

Agree on clear expectations

A suggestion for implementing the strategy 'Commit to whole-school approaches' from the Guide: [Behaviour and learning](#)

Includes:

- Let values guide practices
- Clearly state positive expectations
- Set a positive school culture
- Embed core values
- Respond using restorative approaches

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From

Guide: [Behaviour and learning](#)

Strategy: [Commit to whole-school approaches](#)

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Date

18 June 2026

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/set-clear-expectations

Let values guide practices

Papatoetoe South School principal, Caroline Chawke talks about how their whakataukī guides teachers, learners and whānau to think and act positively in every interaction that takes place in a school.



Video hosted on Vimeo <http://vimeo.com/945992064>

Closed Captions

Source:

[Ministry of Education – Inclusive Education videos](#)

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Clearly state positive expectations

Use school values as a basis for co-creating a small number of clearly stated positive expectations for students, staff and whānau.

For example:

- Avoid rigid behaviour expectations that do not cater for the diverse needs and abilities of ākonga.
- Provide a small number of positive values so they are easily brought to mind.
- Share values across the school and make them visible in all classrooms.
- Develop a shared understanding of what the values mean in practice by working with staff, students, whānau and the community.
- Reinforce and repeat positive values in daily interactions.
- Give examples of the values in practice using images, text and multimedia such as videos and images.
- Teach students how to enact school values.
- Acknowledge and celebrate positive examples.

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Set a positive school culture

Manurewa

Intermediate School

staff, ākonga and

whānau talk about how

they changed the

school culture “to help

students feel safe and

secure and to know

that they can learn and

be the best they

possibly can... and have

fun”.



Video hosted on Youtube <http://youtu.be/kRUahOoRa7w>

Closed Captions

Source:

[The Prime Minister's Education Excellence Awards](#)

<https://www.youtube.com/watch?v=kRUahOoRa7w>

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Embed core values

Hastings Girls High School embedded shared expectations across the school to build a positive school culture.



Video hosted on Youtube <http://youtu.be/mRfICpRBjdW>

Closed Captions

Source:

[PMEEA NZ](#)

<https://www.youtube.com/@pmawards>

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Respond using restorative approaches

A restorative response focuses on accountability and obligation to repair the harm and meet the needs of those involved rather than on guilt, blame and punishment.

Restorative processes are sometimes perceived as soft approaches. Tapping into the teachable potential of unwanted events, prioritising obligations for repairing harm and building a community of care makes our responses stronger and sustainable, not weaker.

It is a layered approach to understanding what is shaping behaviour and involves collaborative sense-making.

Simple focus questions include:

- What happened?
- Who was affected and how?
- What obligations do the parties have?

For more information around planning conversations and meetings, see the [Restore suggestion](#) in the Respond in challenging situations strategy of this guide

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