



## Playground Observations

Playground observations are used to understand whether anti-social events, specifically acts of isolation, microaggression, bullying or racism, are occurring during break times. If this is happening we need to identify how frequently it is occurring. This evidence can provide a clear picture of what is happening when adults may not be present. It is then used to develop a strategic plan about how these behaviours will be reduced and eliminated. When evidence is compared over time, it can show how well the plan to reduce anti-social behaviour is working.

### Developing shared understandings

Poutama Pounamu facilitators provide collaborative activities where the school and centre identify and describe the anti-social behaviours they will focus on. Collectively, observers then discuss what these behaviours look and sound like on the playground until shared understandings are reached.

### Preparing the map

Observers develop a bird's eye view map of the school. The map is sectioned into five or six zones and a logical ongoing pathway through each zone is agreed on. Once in a zone, all areas must be within the observer's line of sight. Observers can begin from a different starting point but the pathway from that point remains consistent.

### Considering timing

Playground observations might be made 20 minutes before school, and at interval and lunchtime, then 20 minutes after the final bell.

### Recording target behaviours

Poutama Pounamu provides recording sheet examples to personalise for your school. Within the set time, observers walk through the zone counting and recording the number of students present. All instances of students engaged in anti-social behaviours are also recorded. Finally, the number of adults present, is also recorded, including if adults are interacting with students. Observers then move from zone to zone in the time allowed, observing and recording as they go.

### Calculating and presenting the evidence

The numbers recorded are each calculated as a percentage of students behaving appropriately. Any adults present, and those who were interacting with students, are shown as a ratio using the two different raw scores.

### Responding to the evidence

In responding to the evidence, it is important to consider the role of adults in moderating, modelling and promoting prosocial behaviours. Considering what options are available to children who are on the receiving end of anti-social behaviours is a starting point. Strategies are then developed to build their confidence and capability to understand what is happening and to seek help in collectively resisting anti-social behaviours. To do this we consider how to develop the cultural capability of adults and children so that every child's safety and sense of belonging can be better supported.

### Links to Te Hurihanganui Pou and Principles

For every child, *Te Ira Tangata* must be supported and able to flourish and it is the role of adults to ensure this happens. Playground observations provide a vehicle for *Te Hāngaitanga* and *Whanaungatanga*, collaborating to ensure a better understanding of what all children are experiencing when adults are not present and doing something positive with this information.

