POSITIVE BEHAVIOUR FOR LEARNING

Presentation to RTLB Cluster
Management Hui

21 February 2014
What is PB4L doing for Māori?

- Whakapapa, rationale and principles
- PB4L approach
- Māori baseline data
- Kaupapa Māori projects – Huakina Mai and Te Mana Tikitiki
- Cultural enhancement – mainstream interventions
Whakapapa and drivers

- Sector demand - home-grown kaupapa Māori
- Invest in local and indigenous evidence-base
- “Getting it Right for Māori” and Ka Hikitia
Principles

• Whakapiki – strengths based
• Whakamana – respectful relationships
• Whakakotahi – partnerships
• Kia puawai – achievement and success
Our approach

- Sociocultural – behaviour is part of a bigger ‘holistic’ picture
- Evidence does not always equal effective
- Give voice to students, whānau and Iwi
- BOTH Māori cultural knowledge AND behavioural knowledge
PB4L programmes and initiatives

Existing

• School-Wide
• Incredible Years
• Intensive Wraparound Service
• Wellbeing at School

New

• Restorative Practice
• Check and Connect
• Huakina Mai
• Te Mana Tikitiki
• My FRIENDS Youth
Where are we at?

Participation to date % Māori

• School-wide – 29% Māori (62,368 /212,226)

• Restorative practice – 28% (5,343/19,135)

• IYP - Child 34% (3,211/9,481); Parent 30% (2,839/9481)

• IYT - Teacher 9.8% (437/4,874)

• IWS – 39.1% (88/225)

• My Friends – 24% (2,599/10,684)
Strategies to build responsiveness

• Cultural supervision framework – i.e. Te Pikinga ki Runga

• Sector reference, advisory and practice groups

• Build linkages – i.e. Ka Hikitia; Tāu mai te reo; Tātai ako

• Targeted PLD and support – PB4L staff

• Improved monitoring, reporting and evaluation
Kaupapa Māori Programmes

Huakina Mai

• Whole school change approach

• Strong relationships with whānau essential

• Partnership: MOE, Ngāti Kahungunu, University of Canterbury

• Pilot in two Hawke’s Bay schools starting Mar 2014

• Culturally responsive PLD package
Kaupapa Māori Programmes

Te Mana Tikitiki

- Small groups – 8-12 students
- Uses tikanga and te reo Māori to build social skills
- Focus on personal mana
- Developed in partnership with Ngāti Whātua o Ora kei
- Currently available at some Auckland schools, formative plans to expand to Central South region
Where to from here?

- Focus on continuous improvement - responsiveness and authentic engagement
- Build and nurture the local evidence base
- Build strategic alliances