

# SECTION 6

## ACKNOWLEDGING EXPECTED BEHAVIOUR



## Section 6: Acknowledging Expected Behaviour



Developing a reward system is a critical component in that it increases the likelihood that desired behaviors will be repeated, focuses staff and student attention on the desired behaviors, fosters a positive school climate, and reduces the need for engaging in time-consuming disciplinary measures.

George, Kincaid, & Pollard-Sage, 2009

Many children start school as socially competent, confident five-year-olds. Their home and school experiences align in terms of adult expectations, positive social modelling, and the encouragement and reinforcement of self-regulation and positive social behaviour. However, some children start school without having acquired age-appropriate levels of self-regulation and without having learnt socially acceptable ways of relating to other children, building friendships, and negotiating with teachers and other adults. The circumstances that can lead to this have been the subject of extensive research (see, for example, Church, 2003; Reid, Patterson & Snyder, 2002; Rathvon, 2008).

Schools provide a vitally important context for teaching and promoting positive behaviours that support students to develop happy, healthy relationships with others. When teachers model and teach expected behaviours and acknowledge students for displaying them, they place children in the best position to experience success in their learning and in their social relationships.

Responding to students with specific, timely, and constructively worded feedback and recognition helps them to learn and practise the behaviours that are expected at school. This section will help you to develop a continuum of responses for acknowledging positive behaviour in your school. This systematic, consistent, school-wide approach enhances student-staff relationships, reduces the likelihood of problem behaviour, and helps develop a warm, positively focused school culture.

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## 6.1 THE IMPORTANCE OF FEEDBACK

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Providing specific, timely, constructive feedback about academic learning is a well-established feature of best teaching practice (Alton-Lee, 2003; Hattie, 2012). Such feedback promotes learning and supports engagement and motivation. It helps students to know what they are doing well, to establish their next learning steps, and to identify and select the strategies that will help them to solve problems and work towards goals. For example, while exploring a text with a student, the teacher might say “Ka pai – you used the illustration to infer when the story takes place.” Because the teacher’s feedback is specific, the student is more likely to include illustrations as a resource for inference in the future.

Positive performance feedback is just as important for learning *social behaviour* as for learning academic skills. When students display expected behaviour, your use of positive, specific, contingent<sup>1</sup> feedback increases the likelihood that they will display that behaviour again (Maag, 2001; Church, 2014). A familiar saying is ‘You get what you recognise.’ By recognising the positive skills and behaviours that students show, you are more likely to see those skills and behaviours in the future.

It is normal for students to make mistakes as they learn and practise new ways of behaving. Some students will take longer than others to align their behaviour with the expectations that the school community has established. It is important to recognise these students’ efforts and approximations and to provide feedback to them as they progress towards successfully demonstrating expected behaviours.

A central feature of PB4L–SW is that positive behaviour receives more attention than inappropriate behaviour. A school-wide focus on giving students high rates of positive performance feedback<sup>2</sup> helps to create a positive climate and strengthens relationships between students and staff (Flora, 2000; Ratcliff et al., 2010). It also supports an inclusive, strengths-based approach that ensures all students receive recognition, not just those who seek it or those who receive attention for inappropriate behaviour.

A central feature of PB4L–SW is that positive behaviour receives more attention than inappropriate behaviour.

In addition, a school-wide system of positive performance feedback gives all adults in the school the language to use when guiding students in their behaviour. As discussed below, most schools use a mix of tangible items, preferred activities, and verbal feedback to encourage students to use expected behaviour. However, the emphasis must be on pairing the reinforcement, whether tangible or otherwise, with positive language linked to one or more matrix behaviours. It is important that students understand what it is that they did well, and how it aligns with the school’s behaviour expectations.

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<sup>1</sup> Contingent feedback is timely and relevant; that is, it occurs immediately after a student performs a task or action and it corresponds with that task or action.

<sup>2</sup> In PB4L–SW schools, teachers aim for a ratio of at least four positive responses to each corrective response (in keeping with the recommendation of Reavis, Jensen, Kukic, & Morgan, 1993).

## HOW TO GIVE FEEDBACK

Verbal feedback is an easy and free method of acknowledging expected behaviour from students. However, all staff should understand and be able to use strategies that make the acknowledgment effective.

**How** to acknowledge:

- **Be clear and specific** by only describing the behaviour you have observed (rather than, for example, referring to past mistakes). In your description, use the language from the behaviour matrix to reinforce the school-wide expectations.
- **Keep your words appropriate** to the individual and the situation. For example, you should know your students well enough to be able to differentiate whether public or private recognition is more reinforcing for them.
- **Be genuine** by finding your own style to communicate sincere acknowledgment, especially when working with older students.

**When** to acknowledge:

- **Give it only immediately after** the expected behaviour, rather than using it as a general motivator.
- **Give it frequently during acquisition** of the expected behaviour, that is, at a high enough rate to change or maintain behaviours.

**What** to acknowledge:

- **Expected behaviours** from your school-wide expectations matrix and within identified school routines.

The strategies above are a reminder that statements such as 'Good job' are not an adequate form of performance feedback or acknowledgment.

*A primary teacher has been teaching her year 6 class the social behaviours needed for group discussion activities, such as taking turns, bringing people into the discussion, managing disagreement, showing that you are listening, and accepting and encouraging others' ideas. These all link to the school's broad expectations of Be Respectful and Be a Learner.*

*At the beginning, the teacher gave very explicit feedback and praise when the students demonstrated these behaviours, and she made frequent links to the expected behaviours from the matrix: "I liked how you added on to Kaia's idea – that showed that you were listening and thinking." "You all handled this tricky discussion with great respect for each other's ideas – that's how we do it in our school."*

*Once the students had developed fluency and confidence with these behaviours, an occasional thumbs up was all that was needed to recognise their efforts. The teacher also encouraged self- and peer feedback: "Put your thumbs up if your neighbour encouraged your ideas during our pair-sharing time."*

The knowledge-building activity 'Tying verbal feedback to your school-wide matrix' in Appendix 9 is a valuable exercise for building staff capability in giving feedback.



## 6.2 THE ROLE OF PRAISE

Teacher praise has been supported as among one of the most empirically sound teacher competencies.

Maag, 2001, page 182

Section 5 covered teaching expected behaviours in your school. It explained that 'telling', 'showing', and 'practising' are not sufficient to ensure that behaviours are learnt and adopted. When students then perform expected behaviours, there need to be consequences such as adult attention and recognition, which, for most students, reinforce the behaviours.

This is especially the case in the early stages of learning behaviours. Research has demonstrated the importance of recognition within the learning curve that a learner typically moves through while acquiring a particular academic skill or behaviour. Feedback, praise, and tangible acknowledgments (see below) provide the extrinsic motivation that learners need while they are developing capability and fluency. This extrinsic motivation can be gradually withdrawn as it is replaced by the intrinsic rewards that come with successfully mastering the skill or behaviour. Thereafter, the intermittent use of positive feedback helps to maintain the behaviour.

### TEACHERS' CONCERNS ABOUT PRAISE

Some teachers worry that praise and rewards can damage a student's intrinsic sense of self-worth and motivation. There is no evidence to support this idea (Cameron, Banko, & Pierce, 2001; Cameron & Pierce, 2002; Reiss, 2005). However, when giving praise we can support the development of intrinsic motivation by allowing the student to 'own' their success (e.g., "You will be feeling really pleased with your hard work at writing time") and by modelling positive self-talk and self-praise using 'think aloud' strategies (e.g., "I think I've done a good job with this piece of writing; I've done everything on my checklist, I persevered when I was finding it hard, I ignored the chatty people beside me; now I can move on to the next task").

Some teachers also worry that they are being required to find opportunities to praise students who are, for a lot of the time, off task or disrespectful. These students may be getting praise for behaviours that other students were successful with at a much earlier age. Teachers worry that public recognition of these students will be perceived as confusing or unfair by other, well-behaved (and therefore 'more praiseworthy') students.

It is important to remember that for students who have had inappropriate behaviours modelled and reinforced for many years at home, or who have experienced persistent failure and disengagement at school, learning new ways to behave sometimes requires enormous effort on their part. Many of them are 'running on empty' when it comes to positive adult attention. Their need for feedback and recognition as they attempt and approximate, or successfully demonstrate, expected behaviours is far greater than that of other students. Even small, quietly delivered acknowledgments will make a big difference to these students.

*Tyler, age 10, is learning how to manage his playground behaviour. He sometimes has difficulty managing his responses to disappointment, teasing, waiting his turn, and sharing, and so the playground is often a context for problem behaviour. At home, he has successfully used bullying tactics such as an angry voice and threatening remarks to have his needs met, and he has seen adults deal with others in this way.*

*During a term 1 focus on improving playground behaviour, the school has decided to have extra staff on playground duty. The duty teachers are focusing on praising students who are playing games with a spirit of fairness, fun, and inclusion, and giving a small voucher when they see examples of this behaviour. These behaviours are listed on the school's expectations matrix, and what they look and sound like has been the focus of specific class teaching and assembly for several weeks. Because Tyler has particular difficulty in the playground, teachers are prepared to provide him with more frequent, targeted praise and feedback when they notice efforts to meet the behaviour expectations. In a social skills group, Tyler has been practising walking away from potential confrontation, and teachers are particularly looking out for signs of success with this.*

*After two weeks of targeted teaching and feedback, Tyler's playground behaviour has improved significantly. The deputy principal, who has a friendly relationship with Tyler and his whānau, acknowledges this. She emails Tyler's parents with feedback about Tyler's improved behaviour, and they agree to praise and reinforce Tyler when he shows patience and stays calm during backyard games with his younger brothers.*



## 6.3 TANGIBLE ACKNOWLEDGMENTS

I have not worked with a school that has been able to give enough feedback to students to maintain positive behaviour without using a tangible item, like a Pride ticket. The tangible helps staff remember to give positive recognition to students.

Lewis, 2013

PB4L–SW recognises that, along with verbal feedback and praise, tangible acknowledgments can play an important role in teaching and learning behaviours, when used thoughtfully and purposefully. Tangible items are tickets, compliment cards, ribbons, and so on, often serving as a credit towards a desired activity. They provide a universal signal to students that they have performed expected behaviours. They also help staff be accountable for giving positive, specific verbal feedback and praise:

- They remind staff to give feedback and praise.
- They provide all staff with an efficient method of giving positive feedback to any and all students, which can create a more positive school culture of being 'all in this together'.

Using tangibles makes it easy to record the total positive performance feedback statements given. When classes, teams, or year levels reach their targets for positive feedback statements, students get to celebrate their success.

For such celebrations, many schools create a menu of preferred activities, decided on by the students.<sup>3</sup> This allows for the recognition of positive behaviour through in-school, fun activities that reflect students' interests and preferences.

### TEACHERS' CONCERNS ABOUT TANGIBLES

Some educators criticise the use of tangible acknowledgments, arguing, for example, that they can create dependence on the acknowledgments and undermine students' agency and internal motivation. As discussed in section 6.2 on praise, the research does not support this concern.<sup>4</sup>

In particular, for students who have behavioural challenges, tangible acknowledgments can be a powerful tool to support behavioural learning, increasing the students' confidence and self-esteem as they experience recognition for their efforts. If the acknowledgments also contribute to collective success (e.g., through points for a group or class), this helps to grow the peer esteem that is an important aspect of social success at school (Leflot et al., 2013).

Teachers' ultimate goal is of course for students to be intrinsically motivated. However, the reality is that schools give many tangible acknowledgments, such as grades on paper, trophies, and other awards, for success in academic studies, sports, music, and so on. Yet they often struggle with the idea of giving tangible items, verbal praise, or feedback for success in social behaviour.

<sup>3</sup> Some schools also draw on Laura Riffel's lists of 'Free or Inexpensive Rewards' (at <https://usm.maine.edu/sites/default/files/smart/freerewards4studentsnstaff.pdf>). Separate lists are available for primary students, secondary students, and adults in the school.

<sup>4</sup> See also, for example, Akin-Little, Eckert, Lovett, & Little, 2004.



The bottom line is that students need acknowledgment and encouragement, and they respond positively to acts of appreciation (Colvin, 2007). The two quotations below address the issue of tangible items and intrinsic motivation.

The undermining effect of extrinsic reward on intrinsic motivation remains unproven.

Reiss, 2005, page 1

Our evaluation of more than thirty years of research indicates that there is no inherent negative property of external reward. Careful arrangement of rewards in education, business, and home settings can enhance interest and performance. This occurs when rewards are closely tied to attainment of performance standards and to specific behavioral criteria.

Pierce & Cameron, 2002, page 221

The knowledge-building activity 'Teachers' concerns about praising and rewarding students' in Appendix 9 uses the two sections above to surface any concerns your staff may have about these two key aspects of an acknowledgments system.





## 6.4 A SCHOOL-WIDE CONTINUUM FOR ACKNOWLEDGING EXPECTED BEHAVIOUR

All members of staff are responsible for providing students with performance feedback. A school-wide continuum for acknowledging expected behaviour supports staff to do so consistently. It also:

- helps students learn and maintain expected behaviour
- creates a positive school climate
- gives staff consistent language for encouraging students.

A continuum is a range or series. To be effective, a school-wide continuum for acknowledging expected behaviour should include:

- **level 1 acknowledgments: free and frequent** – for everyday use by all staff in all school settings
- **level 2 acknowledgments: moderate and intermittent** – awarded occasionally
- **level 3 acknowledgments: significant and infrequent** – quarterly or yearly types of recognition.

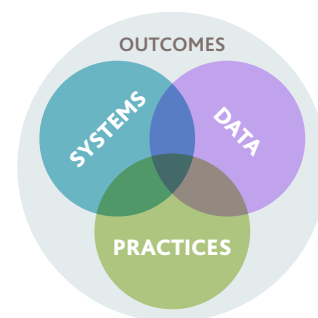
Different levels of acknowledgments are also seen in the ways in which most schools recognise academic performance. For example, free and frequent academic acknowledgments include specific feedback and praise for students' responses and work, and grades for assignments; moderate and intermittent acknowledgments include student reports and certificates at assembly; significant and infrequent acknowledgments include academic awards.

*A rural primary school has a range of ways of acknowledging positive behaviour. Staff and students focus on celebrating collective success, recognising how each student contributes to the behavioural and learning success of their class and how each class contributes to whole-school success. In the classroom and playground, teachers give frequent praise and feedback to maintain positive school-wide behaviour and target behaviours that are the focus of current teaching. They also have a 'secret spy' on the lookout for children who display target behaviours; the secret spy is a different staff member each week, and fun clues about who the person might be are given at assembly. At each assembly, the names of children noticed by the secret spy are read out and their class receives points. There are rewards of books (donated to the school) for the class that receives the most points. An afternoon of musical fun is planned every six weeks or so to celebrate improved behaviour across the school.*

*The staff say that thinking of rewarding activities for the students is much more fun than what used to happen – focusing on punishments. They try to keep things varied so that the children don't become bored or satiated with too many rewards of the same kind. The students provide regular feedback about preferred activities and have developed a menu of reward ideas. Rewards are activity-based rather than tangible items, although the occasional sticker or sparkly pen is given. One of the students' favourite rewards is to share a pizza lunch with the principal and caretaker in the staffroom. Some individual students have a reward programme targeted to their particular needs and challenges. Their accumulated points also contribute to collective classroom success.*

## 6.5 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 'Acknowledging expected behaviour'.



*Table 14: Examples of system supports, practices, and data for acknowledging expected behaviour*

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>A continuum agreed on by staff and showing free and frequent, moderate and intermittent, and significant and infrequent acknowledgments</p> <p>Professional development on techniques and language to use when giving students feedback</p> <p>Feedback to staff on their practice when using acknowledgments</p> <p>Feedback from and to staff about changes in student behaviour in response to acknowledgments</p> <p>Relieving teacher information packs that include guidance for giving students performance feedback</p> <p>Acknowledgments for staff, such as compliment cards or a draw for gift certificates or cinema tickets</p>	<p>Giving specific verbal feedback and praise to students in relation to expected behaviours</p> <p>Giving tickets or coupons to students along with feedback and praise that uses PB4L–SW language</p> <p>Class celebrations, such as when tally tickets given to students reach their target (e.g., 12 compliments for each letter of Be Respectful) or when a class goal of a certain number of compliments is reached</p> <p>Communication with whānau about the acknowledgment system</p> <p>Bulletin board for tokens of school-wide recognition, such as cut-out paws or stars</p> <p>All-school celebrations, such as recognising students with 'no incidents' at assembly or an 'on-time party' (for when a target for being on time to classes is reached)</p> <p>Sharing behavioural data with students</p> <p>Encouraging students to give each other recognition for positive behaviour</p>	<p>Feedback from staff, students, and whānau on the continuum</p> <p>Behavioural data</p> <p>Data in relation to the goal of a 4:1 ratio of positives to correctives</p> <p>Data on acknowledgments – numbers of class or school-wide tokens of recognition awarded (e.g., coupons, stars), for which routines or matrix behaviours, by which staff, and so on</p>

## 6.6 STEPS FOR ACKNOWLEDGING EXPECTED BEHAVIOUR

The table below offers steps for your PB4L–SW team to consider as you develop your continuum for acknowledging expected behaviour. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activity, and examples in the rest of this section will support you to work through the steps.

*Table 15: Steps for acknowledging expected behaviour*

STEPS	EVIDENCE OF ACCOMPLISHMENT
<p>1. Referring to your expectations matrix, identify ways in which your school currently acknowledges expected behaviour.</p> <p>Drawing on this information, create a draft continuum for providing specific, positive feedback to students and staff and for celebrating success when targets are met.</p>	<p>Draft continuum for acknowledging expected behaviour, including plans for celebrating success in meeting targets</p>
<p>2. Seek feedback on the draft from staff, students, and whānau.</p>	<p>Diverse opportunities for staff, students, and whānau to provide feedback on the draft</p> <p>Comprehensive feedback on the draft continuum</p>
<p>3. Take in feedback, and finalise and circulate the continuum.</p>	<p>Final version of the continuum included in staff and student handbooks, on the website, and in other school publications</p>
<p>4. Provide professional development to staff on using the continuum.</p>	<p>Staff and syndicate meeting minutes</p> <p>Staff development agendas and handouts</p> <p>Staff development plan</p>



## 6.7 DEVELOPING A SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS

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Although many schools have procedures in place to acknowledge appropriate behaviour, the function of the procedures is often unclear. One purpose of a continuum is to address this lack of clarity.

When developing a continuum for acknowledging expected behaviour, the PB4L-SW team will need to work collaboratively with staff and students to make decisions such as:

- what kinds of free and frequent, moderate and intermittent, and significant and infrequent acknowledgments to use to encourage expected behaviour
- how to give acknowledgments – for example, if some students are embarrassed by attention, allow for giving acknowledgments to them in private
- what kinds of tangible items to use, how they will be named and designed, and where and when the items will be presented – consulting students will help you to be informed about and responsive to their ideas and preferences
- how the tangible items will be distributed to staff, and what students will do with the tangibles on receiving them
- what school-wide, year-level, classroom, or setting (e.g., grounds) targets will be set for numbers of acknowledgments awarded
- what celebrations will take place for students and staff when the targets have been reached – for example, free and easy activities such as mismatched clothes days and funny socks days, or other preferred activities such as whole-school art making and music or games afternoons
- which staff member(s) will coordinate the acknowledgments.

*At a North Island primary school, a student explained part of its acknowledgments continuum like this: "At our school, we get stickers for our expected behaviours. This works all over the school ... like in the classroom, or on the playground. When we have ten stickers, we get to choose a reward, like extra time on the computer. If the whole class has enough stickers, we get to have a movie afternoon. I like it, because it makes school a happy place to be."*

The activity overleaf provides a possible approach for developing your school's continuum and for integrating your current procedures as you do so.

## ACTIVITY: DEVELOPING YOUR SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS

To help get you started on your continuum, refer to the primary and secondary school examples on the next two pages.

Then use the blank templates that follow the two examples to develop a draft of your school-wide continuum for acknowledging expected behaviour. The directions below will help you to start 'formalising' your current acknowledgments.

1. Use your expectations matrix to help you think of ways in which your school acknowledges expected behaviour. Then complete the 'Acknowledgments audit' template on page 15, identifying each procedure, the expectation, behaviour(s), and locations it relates to, the tangibles or activities associated with it, and whether the acknowledgment is free and frequent, moderate and intermittent, or significant and infrequent.
2. From the information identified in Step 1, identify and list on the 'School-wide continuum' template (in the Name column) on page 16 your **current** school-wide procedures for acknowledging expected behaviour.
3. Where possible, complete all the columns across the page for your **current** school-wide procedures.
4. With your PB4L-SW team, brainstorm and prioritise ideas to fill the gaps in your current procedures and to plan **additional** school-wide procedures to acknowledge your students' expected behaviour. Ensure you arrive at a satisfactory balance of free and frequent, moderate and intermittent, and significant and infrequent acknowledgments.
5. When you have completed your draft continuum, remember to update your action plan using template 5 in Appendix 4.

## SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS: PRIMARY SCHOOL EXAMPLE

NAME	RESOURCES	DESCRIPTION AND CRITERIA	WHEN AND WHERE PRESENTED	INFORMATION REQUIRED	GOAL	CELEBRATIONS	COORDINATOR
Bee-ing a Safe, Respectful Learner	Bee tickets; \$100 for celebrations	To any student, staff give high rates of specific verbal feedback and praise, using the Bee language and often giving out Bee tickets	Any staff to any student meeting an expectation or following a rule, any location	Monthly update at staff meeting; information in staff handbook; Bee ticket master in workbook	5000 tickets given out school-wide per year	Extra break time; movie in gym; dance in hall	Jill
Monthly Attendance Award	Monthly list of students created by office; certificates	For every student with perfect attendance for the month	School-wide percentage and a reminder about certificates given at monthly assembly	Certificates provided to teachers to present in class and send home in folders	Certificates received by 93% of students over the year	Certificates presented in class	Tammy
Students of the Month	Minor and major office referral data; certificates; camera; photo paper	For two students from each class who have shown behaviour improvement (fewer minors or majors)	Teachers present at monthly assembly	Teacher submits names of students to office two days before each monthly assembly	Two students per class per month	Student names announced, pictures taken and put on bulletin board	Wazza
Perfect Behaviour Party	'No Behavioural Incident Report' created and distributed to teachers; funding for buses; free admission	For any student who has not had any office referrals for the year	At the end of each year, teachers announce their list of students with no behavioural incidents	Office creates list of all students with no behavioural incidents and distributes to teachers	80% of students per year	Other options: field trip to museum in November; concert or farm visit in December	John
FREE AND FREQUENT		MODERATE AND INTERMITTENT					
SIGNIFICANT AND INFREQUENT							

Adapted with permission from Colvin, 2007



## SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS: SECONDARY SCHOOL EXAMPLE

NAME	RESOURCES	DESCRIPTION AND CRITERIA	WHEN AND WHERE PRESENTED	INFORMATION REQUIRED	GOAL	CELEBRATIONS	COORD-INATOR
Being a Responsible Learner	Cardinal Cards; box in office	To any student, staff give high rates of specific verbal feedback and praise, using the Cardinal Code language and often awarding Cardinal Cards (student signs card and puts it in box in office)	Any staff to any student meeting an expectation or following a rule, any location	Progress in meeting goal of 100 cards per week	100 Cardinal Cards in office box per week	Twenty-five names drawn from box weekly; names read out by students at assembly; small prizes	Susie
Monthly Glad You Were Here	Attendance report; gift vouchers	For every student with perfect attendance for the month	School-wide percentage and a reminder about gift vouchers given at monthly assembly	List of perfect attendance for the month, drawn up by office and posted in staffroom	90% of students each month	Each student gets a free gift voucher to redeem at sports concession stand	Deb
On-time Party	List of students with no late notices; gym; sound system; \$100 for prizes; certificates	For any student who has not had a late notice during the term	On [DATE] and [DATE], all students on list go to the gym at 2.30 for party; names announced over intercom	List of all students with no late notices drawn up by office and distributed to all teachers	75% of students with no late notices per term	Party with music, dancing, prizes, and certificates	Wally
SIGNIFICANT AND INFREQUENT							
MODERATE AND INTERMITTENT							
FREE AND FREQUENT							

Adapted with permission from Colvin, 2007

## ACKNOWLEDGMENTS AUDIT: TEMPLATE

WHAT? (Name of procedure)	WHY? (Broad expectation and specific behaviour(s) from the expectations matrix)	WHERE? (School-wide, classroom, non-classroom)	WHEN? (Free and frequent, moderate and intermittent, or significant and infrequent)	HOW? (Acknowledgments)					
<b>Example</b> Being a Respectful Learner	Be a Respectful Learner – Using appropriate language	Classroom Non-classroom School-wide	Free and frequent	Specific feedback and praise for the use of respectful language Points system (classroom) Gotcha cards (non-classroom)					



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

## SCHOOL-WIDE CONTINUUM FOR ACKNOWLEDGING EXPECTED BEHAVIOUR: TEMPLATE

COORD-INATOR									
CELEBRATIONS									
GOAL									
INFORMATION REQUIRED									
WHEN AND WHERE PRESENTED									
DESCRIPTION AND CRITERIA									
RESOURCES									
NAME									
	FREE AND FREQUENT			MODERATE AND INTERMITTENT			INFREQUENT AND SIGNIFICANT		



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



## 6.8 GETTING FEEDBACK ON YOUR CONTINUUM

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Once your PB4L–SW team has created a draft of your continuum, it is essential to get input and feedback from others about it. Remember to write 'Draft' on the continuum document (to indicate you are seeking feedback) and to date it (to help everyone to keep track of versions as the continuum evolves as a result of feedback). Remember also to add your ideas for seeking feedback and publicising the continuum in your action plan, using template 5 in Appendix 4.

There are a number of ways to get feedback, but the most important thing is to proactively seek it and to consider all that you get. Seeking student voice and involving them in promoting the continuum will help to ensure that they come to value and 'own' it. For example, in New Zealand schools, students have created posters and videos and planned assemblies and special events in relation to their school's continuum.

Examples of how to gather feedback include:

- discussing the draft continuum with syndicate or departmental teams at all school levels
- breaking the individual procedures down, to help staff understand their purpose and how all staff will implement them
- asking all students during a designated class period about the continuum, checking that they do find its acknowledgments encouraging – this is particularly important for older students (e.g., seniors at primary school and intermediate and secondary students)
- asking whānau for their input (e.g., at parent–teacher conferences, whānau group meetings, and sporting and cultural events).

Once you have finalised your continuum, remember to circulate and publicise it – for example, by including it in staff and student handbooks and on the school website.



## 6.9 STAFF PROFESSIONAL DEVELOPMENT

To ensure consistency in implementation, it is important that members of the school community such as whānau and board members have a good understanding of your continuum of acknowledgments. Furthermore, it is vital that every staff member (senior management, teachers, and support staff) fully understands how to **use** the continuum. Relievers should also understand your acknowledgment system.

It is vital that every staff member fully understands how to use the continuum. Relievers should also understand your acknowledgment system.

With your PB4L–SW team, you will need to consider how to help staff deepen their knowledge about the continuum. In particular, consider:

- **Who** needs to build their knowledge and understanding about acknowledging expected behaviour?
- **What** knowledge and expertise do different groups need to develop?
- **When** will you and your team support this development, and who will be responsible?

You will need to provide professional development on techniques and language for giving students feedback. Individual staff members will benefit from feedback on their practice when using acknowledgments. You will also need to set up processes for giving and receiving feedback about the impact of acknowledgments and changes in student behaviour in response to them.

*When a South Island high school PB4L–SW team introduced a draft acknowledgments continuum to the staff, there were grizzles from some teachers. Others worried that they would sound insincere giving behavioural feedback, particularly to senior students. The team therefore planned professional development for the staff that involved reading and reflecting on key literature and refreshing their thinking about the importance of quality feedback for both learning and behaviour. The evidence for the use of praise, reinforcement, and behavioural feedback was compelling, and this helped to shift the thinking of the staff as a whole.*

*The PB4L–SW team led the way in modelling the use of behaviour-related feedback around the school. Student representatives agreed to survey students about possible tangible rewards and preferred activities that could be used to reinforce the school's behaviour expectations. Staff were asked to carry out peer assessments, in which a colleague would observe and count the numbers of positive vs corrective statements made during a teaching period.*

*The results of the survey and assessments were surprising and gave staff the incentive to implement the acknowledgments continuum and to work towards a ratio of 4 to 1 positive to corrective responses. As a whole, they were surprised at how increased positivity and specific feedback lifted the overall tone of the school and strengthened relationships between staff and students.*