

## 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').

---

<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.	