

# SECTION 3

## SETTING UP FOR SUCCESS





## Section 3: Setting up for Success



Strong, positive cultures do not just happen. They are built over time by those who work in and attend the school and by the formal and informal leaders who encourage and reinforce values and traditions.

Peterson & Deal, 2011, page 8

When PB4L-SW is successfully set up in a school, the platform is established for developing a common purpose and approach to discipline for all teachers, students, and staff. In such an approach, instruction on behaviour occurs in a proactive, coordinated, consistent manner.

Setting up for success involves aligning the school's mission, goals, and PB4L-SW purpose statement and establishing a PB4L-SW team to lead planning and implementation. This section discusses that alignment and provides support for the PB4L-SW team in relation to:

- meeting efficiently
- functions and roles within the team
- problem solving
- communicating with the school community
- reviewing the team's effectiveness and progress in implementation.

### 3.1 THE PB4L-SW TEAM

The PB4L-SW team is a representative body of school-based stakeholders who actively collaborate to develop a PB4L-SW system within a school. The team functions with a common purpose: to promote all students' academic and social behaviour competencies. The team develops, implements, and monitors the school's 'behaviour curriculum' throughout the school year. An effective team often consists of: senior management (e.g., the principal); representative staff; a parent, student, and/or community representative; and someone with training in the PB4L-SW process (such as an internal coach). Each member fulfils a defined function in order to share the responsibility of implementation and to maximise the team's problem-solving ability.

#### ESTABLISHING A SHARED TEAM OVERVIEW

It is important that, early on, PB4L-SW team members achieve a broad shared overview of PB4L-SW. This ensures that they are all on the same page as they lead implementation in their school and that they have a sense of the big picture and what all their actions and responsibilities are leading to. It also means that they can respond to queries from staff, students, and whānau confidently and consistently.

To achieve this shared overview, team members should ensure that:

- they have read section 1 and have a sound understanding of the PB4L–SW framework, how PB4L–SW fits into the New Zealand educational context, and the research underpinnings and systems-based approach of PB4L–SW
- they have skimmed the remainder of the manual to gain a sense of the journey they will be taking with their school over the next few years and the key steps within it (e.g., developing the school's expectations matrix and procedures for acknowledging expected behaviour and discouraging inappropriate behaviour).

The team should also ensure that they have a basic understanding of the tools that they will be using to collect data and make decisions in Tier One. Table 6 gives a brief description of each of these tools at the time of this manual's publication<sup>1</sup> (and see also section 8.7 and Appendix 3).

**Table 6: PB4L–SW Tier One tools and data sources**

TOOL	PURPOSE
<b>Behavioural Incident Referrals</b> (also called Office Disciplinary Referrals, ODRs)	Data from Behavioural Incident Referral forms are used to create a monthly review of collated and graphed behavioural incidents. The review (sometimes known as the 'Big 5') includes: 1) <i>How often</i> referrals occur, 2) <i>What problem behaviours</i> occur most frequently, 3) <i>Where</i> problem behaviours are most likely to occur, 4) <i>When</i> problem behaviours are most likely to occur, and 5) <i>Which students</i> are involved in referrals.
<b>Team Implementation Checklist (TIC)</b>	This checklist is used to help develop, implement, monitor, and revise the process for building a positive school-wide culture and to help sustain the process across time and through administrative and staff changes. (See Appendix 6 for a copy of the TIC.)
<b>Effective Behaviour Support (EBS) survey</b> (also called the Self-Assessment Survey (SAS))	This survey examines the current status, and the need for improvement, of four PB4L–SW behaviour support systems: school-wide discipline systems, non-classroom management systems, classroom management systems, and individual student systems.
<b>School-Wide Evaluation Tool (SET)</b>	This research-validated instrument is used each year to evaluate the implementation of PB4L–SW. The SET results are used to assess the essential features that are in place, to determine annual action plan goals, and to compare year-by-year progress in establishing effective supports for positive behaviour.
<b>Tiered Fidelity Inventory (TFI)</b>	The TFI provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PB4L–SW across all three tiers. At the time of this manual's publication, PB4L–SW was considering adopting this tool for use in New Zealand.

<sup>1</sup> Other tools are always in development; refer to PB4L–SW online and to PBIS online for new tools and the most up-to-date versions of these tools.



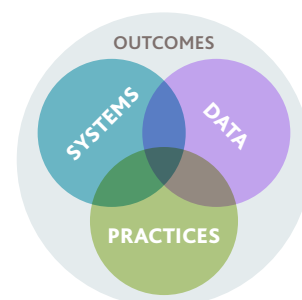
*The PB4L–SW team at a rural primary school ensured that each team member could 'talk the PB4L–SW talk' with confidence and a depth of understanding. They were aware of the dangers of misinformation or an information vacuum. They wanted to be sure that they could answer questions from students, staff, and the wider school community such as: "So, what is PB4L–SW? How does it work? What difference will it make? When will we notice a difference? How do you know it's going to work? Isn't it American? What makes you think it will work for our kids?"*

*Team members practised asking and answering the questions, ensuring that they could respond with fluency, confidence, and clarity. If they couldn't answer a question someone asked, they agreed to get back with an answer as soon as possible. They carefully avoided being seen as a 'secret society' or the 'behaviour experts' for the school, as they knew from their training that successful implementation depends on a shared commitment to the systems, processes, practices, and language associated with positive behavioural change. They ensured that information about PB4L–SW implementation was freely available on the school website, in newsletters, at meetings, and on noticeboards; and they worked to make PB4L–SW a regular part of conversations in the staffroom and between the school and its wider community.*



## 3.2 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Setting up for success'.



*Table 7: Examples of system supports, practices, and data for setting up for success*

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>PB4L–SW purpose statement (aligned with other key school documents)</p> <p>PB4L–SW team meetings on school calendar</p> <p>Clear individual team member functions assigned</p> <p>Agenda for each team meeting</p> <p>Team members surveyed on process (TIC)</p> <p>TIPS approach to problem solving</p> <p>Action plan created and reviewed by team</p> <p>PB4L–SW meeting minutes given to team members and all staff</p> <p>PB4L–SW bulletin board in staff lounge</p> <p>Email reminders, encouragement, and suggestions, to and from the team</p> <p>PB4L–SW information on school website</p> <p>Staff professional development in PB4L–SW</p>	<p>Students asked to be members of team (as age appropriate)</p> <p>PB4L–SW included in student and whānau handbook</p> <p>PB4L–SW bulletin board</p> <p>PB4L–SW information on school website</p> <p>Information about PB4L–SW included in classroom and parent newsletters</p> <p>PB4L–SW discussed during parent-teacher conferences</p> <p>PB4L–SW video for students and whānau made</p>	<p>Team survey results</p> <p>Meeting minutes</p> <p>Team function guidelines and a staff development plan</p> <p>Minutes from staff meetings</p>

### 3.3 STEPS FOR SETTING UP FOR SUCCESS

The table below offers steps for you to consider as you begin implementation of Tier One of PB4L–SW. Alongside each step are examples of evidence and sources of data for evaluating its outcomes.

*Table 8: Steps for setting up for success*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Align the school charter, annual plan, and PB4L–SW purpose statement.	School charter and annual plan PB4L–SW purpose statement
2. Organise team meetings, using a standard agenda format and assigning functions.	Copies of agendas and a list of functions
3. Meet as a team at least monthly.	Team meeting schedule
4. Plan for analysing PB4L–SW data each quarter.	Procedures for developing Big 5 reports and using the Team Implementation Checklist (TIC), School-Wide Evaluation Tool (SET), and Effective Behaviour Support (EBS) survey
5. Use a standardised decision-making and problem-solving process (see section 3.9).	Minutes of team meetings
6. Establish a process for school-wide communication about PB4L–SW.	Description of communication process Principal's newsletter PB4L–SW newsletters and updates (hard copy and/or online) Minutes of staff meetings
7. Create the team action plan.	Copy of action plan
8. Develop a system of staff feedback to get input on the initiative from the entire staff.	Communication system (see section 3.11)

### 3.4 THE PB4L–SW PURPOSE STATEMENT

Schools are required to develop a school charter with goals to address student academic achievement and social behaviour. In addition, schools typically create a mission statement that captures the school's spirit and approach to teaching and learning. The school charter and mission statement form the basis for policy development, other strategic decision-making, and annual planning. They help the staff, students, whānau, and broader community to understand the school's focus on its social and behavioural climate.

In addition, every school involved with PB4L–SW should develop a brief PB4L–SW purpose statement. It is critical that there is close alignment between the purpose statement and the school's charter and mission statement.

When reviewing or developing the PB4L–SW purpose statement, consider the following guidelines. The statement should be:

- positively framed
- two to three sentences long
- supportive of academic achievement for all learners
- contextually and culturally appropriate (e.g., to ages, levels, languages)
- inclusive and school-wide – that is, for **all** students, staff, and settings
- agreed to by at least 80% of staff
- communicated to stakeholders (e.g., to whānau and the community)
- included in school publications (e.g., handbooks, posters, newsletters).

It is critical that there is close alignment between the purpose statement and the school's charter and mission statement.

Below are examples of purpose statements from New Zealand schools:

*The purpose of [our school-wide behaviour support] plan is to create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learning.*

*Through modelling, teaching, and rewarding positive behaviours we provide a quality environment where the school community is focused on developing North Stars.*

*PB4L at [our] school will provide an effective, efficient, relevant, and durable framework that is:*

- *evidence-based using measurable academic and social achievement indicators*
- *founded on contributions from all stakeholders (whānau, students, staff, and community)*
- *culturally responsive*
- *visible – an integral part of the school's daily operation*
- *maintaining of a safe learning culture and environment.*



## ACTIVITY: DEVELOPING A PURPOSE STATEMENT

Complete steps 1–4 to create a PB4L–SW purpose statement for your school. When you have completed the statement, update your action plan using template 2 in Appendix 4.

1. Discuss current behaviour in your school, referring to your school's charter, mission statement, and annual plan and making notes as you do so.

2. Read and discuss the examples of purpose statements in section 3.4. Note down what you see as their strengths and limitations.

3. Drawing on the guidelines in section 3.4 and the notes from steps 1 and 2 above, identify possible ideas for your purpose statement.

a.

b.

c.

4. Using the ideas from step 3, draft the statement:

The purpose of PB4L–SW in \_\_\_\_\_ School/College is ...



*The template for this activity is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.*

## 3.5 EFFECTIVE TEAM FUNCTIONING

The PB4L–SW team is responsible for:

- gathering information from staff, students, whānau, and the community
- summarising this information and sharing back with those who supplied it
- discussing and prioritising issues based on the information received
- developing a team action plan for change
- working with the school community to develop an expectations matrix and procedures for acknowledging expected behaviour and discouraging inappropriate behaviour
- promoting inclusive practice within PB4L–SW activities
- regularly gathering and assessing data about behavioural outcomes in the school, such as data from behavioural incident referrals
- monitoring and evaluation of PB4L–SW in the school.

To be efficient and effective in meeting these responsibilities, the team must agree on and consistently use procedures for:

- meeting regularly
- assigning and fulfilling functions and responsibilities
- using a standard meeting agenda
- using effective approaches to problem solving.

The activities on the following pages will help you to become familiar with and complete these tasks.



### 3.6 MEETING REGULARLY

During the setting-up phase, it is essential for the PB4L–SW team to meet regularly. Meetings need to be put on the school master calendar so that team members are not double booked. Teams should meet at least monthly, but more often if possible. The meetings should be scheduled to last an hour to give enough time to cover all agenda items.

#### ACTIVITY: SCHEDULING PB4L–SW TEAM MEETING DATES

Discuss whether the team should meet more than the monthly minimum, and then schedule your team meeting dates. Make sure someone is assigned to put these meeting dates on the school master calendar.

February	March	April	May
June	July	August	September
October	November	December	



### 3.7 ASSIGNING FUNCTIONS AND RESPONSIBILITIES

The PB4L–SW team is responsible for planning for the school's PB4L–SW systems, practices, and data. To efficiently and effectively accomplish the steps in the action plan, the work must be distributed across the team. Because all team members are responsible and accountable for the plan's success, each person must have tasks to complete in accordance with an assigned function. If you do not have regular tasks, you should not be on the team. The PB4L–SW team is a team in its truest form: **T**ogether **E**veryone **A**chieves **M**ore.

*The PB4L–SW team at a small urban primary school includes the principal, deputy principal, a parent, an RTLB, and a teacher from each of the junior, middle, and senior syndicates. The deputy principal is the coach. The team meets fortnightly and the principal, who coordinates communication, reports on progress at each staff meeting. In the staffroom, the coach and data-manager have set up a PB4L–SW board, which displays the current action plan, copies of key slides from the training days, the year's plan for behaviour teaching, reminders about the teaching focus for the week, graphs of trend data, and questions to prompt thinking and discussion at staff meetings. The coach brings back ideas from network meetings, and these are also shared and discussed at staff meetings. Resources, including lesson plans, are stored on the PB4L–SW section of the staff intranet, which is managed by the team's records and archives manager.*

Table 9 provides a list of suggested team functions and responsibilities, and the activity that follows it will help your team to assign functions to individual team members.



Table 9: Suggested PB4L–SW team functions and responsibilities

FUNCTION	RESPONSIBILITIES BEFORE MEETINGS	RESPONSIBILITIES DURING MEETINGS	RESPONSIBILITIES OUTSIDE OF MEETINGS
<b>Team leadership</b>	Develop and send agendas to team members	Facilitate meetings, ensuring all team members contribute equally  Ensure student voice is represented	Follow up on assigned tasks  Seek input from team members and other staff and committees  Attend cluster meetings to learn and share with other PB4L–SW schools
<b>Secretarial duties</b>	Notify or remind members about meetings	Keep meeting minutes	Distribute team minutes to members
<b>Database management</b>	Prepare summaries of behavioural data  Organise and print the Big 5 reports	Present updates on data  Lead data discussions	Share data highlights with staff  Collect any other necessary data
<b>Coordinating communication</b>	Collect and compile feedback and input from staff	Share compiled feedback and input from staff	Report to staff (updates)  Coordinate written communication between team and staff (e.g., emails, newsletters)
<b>Timekeeping</b>	Confirm time slots on agenda	Maintain time limits  Use established signals to keep team on task	<i>(See suggestions for all members in the last box below.)</i>
<b>Celebrating successes</b>	Summarise activities recognising staff achievements within PB4L–SW	Provide updates on these activities  Lead the planning for staff celebrations and recognition	Carry out staff celebrations and recognition
<b>Maintaining records and archives</b>	Distribute updated team 'products', such as forms	Discuss and list files to add to database	Maintain electronic database of team products (systems tools, data collection forms, and so on) and back up database regularly
<b>Coaching</b>	Provide up-to-date records of implementation	Ensure the team is using data for decision making	Offer tools and information to assist with team activities  Attend cluster meetings to learn and share with other PB4L–SW schools
<b>ALL members</b>	Preview agendas and review previous meeting minutes  Bring completed task materials	Keep to meeting standards and actively participate  Stay on task and on topic  Adhere to agreed problem-solving process	Set a positive tone and example  Complete assigned tasks  Consult with the staff you represent in a manner determined by the team



## ACTIVITY: ASSIGNING PB4L-SW TEAM FUNCTIONS

Discuss and assign team functions, matching each to a person whose strengths match the responsibilities.

FUNCTION	RESPONSIBILITIES
<b>Team leadership</b> Name: _____	Develop agendas and send to team members Facilitate meetings Follow up on assigned tasks Attend cluster meetings Ensure student voice is represented
<b>Secretarial duties</b> Name: _____	Notify/remind team members of meeting times and locations Take minutes Distribute minutes to team members
<b>Database management</b> Name: _____	Prepare summaries of behavioural data Organise and print Big 5 reports Present updates on data Lead data discussions Share data highlights with staff Collect any other necessary data
<b>Coordinating communication</b> Name: _____	Collect and compile staff feedback and input Share compiled staff feedback and input Report to staff Coordinate written communication between team and staff (e.g., email, newsletters)
<b>Timekeeping</b> Name: _____	Confirm time slots on agenda Maintain time limits and beginning and ending times Use established signals to keep team on task
<b>Celebrating successes</b> Name: _____	Summarise activities recognising staff achievements within PB4L-SW Provide updates on these activities Lead the planning for staff celebrations and recognitions Carry out staff celebrations and recognitions
<b>Maintaining records and archives</b> Name: _____	Distribute updated team 'products', such as forms Discuss and list files to add to database Maintain electronic database of team products (systems tools, data collection forms, and so on) and back up database regularly
<b>Coaching</b> Name: _____	Provide up-to-date records of implementation Ensure the team is using data for decision making Offer tools and information to assist with team activities Attend cluster meetings



The template for this activity is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.



## 3.8 USING A STANDARD MEETING AGENDA

Time is precious for the PB4L–SW team. To make meetings as efficient as possible, teams are encouraged to use a standard agenda. An effective team agenda includes:

- PB4L–SW goals or purpose statement
- time designated for each agenda item
- known tasks that will need to be completed after the meeting
- the next meeting date.

The agenda is informed by and driven by the action plan. Below is an example of a meeting agenda. A template for minute taking – the TIPS Team Meeting Minute Form – is provided on the following pages.

<b>PB4L–SW Team Meeting Agenda</b> <b>Wednesday, March 4, 2015</b> <b>Our Mission</b> is to create a safe learning environment for all students and staff. <b>Present:</b> John (team leadership), Tina (coach), Tim (database management), Kearoa (coordinating communication), Jonah (maintaining records and archives), Lucy (secretarial duties)		
<b>Agenda</b>	<b>Time</b>	<b>Person reporting</b>
1. Review Big 5 data report	10 minutes	Tim
2. Review matrix feedback and complete matrix	20 minutes	Tina
3. Discuss use of new behavioural incident referral system	15 minutes	John
4. What to share at next staff meeting?	10 minutes	Kearoa
<b>To do before the next meeting:</b> Email PB4L–SW Team meeting minutes – Lucy Edit matrix, add ideas from today, and email to all team members – Tina Review matrix and be prepared to discuss at next meeting – all members		
<b>Next team meeting:</b> March 25		



### 3.9 EFFECTIVE PROBLEM SOLVING: THE TIPS APPROACH

The TIPS (Team-initiated Problem Solving) approach is underpinned by the belief that problem-solving teams require a clear model with steps for problem solving, access to the right information at the right time in the right format, and a formal process that a group of people can use to build and implement solutions.<sup>2</sup>

TIPS research with elementary school teams shows that decisions are more likely to be effective and efficient when they are based on data. Data help to place the problem in the context in which it is occurring rather than within the student. Data also help to ask the right questions; they do not provide the answers.

With the TIPS approach, decisions tend to be more effective (Todd et al., 2011; Newton et al., 2012). This is because data are used to identify problems, refine the problems to precision, and establish the questions that will lead to effective solutions. The quality of decision-making as a team works towards a solution will depend most on how well the first step – defining the problem to be solved – is carried out.

Many schools have found it useful to adopt the TIPS Team Meeting Minute Form provided in the following pages (Newton, Horner et al., 2009; Todd, Newton, et al., 2013). The form is based on understandings about the four key ingredients for a successful meeting: predictability, participation, accountability, and communication. Using the form:

- establishes an effective foundation for meetings
- helps shape discussions about data
- supports the development of precise problem statements based on quantitative data
- supports goal setting, monitoring, and reporting
- provides an ongoing record of decisions for subsequent review.

<sup>2</sup> This introduction to TIPS is adapted from Todd, Newton, Algozzine, Horner, Algozzine, & Cusumano (2013). Further information on TIPS and support for its use are available at [www.pbis.org/training/tips](http://www.pbis.org/training/tips).



## TIPS TEAM MEETING MINUTE FORM

Date:	Time:	Location:	Facilitation:	Minute taking:	Data analysis:
Today's meeting					
Next meeting					

### Team Members:

<b>Today's Agenda Items</b>	Agenda for next meeting
01. Review data for previously defined problems	1.
02.	2.
03.	3.
04.	
05.	
06.	

### Previously Defined Problems

Implementation and Evaluation						
Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Prompt, Acknowledge, Correction, Extinction, Adaptations, Safety)	Who?	By When?	Goal with Timeline	Fidelity of Imp. Measure (How to measure)	Effectiveness of Imp. Measure (How to assess)
					<input type="checkbox"/> Not started <input type="checkbox"/> Partly imp. <input type="checkbox"/> Imp. fidelity <input type="checkbox"/> Done	<input type="checkbox"/> Goal met <input type="checkbox"/> Better <input type="checkbox"/> Same <input type="checkbox"/> Worse

### Administrative/General Information and Issues

Information for Team or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?



Information for Team or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

### New Problems

Implementation and Evaluation					
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Prompt, Acknowledge, Correction, Extinction, Adaptations, Safety)	Who?	By When?	Goal with Timeline	Fidelity of Imp. Measure (How to measure)

Evaluation of Team Meeting (Mark your ratings with an 'X')			
	Our Rating		
	Yes	So-so	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of <b>tracking</b> whether we're completing the tasks we agreed on at the previous meeting?			
3. Did we do a good job of actually <b>completing</b> the tasks we agreed on at the previous meeting?			
4. Are the completed tasks having the <b>desired effects</b> on student behaviour?			

If some of our ratings are 'so-so' or 'no', what can we do to improve things?



The template for this form is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## FACILITATION: RESPONSIBILITIES

- 1) **Before** meeting, provide agenda items to minute taker
- 2) Start meeting on time
- 3) Determine date, time, and location of next meeting
- 4) **At** meeting, manage the 'flow' of the meeting by adhering to the agenda:
  - a) Prompt team members (as necessary) with the TIPS problem-solving 'mantra':
    - i) Do we have a problem?
    - ii) What is the precise nature of the problem?
    - iii) Why does the problem exist, and what can we do about it?
    - iv) For problems with solution actions agreed on:
      - What is the implementation status of our solution actions – Not started? Partly implemented? Implemented with fidelity? Completed?
      - What will we do to improve the status of our solution actions?
      - Are implemented solution actions 'working' (that is, reducing the rate or frequency of the problem to what we've set as our goal level)?
  - b) Be an active participant in the meeting.

## DATA ANALYSIS: RESPONSIBILITIES

- 1) **Before** meeting, review SWIS (School-Wide Information Systems) data:
  - a) Identify potential new problems with precision (What, Who, Where, When, Why)
  - b) Ask facilitator to add potential new problems to list of agenda items for upcoming meeting
- 2) **At** meeting, make the following available, as appropriate:
  - a) The report on behavioural incidents per day per month and 'Big 5' reports (to identify potential new problems at broad/macro level)
  - b) Other reports to:
    - i) Identify potential new problems at precise/micro level
    - ii) Confirm or reject inferences about new problems
    - iii) Show 'pre-solution' data for identified problems that *do not* currently have completed solution actions
    - iv) Show 'solution-in-process' data for problems that *do* have currently completed solution actions
  - c) Be an active participant in the meeting.

## MINUTE TAKING: RESPONSIBILITIES

- 1) **Before** meeting
  - a) Collect agenda items from facilitator
  - b) Prepare meeting minutes form
  - c) Print copy of the meeting minutes and the TIPS Team Meeting Minute Form (see above) for each team member or prepare it for a data projector
  - d) Set up room for meeting: table, chairs, internet connection, data projector
  - e) Open documents needed for the meeting (previous meeting minutes and a saved copy with current meeting date, SWIS data and other data access as needed)
- 2) **At** meeting, ask for clarification of tasks and decisions to be recorded in meeting minutes, as necessary, and:
  - a) Be an active participant in the meeting
- 3) **After** meeting
  - a) Disseminate copy of completed meeting minutes to all team members within 24 hours
  - b) Maintain electronic file of team documents.

## TEAM MEMBERSHIP: RESPONSIBILITIES

- 1) **Before** meeting, recommend agenda items to facilitator
- 2) **At** meeting, respond to agenda items and:
  - a) Analyse/interpret data; determine whether a new problem exists
  - b) Ensure new problems are defined precisely (What, Who, Where, When, Why)
  - c) Discuss and select solutions for new problems
  - d) For problems with solution actions agreed on:
    - i) Report on implementation status (Not started? Partly implemented? Implemented with fidelity? Completed?)
    - ii) Suggest how the status of solution actions could be improved
    - iii) Analyse and interpret data to determine whether implemented solution actions are working (that is, reducing the rate or frequency of the problem to what we've set as our goal level).
  - e) Be active participants in the meeting.

## 3.10 WORKING SMARTER

The PB4L–SW implementation phase is an ideal opportunity to review the school's existing student support programmes and initiatives so as to prevent duplication of effort and rationalise school-wide systems. As part of this review, schools need to evaluate these existing programmes – for example, for whether or not they are evidence based and have effectiveness measures in place. The principal and board of trustees play a key role in this evaluation and have responsibility for final decisions about the programmes.

The PB4L–SW implementation phase is an ideal opportunity to review the school's existing student support programmes and initiatives.

The PB4L–SW approach should not compete with other in-school student support programmes. Schools need to decide how the PB4L–SW framework will work with these programmes (in a way that does not interfere with PB4L–SW) and whether, in some cases, a programme may need to be modified or cancelled. In essence, these decisions are about working smarter – not removing or modifying programmes that can be shown to be helpful but not unthinkingly maintaining those that cannot.

To work smarter, your school should:

- investigate existing behaviour support programmes, policies, and procedures
- look to realign programmes so as to address behavioural concerns more effectively
- integrate or infuse existing behavioural programmes with PB4L–SW
- update (or if need be cancel) any behavioural programmes and initiatives without measurable outcomes.

In doing this, your school needs to consider any committees associated with behavioural outcomes across the school, including those concerned with:

- student welfare, pastoral care, and guidance
- social justice and restorative practice
- mentoring
- social and emotional learning programmes
- student mental health and well-being
- school attendance.

The findings may lead to recommendations for particular committees – for example, to:

- gain better effectiveness information about them
- provide more support to them
- infuse PB4L–SW principles into their work
- merge or integrate them with PB4L–SW
- bring them to an end.

## ACTIVITY: WORKING SMARTER

List all behavioural initiatives/programmes and committees currently in your school, then complete the table below. Use the information from the activity to decide on the next steps for each initiative/programme and committee and to update your action plan (using template 2 in Appendix 4).

Next steps (e.g., retain, enhance, cancel, merge)					
Overall priority (low/med/ high)					
Relationship to school's charter (low/med/ high)					
Staff involved					
Target group					
Measurable outcomes? (yes/no)					
Evidence based? (yes/no)					
Purpose					
Initiative/ programme & committee					



The template for this activity is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## 3.11 COMMUNICATION

One of the most important systems the PB4L–SW team must consider is how to keep all staff, students, whānau, and the community informed and involved in PB4L–SW activities. Communication helps build commitment to the procedures that all staff will put into practice. Creating a communication system must be intentional and strategic. The three main areas the team will need to consider are:

1. disseminating information
2. presenting data
3. receiving feedback from staff, students, whānau, and the community.

To develop a systematic way of communicating with staff, students, and whānau, the team should address communication throughout their action plan. It is important for the team to not only share what is being developed but also to get feedback and ideas from all stakeholders.

Some suggested communication methods are:

### ***From the PB4L–SW team to the staff:***

- a communication tree
- regular brief updates at staff meetings and in online communications
- monthly staff meetings on PB4L–SW
- a PB4L–SW bulletin board in the staffroom with:
  - important notices
  - general information
  - displays of graphed data.

### ***From the staff to the PB4L–SW team:***

- a suggestion box
- specific persons to contact according to year level, team, or department
- emails and online feedback (e.g., via the school's intranet).

*An intermediate school in the Waikato was lucky to have a dedicated and enthusiastic whānau group already in place when it decided to implement PB4L–SW. The group had been helping the school to engage effectively with its Māori parent community and to engage and consult with mana whenua about the issues that affect them. It had also contributed to discussions about achievement data, with a focus on raising the achievement of Māori students at the school.*

*The school was keen to have a representative from the whānau group on the PB4L–SW team. Once implementation began, the whānau group was then better able to:*

- *contribute to decision making about how school values and behaviour expectations would align*
- *participate in discussions about data on behaviour*
- *help with the development of culturally responsive practices to support positive behaviour*
- *meet with new Māori families in the school community to ensure they understood PB4L–SW and how it would affect them*
- *ensure that communication about PB4L–SW included appropriate approaches for whānau*
- *encourage and support whānau involvement in PB4L–SW activities.*



Involving your community and the voices of students is critical as you travel down the path of PB4L-SW. Think about how to engage parents and whānau so they are able to participate actively in the initiative. The following checklist will help you as you do so. So too will the PB4L-SW Whānau and Community Partnerships Checklist (see Appendix 5) and the Ruia School-whānau Partnerships self-review tool (a powerful mechanism for evaluating the school's communication with Māori whānau and the Māori community).

Involving your community and the voices of students is critical as you travel down the path of PB4L-SW.



Period 2	9.30 - 10.15	Period 2	9.40 - 10.30
Interval	10.15 - 10.35	Awahina	10.30 - 11.00
Period 3	10.35 - 11.20	Interval	11.00 - 11.25
Period 4	11.20 - 12.05	Period 3	11.25 - 12.15
Assembly	12.05 - 1.00	Period 4	12.15 - 1.00
Lunch	1.00 - 1.45	Lunch	1.00 - 1.45
Period 5	1.45 - 2.30	Period 5	1.45 - 2.30
Period 6	2.35 - 3.25	Period 6	2.35 - 3.25

Fri 27<sup>th</sup>  
March.

HOMEWORK  
300

200  
Assign  
Comp  
End

100  
Start

What does respect  
mean?



## WHĀNAU ENGAGEMENT CHECKLIST

STATUS In place / Partly in place / Not in place	KEY COMPONENTS OF EFFECTIVE ENGAGEMENT	PRIORITY High / Medium / Low
<b>Finding out</b>		
	We find out who our whānau are and whether they feel welcome, valued, and satisfied with our school.	
	We find out whether whānau have the tools, confidence, and help they need to support their children's learning and behaviour at home.	
	We find out whether whānau are happy with the way we communicate with them.	
	We find out what our whānau think about joining in activities to support the school (such as volunteering).	
	We find out whether whānau feel encouraged to join decision-making groups or committees (board of trustees, PB4L-SW team, whānau group).	
	We find out whether whānau feel that their opinions are sought and taken seriously on matters of importance, such as discipline.	
<b>Planning and action</b>		
	The staff participates in professional development about ways to help whānau feel welcome and valued.	
	The staff participates in professional development about culturally responsive ways to work with whānau.	
	We have a plan to strengthen whānau ability to support children's learning and behaviour at home.	
	We have a plan to improve our communications with whānau.	
	We have a plan to strengthen whānau engagement with PB4L-SW activities.	
	We have a plan to strengthen opportunities for whānau to be involved in school activities.	
	We have a plan to encourage whānau to participate more in decision-making groups or committees.	
	We have a plan to gather and include whānau input about matters of importance, such as discipline.	



The template for this checklist is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## ACTIVITY: DEVELOPING A COMMUNICATION SYSTEM

To help your PB4L-SW team develop a communication system, brainstorm ideas for each cell in the table below. Refer to your PB4L-SW team action plan regularly to ensure you are communicating and getting feedback.

	<i>What</i> should be communicated?	<i>Who</i> should receive this communication?	<i>How</i> should this communication be made?	<i>When</i> should this communication be made?
<b>Disseminating information</b>				
<b>Presenting data</b>				
<b>Receiving feedback</b>				



The template for this activity is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## 3.12 ASSESSING TEAM EFFECTIVENESS

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As discussed above, to be well organised and function successfully, the PB4L–SW team must agree on and consistently use procedures for:

- meeting regularly
- assigning and fulfilling functions and responsibilities
- using a standard meeting agenda
- using effective approaches to problem solving.

The team should use ongoing self-assessment to monitor its implementation. For this purpose, a Team Implementation Checklist (TIC) is provided in Appendix 6, along with instructions for its use. (See section 8.7 for information on the TIC.)

*For the PB4L–SW team in an urban high school, the TIC has helped them to maintain motivation and energy. It clearly shows their progress towards implementation, and it ensures that they are methodical as they review their action plan, agree on next steps, ensure work is spread across the team, and reflect on the team's overall effectiveness. The TIC has also highlighted some particular issues. For example, TIC data indicated that senior management had started to take a back seat, delegating tasks and attending fewer meetings over time. The coach in particular was feeling a lack of support from senior management, especially in staff meetings.*

*This realisation led to a frank discussion, supported by the TIC data, about the need for ongoing, reliable commitment from senior leadership. As a result, the principal and senior team have agreed to refocus their attention on PB4L–SW and to be stronger advocates for the initiative in staff and community contexts. The principal has decided to delegate some of the other activities that have been encroaching on her time; where that isn't possible, the deputy principal attends team meetings in her place and ensures that she is well informed about the outcomes of the meetings.*