

WHAT IS POSITIVE BEHAVIOUR FOR LEARNING?

Positive Behaviour for Learning (PBL) is an evidence based, whole school approach for creating safe, supportive school environments. Positive Behaviour for Learning is created through:

- Leadership and school-wide support
- Common language, vision and experience
- Clarifying expected behaviours (expectations and rules)
- Teaching and practising expected behaviours
- Encouraging expected behaviours
- Discouraging problem behaviours
- Ongoing monitoring of data

PBL is a Framework that implements a continuum of interventions to achieve positive academic and behavioural outcomes for all students. As a Framework the emphasis is on a process or approach, therefore PBL is not a 'program' or a 'curriculum'. PBL is a Multi-Tiered System of Support that highlights the relationship between academic achievement, social behaviour, positive school culture and individual student success.

PBL effectively enhances school culture through embedding systems that support strong personal relationships. The development of positive social skills through clearly defined and acknowledged expectations help students to feel safe, supported and ready to learn. When a strong school culture exists the benefits include improved staff and student satisfaction, increased instructional time and reduced behaviour referrals. Many schools seeking to enrich school culture have achieved this through the implementation of PBL.

EVIDENCE BASE FOR PBL

PBL has a longitudinal research base in achieving positive outcomes for students and school (and system) improvement. Specific outcomes are:

- Enhanced school climate
- Increased student engagement in learning with improved learning outcomes
- Lower rates of minor and major behaviours
- Increased attendance rates

- Greater connection with key stakeholders (students, staff and community)

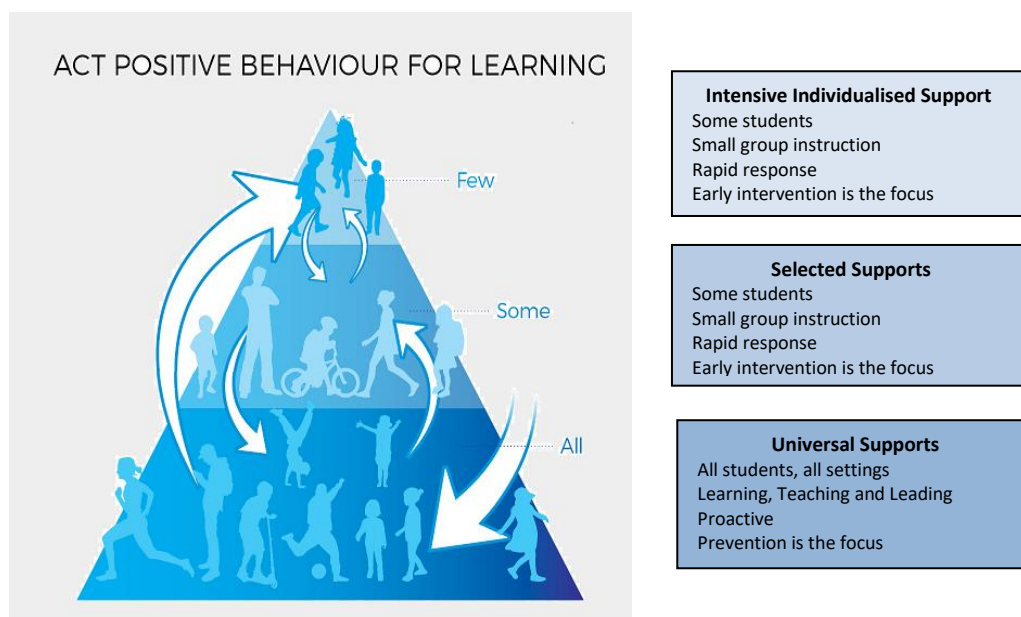
STRATEGIC ALIGNMENT

PBL aligns with the following key strategic requirements:

- National School Improvement Tool (NSIT)
- National Safe Schools Framework (NSSF), 2011
- A Leading Learning Organisation- ACT Education Directorate Strategic Plan (2018-2021)
- ACT Engaging Schools Framework, 2013

PBL CONTINUUM

PBL establishes a continuum of support that is proactive in supporting students with diverse academic and social needs. The continuum is aligned with Trauma and Neuroscience Informed Education practices. There is a consistent data driven approach to develop and implement appropriate interventions. Layers of support include:



EXPECTATIONS OF SCHOOLS

As PBL is about changing school culture, implementing the PBL Framework takes 3-5 years. Each school will be expected to set up a school-wide PBL implementation team that is representative of all school stakeholders, ideally consisting of the Principal, internal PBL Coach, staff responsible for student wellbeing/welfare, teachers from different year levels across the school, staff familiar with data collection and analysis, learning support assistants, parents, students and the external PBL Coach.

A typical PBL change journey involves:

PBL Component/Tier	Approximate timeframe
Universal Prevention Tier 1 School-Wide Non-Classroom Systems	From initial training to school community launch 1-2 years
Universal Prevention Tier 1 Classroom Systems	Takes up to 1-2 years to put in place

MORE INFORMATION

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