

# Plan and practise adult responses

A suggestion for implementing the strategy

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

- 
- Includes:**
- Align responses to values
  - Respond rather than react
  - Rehearse adult responses
  - Treat ākonga with respect
  - Develop clear systems

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From

Guide: [Behaviour and learning](#)

Strategy: [Be proactive](#)

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Date

18 June 2026

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[inclusive.tki.org.nz/guides/behaviour-and-learning/plan-and-practise-adult-responses](https://inclusive.tki.org.nz/guides/behaviour-and-learning/plan-and-practise-adult-responses)

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## Align responses to values

Staff act as role models in any situation. It is critical that staff display behaviours we want our students to adopt.

Don't worry that children never listen to you; worry that they are always watching you.

Source:

[Robert Fulghum](#)

<https://www.penguinrandomhouse.ca/books/56955/all-i-really-need-to-know-i-learned-in-kindergarten-by-robert-fulghum/9780345466396/excerpt>

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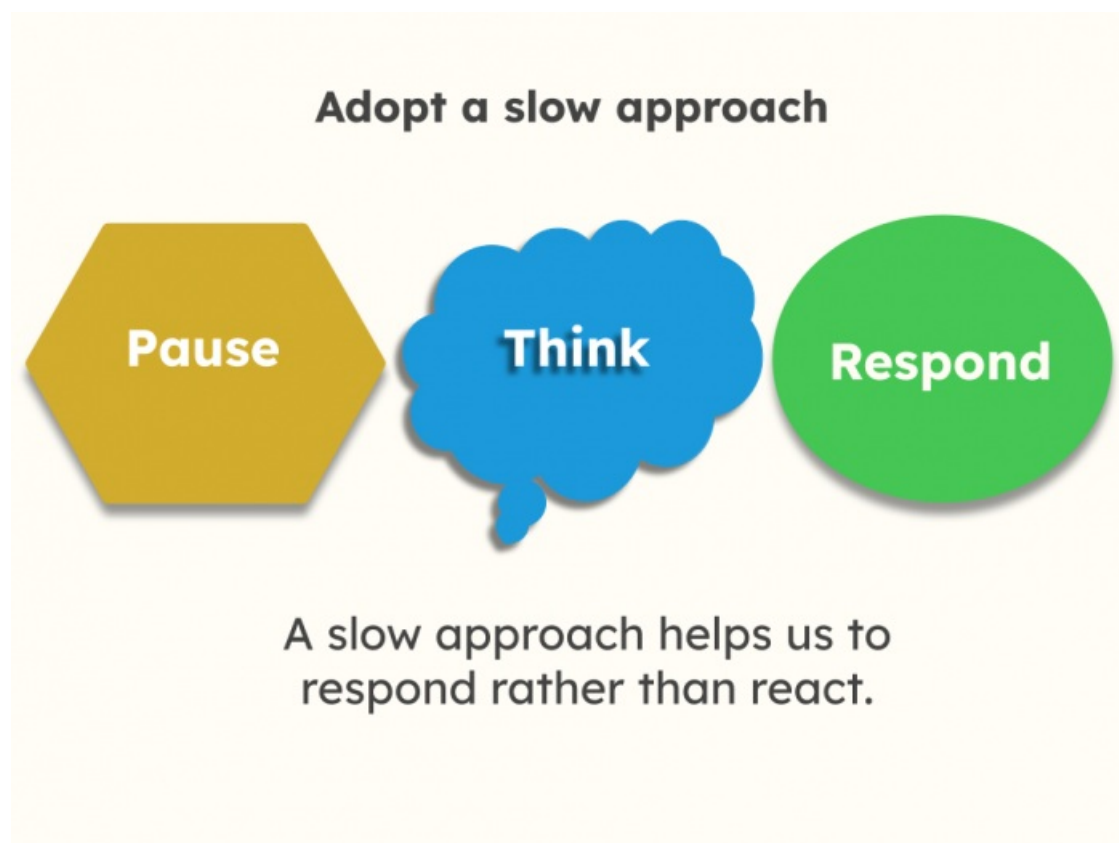
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## Respond rather than react



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When responding, a slow approach allows us to be logical, self-reflective and relational rather than reactive. Fast thinking can be more emotional and instinctive, and we can rush into poor decisions that increase distress and do more harm than good.

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## Rehearse adult responses

By pre-planning these responses we can act as role models and enact school values, avoiding any habits that are not aligned with school values.

Identify common classroom scenarios.



Brainstorm responses that enact school values. Include positive ways to connect with ākonga as a first step.



Develop example scripts and responses that are aligned with school values.



Practise responses in a variety of role model scenarios.

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## **Treat ākongā with respect**

Mokopuna carry the mana and tapu of their whakapapa and tīpuna. By acknowledging their mana and treating our mokopuna with respect, they will learn respect and uphold ngā kaupapa tuku iho, ancestral and traditional values.

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## Develop clear systems

Systems outline different strategies that can help schools deal with difficult situations as they arise.

For example, systems for:

- how to get support and who to call on in challenging situations.
- when and how to refer issues on or request specialist help.
- staff support after a challenging situation.
- reporting and communicating.

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