

Behaviour Guidelines

October 2014

Guidelines



1. Systems and approaches to behaviour management are effective when:

- A whole school approach is taken. This means teachers are involved in creating the system and key stakeholders are properly consulted in the development.
- Key stakeholders include: PPTA branch, staff - teaching and support, students, whanau, boards, community groups and other agencies.
- In the initial phase of implementation processes are clear and transparent, lines of communication remain open (across all key stakeholders) and PLD is provided which must include mentoring, time and resourcing.
- In the development phase the systems continue to be resourced, are reflexive (monitored through self-review), reflective practices are used, and evidence is gathered and acted upon.
- In the sustainability phase significant changes in key stakeholders are tracked, big changes can occur. School values must be checked. All systems and approaches must be checked to make sure they remain effective. New members of the school community are inducted starting with teachers and working through support staff and other key stakeholders.

PPTA represents the professional and industrial interests of some 17,000 secondary teachers in state secondary, area, manual training and intermediate schools, as well as tutors in community education institutions, alternative education and activity centres, and principals in secondary and area schools. More than 95% of eligible teachers choose to belong to the Association.

2. To support teachers in managing student behaviour they must have:

- An easy to use framework for managing student behaviour developed from a robust, co-constructed behaviour management plan;
- Clear lines of communication to access support (including SENCO, SCT, RTLB, PLD);
- A collaborative working environment where expectations are fair, equitable and negotiated to maintain the mana and dignity of the teacher;
- Supports might include access to mentoring, working with the SCT, senior leaders, HoFs, guidance and deans, whanau, community, agencies, etc;
- The visible support of the Senior Leadership Team (SLT) to implement the student management framework;
- Opportunities to know students in context;
- An understanding of the students' world;
- On-going opportunities to build relationships;
- An open and supportive school culture;
- A collaborative and collegial work environment which empowers teachers to implement the behavioural framework.

All of the above should help maintain the mana and dignity of the teacher and teaching.

3. What are the effects of these ways of working?

Teachers

- Positive learning environment for all, mana and dignity flourishes
- Consistent application of the framework across the school
- Extra workload of effective implication is accounted for
- Awareness of behaviours is well developed and well informed
- Staff awareness of behaviours towards students and each other is high
- Staff morale and community morale is tracking up
- Happy, safe working environment
- Recognition of positive results and opportunities
- Opportunity to view students differently
- Give students the chance to change
- Teaching will be more effective
- Staff motivation is up and staff wellbeing is consolidated

Students

- Positive learning environment for all, mana and dignity flourishes
- Security – students know expectations and outcomes
- Equity- everyone is treated fairly
- Motivational- everyone feels part of the collective
- Modelling- behaviours are modelled by all
- Recognition- is given to good practice and to teacher and student need