

POSITIVE BEHAVIOUR FOR LEARNING

action plan

2010-2014



Positive 
Behaviour
for Learning

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action plan

This Action Plan is a major shift in the management of disruptive behaviour in the education system. It provides proactive support for parents, teachers and schools that benefits everyone. The result will be better learning environments for all students and staff, improved teacher ability to support children's behaviour and emotional needs, improved engagement in learning, a lift in achievement for students and an increase in teacher confidence and satisfaction.





OVERVIEW

Media and research often focus on the small number of incidents of severe behaviour in schools. Of equal importance is the impact of low-level disruptive behaviour that has significant impact on the school system.

Over the next five years a small number of programmes that have been proven to work will be introduced across New Zealand. A cycle of evaluation and improvement will ensure these continue to develop and grow to meet the diverse needs of the system.

CONTENT

Positive Behaviour for Learning reflects the priorities for action agreed by over 150 people who attended Taumata Whanonga – from evidence to action, a summit held to share current research and practice evidence in 2009. It is based on research that shows that the best results occur in schools and centres that have a dual focus on behaviour and academic achievement, rather than viewing them as separate issues requiring different approaches.

This Plan supports six themes:

- provide support early
- use programmes that we know work across ages, needs and the sector
- improve teacher education and professional development
- develop support for programmes, including evaluation and continual improvement
- get it right for Māori
- improve interagency collaboration for the most challenging students.



SUCCESSFUL OUTCOMES

The success of the Plan will be measured by:

- children and young people being more engaged and achieving at school, not being suspended or stood-down and transitioning more smoothly between settings
- parents and whānau having confidence and strategies to build positive relationships with their children
- educators feeling confident and supported in addressing behaviour problems
- schools monitoring and improving on strategies to build a positive culture
- schools increasing engagement
- practitioners delivering programmes that are being continually evaluated and improved.





KEY PROGRAMMES AND ACTIVITIES

PROGRAMMES AND ACTIVITIES	KEY ACTIONS	FOCUS
Positive Behaviour for Learning school-wide programme	<ul style="list-style-type: none"> Establish access for 100 schools in 2010 Implement in 400 schools by 2014/15 Establish a team of trainers 	<ul style="list-style-type: none"> Prioritised to secondary and intermediate schools Prioritised to decile 1-3 schools Available to other schools
Restorative Practices	<ul style="list-style-type: none"> Review where the programme has been effectively implemented Document critical success factors Develop support for consistent implementation and outcomes 	<ul style="list-style-type: none"> Secondary schools
<ul style="list-style-type: none"> School engagement surveys and supporting toolkits Bullying surveys developed 	<ul style="list-style-type: none"> Increase accessibility to schools Develop toolkit to assist schools in developing response to survey data Contract development of survey, testing and distribution to schools 	<ul style="list-style-type: none"> Middle primary to junior secondary schools

EARLY IDENTIFICATION AND SUPPORT

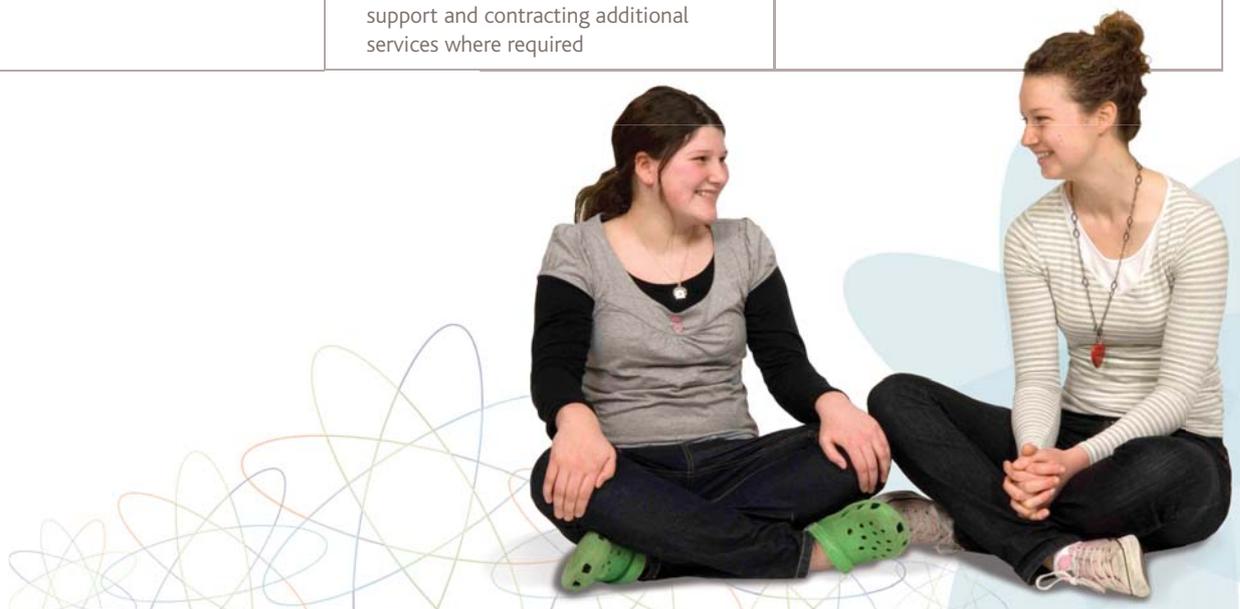
PROGRAMMES AND ACTIVITIES	KEY ACTIONS	FOCUS
Incredible Years Parent Programme	<ul style="list-style-type: none"> Maintain Special Education provision to 1,000 parents Extend delivery to 3,000 parents a year through partnerships with health and NGOs, to reach 12,000 parents by the end of 2014 Evaluate (2010/11) 150 parents across three sites 	<ul style="list-style-type: none"> Parents of children aged 3-8 years with early indicators of behaviour difficulties
Incredible Years Teacher Programme	<ul style="list-style-type: none"> Establish and maintain 100 Resource Teachers: Learning and Behaviour (RTLB)/ Special Education practitioners providing at least two programmes a year Deliver to 5,000 teachers by 2014/15 	<ul style="list-style-type: none"> Teachers of children in Years 1-3 Prioritised to decile 1-3 schools Available to other schools Early childhood teachers and teachers with children on a behaviour plan
Year one indicators	<ul style="list-style-type: none"> Establish how teachers can identify children starting school who are at risk Resource Teachers: Learning and Behaviour (RTLB) work with teachers to develop two-year behaviour and support plans for identified children 	<ul style="list-style-type: none"> Children who are in Year 1 and 2 at school who are at risk

GETTING IT RIGHT FOR MĀORI

PROGRAMMES AND ACTIVITIES	KEY ACTIONS	FOCUS
Programme enhancement	<ul style="list-style-type: none"> • Develop protocols and guidelines to enhance generic evidence-based programmes to ensure: <ul style="list-style-type: none"> - equitable access of Māori to programmes - programmes enhance cultural identity - programmes achieve outcomes for Māori - whānau are engaged and supported 	<ul style="list-style-type: none"> • Programmes with high Māori participation
Māori-for-Māori programme development	<ul style="list-style-type: none"> • Identify and develop Māori-for-Māori programmes • Trial, implement and refine • Focus on consistent provision and evaluation 	<ul style="list-style-type: none"> • Kura Kaupapa Māori • Schools and early childhood centres with high proportions of Māori students

INDIVIDUALISED SERVICES – MODERATE TO INTENSE NEEDS

PROGRAMMES AND ACTIVITIES	KEY ACTIONS	FOCUS
Behaviour Crisis Response Service	<ul style="list-style-type: none"> • Pilot in three districts in 2010 • Develop criteria for which referrals will receive a 48-hour response service • Establish and evaluate service model • Establish links to Interim Response Fund • Implement across all districts 	<ul style="list-style-type: none"> • Early childhood to Year 10 • Children/young people whose behaviour puts others and themselves at immediate and serious risk • Suspension/stand-down prevention
Intensive Wrap-Around Service	<ul style="list-style-type: none"> • Establish a virtual national team to provide support to local practitioners • Establish process for access to service and service model • Secure additional funding for additional support and contracting additional services where required 	<ul style="list-style-type: none"> • Students aged 8-12 years with ongoing extreme behaviour that is difficult to manage • Students requiring multi-agency and 24 hour support





SUPPORTING ACTIVITIES

PROGRAMMES AND ACTIVITIES	KEY ACTIONS	FOCUS
Support for those with highest needs	<ul style="list-style-type: none"> • Realign Special Education Severe Behaviour Service 	<ul style="list-style-type: none"> • Students with highest needs
Sector stewardship and support	<ul style="list-style-type: none"> • Establish national and local sector (regional/district) stewardship for the Action Plan to: <ul style="list-style-type: none"> - monitor national and local progress against the Plan - provide advice on and support implementation and have input into significant changes to the Plan - provide advice on targeting of programmes when demand exceeds availability 	<ul style="list-style-type: none"> • The sector is engaged, monitoring and supporting the Plan
Regional Implementation Team	<ul style="list-style-type: none"> • Establish implementation teams • Training schools in Positive Behaviour for Learning and supporting school coaches • Focus on supporting and leading quality provision 	<ul style="list-style-type: none"> • Implementation of Positive Behaviour for Learning School-Wide Incredible Years parent and teacher programmes
Including behaviour management in initial teacher education	<ul style="list-style-type: none"> • Involvement across the Ministry of Education • Work with the Teachers Council and providers 	<ul style="list-style-type: none"> • Beginning and teacher trainees
Suspensions of students aged 5-11 years	<ul style="list-style-type: none"> • Across Ministry review of legislation, regulations and practice to reduce suspensions of young children and ensure appropriate support is provided to complement changes in regulation or legislation 	<ul style="list-style-type: none"> • Students aged 5-11 years
Resource Teachers: Learning and Behaviour (RTLB) Services	<ul style="list-style-type: none"> • Enhance RTLB practice in response to behaviour referrals • Realign practice to support the Action Plan and implementation of evidence-based programmes and practice • Identify RTLB to be trained in providing Positive Behaviour for Learning School-Wide and Incredible Years teacher programmes 	<ul style="list-style-type: none"> • RTLB

Monitoring and evaluation	<ul style="list-style-type: none"> • Establish an evaluation framework that monitors, evaluates and reports on: <ul style="list-style-type: none"> - programme effectiveness (immediate impact of programmes) - impact of the Action Plan at a systemic level - process • Year three impact report to inform next year four/five implementation 	<ul style="list-style-type: none"> • Effectiveness of the Plan is monitored and improvements are made
Local Taumata	<ul style="list-style-type: none"> • Establish a programme of one-day Taumata so that principals and other education leaders are informed and understand the evidence and approaches underpinning the Action Plan 	<ul style="list-style-type: none"> • Education leaders – primary, secondary, early childhood, other agencies
Interagency support	<ul style="list-style-type: none"> • Establish Child, Youth and Family/Ministry of Education protocols so that schools enrolling students within CYF are informed and supported as students transition between districts/schools • Ensure other agencies are informed about the Action Plan and support its implementation • Ensure the Plan links and supports with other initiatives – Drivers of Crime; Interagency Plan on Conduct Difficulties and Antisocial Behaviour 	<ul style="list-style-type: none"> • Education leaders – primary, secondary, early childhood, other agencies • All children and young people in CYF “care and protection”





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