

Positive Behaviour for Learning

*Creating positive, safe, supportive environments
that promote wellbeing for all learners*

*Whakatōngia te kākano aroha i roto i ā tātou taitamariki kia puāwai i roto i tō rātou tupuranga aranui oranga.
Plant the seed of love in our children, and they will blossom, grow, and journey towards the greatest
pathway of life.*



The Government's *Child and Youth Wellbeing Strategy* sets out a vision of Aotearoa New Zealand as a place where all children and young people are loved, safe, and nurtured, have what they need, are happy and healthy, are learning and developing, are accepted, respected, and connected, and are involved and empowered.

Positive Behaviour for Learning (PB4L) is a suite of evidence-based initiatives that supports the Government's vision. PB4L helps early learning services, schools, families, and whānau to create environments that promote the wellbeing of all children and young people.

Research shows that educational achievement is the strongest protective factor for young people's life outcomes, affecting their future employment, income, health, and wellbeing. It also shows that wellbeing, learning, and behaviour are interlinked. A positive, safe, respectful, and inclusive culture in an early learning service or school supports wellbeing for children and young people and helps them to develop positive behaviour and succeed in their learning. It also helps to prevent bullying and racist and discriminatory behaviour.

PB4L helps build this culture by fostering participation, engagement, achievement, and belonging. Māori learners and their whānau are an important focus for PB4L. PB4L initiatives provide increased opportunities for Māori learners to achieve and succeed as Māori.

PB4L initiatives at a glance

The PB4L suite includes a number of evidence-based initiatives that can be implemented alone or in combination. These initiatives can support learners at a whole-school level, or they can be targeted for the needs of specific learners at a group or individual level.

School-Wide

PB4L School-Wide is a universal approach that supports schools to strengthen their whole-school commitment to wellbeing and inclusive education and encourages students to make positive behaviour choices. It is underpinned by a flexible framework that can be tailored to suit the cultural values and particular strengths and needs of a school community, using the school's own data to inform decision making.

School-Wide takes the approach that opportunities for learning and achievement increase when:

- the school environment is positive and supportive
- expectations are clear and consistent
- learners are taught expected behaviours and acknowledged for showing those behaviours
- students are responded to fairly.

PB4L School-Wide helped us realise that we had to teach behaviour in the same way as literacy and numeracy. We couldn't assume that all students just understood the expectations; we had to teach them explicitly and consistently. Everything we do in the school now is tied in to PB4L School-Wide.

Secondary school deputy principal

Restorative Practice

PB4L Restorative Practice is a relational, inclusive approach grounded in beliefs about equality, dignity, mana, and the potential of all people. It focuses on building, sustaining, and growing positive, respectful relationships across the school community and offers staff best-practice tools and techniques for restoring relationships when things go wrong or issues arise. *Restorative Practice* helps to create safe and positive communities that support students' engagement and wellbeing.

Apart from the data, which is great, we know [that Restorative Practice is working for us] because students ask for a restorative hui. They come to us in pairs and groups seeking support to resolve a conflict. Students can also seek help from other students – either to help them organise an RP hui or to support them if they are involved in one.

Restorative Practice Lead Coach

Incredible Years

It is the key adults in a child's life who have the biggest impact and can make the greatest change. The international, evidence-based *Incredible Years* programmes are designed for teachers, caregivers, families, and whānau of children aged 1–8.

The programmes teach strategies for promoting positive behaviours and managing challenging ones. This improves children's emotional development and social wellbeing and increases the confidence and wellbeing of the adults around them.

My biggest problem was I wasn't consistent. Now, if I say something, I see it through. I make sure they follow it through. We get an end result, a good result.

I see a brighter future. I'm setting my kids up to be happy.

Parents

There are four *Incredible Years* programmes:

- **Incredible Years Parent**, for caregivers, families, and whānau of children aged 3–8
- **Incredible Years Teacher**, for teachers of children aged 3–8
- **Incredible Years Toddler**, for caregivers, families, and whānau of children aged 1–2
- **Incredible Years Autism**, for caregivers, families, whānau, and teachers of children aged 2–5 on the autism spectrum.

New Zealand is a model for delivery with fidelity of the Incredible Years programmes, and for the way you have integrated them in culturally sensitive ways.

Dr Carolyn Webster-Stratton, *Incredible Years* founder





Check & Connect

Check & Connect is a long-term mentoring programme for learners from year 9 onwards who are at risk of disengaging from school and learning. A mentor works with the student and their school and whānau, helping them to set and achieve their education goals.

The things that worked best for me were seeing someone that I could talk to every week and her checking on my progress and helping me through things I found hard. And she motivated me all the time.

Student

Huakina Mai

Huakina Mai is a strengths-based, mana-enhancing approach that supports educators, whānau, community, and iwi to build and maintain a positive school culture. It embeds and then draws on a set of interacting, kaupapa Māori principles to shape the development of school-wide systems and teaching practices. Social-skills learning, relation-based interactions, and restorative approaches form the foundation of the *Huakina Mai* programme.

As a mainstream school, Huakina Mai encouraged us to look at the whole child rather than focusing on their behaviour. Using each child's strengths allowed us to implement tailored support.

Primary school principal

Te Mana Tikitiki

Te Mana Tikitiki is a strengths-based intervention that focuses on a strong set of kaupapa Māori principles and bicultural delivery. It aims to build strong links between the learning environments at home and at school with support from local iwi. *Te Mana Tikitiki* is for Māori learners aged 8–12 years (ideally 8–10 years for early intervention). It combines te reo and tikanga Māori, activity-based learning, and peer support to improve learners' confidence, self-esteem, and social skills.

Te Mana Tikitiki was a huge boost for our iwi in making an enduring link between the school and our local marae. The kaumātua and kuia were delighted to come and share time and knowledge with the group, and to have wānanga happening each week on our marae.

Iwi representative

Other useful wellbeing resources

He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning

A [resource book, 'quick tip' cards, and self-assessment tool](#) for kaiako and educators in early learning services, supporting the development of children's social and emotional skills.

Teaching for Positive Behaviour

A [resource book and self-assessment tool](#) that supports educators to understand and draw on effective strategies that enhance learners' behaviour, engagement, participation, and learning.

Wellbeing@School website

Free access to evidence-based surveys and reporting tools to help schools create safe, inclusive environments that improve social wellbeing and relationships and help deter bullying. Resources are organised into two toolkits that use a five-step planning and self-review cycle.

Find out more at www.wellbeingatschool.org.nz.

Inclusive Education guides

A large [set of practical guides](#) designed to help educators and leaders plan for and meet the learning and wellbeing needs of diverse learners.

Bullying Free NZ website

A [framework and supporting tools, resources, and case studies](#) to help schools, families, and whānau to prevent and respond to bullying.



Working within the Learning Support Delivery Model

The Learning Support Delivery Model (LSDM) helps connect learners in schools, early learning centres and clusters of learning communities, with agencies and service providers, at a local level to identify and respond to learning support needs in their area.

The Learning Support Action Plan (LSAP) builds on the LSDM by providing resources and guidance for educators and by supporting families and whānau to be actively involved in their children's learning.

PB4L initiatives are part of learning support information, resources, and services provided by the Ministry to schools and early learning services. The flexible, collaborative approach of PB4L fits well with the LSDM and LSAP, as initiatives are tailored to meet local needs and aim to provide each learner with the right support, in the right place, at the right time.

PB4L's tiered approach is designed to be dynamic and integrated, so that support can be tailored to the needs of each learner and their context. Universal approaches are usually the first step, as these benefit all learners and provide a positive foundation for more intensive support for individual learners.

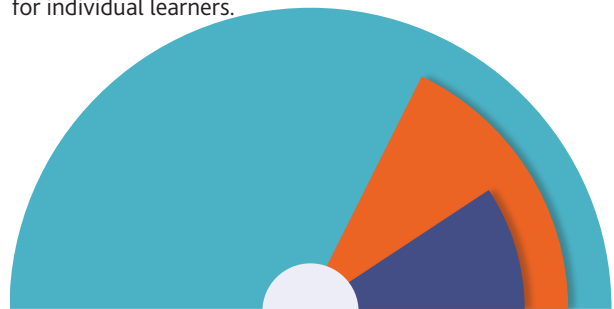
Why PB4L?

PB4L supports the visions of *The New Zealand Curriculum*, *Te Whāriki*, and *Te Marautanga o Aotearoa*. It is founded on the key principles that:

- positive behaviour is essential for learners' engagement, wellbeing, and achievement
- positive behaviour can be learnt
- environments around learners can be changed to support sustained behaviour change and in ways that meet the needs of individual learners and their contexts.

PB4L supports improved student engagement and achievement. It gives educators, families, and whānau confidence in building positive relationships with children and young people.

The initiatives included in the PB4L suite have been selected based on international best practice and enhanced to ensure they are a good cultural fit for the New Zealand educational context.



Universal

Tier one



Strengthens inclusive practices and systems for all mokopuna, whānau, and educators across all settings

Targeted

Tier two



Offers more focused approaches to support mokopuna, whānau, and educators

Individualised

Tier three



Provides more individualised supports tailored for the specific needs and circumstances of mokopuna, within their contexts

Find out more about PB4L

To learn more about PB4L initiatives and to see the resources available for them, go to pb4l.tki.org.nz or email PB4L@education.govt.nz.

If you are interested in finding out how you can implement a PB4L initiative in your early learning service or school, contact your nearest Ministry office to find out more: <https://education.govt.nz/our-work/contact-us/regional-ministry-contacts>.

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