POSITIVE BEHAVIOUR FOR LEARNING

Positive Behaviour for Learning School-Wide

RTLB: Leadership and Management Development 2014

Introduction to PB4L SW Interactive Elements

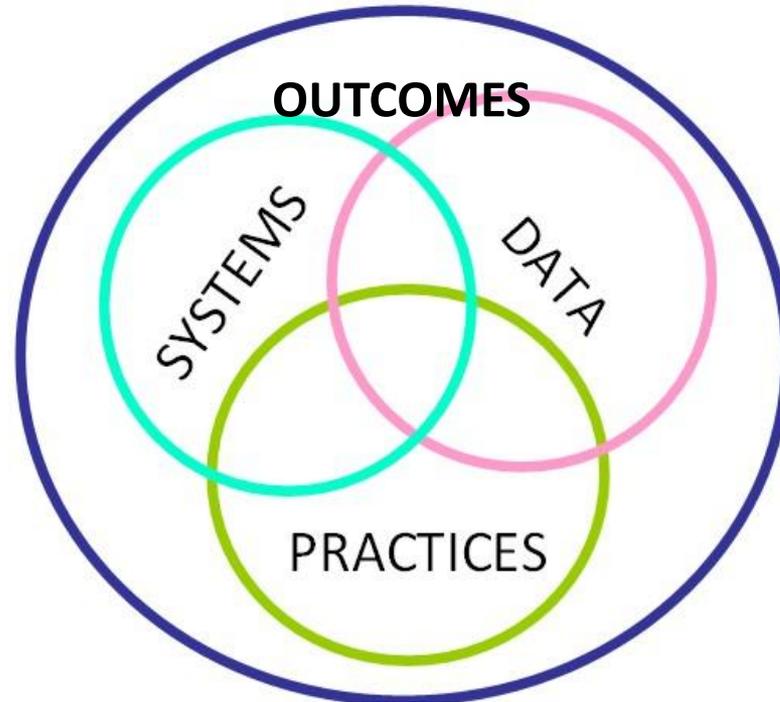**Positive Behaviour for Learning**

Learning Intentions for Session

- Know the PB4L SW Interactive Elements Model – Systems, Practices & Data

- Be able to apply this model as an RTLB Manager

PB4L SW - Interactive Elements

Outcomes = systems, data & practices with fidelity

Supporting RTLB Staff

Establish SYSTEMS to enable adaptation of practices and preparation of RTLB staff for the most effective, efficient, and relevant use of those practices

Review information or DATA about your RTLB service

Supporting School Staff & Student Behaviour

Select PRACTICES (not necessarily programs) that have demonstrated effectiveness in achieving those outcomes

Interactive Elements Group work

- Look at the examples provided from School Wide – Interactive Elements - Systems, Data, Practices

- Discuss as group and identify examples related to your service (1 example & it's element per post-it) (15 mins + 5)

- Place on wall chart (5 mins)

- Sort into themes (15 mins)

- Feedback (10 mins)

What <u>systems</u>, <u>practices</u>, and <u>data</u> are needed for principal support, participation and leadership?

Systems supporting staff	Practices supporting student behaviours	Data for decision making
• Support for PB4L-SW via regular communications with staff, students, families, and community • A representative PB4L-SW team with active support from the principal • The gathering of student and parent voice • Time for the PB4L-SW team to meet at least monthly • Regular PB4L-SW updates during staff meetings • Staff professional development	• (None)	• Staff, student, family, and community perceptions of the school's safety, culture, and discipline (e.g., from the school's Well-being survey)

What systems, practices, and data are needed for defining a clear set of positive behaviour expectations?

Systems supporting staff	Practices supporting student behaviours	Data for decision making
• Surveying staff on their values, wants, and concerns in relation to school behaviour • Research into other schools' general expectations and matrices • Developing general expectations and a draft behaviour matrix • Discussions on the expectations and the draft matrix with the school's departmental teams and support staff • Developing new behavioural routines for non-classroom settings	• Surveying students on their concerns and perceptions about behaviour expected of them at school • Asking parents and whānau to consider what the school's general expectations might look like in their own context • Seeking input into the school's general expectations and matrix from students and their whānau (drawing on their responses to bullets 1 and 2)	• Summary of survey results • Behavioural incident data (such as office disciplinary referrals, stand downs, and suspensions) • Student achievement data • Observations of behaviour across school settings

What <u>systems</u>, <u>practices</u>, and <u>data</u> are needed for encouraging expected behaviour?

Systems supporting staff	Practices supporting students	Data for decision making
• Performance feedback to staff • Rewards for staff, such as compliment cards or a draw for gift certificates or cinema tickets • Feedback from staff about class performance • Professional development on techniques and language to use when giving performance feedback • Relieving teacher information packs that include guidance for giving students performance feedback	• Giving tickets or coupons to students along with verbal feedback that uses PB4L-SW language 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 • Bulletin board for tokens of school-wide recognition, such as paws, stars, or trees 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) • Sharing behavioural data with students • Encouraging students to give each other recognition for positive behaviour	• Behavioural data • Data in relation to the goal of a 4:1 ratio of positives to correctives • Numbers of class or school-wide tokens of recognition (e.g., coupons, paws, trees, or stars)

Pulling it all together

- Connecting systems, data and practices

- RTLB and PB4L SW – working group

- Involving Practice Leaders