

# CLOVERLEA SCHOOL

# PB4L TIER ONE



Positive Behaviour for Learning is a whole school approach, focusing on building a culture where positive behaviour and learning is the 'way of life'. PB4L School-Wide takes schools through a 3 tiered process. Tier one has a core focus around adapting the environment, the systems and practices, for students to be able to make positive behaviour choices, in turn, providing more opportunities for everyone to learn at their full potential. Tier one strategies target the 80% of students and establish the practices and systems for all students and staff across all school settings. All LEGENDs are taught the desired expectations based on our values. Undesired behaviour is responded to in an equitable, mana enhancing approach, with a specific focus around teaching. 80% of students will have their needs met by Tier one support systems. Tier one is the foundation on which the other two tiers are designed upon. All decisions are based on data that has been gathered across multiple school settings.

## IT IS IMPORTANT BECAUSE:

All staff have an understanding that there is no difference in a mistake made in Literacy or Numeracy as a mistake made in behaviour. We 'teach' our LEGENDs the expected behaviour, in the same way that we teach any other curriculum area. We are positive and staff are proactive in identifying potential issues and minimising this through our deliberately planned environmental changes. Students who experience behavioural challenges also may experience some difficulties with learning. Therefore, inclusive pedagogical strategies that support both learning and behaviour are needed and expected.

## CURRICULUM LINKS:

PB4L clearly aligns with the New Zealand Curriculum. There are four major sections based on pedagogical approaches from the NZC that are particularly relevant to supporting positive behaviour:

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Facilitating shared learning
- Providing sufficient opportunities to learn.

When the four major sections come together - students can then focus on the Key Competencies of the New Zealand Curriculum and we believe that this helps our LEGENDs be "actively involved, confident and connected learners". We teach LEGEND with whole school lessons and classes also plan lessons based on needs. LEGEND is also infused and at the core of all curriculum planning. Cloverlea School's PB4L aim and purpose is to ensure 'we embed positive behaviour for learning practices, creating LEGENDs both at school and in the community'.

## WHANAUNGATANGA:

LEGEND is a vehicle for staff to plan programmes that deliberately and explicitly include a focus on our values academically, culturally and socially. LEGEND focuses on strengthening whanaungatanga between students, between teachers and students, between whānau and kura. These are critical relationships and a vital partnership in our LEGENDs learning so that each LEGEND can do their very best and reach their potential. Because kura and whānau are speaking the same language, there is greater consistency for our LEGENDs and our LEGENDs know that we all care about them as individuals. Ākonga who have secure whanaungatanga with adults, will have higher success in learning.

## LINKS TO OUR LEGEND VALUES:

Our LEGEND values are clearly linked to the Key Competencies. Staff have identified that each Key Competency has direct links to student learning and direct links to students social needs:

Thinking can be taught through: **L**ead, **E**xcellence, or **G**anised, **r**Esilience, **i**Nclusive, **D**etermined

Relating to others can be taught through: **L**ead, **E**xcellence, or **G**anised, **r**Esilience, **i**Nclusive, **D**etermined

Understanding texts and symbols can be taught through: **L**ead, **E**xcellence, or **G**anised, **r**Esilience, **i**Nclusive, **D**etermined

Managing self can be taught through: **L**ead, **E**xcellence, **r**Esilience, **i**Nclusive, **D**etermined

Participation and contributing can be taught through: **L**ead, **E**xcellence, or **G**anised, **r**Esilience, **i**Nclusive, **D**etermined.

## RESEARCH & EVIDENCE:

Over the 3 - 5 years of implementation, schools notice a decline of problem behaviour, improvement of behaviour across the school, teachers spending more time teaching and students are more engaged in learning.

Further references can be found:

<https://pb4l.tki.org.nz/PB4L-School-Wide>

## ENACTING TE TIRITI O WAITANGI:

We focus on mana enhancing strategies and understand individual needs. Because we view the 'behaviour as the behaviour' we focus on this and then what contributes to the behaviour.

We ensure that cultural considerations are taken into account in all interactions and that all our LEGENDs are managed in a restorative way. Partnership is critical for restorative conversations to have positive learning and social outcomes.

Article 2 has a focus on wananga where everyone is seen as an expert for the benefit of all. Article 3 focuses on effective teaching strategies which aligns with cultural competence and continual reflections around a bicultural view.

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**LEAD, EXCELLENCE, ORGANISED, RESILIENCE, INCLUSIVE, DETERMINED**