

# FRIDAY, 30 AUGUST 2019



|         |   |
|---------|---|
| 8.00AM  | REGISTRATION OPENS  |
| 9.15AM  | WHAKATAU  |
| 9.45AM  | OPENING ADDRESS - SPANZ PRESIDENT   |
| 10.00AM | KEYNOTE   |
| 11.00AM | REFRESHMENT BREAK   |
| 11.30AM | KEYNOTE – George Sugai  |
| 12.30PM | LUNCH   |
| 1.30PM  | KEYNOTE – Nathan Mikaere Wallis   |
| 2.30PM  | CONCURRENT SESSION 1: INTERNATIONAL AND NZ EXPERTISE WORKSHOP<br><br>We will focus on what's working from expert guest speakers.<br><br><ol style="list-style-type: none"><li>1. George Sugai - Leadership</li><li>2. Nathan Mikaere Wallis</li></ol> |
| 3.45PM  | REFRESHMENT BREAK   |
| 4.15PM  | CONCURRENT SESSION 2: INTERNATIONAL AND NZ EXPERTISE WORKSHOP<br><br>We will focus on what's working from expert guest speakers.<br><br><ol style="list-style-type: none"><li>1. George Sugai - Leadership</li><li>2. Nathan Mikaere Wallis</li></ol> |
| 5.30PM  | NETWORKING AND REFRESHMENTS   |
| 6.30PM  | CLOSE OF VENUE  |

# SATURDAY, 31 AUGUST 2019



|         |   |
|---------|---|
| 8.00AM  | <b>REGISTRATION OPENS</b>   |
| 9.00AM  | <b>KEYNOTE</b><br>Dr Sonja Lee Macfarlane Associate Professor, University of Canterbury |
| 10.00AM | <b>CONCURRENT SESSION 3 - NZ PRACTICE WORKSHOPS</b><br>Select from workshop list below  |
| 11.15AM | <b>MORNING TEA</b>  |
| 11.45AM | <b>CONCURRENT SESSION 4: NZ PRACTICE WORKSHOPS</b><br>Select from workshop list below   |
| 1.00PM  | <b>LUNCH</b>  |
| 1.45PM  | <b>CONCURRENT SESSION 5: NZ PRACTICE WORKSHOPS</b><br>Select from workshop list below   |
| 3.00PM  | <b>POROPOROAKI AND KARAKIA</b><br><br>Close of conference                               |

## SATURDAY CONCURRENT SESSIONS

Please select one of the following workshops for concurrent sessions 3, 4, & 5.  
Please note that workshops are repeated at 11.15am and at 1.45pm

### A. HOW CAN YOU TEACH FOR POSITIVE BEHAVIOUR?

The purpose of this workshop will be to unpack strategies and effective practices (from Tracy Rohan's book Teaching for Positive Behaviour) that enhance students' behaviour, engagement, participation, and learning. Participants will hear from two schools - one Primary and one Secondary, who have begun to implement the practices included in the Teaching for Positive Behaviour resource with their staff. This workshop will be of interest to anyone wanting to improve positive behaviour in their classroom and school setting.

**FACILITATORS:** Richard Busfield and Tracy Roberts, PB4L School-Wide Practitioners.

### B. USING PB4L SCHOOL-WIDE TO SUPPORT STUDENTS WHO ARE CHRONICALLY ANXIOUS

High levels of chronic anxiety among children and young people have been shown to have a detrimental effect on both learning and social behaviour. This workshop looks at the effects of anxiety on students' neurophysiology, and the role anxiety plays in maintaining challenging behaviour. It will also examine the practical challenges of supporting anxious children in schools and suggest ways in which PB4L School-Wide systems and practices can be used to improve outcomes for these students; to facilitate learning, reduce challenging behaviour and build resilience.

**FACILITATORS:** John Ford and Leah Vennell, PB4L School-Wide Practitioners



**C. PB4L RESTORATIVE PRACTICE**

PB4L Restorative Practice is a relational approach, grounded in beliefs about fairness, dignity, mana, and the potential for all people. Currently PB4L RP has been taken up by over 220 schools nationwide (in primary, secondary and kura). Our model includes three key interrelated components: Restorative Essentials (restorative practices in everyday interactions), Restorative Circles (to build and develop strong learning communities) and Restorative Conferences (respectful ways to repair harm and restore relationships). This interactive workshop will explore aspects of the PB4L RP model, how it links to and can complement PB4L SW and build on existing RP work in your school.

**FACILITATORS:** This workshop will be presented by a team from PB4L Restorative Practice, Waikato University Institute of Professional Learning.

**D. TIER 2: WHAT IT IS AND HOW IT FITS WITHIN THE MULTI-TIERED SYSTEMS OF SUPPORT**

This workshop aims to demystify Tier 2 and will share models of practice and present case studies from New Zealand primary and secondary schools. It will discuss how to align your school's existing systems and practices with the Tier 2 framework.

**FACILITATORS:** Sandy Begg & Anjie Savage: Green Bay High School, Ben Claxton: Papatoetoe High School, Meredith Raukura: Tangaroa College.

**E. CLASSROOM PROBLEM SOLVING: THE INITIAL STEP IN THE TIER TWO PROCESS**

When data indicates that students need more than Tier 1 supports, the next step involves teachers supporting teachers through the classroom problem solving process. This work is primarily done through Classroom Practices Teams where teachers collaborate to address low level problem behaviour by: analysing data, examining their own practice, striving to understand the reasons for problem behaviour, and identifying strategies for changing it.

This workshop will unpack the main aspects of the Classroom Practices Team's role, including how they can co-construct simple functional behaviour support plans, and explore the materials available to support this process.

**FACILITATORS:** Marcus Gough and Wendy Morgan, School-Wide Practitioners

**F. CULTURALLY INCLUSIVE PRACTICES IN PB4L SCHOOL-WIDE**

A Mixed Māori Language in Education School, is a school where all students are either involved in Māori medium education (full immersion) or Māori language in English medium education (bilingual or mainstream), on the same site.

Participants will hear from 3 mixed Māori language in education schools (one per workshop) around how they have created one school-wide system that works across all education settings within their school. Each school also has its own unique make-up: inner-city, rural and Iwi-based.

This workshop will be of interest to anyone who wants to include a Māori cultural pedagogy within their school-wide framework.

**FACILITATORS:** Louanna Garmonsway and Dorcas Kayes, School-Wide Practitioners