**Department of Education - Maximising Learning - Video 02**

**TRANSCRIPT**

- I acknowledge the Traditional Owners of the lands across Queensland where all our schools are situated and pay my respects to Elders past, present and emerging. The Department of Education acknowledges the continuing connection of Traditional Owners to land, waters, language and culture.

Today, I'd like to talk to you about using the PBL framework to establish school environments for the achievement of equity and excellence. The way we view student behaviour is reflected in school culture. We can view behaviour as needing to be managed or controlled, or as something that can be taught and supported.

PBL takes an instructional approach to behaviour, recognising that, as adults, we have a responsibility to teach the behaviours that are expected at school. We can teach behaviour in exactly the same way that we teach academics. Decades of research attest to the positive outcomes of PBL: improved school safety, enhanced student and staff wellbeing, reductions in behaviour incidents and improved academic outcomes.

PBL fidelity means implementation of PBL essential features and ongoing monitoring of implementation and outcomes. Implementing PBL well helps schools to establish the environment for achievement of equity and excellence. PBL emphasises positive relationships. Positive relationships are at the centre of a proactive approach to discipline. They help create a positive school environment that supports student learning and engagement.

Positive relationships extend to families and all members of the wider school community. As individuals, we all contribute to building culturally responsive schools. We do this through having the right attitude by holding positive views about diversity; by being reflective, seeking to understand how beliefs are constructed and the lived experiences of others; through learning, openness, and willingness to question and keep learning; and by our actions, everything we say and do to communicate our commitment to diversity and inclusion.

Databased decision making is a key component of PBL, but it's not enough to look at data for all students as a whole. Data needs to be disaggregated to look at outcomes for groups, such as students in care, Aboriginal and Torres Strait Islander students, and students with disability. It's important that schools look at data on not just behaviour, but also wellbeing and academics.

Multi-tiered systems of support or MTSS, is an organisational framework that ties together everything we do to support students. PBL is an example of an MTSS. MTSS allows schools to provide a continuum of support to students according to identified needs. MTSS is not in competition with other school priorities or instead of other initiatives. Instead, MTSS provides the framework for the achievement of priorities and the integration of initiatives. The MTSS framework establishes a safe, predictable and supportive school environment, which is good for all students, but especially those facing additional challenges. MTSS establishes systems, which support the adults to implement, and evidence-based practices, which support students. Data helps identify what support is needed and for who.

Implementing MTSS successfully requires team leadership and collaboration. Schools that implement an MTSS framework, such as PBL, create the right conditions for a culturally responsive approach to school discipline. Establishment of a safe, supportive, positive and predictable school environment is fundamental to the achievement of equity and excellence.