

# SECTION 4

## IDENTIFYING POSITIVE EXPECTATIONS





## Section 4: Identifying Positive Expectations



Simply put, if the staff expect their students to achieve and behave appropriately, they will. Conversely, if the staff expect students to underachieve and behave inappropriately, they will.

Colvin, 2007, page 46

Every school needs a consistent, positive approach to addressing behaviour. The PB4L-SW approach is based on the results of research into the conditions necessary for learning (see, for example, Alberto & Troutman, 2012). This research tells us that:

- all social behaviour, both appropriate and inappropriate, is learned
- students do not learn better ways of behaving when given aversive consequences
- to learn better ways of behaving, students must be directly taught replacement behaviours
- to retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of school settings.

Before staff can teach replacement behaviours – what they want students to do instead of misbehaviour – the school community (staff, students, and whānau) must agree on three to five broad school-wide common expectations. From these, the school develops its school-wide expectations matrix – a comprehensive table of agreed, expected behaviours for each school setting (e.g., classroom, playground, where, hall). When expected behaviours are clearly identified, everyone can be consistent in the behaviours that are taught, recognised, and corrected when necessary.





## 4.1 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 'Identifying positive expectations'.



*Table 10: Examples of system supports, practices, and data for identifying positive expectations*

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<div>Research into other schools' broad general expectations and matrices</div> <div>Surveying staff on their values, wants, and concerns in relation to school behaviour</div> <div>Consultation on the draft broad expectations and matrix with the school's departmental teams and support staff</div> <div>Supporting teachers to identify expectations for particular school contexts</div> <div>Developing new behavioural routines for non-classroom settings</div>	<div>Surveying students on their concerns and perceptions about behaviour expected of them at school</div> <div>Asking parents and whānau to consider what the school's broad expectations might look like in their own context</div> <div>Seeking input into the school's broad expectations and matrix from students and their whānau</div>	<div>Summaries of survey results</div> <div>Behavioural incident data, such as incident referrals, stand downs, and suspensions</div> <div>Student achievement data</div> <div>Observations of behaviour across school settings</div>

## 4.2 STEPS FOR IDENTIFYING POSITIVE EXPECTATIONS

The table below offers steps for your school to consider as you develop a list of broad general expectations for the school and, from these, a matrix of desirable commonly occurring behaviours. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

*Table 11: Steps for identifying positive expectations*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Develop broad, positively phrased expectations applicable to all school settings (e.g., 'Be respectful'), by: <ul style="list-style-type: none"><li>• reviewing current behaviour expectations</li><li>• identifying current problem behaviours</li><li>• drafting three to five broad expectations.</li></ul>	General-expectation signs posted in school-wide settings, such as hallways, grounds, and tuck shop
2. Seek feedback on the expectations from school staff, students, and whānau.	Feedback on the expectations
3. Develop a school-wide expectations matrix that relates to the general expectations and identifies specific behaviours for each setting.	School-wide matrix of expected behaviours
4. Disseminate the matrix to all staff, students, and whānau and seek feedback on it.	Matrix posted in the school and included in staff and student handbooks, on the website, and in other school publications Feedback on the matrix

## 4.3 DEVELOPING BROAD EXPECTATIONS

One of the defining features of PB4L–SW schools is that staff, students, and whānau are committed to nurturing and demonstrating positive behaviours that reflect the core values of the school community. Before they can identify and learn these behaviours, members of the school community must agree on three to five school-wide common expectations. These will apply to the whole school community (that is, all staff, students, and whānau), so it is essential that all members of the community have the opportunity to contribute to them (Savage, Lewis, & Colless, 2011).

Many schools, particularly those within Māori communities, have broad behaviour expectations that reflect Māori values such as manaakitanga (an ethic of care), whanaungatanga (relationships), or kotahitanga (unity and bonding). Such values are not translations of European concepts but deeply embedded cultural concepts with particular meaning for iwi Māori. Macfarlane's Educultural Wheel highlights the ways in which Māori values and cultural concepts can help to create a safe and supportive environment for Māori students, if they become the lived experience of the school (Macfarlane, 2004). Māori values emphasise collective responsibility, the importance of including others, having compassion and empathy, and thinking and behaving as an extended whānau that actively works towards collective success. These are powerful concepts that connect strongly with PB4L–SW principles and practices.

Ongoing communication and consultation with whānau help staff to align the cultural identities of students with the school community's broad common expectations. A hui with parents to discuss the values that are important to them can be an important starting point for developing the expectations. It shows that the school is serious about whānau engagement and is committed to listening to and acting on the voices of whānau. Support for this process may also come from local rūnunga.

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*In our first year of PB4L–SW, we consulted widely with the children, the parents, and our board about the values that we all see as important. For example, we took opportunities during community meetings to get parents to share their aspirations for their children – we put sticky notes out and had families post their aspirations on drawn outlines of children. We have kept our originals, adding to them over time.*

*We agreed to use H.E.A.R.T as our acronym to teach the core values Honesty, Empathy, Aroha, Respect, and Teamwork. These values drive all we do in the school and are transferred into homes, so the messages are consistent. And strategically we drive and plan our community engagement through our key message 'High F.I.V.E for H.E.A.R.T' (where F.I.V.E stands for Fun, Inclusive, Variety, Every term).*

Sose Annandale, Principal, Russell School, Porirua East



Many schools use the key competencies of the New Zealand Curriculum as the starting point for developing their broad expectations. The key competencies describe the knowledge, understandings, and attitudes that are essential for social and academic success. Most helpfully for PB4L–SW schools, they capture the thinking, learning, and relationship skills that support positive behaviour. For most schools, it is likely that their agreed behaviour expectations will link to the key competencies – for example, by emphasising *relating to others*, being a learner (*thinking, managing self*), and being a responsible member of the school community (*participating and contributing*).

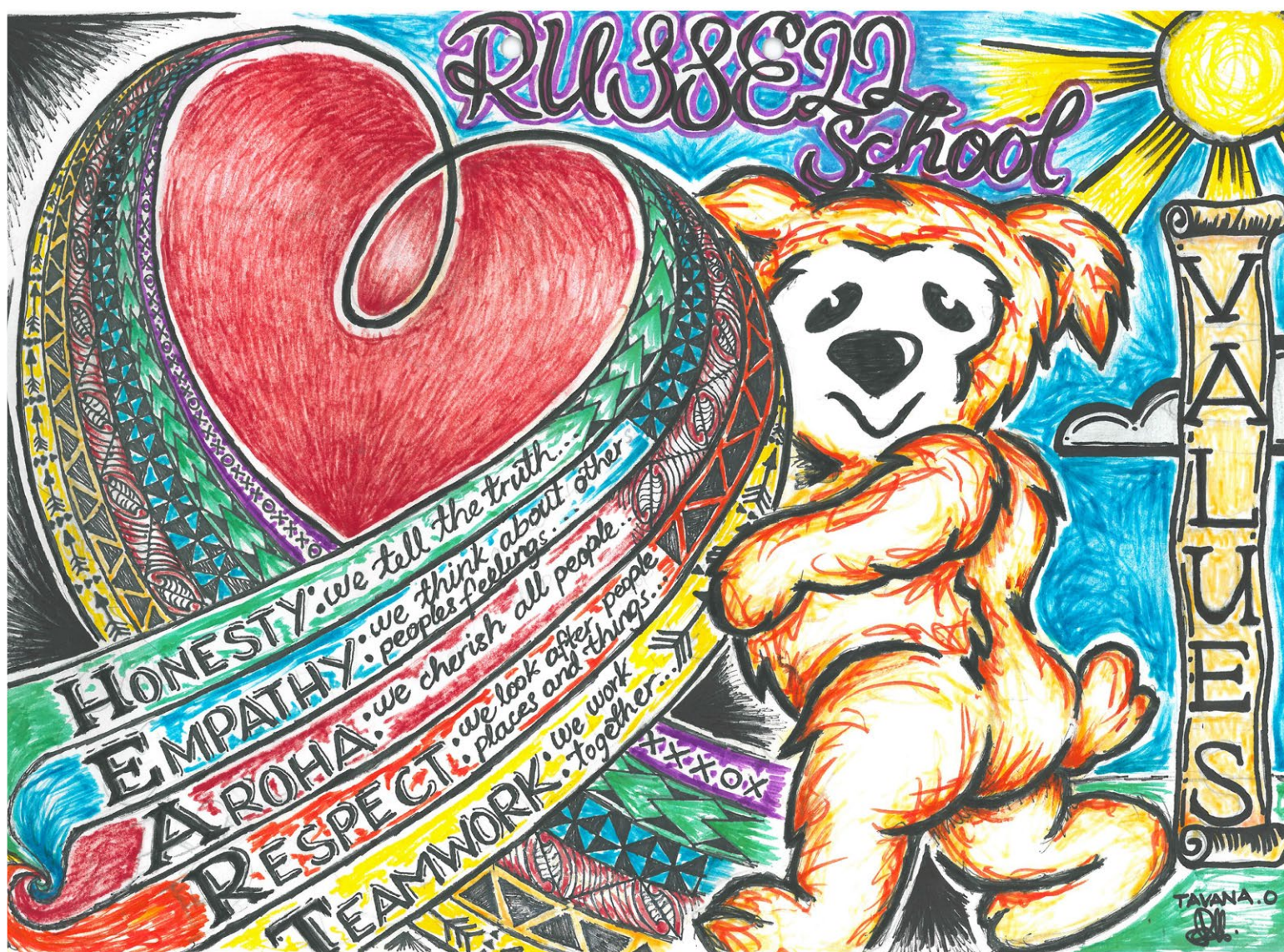
The next activity will help you to draft your broad expectations. As you do so, check that they align with your school mission and goals. Similarly, ensure they fit the culture of your school, so that all staff, students, and whānau can see that the expectations relate to them. Remember to update your action plan (using template 3 in Appendix 4) after you have worked through the activity.

*Examples of two schools' broad expectations are:*

- *Be safe, Be responsible, Be respectful, Be kind*
- *Be respectful, be responsible, be a learner.*

*Some schools have connected their broad general expectations with their school mascot or motto. Examples from two schools are:*

- *the Benton Bees: Bee Safe, Bee Respectful, Bee a Learner*
- *the Warrior Code: Ready, Respectful, and Responsible.*





## ACTIVITY: IDENTIFYING BROAD SCHOOL-WIDE EXPECTATIONS

Follow the steps below to identify a clear set of three to five positive, school-wide behaviour expectations suitable for **all** students and staff in **all** school settings. The process may take some time, but it's important that you don't rush it.

### STEP 1: CONSULT WITH THE SCHOOL COMMUNITY

Start by meeting with representatives from the school community – staff,<sup>1</sup> students, and whānau – and working with them to identify key values and common expectations for behaviour. For example, some schools begin with a hui where whānau have the opportunity to talk about the values and behaviour expectations that they believe are important for the education and well-being of their children. This is a good way of ensuring that everyone has a strong sense of ownership of the process and outcome. It also makes it more likely that whānau will support and encourage expected behaviours in contexts outside of the school.

Note down the key values and common expectations for behaviour that are identified during this consultation.

### STEP 2: REVIEW YOUR CURRENT EXPECTATIONS

- a) Write down your school's key current broad behaviour expectations, rules, or values. You may need to refer to a range of resources such as your school charter, website, and student and staff handbooks to identify them.
- b) Write your possible next steps for these current expectations (e.g., retain, revise, delete).

### STEP 3: ANALYSE YOUR BEHAVIOURAL INCIDENT DATA

While it is important to focus on the behaviours that you want and that align with your school community's values, you may find it helpful to gain a clear picture of behaviours that are currently problematic. The following steps will help you to achieve this.

- a) Review your behavioural incident records (e.g., via KAMAR or MUSAC) and other behavioural data such as frequencies of problem behaviours.
- b) Sort the data by the kind of problem behaviour (e.g., disrespectful language, physical aggression, arriving late, being non-compliant).
- c) With reference to a) and b), write a list of common problem behaviours (both minor misbehaviours that teachers deal with themselves and major misbehaviours for which teachers need additional support).
- d) Use your data from steps b and c to list below the 'top' three to five **broad** problem behaviours for your school. You may need to group several specific misbehaviours to form each broad problem behaviour (e.g., grouping 'Not taking turns', 'Shouting', 'Interrupting', and 'Being rude' together under 'Disrespect').

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<sup>1</sup> The introductory activity 'Characteristics of an ideal student' in Appendix 9 can be a powerful way of beginning consultation with staff.



#### STEP 4: WRITE YOUR SCHOOL-WIDE BEHAVIOUR EXPECTATIONS

Use the information from the previous steps to create three to five broad, general, positively stated expectations for students throughout your school (e.g., Be respectful, Be responsible). With regard to Step 3, you may find it helpful to take each broad problem behaviour and ask, "What do we want students to do instead?"

Remember to make sure that your expectations support your school mission and goals and fit your school culture and community. Write the expectations in the table below.

SCHOOL-WIDE BEHAVIOUR EXPECTATIONS
1.
2.
3.
4.
5.



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>.

## 4.4 GETTING FEEDBACK ON YOUR BROAD EXPECTATIONS

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It is essential that the entire school community 'buys into' the broad expectations, so it is important to get feedback from all groups in the community about them. This means ensuring that all students and staff, including non-teaching staff, have the opportunity to discuss and make suggestions for the expectations, which may go through several iterations before they are finalised.

Getting feedback also means sharing the expectations with whānau and the wider community and seeking their views on them. Some schools do this via a survey, with the PB4L–SW team coordinating its development, dissemination, collection, analysis, and follow-up communication.

## 4.5 THE SCHOOL-WIDE EXPECTATIONS MATRIX

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The school-wide expectations matrix identifies specific behaviours for each setting in your school. All your students and staff will be responsible for following these behaviours. Because the matrix is founded on your school's broad behaviour expectations, it is essential that the school community has reviewed and fed back on the expectations before you begin work on it.

The matrix becomes the basis for all your future planning and implementation of a PB4L–SW system. Sometimes known as the 'teaching matrix', it serves as your school's 'behaviour curriculum', taught to all students in the settings in which those behaviours should occur.

The matrix contains the language all staff will use when they teach students expected behaviours. They will also use this language to remind students about the behaviours, to reinforce students' use of them, and to provide corrective feedback. The matrix is displayed and used throughout the school. To ensure that this important signage attracts the attention of staff, students, and whānau, consider how you might use te reo, other languages, and design features to reflect the cultural diversity of your school community.

The discussion, activities, and examples in the rest of this section will support your PB4L–SW team to create your school's expectations matrix. Because it is so important, you should take as much time as you need to seek and consider feedback on the matrix from staff, students, whānau, and the community.

The school-wide expectations matrix identifies specific behaviours for each setting in your school. All your students and staff will be responsible for following these behaviours.



## ON OUR ADVENTURE PLAYGROUND WE...

RESPECT  
OURSELVES

RESPECT  
OTHERS

- ★ Play Fair
- ★ Take Turns
- ★ Lineup at the flying fox and remember only one person at a time
- ★ Listen to the mediators



## AT OUR SCHOOL ASSEMBLIES WE...

RESPECT  
OURSELVES

RESPECT  
OTHERS

RESPECT  
PROPERTY

- ★ Are good listeners
- ★ Enter and exit the hall quietly
- ★ Stay seated
- ★ Use the Magic 5
- ★ Respect the speaker
- ★ See senior students setting a great example to the rest of the school



## AT OUR SCHOOL WE...

RESPECT  
OURSELVES

RESPECT  
OTHERS

RESPECT  
PROPERTY

- ★ Always do our best
- ★ Are responsible
- ★ Are in the right place at the right time
- ★ Use our hands for helping
- ★ Move quietly
- ★ Speak nicely
- ★ Are on time
- ★ Look after all equipment
- ★ Pick up rubbish
- ★ Keep our school beautiful





## 4.6 DEVELOPING YOUR EXPECTATIONS MATRIX

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Each school develops its expectations matrix on the basis of its specific behavioural concerns, school culture, and values. The matrix is structured according to the school's broad, positively stated expectations (e.g., Be respectful), along with the common settings where problem behaviours occur.

Possible settings to include as columns in your matrix are:

- **All Settings:** This column would encourage your school to identify the behaviours that are expected in *all* locations of the school. For example, following directions is often expected in all the school's settings.
- **Classroom:** This column is advisable because most behavioural incident referrals come from the classroom. It should identify desirable behaviours common to all classrooms. In time, departments, specialist rooms, syndicates, and so on may add observable behaviours that are specific to their context (see section 4.8).
- **Non-classroom:** These columns are specific to corridors, grounds, toilets, and so on. To identify the non-classroom settings, your team may want to take another look at your behavioural data to determine where problem incidents take place. You could also consider settings where there may be many students and few supervisors and settings where problem behaviours start.

For each broad expectation, two to three specific, desired behaviours are defined for each classroom and non-classroom setting in the school. To be most effective, each specific behaviour should be:

- **observable** – a behaviour you can identify from what a student does or says
- **measurable** – a behaviour that you can count or time
- **positively stated** – what you want students to do (instead of a problem behaviour)
- **understandable** – written so that all students, staff, and whānau members are clear about what it means
- **always applicable** – something school staff will consistently enforce.

The activity and template on the following pages will help you to develop your expectations matrix. Before starting them, however, take time to look at the examples of matrices on the next few pages and to discuss what you see as their strengths and limitations.

## EXAMPLE: PRIMARY SCHOOL MATRIX

	ALL SETTINGS	CLASSROOM	ASSEMBLY	CORRIDORS	TOILETS	PLAYGROUND	BUS
<b>Be safe</b>	Keep your hands and feet to yourself Walk Solve conflict peacefully	Stay in your seat Maintain others' personal space If someone bothers you: 1. Say, "Please stop" 2. Ignore them or walk away 3. Get help from a teacher	Line up correctly Wait patiently in line	Move purposefully Keep to the left	Wash your hands with soap and water	Use the equipment as instructed Stay in the approved areas	Sit down in your seat Face forward Keep the aisle clear
<b>Be respectful</b>	Keep it clean Use a quiet voice Use respectful language Share with others	Raise your hand and wait to be called on	Stay seated	Walk facing forward and in single file	Use assigned toilet Allow privacy for others	Take turns Share the equipment Put rubbish and recycling in bins	Be on time Keep the bus clean
<b>Be responsible</b>	Follow directions Keep track of your belongings Listen to the teacher Be on time	Be prepared Complete assignments to the best of your ability	Participate	Use a quiet voice	Follow the toilet procedures Return to class quickly	Be a problem solver	Take all your belongings Be alert for your stop

## EXAMPLE: SECONDARY SCHOOL MATRIX

	ALL SETTINGS	ALL CLASSROOMS	WALKWAYS AND CORRIDORS	GROUND	TUCK SHOP	SPECIALIST ROOMS
Be respectful	Use polite and appropriate language Be considerate towards other people and their property	Take care of furniture, equipment, and books Listen to the person speaking	Allow people to walk through	Look after the school environment	Be polite and clear as you make your order	Treat people and rooms appropriately Take care of equipment
Be open to learn	Take ownership of your learning Take advantage of opportunities to learn Have a positive attitude	Actively participate in the learning process Use cellphones, iPods, and computers appropriately	Read the information on noticeboards	Follow the rules of the game or sport you are playing Take note of your surroundings	Make healthy food choices	Know and follow safety requirements Participate in practical activities
Be responsible	Follow instructions Dress in the correct uniform Be in the right place at the right time	Arrive on time with the correct equipment Complete the set tasks to the best of your ability	Move around without disturbing other classes	Put rubbish in bins Be quiet around the classrooms Use outside areas appropriately	Queue quietly and patiently	Use equipment appropriately Clean up your work area
Be safe	Report any dangers Follow the school's safety procedures Follow the school's procedures on drugs and alcohol	Line up quietly and carefully outside the classroom Stay in class during class time Enter and leave the classroom in an orderly fashion	Keep to the left Walk	Stay on the school grounds Report unsafe activities and accidents Interact safely with your peers	Line up in an orderly fashion Keep your bags out of the walkways Walk	Use the safety equipment provided



	BUS	ASSEMBLY	OFFICE	FIELD TRIPS / EOTC	LIBRARY	TOILETS
Be respectful	Thank the bus driver	Support others' achievements Turn cellphones and iPods off and put them away	Be polite to the office staff Wait patiently for your turn	Listen carefully to speakers Leave only footprints; take only photographs	Handle resources carefully Work quietly	Look after the facilities and equipment Be considerate of others' privacy
Be open to learn	Read and follow notices and instructions Take note of your surroundings	Listen to presenters	Go at appropriate times (not during class)	Ask appropriate questions Take note of your surroundings Try new experiences	Ask appropriate questions Make use of resources and learning opportunities	Use good hygiene
Be responsible	When dismissed, go to the bus Take all your belongings when you leave	Sit quietly	Use the office only when you need it	Bring all the correct gear Be a school ambassador	Listen to the librarian's suggestions Put resources you've used back into the correct place	Use the toilets only during breaks if possible Use supplies and equipment appropriately Get permission to go during class time
Be safe	Stay seated Be considerate towards others	Enter and leave in an orderly way	Enter and leave the office area carefully at busy times	Stay with your group Follow safety instructions	Store your bag away from walkways Line up and wait outside for your teacher	Report any problems to a staff member

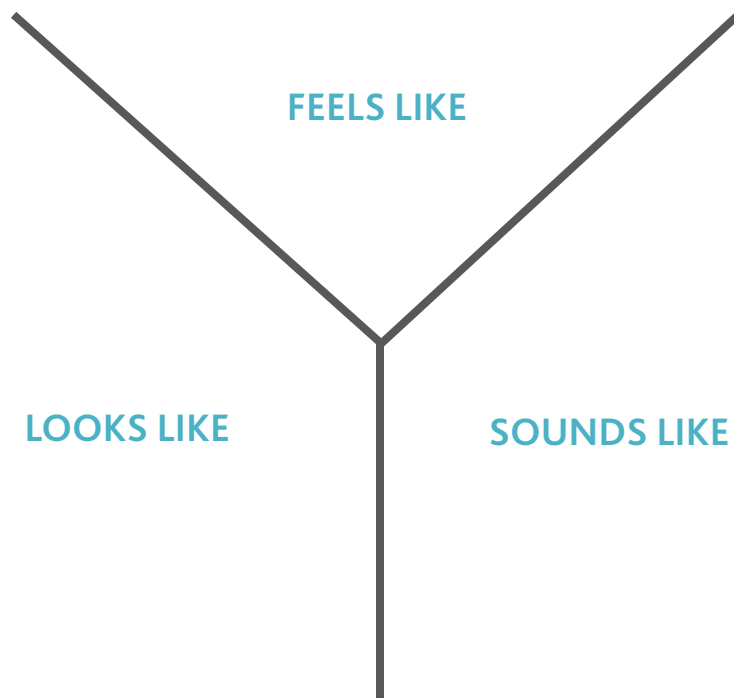
## ACTIVITY: DRAFTING A SCHOOL-WIDE EXPECTATIONS MATRIX

Use the template on the next page to start developing your school-wide expectations matrix, following the directions below.

1. In the boxes down the left side of the template, list the three to five broad expectations your team developed in the previous activity (e.g., Be respectful).
2. Across the top of the matrix, list all the non-classroom settings in which desired behaviours are expected (e.g., corridors). Include settings outside of school (e.g., those related to travelling to and from school, such as buses and city streets). The All Settings and Classroom headings are provided on the template for you.
3. Complete the matrix by brainstorming up to three expected behaviours for each cell in the matrix. Check each behaviour to make sure it is observable, measurable, positively stated, understandable, and always applicable (e.g., Keep your hands and feet to yourself, Follow directions the first time, Be in the classroom when the bell rings). Check also that for each row, behaviours under 'All settings' are not repeated in other cells in the row.

Some PB4L-SW teams have found it helpful to refer to identified problem behaviours in the school (see Step 3 in the activity under section 4.3). For each problem behaviour, they've asked, "What do we want students to do instead?"

Other teams have found it helpful to use a Y-chart for identifying the setting-specific expected behaviours for each matrix cell, especially when working with students and staff to do so. Participants brainstorm what the broad expectation 'looks like, feels like, and sounds like' in a particular setting, writing their responses directly onto a large sheet of paper or whiteboard (or onto sticky notes for adding to the paper or whiteboard).



TEMPLATE: SCHOOL-WIDE EXPECTATIONS MATRIX

CLASSROOM					
ALL SETTINGS					



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



## 4.7 GETTING FEEDBACK ON YOUR EXPECTATIONS MATRIX

Once your PB4L–SW team has created a draft matrix, it is essential to get feedback from others about it. Remember to write 'Draft' on your matrix (to indicate you are seeking feedback) and to date it (to help you keep track of different versions).

There are various ways of getting feedback, but the most important thing is to proactively seek it and consider all that you get. Here are a few suggestions:

- Discuss the draft matrix with syndicate/departmental teams at all year levels.
- Give a copy of the draft matrix to all support staff (teacher aides, administrative staff, caretakers, and so on) and ask for feedback.
- During a designated class time or period school-wide, share and discuss the draft with all students and have them hand in their suggestions.
- Ask for parent and whānau feedback – for example, by discussing the matrix at school events, through notices in the school newsletter, and by requesting feedback at parent–teacher conferences.

It is important for your team to get feedback and ideas about your matrix from all the above groups. Make sure that your team action plan includes steps for systematically communicating with staff, students, and whānau, and that you update the plan regularly as you work on the matrix.

*An intermediate school in Auckland developed their expectations matrix as a whole-staff activity. The resulting draft was refined by the PB4L–SW team and returned to the staff for feedback. Students had the opportunity to provide feedback during a form time dedicated to the task. Family and community members could comment through the school's website, a drop box, and a large working document posted in the reception area with sticky notes available for writing comments. The school whānau group met to discuss the draft and provided detailed feedback about ways in which the matrix might better reflect the school values of manaakitanga, kaitiakitanga, and whanaungatanga.*

*The staff decided that the matrix would be a 'working document' for a time; it didn't have to be perfect, but would be trialled for two terms and then reviewed. After this time, the PB4L–SW team carried out further consultation and made some final changes, particularly to expectations that were too wordy, vague, difficult to put into practice, or not observable or measurable. The amended version was laminated and posted throughout the school.*

*Finally, a small subcommittee was given the task of developing a matrix for staff behaviour. Feedback about this resulted in much interesting discussion and positive changes in staff culture, particularly during staff meetings.*


## 4.8 EXPECTED BEHAVIOURS FOR PARTICULAR SCHOOL CONTEXTS

Once the school-wide expectations matrix has been approved by the school community and is established across the school, some teachers may need to adapt it for their own context. This can be particularly important if their teaching space includes specialised equipment with implications for health and safety, such as is found in a gymnasium, science laboratory, or technology space. Identifying and teaching explicit routines, rules, and procedures is fundamental to encouraging expected behaviour and preventing misbehaviour in these contexts.

On the next page there is an example of classroom-specific expected behaviours that reflect and build on a school-wide expectations matrix.



## EXAMPLE: CLASSROOM-SPECIFIC EXPECTED BEHAVIOURS FOR A SCIENCE LABORATORY

Positive Behaviour and Learning in <b>SCIENCE</b>		
 Raise the bar	<b>Laboratories: A5, A6, B1, and B2</b>	
	<b>Respect</b>	Self Be prepared for learning with the correct books, workbooks, pens, calculator. Listen to directions and follow them carefully. If you are confused, ask for help. No eating or drinking. If needed, wear safety glasses to protect your eyes.
		Others Use equipment (e.g., test tubes, burners) carefully; remember science materials are not toys. Work cooperatively in groups. Listen to your classmates' ideas and opinions.
	<b>Personal best</b>	Self Complete all work and homework to the best of your ability. Be on task and involved. Ask questions about the world around you and how it works.
		Others Help others to learn, and share your knowledge and ideas.