**How Quality Circle Time Supports the Positive Behaviour for Learning Programme (PB4L)**

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| **Educational Area** | **Jenny Mosley**  **Quality Circle Time Model (QCT)** | **New Zealand System**  **Positive Behaviour for Learning (PB4L)** | **What do the two programmes / systems have in common?** |
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| **About PB4L and QCT** | Whole school system encompassing social skills, self-esteem, well-being for staff and pupils, positive behaviour for learning, enhanced lunchtimes and playtimes. Used in thousands of schools.   * Encourages children to achieve their potential, promotes the development of social skills and self-esteem, looking after the well-being of all staff and pupils. * Includes three listening systems so that everyone has a voice and learns how to listen well to others and discuss ideas. * Supports children and staff during lunchtimes and playtimes, promotes positive behaviour for learning through clear rules, incentives and sanctions. | About changing the environment, systems and practices that are in place to support students to make positive behaviour choices. Used in about 600 schools across New Zealand.   * Initiatives help parents, whānau, teachers, early childhood centres, and schools address problem behaviour; * Improves children’s well-being, and increases educational achievement. * By strengthening relationships and creating more positive home and school environments, removes barriers to engagement and improve students’ chances to achieve at school and beyond. | **Both PB4L and QCT:**   * **Address the whole-school.** * **Promote positive behaviour;** * **Are used widely across many schools;** * **Are designed to improve educational attainment and well-being;** * **Strengthen relationships and encourages school involvement;** * **Involve pupils, teachers, parents.** |
| **What are PB4L and QCT?** | Jenny Mosley’s QCT system:   * is a long-term systemic approach; * involves initiatives that run school-wide; * includes Circle Times with games, discussions, speaking and listening activities; * promotes assemblies, lunchtimes and playtimes active management and encouragement. * actively reinforces positive behaviour and responds to negative behaviour; * creates a positive, emotionally safe learning environment. | PB4L is a long-term, systemic approach involving ten initiatives, including whole-school change initiatives, targeted group programmes, and individual student support services. Five of the initiatives are in development. The programme ensures:   * the school environment is positive and supportive * expectations are consistently clear * students are consistently taught desired behaviours * students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair, equitable way. | **Both PB4L and QCT:**   * **A school-wide systemic approach involving several different initiatives;** * **Clear expectations;** * **The promotion of positive behaviour;** * **A positive and supportive learning environment.** |
| **What are the desired positive outcomes of PB4L and QCT?** | QCT aims for increased:   * Self-esteem and pupil well-being. * Social skills, speaking and listening skills. * Staff well-being. * Positive behaviour throughout the school. * Strengthening moral values and respectful relationships. * Positive lunchtimes and playtimes. * Support for friendships and anti-bullying measures. * Better behaviour for learning therefore better academic success. | PB4L works by:   * Helping all address problem behaviour. * Improve children’s well-being. * Increase educational achievement. * Strengthening relationships. * Creating more positive home and school environments. * Removing barriers to engagement and improving students’ chances to achieve at school and beyond. | **Desired positive outcomes of both PB4L and QCT include:**   * **Improvement of children’s behaviour;** * **Improvement of children’s well-being;** * **Strengthened relationships;** * **Improvement of educational achievement by improved behaviour for learning;** * **Positive school environment.** |
| **How do PBL and QCT support inclusion?** | The English Curriculum supports celebrating diversity, languages, cultures and abilities.  The QCT model helps to develop a positive and safe learning environment that is inclusive by embedding a set of moral values called the Golden Rules through ongoing timetabled circle time meetings designed to create a sense of belonging and respect for individual differences to support every individual to have a voice and to enable the whole circle to feel they can achieve their goals. | The New Zealand Curriculum requires that teaching and learning recognises, supports, and builds on all students’ identities, languages, cultures, and abilities.  PB4L helps to develop inclusive learning environments that enable all children and students:  • to participate  • to be engaged  • to achieve  • to belong.  PB4L supports Maori to succeed as Maori and enjoy educational success. | **Both PB4L and QCT support:**   * **The celebration of diversity and different cultures;** * **Inclusion.** |
| **What tiers of support are there within within PB4L and QCT?** | The QCT Model has 3 ‘tiers’ of support:  Whole-School Approach for:  Positive behaviour for learning, powerfully positive playtimes, calm dining halls, Circle Time for improved social skills and self-esteem.  Targeted small group work  Small Circles of Support to nurture and support individuals within a small group setting, and to help them develop basic skills, social skills and to start enjoy working as a team.  Individual support for pupils beyond the usual systems  Tiny, Achievable, Tickable Targets to support individuals towards positive behaviour and achievement. | PB4L has three tiers of support:  Whole School Approaches include:  PB4L School-Wide, PB4L Restorative Practice, Huakina Mai, My Friends Youth, Wellbeing@School, PB4L website  Targeted Programmes for students at risk:   * Incredible Years Parent * Incredible Years Teacher * Te Mana Tikitiki   Services supporting individual students at high risk  • Intensive Wraparound Service • Check & Connect | **Three tiers of support of PB4L and QCT mean that the Programme addresses issues for:**   * **The whole school;** * **Smaller groups or individual work for children at risk;** * **More intense support for Individuals at higher risk – or providing greater challenge.** |
| **Well-being and PB4L and QCT** | The QCT model has a strong focus on well-being.  Staff Well-being – ‘The 5 Wells’ for staff – are where staff are encouraged to look after themselves by giving attention to different aspects of their needs – physical, emotional, spiritual, creative and cognitive. Jenny’s workshops emphasise the importance of staff looking after their own well-being first.  Pupil well-being is also a keen focus. The Golden Rules act as moral values to keep everyone and the environment safe. Basic skills and social and emotional skills are practiced so that everyone has a good grounding in communication and social skills. | PB4L reflects the belief that schools and early childhood education settings play a major role in fostering well-being and creating safe, healthy communities and therefore works to create this.  Well-being initiatives include:   * My Friends Youth Resilience Programme * Wellbeing@School (Tool kits and inclusive practice) | **Both PB4L and QCT focus on well-being.** |
| **How do PB4L and QCT help Parents.** | As part of a programme of potential workshops and keynote speeches, Jenny Mosley offers:  Parent workshops  Parent circle times  Both are designed to help parents understand what | PB4L has the Incredible Years Parent Programme  A 14-session programme for parents of children aged from 3 to 8 years, providing parents with strategies for actively promoting positive behaviour and helping them create a home environment encouraging positive social and educational outcomes. | **Both PB4L and QCT involve work with parents.**   * **Providing helpful and informative parent sessions.** |
| **How do PB4L and QCT help Teachers.** | Jenny Mosley takes her QCT model into schools via teacher training days and ‘Working in School Days’ (when the children are there). Jenny also holds open conference days where teachers and all staff from a school or Early Years setting can attend. Training involves circle times, seminars, working with children in observation circles, group work and many other activities. As an author and publisher, teachers access many aspects of Jenny’s work via books, Ebooks and video.  Jenny’s training encourages children to develop:   * Social and communication skills; * Positive relationships within schools; * Positive behaviour skills; * Social and emotional skills;   And to help children with motivation. | The Incredible Years Teacher programme is for teachers of children aged from 3 to 8 years, providing them with approaches that actively encourage positive behaviour, foster well-being, and create a safe and caring learning environment.  The Incredible Years Teacher initiative covers:  • building positive relationships with children  • using attention, encouragement, and praise to encourage positive behaviour  • motivating children by giving them incentives  • helping children learn social skills, empathy, and problem solving skills  • proactively preventing unwanted behaviour – for example, by using appropriate consequences | **Both PB4L and QCT involve work with teachers and provide:**   * **Training Programmes to help teachers implement and embed the systems into their educational setting.** |
| **Extra elements of PB4L and QCT.** | Jenny Mosley’s QCT model and accompanying resources encompass and encourage many creative, thoughtful and energetic activities, approaches and outlets within the whole school model, including:   * Drama; * Story-telling * Clapping games; * Puppetry; * Singing games; * Skipping games; * Ball games; * Playground crazes; * Relaxation exercises; * Energizing exercises; * Visualisation techniques. | PB4L includes the system: Te Mana Tikitiki  Te Mana Tikitiki in years 4-8 uses tikanga and te reo Māori to uplift the mana of young Māori learners. It aims to build resilience, self-esteem, and confidence and to improve social skills, learning, and achievement to help students develop positive patterns of behaviour. It is run in schools over one term.  Based on student’s interest and needs, the school selects three modules from the following:   * Te reo Māori (Māori language) * Taonga puoro (musical instruments) * Mau rākau (stick movements) * Toi Māori (art) * Waiata (song). | **Both PB4L and QCT:**   * **Encourage creative and cultural approaches;** * **Promote expressive arts, music, singing and story-telling.** |