**Pause, Prompt, Praise Guidelines [Resource 4]**

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|  | **Not recommended** | **What the research shows about more effective implementation** |
| **Whānaungatanga** | Begin the work with whānau after you have begun the work with their tamariki. | Prepare for the work well in advance by developing understandings about the community with whom you seek to engage.  Respect the important funds of knowledge that whānau bring as allies to their child’s learning.  Start with a small group of whānau, try and include some with whom you already have respectful relationships.  Provide opportunities to get to know each other better so that you might further develop mutual relationships.  If Pause Prompt Praise has been working elsewhere, include someone who will be able to share their own experiences with it. |
| **Ako** | Tell whānau/tamariki what you will be doing and what you want them to do.  Expect that everyone must participate. | Lay down the ‘koha’ by providing opportunities for whānau to learn to use the Pause Prompt Praise tutoring strategies with their children.  Talk about how you could use these strategies between the home and school.  Provide opportunities for whānau/ tamariki to ask questions and contribute their ideas.  Talk about the benefits this could promote.  Allow them to determine how they will participate.  Co-construct dual roles and responsibilities. |
| **Mahi tahi** | Run Pause Prompt Praise without explicit links to individual feedback and links to reading levels and ongoing monitoring.  Select students’ books and related materials.  Run the programme without a regular review and development of practices.  Meet with groups of students to monitor the work.  Don’t expect that whānau cannot care for and return materials in a timely manner. | Have high expectations of whānau/tamariki contributing and taking care of resources.  Make resources available and displayed so that levels and books are easily accessible.  Use a regular and ongoing assessment, needs analysis and review cycle, sharing this information regularly with whānau / tamariki  Make the goals transparent to whānau / tamariki.  Use explicit teaching to help tamariki and whānau to understand their own reading level and how this applies in their selection of appropriate materials.  Allow whānau/ tamariki opportunities to select their own books  Monitor regularly that the selection processes remain accessible.  Ensure a culturally responsive approach so that students can, by choosing of their own materials, bring their own cultural knowledge and prior experiences to the reading task as the foundation for new learning.  Give regular and specific feedback to students and to whānau, this can be written or by word of mouth. |
| **Te Kotahitanga** | Keep the programme information and outcomes within the school. | Maintain the relationships with whānau.  Recognise and celebrate Pause Prompt Praise successes with them. |