Sabbatical Report

How schools involved in
Positive Behaviour for Learning Schoolwide (PB4LSW)
sustain their development

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Acknowledgements

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Allenton School, Ashburton

Apanui School, Whakatane

Ashburton Netherby School

Cobham Intermediate School, Christchurch

Geraldine Primary School

Hornby Primary School, Christchurch

James Street School, Whakatane

Methven Primary School

Pleasant Point Primary School

Riccarton Primary School, Christchurch

Timaru South School

Tinwald School, Ashburton

Waimataitai School, Timaru

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What is PB4LSW?

PB4LSW is a framework that allows schools to build a "consistent and positive school-wide climate to support learning" (Boyd, Hotere-Barnes, Tongati'o and MacDonald, 2015). It is a Ministry of Education strategy that focuses on student wellbeing and positive behaviour. It has origins in the 1990s from the University of Oregon and in the United States schools, where it is known as Positive Behavioural Interventions and Supports (PBIS). PB4LSW started in New Zealand schools in 2010, following the Taumata Whanonga behaviour summit the year before. It focuses on making changes to the school environment, systems and practices in order to support students to make positive choices. In 2017, there were 777 schools listed as being involved in PB4LSW (pb4l.tki.org.nz).

PB4LSW has three tiers. Tier 1 sees schools initiate a core set of behaviour systems and practices that will be used to promote positive behaviour. These include common approach to discipline, three to five school behaviour expectations (values), the active teaching of these values or expectations, reinforcement of positive behaviour, consistent consequences for inappropriate behaviour and addressing behaviours through the analysis of data. (NZCER, 2014)

Once a school has established Tier 1 practices and has had regular successful assessments, they can elect to progress to Tier 2, which develops targeted interventions for small groups of students who require further support. Finally, Tier 3 develops specialised support for students who require individualised intervention. (Boyd and Felgate, 2015).

Purpose

As a Principal, I have been involved with Positive Behaviour for Learning School Wide (PB4LSW) since 2012, across two schools. One of these was in an urban setting - a decile 3 contributing school of around 140 students and the second, my current school - a semi-rural decile 8 contributing school of around 320 students. The first of these schools is now in its sixth year of PB4LSW, with my current school in our fifth year.

I have been part of teams that have implemented many positive practices over times, which has lead to a positive school culture shift. Aspects of these practices include values being discussed, decided on and taught, consistency around the delivery of behavioural expectations, how these are recorded and the use of resulting data to inform decision making. Another key facet has been how schools respond to desired behaviours and how students are recognised when such behaviours are displayed.

The purpose of this sabbatical report is to inquire into practices that schools use to sustain their involvement in the PB4LSW initiative. What are the practices that have been developed and work well for these schools? Are there any areas of commonality that enable effective sustainability? How do schools sustain their progress once the funding from the Ministry of Education (MOE) ends? I am interested in how schools sustain their achievements, as well as keep their ideas fresh.

I envisage that this sabbatical project will provide an insight into what PB4LSW schools are doing to sustain their development. This will assist my current school and other schools involved in PB4LSW as well.

Executive Summary

This study enabled the writer to visit 14 schools to discuss various aspects of their involvement in PB4LSW, particularly around the area of sustainability. These visits provided useful insights into the work that schools are undertaking through PB4LSW. The improvements that schools had made were significant and Principals and Team Leaders were able to identify the positive shifts that had taken place in their schools. Nearly all (12) of the 14 schools had been involved in the initiative for more than three years.

A key feature of change for many of the schools was the consistent approach to behaviour management that PB4LSW had brought. The analysis of behaviour data allowed for the tracking of student behaviour and support to be put in place for students who needed it. Another improvement that schools had implemented was the way they recognise positive behaviour. A variety of methods were used to achieve this and many of the rewards were 'free and frequent' in nature. Some of the schools linked their house systems to the rewards provided. These rewards were commonly given when a student displayed one or more of the defined school values. These values were often developed soon after the commencement of PB4LSW in the school and served as a basis for expected behaviours and attitudes in a variety of school settings.

Successfully sustaining an initiative such as PB4LSW is a determinant of how effective the implementation of it is. Schools identified that ongoing meetings and opportunities for professional development were key in achieving sustainability. Regular staff meeting time and cluster meetings were seen as ways to share data, discuss current or future initiatives and gather feedback. The ongoing promotion of PB4LSW systems, such as values and expectations and being able to see and hear these in action were noted as ways that schools maintained momentum. Classroom lessons, assemblies and recognition in the playground are all examples of this.

While PB4LSW brought many positive benefits to the schools, one challenge that was noted by a number of Principals or Team Leaders was consistency of implementation throughout the school. This took the form of varying interpretations and levels of implementation around behaviour management, documentation and buy in to some PB4LSW related initiatives. The ongoing need to discuss expectations and develop shared understandings is crucial, especially to reduce the likelihood of any misunderstandings.

Across all 14 schools there had been varying degrees of changes in the composition of the PB4LSW teams, with four of the schools having experienced significant personnel change. These changes occurred due to factors such as staff departure, arrival and planned rotation. Principals and Team Leaders believed that the outcome of these changes tended to be positive overall and did not affect continuity of the implementation of PB4LSW.

Progression to Tier 2 was a feature for 11 of the 14 schools, with most reaching this stage in their fourth year of PB4LSW. Nearly all of the 11 schools noted that their key reason for moving to Tier 2 was determined by the desire to better cater for students with higher levels of behavioural needs and to fine tune systems at this level. Three stated that there were clear financial benefits to moving to Tier 2, while others made the decision to progress together as a cluster.

Schools involved in PB4LSW have received significant, guaranteed funding for the first three years (or the first two years for schools commencing in 2014 or after) from the Ministry of Education. This enabled them to release staff for training, design and produce resources and signage, attend PB4L conferences and purchase rewards in recognition of positive behaviour. All of the 14 schools had received all of their funding for Tier 1 implementation, with ten now having to fund the continuation of PB4LSW themselves. Principals and Team Leaders spoken to recognised that central funding doesn't last forever and that they now had to budget

accordingly to be able sustain prior and future developments. Six of the schools indicated that they were or had been able to stretch their funding past the original funding period of two or three years.

Principals and Team Leaders spoken to were overwhelmingly positive in their praise for PB4LSW and would recommend the initiative to other schools.

Literature Review

The New Zealand Council for Educational Research (NZCER) was commissioned by the Ministry of Education to conduct investigations into aspects of PB4LSW. Four such reports were published in 2014 and 2015 and their findings draw from the initial years of PB4LSW implementation in New Zealand schools.

PB4L School-wide Evaluation: Preliminary findings (Boyd, Dingle and Herdina, 2014) was one of the original studies undertaken in New Zealand. This research was conducted in 2013 and investigated a range of areas, including the progress made by schools who joined the initiative in 2010 or 2011, sustainability of the initiative and what factors either facilitated or hindered implementation.

Having practices embedded to enable sustainability of this initiative is crucial. The above research noted the contributions of school leaders who gave importance to PB4LSW, review and use of data to inform decision making, access to external support and a well-organised school team. While Boyd et al found that these features were well-embedded, aspects such as regular reporting of data to staff and celebration of progress to be less well established. At the time of the survey (2013), just over half of the sample of 2010 / 2011 entry schools believed they had the necessary structures and processes in place to sustain and develop at Tier 1. 81% of coaches surveyed thought their staff supported the implementation of PB4LSW.

Boyd et al (2014) discussed factors that enabled or hindered the implementation of PB4LSW. They noted that it was easier to implement the initiative in primary schools compared with intermediates or secondary schools where the gap between PB4LSW practices and what already existed was greater. Being in a larger primary school was found to be an enabler. While schools in more affluent areas were more likely to have faster implementation of PB4LSW, greater consultation, change in practice and a higher degree of embedding was more apparent in schools that served less affluent (decile 1-2) communities.

The concept of enablers and barriers was revisited by Boyd and Felgate (2015) in their report *A positive culture of support. Final report from the evaluation of PB4L School-Wide.* Among other areas, they emphasised the need for:

- **A strong Tier 1 / School-wide team** - a broad representation from staff and people who can represent different groups, e.g. Maori, students with special needs, making connections with other teams within the school
- **Systems to embed and maintain PB4LSW** - ensure that PB4L practices are spread across all aspects of the school, new staff and relievers are trained, and celebration of progress is achieved.

Boyd and Felgate also elaborate on key barriers to the effective implementation of PB4LSW, which include:

- Less staff consultation, involvement and collaboration
- Less teaching of behaviour expectations
- Difficulties in achieving consistency
- Challenges with the reporting and use of behaviour data and the use of students management systems
- Staff movement and Principal and / or team member turnover
- Focusing on too many initiatives within the school
- Degree of workload for coaches and team members.

Boyd and Felgate noted a difference between Tier 1 and Tier 2 schools and the level of positive change that had occurred. Of the original schools to take up PB4LSW in 2010/11, those that had moved to Tier 2 were more likely than Tier 1 schools to have experienced major change in the areas of staff confidence when managing behaviour, student behaviour and school culture. Team coaches in Tier 2 schools (69%) were more likely to report stronger school systems and consistency of practice being embedded in their schools than their Tier 1 counterparts (47%).

Practices of schools achieving greater success when implementing change as part of PB4LSW were identified by the New Zealand Council for Educational Research - Rangahau

Mātauranga o Aotearoa (2014) - *Findings from the first phase of the evaluation of PB4L School-Wide*. These practices were:

- Working collaboratively, including with other PB4L schools
- Consistency in the PB4LSW team, especially the Principal and a person who represented the interests of Maori
- Connecting learning and behaviour strategies
- An effective data management system
- Frequent reporting of and effective use of data
- Celebrating successes and progress

It's who we are - Stories of practice and change from PB4L School-Wide schools (Boyd, Hotere-Barnes, Tongati'o and MacDonald - 2015) drew upon the findings of case studies in seven schools that are part of PB4LSW. This research found strong support for PB4LSW because it had "assisted them to build a stronger and more positive school community." There were some key features that enabled effective implementation:

- **Deliberate leadership** - vision to support students' learning, skilled change managers who showed a commitment to future resourcing of PB4LSW, having the right people on the team and use of data to inform practice and decisions.
- **Commitment to staff and school learning** - involvement and commitment of all staff, building well-paced practice and consistency, professional development, building of new leaders, local clusters.
- **Processes for teaching expectations and acknowledging behaviours** - multi-layered awards systems, collecting award data to ensure all children benefit, systems for addressing behaviour incidents, just-in-time teaching of expectations alongside timetabled teaching, addressing needs of diverse cultural and special educational needs groups.
- **Buy in from key stakeholders** - building student leaders and ownership, sharing student successes with parents and whānau, building relationships with vulnerable students, linking PB4LSW with Te Ao Maori to support the success of Maori learners.

- **Commitment to sustainability** - processing to keep PB4LSW fresh through professional development and improvement, training for new staff / relievers, weaving PB4LSW practices into other school practices.
- **Positive outcomes for students, teachers, school leadership, culture and systems** - less behaviour incidents, modelling of school values, sense of pride, positive teacher mindset about how to approach behaviour, less time managing negative behaviour, increased job satisfaction, a more defined school brand, common sense of purpose, shared systems and understanding, a safer and more respectful school culture.

Boyd et al (2015) also acknowledged aspects that hindered or challenged schools, which included development of shared practices to maintain consistency, managing data, consequence systems, finding a balance between intrinsic and extrinsic motivators, supporting those students who did not respond to Tier 1 interventions and forging stronger links with Māori and Pasifika communities.

Longer term sustainability was discussed by Boyd and Felgate (2015). They note that 'school improvement successes can be fragile.' The early years of a school's involvement in PB4LSW enables a period of growth and building of momentum. Keeping this going is the difficult part. Once a new initiative arrives within a school, it is hard to sustain the momentum of an earlier one, as funds can be shifted and time and effort previously applied is diverted. Boyd and Felgate note the change journey process as described in Fullan (2004).

An introduction phase is often followed by a dip in the implementation of this change before a period of growth and then a plateau is reached. At this plateau schools can either move to a new idea of challenge, or get 'stuck' at this point. Fullan promotes the need to 'harness available resources to innovate and create an adaptive breakthrough to support a new growth phase.' If this is not achieved, the decline to earlier, less effective practices is more likely.

In Boyd and Felgate's research, a minority of schools (14% of the 2010/11 intake) felt that staff were beginning to lose interest. A change in Principal, majority of staff on the PB4LSW team or high turnover of teachers were factors that could put a school at risk of entering the decline phase.

In order to keep PB4LSW 'fresh' in schools, they found that four key in-school factors that enabled the sustainability of this initiative:

- **Ongoing leadership** - regular team meetings, new staff or leaders on the team, involvement of principals or senior leaders, funding for PB4L
- **Collaboration with staff and students** - involvement of staff in developing or refining practices, ongoing training, student input
- **Refreshing and revising practices** - a positive visual presence through rewards, celebrations or new signage, use of data to identify new priorities, refinement of practices and rewards
- **Seeking external input** - attendance at cluster meetings, Progression to Tier 2.

Through surveys and interviews, Boyd and Felgate found that the ongoing and varied support that schools required to maintain momentum had been underestimated and that Ministry practitioners were cognisant of this. The levels of support that some schools required could potentially take time away from newer schools to PB4LSW. Schools surveyed voiced that they needed consistency in practitioners, as opposed to shorter-term secondments. This inevitably would lead to longer-term sustainability.

An aspect that may be considered by PB4LSW practice leaders to ensure the sustainability of PB4LSW was to build a stronger foundation through the integration of practice at Tier 1 and 2. Closer connection with providers of School-wide, Incredible Years teacher training and restorative practice initiatives as a whole PB4L package of support is a further suggested idea, as is the alignment of Resource Teachers of Learning and Behaviour with the PB4LSW initiative to provide integrated support.

Methodology

A draft questionnaire was established which looked at the following key areas of interest: changes and improvements, challenges, team composition, Tier 2 implementation, balancing PB4L alongside other demands, funding and recommendations. This draft was reviewed by several Principal colleagues, along with an MOE advisor, with the relevant adjustments being made. The following questions formed the basis of what would be a face to face discussion with Principals and Team Leaders from selected PB4LSW schools.

1. In what year did your school first train in PB4LSW?
2. What have been your school's three biggest changes or improvements since starting PB4LSW?
3. What has occurred to help sustain and keep PB4LSW fresh in your school?
4. What have been some of the challenges around PB4LSW that your school has faced since you implemented it?
5. Have you made any key changes to the PB4LSW team?
6. If so, please explain why was this change necessary?
7. Has there been any impact on the continuity of PB4LSW at your school as a result of this change in personnel?
8. Has there been any decision to move to Tier 2?
9. What influenced your decision to move to Tier 2 or not?
10. How does PB4LSW sit alongside other demands at your school?
11. When your MOE funding period ended, how did you sustain the initiatives that you started in the first three years?
12. What challenges, if any, arose as a result of your funding coming to its end?
13. How have these challenges been addressed?
14. Has it been necessary for your school to fund the continuation of PB4LSW in any way?
15. If so, approximately how much has been contributed by the school?
16. Would you recommend PB4LSW to other schools. Why or why not?

Fourteen schools were visited throughout the Canterbury and the Eastern Bay of Plenty regions. These schools at the time of the visit had rolls of between 139 and 640. There was a spread between schools of deciles 2 - 9. Discussions with either the Principal or PB4LSW Team Leader in each school took place over a period of approximately one and a half hours. It is important to note that the information gained in this study was from discussions with Principals and Team Leaders as opposed to an emailed survey. The information is a response to what they said at the time of the discussion, rather than from a longer period where they would have had greater time to reflect on each question.

Findings and Implications

Time involved in PB4LSW

12 of the 14 schools had been involved in PB4LSW for more than three years. Eight had started their training in 2012 or before, meaning that they were in their sixth, seventh or eighth year of involvement. A further four were either in their fourth or fifth year of PB4LSW.

Changes and improvements since starting PB4LSW

Schools were asked to name their three biggest changes or improvements since commencing PB4LSW. The majority of the schools (ten) mentioned a **consistent, school-wide approach to behaviour management** as being a significant change. This consistency provided the staff with a structure to address behaviour, so that they are all on the same page. This in turn, provided the students with clear expectations in a variety of settings. The analysis of behavioural data, which is entered into the school Student Management System (SMS) allowed for issues to be identified earlier, student behaviour to be tracked more effectively and better support put in place for students that needed it. Two schools also noted that since beginning PB4LSW, they had improved their pastoral and support systems to enhance a culture of care and learning within the school.

Eight schools said a key improvement was in the way they **recognise or reward student behaviours**. PB4LSW has been the vehicle for having a consistent and structured reward


system across the schools. This is done in a variety of ways, all with the aim of recognising when students 'do the right thing.' Tokens, kete cards, gotchas, gold slips, wrist bands, metal badges, Student of the Week and praise in newsletters are some of the examples that were used in the schools. The systems for recognising positive or desired behaviours were linked to the school values. Some of the schools had well-established house systems. Various 'free and frequent' rewards were linked to house points, which were collated each week and term. These schools had very visible house token

collection points, often housed in the administration area.

Another significant improvement discussed by the schools was the **development or refinement of school values**. This was typically one of the initial areas that schools focused on soon after commencing their PB4LSW journey. Some schools used PB4LSW as a vehicle to launch their new values, while for others it provided an opportunity to simplify or reconfirm their existing values. These values need to be easy to articulate and ones that could be remembered by all of the school community. For one school, this meant reducing the number of school values from ten down to four.

Many schools linked their set of values to a particular catch-phrase or acronym. The 4Rs, R3, 3RP@C, CARE, HIKER, BEST, ACE, STAR, and PRIDE were examples of some that were clearly visible around schools. Others schools had a set of values that stood alone and suited their school equally well.

It was observed on the visits that six of the schools had taken the time to translate their values into Te Reo and other languages that were relevant to their school, e.g. Samoan, Tongan or Korean. Not only did this build an awareness amongst current students, but when prospective families from these countries enrolled, seeing an example of their own language provided a valuable point of reference for them as new families to the school.

The values that schools live by provide an 'umbrella for every context' - a term used by one principal when describing how the values align with various aspects of school life. Describing what these values looked like in various locations, e.g. classroom, assembly hall playground or canteen was a key feature of each school and provided a platform for the teaching of expected and desired behaviours. For example, what shared expectations are apparent when walking classes to assembly, or lining up for the school canteen? Five of the schools visited noted that this was one of the key changes or improvements for them since commencing PB4LSW. Having discussions with staff and

students about what is expected in different contexts and how these relate to certain values of the school is a key facet in achieving school improvement and consistency. Schools had taken the time to make these easy to understand and referred to them, either on a cyclical or as-needed basis.

The key to **teaching these expected behaviours** is to address them like one would any other area of the curriculum. If it's important, teach it regularly. If lining up to go inside a class is common practice, teach the students how to do it and revise expectations in class time, as part of the regular classroom programme. Keep the expectations current, visible and part of conversation - be explicit.

Other aspects that were described as being part of the three biggest changes or improvements included school 'branding' and signage around the school that portrayed values and expectations, with two schools mentioning this. Staff development was also seen as key by two schools. This aspect came through more strongly in the next section - what have schools done to sustain PB4LSW and keep it fresh in the school.

What have schools done to sustain and keep PB4LSW fresh?

There were four areas that were largely common across the schools that ensured that PB4LSW was able to be successfully sustained - practices and promotion of PB4LSW, meetings and professional development, a rewards and recognition system and team composition.

Meetings and opportunities for professional development were mentioned as a key area for sustainability by half of the 14 schools that were visited. Two schools said that they had fortnightly team meetings to review behavioural data along with what is going well or

not, while other schools stated that they held team meetings on a regular basis. Having PB4LSW as a regular agenda item for full staff meetings was also seen as important to gather staff feedback, share data discuss initiatives and keep things going. Attendance by the team leader / coach at cluster meetings was seen as a way to share ideas, problem solve and keep schools honest. Two schools mentioned attendance at PB4L conferences as important to the ongoing sustainability of the programme.

The **practices and promotion of PB4LSW** were mentioned as a key to sustainability by ten of the schools visited. Integrating PB4LSW across the school so that it is part of all aspects of the school is important, as is the visibility of PB4LSW taking place. Being able to see and hear it in action from discussions at a staff and student level through to active display of values in classrooms and around the school enabled keeping the school ethos and what is important alive. Having signage that related to the school values was clear upon entry to most of the schools visited.

Assemblies were seen as a forum to positively promote and reinforce PB4LSW and for the school to hear related messages and values from staff and students. Newsletters and websites were seen as other valuable ways to connect with the community and inform them about PB4L developments.
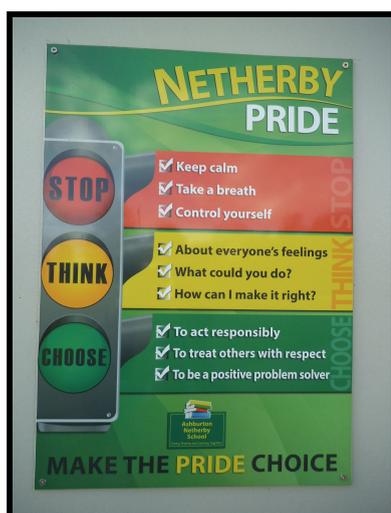

Further ways to keep PB4LSW alive included having systems that were easy to sustain and known by everyone, so that all staff and students are aware of expectations and how these relate to them. Communicating these expectations and regular review using one of the PB4LSW review tools was seen as a key to sustainability. A PB4LSW staff handbook was mentioned by some of the schools and these provided clear guidance for staff around the school values, easy to follow lesson plans / flip charts and the structure of behaviour management and rewards programmes. Modification of practices and introducing new ones were also ways to keeping PB4LSW fresh in the schools. While a particular practice may have worked for a school in the initial years, this

may not always be the case for the staff, students or school families several years on.

Several schools discussed annual launch parties or whanau days that were held regularly throughout the year, along with some families choosing to mirror the school's values at home, with a corresponding rewards or incentive programme. Two schools had gravitated away from using the term PB4L and had developed a more personalised phrase that was appropriate to their school or simply referred to it as their school culture. Others though firmly held onto the term PB4L as they believed its structure was a good umbrella for what that wanted to see occur in their school. One principal quite simply put it that PB4LSW summed up two of the main things the school tried to promote - positive behaviour and learning.

The PB4LSW / **Tier 1 team** remained crucial to the ongoing sustainability of practices. One smaller school had moved to ensure that all staff were on the Tier 1 team, as opposed to just a few like it was in the initial years. This lead to more consistency and buy in and promoted a more 'all on the same page' approach. Another Principal said that it was crucial to ensure the the make-up of the Tier 1 team was representative of key staff such as team leaders and SENCOs while another added that ensuring the team was representative of the various staff social groupings, in order to ensure diversity and gain engagement was important.
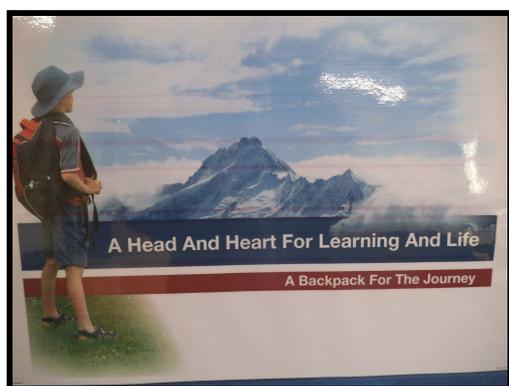
Involvement in the PB4LSW team enabled, like other curriculum areas, the chance for teachers to take on leadership roles in a key area of the school, to put ideas into action and to add to their contributions across the school. Not only does it provide leadership opportunities for staff, but in one school, Year 7 and 8 students were on the Tier 1 team and attended parts of the meetings to provide student voice. Another school used their WAVE (Wellbeing And Vitality Education) team, which is made up of students to provide feedback on various aspects of PB4LSW.

One school said that team consistency was a key reason why PB4LSW was being sustained successfully, whereas another said that regular personnel changes, about one a year, ensured freshness of ideas. Above all, having a Tier 1 team that contributed ideas was key, along with the active participation of the Principal. While the Principal may not be responsible for team leader or coach roles, it is vital that he or she continued to be actively involved and show a keen interest in PB4LSW, as it is closely linked to the ongoing development and culture of a school.

All schools used some form of 'free and frequent' **rewards or incentive system** to recognise positive behaviour and keep the interest in PB4LSW high and sustainable. Six of the schools visited discussed their house system and there were clear links between the free and frequent tokens that were awarded and the schools' house systems. The awarded tokens were all linked to the values of a particular school and there were termly incentives for the winning house such as a mufti day or sausage sizzle. Other schools had a more individualised reward system or had links between these and the combined house system. One example of this was Club R3, which was run on a Friday for students who had earned the privilege across the week.
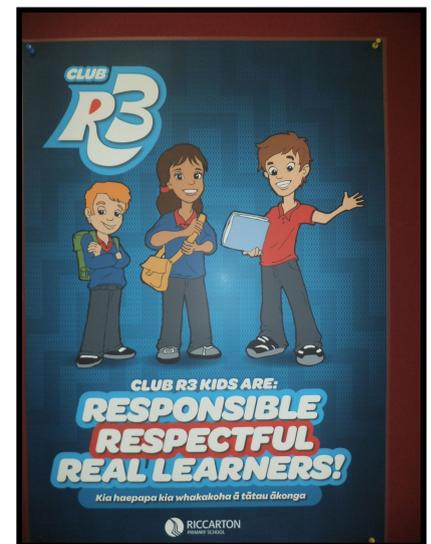
Like other aspects of PB4LSW, the rewards and incentive systems were often reviewed by schools, as what students will buy into changes over time. The tracking of the free and frequent token system at an individual student level is paramount, to ensure a fair and equitable distribution.

Two principals discussed how their schools recognised staff achievements as a way to keeping PB4LSW sustained and alive. Acknowledging the achievements of staff and recognising their contribution was something that was valued highly by these schools. A weekly draw for 'staff shout-out's' and acknowledging staff successes at assemblies were two examples of how this was achieved.

What challenges have schools faced when implementing PB4LSW?

The main challenge that was noted by principals and team leaders across eight schools was around **in-school consistency**. Having everyone on the same page was something that required ongoing clarification and development of shared understandings. The need to continue to promote PB4LSW, discuss practices and expectations was essential. One principal believed this was essential to 'stop inertia amongst some of the staff and stop the drift back to old ways.'

Several schools noted it was a challenge to obtain **initial buy in from some of the staff**, either prior to signing on with PB4LSW, or once early developments were starting to take place. Another school expressed that in the early stages of involvement in PB4LSW, getting staff to change or alter how they did things and see new possibilities was a significant challenge. In this case, there was reluctance from some staff that there was any need for PB4LSW.

Two schools noted that some syndicates ran **parallel rewards systems**, which were different to what was occurring elsewhere in the school. While the intentions behind this were good, they perhaps didn't align with the ethos of a schoolwide system. Other schools had challenges with consistency when documenting behaviours. One noted that there was a time when some staff didn't see the value in a uniform approach to this. By having a shared understanding about the need to accurately record behavioural incidences, data can be used for better effect to address the needs of groups or individuals.

A further challenge that was noted in the area of consistency was the **variety in behavioural management practices** in some classes after PB4LSW had commenced. These were highlighted by the differences between the established school-wide system and individual philosophies and preferences for behaviour management from some staff.

The impact of changes to the PB4LSW team

All schools had experienced varying degrees of change to their team and this is to be expected due to factors such as staff departures and arrivals and planned rotation. Eight of the schools believed that the personnel on the PB4LSW team was generally consistent

over time, with only minor changes occurring. Four other schools had experienced a significant number of personnel change. Some of this movement was planned, with management staff and team leaders stepping aside to allow others to take on leadership roles.

One school noted that the composition of the PB4LSW team, like other curriculum teams, is done with careful rotation, with the principal being the only constant on the team. This allowed for team refreshment and renewal. The team leader filled their role for two years, followed by a further year on the team before coming off altogether. This is to ensure that key areas of the school such as PB4L, aren't reliant on the leadership of one person.

Another school, which had experienced several different team leaders and quite a few other changes within the team noted that these changes had a positive impact on the ongoing implementation of PB4LSW. It has made them think beyond the person leading the team and the broader needs of the school. The principal explained that PB4LSW shouldn't be based around one key person and by rotating the leadership within the team, it allowed other staff to grow. Any changes have only revitalised the team.

Several schools mentioned a challenge that they faced was the gap in knowledge that occurs when staff leave the school, particularly if a staff member was a key member of the PB4LSW team. Providing new staff with a background of PB4LSW and the systems that the school uses is important, but this often took time.

While some schools have had to cope with more team personnel changes than others, the outcome of these changes has been positive overall, with minimal or no impact on the continuity of PB4LSW implementation. Team members, in the opinion of their principal or team leader, were keen to be involved. The teams continue to be strengthened and new members brought new and worthwhile ideas.

Progression to Tier 2

Out of the fourteen schools visited, eleven had progressed, or were in the process of progressing to Tier 2. Two had decided against moving to Tier 2 and another school was

doing aspects of Tier 2. Of those schools that had made the decision to move to Tier 2, two had reached this stage in their third year of PB4LSW, seven moved to Tier 2 in their fourth year, while one progressed in their fifth year. One had commenced, withdrawn from and has now recommenced Tier 2 support.

The three schools that had made the decision not to progress to Tier 2 cited a variety of reasons for their decisions. The principals of two schools noted that most students don't present behavioural problems or are managed by Tier 1 interventions. The handful of children who displayed behavioural concerns were supported by a variety of interventions, e.g. Individualised Behavioural Plans, Teacher Aide or Resource Teacher of Learning and Behaviour support. For the third school who had decided not to move to Tier 2, this decision was largely made in conjunction with other schools in their PB4LSW cluster. These cluster schools are consolidating at Tier 1 while implementing aspects of Tier 2, e.g. Check In Check Out or having a higher level support team. This school had a special learning and behaviour support team comprising of the Principal, Deputy Principal, Learning Support Co-ordinator and Family Support Worker, which was in operation prior to commencing Tier 1 and catered well for their needs. Furthermore, their initial MOE funding had largely been used, so Tier 2 training would be an additional cost for them.

Of the eleven schools who had progressed or were in the process of progressing to Tier 2, three signalled that the funding aspect was a huge motivator for them as it would enable their schools to address Tier 2 issues. All these schools had started PB4LSW since 2014 and the third $10,000 grant was contingent on them progressing to Tier 2. Schools that commenced Tier 1 training in 2013 or earlier received three annual grants of $10,000, with the third installment not contingent on accessing Tier 2 support.

Ten schools, including the three above stated their reasons for moving to Tier 2 were based on catering for students who presented a higher level of behavioural needs. The strategies delivered at Tier 2 would assist these students who needed additional support. Some schools noted that Tier 1 was working well and that the next natural progression was to explore Tier 2. They mentioned that while their schools already had systems to address and provide support for more challenging behaviour, Tier 2 would hopefully help, or is currently

helping to fine tune these systems and have a consistent process for staff and students to follow. One principal expressed a desire to have better consistency in classroom behaviour management systems and noting that they had made pleasing inroads into how playground behaviour was monitored through Tier 1 and now wanted to see behavioural systems in classrooms improved. While some schools had moved to Tier 2, it is still very important to monitor, revisit and refine systems at Tier 1.

Several of the schools that were visited were in a cluster together and had progressed to Tier 2, based on a combined decision. One frustration they all experienced was the numerous facilitator changes through Tier 1 and 2. A more structured approach at Tier 2 with greater support was desired by these schools. Tier 2 was therefore more about self-sustainability and being self-driven.

Competing demands - how PB4LSW sits alongside other areas of development

PB4LSW was seen as an initiative that sat alongside and complemented other areas of development in schools and was balanced alongside other professional development requirements. No principals or team leaders reported that PB4LSW was seen as an additional layer on top of everything else that schools did.

Nine of the 14 schools mentioned that PB4LSW was embedded in their school and it was essentially 'business as usual.' Some schools thought it was less onerous several years or more into their development than what it was at the start. Integrating PB4LSW into the fabric of the school, so that it isn't seen as an extra thing to do or in competition with other areas was vital. For one principal, PB4LSW was the essence of

what teachers do - teach and promote positive behaviour to enable quality teaching to occur. The need to promote and sustain Tier 1 functions was important, even if a school was at Tier 2 and schools continued to ensure that momentum of earlier initiatives

continued.

Six schools noted that PB4LSW was a strategic goal and a focus in Charter documents, or had high priority within their school. For several, this direction took the form of student wellbeing, or removing barriers to learning as key goals for the school. Four other schools believed that PB4LSW received equal priority alongside other initiatives.

Sustaining PB4LSW

All schools who were visited had received the full extent of their MOE funding for Tier 1 implementation, with five schools currently receiving Tier 2 funding. Ten of the schools were now having to fund the continuation of PB4LSW themselves, with three of these also receiving Tier 2 funding. Six schools noted that they were either currently stretching their initial allocations out beyond the two or three year period of funding, or had done so in the past before moving into self-funding.

Having financially-sustainable initiatives is crucial for schools, particularly as MOE funding is for a limited time only. All schools either made reference to this sustainability either through budgeting and / or building their programmes on the basis that the funding is not ongoing. Schools noted that having a low-cost reward system was essential, with some approaching local businesses for support. One principal mentioned that the reward shouldn't be about the cost, with another saying that getting children's ideas about the perceived value of rewards helped to keep the costs down and sustainable. Being able to sit on a chair at assembly or bring a soft toy from home worked for the students in one particular school, while not having any attached cost. Two schools noted that they had to scale down the costs of their rewards from earlier years in the initiative.

Six schools noted that they used their funding for items with higher cost such as signage and posters in the first two years of their funding. These examples, unlike the rewards systems, are less likely to be part of ongoing development costs in the future.

One aspect that was considered as part of this study was the amount that individual schools were contributing on an annual basis towards the ongoing implementation of PB4LSW. Of the 14 schools, three were still managing to stretch their MOE contribution into their fourth, fifth and sixth years. A further three said that they had been able to do this to some extent, but now relied purely on Board funds to sustain their development. Amounts funded by other schools ranged from $1,000 to $7,000 annually, with this latter sum attached to a much larger school. All of the schools surveyed except for one were graded U4 or U5 and $3,000 per year emerged as the approximate median figure budgeted for by these schools. It should be noted that some schools attributed all their PB4LSW costs to their budgets, including release costs, while others associated these release costs to their reliever budgets.

Few significant challenges were mentioned by the schools in terms of how they are sustaining PB4LSW. The development and subsequent refinement of clear systems was paramount to sustainability. Eleven of the schools noted there were few challenges apparent and they adopted an 'if it's important, we'll find a way to fund it' approach to overcoming any potential challenges. Prioritising what is important and possibly delaying other initiatives allowed schools to focus on what was currently important. Utilising funding from Home and School / PTA groups was considered as a way of achieving sustainability by one particular school.

One cluster of schools believed that they were to receive their third $10,000 installment in their third year and that this wouldn't be linked to progression to Tier 2. This caught them off guard early in the third year when they were told that the third instalment was dependent on accessing Tier 2 support. One of these schools stated that they had to fund the $10,000 in the third year themselves. Funding for future attendance at PB4LSW conferences was noted as a significant challenge for two schools. While taking part in the conference was deemed to be a worthwhile experience, allowing for multiple members of staff to attend placed significant cost on these schools and annual budgets would need to be adjusted to cater for this.

Praise for involvement in PB4LSW

The final question in this survey asked principals and team leaders if would they PB4LSW to other schools. All 14 clearly stated that they would, with the words 'absolutely' or 'definitely' being the immediate response from many of the schools. Reasons for this support varied, with each principal or team leader noting what was pertinent to their school, as quoted below.

'We thought we had all the key aspects of PB4L going into the programme, but the process taught us that not everything was in place and it identified areas for development.'

'All staff have a consistent understanding and approach to behaviour management. Children know the expectations and can articulate these to others.'

'PB4L has been one of the best things to happen to our school. We have had a big change in school culture, but we needed an external facilitator to push this change. PB4L is nothing more than what a good school should be doing anyway.'

'I thought the school was going OK before PB4L commenced, but it has played a big part in improving the positive tone of the school. Our decisions are based on data and we have a clear process to follow.'

'It has improved consistency and has made a difference. We have clear systems for playground and in-class behaviours. It's also important to celebrate the gains in positive behaviour.'

'It's hard to imagine the school now without the systems that PB4L has brought. The MOE funding gives it the priority that it deserves. It couldn't be implemented to the same degree without this funding.'

'PB4L isn't a behavioural fix, but it is a very good vehicle for alignment of school culture and getting better consistency within the school.'

'The gathering of data has been a big plus. The documentation of behaviour allows us to address hotspots, times when issues occur and individuals.'

'It's great! With consistent schoolwide practices, the staff are on the same page and children get a consistent, structured message. PB4L is a good way to discuss the school - the positives, rewards, behaviour management system. We use PB4L to identify what's important in the school - positive behaviour and learning.'

'PB4L is a good platform to facilitate consistency around behaviour management, recognition of positive behaviour and expectations of staff. It allows for the teaching of our agreed values and how we should act as professionals. It would be hard to implement PB4L to the same extent if funding wasn't available.'

'PB4L provides the staff with behavioural tools to use to promote positive behaviour. It promotes common understandings and celebrates the positives in school.'

'It provides a platform to teach expected behaviours and sets consistent expectations and language across the school. There are lots of positive aspects, such as the reward structure.'

'It provides a consistency of expectations and behaviour and helps regulate students, staff and parents if and when required. It's worth its weight in gold.'

Conclusion

This study has sought to gain the experiences of a small number of schools around their involvement in PB4LSW. These schools were asked about how they sustained their involvement to keep PB4LSW at the forefront of school developments. It addressed the challenges that schools faced, the impact of changes to the Schoolwide team, transitioning to Tier 2 and how schools sustained their momentum, particularly around resourcing. Most of these schools have been involved in this initiative for at least three years and were able to draw on their experiences over this time. Of the 14 schools visited, 11 were from the wider Canterbury region, so the outcomes of this study were largely based on this area. All schools catered either for students in Years 0 - 6, 0 - 8 or Years 7 and 8.

Having face to face conversations based around a questionnaire was very valuable and it also allowed the interviewer and interviewee time to discuss other aspects relating to their schools. By emailing the questions through prior to the face to face discussion, Principals and Team Leaders would be provided with more time to consider their answers and this could possibly provide greater depth to their answers, thus giving greater weight to overall results.

To provide more detailed and far-ranging outcomes, further research of a similar nature would benefit overall knowledge in the area of PB4LSW sustainability. Involving a wider range of schools from across the country, including secondary schools, would provide a more detailed picture of how schools sustain their involvement in this initiative.

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