

Agree behavioural expectations and agree fair consequences

A suggestion for implementing the strategy

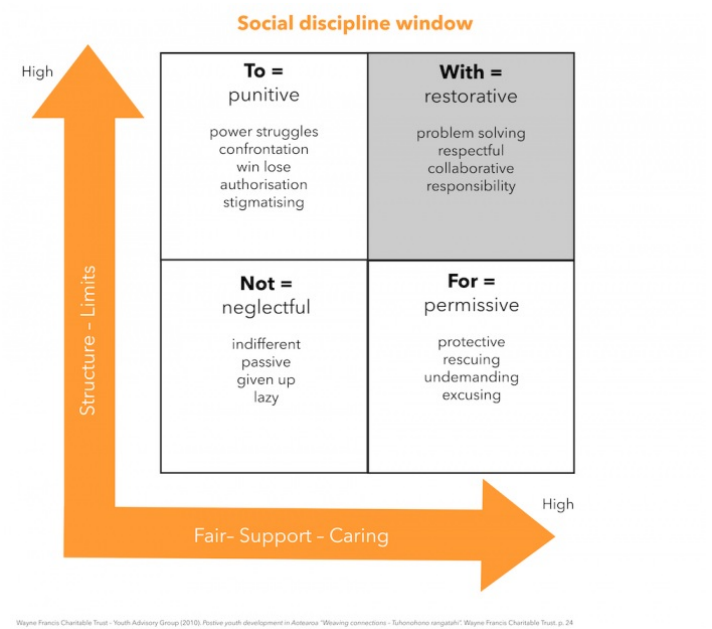
'Collaboratively develop a safe and caring culture and climate' from the Guide:

[Behaviour and learning](#)

Includes:

- Co-construct expectations
- Follow a process for reinforcing expectations
- Display expectations clearly
- Classroom checklist
- Self-assessment
- Useful resources

Co-construct expectations



Wayne Francis Charitable Trust - Youth Advisory Group (2013). Positive youth development in Aotearoa "Weaving connections - Tuhonohono rangatahi". Wayne Francis Charitable Trust, p. 24

Source:
Positive Youth Development in Aotearoa. "Weaving connections - Tuhonohono rangatahi"
<https://static1.squarespace.com/static/5f31c6553f71df0f909845ce/t/6107184bedcea71eeb80ee51/1627854959902/2.8.2021+Weaving+connections++Tu%CC%84honohono+rangatahi.pdf>
View full image (152 KB)

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Guide: [Behaviour and learning](#)

Strategy: Collaboratively develop a safe and caring culture and climate

Suggestion: Agree behavioural expectations and agree fair consequences

Date

17 May 2024

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inclusive.tki.org.nz/guides/behaviour-and-learning/agree-behavioural-expectations-and-agree-fair-consequences

Follow a process for reinforcing expectations

State, teach, review, and reinforce positively stated expectations in the classroom.

- ➊ Establish behavioural expectations of students with students.
- ➋ Establish expectations that students can have of teachers (for example, respect, consistency, an engaging programme).
- ➌ Teach expectations in the context of routines.
- ➍ Prompt or remind students of expectations prior to entering natural context.
- ➎ Monitor students' behaviour in the natural context and provide specific feedback.
- ➏ Evaluate the effect of instruction – review data, make decisions, and follow up.

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Display expectations clearly



Source:

Positive Behaviour for Learning

<http://pb4l.tki.org.nz/PB4L-School-Wide/What-is-happening-in-PB4L-School-Wide-schools>

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Classroom checklist

Implementing agreed behavioural expectations in your classroom.

- Are the classroom expectations clearly defined, positively stated, and displayed visually?
- Have you limited the expectations to between three and five?
- Do you use the language from the expectations in regular, everyday contexts?
- Have you planned for teaching and practising the routines and expectations?
- Have you set up an acknowledgement system, which includes frequent, short and long-term feedback?
- Do you have a system in place for student feedback about agreed expectations of the teacher?
- Are students reminded of their choices in a calm, positive manner to prevent an escalation in behaviour?
- Are the consequences for not following expectations clear and pre-planned?
- Are consequences delivered consistently, respectfully, and in a timely manner?

Self-assessment

Are these strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

- My students and I have agreed on behaviour expectations linked to our school values.
- The expectations are displayed in our learning space.
- Students can explain the expectations.

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Useful resources



How is my classroom management?

Read time: 3 min

A PowerPoint presentation that helps teachers to review features and practices for behaviour management in the classroom.

Publisher: OSEP Centre on Positive Behavioural Intervention & Support

[Download](#) PDF (1.5 MB)



Information sheet: Checklist for promoting positive behaviour and learning

A checklist for teachers from the Positive Behaviour for Learning website.

Publisher: Positive Behaviour for Learning

[Visit website](#)



Teaching appropriate behavior

This is an explanation of eight systematic steps to promote behaviour changes in students as part of a functional behavioural assessment (FBA).

Publisher: Texas Council for Developmental Disabilities

[Visit website](#)

