

Identify factors that shape behaviour

A suggestion for implementing the strategy

'Be proactive' from the Guide: [Behaviour and learning](#)

Includes:

Gather information to inform practice

Value whānau knowledge

Learn about preferences and sensitivities

Ask what helps

Build the learner profile over time

Walk in learner's shoes

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Be proactive](#)

Suggestion: [Identify factors that shape behaviour](#)

Date

10 August 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/identify-factors-that-shape-behaviour

Gather information to inform practice

Use a team approach to gather information, understand and respond to factors that shape behaviour. Monitor approaches, identify issues early and build effective practices.

- Develop information and data collection, monitoring, and reporting systems.
- Identify and respond to issues early.
- Share effective approaches across home and school.
- Identify and cater for professional development needs.
- Develop clear communication and monitoring systems to ensure information is passed between staff and settings.
- Develop and use a decision-making process that is centred on the learner and allows for shared knowledge and collaboration.
- Develop processes for accountability and ongoing review of behaviour approaches.

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Value whānau knowledge

My son is... intelligent, musically talented, responsible, loving, and very good company.

My son is not great at decoding. Actually he is terrible, but he loves to read using his Kindle. He loves to learn and finds ways to learn all the time with his iPad.

Parent of child with dyslexia

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Learn about preferences and sensitivities

Partner with ākonga, whānau, colleagues and the student's team to learn about student preferences and needs.

- ✓ Seek and act on student voice.
- ✓ Give ākonga and whānau regular opportunities to share preferences and sensitivities. These may change over time.
- ✓ Notice differences in behaviour between spaces, contexts and teachers.
- ✓ Identify factors that support success and aim to replicate them as far as possible.
- ✓ Identify factors that cause distress and minimise or address those things within your control.

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Ask what helps

Discuss possible supports and make these available to all students.

Tate from Onslow College explains what works for him in the classroom.



Video hosted on Vimeo <http://vimeo.com/100662200>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/showcase/2950799>

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Build the learner profile over time

Learner profiles can help school staff build relationships with ākonga and their whānau, understand their perspectives and design learning to meet student needs.

Considerations for learner profiles.

- Provide multiple opportunities and methods to develop the profile.
- Prioritise information from students by using effective communication techniques, for example, point to select, or communication boards.
- Revisit the profile on a regular basis to add depth and new insights.
- Use a range of input methods such as conversations, observations, formal reviews and regular surveys.
- Encourage students to understand their needs and preferences as a learner.
- Act on information that is shared so students can see how their voice helps you design learning experiences that work for them.

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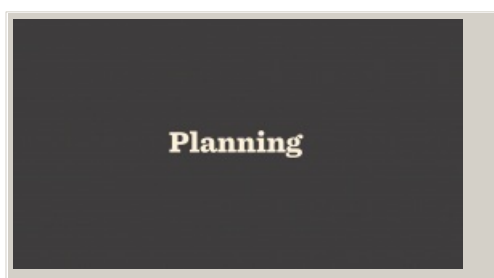
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Walk in learner's shoes

Anita describes how she begins her planning thinking about the students not the content or activities.



Video hosted on Vimeo <http://vimeo.com/220585051>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/album/2950799/sort:date/format:thumbnail>

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