POSITIVE BEHAVIOUR FOR LEARNING

Wellbeing@School - website and toolkit

27 April 2012

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Positive Behaviour for Learning

Wellbeing@School Website

www.wellbeing@school.org.nz

available to schools on 7 May 2012

Building a safe and caring school climate that deters bullying

(Former name: Safe School Climate)

A way of working: The self-review cycle

Reviewing & improving **(Re-using W@S tools to chart change)**

Planning & preparation **(Putting in place a review team)**

Taking action

Gathering data & assessing needs **(Using the W@S tools)**

Next step planning **(Using W@S reports & modules)**

Step One: Planning and preparation

The two key parts of a whole school approach are:

- **a way of thinking about schools as a multidimensional** and interactive system
- **a process for change in schools that involves all community members working together.**

Wellbeing@School:

Building a safe and caring school climate that deters bullying

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Ma te tika o te toki o te tangere, me te tohu o te panoho, ka pai te tere o te waka i nga momo moana katoa.

By designing and shaping the keel of the waka to perfection, your canoe will overcome obstacles.

- STEP 1
- STEP 2
- STEP 3
- STEP 4
- STEP 5
- SCHOOL STORIES
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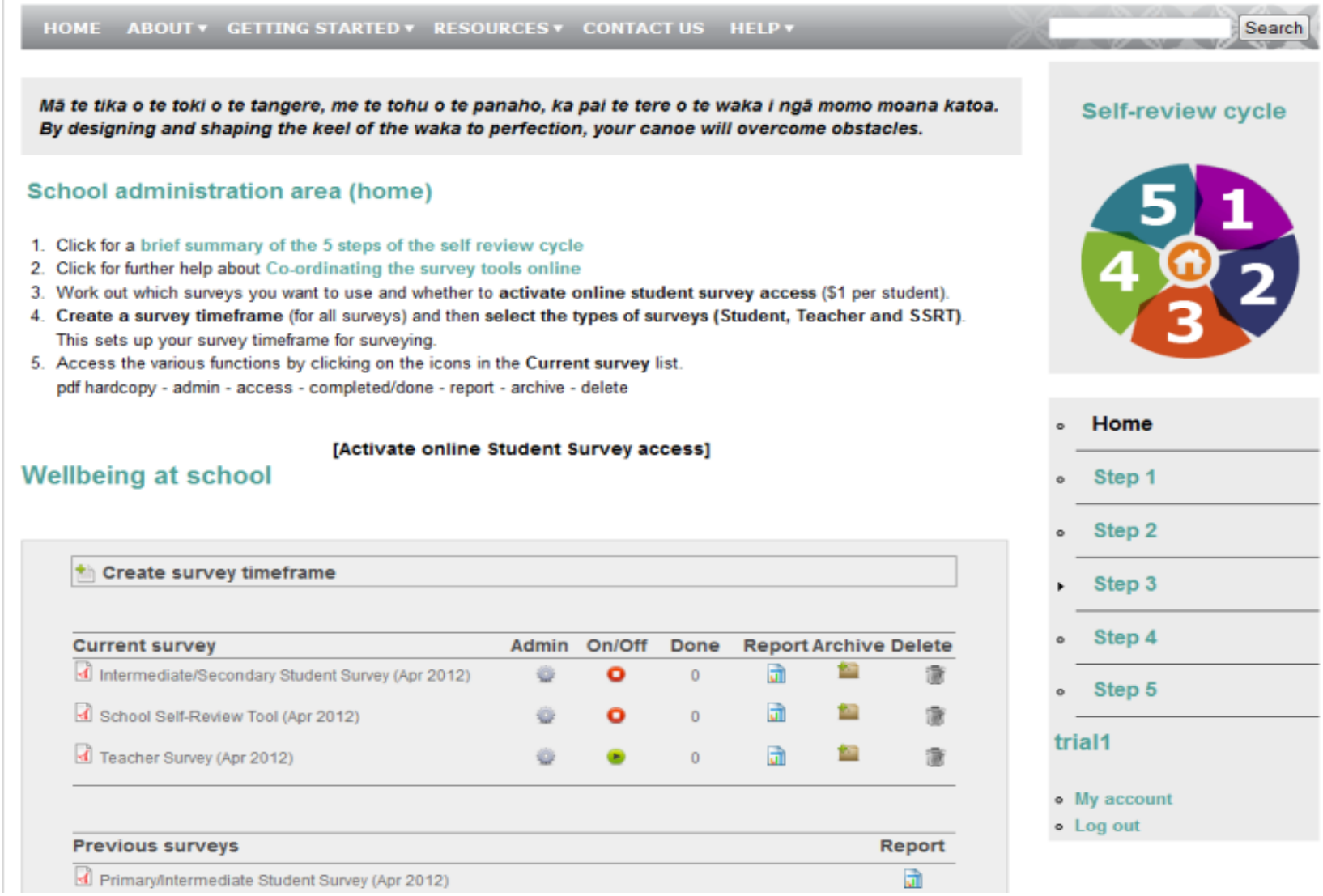
INTRODUCTION

The Wellbeing@School website aims to support New Zealand schools to create a safe and respectful climate that enables learning to flourish. Wellbeing@School uses systems thinking and self-review processes to support school communities to considerhow their school social and emotional climate might be enhanced, and bullying behaviours diminished, in ways that build students' wellbeing, skills and strategies This site is designed around a self-review process and provides schools with free access to two tools (a survey for students and a school self-review tool for staff).

TAG CLOUD

SURVEY REPORTING RESTORATIVE MEDIATORS COMMUNITY REVIEWING CYCLE DATA ASSESSING ACTION PLANNING LEARNING REVIEW bullying STORIES

Wellbeing@School –school administration



Wellbeing@School – Step One : Planning and preparation
Explanation of dashboard

There are a number of functions available for surveys in the Current survey list:

Downloadable version of the survey (Student Survey, Teacher Survey or School Self-Review Tool);

Survey administration: link to the survey, sending emails, archiving the survey, adding classes and data entry function (for the Student Survey).

or Access to the survey – can turn access off/on for each type of survey

Done: The number of surveys that have been completed.

Summary reports: shows the summary reports for the survey results.

Archive survey icon

Delete survey – you can delete a survey only if it is empty

Step Two: Gathering Data

Keypoints about using the Wellbeing@School tools to collect data

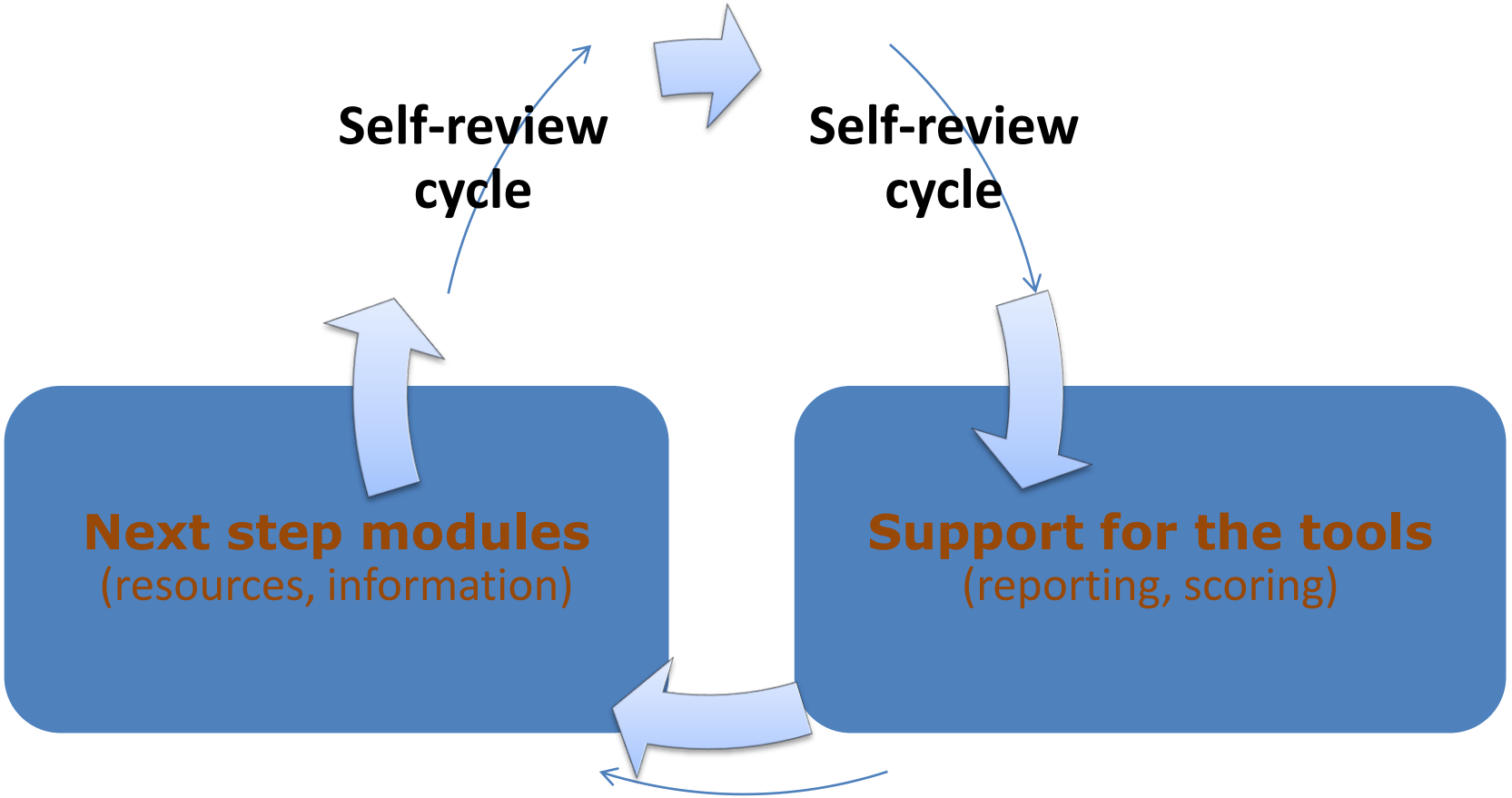
- Use the W@S tools **together** to build a picture of students and staffs view of school practice
- The W@S tools can be used to provide **needs assessment and baseline data**
- Self Review and needs assessment data is best gathered from **more than one source**
- This data can be used to **start discussions** and raise awareness about how different groups view the school
- Develop a plan for how **data will be collected over time**

Wellbeing@School: Step 2 –Gathering Data

Two data gathering tools (online & hardcopy):

Student Survey (2 parallel versions)

School Self Review Tool (SSRT)/Teacher Survey



The Student Survey

Survey versions

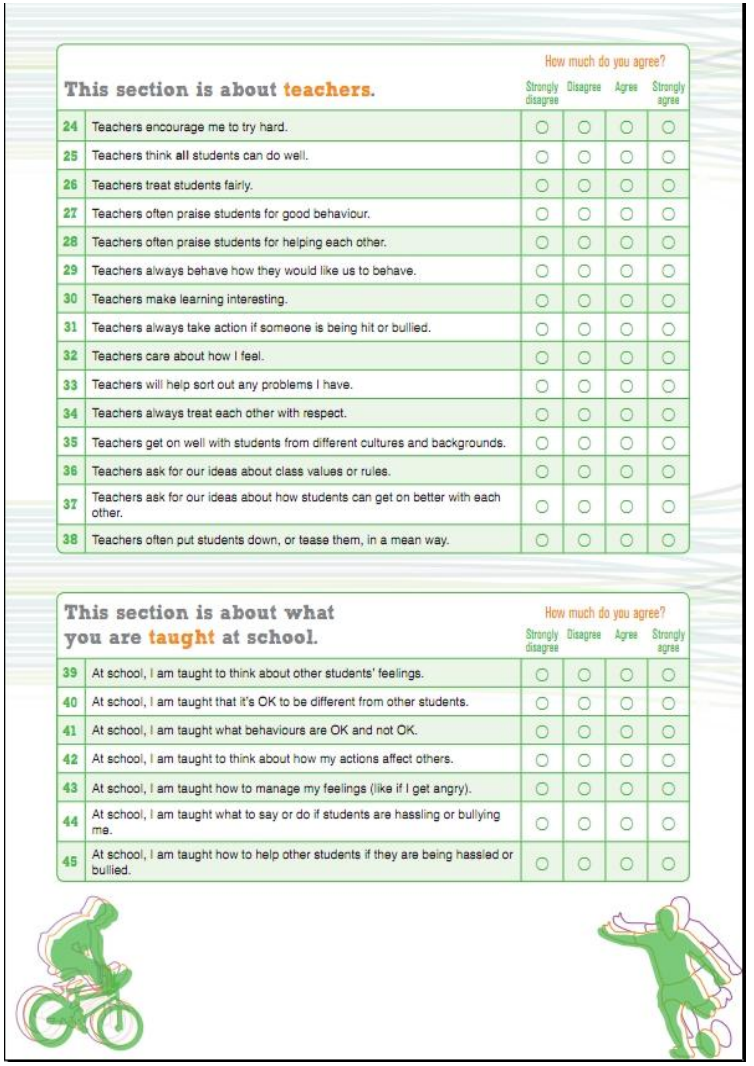
- Year 5-8 (Primary)
- Year 7-13 (Intermediate & Secondary)

Survey process

- Completed by class groups **online** or in **hardcopy**
- **Online reports** show combined student data and sub-groups (e.g., year level, gender, ethnicity, class)

The student survey is….

- designed to collect students' perspectives on different aspects of school life



This section is about teachers.		How much do you agree? Strongly disagree	Disagree	Agree	Strongly agree
24	Teachers encourage me to try hard.	○	○	○	○
25	Teachers think **all** students can do well.	○	○	○	○
26	Teachers treat students fairly.	○	○	○	○
27	Teachers often praise students for good behaviour.	○	○	○	○
28	Teachers often praise students for helping each other.	○	○	○	○
29	Teachers always behave how they would like us to behave.	○	○	○	○
30	Teachers make learning interesting.	○	○	○	○
31	Teachers always take action if someone is being hit or bullied.	○	○	○	○
32	Teachers care about how I feel.	○	○	○	○
33	Teachers will help sort out any problems I have.	○	○	○	○
34	Teachers always treat each other with respect.	○	○	○	○
35	Teachers get on well with students from different cultures and backgrounds.	○	○	○	○
36	Teachers ask for our ideas about class values or rules.	○	○	○	○
37	Teachers ask for our ideas about how students can get on better with each other.	○	○	○	○
38	Teachers often put students down, or tease them, in a mean way.	○	○	○	○

This section is about what you are taught at school.		How much do you agree? Strongly disagree	Disagree	Agree	Strongly agree
39	At school, I am taught to think about other students' feelings.	○	○	○	○
40	At school, I am taught that it's OK to be different from other students.	○	○	○	○
41	At school, I am taught what behaviours are OK and not OK.	○	○	○	○
42	At school, I am taught to think about how my actions affect others.	○	○	○	○
43	At school, I am taught how to manage my feelings (like if I get angry).	○	○	○	○
44	At school, I am taught what to say or do if students are hassling or bullying me.	○	○	○	○
45	At school, I am taught how to help other students if they are being hassled or bullied.	○	○	○	○

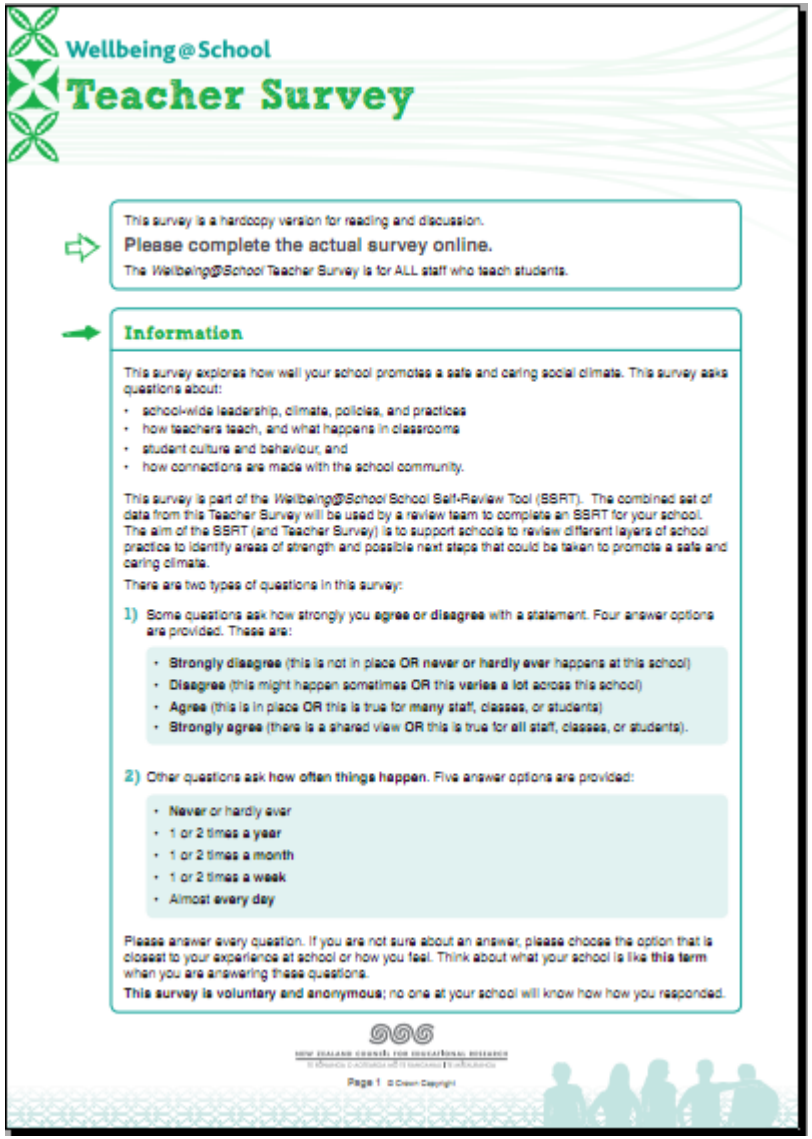
The Teacher Survey

Survey process

- Collects data on **teachers' perspective** about school life
- Completed **anonymously**
- Is a **subset** of the **questions in the School Self Review Tool** (SSRT)

The teacher survey….

- data is used by the review team to complete the SSRT



Wellbeing@School

Teacher Survey

This survey is a hardcopy version for reading and discussion.

Please complete the actual survey online.

The *Wellbeing@School* Teacher Survey is for ALL staff who teach students.

Information

This survey explores how well your school promotes a safe and caring social climate. This survey asks questions about:

- school-wide leadership, climate, policies, and practices
- how teachers teach, and what happens in classrooms
- student culture and behaviour, and
- how connections are made with the school community.

This survey is part of the *Wellbeing@School* School Self-Review Tool (SSRT). The combined set of data from this Teacher Survey will be used by a review team to complete an SSRT for your school. The aim of the SSRT (and Teacher Survey) is to support schools to review different layers of school practice to identify areas of strength and possible next steps that could be taken to promote a safe and caring climate.

There are two types of questions in this survey:

1) Some questions ask how strongly you **agree or disagree** with a statement. Four answer options are provided. These are:
   - **Strongly disagree** (this is not in place OR never or hardly ever happens at this school)
   - **Disagree** (this might happen sometimes OR this varies a lot across this school)
   - **Agree** (this is in place OR this is true for many staff, classes, or students)
   - **Strongly agree** (there is a shared view OR this is true for all staff, classes, or students).

2) Other questions ask **how often things happen**. Five answer options are provided:
   - Never or hardly ever
   - 1 or 2 times a year
   - 1 or 2 times a month
   - 1 or 2 times a week
   - Almost every day

Please answer every question. If you are not sure about an answer, please choose the option that is closest to your experience at school or how you feel. Think about what your school is like this term when you are answering these questions.

This survey is voluntary and anonymous; no one at your school will know how how you responded.

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The School Self Review Tool (SSRT)

Suggested SSRT steps

- **The school assembles a review team** (e.g., school leaders, teachers, students, BoT rep) and introduces the W@S process to all staff at a professional learning session
- All teaching staff invited to complete the shorter anonymous **Teacher Survey**.
- Teacher Survey results then used by the review team to **complete** one copy of the **SSRT online**.
- **Online report produced** from the SSRT to show different aspects of school life. A **summary report** from the Teacher Survey is also available.

The SSRT process...is designed to involve all staff and **encourage debate** and **self-review**

Step Three: Plan Steps

The W@S reports explore four different dimensions (aspects of school life) that the research literature suggests work together to create a safe and caring climate which deters bullying. These aspects are:

- Whole school climate and practices
- Teaching and learning
- Community partnerships
- Pro social student culture and strategies

A fifth aspect explores the extent to which aggressive and bullying behaviours occur at school. This aspect is called

- Aggressive student culture

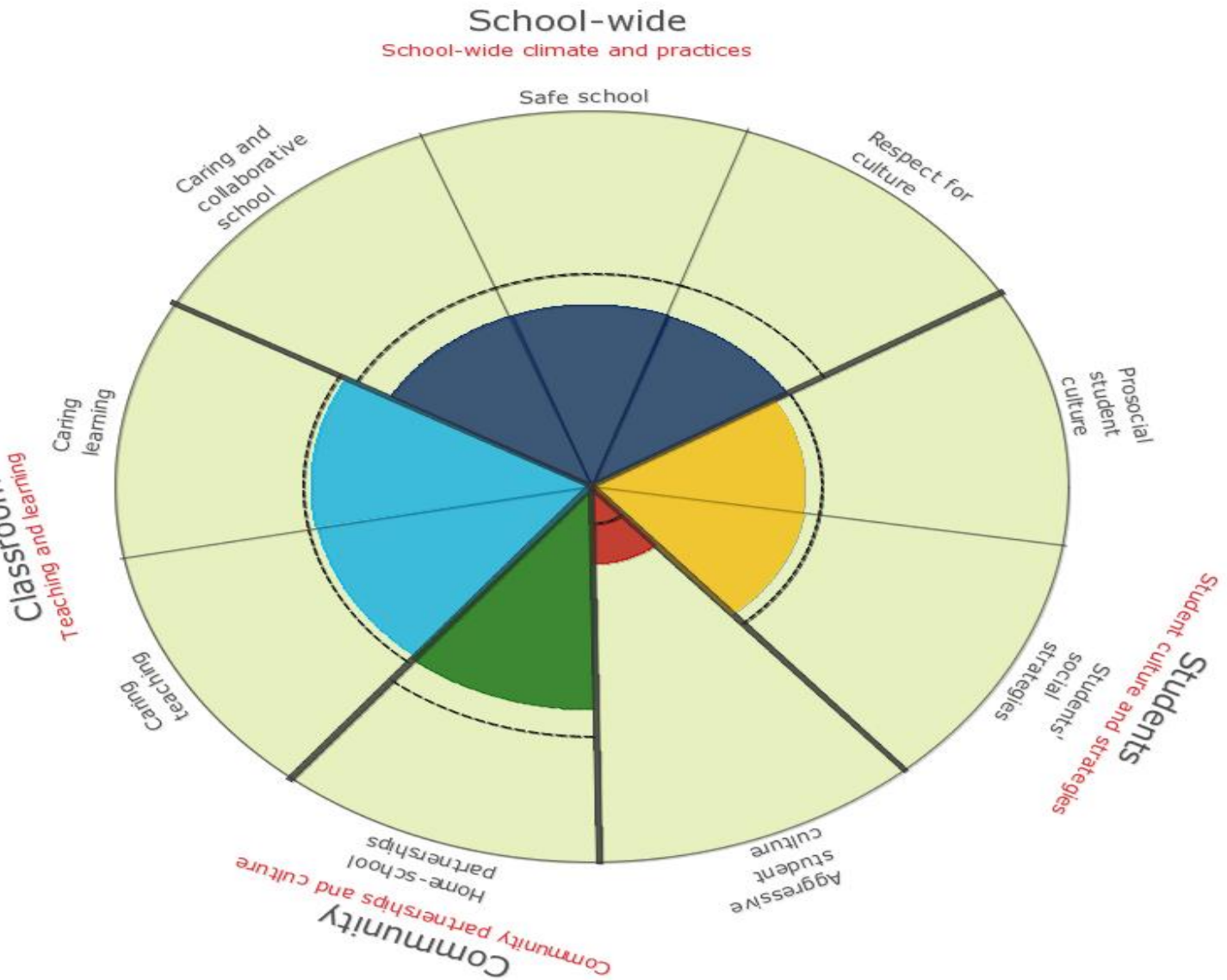
Step Three: Plan Steps

There are **three different types of report** for W@S. Each has a slightly different purpose. They are:

- ***School Overview*** report (School at a Glance) – aims to give a starting point to exploring data in more depth

- ***Aspect*** reports are produced for the Student Survey only. *Aspects at a Glance* provides an overall picture and *Aspects in Detail* provides detail of single aspects

- ***Item*** reports provide a summary of how groups of teachers or students responded to each survey statement.

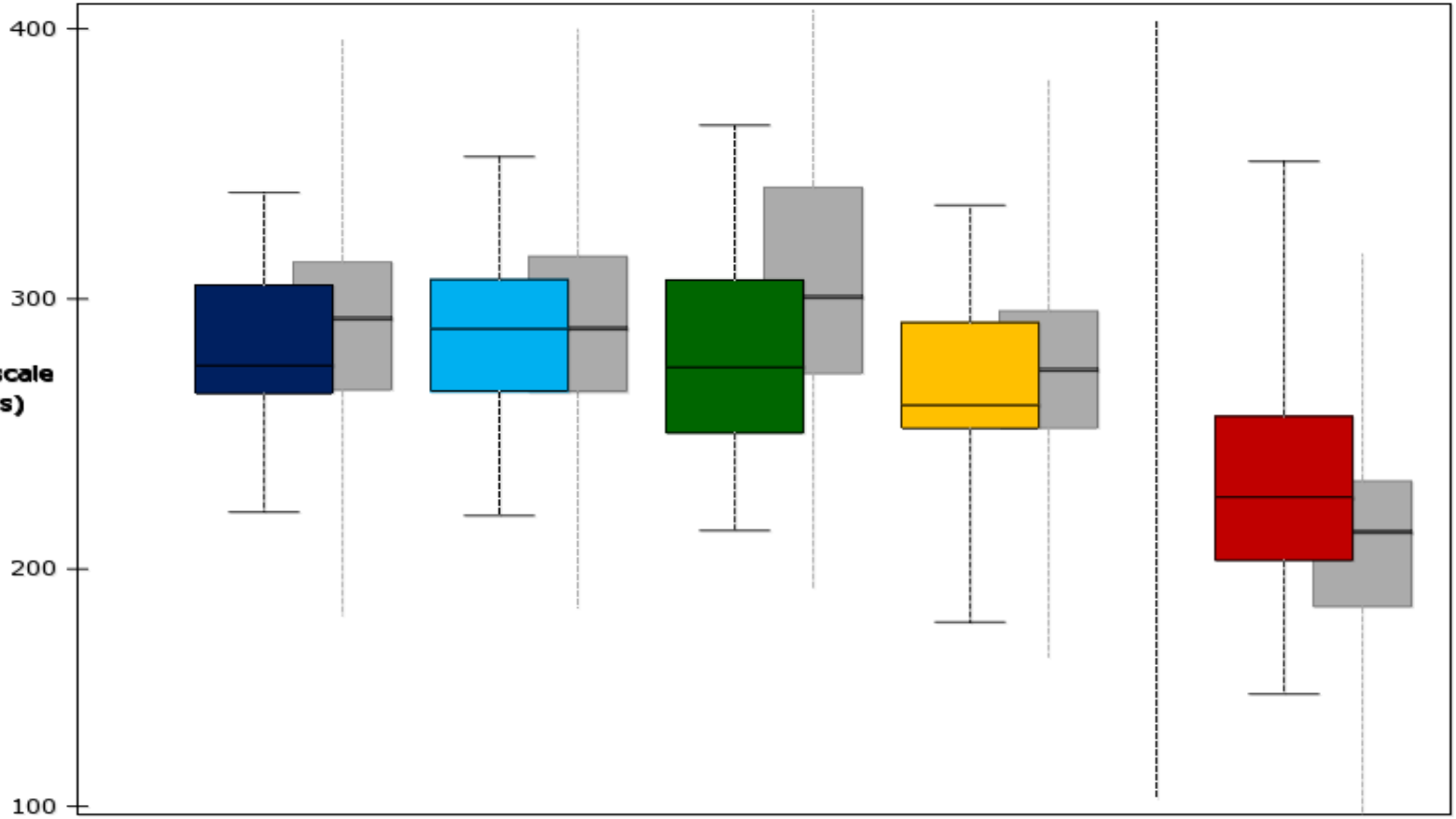


Interpreting W@S reports (Help)

Wellbeing@School Intermediate/Secondary Student Survey
Aspects at a Glance report for Year 5

March 2012

Filters



Summary Statistics	School-wide	Classroom	Community	Student	Aggressive* (* scale is reversed)
			W@S Aspects		
No. of students	105	105	105	105	105
Maximum	343.6	359.1	372.6	338	357
Upper Quartile	303.5	306	305.7	287.4	246.9
Median	268.7	284.6	268	251.6	212
Lower Quartile	256.7	257.8	239.8	241.7	184.7
Minimum	205.6	204.1	197.6	158	127

Main aspects

National reference data

Interpreting W@S reports (Help)

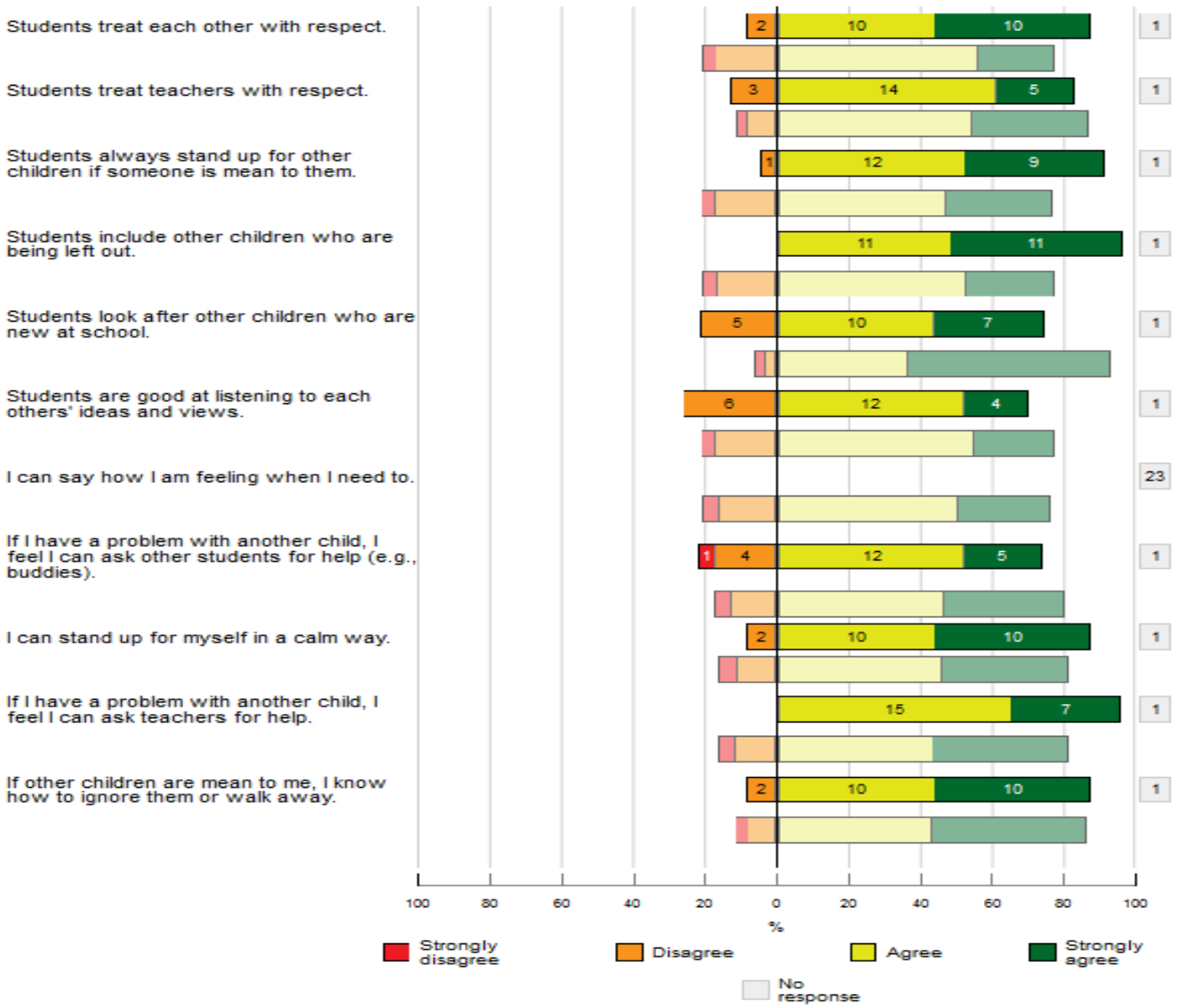
Wellbeing@School Primary/Intermediate Student Survey
Items at a Glance report for March 2012

Prosocial student culture

Prosocial student culture

School Area

Previous section | Next section



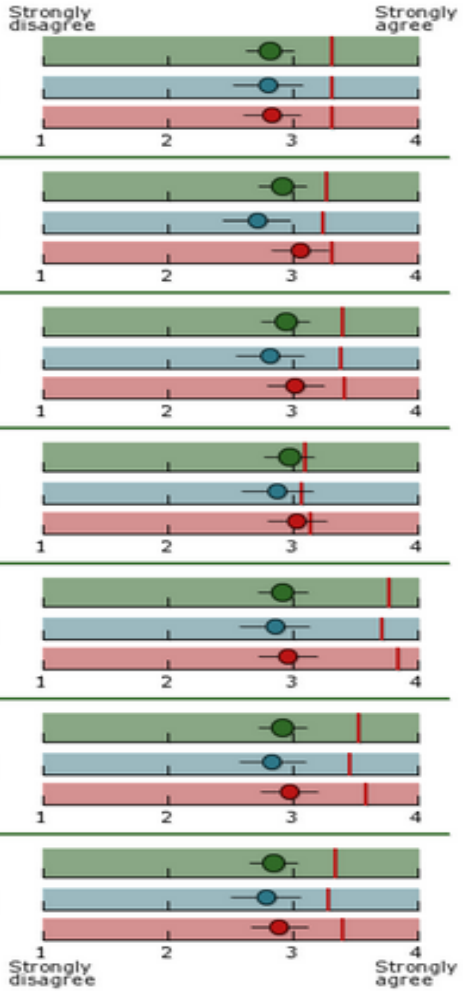
Number of students: 105

Filters

School-wide climate and practices

This aspect explores students' perceptions of whether a safe and caring climate is modelled through school-wide culture and practices.

Sub-aspect: Caring and collaborative school



Interpreting W@S reports (Help)

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Items at a Glance report for March 2012

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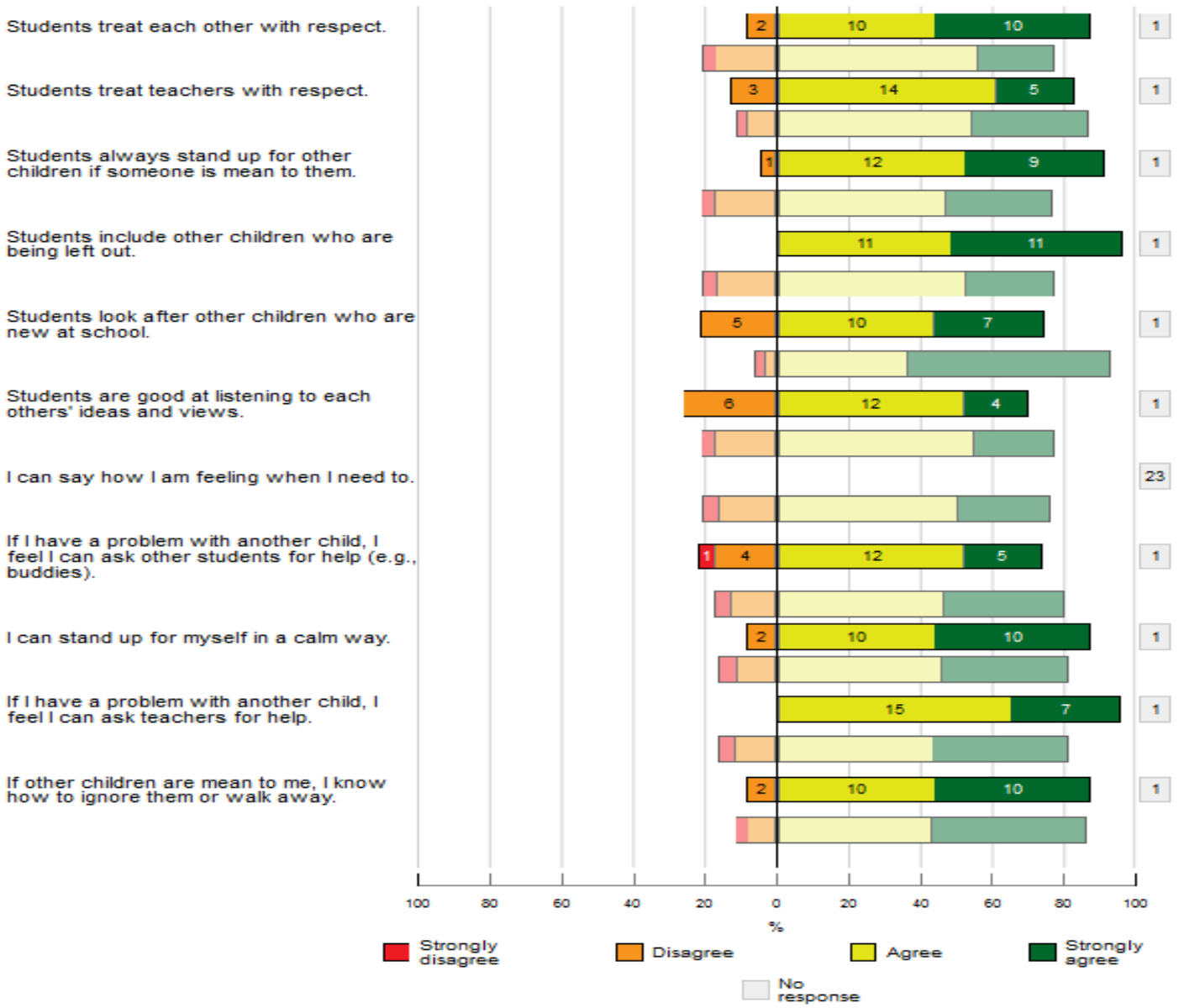

Developing an Action Plan

Two W@S resources are designed to assist in this. These are the:

W@S Action plan template: This Word Document is designed for schools to adapt. It provides a format to support schools to consider goals, actions, resources, and how change will be assessed.

W@S Next step modules: These resources are designed to support schools to plan next steps. Each module offers suggestions for next step activities linked to each W@S aspect.

Step Four: Take Action

Research shows that the processes schools use to implement change are a key factor in determining the success of these changes.

Key actions

- Implement new actions thoroughly
- Involve the whole community
- Ensure staff, students, and the community have adequate learning opportunities
- Monitor progress and using formative feedback
- Make on-going changes if necessary.

Step Five: Review

Step 5 is about **reviewing and reflecting** on progress.

During Step 5, schools **re-use the W@S tools** to collect data to **review actions**. It is suggested that a formal review of progress happens annually, and a major review after 3-5 years