



# *Westlake Boys High School*

## *Guidelines for Best Teaching and Learning*



## Purpose

*“With a set of precisely codified ideas - a playbook - you can create shared understanding across a staff body that fuels collective action and provides a secure platform from which each teacher can adapt ideas for their class or style without losing the core rationale.” -Tom Sherrington*

This document is to provide guidelines for the best practice of teaching and learning at our school. We hold high expectations for students, and in order to maintain and improve successful outcomes for our ākonga, we hold high expectations of our teachers.

The content that follows outlines how we create shared and consistent tikanga that leads to success for all ākonga.

When considering Teaching and Learning at Westlake Boys High School, there are two key defining features of our context – we are a **boys’** school in **New Zealand**.

## Teaching in a Boys’ School

There are some differences to teaching in a context of all boys. [Achievement data](#) in New Zealand (ABSNZ, 2023) shows that boys achieve better results in boys’ schools than boys in coeducational schools. We are able to uniquely cater for boys within a single-sex school. However, this doesn’t just happen by simply turning up. It is important to know what makes a difference to boys.

The number one principle for successful teaching of boys is whanaungatanga: relationships. There is [significant research](#) (IBSC, 2013) that shows that boys are relational learners – they need positive relationships with their teacher before they can learn the content of a course. Whilst all students need good relationships to learn, it can be argued that it takes more conscious effort to help boys put themselves in a relationship that allows for good learning. For students to learn they need to be vulnerable, open and able to communicate their needs; a position that is harder to achieve for boys under current societal norms for masculinity.

“Far from the emotionally constricted, relationally averse creatures so often assumed in popular archetypes, boys, when carefully observed and listened to, are apt to reveal themselves as warm, vulnerable, attuned to their own needs, and receptive to the overtures of parents, teachers, and other nurturers.” (Reichert, M. Nelson, J. 2012)

In a study on successful teaching practice in boys’ schools, the 3 main findings were:

- Effective teaching was responsive, with teachers sustaining relationships as they adjusted to students’ needs.
- Engaging and novel activities were transitive to intended learning outcomes i.e. not just attention grabbing.
- Boys were unable to describe good lessons without describing their teacher.

(Reichert, M. Hawley, R. 2013)

Throughout all interactions, and especially when boys make challenging decisions, teachers must work to maintain a positive relationship and preserve a student’s dignity whilst guiding them through their learning and experiences at school.



## Teaching in New Zealand

Central to our practice is mana ōrite mō te mātauranga Māori. This means that traditional Māori knowledge and practice is placed in an equitable partnership with Eurocentric knowledge and practice. We value all knowledge that enhances the learning experiences of our students. This is encompassed by the [New Zealand Teaching Standards](#), which all teachers should be upholding.

All teachers should seek to gain understanding of common te Reo Māori terms used within education. Rather than provide a glossary of terms, the resource <https://maoridictionary.co.nz/> should be used if teachers are unfamiliar with words used in this document. This resource can also provide audio to aid pronunciation.

[Tātaiako](#): cultural competencies for teachers of Māori learners, is a resource available from the Education Council, about the competencies all teachers are expected to meet. These come under five categories:

**Ako** – practice in the classroom and beyond.

**Wānanga** – Communication, problem solving, innovation.

**Whanaungatanga** – Relationships (students, school-wide, community) with high expectations.

**Manaakitanga** – Values: Integrity, trust, sincerity, equity.

**Tangata Whenuatanga** – Place-based, socio-cultural awareness and knowledge.

For further information and support, teachers can seek help from their department, the Centre for Excellence and Te Kaihautū o Te Puna.

The table below summarises some key principles that underpin effective teaching practice in a bicultural context in New Zealand.

	What are <i>effective</i> <b>cultural relationships</b> , embedded in the metaphor of mana ōrite?	What are <i>ineffective</i> <b>cultural relationships</b> ?
Whanaungatanga	Thinking about what you would want for your own child or whānau member and helping this play out for other people's children in your school. Taking responsibility to provide care and support to students and then expecting the highest in terms of your combined endeavours.	Trying to be a friend or acting friendly without also being prepared to take responsibility for both the relationship and the outcomes.
Whakapapa	Working to know the student and their whānau, who they are, and what their experiences are. Being prepared to reciprocate by working to understand your own cultural identity, values, and assumptions and the way these can impact (both positively and negatively) your interactions and relationships with students and their whānau.	Assuming knowledge of the student and their whānau from an essentialist perspective (i.e., "They are Māori, so that means they ...") Believing worthwhile learning only happens in formal education settings.

Kaupapa	Ensuring, through ongoing dialogue, and face-to-face meetings across multiple settings and with multiple groups, that what you want for your students' schooling is also what they and their whānau want as well.	<p>Believing there is only one curriculum and one way to teach it.</p> <p>Believing that traditional forms of consultation, such as newsletters, really work.</p> <p>A school-mandated goal or vision determined without the voices of all stakeholders.</p>
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	What is <i>effective responsive pedagogy</i> ?	What is <i>ineffective responsive pedagogy</i> ?
Wānanga	Using a wide range of information including what you know and are still learning about the cultural context of your students to understand what a learner has in their "cultural toolkit" (Bruner, 1996) as the basis for determining their next steps. A "one size fits <b>one</b> " approach for personalising learning.	<p>Believing students come with no knowledge of the world or ways to make sense of it.</p> <p>Using a single worldview approach to teaching and learning or a narrow set of strategies—a "one size fits <b>all</b>" approach</p>
Ako	<p>Taking reciprocal responsibility to learn from and teach each other.</p> <p>Ensuring opportunities for students to question and learn from one another as well.</p> <p>Finding ways to take advice from and learn from and with whānau.</p>	<p>Imposing your knowledge on others as a single truth.</p> <p>Mining students and their whānau for information with no reciprocal benefit.</p>
Mahi ngātahi	<p>Asking students for their ideas about the learning contexts and being prepared to act accordingly.</p> <p>Working together as one, collaborating to achieve common outcomes.</p>	Giving away your power effectively absolving yourself of any responsibility in achieving common outcomes.

*"Cultural relationships for responsive pedagogy, A bicultural mana ōrite perspective" Mere Berryman, Dawn Lawrence, and Robbie Lamont (2018)*

## Practical Tools for Effective Teaching and Learning at WBHS

All teachers are expected to engage in the curriculum resources available to plan and carry out effective and engaging lessons for their students. There are some structures, routines and school procedures that we expect all teachers to follow in achieving this aim, along with preferred behaviour management strategies.

Course Leaders will provide an outline of the learning objectives of the course, timings for units of work throughout the year, materials for common assessment tasks and other support so that teachers can deliver the curriculum. Teachers will also be expected to seek out further resources to supplement course materials to fit the needs of their students. All staff work collaboratively to share good practice for the benefit of our students.

### Routines

“Routines are solutions to problems we have already solved.” (Robinson, V. ERRR. 2023)

Great teachers have clear routines to help students automate good behaviour and maximise opportunities for learning. These are explicitly taught, with deliberate and planned introduction, explanation and reinforcement. Routines are practiced with feedback and opportunity to correct until they become automatic. They are revisited and revised as needed.

### A Typical Lesson

The structure of most lessons is expected to include the elements below:

**1) Deliberate and planned entry routines are in place.**

Teachers are punctual. Teachers consider how students will enter their classroom in order to set the tone before they cross the threshold. Students are lined up outside the room, where possible, and greeted as they are invited in by the teacher. Alternatively, students are ushered in and wait behind their desks before being invited to sit down. Teachers complete a check of basic uniform requirements. Students are directed to start a “Do Now” activity that is prepared for them.

**2) “Do Now” activities start each lesson.**

There will be something for students to start on as soon as they enter the room. No time is wasted, and they are settled into learning as soon as is practical. The use of class time is maximised and behaviour managed with clear expectations of engagement from the start. This often creates a good opportunity to complete the roll while the students are engaged in a meaningful task. Rolls are completed as early as possible in every lesson.

**3) Learning Objectives/Goals/Success Criteria are explicitly given near the start of a lesson.**

These must be clear and use language students can understand. They should be written and verbalised. Teachers should refer to them throughout the lesson and be able to informally assess at the end of the lesson whether students have met these objectives. Throughout a lesson and unit of work, teaching will be responsive to how well students are progressing towards these objectives.

**4) An “I do – We do – You do” format is followed.**

New material is first demonstrated by the teacher, then the class is included in doing it with support from the teacher, then they are set to work on their learning activity. Occasionally, this structure may span more than one lesson, however teacher-talk is kept to a minimum. Transitions between

different portions of the lesson are planned and deliberately managed. Learning activities are planned using a Universal Design for Learning (UDL) approach.

The activities planned will be varied within a lesson and across the unit of work. It should be rare to have students working on one singular task for a sustained amount of time without breaking it down into small sections of activities.

Teachers use informal assessment regularly and are flexible and responsive to the needs of students during the lesson.

**5) The lesson finishes with a review of the objectives.**

Learning is wrapped up by summarising the progress made towards the objectives. This can be done by various means e.g. questioning students, asking them what the key takeaways are, a quick quiz to assess whether they have met the learning objectives etc.

**6) Homework is set and explained.**

Students are expected to get homework from most, if not all, lessons every day. This needs to be thoughtfully planned to support the learning objectives of the current lesson, next lesson or overall topic. Independent study is an important step in students' learning and cannot be omitted.

Homework tasks are most effective when students are set small and frequent tasks, rather than a larger project. When larger pieces of work are necessary, teachers will break them down into checkpoints to which students will be held accountable.

**7) The classroom is reset.**

Students tidy away resources and reset the room if anything was moved. This is done in a timely manner to allow them to get to their next lesson promptly. Students are instructed to wait behind their desk and are dismissed by the teacher in an orderly manner. Students are only dismissed **after** the bell has rung.

## The First Lesson

Introducing yourself to a new group of students should be planned carefully. First impressions count and students will want to know:

- What kind of teacher do I have?
- How am I going to belong here?

They want to hear that all individuals are valued, along with the curriculum to be learned. They also want to hear what the basic expectations are to allow us to achieve the shared goals for the class.

- *Adapted from Oliver Lovell, Bill Rogers, Tom Bennet, Education Research Reading Room Episodes 31 and 46.*


In our New Zealand context, it is appropriate to make introductions using a culturally appropriate mihi. The following template can be adapted to suit – the words in green can be swapped out to suit individual circumstances.



- Tēnā tātou katoa
- He kaiako pāngarau ahau
- Nō ingarani ahau, kei Tāmaki Makaurau e noho ana
- Ko Mrs O'Gram taku ingoa



## Knowing Your Students

Teachers will look at the details of their students in KAMAR and take note of the cultural diversity in each group. Building links to these cultural backgrounds can help to create and strengthen positive relationships with students.

Teachers will also regularly review the Learning Notes on Kamar for the students in their classes. These are especially important for students with a  since this indicates that there are details entered by the Learning Centre about how to best support this student with his learning.

Students for whom English is a second language are marked with a  and are likely to need extra literacy support. Similarly, a  indicates that they are an international student.

## Universal Design for Learning

Universal Design for Learning ([UDL](#)) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. UDL creates flexibility in the ways students **access** material, **engage** with it and **show** what they know.

There is no such thing as a 'typical' or 'average' student. All students learn differently and to successfully teach all students, we have to introduce greater flexibility into our Teaching and Learning practice. What 'Success' will look like to one student will be different to another.

## Explicit Instruction

Explicit instruction makes it clear to the students, and to any observers present, **what** is being learned, and **how** it is to be learned.

Our role is to support successful learning with our students. When students are productively engaged in their learning, they are less likely to be off-task. We can do this through explicit instruction. There are two key components of explicit instruction:

- **Explicit Learning Goals**
- **Explicit Instructional Methods**

Explicit meaning: fully revealed or expressed without vagueness. Essentially the **what** and the **how** of learning are clear and unambiguous.

Setting and articulating your learning objectives/goals and how you and the students will know whether they have been achieved, is central to an explicit approach. Learning objectives/goals should be shared with students, ideally verbally *and* in written form. Teachers should evaluate every instructional decision, in relation to that learning goal.

Instructional directions should come from the teacher; again these can be in verbal and in written format. Explicit instruction is instruction that is concrete and visible. The teacher explains new concepts and strategies in clear and concise language. Explicit instruction involves modelling and explaining concepts and skills, using many examples. Teachers provide a high level of support as students practice and apply newly learned concepts.

We can think of this in **three** distinct phases – introduction, '**I DO**', '**WE DO**' – which are then followed by independent practice from the students, '**YOU DO**'. The '**I DO**' phase, during which the Teacher models

to students what they will have an opportunity to learn or do, is perhaps the **key** instructional phase that makes explicit instruction explicit. The teacher demonstrates a clear picture of what success looks like.

### **Preferred Behaviour Management Strategies**

There are, of course, times when students will display challenging behaviours. It is important to remember that teachers hold the responsibility to maintain positive relationships with students, especially when unwanted behaviour needs to be addressed.

Students want to belong and will, usually, display the behaviour that fits what has been normalised in a classroom. It is important that teachers recognise the role they play in creating the norms in their classroom. Our preferred strategies to do this include finding opportunities to draw attention to and publicly praise positive behaviour (so that this has the attention of being the “norm”), whilst dealing with negative behaviour quickly, without unnecessary extra attention.

Students only feel compelled to conform to a norm when they feel part of the group and want to belong more strongly to it. Hence, the importance of relational learning as we want to ensure a sense of belonging to assist with norm adoption.

Teachers are responsible for dealing with low-level classroom disruption and should aim to diffuse situations as calmly and quickly as possible. There are many strategies to do this and it is recommended that all teachers read *Tools for Teachers*, by Oliver Lovell which gives plenty of practical and specific advice.

In the following table are some scenarios with suggestions of the preferred behaviour management techniques that a classroom teacher can use to deal with them. It is far from an exhaustive list, but gives some ideas about our preferred approaches. The focus is on diffusing debate and deescalating potential conflict.





Scenario	Preferred Behaviour Management Technique <i>Wording given here is a suggestion and can be adapted as needed</i>
The class enters noisily, ignoring the instructions that were given to enter quietly and start the Do Now.	In a positive tone: "We didn't quite get that entry right. Who can tell me how we were supposed to enter? Well done Daniel, that's right. We're going to go back outside and give you a chance to do it better."
A student questions the seating plan – "Why? Will I always have to sit here?"	Set a seating plan from the very start to make it a norm. Display it on the board, with a view from the students' perspective at their desk, to make it easy to read. In response to these types of questions: "Our focus is on making the best start we can. I want you 100% focused on that for now Jack. Thank you."
Refusing to follow instructions	Give take-up time first. This means giving the instruction and turning your attention elsewhere, leaving the implied message that the instruction will be followed. If the student does not do as asked, remain calm and respond with "I have asked you to ... and you can choose not to, but that means I will have to follow up with ... Are you still choosing not to follow my instructions?" The "follow up with" is dependent on the nature of the refusal and could be: <ul style="list-style-type: none"> <li>• Short removal from class</li> <li>• Discussion after class/interval/lunch</li> <li>• Department detention</li> <li>• Referral to HoF or Dean</li> </ul>
A student has their phone out without permission. When asked to hand over the phone, they respond with: I was just... checking my timetable/texting my mum/opening Teams etc etc	"Maybe so, but you're not allowed to be in your phone without permission. How could you have done that without getting into trouble?" (They could have asked you for permission first). Ask for the phone again. Phones are taken to the Senior Leader that looks after this process as soon as possible. If a student refuses to hand over their phone, see above: refusing to follow instructions.
Students continue to talk while the teacher is talking	Pause to gain full attention. Use non-verbal cues to begin with, and then verbalise expectations. Use names to get attention of individuals. Use positive reinforcement, highlighting individuals who are doing what is expected.
A student responds with "But he's doing it too! Why are you picking on me?"	"Maybe so, but right now I need you to... and then I can move on" "Let's fix your situation and then I can deal with them."
A student responds with "that's racist/you're racist"	"That's not appropriate. That's not what this is about and I want to focus on..." (focus on the primary behaviour)

Any teacher needing quick support with a situation they have been unable to resolve, or if the situation is immediately more serious, can email [deans@westlake.school.nz](mailto:deans@westlake.school.nz). There will always be a dean on duty. A trust-worthy boy can be sent to the deans suite to ask for support.

Any teacher can access support when dealing with challenging behaviour. This can be done through a Mentor, their Head of Faculty, the Specialist Classroom Teacher and the Centre for Excellence in Teaching and Learning.

Teachers maintain positive relationships after events of poor behaviour by having a follow up conversation with students. This could be after the lesson or before the start of the next one. Teachers will restate expectations and that they look forward to having the student back so that they can do better. Students should be left feeling that their teacher genuinely believes they can do the right thing and succeed in their class.

The school sanctions are tiered and are to be applied consistently across the school.

LEVEL	WHAT FOR?	SANCTION	WHO?
1	<ul style="list-style-type: none"> <li>Classroom Misbehaviour</li> <li>Uniform/ Hair/ Grooming</li> <li>Inappropriate Language</li> <li>Rudeness</li> <li>Misuse of devices &amp; phones</li> <li>Late to class</li> </ul>	<ul style="list-style-type: none"> <li>Contact Whanau</li> <li>Teacher Detention</li> <li>Department Detention</li> <li>SCAB (lunch litter picking)</li> </ul>	Teacher HOF/HOD Dean Senior Leadership Headmaster
2	<ul style="list-style-type: none"> <li>Repeat Offences</li> <li>Continual Lateness</li> <li>Truancy</li> <li>Defiance</li> <li>Bullying</li> <li>Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Deans Detention</li> <li>Late Start Withdrawal</li> <li>Teacher Only Day Withdrawal</li> <li>Study Leave Withdrawal</li> </ul>	Dean
3	<ul style="list-style-type: none"> <li>Truancy</li> <li>Fighting</li> <li>Vaping/Smoking</li> <li>Bullying/Harassment</li> <li>Illegal Substances</li> <li>Prohibited Items (i.e. Weapons)</li> </ul>	<ul style="list-style-type: none"> <li>Deans Detention</li> <li>Late Start Withdrawal</li> <li>Teacher Only Day Withdrawal</li> <li>Study Leave Withdrawal</li> <li>SLT Detention</li> <li>Stand Down</li> </ul>	Senior Leadership
4	<ul style="list-style-type: none"> <li>Gross Misconduct</li> <li>Continual Disobedience</li> </ul>	<ul style="list-style-type: none"> <li>Stand Down</li> <li>Suspension</li> <li>Exclusion/Expulsion</li> </ul>	Headmaster Board of Trustees

## **Sources and Further Reading, Watching or Listening**

[Dropmark to Central Store of Resources](#)

### **Boys Education**

[Achievement in Boys Schools NZ](#)

[Boys as Relational Learners](#)

[For Whom the Boy Toils, Reichart and Hawley](#)

[Relational Strategies to Engage Boys in School](#)

### **Culturally Responsive Pedagogy**

[Cultural Relationships for Responsive Pedagogy](#)

[Tataiako](#)

[Māori achieving success as Māori](#)

[The Hikairo Schema for Secondary: Culturally responsive teaching and learning](#)

### **Teaching and Learning**

[10 Essentials for your Pedagogical Toolkit](#)

[Dylan Williams Formative Assessment Strategies](#)

[ERRR Podcast Ep72 Vivianne Robinson on Virtuous Education Leadership](#)

[Inclusive Education - Universal Design for Learning](#)

[UDL Guidelines](#)

[Rosenshine Principles of Instruction](#)

[The Case for Fully Guided Instruction](#)

[Artful teaching is built on sound, well-understood techniques](#)

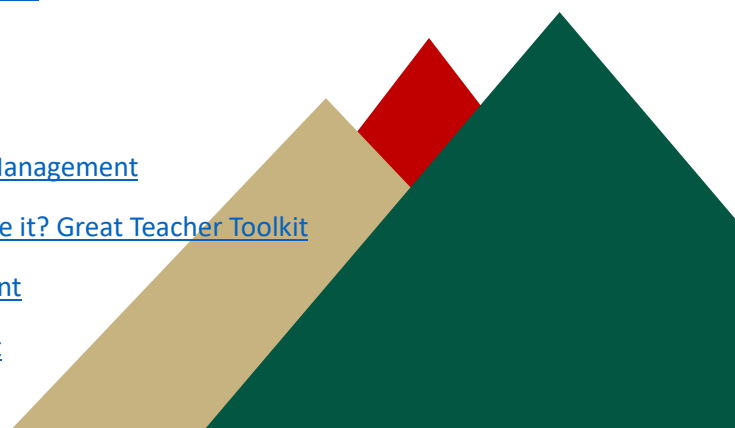
### **Behaviour Management**

[Dr Bill Rogers – Short Instructional Videos on Behaviour Management](#)

[What is 'Good' behaviour and how can teachers encourage it? Great Teacher Toolkit](#)

[ERRR Podcast Ep42 Tom Bennet on Behaviour Management](#)

[ERRR Podcast Ep31 Bill Rogers on Behaviour Management](#)



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