Some Best Practice in Positive Behaviour For Learning (PB4L)
Term 2 2015 Sabbatical Study

Preamble:

The essential focus and outcome of this sabbatical has been to observe acknowledged good practice in implementing and sustaining PB4L in a selection of primary schools and to use this this to validate and encourage our journey at OPS.

PB4L has its roots in the North American programme of Positive Behaviour Interventions and Support. This programme is based on seven key premises the prime belief being that:

> *We can effectively teach appropriate behaviour to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behaviour. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behaviour. We then must determine the means and systems to provide those resources.* (http://www.pbis.org/school/primary-level)

PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence.
The Positive Behaviour for Learning School-Wide framework, otherwise known as PB4L School-Wide, is helping New Zealand schools build a culture where positive behaviour and learning is a way of life. The framework can be tailored to a school's own environment and cultural needs.
It's not about changing the students; it's about changing the environment, systems and practices a school has in place to support the students to make positive behaviour choices.

PB4L School-Wide takes at least 3-5 years to put in place. Over this time, schools should see:

- • incidents of problem behaviour decline
- • the behaviour of students improve
- • teachers spending more time teaching
- • students more engaged and achieving.

PB4L School-Wide takes the approach that opportunities for learning and achievement increase if:

- • the school environment is positive and supportive
- • expectations are consistently clear
- • students are consistently taught desired behaviours
- • students are consistently acknowledged for desired behaviours, and undesirable behaviours are responded to in a fair and equitable way. *(http://pb4l.tki.org.nz/PB4L-School-Wide)*

Local Context

Our school community presented a dynamic that challenged us in how we worked with challenging behaviours. Such behaviours were creating a potentially unsafe environment for our students and, in many instances, our teachers. It was evident that our interventions into managing challenging behaviours were not creating sufficient positive change where change was needed. The senior leadership team, especially SENCO/Deputy Principals, 'convinced' Ministry officials of the need for a PB4L intervention programme for our school. That we were a Decile 7 school at the time made the granting of the funding and professional development to implement PB4L quite outstanding. Our journey commenced some 18 months ago.

As noted above a fair degree of agitation was necessary to secure an invitation to take part in PB4L-SW.

Critical to the development of PB4L across the school has been the putting together of the of the PB4L team. The consistency of function of this team, comprised of teaching and support staff and community representation, has been vital to the development and outworking of PB4L.

School Visits Term 2 2015.

The proposed "to do" list in visiting schools included the following:

- Communication and consultation with the community - format, content and frequency.
- The working of the PB4L Team
- Evidence of change - what has changed/what is noticed or experienced in a positive way around school culture? Giving voice to school values and their outworking
- Strategies for the Red and Yellow zone children while working through Tier One. Encouraging Yellow zone children into the Green
- Reward systems/celebrations acknowledging the desired behaviours and uptake of the school values
- Signage around the school and in classrooms
- Transitioning of behaviour challenges from pre-school into primary through to intermediate
- Successes and challenges

Common to visited schools prior to the introduction of PB4L

- Children increasingly presenting with challenging behaviours - Red and Yellow zoners
- High stress levels among staff with much time being spent on management as opposed to teaching and learning
- Previous experience with a variety of behaviour plans that became increasingly complex and difficult to manage. Disparate buy-in by staff to these behaviour plans/lack of cohesion
- Difficulties in gaining community support for resolving behaviour issues
- Escalating reliance on stand downs and suspensions - moving challenging students on/discouraging enrolments
- Frustration with the inability of support agencies to provide meaningful support/access to meaningful intervention strategies and support

Factors common and critical to the success of PB4L

- Understanding of and commitment to the implementation of PB4L by school leadership and the Board of Trustees.
- Complete buy-in and understanding by staff in acknowledging that unless attitudes, strategies, and methodologies change no changes will be seen in children's behaviour. A paradigm shift in philosophy is required and an understanding that a journey of change - three years minimum, but usually far longer, is being embarked upon. There are no shortcuts in creating a culture shift as major as this in the school.
- The PB4L Team requires a leader and the leader requires a committed group of followers. Effective implementation, motivation and sustaining momentum cannot depend on one person. The leader needs to be visibly supported by senior school leadership.
- The PB4L Team must be representative of levels across the school and should include support staff and community representation.
- Teachers need to be able to see the benefits in such a programme and with the daily demands presented by classroom teaching keeping the system simple is important.
- Incidents of student misbehaviour initially require teacher reflection on their practice.
- Timely, planned reviews of processes, understandings and strategic practice. Review, Reinforce and Regularly.
- Maximising staff development - paradigm shifts often required.
- The Ministry facilitator(s) need to be credible, effectively engaging and openly supportive - disciples of the programme.
- It is useful if a school has already been involved in Restorative Practices and if staff have received professional learning in the Incredible Years programme.
- Knowing the existing school dynamic though 'Well-Being in Schools' surveys prior to, and during the PB4L journey provides reference points for reflection and forward thinking throughout the journey.

The main thrust of PB4L is to create a positive learning environment that the whole school community understands and abides by. To achieve this a common set of values become foundational to the school's culture. While all schools will have existing values in place PB4L encourages the review of the existing values and community consultation - students, staff, parents - to establish a vibrant set of values that are both relevant and real to the school community.

School-Wide Information System (SWIS)

This is a system increasingly being used by schools and teams within schools, to gain a clear picture of the current behaviour dynamic and patterns of behaviour of individuals and groups of children. Through SWIS, school staff enter office discipline referrals online. The data are summarized to provide information about individual students, groups of students, or the entire student body over any time period.
The reports available within SWIS allow teams to:
1. Review school-wide referral patterns: The five basic reports in SWIS frame the context within which problem behaviours occur at school helping teams to answer these questions:
   - How often do referrals occur?
   - What problem behaviours occur most frequently in our building?
   - Where are problem behaviours most likely to occur?
   - When are problem behaviours most likely to occur?
   - Which students are involved in referrals?
2. Define behaviour patterns in greater detail: Eight other reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionality by ethnicity, detailed information about individual students' referral patterns and year-end reports to guide action planning for the upcoming school year.

Another component of SWIS is **CICO**-SWIS/Check In - Check Out. This provides school staff with an online space to enter CICO point card data easily and efficiently online. Data are summarized across five reports allowing teams to:
1. Monitor individual student progress: Three reports give teams a way to see
   - If each student is meeting his/her goals each day.
   - How each student is doing at each check-in period.
   - The overall impact of plan changes made throughout the course of the intervention.
   - The impact of the intervention on each student's office discipline referral count.
2. Review the overall integrity and fidelity of the program: Targeted (Tier II) and Universal (Tier I) teams can review two graphs in CICO-SWIS to see:
   - Overall student progress in the targeted intervention.
   - Overall effectiveness of the CICO intervention in the school.

(https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx)
Whatever the data gathering system used, be it SWIS, eTAP, MUSAC or some other, the analysis of the data is critical to revealing patterns of behaviour, determining what actions need to be taken, what behaviours taught/reinforced/rewarded to provide direction and momentum for PB4L.
School wide data analysis is important for the 'big picture' but at the macro level teaching teams/ syndicates/classroom teachers need to be consistently viewing and reviewing the data to enable strategies for change to be implemented, to reflect on the effectiveness of existing reward systems, to check on communication within and across the school and with the parent community.

Teaching specific behaviours.
A basic premise of PB4L is that we can effectively teach appropriate behaviour to all children. Schools have addressed this in a number of ways the most common being a school-wide approach to a particular behaviour. This has been actioned by way of a lesson plan put together by the PB4L team adapted for each school level and taught at the beginning of a week and reinforced during that week. All children are seen as receiving the same message about the same behaviour at the same time.
An alternative to this is either team or individual teacher being responsible for designing and implementing the lesson around the agreed target behaviour; again, everybody getting the same message at the same time. In each case feedback/dialogue at team meetings around the success of the learning of the particular behaviour is undertaken. Another forum for feedback is the whole staff

meeting where duty teachers/support staff/SLT are able to share perspectives. Positive feedback and rewards to the students takes place at class, team and school assemblies.

Where a school value, such as respect, is being highlighted schools have planned week long/two week blocks/whole term focus in determining what respect** might look like, sound like and feel like. Most often planning for this comes from the PB4L team to the teaching teams for adapting and implementing. Again, feedback of the successes and challenges occurs at staff/team meetings and assemblies. A specific PB4L slot at 12:15pm and a circle time straight after lunch each day was used by a school to keep focus and expectations alive and relevant.

An example of ** above from one school came under the umbrella heading of "Filling Buckets" (http://www.amazon.com/How-Full-Your-Bucket-Kids/dp/1595620273) and featured a term theme of "Being a Good Sport." This theme was personalised to, and by, each team and followed classroom behaviour expectations into the playground. Two key resources for this theme was the text by Joy Berry - Being a Bad Sport, and Personal Space Camp by Julia Cook and the visit to the school of well-known sports people.

http://joyberrybooks.com/en/help-me-be-good-about-being-a-bad-sport-read-along-mp3
http://www.amazon.com/Personal-Space-Camp-Julia-Cook/dp/1931636877

The value in approaching specific behaviours at a team and whole school level is that it provides a unifying focus putting the spotlight on the SW, the School-Wide aspect of PB4L.

All schools involved in PB4L have gone through a long and very detailed process of differentiating major and minor behaviours and where schools have undertaken professional learning in Restorative Practice it has made it 'easier' to acknowledge the importance of the relationship between teacher/student and student/student. The establishment of relationship - refer **Tataiako**: Cultural Competencies for Teachers (of Maori Learners) - and the restoration of relationship where compromised is essential to creating positive behaviour change and subsequent positive engagement in learning.

All schools visited report that each year incidents of major behaviours have decreased.

Community Consultation

Schools reported varying levels of challenges to have their communities involved in their schools. Schools visited ranged from Decile 1 through 3 and had high levels of Maori and Pasifika populations. Celebrations involving food were seen as the most effective way to have community come into school.
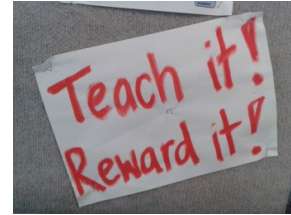
Newsletters, school Facebook pages, school websites, student blogs, notification of assembly awards were all means of communicating with the community. Various paper and e-surveys had varied levels of uptake and on the whole it seemed that those parents who wanted to be involved got involved in a variety of ways. That the Board of Trustees communicated with the community at least once a term was consistently valued.

Specific strategies observed in schools

All schools visited had a core of common practice flavoured by their own contexts. One school had put much onus on teaching programmes rephrasing PB4L to PL4B using the rationale that students meaningfully engaged in learning had fewer motivations to display inappropriate behaviour.

- The notion of becoming a 'YES' school in attitude and culture: "Yes I can. Yes you can and this to become embedded in learning and behaviour.
- Classroom management module - everyone every year.
- Assembly beginning each week to highlight PB4L focus.
- Class focus taught each week and followed up on; never a one-off.
- Pre-teaching/reminding of behaviour expectations prior to interval and lunchtime. Reminders to teachers to do this consistently.
- Changed structure of the school day - shortened lunchtimes.
- Classroom problem solving to embed expectations and understandings. Classroom problem solving team comprising Lead Teachers. Any behaviour team needs a 'positive restorative' viewpoint: This child needs … positives reinforced/CICO etc.
- Ensuring there are consequences other than punitive. Providing students with information to make right choices
- Junior and senior classes working together - sense of community

- Teaching from school values. Building relationships and reflecting on teacher-child interactions: Child - how do you feel about being in this classroom? How do you feel about your teacher? What is the measure of a good teacher? Reflective process.
- Check in - Check out. Behaviour focus/accountability throughout the day. Having resources available for kids - pens, pencils, paper etc. - so that an individual's lack of resource/lack of self-management doesn't initially hinder learning.
- Teach the desired behaviour. Reward the desired behaviour.
- The freedom of the teachable moment - real life situations being an opportunity to teach. Kids and adults able to see a better way of doing things
- Creating a toolkit for kids of school-based expectations. This toolkit may be different from the child's own toolkit.
- WITS - Walk Away; Ignore; Tell Adult; Stay Calm. Depending on situation the order may change
- Classroom Release Time (CRT). Providing classes with strategies to work with relief and CRT teachers to encourage productive outcomes. With a focus on Art and IT behaviour challenges with CRT teachers was virtually nil.
- Teaching from the school values as opposed to matrices for the cloak bay, the toilets, the swimming pool etc.
- Deliberate planning and teaching to engage students in learning.
- Targeted play. Focus children directed into targeted play/structured activity led by teacher/BSW.
- Kiwi Sport funding used to employ a behaviour support worker with a sporting /physical activity focus
- Targeting actions as opposed to rules encourages a 'can do' approach.
- Creating situations and contexts where student voice can be given to the school vision and values.
- Student Voice: Do you like receiving Achieve tokens in assembly? Class? Playground? Other school activities? What are some ways that your teacher hands out Achieve points? What behaviours do you use to receive Achieve tokens? What does your teacher do with the Achieve tokens? Do you feel you can achieve Achieve tokens? Why/Why not? Have you any suggestions that could make this system better or more user friendly?
- 'Newbies' club using student ambassadors to orient new children into the PB4L culture of the school teaching the "XXXX School way of doing things."
- PRAISE THE POSITIVE ENDLESSLY. Don't ignore the "quite good/going well."

Websites resourcing good practice include:
> http://www.pbis.org/
> http://www.wellbeingatschool.org.nz/
> http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material
> http://pb4l.tki.org.nz/PB4L-School-Wide/What-is-happening-in-PB4L-School-Wide-schools
> http://pb4l.tki.org.nz/Encourage-Positive-Behaviours
> http://www.crisisprevention.com/Blog/September-2010/Top-10-Positive-Behavior-Support-Online-Resources
> http://www.pbisworld.com/
> http://www.resa.net/curriculum/positivebehavior/

Reward Systems
The most successful and meaningful reward systems are simple and uncomplicated - some might say cheap given that anecdotal evidence would show that some schools have used large proportions of the Ministry Grants to facilitate rewards. Observable evidence shows that children are very happy and content to receive praise and small, able to be shared rewards. Rewards need to be free and frequent and focused on being appropriate to the particular year levels.

Examples of reward systems - in no particular order:
- Duty teachers are looking out for students exhibiting **exceptional** behaviour in our playground. Outstanding behaviour where students are **genuinely going over and above** normal good behaviour. The names of these children are taken and published on the notices.

At 'Caught Being Good Assemblies' these students will be called up on stage and given a special certificate. All of these students will be put in an 'end of term draw' for the chance to take home the Choice Choice Trophy for the holidays. The trophy has been kindly sponsored by Konica Minolta.

- We celebrated our Mums by holding a Caught Being Good Assembly for our mothers. Children from all over the school wrote in to describe what wonderful people their mothers were. We were able to draw one letter out and acknowledge that Mum at our school assembly.
- All staff we be rewarding our students for displaying that they are meeting our School Expectations -Be Respectful, Be Responsible, Be Safe, Aim High. This will be in the form of a 'token,' a piece of card featuring our school rules on one side and our HEART Values on the return side. Or whilst in class students will add a tick to their personal lists. Once students have accumulated 5 tokens / ticks, they will earn a reward. Upon receiving 10, 15, 20, 30 ... tokens more rewards are earned. This could be:
    *Choosing a special game activity to do.
    *An extra 5 minutes playtime.
    *Having lunch in the staffroom with the teachers.
    *Extra Computer time.
    *A night off doing homework.
    *Choosing a game for the class to play.
    Rewards change from the Rata Team (Year 1-2), Karaka Team (Year 3-4), Kowhai Team (Year 5-6) to the Rimu Team (Year 7-8). What appeals for a 5 year old will not be as motivating for an 11 year old. ALL staff members have tokens to hand out to students across the school who are acting as great role models for others.
- Our classroom and playground reward system is three tiered. Every student has a sticker chart. Stickers are given out by any staff member to reward positive classroom or playground behaviour.
    25 stickers – students earn a class reward
    50 stickers – students earn a values wrist band, a certificate and their photo appears on the school TV in the foyer.
    100 stickers – students earn an end of term reward and a certificate given at a whole school assembly.
- Earning wrist bands for consistently displaying our values
- GOTCHAs for general behaviour and house points - caught in the act of displaying positive behaviours in the sporting, academic, effort and teamwork contexts
- ACHIEVE tokens to honour positive student activity in class, playground. Can also be used as a factor in determining the 'Student of the Week' (postcard sent home) and contribute to house points.
- Weekly tally sheets that lead to 4 levels of certificate. Highest level enables child to paint a brick on the achievers wall/lunch with the Principal. All award winners have name and photo published in school newsletter/website/school's Facebook page.
- Lucky draws at assembly - cards, tokens etc. placed by children in appropriate boxes for the draw.
- Big Deal draws when cards/tokens reach a certain level in the display box - serious prize.
- Celebration Day each term for teams/syndicates to celebrate, reinforce and motivate students to continue to show the outworking of the school values.
- School-wide classroom incentives purposing for consistency especially for visiting and part time teachers. Possible incentives that students can be rewarded with when they achieve 10 GVS kids stickers. They do not cost and they receive this along with a certificate of a certain colour:
    Dress up   Early lunch   iPad time   Computer time
    Couch time   Bean bag time   Hang out with the Principal
    Use of PMP gear   Adult chair at assembly
    Achieving 100 stickers enables the child to receive a credit card so they can cash in their credits/ purchase something from the LEAD shop on a Friday afternoon
- Similar to the above with the focus on School-wide playground incentives. Teachers on playground supervision can hand out colour-coded tokens - representing school houses - when positive behaviours are observed. The token is posted in the house box and every 5

weeks the house tokens are counted resulting in 'spinning the wheel' at assembly for a reward for the children of that house.

There is a great and very diverse set of reward systems that schools have tailored to their needs. Still, the basic premise remains - keep it simple, make it frequent, praise the positive endlessly and don't ignore the "quite good/going well."

Websites for reward systems include:
> http://www.pbisworld.com/tier-2/reward-system/
> https://www.pbisrewards.com/
> http://nrms.schoolwires.net/Page/3509

Counteracting rewards - there are many examples of research and philosophy that would see reward systems as potentially negative in their outcomes. The following website is one such instance from a Principal's perspective. http://connectedprincipals.com/archives/4139

Case Studies
There are many documented case studies of PB4L and PBIS. The following provides a brief sourcing of such studies:
> http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=8629
> http://pb4l.tki.org.nz/PB4L-School-Wide/What-is-happening-in-PB4L-School-Wide-schools
> https://www.pbis.org/ (focus on **School** tab)

Red and Yellow Zone Kids
In visiting the schools it became glaringly obvious that managing the red zone kids was a major challenge. For numbers of these children PB4L and most other systems of behaviour management were not providing answers. A perception of frustration at the inability of both Ministry and outside agencies to impact change by way of many forms of assistance was tangible. There have never been any easy answers to the 'red zone children' dynamic that is evident in most schools across the socio-economic measure. These children, most often through circumstances beyond their control, have found it difficult to operate within the school system. In spite of that the dedication of classroom teachers and school management to make a positive difference for these children is observably incredible.
More hopeful is the impact on the Yellow Zone kids, that 10% who can be so easily drawn into inappropriate behaviours. The Green Zoners are impacting these children by modelling the desired behaviours, by being seen as being rewarded for these positive behaviours and by just being down to earth sweet kids.
There will always need to be an attitude of 'can do' in impacting our Red Zoners positively. Schools were unanimous in their positive outlook towards these children and great have been the celebrations with even the smallest steps forward.

Transitioning Into and Through Schools

Having a catchment of more than twelve preschool institutions makes for a challenging dynamic in transitioning the pre-schoolers into primary schools. Schools increasingly are spending more time cooperating and collaborating with their preschools. Based on need many pre-schoolers are having three to five orientation visits prior to actually starting primary school. Greater interactions between the primary and preschool institutions was seen as a very positive and necessary step forward. Visits by Year 5 & 6 students to the preschools and mentor/buddy systems for the pre-schoolers once they started school were seen as very beneficial. Teacher understanding of where the children were coming from and where they were going in learning contexts also encouraged a higher level of awareness of needs being met.
The transition from primary to intermediate was easiest when the intermediate was also a PB4L school. The transitions, while not totally seamless, were made more comfortable when the children moving up could see, hear and feel the similarities of culture and expectation. Again, teacher understandings at Year 6 & 7 levels of where the children were coming from and their next steps in the school system were useful in maintaining a relatively stress free transition.

School Culture on Display - Signage and Display

There is no doubt that first impressions count. The signage visible and evident in schools enabled the observer/visitor a valuable precursor into what the school ultimately looked like, sounded like and felt like. Some schools visited had a good balance of commercial and student/teacher produced signage. Signage within the classroom, where it was maintained as a changing part of the classroom dynamic was relevant and referenced by the children and their teachers. By way of a generalisation those schools and classrooms that did not feature dynamic signage seemed to lack a certain vitality. Having said that though, every school visited had a sense of order and quiet effectiveness about it.

In many instances the schools' bi- and multiculturalism was acknowledged by signage and display. Within the classroom context, within and across the schools, there was a variation in commitment to keeping PB4L display vital and meaningful. Comment from school principals highlighted the need to keep the finger on the pulse. With so much on teachers' plates it is easy for some things to slip but if PB4L is to be firmly established as the over-riding school culture the detail needs to be attended to.

Below a montage of signage and display:
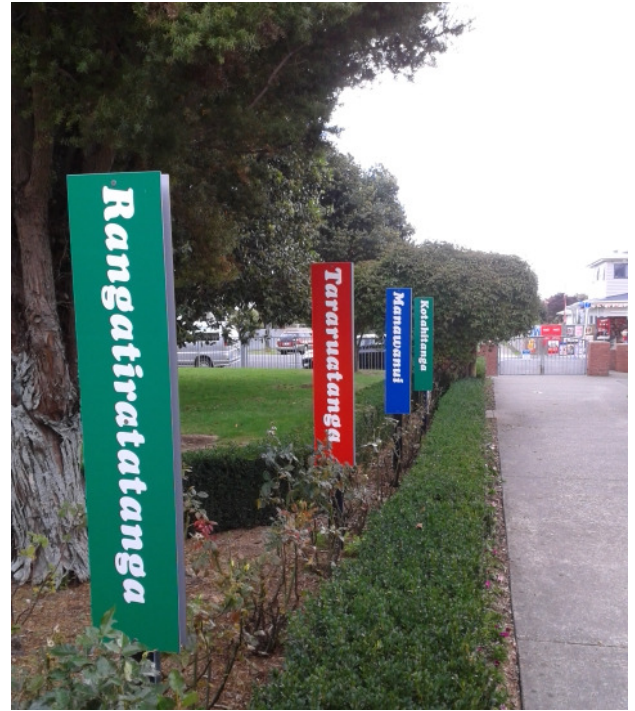
Behaviour script at Levin East School

E – Explain exactly what you are doing that is not part of the school's RESPECT expectations.

A – And explain what you should be doing.

S – Show me the expectation.

T – Tu meke – Thanks for that!

PB4L

Mat manners

High Five ...
Thankyou!

RESPECT OUR ENVIRONMENT

Before you speak:
THINK

T
H
I
N
K

SWITCHED ON LEARNERS
"RESPECT"

"AWESOME SKILLS"

Respectfulness
I am respectful...

PLAY

Our PB4L Focus
Excellence Starts
when Nobody's
Watching

SWITCHED ON LEARNERS
"RESPECT"

Walk away
Ignore them
Tell an adult
Stay calm

Everything is
AWESOME
Everything is cool when
you're part of a team
Everything is
AWESOME
when we're living our dream

Super Scrap Book

Literacy
Modelling Book

Term 1 2015

Ms. Mitchell

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a respectful
tive way.
to do something, you do
aying "No", or walking off

N = Is it necessary?

K = Is it kind?

Clapping
appropriately.
Making eye contact.

SWITCHED ON
LEARNERS

"RESPECT"

SITTING
DOWN WHEN
EATING

• Sitting to eat
• Duty teachers' in junior school
  let' children go when finished
  from 12.40
• Year 3 - 6 class teachers
  supervise first 10 mins of lunch
  & first 5mins for interval
• Put their hand up to be
  released

When dealing with conflict we use our WITS!

Walk away

Ignore them

Tell an adult

Stay calm!

Everything is
AWESOME
Everything is cool when
you're part of a team
Everything is
AWESOME,
when we're living our dream!

DON'T EAT AROUND

DON'T RUN WITH
THE DEVICE

OR WATCH OUT!

DON'T SHARE YOUR

PASSWORD OR ELSE!!!

DON'T !!!

TOUCH THE SCREEN

DEVICES

HAVE YOU ASKED TO

DON'T EAT AND DRINK
NEAR THE DEVICES!!!

Poster 1:

Play
Learn
Ask
You need to share

Be respectful
Right choices
Everyone plays fair
Actively involved
Kindness
Stay calm and use your WITS

Poster 2:

"SWITCHED ON LEARNERS"

Anytime, anywhere, together
- Respect / Whakaute
- Innovation / Auaha
- Courage/Manawanui
- Collaboration /Kotahitanga
- Excellence / Tararuatanga
- Self-Management /Rangatiratanga

A curriculum that ensures....
- Learners are engaged in authentic experiences.
- Learning is in and with the local & global community.
- Learning that is personalised & develops ownership and responsibility.
- Learning that is culturally rich and inclusive.
- Learning is through the use of 21st Century technologies.
- Learning that is successful!

Poster 3:

SWITCHED ON LEARNERS

"RESPECT"

At Levin East School we use the "READY in FIVE" rule to help us switch on and focus on learning!

"READY in FIVE"

- Back to class in 5.
- Packed up in 5.
- Ready on the mat in 5.
- What other things can you do to be ready in 5?

Week 1, term 2, 2014

Poster 4:

* Our PB4L Focus:

Excellence Starts when Nobody's Watching.

What does this mean to a Switched On learner?
- Starting your work straight away
- Keeping on task
- Not worrying what others are doing around you
- Completing tasks without supervision.

Poster 5 (partial, right side):

SW...
LE...

- Sitting to eat
- Duty teachers' in junior scho... let' children go when finishe... from 12.40.
- Year 3 - 6 class teachers supervise first 10 mins of... & first 5mins for interval
- Put their hand up to be released.

Other items:

TELL THE TEACHER !!!
IF SOMETHING BAD HAPPENS

DONT FIDDLE

Which device?

"time, Anywhere, Together"
FIELD
RESPECT FOR OUR
ENVIRONMENT/EQUIPMENT
OTHERS

Tu Meke! Gotcha's Ka Rawe!

Respect

Leila
Hama
Sarjae
William
Francis
Maverick
Hako
Feiloaki
Amber
Ariana
Taani
Peara
PJ
Keanu
Hana
Liam
Wiremu
Savannah
Allegra
Connor
Keearn
Moana
Senituli
Ehaka
Angela
Jodi
Blake

Switched on Learners!

Our School Values

Innovation   Excellence   Collaboration   Courage   Self Management

Go for GOLD!

Gold highlighting shows where you are achieving the learning intention/success criteria.

Think Pink

Pink means you should think about how to improve this part.

True Blue

Blue is when you can show your true understanding of the learning intention/success criteria by highlighting these parts yourself.

The 7
(connecting habits)

1. listening
2. supporting
3. encouraging
4. respecting
5. trusting
6. accepting
7. negotiating

The 7
disconnecting habits

1. criticising ✗
2. blaming ✗
3. complaining ✗
4. nagging ✗
5. threatening ✗
6. punishing ✗
7. bribing ✗

RESPECT - Levin East School

RESPECT   ON TO IT   COOPERATION   KINDNESS

**Respect
Others**

* Play fair
* Use your manners
* Use your W.I.T.S

**Respect Our
Environment**

* Be at the RIGHT place
* At the RIGHT time
* Doing the RIGHT thing
* Look after our place
  and equipment

**Respect
Ourselves**

* Be proud
* Make right choices
* Give it a go

LEVIN EAST

STUDENT OF THE WEEK   HONOURS BOARD

ENJOYMENT!

WE ACHIEVE

Honesty

Self-respect

character

Values

Growing in integrity to ACHIEVE

EFFORT

ACHIEVE

ACHIEVE

Co-operation

AttitUde

We Can Do It

ACHIEVE

Star Achieve

All GVS kids are learners

L **Learn with Purpose** E **Engage with Pride** A **Act with Respect** D **Dare to Participate**

SLAM

DUNK

YOUR

JUNK!

Care for our
School Environment

S.W.I.T.S

STOP

WALK

IGNORE

TALK

TO

SOMEBODY

VS - Celebrating Our Cultur

We all smile in the same language

Tongan Translation

L LEARN WITH PURPOSE	Ako moe taumu'a
E ENGAGE WITH PRIDE	Kau ha mea pea polepole aki
A ACT WITH RESPECT	Ngaue mo taka'apa'apa
D DARE TO PARTICIPATE	Kau ha mea pea te loto aki

Samoan Translation

Afrikaans Translation

Kaahia.   Said Eli.
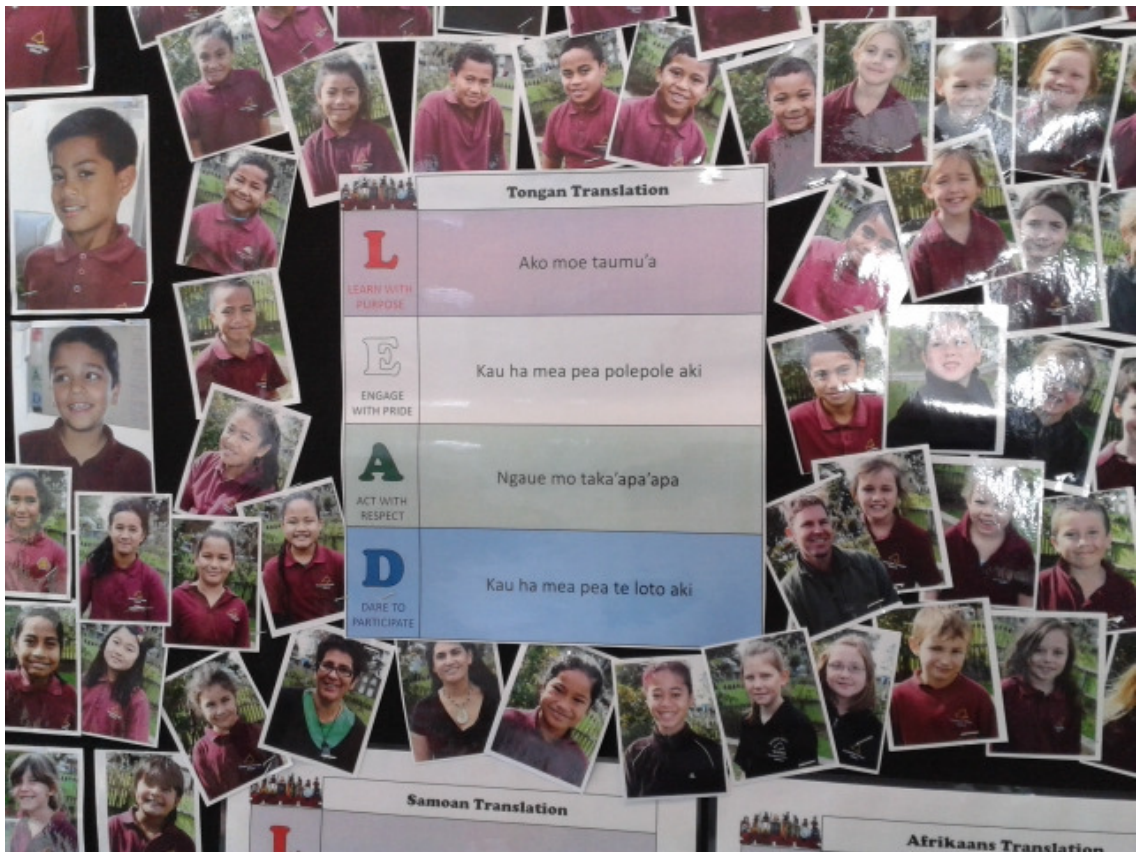
L.E.A.D. Expectations

Classroom Incentives

Early lunch
Ipad time
Computer time
Bean bag time
Have a table to eat lunch at with your friends
Use of PMP gear
Adult chair in assembly
Shell necklaces
Tee set at morning interval / lunch play time
Mobilo / blocks etc at play time

Name	1	2	3	4	5	6	7	8	9	10
Aarav										
Addison										
Annaleise										
Ataahua										
Ayla										
Mya										
CJ										
Daeschance										
Eedee-May										
Eli										

Name							
Lee							
Leilani							
Madison							
Maria							
Mark							
Nevaeha							
Reagan							
Oliver D							

Name							
Eve							
Honey-Rock							
Jade							
Jahkayla							
Jahmayka							
Jaxson							
Kaahia							
Kalaya							
Kennel							
Kynin							
Langi							

Name							
Onyx							
PJ							
Rhylie							
Sage							
Sione							
Taats							
Te Rakei							
Tilesha							
Trey							
Ele							

Tui

Tui is a good friend. She looks after her classroom and the school.

Jonah

Jonah is good at sport. He likes to play lots of games and always wears the right uniform.

Hui-Ying

Hui-Ying comes to school to learn lots of new things.

Libby

Libby is a bookworm. She likes to read lots and lots of books.

GVS KIDS ARE LEARNERS

WE ARE ALL GVS KIDS AND WE ARE ALL LEARNERS

Deepak

Deepak is a computer whizz. He likes learning new

Mac

Mac likes Maths. He is a very good thinker.

Violet

Violet is an artist. She likes to draw, and to sing and dance.

Kita

Kita is a quiet worker. He plays a guitar in the band and likes to sing.

Section	Focus	1	2	3
L LEARN WITH PURPOSE	Be prepared to learn	✓	✓	
	Learning tools ready	✓	✓	
	Know your next learning steps	✓	✓	✓
E ENGAGE WITH PRIDE	Give 100% in all you do	✓	✓	✓
	Book work is neat and tidy	✓	✓	✓
	Use inside voice	✓	✓	
A ACT WITH RESPECT	Take turns	✓	✓	
	Enter and leave the classroom quietly	✓	✓	
	Respect others rights	✓	✓	✓
D DARE TO PARTICIPATE	Listen and share during discussions	✓	✓	
	Take home	✓	✓	

Strive for the Highest
Whaia iti te Taumata

Strive with Respect
Whaia iti te Mana

Zip the Lip
Fold and Hold
Look to Hook
Ears to Hear
Think to Learn

MELVILLE PRIMARY SCHOOL

Showing 5:
1. Look to Hook
2. Fold & Hold
3. Ears to Hear
4. Zip the Lip
5. Think to Learn

Whakaātuhia e rima
1. Tiro atu hei kapea
2. Noho tika, noho pai
3. Whakatū ō taringa
4. Kōtuitui ō ngutu
5. Whakaarohia ki te ako

"The Big R"
RESPECT...
- for ourselves,
- for others,
- for our school

Hei Whakaute nui
Whakaute...
- māku,
- mā rātou,
- mā te kura

MELVILLE PRIMARY SCHOOL

Bullying Is Not OK

WHEEL OF CHOICE

WALK AWAY

Talk it out

Strive with Respect
Whaia iti te Mana

The Big R

For Self	For Others	For the School

Excellence

B2's
2015
Treaty

Signage and display are the outward signs giving some insight into the culture of the school. For signage and display to be relevant and meaningful it needs to have been the result of consultation with school community, a joint visible ownership of community intent. Student voice about display in classrooms and open spaces indicates a coherence and understanding of purpose. Again, ownership and understanding creates the vitality evident within the school community.

A Cautionary Tale

The PB4L journey can stumble if momentum is not maintained. It has been stated previously that any shift in school culture requires commitment at many levels. Where this all-level commitment wavers momentum slows, enthusiasm drops and the gains made can be lost in a groundswell of apathy and lethargy - it's easier to do what we used to do and we can pass our behaviour issues up the chain for someone else to deal with.

The enthusiasm of the PB4L Team cannot become reliant on one person. If such a dynamic does become apparent it would seem obvious that senior leadership may not be providing the appropriate support. Disempowerment, confusion and negativity can set in. Consistency of approach is essential to avoid such pitfalls. It is essential that staff and leadership buy-in is maintained. If the data system is not providing relevant and real information, or if this information is not being acted upon this becomes another potential problem.

Regular review is necessary - do we still own it? Is it meeting needs? Are we seeing positive results? The systems and structures need constant and on-going maintenance and review. The Board of Trustees need to be informed and show understanding of the goals and potential positive outcomes of PB4L. Where there are changes in personnel it is important that an induction process includes information about PB4L.

There are children starting school throughout each year and many will not have siblings at school. Both children and new parents need to be brought up to speed on the thrust of PB4L, possibly as a part of the enrolment process. And it's got to be kept simple!

PB4L is an exciting and potentially life changing journey for a school and its community. In this all members of the community need to be kept fully up to speed and involved in as many ways as possible.

It is a long journey without shortcuts - commitment is everything.

Acknowledgements

Thank you to the seven schools who so willingly allowed me to visit. You are to be commended for the work you are doing in making a positive difference within your school communities - what you are doing matters.

Thank you to my Board of Trustees for granting this sabbatical and allowing me the privilege of spending time in other schools. You can be assured that your school is 'right up there' as regards all that's good in our schools.

To my wonderful Deputy Principals who have shown me not to be indispensable. You've more than managed in my absence.

Geoff Opie   *July 2015*