



Positive behaviour for learning in action

“If a child can’t swim, you teach. If a child can’t read, you teach. But if a child can’t behave, you punish.”

Changing this “old way” of doing things is the message of the Ministry of Education’s Positive Behaviour for Learning (PB4L) team, which has been offering the School Wide framework as a response to disruptive behaviour in schools since 2010. The “pro-social” programme has received acclamation from the prime minister and will be offered to all secondary schools by 2014.

Eighty-five secondary schools are now using School Wide PB4L. *PPTA News* investigates how it is going and what the issues for schools considering joining the programme could be.

Temuka’s Opihi College shows obvious signs of being a School Wide PB4L school. Posters with four behaviour expectations, “Community, Acceptance, Respect, Excellence” adorn the classrooms and corridors and teachers have stacks of behaviour tracking forms in which they record student behaviour issues, from uniform infractions through to fights.

Kate Manson, coach of the team leading School Wide at Opihi, said there had been concerns about the school culture.

“There were bad vibes out in the playground.”

She said School Wide came at a good time for Opihi, and was embraced by teachers. The initial focus was on uniform and by the time *PPTA News* visited in March the number of uniform incidents reported had dropped.

Mt Roskill Grammar School had different reasons for joining the programme. Head of learning extensions and School Wide PB4L coach John Leen said what sold the scheme to the school was that it was a framework.

“It meant we could fit in what we already did, which for us is restorative practice.”

Papatoetoe High School associate principal Vaughan Couillault said there were four features schools beginning the programme should look at; basic behaviour expectations, a matrix which shows how these are demonstrated, active teaching of the behaviour expectations, and rewards for positive behaviour.

Schools joining the framework are asked to develop a shortlist of positively phrased behaviour expectations. Some schools, such as Mt Roskill, already had lists like this expressed as their school values, while other schools saw it as an opportunity to go out and consult staff, students and the community.

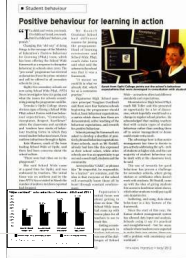
Acronyms like “CARE”, or phrases like “Be respectful, be responsible, be a learner” are common, and the idea is that everyone at the school will eventually know these all by heart through constant reinforcement.

Papatoetoe’s initial focus was about getting to class on time. The School Wide team had come up with lesson plans for all teachers to use to teach this.

Getting a consistent approach to student behaviour was one of the challenges of School



PMCA licensed copy. You may not further copy, reproduce, record, retransmit, sell, publish, distribute, share or store this information without the prior written consent of the Print Media Copyright Agency. Ph +64-4-498-4488 or email info@pmca.co.nz for further information.



General News, page 10 - 483.00 cm²
NZ Magazines Trade - circulation 18,000 (Monthly)

ID 00147850373

PAGE 2 of 2

Wide – as teachers often had different standards and expectations.

Mountainview High School PB4L coach Bill Telfer said this presented an opportunity for a lot of discussion, which hopefully would lead to a change in regular school practice. He acknowledged that making teachers deal with certain types of student behaviour rather than sending them off to senior management or deans could create extra work.

The advantage here is that senior management has time to devote to

pro-actively addressing the 15% - 20% of students at higher risk, and the vast majority of student behaviour can be dealt with at the classroom level, he said.

The use of rewards for good behaviour has proven a challenge for secondary schools, where giving stickers or certificates often doesn't work with students. Mt Roskill, came up with the idea of giving students free access to lunchtime talent shows, which other students would pay a gold coin donation for.

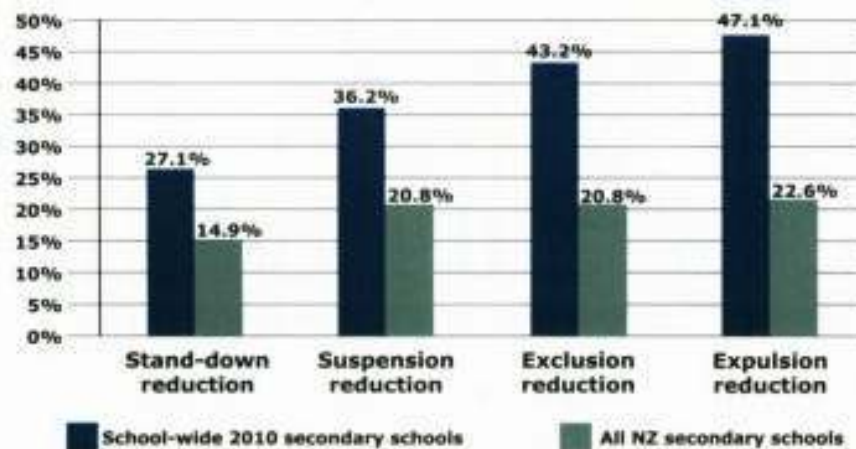
Gathering, and using, data about behaviour is a key feature of the framework.

Since the start of this year, the Kamar student management system has allowed data input and analysis. Schools using it say it's practical and straightforward - but for many schools where teachers were expected to make their own entries, there was still a problem with consistency and workload. •



Sarah from Ophi College points out the school's behaviour expectations that were developed in consultation with students.

Major incident* rate reductions between 2010 and 2011



*Stand downs, exclusions, suspensions.

SOURCE: Ministry of Education, 2011