POSITIVE BEHAVIOUR FOR LEARNING

A local view: What can evaluation findings tell us about PB4L School – Wide in a New Zealand context?

Sally Boyd (NZCER)

14 August 2015
Session overview

• Introduction to the evaluation
• Snap-shot of main findings
• Success factors (examples & discussion)
About the evaluation
To the many school staff who contributed to the evaluation through responding to surveys or data requests or sharing stories for a case study.
About the evaluation

Why? Explore what effective implementation and short-term changes in a New Zealand context

Who?
• 397 schools that joined PB4L School-Wide over 2010-2013
• Ministry of Education staff who manage and support SW

When? Two main data collection rounds
End of 2013 and 2014
What information was collected?

From schools
- Online survey (school coaches, English/Maths curriculum leaders)
- SET data
- Case studies of effective practice at 7 schools

About students
- Wellbeing@School student survey data
- Stand-down, suspension, expulsion, and exclusion rates
- Office Discipline Referral (ODR) data

Interview and surveys with Ministry of Education SW staff
Main evaluation findings
A key evaluation question

What short-term shifts is PB4L-SW supporting for…

• schools?
• teachers?
• students?
How do we know School-Wide leads to change?

Who? 400 schools

- NEW schools (joined 2012/13)
- ESTABLISHED schools (joined 2010/11)

How?

- Online surveys
- Same questions for NEW and ESTABLISHED schools
- Repeat surveys: End of 2013 and 2014

Why? Are patterns similar between groups and over time?
Short-term shifts in NEW schools (join 2012/2013)

2013 map
(Schools in training or 1st full year)

- **Leadership, culture & systems**
  - School leader maintains involvement with SW and model learning and systems orientation towards behaviour.
  - Increased consistency of school approach towards recognition of values & behaviour & addressing incidents by use of SW.
  - School uses SW data system to report at all levels (school structures, classroom, all students, all groups).

- **Staff**
  - Staff are able to use data for meaningful decision making (e.g., to identify target groups or areas of practice).
  - School has fitted SW within their culture and context and has worked to align approach to learning and other initiatives and programmes with SW.

- **Parent, whānau & community outcomes and shifts in processes**
  - School has established effective processes for seeking input from parents & whānau and reporting developments.
  - School has established effective processes for seeking input from parents & whānau and reporting developments.

Yellow = LESS than 60% report minor or major shift

Blue (2013) = 60%+ report minor or major shift

Green (2014) = 60%+ report minor or major shift

2014 map
(Schools now in 1st/2nd year)

- **Leadership, culture & systems**
  - Increased confidence to manage behaviour outside and inside classroom (Curtin – near 80% for outside classroom).
  - Increased capability to model and incorporate values & behavior expectations on ways that relate to priority groups (Māori students, Pasifika students, students with special needs).
  - More time teaching (less time managing behavior) (Curtin).

- **School culture is more welcoming, inclusive, & a positive culture**
  - School uses SW data system to report at all levels (school structures, classroom, all students, all groups).
  - Staff are able to use data for meaningful decision making (e.g., to identify target groups or areas of practice).

- **Parent, whānau & community outcomes and shifts in processes**
  - School has fitted School-Wide within their culture and community context and has worked to align approach to learning and other initiatives and programmes with School-Wide.

- **National & regional outcomes and shifts in processes**
  - Regional SW teams have a mix of needed expertise and a team-based approach that enables the team to effectively support schools.
  - School district processes support schools to share experiences.
  - Processes developed for defining roles and sharing expertise between SW and other MOE professionals (not exclusive and not formalised).
  - Data collection and feedback loops are used to improve support to schools (use of regional data and national systems data: use of data and not formalised).
  - SW Practitioner teams make connections with other agencies & sector groups.

Green = 60%+ report minor or major shift

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**SHORT-TERM CHANGES EXPECTED (1-2 years)**

**Student outcomes and shifts in processes**
- Some decrease in challenging behaviour incidents & support.
- Some increase in positive behaviours (e.g., attendance, engagement). (Curtin)
- Students offered active leadership roles in promoting and celebrating school values (more likely to include active participation in decision-making).
- Students have access to effective learning experiences and staff modelling related to shared school values.
- School outcomes and shifts in processes
  - Teachers and classrooms
    - Shift from a punishment to a learning view of behaviour management (Curtin).
    - Increased confidence to manage behaviour (Curtin).
  - Increased capability to model and incorporate values & behaviour expectations in ways that relate to priority groups (Māori students, Pasifika students, students with special needs) (Curtin).
  - More time teaching (less time managing behaviour) (Curtin).
- School culture is more welcoming, inclusive, & a positive culture (Curtin).
- School uses SW data system to report at all levels (school structures, classroom, all students, all groups).
- Staff are able to use data for meaningful decision making (e.g., to identify target groups or areas of practice).
- School has fitted SW within their culture and context and has worked to align approach to learning and other initiatives and programmes with SW.
- Parent, whānau & community outcomes and shifts in processes
  - School has established effective processes for seeking input from parents & whānau and reporting developments.
  - School has established effective processes for seeking input from parents & whānau and reporting developments.
  - School has started to make connections with groups in wider community to support SW (e.g., Sports Clubs).
  - Regional SW teams have a mix of needed expertise and a team-based approach that enables the team to effectively support schools.
  - School district processes support schools to share experiences.
  - Processes developed for defining roles and sharing expertise between SW and other MOE professionals (not exclusive and not formalised).
  - Data collection and feedback loops are used to improve support to schools (use of regional data and national systems data: use of data and not formalised).
  - SW Practitioner teams make connections with other agencies & sector groups.
Short-term shifts in established schools (join 2010/11)

2013 map
(Schools in SW for 2+ years)

2014 map
(Schools now 3+ years in)

Yellow = LESS than 60% report minor or major shift
Blue (2013) = 60%+ report minor or major shift
Green (2014) = 60%+ report minor or major shift
Divider Slide

Shifts for 2010/11 schools
Short-term shifts for 2010/11 **SCHOOLS**

<table>
<thead>
<tr>
<th>SW is contributing to MAJOR or MINOR positive change in…</th>
<th>Coach 2014</th>
<th>Curric leader 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>A more respectful and inclusive school culture</td>
<td>86%</td>
<td>81%</td>
</tr>
<tr>
<td>Improved school safety for staff and students</td>
<td>85%</td>
<td>70%</td>
</tr>
<tr>
<td>Improved approaches to addressing behaviour incidents</td>
<td>79%</td>
<td>63%</td>
</tr>
</tbody>
</table>

**NOTE: 5-10% of missing data**
The values help set us up for life] because it creates this feeling of community at school, it creates this feeling that you are all part of this one entity…it allowed you to be yourself, and it allows you to be kind. (Year 8 students)

I started [at this school] last year. I noticed that the kids here are really happy, they feel safe. There’s a strong sense of respect. You’ll see it as you go around the school in how the students talk to one another, how the students talk to teachers and vice versa…. It’s a happy environment. It’s a positive place. There’s a real buzz. (PB4L-SW team member, secondary school)
Shifts for teachers at 2010/11 schools
## Increases in confidence for curriculum leaders

<table>
<thead>
<tr>
<th>SW is contributing to MAJOR or MINOR positive change in...</th>
<th>Curric lead 2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence in teaching school behaviour expectations</td>
<td>72%</td>
</tr>
<tr>
<td>Confidence in managing behaviour OUTSIDE the classroom</td>
<td>62%</td>
</tr>
<tr>
<td>Confidence in managing behaviour IN class</td>
<td>56%</td>
</tr>
</tbody>
</table>

**PB4L-SW has made NO difference to my approaches to behaviour**

13% agreement
More consistency in behaviour approaches

<table>
<thead>
<tr>
<th>SW is contributing to MAJOR or MINOR positive change in…</th>
<th>Curric lead 2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school had developed a shared approach to assist staff to teach behaviour expectations</td>
<td>73%</td>
</tr>
<tr>
<td>I make sure I acknowledge students’ positive behaviour more than I discuss behaviour concerns</td>
<td>67%</td>
</tr>
<tr>
<td>I involve students in deciding what behaviours like respect look like</td>
<td>64%</td>
</tr>
<tr>
<td>I frequently use immediate and specific praise</td>
<td>63%</td>
</tr>
</tbody>
</table>
What are the main changes you have made to your practice as a result of PB4L School-Wide?

When teachers are out on duty they are looking for the positives, not negatives. It changes the dynamic, they’re not on duty as policemen. *(PB4L team, case study school)*

1. I have changed the reward and consequence systems I use.
2. I specifically model what a behaviour should look like a lot more.
3. I pre-correct children a lot. *(Curric Leader survey)*
Less shift: Considering priority learner views

<table>
<thead>
<tr>
<th>SW is contributing to a MAJOR or MINOR positive change in...</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make space for learners with special education needs to share their perspectives when discussing behaviour</td>
<td>50%</td>
</tr>
<tr>
<td>I make space for Māori students to share their cultural perspectives and attitudes when discussing behaviour</td>
<td>47%</td>
</tr>
<tr>
<td>I make space for Pasifika students to share their cultural perspectives and attitudes when discussing behaviour</td>
<td>45%</td>
</tr>
</tbody>
</table>

Around 34-41% reported no change to each practice

I have always respected students and their ethnicity but I am incorporating more of the different cultural aspects, that students can identify with, in my teaching.
Shifts for students

Wellbeing@School
Student Survey
Primary

STAND-DOWNS, SUSPENSIONS, EXCLUSIONS AND EXPULSIONS FROM SCHOOL
### Coach views on decreases in behaviour incidents

<table>
<thead>
<tr>
<th>SW is contributing to a MAJOR or MINOR positive change in…</th>
<th>2010/11 Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013 %</td>
</tr>
<tr>
<td>Decreases in <strong>major behaviour incidents</strong></td>
<td>74%</td>
</tr>
<tr>
<td>Improved <strong>student attendance</strong></td>
<td>54%</td>
</tr>
<tr>
<td>Decreases in <strong>stand-down rates</strong></td>
<td>59%</td>
</tr>
<tr>
<td>Decreases in <strong>suspension rates</strong></td>
<td>54%</td>
</tr>
<tr>
<td>Decreases in <strong>exclusion/expulsion rates</strong></td>
<td>57%</td>
</tr>
</tbody>
</table>

In 2014, fewer coaches selected *no change / too soon to tell*
Teacher views on improvements in classrooms

<table>
<thead>
<tr>
<th>SW is contributing to a MAJOR or MINOR positive change in...</th>
<th>2010/11 Curric leader</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Decreases in disruption in class</td>
<td>58%</td>
</tr>
<tr>
<td>Increase in on-task behaviour and engagement</td>
<td>61%</td>
</tr>
<tr>
<td>Increase in the number of students arriving on time for class</td>
<td>43%</td>
</tr>
</tbody>
</table>

In 2014, fewer curriculum leaders selected *no change / too soon to tell*
Incidents for serious issues have declined significantly and we have had no stand downs or suspensions to date this year. (Coach survey)

Staff and students have good relationships with each other. (Curriculum leader survey)

The atmosphere at school is so much more geared towards learning. (Curriculum leader survey)
The Wellbeing@School student survey

Why? To provide baseline data on students’ perspectives about school culture and behaviour

Who? Around 70 schools that joined SW in 2012 and 2013
Students from 2 year levels (Years 5/6, 7/8, 9/10)

When? Two time points
End 2013    End 2014
**1st year in SW: Primary students report clearer values and behaviour expectations**

<table>
<thead>
<tr>
<th>Survey item</th>
<th>2013 Agree %</th>
<th>2014 Agree %</th>
<th>Difference % points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone thinks our school values are important</td>
<td>74%</td>
<td>81%</td>
<td>+ 7</td>
</tr>
<tr>
<td>At school everyone knows what to do if someone is being hurt or bullied</td>
<td>78%</td>
<td>83%</td>
<td>+ 5</td>
</tr>
<tr>
<td>Teachers always behave how they want us to behave</td>
<td>84%</td>
<td>89%</td>
<td>+ 5</td>
</tr>
<tr>
<td>Teachers care about how I feel</td>
<td>85%</td>
<td>90%</td>
<td>+ 5</td>
</tr>
<tr>
<td>Everyone knows the school rules about behaviour</td>
<td>68%</td>
<td>72%</td>
<td>+ 4</td>
</tr>
</tbody>
</table>
1st year in SW: Primary students report a decrease in one main aggressive behaviour

<table>
<thead>
<tr>
<th>Aggressive behaviour survey item</th>
<th>2013 Happens weekly %</th>
<th>2014 Happens weekly %</th>
<th>Difference % points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do other students hit, push, or hurt you in a mean way?</td>
<td>24%</td>
<td>17%</td>
<td>−7</td>
</tr>
<tr>
<td>Do other students tell lies about you in a mean way?</td>
<td>29%</td>
<td>26%</td>
<td>−3</td>
</tr>
<tr>
<td>Do other students put you down, call you names, or tease you in a mean way?</td>
<td>37%</td>
<td>37%</td>
<td>0</td>
</tr>
<tr>
<td>........... Are you bullied by other students?</td>
<td>25%</td>
<td>28%</td>
<td>+3</td>
</tr>
</tbody>
</table>
2\textsuperscript{nd} year in SW: Primary students report a wider range of changes to aggressive behaviours

<table>
<thead>
<tr>
<th>Aggressive behaviour survey item</th>
<th>2013 Happens weekly %</th>
<th>2014 Happens weekly %</th>
<th>Difference % points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do other students hit, push, or hurt you in a mean way?</td>
<td>23%</td>
<td>14%</td>
<td>(-9)</td>
</tr>
<tr>
<td>Do other students tell lies about you in a mean way?</td>
<td>29%</td>
<td>22%</td>
<td>(-7)</td>
</tr>
<tr>
<td>Do other students put you down, call you names, or tease you in a mean way?</td>
<td>38%</td>
<td>32%</td>
<td>(-6)</td>
</tr>
<tr>
<td>\ldots\ldots Are you bullied by other students?</td>
<td>23%</td>
<td>21%</td>
<td>(-2)</td>
</tr>
</tbody>
</table>
1\textsuperscript{st} year in SW: Year 9/10 students report clearer values and behaviour expectations

<table>
<thead>
<tr>
<th>Survey item</th>
<th>2013 Agree %</th>
<th>2014 Agree %</th>
<th>Difference % points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at school</td>
<td>75%</td>
<td>82%</td>
<td>+ 7</td>
</tr>
<tr>
<td>Everyone knows the school rules about behaviour</td>
<td>56%</td>
<td>63%</td>
<td>+ 7</td>
</tr>
<tr>
<td>Everyone thinks our school values are important</td>
<td>43%</td>
<td>50%</td>
<td>+ 7</td>
</tr>
<tr>
<td>Teachers care about how I feel</td>
<td>54%</td>
<td>61%</td>
<td>+ 7</td>
</tr>
<tr>
<td>Students treat each other with respect</td>
<td>41%</td>
<td>48%</td>
<td>+ 7</td>
</tr>
</tbody>
</table>
# 1st year in SW: No change in Year 9/10 student reports of aggressive behaviours

## Year 9/10 students (schools joined SW in 2013)

<table>
<thead>
<tr>
<th>Aggressive behaviour survey item</th>
<th>2013 Happens weekly %</th>
<th>2014 Happens weekly %</th>
<th>Difference % points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do other students hit, push, or hurt you in a mean way?</td>
<td>10%</td>
<td>10%</td>
<td>0</td>
</tr>
<tr>
<td>Do other students tell lies about you in a mean way?</td>
<td>16%</td>
<td>15%</td>
<td>−1</td>
</tr>
<tr>
<td>Do other students put you down, call you names, or tease you in a mean way?</td>
<td>28%</td>
<td>27%</td>
<td>−1</td>
</tr>
<tr>
<td>......... Are you bullied by other students?</td>
<td>14%</td>
<td>13%</td>
<td>−1</td>
</tr>
</tbody>
</table>
Students and teachers have changed their attitude towards each other and learning. When I first came here people didn’t respect the teachers. Students have embraced the school values. Everyone has grown from the values, across the whole school. (Secondary students)

Our kawa [rules] improves us. When we had no kawa everyone would get into fights and not respect our teachers. (Year 5 ākonga)

It rewards you for every little bit…so it gets you into this pattern of doing good little things, and then once you do that you find that it’s actually self-rewarding… you get acknowledged for it, you get the satisfaction, then you want to do it again. (Year 8 students)
Expulsion rates
Exclusion rates
Suspension rates
Stand-down rates
Areas to build and share practice

- Developing **behaviour consequences that avoid SSEE**
- Ways to **work collaboratively and consistently** in large/secondary schools
- Including the **perspectives of priority learners**
- Developing stronger **system-wide and school data systems**
- Ways of working **collaboratively with the school community**

*(decreased reports of Māori or Pasifika representation on PB4L-SW teams)*

Lack of consistency with staff - lots talking the talk but not walking the walk *(Curric Survey)*
Success factors for PB4L School-Wide
Identifying success factors

To identify factors that supported positive shifts we….

• Compared high and low/medium shift schools

• Compared Tier 1 and 2 schools

• Identified common themes across case studies

These analyses pointed to similar success factors
Success factor 1: Working collaboratively

Deliberate leaders…

• balanced strong leadership with working collaboratively

• involved everyone right from the start (staff, students, parents & whānau)

Working collaboratively was more difficult in large schools, particularly large secondary schools
EXAMPLE: Working collaboratively and taking staff on the journey with you

- School leaders give clear messages about the journey
- Lesson plans/acknowledgement or consequence systems are collectively developed by all staff
- At Teacher Only Days staff explore aspects of SW or how SW links to other aspects of school practice or initiatives

It was ok to say something didn’t work, and we’d try something new. (Teachers on PB4L team) Everything we do is school wide – it makes everyone responsible. (PB4L team leader)
Working collaboratively: Small group discussion questions (5 mins)

1. Share some of the strategies your PB4L team has used to work collaboratively with all staff.

2. What worked well? Would you do anything differently next time?
Success factor 2: A strong SW team…

- includes **key people** with the skills needed to **work through challenges**
- includes the **principal**
- has **broad representation** (e.g., Māori representation to make connections with local values, tikanga and stories)
- is **well-organised** and has admin support
- makes **connections** with other **school teams**
Success factor 3: Prioritising learning for all by..

- offering frequent opportunities for **staff learning** (e.g., SW related PLD each year)
- offering teachers **resources** to support SW
- having a **planned process** for teaching behaviour expectations
- making connections between **approaches to learning and behaviour**
- learning from **other schools**
EXAMPLE: Reframing consequences so they are learning-focused

- Consequences such as exclusions, stand-downs, suspensions, and detentions are essentially punitive.
- Some schools had developed alternative consequences that promote learning for students and staff.
- These schools had often done restorative practices PLD.
A consequence system that “suspends” suspensions

1) “Catch up” (for lateness, truancy, missed work)
   Students go to “catch up” from 2.30–3.00 pm. Others go home at 2.30. Teachers take turns to run catch up. Catch up is also an after-school study club. All other students can go to get learning support.

2) “Fix up” (a restorative process for behaviour incidents)
   • Low level – teacher-managed via restorative thinking questions.
   • Medium – a restorative plan is developed with a skilled facilitator. Students or teachers involved hear each others’ views and “fix up” the situation.
   • Major – restorative mini-conferences/community conferences.
Both the school and our attitudes have changed towards ‘catch-up’... ‘Catch-up’ is a learning opportunity, not a punishment. People who want to learn can go and learn more. It builds your bond with the teacher.

It’s about being a more productive learner... It’s a time where I can go and do work, ‘cause I may have been distracted. You can stay till 4:30 pm with the teachers... It’s a good opportunity especially when you’re behind with credits for NCEA—it’s good for students who are working at a slower rate (Year 12/13 student leaders)

There aren’t immediate suspensions or expulsions—it helps people learn more. Students in conflict can come together and look at what they can do to fix it. After restoratives, students come out being friends. (Year 12/13 student leaders)
Learning-focused consequences: Discussion questions (5 mins)

1. How do the behaviour consequences at your school promote academic or social learning?

2. Can your school’s behaviour consequences be changed to better promote learning? Think about:
   - How do detentions support learning?
   - Are there alternatives to automatic suspension or exclusion for behaviours such as bringing drugs to school?
Success factor 4: Making active use of data by…

- access to a data system that gave the reports needed
- frequently **reporting summaries of data to all members of the school community** (staff/students/parents & whānau)
- making **active use of data** for problem solving/school goals

*Large secondary schools found it harder to make active use of data*

We’re using data to identify what’s going on—we collegially get together and explore it… *(School PB4L leaders)*
EXAMPLES: Making active use of behaviour incident data to...

- re-organise behaviour hot spots / times
- select a weekly behaviour expectation lesson to match frequent recent incidents
- place students in classes
- identify teachers who needed extra support
- set school goals

...Teachers are starting to identify behaviour patterns through using data, particularly minor behaviours, so they don’t increase into serious problems... (PB4L team leaders)
Success factor 5: Sustaining and building SW by...

- having systems to maintain **SW Tier 1** (e.g., induction for new staff / relievers)
- **refreshing and building SW over time** (e.g., revising rewards, moving to Tier 2)
- accessing external support to work through challenges

We don’t want to be in something and say 'We did this in 2012', we want to be involved in initiatives that we keep, and have as part of the life of the school.  *(Principal)*
The school change growth curve

- **Introduction phase and implementation dip**
- **Growth phase**
- **Maturation Phase (plateau)**
- **Decline phase**

Most SW schools

New growth phase

10-15% of SW schools

(Adapted from Cowie, et al., 2011, p. 2; and ideas in Fullan 2004)
EXAMPLES: Keeping School-Wide fresh

1. Maintaining leadership
   • keeping the principal involved / bringing in new team members
   • allocating management units to leaders

2. Maintaining momentum with staff and students
   • new roles for students
   • offering PLD to existing staff; induction for new staff

3. Refreshing and revising
   • using data to suggest new priorities
   • embedding SW values and processes in new areas

4. Seeking external input from
   • Tier 2
   • school cluster meetings, other schools, regional advisors
Sustaining and building PB4L School-Wide: Small group discussion (5 mins)

1. Share one main challenge your school faced with PB4L School-Wide and the strategies you used to work through it.

OR

2. How has your school started a new growth cycle with PB4L School-Wide?
Key take home messages

Change takes time: PB4L School-Wide…

• is well-supported by school staff and students
• is following the expected pattern of implementation
• is contributing to positive shifts in school cultures
• needs to be maintained and refreshed over time
• is more challenging to implement in large schools and secondary schools – but it can be done!

Problem-solving processes support change

• the knowledge to address challenges exists in our system
Further information

- Final evaluation report from 2014 data (soon)
- Case study report from 2014
- Preliminary evaluation report from 2013 data

From Education Counts [http://www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

- Short summary of preliminary findings
References


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…

*(Year 8 students)*