ‘language’ through which to focus on what is going well and what requires ongoing development (Hamre, n.d.).

These scales demonstrate the multi-faceted nature of teaching. Where traditional assessment of teacher effectiveness may have focused on student development over the course of a year (Goe, 2013), more recent scales assess teachers’ ability to integrate SEL, build positive relationships and promote whole-person development (Cash & Hamre, 2014; Hamre, n.d.).

The Engaged Teaching Model (Weaver & Wilding, 2013)

The Five Dimensions of Engaged Teaching model by Weaver and Wilding (2013) provides a lens through which teaching approaches can be viewed. Although developed for the USA, it was based on international research and literature around holistic education, social and emotional teaching and learning. The model was designed to give teachers practical strategies to become more engaged teachers, the objective being that this would result in well-developed self-efficacy, emotional intelligence, stress-management skills, enthusiasm and motivation (2013). In the classroom, these skills and characteristics would be filtered into students’ social, emotional and academic skills, self-management skills, and motivation for learning; whereby schools and colleagues will have well-developed relationship skills, conflict-management skills, cultural responsiveness, teamwork and collaboration. Long-term outcomes of applying the skills of engaged teaching include improved: family and community engagement, staff collaboration, teacher satisfaction and retention, academic achievement, school climate and safety, and student resilience (Weaver & Wilding, 2013).

This model has been selected by the researcher based on the perceived success of the foundations of engaged teaching within a New Zealand educational context, as these are concepts that are relevant to schools prioritising whole-person development and wellbeing (Clark et al., 2013; Graham, Phelps, Maddison, & Fitzgerald, 2011; Roffey, S., 2012). For New Zealand teachers, a holistic perspective is central (Bevan-Brown, 2003), and thus the selection of a model which acknowledges many of the factors central to the bicultural composition of New Zealand and New Zealand schools was appropriate.

Through the model, Weaver and Wilding (2013) describe an approach to improving students' academic, social and emotional outcomes by outlining the characteristics of teachers who "foster a lifelong sense of meaning, purpose and relevance" (p.10). This model makes use of the analogy of a tree to depict the qualities of teachers who are engaged in teaching and contributing to whole student development. As a foundational basis for the dimensions of Engaged Teaching, Weaver and Wilding (2013) present five factors which they liken to the tree roots:

- 1) *Integrating social, emotional, and academic learning*
- 2) *Investing in relationships and community*
- 3) *Responding to cultural contexts*
- 4) *Fostering connection, meaning, and purpose*
- 5) *Addressing developmental stages*

Each of these foundations will be described in relation to the research available internationally, with a particular focus on the relevance within a New Zealand educational setting.

1) Integrating social, emotional, and academic learning.

In the Engaged Teaching model, teachers should ensure that their students embark on academic, social and emotional learning, as these facets have been shown to be indivisible and linked to school and general success (Durlak et al., 2011; Zins & Elias, 2006). Providing students with skills in emotion recognition, regulation and safe decision-making are central objectives to integrating SEL.

Support for social and emotional development in education has been prevalent since 1960, when there was a focus on civic responsibility and developing moral character. As early as 1983, Waters & Stroufe suggested that students benefit from social and emotional skills as they are able to use these skills to “generate and coordinate flexible, adaptive responses to demands and generate and capitalise on opportunities in the environment” (p.80, as cited in Zmuda & Bradshaw, 2013). SEL has evolved as an outcome to resilience and prevention research (Consortium on the School-Based Promotion of Social Competence, 1994).

CASEL (2014) and MindMatters Australia (2014) are two examples of internationally recognised social and emotional skills frameworks that train schools and teachers to integrate SEL into education. As presented earlier, there are several New Zealand initiatives undergoing development currently, although some are targeted at primary age children (Evans & Harvey, 2012). Dowdy, Quirk, and Chin, (2013) discuss the need for a clearer conceptual framework of social and emotional support, which they deem ‘school-based mental health’. When this support is promoted across a much broader setting, including classroom, entire schools and through programmes associated with schools, it can be delivered by personnel including counsellors, social workers, teachers, therapists and psychologists (Adelman & Taylor, 2013). In the USA, school-based mental health services are the most commonly accessed services for youth with mental health challenges (Farmer, Burns, Phillips, Angold, & Costello, 2003) and this is said to be largely due to their accessibility and perceived acceptance of issues (Leaf, Schultz, Kiser, & Pruitt, 2003). Based on proven causal relationships between social and emotional wellbeing and academic achievement, there has been a refreshed perspective on the role schools can play in supporting their students both academically and emotionally. Bradley, Doolittle and Bartolotta (2008) found that those students who had emotional and behavioural challenges were performing below the age-appropriate norm in reading and maths, and Lipps, Lowe, Halliday, Morris-Patterson, Clarke, and Wilson (2010) found correlations between poor academic performance and emotional or behavioural challenges. Research has also drawn attention to the positive influence of additional

behavioural and emotional support on academic success (Ryland, Lundervold, Elgen, & Hysing, 2010).

2) Investing in relationships and community.

Alongside SEL, relationships and interactions within the learning community are prioritised. Acknowledging the contributions of individuals allows the teacher-student relationship to develop with a sense of trust and caring, thus resulting in positive learning environments and consequent academic outcomes (Eccles & Roeser, 2011). Many students report feeling disrespected and undervalued by their teachers (Johnson & Farkas, 1997), and some high school teachers emphasize the need for social distance between themselves and students, in order to help students to become more independent and mature (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). For students who lack supportive adult relationships at home and from their community, a lack of supportive relationships at school is additionally detrimental. On surveying 12,118 adolescents, Resnick et al. (1997) found that the strongest protective factor was having access to a supportive adult who could provide “understanding, advice, and support” (p.5), and where teachers were mentioned most frequently as the providers of this support.

There has been a considerable amount of research conducted in the USA to demonstrate the positive influences of effective teacher-student relationships on students’ academic and social performance (Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008). Marlowe and Hayden (2013) put forward the *relationship-driven classroom model*, which emphasises “appropriate social interaction” and the importance for students to know that their teacher “cares about them and values them significantly to commit to them” (p.2), thus highlighting the role teachers play in student success. Teachers can provide support through “role modeling, therapy, and supervision, to just plain, good old caring” (p.3), suggesting what is required now is further study of effective means of support within the classroom and school setting. In addition, Marlowe and Hayden (2013) highlight the power of relationships in supporting students, the common factor in all effective relationships being the “respectful, valuing, and empathetic bond” (p.4). Attention is drawn to the similarities of the ‘therapeutic alliance’, as shared between therapist and client, or in this case the

bond between teacher and student could be referred to as a pedagogical alliance (Danforth & Smith, 2005). Summarised by Pianta et al. (2001), “Regardless of age or grade, interpersonal relational supports provided through teachers’ interactions with students are a fundamental facet of classrooms’ capacity to support development” (p.5).

Using strategies to engage students, families, teachers and communities can result in the development of a learning environment which promotes student success and wellbeing (Weaver and Wilding, 2013). According to Pianta (1999) the school environment operates as a platform for development and the relationships between students, teachers and the wider community provide the resources and contributors for this development, which will function to reduce the high levels of risk in students by building on their own resilience. The extent to which schools prioritise the integration of SES, developing the whole-person and building effective teacher-student relationships is also likely to influence the emphasis placed on relationships within the school.

The centrality of relationships and community as pivotal to successful sharing, teaching and learning is central to Māori models such as Te Whare Tapa Whā (Durie, 1998). From the researcher’s own observations (C. Patterson, personal communication, February, 2014), it would appear that health teachers are often the logical teachers to approach, as students direct their queries to an adult they believe is most likely able to assist or guide them if the counsellor is not available or the most appropriate choice. Research by Weir (2009) looked at the impact of recent (1999-2004) policy changes in New Zealand curriculum and assessment for health education on a group of secondary school health teachers. The teachers involved were deeply concerned about the personal issues some of their students were going through, and felt that the health education curriculum was beneficial in providing support and information to assist these students. The 1999 publication by Ministry of Education *Health and Physical Education in the New Zealand curriculum* was useful in legitimising their teaching to include discussion of issues around mental health and sexuality (2009). As discussed previously, the HPE learning area is currently the sole platform for explicit integration of SEL in New Zealand secondary education (TKI, 2014a).

With further investigation of the strategies employed by teachers who are successful at building and maintaining effective relationships with their students, this information could contribute to a better understanding of engaged teaching in New Zealand secondary schools.

3) Responding to cultural contexts.

Weaver and Wilding suggest teachers should be aware of their own cultural lens and perspectives in order to better understand those of their students (2013). This expectation is particularly relevant in the New Zealand educational setting, and may be summarised by the Māori proverb

Ma te Iwi – It takes a village to raise a child

However, there are significant disparities in the New Zealand secondary education sector, particularly for Māori and Pacific Island students, whose ethnicities make up 21.4% of the national school population (Education Counts, 2004). The Minister of Education, the Honourable Hekia Parata, reported that while Pākehā students were ranked second in the world, Māori students were ranked 34th equal and Pacific Island students 44th (Fea, 2013). Holistic educational approaches, in which the learning environment acknowledges academic, social and emotional factors in tandem is essential for the success of these students. However the reluctance to incorporate Māori worldviews into the education system (Penetito, 2010; Smith, 1992) has led to a culturally-inappropriate definition of success for many New Zealand students (Macfarlane, Webber, Cookson-Cox, & McRae, 2014).

Māori perspectives on student success (Macfarlane et al., 2014; Bevan-Brown, 2003) and wellbeing (Pere, 1991; Durie, 1998) emphasise SEL as integral to academic success. Holistic Māori perspectives and approaches such as Te Whare Tapa Whā (Durie, 1998) emphasise relationships, whakawhanaungatanga, as fundamental for learning, along with a sense of community for teaching and learning. It is not possible to separate social and emotional dimensions of development from other dimensions,

and without these foundations, the learning process is lacking support or pou³ and is less likely to be successful.

The present and significant disparity in the achievement of Māori and Pasifika learners compared with other New Zealand students in the New Zealand education system has generated focus on raising the achievement of these learners through the implementation of targeted initiatives, Te Kotahitanga (Bishop & Berryman, 2009) and Ka Hikitea (MOE, 2006a). In the New Zealand setting, and other international settings, cultural competence⁴ is vital to successful teaching interactions (MOE, 2011b).

The Te Kotahitanga (Bishop & Berryman, 2009) initiative aims to improve the success and achievement of Māori students in New Zealand schools. The approach focuses on effectively preparing teachers to incorporate the world views of Māori students in their teaching and classrooms by adapting to a culturally responsive context for learning. By age ten, 18% of Māori students will not have attained basic numeracy or literacy skills (Gordon, 2013), and with over 40% of Māori students leaving school without formal qualifications, there was clearly a fault or gap in the system (TKI, 2014c). The collaborative approach to responding to this began in 2001, and with input from students, teachers, Principals, community members and international research findings, an Effective Teaching Profile was put together (Bishop, Berryman & Richardson, 2001; MOE, 2011b). A *Culturally Responsive Pedagogy of Relations* was the umbrella term coined to define learning contexts which encompass the following key elements: shared power between individuals, and a sense of interdependence, emphasis on the centrality of culture, interactive learning which is linked to other strands of learning, that students share a common vision for what they want to achieve and how to go about getting there, and have shared high expectations and a strong notion of excellence (MOE, 2011b).

In practice, this involves professionals being openly committed in the drive to improve Māori student achievement. It also relies on teachers showing every day that they care about their students and have high expectations for them; acknowledging

³ Māori term for column, support or sustenance

⁴ Understanding, respecting and valuing of culture, using culture as an asset for teaching and learning (MOE, 2011b)

the centrality of culture and welcoming this into their classrooms; managing classrooms in order to best promote learning; that the activities encourage the interaction between students and teachers; and that the improvements observed in achievement are recorded and shared with students (MOE, 2011b). Despite success of the initiative on many levels, as with any programme, there is a need for ongoing evaluation and adaptation. Research on the national evaluation of Te Kotahitanga (Meyer et al., 2010) has demonstrated the challenges associated in implementation of this initiative, specifically regarding the reluctance by stakeholders to assume Māori worldviews and practices. Where professional development was important, it did not necessarily result in effective and culturally-appropriate teaching (Meyer et al., 2010).

Macfarlane et al. (2014) investigated the factors contributing to Māori students' success in a study with students from Te Arawa, Rotorua, New Zealand. Academic success was interwoven with SE aspects, particularly cultural identity. Findings indicated a positive schooling experience resulting in positive personal and academic outcomes that equipped students to enter into adulthood with many choices available to them, thus providing a platform for continuing success. This success was seen to be derived from qualities such as diligence, relationships, identity, innovation, wellbeing, scholarship, values and humility (Macfarlane et al., 2014) and allowed students potential for an independent, satisfying and successful future. Effective schools are those that persevere in replicating these qualities in the learning environment and teaching practices (McRae, Macfarlane, Webber, & Cookson-Cox, 2010; Penetito, 2004). By strengthening the supports in place at secondary schools, success could be accelerated for all students, including Māori and Pasifika.

The engaged teaching model (Weaver & Wilding, 2013) emphasises that teachers respond to cultural contexts. With such rich cultural contributions of New Zealand students, this foundation is an important lens through which to investigate New Zealand teachers' strategies for engaged teaching.

4) Fostering connection, meaning, and purpose.

The fourth foundation of the Engaged Teaching model encourages teachers to foster connection, meaning and purpose in order to support students to feel safe and

included in their school and classrooms. Weaver and Wilding (2013) discuss the importance of connection with others, and asking questions of life purpose and direction, including thoughts, emotions, hopes, dreams and doubts. For adolescent students, learning should be clearly relevant to future endeavours, extending and inspiring and facilitates connectedness (for example: group work and interviewing members of community).

In a report by Kline (2008), it was found that feeling connected to teacher and peers in the classroom was directly related to how well students performed. Students who felt connected demonstrated heightened resilience, motivation and compassion and were better able to make healthy decisions (2008). Students have been quoted as wanting to be “seen, known and understood” (Weaver & Wilding, 2013, p. 10) and many become disengaged with school when they feel they are not being heard or understood by their teachers, or when they feel that what they are learning is irrelevant for their lives ahead. 60% of secondary students in the USA were classed as ‘chronically disengaged’ from school (Klem & Connell, 2004). In the New Zealand setting too, the number of 15 and 16 year old school leavers is high, with one in five leaving when they turn 15 (Fea, 2013). A ‘Staying at School Consultation report’ by the MOE (2006b) found that lack of ‘soft skills’ by teachers such as making connections, acknowledging various levels in the classroom and engaging students was a barrier to remaining at school. Recommendations from this report included promoting positive relationships between student and teacher, through professional development and focusing on building relationships in teacher training. Continuity of adult support was also an important finding: ensuring each student had access to an adult for their entire schooling, not just during crisis (Connell & Wellborn, 1991; MOE, 2006). Where the adult figure is able to act as a mentor and guide for the student, ensuring they are connected to school, positive behaviours are reinforced and students encouraged to stay at school.

According to Resnick et al. (1997, p. 824) “Teacher and school connectedness is a significant contributor to adolescent emotional health, lower levels of violence, and use of less alcohol, cigarettes, and marijuana”. Academic press, or the extent to which students feel supported to learn and achieve in school can also have a positive impact

on student achievement. According to Hoy, Sweetland, Scott, and Smith (2002) and McNeely (2013), students work towards success when the “teachers set high but achievable goals, they believe in the capability of their students to succeed, the school environment is orderly and serious, and students, teachers and principals all respect academic achievement and work for success” (McNeely, 2013, p.149). Therefore schools are able to affect school connectedness and consequently, academic success (2013). Not only is school connectedness correlated with individual well-being, the benefits extend to teachers too. Teaching a class of connected and engaged students in a positive learning environment result in teachers feeling invested, and less likely to experience burn-out (Covell, McNeil, & Howe, 2009).

5) Addressing developmental stages.

The fifth foundational root in the Engaged Teaching model emphasises the importance of addressing developmental stages. Weaver and Wilding (2013) suggest that students will benefit from varying approaches as they transition through their education, and an approach used in earlier years is likely to be irrelevant or inappropriate for older students (p.11). For adolescent students, the availability of strong mentors who can offer safe and wise advice and guidance is paramount to students making safe decisions. According to Eccles and Roesler (2011), in addressing developmental stages, students are supported to “make healthy choices, avoid risky behaviours and...stay in school.” As presented earlier, New Zealand has a high reliance on mental health support for adolescents. The decision to focus on a New Zealand secondary school context was made based on the relevance of engaged teaching for this age group.

The Research Questions

There is significant research and associated projects currently undergoing development in New Zealand, many of which emphasise the importance of student wellbeing for personal growth and academic success (TKI, 2014b). As many of these are recent initiatives (NZCER, 2014; TKI, 2014b), and draft publications, their impact is not yet widespread (Education Counts, 2014). This means only a selection of New Zealand students attend schools which are involved in the projects and receive this

support (2014). Based on this review of the literature, it would seem there is a potential gap in the research regarding integration of SEL and engaged teaching by individual teachers working in the New Zealand secondary school setting. As indicated by international research, the impact an engaged teacher can have is noteworthy, and thus there is a need to explore the nature of engaged teaching in New Zealand by seeking insights into the practices and approaches of teachers in secondary schools.

It is suggested that the foundations of engaged teaching as proposed by Weaver and Wilding (2013) are applicable internationally, and there may be benefit in applying the model to the New Zealand secondary setting. As Pianta et al. (2012) suggest, it is important to “redesign how we support teachers to build up on and foster relationships with students” (p.367) and thus the process may be initiated by exploring New Zealand teachers’ strategies for integrating social, emotional and academic support.

As the selected context for the research was teachers working in New Zealand secondary schools, data on the fifth foundation of Engaged Teaching model ‘Addressing Developmental stages’ was inherently captured through this lens of secondary school teaching. Thus there were four research questions, as outlined below:

How do New Zealand secondary teachers perceive they:

1. Integrate social, emotional, and academic learning?
2. Invest in relationships and community?
3. Respond to cultural contexts?
4. Foster connection, meaning, and purpose?

CHAPTER THREE: Methodology

Setting

This study was conducted during 2014 and took place across two secondary schools in Auckland, which is New Zealand's largest and most ethnically diverse city. School A was a suburban school with a roll of around 400 students and a decile⁵ rating of four. The percentage of Māori students at this school was 23%, with a further 17% with Pacific heritage. School B was also suburban and had a roll of more than 1500 students, and was decile seven, with Māori students making up 8% of the roll, and students with Pacific heritage 13%.

Participants

There were 10 participants from school A (decile four; roll <400), and 5 participants from school B (decile seven; roll >1500). The participants were selected through convenience sampling, and were individuals who expressed interest in participating in the study, in addition to those recommended by colleagues. The researcher also sought to obtain data from a range of teachers both female and male, with different cultural backgrounds, teaching across a range of teaching subjects, and with a range of teaching experience. Participants were then contacted via email or word of mouth with details of the study, and confirmed their availability via return email to schedule an interview time. The selection criteria for participants included:

- Currently working in an Auckland secondary school
- Registered to teach in a New Zealand secondary school

(Registered or provisionally registered teacher)

The fifteen participants in this research study were four male ($n = 4$) and eleven female ($n = 11$) teachers and included one Special Educational Needs Coordinator (SENCO), one support staff member (sports coordinator), six deans, one Acting Associate Principal (see Appendix 4). The remaining participants held no additional roles to teaching their subject. All participants were either currently teaching or had

⁵ Decile rating indicates the extent to which a school draws its students from low-socio-economic communities (MOE, 2014)

taught in a secondary school within the last five years. The participants included people with New Zealand Pākehā, Pasifika, British, and Fijian-Indian cultural heritage, and the sample included variation in age (24-64 years), gender, number of years teaching, and religious ascriptions. Participants varied in the subjects they taught and additional roles they held within the school, such as netball coach.

There was a wide range of subjects taught by the participant teachers, including computing, history, classics, maths, physical education (P.E) and health, science, social sciences, special education, English, media studies and economics. The subject area most commonly represented was health and P.E, with five teachers teaching these subjects (see Appendix 4). The level which teachers taught was also varied, with 11 of the 15 teachers (73.3%) teaching a combination of junior and senior students. Many teachers taught more than one subject, and one teacher was delivering a range of four subjects across four different year levels.

A range of role levels and associated responsibilities was represented in the sample, and all teachers held responsibilities outside the teaching of their subject.

67% of teachers had completed the entirety of their schooling in New Zealand, 20% had completed some sections of their schooling in New Zealand and 13% had completed this overseas. All teachers' familiarity with the New Zealand education system was evident through their attendance and current work at New Zealand schools.

Where participants had attended school

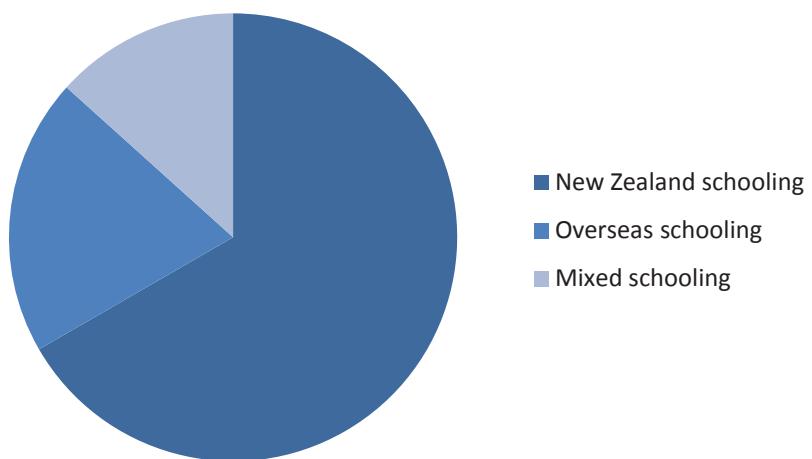


Figure 2. Where participants had attended school

Sources of data

All fifteen participants consented to information from their interviews being included in the study, and therefore there was a participation rate of 100% for the duration of the research. All participants were given the opportunity to review the transcribed interviews and invited to alter them to reflect their intended meaning more accurately. Two participants made minor amendments to the transcripts, and these were reflected in the final data set. All information relating to school, students and staff was de-identified, with codes allocated to study participants at the time of data transcription.

Table 1.

Participants' Demographic Information

Demographic Category	Number
Gender	
Female	11
Male	4
Age (Years)	
<30	2
30-40	6
40-50	3
50-60	2
>60	2
Role Level	
Teacher	5
Teacher + Dean	5
Teacher + HOD	1
Teacher + Coach	1
Teacher + Assistant Principal	1
Teacher + SENCO	1
Support Staff (Previously taught)	1

Measurement Instruments

A semi-structured interview was used to explore how participants supported students with issues outside academia and how they could be further supported to develop engaged teaching relationships, as per the Information and Consent Form (Appendix 5). This interview was administered with each participant individually, and comprised of a set of open questions (see Appendix 3). This interview structure was

fluid and therefore additional terms were used during some of the interview sessions, to reflect the information being given by participants and to ensure that questions were clear and comprehensible. The questionnaire consisted of approximately 25 questions, with between 4 and 11 questions relating to each section.

Data Collection and Procedures

The semi-structured interviews were conducted on an individual basis, in a quiet office or classroom with limited distractions and interruptions. In most cases, there was a table and chairs where the researcher and interviewee sat to conduct the interview. The researcher kept a research journal detailing the level of contact with each of the participants, and the level of engagement reached during each interview.

Ethical considerations.

The research was deemed to be low risk by the supervisors and the project was recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees (Appendix 1). Verbal consent was given by the Principal or Associate Principal of each school for teaching staff to be approached to participate in the research, and written informed consent was obtained from all teachers who participated in the study. All participation in the research was voluntary, and participants were notified of their right to withdraw from the research. Teachers were allocated numbers of 1-15, and where the school or names of colleagues were referenced during interviews, these were removed. There was no recorded reference to any school, students or school personnel. As per data storage guidelines, the raw and transcribed data collected were prepared for safe and confidential storage for a period of no less than three years from the date of collection, ensuring that this data could be accessed by Massey University if necessary.

Each interview was audio recorded on a SONY® ICD-UX543F Recorder and transcribed verbatim by the researcher using SONY® Sound Organizer software to playback and Microsoft® Word to type. The interviews were conducted at the school site, and the procedure did not disrupt the participants' normal daily activities. Participants were not given the interview schedule prior to the interview. Each of the participants was given the opportunity to read and amend the interview transcript,

before giving consent for the release of the transcript. The interviews took place over three months.

Data Analysis

The collected data were transcribed and categorised in a Microsoft® Excel spreadsheet according to research questions and emerging themes. This process was completed over several months, and primary coding was followed by secondary coding to draw themes from the interview data. Printed versions of Excel spreadsheets were used in the data analysis stage of writing. A number of key themes were outlined and responses allocated to each key theme. Specific quotations from the data were selected to elucidate the key themes and issues. Outputs consisted of (1) text as specific quotations outlining the issues, (2) figures with data represented as pie charts, and (3) tables of results and/or incidence.

Limitations

Although the foundations from the *Engaged Teaching Model* (Weaver & Wilding, 2013) provided a comprehensive summary of the factors necessary for engaged teaching, there were several limitations to the study. It was outside the scope of this research framework to interview a group of more than fifteen participants. This number represents a group of secondary school teachers, and the research has provided important insights into the strategies, approaches and philosophies of this group of teachers. Similarly, the two schools selected for the study were not sufficient in number to represent New Zealand secondary schools as a group, but did provide an interesting insight into the systems in place in two differing educational environments. In addition, the total number of participants for each school were not intended to be sufficient to provide an overarching consensus or reflection of each school, and therefore comparisons between the two schools were not drawn, and the data from the two schools was pooled.

CHAPTER FOUR: Findings and Analysis

The findings from the data will be presented in response to the four research questions.

How do New Zealand Secondary School Teachers Perceive they Integrate Social, Emotional and Academic Learning?

This section investigated the ways teachers integrated social, emotional and academic learning into their teaching roles, with specific reference to how they prioritised academic, social and emotional support, the time they spent providing this support and the systems in place within the school to facilitate it. Teachers were asked to describe the process or steps they would follow if a student shared sensitive information with them, thus assessing teachers' familiarity with support pathways, confidentiality and privacy issues. To investigate this further, teachers were asked to describe their approach if they are aware that a student is struggling with something other than their learning, and how they managed this information within the bounds of professionalism and personal boundaries. The final section explored how well teachers were prepared to integrate social and emotional support as a result of ITE or PLD.

Teachers' prioritisation and integration of social and emotional learning.

73% of teachers stated they offer social and emotional support currently, whilst 27% stated they would provide this support if needed. Although all teachers responded that they would provide social and emotional support, many requested clarification on this, asking whether this meant extra-curricular involvement, and many sought to further clarify the question: "Do you mean [by] coaching a team or something?" indicating unfamiliarity with the term 'social and emotional support.' Teachers' unfamiliarity with the term *social and emotional support*, was evident despite the researcher having provided an example '*willingness to talk to a student about their frustration regarding moving schools next term.*'

Those teachers who held dean roles within the school and those who were regularly involved in extra-curricular activities were more easily able to comprehend

the meaning of social and emotional support, commenting on the importance of this for student success and providing examples of how they supported students in this way. One teacher reflected on his role as a Dean, saying “*it’s helping students outside the classroom as well... all the time you’re trying to help these students as individuals.*” Another teacher talked about providing social and emotional support frequently through extra-curricular involvement: “*... because you get to know them on a different level ... you drive kids to netball and you find out what’s happening,*” and there seemed to be a positive relationship between the social and emotional support provided and the extent to which that teacher was involved in extra-curricular activities.

Examples of teachers actively providing social and emotional support included a teacher who ran the Female Leadership Programme and who felt her involvement with the group meant that she had “*... a close relationship, primarily with female students at the school.*” A teacher who was also the Special Educational Needs Coordinator, described social and emotional support as the main focus: “*Well for me of course, that is the learning,*” before going on to describe her own initiative in the form of a Code Breaker Club, to support “*... the ones that don’t get invited to parties.*” Through this, she created:

“A place where they can be more socially engaged, and feel freer to be silly ... it’s quite extraordinary to see ... how some of them can come more out of themselves ... I’m actually thinking emotionally, over time, it will give those students a better sense of place in the school.”

This was an example of the way in which a teacher is actively promoting the social and emotional development of students, specifically targeted at students known to be struggling.

A third teacher reflected on her personal experiences as a gay teacher as being helpful in supporting students, having directed this into acting as the school Sexual Harassment Officer, a role which she said she kept “*low-key.*” Framing this, she commented “*As someone who’s really out with my sexuality, I am the de-facto contact person for kids who are questioning their sexuality. I have a huge network of support for that.*”

It was evident that Health teachers were among those teachers most commonly approached for social and emotional support, and these five teachers

perceived that this was a reflection on the subject matter they delivered, which often included sensitive topics such as sex, drugs and alcohol, and students' perception of their knowledge in these areas. One Health teacher stated that as "*a Health teacher ... a lot of kids come to me with personal problems. I have to take a lot of time out to sort that.*" Differences in the approaches of Health teachers in the sample were evident however.

The second of the health teachers stated "*when it comes to personal problems, I try not to get involved as much because it's not really my role, and if it's ... a mental problem, I need to send it to [the counsellor]*" thus drawing attention to her awareness of her role and ability to support as a teacher, and the point at which the student would benefit from support from the counsellor. This theme of social and emotional support as outside the role of the teacher was also evident in the response of another teacher, who despite saying that she had a strong rapport with many of the students, also said she was careful about the topics she chose to discuss and provide support on, stating that "*You've got to walk a fine line with that ... I mean I'm not a trained counsellor ...*" hereby differentiating her role as a teacher, and the support she felt she could provide in comparison with designated support personnel.

Another teacher explored the fact that her role as a teacher did not necessarily include the provision of social and emotional support, but she contradicted herself by saying she offered it irrespectively:

"Well, that's not really part of my job ... well I do see it as part of my job ... not just to be a facilitator of education ... but also to be a role model for students."

The majority of teachers (66.6%) felt that social and emotional support was equally as important as (if not more important than) academic support, emphasising a need for students to be happy in order to progress academically. 13.3% suggested it may be more important than academic support as it impacted on academic results. An example of this was: "*If they're troubled about something they're not going to be receptive to what what's being taught.*"

Other teachers responded by prioritising the emotional needs of the student:

"If I see a kid come into the classroom and they're struggling, I forget about the maths completely ... that kid ... is just going to be resentful if you don't try and deal with the problem, they're not going to be learning."

For this teacher, it was critical that the emotional needs take precedence over the academic learning, her argument being that in order to learn, students need to be content.

13.3% of teachers differed in their opinion, reasoning that not all students required social and emotional support, therefore it should not necessarily be prescribed for everyone: *"It depends on the individual ... and the need for that particular student. Some students it can be a critical bit of mentoring, but others it's a waste of time."*

Teachers recognised that whilst some students will require and benefit from social and emotional support, others may be receiving this support from home and peers and thus not require it in order to be successful at school. 6.6% of respondents stated that SES was not equally as important as academic support and guidance.

The time teachers spent integrating social and emotional learning.

Teachers were prompted to indicate the average time per week they spent providing social and emotional support, however it was difficult for teachers to quantify this time, with many suggesting that this fluctuated according to student needs: *"It's hard to ... measure ... some weeks, everyone's fine, and then some weeks you might find yourself giving ten hours to one kid – it's hard to ... put a number on it"*

It was common for teachers to state that often this support occurred during class time, thus reflecting the multi-faceted roles teachers held, where it was important to be perceptive to many things: *"Well often that support happens within teaching hours as well."*

As evidenced by the teacher running the Code-Breakers Club, several teachers had set aside time to provide support to students with social and emotional issues. It was evident in the responses that many teachers were aware that sometimes, it was just 'being there' and facilitating an open classroom or teacher presence that functioned as social and emotional support for students. For these teachers, whilst support was officially provided under the term 'tutorial,' and therefore academic, in

this time the teachers offered SES to students, listening to them or making their classrooms available to students who sought a safe place to be, facilitating this time and space for providing SES to students. One teacher described an ongoing support session for one particular student: “*I have a student that comes to me on a Tuesday ... for an algebra tutorial, but it's not really about an algebra tutorial, it's about her ... being in my room at lunchtime really.*” where the teacher recognises this student’s needs, that she benefits from having somewhere to go regularly, and this teacher is happy to facilitate this form of support.

For the teachers who did provide a quantitative response, the average amount of time spent providing SES to students ranged from twenty minutes to “*giving ten hours to one kid.*” The modal answer was two hours per week.

Systems in place within the school to facilitate social and emotional learning.

Although just over half of teachers felt their school was set up in a way which allowed time for and promoted social and emotional support, 33.3% of teachers indicated that this was an area for development, and 6.6% of teachers were unable to provide a response to this question. Form time was referenced often as being the prime time to support students in this way, with an allocation of twenty minutes each morning.

Dean systems were referenced often, although where deans were theoretically available to provide this support, the behavioural issues were prioritised and thus the other issues deferred: “*I think we could do a better job ... they get too bogged down too much with the academic side of it or the behavioural side ...*” thus suggesting that the focus was not currently on supporting students with social and emotional issues, but that academic and behavioural issues were prioritised.

Some teachers referenced the Peer-support system – a student-led initiative to guide younger students at school. The Counsellor was mentioned by many of the teachers as the ‘go-to’ or designated person to provide social and emotional support to students regarding serious issues, and some of the teachers referred to this.

Several times, questions were raised around the availability and neutrality of counselling support, referencing the gender, age and religious ascriptions of the

designated counsellor having an impact on the range of students accessing this support: “*We’ve got a Counsellor who’s a very strong Christian, who is very unsympathetic to the needs of non-straight students. So, I act as a de-facto Counsellor in some ways.*” Some teachers suggested that there may be a need for other designated support people. For example “*... given that it’s a male, and his age ... I think more options need to be made available there.*” Another teacher also referred to the gender of the counsellor as a reason that girls tended to come to her. There were also comments made about the visibility and accessibility of the counsellor.

A lack of recognition and resources directed to the Health workers was another factor preventing the provision of social and emotional support. One teacher commented:

“We’ve got the structures in place, it would be a different question if you asked me if I think we used those structures productively. We are very well set-up but I see kids slipping through the cracks all the time.”

This teacher then went on to talk about the lack of space the Health workers were allocated within the school despite the demand: “*Nurses ... are the first port-of-call for many stressed and anxious students. And yet there is nowhere they can separate those students – they just need better facilities.*” The key issues discussed here, such as limited facilities to provide help reflect a lack of support and recognition from the school as a whole. For staff working in such environments, limited resources and facilities can form a barrier to providing this support.

Teachers who felt the school did not allow time for or promote social and emotional support for students suggested this may reflect the school focus on academic success.

In contrast, a teacher working in a different school was able to reflect on the support systems in his own school, which he suggested were functioning well:

“We certainly have an active Student Services Faculty – so we have two counsellors ... the dean meets weekly with form teachers, and there’s opportunity there for information to be passed ... We have case conferences, so every week, senior management will meet with counsellors, the careers advisor, and the dean, and ... we look at ways in which we can creatively support the students. So teachers have a structure there, and that seems to work quite well.”

Of particular note in this response was the reference to case conferences, in which the key people supporting individual students meet regularly to discuss how to better support the student. This teacher also mentioned a school policy 'Significant Others':

"We're supposed to have at least two significant adults in the student's life. And so, we have the form teacher, which is quite formal, but the students will often pick somebody ... the other one we leave up to the students, which we feel is appropriate."

The responses were reflective of teachers' own schools, and thus there was variation in the summative responses and indicators.

Teachers' familiarity with support pathways, confidentiality and privacy issues.

When teachers were prompted to describe their approach if a student shared sensitive and potentially unsafe information with them, reliance on colleagues was prioritised. Teachers acknowledged the expertise of colleagues if they felt that they may not be the best person to solve the issue:

"It's discussion with colleagues ... I think it's really unwise to keep it on your own shoulders, especially when you're not actually a trained psychologist or trained social worker."

Teachers were mostly aware of the boundaries of confidentiality, privacy, professionalism and safety, and many stated that anything serious or unsafe for the student, their peers or family must be reported to a senior manager or counsellor. One teacher suggested: *"... that goes straight to [the counsellor], or potentially to a more confident dean ... yeah I would usually seek help from a senior manager ... I'm still learning about the correct way to respond to that,"* thus reflecting on his personal experience and confidence regarding these issues, and utilising the support systems to seek feedback and guidance from colleagues and outside agencies.

Most stated that privacy and confidentiality was maintained as much as possible, unless a student was at risk: *"... if I thought the kid was in real danger I would go straight to a senior manager, whether I had permission or not."* There was a shared consensus regarding the sharing of information with colleagues, in that this information should be shared only to facilitate support for the student, and not as a

means of gossiping about students: “*It’s just expected ... I find it hard to imagine anyone wanting to go around telling everyone ...*” thus reflecting on teacher processes as a shared view and a reflection of the school culture: “*Things that people don’t need to know, those details aren’t shared. And the students are, at all times respected.*”

There was an overarching theme of uncertainty around the specific steps and processes to be followed in the instance that a student shared social and emotional information with a teacher, and although teachers quoted their colleagues as a means of referring such issues, their own familiarity with referral pathways and support systems appeared often to be approximation and guesswork. Several teachers responded with “*I think in that situation, you as an adult have a responsibility to report that ...*” but did not appear able to define the specific ways in which they would deal with such a situation, who they would take the issue to and the steps they may work through. One teacher who had commented that she spent a lot of time guiding students through difficult situations and offering advice stated that “*This is one of the ones that ... they did not set us up for, at all*” referring to training college and being a beginning teacher.

Teachers’ preparation for integrating social and emotional learning.

Overall, teachers did not feel that their teacher training had prepared them to effectively support students with social and emotional challenges, due to much of this training having focused on pedagogy and delivery of the learning areas.

Despite providing social and emotional support currently, none of the teachers had completed training specific to these areas, and were thus acting on personal experience and judgement to make decisions in the best interests of students. Where professional development had not included training specific to this, teachers were at an even greater disadvantage, particularly if they worked in a school where academic success was prioritised, as opposed to whole-person development and social and emotional skills development.

Many teachers found it difficult to recall specific training in SEL, responding with “*I can’t particularly think that there was anything specific ...*” and “... *they sort of*

illustrated what the problems were but didn't sort of provide us with any ... solutions." thus indicating a lack of training in the areas of social and emotional support.

Teachers suggested that in reality "... *you learn it on the job ...*", and "... *I think I relied on my life-skills, rather than what I'd been taught in college.*"

Another teacher reflected on the combination of the lack of training and her own personal experience, in which she had not experienced particular social or emotional challenges which resulted in a lack of tolerance or empathy for students experiencing challenges. For teachers who come from different socio-economic backgrounds and who have very different (often smooth) schooling experiences, lack of understanding and empathy may in fact act as an additional barrier to acknowledging and accessing the support students need.

Another teacher indicated the lack of training in these areas, and stated "*Those topics? Very little ... there were big gaps missing ... in the education at teacher's training college ... and I think those gaps were probably some of the most important issues ...*" before suggesting that she had learned through experiences as a teacher and dean.

Another two teachers responded firmly with "*Not at all, I wasn't prepared at all*", and "*Not at all. I had a little bit of theory ... and the use of it for me, was I arrived at a school not knowing how to fill in a register*", thus indicating that teacher training does not necessarily include social and emotional challenges students may be facing, how to guide or direct them to further support.

One teacher described having been told to pass social and emotional issues to other staff so that she did not have to deal with them herself, mentioning that she was told to "*pass the buck,*" but found that it was not easy to do so once involved in the situation, thus stressing her recognition of student needs but awareness of having received limited training in how to facilitate this support:

She emphasised her recognition of student needs but awareness of having received limited training in how to facilitate this support:

"I wasn't prepared ... especially in a school like this, you sort of get emotionally attached to kids, and when they've got ... really serious issues going on, you want to do all you can to help. We weren't taught at all how to ... help."

Many teachers' responses were similar in this sense, and referred to a lack of training. All teachers suggested that they had learned the most from their experiences teaching and interacting with students, as opposed to through teachers' training.

When teachers were asked about professional development opportunities in social and emotional support or whole-person development, many discussed the focus of the particular school, and the professional development opportunities which arose from this focus. Some teachers reflected on the academic focus of their school, which was intended to improve results through academic support: *"... the stress for the last three years has been on achievement, NCEA and how to use statistics to inform practice. Within that ... we could have, in actual fact have developed the whole student approach ..."* As a result, the teachers' capacity to provide professional development in the areas of student wellbeing, and social and emotional issues was less developed.

Teachers working in schools where the PLD opportunities reflected the school's focus on student wellbeing held a different perspective regarding academic versus social and emotional support. For these teachers, student wellbeing was emphasised, based on the school objective that students leave school well-rounded. One teacher responded:

"We have an inquiry process, where teachers will identify a problem. And then try something that may lead to a solution of that, and it may be that some of the social and emotional things are barriers to achievement ... and that tends to fuel the professional development. We have restorative processes, and again there's been a lot of PLD around that, in getting better relationships."

Thus the focus was understood by staff members not necessarily to be about academic success, but encouraging students to develop skills in interacting and social situations and holding good value systems, thus leaving school well-rounded. This whole-person development contrasted the focus quoted by teachers in the other school, and it was noteworthy that PLD may reflect (in part) the particular school focus.

Teachers' social and emotional skills.

Teachers were asked to comment on whether emotional states affect their ability to support students. Mostly, teachers acknowledged that the feelings of being ‘drained,’ ‘stretched’ or ‘overwhelmed’ were feelings which all teachers could relate to at some stages of their careers, however none of the teachers focused on this as a negative aspect of teaching, nor did they state that it prevented them supporting students.

The ability to distance oneself from emotions, tiredness or sickness was something teachers emphasised as important: “... *you've got to have a distance between the way you're actually feeling and the way you behave ...*” Teachers were adamant that professional responsibilities should be prioritised, and feeling drained should not impact on their ability to listen to students and offer social and emotional support. Irrespective of whether they were tired or drained, the majority of teachers stated they would take time to listen to or support a student: “*I think when you come into the classroom, you need to put your personal stuff aside ... if I'm stressed, if I'm tired, I'll always make time to listen to a student – always ...*” The prioritisation of support for students was evident in all teachers’ responses.

Some teachers acknowledged to their students if they were feeling unwell or overloaded: “*I'd say 'look I'm really tired today,' or 'I'm not feeling the best,' 'I haven't got much of a voice today...'”* the logic being that students may appreciate the honesty as “*Sometimes it triggers a compassionate response ...*”

Having strategies to maintain distinctions between work and home lives enabled teachers to manage their personal boundaries and avoided feeling drained due to a lack of rest time. Many teachers emphasised keeping their professional and personal lives completely separate by completing work at school before going home. Other strategies included staying late in order to complete work at work as opposed to taking work home: “*You never ever take work home with you – If you have to stay late at night time, to get stuff done, you do that ...*” and unwinding in the car on the way home: “*I live so far away ... [the] first half of my journey I debrief in my head, of what happened.*” or taking time to pray.

One teacher described an approach to differentiating her time as school and home time, and the different roles she portrayed in these spaces: “*I've got clear ...*

divisions in my life ... what's work, and my personal time. Otherwise you'd go nuts!" She went on to explain the taxing nature of teaching, stating "... you've got to be able to ... separate your professional and personal life 100%." quoting the distinctions between her personal and professional lives as a means of managing her energy. Other strategies for distinguishing between professional and personal lives included living with small children or discussing stressful situations in a de-identified way with a partner.

One teacher reflected on having found this balance a challenge: "*In the past I don't think I've been very good at that – [I've] certainly got a lot better this year ... having a year off did help*" and suggested she had become better at switching off having stopped taking work home.

In conclusion, this group of teachers recognised the importance of integrating SEL. Although some clarification of the terminology was necessary for many in the group, most teachers provided examples of how they integrated SEL, with many having allocated specific time for this in the form of clubs or facilitating an open classroom. Overall, teachers indicated they were unprepared to integrate SEL as a result of ITE, stating that their skills had been developed through experience.

How do New Zealand Secondary School Teachers Perceive they Invest in Relationships and Community?

Teachers were asked about their working relationships and interactions with students and staff, along with the extra-curricular involvement. They were asked to summarise support systems in the school and community, and to describe the mechanisms students have to provide feedback on their perception of student-teacher interactions and school support.

Teachers' working relationships and interactions with students and staff.

Many teachers stated that interpersonal relationships were often the highlight of their role. It was common for teachers to comment that the more opportunities they had to interact with students (through extra-curricular activities or multiple lessons per week) the stronger the relationship was likely to be: "*I know quite a bit*

about them on a personal level, like with most of the kids I teach them more than once ...”

Teachers who saw a particular group of students once per week commented that this was not sufficient to maintain effective working relationships or rapport with these students: “*I only see [one class] once a week, so I struggle a little bit forming relationships with them ...*”, indicating that for those students who teachers did not have regular contact with, there may be limited time to establish or maintain a supportive teacher-student relationship.

Another teacher talked about having been away from the school last year, and her observation of the time it had taken to rebuild the relationships and rapport she had developed with the students the year before:

“I’d built up relationships with some of those students beforehand and then, disappeared for a year. So it was quite strange coming back in, but slowly building up those relationships with the seniors again ...”

This teacher went on to reflect on her strategies for getting students to learn, particularly students who may be more challenging to reach. She suggested that by explaining to them that she was there to help them, they were often more receptive to advice:

“I try to get students to understand that I’m working with you, and you’re working as well, but you’re getting paid in education ... and I’m getting paid in money, but we’re both working together ... especially if kids are being awkward, I have that conversation with them and I find that the relationship suddenly improves. Yeah, well then the kids are sort of like, oh ok she’s here for me, and trying to help me, or my friends. Rather than just another teacher ...”

This teacher’s approach to putting students and teacher on an equal plane and ensuring students understand this equality is one method of demonstrating respect for students. The teacher had commented earlier about the ways in which her approach was different from other teachers, who emphasised their role as supervisor, and students to be supervised: “*a lot of teachers will ... put the teachers up here and the students down here, and have a bit of a power trip going on ...*” Her response to this reflects the variations in teachers’ approaches to working with students.

Where some teachers were relaxed and transparent in their interactions with students, others set clear expectations for the ways in which students should behave:

"I have a set of standards and they have to meet them. And it can be a little bit fractious, but once they're there, they learn heaps, I learn heaps and we move forward."

Regarding relationships with colleagues, the majority (53.3%) of teachers referred to this as being a positive aspect of their job, and by having similar perspectives and priorities as fellow teachers, the work was much easier and more enjoyable: "... great working relationships – people who really want the same thing. So we're all headed in the same direction ..."

Teachers' extra-curricular involvement.

A common way for teachers to invest in relationships and community was through their contribution to the school outside their teaching subject. All of the teachers held extra-curricular responsibilities, such as acting as sports, cultural, music or leadership coach. This was evidence for the expectation that teachers should promote development and learning in varied sectors, not solely through academic progression.

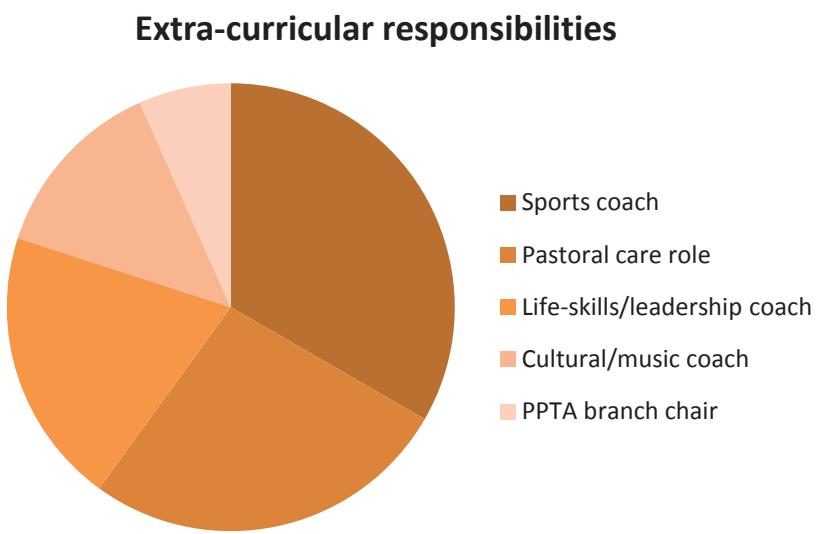


Figure 6. Extra-curricular involvement of teachers

Several teachers commented on having made specific attempts to limit the time spent on extra-curricular activities, with one teacher stating she was trying to "... avoid that a bit, because I'm teaching so many different subjects at different levels." Thus there was variation in the priorities indicated by teachers; those teachers who

were particularly aware of having limited capacity to engage in additional extra-curricular activities were prepared in their justification of this decision, quoting curricular focus, the prioritisation of family or involvement with outside organisations. Other teachers simply gave a list of their extra-curricular involvement however.

The expectation for teachers to support a school's extra-curricular activities is commonly a factor in teaching job descriptions. Interestingly, two of the teachers who were in the 20-30 year age bracket, and had been teaching for fewer than ten years had the most comprehensive list of involvement. It is possible that age, family roles and lifestyle were correlated with teachers' involvement in extra-curricular activities.

Teachers' awareness of support systems.

The teachers identified a number of different school and community support systems (see Table 4). The most common suggestions provided as a response for this area included counsellor, deans, form teachers and senior management. Nurses and health workers were mentioned by three teachers, although the availability of this support was not guaranteed: "*I think if they were resourced better, then they'd do an every better job ... they do a lot of ... counselling stuff with the kids as well.*" Barriers to helping students included allocated working spaces, and the low ratio of Health workers to students. Peer mentoring was mentioned twice, however the effectiveness of this as a means of support was unconfirmed: "*I just don't know, whether they're utilised ...*"

Table 3. Teachers' awareness of support systems in the school and community

In-school Services	Responses
Counsellor	### ##
Form teacher	##
Deans	## II
Nurses/health Workers	III
Senior management	##
Peer mentoring	II
Student services incl. careers	##

Learning support	I
Outside Agencies	
Unfamiliar with options	I
Counselling service	I
Art therapy group	I
Transition agency	I
Buddy systems	I
Community trust	II

Five outside agencies were mentioned, although the names of the organisations and details of people providing this support were unknown and teachers were uncertain how these referrals had eventuated. The SENCO mentioned liaising with transition agencies, who worked with students to prepare them for life after school.

Although all teachers were able to mention at least one system of support for students, statements made by teachers indicated a lack of familiarity with accessing support and the roles of designated support colleagues:

“I don’t know to be honest. I normally just go into the office and say ‘I’ve got a problem with this’ and they’ll tell me which [person] to go see. ... is she discipline or ... I don’t know to be honest with you.”

This type of response implied a lack of knowledge and confidence regarding the options for accessing help for students, and a possible area for clarification and training.

One teacher stated that she did not live in the area and was thus unfamiliar with support systems in the community. For teachers new to the area where the school is located, this may act as a barrier to knowledge of available support for students or mapping helping pathways or providing suggestions.

Teachers were prompted to outline their strategies and approaches to dealing with a student who may be struggling with a social or emotional issue, and most teachers relied on their experience or personal judgement to approach situations. There was a consensus amongst teachers in attempting to talk quietly with the student

first, before sending them to the counsellor, ensuring that this was done confidentially, without peers or colleagues around, giving the student the opportunity to talk in private about the issue. One teacher mentioned the restorative approach as being helpful and effective in such circumstances, thus commenting on the benefit of training around how to approach difficult situations:

"The restorative approach that we've been taught definitely works – I feel like taking them out of a classroom and having a conversation with them ... I find that usually most of the kids will actually open up and tell you exactly what's going on ..."

Teachers who had received training in holding restorative conversations are thus more likely to have the skills necessary to problem solve, integrate SEL and assist the students in this process.

Another teacher described allowing students to leave her class if they needed a break:

"Anybody who is upset knows that they can leave my classroom at any time, you know, we've got that agreement ... I have an excuse from class thing on my front, and they just come and get it and walk out ..."

She reflected on strategies for dealing with social and emotional issues, which she commented, she was careful not to impact the rest of the class: "... *first priority in the classroom is the group – not the individual ...*" This teacher had worked to establish a set of coping strategies, making these known and understood to students to balance emotional and academic needs.

If situations were unable to be dealt with by teachers themselves, support and expertise of their colleagues was perceived as important to successfully negotiating support for students. Most teachers were able to mention several support options in their own schools, despite not being familiar with the steps for accessing this support. In terms of recognising professional boundaries, most teachers reflected on their role as a teacher and the point at which other designated support staff may be better able to assist students. One teacher described:

"While I'd be happy to try and work it out, 'cause I like that sort of thing, it's not my role and ... it's just I can't make the time for every kid...things are just too big."

Having reflected on the time this had previously involved, she appeared to have reflected on her responsibilities as a teacher, concluding she could not help every student. “... *if things are quite off the wall, I'd get the counsellor ... if it was social or emotional issue, the counsellor; if it was more of a medical issue then I'd get the nurses to check into it ...*”, thus having reflected on the limits of her own capacity and marking the points at which she would request support from designated helpers.

Several teachers suggested they would go to senior managers/deans/form teachers/counsellor first if they noticed something different about the student’s attitude, behaviour or presence, seeking information from colleagues before engaging in conversation with the student themselves. None of the teachers suggested they would do nothing to act on this, because it was not their role.

External support agencies were mentioned by several teachers, although the details regarding access to such support was unknown, and teachers reflected that they did not have a good understanding of the range of options available to students or the appropriate ways of directing students to this support if the need arose.

Table 4. Teachers’ approaches if a student was struggling

Approach	Responses
Listen/talk to them quietly	### #### IIII
Peer support/take a walk	III
If serious, refer to counsellor	### I
Refer to senior manager	II
Refer to nurse/health worker	II
Seek information from colleagues	III
Contact parents	II

The majority of teachers confirmed that they felt they had a role in helping students to access further support, with comments such as:

“I don’t see my role as just a subject teacher ‘cause I think the support has to come from anyone who happens to be an adult, or aware of issues ... you can’t have a narrow job description in teaching.”

Another stated:

"I think with teaching, because you are dealing with young people ... you need to be sensitive to the fact that they are young people trying to find their way in the world. And you're not just there to deliver the curriculum ... you're also there for social and emotional needs too."

This perspective was, teachers felt, often not shared by all colleagues. The reasons given included a lack of empathy, and a school focus on academic success over social and emotional skills development and success. For example: "*I think some staff still lack empathy with people they're teaching ...*" and "*I think some teachers ... [believe their] job is to deliver the curriculum, that's it.*"

Another teacher stated:

"I think that other teachers probably try and avoid helping kids ... maybe if they've been teaching for a while, it's just like a bit of added stress they don't really want – they kind of don't want that pressure ... it is a bit of pressure if people are coming to you and telling you they've got these issues ... so I think some teachers just try and avoid that, but most of teachers that I know of here will help them."

There was variation in teachers' perceptions of the teaching role regarding SES. In addition, lack of training for teachers to provide this was clear.

When asked whether time was an additional barrier to providing this support, the teacher suggested "*...it may well be a time factor, but...you save time in the long run by getting a kid alongside of you ...*" before reflecting on the school focus on academic achievement and the emphasis placed on this, as opposed to helping students succeed personally.

"And we have a huge stress in this school – it's absolutely massive – for achievement through NCEA, and Excellences and Merits. And that seems at times to be the one priority of the Senior Managers. And the whole time that that is a priority, and is perceived to be a priority, then teachers will work harder with those who can get those Merit and Excellences ... than they do with those who've got absolutely no hope of getting more than a scrape-through achievement ..."

One teacher replied that she "*definitely*" felt she had a role in helping to access this support for students, but only if "*I knew where to go ... I sometimes like don't even know where to start to help them.*" This provided further evidence for the lack of awareness by teachers around potential support pathways, and how to access these.

Thus another barrier to providing social and emotional support was a lack of familiarity around where and how to access this support.

Mechanisms for students to provide feedback.

Teachers were asked about the mechanisms students had to provide feedback on their perception of student-teacher interaction and school support, and many teachers suggested that this was an area for development. While three teachers suggested that “*open lines of communication*” were sufficient, and stated that students should feel comfortable discussing these with teachers directly, eight other teachers discussed a school-generated survey. This survey, handed out by every teacher to two classes bi-annually was intended to assess the extent to which students feel supported in their learning, and the ways in which their teachers do this or could improve their provision of this support. Teachers commented on the incomprehensive nature of this as a measure, as teachers selected two classes to provide the feedback the other classes were not consulted: “... ‘cause you only choose two classes that you do that questionnaire with, so some classes won’t get that at all ...” Another teacher commented “I’m a little bit dubious about it because it tends to reflect something that if you’re a perceptive teacher anyway, you’ve probably worked out anyway?” thus raising questions about the validity or appropriateness of such a measure for all teachers.

Interestingly not all teachers who worked at the same school mentioned this survey as a form of gauging teacher-student interactions, some stating “*there’s nothing within the school.*”

Some of the teachers had participated in the ‘Wellbeing@School’ survey, and reflected on this exercise as being a useful means of assessing the systems in place, how they were functioning, whilst outlining areas for further improvement.

Table 5. Mechanisms for students to provide feedback on their perception of student-teacher interactions and school support

Mechanisms	Responses
Open lines of communication/speaking to teacher directly	III
Bi-annual teacher/learning evaluation surveys	### III

Wellbeing survey	II
Nothing within school	I

How do New Zealand Secondary School Teachers Perceive they Respond to Cultural Contexts?

Teachers were asked about their approaches to interacting with students from different cultural, language or religious backgrounds in order to assess how teachers responded to cultural contexts. They were asked how many cultures they engaged with in their teaching roles, and whether they spoke any languages in addition to English.

Despite the teachers working in two schools, and the likelihood that responses should thus reflect two approximate figures, teachers' responses were significantly different. It was common for the teachers to struggle with this question, seeking further clarification. The approaches to providing responses ranged from listing the different cultures the teacher taught, counting as they went through them "*OK, Pasifika, Māori ... Indian, Chinese ... Korean ... so what am I up to, five ...*" estimating "*Ooh, six or seven maybe?*" giving a generalised response such as "*Beyond number because the school is so multi-cultural.*" or quoting the school demographics "*Well we have fifty at the school, so it would be fifty, approximately, yeah.*" It was interesting to note the range of responses given by teachers from the same school however, and the general uncertainty around providing a quantitative response. It was apparent that while some teachers were highly attuned to the cultural representations in their schools, others were less so.

Most teachers referenced specific students to support their response, one teacher demonstrating that students did not necessarily represent only one culture, but perhaps several "... *multi-cultures I suppose, because I have a young man who is Fijian-Indian, and he's also a Muslim.*" All teachers acknowledged that they engaged with at least three cultures in their teaching role, thus reflecting the multi-cultural element of New Zealand schools.

While teachers offered a range of responses for this question, all responses acknowledged that there were a range of cultures and perspectives of New Zealand secondary students. There was recognition of ongoing learning about different cultural, language and religious aspects from students, and many teachers emphasised their enjoyment of this sharing. One teacher commented:

“... my approach is recognising and valuing and celebrating where they come from, and trying to integrate some aspect of the multicultural nature of the class into what we do.”

As a group, teachers suggested that acknowledging culture and language, incorporating this into interactions and lesson content resulted in positive outcomes, as evidenced by the following responses:

“... if I find out something about a kid, and try and get ideas out of them, or just recognise something and ... just to make that connection, then they can get quite excited sometimes ...” and

“... on a lot of the feedback sheets that I give back to the kids on their assessments, I will use Māori terms ... I think they feel quite involved in that, so that’s good.”

These teachers reflected on the positive responses that came as a result of acknowledging culture. Although there were no responses which highlighted disadvantages of acknowledging culture, a deep level of engagement with culture was not evident in teachers' responses.

The majority of teachers spoke English only (67%), but the 27% who did speak another language emphasised the relevance of this in communicating with students and having an appreciation for other languages. One was learning another language, and described her attempts to learn Te Reo Māori, in order to incorporate this into her lessons, communication with students and feedback on assignments. She also described how she is beginning to incorporate more Te Reo Māori into her conversations with students:

“I sort of ... throw in the odd word there ... the kids all look at me ... but they’re getting used to it ... and they actually really appreciate that ... I think they feel quite involved in that, so that’s good.”

How do New Zealand Secondary School Teachers Perceive they Foster Connection, Meaning and Purpose?

Teachers were asked what they thought the most important outcomes of schooling were, thus exploring teachers' perceptions of the meaning of school success. Teachers were asked what they enjoyed about their teaching role, and whether they thought all students they taught felt equally welcome and included in classes and at school.

The meaning of school success.

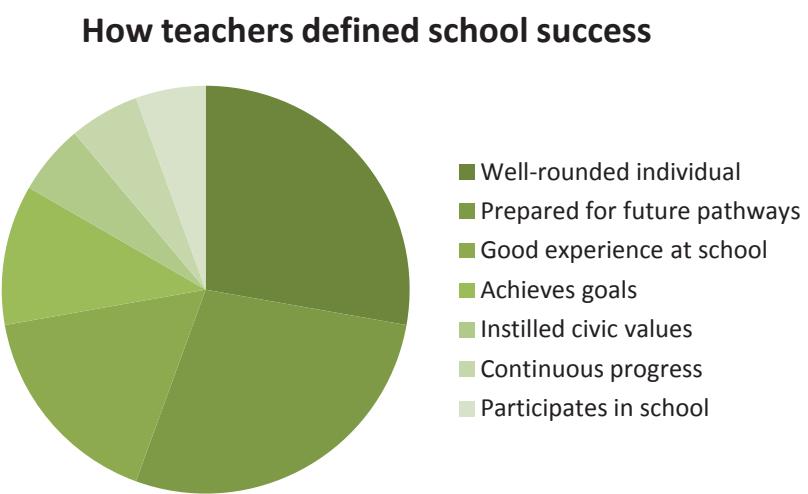


Figure 4. How teachers defined school success

Educating the whole person was an overarching priority for teachers when asked about the meaning of school success, and the majority of responses focused on the development of students as individuals and preparing students for future pathways once they left school. One of the responses summarised this in a broader sense, stating:

"That they leave this place ready to face society ... obviously that is with NCEA if they can possibly get it. But with a sense of self-worth, with a sense of being able to say 'This is who I am and I'm proud of that'."

Similarly, there were other teachers who suggested that by the end of school, it is of significant advantage to students if they have developed the life skills necessary to set them up well for operating in society. One teacher suggested that by the end of their schooling, students should have developed a strong sense of character with a confidence in themselves that would assist them to be equally as successful in life outside school.

Teachers reflected on the variations in meaning of school success based on individual student priorities. This provided support for the claim that teachers tailored their support accordingly, based on the needs of the student. One teacher wanted her students to be “... *prepared for future pathways ... whether it be academic or skill-based ... but they have something when they leave here – something that's going to help them with further training or employment.*” thus acknowledging the individual differences in what achievement means. Another offered a statement about the diversity of success for students:

“There are some students for whom, success is fantastic academic results, which gets them into a limited entry course and that gets them into a profession. There are other students where success is that they can get a job, and manage themselves. ... And we want our students to be well-rounded ... resourceful, inventive, inquisitive, reflective, respectful, confident and compassionate.”

Another teacher based the response on the learning area she taught (history and social studies), suggesting that the objective for her was “... *to really instill good sort of civic values amongst students. So kids know what's right, and kids know what's wrong.*” This teacher prioritised higher level thinking in students, developing their skills in the processing of complex situations, and teaching students to make good, responsible decisions. For this teacher, the priorities went beyond academic teaching of subject material, but making this applicable in a way which was relevant to students’ lives.

Two teachers focused on the day to day success, as opposed to outcomes for students at the end of Year 13, and responded that the most important outcome was “... *that we've got happy kids at our school and that their results follow after that.*” This teacher demonstrated the relationship between emotional state and ability to perform, suggesting that without this content emotional state, the results may be affected. The focus on developing the whole-person was reflected, and many of the teachers made reference to the greater objectives of secondary school – preparing students for success in life.

It should be noted that only one of the teachers suggested the most important outcome of school was that students get their credits: “... *at the end of the day you are trying to get credits out of them, and I feel like as long as they get their credits, then*

they're being successful at school ...". This comment was backed up with a disclaimer that as long as students were participating, they could be said to be successful: "... *but I feel in PE, it's all about participation, it's probably the most important thing to get out of it.*" This response was altered to fit the subject area of P.E, where students could be said to be succeeding as long as they were taking part in the lesson. The subject areas reflected the types of responses given.

Teachers' connection to their teaching role.

Fostering connection was emphasised by teachers on asking what it was they enjoyed about their role. It was most common for teachers to refer to interactions with students and colleagues, thus demonstrating that successful working relationships were the driving factor for teachers, and arguably the aspect that encouraged them in their work: "*I really value the relationships with the students, and my colleagues ... it's stimulating ...*" thus finding shared values and perspectives with teaching colleagues, and the enjoyment that came as a result of this.

Another teacher described her enjoyment working with the more challenging students, and working out the best ways to get them to learn: "*I probably like the more challenging student – in whatever ways challenging, so being able to figure out how to get them to learn ...*" In this particular response, the teacher reflected on a potential challenge involved in the teaching role, but described this as the most enjoyable aspect of the role. Similarly, another teacher responded with:

"I live for the moment once a year when a kid says 'Gaw Miss, I'd never read a book before, but I read this one and I liked it!' ... So it's just seeing the kids you don't expect to do well doing really really well."

This teacher referred to moments of discovery, or success in the learning process.

She also commented on her delight at seeing the development and maturity of students as they progressed from Year 9 through to Year 13 "... *they come in at Year 9, they can be absolute rat-bags! But when they leave us at Year 13 they're lovely, rounded human beings. And there's still some of them rat-bags, but they're nice rat-bags, you know?*" This response is interesting in that the teacher is reflecting on the students' respect for teachers and vice versa, thus reflecting the reciprocal relationship

between student and teacher and the consequent effectiveness of this. This is related to school connectedness, where students respond best and are able to succeed when they feel connected to school, teacher and peers (McNeely, 2013).

Other aspects of the role that were identified as being enjoyable included teaching their subject, the teaching and learning process, the variety of culture and development of the school department. Four teachers stated that they enjoyed the delivery of their subject, and engaging in the learning process alongside their students, inspiring them with subject content or the process of sharing of information. This process of sharing and a focus on enjoyment and pleasure as a result of others' success was a significant theme running through the data.

Despite the challenges associated with teaching, none of the teachers mentioned the long hours or expectations of output. Instead, all teachers focused on their enjoyment of helping students to succeed, and their enjoyment of the teaching process, allowing students to "... *have fun in the classroom.*"

The theme of witnessing students' achievement and supporting students in this success was a common theme in all teachers' responses to what they enjoyed about their role. This may reflect the nature of teachers as facilitators of the learning process. The fact that this enjoyment was not necessarily going to benefit the teachers themselves, indicates that these teachers' priorities lay in the success of their students.

Teachers' perception of student connection.

Teachers were asked whether they thought all students felt equally welcome and included in classes and at school. This was important to teachers, and all teachers emphasised their efforts to make this known to students. Most teachers responded that they "... *would like to think so*" and "... *that would certainly be my intention, and I know the intention of all the staff members ...*" One teacher provided an emotive response to this: "*I would be really heartbroken if a kid didn't feel welcomed or included in my room. That would really upset me!*" strongly emphasising that all students felt welcome, included and connected to school. This teacher extended her response further, explaining "*I think your home and your classroom should be a positive place where you always feel welcomed and respected. You should feel safe at*

all time. I think that's really important.” She emphasised the significance of the classroom as a safe space for students.

The reality that, despite best efforts, some students would not feel welcome and included at school was evident however, and teachers provided reasons as to why this may be the case. Several teachers commented that there would always be a few students who didn't feel welcome or didn't like the teacher for some reason. One teacher explained “*I'd say majority do. But, you know, when a kid tells you, blatantly, that ...'you don't like me' or 'you hate me!', you kind of get the idea that maybe you get the perspective wrong!*”. Lack of connection was, therefore perceived as likely for a few students, thus indicating perception on the part of teachers for being aware of this.

CHAPTER FIVE: Discussion

A Discussion of the Findings

The four foundations of the *Engaged Teaching* model (Weaver & Wilding, 2013) were utilised as a guide for the research process, and teachers' perceptions of their own teaching were evaluated against the foundations of this model. The findings in relation to the four research questions about engaged teaching will be discussed in reverse order, leading into the presentation of a redefined model of engaged teaching.

How do New Zealand Secondary School Teachers Perceive they Foster Connection, Meaning and Purpose?

In this study, teachers defined school success as educating the whole person, reflecting educational priorities in the twenty-first century (Noddings, 2006). Effective schools expose students to a range of challenges and prepare students "not only to pass the tests at school but to pass the tests of life" (Zins & Elias, 2006, p. 1). This study found that teachers wanted students to have the life-skills that would set them up well for the future, emphasising the need for integration of social and emotional support. While some teachers indicated they would be willing to provide this support personally, others questioned whether this was in fact their responsibility. The teachers in this study demonstrated varied beliefs regarding role and responsibility, and while some were comfortable providing SES for students, others suggested this should be the responsibility of colleagues, such as counsellors or deans. Thus the inconsistencies in teachers' prioritisation of SES were noted. Timperley and Robinson (2001) identified the impact tacit teacher beliefs had on achievement opportunities of students. Where teachers moved away from citing external factors such as family deprivation as an explanation for student failure, and worked to alter negative schematic assumptions, the achievement opportunities for their students were augmented.

Those teachers who intentionally taught for social and emotional learning ensured the support was personalised (Bernstein-Yamashiro & Noam, 2013) and tailored according to the needs of the individual student. These teachers prioritised relevant and purposeful education, ensuring lesson content was relevant for their

students and would prepare students for future endeavors, not just for assessment and examination (Weaver & Wilding, 2013).

In addition, school connectedness was a priority for teachers, and they showed a desire for all students to be made to feel welcome and included at school. However, it was evident that some students did not feel connected to school, and there was a lack of evidence or measurement for students feeling connected to school. This suggests that there could be more done to foster connectedness in order to promote academic achievement (McNeely, 2013; Weaver & Wilding, 2013).

How do New Zealand Secondary School Teachers Perceive they Respond to Cultural Contexts?

The results of this study indicated that whilst some teachers were highly attuned to the cultural variations in their schools, others were less so. Teachers acknowledged their enjoyment in learning about different cultural, language and religious aspects from students, and the teachers who spoke another language emphasised the relevance of this in communicating with students. Whilst there was a range of engagement with culture, it appeared many of the teachers struggled to acknowledge and integrate culture into their teaching and interactions (Jiao, 2014) and relied on personal judgement to decide what was appropriate. To some extent teachers were aware of the cultural difference of the students they interacted with, but many were reluctant to use culture as a determinant for how to engage, stating they felt students should not be treated too differently. For teachers working in a bi-cultural nation such as New Zealand, cultural competence and responsiveness should be prioritised and teachers should be aware and able to actively acknowledge the culture of their students (MOE, 2011b). This is additionally significant for Māori students, whose teachers should acknowledge learning partnerships, whilst collaborating with whānau in order to better understand the values and needs they have for their children. Culturally competent teachers have the ability to build on students' cultures to aid teaching and learning (MOE, 2011b). It was apparent that cultural competence varied in this group of teachers, thus indicating an area for ongoing development/improvement.

How do New Zealand Secondary School Teachers Perceive they Invest in Relationships and Community?

It was clear that this group of teachers prioritised interactions and strong working relationships with colleagues and students. They stated that the more opportunities they had to interact with students, the stronger the interpersonal relationships were likely to be. All teachers were involved in student activities in addition to the delivery of their subject, thus investing in relationships and school community on multiple levels. According to Deiro (1996), positive mentoring relationships with students give teachers a strong sense of purpose and inspire their work. It is not surprising that many of the teachers quoted relationships as their priority for teaching; according to Deiro (1996), interpersonal relationships for teachers are vitally gratifying in that they feel they have the opportunity to change students' lives and make a difference by sharing the wisdom of their own experiences. In this sense, relationships are often the driving force for teachers and can be pivotal to students' success.

Following on from a discussion of how teachers built and maintained relationships through extra-curricular activities, the next point addressed was teachers' strategies for managing difficult situations. Teachers relied on their personal judgment and experience if they perceived a student was struggling with something. There was uncertainty surrounding the structure of support within the school and community (*"We are very well set-up ... but I see kids slipping through the cracks all the time"*) and this may have been a reflection of some teachers' reluctance to regard the provision of this support as part of their teaching role. Teachers reflected that they did not have a good understanding of the range of options available to students or knowledge of the appropriate ways of directing students to this support. There was a lack of support for teachers to provide SEL, especially given the demand of the teaching role. Based on this, a list of available services and contacts could be a useful strategy for helping teachers to support students, especially as the majority of teachers had a role in helping students to access this support. In addition, teachers felt that more could be done to allow students to provide feedback on social and emotional support. The collection of student voice would contribute evidence towards

the measurement of effectiveness of school support systems, thus facilitating evidence-based practice.

Teachers noted the academic focus of the role of ‘secondary teacher’ to deliver the content of their learning area. Where teachers prioritised interpersonal relationships, they felt their perspective was often not shared with colleagues. The reasons given for this difference in viewpoint were a lack of empathy in colleagues, coupled with a school focus on academic success over social and emotional skills development and success.

The following paragraph will discuss teachers’ management of personal and professional boundaries. Although tiredness or health sometimes affected their ability to support students, teachers were adamant that professional responsibilities should be prioritised. This group of teachers stated that feeling exhausted (McCarthy & Wood, 2002; Walkerdine, 1992) should not impact their ability to listen to students and offer SES. Having strategies to maintain distinctions between work and home lives enabled teachers to manage their personal boundaries and avoid feeling drained due to a lack of rest time. Many teachers emphasised keeping their professional and personal lives completely separate by completing work at school before going home. As Holmes suggests, without taking the time to care for their own wellbeing outside school, the ability to function effectively as a teacher will be diminished (2005). When teachers are able to model social and emotional self-regulation themselves, they are better placed to integrate SEL for their students, and promote resiliency (Jones, Bouffard, & Weissbourd, 2013). Therefore it is possible that SEL training could function to triage teachers’ workload and best use of time.

This group of teachers was readily able to understand the centrality of investing in relationships and community, fostering connection, meaning and purpose, and teachers were able to demonstrate cultural competence to an extent, although this provided an indication for further investment. The topic that generated the most discussion was integration of social and emotional learning.

How do New Zealand Secondary School Teachers Perceive they Integrate Social, Emotional and Academic Learning?

Although all teachers confirmed they were either integrating SEL currently, or would provide this hypothetically, many were unfamiliar with this terminology. Clarification of this term during interviews meant that SEL was unpacked as whole-person development which was aimed to result in student wellbeing. This enabled a shared understanding of social and emotional learning for this group of teachers. Teachers' unfamiliarity could have reflected the inconsistency in teacher ideations of role, as discussed previously, or the lack of emphasis on this term in New Zealand educational circles. Although aspects of the key competencies and guidelines by the NZTC (2010) encourage teachers to "promote the physical, emotional, social, intellectual and spiritual wellbeing of learners" (p.1), explicit teaching in SEL is not currently a component of most learning areas. While initiatives such as PB4L (TKI, 2014b) and Wellbeing@School (NZCER, 2014) incorporate elements of SEL, only a selection (20% in the case of PB4L) of New Zealand secondary schools and teachers are currently involved (Education Counts, 2014). While a few of the teachers (including health teachers) in the group were familiar with the terminology and centrality of SEL, many of the teachers were not.

Many teachers in this group commented that their skills to integrate SEL were developed through trial and error, or through experience. Overall, teachers did not feel that their ITE had prepared them to effectively support students with SEL. Instead, this training had focused on the learning areas. Despite integrating SEL currently, none of the teachers had completed PLD specific to SEL, and were thus acting on their own experience to make decisions they felt were in the best interests of students. Where teachers worked in a school where academic success was prioritised, the PLD opportunities reflected this, resulting in a lack of training to integrate SEL. Based on a review of the research relevant to New Zealand settings, there has been little focus on training teachers to integrate SEL (ERO, 2013b; TKI, 2014b). While ITE programmes in New Zealand incorporate many opportunities to observe in classrooms and practice academic teaching practical skills, there are fewer opportunities to learn about SEL and SES within schools, and the ways in which students' learning can be supported socially and emotionally.

Although it appeared teachers were mostly aware of the boundaries of confidentiality, privacy, professionalism and safety, a clear understanding of the processes for discussing sensitive issues should be taught explicitly to all staff (CASEL, 2014). Several of the teachers in this group did not demonstrate awareness of how to engage if necessary. Additionally, teachers who are not trained to maintain clear personal and emotional boundaries themselves may not be in a good position to assist students with SE issues.

Following further clarification for of the meaning of SEL for teachers unfamiliar with the terminology, all teachers indicated they would integrate SEL, and many offered examples of the ways they integrate this currently. To the majority of teachers, SEL was equally as important, if not more important, than academic support. The teachers emphasised a need for students to be content in order to progress academically, best summarised by the statement when “*we've got happy kids at our school ... their results follow after that.*” This is consistent with research by Zins and Elias (2006) who state that growing numbers of educators and parents recognise the relationships between academic, social and emotional learning. Teachers’ recognition that it was sometimes just ‘being there’ and facilitating an open classroom to integrate SEL for students was important. Equally, there were teachers who allocated specific times to integrate social and emotional support, as evidenced by the teacher running the Code-Breaker Club. Polleck (2011) reported similar social, emotional and academic development for students as a result of establishing a book-club, and students having the opportunity to share personal experiences as a result of discussing the main character in a novel.

This group of teachers raised concerns about their colleagues’ differing perspectives on the integration of SEL, stating that colleagues may be unwilling to provide support due to a lack of empathy or available time. Although all teachers agreed they would be willing to integrate SEL, it was evident teachers differed in their perception of the teaching role. While one teacher stated that SEL “*...is the learning...*” other teachers stated they were “*Not ... trained counsellor[s]...*” and thus not the best people to provide this support. A shared vision of wellbeing would rely on teachers

voicing their perspectives on what the teaching role encompassed, and what they were willing to contribute to SES collectively.

While the previous section discussed individual teachers' priorities and strategies for integrating SEL, the following section will address schools' implementation of social and emotional support.

Teachers in this group suggested there were barriers to accessing social and emotional support in the wider school. These barriers included lack of space and limited healthcare services, as evident in the research data. This is supported by Clark et al. (2013) who outlined variations in SES by health services in New Zealand schools. The Youth'12 Health Services study (2013) found that the depression and suicide risk was lower in schools with higher levels of health services. Additionally, health services in schools were more effective when they were well integrated with the school and local community, and when personnel were allocated sufficient time to work with students (2013). Teachers in this group varied in their awareness of or familiarity with support systems, both in the school and community. There was an overarching theme of uncertainty around the specific steps and processes to be followed if a student shared sensitive and potentially unsafe information with a teacher. Successful integration of SEL requires well-managed and participatory classrooms and schools and without 'buy-in' from Principals and teaching staff, the provision of this support can be limited (Zins & Elias, 2006). Further investment and resourcing (Clark et al., 2013) of support systems in schools, such as providing all staff a list of available services and contacts could be a useful means of supporting teachers to support students, and improve the health and wellbeing of New Zealand secondary school students.

Additional barriers to accessing social and emotional support included access to counsellors, a lack of time or space to provide support, and inconsistent matching of students and support personnel with respect to age, gender, religion, culture, value systems, thus indicating a lack of cultural validity of these systems (Vincent, Randall, Cartledge, Tobin, & Swain-Bradley, 2011). According to Section 77 of the New Zealand Education Act (1989), students must "get good guidance and counselling" (p.148), however a recent report for the Post Primary Teachers' Association concluded that many counsellors felt isolated and misunderstood by their colleagues (Payne & Lang,

2009), indicating a potential lack of connectedness of SES within schools. The fact that teachers in the current study commented on the availability and neutrality of counselling support indicated that beliefs about age, gender, sexual identity and religion had an influence on people's perception of appropriate SES for students. Where counsellors were perceived as inappropriate or biased respondents, this may have had an impact on the beliefs of perceived responsibilities of other school personnel. In order to facilitate SES for students, schools require training and guidance in the delivery and integration of SEL. These are factors which should receive careful consideration on the establishment of any support system.

Moreover, Fibkins (2012) suggests that "help isn't always available in the office of a designated helper" (p.3) and teachers who have a highly developed ability to be engaged, forming positive and mentoring relationships with students often fill a void within schools of the 'go-to' person. Teachers in this study indicated that students sought SES from other teachers whom they knew well, or who they felt would be able and willing to provide impartial information on issues such as sex, drugs and alcohol. Health teachers were commonly accessed for social and emotional support, and this was potentially due to the subject matter they delivered and students' perception of their knowledge in these areas.

These 'go-to' teachers are able to integrate SEL and direct the student to a designated helping colleague (Resnick et al., 1997). Based on this group of teachers' comments regarding student support, it would appear that there is need for more training of 'go-to' people in the form of engaged teachers in schools. This appeared additionally important given that there was little evidence of these teachers having received PLD in SEL or allocated professional responsibility within the school to provide SE support. According to Copland (2013), building teachers' capacity through targeted PLD may function to promote all teachers' integration of SEL, and thus reduce the barriers to accessing SES.

Supporting Teachers to Integrate Social and Emotional Learning

This section will outline how best to support teachers to integrate SEL through teaching strategies in the classroom and through interactions with students. Based on

the perceptions of the teachers in this study, it was apparent that there were differences in how New Zealand secondary school teachers perceived they integrated social and emotional support. One of the differences was reflected in teachers' perspectives on SEL and how this should be integrated alongside academic support. While some teachers followed an engaged or personalised (Bernstein-Yamashiro & Noam, 2013) approach to their teaching, integrating SEL into lesson content, discussions with students and supporting students beyond their academic development, other teachers were unable to demonstrate this. Additional factors influencing integration of SEL and engaged teaching included teachers' previous training and experience in SEL, their capacity to provide SEL (time or role responsibility) and the focus of the school they worked in.

Engaged Teaching (Weaver & Wilding, 2013) in New Zealand

As the study hypothesised, it would appear that aspects of this model were equally as applicable within the New Zealand context as they were in the USA, and the foundations of this model provided a lens through which this group of New Zealand secondary teachers' approaches to engaged teaching could be explored.

Teachers in this group were unfamiliar with the terminology *social and emotional learning* and some therefore found it difficult to comprehend what this involved, or how they provided support in these areas. Terminology such as *non-academic support* or *whole-person development* was more familiar for New Zealand teachers and allowed for further discussion. Therefore, in order to adapt the *Engaged Teaching* model to a New Zealand context, this first foundation *integrating SEL* should be changed to incorporate terminology familiar to New Zealand teachers and allow shared understanding.

Insights into Engaged Teaching for New Zealand Secondary Schools

The available literature and key insights from the research have been used to create an adapted version of the model which reflects Māori models of thinking and learning, in particular the successful Te Whare Tapa Whā model (Durie, 1998). This model encompasses two levels for secondary schools, the combination of which will foster engaged teaching in a New Zealand secondary school setting.



Figure 5. Model of Engaged Teaching in New Zealand secondary schools

In order to further promote engaged teaching, New Zealand secondary schools should follow those aspects outlined by the model above. Firstly, the school should integrate SEL into policy and practice, ensuring there are clear support systems to provide this SES, including a policy of at least one significant adult for every student. All teachers should receive PLD in SEL from the outset of their employment, and be encouraged to integrate SEL and SES, prioritising whole-person development alongside academic progression. The resulting system would be well-connected and purposeful, fostering social, emotional and academic support, and relationships and community within the guiding philosophies of cultural contexts specific to New Zealand students (Weaver & Wilding, 2013). In order to facilitate evidence-based practice, it is essential that such a model is evaluated for use in schools and informed by student voice and

the perspectives of other stakeholders (teachers, school personnel and parents/caregivers).

CHAPTER SIX: Conclusions

This study provided several insights regarding this group of teachers' integration of SEL to promote student wellbeing. These will be presented to reflect the New Zealand guidelines requiring teachers to "promote the physical, emotional, social, intellectual...wellbeing of learners" (NZTC, 2004, p1).

The Research Conclusions

Firstly, it was concluded that this group of New Zealand secondary school teachers had well developed skills in the third and fourth foundations of engaged teaching (Weaver & Wilding, 2013): investing in relationships and community, and fostering connection, meaning and purpose. Although these teachers highlighted the importance of responding to cultural contexts, meeting the third foundation, the depth of their cultural competence (MOE, 2011b) was not evident in their responses. Recognition and mastery of these skills was an important step towards engaged teaching for SEL, and with further development of their cultural competence, these teachers' understanding of the foundations and centrality of an engaged teaching approach would be further developed.

The second conclusion was that SEL was an unfamiliar term for many of the teachers in this group. It is likely that their unfamiliarity with SEL reflects the lack of training New Zealand teachers have to integrate SEL, along with their knowledge of SES systems within the school. Teachers were perceptive of the social and emotional challenges their students faced, and some had the skills to speak with them on a superficial level, but in depth knowledge of SEL was limited. Although many of these teachers were committed to providing SEL to promote whole-person development, lack of explicit training in teaching for SEL was a barrier to providing this support (CASEL, 2014). This research indicated that training in SEL should recognise the variation amongst teachers in their perception of the need to provide SE support for students, their own beliefs about SEL, and their views on specific roles and responsibilities for such work.

The third conclusion was the inconsistency in teachers' role perceptions. Most teachers were aware of the demand for SEL, and many did provide this, despite not

having been trained in this. However, several of these teachers felt it was not their responsibility to integrate SEL, perceiving that their role as teacher did not encompass this. Many teachers suggested they were not the best person to provide SES as they were “...not ... trained counsellor[s] ...” Although this group of teachers had different perceptions of what their teaching role encompassed, there is scope for all teachers to integrate this into their learning areas and into the everyday interactions with students. Ongoing development of programmes such as ‘Restorative Practices’ in New Zealand will support teachers’ learning and development in integrating SEL and SES, and it is possible that this will form part of ITE in future years.

The fourth conclusion was that the traditional focus for secondary education until very recently, has been on curriculum and academic success, gaining credits and promoting academic development and performance (Bernstein-Yamashiro & Noam, 2013). This priority in isolation limits schools and teachers focusing on SEL, engaged teaching and development of the whole-person (CASEL, 2014). The connection between whole-person development and potential for academic success therefore appeared to be under supported, with a lack of training opportunities (ITE and PLD) to upskill and build capacity of current teachers. A focus on and integration of SEL is particularly relevant in the New Zealand setting, where previously there has been an educational focus on academic achievement (MOE, 2011b). The centrality of education that integrates SEL has been further illuminated by Macfarlane et al. (2014) regarding the factors that support success for Māori students.

This study indicated that there are tensions, contradictions and gaps in the provision of SEL by teachers in New Zealand secondary schools. These can be better explored and mitigated through SEL training and future research.

Despite the previous academic focus of schools, internationally there is increasing expectation that schools facilitate a wider educational focus encompassing students’ social and emotional competence, character, health, and civic engagement (Metlife, 2002; Rose & Gallup, 2000). There has been a renewed interest and focus on student wellbeing and whole-person development in New Zealand, as evidenced by the recently released PB4L (TKI, 2014b) and ‘Wellbeing@School’ (NZCER, 2014) initiatives, which remain voluntary and involve a small number of schools. Unless there

is a focus within the school on whole-person development, and the systems in place across the school, integration of SEL is limited. These conclusions are of particular significance in light of New Zealand adolescents' statistics in drug and alcohol related situations and mental health needs.

In Summary

Internationally the numbers of schools focusing on academic and SEL is increasing. According to Ravitch (2000), schools must focus on their fundamental mission of teaching and learning, ensuring this is appropriate for all children (p. 467).

A sole focus on academic achievement does not necessarily allow for SES, and without structured support systems and personnel integrating SEL, access to such support may be limited. The need for social and emotional support is vital, yet the teaching professionals working closely with students on a regular basis and therefore theoretically well placed to be a key point of assistance to students are not trained in SEL or engaged teaching. It is pleasing to see the unfolding of several New Zealand initiatives that promote wellbeing and SEL, with the ongoing development of these to eventually enable integration of SEL across all New Zealand educational contexts. Recognising the emotional and physical growth secondary age students are experiencing, provision of SES is additionally relevant for this age group.

Recommendations for Future Research and Practice - Implications for Teachers and Schools

Based on the results of the study, there are several recommendations for future research. Firstly, by acting on the limitations of the research, it may be made more widely applicable. In order to achieve a wider application, it would be beneficial to extend the sample, increasing the number of schools to include a sample of school environments which are differing in regard to size, decile, cultural make-up and catchment area. A larger sample may provide results that are statistically significant, and that further clarify individual school needs. The research area may also prove relevant in broader settings, such as early childhood, primary and intermediate, and thus an extension of the settings may be advisable.

Secondly, it may be beneficial to investigate the specific learning and development provided to New Zealand teachers, exploring the ways in which the foundations of engaged teaching are incorporated into ITE, and PLD programmes, and where there may be areas for development. There could be merit in including scenario-based PLD sessions and explicit training in SEL (CASEL, 2014) for teachers new to the school or area, in which teachers are given the opportunity to practice the appropriate responses for when a student shares that he or she is experiencing social and emotional challenge(s), and referring the student to an appropriate colleague for further support if necessary. Schools could develop a map of social and emotional support available in the school and community, along with a flowchart detailing the steps specific to the school. All teachers would benefit from further information on the range of services and support systems available for students and the strategies for integrating SEL, and therefore PLD on this would be advantageous. Such sessions could also cover privacy and confidentiality issues, and the appropriate methods for upholding these guidelines (NZTC, 2004). Combining training at ITE level and ongoing PLD sessions would ensure that fully qualified teachers and provisionally registered teachers are familiar with the integration of SEL.

Conclusion

This study demonstrated that engaged teaching is evident in this group of New Zealand secondary school teachers' priorities to some extent. Engaged teaching could be even further supported by:

- 1) training teachers in SEL/SES at both ITE and PLD levels
- 2) SES in schools to be more visible, available and accessible
- 3) more focus on integration of SEL

While this group of teachers demonstrated skills in investing in relationships and community and fostering connection, meaning and purpose, they acknowledged there was capacity for development in their cultural competency, which they welcomed. Teachers' capacity to integrate culture and diversity alongside social and emotional learning could be built on with further support.

Presented through a redefined model of engaged teaching as above (Figure 5), the nature of engaged teaching in New Zealand secondary schools based on this study prioritises social, emotional and academic learning, with all teaching personnel trained in integrating SEL in their delivery of the learning areas and interactions with students. Relationships and community are central to successful learning, and result in a school system which is purposeful and connected. In addition, teachers and schools are supported to be competent and reflect the cultural contexts specific to New Zealand students.

It is hoped that a model of engaged teaching specific to New Zealand secondary schools may build on the successes of current support systems within schools, complement existing frameworks for education, actively work to address the high rate of New Zealand adolescent health and mental health issues, and encourage further development of existing initiatives by the Ministries of Education and Health for New Zealand secondary school students.

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Appendices

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APPENDIX 1

Low risk notification to Massey University Human Ethics Committee



MASSEY UNIVERSITY ALBANY

8 May 2014

Camille Patterson
1/86 Donovan Street
Blockhouse Bay
Auckland 0600

Dear Camille

Re: The Nature of Engaged Teacher-Student Relationships in New Zealand Secondary Schools

Thank you for your Low Risk Notification which was received on 5 May 2014.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

You are reminded that staff researchers and supervisors are fully responsible for ensuring that the information in the low risk notification has met the requirements and guidelines for submission of a low risk notification.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research."

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, e-mail humanethics@massey.ac.nz".

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

John G O'Neill (Professor)
**Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)**

cc Dr J Berman & Dr K Weir
Institute of Education
Albany campus & Manawatu campus

A/Prof Sally Hansen HoS
Institute of Education
Manawatu campus

Massey University Human Ethics Committee
Accredited by the Health Research Council

APPENDIX 2

Email confirming commencement of data collection

RE: Low Risk Notification

Camille Patterson
9/05/2014
To: Turner, Merle
Cc: Jeanette Berman, k.j.weir@massey.ac.nz

Good morning Merle,

Thank you for acknowledging receipt of my Low-risk Ethics Notification.

I intend to commence data collection on or after the date 12 May 2014.

With grateful thanks and kind regards,

Camille

Camille Patterson
Mobile: 021 0636202

APPENDIX 3

The semi-structured interview questionnaire

How do New Zealand Secondary school teachers perceive they integrate social, emotional and academic learning?

1. *If required, would you take time outside your designated teaching hours to help a student with something outside their academic learning?*
2. *How much time would you spend doing this on average in a week?*
3. *In the next section I'd like to talk about social and emotional support. This refers to any form of guidance or support which may not be directly related to academic learning, for example – willingness to talk with a student about their frustration at having to move schools next term. Is your school set up in a way which allows time for/promotes (social and emotional) support for students?*
4. *Do you see this as being equally as important as academic support and guidance?*
5. *Some students may be facing challenges in their personal lives, and this may affect their academic progress or motivation levels. Alongside this, students may find it difficult to access the support they need .If you perceive a student may be struggling with something other than their learning, tell me about the approach you would take...*
6. *Let's take some time now to talk about boundaries – emotional boundaries, so setting limits, and issues around confidentiality. What happens in your school if a student shares information about sexual abuse or suicidal thoughts with a teacher?*
7. *How is privacy and confidentiality maintained in these situations (with staff/students?)*
8. *I'd like to spend some time now talking about your professional training, and the ways in which this equipped you to deal with students' social and emotional issues. How prepared were you at the end of your Teachers' training in regard to dealing with student issues other than academic issues? (social and emotional aspects of student lives)*

9. *What have you done since then? Has there been any school-wide professional development since then?*
10. *"exhausted/stretched/drained/overwhelmed" are all feelings which many Teachers can relate to at some stages of their career.....do you find these emotional states can affect your ability to support students?*
11. *So how do you go about setting and maintaining clear emotional boundaries? How do you leave work at work and ensure you are looking after yourself first and foremost?*

How do New Zealand Secondary school teachers perceive they invest in relationships and community?

12. *Tell me about your relationships/interactions (or rapport) with students at this school...*
13. *...and your relationships (or rapport) with staff at this school...*
14. *What are your responsibilities outside teaching?*
15. *What mechanisms do students have to provide feedback on their perception of Student and Teacher interactions and school support?*
16. *What support systems in this school and/or community are you aware of that are available for students requiring some support?*
17. *Do you have a role in helping students to access this support?*

How do New Zealand secondary school teachers perceive they respond to cultural contexts?

18. *Approximately how many cultures would you engage with in your teaching role?*
19. *Do you speak any other languages in addition to English?*
20. *Did you attend school in New Zealand?*
21. *Tell me about your approach to interacting with students from different cultural, language or religious backgrounds...*

How do New Zealand secondary school teachers perceive they foster connection, meaning and purpose?

- 22. What does student success mean to you? / What do you perceive as the most important aspects/outcomes of schooling?*
- 23. Tell me what you enjoy about your role as a teacher? What do you get out of it?*
- 24. For the next section, I would like to hear about your approach with individual students, with particular reference to students in the New Zealand setting. Do you think all students you teach feel equally welcome and included in your classes and at school?*
- 25. Do you teach material which, in a broad sense relates to (social and emotional) issues secondary school students may be facing? And can you give examples?*

APPENDIX 4

Teachers' roles and responsibilities

Teacher	Additional Role Level	Extra-Curricular Involvement	Learning Support	MUSIC	Business Studies	Economics	Media Studies	English	Science	P.E.	Maths	Classics	History	Social Studies	Computing
1															
2	Dean														
3	SCT														
4															
5															
6	SENCO/HOD														
7	PPTA														
8															
9	Dean														
10	Senior Manager														
11	HOD/Sstaff														
12	HOD														
13	Dean														
14	HOD														
15	Dean														

APPENDIX 5

Participant information sheet and consent form



The Nature of Engaged Teacher-Student Relationships in New Zealand Secondary Schools

INFORMATION SHEET

Who am I?

My name is Camille Patterson, and I am completing my Masters in Educational Psychology in 2014. I have a background in Secondary Teaching and Mental Health.

For my Masters Thesis I am conducting a study to examine the nature of Teacher-Student relationships which can be said to be engaged, supportive and resulting in pleasing student development in New Zealand Secondary Schools. I plan to hear from Teachers about how they support students with issues outside of academia, and the ways in which Teachers feel they could be further supported to develop engaged relationships in education.

What would it involve?

I would like to invite you to participate in this project to examine the nature of engaged Teacher-Student relationships. You would be invited to participate in a conversation with me about the areas mentioned above. This would be scheduled at a time of your choice, either during/after school hours. You would not be asked to name colleagues or students, and the school will not be named in the research. With your permission, these interviews would be audio recorded and transcribed.

The process:

Two Auckland Secondary schools have been selected to be involved in the project, and you would be one of a selection of Secondary School Teachers interviewed. Participants will be primarily Subject Teachers, and may hold additional responsibilities such as being a Dean, and/or coaching a sports team. Participants should choose to be involved in this study in a voluntary manner, without reimbursement

from the researcher or their employer. There are no apparent discomforts or risks to participants as a result of participation.

Data Management

The data collected for this research will be used only for the purposes of the project. The raw data will be stored confidentially and disposed of following a period of five years. On completion of the research, participants will be contacted to ask whether they would like to be sent a copy of the research findings.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- *Decline to answer any particular question;*
- *Withdraw from the study until the findings are published on 7 November 2014;*
- *Ask any questions about the study at any time during participation;*
- *Provide information on the understanding that your name will not be used unless you give permission to the researcher;*
- *Be given access to a summary of the project findings when it is concluded;*
- *Ask for the recorder to be turned off at any time during the interview*

Project Contacts

Researcher: Camille Patterson – Email: cam_dot9@hotmail.com – Phone: 0210636202

Supervisor: Jeanette Berman – Email: J.Berman@massey.ac.nz – Phone: (09) 4140800 extn. 41471

Camille and Jeanette welcome contact from participants at any time during the study if there are questions or comments about the project.

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher named above is responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher, please contact Professor John O'Neill, Director, Research Ethics, telephone (06) 350 5249, email humanethics@massey.ac.nz

Thank you for participating in my research

Camille Patterson

BA Psychology/Spanish, Dip.Tchng(Secondary), Dip.Appl.M.Health, Dip.EdPsych, A.T.C.L



The Nature of Engaged Teacher-Student Relationships in New Zealand Secondary Schools

PARTICIPANT CONSENT FORM - INDIVIDUAL

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time

Yes/No

I agree to participate in this study under the conditions set out in the Information Sheet **Yes/No**

I agree to the interview being audio recorded

Yes/No

Signature:..... **Date:**

Full Name – Printed:

Thank you for participating in my research.

Institute of Education | Private Bag 102904 | North Shore | Auckland 0745

APPENDIX 6

Supervision record



UNIVERSITY OF NEW ZEALAND

INSTITUTE OF EDUCATION TE KURA O TE MĀTAURANGA

EDUCATION RESEARCH THESIS

SUPERVISION RECORD

Student name: Camille Patterson

Paper Number & Title: 267.880 Education Thesis (90 Credits)

The Nature of Engaged Teaching in New Zealand Secondary Schools

Date	How Contacted	Outcome
14 February	Skype (Kama Weir)	Kama's current role includes running scenarios with Health Teachers, where ex School Counselors come in and give trainee Teachers scenarios: What would they do if a student was feeling low etc Ethics – Kama suggested looking into screening questionnaire and filling this in early Listening to Methodology, Kama suggested that it is tricky to expect counsellors to "nominate" their colleagues, that there is an ethical hurdle here that may need to be re-jigged. Other suggestions included: It would be just as interesting to find out why Teachers don't discuss sensitive issues with their students, so maybe best to throw the net out wider. Instead of targeting specific schools, this could be sent to several schools – rely on who replies. Thus would end up interviewing a selection of Teachers to get a broad view on the topic. A cross-section of Teachers rather than just a few Make it clear you're focusing on individual teachers
11 March	Skype with Jeanette Berman and Kama Weir	Kama and Jeanette met for the first time today over Skype. Jeanette and I skyped Kama from Jeanette's Albany office, which worked well after some technical difficulties were sorted out. Started with an overview of the project – the research

		<p>question. Talked about the Wilding and Weaver book I was enjoying, which uses the model of 'Engaged Teaching'. K&J suggested changing the title from 'Effective' to 'Engaged' as effective has connotations of academic output, which is not my focus. I agree and am happy with the change of terms. Changes to the methodology were discussed, to avoid the expectation for Counselors to 'nominate' their colleagues (ethical dilemma). Suggestion made to perhaps only interview Teachers, sending out the invitation to all Teachers at a school and relying on those who reply.</p> <p>Also Kama asked why four schools? This sounds like quite a high number and may be difficult to go to each and set up meetings with individual staff...logistically very hard and may be easier to just focus on Teachers at one school? Then you only have to visit one place. I asked if just the one school could be used to draw wider implications from the study? Jeanette said it wouldn't be entirely indicative but "illuminative" of other environments. Jeanette doesn't see my involvement with present school as being a conflict of interest at this stage. Subject Teachers vs Teachers with pastoral care roles – these roles encompass different responsibilities and priorities.</p> <p>Would be advisable to look at a cross-section and the methods employed vs the challenges for each. Hopefully those Teachers who respond would be both Subject Teachers and Pastoral Teachers</p> <p>Both J & K confirmed it would be OK to contact Bridget Hamre at Uni of Virginia to ask for any research on/copy of CLASS Secondary to help formulate questionnaire</p> <p>Frequency of Contact: J&K are happy with the rate of progress, saying that I am "in the driving seat" and appear very organised, and that I am making good progress with this. I thanked them both for their support and asked how they envisage our ongoing contact to be. They said that any ideas may be floated on email to both of them, and that that would probably be sufficient at this stage. We may schedule more regular skype sessions further down the track, but not necessary at this stage. At the moment, should be "thinking aloud on paper". They are happy for me to keep my writing progress to myself at the moment, and to share the various sections later, on completion.</p> <p>I asked if it would be beneficial to run a Pilot Questionnaire before sending out the main questionnaire to Teachers? Jeanette suggested using J&K for this, also Rachel who is studying a similar topic.</p> <p>I have left the partially completed application for Masters Scholarship with Jeanette to be completed. She was interested in the Wilding and Weaver book.</p> <p>Kama commented on the lack of NZ literature in my proposal, suggesting I should look for some of this. She suggested looking at the Health Education in NZ, as this is an interest of hers (maybe read her PhD work), particularly in regard to how sex ed is delivered within NZ curriculum. Also look for MoE 2007 publications, incl Shane Harveys work – discuss model (Maori model makes more sense to Jeanette), also a 'Wellbeing Survey' conducted by MoE incl. a published Toolkit for Teachers = these would be helpful in defining questions. Jeanette suggested looking at MindMatters for examples of</p>
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		MHealth programmes being run in NZ schools. Discussed factors/dimensions I have drawn together at this stage. Sound good, but BIG job (do I want to do a PhD?!) so may be better to select approx 4 of these to focus on, keep coming back to. Discussing this with Jeanette later, suggested I could use the W&W model to guide own thinking/data collection OR come up with my own (more like PhD), or use aspects of it and discuss why you have not used some aspects, as don't fit within this context. Such a model would be used in the output/discussion section of report.
30 April	Meeting with Jeanette	<p>Jeanette and I met in her Massey Albany office to have a working session. Kama was aware of the meeting but was unable to attend on Skype. Jeanette signed off the Low-risk Ethics Notification I had left for her on 16th April, and put this in the Internal Mail System.</p> <p>We worked through the Information Sheet I had drafted following the template provided, and Jeanette suggested writing it for the audience of a busy Teacher. Less academic/professional, more conversational. Content mostly ok, with a few minor changes. Consent Forms also reviewed, and some suggestions made. Jeanette will locate the Massey University Letterhead (soft copy) and send this to me to use. I showed Jeanette the preliminary model I had come up with, based on my reading to date. The feedback on this was good, and Jeanette suggested that this could be further defined, and some factors/aspects combined. Perhaps I could align this model with the NZ Teachers' Registration – mapping it on. I will continue to work on this model, adding Kama's research on the Health curriculum.</p> <p>Using the model as a guide, I walked Jeanette through the proposed/draft Questionnaire. Together we made significant changes to the structure and order of the questions, ensuring that all questions reflected the key issues, and approached each sub-topic in a gradual manner. Beginning questions were broad, open questions, and were followed by narrower questions. In each section, I am aiming to leave space for and encourage anecdotes, as these will be very helpful later. The demographics section includes the following factors at this stage: # of years teaching, subjects taught, other/extracurricular responsibilities, language and culture. I am very happy with the proposed alterations, and will send the updated draft to Jeanette and Kama once it has been compiled.</p> <p>Methodology discussion: I suggested to Jeanette that instead of a survey, followed by interviews with some (enthusiastic) teachers, I would rely on one semi-structured interview. This minimizes the drop-out rate by Teachers and number of visits I am required to make to each school. It was also decided that two schools would be sufficient. Jeanette advised careful consideration around the initial contact person, as this could potentially result in a premature 'no thanks'. I talked with Jeanette about constructing a short two-min spiel about the project which I could deliver to the Monday morning staff meeting. She thought this would be a good idea, and suggested my having handouts (with my name and contact details, and the key areas of interest/research questions) to hand out to Teachers. Also one slide with the key areas of</p>

		<p>investigation. I will put this short announcement together and forward to Jeanette. We will of course need to wait for the confirmation for the Ethics having been received (hopefully within two weeks). Jeanette also assured me that the title of the project could be changed as I go through, and we would simply notify the Low-risk ethics committee as we go.</p> <p>Jeanette said she would email me the Postgraduate Funding application, which entitles each researcher as much as \$800. We talked about incentives for the teachers as possibly including a café voucher. Could this include purchasing an audio recorder for the interviews too?</p> <p>I mentioned that the first section of the Literature Review was almost ready for Jeanette to look over, and she said I could send that to her soon.</p> <p>We also discussed an appropriate venue/time for conducting the interviews – would this be during school/non-contact time or after school? Could the school provide a meeting room for this perhaps? Also a good idea to run a pilot interview with Kama/Jeanette. This should take approx 50min/interview (standard).</p>
23 May	Email Correspondence/Skype	I sent both Jeanette and Kama my proposed Masters Questionnaire and ICFs for their review. Kama replied on 23 May with track changes, suggesting that the questionnaire be cut down as some of the sections doubled-up/were asking very draining questions. I spoke with Jeanette via Skype about these suggestions and we made some changes together.
2 June 2014	Email Correspondence	I had worked to further clarify/cut down the questionnaire, going from the original 39 questions to 20, adding framing statements before each section and ensuring there were no double-ups. I also rephrased some of the questions, making them open questions.
3 and 4 June	Email Correspondence/Skype	Jeanette responded to say that the questionnaire was more structured and flowed more easily. Kama also said that it flowed better but thought it could still be further refined. I Skyped Jeanette to run a pilot interview and recorded this. Her feedback was that it held together well, and she was happy with this. We changed a couple of the questions in the final section, and Jeanette confirmed she was happy for me to contact schools with this invitation to participate. I have sent this to School A this morning, and will try to speak with the Principal at School B tomorrow.
10 July	Email correspondence with Jeanette and Kama	Objective: to update both Supervisors on progress (that I had completed 7 interviews and was ready to discuss process of data analysis and coding). The next meeting with Jeanette was organized for 15/07/14. Kama was invited to attend via Skype but was on leave that day. She requested a summary following the meeting.
14 July	6 monthly progress report signed off by Jeanette Berman	Jeanette indicated that she was happy with my progress to date and confirmed our regular communication. Jeanette confirmed that I was on track to complete my thesis by 7 November 2014.
15 July	Meeting with Jeanette	Summary email sent to both Supervisors after meeting: Jeanette and I met today to discuss the process of coding my interview transcripts, looking at the attached interview as an example. I will use the key aspects of my literature review for the basis of the thematic analysis, using my Teacher-Student

		<p>Relationship model to guide me through this process. Jeanette your suggestion of combining all responses for each particular question and looking at these as a group (consistency/correlations) was helpful thank you. As we discussed today, this should provide a comprehensible summary of the data captured. I will start putting all responses together in an Excel spreadsheet.</p> <p>Questions raised today:</p> <ul style="list-style-type: none"> - Whether/how to retain identifying information for participants, or to assign codes/pseudonyms now - Options for displaying data (bar charts/pie graphs etc): I will study Carol Mutch's book on this - Options for koha/thank you to study participants (special biscuits/chocolates?) - Ideal number of study participants - is 5 sufficient from next school, or should I aim for more? <p>The transcription continues, slowly but surely, and I have transcribed six of my eight interviews (!) I will email the transcripts to the participants, along with a release of transcript consent, and follow up on this after about a week. Next week I have a meeting scheduled with the DP at a local school, in the hope that there may be some interested staff there. In the interim, I will continue with the transcription process, and build on the methodology and analysis sections.</p>
21 August	Email correspondence with Jeanette	Jeanette suggested a meeting to go through her and Kama's feedback on the literature review.
27 August	Email to Jeanette and Kama	Draft Methodology section sent to Jeanette and Kama for review. Questions raised included: <ul style="list-style-type: none"> - Should this include Hypotheses? - Where should I write about the Limitations/Delimitations/Sources of Error and bias?
7 September	Email correspondence with Jeanette	Jeanette said she would be off campus for a few days, but would provide feedback on the Methodology section before our next meeting (Thursday 11 September).
8 September	Email correspondence with Jeanette and Kama	Follow up email sent to Jeanette and Kama regarding Methodology section, and suggesting a Skype or meeting to regroup.
10 September	Email correspondence with Jeanette	Jeanette sent her comments and suggestions on the Methodology section.
11 September	Meeting with Jeanette	Discussion around data analysis section – text only.
17 September	Meeting with Jeanette	Meeting to discuss the literature review, following my having re-formatted this as per suggestions from Jeanette and Kama. Jeanette and I looked at each of the graphs and tables in isolation, discussing whether the data were displayed in the clearest way, or if an alternative style may be better. There were many suggestions as a result of this meeting.
26 September	Meeting with Jeanette	Jeanette and I met to discuss the data analysis and discussion sections. Jeanette suggested significant reformatting of these sections, and it was decided that Jeanette would engage with

		my literature review in order to advise me of the next steps for putting the thesis together.
28 September	Email correspondence	Following on from our meeting on Friday, Jeanette sent a skeleton of the thesis, as per our discussion and thinking. "You have done so much excellent work on this and we now need to mould it to make it easy for examiners to engage with. Instead of going through your literature I have been pulling back to try and make a coherent whole out of the study. I think you have the content to make this work, and do not need much, if any, new work"
1 October	Meeting with Jeanette, Email to Kama	I walked Jeanette through the draft version of my thesis, which had all the sections in the one document. Jeanette suggested organising the data analysis section according to the wider research questions, as opposed to the specific interview questions. Jeanette confirmed she would be happy for me to send her and Kama the first draft after I had made the changes as per discussion today, and she would read this over the weekend, providing feedback on Monday 6 th . I emailed Kama to update her, asking her availability to do the same in the next week.
3 October	Email correspondence	First draft of thesis sent to Jeanette and Kama for feedback.
6 October	Email correspondence with Jeanette and Kama	Jeanette returned her comments and suggestions on the first draft of my thesis today. Kama acknowledged this, and suggested she would read the draft and make suggestions to the same version later in the week.
9 October	Meeting with Jeanette	Today we loosely mapped out the key points for the Discussion and Conclusion. I discussed my model of engaged teaching with Jeanette and we discussed the placement of this model. Jeanette suggested I should rework the Findings, integrating the <i>Development</i> section into the other four sections, and that I should also include an overview of the chapters.
14 October	Meeting with Jeanette	Jeanette and I worked on conceptualising the issues of engaged teaching and SEL, in order to ensure the messages were clear throughout the thesis. Jeanette provided feedback on the Abstract, and suggested returning to the literature to add more to the literature review.
16 October	Email correspondence with Kama and Jeanette	I sent the updated Introduction / Discussion / Conclusion sections to both Supervisors requesting some feedback on these.
17 October	Meeting with Jeanette, email feedback from Kama	Jeanette and I worked on the Introduction and Literature Review, making some structural changes to ensure the research problem was clearly outlined and the literature review easy to follow. Kama had read through my Introduction and emailed some comments and suggestions on this section.
20 October	Meeting with Jeanette	Jeanette and I worked through the Discussion and Conclusion sections, ensuring the writing was clear and making changes where necessary.
21 October	Email correspondence with Jeanette and Kama	I sent the final draft to both Supervisors today to read through from beginning to end
24 October	Email correspondence with Jeanette	Jeanette sent the signed RF06 form back to be attached to the thesis. We discussed the final stages of proof-reading and the planned submission date 28 October 2014. Jeanette confirmed she would support this submission.

