

Ōtaki College

RP/Positive Behaviour for Learning Journey



2007: Need for change

- Things at Ōtaki College needed to change; evidence of:
 - high stand down and exclusion rates
 - poor attendance rates
 - low retention rates
 - academic achievement below decile and national norms, particularly for Maori learners
 - poor relationships
 - poor community perception
 - Maori community feeling completely disenfranchised

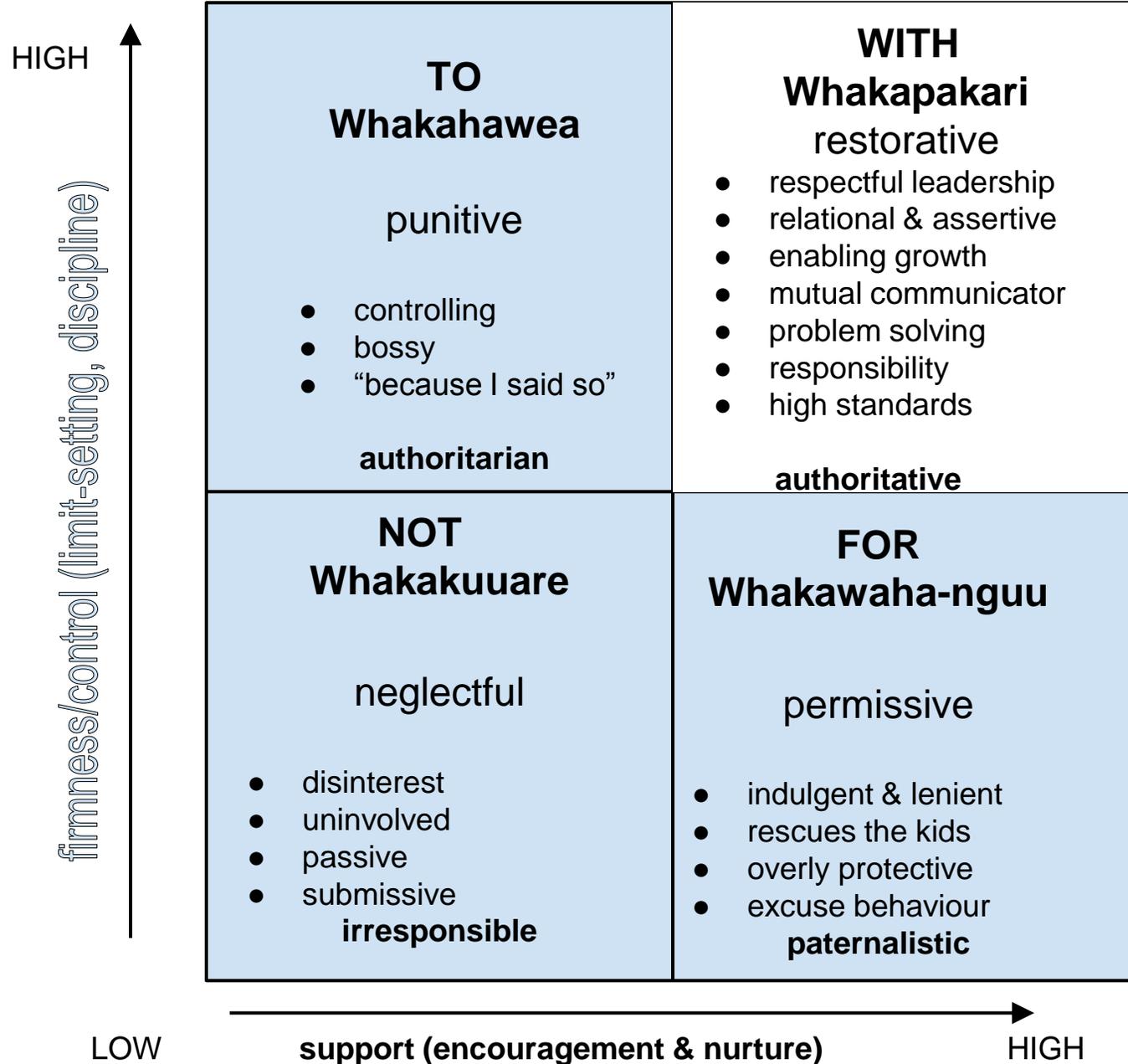




Restorative Practice

Positive Behaviour for Learning Journey

Social Discipline Window



Commenced Restorative Practice Journey

2007



- Started working towards becoming a restorative school and the development of:
 - high end restorative conferences
 - commencement of Professional Learning and Development (Marg Thorsborne - Restorative Conferencing, Mark Corrigan- Circles, Restorative Chat & analysis of school data, internal PLD - practicing with whole staff restorative chat, relationship building, classroom tools, redeveloping pastoral student management systems, Restorative Schools - Matla and Jensen - circles & chats)
 - altered the college pastoral structure with Deans, Learning Support, Guidance Counsellor, Careers
 - integration with external support agencies - Interagency Meetings
 - class interventions referral system - restorative chat or mini conferences (W.A.R.M.)



Worked with staff to support a change in perception towards Restorative Practice

Shift in staff attitudes from punitive to accountability

- Staff PLD - ongoing/RP Pilot School
- Early successes with difficult students and/or situations
- Improved relations and attitudes both in and out of class (College community)
- College “felt better” - gut feeling
- Improvement verified through staff and student surveys

Schoolwide Mantras

- If it's not on kamar it didn't happen
- What have you done about it
- No student leaves the College without a place to go

Doing things ‘with’ our students, not ‘to’ or ‘for’ them



PB4L Restorative Practice

- Note: our Restorative Practice journey commenced *before* the Ministry established its pilot project to develop a best practice model of Restorative Practice
 - Restorative Practice has existed for many years nationally and internationally
 - PB4L Restorative Practice model is based on same principals of building positive, respectful relationships and provides tools and techniques to restore relationships when things go wrong
 - Ōtaki College contributed to and continues to be part of the Ministry's pilot project to test the best practice model



Key points

- This didn't happen overnight
 - It took 4 years of focused effort before we saw any real change in embedded culture
- Managing tensions between traditional/assertive discipline model and Restorative Practice
 - Daily running of the classroom e.g. name on board, cross, 2nd cross referral (to letter of the law)
- All were responses to negative behaviour
 - Teachers encouraged to use their 'tool kit'
 - Move to more proactive methods of classroom management
 - Revisited daily to ensure change in approach is embedded



2011: Along came PB4L School-Wide

- The introduction of School-Wide highlighted a few key things for Ōtaki College:
 - Lack of clear expectations
 - Reliance on hierarchical negative rule based system
 - No rewards or acknowledgement of positive behaviour
 - Still elements of a punitive approach to managing behaviour



Review the School's Strategic Plan

- Is the school committed to *improving behaviour* as a way to improve student performance?
- This should be stated *explicitly* in the School's Strategic Plan (SSP) as one of the top school goals/objectives
- The SSP should be aligned with the School's *Mission Statement*
- *Review* the PB4L component of the SSP with management/staff *frequently*





Senior Leadership

Gang affiliation/display
Dishonesty – theft
Language & gestures -
abusive/aggressive/threatening
Physical -aggressive/violent/threatening
Use/possession of weapons
Use/possession of alcohol and other drugs

5 %
Tier 3

Tertiary Prevention: Specialised individualised systems for students with high risk behaviour

Deans and/or Curriculum Leaders

Bullying/harassment
Callback non-attendance
Behaviour expectation card not completed
Dishonesty - forgery
Four referrals. Incorrect uniform - continued
Interfering with other students' work
Out of Bounds / inappropriate location
Property – vandalism/damage
Referral. Smoking. Truancy
Parent condoned truancy. Withdrawal
Behaviour - dangerous, repeated unresolved minor, threatening
Assessment – major inappropriate behaviour

15 %
Tier 2

Secondary Prevention: Specialised group systems for students with at-risk behaviour

Classroom Teacher/Form Teacher

Late, Absent, Truancy - minor
Absentee concern
Behaviour – conflict with, disobedient, disruptive
Dishonesty - lying
Failure to bring appropriate materials/gear
Language & gestures -abusive/aggressive
Physical contact – low level
Property- misuse/littering
Referral-behaviour – conflict, dangerous, defiance, disobedient, disruptive, repeated unresolved minor, threatening, uncooperative
Incorrect uniform, Non-regulation jewellery worn

80 %
Tier 1

Primary Prevention: Classroom, school wide, for all students, staff and settings

Disrespect, Disengagement, Lack of OC Pride, Irresponsible

How it all works together

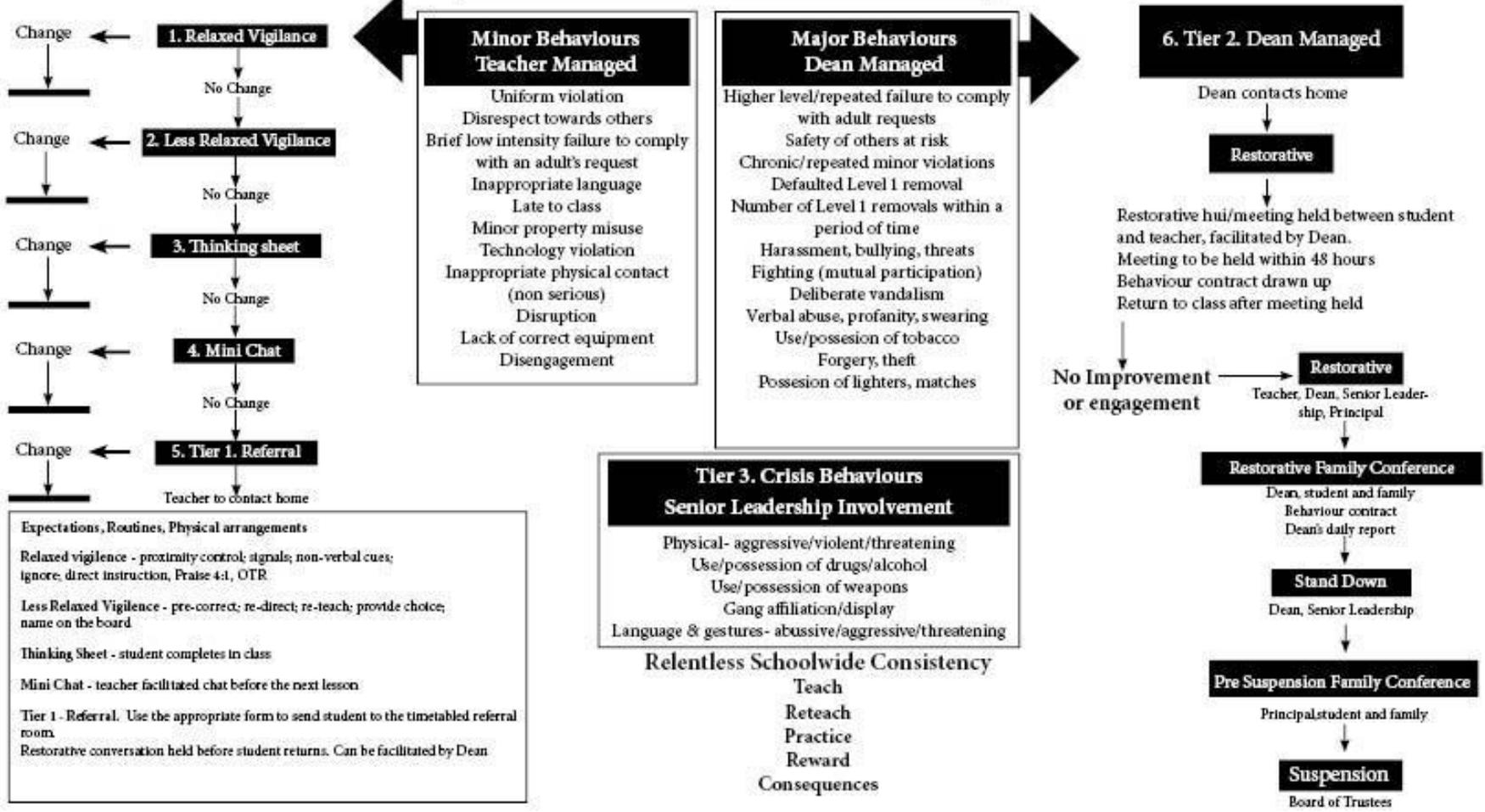


Be The Best We Can Be- The ŌC Way

Give genuine and positive feedback
 Provide explicit instructions
 Use frequent, guided and reinforced practice of desired behaviours
 Build and maintain positive relationships



Observe Inappropriate Behaviour



A



student:

Ōtaki College's behaviours

- is **R**espectful
- has **Ō**taki College pride
- is an **A**ctive learner
- is **R**esponsible



Sustainability

- Once you have developed Restorative Practices and School-Wide expectations it's not enough to just post the words on the walls of the classroom.....
- YOU NEED TO TEACH THEM

How do you know it continues to work??????

- on-going analysis of schoolwide data - (note- Kamar more inline with SWIS)
- School wide surveys (staff, student, community)
- PB4L surveys - SET, TIC, BoQ
- NZCER Well-Being Survey
- Martin Jenkins survey tool RP Pilot

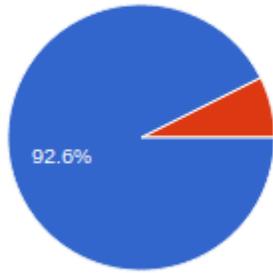


What does the College look like now?

- Calm and welcoming
- Classrooms are places where learning is the priority, not management of behaviour
- raised expectations
- Greater pride in self and the College
- Raised academic achievement
- Few stand downs
- One exclusion in last 5 years
- It's a good place to be for everyone



Do you feel safe at Otaki College?



Yes	75	92.6%
No	6	7.4%

The environment and vibes that float around the college are a lot of the time very positive and inviting ones. because i know that there are teachers and other students i can talk to and i know that the college is a safe place to be.

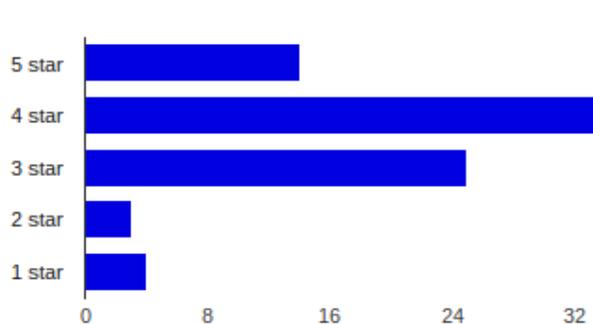
Do teachers at Otaki College care about you?



Yes	50	61.7%
No	1	1.2%
Sometimes	35	43.2%

Yes I feel like being in a small school has the advantages of closer teacher and student relationships in the way of the teachers genuinely want us; the students, to do well
Yes they do, they are really nice and they care a lot about the students.

How do you feel about being a student at Otaki College?



5 star	14	17.3%
4 star	39	48.1%
3 star	25	30.9%
2 star	3	3.7%
1 star	4	4.9%

every day is awesome and i love it here. wouldn't want be anywhere else

Because I feel proud to be a part of the college, and I think I represent being a R.O.A.R student well.

Because i like this school and there are some really nice students and teachers here.

3 Take Aways

1. Know why you are making change and have a vision of where you want to be
1. Model a process that values relationships by working **WITH** staff/students/community
1. It is a **TIME** rich process that never stops



Questions and feedback

