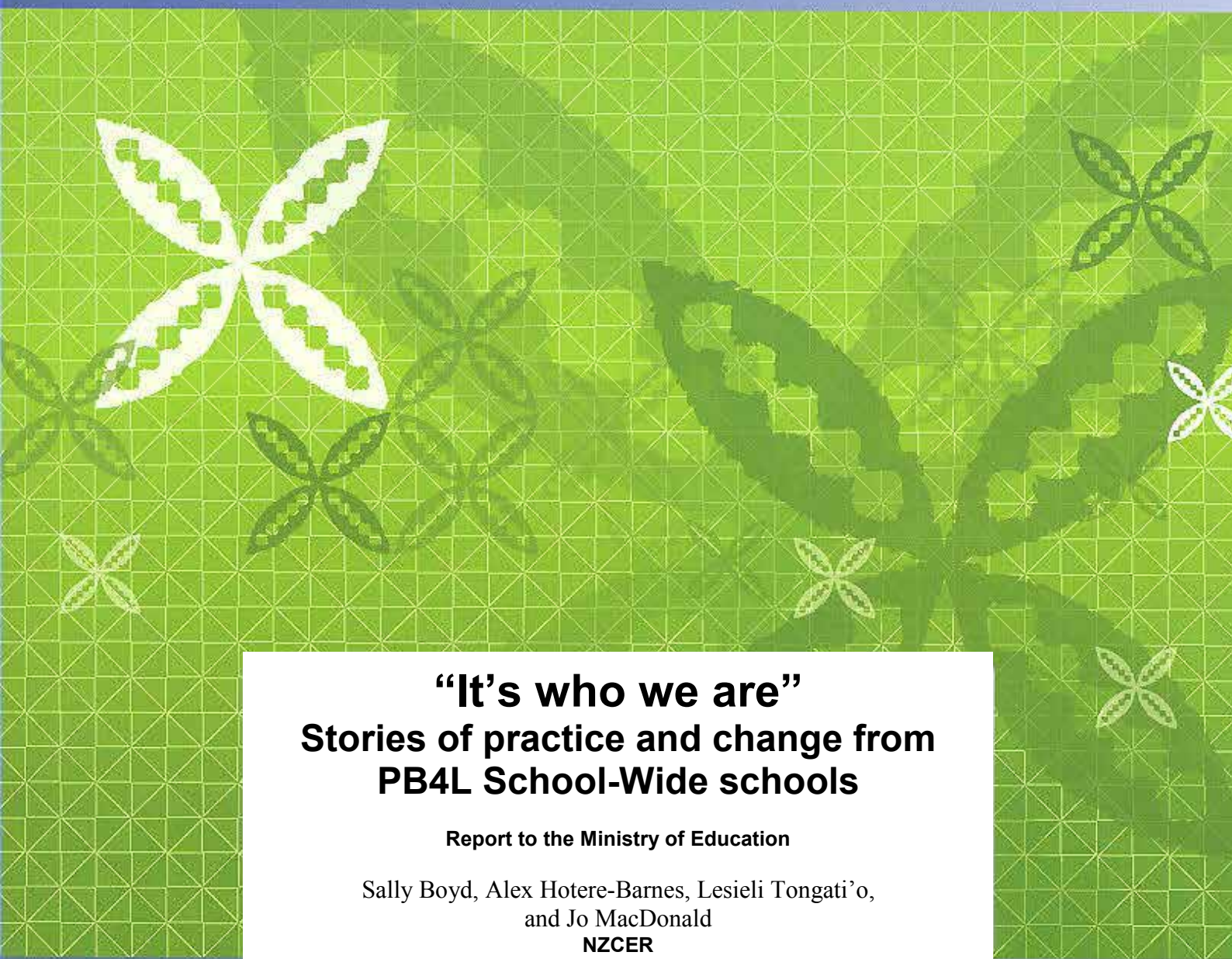




MINISTRY OF EDUCATION NEW ZEALAND

Te Tāhuhu o te Mātauranga Aotearoa



**“It’s who we are”
Stories of practice and change from
PB4L School-Wide schools**

Report to the Ministry of Education

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and Jo MacDonald
NZCER

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Executive summary

This report summarises the findings from case studies of seven schools that are part of the Positive Behaviour for Learning School-Wide (PB themes are illustrated by short narratives from the schools. The report also discusses the contribution PB4L-SW is making towards change at the schools. The main audiences for this report are schools and Ministry of Education staff who provide support and training to schools.

What does effective practice in PB4L-SW schools look like in a New Zealand context?

At the case study schools, staff and students were strongly supportive of PB4L-SW mainly because the initiative had assisted them to build a stronger and more positive school community. For the case study schools, effective implementation of PB4L-SW rested on these interconnected features.

Deliberate leadership. Generally, schools had:

- leaders who had a moral purpose and a long-term vision about supporting the academic and social learning of students
- leaders who were skilled change managers and who committed ongoing resources to PB4L-SW
- a PB4L-SW team with a mix of the “right people” who could work collaboratively to build approaches and find creative solutions to issues
- embedded the use of PB4L-SW data within problem-solving and decision-making processes.

An ongoing commitment to staff and school learning relating to PB4L-SW. Generally, schools had:

- a commitment to taking all staff on the PB4L-SW journey
- processes for working at the pace of staff to build practice and consistency
- a planned process of in-house and external professional learning and development (PLD) which built staff capabilities over time
- a commitment to building new school leaders through the PB4L-SW team
- processes for working with staff who found it harder to adjust to PB4L-SW
- relationships with external people who provided support or acted as a critical friend
- a commitment to sharing practice through local PB4L-SW school clusters.

Clear processes for teaching expectations and acknowledging behaviours. Generally, schools had:

- time set aside and clear processes for teaching and acknowledging behaviour expectations
- multi-layered approaches to teaching expectations that included just-in-time approaches based on current data and longer-term processes that were embedded in the curriculum
- resources that were collaboratively developed to support the teaching of expectations
- multi-layered award systems that aimed to address different settings and student needs
- systems for collecting data about awards to strategically target students who might miss out
- consistent and well-known systems for addressing behaviour incidents, and training for staff
- ways of working that were effective for diverse groups of students including Māori, Pasifika, and students with special education needs.

Ways of bringing students, parents, and whānau communities onboard. Generally, schools had:

- processes for building student leaders and ownership over PB4L-SW through seeking feedback
- a commitment to sharing students' successes and school approaches with parents and whānau
- processes that built early and positive relationships with vulnerable students and their whānau
- built relationships with Māori or Pasifika community leaders who could support the school to consult with whānau and families, and inform the direction of the school.

A few schools had:

- woven PB4L-SW and te ao Māori together to realise their commitment to supporting the success of Māori students
- developed a wider web of PB4L-SW practice through reaching out to share their approaches with local education providers or community groups.

A commitment to long-term sustainability: Generally, schools had:

- processes for "keeping PB4L-SW fresh" through PLD and ongoing improvement processes
- ongoing PLD relating to PB4L-SW for all staff and processes for training new staff and relievers
- interwoven PB4L-SW practice or philosophies within other school practices to enhance these practices and ensure that PB4L-SW became part of the fabric of the school.

What outcomes or changes were schools seeing in connection to PB4L-SW?

Most of the expected medium-term outcomes associated with PB4L-SW were evident at these schools. Staff considered PB4L-SW was a key contributing factor to these changes. Some of the main shifts included:

- a safer, more respectful and inclusive school culture and a stronger sense of community.

For students

- fewer major behaviour incidents including suspensions and exclusions
- improved ability to relate well to others, and model school values
- a sense of pride and belonging to their school.

For teachers

- a shift in teacher practice towards a more positive mindset and approaches to behaviour
- less time spent managing behaviour incidents
- increased job satisfaction.

For school leadership, culture, and systems

- a clearer "brand" and shared sense of purpose and values that drove the school
- a stronger collegial and team-based problem-solving culture
- shared systems and more consistency in teaching and acknowledging positive behaviour and in addressing behaviour incidents
- a coherent PLD system and opportunities to build expertise and practice.

What hindered change or challenged schools?

- Building shared beliefs and practices across all staff and maintaining consistency over time
- Sourcing integrated data systems to manage data
- Developing consequence systems that supported learning
- Finding a way to balance a focus on extrinsic and intrinsic acknowledgements of behaviour
- Finding ways to support the small number of students for whom PB4L-SW tier 1 did not “work”
- Forming stronger links with parents and whānau particularly Māori and Pasifika communities.

Where to next for schools and the wider education system?

- Building stronger connections to Māori and Pasifika worldviews, families, and communities
- Finding ways to support schools to manage data
- Finding joined-up ways to work with other agencies to support vulnerable students.

1: Setting the scene

Introduction to the PB4L School-Wide evaluation

This report is one of a series that summarises the findings from the NZCER evaluation of Positive Behaviour for Learning School-Wide (PB4L-SW). This report presents findings from case studies of seven schools. The main aim of these case studies is to highlight what effective PB4L-SW practice looks like in a New Zealand context and explore the variety of ways PB4L-SW is influencing change in practices and outcomes at schools. This report addresses the following evaluation questions.

- What does effective practice in PB4L-SW schools look like in a New Zealand context (in particular, as experienced by Māori and Pasifika students, and students with special education needs)?
- What short-term shifts is PB4L-SW supporting towards PB4L-SW outcomes for students and schools?
- What factors enable or hinder the shifts in schools?

In this report the journeys and practices of the seven PB4L-SW schools are illustrated in short stories of practice. The stories are selected to highlight themes that emerged from a cross-school thematic analysis.

The main audiences for this report are schools and Ministry of Education staff who provide support and training to schools. It is intended that the report content and stories will be used by schools to inform their implementation processes, and by training and supporting providers to inform their service development processes.

Introduction to PB4L School-Wide

School-Wide (SW) is one component of the PB4L initiative. PB4L is a key Ministry of Education strategy to improve the education sector’s capability to focus on student wellbeing and positive behaviour, through evidence-based initiatives with sound foundations in social and cognitive learning theory.

SW was initially developed in the United States where it is known as Positive Behavioral Interventions and Supports. In partnership with the school sector, SW was selected for implementation in New Zealand following the Taumata Whanonga behaviour summit in 2009. PB4L-SW started in New Zealand in 2010. SW is funded by the Ministry of Education and through the Prime Minister’s Youth Mental Health project.

PB4L-SW offers primary, intermediate, and secondary schools a way of building a consistent and positive school-wide climate to support learning. It is a framework of core elements rather than a set “programme”, which means schools implement it in ways that suit their context. Each school forms a team that develops and implements the core elements by working in a collaborative and problem-solving way. The PB4L-SW implementation process aims to engage the whole school community in adapting school structures, practices, and philosophies that relate to behaviour and in developing consistent systems.

PB4L-SW has three tiers that school teams build sequentially. **This evaluation only focuses on Tier 1.** During Tier 1 a school puts in place a core set of systems and practices designed to encourage positive behaviour. These are called “universals” as they are aimed at **all** staff and students. Prior research shows that Tier 1 universal practices are effective for about 80 percent of students. The seven core elements of the PB4L-SW Tier 1 framework and related practices are shown in Table 1 below.

Table 1: **Core elements of the SW Tier 1 framework***

1. **The principal provides support and promotes participation and ownership.** The principal works to get at least 80 percent buy-in from staff before joining PB4L-SW. A representative team that includes a school coach and team leader, and parent and community members, is formed to lead consultation, decision making, and implementation.
2. **A common purpose and approach to discipline** is developed in collaboration with the school community.
3. **A set of three to five whole-school positive behaviour expectations (also called values)**, and a matrix that defines what these behaviours look like in different settings, are collaboratively developed and agreed on with staff, students, parents, and whānau.
4. **Behaviour expectations are actively taught** and staff and students promote these behaviours to their peers.
5. **Positive behaviour is reinforced** by systems such as positive teacher attention, praise, and rewards.
6. **Consistent consequences are developed to discourage unwanted behaviour.** Behaviour incidents are classified as minor (addressed by all staff) and major (addressed by senior staff). Behaviour incidents are addressed consistently and fairly and documented through an Office Discipline Referral (ODR) process.
7. **Schools develop data-based decision-making systems** to enable staff to identify and address problem behaviour and contexts. Data are shared with the school community and used to evaluate the effectiveness of PB4L-SW.

* Adapted from Ministry of Education (2012).

The Ministry of Education provides \$10,000 per school per year for training and support for the first 2 years of PB4L-SW Tier 1, and arranges national training days. Schools are located in regional clusters that are supported by SW Practitioners. The SW Practitioners visit schools to offer support, administer the School-Wide Evaluation Tool (SET¹), and facilitate local cluster meetings. Schools are expected to allocate some release time to key staff to take on PB4L-SW team roles.

Schools are expected to take between 3 and 5 years to implement the three tiers of PB4L-SW. Once the core elements of Tier 1 are in place (as judged by consistent high scores on SET), schools can move to Tier 2 (developing targeted interventions for small groups of vulnerable students) and Tier 3 (developing specialised interventions for individuals who need additional support).

Selecting the schools

This aspect of the PB4L-SW evaluation explores effective practice. A case study design was selected as a good fit for this purpose, as case studies are often used to explore change or innovations in particular settings. Case studies allow us to provide examples of effective practice as well as explore the complexities of the context within which this practice occurs (Yin, 2003).

We used a purposeful sampling approach (Patton, 2002) to select schools at which we were likely to see effective practice. We used two methods to develop a list of possible schools. We asked SW Practitioners to nominate schools that had been part of School-Wide since 2010 or 2011 and that were displaying effective practice relating to PB4L-SW, or that had data to show changes to outcomes. We also developed a list of schools that reported medium or high shifts

¹ SET is the School-Wide Evaluation Tool. This tool explores the extent to which seven key dimensions of the PB4L-SW framework are in place at a school. Schools use SET data to chart their progress and decide on next steps.

across a range of measures identified from the school surveys conducted in 2013 (Boyd, Dingle, & Herdina, 2014). We combined this information and, where possible, we selected schools that appeared in both sets of data. We balanced this with the need to select schools to reflect a range of contexts that were likely to influence PB4L-SW practice.

We approached eight schools on the combined list. Seven agreed to be part of this study. These seven schools included secondary, intermediate, and primary schools located around New Zealand. Their contexts included:

- schools with high Māori or Pasifika rolls
- large and small schools, and schools of a mix of deciles
- kura and primary schools with immersion and bilingual units
- schools that have successfully blended other PB4L initiatives with School-Wide (e.g., Incredible Years Teacher,² and My FRIENDS Youth³)
- schools that have successfully blended non-PB4L approaches with School-Wide (e.g., restorative models developed prior to the PB4L Restorative Practices model⁴)
- schools in communities with other primary, intermediate, and secondary schools that are part of PB4L-SW, and schools that are not in these communities.

The seven schools are introduced in Table 2.

² Incredible Years Teacher is for teachers of children aged 3–8. It provides teachers with strategies to address disruptive behaviour and create more positive learning environments.

³ My FRIENDS Youth is a teacher-run programme aimed at Year 9 students. It teaches young people strategies to manage their wellbeing and reduce the symptoms of anxiety and depression.

⁴ <http://pb4l.tki.org.nz/Restorative-Practice>

Table 2: Introducing the case study schools*

Secondary schools	
<p>Aurora College is a Years 7–13 decile 2 secondary school located in Invercargill. Around 350 students attend the school, of whom 40 percent identify as Māori and 9 percent as Pasifika. These are high proportions for a South Island school.</p> <p>Aurora College was formed in 2005 following a review of the school network in Invercargill. The school joined PB4L-SW in 2010, mainly to improve the school culture and bring consistency to the way staff responded to student behaviour. Aurora College is also one of the My FRIENDS Youth pilot schools.</p> <p><i>(See stories 1, 19, 26)</i></p>	
<p>Makoura College is a decile 2 secondary school located in Masterton in the Wairarapa. The school roll is around 300 with about 65 percent of students identifying as Māori. In 2008, the school had a declining roll, high levels of stand-downs and suspensions, very low levels of achievement, and was at risk of closing.</p> <p>Since 2009, a new principal and leadership team have worked with the community to re-focus the school through developing a restorative approach to behaviour and a curriculum that is more relevant for learners. The school joined PB4L-SW in 2010. School leaders considered the initiative could support their restorative focus by offering a proactive way to build students' ability to self-manage through active teaching of values and expectations.</p> <p><i>(See stories 6, 10, 18, 22, 27, 28)</i></p>	 <p>MAKOURA MOTTO</p> <p>Kia Manawanui (Be of a big heart)</p> <p>Our Mission Whaia Te Tika, Whaia Te Pono, Whaia Te Aroha</p>
<p>Manurewa High School is a large multicultural secondary school located in South Auckland. The school is decile 2 and has a roll of over 1,900 students of whom around half identify as Pasifika, 22 percent as Māori, 16 percent as Asian, and 14 percent as NZ European.</p> <p>The school joined SW in 2010. School leaders saw the initiative as an opportunity to build on approaches developed through Starpath. They wanted to dig deeper into what it means to support students to succeed academically by addressing behavioural issues through building positive relationships. The school has a focus on creating both tikanga Māori and bicultural spaces for students.</p> <p><i>(See stories 7, 16, 25)</i></p>	

Primary and intermediate schools

Cobham Intermediate is a decile 8 school located in north west Christchurch. The roll includes around 620 students of whom over two-thirds identify as NZ European and one-fifth as Asian. The school has a small number of Māori and Pasifika students.

The school joined PB4L-SW in 2012. The incoming principal saw the initiative as an opportunity for the school community to work together to develop a strong sense of school purpose and identity, and build a consistent approach to addressing low-level behaviour issues before they escalated.



(See stories 15, 17, 20)

Te Kura Reo Rua o Waikirikiri is a decile 1 bilingual and immersion kura in an outer suburb of Gisborne. Almost all the students are Māori. The learning programme is a blend of the local Ngāti Porou curriculum, *Te Marautanga o Aotearoa*, and *The New Zealand Curriculum*. The kura has three PB4L-SW kawa (values) that make a connection to Ngāti Porou whakataukāi.

Prior to PB4L-SW the kura had challenges with aggressive behaviour which resulted in stand-downs. The kura joined PB4L-SW in 2010. School leaders saw the initiative as an opportunity to self-review and develop a stronger values dimension to the school and a consistent and positive approach to managing behaviour that strengthened staff and student relationships.

The kura is a community hub and is one of only a few schools that are Whānau Ora providers.

(See stories 4, 5, 11, 23)

The rules of the school
Nga kawa o te Kura
 Be safe **Mauri-Ora**
 Be respectful **Te Whakaute**
 Be a learner **E tipu e rea**

Papatoetoe South School is a decile 2 contributing school located in South Auckland. The roll includes about 600 students of whom about one-quarter identify as Māori, one-quarter as Fijian Indian, and about one-third as Pasifika. The school has a Le Va Inclusive Centre and a Māori bilingual unit.

The school joined PB4L-SW in 2010 as school leaders saw the focus on values and expectations as an opportunity for the whole school to develop a stronger collective view of the behaviours that support learning. To assist teachers to develop consistent behaviour management practices the school has made use of other PB4L initiatives such as Incredible Years Teacher. In the local community, all of the primary and secondary schools are now part of PB4L-SW.



(See stories 2, 8, 14, 24)

Newtown School is a decile 4 contributing school, located in an inner Wellington suburb. The school has a Māori immersion unit and a multicultural roll of about 260 students, of whom about 25 percent identify as Māori, and 15 percent as Pasifika.

The school joined PB4L-SW in 2010. School leaders realised they were referring many students to behaviour services and wanted to develop a more proactive and positive approach to managing behaviour. To support this goal, the school has made use of other PB4L initiatives such as Incredible Years Teacher.

The school has strong community connections and many local schools are also part of PB4L-SW. Recently, the school had a change of leadership.

(See stories 3, 9, 12, 13, 21)



* Some of this information is from the Ministry of Education 2014 March roll return data. Some of the photos and images come from school websites and documents.

Case study visits

Two evaluators visited each school for one day in August or September 2014. We talked to a mix of people at each school. This included school leaders (e.g., the principal, the SW coach and team leader, and/or the Special Education Needs Coordinator (SENCO)) and teachers. At most schools this included at least one staff member who was relatively new to the school. We also collected any relevant school documents, images, and data summaries if available.

At all schools we held at least two focus groups with students. One group usually comprised senior students or student leaders. To explore how Māori and Pasifika staff and students were experiencing PB4L-SW, at most schools we also talked to a teacher of te reo Māori or a Pasifika teacher and a group of students from a te reo class or who identified as Pasifika. The students we talked to ranged from Years 5 to 13 (aged around 9 to 18 years).

We asked schools if we could talk to parents, whānau, or community members who were likely to have some knowledge of the school’s approaches to PB4L-SW. The roles of these community members differed between schools. At each school we talked to one or more community members, parents, or whānau on the board of trustees, or parents or whānau who were involved in school activities or who had worked with the school to find solutions to their child’s behaviour. At some schools we also talked to a Resource Teacher of Learning and Behaviour (RTLb).

The interview guides explored recent changes to school and teacher practices relating to PB4L-SW, and each group’s perspectives on what was working well at the school in relation to PB4L-SW. We also asked about any changes to school culture, teacher beliefs and practice, or student outcomes that were perceived to be associated with PB4L-SW. A copy of the interview guide for school leaders is contained in Appendix 1.

Ethics and confidentiality

We initially approached the principal of each school to invite their school to take part in this study. All school staff, students, parents, whānau, or community members who participated in interviews or focus groups were given an information sheet about the study and asked to complete a consent form. Parents and whānau of the primary age students who participated in focus groups were also provided with an information sheet and the opportunity to opt out their child if they did not want them to take part. In some cases we used the informed consent processes already set up in schools.

Each principal was asked for permission for their school to be named, to support the sharing of practice between schools. To ensure that the information collected fairly represented school experiences, principals and/or PB4L team leaders were sent a draft of their school description and stories for review.

Data analysis

At each school we took notes and recorded discussions. We also collected key school documents and data. After each visit, the two-person team discussed the themes that emerged at the school. Interview notes, recordings, and data were also qualitatively analysed for themes relating to the main evaluation questions. A summary of the data from each school, including examples of practice and quotes from interviewees, was located in a template designed around the main evaluation questions.

Using the templates, the case study team of four evaluators held two hui to identify cross-school themes. At these hui we also selected narratives from schools to exemplify key themes and examples of effective practice.

Most of the data sources were qualitative. During discussions, school staff told us about the aspects of practice that were important at their school. For this reason we did not necessarily hear about the same practices at each school. In the text,

terms such as “generally, schools” or “most schools” are used to indicate practices that were common across the majority of schools. Terms such as “a number”, “a few”, or “some” are used to show practices that were mentioned at some schools.

Report structure

This report has five chapters. The first chapter describes the focus of this report and introduces key features of PB4L-SW. The second chapter provides an overview of the ways schools worked that assisted them to effectively implement PB4L-SW. The third chapter explores changes to outcomes. The fourth chapter discusses barriers to change in school practices, and the final chapter provides a brief summary of the overall themes.

Notes on reading the school stories

The intent of the case studies was to explore effective practice; therefore, we selected schools where we were likely to see this in action. At each school we talked to a range of people who were involved with PB4L-SW including school and PB4L-SW leaders and a small number of teachers. Many of the teachers were on the PB4L-SW team. This may have resulted in us getting a picture of PB4L-SW that was weighted towards a leadership perspective. However, the triangulation of different perspectives across each school (school leaders, teachers, students, and community members) tended to show strong similarities between different viewpoints and/or a shared awareness about any areas of tension. We have attempted to show the perspectives of different groups in the school stories.

Since joining PB4L-SW the case study schools had changed how they categorised behaviour incidents and/or their referral process at least once. A number had also changed their Student Management System. For these reasons it was not possible for schools to provide data that showed longer-term changes in student behaviour incidents. We were able to collect recent data from schools and heard many stories of change. These school data are presented as part of the narrative in the stories. A summary of perspectives on changes that are related to PB4L-SW is included in Chapter 3.

Each school is a complex system with many interacting layers of practice. Therefore, although there were many commonalities in the ways schools worked, there were also many differences. Each school wove the PB4L-SW framework into school practice in a way that suited: their community context; the existing beliefs, structures, and practices at their school; and the mix of other education initiatives underway in their setting. Each school story provides a practical example of some aspects of practice within the context of a particular school.

We included a focus on the areas of need highlighted in the preliminary evaluation report (Boyd et al., 2014) and through SET data. For this reason, three narratives show ways schools taught behaviour expectations and three how schools upheld mātauranga and tikanga Māori within approaches to PB4L-SW.

Each school used different language to talk about PB4L-SW. Some talked about themselves as a “PB4L school”, others did not want to be known by this label. Each school also had a different name for their behaviour expectations. They could be called “behaviour expectations”, “values”, “kawa”, or “rules”. In the stories, we use the terms preferred by the schools. In the text, we use the terms “values” and “behaviour expectations” interchangeably.

2: A journey of change

Introduction

The PB4L-SW framework offers a structure and processes for creating school-wide cultural change. Therefore, being able to manage change is an essential part of successful implementation of PB4L-SW. There were some strong similarities in the way schools worked that enabled them to successfully embed PB4L-SW within their school setting. These similarities are discussed in this chapter. Stories from schools are included to show what effective practice in PB4L-SW looks like in a New Zealand context.

Leading a change process

Leading with moral purpose

In general, the principals at the case study schools had a **strong sense of their role as leaders in guiding their school**. Driving their actions was a **clear commitment to learners’ wellbeing and academic success**. They also had a strong commitment to making use of the PB4L-SW framework in ways that were meaningful for their school and that supported learners. Most “walked the talk” and led through **modelling their commitment to PB4L-SW principles of positive acknowledgment and support**. They actively committed to and supported PB4L-SW by their presence on teams and at PLD sessions. They worked with the board of trustees to make sure resources were allocated to support the initiative.

These school leaders appeared to be demonstrating the qualities, knowledge, and skills of effective leaders as outlined in *Kiwi Leadership for Principals* (Ministry of Education, 2008). Particularly evident were the principles of: Manaakitanga (leading with moral purpose); Pono (having self-belief); Awhinatanga (guiding and supporting); and Ako (being a learner). The PB4L-SW framework in itself supports other aspects of this leadership model by offering: a process for leading change through a distributed leadership team; clear problem-solving processes and systems; and processes for developing new partnerships and networks that support change.

Figure 1: **Kiwi educational leadership model**



*(Ministry of Education, 2008, p.12)

Strategic leadership

In general, the principals at the case study schools were skilled and **strategic change managers** who had a clear **big picture for their school** and a long-term view of how they were going to get there. They made **deliberate decisions to introduce PB4L-SW** to staff based on their big-picture plans for school improvement and because of its fit with other school focuses or philosophies. They then worked to gain commitment from staff. Part of their vision involved **prioritising PB4L-SW** as a key whole school focus for the long term. The story below shows how one school made a decision to commit to PB4L-SW.

Story 1: Meshing it together at Aurora College

The principal at Aurora College took a considered approach to implementing PB4L-SW alongside other initiatives in the school. As well as PB4L-SW, Aurora College is in its second year of running the My FRIENDS Youth programme (also part of PB4L) and uses restorative practices.



Aurora College was established in 2005. It faced the challenge of building a positive school culture with staff and students from different schools with different expectations for student behaviour. The principal has made deliberate decisions about getting involved in initiatives. In her own words: *"We've been very conscious of meshing things together, and we've ensured there's a good cohesive direction for the school."* Five key considerations inform her decision making (in bold below).

The school was already using restorative practices, but still had work to do in developing the school culture and reducing the number of behaviour incidents. The principal thought PB4L-SW had potential but investigated it to decide whether it would **build on what they were already doing** and **meet the school need**. She did the same with the My FRIENDS Youth programme. She saw that its focus on resilience would be ideal for Aurora students and would **be a good fit** with restorative practices and PB4L-SW. The principal proactively approached the Ministry of Education to be included in the pilot of My FRIENDS Youth.

The principal has a **long-term vision to get involved in initiatives that will last**. She helps ensure things last by adapting initiatives and using strategies to keep them fresh (*see story 19*). The sense of being in it for the long haul is also evident in the permanent signage that tells students, staff, parents and whānau, and visitors that the PB4L-SW values are an established part of the school: *"It says, 'This isn't going to go away. This isn't a passing fancy or a phase. This is here to stay.'"*

The considered decision making by the principal at Aurora College brings a coherence that others in the school can articulate. Teachers described My FRIENDS Youth and PB4L-SW as *"a perfect fit"*. In focus group interviews, Year 9 students also made this connection.

"We don't want to be in something and say 'We did this in 2012', we want to be involved in initiatives that we keep, and have as part of the life of the school."
(Principal)

"It [PB4L-SW] can fit with it [My FRIENDS Youth]. There are set expectations at school, and we can use the coping strategies to meet these expectations. It's a good fit." (Year 9 student)

A demonstration of commitment to PB4L-SW by the principal was vital when schools joined the initiative. Most principals attended the training days and were core team members in the early stages of the initiative. A couple of years later, the principal usually had a role on the team or was closely connected to the team. In some cases, the principal had delegated their role to a staff member but found they needed to come back onto the team. For staff, the **ongoing commitment of the principal** was a vital component of the initiative's success at their school.

Distributed leadership: Choosing the right team

School leaders strategically **selected the “right people” to be on the PB4L-SW team**. The team needed to include people who had mana with staff and were skilled at engaging their colleagues, working collaboratively, and taking people on a collective journey. The teams at the schools we visited also contained a mix of people who were **creative problem solvers**. They found ways to address issues that showed in school data and blended core PB4L-SW practices with other school initiatives in ways that strengthened school practice. Teams usually included a mix of experienced and emerging leaders. This mix was a way of **building leadership capability** and ensuring sustainability if team members left.

Most teams included people in key leadership roles such as the deputy principal (DP), SENCO, and senior team leaders (primary schools) or deans (secondary schools). Including these people ensured the **PB4L-SW team had a web of connections with other teams** that would support sharing of ideas and alignment of practice across the school. Most teams also included a person who had a passion for data and enjoyed analysing and sharing school behaviour incident or reward data. The schools with high Māori enrolment had people on the team **who could make connections between te ao Māori, local tikanga, and the school’s values and directions**.

Each school had a different mix of people on the team that reflected their working relationships. Some schools also **included external professionals** such as RTLB or school social workers.

Schools often started out with a larger team with community and board of trustees representation. This was helpful in developing consultation processes and spreading understanding about PB4L-SW to wider networks. At some schools, as time went on, and whole-school processes were developed, the team got smaller.

The story below shows how one school had interwoven their leadership roles to ensure a web of connections across the school that could support the spread of practices relating to PB4L-SW.

Story 2: "We liked the PB4L model so much, we used it for other teams"

Papatoetoe South School

Ko te Tamaiti te Putake o te Kaupapa
The child - the Heart of the Matter

At Papatoetoe South School, PB4L-SW has brought a much stronger focus on team-work and setting up a web of connections to share practice across the school with the aim of better supporting students.

Joining Tier 2 of PB4L-SW prompted Papatoetoe South School to review the set up of their PB4L-SW team. They now have an interconnected system with two teams. The Tier 1 and Tier 2 leaders and principal are on both PB4L-SW teams to ensure consistency. All staff on the teams act as conduits to other groups or initiatives at the school, or in the wider community. This network assists the school to **integrate** how they offer **academic and pastoral support** to students and families.

The Tier 1 team leader also heads the school's Le Va Inclusive Centre and is involved with Toe Toe Mutukaroa⁵ (see **story 14**). She visits the families of new entrants to talk about students' learning needs and **introduces families to the school's PB4L-SW values and behaviour expectations**. When the school reviews approaches she makes sure a focus on students with special education needs is always part of the process. She also co-ordinates the **induction of new staff into PB4L-SW**.

The Tier 2 team leader is also a DP and SENCO. She has release time to act as a **connector across teams** and to work with external agencies to share the school's approach to PB4L-SW which is about placing the child at the heart. She makes connections with local RTLB, school social workers, and agencies such as the Police and Child, Youth and Family, to build collaborative relationships and approaches. One challenge is working with agencies that seem to have more of a punitive than positive mindset.

The school's junior, middle, and senior team leaders are all on the Tier 1 team so they take information back to other teachers about PB4L-SW and about any students who might be in need of extra support.

The board of trustees supports the school's work and representatives sometimes come to PB4L-SW team meetings or work with families if needed. The principal and the board make sure the school is well resourced with release time for key staff, and access to external PLD if needed.

This interwoven network of teams supports **increased coherence across the school in the practice of different teams** and how they support students. It is also a sustainable approach. If someone leaves there are staff who can take over the reins because more than one staff member is on each team.

School leaders liked the PB4L-SW team model so much they adopted it for their literacy and numeracy work. Key features are a **team approach** with **multiple layers of expertise** which include an **internal school coach** and an **external coach** to be a critical friend, **ongoing PLD** for the team and for all staff, and a **web of connections with other teams**.

⁵ Mutukaroa was first piloted at Sylvia Park Primary School. It is a successful school and community learning partnership, which is about working with parents and whānau to understand how a child is progressing in their learning over the first 3 years at school. It is also about supporting parents to help their children in their learning at home. See: <http://www.sylviapark.school.nz/home-school-partnership>

Building staff ownership and consistency: “PB4L is actually for the staff”

Working collaboratively at the pace of staff

The case study schools had a strong commitment to **whole-school collaboration**. As they joined PB4L-SW, for most leaders, this meant sitting down with staff, being honest about any issues at the school, and seeking support from all to move forward using PB4L-SW as part of the solution. **This commitment to working collaboratively continued with all aspects of PB4L-SW.**

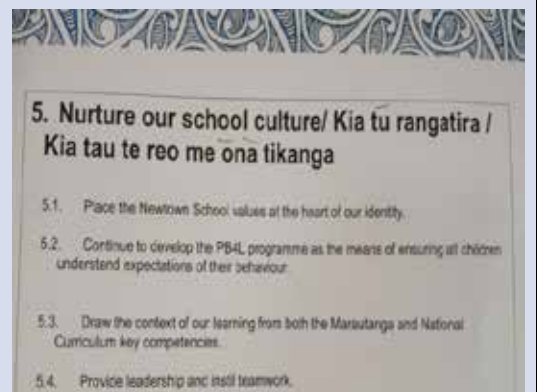
“[Our leaders] acknowledged it was a journey... The fact it wasn’t going to happen in 5 minutes, we didn’t feel overwhelmed. It was spread over years—it’s a marathon, not a sprint. It was ok to say something didn’t work, and we’d try something new.”
(Teachers on the PB4L team)

School leaders noted that working collaboratively **at the pace of staff** could take more time but the end result was more buy-in and consistency. If staff worked together to develop reward systems, behaviour expectation matrices, incident referral processes, or lesson plans for teaching expectations, they were much more likely to have a sense of ownership over these school practices. One school’s approach to working collaboratively is described below.

Story 3: “Everything we do is school-wide. It makes everyone responsible”

At Newtown School, working collaboratively and offering ongoing PLD is assisting in building a sense of shared ownership and consistency of practice.

When Newtown School joined PB4L-SW school leaders were careful to give staff the message that this was not a quick fix. They were going on a **collaborative journey that was going to take some time**. Putting PB4L-SW goals in their strategic plan (see image) showed staff they were in it for the long haul.



The PB4L-SW team worked slowly to develop buy-in, with **lots of whole staff dedicated PB4L-SW sessions**. Working together, staff spent about a year consulting with their community, refining their expectations and deciding what they wanted to focus on. Another first step that got everyone contributing was identifying behaviour hot spots and developing solutions: *“this became everyone’s concern—teachers were sharing knowledge and resources and creating their own answers for these problems”*. Now the PB4L-SW team has less need to meet because every new focus is worked on **as a whole school**.

Targeted PLD is also a core part of the school’s approach. Newtown School is an RTLB liaison school. The leadership team works with the local RTLB services to find PLD that fits with the school’s PB4L-SW-related goals. PLD is designed to **progressively build teachers’ ability to positively manage behaviour** and engage students in problem-solving discussions. The whole-school PLD programme has included:

- From 2010 onwards, all staff are offered Incredible Years Teacher training to assist them to gain *“the foundational strategies of behaviour management”*.
- In 2012, all staff did active supervision training which offers strategies such as how to re-direct.
- In 2013, all teachers did Jenny Mosely’s Circle Time PLD.⁶ This process gives teachers a model for hearing student concerns and supporting students to come up with solutions.

This ongoing focus on staff learning is helping the school to both **develop consistency of practice** and **build staff’s ability to manage behaviour**.

“It’s about consistency across the school. It created the same discussions—when teachers talked about issues or students we all had the same framework to fall back on. We had a similar language.” (PB4L team leaders)

One challenge for the school is bringing in new teachers, relievers, and support staff. To address this they have developed a **training process for new teachers** and **separate sessions and resources for support staff** so everyone can understand the school’s philosophy about behaviour and use the “Caught Being Good” awards and referral systems.

⁶ <http://www.circle-time.co.uk>

Alongside this collaborative work, some school leaders prioritised working intensively with senior team leaders to ensure that these staff members had the knowledge needed to spread practice to the teaching teams they led. **In general, schools needed strong systems for building and maintaining consistency as this was one of the challenges they faced with PB4L-SW.** This challenge is discussed further in Chapter 4.

Getting quick runs on the board

In general, one starting point for schools was discussions with staff about their concerns and the “hot-spots” or times they had the most difficulty managing behaviour. This was often break-times. Using this feedback, schools started to use Active Supervision⁷ approaches, made changes to timetables, and increased the opportunities available to students to be active. In combination, these changes tended to result in some quick successes. These **successes acted to bring staff onboard** with PB4L-SW. Once schools developed data systems they used this information to make changes to other aspects of school life.

Ongoing staff learning that builds capability

The case study schools **prioritised and resourced ongoing staff learning.** They put in place plans **for whole-school in-house** and **external PLD** relating to PB4L-SW. They worked with the board of trustees to ensure that these plans were well resourced.

All schools had processes for **ongoing in-house discussion relating to PB4L-SW.** The focus of these sessions was based on current needs often identified through use of SET data. Generally, schools had a regular slot allocated in staff meetings, and time booked in PLD plans. Some schools had differentiated sessions for experienced and new staff. Staff debated and built new approaches at fortnightly staff meetings, found solutions to issues that emerged in school data, or had time at Teacher Only Days to collaboratively build approaches or develop an understanding of new school systems. **These sessions were a place where “hard” discussions** occurred and views were challenged as staff debated areas of tension and found a way forward.

Some schools had set up **professional learning groups and teacher inquiry** projects relating to PB4L-SW. To form these groups they strategically placed staff who were not interested in PB4L-SW in the learning groups with PB4L-SW team members. Some schools also sent staff to PB4L-SW conferences or other schools to get new ideas to bring back to their school.

Prioritising core behaviour management strategies

Schools offered all staff clear messages, support and training, and resources related to the core PB4L-SW strategies staff were expected to use. These strategies included giving positive feedback to students (with at least a ratio of 4:1 positive to negative); praise that is genuine and specific; and strategies for responding positively to minor behaviours, such as close proximity, non-verbal gestures, and reminders, redirection, or providing choices.

Most schools also provided all staff with resources or a folder that included key school documents, an outline of reward and consequence processes, and strategies teachers could use (e.g., strategies for managing behaviour, or lists of ways to offer free rewards). A number of schools had collaboratively created shared lessons related to school values for teachers to use. These were also included in teacher resources or folders.

⁷ Active Supervision is included in School-Wide training for schools. It is a proactive approach to managing break-times or non-structured time at school. See <http://www.pbisworld.com/tier-1/active-supervision/>

Most schools included support staff in whole-school sessions or **offered support staff and relievers tailored PB4L-SW sessions**.

Selecting external PLD to complement PB4L-SW

All schools also offered staff **targeted external PLD** related to PB4L-SW which was **strategically selected to fit with the school vision and the philosophy of PB4L-SW**. Different forms of whole-school PLD were offered to build staff capabilities over time. Across schools, staff found Incredible Years Teacher PLD supported aspects of PB4L-SW. Also common was PLD aimed to building staff’s ability to engage in problem-solving dialogue with students (such as restorative practices). These strategies were seen to be well-aligned with the philosophy of PB4L-SW.

The mix of whole-school internal and external professional learning offered multiple opportunities for shared learning, built staff understanding of PB4L-SW, built staff capabilities and consistency over time, and kept PB4L-SW on the agenda. *(For an example of school PLD approaches, see story 3.)*

Working iteratively: “We never say we’ve finished, we’ve ‘done’ that”

A commitment to **continual improvement of systems and resources to maximise their usefulness** was a feature of the schools. Some PB4L-SW teams had refined their office referral system at least six times using staff input. Other schools were constantly revising and renewing the shared lessons they used to teach behaviour expectations. Most schools refined their behaviour matrix at least once. Over time these matrices had evolved to be more aligned with each school’s positive philosophies. Deficit and “do not…” language was removed. For example, “Do not swear” was changed to “Use appropriate language”.

In line with their **commitment to working collaboratively** schools involved all staff and students in these review processes. Team members realised that if a **system did not work for staff it would not be used**, therefore it was important to act on staff feedback and keep improving systems and processes. Likewise, if **students did not see the value in a reward system it would not be effective**. Therefore the teams also consulted with students about rewards that they were interested in and improvements to systems.

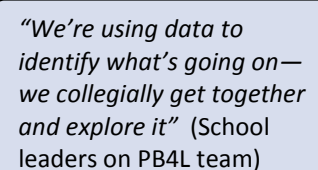
Embedding the use of data for problem solving

All schools had developed a range of **creative approaches to using PB4L-SW data** to problem solve and improve their practice. When schools first joined PB4L-SW they used SET data to develop PLD focuses and to support the setting of PB4L-SW goals in school charters. SET data were then used to monitor progress against these goals. Now schools found SET data useful to check that consistency was being maintained.

Most schools had developed processes for sharing behaviour referral data at staff meetings and for **all staff to work collaboratively to find solutions** to the issues the data showed. One common approach was working to restructure break-times to reduce the number of incidents that occurred at the end of lunch-time.

A feature of most schools was conversations tried to unpack what was driving behaviour: Were students bored? Did students have the skills needed to play well? Was something happening at home that teachers needed to be aware of?

Running through the school stories is a thread describing how they used data. Story 4 below is one example. The stories in the section on teaching behaviour expectations show how schools are using data to develop just-in-time approaches to teaching values *(see stories 8, 9, and 10)*.



“We’re using data to identify what’s going on— we collegially get together and explore it” (School leaders on PB4L team)

Balancing support and challenge

At most schools, school leaders or the PB4L-SW team needed to find ways to encourage staff who thought the PB4L-SW focus on positive acknowledgement or rewards conflicted with ideas about developing self-managing learners or was unnecessary. Along with sessions to explain the principles underpinning PB4L-SW, some schools **modelled these principles to staff** by offering them rewards so they could feel what it was like to get positive acknowledgement.

Schools also needed to find ways to support staff who might be having difficulty managing behaviour. In some cases, principals had one-on-one conversations with a staff member who was finding it hard to shift from a "punishment" mindset. For these conversations leaders connected back to the core purpose of schooling to question staff about whether their behaviours were supporting students' wellbeing and learning.

PB4L-SW provided principals with **data that gave them a stronger platform to have these conversations**. Source of data included the number of referrals made by teachers or the number of acknowledgements or rewards given out.

Data help schools have difficult conversations

As a result of data that showed one teacher had very high levels of behaviour referrals, a school developed a process to support this teacher.

The year group the teacher taught was changed to give her an easier class to manage. Other supports were put in place, including regular feedback from an experienced teacher who was located in the next classroom. The principal considered *"it would have been difficult to do this without PB4L data"*. There has been a positive outcome, and the teacher is now more settled in the school.

"We use data to help teachers. We track teachers on how they are doing." (School leader)

Most schools had developed a system of classroom **walk-throughs or observations** by senior staff or peers. One common focus was looking at the ratio of positive to negative interactions between staff and students. Following this most schools had **embedded core PB4L-SW behaviour management practices in their appraisal system**. Therefore teachers were setting goals relating to PB4L-SW behaviours and support was targeted to assist teachers to build their capabilities in these areas. The story below shows how one school worked over time to build staff knowledge and consistency of practice.

Story 4: "Positive behaviour for learning is actually for the staff"

At Waikirikiri kura, leaders used deliberate acts of leadership and small steps to build teaching practice that aligns with the kawa of the kura.

Prior to PB4L-SW, there were too many rules for people at Waikirikiri kura to remember. There was little agreement between staff about how to manage behaviour or what should be reported to the office. Relationships between some staff were difficult.

School leaders saw PB4L-SW as an opportunity to get everyone involved in creating a more positive culture. To build a shared view of what PB4L-SW might mean for staff, time was allocated at a fortnightly staff meeting. Initially, staff worked together to debate what the initiative might look and sound like for themselves and students. They consulted with the community about kawa for the kura.

Developing their three kawa focused staff (**see story 5**). The next step was considering how to uphold the kawa: "We say we show manaakitanga, we show whanaungatanga, but how do we do this?" School leaders realised... "the attitudes of teachers were the biggest barrier...there was a lot of growling at students...we were spending far too much time with children with difficult behaviour, and the ones who were ready and prepared to learn were missing out..."

SET data were used to develop areas of focus for staff and the kura. School leaders worked to build staff trust and a focus on honest kōrero. One key priority was building the ability of staff to model behaviours to students. School



leaders started working with the senior leadership team to build consistency between classrooms. A walk-through system was set up to explore how frequently teachers acknowledged students. The senior team moderated each other to make sure they were all looking for the same thing. With the agreement of staff, a focus on PB4L-SW-related goals is now embedded in the appraisal system.

PLD is selected to fit with the school kawa and current goals. This is a key part of the change process. School staff attended Incredible Years Teacher training before the kura joined PB4L-SW. This helped with behaviour management but not with consistency. To build a consistent approach that fitted their kawa, staff developed te Hautaia and Maungarongo (**a rewards and consequences process, see story 11**). In 2013, all staff attended PLD in restorative practices. This was strategically selected because of its focus on acknowledging the child’s view and upholding mana. This PLD provides staff with a way to talk with students to explore the reasons behind behaviours.

Some staff needed more support to shift their practice. The principal had one-on-one conversations with them. She was careful to keep everyone’s mana intact. Having data to focus the conversation helped, and discussions continued until the parties agreed on a way forward. It took 4 to 5 years of working together to change some attitudes and develop processes that worked: *“It takes a while, but you have to work systematically and take small steps...”* Now at staff meetings staff discuss PB4L-SW data, debate what is and is not working, and find solutions. Staff and students value the commitment of the kura to their kawa.

“We’ve got leaders in our school who challenge us. We take it on-board in relation to the children’s behaviour... We need to tweak our practice here and there... The main thing I like about our school system is the consistency... We really had to nut this out.”
(Kaiako)

“We have lots of laughter—it’s the way we interact and talk with each other—positive behaviour for learning is actually for the staff. If the relationship amongst staff isn’t right, it’s very difficult.”
(School leader)

Developing values that have meaning

Developing a set of three to five values that have meaning to the school community is a core element of the PB4L-SW framework. Acknowledging this, most schools had taken the time needed to **work iteratively with all staff and students to develop values that worked for their school**. Most also sought input or feedback from parents and whānau.

Whariki: Weaving together PB4L-SW and te ao Māori

Some schools developed **values and ways of working that connected with their local Māori community**. This was part of each school’s commitment to supporting the success of Māori learners. In order to ensure **PB4L-SW practices were culturally coherent (relevant and place-based)**, school leaders and staff in these schools worked to engage with, and uphold the significance of, mātauranga and tikanga Māori. Research suggests that developing values-based approaches (i.e., recognising the positive potential of tamariki and whānau) is a key element that can affirm Māori experiences in English-medium settings (Hutchings et al., 2012).

In practice, for the case study schools, this could involve forming relationships with local iwi and kaumātua to assist in setting directions for the school. Some schools made it a priority to revisit the cultural geography of the school through including pūrākau (a narrative about places or events) to help frame the school values and related behaviours. Others embedded whakatauākī of well-known Māori leaders into their school values. They thought hard about how the practices of all staff and students could uphold the mana of these proverbial sayings.

Our discussions with students, parents, whānau, and community members suggested that the processes the schools worked through resulted in **values and practices that resonated with the community**.

The stories below show how three schools valued local mātauranga and tikanga Māori. Some schools had non-Māori principals. The leadership qualities of these principals included being able to step up, as well as step back to utilise the connections and relationships of the team at their school. School leaders committed the time and energy needed to build relationships. For these schools, finding pathways to work across cultures assisted them to develop culturally responsive PB4L-SW practices.

Story 5: Blending local tikanga and mātauranga with PB4L-SW

Waikirikiri kura has built its school-wide kawa (values) on local Māori knowledge and a strong commitment to educational and whānau wellbeing.

When the current principal arrived at Waikirikiri kura she made it a priority to work with staff who had Māori cultural knowledge and connections to the area. This ensured that

when the school decided to join PB4L-SW, it could build its kawa in a blended way. The kura did this by **consulting with their community about kawa that were based on local tikanga and mātauranga.**

They connected their kawa to relevant PB4L-SW values. As the principal noted: *“Being non-Māori and making a connection with Māori, it’s been important to recognise we hold similar values.”*

The motto of the kura, also one of its three kawa, is **“E Tipu, E Rea”**,⁸ a well-known whakatauaākī of Ngāti Porou leader Sir Apirana Ngata. This proverb emphasises the **ability and limitless potential of Māori to thrive as citizens of the world.** It encourages Māori to strengthen their capability to stand confidently with the knowledge and practices in both Māori and non-Māori cultures.

The kura has put the vision behind this whakatauaākī into practice by blending three curricula: *The New Zealand Curriculum*, *Te Marautanga o Aotearoa* and the localised Ngāti Porou curriculum. The kawa of the kura are woven into the curriculum planning process and documents.

This blending enables the kura to use a **strong foundation of local tikanga** grounded in the history and future aspirations of Ngāti Porou, and their three **PB4L-SW kawa, to support the educational aspirations of students and whānau.** School leaders, teachers, and students all agree that developing kawa reflects who they are, has acted to unify the kura community and created a common purpose.

“Ka mōhio mātou mena kei te whai mātou i ngā kawa [o te kura], kei runga mātou i te huarahi tika.”
(We know that if we follow the kawa of this school, we’ll stay on the right track.) (Ākonga, Year 8)

The rules of the school

Nga kawa o te Kura

Be safe **Mauri-Ora**

Be respectful **Te Whakaute**

Be a learner **E tipu e rea**

“We blended and integrated PB4L to suit our Māori culture. Koina te mea ngāwari o te Māori: ka taea e rātou te whai haere i te huarahi Māori, mehemea ka hoatu tēnā whakaaro, ka ngāwari noa iho ki te mahi pera. Ka tīni, kia hono ki ngā mea Pākehā ki ngā mea Māori.”
(Kaiako rumaki/PB4L team member)

⁸ See http://www.review.mai.ac.nz/info/proverbs_and_sayings.php

Story 6: Iwi and community partnerships support change

A partnership between Makoura College and local iwi, Ngāti Kahungunu ki Wairarapa and Rangitaane, has helped the "turn around" of the college and supported the development of a motto and values that show the aspirations of the local community.



In 2008, Makoura College had a poor reputation with the local community and low rates of achievement. In 2009, a commissioner worked with a new Makoura College board to appoint a new principal who could "turn the school around". The appointment process was a starting point for restoring relationships between the school and two local iwi, Ngāti Kahungunu ki Wairarapa and Rangitaane. A kaumatua was part of the appointment process. He reached out to the school to talk about the importance of the school, and its relationship with local iwi.

"We have a vested interest in supporting the college, especially when they were having difficulty... We talked about the history of the school and our involvement: local carvings gifted to the school...relationships between people. My coming in...involved sharing the history of this area, and the role of the iwi in supporting the school. It was based on whakapapa and whanaungatanga to help them understand how important the school is to us." (Kaumatua)

With new leadership in place at the school and on the board of trustees, a **commitment to mend community–school relationships** was a high priority. For positive change to take place, the new **school leadership needed community buy-in and support**. The school was able to draw on the local knowledge shared by iwi to create a new direction for the school. This was focused on educational success of Māori and therefore linked to community aspirations. The connections between the Māori community and school were enhanced by the principal being proactive about building reciprocal relationships with local mana whenua: *"Here we have a principal who can speak on the paepae... We knew it would take time, but we're building the relationships... Schools need to be specific when they're working with Māori communities, and not last minute. It's about synching in [with hapū and iwi]. It's a whole-school approach to relationship building with the local Māori."* (Kaumatua)

As part of the commitment to mending relationships, the kaumatua worked with the school to take teachers on visits to local marae to help them appreciate local Māori culture and whakapapa.

Through this relationship-building process the school worked to select a school motto and values that reflected the aspirations of mana whenua and the new direction of the school. The reo Māori teacher explained how these values are connected to whakataukī and are used to create school waiata. Values are also reinforced by having "kaumātua here and present" at the school. Kaumātua are involved in sharing local pūrākau (stories about places and events) with students. Kaumātua have continued to work with the school to assist in developing restorative practices, and in content delivery. This supports the reo Māori curriculum, and the students' positive connection to their physical and cultural geography.

Ngāti Kahungunu asked if they could launch their iwi education strategy at the college. This was a strong statement of support for the school, and an indicator of the positive relationship they share. The school is now planning to review their values. Doing this will include going to local marae and talking about who the school is, and what they are about.

"This school is 'Māori friendly'. PB4L is broken down and connected to our whakapapa, it works with whaia te tika, te pono. I've written waiata that reinforce our values—we learn whakataukī. If kids don't know why they're learning or doing what they're doing it won't work." (Reo Māori kaiako)



Story 7: “We’re going to our Treaty foundations and we’re living them”

At Manurewa High School, local pūrākau⁹ are being used to re-claim a positive school identity by emphasising the importance of who the students are, and where they are.

Prior to 2010, students used the term “REWA” to describe the local Manurewa area and the school in a negative way. Leadership and staff saw PB4L-SW as an opportunity to **rebrand the school and reinvigorate positive behaviour approaches**. Making a strong connection to place was an integral part of how the school rebranded itself and developed its core values.

Although there is a high Māori population at the school, staff felt students had little knowledge of the cultural history of the area. A collective of Māori and non-Māori staff worked hard to “make things Māori more normalised in the school”. Whānau, families, staff, and students were consulted about the school-wide values. Agreement was reached that a local pūrākau,¹⁰ Te Manu Rewa o Tamapahore,¹¹ would form the foundation of the school-wide values. **Through this pūrākau the school values are strongly linked to the local cultural geography.**

The four school values are made up of the acronym REWA and connect to the kite in the pūrākau that can “soar and aim high”. This reclaiming of the term REWA is enabling students and staff to be proud of their unique place: *We can all share these values together, as New Zealanders. We’re going to our Treaty foundations and we’re living them”* (PB4L team member).

The consultation process raised **critical questions** for the team. Developing school-wide values in a multi-ethnic and cultural setting raised a concern about promoting “only one cultural truth”, which might not represent the cultural diversity of Manurewa. Presently, the PB4L team is thinking about different ways REWA can connect with Pasifika students and communities. One team member explained that “we’re sorting our bicultural foundations first; then we can look school-wide, [at how we connect with] Pasifika through the learning programmes”. This includes thinking about how the pūrākau could be used to “include different characters from different cultures. Then we are showing how different cultures can also behave, and embrace diversity... This is the ideal.”

“By using REWA [Respect; Excellence; Whanaungatanga; Ākoranga] as an acronym for our values it rebranded the name in a positive light. The students now use the word REWA as a positive form of their identity. There’s much less negative connotation to it. Two of the values are European, and two are Māori. There’s a balance. It’s visible. It breaks down the stereotypes.”

(Teachers/PB4L team members)

“How do we step into different cultures to promote young people to flourish? It’s not about creating a learning programme based on one cultural truth. It’s about promoting different truths. Success looks different in our different communities... It’s not about the redesigning of individuals; it’s about the redesign of the whole learning environment.”

(School leader on PB4L team)

⁹ Used in this context to mean story or narrative.

¹⁰ Narratives about place and/or events.

¹¹ See <http://www.manurewamarae.co.nz/local-history--korero-o-nehera.html>

Embedding new visions and values

Teaching expectations and values

Putting in place systems to actively teach values and behaviour expectations is one of the aspects of PB4L-SW that national SET data show is harder for schools to implement. With this in mind, we have included three stories about the approaches used by case study schools. All three schools had set aside a **time to actively teach behaviour expectations**. Some schools had changed their timetable to create this space.

To introduce the school values and expectations to new students, schools placed **extra emphasis on teaching these at the start of the year**, particularly with junior students. One practice common across schools was that individual classes developed contracts or treaties that included the expectations.

Most of the schools had a **just-in-time¹² approach to teaching their values and behaviour expectations based around issues evident in recent referral data**. Schools used the teaching time as an opportunity for students to **work with their peers to develop strategies to address these immediate concerns**. As a result, students saw themselves as active participants in improving their school community.

At most schools, the lessons and resources that staff used to teach expectations were **collaboratively developed at staff sessions**. The staff we talked to felt they owned these processes and had the resources they needed to teach school expectations.

The three stories below show how two primary, and one secondary, school embedded the teaching of values within their learning programmes.

¹² A just-in-time approach is one that is flexible and enables a school to quickly address current or immediate concerns.

Story 8: Just-in-time lessons

At Papatoetoe South School, PB4L-SW has assisted staff to use data to decide on a weekly focus for teaching social behaviours.

When Papatoetoe South School joined PB4L-SW, staff worked together, and with their community, to develop three values and a related code of conduct (an expectation matrix).

Recently the PB4L-SW team refined the code with the input of staff and students. They reduced the number of expectations and made sure each was **positively worded**.

Over time the school has worked to align how they report behaviour incidents with the categories (indicators) in the code. **Each indicator also has an associated lesson plan.** All staff have a PB4L-SW folder that includes key documents such as the code of conduct and the related lesson plans.

Once a week a PB4L-SW team member analyses the behaviour incident data and looks for any common patterns. Each Monday the data are used to select a behaviour focus for the week. The focus is emailed to staff with a reference to the relevant lesson plan in their folder. Teachers all use this lesson plan at the same time each week. Each lesson involves **teacher modelling and students developing strategies**.





To support consistency across the school, the **email about the weekly behaviour focus is sent to all other staff** (e.g., the office staff and caretaker) so they can also reinforce this focus.

PB4L-SW team leaders note that all teachers support this system. It helps that lessons are **collaboratively developed** by staff at the school's regular PB4L-SW sessions. The PB4L-SW team provides a few model lessons and the whole staff work together to improve these. Staff also write new lessons if needed.

The school-wide approach to teaching the same behaviour expectations each week is only one aspect of the focus on **consistency of practice**. Teachers also reinforce the behaviours in the code of conduct using the school's reward system. **Ongoing PLD for teachers on core PB4L-SW practices** such as positive feedback (with a 1:8 ratio of negatives to positives) is also part of the mix. Teachers get feedback from buddy teachers who do peer observations in their classrooms, and via the school's appraisal system. The school runs **induction and training sessions** for new staff, provisionally registered teachers, and relievers on their core approaches. Bringing new approaches into the school is also part of the PLD focus with **individual staff seeking personal development** by visiting other schools and attending conferences.

In combination, these approaches have resulted in a consistent approach to reinforcing behaviour through staff modelling and the active teaching of expectations. PB4L-SW team leaders consider this: *"gives us a shared understanding and language...it's part of our whole being"*.

Students also see this consistency. They view their teachers as role models who display the behaviours they are expecting. Students consider the school's approach to be direct and collaborative.

Papatoetoe South School Code of Conduct			
	Other Areas	Playground	Classroom
Be a Learner  <ul style="list-style-type: none"> Line up in the right place Use my manners Put things in the right place 	<ul style="list-style-type: none"> Line up in the right place Use my manners Put things in the right place 	Play nicely <ul style="list-style-type: none"> Take turns Share the equipment Invite others to play 	Take risks with my learning <ul style="list-style-type: none"> Ask questions Co-operate with others Listen to the ideas of others Set goals and next steps for my learning Always do my best <ul style="list-style-type: none"> Focus to complete the task Listen to and follow instructions carefully
Be Responsible  <ul style="list-style-type: none"> At the Tuck Shop <ul style="list-style-type: none"> Order my lunch at the right time Be in the right place <ul style="list-style-type: none"> Use the footpath and the pedestrian crossing Play in the correct area In the library <ul style="list-style-type: none"> Use a paddle Rub my shoes against the wall Use the computer appropriately 	<ul style="list-style-type: none"> At the Tuck Shop <ul style="list-style-type: none"> Order my lunch at the right time Be in the right place <ul style="list-style-type: none"> Use the footpath and the pedestrian crossing Play in the correct area In the library <ul style="list-style-type: none"> Use a paddle Rub my shoes against the wall Use the computer appropriately 	Put things where they belong <ul style="list-style-type: none"> Put rubbish in the bin Know where to take football properly Return sports gear to the right place Play safely <ul style="list-style-type: none"> Play in the right area on the right equipment Follow the rules of the games <ul style="list-style-type: none"> Keep my hands and feet to myself Wear the right gear <ul style="list-style-type: none"> Wear my hot and PE gear 	Think before I act or speak <ul style="list-style-type: none"> Solve problems independently Know and give alternative strategies Respond appropriately to others Follow the Rules of Cyber Safety 
Be Respectful  <ul style="list-style-type: none"> Listen and follow instructions Sit down and eat my food in the correct place Wait quietly for my turn 	<ul style="list-style-type: none"> Listen and follow instructions Sit down and eat my food in the correct place Wait quietly for my turn 	Look after my own and others' property <ul style="list-style-type: none"> Take care of the equipment Ask before I use something that doesn't belong to me Use my manners and consider other people's feelings <ul style="list-style-type: none"> Say please, thank you, I'm sorry Give praise and compliments 	Beet others the way I want to be treated <ul style="list-style-type: none"> Respect other children's property and body Use my manners Use appropriate language and volume

"If there is a problem they [teachers] are honest with you...we have a discussion in each class...it's not just the teachers saying 'you should do this'—students have a say if you think something is unfair."
(Year 6 students)

Story 9: Building learners' social skills

PB4L-SW has prompted the staff at Newtown School to develop a multi-layered approach to building students' social skills.

Teachers at Newtown School consider PB4L-SW has strengthened their ability to link their expectations about behaviour with the learning programme. Defining four expectations and linking these with existing school values has assisted staff to be much clearer about the specific social skills they are trying to foster. They now have a multi-layered approach to **teaching** and **reinforcing** these social skills.

1. Teaching expectations within the curriculum programme:

Each term one school-wide expectation is selected to fit with a whole-school learning theme. Teachers weave this expectation into their unit plans. In term 2 the school taught a shared social studies-based unit about friendship. Teachers found the expectations very useful to prompt discussions about friendship. Classes did lots of activities designed to build relationship skills.

2. Just-in-time discussion of expectations:

PB4L team leaders inform teachers about behaviour issues that are showing in referral data or that student PB4L monitors have brought to their attention (**see story 12**). In each classroom, teachers discuss this behaviour and school expectations in Circle Time (all staff are trained in this). During these discussions, students build their understanding of positive social behaviour as they work together to develop strategies to address the issue.

3. Ongoing reinforcement of expectations:

Staff reinforce the school expectations and related social skills through class and playground discussion and by using the school's "Caught Being Good" awards system for individuals, classes, and the whole school. Teachers also reinforce expectations by using their own classroom sticker or reward systems that they can tailor to suit their class.



"If someone isn't safe around others, the teachers have to talk to the whole class about this... Our school has always been safe and respectful, the rules made it clearer and we try harder. With the expectations we know what we're aiming for."
(Years 5/6 students)

"The kids use them [the values] a lot. We do one value each term, and mix them with one of our uara. I ask 'Where can we fit the value with one of our uara?' I add in a uara from our marau, and I try and fit it with PB4L. Like aroha and be respectful. To show 'Aroha', I also describe how it also fits with 'Kia Tūpato'. It's about adapting and demonstrating how it would look for teina and tuakana." (Kaiako from immersion unit)

Recently, parents suggested they would like to see the school's expectations visible in reports. The report format has been changed to include the four expectations and examples of how a student has demonstrated them. This reflects Newtown School's belief that it is important to weave their expectations within everything they do. Staff and students consider the school's expectations are all around them and represent who they are as a school.

Story 10: Actively teaching "Kia Manawanui—The Makoura Way"

Makoura College has changed its timetable to better support students' social and academic learning.

Wakahuia¹³ time is 15 minutes of time set aside each morning where teachers actively teach and brainstorm with students about the school values. This structure has helped to embed the values explicitly in the day-to-day learning processes of the school.

Wakahuia time creates an inquiry space where teachers and students dig deeper into how the values can shape behaviour and learning. Teachers promote the school values using lessons and ideas they have developed as a whole staff during PLD sessions. This PLD encourages peer learning. Staff work together as they try out and adapt different ways of teaching the values.

They can then use these approaches with their respective classes and students.

Wakahuia time also provides **space for teachers to hear student feedback and address issues relating to their classes**. One teacher described how she had found it hard to focus everyone's learning in a particular subject: *"the students were all over the place and the class was a mess"*. During wakahuia time this teacher brainstormed with students. **Collectively they decided on ways to make the content more engaging** and how everyone could **demonstrate the three values during class**. Future classes went much more smoothly.

Wakahuia also gives the school a **space to consistently respond to school-wide concerns**. For example, school data showed that student smoking was an emerging problem. During PLD time teachers discussed how the school could positively respond. Teachers then used wakahuia time with students to address smoking in a positive and consistent way.

Another structural change that has enhanced the school's learning culture is a move to a three-period day, with 1.5 hours per lesson. **The structure reinforces the importance of positive learning relationships between teachers and their students.**

"We've also restructured our school day. This isn't easy for teachers, but it's enabled more quality learning, you're not wasting time, there isn't so much transition between classes. We've also had PD around how we can creatively structure our lessons. We've looked at the type of learner in our class—we tailor the teaching to meet their needs." (School leaders)

"PB4L-SW has brought the active teaching of 'Kia Manawanui' into our classes. This is where activities are related to our PB4L-SW values: tika, pono, aroha. What do these three values mean in class? We ask the students to think about how these values can be followed." (Teacher on PB4L team)

A multi-layered focus: "It's all around them"

Formal teaching of expectations was only one of the ways schools taught or promoted their expectations. Reflecting schools' **multi-faceted approaches to promoting expectations and values**, staff and students described how the values were **"all around" them**. Most of the seven schools wove their **values within the curriculum programme (as shown in story 9)**.

As well as teaching the values, other common approaches to promoting values included:

- development of multi-layered reward systems to acknowledge values (see below)
- staff using specific praise and acknowledging displays of values during class and break-times, or as they handed out award tickets
- the principal telling stories at assembly to illustrate the values
- banners or signs that were visible around the school and in classrooms

¹³ A wakahuia is a small container that stores precious objects. In this context, Makoura College refers to wakahuia not as a material object, but as a deliberative inquiry where teachers and students explore ways of living the school values and nurturing their community.

- students promoting school values to each other (e.g., student leaders promoting expectations or schools making DVDs of students displaying the values).

A number of schools also included a **focus on expectations as part of their consequences system**. Students were required to spend time reflecting on how their actions fitted with the school expectations by completing some form of “think sheet”.

Using recognition strategically to promote positive behaviour

As well as actively teaching values, one main way the schools promoted their values was through award or reward systems. Schools had developed a **complex web of awards and rewards that were tailored to address known difficulties, different student groups, or acknowledge displays of values in different settings**. Common features were that systems:

- **had different layers of awards:** e.g., some layers were easier for all to gain and others were harder. This incentivised those who found it easier to gain the first levels. For example, some schools had bronze, silver, gold, and platinum awards.
- **were changed over time:** e.g., schools changed things that did not work and built on those that did. One example was adding another layer of awards if a large group of students had achieved the highest existing award.
- **targeted problem areas:** e.g., most schools gave double or special awards for relievers to hand out. This addressed data that showed that more behaviour incidents happen when relievers were looking after classes. Other schools had rewards for students who had 100 percent attendance at school.
- **had formal and just-in-time approaches:** e.g., some schools had a school-wide card award system that students could work towards. A number had individual class systems that teachers had more ownership over. Other schools had a formal system in which significant displays of values were noted in a school database which was then used to decide on end-of-year awards, as well as a just-in-time ticket system that contributed to random prize draws.
- included a **mix of rewards to suit students' different interests, developmental stages, or extrinsic or intrinsic motivations:** e.g., some students liked “treats”, others gained value from acknowledgement of their leadership roles or badges that showed they had gained awards relating to different values.
- offered **rewards that actively modelled a school value:** e.g., giving books and pens or extra support from teachers to connect with a “Being a learner” value.
- included a mix of **cost and non-cost rewards:** e.g., non-cost rewards could include extra time with a teacher (which supported “Being a learner” values).
- **acknowledged team or collective effort** as well as individuals: e.g., most schools included space for PB4L-SW points to contribute to an existing house system, or by rewarding classes or groups, or the whole school. This was one way of acknowledging values relating to building community.
- **involved multiple ways of celebrating successes within the school:** e.g., celebrations in class or assembly, via digital movies, or on school noticeboards.

The main reward system of one school is described in the story below. This system enables students to track their progress towards awards.

Story 11: A culturally relevant award system at Waikirikiri kura

Through a student-designed rewards system, and a considered approach by staff, Waikirikiri kura has developed effective ways of reinforcing positive behaviour and learning.

"Being consistent with the use of the maungarongo system has been important. This was something that had to be monitored. We had to talk about the hautaia tickets and click cards... The children know what the rewards are, te maungarongo, and the hautaia systems." (Kaiako)



The main approach is the **Maungarongo system** (image above). Each class has a maunga (mountain) on the wall with three tiers.

When ākonga (students) express behaviours that show the three kawa (values) of the kura, they place their name on one level **to track their progress up the maunga**. Once they get to the summit, they receive clicks on one of three different **Hautaia cards** (bronze, silver, or gold). These cards acknowledge positive learning and behaviour. Ākonga work through each Hautaia, and when they get enough clicks on a card they get a reward. Every morning the principal gives a mana award to ākonga who have worked their way up the maunga. Ākonga helped design the award system and they decide on the rewards which include a bracelet, custom designed pencils, or morning tea or lunch with the principal.

Each kaiako also adapts the rewards system based on their class. Some awards are also collective and can contribute to house awards. Outside of class (in the playground, travelling by bus to the kura, or on kura trips) staff or bus monitors are encouraged to use Hautaia cards.

In terms of consequences, if ākonga do not behave in ways that reflect the kawa they move down the maunga or along the bottom. Consequences are based on a restorative process.

Recently the school bought a few cell phones for staff to send positive messages home to tell whānau when their child demonstrates school kawa. Whānau enjoy receiving these positive texts, and feel proud of their tamariki and **enjoy seeing their child go through the awards cycle**. Staff consider these positive messages have created stronger relationships with parents and whānau. This view was confirmed by the whānau we talked to: "I like the idea about how the school texts parents about good behaviour—this has been a good change." Some whānau now use the Maungarongo system at home to reinforce positive behaviour.

Ākonga are able to speak confidently about the meaning of kawa and how they are expressed every day in and out of school. They are strongly supportive of the school kawa and the focus on positive recognition through awards. They consider that together these things have improved the school culture (*see story 23*).

"Ko ngā whanonga o ngā tamariki, ngā āhuratanga o ngā tamariki, kua pai haere o rātou ngākau. Kua tīni te kura i ngā ture me ngā kawa." (The behaviour and outlook of students has changed—we're a lot more open and compassionate because of the change in our school rules and approaches). (Ākonga, Year 8)

"I've moved up the maungarongo a lot, and I feel proud of this. It's embarrassing when you get moved down on maungarongo... It's like the world ending!" (Ākonga, Year 5)

Making sure no one is left out

Most of the seven schools had developed a system for **collecting data on the acknowledgements offered to students**. Data were recorded about which students received postcards home or award certificates. At some schools, teachers recorded significant displays of values in their school Student Management System (SMS).

One main reason for collecting these data was to deliberately target the students who were not getting acknowledged. School leaders considered it important to make sure that every student was recognised for their displays of school values, and that staff spent time considering the strengths and capabilities of all students, including the students who staff found challenging. Some schools shared the names of these target students with staff who were then encouraged to look for ways to acknowledge them. This was one way of shifting mindsets by supporting positive discussion about individual students’ behaviour.

Building a consistent system for addressing behaviour incidents

As part of the PB4L-SW framework, all schools develop a system for addressing behaviour incidents, including a referral process for major incidents. Schools tended to work collectively with staff to develop a system and debate what constituted a minor or major behaviour incident. **These discussions supported consistency** as staff reached a shared understanding about behaviour incidents. Most schools had worked iteratively and used staff **feedback to improve their system** to ensure it was workable for staff. Schools also provided existing and new staff with training and support to ensure systems were consistently used. School leaders considered it important that staff felt supported in the event of serious incidents, so these systems included a process for teachers to seek assistance for these incidents.

All schools also had a clear and **well-known system of behaviour consequences**. Staff saw these systems as supporting consistency in how teachers addressed incidents. This consistency was confirmed through discussions with students. Across schools **students could clearly describe their school system and rated the process as fair**.

Consequence systems varied considerably between schools. The first layer (for minor behaviour incidents) started with teachers re-directing, restorative chats, or students completing restorative “think sheets” in class. The next layer could include detentions, community work, or time working through a solution in a mediation room or with senior staff. At all schools, more serious consequences included stand-downs, suspensions, or exclusions, although at most they were rarely or never used.

At some schools there was a layer of restorative community conferences, or school and family meetings, which were focused on discussing how all parties could support a student. The ultimate aim was to avoid the need for suspensions or exclusions and therefore keep students at school. **These restorative consequence systems appeared to be better aligned with the intent of PB4L-SW** than the more traditional consequence systems that included detentions or automatic suspensions for certain types of major incidents (*see Chapter 4 for more discussion*).

Including students as partners

Like staff, the students we talked to were more interested in, and committed to, things they had been involved in developing. Including student perspectives was a way of **creating a shared sense of ownership**. Some of the seven schools had stronger co-construction processes than others. However, all schools sought student input as they initially developed their PB4L-SW values, expectations, and reward systems.

Being responsive to student views was important to schools, so most had **formal processes for seeking ongoing feedback from students about PB4L-SW practices such as rewards or expectation matrices**. Some schools had student PB4L teams who consulted with their peers and met with school leaders to offer suggestions for improving the school environment or processes. Others had student councillors who had added a PB4L-SW lens within their work. Some schools ran annual surveys to hear students’ feedback.

Most of the seven schools also had **just-in-time processes** that made sure student views were part of the mix when revising core practices. At some schools these **opportunities were used to build students’ competencies**. For example, one school held a student design competition to develop an award postcard to go home. The winning postcard was printed for use across the school. Students told us one reason they placed a high value on the postcards was because they were student-designed.

Building a network of student leaders to promote the values

Most of the seven schools had networks of student leaders (e.g., house captains, head boys and girls, class leaders, school council representatives, sports captains, lunch activity or gear monitors, environmental group leaders, tuakana, Māori or Pasifika student leaders, kapa haka or cultural group leaders, hospitality leaders, student representatives on the board). Staff worked with these leaders to make sure that they understood that **part of their responsibility was to uphold the school values**. This message appeared very clear to the student leaders we talked to.

Most schools had a range of other ways they **developed student leaders who could promote school values**. These included students running celebration assemblies or making videos that showed their peers demonstrating the school values.

The story below shows one school’s approach to consulting students and building student leaders who modelled school values.

Story 12: Student leaders help Newtown School build a sense of community

PB4L-SW has increased the value staff place on involving students in leadership roles and decision making.

At Newtown School, student views "are respected and acted on". Three of the main ways students contribute to their community are discussed below. All are linked to PB4L-SW.

Seeking input from a student PB4L team: Each class at Newtown School has two PB4L monitors who are part of a student PB4L team. These monitors ask their class for suggestions about how to improve the school environment, any issues they are seeing, and for ideas about student and teacher awards (students nominate teachers who display the school expectations).

The full student team meets with a staff member every 2 weeks to share ideas from each class. Key decisions are recorded in PB4L books that go back to each class. Using the book makes it easier for monitors to feed back to their peers. School leaders use students' suggestions to make improvements to the school environment, decide on rewards, and as one way of selecting a focus for their just-in-time approach to teaching the school expectations (**see story 9**).

Encouraging student leaders to model the school expectations: The school has a network of students in leadership roles. These include tuakana (in the immersion class), bell ringers, sports gear monitors, eco and composting crews, and recycling monitors. Students are clear that one of their responsibilities is to uphold the school expectations.

Focusing on student co-construction: In class time teachers use a range of approaches to co-construct what the school expectations might look like with students. One shared approach is Circle Time (**see story 9**). In the immersion unit ākongā and kaiako have hui to consider how they might show the school expectations and values at school events and within the learning programme.

Overall, students valued the many ways they could be leaders at their school and thought that all schools need to seek student input and ideas. Having lots of opportunities to input into school life appears to be contributing to a stronger sense of community at the school.

"You have to look at what's going on in the playground, what could be fixed, what's going wrong, what kids need... We also give teachers awards. You recommend a teacher, then you pick 3 out of the 5 [teachers], and we vote on which one it should be." (Years 5/6 student PB4L monitors)

"Teachers remind us all the time of what the expectations are. They're stuck in our brains forever! The students who are monitors also remind other students." (Years 5/6 students)

"Tuakana have more responsibility [and show the school expectations]...we have to look after the small kids, and be role models. Being a leader, looking after the kids, being a good example, being helpful in many different ways..." (Years 7/8 immersion ākongā)

"It [the behaviour and rewards system] is child run. We [ākongā and kaiako] come together and have PB4L hui at lunch time, or hui ā-whānau. When a new event comes up each term we decide how particular PB4L values will be expressed in the event. Particular values are also included in our kaupapa each term, like 'Kia Tūpato', how does this fit in science? The kids do it, they organise it, they write them up. We assess how they do too. Ka rongo ahau i te aha, ka kite ahau i te aha?" (Kaiako from immersion unit)

[Our school is] "Awesome—everyone learns something new every day... Teachers learn something from the students." (Years 5/6 students)

Building students' ability to self-direct

One way some schools encouraged students to reflect on and develop the school values was by including a **focus on the values in student goal-setting processes** or within student three-way conferences with parents and whānau. Some schools had systems for students to **track their progress towards school awards** based on the values.

Working with the community to create change

Consulting with parents and whānau about values

When developing their school values and behaviour expectations, schools had placed most of their emphasis on consulting with students and staff. **However, all schools also had processes for consulting parents and whānau or other community members.** Across schools, staff noted that it could be hard to get a good response to parent consultations about school practice. Consultation processes with parents and whānau tended to be more successful when they involved students. Processes used by schools included:

- holding parent and whānau consultation meetings, hui, or fono
- using time at other school events that students and families attended such as meet the teacher nights, or school performance nights, or sports events, to show the draft school values or processes and hear feedback
- reaching parents and whānau through student activities (e.g., students shared the draft values with their parents and asked for their ideas. Parent feedback was taken back to school and summarised by class teams)
- using staff members who have the most contact with parents (e.g., a class teacher or tutor teacher) to consult with parents and whānau.

Processes that schools used to consult with their Māori community are discussed in the section *“Weaving together PB4L-SW and te ao Māori”*. A number of schools had **formed connections with key community members** who support them to consult with parents and whānau about school values and practices at hui or noho marae.

To consult with Pasifika parents about school values and practices some schools had **formed connections with key community members and held parent fono, or used time at home–school partnership meetings.** Most schools were in the early stages of considering how they might form stronger connections with their Pasifika communities to discuss and share PB4L-SW practices.

Working to building parent and whānau knowledge of PB4L-SW

Once schools had developed their values, most had **multiple ways they attempted to share information and keep parents and whānau informed** about PB4L-SW practices. Strategies included:

- introducing school values and PB4L-SW processes to new students and whānau during transition, IEP, or new student meetings
- including information about values, awards, and consequences in school prospectuses, brochures, new student packs, and on websites
- making sure PB4-SW practices were visible at all school events (e.g., the principal commenting on students’ displays of school values or by having visible banners)
- frequently mentioning PB4L-SW practices, values, or student awards in newsletters, class or principal blogs, or on school Facebook or website pages
- presenting the school values in more than one language to be shared with parents and whānau. Most schools had values in te reo Māori. Some schools had translated their values into the common languages of other parent groups
- designing special brochures about PB4L-SW and the school awards system.

Some schools more actively involved parents and whānau by:

- connecting home and school values by inviting parents to complete diagrams that showed what the values might look like at home
- involving parents in the award process (e.g., giving them reward cards to hand out on school trips).

Sharing the positives: Reframing relationships with parents and whānau

Conversations with parents and whānau suggested that celebrations of their child were a key way they gained an understanding about PB4L-SW practices. At some schools, staff described how their previous connections with some parents were mostly about addressing behaviour issues. **PB4L-SW had supported schools to create a more positive basis for relationships.** A number of schools had developed systematic processes to ensure that all parents received some form of positive notification about their child’s displays of values during the year. These processes could include:

- just-in-time phone calls or texts home about a child’s display of a school value
- postcards home about displays of school values
- discussions of a student’s display of values at student-led conferences or parent–teacher sessions. Some schools included comment on the school values in reports
- informing the community about the students who gained awards via the school newsletter, website, or class blog
- inviting parents and whānau to celebration assemblies or award events.

Processes such as texts home or postcards were highly valued by students and parents.

Working with local schools and the wider community

All schools were part of PB4L-SW clusters with nearby schools. Most of the case study schools had other groups with whom they shared their practice. Spreading a wider net had a number of benefits. It was a way of **aligning practice to better support students** and it gave schools a more positive profile in their community.

Most schools worked to share and align their practice with professionals who worked with the school, such as school social workers, police, or Child, Youth and Family workers, or external providers who ran programmes at school. Others reached out to local business or community groups to share their approaches to behaviour. An example of how Newtown School was sharing their awards system and building a stronger profile in the community is presented below.

Story 13: Building a positive local community

Newtown School is extending its approach to behaviour expectations and "Caught Being Good" awards to the local community.

Staff at Newtown school see their behaviour expectations and the whakataukī "e tū Kahikatea" as representing who they are as a school. They aim to **embed these expectations within everything they do.**

The school is located in the middle of a busy community and many students visit the local library. Library staff were having difficulty managing student behaviour, so the school shared their approach to behaviour expectations and gave library staff "Caught Being Good" cards to hand out. Students place the cards in a box at the library, and once a week they are collected and added to the school awards system.

This has been highly successful, so the school started working with other providers. Now they have shared their expectations and card system with the local dental clinic and external providers such as LIFE Education. One next step the school is debating is reaching out to local shops.

Recently the school started a new relationship with an in-line hockey Kiwisport provider. As a starting point the school connected their expectations to particular behaviours at the hockey stadium. The in-line hockey programme manager saw a strong alignment between the school expectations of safety and respect and her group's values. The focus on expectation was assisting her staff and the school to be "all on the same wavelength" and reinforce the same bigger goals.

PB4L team leaders consider that these community connections are playing an important part in **aligning providers with the school** and assisting them to promote positive behaviour. One important benefit is that this **improves the school's connections and reputation** with the local community.

In the local area, the other primary and intermediate schools are also part of PB4L-SW. At cluster meetings the schools discuss their connections with the community. Staff at Newtown School consider that having a cluster of local schools that are all part of PB4L-SW is also assisting in building a **wider sense of community**. Local businesses and groups see the similarities between the approaches of different schools.



"It gives the school a voice in the community...a more positive profile...they understand who we are..." (PB4L team leaders)

Some school leaders considered that to best support future students they needed to be part of a community change process. **Supporting the local community to meet their goals** was a focus at a couple of schools. One school offered community classes and social services to families and whānau and had started a kaumātua morning tea to encourage local elders to form connections with the school and contribute their knowledge and expertise to students and other whānau. A focus on PB4L-SW was interwoven with these approaches.

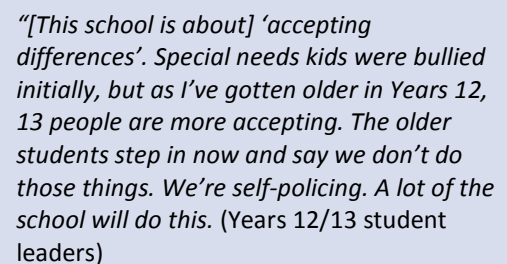
Placing the child at the heart

Schools had developed creative ways of “placing the child at the heart” by **interweaving PB4L-SW practices through their approaches to inclusion, pastoral care, or transition**. This interweaving assisted schools to better support individual learners.

Making sure students with special education needs are included

At most schools, the **SENCO was a core member of the PB4L-SW team** or had connections to the team. This meant that as the team developed new PB4L-SW processes, the perspectives of students with special education needs were considered.

A focus on inclusion was part of most schools’ values and behaviour expectations. This provided a mechanism for schools to have discussions about inclusion and valuing difference. Staff and students appeared to be taking on board these messages. When asked to describe their school culture many students used words such as “accepting” or “inclusive”.



“[This school is about] ‘accepting differences’. Special needs kids were bullied initially, but as I’ve gotten older in Years 12, 13 people are more accepting. The older students step in now and say we don’t do those things. We’re self-policing. A lot of the school will do this. (Years 12/13 student leaders)”

Most staff noted that **teaching of expectations and school award processes were well suited to the needs of all students**. If necessary, teachers adapted the way they taught or discussed the school behaviour expectations for students with special education needs (e.g., by making more use of visual prompts). One challenge for staff at some schools was that consequence systems did not work well for students with complex or high needs. Special systems were developed for some students. This challenge was more evident at schools that had consequence systems that were more punitive¹⁴ such as detentions. It was less evident at schools that used restorative approaches. The story below shows how one school had incorporated PB4L-SW practices within their approach to inclusion in ways that supported students’ learning.

¹⁴ The term “punitive” is commonly used in PB4L-SW schools to refer to traditional or punishment-focused disciplinary consequences such as withdrawal of privileges and zero tolerance policies.

Story 14: PB4L-SW supports the learning of all students

At Papatoetoe South School, PB4L-SW practices support the learning of students in an inclusive centre. Parents and new staff are introduced to the school's values, behaviour expectations, and systems early on.



Papatoetoe School has an inclusive centre called Le Va that offers students, depending on their needs, the opportunity for full or partial integration into mainstreamed classes or full-time placement in the centre. Two classrooms operate as part of Le Va, with a range of extra resources to support learners with high needs. The centre's focus is to get students working successfully in regular classroom settings so all students have an inclusion component in their Individual Education Plan (IEP). Some students come to Le Va and stay for a few months, others stay for a few years.

The Le Va Inclusive Centre builds on the connections and positive relationships with parents that the school had developed through the Toe Toe Mutukaroa project. As part of Mutukaroa, school leaders **visit the families of new entrants to develop IEPs for each child** and consider if families might need support. **The school's focus on PB4L-SW values and behaviour expectations starts early on** as expectations are talked about with families and included in IEPs. Families are told about the school's praise postcards and weekly awards.

The processes used to ensure *"teachers are all on the same page, and moving forward"* are a key part of PB4L-SW. The school provides staff with **PLD opportunities to support consistency across the school**. One staff member who had been working in the centre for less than 6 months noted: *"When I started, I did an induction programme on PB4L, its history, values and processes..."* Another core focus is the **weekly lesson based on a behaviour focus selected from school data (see story 8)**. Staff in Le Va, or teachers who have students with special education needs in their class, adapt the lesson for their students (as they do with other work). For example, they might make more use of visual or non-verbal prompts to talk about behaviours. Like all students, the students in Le Va develop a class contract based on the school's 3Bs values.

Le Va leaders and staff consider their school-wide approaches such as the code of conduct and focus on active teaching of expectations is as valid for students in Le Va as it is for those in the mainstream. The same hold for Tier 2 interventions.

A new staff member was very positive about PB4L-SW. She commented: *"life skills are happening before your eyes"*. Her approach is based on emphasising the positive and **using the school's 3Bs values to explain things to children**. She believes that when the children are happy, they can work through behaviour choices, *"caring and sharing are shown through activities in class, and we [teachers] model it... for me whatever the situation is, I look at how to make things positive, to benefit the children, to learn more and be more responsible"*.

The new staff member is of Samoan descent. She described how the school is multicultural, and there is a sense that all staff are working together, and that students across the school accept and respect difference. Le Va has a real family feeling, where teachers encourage students within the classroom environment and outside in the playground area, to do well.

"Le Va is a very tight unit, we work together, and the main goal is to make sure everyone is learning, everyone is respectful and participating, everyone is treated equally even though they might have different disabilities."
(Le Va staff member)

Finding new ways to support students' transition to school

Each of the case study schools had developed a way of **embedding a focus on PB4L-SW values and behaviour expectations within their transition processes for new students**. This enabled schools to introduce new students and their families to their values and PB4L-SW approaches early on. Most schools were proactive about forming relationships with the families of students who had special education needs or behavioural concerns. They aimed to build positive relationships that could assist in the tailoring of approaches to student needs.

The example from Cobham Intermediate shows how a school used some of the approaches they developed through PB4L-SW to revise their transition and class placement process. Transition is a particularly important focus for intermediate schools as students only attend for 2 years.

Story 15: Knowing who our students are

Staff at Cobham Intermediate are using student data and a team approach to better meet the needs of individual students.

The PB4L-SW focus on sharing and using data for problem solving has assisted staff at Cobham Intermediate to improve transition processes and develop a preventative and team approach to behaviour issues.

To facilitate a smooth transition for Year 6 students, a team of staff (rather than an individual) now visits local contributing schools to discuss students and collect data about learning needs and behaviour, as well as achievement. Students with special education needs and those who might need behaviour support are identified.

Transition meetings with these target students and parents are held early on. School staff hear from families about how to best support students. Families are introduced to school expectations and awards.

Staff are careful to make sure the information they collect is used for a specific purpose and not to label students. One use is deciding on the **optimal class placement** for each target student. Student needs are matched to teacher characteristics (e.g., teachers who could be a male role model for students, or teachers with specific expertise in working with students who have Aspergers). Information about which peers might support these students, or act as role models, is also part of the mix. Students who might need intensive support are spread throughout the school: *"It's strategic placement between students and teachers. Ensuring there are positive role models—we're aiming for a settled and engaging environment—where students are recognised for their positive behaviour"* (School leader).

Information is shared with teachers so they know which students in their class might need extra support.

Teachers are offered assistance to meet students' needs. There is an open invitation for any staff member to attend a fortnightly pastoral care meeting. At these meetings the team, which includes the RTLB and SENCO, engage in problem-solving discussions about any issues that are raised.

The student data are also used to develop a set of pocket cards that are placed inside a duty bag for duty staff. These pocket cards have information about individual students including tips about the best way to approach students with behavioural issues and information about students' medical conditions or medication.

Staff are finding the new approaches have a number of benefits. Classes are more settled. A number of students who were described as challenging by primary schools seem to fit in well at Cobham. The school has also established relationships with families, which enables them to work together if needed.



"There is a chance to start over—a lot of people were over-shadowed at primary...it's like...there's a clean slate and we can just go for it...do everything you can to show what you can do." (Year 8 students)

"...we build relationships with the parents early. We set the scene and talk about expectations at Cobham—we've been more proactive, making those connections." (Teachers on PB4L team)

Placing the child’s family at the heart

Some schools had a commitment to home visits, either for all new students or for students, families, and whānau who were perceived to be at risk. Rather than the first connection between the school and families being a negative one to discuss learning or behaviour concerns, these visits created a relationship that could be built on over time. Staff considered visits home created stronger relationships, particularly for parents who did not have positive perceptions of school. During these visits, school staff heard about family aspirations and considered how they could offer support. Staff combined family and school knowledge to develop plans for the future. **Staff also shared school PB4L-SW values and expectations and ways of working.**

At schools with high Māori rolls, during these visits school staff were often **supported by a kaumatua or someone with mana in the community or from the school board.**

Embedding PB4L-SW within pastoral care networks

Generally, schools made sure that PB4L-SW practices were connected with pastoral care networks. School leaders and middle leaders, such as the DP or deans, who had oversight of pastoral care processes, were usually on the PB4L-SW team or connected to the team. **At secondary schools, tutor or whānau teachers played a key role in promoting PB4L-SW values** as they were often the staff who had the day-to-day responsibility for teaching and discussing behaviour expectations with students. The following story shows how one school used a focus on PB4L-SW values to assist whānau tutors to build a stronger focus on student wellbeing.

Story 16: Whānau tutors use school values to discuss student wellbeing

Using a whānau tutor as a consistent and supportive conduit between students, their families, and staff, Manurewa High School is embedding their core values.

Building from some of the processes successfully developed through Starpath,¹⁵ Manurewa High School is using a whānau structure to promote and explore their four values. A **whānau tutor** is a teacher who is responsible for a group of students, and works with them individually. Whānau tutors **accompany each student throughout Years 9–13, and are part of the school whānau system.**

Their role is to work with the young person to ensure they are meeting their goals academically, socially, and culturally. At the same time, the whānau tutor is a key contact person for whānau and parents too.

While Starpath emphasises the academic potential of students, PB4L-SW values have added a wellbeing focus. The values have become the **framework to discuss student wellbeing at school.** The values are described in student term planners (see image below) and **help frame student-led discussions about goals with whānau tutors and their parents.**

Prior to introducing the whānau tutor approach, there was only a 20 percent attendance of whānau and families at parent–teacher interviews. Now there is a **sustained 80 percent+ attendance at three-way student-led conferences.** As one of the PB4L team members explained: *"It's about connections. The whānau tutor sees the kids every day. They build the relationships with the kids. The family know that there's one point of contact."* By using a whānau structure to facilitate student wellbeing and progress, the school has **enhanced the whanaungatanga** (a core school value) between the school, students, and local families.

"I was able to form good relationships with whānau—they could text me. It's a triangulated approach between whānau, student, and teacher. Some of our parents aren't comfortable to come into the school and ask probing questions. This is the role the whānau tutor will take [in advocating for the student]... This has created a vehicle for seeking views from whānau. We can also organise translators when English is a second language." (PB4L team member)

"The whānau tutors know the families so well. They are also with the students and are advocates for the students as well. They see the students in a different way through their relationships. They have all the information (NCEA, e-asTTle, attendance etc.), which is handed out, but this is alongside the students' learning goals." (PB4L team member)



¹⁵ Starpath is an evidence-based school-wide intervention aimed at improving the educational outcomes for students who are currently not meeting the criteria required to progress into degree-level study and, as a result, are under-represented in tertiary education. See: <http://www.education.auckland.ac.nz/en/about/research/starpath-home.html>

Maintaining momentum

The New Zealand education sector is littered with the ghosts of past initiatives that ended after a few years when their funding ceased. It was assumed that, after a period of time, the initiative would be embedded in school practice and therefore no further resources or support would be needed. This pattern is discussed in literature about the longer-term sustainability of educational initiatives. Much of this literature concludes that **school improvement successes can be fragile** (Fullan, 2007; Goldenberg, 2004; Hargreaves & Goodson, 2006). One reason for this is that implementation models often assume schools travel through a linear process to reach full and final implementation. Instead, Fullan (2004) notes that schools travel through iterative cycles of growth, plateau, and dip phases. Different forms of support are needed at each new phase to ensure that schools move past each plateau and on to another growth phase rather than a dip. This suggests that **long-term strategies are needed at both a school and national level to ensure that initiatives maintain momentum.**

Most of the case study schools had been part of PB4L-SW since 2010 and were not receiving any further funding for Tier 1. However, at all schools there was a sense that PB4L-SW was still very much alive. The fact that a number of schools had started Tier 2 was one factor that was contributing to this momentum—as Tier 2 offers the support and new ideas needed for another growth phase. Schools were also networked in their local clusters and had access to SW Practitioners to assist them to work through challenges or dips.

Whariki/Faliki: “PB4L is embedded in everything we do”

Across schools it was clear that the **deliberate actions of school leaders and PB4L-SW teams were also encouraging momentum** to be maintained. Over time the case study schools had **deliberately interwoven PB4L-SW practices within everything they did**. One main driver for this was a desire to create a coherent approach that was clearly visible to staff. Another driver was the knowledge that **practices that are embedded are more likely to be sustained.**

At the early stages of PB4L-SW, this coherence was not necessarily visible to all. Some school staff had initially seen the initiative as a “stand-alone” or “add-on”. Schools had reviewed different practices and worked to align these with PB4L-SW.

This alignment looked different at each school depending on its context. Many of the school stories in this report show examples of how aspects of PB4L-SW practice are now interwoven in school structures such as school charters, PLD processes, appraisal systems, transition and IEP processes, student goal setting and three-way conferences, and curriculum planning processes.

“Some staff had little buy-in: ‘it’s just another initiative’—but once we did the training together it brought everyone together, and we could discard old models.” (PB4L-SW team members)

As they reviewed school practices for coherence, some leaders found their school had existing behaviour management or other practices that overlapped with PB4L-SW or did not have a good fit with the positive philosophy of the initiative. For schools, this meant making **decisions about changing or discarding aspects of school practice**. PB4L-SW provided a rationale for moving on from some practices.

Some school leaders also **considered the extent of alignment with PB4L-SW as they made decisions about new PLD initiatives or whether to form relationships with external education providers**. If providers could not make connections to their school values or had a different philosophy about behaviour, schools chose not to use them.

Building clear connections between PB4L-SW and learning

One priority for schools in embedding PB4L-SW was making an **explicit connection between PB4L-SW (and its focus on behaviour) and their approaches to learning**. To do this, some schools had chosen a value such as "Be a learner", others clearly linked to learning behaviours in the text that accompanied the values or in their expectations matrix. This positioned behaviour as being more central to teaching and learning as opposed to being the main responsibility of pastoral care staff.

Story 17: "Everything we do is 3RP@C"

Developing a school brand based on their PB4L-SW values is assisting Cobham Intermediate to define who they are and spread their focus on consistency to other aspects of school practice.

Developing a set of PB4L-SW values has enabled staff at Cobham Intermediate to spend time reflecting on their **school purpose, who they are, and the values they want to promote**. A parent assisted the school to develop the "3RP@C" brand to describe their values. The 3RP@C emblem is used in many different ways. The school used some of their PB4L-SW participation grant to purchase large banners that show the values. These are located at the school gate and in the hall. 3RP@C is talked about in newsletters. A PowerPoint presentation that has information about 3RP@C with the school values in the common family languages of students plays in the reception area.



Students said that 3RP@C is all around them—the values are on their uniforms, the basis for the GOTCHA awards, and "the teachers talk about it all the time... It's promoted at assembly...the massive banners—you see them all the time." Students consider the school brand shows what their school stands for.

It's really different from any other schools... It's a good base to build a school around—it's the morals behind a school... I think...it creates a school feeling—Cobham's known for 3RP and all the opportunities we have...it all comes back to school morals...it's all about our morals and that's what kinda creates us as a school." (Year 8 students)

For staff, the focus on 3RP@C and a framework for promoting and teaching these values offers a sense of unity and consistency.

Building on the way they have successfully embedded 3RP@C within school life, school leaders are applying the benefits of a **consistent school-wide approach and known brand** to other areas of school practice. The school is in the process of defining an agreed set of teaching and learning beliefs and common pedagogies that will be used across the school. As one starting point they have made a link between 3RP@C and the Habits of Mind—a shared pedagogy already in use at the school.

They are also making connections with the school brand by naming the learning programme Curriculum@Cobham.

"Everything we do is 3RP@C. We use it amongst ourselves too. It's embedded in the school culture—it's common language." (Teachers on the PB4L team)



"... '@C' has become our new brand...it has come through PB4L and the 3RP@C approach. It's enabled us to improve and review our systems and approaches—it's made us think what we're about, what values we want to instil...consistency has been part of the whole process." (School leaders)

There were many other ways schools worked to make links between PB4L-SW and learning. Some schools had selected particular pedagogies, which they considered a good fit with PB4L-SW, as a whole-school focus. For example, one school was building a stronger focus on co-operative group work because of its perceived fit with the student capabilities they were fostering through PB4L-SW. Another example is described on previous page.

Other schools had worked to explore the aligning between approaches to behaviour and learning (see story below).

Story 18: Whariki—Bringing the strands together

At the start of 2014, Makoura College staff spent time at a Teacher Only Day creating a whariki model that blends the school’s main approaches to learning and behaviour.

In small groups, staff unpacked the philosophies underpinning each of their main initiatives and pedagogies (He Kakano, Assessment for Learning, Restorative Practices, PB4L-SW, and the Makoura Responsibility Model (*see story 27*). They considered the connections between these philosophies and their fit with the goals set out in two key policy documents (*The New Zealand Curriculum* and *Ka Hikitia*). They then worked to develop a model to unify these approaches. Staff came up with eight different whariki models. They then voted on the best one for the whole school to use.

The intent of this exercise was to assist staff to have a clear view about the big picture they were working towards as well as see the coherence between current approaches. For school leaders it is important that staff do not see PB4L-SW, or any other initiative, as stand-alone.



An Australian evaluation (Mooney, Dobia, Barker, Power, & Watson, 2008) suggested that a lack of obvious connection between the PBIS focus on behaviour and school approaches to learning was an area of tension for PBIS. As noted in the preliminary PB4L-SW evaluation report (Boyd et al., 2014) this tension is less evident in New Zealand—perhaps because schools are making these links for themselves. Examples of these linkages are illustrated above. It is likely that the implementation of the revised curriculum (Ministry of Education, 2007) influenced these connections as this prompted schools to develop clear ideas of what core learning values looked like. These values appear to be incorporated in the values and behaviour expectations schools subsequently developed through PB4L-SW.

Keeping it fresh

As well as working to find new ways of interweaving PB4L-SW within school practices, school leaders also **worked with their board of trustees to ensure ongoing resourcing for staff time and PLD relating to PB4L-SW**. The momentum of the initiative was also maintained through the actions of school teams which were involved in **constantly reviewing and improving approaches**. As some schools had started Tier 2 training, this had also sparked a review of Tier 1 approaches.

One school’s deliberate approaches to keeping PB4L-SW on the agenda for all staff are summarised below.

Story 19: "Keeping it fresh" and maintaining momentum

Aurora College has taken a planned approach to ensure PB4L-SW is sustained. "Keeping it fresh" is the way they described their different approaches to maintaining momentum.



"You do have to put your money where your mouth is: spend money and time on signage, so it is permanent. You do have to make it important: this isn't going to go away, and it isn't a passing fancy or a phase. This is here to stay." (Leadership team)

To ensure PB4L-SW is an integral part of life at Aurora College, the PB4L-SW team has **prioritised regular meetings to review and improve approaches**. The team is made up of staff with diverse interests and expertise. This enables them to take on different roles: *"We divided into action teams that look at PB4L: a research group, a rewards group, a celebration group, a lesson plan group etc. It's the*

best thing that we did when we set it up" (PB4L team member). Mixing up the team by including new people makes a real difference, because fresh faces keep enthusiasm levels high.

The PB4L-SW team regularly consults with all staff about possible improvements and shares research and professional readings. Along with in-house sessions, all staff are encouraged to take up external professional development opportunities relating to PB4L-SW, such as attending the annual conference or relevant workshops. Attendance at these forums ensures that the programme remains fresh in staff thinking and practice: *"All staff are included in any PLD, not just the PB4L team. It takes a village to raise a child. Everyone is expected to be at updates and briefings"* (Board Chair).

A focus on PB4L-SW is part of the staff appointment process. The principal reflected: *"We really focus on people's ability to form positive relationships with students."* This is one way of ensuring the inclusive atmosphere of the school is maintained.

A staff handbook has been developed to ensure that there are consistent messages about the values, expectations, and rewards system. This has been useful for new teachers as well as part-time or relief teachers: *"The relievers come back and build on the atmosphere of the school. They can see how they fit in"* (SENCO). Ongoing training and staff induction helps keep busy teachers in the loop, consolidate staff ownership, and allows everyone to share ideas about what's working or not.

"Keep the initiative fresh! We constantly have to do this. Otherwise people don't take it seriously. Now that we've taught all the expectations to students (once a fortnight), we asked ourselves how to make this not boring... We look at what is happening and isn't happening: we look at the forms we use, and ask whether they're working or not. We may tweak things with staff. We ensure it's a living thing." (Principal)

Principal and senior leadership buy-in has added weight to PB4L-SW amongst staff. Leaders who are present throughout the process have been a vital part of sustaining its effectiveness amongst staff, students, and families. One team member reflected that *"the commitment of the principal has been an important part of maintaining momentum. She's at all the meetings. Staff see her as a big part of it. We don't think it would work if she wasn't so involved."*

Accessing external assistance to support change

All but one of the case study schools joined PB4L-SW in its first year (2010). The staff we talked to who attended this training found the resources that were shared with them very useful and had adapted them for whole staff sessions. Some school staff commented they would like to see more local content in these resources.

Practices relating to PB4L-SW were well-embedded in the schools and therefore by 2014 they had less need for external support for Tier 1. The most important current form of support appeared to be a **critical friend or coach** who was external to the school, and who could be called on if needed. For some, this critical friend was their SW Practitioner, for others it was a RTLB. Schools particularly valued the support from practitioners when they visited the school to present at staff meetings or support the team to problem solve in relation to an area of practice that was being debated (one common example was a debate about the value of extrinsic rewards). Current connections with SW Practitioners varied between schools. Some had strong relationships, others commented they had a number of changes of practitioner within a short time period.

On the whole, schools found they formed **valuable relationships with local schools** at the cluster meetings facilitated by SW Practitioners. In a couple of cases, all local schools were part of the cluster group. School leaders considered this supported **relationship building and sharing of ideas**, as well as **students’ transition** as they moved between schools that had similar philosophies and ways of working.

As most of the case study schools joined PB4L-SW in 2010, some staff noted they tended to be sharing their practice with the newer schools. The case study schools also got ideas from cluster group schools. Schools found these cluster groups more valuable if they contained at least some schools that were at a similar stage with PB4L-SW or of a similar type. To gain a wider perspective on possible approaches, some schools had visited PB4L-SW or non-PB4L-SW schools that had similar student populations to gain new ideas.

3. Stories of change

Introduction

This chapter gives examples of short- and medium-term shifts in school culture, teacher practice, and student capabilities and behaviour that are related to PB4L-SW. Some of the case study schools were in the middle of a substantial “turn-around” process when they joined PB4L-SW. They were reviewing all facets of school life including curriculum practice and pedagogy. These school leaders joined PB4L-SW because of its fit with their overall aim of improving how they supported students’ social and academic learning. Other schools were reviewing practice or were part of other initiatives. Therefore, **PB4L-SW was only one of the changes underway at each school**. For this reason we need to be cautious about making statements about the extent to which PB4L-SW on its own is “causing” change in schools.

Although it is not possible to disentangle the exact contribution of PB4L-SW, it is clear that school leaders, teachers, students, parents and whānau, and other community members all **considered practices relating to PB4L-SW were a key contributor to the positive changes** they were seeing at their school. There was a strong coherence of views about the nature of changes within each school, and across the schools. At schools we talked to senior students who were able to reflect on the changes they had seen over time. Across all seven schools, students’ perspectives on these outcomes and the changes that were occurring were well-aligned with staff.

Table 3 below shows the medium- to longer-term outcomes expected of PB4L-SW as outlined in the theory of change (for the full theory of change, see Boyd et al., 2014). The **yellow highlight** shows changes commonly reported by staff and/or students across the majority of the case study schools. **Green highlight** shows where change was less commonly reported or the changes were for a particular group. The pattern of yellow suggests that, for these schools, PB4L-SW is contributing to the expected medium-term outcomes.

Table 3: Expected medium-term PB4L-SW outcomes evident at case study schools

MEDIUM- to LONGER-TERM OUTCOMES (3–5+ years)
<p>Student outcomes</p> <ul style="list-style-type: none"> Improved behaviour and learning (fewer challenging incidents and SSEE, increased engagement, attendance, and achievement (some schools), smoother transitions to and from school) Increased wellbeing and ability to self-manage Increased skills and capability in promoting social wellbeing of peers and community (for groups of students such as senior students or student leaders) <p>School outcomes</p> <p><i>Teachers and classrooms</i></p> <ul style="list-style-type: none"> Teachers skilled at proactively managing behaviour and modelling and teaching effective behaviour strategies More inclusive classroom culture and stronger relationships Increased focus on learning (less time managing behaviour) Increased job satisfaction (higher staff attendance and retention) <p><i>Leadership, culture, and systems</i></p> <ul style="list-style-type: none"> School culture is more welcoming, inclusive, and consultative All (most) staff actively promote consistent approach to shared values Effective staff relationships and team-based problem-solving culture is embedded and maintained in longer term Staff have ongoing access to effective PLD and opportunities to build expertise and practice Data systems are used for early targeting of individuals and student groups (Tiers 2 and 3) Range of effective approaches and support available for target individuals and student groups (Tiers 2 and 3) (NOT a focus of the case studies) SW fully integrated in business as usual at school (aligned with learning approaches, systems, and other initiatives and aspects of practice) Lower demand for external professional support <p>Parent, whānau, and community outcomes</p> <ul style="list-style-type: none"> Parents/whānau more involved in school decision making and have increased learning orientation towards behaviour (some reports of change from staff, parents, and whānau) Wider community supports SW (some reports of change from staff, parents, whānau, and community members)

The stories below give some examples of what these outcomes look like within the context of each school. Examples of the changes highlighted in the table above are also embedded within many of the stories of practice included in Chapter 2.

Changes in behaviour referrals and major incidents

At all seven schools, staff and students reported that minor incidents were less likely to escalate and they were seeing a **decrease in major behaviour incidents**. This decrease could manifest itself in better relationships with peers, less aggression in the playground, lower levels of referrals to senior management, or less need for mediation rooms. Staff noted that this change was related to differences in both teachers and students. In part it reflected that staff had become better at managing behaviour and that incidents that used to be considered major were now classified as minor. The story below shows how one school was experiencing a dramatic drop in referrals.

Story 20: There's no "bad lands" anymore

PB4L-SW provided staff at Cobham Intermediate with a range of ways to create a positive school culture and prevent behaviour incidents.

Cobham Intermediate used to have an area of the school nicknamed the "bad lands" where students with behavioural problems were concentrated in a few classes. When the new principal arrived in late 2011, teachers felt they were working in isolation and not supported by management. Some students were not in class, and lunch-times were a particular challenge. The SENCO and teacher aides patrolled the grounds after the bell had rung to find students to take them to class or to a learning centre.

The school had "a muddle of behaviour problems", a high number of referrals to senior management, and around five students were stood-down or suspended each term. The DP had so many students at his door he did not have time to talk to them or find solutions. Consequently, a number of students were referred to the Ministry of Education behaviour services.

Leaders and teachers described how PB4L-SW has provided a multi-level system to proactively address minor and major behaviours and data that show problem areas. Management of lunch-times was the first thing the school worked on.

Two years later there are more students in class and the roles of the DP and SENCO are preventative rather than reactive. The DP spends more time counselling and supporting individual students, and the SENCO has more time to manage student transition and support teachers with the students in their class (*see story 15*). Staff now feel they are not alone in working with challenging behaviour. Staff from the PB4L team commented "We've been able to focus on intensive counselling—as opposed to putting fires out everywhere. There's lots of issues [in Christchurch] in relation to the earthquakes and family stresses."

In 2013 the school started using SWIS¹⁶ to collect referral data. In the first half of 2013 there were 785 student referrals. In the first half of 2014 this figure had dropped almost 80 percent to 161. In 2013 around 1 percent of students had six or more referrals a term. In terms 1 and 2 of 2014, no student had this many referrals and fewer had two to five referrals. The school had a couple of exclusions in 2013, but no similar incidents so far in 2014. They are also finding they no longer need to refer students to behaviour services.

School staff thought a number of key changes had contributed to this dramatic decrease in behaviour referrals: their focus on **active teaching of the 3RP@C values** and **positive acknowledgement** through GOTCHA awards; the **multi-level system** which gives teachers a **clear process for addressing incidents**; **better management of break-times** with lots of activities for students; and the **improved approach to Year 6 transitions** and class placement (*see story 15*). Cohort differences could also be a factor. Tracking of data over time will show whether this is the case. Even so, school leaders, staff, and students all agree that PB4L-SW is assisting in creating a strong and positive feeling of community at their school.

"[The school culture is] collaborative—it's consistent and clear. The kids feel part of the school. The teachers feel confident in addressing behaviour—they have a framework for dealing with behaviour. It gives us a consistent language." (Teachers on PB4L team)

"[The values help set us up for life] because it creates this feeling of community at school, it creates this feeling that you are all part of this one entity...it allowed you to be yourself, and it allows you to be kind." (Year 8 students)



¹⁶ The School-Wide Information System is a Student Management System designed to manage PB4L-SW data.

Prior to PB4L-SW, some of the case study schools had very high rates of suspensions or exclusions. The staff at most schools reported that PB4L-SW had contributed to a **drop in these rates**. Data from 2013 from the Ministry of Education school website,¹⁷ and 2014 data reported from some schools, show that most schools had lower levels of suspensions or exclusions compared with schools of similar decile or type. These data do not give the whole picture. For example, one school had excluded a student, but then designed a tailored support approach that enabled this student to return to the school. However, this exclusion is still included in their reported data. This resulted in this school having a higher rate of exclusion than other similar schools for that year.

The two stories below, from a primary and secondary school, show how PB4L-SW, along with other changes, was contributing to lowering suspension and exclusion rates. The story from Newtown School also shows another theme common across schools. Over time, schools were finding that staff’s increased ability to proactively manage behaviour was resulting in **less need to make referrals to RTLB** and Ministry of Education behaviour services.

Story 21: “The problem with Tier 2 is that you need Tier 2 students!”

Newtown School is finding the strong foundation they put in place in Tier 1 of PB4L-SW means they don’t have as much need for Tier 2.

Prior to PB4L-SW, break-times at Newtown School were messy. Teachers felt like “police”, and there was little consistency in how they managed behavioural incidents. Referrals to the principal were high, and the school also referred a lot of students to behaviour services.

Through PB4L-SW the school now has a positive, consistent, and preventative approach to teaching social skills and managing behaviour (**see stories 3, 9, and 12**).

In late 2013 staff at Newtown School started PB4L-SW Tier 2 training. They developed some new systems for identifying students and working with parents. Staff are finding that, because they are better at managing behaviours at school, they now have less need to use these systems. They now have the processes and data needed to identify possible issues for students so they can be addressed rather than escalating. Since 2011 the school has had no stand-downs, suspensions, or exclusions.

“When teachers are on duty they’re out there looking at positives, not negatives. It changes the dynamic, they’re not on duty as policemen.” (PB4L team leaders)

“It’s working good—all the kids are doing the right thing...”
(Years 5/6 students)

“We advise staff to watch for particular students, so we focus on positive forecasting. It’s made everything a lot calmer... Teachers are starting to identify behaviour patterns through using data, particularly minor behaviours, so they don’t increase into serious problems...” (PB4L team leaders)

¹⁷ <http://www.educationcounts.govt.nz/find-school>

Story 22: "We have suspended suspensions"

PB4L-SW is one factor that is contributing to low levels of suspensions and expulsions at Makoura College.

Prior to 2009, Makoura College was a small school with one of the highest suspensions rates in the country.

"In 2008...fist fights were regular, cell phone thefts were regular, student-teacher relationships were disastrous, there was swearing and disrespect...it wasn't cool to achieve NCEA..."
(School leader)



In 2009 a new principal decided to "suspend suspensions" and instead develop a restorative approach to managing behaviour that was true to the school's motto. Joining PB4L-SW in 2010 offered the school the tools needed to more clearly define their values and proactively teach these. Alongside this, higher expectations were set about NCEA pass rates and the learning programme and pedagogical practice was reviewed to make sure students were engaged and supported. The school's overall approach is outlined in the Makoura Responsibility Model (see story 27).

Now achievement rates are up, and in 2013 the school had a lower rate of stand-downs than other decile 2 schools and no suspensions or exclusions.* Staff find they are mostly only dealing with minor issues such as smoking. Other changes also suggest that the school has been successful in engaging students. Fewer students are going to the local teenage pregnancy unit, and local youth offending rates have dropped.

The Years 11 to 13 students we talked to, a number of whom had been at the school since 2010, had noticed changes over time at their school.

"We feel proud of Makoura. I've been to four colleges and this is the best one—it's the people... There are good attitudes in the community now... people out there know it's a good school." (Students from te reo class)

"Students and teachers have changed their attitude towards each other and learning. When I first came here people didn't respect the teachers. Students have embraced the school values. Everyone has grown from the values, across the whole school." (Student leaders)

School leaders consider PB4L-SW is "one cog" in a system of changes that have supported the school to reframe how they think about learning and their relationships with students.

"I can't say that our turn-around is only because of PB4L. It's a combination of making smart appointments; growing our school philosophy and looking at how this can cater for our kids...it's a matter of finding the mind-set to work well with students, what is necessary to help the kids be successful. We've focused on the relationships between teachers and students. A lot of this has been repetitively working with staff—how they engage with students, so teachers are looking at the strengths of the young person, and how they can achieve the mission of the school—Kia Manawanui." (School leader)

* Data from <http://www.educationcounts.govt.nz/find-school>

Changes in school culture

Most students and staff considered PB4L-SW, and the focus on teaching and acknowledging values, had contributed to a change in school culture. Many described this culture as very different from the past. **It was calmer, more respectful, inclusive, and safe, but also with a positive energy.**

"Respect" was a term we heard a lot at all the schools. Staff and students considered their relationships were more two-way and respectful, and students thought similarly about their relationships with peers. Students noted that this was the case for most of their peers; however, at each school there was a minority of students who were not interested in the values and for whom the acknowledgement system "did not work".

The story below shows how the staff and students at one school perceived PB4L-SW had contributed to a change in their school culture.

Story 23: A stronger community at Waikirikiri kura

Prior to PB4L-SW, fights among students were an issue at Waikirikiri kura and staff did not have a unified view of how to address behaviour. Over time, staff and students at the kura have noticed a change in the culture of their school. They attribute this shift to their PB4L-SW journey, including the development of three kawa (values) that unified the school (**see story 5**). For staff, being part of PB4L-SW has supported the development of a more collaborative and data-driven school culture, and a better relationship with the school community.

"PB4L and our kawa have reinforced positive attitudes and interactions between us... The culture has changed the school and community. We work well together. We complement each other. We're on the same wave length in regards to what we want for our kura and whānau." (Principal)

"The three kawa have been most beneficial—we always bring it back to these. These have always been in the school, but it's just naming it and giving it the evidence. The data can be disturbing, but it makes us address issues. Teachers are filling out incident reports, and not pushing them aside, things are being addressed more openly as a result of PB4L. It stops the ripple effects—everyone is more aware of what's going on." (Kaiako)

Ākonga have noticed that the culture and atmosphere of the kura had changed as a result of the kawa and positive acknowledgement processes. There are now fewer fights, and a greater respect between kaiako and ākonga. They feel a sense of community at school.

"I like the kawa of our school—I like being a learner, and how it's improved our school..."
"...Our kawa improves us. When we had no kawa everyone would get into fights and not respect our teachers." (Ākonga, Year 5)

"School is like my second home—the principal is really nice, everyone knows her. If I'm out of the house and lost, I know where this school is. We're all one here. It's fun. We have heaps of opportunities. Our teachers are like our parents. If we're being bullied, they will help sort it out when we tell them." (Ākonga, Year 8)

Changes for student learning

Staff considered PB4L-SW was contributing to **students’ ability to relate well to others**. Some also considered PB4L-SW was contributing to **improved achievement** results.

Similarly, students described a range of different ways their school’s focus on values was assisting their social or academic learning.

Some described how improvements in the way students and teachers related to each other were resulting in **calmer and more supportive classroom cultures that assisted their learning**.

Students who were in leadership roles considered the range of roles available to them, and the opportunities they had to model the school values, **contributed to their sense of community and motivation**, as well as their **leadership capabilities**.

Through a focus on their school values the students at some schools were developing a **clearer idea of the behaviours that supported learning (such as persevering, reflecting, or asking questions)**. Across schools, students commented how they could see the transferability of their school values into other aspects of their lives.

The story below shows how a group of Pasifika students considered PB4L-SW practices were assisting their social and academic learning as well as improving their school culture.

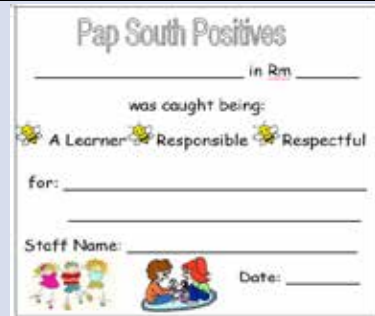
“[The values] make us concentrate more...it sets you up a bit more for life as it allows you to concentrate as you know that everyone around you will support you in whatever you do... It’s like a positive influence—it’s just a whole big set of positiveness! It just kinda drives you.” (Year 8 students)

“It’s good to set you up for life...they are basic principles to live by in any situation—not just school.” (Years 12/13 secondary student leader)

Story 24: Students "being brave"

Students from Papatoetoe South School think PB4L-SW is helping them be brave and confident learners.

A group of five Pasifika Year 6 students from Papatoetoe South School all know their school values. Four were introduced to the values in the junior school. One school value is "Be a learner". Students described how they displayed this value by **"being brave"**, showing confidence, **"wanting to share ideas with everybody"**, and asking questions.



Pap South Positives

_____ in Rm _____

was caught being:

A Learner Responsible Respectful

for: _____

Staff Name: _____

Date: _____

"'Being brave' means that we can ask questions. If we don't know anything, we ask teachers, or other

Another value that is very important to the group is **being respectful**. One aspect of this is accepting others.

"to respect other people and to be respected by other people...if you don't like someone, you still respect them... treat other people like you want to be treated..."

"...when other people are kind to me, I want to show the same respect to them"

"...accept everyone that comes to school, so they don't feel like they're being left out...being caring"

The group also said that these values are important at home: *"people respect you and you'll learn from that"*.

Students like the **consistent way the values are approached across the school**: *"teachers tell us about the values and we hear it around the school grounds"*. As Year 6 students, **they model these values** to other students, and will tell their peers if they are not behaving as expected: *"we teach them...do good things so students copy us, we enjoy setting good examples"*.

Students also like the way good behaviours are acknowledged: *"Every Monday at assembly, the values are stressed and highlighted and rewards are given out."* They enjoy the rewards such as time on the computer. The students are very clear about school processes and understand the difference between a minor and major behaviour incident. They thought the school has a **fair process for addressing incidents**.

Summing up, students said that learning is very important to them and that good behaviour is necessary for this. They want their school to be in the top rank of schools and they need *"to be on task"* to achieve this. They are confident that their school is working to improve how it supports their learning. For example, one student was pleased their school *"achieved 60 to 80 percent in national standards"*.

We asked students if they had noticed whether things had changed at their school in the last couple of years. They are seeing positive changes in the make-up of their school community: *"the community at school is getting better...the school roll is growing...fewer people are leaving school to go elsewhere"*.

Students are also noticing improvements in the social environment.

"There's better communications—how to talk to one another... getting along with each other...everyone is more respectful."

Students' comments reflect the school's focus on honest discussion and working collaboratively to build students' capabilities as learners. Students can see how their school values are assisting them to **develop behaviours that support learning, like being brave**. Students also have a **very clear overview of school processes and a commitment to their school community**. These students see the school as being like a family, where everyone treats each other like a brother or sister. They feel special to be at school, where they have lots of friends, and there are a lot of opportunities in sports like rugby or soccer. Now they feel ready to go to intermediate next year, and that their school has set them up to be *"caring, confident, and loyal"* young people.

Changes in engagement and wellbeing

Most of the students we talked to had a strong sense of pride in their school. Most described their school as a supportive community in which teachers took on board student views. They saw themselves as having a key contribution to make in maintaining the positive community at their school. **Students gained a sense of belonging from this feeling of community at their school.** Across schools, students described their school in similar ways to one Year 8 student: *"it's like one big family"*. For the students at some schools, this sense of connection extended to the local community.

A sense of connection to school (i.e., pride and belonging at school) is important as it is a known protective factor that is associated with lower levels of depressive symptoms and future risky behaviours such as early school leaving, teen pregnancy, and drug and alcohol use (Resnick et al., 1997).

The story below shows how a group of Māori students considered PB4L-SW practices were one factor that was contributing to the whanaungatanga at their school and their greater sense of pride in being Māori.

Story 25: "Be the Manurewa way"

Manurewa High School's bicultural values have supported Māori students to feel more confident in their identity.

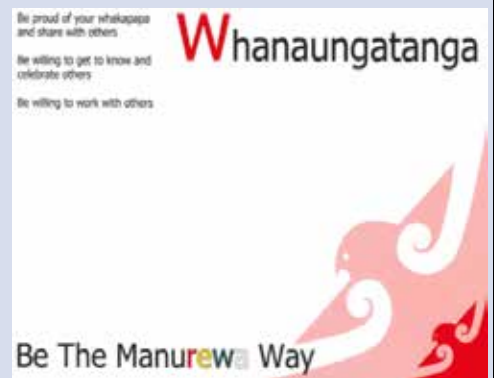
Prior to PB4L-SW, stand-downs, suspensions, and exclusions amongst Māori students were high. Māori students' experience of the school was that there were cliques with ethnic and age divisions. Māori stuck with Māori, Tongan with Tongan, and Samoan with Samoan. Younger students (Years 9–10) felt intimidated by the seniors.

Staff wanted to create an environment that promoted Māori wellbeing. A group of Māori and non-Māori staff got together to form "Kāhui Kaiako

Māori". As a collective they work to raise the positive profile of local Māori, and encourage Māori student success at Manurewa High, and support staff to feel comfortable engaging with things Māori. The group saw that the school's **confirmation of bicultural PB4L-SW values supported their purpose: to create a more inclusive and positive schooling experience for Māori students and whānau (see stories 7 and 16).**

A strong values foundation that emphasises both whanaungatanga and Māori success is one way the school has created a more connected culture.

Relationship-building initiatives such as whānau tutors and a student mentoring programme, run by the Foundation for Youth Development,¹⁸ have also supported change in the culture of the school.



"Now there's more respect and acceptance of the Māori culture. To be honest, in the past it felt embarrassing to be Māori. Our school has put things Māori into a good light, like building a new whareniui. It's promoting things Māori. Now everyone wants to be Māori!" (Māori student, Year 13)

"Whanaungatanga brings everyone together, like a community. We respect each other's ways. It reflects back on our identity, and respecting the diversity of this school. Respect is a big factor in a Māori whānau. You have to know where you stand. It's about Tuakana and Teina." (Māori student, Year 13)

¹⁸ See <http://www.fyd.org.nz/projectk/mentoring>

The different initiatives the school has put in place have resulted in positive outcomes for students and whānau. Over the past 3 years the school has reported a drop in Māori student stand-downs, suspensions, and exclusions. At the same time, Māori whānau involvement has increased, and there are fewer barriers between ethnicities and age groups. Māori students feel more comfortable about who they are and where they are. They are aware of the opportunities available to them and are proud to show, as one student said, “*REWA Respect!*”

“Even though there are cultural cliques, students mix more now. Dance, opportunities, sport, extracurricular activities... We’re aware of different opportunities across the school. Everyone knows each other. People are respecting each other... When we were juniors, seniors would never come up and speak to us. Now it has changed: we interact with juniors more, it’s pretty cool.” (Māori students, Year 13)

Changes for teachers: “We’re not police anymore”

At most schools, school leaders and teachers commented that the biggest change prompted by PB4L-SW was in staff beliefs and behaviours. **The two biggest shifts were “looking for the positives” and “consistency” of practice.**

“We look for the good that people do now.” (Teacher on PB4L team)

“Looking for the positives” was related to taking on board the message about a 4:1 ratio of positive to negative interactions with students. A common refrain across schools was teachers used to feel like police when they were on duty at break-times. Now *“doing duty is a pleasure”* as staff had changed their focus to **look for, and acknowledge, positive behaviour.**

The realisation that they needed to actively teach behaviour expectations was another shift in beliefs. For many, a focus on teaching and acknowledging the values in class-time in ways that sought student input was resulting in classroom communities that were more collaborative, positive, and supportive. School-wide processes for teaching and promoting positive behaviour supported “consistency” as did clear processes for classifying and addressing behaviour incidents. However, achieving this consistency across all staff was still a challenge for schools.

School leaders and teachers described how the conversations about behaviour at their school had changed from a **deficit framing to one that revolved around inquiring and problem solving.** Staff were now looking for the reasons behind behaviours to develop solutions to get students back on track.

Another way the staff culture had changed was that it was more data focused. Rather than summative reporting, **data were now being used in a formative and positive way** as part of a problem-solving process to prevent issues arising and target students or teachers for more support.

Through their focus on inquiry schools were increasingly seeking students’ input. Most leaders considered PB4L-SW processes were supporting their school to place more value on the benefits of consulting students and enabling students to contribute to building a stronger school community and find solutions to any concerns.

The positive philosophy of PB4L-SW, along with the collaborative way schools worked to change practice, was assisting in breaking down silos and strengthening the focus on team-work. For many staff, one outcome was an **increased sense of collegiality.** For these staff this sense, along with a shift in mindset to a positive approach, was contributing to **decreasing stress levels and more enjoyment of their job.** Some reported their school had lower levels of staff turnover which they considered was related to PB4L-SW. The changes experienced by teachers at one school are shown below.

Story 26: "More than anything else, there has been a massive change with our teachers"

Supporting and changing teacher practice is an important focus for PB4L-SW in schools. This story describes the changes for teachers at Aurora College.

"It makes you think about yourself as well. How many times you are sending a child out and whether you really need to, or whether there are other ways of dealing with an issue... It does affect your classroom practice." (Teacher)

Since implementing PB4L-SW, teachers at Aurora College have noticed a **calmer atmosphere** and say it is "a nicer place to teach". They attribute the togetherness of the staff to PB4L-SW: "I don't know what we would have been like without PB4L."

Through PLD opportunities and discussions with the PB4L-SW team, teachers have an improved understanding of student behaviour. This has brought about a **mindset shift to think positively** and consider the reasons behind behaviours, which in turn influences classroom practice.

Changes have come about from discussions when **developing values and expectations collaboratively** (e.g., what is a major and a minor incident?), from **PLD opportunities**, and from the **PB4L-SW team taking time to get teachers on board**, selling it to them and making it fun. "Time and patience. There were a lot of questions for a long time... That first year or so, the PB4L committee were very tolerant" (Teacher).

Teachers now have a common language for talking about expectations, and dealing with behaviour incidents. Consistency makes it easier for teachers and takes the "guess work" out: "you're not dipping and diving into what you think is best" and "everyone's got the same thinking. I just like that it's scripted. You know what to do." However, there is also leeway for teachers to respond to minor incidents as they see fit. **Consistency in practice extends to relief teachers**. Additional support is provided through special golden behaviour awards that only relievers give out. Relief teachers want to return to Aurora and fit in well in the school.

Students have noticed the consistency in how teachers talk with them, and the more positive culture.

"Teachers use those words. If you're doing something that's linked to PB4L [values], they'll say that... It has changed people. People are mainly positive." (Years 11–13 Pasifika students)

Changes in school systems and staff roles

PB4L-SW prompted **changes to school structures** such as timetables, and systems and processes such as: goal setting in school charters; PLD plans; appraisal systems; transition and IEP processes; student goal setting and three-way conferences; and curriculum planning processes. These changes are covered in early sections of this report and examples are included in the school stories.

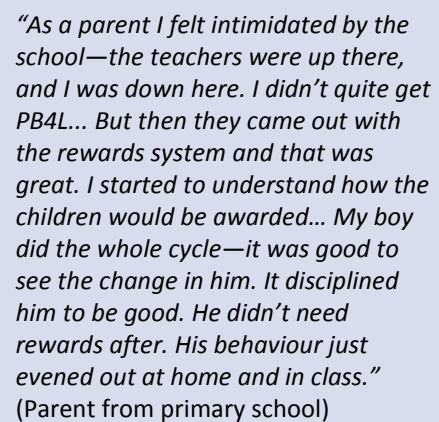
PB4L-SW had also prompted a **reframing of the roles of some senior leaders**, particularly DPs and SENCOs, who were now working in a more preventative way. Some were working more intensively with students to prevent issues escalating, others were acting as connectors between staff, with parents and whānau, or with the other professionals the school worked with. At secondary schools, PB4L-SW processes had also prompted changes to whānau or tutor teacher roles as they were often the people who taught the expectations.

Changes for parents and whānau

We talked to a small number of parents and whānau at most schools. Some were parents who had worked with the school to find positive ways of managing their child’s behaviour. Others were on the board of trustees. Some parents and whānau described how **school award systems had contributed to improving their perceptions of the school**. Parents and whānau valued their child being acknowledged for school values and could see their child responding well to school approaches. Some described how they or other parents were using similar systems at home.

Some parents and whānau did not feel particularly involved in consultation processes even if schools had made substantial efforts to form connections. Some queried whether the school values were the “right” ones. However, these parents did comment that they could see that the school values had meaning for their child.

At some schools we talked to Māori or Pasifika board of trustee representatives or local kaumātua. These parents, whānau, or community members had been closely involved with the school as they developed PB4L-SW practices. They were strongly supportive of the school and commented on the improvements in school culture they had observed. Their views on the nature of these improvements were very similar to staff and students.



“As a parent I felt intimidated by the school—the teachers were up there, and I was down here. I didn’t quite get PB4L... But then they came out with the rewards system and that was great. I started to understand how the children would be awarded... My boy did the whole cycle—it was good to see the change in him. It disciplined him to be good. He didn’t need rewards after. His behaviour just evened out at home and in class.”
(Parent from primary school)

4. Working through challenges and next steps

Working through challenges

This chapter discusses some of the barriers and tensions that could hinder schools as they build PB4L-SW approaches. The tensions noted in the preliminary report (Boyd et al., 2014) were evident in the case study schools. However these schools had found solutions to many of these challenges.

Building and maintaining consistency

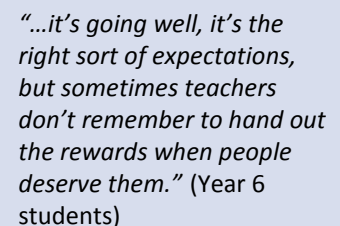
Most of the case study schools had been part of PB4L-SW for a number of years. At all schools **maintaining consistency was still an ongoing concern**. The majority of staff and students supported school approaches, but each school had groups of students and staff who were less interested in PB4L-SW approaches. Staff turnover could also result in a lack of consistency.

To maintain consistency of staff practice, schools had developed a range of processes described earlier in this report. These processes included embedding a focus on PB4L-SW within: whole-school PLD plans; appraisal processes; and induction systems for new staff. They also included developing shared resources, and systems for teaching and acknowledging behaviour expectations and addressing incidents.

Staff turnover in the PB4L-SW team could also impact on the pace of change. Most schools made sure their team included a mix of experienced and new leaders so that the momentum was maintained if a staff member left.

Across schools, students, parents, and whānau noted that some teachers varied in their approaches. Students perceived this inconsistency as unfair. These differences seemed more common if students were in classes that sat outside the mainstream programme such as bilingual units or inquiry classes.

One reason for this appeared to be that these classes often had a stronger existing values orientation that drove practice. Therefore adopting a new set of values required interweaving of old and new. At some schools this interweaving had been undertaken as a whole school. However, other schools appeared to have more than one set of values and behaviour expectations.



“...it’s going well, it’s the right sort of expectations, but sometimes teachers don’t remember to hand out the rewards when people deserve them.” (Year 6 students)

Creating useful data systems

Developing effective systems to manage referral and acknowledgement data was challenging for most schools. PB4L-SW had spurred some schools to invest in a new SMS that was perceived to have a better match to their needs. For smaller schools, this could be a difficult and costly process.

Each school had developed their own system and some had ended up with a “patched” system. At some, a SMS was used to record incident data. A different system (such as a spreadsheet) was used to track acknowledgements. At other schools the SWIS database was used to manage behaviour data, and learning data were located in another SMS. This patching makes it hard for schools to integrate data.

Most schools had made **multiple changes to the way they recorded incident data as they tried to make the system as user-friendly as possible for staff**. This included changing the way they categorised major and minor behaviour

incidents. This caused a tension for schools as they could not report on changes over time. However, they now had systems that mostly gave them the data they needed. As these data were now more meaningful to staff, they could be used more formatively.

Some commented that a free system that they could tailor to their needs would be beneficial; however, they did not want to use multiple SMS for different purposes. This lack of a unified but flexible system for managing data is a major challenge for the New Zealand school system.

Managing challenging students

In general, schools reported they now had fewer major behaviour incidents and were better at managing challenging students. It is suggested that PB4L-SW Tier 1 will be effective for about 80 percent of students. **As expected, schools still had a few students for whom PB4L-SW did not appear to “work”.** A number of school leaders were hoping that Tier 2 would provide approaches to support these students.

In most cases, supporting these students required strong connections between school and family. For some schools this meant visiting family homes to hear each other’s perspectives and consider what support could be put in place.

Providing support for these students also involved schools networking with other agencies. As they worked to find individual solutions for students, some schools were finding these support networks hard to access. In one case a student had progressed onto the Intensive Wrap-Around Service. In another case a school had worked with a range of groups to design a tailored approach for an individual with complex needs.

Some schools had good support from Ministry of Education regional office staff, RTLB, police, or other local agencies. Others were finding that local agencies were **hard to access** and **did not have a joined-up approach**. One tension was that some agencies had a punitive mindset that did not fit with the way schools now worked. Another tension was that it could be difficult to get agencies such as Child, Youth and Family around the table as their staff appeared to have high caseloads. One way forward that some schools had found was to develop relationships with agencies so they could share their positive and preventative approaches. Another was to develop connections with the individuals at an agency who had a similar philosophy to the school.

Bridging the information gap: Working with parents and whānau

The parents and whānau we talked to at different schools who were not in roles such as board of trustee representatives, had similar views on PB4L-SW. They considered the initiative had added to the school culture even if they did not fully understand how it worked or saw some inconsistencies between teachers in how awards were managed. Those wanted to be more involved in the process and **more information about the ideas behind PB4L-SW and how it worked at the school**. In general, schools had placed the most emphasis on working collaboratively with staff and students. All schools also had a range of strategies to reach out and share information with parents and whānau, but these were not necessarily visible to parents. A number of schools were in the process of building stronger community links through forging relationships with people who had standing in their local community.

Creating a stronger connection between PB4L-SW and learning

Some school leaders considered PB4L-SW needed to make a **stronger connection to learning practices**. One way this could be achieved is through suggesting pedagogies that have a good fit with PB4L-SW philosophies. As part of their focus on interweaving PB4L-SW practices with existing or new focuses, a number of schools had developed these connections. PB4L-SW was seen to have a good fit with restorative practices and various forms of learner-focused practice such as co-operative learning, circle-time, assessment for learning, or 21st century learning approaches.

Moving past traditional behaviour consequences

Another way of promoting the connection between PB4L-SW and learning is through creating a behaviour consequence system that supports learning. One tension we noticed at some schools was that they still had a consequence system that was developed pre-PB4L-SW. **These systems tended to make use of consequences such as detentions or withdrawal of privileges, and therefore were essentially punitive.** Consequence systems that ultimately lead to stand-downs, suspensions, or exclusions are also essentially punitive. Some schools were using in-house suspensions, or Section 27 of the Education Act, which enables principals to exempt students from school for a short period of time, to explore the reasons for students’ behaviour before bringing them back into the usual school day. However, all these approaches could take time away from learning. This inconsistency was noted by students for whom staying at school was important. At a number of schools, students were clear that they and their peers should be able to make mistakes in regard to their behaviour, and learn from these experiences, rather than be excluded from school.

Some schools (mostly those that had a focus on restorative practices) had **reframed their behaviour consequence system and turned it into an opportunity for learning.** Staff at these schools had asked themselves hard questions such as “How do detentions support learning?”, “Is zero tolerance to drugs and automatic exclusion necessary, or are there other ways we can manage these situations?”, or “We say we are placing the child at the heart. If we really mean this, can we find a solution for a child who is a danger to other students and has little support at home?”

These schools had re-positioned “problem behaviour”. Instead of being located within the child, it was now a collective responsibility. They had processes for exploring the reasons behind behaviour that placed the onus on staff, students, and families working together to consider their contribution to the situation and co-construct solutions.

One school that had been through this re-positioning process and had turned their prior “three-strikes and you’re out” consequence system into a learning opportunity for all is described below.

Story 27: "Catch-up" and "fix-up"—Behaviour consequences that promote learning

At Makoura College, behaviour consequences support students' social and academic learning.

In 2010, Makoura College staff started to develop the Makoura Responsibility Model. Now the model is described in a document that outlines the school focus on restorative practices, PB4L-SW, and learning. The model has a number of aims, including assisting the school to build a respectful and caring community, and supporting staff to **increase the time spent on learning** as opposed to managing behaviour. The ultimate aim is to enable students to stay at school to reach their potential. Some of the key principles that underpin the responsibility model are:

- discussing what it means to be responsible and why it is important
- agreeing to and teaching clear school-wide expectations
- placing a major emphasis on positive and respectful relationships, preventative strategies, and a no blame and shame approach
- placing emphasis on preventing issues by offering a meaningful curriculum for students
- promoting choice and using consequences that involve restorative thinking or useful learning.

The behaviour consequences embedded in the model are strongly focused on learning. The school has two systems. For behaviours such as lateness, truanting, or missed work, students are required to go to **"catch-up"** time from 2.30–3.00 pm. Other students can go home at 2.30 pm. "Catch-up" is run by teachers who are rostered on to support students to catch up the work they have missed. **"Catch-up" also functions as an after-school homework club because other students can elect to go for extra support.** One of the benefits of this dual focus is that it enables teachers to do what they do best—support students with their learning. Another benefit is that the students who elect to go to "catch-up" can act as role models for their peers.

The second system is **"fix-up"**—a **tiered restorative approach**. Low-level behaviours are managed in class by teachers through prevention (offering an engaging curriculum) or processes such as restorative thinking questions. Students can also be asked to develop an in-class restorative thinking plan in which they reflect on the school expectations. Medium-level behaviours are managed by time out in a Restorative Thinking Room where students develop a restorative thinking plan with the support of a skilled facilitator. This plan is then discussed with the teacher or the other students involved. Planned actions are revisited at a later date.

These processes clearly place the onus on both students and teachers reflecting and learning from the situation. Both sides hear each other's perspectives, work to repair the harm that is caused, and develop strategies to "fix-up" the situation and avoid repeat issues. Teachers are encouraged to consider questions such as "Am I designing learning experiences that are at the right level and engaging students?" Students are encouraged to reflect on the reasons for the incident and develop a plan to resolve any issues.

More serious incidents are managed by a restorative mini-conference, or a community conference which involves all the people affected, including parents and whānau. Makoura College is attempting to "suspend" suspensions, and so a key aim of the restorative process is to keep students at school. To support this system, all staff have attended restorative practices and behaviour management training. Teachers have resources such as the Makoura Responsibility Model which outline strategies for use in the classroom to interact in a respectful and restorative manner.

The two groups of students we spoke to strongly supported the school's systems and perceived them as fair and focused around learning. They thought teachers went the extra mile in supporting their learning.

"There aren't immediate suspensions or expulsions—it helps people learn more. Students in conflict can come together and look at what they can do to fix it. After restoratives, students come out being friends." (Years 12/13 student leaders)

"Both the school and our attitudes have changed towards 'catch-up'... 'Catch-up' is a learning opportunity, not a punishment. People who want to learn can go and learn more. It builds your bond with the teacher. It's about being a more productive learner... It's a time where I can go and do work, 'cause I may have been distracted. You can stay till 4:30 pm with the teachers... It's a good opportunity especially when you're behind with credits for NCEA—it's good for students who are working at a slower rate..." (Years 12/13 student leaders)

In general, schools that had learning-focused approaches to behaviour consequences, as well as those with more traditional systems, had both been successful in decreasing the number of major behaviour incidents and lowering stand-down, suspension, and exclusion rates. **However, consequence systems that were restorative, and/or more centred around students actively learning from their experiences, appeared to have a better fit with the idea of “positive behaviour for learning” than consequence systems that were more traditional.**

Balancing intrinsic and extrinsic rewards

One aspect of PB4L-SW that caused considerable debate at schools was about the effectiveness of extrinsic rewards that were seen as “treats”. This debate was strongest at secondary schools where extrinsic rewards were not common practice prior to PB4L-SW. At these schools, some staff felt that they should be encouraging students to be self-directed and motivated learners rather than promoting the idea that students needed to be rewarded to learn. This debate could contribute to inconsistency as staff who strongly held this view were less likely to use reward systems that included “treats”.

As we visited schools we talked to students from Years 5 to 13 (ages 9–18). We found that, no matter their age, at each school some students were motivated by extrinsic rewards. At the same school, there was also a group who gained intrinsic reward from the sense they were contributing to the wellbeing of their school community. Some students commented that different types of awards suited students of different ages. Others described how school acknowledgements were assisting them to make a transition from being extrinsically to intrinsically motivated.

“It rewards you for every little bit...so it gets you into this pattern of doing good little things, and then once you do that you find that it’s actually self-rewarding...you get acknowledged for it, you get the satisfaction, then you want to do it again.” (Year 8 students)

Most schools had found a way forward that acknowledged the different motivations and interests of students and how these might change over time. The approach used by one school is described below.

Story 28: Balancing intrinsic versus extrinsic rewards

Developing an effective rewards system can take time and lots of discussion. Makoura College sought internal and external advice before finding a middle ground between different perspectives.

The effectiveness of extrinsic rewards and incentives versus intrinsic rewards was the aspect of the PB4L-SW framework that caused the most debate at Makoura College. Some staff considered the school needed a stronger focus on building self-motivated learners and awarding collective effort. The sustainability of rewards was another consideration. The school was not keen on offering costly rewards or treats.

The PB4L-SW team consulted with staff and students about what rewards would work best. Their School-Wide Practitioner came to the school to share research findings about extrinsic and intrinsic rewards with staff. Staff listened to each other's perspectives and **reached a solution that met in the middle and included different layers of acknowledgements and incentives.**

Individually, when students express the values, they are acknowledged by their class teacher. Teachers also use rewards such as pizza for individuals or for their class. **Student-designed postcards that acknowledge displays of school values are also sent home.** Students value the way their parents are made aware of their positive learning and behaviour. If students complete their work on time they have the choice of going home at 2.30 pm which is also seen as a reward.

"We get recognised for something good. The positive behaviour gets put on KAMAR. All the teachers can see what you have done well and it goes in reports home." (Students from te reo class)

Staff wanted to track positive behaviours as well as behaviour incidents, so at a systems level KAMAR has been adapted to allow teachers to record significant displays of the school values. As student acknowledgements accumulate they become more likely to receive the highest school award (Kia Manawanui). Each of the three values also have associated **end-of-year awards**. Staff and students can nominate students for awards.

Role modelling is a big focus at the school which has lots of student leaders. The school is in the process of developing more systems for **acknowledging collective efforts**, by recognising the school values through the house points system.

An indicator that the rewards system is now embedded is the way students behave. Some students are intrinsically motivated and value being role models. Others like the award systems. Conversations with students suggest the needs of both groups are met by the current mix of rewards and incentives.

"The awards are cool... If you've done something good in class they send your family a postcard. It's a good idea." (Students from te reo class)

"We lead by example. We're expected to step up and take part in school activities, especially for Year 9s, or helping students with any problems. It's just the way we operate." (Student leaders)

Incorporating the worldviews of Māori and Pasifika learners

One of the next steps for PB4L-SW identified in the preliminary report (Boyd et al., 2014) was exploring further ways of incorporating the worldviews of Māori and Pasifika learners and communities within PB4L-SW practice at a school level as well as regionally and nationally. This aspect of practice is discussed below.

Valuing and sharing of practice using kaupapa and tikanga Māori

A number of the schools were strongly committed to Ka Hikitia (Ministry of Education, 2013) and were working in a considered way to weave Māori philosophies and practices within PB4L-SW practices (*see stories 5, 6, and 7*). The leaders and staff at these schools recognised the synergies between enhancing kaupapa and tikanga, such as whanaungatanga and reo Māori, while creating a sustainable and positive approach to behaviour through PB4L-SW. These schools were continuing to think deeply about how to blend worldviews in ways that enhanced the learning capabilities of students, staff, and the communities they served.

Some staff at these schools suggested the school sector could benefit from **more mechanisms to share these unique New Zealand-based approaches** amongst PB4L-SW cluster groups or conferences.

On the cusp: Building Pasifika connectedness

Some school leaders were turning their attention to how they could build a stronger connection with their Pasifika communities. They wanted to strengthen the way they supported students’ learning and develop PB4L-SW approaches that more strongly aligned with Pasifika community values and ways of working.

The Pasifika students we talked to were strongly supportive of their school’s PB4L-SW values and considered them be very important. They were pleased there were strong connections between school values and the values of home, such as “respect”. Students did not necessarily feel involved in the process of developing the values or, at some schools, in ongoing review of school approaches. Senior students thought it was important they were part of any future discussions and development.

Building a stronger Pasifika presence in school requires strong leadership that develops a **Pasifika line of sight across the school** which reaches out to Pasifika parents, families, and communities. Working in this way highlights the importance of Pasifika collective partnerships, relationships, and responsibilities, where whole families and communities (or churches, or villages) work together for better results for their children.

Strong leadership is important in making sure that change happens and is sustainable. Leadership takes many forms and Pasifika communities think about leadership in conjunction with ‘servicship’; that is, leaders serve their communities to the best that they can or leaders provide opportunities for communities to further develop and achieve their aspirations and expectations in education. (Tongati’o, 2010, p. 447)

In practice, what this line of sight means is **having Pasifika leaders and role models present and working at different layers of the school**, from governance, school leadership, teachers, and student leaders. These school-based Pasifika leaders and role models can utilise their ways of connecting to form connections with parents, families, and communities and identify parents and other people in the community who are willing to help. Having networks of leaders across a school is also a way of ensuring Pasifika ways of working are considered as PB4L-SW practices are developed.

It is important to note that Pasifika peoples are not homogeneous and *“can have multiple world views with diverse cultural identities and may be monolingual, bilingual or plurilingual...”* (Tongati’o, 2010, p. 10). Therefore, having a

Pasifika line of sight can assist a school to know the make-up of its student and parent populations, in order to personalise how connections are formed.

Building relationships and connections in this way requires effort, resources, and time. Some schools had found that it was not enough to rely on a few key Pasifika community connectors as, if these people moved, they had to start again. Therefore a sustainable network was needed.

One school was starting to build a line of sight within their school. They had a Pasifika member on the school board, a Pasifika DP, Pasifika pastoral leaders and Pasifika student leaders. At this school the PB4L-SW values were developed within the school. Now their attention was turning to how they could build stronger relationships with Pasifika parents, families, and communities.

Another school had established Māori networks through the process of setting up a te reo Māori bilingual unit. It was on the cusp of building stronger Pasifika connections. The school had recently started working with local Student Achievement Function (SAF) practitioners from the Ministry of Education who were of Samoan descent, to further build its Pasifika knowledge and understanding of local Pasifika parents, families, and communities. The school was also working with local Samoan bilingual educators to identify ways forward in establishing a Samoan bilingual unit. The school acknowledged there was a lot of work ahead. This work will be assisted through the connections they are making with key people in the community who are willing to help and support this work.

Other case study schools were at the early stages of this journey and had recently started holding fono with Pasifika parents facilitated through local community connections. Some were considering ways to make connections with Pasifika parents, families, and communities, using community venues such as community or church halls.

In a current research and development project, where three schools are working together with their Pasifika parents to support their children’s learning and progress at school, many of the participating parents have said that they are willing to help schools build relationships with their Pasifika parents and communities, and organise Pasifika events for schools. They are just waiting for schools to ask (Tongati’o, Mitchell, Tuimauga, & Kennedy, publication pending). Developing stronger Pasifika lines of sight could assist schools to harness this interest in ways that support PB4L-SW.

5. Summing up

Embedding change

At the seven case study schools, nearly all the staff and students we spoke to were strongly supportive of PB4L-SW, mainly because the initiative had assisted them to build a more collaborative and positive school community. This sense of community was experienced by staff and students as improved day-to-day relationships during break-times and in classrooms. Schools were reporting most of the medium-term changes expected from PB4L-SW. PB4L-SW was a key contributor to these changes. Other practices and initiatives at the schools also contributed to these changes.

Balancing innovation and accountability

Fullan (2007) suggests change can be achieved in school settings through creating a **continuous improvement culture that values innovation while also having measures of accountability**. This seems a very apt way to describe the preferred way of working of the case study schools. The staff at some schools had initially seen PB4L-SW as a stand-alone initiative. However, over time each school had strengthened the way they supported students by delving further into what PB4L-SW might mean for their school. They had taken the flexibility offered by the PB4L-SW framework and developed unique and innovative approaches to suit their settings. To do this they needed to create coherence by **interweaving the PB4L-SW framework and philosophy** within their other practices and initiatives. The fact that the case study schools were able to embed PB4L-SW within many aspects of practice suggests that there is a good fit between this framework and New Zealand approaches to school leadership, staff development, pastoral care, and teaching and learning.

As schools revised existing processes or developed new approaches, the **data culture of PB4L-SW provided an accountability mechanism** as did embedding a focus on PB4L-SW within staff roles and in practices such as appraisal processes. The team **problem-solving process** and the **collaborative focus of schools provided a way to work through challenges**.

Deliberate leadership and ongoing PLD were core parts of this improvement culture. The PLD processes staff described at the case study schools had many of the hallmarks of effective PLD practice as outlined in Timperley, Wilson, Barrar, and Fung (2007). These include active school leadership, access to external support, iterative and extended cycles of discussion which challenge prevailing discourses, and opportunities to be part of a professional community that uses data to reflect on, and build, practice.

As a result of schools' efforts, PB4L-SW was **enmeshed within the fabric of each school**, and therefore more likely to be **sustained in the longer term**.

Continuing the journey

School leaders clearly saw **embedding PB4L-SW as an ongoing journey**. Although most of the seven case study schools have been part of PB4L-SW since 2010 the **philosophy, practices, and processes developed through the initiative are very much alive and growing**. Schools are constantly refreshing systems and finding new ways to embed PB4L-SW within a wider range of practice.

During the process of implementing PB4L-SW, these schools faced, and had found solutions to, most of the challenges noted in the preliminary report (Boyd et al., 2014). Some had found ways to effectively implement PB4L-SW and create consistency of practice within secondary school contexts, and others had incorporated Māori worldviews within their approach to PB4L-SW. Most had developed consequence systems that kept students at school and lowered rates of stand-downs, suspensions, or exclusions.

Addressing these challenges could require schools to interweave PB4L-SW with other focuses. For example, interweaving PB4L-SW and a restorative approach could result in behaviour consequences that were more focused on learning. In terms of classroom pedagogy, PB4L-SW appeared to be well-aligned with learner-centred approaches that prioritise dialogue and co-construction. All schools had **strengthened their approaches to PB4L-SW by seeing these alignments and taking advantage of them**.

Some challenges seemed harder for schools to address on their own. These included finding effective and integrated systems to manage data, developing ways to support the small number of vulnerable students for whom PB4L-SW did not “work”, and developing processes for including Pasifika worldviews within PB4L-SW practice.

Schools were turning their attention to the next way they could strengthen their practice. Some were joining Tier 2 to assist them to better support vulnerable students. Others wanted to build stronger community connections, particularly with their Pasifika communities. This part of their journey could be assisted by a stronger system-wide focus on developing and sharing Māori and Pasifika models of practice and a joined-up approach across the agencies that support vulnerable students.

We leave the final words to the staff and students from two of the case study schools.

“I started [at the school] last year. I noticed that the kids here are really happy, they feel safe. There’s a strong sense of respect. You’ll see it as you go around the school in how the students talk to one another, how the students talk to teachers and vice versa. We’ve still got some staff who have a traditional disciplinary approach, but we’ve made huge mind shifts because it’s been so wide across the school. It’s a happy environment. It’s a positive place. There’s a real buzz.”
(PB4L-SW team member, secondary school)

“It’s really important to be positive at school—it’s something a lot of people here show... They smile, people are into their learning... It’s a positive environment and there’s lots of opportunities. There’s something for everyone... Students and teachers are friendly and outgoing.” (Year 8 students)

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Appendix 1: PB4L School-Wide interview guide



For school leaders/coaches/team leaders/SENCO

Background

1. Could you give me a bit of background about the reasons your school decided to join PB4L-School-Wide (PB4L-SW)?
2. How does PB4L-SW fit with the culture of your school and the other initiatives you are focused on?

Working together to create change

The main focus of this visit is to hear about examples of good practice that can be shared.

3. Could you tell me about the way your school worked, or the approaches you put in place, that you consider were key in supporting the success of PB4L-SW? We are particularly interested in approaches you found successful for...
 - getting staff on board with PB4L-SW and working in a consistent way
 - involving students in your PB4L-SW journey
 - making sure the perspectives of Māori and Pasifika students are included in PB4L-SW
 - making sure the needs and perspectives of students with special education needs are included in PB4L-SW
 - involving parents and whānau in your PB4L-SW journey.

Changes and impacts

4. What difference do you think PB4L-SW has made to your school, staff, and students? E.g., to
 - school culture
 - school practices and ways of working
 - staff knowledge, confidence, and approaches to behaviour
 - student behaviour and capabilities.
5. Do you have any data you can share with us that shows changes that are related to PB4L-SW? Does this data show any different patterns for different groups? (e.g., *decreases in behaviour referrals, stand-downs or suspensions; improvements in achievement, retention, or attendance.*)

Working through challenges and keeping up the momentum

6. Could you describe any challenges you experienced with PB4L-SW and how you worked through these?
7. How did the support provided as part of PB4L-SW help you on your journey?
8. How do you keep the momentum going now that you have been part of PB4L-SW for awhile?

Summary

9. What are the main factors that are contributing to PB4L-SW being successful at your school?
10. If you were going to start the PB4L-SW journey again are there things you would do differently?
11. Is there anything else you would like to say about PB4L-SW that we have not talked about?

Thank you very much for sharing your experiences.