

Prospect School

Our PB4L Journey

Resistance

Capacity

Sustainability

Innovation



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Aug 2015

Prospect School



Who are we?

Primary School in Glen Eden, West Auckland

Decile 2

343 pupils

50% Pasifika

29% Maori

PB4L school since January 2012

Prospect School



At the start of our PB4L journey...

- Range of different behaviour management systems in operation
- Lots of paper-based systems
- No alignment between classroom and playground systems
- Limited consistency across the school

Our goals were to develop a streamlined, consistent school-wide approach to behaviour.

- *We needed to make some school-wide changes*
- *We needed to challenge some long-held beliefs about behaviour*
- *We needed lots of PD!!*

Hmmm...



Take a minute...

Think about your own journey with any PD

Reflect on what it means to be a resistor?

What types of resistors do we commonly think of?









Overt resistance...

or

Covert resistance?

What does Resistance look like?

- *Operating in a way you think is effective in spite of evidence to the contrary*
- *Bringing others on board to your oppositional way of thinking*
- *Complying in public, refusing in private*
- *Thinking, “Others aren’t doing it, so do I need to?”*
- *Saying, “It doesn’t fit with who I am.”*

Why does Resistance happen?

- *Change appears complex and multi-layered therefore hard to get to grips with - “What do I actually have to do?”*
- *Sudden change versus slow and methodical change - too much, too quickly*
- *The natural isolation that is part of a teacher’s life - “No-one will know if I just don’t do that.”*
- *Difficulty identifying the need for change - “My class are fine; I don’t need all that stuff.”*

How we tackled resistance!



How we tackled resistance!

Slow

Steady

Clear

Simple

Data

Theory

Consultation

Collaboration

Issue: explicit teaching of lessons

Resistance:

- No time to teach lessons
- Reluctance to have a set time for teaching

Overcoming resistance:

- Data analysis - *What are our immediate behaviour needs?*
- Behaviour theory - *Role play (behaviour rehearsal) is the best way to encourage retention of new behaviours*
- Consultation - *Design lessons together*

Issue: reinforcement systems

Resistance:

- Reluctance to change existing classroom practise and also school-wide systems

Overcoming resistance:

- Consultation - *Questionnaire: staff opinion re changes*
- Behaviour theory - *Teach theory of reinforcement*
- Slow and steady - *Keep everything to begin with*
- Clear and simple - *Some basic changes to House Award system*

Issue: reinforcement systems

Resistance:

- Reward system is too complicated
- Our senior students won't want to work for rewards

Overcoming resistance:

- Behaviour theory - *Mini token economy in staff meeting*
- Consultation - *Ask students what they want*
- Slow and steady - *Trial of token economy with Junior school only (path of least resistance)*

Issue: active supervision

Resistance:

- Too many behaviour issues - no time to give out awards

Overcoming resistance:

- Behaviour theory - *PB4L teaching re use of break times as important 'in the moment' teaching times*
- Behaviour theory - *Publicly recognising and rewarding staff who 'actively supervised' students*
- Data analysis/Collaboration - *Unpacking the playground incident data together*

Issue: relationships

Resistance:

- Talking the talk but not walking the walk

Overcoming resistance:

- Behaviour theory - *Publicly recognising and rewarding staff for going above and beyond the call of duty*
- Collaboration - *Enthusiastic buddies paired with less engaged staff members*
- Consultation - *PB4L team members regularly checking-in with teacher progress*

Issue: coach and leader

Resistance:

- We both wanted to run the show

Overcoming resistance:

- Consultation with each other - *Who's doing what and why?*
- Using our assigned roles to help - *Which person is the bestest at stuff?*
- Collaboration - *What can we learn from each other?*

Capacity

An old Maori proverb goes as follows:

He aha te mea nui?

He tangata.

He tangata.

He tangata.

What is the most important thing? It is people, it is people, it is people.

Capacity

- Variation of people involved
- Task-focused versus learning-focused
- Coaching, mentoring and giving feedback
- Embed in the systems..e.g., strategic plan
- High trust model

How we built capacity!

- Up-skilling each other - all PB4L team planned, led and mentored in staff meetings
- On-going checking-in with coach and leader
- ‘keeping’, ‘triallying’ and ‘adapting’ = engagement
- Completely reworked systems for collating data
- Kept on keeping on...

Teacher aide leader

- 8 TAs-Ami for first year, first tier
- Strength and passion for students with high behavioural needs
- After teacher PD, Ami led teacher aide PD on the same topic at TAs meeting
- Co-facilitated the meeting together
- Feedback conversation with Ami asap

Building Capacity Action Plan 2015

Strategic Goals:

- Goal 1 – Leaders or those taking on new roles to be given quality mentoring and coaching and in turn to become mentors and coaches
- Goal 2 – Broaden the capacity for growth of all staff members
- Goal 3 – To grow the partnerships with community experts

Invest in people

- Alison & Jo - Maths facilitators
- Gail - Maths facilitator + lecturer at Uni
- Madhu - Maths facilitator + AP
- Viv - Lecturer at Uni
- Blair & Matt - Principal
- Diana - Leadership facilitator + principal
- Kathy & Jess - RTLB
- Yvonne - Sector Coach for PB4L MoE
- Ang - Assessment facilitator + AP + Sector Coach for PB4L MoE

Mentoring and Coaching

- 1.1 mentoring of unit holders
- 1.2 associate and tutor teachers to have continued support in giving feedback to others using the Learning Conversation model
- 1.3 teaching all staff about how to be effective facilitators as well as the pedagogy of Learning Conversations

Capacity for all Staff

- 2.1 staff other than teachers to have stronger model of sharing knowledge and driving learning
- 2.2 ensure all staff members' contributions are shared and acknowledged. Survey the staff as to how we could do this
- 2.3 build the connections between groups of staff more strongly so knowledge is more strongly shared

Trial of token economy

- Started small and grew from there...kept current systems
- Junior team trialled new system in Term 4, 2013 - on-going reviews + adaptations
- 2014 Juniors presented feedback to staff TOD: middles & seniors
- School-wide review of PB4L Term 4, 2014
- Used feedback to plan PD for 2015

Dealing with data entry

- School Management Systems
- Trying to sort the 'Ws'
- Inherited a system of cards and paper and support staff who ran the system

- Excel
- Musac Classic
- Edge
- e-tap

Sustainability

- It's part of what we do at Prospect School
- Coach and Leader need to be refreshed, and stay motivated
- Embed systems: monitor & check in diverse ways
- Did I say – 3 SMS's plus a dalliance with Excel?

Sustainability: Teacher Motivation

- Sharing the data
- Student behaviour certificates presented at syndicate assembly - all teachers want their class to be represented - *and it's a way to keep track of who's using the system!*
- Team members changed around each year to keep the team fresh

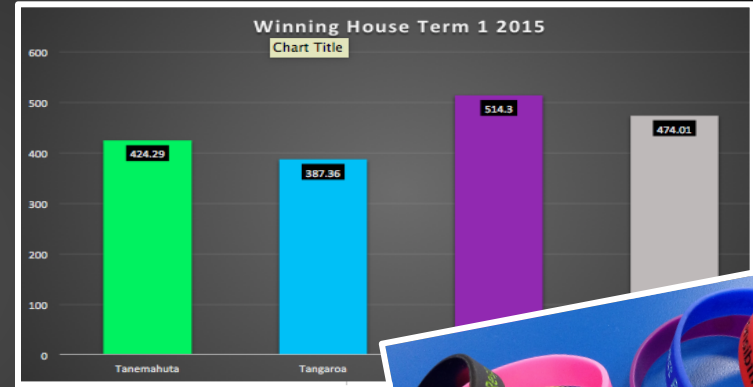
Still working on...

*Tighter induction system for new staff

*Encouraging teachers to analyse their own classroom behaviour data

Sustainability: Student Engagement

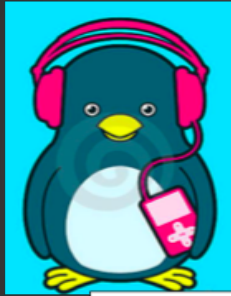
- Graphing progress of each school house - weekly
- Assembly reminders: “Ask your teacher to swap your Dojo points for house awards”
- Introduction of wristbands at set points
- Allowing students to negotiate rewards with their teacher upon reaching 30+ house awards



Sustainability

Assembly House Awards

I can choose one of these prizes or 15 minute activities when my name is called out at assembly!



Listen to music



Play a ball game with Grant and 3 of your friends.



Art with a buddy



Student survey - to find what was most motivating.

Final selection made by House Leaders.



Read a book with a friend



Play on the iPad with a buddy

T3, 2015 - Raising the desire to achieve a house award

Increasing the no. of students acknowledged in assembly from 4 to 10 per week

Moving from tangibles to more activity reinforcers.

Innovation

- What is the data telling us over time are our most common problem behaviours and for who?
- What interventions have worked and what haven't?
- What interventions could target these behaviours?
- What good stuff can we use and modify to meet our own needs?

Innovation

- What is the data telling us over time for our top 5-15%?
- 2012 and on... - non-compliance and physical aggression, for seniors, mostly boys, at breaktimes, on the field/courts
- 2014/15 mostly juniors/middles - physical aggression, on the playgrounds, end of break times, siblings, both genders, arguments over games/interactions with peers

Innovation-review

- Reflection time...Which interventions...
- resulted in changed outcomes?
- were better than others?
- address the trends and patterns?

- What can we do that is new?
- steal ART-aggression replacement training
- Richard Baines MoE
- Christine Hurrell RTLB-Kelston Cluster, Kim Gerhardt SWIS and two great teachers

SMART

Verbal rehearsal of Social skills

Teacher leaders

Systems to make this work

Teething issues

Siblings

Results of some kids

SMART data

	T1 incidents	T2 incidents
DA	7	5
AA	1	2
DG	4	5
LH	1	2
CH	2	5
BP	3	12
WT	0	1
HT	3	2

SMART data

	2014	T3 - 2015
CH	Stamping feet at teacher	Took money Yelled at her sibling
LH	Pushing and kicking	Pulling fingers Name calling at sibling
BP	Punched H. and cut her hair	Pulling fingers
DA	Fighting	Playfighting Punching Going on roof

SMART where to next

- Analysis of function
- Check in and check out
- Maintenance and generalisation of behaviour

- So...pop on your blue hat



- What thinking is needed?
- Where are you now?
- What do you need to do next?