

Positive Behaviour for Learning

2015 Overview



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About Positive Behaviour for Learning

Positive Behaviour for Learning (PB4L) supports New Zealand schools, early childhood education (ECE) settings, and whānau¹ to promote positive behaviour and create inclusive learning environments that foster well-being and achievement for every child and student.

BACKGROUND

Positive Behaviour for Learning is built on the principles that positive behaviour can be learnt and that environments can be changed to support effective teaching and learning for every child and student. It also reflects the belief that schools and early childhood education settings play a major role in fostering well-being and creating safe, healthy communities.

PB4L came out of the Taumata Whanonga behaviour summit in 2009. The summit recommended that the Ministry of Education look internationally for successful initiatives with a strong research and evidence base. As a result, a number of international initiatives were identified. These were adapted and enhanced to ensure that they are culturally responsive and a good fit for the New Zealand educational context, while preserving their integrity and enabling them to achieve their intent.

At the same time, a commitment was made to support local programmes developed by Māori for Māori. The two Kaupapa Māori PB4L initiatives are *Huakina Mai* and *Te Mana Tikitiki*.

PB4L is delivered by the Ministry of Education in partnership with a range of organisations and groups, including Resource Teachers: Learning and Behaviour (RTLBs), non-government organisations, and universities.

The Ministry of Education continues to work collaboratively with other Government agencies, such as the Ministry of Social Development, the Ministry of Justice, the Ministry of Health, and the New Zealand Police, to ensure that PB4L is effectively contributing to better public services (including the Government's priority result areas and targets).

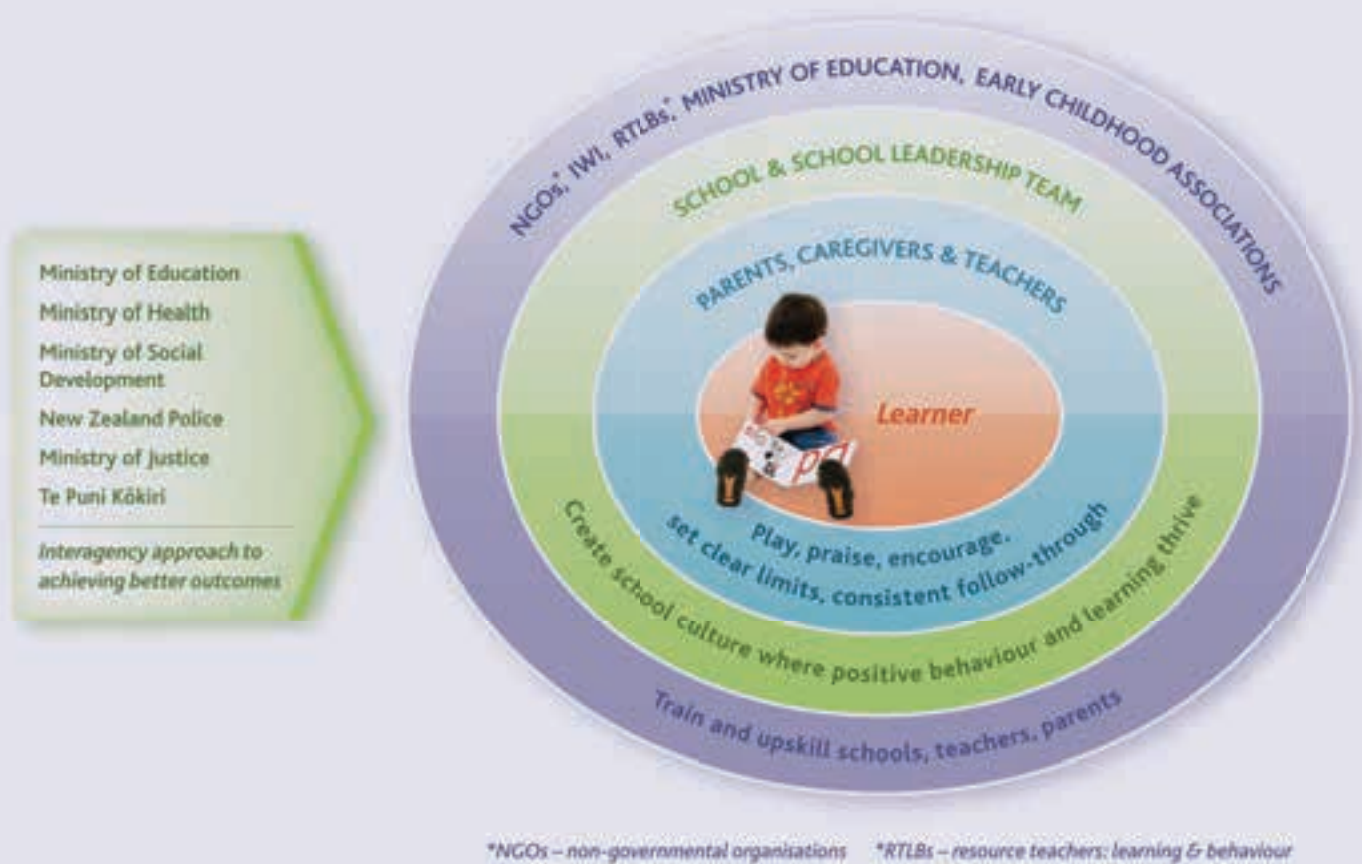
Some PB4L initiatives are part of the Prime Minister's Youth Mental Health Project.

¹ Note that in the Overview, 'whānau' is used in place of the full expression 'parents, families, and whānau'.

STEWARDS FOR PB4L

The Ministry of Education, on behalf of the Government, is leading the implementation of PB4L. The following representatives of the education sector act as stewards for it:

- New Zealand Educational Institute (NZEI)
- New Zealand Principals' Federation (NZPF)
- Post Primary Teachers' Association (PPTA)
- Early Childhood Council (ECC)
- Alternative Education National Body (AENB)
- Secondary Principals' Association of New Zealand (SPANZ)
- New Zealand School Trustees Association (NZSTA)
- New Zealand Association of Intermediate and Middle Schooling (NZAIMS)





Kindness

Unity

Respect

Achieve

WHY IS PB4L NEEDED?

PB4L helps to foster positive behaviour, strengthen relationships, and increase student well-being by creating caring, inclusive learning environments. Research² shows that such environments have positive effects on children's and students' behaviour, resilience, learning, and achievement.

The Gluckman Report³ in 2011 showed a worrying level of behaviours such as bullying, fighting, vandalism, and substance abuse among children and adolescents in New Zealand. Such behaviour forms a serious barrier to learning and well-being and can have severe long-term social and economic implications.

Educational achievement is the strongest protective factor for young people's life outcomes, affecting their future employment, income, health, and well-being. By encouraging respectful and inclusive relationships and interactions, PB4L fosters the kind of positive behaviour that enables all children and students to learn and achieve.

The Gluckman Report showed that in New Zealand one in five young people are likely to be affected by anxiety or depression by the age of 18 years. New Zealand's youth suicide rates are among the highest in the world.

The Prime Minister's Youth Mental Health Project is designed to help young people who have, or may develop, mild to moderate mental health issues. Three PB4L initiatives are part of the Youth Mental Health Project: *PB4L School-Wide*, *My FRIENDS Youth Resilience Programme*, and *Check & Connect*.

HOW DOES PB4L CONTRIBUTE TO EDUCATION'S STRATEGIC PRIORITIES?

PB4L supports schools and ECE settings to build inclusive learning environments and meet the goal of success for every student and child. Along with other supports available to schools, PB4L:

- contributes to higher and more equitable levels of participation, engagement, and achievement
- strengthens inclusion so that every child and student, including those with special education needs, will succeed and achieve to their full potential
- supports students to stay at school longer and complete qualifications (so that, for example, the number of 18-year-olds achieving NCEA Level 2 or equivalent increases).

PB4L helps to create more positive school, ECE, and home environments, which deter bullying and other unwanted behaviours that set up barriers to friendship, engagement, and learning. By removing such barriers, we enhance students' well-being and improve their chances of achieving at school and beyond.

² Sugai, G. & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, 17, 223-237.

Advisory Group on Conduct Problems (2013). *Conduct Problems: Adolescent Report, 2013*. Wellington: Ministry of Social Development.

³ Gluckman, P. (2011). *Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence*. Report from the Prime Minister's chief science advisor, May 2011. Wellington: Office of the Prime Minister's Science Advisory Committee.





HOW DOES PB4L SUPPORT INCLUSION?

The New Zealand Curriculum requires that teaching and learning recognises, supports, and builds on **all** students' identities, languages, cultures, and abilities.

PB4L helps to develop inclusive learning environments that enable all children and students:

- to **participate**
- to **be engaged**
- to **achieve**
- to **belong**.

Well-being, learning, and behaviour are interlinked. A respectful, inclusive learning environment enables children and students to express their needs and feelings in positive ways that do not set up barriers to learning or achievement.

The New Zealand Curriculum promotes the development of social and emotional competencies. The key competencies, including relating to others, managing self, and participating and contributing, are the "key to learning in every learning area". PB4L helps to create a learning environment where every child or student can experience success by developing and using these key competencies.

HOW DO WE KNOW PB4L IS MAKING A DIFFERENCE?

The Ministry of Education has developed a comprehensive plan to evaluate the impact of PB4L.

The New Zealand Council for Education Research (NZCER) has carried out evaluations of:

- *Incredible Years Teacher*
- *My FRIENDS Youth*
- *PB4L School-Wide*
- *Intensive Wraparound Service: Te Kahu Toi*

These reports are available at

<https://www.educationcounts.govt.nz/>

Preliminary results can be found in the information about PB4L initiatives on pages 12–23.

At the time of writing, Martin Jenkins and Associates was carrying out an evaluation of *PB4L Restorative Practice*, and NZCER was carrying out an evaluation of *Check & Connect*.

HOW DOES PB4L SUPPORT MĀORI TO SUCCEED AS MĀORI?

Māori enjoying educational success as Māori means that all Māori children and students will realise their own unique potential and succeed in their lives as Māori.

Māori students are an important focus of PB4L. The various initiatives of PB4L give priority to whānau and teachers of Māori children and to schools that have a higher proportion of Māori students. The Ministry will continue to evaluate and enhance these initiatives to ensure that they work for Māori.

For example, a number of iwi-based organisations have been contracted to provide *Incredible Years Parent* programmes to Māori whānau. These programmes value and respond to the heritage and tikanga of those attending through their collaborative, whānau-centred approach.

The following two Kaupapa Māori PB4L programmes have been developed by Māori for Māori students.

- *Huakina Mai* combines whole-school and restorative approaches with a Kaupapa Māori world view.
- *Te Mana Tikitiki* uses te reo and tikanga Māori to provide a culture-rich environment that nurtures mana in Māori students.

Both of these initiatives involve building partnerships with whānau and iwi.

The Ministry is also working in partnership with Ngāti Kahungunu to support a group of schools in Hawke's Bay to strengthen their engagement with Māori whānau and parents as part of the *PB4L School-Wide* implementation. Key learnings from this partnership will inform the wider delivery of PB4L.

"A strong component of *Incredible Years Parent* is whakawhanaungatanga and how we build relationships within our group, our families, and our community. It is pleasing to see that our Māori whānau embrace *Incredible Years* even though they can initially get hung up on the idea that the programme is American. Credit to group leaders who are able to take down the barriers around this. I personally like to emphasise to our Māori participants that pre-European parenting practices of Māori were actually very similar to (practices encouraged in) *Incredible Years Parent*.

"Feedback from parents is always positive and their confidence around parenting is greatly improved. *Incredible Years Parent* not only creates a positive environment for the participants but continues to support and nurture my own positive parenting practices."

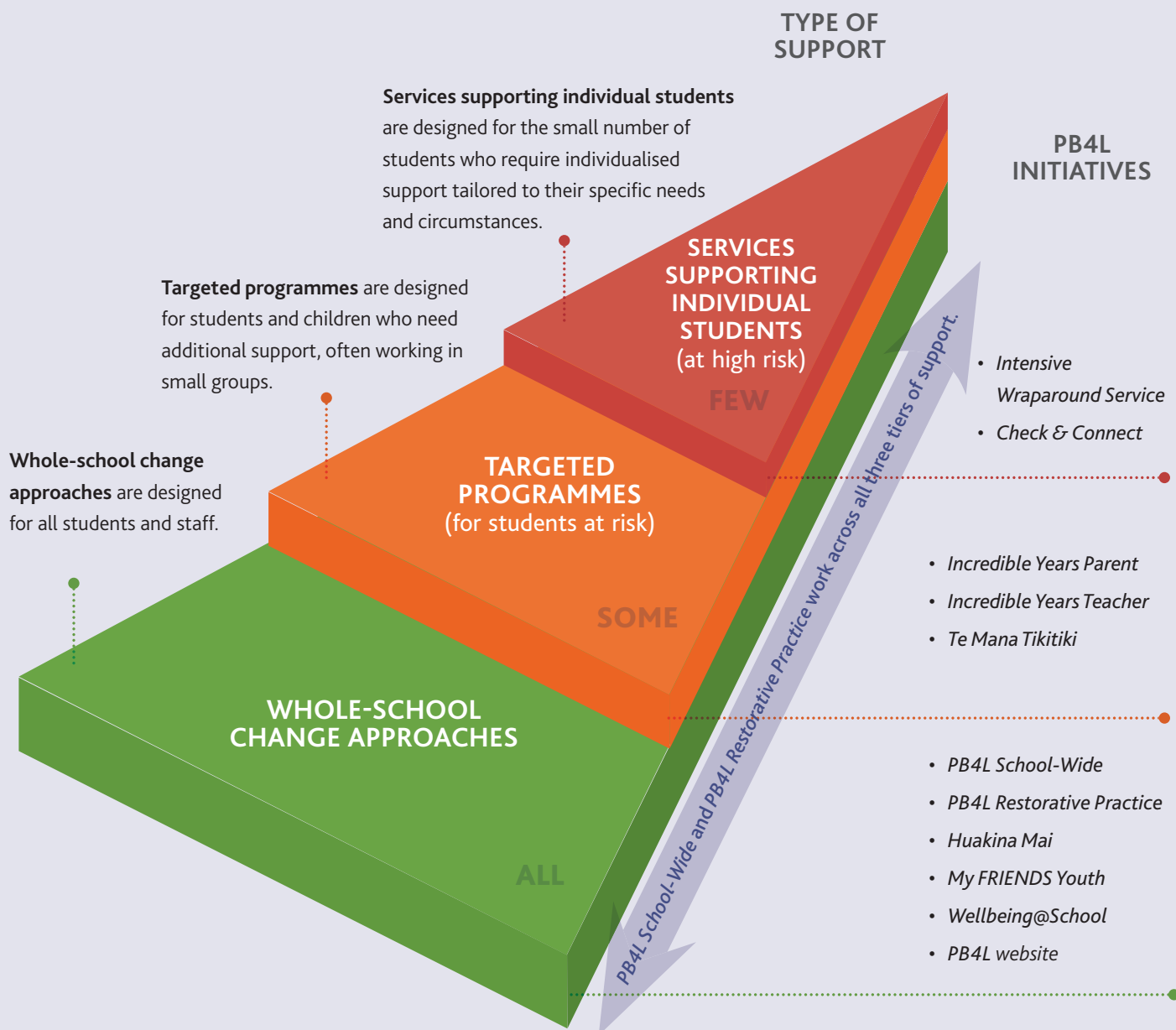
Naomi Austen-Reid, accredited group leader, Te Rūnanga o Te Rarawa

"The Whānau Ora – Whānau Rangatira outcomes that our Trust is guided by accentuate whānau-centric philosophy in practice. *PB4L Incredible Years* is part of our holistic path of well-being for whānau."

Tania Siteine, general manager, Whānau Whānui, Ngāti Hine Health Trust



POSITIVE BEHAVIOUR FOR LEARNING: THREE TIERS OF SUPPORT



CASE STUDY

Positive Behaviour for Learning at Ōtaki College

Creating “a culture of care” is the way Ōtaki College principal Andy Fraser describes the impact that a range of PB4L initiatives have had on the college’s environment.

When Andy came to Ōtaki College as deputy principal, he found a school where absentee rates, stand-downs, and suspensions were well above both the national norm and the norm for the college’s decile 4 rating. Māori students were over-represented in these statistics.

“But the biggest issue by far,” says Andy, “was the gap between the staff’s perceptions of the college and the feedback we were getting from the students and whānau.

“Māori students were telling us that they didn’t feel valued, they didn’t feel they had a voice, and they didn’t feel they were being empowered to achieve.

“When this feedback was shared with staff, they were appalled. They had no idea the students felt that way.

“We had lots of open and honest discussions. The teachers could see that the old punitive, authoritarian methods (‘do it because I say so – or else!’) just weren’t working. We needed to try a restorative approach – building respect and accountability while keeping people’s mana intact.”

Andy had seen the power of restorative practice during his time as deputy principal at Porirua College.

“The principal there, Susanne Jungersen, inspired me with her vision of what a community college should look like. She made me realise just how powerful a restorative approach could be in turning around the whole culture of a school.”

At Ōtaki College, some serious incidents involving drugs, alcohol, and assaults were successfully dealt with through full restorative conferences. These involved senior staff, whānau, and the local community constable, as well as the students directly affected by the incidents (both perpetrators and victims).

“We worked on the principle that no student should leave Ōtaki College without somewhere to go,” says Andy. “If there’s a problem, we need to deal with it. We’ll jump through hoops to keep them at school.”

In 2011, when the college had the opportunity to join the *PB4L School-Wide* initiative, staff jumped at the chance to build on what they’d started and add value to what they were already doing.

“They’d already seen the power of positive relationships. *PB4L School-Wide* gave us a framework to apply this to all the different areas of school life.

“We spent a lot of time looking at the data, talking about what we wanted as teachers, and getting the students to talk through the expectations. It’s important not to rush this stage. You need to be working *with* people, collaboratively and respectfully.

“We used the *Wellbeing@School* surveys to highlight areas we needed to work on. These are fantastic tools. They showed us what a big shift there’d been in how students felt about the school. But we also found that some students needed more support.”

In response to these findings, the college introduced two further PB4L initiatives – *My FRIENDS Youth* to help years 7–10 students build resilience and *Check & Connect* to support students who are at risk academically and socially.

“We’ve embedded PB4L into every aspect of school life,” says Andy. “It hasn’t always been easy. I’d have to say that implementing PB4L is a very demanding process that swallows up a huge amount of time and resources. But the results speak for themselves.”

Since the school has been using *PB4L Restorative Practice*, *PB4L School-Wide*, and other PB4L initiatives, attendance rates have increased, and there have been only two exclusions in five years. NCEA results have improved, with Ōtaki College identified by the Education Review Office as one of eight high-performing, low-decile schools.

"In 2007, I'd have been worried about taking a parent of a potential student into a classroom without warning. Now I don't hesitate. The school is a much calmer place. The students are proud to be part of it.

"Of course we still have some challenging behaviour issues. But when an angry student comes rushing into my office to ask for a restorative conference, instead of lashing out at someone – that's when you know the PB4L culture's really become embedded in the school.

"It's not just a programme. It's a way of being."





PB4L Whole-school Change Approaches

PB4L SCHOOL-WIDE

PB4L School-Wide supports New Zealand schools to strengthen their whole-school commitment to well-being and inclusive education. *PB4L School-Wide* enables schools to build a culture where positive behaviour and learning is a way of life.

PB4L School-Wide is based on international evidence and research and looks at behaviour and learning from a whole-school as well as an individual student perspective. It can be tailored to suit the cultural values and particular strengths and needs of a school community. Any school can use *PB4L School-Wide* to design a system of behavioural supports for its students.

PB4L School-Wide is not about changing students; it's about changing the environment and putting in place systems and practices that will support students to make positive behaviour choices.

PB4L School-Wide takes the approach that opportunities for learning and achievement increase when:

- the school environment is positive and supportive
- expectations are consistent and clear
- students are taught expected behaviour
- students are consistently acknowledged for expected behaviour
- students are responded to equitably and fairly.

PB4L School-Wide relies on schools using data to inform their decision making and to regularly evaluate progress in order to maintain momentum and inform next steps.

PB4L School-Wide operates across all three tiers of support illustrated on page 9 and takes at least five years to be fully put in place. Over that time, schools should see:

- an increase in desired behaviours
- fewer incidents of inappropriate behaviour
- teachers spending more time teaching
- students more engaged and achieving.

In 2015, there were 415 New Zealand primary schools and 182 New Zealand secondary schools actively engaged in *PB4L School-Wide*.

How PB4L School-Wide works

The school sets up a *PB4L School-Wide* team that includes representatives from across the school community.

Over a three-to-five-year implementation period, schools have access to staff training and ongoing support for *PB4L School-Wide* coaches and teams. This helps the school:

- gather information about behaviour
- identify and set behaviour expectations
- teach behaviour in the same way as other curriculum subjects
- establish systems for recognising and acknowledging expected behaviour
- establish systems for responding to inappropriate behaviour.

There will be some students for whom this approach is not enough. Tiers Two and Three of *PB4L School-Wide*, which correspond to the upper two tiers on page 9, strengthen and enhance the existing supports that schools have in place for these students and their teachers.

PB4L School-Wide innovations

An action research project has been set up in which a contracted provider is working alongside a group of Māori-medium kura to find out and record what they are learning as they implement *PB4L School-Wide*. The findings of this project will support other kura that may wish to begin their *PB4L School-Wide* journey. Preliminary findings were positive, and results of the action research were published in August 2015.

The Ministry of Education is also working on a joint project with the Ministry of Social Development in which *PB4L School-Wide* is being implemented 'facility-wide' in Te Maioha o Parekarangi Youth Justice Residence and Kingslea School.

How has PB4L School-Wide made a difference?

In 2015, NZCER evaluated the implementation of Tier One of *PB4L School-Wide* in the 408 schools that commenced implementation in 2010–13.

Preliminary findings indicated that *PB4L School-Wide* is valued by many schools. The majority of staff who responded to the survey thought that *PB4L School-Wide* was supporting a broad range of positive changes for both students and teachers, including:

- a more respectful, safe and inclusive school environment
- positive changes in students' ability to reflect on and manage their own behaviour
- increases in students' on-task behaviour and engagement in class
- a decrease in behaviour referrals for major incidents
- more effective processes for dealing with behaviour incidents
- improved systems for collecting and reporting data on behaviour.

The preliminary findings also indicated a downward trend in the numbers of stand-downs, suspensions, expulsions, and exclusions in *PB4L School-Wide* schools, and showed that these improvements are being sustained over time.

"Whanaungatanga brings everyone together, like a community. We respect each other's ways. It reflects back on our identity and respecting the diversity of this school. Respect is a big factor in a Māori whānau. You have to know where you stand. It's about tuakana and teina."

Māori student, year 13

"As a parent I felt intimidated by the school – the teachers were up there, and I was down here. I didn't quite get PB4L ... But then they came out with the rewards system and that was great. I started to understand how the children would be rewarded ... My boy did the whole cycle – it was good to see the change in him. It disciplined him to be good. He didn't need rewards after. His behaviour just evened out at home and in class."

Parent from primary school

"It's really important to be positive at school – it's something a lot of people here show ... They smile, people are into their learning ... It's a positive environment and there's lots of opportunities. There's something for everyone ... Students and teachers are friendly and outgoing."

Year 8 students

"Ko ngā whanonga o ngā tamariki, ngā āhuatanga o ngā tamariki, kua pai haere o rātou ngākau. Kua tīni te kura i ngā ture me ngā kawa." (The behaviour and outlook of students has changed. We're a lot more open and compassionate because of the change in our school rules and approaches.)

Ākonga, year 8

"[Our leaders] acknowledged it was a journey ... The fact it wasn't going to happen in five minutes (meant) we didn't feel overwhelmed. It was spread over years – it's a marathon, not a sprint. It was OK to say something didn't work, and we'd try something new."

Teachers on the PB4L School-Wide team

"Keep the initiative fresh! We constantly have to do this. Otherwise people don't take it seriously. Now that we've taught all the expectations to students (once a fortnight), we asked ourselves how to make this not boring ... We look at what is happening and isn't happening. We look at the forms we use, and ask whether they're working or not. We may tweak things with staff. We ensure it's a living thing."

Principal

CASE STUDY

Ranui Primary – a PB4L School-Wide journey

In 2011, Ranui Primary – a decile 2 school in Waitakere, Auckland – set out on a journey.

"We had lots of great students who were positively engaged in all aspects of school life," says deputy principal Del McFarlane-Scott. "But there was also a group who challenged us daily with behaviour issues such as swearing, bullying, and aggressive behaviour. Although they were a minority group, we were spending most of our time and energy on these students.

"We had some things in place to support positive behaviour. For example, we had year 6 students acting as mediators in a tuakana/teina role, and that was effective. We also had a number of positive incentive schemes in place, and school leaders used restorative practices when dealing with student conflict issues.

"But there was a lack of consistency in the way we were dealing with behaviour issues. Some staff still wanted a more punitive approach and felt we should exclude children with high behaviour issues. But we believed we owed it to our children and their whānau to keep them part of the Ranui school whānau and be part of the solutions."

In 2011 the school had the opportunity to begin the process of implementing *PB4L School-Wide*.

"We liked the fact that it fitted in with our restorative practices and that it's a framework that we can adapt to fit our school's needs," says Del. "We can 'Ranui-ise' it to make it work for us."

They began their journey by consulting with the wider community. The school has approximately 44% Pasifika and 42% Māori students.

"We had fantastic buy-in," says Del. "We held hui at the school, and we sent out questionnaires. We wanted a new 'brand' for the school, and we decided to find out what the Ranui whānau aspirations were for our school and which values our whānau thought were most important.

"That's how we came up with our vision and logo. The logo shows Te Whare Akoranga o Ranui, where we celebrate our diversity. The four pou of our whare are 'happy, healthy, harmonious, and high achieving.' And the value that came up over and over again was 'respect'. That's at the heart of everything.



"*PB4L School-Wide* helped us realise that we had to teach behaviour in the same way as literacy or numeracy. We couldn't assume that all students just understood the expectations; we had to teach them explicitly and consistently. Just like in other subjects, some students require more support and scaffolding than others.

"But first of all, we had to work out what the issues were and what our expectations should be. What was a big issue for one teacher might be a trivial one for another. We did lots of talking about our expectations. The whole school community was involved – students, teachers, support staff, and whānau.

"We deliberately didn't jump in right at the start and put up signs. First we wanted to make sure that we had consensus about our expectations.

"A big breakthrough for us was finding a system of recording data about behaviour. Teachers record any instances of unwanted behaviour, and these are put into our computer tracking system. This gives us evidence of where the main issues are. It breaks the data down to specific groups of students and hotspot areas around the school, which means we can target our time and interventions into where it matters most.

"We put the signs up to remind everyone of the expectations in different areas of the school. The kids helped to come up with the wording, and we made sure it was always expressed in a positive way.

"We have a reward system where we award 'Golden R's' (for Respect) when the children are caught doing the right thing."



Ranui Primary School is now implementing Tier Two of *PB4L School-Wide*. The Tier 1 team, which comprises office staff, teachers, support staff, and student representatives, deals with school-wide behaviour expectations. At meetings, the team discusses issues and suggests solutions, such as lunch-time activity groups and key messages that need to be promoted at assemblies or on daily notices.

Tier Two involves positive interventions to support students who are displaying low-level behavioural issues that are becoming a concern, and to track their progress. The focus is on success for all.

"The data shows how far we've come on the journey," says Del. "Everything we do in the school now is tied in to *PB4L School-Wide*."

PB4L RESTORATIVE PRACTICE

PB4L Restorative Practice helps schools to build and maintain positive, respectful relationships across the school community. It is a relational approach, grounded in beliefs about fairness, dignity, mana, and the potential of all people. It is designed to complement *PB4L School-Wide*.

PB4L Restorative Practice has its origins in the restorative justice system. It offers staff best-practice tools and techniques for restoring relationships when things go wrong.

The initiative was piloted in over 20 secondary schools in 2013–14 and is being made available to up to 200 schools by 2017.

Principles

PB4L Restorative Practice is underpinned by four key principles.

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports the mana of all individuals in the school community.
- Cultural responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Components

PB4L Restorative Practice has three key interrelated components – Restorative Essentials, Restorative Circles, and Restorative Conferences.

The **Restorative Essentials** are the everyday, informal actions that place emphasis on relationships, respect, empathy, social responsibility, and self-regulation. Restorative Essentials 'keep the small things small'. A key approach is the Restorative Conversation, which uses a scripted set of questions to explore and resolve minor problems in a respectful way.

Restorative Circles are a semi-formal practice requiring some preparation. They operate on a continuum from community building to healing and conflict resolution.

Restorative Conferences provide formal, structured processes for responding to serious misconduct, repairing harm, and restoring relationships.

Support for schools

Over the three-year implementation period, schools have access to staff training and ongoing support for in-school *PB4L Restorative Practice* leads.

The four books in the *PB4L Restorative Practice* kete provide leads with best-practice tools and techniques to reinforce the training and strengthen practice with staff in their school.

How has PB4L Restorative Practice made a difference?

Anecdotal feedback from the schools participating in the pilot suggests that schools can expect the following positive outcomes:

- a calmer school environment, with improved classroom behaviour and more time for teaching
- improved engagement and learning for students in the classroom
- growth in relational and problem-solving skills across the whole school community, for both adults and students
- improvements in attitudes and relationships across the whole school community
- a consistent best-practice approach that aligns with the school's shared values.



CASE STUDY

PB4L Restorative Practice at Naenae College



When John Russell first came to Naenae College as principal in 2007, it felt like “a very angry place”.

“It was like ‘you’ve got to be staunch to be here’,” he says. “I’d be down in the station subway after school, waiting for the fights to start. Something had to change.”

At the end of 2007, he issued a challenge. “I told the staff I was setting up a meeting for the first day of the holidays to draw up a proper PLD plan for the next year. All but five of the staff turned up.

“We drew up the five key elements of a plan to build a vibrant, literate learning community. These were: Literacy, Culture Counts, Behaviour, Core Pedagogy, and IT. And we started with Culture Counts and Behaviour.

“At the beginning of 2008, I took five staff to a two-day workshop on Restorative Practice with Marg Thorsborne. We also went to a Te Kotahitanga conference, and we found there were a lot of common elements between the two.

“Te Whānau Tahi is the name of our college marae. We’re a very diverse school – 27% Māori, 25% Pasifika, 22% Pākehā, 15% Asian, and 11% ‘Other’, including students from Somalia, Eritrea, Iran, Iraq, and Colombia. We don’t see this diversity as a problem – it’s an opportunity for us all to learn from each other.

“We put a lot of time into thinking about how we could change the language we used when interacting with students. We needed to convince them that this was a safe place where they’d be listened to. We wanted to get away from the punitive model – doing things *to* students – and work *with* them.

“Our approach to managing behaviour is a very strongly relational one. Our students need to know that we’ll take the trouble to get to know them and that we care about them. In 2013, we changed to a vertical whānau structure, with the four deans each taking on the role of whānau head. Students stay in the same learning advisory group within their whānau for their

whole time at college, and this helps to anchor the relationships. We have a saying: ‘We don’t want anyone to fall out of the waka – you’re responsible for the person next to you.’”

In 2013, Cath Forster was appointed as lead facilitator for *PB4L Restorative Practice*. “She supports classroom teachers with Restorative Conversations and circle work. Everything we do in the school is built on a restorative culture.

“The students are familiar with the process. They know what the questions are. If we’re setting up a Restorative Conference with whānau, we’ll tell them what will happen beforehand and give them a card with the process set out. We won’t ever just go in cold.

“Before we even start a conference, we need the wrongdoers to admit they’ve done something wrong. The saying is ‘If you muck up, you fess up’. But because our students know the whole point is to put things right, they’re more willing to accept responsibility. It’s solution-focused, not penalty-focused.

“We have weekly ‘at risk’ review meetings which include community police and health providers; the whole community’s behind this.

“The issues we’re dealing with may have nothing to do with the school – it’s what’s happening out on the street.

“For example, we had a situation where two of our students were involved in a street fight. Both sets of parents were extremely angry and upset – to start with, they wouldn’t even contemplate meeting each other. So we worked on separating out the stories beforehand. Then we asked each of them ‘Are you ready to sit down and work this through?’ Eventually they agreed.

“At the conference, we ask each of the people involved ‘Who was affected?’ and ‘What were you thinking at the time?’ Then we ask them ‘What are you thinking now?’ And we work with them to come up with solutions. We ask ‘How can we make sure this doesn’t happen again?’ and ‘Do you need help with that?’

“In this case, we had a very significant shift, from violent anger to a genuine commitment to a positive outcome, on both sides.

“*PB4L Restorative Practice* has given us tools to help calm tense situations down and to build trust. In 2007, we had up to 15 suspensions a year. Now it’s only one or two a year – and that’s only after we’ve tried everything possible to negotiate a solution. In the end, it’s all down to choice, and restorative meetings won’t work unless everyone’s heart is in the right place.

“It takes a huge amount of time and commitment, but it’s all about building a community where everyone feels valued. That’s the only way learning can take place.”



HUAKINA MAI

Huakina Mai helps whānau, schools, and iwi to work together to build a positive school culture based on a Kaupapa Māori world view. The initiative is based on a body of practice-based evidence that shows students learn best when teaching is personalised and when teachers know and care for their students and build positive relationships with them.

Huakina Mai is founded on five cultural principles:

- pūmanawatanga – the morale, tone, and pulse of a school
- whanaungatanga – building relationships
- manaakitanga – caring and respect
- rangatiratanga – teacher effectiveness
- kotahitanga – bonding and unity.

'Huakina mai' means 'opening doors'. The initiative aims to enhance learning outcomes and experiences for Māori students and their whānau. It promotes a whole-school approach to encouraging positive behaviour, based on strong relationships, restorative practices, authentic engagement, and power sharing. Culturally responsive systems, practices, and pedagogy are key.

Huakina Mai is a flexible model that can be adapted by individual school communities to suit their particular needs and strengths and to reflect local contexts, iwi education plans, and the aspirations of mana whenua.

The initiative is being trialled in selected Christchurch primary schools in partnership with the University of Canterbury, Te Rūnanga o Ngāi Tahu, and Te Tapuae o Rēhua.

MY FRIENDS YOUTH RESILIENCE PROGRAMME

My FRIENDS Youth Resilience Programme aims to help students become confident, lifelong learners. It supports the key competencies of the New Zealand Curriculum, especially those of managing self, relating to others, and participating and contributing.

Common mental health issues, including anxiety and depression, often appear first during adolescence and can have a serious effect on students' behaviour, learning, and achievement. The Prime Minister's Youth Mental Health Project identified *My FRIENDS Youth* as an effective means of improving well-being and reducing anxiety.

My FRIENDS Youth is based on extensive research into the treatment and prevention of anxiety and depression and has been endorsed by the World Health Organisation. The programme has been shown to help build students' resilience – their ability to overcome anxiety and to cope with difficult and challenging situations. It helps them develop emotional skills and coping strategies and improves their capacity to learn.

My FRIENDS Youth is run by teachers within each school as part of the year 9 Health curriculum. It consists of ten sessions, some of which are run over more than one lesson.

"It does change you – as a person. Cliché, but it does. It explains to you different things."

Year 9 student

"I find it quicker to get to sleep at nights. Just focusing on one thing – that worked."

Year 9 student

"It ... helped you to think from other people's point of view and think about others at the same time as yourself ... Learning the word 'empathy' really helped me to understand how other people feel and being in their shoes."

Year 10 student

How has *My FRIENDS Youth* made a difference?

My FRIENDS Youth has been evaluated by NZCER in 26 trial schools.

Preliminary findings showed that the programme has been successfully implemented. Most students rated *My FRIENDS Youth* highly. They used the strategies taught in the programme, and they considered that what they had learnt would be useful for them in the future.

Most teachers and guidance counsellors thought the programme was worth doing. They believed in what it is designed to achieve, would recommend it to other teachers, and would continue to run the programme in their schools.

The evaluation also showed that *My FRIENDS Youth* works best when a whole-school approach is applied to strengthen student resilience. This gives students the opportunity to refresh the skills and tools they have learnt.

"It gives us (teachers) structure, it gives us another vehicle to teach some of the harder aspects ... talking about feelings, being mindful."

Teacher

"Best PD I've had in a long time. I went away energised. It upped my game again."

Guidance counsellor

CASE STUDY

My FRIENDS Youth at Aurora College



Brent Tagomoa teaches at Aurora College in Invercargill.

"When I first heard about the *My FRIENDS* programme, I thought it sounded great – because it's evidence-based and designed to prevent problems from occurring, as opposed to trying to cure them.

"The training was excellent. It's practical and interactive, and it guides you through the programme, step by step. It's all about supporting students with their personal development, self-expression, and self-esteem. Whatever we teach won't be much use to our students unless they're strong within and have confidence and well-developed life skills. If they can deal with their personal problems, they're much more likely to achieve at school and in the future.

"For me, I'd have to say that this is one of the best programmes I've ever delivered as a teacher. But you have to be willing to be a little bit more open. I think it's important that students see that you have ups and downs in your life, too, and that you've had to learn to use a repertoire of strategies to deal with these obstacles.

"Some of the problems our kids are tackling are quite extreme, but real, and that's where we've had some of the most successful outcomes from the programme – things like cultural and gender identity, bullying, and sexuality issues.

"One student had a major swearing problem. She'd been bullied quite a lot, and swearing was a defence mechanism for her. It was just an automatic response. So we worked out a coping plan. Her initial goal was to self-edit her responses. Thereafter, it was to learn a variety of strategies for responding during awkward situations. Then finally it was to develop and apply the strategies when necessary. One of the rewards we came up with was that if she decreased her swearing at school, I'd ring her mum and let her know. So the rewards fed into her self-esteem and relationships. Her parents noticed the difference, too – and they could see that her teachers really cared. There were lots of positive spin-offs.

"We had a parents' evening to let families know about the programme. They were exposed to some of the activities, which they could see would help with their children's self-expression and confidence. One parent said, 'I've been waiting for something like this for a long time – something to really help a boy like mine.'"

WELLBEING@SCHOOL

The *Wellbeing@School* website hosts a range of student and staff surveys and self-review tools. These are designed to help schools discover where they are doing well in promoting a safe, caring, and inclusive environment and to identify where they could be doing better.

There are two toolkits:

- The *Wellbeing@School* tools help schools to explore how different aspects of school life contribute to creating a safe and caring climate – one that fosters well-being and deters unwanted behaviour, such as bullying.
- The *Inclusive Practices Tools* support schools in building inclusive practices for all learners (including learners with additional support needs).

Once schools have downloaded and used the staff and student surveys, the website analyses the resulting data and provides them with a confidential report of the findings. The report looks at aspects such as school-wide climate and practices, community partnerships, teaching and learning, and student culture.

Using this report, schools can then develop a plan to build on the things they are doing well and address aspects that could be improved.

www.wellbeingatschool.org.nz

PB4L Targeted Programmes

INCREDIBLE YEARS PARENT

Incredible Years Parent is a 14-session programme for parents of children aged from 3 to 8 years. It provides parents with strategies for actively promoting positive behaviour and helps them create a home environment that encourages positive social and educational outcomes.

Parents come together once a week for two hours to learn positive approaches for dealing with unwanted behaviour, such as aggressiveness, ongoing tantrums, swearing, hitting and kicking, and refusing to follow rules.

These approaches include:

- making time to play and spend quality time with children, letting children lead the play
- encouraging the behaviours parents would like to see, through setting clear rules and boundaries and using praise and encouragement
- selectively using consequences for unwanted behaviour, such as ignoring, loss of privileges, and time out.

The programme is provided by 51 non-government organisations throughout New Zealand, with support from Ministry of Education Special Education staff. Approximately 2,800 parents and whānau participate in the *Incredible Years* programme every year.

Research shows that the *Incredible Years* programme has brought about impressive improvements in child well-being in over 20 countries, including the United States, Canada, and the United Kingdom.⁴

In New Zealand, a Ministry of Social Development pilot study in 2013 and a follow-up study in August 2014 showed a sustained improvement in both parenting practices and children's behaviour.⁵ The report showed that the *Incredible Years Parent* programme is equally effective for both Māori and non-Māori families, with benefits that persist in the long term.

INCREDIBLE YEARS TEACHER

The *Incredible Years Teacher* programme is for teachers of children aged from 3 to 8 years. It provides them with approaches that actively encourage positive behaviour, foster well-being, and create a safe and caring learning environment.

The *Incredible Years Teacher* initiative covers:

- building positive relationships with children
- using attention, encouragement, and praise to encourage positive behaviour
- motivating children by giving them incentives
- helping children learn social skills, empathy, and problem-solving skills
- proactively preventing unwanted behaviour – for example, by using appropriate consequences.

Teachers from a school or early childhood education setting meet with colleagues from other schools or settings once a month over a period of six months. A one-day follow-up workshop three months later consolidates their learning.

Incredible Years Teacher is provided by Resource Teachers: Learning and Behaviour (RTLBs), early childhood organisations, and non-government organisations, with support from Ministry of Education Special Education staff. Approximately 2,400 teachers participate in the programme every year.

In 2015, NZCER carried out an evaluation of *Incredible Years Teacher*. Preliminary findings showed a generally very positive picture of gains for teachers and children from the programme.

Of those surveyed, more than 85% of the primary teachers and more than 90% of the early childhood teachers thought that *Incredible Years Teacher* had given them:

- greater awareness of the value of being proactive in relation to children's behaviour
- a much deeper understanding of how to teach social and emotional skills
- useful strategies for working with children in ways that encourage their engagement.

⁴ Menting, A.T.A., Orobio de Castro, B., & Matthys, W. (2013). Effectiveness of the Incredible Years parent training to modify disruptive and prosocial child behavior: A meta-analytic review. *Clinical Psychology Review*, 33(8), 901-913.

⁵ The evaluation report and follow-up study can be found at: www.msd.govt.nz/about-msd-and-our-work/publications-resources/evaluation/index.html

CASE STUDY

Incredible Years at North New Brighton Kidsfirst Kindergarten



Wendy McAra and Jacqui Wagener teach at North New Brighton Kidsfirst Kindergarten in Christchurch. For four months they've been using the strategies they've learnt through the *Incredible Years Teacher* programme. They've shared the positive outcomes with their community, and they constantly encourage whānau to take part in *Incredible Years Parent*.

"We both wish we'd been taught some of these strategies when we were first training. Every day we talk about how valuable it's been for us. We've been told in the past by parents, community, and external agencies that our behaviour management strategies are empowering, positive, rewarding, and successful. But attending the *Incredible Years* programme has taken our strategies to another level.

"It's not just that we've learnt more about the reasons for some of our children's negative behaviour. The really important change has been learning how to respond in an even more empowering and positive way.

"Our relationships and interactions with the children have become much calmer and more positive. When we're working and playing alongside some of our most challenging children, we've learnt how to stay calm and dig deep into our store of strategies. We know that we can deal with any situation in a positive and collaborative way.

"We use the same strategies for all our children. But we've noticed big changes in some of our most challenging children. For example, one child was refusing to listen or respond to another teacher's request. The teacher used the 'When ... then' strategy. She stayed calm and said, 'When you speak in a friendly voice, then I can help you.' She repeated this, calmly, twice more, and then the child complied.

"We use these strategies all the time. This consistency helps to empower the children, because they understand what is happening, and they know what will happen next. It gives them a great sense of belonging and trust.

"It has also made a big difference to interactions between the children. We've always encouraged them to support others who are having difficulties, but some of the new strategies that we've shared with the children are really working. For example, we've taught them the strategy of 'using your ignoring muscle'. That's had some very positive effects! However, we also teach them how important it is to re-engage after using your 'ignoring muscle'.

"We have an open-door policy, and our community know that they can talk to us about any type of behaviour issues they are experiencing at home, such as challenges with eating, bed-time, or listening. These may seem minor, but parents can become really stressed when dealing with these issues, and they can then turn into big problems.

"We've encouraged all our parents to do the *Incredible Years Parent* training. It's not just for the ones with the most challenging children. We talk about the course to everyone. We emphasise that it will give them 'positive power' and help them build a positive environment at home.

"Parents have noticed how well the strategies are working at kindy, and so they're keen to try them out at home too. The teachers walk the talk, and that helps parents to see us as role models for what we're suggesting to them.

"They can see the changes in their children, too. We've noticed that when the parents are involved in *Incredible Years*, the children are more settled. They're getting consistent communication, so they know what to expect.

"We try to put parents who are 'thinking about' doing the training in touch with those who are already involved in it. We also share some of our 'teacher learning' through our newsletters and community reports.

"This programme is the best thing since sliced bread!"

TE MANA TIKITIKI

Te Mana Tikitiki uses tikanga and te reo Māori to uplift the mana of young Māori learners. It aims to build resilience, self-esteem, and confidence and to improve social skills, learning, and achievement.

Te Mana Tikitiki is for Māori students in years 4–8 who are identified as needing support to develop positive patterns of behaviour. It is run in schools over one term. Students attend 10 one-hour sessions, during which they undertake activity-based learning about tikanga and te reo Māori.

The programme is provided by local iwi, working collaboratively with RTLBs and Ministry of Education Special Education staff. Depending on students' interests and needs, they work through one or more modules from the following:

- marae
- waka
- toi Māori (Māori visual arts)
- ngā atua (the gods).

Once students have completed the programme, they give their mihi and 'graduate' at a small ceremony, allowing whānau and others to acknowledge the participants and their achievements.

Te Mana Tikitiki is offered at a small number of schools in Auckland and Lower Hutt.

Observations have shown that this initiative:

- increases self-confidence and self-esteem
- builds social skills and increases positive interactions at school and at home
- improves students' attitudes to their Māori identity
- increases positive behaviour and reduces challenging behaviour
- increases students' engagement and motivation, both at school and at home.



PB4L Services Supporting Individual Students

CHECK & CONNECT

Check & Connect is a long-term, education-focused, mentoring service for young people who are at risk of disengaging from school and learning.

It aims to:

- keep students at school and improve their attendance rates
- encourage them to develop a positive attitude to school and learning
- improve their academic performance
- help them to develop problem-solving skills.

Students receive the service for at least two years. The mentor meets regularly with the student (usually once a week). They seek to understand why the student is disengaging from school, to identify any barriers to learning, and to develop strategies that will strengthen the student's engagement.

The mentor works with the student to help them set and achieve their educational goals. They also liaise with the student's whānau, the school, and other service providers who can help the student achieve their goals.

Check & Connect has a strong research base and has been found to have a positive impact on students who participate in it. As part of the Prime Minister's Youth Mental Health Project, it is being trialled in secondary schools in the North Island, in partnership with the Ministry of Social Development, the Ministry of Justice, and four non-government organisations. In 2015, there were 210 students receiving the service.

Some findings from these trials will be available in mid-2016, and the final report will be published in March 2017.

INTENSIVE WRAPAROUND SERVICE: TE KAHU TOI

The *Intensive Wraparound Service* provides support for the small number of children and young people with highly complex and challenging behaviour or learning needs – including those associated with an intellectual disability.

The Ministry provides the service in partnership with parents and whānau, schools, RTLBs, and other agencies. The service supports children and young people to:

- learn new skills and positive ways of behaving
- stay at or return to their local school
- enjoy a successful home and school life.

Primary and secondary students in years 3–10 are referred to the *Intensive Wraparound Service* by Special Education staff, following discussion with the students' schools and whānau. Once a student has been referred, their needs are assessed by a psychologist, who draws up an individualised plan in consultation with the student and the people who support them.

The plan may include:

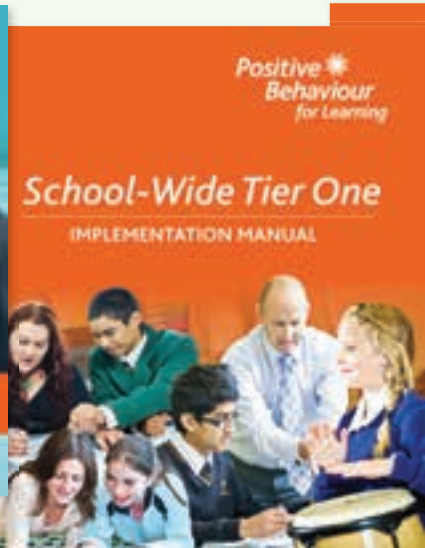
- positive behaviour programmes
- additional resources in the classroom to provide learning support
- specialist support for the child and whānau and others involved in supporting them
- specific strategies that whānau and teachers can learn to support the child
- support for community involvement, including sporting or cultural development.

Research and experience show that children and young people generally do better when they are supported to remain with their family and within their local community. However in some cases, the wraparound plan may include the student spending some time at a residential school, in order to develop the skills needed to be positively engaged in their local community.

Initiatives set up in the plan cover a period of up to three years.

An evaluation of the *Intensive Wraparound Service* was carried out by NZCER. Preliminary findings showed that the service has had successful outcomes for a number of students and is supported by most teachers and principals. The evaluation also pointed out that this 'wrap-around' approach is an evolving service, and the report provided recommendations for areas where further enhancements could be made.





Supporting Resources

PB4L website

This website includes general information about PB4L as well as detailed information about particular initiatives.

www.pb4l.tki.org.nz

PB4L School-Wide Tier One Implementation Manual

This manual complements the training a *PB4L School-Wide* team receives and provides comprehensive support for team members as they work with the school community to implement the approach across their school.

www.pb4l.tki.org.nz/PB4L-School-Wide/Support-material

PB4L Restorative Practice Kete

The books in the kete provide comprehensive support for schools implementing *PB4L Restorative Practice*:

Book One Introduction

Book Two Restorative Essentials

Book Three Restorative Circles

www.pb4l.tki.org.nz/PB4L-Restorative-Practice/Support-material2

Incredible Years guidelines

The *Incredible Years* guidelines provide practical information for programme facilitators (group leaders) who deliver the *Incredible Years* Parent and Teacher programmes. They are also intended for use by the managers and other administrators who support those delivering the programmes.

www.pb4l.tki.org.nz/Incredible-Years-Parent

www.pb4l.tki.org.nz/Incredible-Years-Teacher

Intensive Wraparound Service web page

This web page provides detailed information about how the *Intensive Wraparound Service: Te Kahu Toi* works, including:

- access to the service
- the application and assessment processes
- details about residential school placements.

Information is available at www.pb4l.tki.org.nz/Intensive-Wraparound-Service

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