

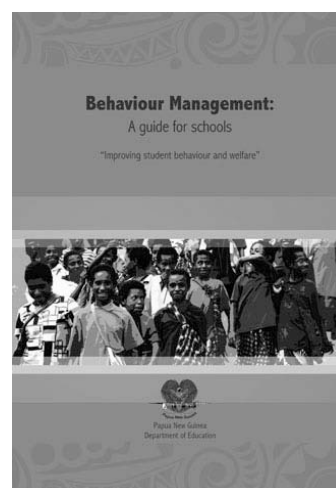
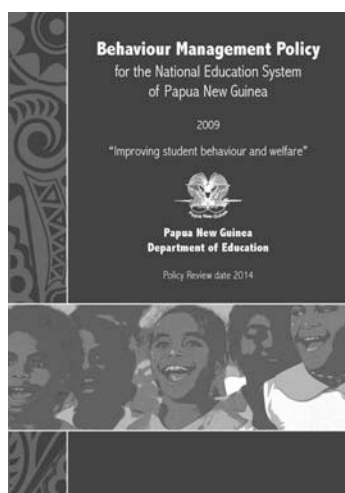
Teacher In-Service Behaviour Management

Facilitator's Manual

‘Improving student behaviour and welfare’

Department of Education
Teacher Education Division

1st Edition, 2009



For school and cluster facilitators
Primary, secondary and TVET institutions



Papua New Guinea

Department of Education

Department of Education

Teacher In-service

Behaviour Management Facilitator's Manual

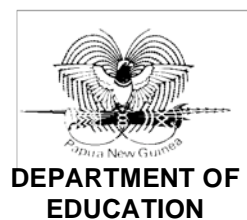
For school and cluster facilitators
Primary, secondary and TVET institutions

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Teachers and schools in Papua New Guinea have permission to use, share and adapt these materials.

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Secretary's Message

The Department of Education is committed to promoting positive student behaviour in our schools. All members of the school community are now accountable to the principles and responsibilities set out in the *Behaviour Management Policy for the National Education System of Papua New Guinea* (2009). To complement the launch of this policy, a number of strategies are being used by the Department of Education to ensure effective implementation of behaviour management across our schools. One such strategy includes the training of teachers and head teachers in behaviour management. Behaviour management skills are core components of a teachers professional skills and are now part in both pre-service and in-service training

Teachers and head teachers play a central role in promoting positive student behaviour in our schools and need support to continue to respond to the increasing numbers of students and student issues in our schools. Dealing with issues that affect student behaviour, such as bullying, drug and alcohol use, family breakdown, child abuse, death of family members is common work for teachers. While most students behave well in schools, we need to assist teachers to learn skills and strategies to intervene when there is poor behaviour so that our students have a chance to learn better ways to behave and get the very best out of their education.

Every school will be required to develop a school behaviour management policy. This will become part of their school learning improvement plan (SLIP). This manual has been produced as in-service training for teachers, including, primary, secondary and TVET institutions. This training is designed to help teachers build on their existing knowledge and skills about working with students. This training includes sessions on how teachers can promote positive behaviour in schools, strategies for responding effectively to poor behaviour and dealing with common student issues. This manual could be used by in-service cluster groups under teacher in-service program (TIP) or by schools independently.

I approve these materials for use in school in-service sessions and encourage all teachers to read, adapt, share and use the training sessions to improve their own skills and knowledge.



DR JOSEPH PAGELIO
Secretary for Education

Introduction

Behaviour management is a whole school approach to creating an environment to promote positive behaviour and reduce opportunities for poor behaviour. Behaviour management is also about responding to poor behaviour in a way that not only allows students to take responsibility for their behaviour but provides them with an opportunity to learn and change. Behaviour management recognises that sometimes there are underlying causes for poor student behaviour, like lack of supervision and parental guidance, family and relationship problems, peer pressure, illness and death amongst family members, drug and alcohol abuse and economic hardship that students need help to deal with. A whole school approach to behaviour management includes student-centred school rules, fair discipline processes, classroom management, strategies to work with parents and community, praise and reward systems, participation, effective school management, counselling and support and professionally trained teachers.

The *Behaviour Management Policy for the National Education System of Papua New Guinea* (2009) is based on nine core principles and sets out the responsibilities for key stakeholders, including students, teachers and head teachers. The policy sets the standards for the ways in which all schools are to approach behaviour management. In addition, all schools are now required to develop their own school behaviour management policy in line with the national policy. School behaviour management policies will be integrated into school learning improvement plans (SLIPs) and monitored by guidance and standard officers. Policies must be developed in a participatory way and in consultation with all members of the school community.

This training is designed to help teachers better understand concepts and strategies involved in a whole school approach to behaviour management. The training will help teachers to reflect on effective and ineffective ways to deal with student behaviour and think about how they improve their teaching and classroom environments to enhance positive student behaviour. The training should assist teachers and head teacher in developing and implementing their school policies by giving them knowledge and skills in effective behaviour management strategies.

This course will be linked to the School Learning Improvement Plans (SLIPs) and the implementation of the reform curriculum.

This course builds on content and skills from:

- Classroom Management
 - Health
 - HIV/AIDS & Reproductive Health
 - Gender Equity or Child Friendly Schools
 - Child Development
 - Life skills
 - Personal Development
-

How to use this manual.

Inside the session, there are a series of case studies about common student issues and behaviours. Many of these are real examples of issues faced by teachers and school based counsellors.

There are fourteen sessions broken into four units in this in-service manual. Each session is designed to last around one hour. Self reflection tasks are set at the end of each sessions and help you to assess and evaluate what you have learnt. The timings and order of the sessions are at the discretion of each respective school and facilitator depending on the knowledge and skills of the other teachers in the school.

Units

1. Whole School Approach to Behaviour Management
2. Strategies to Promote Positive Behaviour and Respond to Poor Behaviour.
3. Responding to Student Issues
4. Implementing Behaviour Management in Your School.

This manual can be used by teachers and facilitators anywhere and does not require the use of lots of extra resources. All sessions have been designed to maximise your learning and participation. The material models best practice school behaviour management. Many of the teaching and learning strategies you will use in sessions can be adapted for your own teaching. If there is anything you do not understand in this training manual, please contact the guidance officer in your Province.

At the back of the course book there is a glossary and in-service guide. The guide is to help you conduct in-service for your fellow teachers. The contact list will help you find support services for your teachers and students in your school.

What will teachers need to complete this training?

- A positive attitude and full participation in group and paired activities
- Empathy for the problems faced by children and adolescents
- Good critical analysis, problem solving, reflection and discussion skills
- Pen and note book

What resources will I need to facilitate training?

The most important resource is you as a facilitator or trainer. You should be open-minded, creative, well organised and be able to train in a participatory way. You should not be judgemental or preach: instead facilitate discussion and exploration of topics with your teachers. You should be passionate about promoting positive student behaviour. You should know the Behaviour Management Policy and supplementary guide for schools in detail.

The training sessions have been designed to use minimal resources. There will be some activities which may involve prior preparation of materials, games and activities and these are all designed to be easily improvised in remote settings. You are encouraged to use local organisations and resource people as well as other teachers. For example, session 2.6 *Use of Counselling* requires that you invite a school based counsellor or guidance officer to your training session. Some sessions may be best conducted in same sex groups.

There are now a wide range of high quality and approved curriculum and support materials available in schools which can support aspects of behaviour management training. Essential resources which every school should have available for this training include:

- *Behaviour Management Policy for the National Education System of Papua New Guinea* (2009)

- *Behaviour Management: A guide for schools (2009).*

Confidentiality

During the training teachers may be asked to reflect on their own experiences. You may hear actual stories of problems faced by teachers and students. It is important you respect **confidentiality** and act professionally at all times. Failure to respect confidentiality is professional misconduct under the HIV&AIDS Policy and Teacher's Code of Ethics.

Rationale and aims of the training

This course is designed to train teachers to understand and apply strategies for a whole school approach to behaviour management in schools.

The aims of this training are for teachers to:

1. Understand the principles of a whole school approach to behaviour management.
2. Apply effective strategies to promote positive student behaviour.
3. Learn and apply effective strategies to respond to poor student behaviour.
4. Plan for the development and implementation of a school behaviour management policy

Session Overview

14 hours

Topic	Learning Outcomes By the end of the training teachers can...	Time allocation
Unit 1: Whole School Approach to Behaviour Management	<p>Session 1. 1 What is Behaviour Management?</p> <ol style="list-style-type: none"> 1. Identify and categorise social, cultural, economic, developmental issues faced by students. 2. Identify causes and consequences of poor student behaviour. 3. Identify the link between the promotion of positive student behaviour and student learning. 4. Write a definition of behaviour management for schools. <p>Session 1.2 The Behaviour Management Policy</p> <ol style="list-style-type: none"> 1. Debate on the need for a Behaviour Management Policy. 2. Analysis the principles & responsibilities of teachers and head teachers in the Behaviour Management Policy. 3. Advocate for a whole school approach to managing student behaviour. 	1 -2 hours

<p>Unit 2: Strategies to Promote Positive Behaviour and Respond to Poor Behaviour.</p>	<p>Session 2.1 Proactive strategies: Peer Education, Conflict Resolution, Teaching life skills,</p> <ol style="list-style-type: none"> 1. Describe what is meant by a proactive approach to student behaviour. 2. Identify proactive strategies and interventions that can be used in schools. 3. Evaluate how peer education, conflict resolution and teaching of life skills promote positive behaviour. 4. List resources available to ... <p>Session 2.2 Stop! Think! Do!</p> <ol style="list-style-type: none"> 1. Describe STOP! THINK! DO! 2. Write an example of a I, You and Angry I- Messages. 3. Role play Stop! Think! Do! problem solving steps to manage a problem. <p>Session 2.3 Assertive Discipline</p> <ol style="list-style-type: none"> 1. Define assertive discipline. 2. Discuss the advantages of using assertive discipline in the classroom. 3. Demonstrate three techniques of assertive discipline. <p>Session 2.4 Rewards & Consequences</p> <ol style="list-style-type: none"> 1. Using case studies identify 3 appropriate rewards and 3 inappropriate rewards. 2. Use case studies to identify 3 appropriate consequences and 3 inappropriate consequences. 3. Discuss what makes an effective sanction. 4. List different types of sanctions and when they can be used. <p>2.5 Suspension and Expulsion</p> <ol style="list-style-type: none"> 1. Prepare a plan of how to deal with a possible case for suspension or expulsion. 2. Demonstrate understanding of the roles of different parties through a role play an expulsion appeals committee . <p>2.6 Use of School Counselling</p> <ol style="list-style-type: none"> 1. Explain how counselling a complimentary strategy for responding to poor behaviour is. 2. Interview a school counsellor about their role in discipline. 3. Analyse three case studies of poor student behaviour to identify if counselling is an appropriate response. <p>2.7 Working with Parents and Other Stakeholders</p> <ol style="list-style-type: none"> 1. List ways to record and report student behaviour. 	<p>6 - 7 hours</p>
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	<ol style="list-style-type: none"> 2. Identify three strategies for working effectively with parents and families. 3. Demonstrate through role play successful parent teacher conferences. 4. Identify strategies to involve other stakeholder in supporting schools with student behaviour. 	
Unit 3: Responding to Student Issues	<p>Session 3.4 Dealing with Bullying</p> <ol style="list-style-type: none"> 1. Identify different types of bullying behaviour. 2. Describe characteristics of bullies and victims. 3. List strategies to address bullying. 4. Plan a response to incidences of bullying in a school. <p>Session 3.5 Critical Incidents</p> <ol style="list-style-type: none"> 1. List and discuss types or examples of critical incidents and emergencies. 2. Discuss and evaluate effective strategies for responding to critical incidents. 3. Develop a plan to manage critical incidents. <p>Session 3.6 Child Protection</p> <ol style="list-style-type: none"> 1. Describe types of abuse and indicators of that abuse. 2. Conduct a simple risk assessment to determine if a child needs to be reported to child protection. 3. Complete a sample child protection report. 4. Outline strategies for teachers and schools to respond to suspected abuse, rape, and other child protection issues. 	3 hours
Unit 4: Implementing Behaviour Management in Your School.	<p>Session 4.1 Developing a School Behaviour Management Policy</p> <ol style="list-style-type: none"> 1. Review the sections required in a school behaviour management policy. 2. Prepare a plan of the steps you will take to write a student-centred school behaviour management policy. <p>Session 4.2 Integrating Behaviour Management into SLIP.</p> <ol style="list-style-type: none"> 1. Advocate for the integration of behaviour management activities into SLIP. 2. Using the SLIP principles, prepare a plan to implement behaviour management in your school. 	1 -2 hours

Unit 1: Behaviour Management

Session 1.1 What is behaviour management?

Session Outcomes: By the end of the session teachers can:

1. Identify social, cultural, economic, developmental issues faced by students.
2. Identify causes and consequences of poor student behaviour.
3. Identify the link between the promotion of positive student behaviour and student learning.
4. Write a definition of behaviour management for schools.

Key concepts: behaviour, behaviour management, whole school approach

Resources: *Behaviour Management Policy* and *A guide for schools*, dictionary, A4 blank papers, butcher paper, marking pens.

Background

Papua New Guinea is a country with many different cultures, which is growing rapidly and experiencing great social change. There is greater migration from the rural areas to towns and cities as the country. This means there are more people from different parts of the country meeting and mixing with each other. The nation is moving from subsistence farming to a cash economy. This means instead of traditional trading, families need to find ways to exchange their goods to get cash to pay for store goods, clinic visits, school fees, PMV fares etc. This means finding formal employment or travelling to sell at markets or setting informal businesses. There is a greater influence from all kinds of technology and media, including television, radio, mobile phones, and internet. Some traditional customs and practices are mixed with or replaced by contemporary global values. These factors affect how young people see themselves and their role in society.

In addition, the education reform and progress toward universal basic education means that a greater number of students from a range of backgrounds are entering schools with different physical, emotional and social needs. Therefore, teachers are faced with a range of student issues in schools

Behaviour is the actions of a person or group people. Behaviour is influenced by many things like age, personality, interactions with others, culture, home environment and gender. Student behaviour is the way children and young people behave at school. In schools, there is often positive student behaviour, poor student behaviour and anti-social student behaviour. Positive behaviour includes cooperating, paying attention in class and sharing with classmates. Poor student behaviour includes talking when supposed to be working, being late to class. Antisocial behaviours is behaviour that is harmful and not accepted in PNG society, such as drug and alcohol use, graffiti and bullying.

Behaviour management is a whole school approach. It includes creating a positive environment for learning and uses strategies that encourage positive behaviour in schools. It also involves a range of strategies to reduce the chance of poor or antisocial behaviour. Behaviour Management is also about having effective ways to deal with poor behaviour so that students can learn from their mistakes and at the same time, take responsibility for wrong doing.

Introduction Rotating Lists (10 minutes)**Example student issues:**

Bullying (threats, name calling, physical violence), sexual harassment, sexual abuse, peer pressure, alcohol and drug use, group fights, disagreements with family, stealing, graffiti, poor school marks, no school fees, physical abuse, violence, unplanned pregnancy, relationships (teacher- student/family, trauma, poverty).

Example possible causes:

Coercive parenting or poor parenting, peer rejection, poor role models, low school morale, poverty, traumatic event (death, natural disaster), family violence, family breakdown, poor health and hygiene

1. Ask teachers to write a list of issues faced by children and young people in their school on an A4 piece of paper.
2. Each teacher should then pass their list to the person on their left. Everyone should now have another teacher's list. Ask teachers to review the list and add any new issues.
3. Allow teachers to rotate papers three times. Each time adding to the lists.
4. Then ask teachers to put their lists on the wall. Select teachers to each answer one of the following questions:

- Q. What do you think are the three most common issues facing students?
- Q. Name one social issue? (to do with society, family and people)
- Q. Name one cultural issue? (to do with culture)
- Q. Name one developmental issue? (to do with growing up)
- Q. Name one economic issue? (to do with money)?

Main Activity 1 (20 mins) Analysing case studies/ table**Example case study:**

Jeff came from a family of seven. His mother was a quiet woman. His father was very demanding and aggressive. Jeff was often aggressive towards other students in class. The teacher had warned him on several occasions and even sent him to the head teacher. Jeff often took pencils and books from other students. The teacher thought Jeff was a bit of a bully. One day, Jeff punched another student who refused to buy him an ice block. The next day, the student's father came to school demanding Jeff be suspended.

1. Read the example story then ask teachers in pairs to share a similar story or example of poor student behaviour in their school. Remind teachers not to use names or provide information that would allow their partner to identify the student. Ask teachers to discuss the reasons why the student behaved poorly and how the behaviour is related to any of the issues listed from the previous activity.
2. Ask teachers to choose five poor student behaviours and complete the following table.

Poor Behaviour	Causes	Possible Consequences
1.e.g. Jeff was a bully	Comes from large family and may have to compete at home for resources (food, money) Father is aggressive	Fighting at school, hurting other students, stealing Breaking school rules, suspension.
2.		
3.		
4.		
5.		

3. Select teachers to each state one poor behaviour, its causes and consequences for the student. Ask teachers to explain if the poor behaviour had any impact on the student's education

4. In pairs, now ask teachers to choose one poor behaviour and list three actions that the school could have taken to change or prevent the behaviour.

1. e.g Teacher or counsellor could have helped Jeff to learn other ways to behave towards his classmates.

2.

3.

5. Summarise by explaining that it is important for teachers to try and understand the underlying reasons why a student may have poor behaviour. By identifying these reasons, teachers can then find the best way to help the student change their behaviour, which can help to prevent students from getting into trouble.

Main Activity 2 (15 mins) Poster making

1. Ask teachers to read the follow case of a hypothetical school that promotes positive student behaviour.

The Case of Pineapple Primary School

Pineapple Primary School is an average size primary school with 300 students enrolled, 10 teaching staff, 1 head teacher 1 administrative officer and 1 school based counsellor, which is funded by the Provincial Education Board. The head teacher is a female who believes that every child has the right to a quality education. The head teacher has a staff meeting every Monday at lunchtime with her staff. The head teacher visits every classroom at least once every day. Staff who are not present in their classrooms or are found absent from work without reason are referred to the Standards Officer immediately. The head teacher organises for a quarterly in-service for her staff, the most recent was on classroom management. There is SLIP in place at the school. The Board of Management is made up mostly of parents and has even representation of males and females. The Board of Management insists that the

school budget is pinned up on the school notice board every week. The community recently assisted the school in a working bee to repair the thatched roofs of two classrooms. There is an active P & C which is attended regularly by the head teacher plus three teachers. The school based counsellor is proactive in the school and organises for guest speakers to talk to students on issues like drug use, family violence, TB and HIV at school assemblies. Teachers are required to send out a class newsletter each term to parents and guardians. Students assist to keep the school grounds tidy. There are anti-bullying and no rubbish policies in the school. Some ex-students assist the school to maintain small vegetable gardens on the school grounds in exchange for some of the produce. The school has developed a Behaviour Management Policy which included the school rules as well as the processes for disciplining. All students and their parents or guardians are given a copy of the policy at the beginning of the academic year. Teachers and the head teacher try to use sanctions that do not interfere with the student's studies. There were no expulsions recorded at the school last year.

From *Guidance, Counselling & Behaviour Management Student Teacher Course Book, 2009*

2. Ask teachers to make a poster that shows all the things that they would do in their school to promote positive behaviour. Teachers should think about:

- Class and school environment
- Discipline procedures and school rules
- Communication with parents
- School board
- Social and recreational activities for students
- Using community members, churches, NGOs and other government partners
- Teacher training
- Etc

3. Ask teachers to place their poster on the wall for others to see. In pairs, ask teachers to discuss the reasons why promoting positive behaviour improves student learning.

4. Summarise by pointing out that schools can do many things to encourage students to behave in a positive way. When there is a positive environment for learning, students are more likely to behave well. When students behave well, they are more likely to learn!

Conclusion (15 mins) "Behaviour management is.."

1. Go around teachers and ask them to complete the sentence "Behaviour management is...".

2. Each teacher should repeat what the other teachers have said before adding their own word or phrase.

For example

Teacher 1: "Behaviour management is about promoting positive behaviour,"

Teacher 2: "Behaviour management is about promoting positive behaviour and having fair school rules," etc.

When a teacher forgets a word or phrase, they are out of the game.

3. At the same time, have someone record on a piece of paper all the words and phrases that are being added.
4. Continue adding words and phrases until there are no more suggestions. Check with teachers that they agree with all the words and phrases added, then read the entire sentence.
5. Compare this sentence with the definition of behaviour management in the Behaviour Management Policy and discuss similarities.

Self Reflection

1. What are three things that you can do as a teacher in your school to promote positive behaviour amongst students.

Session 1.2 The Behaviour Management Policy

Session Outcomes: By the end of the session, teachers can...

1. Debate on the need for the Behaviour Management Policy for the National Education System of Papua New Guinea.
2. Analyse the principles & responsibilities of teachers and head teachers in the Behaviour Management Policy.
3. Advocate for a whole school approach to managing student behaviour.

Key concepts: *Behaviour Management Policy*

Resources: *Behaviour Management Policy* and *Guide for schools*, butcher paper (depends on the number in class), glue, pins or sticky tape, prepared 'Vote with your feet' cards (AGREE or DISAGREE or DON'T KNOW), prepared questions on butcher paper, dictionary A4 blank papers, Chart one for each group, Marking pens – blue / red / black, handouts on behaviour approaches, sample questionnaire.

Background

The *Behaviour Management Policy* was developed by the Department of Education after extensive consultation nation wide. The policy sets out the founding principles on which the policy is based. It also establishes the responsibilities of all stakeholders in promoting positive student behaviour, welfare and educational development of children in PNG.

Introduction (5mins) Vote with your feet

1. Place 3 cards (AGREE or DISAGREE or DON'T KNOW) around the edge of the room or grass. Stand in the middle of room or the grounds and call out these statements and participants move and stand by the label:
 - The school board can expel a pregnant student
 - Schools should invest scarce resources on removing stairs and replacing with ramps for wheelchair access to classrooms
 - The head teacher can suspend a teacher with immoral behaviour outside the school

- Teachers can use corporal punishment on students if no other methods worked
- Poorly managed schools usually have poor student behaviour
- Expelling students is a useful behaviour management strategy
- It is helpful for students to help write a school behaviour management policy
- Every school should have a behaviour management policy

Main Activity 1 (20 mins) Analysing Behaviour Management Policy

1. Divide teachers into equal groups and allocate numbers 1-9 evenly across groups. Each number corresponds to one of the guiding principles of the Behaviour Management Policy.

2. Each group should then analyse the principles they are given then list on the butcher paper the answers to these questions.

Q: "How is this principle best practiced in schools?"

Q: "Is this principle a right or responsibility or both?"

Q: "Why is this principle important in PNG schools in promoting good student behaviour?"

Q: "What do these principles mean to you as a teacher?"

3. Give each group 1 min to present their principle. Try to prevent groups going over 1 minute. Remember, if each group takes 1 minute for each principle, that means 9 mins for feedback.

Main Activity 2 (15 mins) Think-pair-share

1. Ask participants to skim through the responsibilities of teachers and/or head teachers in the policy booklet and choose:

- The responsibility that will be easiest for them fulfil
- The responsibility that will be most challenging for them to fulfil
- One responsibility that they have not thought much about before.

2. In pairs, teachers should discuss their answers.

Conclusion: (20 mins) Debate

1. Select 3 teachers to be judges of the debate. Then organise teachers into two groups. Allocate one group as "for" and the other "against".

2. Write the topic: "*behaviour management policy is dictating the affairs of the school*" on the board for all teachers to see.

3. Each team has 10 mins to prepare and choose three people to 1) introduce their argument, 2) rebut the other teams points and 3) conclude.

Sample points for	Sample point against
<ul style="list-style-type: none"> ○ Behaviour management is a whole school approach which allows everyone to be responsible for good behaviour. ○ There needs to be fairness and consistency across out schools ○ The policy allows schools to make their own decision, but establishes a national set of principles. 	<ul style="list-style-type: none"> ○ Head teachers should be the ones to decide about discipline ○ Schools around the country are different from each other with different needs. ○ Teachers and head teachers are in the field, doing the work. They really know what is happening. Not Waigani.

4. Ask judges to give their feedback to conclude the debate.

Self Reflection

1. What makes a good role for students? Are you a good role model for students in your school? Why? Why not?
2. Do you have a range of behaviour management strategies? If not, how can you learn effective ways to respond to poor student behaviour?
3. What does it mean to have student-centred lessons? How can you make your lessons more motivating and challenging?

Unit 2: Strategies to Promote Positive Behaviour and Respond to Poor Behaviour

Session 2.1 Proactive Strategies and Interventions: Peer Education, Conflict Resolution, Teaching Life Skills.

Session Outcomes: By the end of the session, teachers can...

1. Describe what is meant by a proactive approach to student behaviour.
2. Identify proactive strategies and interventions that can be used in schools.
3. Evaluate how peer education, conflict resolution and teaching of life skills promote positive behaviour.
4. List resources available for further teacher training in

Key Concepts: proactive, reactive, conflict resolution, peer education, life skills

Resources: *Behaviour Management Policy* and *A guide for schools*, scrap paper, butchers paper, copies of peer education, conflict resolution, teaching life skills handouts, sample evaluation forms prepared.

Background

Effective teachers and beginning teachers need to have a range of strategies for encouraging good behaviour and responding effectively to poor behaviour. Therefore, behaviour management includes:

- proactive strategies, and;
- reactive strategies.

Proactive behaviour management strategies are ones which a teacher or school puts in place to reduce the risk of behaviour problems and encourage good behaviour. This is essentially planning for good behaviour.

A reactive behaviour management strategy is one which is used when there is an incidence of inappropriate behaviour and which seeks to stop or reduce that behaviour and help the student to improve.

This session focuses on proactive strategies and interventions.

Type of behaviour management	Strengths	Examples
Proactive behaviour management	<ul style="list-style-type: none"> Builds on established rules and routines Focuses on behaving well rather than when bad behaviour happens Anticipates what might happen and prevents it Encourages a team approach Reinforces good behaviour Creates opportunities for learning, cooperation, support and peace 	<ul style="list-style-type: none"> School rules displayed around school and classroom School rules written with student participation Sitting potentially disruptive students close to the teacher Regular in-service training for teachers on student issues Teaching of life skills to students Organised and supervised recreational and social clubs for student
Reactive behaviour management	<ul style="list-style-type: none"> Immediate intervention Prevents further harm to students or damage to property Can be used as an example for others Can be positive reinforcement (e.g. "Well done, you are listening well") as well as instructions Can turn behaviour into learning experience. e.g. "What should you have done? Why?" Allows students opportunity to take responsibility for behaviour Relies on staying calm and in control! Etc. 	<ul style="list-style-type: none"> Praise good behaviour Raised tone or voice to stop a behaviour Moving a student to a place where they cannot be disruptive Time outs Good or poor behaviour card home or a report home Counselling Administering a sanction i.e. picking up litter from playground for 15 minutes after dropping papers on ground.

Introduction (10 mins) Mind Map

1. Ask teachers to make a mind map of all the proactive activities and strategies that are used in their school with links to how they promote positive behaviour.



2. Ask teachers to share their mind map with a colleague and discuss what is the most effective proactive strategy currently in their school and why.
3. Make a combined list of the strategies on the board. Summarise by noting that there are many proactive strategies that teachers can use in schools.

Main Activity (30mins) Evaluations

1. Explain to teachers that this activity is designed to briefly review three common strategies used in PNG schools that promote positive student behaviour and reduce the risk of poor student behaviour.
2. Divide teachers into three groups and allocate each group either peer education, conflict resolution or life skills.
3. Ask teacher to evaluate how the strategy can work in schools to promote positive behaviour. Groups must present their evaluation to the other two groups. Each evaluation should include a case study (real or made up) to demonstrate how that strategy could be used.

Sample evaluation

Name of strategy:	
Key points:	
How does it promote positive student behaviour?	
When appropriate to use.	When not appropriate to use:
Example case study	

Peer Education

What is Peer Education?

Peer education is a program that was developed in 2006 by the Population Education Project, CDAD to train students in sexual and reproductive health education. Peer educators then carry out informal educational activities with their peers. . In schools, this program, the focus is on sexual and reproductive health. Therefore, peer educators are young people who talk to other young people about sex, relationships, family planning, HIV & AIDS and STIs. Peer education is based on the idea that young people listen to young people for they speak the same language.

Peer education was initially piloted in selected school in Central, NCD, Morobe, Madang, WHP, and ENB. Peer education has been rolled out to all secondary schools in ENB. There is a plan for peer education to continue rolling out across the country

Who is involved in peer education?

Peers - someone who belongs to the same social group as another person or group. The peer group may be based on age, sex, job, culture or other factors.

Peer Educator - student who undergoes training to become a peer educator in their school

Peer Education Advisor - teachers trained in peer education who support peer educators.

Population Education Project - provide initial training and course material.

Role of peer educator:

- Complete 5 days of basic training and actively develop their own skills and knowledge
- Facilitate peer education activities outside of the classroom (e.g. film nights, one-to-one chats, small group discussions)
- Report on these activities to their fellow peer educators and their advisers
- Highlight any problems or issues to advisers or school counsellors
- Maintain confidentiality
- Support other peer educators
- Link peers to services, resources and further help when needed

Peer educators should be:

- A good role model showing a healthy responsible lifestyle and treating peers and adults with respect and understanding
- Share accurate information about reproductive health, gender equity, HIV/AIDS & STIs, life skills, violence, drugs and alcohol
- A good listener and a good communicator and facilitator

Peer education advisers (teachers) roles.

- Participate in training and complete 5 days of basic training
- Select peer educators
- Support and mentor peer educators
- Collect peer educator reports and report to school management and DoE
- Help peer educators monitor and evaluate the program
- Help peer educators make links with services and resources
- Raise awareness of the program and its benefits in the community and school
- Deal with emergency situations and referrals in a calm and sensible manner
- Maintain confidentiality

- Be a role model for the young people in their own behaviour and attitude

Conflict Resolution

Conflict resolution is a constructive process for handling emotion-laden disagreements. This process encourages assertive communication and the expression of feeling, but it does not permit that typical verbal free-for-all which blocks the resolution of conflict which tends to be very destructive of relationships. It is about solving conflicts **without** resorting to shouting, fighting, sarcasm and other harmful behaviours.

1. Some skills to help resolve conflict

- | | |
|--|--|
| 1. Stay calm and keep the student calm | 6. Ask questions to obtain correct information |
| 2. Be assertive in what you want, why you want it and state how you feel | 7. Understanding |
| 3. Treat people with respect | 8. Decision-making |
| 4. Listening attentively | 9. Analysing the problem |
| 5. Showing empathy | 10. Separate the problem from the person |

2. Assertive communication

This model is about expressing your feelings and needs and at the same time remain respectful of the other person and not saying or doing hurtful things. It is helpful to use assertive communication to resolve problems

a) Explain your feelings and the feelings of others

"I feel frustrated/unhappy/hurt when....", "It hurts me when...". Your talking is stopping your friends from working".

b) Make your request

"I would like you to...", "Could you please...", "I would like it better if you sat here near me for this lesson."

c) Ask how the other person feels about the request

"How do you feel about that?", "Is that ok with you?", "What do you think?"

d) Listen carefully to their answer

e) Accept their agreement with thanks

"Thanks for understanding - let's get back to work", "Great - I appreciate that", "I'm happy you agree"

3. Win-win

This is a strategy used mostly when dealing with adults in which you negotiate a solution to their needs and yours. It is useful to identify what both parties actually want. A compromise can usually be reached were both parties are satisfied with the outcomes and their needs are met. This is a win-win approach because both parties win.

For example, two students are arguing over who will be the group leader for an upcoming school performance. One student wants to be leader because he thinks he is good at the task and knows all the people in the group. The other student wants to be group leader because she wants to direct the traditional dancing. A possible solution could be splitting the tasks of the leader so that one student is in charge of dancing and the other in charge of all other activities.

This is a win-win situation because both students get what they want.

Life Skills

Life skills are important skills that a person should have in day-to-day life in order to live a better and positive life style by meeting the daily demands and challenges of our lives. They include attitudes and skills related to living with ourselves, relating to other people and relating to the environment around us. The skills includes the ability to communicate with well with others, make good decisions that help bring benefits, solve problems and act more responsibly.

Some people encounter problems in life because they lack the life skills. Lacking life skills could lead to making wrong decision, or not communicating well with other opposite sex, this in turn could lead to taking part in risky sexual activities, will could lead to being infected with the HIV virus.

International HIV/AIDS Alliance, Preparing to Teach Sexuality and Life Skills (2008)

Key life skills for young people include

- Assertiveness
- Problem-solving
- Decision making
- Self esteem, self worth and self confidence
- Communication
- Empathy
- Resisting peer pressure
- Negotiate risk behaviours

Teaching of life skills is part of the personal development curriculum.



<http://psychlife.net/images/lifeskills1.gif>

Conclusion (5 mins) Hot seat

1. Place one chair at the front of the group. Ask one teacher to be a volunteer to start off to sit in the "hot seat".
2. Ask that teacher to name any teaching materials, programs or people that they know of that can help teachers to learn more proactive behaviour management strategies or life skills training. E.g. *TIP Personal Development, HIV & RSH facilitators manual, pre-service teaching materials, guidance officers, NGOs.*
- 3 Each teacher will take a turn to sit on the "hot seat".
4. Collect a list of the responses that can be copied by each group member as a resource for further training.

Self Reflection

1. What are some of the obstacles for you to teach life skills in your schools?
2. What difficulties do you have in accessing further information or training about proactive behaviour management strategies? How can you overcome this?

Session 2.2 Stop! Think! Do!

Session Outcomes: By the end of the session the teachers can....

1. Describe STOP! THINK! DO to a colleague
2. Write an example of I, You and Angry I- Messages.
3. Role play Stop! Think! Do! problem solving steps to manage a problem.

Key Concepts: Stop! Think! Do!, I-You-Angry Messages

Resources: copy of script, questions prepared, papers, butcher papers, prepare information handout on Stop! Think! Do!,

Background

Stop! Think! Do! is an approach that uses communication and problem solving skills to manage responses to problems. It helps a person to remain calm instead of reacting emotionally, think of solutions and consequences and decide on the best possible course of action. If applied successfully it reduces the chance of creating more serious problems.

Stages of Stop! Think! Do!**1. Stop**

- Stop what you are doing and what you are going to say
- Look and listen. Observe what is happening without reacting emotionally.
- Stay calm and in control.

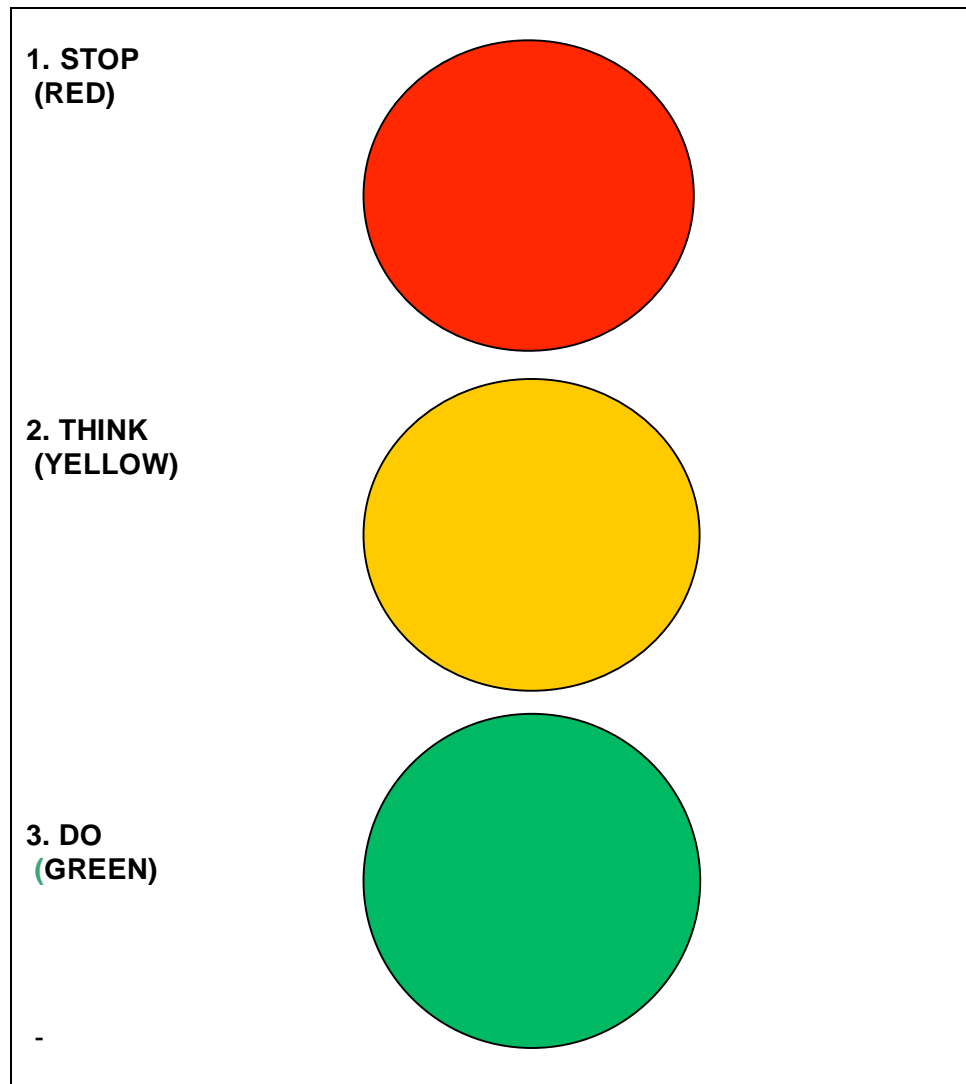
2. Think

- Understand the problem, what are you feeling and why.
- Assess the situation,
- Think about choices and consequences of your actions
- Work out alternatives and other options

- Evaluate the solutions

3. Do

- Choose a solution with the most acceptable consequences.
- Act upon your decision
- Reflect on your actions and follow up
- Go ahead and try it, if it does not work STOP & THINK again



Introduction (15 min) Role Play & Round Robin

1. Ask three teachers to volunteer to read and act the following script (teacher, Peter, head teacher).

Peter is a, nine year old boy who may have learning difficulties. He finds it difficult to remain on task, frequently gets muddled and struggles to complete any work. When he gets distracted, he can become disruptive in class by talking and interrupting others, getting out of his chair or playing and touching objects he shouldn't be.

Teacher (*friendly tone*) "Please begin to complete your handwriting exercise by copying

the sentences on the board.

Students begin work. Peter starts then begins swinging his pencil in the air.

Teacher: Peter, can you please get on with your work

Peter puts pencil down and scribbles some lines. Peter beginning to tell his classmate about a Spiderman movie he watched.

Teacher: Peter I told you to get on with your work, now do what I say.

Peter: Uh-uh but I can't read the last letters and my pencil broke.

Teacher (frustrated): Peter I'm not interested, now just start writing

Teacher slams a new pencil on the desk and pulls the old one from Peter's hand.

Peter (shouts): I can't.

Teacher (very angry): How dare you talk back? Get out of the room.

Peter doesn't move

Teacher: (Shouting) Get out. I told you to get out you stupid boy. You are a disruptive rude boy. Get out of my class.

Peter gets up and goes out of the class crying.

The next day the head teacher comes into the classroom.

Head teacher: Ms Black can I speak to you. Peter Jackson's father came in this morning. He said the Peter told him you broke his pencil, yelled at him then threw him out of class. He spent the rest of the day playing in the playground. Peter's father has made a formal complaint.

2. Go around and ask each teacher one of the following questions.

- Q. What did Peter do?
- Q. Why was Peter behaving that way?
- Q. What was the teacher's feeling?
- Q. What was the teacher's reaction?
- Q. What was the Peter's response?
- Q. How was Peter feeling?
- Q. What could the teacher have done differently?

Main Activity 1 (20 mins) Group presentations

1. Divide teachers into groups of four. Allocate either Stop, think or do to each of the groups.
2. Ask teachers to review the information about Stop! Think! Do!
3. Ask teachers to then review the case study of Peter from the previous session, to explain when and how that step of the model could be used and at which point.
4. Teachers then report back to the group. The group with stop should report first, followed by think then do.

Main Activity 2 (20mins) Writing messages

1. Ask teachers to read the following information about communicating messages.

When we want to talk about how we are feeling, we can choose to do this in a way that is respectful, or we can use words that blame and make others feel hurt. Here are some example of three different ways to express feelings.

1. I-Message

This message honestly reflects the teachers' feelings and treats the student with respect.

"Peter, I feel frustrated when you don't listen to me"

"I really appreciate it, when you try to complete your work in class".

2. You- Message

You-Messages blame, criticise, threaten or label a student.

"You never listen Peter, you are very rude. Now do what you are told!"

"You are always coming late. Stay outside."

3. Angry I-Message

Angry I-Messages start as an I-Message and ends as a you-message.

"I so mad at you. You home come late all the time.

"I'm tired of telling you to listen to me. You are a stupid boy!"

2. Once they have finished, emphasise the following points:

- When we are in emotionally charged situations, we often say things that make the problem worse.
- Being able to effectively communicate and express feelings is an important skill for teachers

3. Ask teachers to read the scenario and write an "I-Message", "You-message" and "Angry-message" for each the following three scenarios. Teachers should also write about what might happen if the teacher gave that message.

Scenario 1: Group of children are talking and laughing during a lesson.

I - Message: _____

Possible consequences: _____

Write a You - Message: _____

Possible consequences: _____

Angry – Message: _____

Possible consequences: _____

Scenario 2: After telling Miriam to sit still, she bumps the table and spills your coffee all over the Grade 3 reading books.

I - Message: _____

Possible Consequences: _____

Write a You - Message: _____

Possible consequences: _____

Angry – Message: _____

Possible consequences: _____

Scenario 3: A parent comes into your class calling you stupid and incompetent. The parent says he is going to report you to the head teacher because you only favour your favourite kids in class.

I - Message: _____

Possible consequences: _____

Write a You - Message: _____

Possible consequences: _____

Angry – Message: _____

Possible consequences: _____

5. Ask teachers to swap their answers. Teachers then take turns reading out one response. Teachers should comment on whether they think the response will be effective for problem solving in the classroom.

Conclusion (10 mins) Role Play

1. In pairs, ask teachers to role-play the scenario of Peter from the introduction. This time, teachers need to use Stop! Think! Do! and demonstrate effective communication using I-Messages.

2. Choose one or two pairs to demonstrate to the rest of the class.

Self Reflection

1. Think about how you communicate in the classroom. What kind of messages do you give to students?
2. Describe Stop! Think! Do! to a fellow teacher and explain why it is useful strategy to use with students in the classroom.

Session 2.3 Assertive Discipline

Session Outcomes: By the end of the session the teachers can....

1. Define assertive discipline
2. Identify teachers who use assertive discipline in the classroom.
3. Apply three techniques of assertive discipline to case scenarios.

Key Concepts: **assertive discipline, proactive, reactive, aggressive, passive teaching styles**

Resources: Prepared scenarios, case studies, butcher's paper, markers

Background Information

Assertive Discipline is a systematic approach to classroom behaviour management. Assertive discipline teaches effective ways of discouraging unwanted behaviour without alienating teachers from students, and effective ways of rewarding good behaviour in order to encourage students to do right every time..

Principles of assertive discipline:

- The teacher is in control of the class – well planned, well prepared and well trained
- Have a classroom management plan

- Maximise teaching and learning to reduce problem times
- Promote effective student learning and friendly environment
- Reinforce positive student behaviour
- Deal with negative behaviour quickly, calmly, consistently and assertively

Proactive assertive strategies: simple and few positive rules, procedures and plans, seating plan, rewards system, consistent sanctions, scanning the room, well planned lessons, small group sizes, not leaving students unattended

Reactive assertive strategies: calm, firm voice, distraction or redirection, highlighting positive behaviour, assertive use of body language, eye contact etc, use of questions, focusing on the behaviour not the student, quick response, cool judgement

Three classroom behaviour management styles

Teachers can be identified as using one of three classroom behaviour management approaches to handle student disruptive behaviour:

- Aggressive: Teachers who have an aggressive style use an angry tone of voice, can be abusive, are authoritarian, use name calling and labelling when confronted with student misbehaviour, uses high amounts of fear and inappropriate praise
- Passive: Teachers in this category speak in small voices, give inconsistent messages, threaten without following through on threats, give up, usually ignore poor behaviour when confronted with student misbehaviour, use the students to control the class
- Assertive
 - Proactive assertive examples: Teacher is engaged in simple and few positive rules, procedures and plans, seating plan, rewards system, consistent sanctions, scanning the room, well planned lessons, small group sizes, not leaving students unattended.
 - Reactive assertive strategies: Teacher is calm, firm voice, distraction or redirection, highlighting positive behaviour, assertive use of body language, eye contact etc, use of questions, quick response, focusing on the behaviour not the student, cool judgement, recognise and reward positive behaviour.

Introduction (10 min) Which classroom?

1. Ask teachers to work in pairs and identify the classroom behaviour management style of the teacher in, the strategies that the teacher uses to manage student behaviour and which classroom would be the best to learn in.
3. Ask selected pairs to report back to the group.

Classroom A:

Ms Agi turns up for work just before the start of the school day. She takes little interest in the students and replies to most questions and suggestions from the class with just a word and a shrug. She often leaves the class for unknown reasons. She allows the older boys to keep control and rarely intervenes as long as the class is quiet. Most of the work involves copying from the board.

Classroom B:

Mr Baf can often be heard shouting at his class and is famous for making his students stand in the corner. If he hears whispering he slams his chalk duster against the board and once threw it at a child. Mr Baf also has his favourites who are rewarded with lavish praise and free time. Sometimes people don't know how he will react. Mr Baf's rules are strict and he prides himself on his discipline. Students fear him, he says.

Classroom C:

Mrs Cale's classroom is a buzz of activity. Her lessons are interesting and challenging. Her class have rules and procedures pinned up, including a responsibility rota. She carefully chooses where the students sit and is always on the move around the room checking, praising and encouraging her students. She can be strict and has high standards but it is rare to hear her shout. She regularly reports on behaviour to parents. Her motto is "Your best always" and she prides herself in catching her students being good.

Main Activity (25 mins) Case studies & role play

1. In pairs, ask teachers discuss which assertive discipline techniques to use in each of the following scenarios and why.
2. Ask teachers to choose one scenario to role-play. Try to make sure groups choose different scenarios. Encourage teachers to be creative and expressive.

1. A student is talking to their friend at the back of the classroom when they are supposed to be working individually. They are usually well behaved.

Strategies _____
Why? _____

2. When lunches are called the students push and shove getting out of the door.

Strategies _____
Why? _____

3. You see one of your student help another one who is struggling with their work.

Strategies _____
Why? _____

4. A student is copying the work of another. They have done this before.

Strategies _____
Why? _____

6. A small group of boys is always distracted and playing games instead of working. What would you do?

Strategies _____
 Why? _____

7. Your class is very noisy and enthusiastic when they are working. The teacher next door complains.

Strategies _____
 Why? _____

8. You notice a child ignoring their friend's misbehaviour and completing their work well.

Strategies _____
 Why? _____

9. A boy is accused of touching a girl's legs under her dress.

Strategies _____
 Why? _____

10. Some books have gone missing from the library during lunch break.

Strategies _____
 Why? _____

11. A student is late for school three days in a row.

Strategies _____
 Why? _____

12. Someone in the group has drawn on the table.

Strategies _____
 Why? _____

13. You see a student poke another in the back with a pencil.

Strategies _____
 Why? _____

14. You see a student day dreaming during group work and not contributing.

Strategies _____
 Why? _____

15. Two students help clean up after a lesson without you asking.

Strategies _____
 Why? _____

16. One student is dominating a group discussion and not letting the others speak.

Strategies _____
 Why? _____

Conclusion (10 mins) Radio Interview

1. Explain to teachers that they are going to role play a radio interview. This means that one teacher should nominate to be the radio host and another teacher or two to be interviewed.
2. Allow teachers 5 mins to prepare. Radio host should prepare three questions to ask the teacher about assertive discipline that parents and the public might like to know.

Example questions:

1. What is assertive discipline?
 2. Why do teachers use assertive discipline in the class instead of corporal punishment?
 3. How does assertive discipline help students learn?
3. After the interview, the other teachers can roll play members the public who call in to the radio with comments and questions.
4. Summarise by explaining the principles of assertive discipline are at the core of positive behaviour management. Advise teachers classroom discipline plans and rewards and consequences will be explored next session.

Self Reflection

1. What behaviour management style (aggressive, passive, assertive) to you use in your classroom?
2. Try and apply some of the assertive discipline techniques in class? Evaluate yourself by asking how well you did and what was the impact on the student/s?

Session 2.4 Rewards & Consequences

Session Outcomes: By the end of the session the teachers can....

1. Using case studies identify 3 appropriate rewards and 3 inappropriate rewards
2. Use case studies to identify 3 appropriate consequences and 3 inappropriate consequences.

3. List different types of sanctions and when they can be used (Analyse the secondary school policy)
4. Prepare a sample classroom discipline plan

Key Concepts: rewards, consequences, sanction, positive reinforcement, classroom discipline plan.

Resources: Behaviour Management Policy and A guide for schools, sorting cards prepared

Background

Rewards

Good and improving behaviour should be acknowledged and rewarded. By giving rewards, a teacher reinforces good behaviours which increase the chance of the student continuing to show good behaviour. This is called positive reinforcement.

Positive reinforcement is an effective behaviour management strategy because it::

- Encourages students to behave appropriately
- Increases students self esteem and motivation for learning
- Reduce poor behaviours
- Create a positive classroom climate for your students
- Help teach and role model appropriate behaviour and establish positive relationships with your students.

Teachers should use rewards wisely and to encourage all students.

Consequences & Sanctions

When students behave poorly and/or break class and school rules, there needs to be consequences. However, when this happens, teachers should think of this as an opportunity to help the student accept responsibility for their behaviour, to teach them more appropriate ways to behave and to assist students to change.

This means that there may be a variety of responses to poor behaviour in classrooms and schools. The *Behaviour Management Policy* uses the term sanction to refer to measures taken by teachers and schools to enforce a consequence for poor behaviour.

It is important for teachers to be mindful about any unintended effects of issuing a reward or sanction. Poor choices in issuing rewards or sanctions can have negative effects on students behaviour. *Behaviour Management Policy: A guide for schools* has information about appropriate and inappropriate sanctions.

Purposes of a sanction	Principles for choosing sanctions
<ul style="list-style-type: none"> • correct and improve a behaviour; • make good a wrong (restorative justice); • preserve good order and safety in the school; • educate other students. 	<ul style="list-style-type: none"> • be proportional and appropriate to the offence; • be appropriate to the age and maturity of the student; • hold the student accountable for their behaviour; • be non-violent and safe; • not deliberately harm the student physically, emotionally or mentally; • be clearly explained to the student; • be delivered as soon as possible after the offence; • help the student learn how to behave

	<p>better;</p> <ul style="list-style-type: none"> • allow the student to undo any harm they have caused; • be supervised; • not be pleasurable or enjoyable for the student; • not interfere with the student's learning; • be recorded in writing if necessary; <p>not violate the student's human rights.</p>
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Introduction (15 mins) Sorting Cards.

1. Copy each of the scenarios and prepare them on separate cards. Hand out one scenario to each teacher. Teachers should think about the possible unintended consequences of that reward or sanction.
2. Ask teachers to read out the scenario and say whether it is an appropriate or inappropriate reward or sanction and why.
3. Ask for a show of hands on those who vote to agree with the teachers

In Mrs Balu's grade 4 class, the student's in the *puk puk* group managed to walk to their desks, sit down quietly and wait for the teachers instructions after every break period for the whole day. The following day, Mrs Balu allowed the whole group 5 mins extra play time.

In Mrs Nindal grade 8 class, Wari, Brian and Sila were given drink vouchers for working well as a team staying back to help sweep the classroom. Mrs Nindal also gave Jenny and Lucy drink vouchers even though they did not help with the cleaning.

Stanley is in grade 5 and walks 3 kilometres to school. He often falls asleep in class and has had poor marks for most of the year. In term 4, Stanley stayed behind in class at lunch to try and complete his homework.. At the end of the year, Stanley's marks improved a little. Mr Sonea nominated Stanley for an award at the school prizes

Sarah completed a report on her work with world wildlife fund to save sea turtles and submitted as part of her community assignment. Sarah was the only student to choose to work with a community project for her assignment. Mr Bell decided to put Sarah's report in the school newsletter.

In Class 5 E, all the students love to play tennis for sports. Usually the class rotates so every student has a chance to play. This week, Mrs Kopi rewards the red group for good behaviour by letting them have an the blue groups turn at tennis.

Mr Kalesi is please that his some of his grade 7 students helped younger students to prepare for Independence Day. He tells the students that they can have a half-day off from school on Friday as a reward

Mrs Barri tells a student that she cannot attend classes that day because she came late to school.

Mr Moide calls a parent-teacher conference and then decides that two boys who were fighting do not participate in sports for the next week. Instead they are to help the school gardener.

Mrs Kulu sends two girls to the library for talking and being disruptive in class. There is no one supervising in the library.

Mr James makes all of the Grade 3 students spend their entire lunchtime collecting litter.

Sam became aggressive towards the school bus driver on Wednesday after the bus driver refused to drop him off. Sam threw a stone at the driver which hit and smashed the window. Sam's head teacher made Sam write a letter of apology and informed Sam's parents at a conference that Sam would need to pay for a new window.

Mr Bryson did not let four Grade 11 students sit for their exams because they were caught drinking in the dormitories.

Mr Mallari catches three boys smoking at school. He writes a note to their parents and restricts the student to spending break times under direct supervision of a teacher or in his office for two weeks. Mr Mallari organises for cigarette smoking to be the next topic in health.

Main Activity 1 (25 min) Group Brainstorm

1. Ask the teachers to work in groups of four. Allocate either rewards or sanctions to each of the groups.
2. Ask teachers to use their experience to brainstorm a list of either rewards or sanctions. Groups should then sort their lists into appropriate and inappropriate and then display on butchers paper on the wall.
3. Once all lists are on the wall, ask teachers to go around and mark those rewards and sanctions that are most commonly used in their school.
4. Summarise by commenting on whether or not schools are using appropriate or inappropriate sanctions.

Main Activity 2 (20 mins) Drafting secondary school discipline procedures.

1. Ask students to work in groups of 4 to complete the following table. Teachers need to decide what types of strategies and sanctions could be used to respond to the types of behaviours at each level.
2. Remind students to use the Behaviour Management Policy and guide to assist them. All sanctions must be in line with the policy.

There are three levels of sanctions that may be applied to poor behaviour.

Level 1 – first time offenses, minor breach of school rules

Level 2 – repeated poor behaviour or breach of school rules; behaviour that disrupts learning and the school environment

Level 3 – serious offenses and major disruption to school environment behaviour that harms or threatens to harm people or property, behaviour that may be regarded as criminal in nature.

Example Behaviour	Examples of appropriate sanction/strategies that may be used	Communication and reporting
Level 1		
<ul style="list-style-type: none"> • Bullying • Abuse of mobile phones and other electronic devices • Smoking cigarettes and chewing/spitting betel nut • Graffiti and minor damage to school property • Truancy and poor punctuality • Rudeness to others • Petty theft 	<ul style="list-style-type: none"> • <i>Note home, Loss of privileges</i> 	<ul style="list-style-type: none"> • <i>Note from teacher in homework diary</i>
Level 2		
<ul style="list-style-type: none"> • Drinking alcohol and homebrew and being drunk or intoxicated • Smoking marijuana • Cult or generation name activity • Sexual activity on school grounds • Possession of pornography • Serious bullying • Fighting and group fighting which does not cause serious injury 		
Level 3		
<ul style="list-style-type: none"> • Serious assault or violence that could lead to death or serious injury • Rape, sexual assault and sexual harassment • Arson or serious vandalism • Stealing items or property of significant value • Serious threats of violence against staff or students • Possession of a firearm • Possession or selling of substantial amount of marijuana, home brew and other illicit substances • Making and selling pornography • Bribery 		

Conclusion (10 min) Classroom Discipline Plan

1. Divide the participants into groups of three and then ask them to discuss the three components to a classroom discipline plan

2. Ask teachers to make a draft classroom discipline plan for their class

A classroom discipline plan consists of three parts;

1. Classroom Rules Students should participate in making the rules and all agree on them at the beginning of the year.

Guidelines are, child friendly, simple, positive and, maximum of five and be posted in the classroom

2. Positive Recognition (reward), for good and improving behaviour.

Praise, positive notes and phone calls, certificate or awards and prizes, privileges

3. Consequences, that results when students choose not to follow the rules.

Time out, loss of privileges, detention, warning letters, good behaviour bonds

Be consistent, consequences must be provided each time a student chooses to disrupt. Give consequences in a firm, calm manner.

Example:

<i>Classroom Rules</i>	<i>Positive Recognition and Rewards</i>	<i>Consequences or Sanctions</i>
1. Listen to others and follow directions	<ul style="list-style-type: none"> ○ Praise ○ Group rewards ○ Good news letters home 	<ul style="list-style-type: none"> ○ Warning ○ Sent to Deputy Principle
2.		
4.		
5.		

Self-reflection

1. Use your classroom discipline plan and evaluate which rewards and sanctions are effective at improving behaviour and enhancing learning.
2. Share an experience with a colleague about a reward or sanction they received when they were a student. Did it help improve their behaviour or learning?

Session 2.5 Suspension and Expulsion

Session Outcome: By the end of the session the teachers can:

1. Prepare a plan of how to deal with a possible case for suspension or expulsion
2. Demonstrate understanding of the roles of different parties through a role play an expulsion appeals committee

Key Concepts: expulsion, suspension, appeals committee

Resources: paper, pens, butchers paper, markers

Background

Suspension may be used as a sanction and strategy to deal with poor behaviour when the head teacher decides that other options are not possible. It may be that other behaviour management strategies have failed or are not appropriate for the given offence. .

Suspension may be used as a strategy to:

- stop the student from repeating the behaviour
- stop other students from the same behaviour by demonstrating the consequences
- to ensure the safety and security of students and property by removing the students when a student has harmed or threatens to harm students or damage property.

Suspension means excluding the student from participating in school for a set time period. The head teacher makes a recommendation to the school board for suspension of a student who decide on suspension. Two weeks is the maximum time that may be given for suspension.

Expulsion is should be considered a last resort after other behaviour management strategies have failed. Expulsion for a first offence should only be considered when a student has seriously harmed others, threatens the safety of others or seriously damages the school property.

The school board or its delegated authority makes the decisions for expulsion based on evidence of the facts.

Appeal

Students and parents have a right to appeal the decision for expulsion to the PEB or the delegated district appeals committee within one month of the decision. Committee must meet within 15 days. All parties attend and are listened to. A decision should be made that day. Parents and students should be informed of the decision in writing by the provincial education advisor or district education advisor.

Introduction (15mins) Case Study

1. Ask teachers to read the section on suspension and expulsion in the *Behaviour Management: a guide for schools*. Then read the three case studies and decide on whether expulsion, suspension or an alternate sanction should be used.
2. Then read each scenario and ask teachers to vote for expulsion, suspension or alternate sanction. Ask one or two teachers to explain their reasons for their decision.

Case 1

A group of 5 male and female grade 7 students between the ages of 13 and 15 years were caught skipping class and smoking marijuana.

Case 2

Kathy is 17 years and in Grade 10 and pregnant. The father is a 23 year old male.

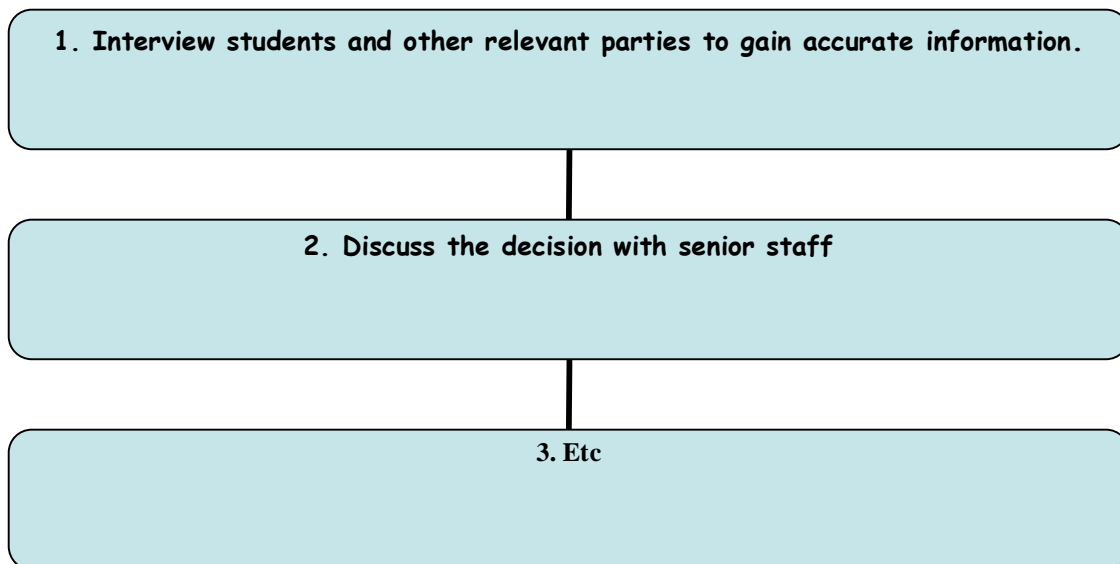
Case 3

Albert brings a knife to school and threatens the teacher after the teacher reported him to the head teacher for cheating on his Grade 12 exam.

Main Activity (20 mins) Flow Charts

1. You are the head teachers and have decided that the group of students in case 1 from the previous activity are to be suspended for two days. Three of the students are day students, the other two are boarding and live in another province.

In pairs, draw a flow chart of the steps you will take to suspend the student.



2. Join with another pair and evaluate your charts together. Provide feedback by comment on steps that have been missed, actions that may have unintended consequences, communication etc.

3. Referring teachers to the steps in the Behaviour Management: guide for schools. Ask teachers to discuss:

Q. Do their flow charts fall in line with the principles and guidelines of the Behaviour Management Policy?

Conclusion (20 mins) Drama

The Provincial Education Advisor receives the following letter and decides to call an expulsion appeals committee hearing immediately. The hearing will be chaired by:

- Provincial Education Advisor
- Senior Secondary Standard Officer
- 2 head teachers from other schools
- Brother Tom Price, Catholic Church

The following people will be asked to attend the hearing to give evidence:

- Albert Kaika
- Mr & Mrs Kaika
- Albert's head teacher
- Albert's teacher
- School based counsellor or guidance officer

21st September 2009

Provincial Education Advisor
Provincial Education Office
Madang

Dear Provincial Education Advisor,

On 11th September, our son Albert Kaika was expelled from school. The school board of management said that Albert threatened his teacher with a knife. They say Albert threatened lives broke school rules and the national policy and therefore Albert must be expelled. Expelling Albert means all our hard-earned money invested in him will be wasted because he will not be able to graduate from grade 12. Albert has now missed 2 weeks of school.

We feel the School Board of Management has made an unfair decision because they do not like our son. Albert was very upset that the teacher reported him for cheating on his exam. Albert did not cheat on his exam, he was only responding to a note his classmate sent him. Albert said the teacher made demeaning comments about him like "You Keremas are all the same, always cheating and stealing". We are very upset and angry to hear this from our son. Albert has been under great pressure in Grade 12 and he responded in the only way he could. He was not intending to kill the teacher or other students. It is ridiculous for your head teacher to say so. He just wanted justice.

We demand that Albert be reinstated and the teacher removed for unprofessional practice. We have contacted the Standard Officer who told us we have a right to appeal within 14 days. We know that if you do not meet, then Albert will be automatically reinstated. We expect to hear from you shortly.

Yours sincerely
Mr & Mrs Kaika

1. Allocate the roles of the people involved in the expulsion appeals committee hearing to teachers.
2. Allow teachers 5 mins to think about their role and their position in relations to the case of Albert Kaika.

3. Teachers then dramatise the hearing. The committee should sit in a panel and interview the different parties for no more than 2 minutes.

4. The committee should then give their final decision on whether to uphold the expulsion, allow Albert to return to school with conditions, or allow Albert to return to school without conditions.

Self Reflection

1. Read the story of mediation in *Behaviour Management: A guide for schools* and complete the associated tasks.
 2. Prepare one or two questions to ask the school counsellor on the role of counselling in behaviour management. Invite a school counsellor or guidance officer to the next session.
-

Session 2.6 Use of School Counselling

Session Outcome: By the end of the session the teachers can:

1. Explain how counselling a complimentary strategy for responding to poor behaviour
2. Interview a school counsellor about their role in discipline
3. Analyse three case studies of poor student behaviour to identify if counselling is an appropriate response

Key Concepts: counselling, confidentiality, school counselling

Resources: Guidance officer or school counsellor, scenarios prepared on cards.

Background

Some students behave poorly because they have personal problems. Since 2000, the Department of Education, through the Guidance Branch has been training teachers to take on the role of volunteer school counsellors. At the end of 2009, around 520 school counsellors have been trained.

School counsellors are trained in basic counselling skills that they can use to support students who are experiencing personal or academic problems and need emotional support. Counselling is a process of “helping people to help themselves”. Counselling relies on counsellors being non-judgemental, showing empathy, and maintaining confidentiality.

School counsellors can help students with poor behaviour by supporting them with any underlying problems, such as family conflict, violent relationships, peer pressure. Counselling is not a sanction but rather a complimentary behaviour management strategy. For example, a student who is a bully and has punched another student would require a sanction for breaking school rules but they may also see the counsellor to try understand why the bullying behaviour is happening and to help the student to try and change. However, not all students who show poor behaviour require counselling.

Due to the nature of the counselling relationship, (empathy, non-judgemental and confidential) counsellors cannot be disciplinarians. To do so would destroy the trust

the student has in the counsellor and make the counsellor ineffective. Counsellors may be requested to give input into discipline hearings but would only be able to give information with the consent of the student. Counsellors cannot take part in making decisions about sanctions, or expulsion. They may however, make recommendations.

Introduction (5 mins) Think-Pair-Share

“Counselling is a process of “helping people to help themselves”

“Counselling is not a sanction but rather a complimentary behaviour management strategy.”

“Due to the nature of the counselling relationship, (empathy, non-judgemental and confidential) counsellors cannot be disciplinarians.”

1. Write the above statements on the board.
2. Ask teachers to work in pairs and discuss three reasons to support each statement.
3. Go around and ask pairs for feedback on one of the three statements.

Main Activity (45mins) Interview with school counsellor or guidance officer

1. Invite a school counsellor or guidance officer to come to speak on the role of school counselling in behaviour management. There is a list of contacts for guidance officers at the back of this book.
2. Interview the school counsellor the following three questions. You may like to ask follow up questions or summarise for the benefit of other teachers. Remind teachers that they can ask questions at the end of the interview.
 - What is the role of a school counsellor?
 - How does a school counsellor help promote positive behaviour?
 - Why can't a school counsellor make disciplinary decisions?
3. After the interview has finished, allow the teachers to ask some of the questions they have prepared. Try to make sure that the same questions are not repeated

Conclusion (10 mins) Agree or Disagree

1. Ask all teachers to stand up. Read out the following scenarios. Instruct those teachers who agree that counselling should be used to stay standing. Those who disagree should sit down. You can ask one or two of the teachers why they either stood up or sat down.

Paul has been in several fights this year and already had a warning letter sent home. At lunch he is another fight. You know that his father is violent at home.

Francesca, steals her classmates pencil's from her bag.

Maria has been seen leaving at lunch with older men who are not her relatives. She has had 28 days absent from school. Yesterday you saw her leave the school grounds with a man in the morning. She did not return to school.

Simon and Jessica are caught kissing in the school dormitories

Emmah, grade 5, is showing off to other classmates that she has a mobile phone by texting messages in class. It is the first time she has done this. You know her father has recently taken a new wife.

Grace and Sylvia are caught passing notes in class. The notes make fun of one of the other students in class.

Alan, grade 3 teases Sam, "you can't read", "you can't read"

Gordon and Hunter have been asked three times to stop talking and playing around and get on with their work. They are still talking.

Self Reflection

1. Think about any cases of students who had or have poor behaviour who may have need support of a school counsellor.
2. What can you do if there is no school counsellor available in your school to support students with personal problems.

Session 2.7 Working with Parents and Other Stakeholders

Session Outcome: By the end of the session the teachers can:

1. List ways to record and report student behaviour
2. Identify three strategies to communicate with parents and families.
3. Demonstrate through role play successful parent teacher conferences
4. Identify strategies to involve other stakeholders in supporting schools with student behaviour.

Key concepts: recording, reporting, parent-teacher conference

Resources: scarp paper, markers, butchers paper, copies of scenarios prepared.

Background

Records and Reports

It is important for teachers and school based counsellors to keep records and report student behaviour:

- Help plan behaviour management strategies
- Identify problems and solutions early
- Reporting to other teachers, the head teacher or parents
- Being able to guide the next teacher

Remember it is important to record positive and negative behaviour!

Parent-teacher conferences

Parent- teacher conferences are vital if the school wants parent cooperation and support. Many parents express discomfort with these sessions because of their formality. These conferences should not focus only on academic performance but explore other aspects such as how the child is relating to other students, whether he or she is participating inside classroom and outside of classroom activities and etc. It is always helpful to say something positive about a student before raising any issues. The whole child should be discussed.

The four useful steps in conducting a parent-teacher-conference are:

1. Build rapport. Establish a comfortable relationship by making parents feel welcome and at ease. Create an informal atmosphere by engaging in small talk about some neutral topic.

2. Report on progress. The teacher should give a sound report of the child's progress both academically and socially. Start by saying something positive about the child first. Teachers should be able to show evidence of how they have assessed the child's progress. Teachers should avoid making unfounded statements that label the student. For example, "your child is a slow learner because he doesn't really concentrate in class". Teachers should then ask parents how they think their child is progressing, what they would like the child to achieve at school and if the parents have any questions.

3. Brainstorm strategies. Ask the parents if there is anything that they would like the teacher or school to do to help their child. Offer suggestions for how to enhance the student's learning and or behaviour. Ask the parents if they have any suggestions. Decide and agree strategies to help the child achieve one or two key goals at school.

4. Follow up strategies. Toward the end of the conference, review major points of the meeting and mention any unresolved issues that may need additional discussion or action. If additional conferences are needed, they can be scheduled at this time. If parents request further consultation with the head teacher then assist them to arrange this. Continue to communicate to parents throughout the year through homework diaries, notes home and other parent-teacher conferences.

Introduction (10mins) Name 10

1. Issue some scrap papers (five each), one marker and blue tack to each pair. Instruct teachers to discuss in pairs and list 10 ways of recording and reporting behaviour in schools.

E.g. pupil's history cards, attendance record book, student assessment sheet, student observation sheet, pupils medical book, communication with parents book, student file, homework diaries, merit mark systems, behaviour charts, good work ladders, postcard home, well done stickers, certificates, warning letters etc.

2. Divide the board into two. Mark one side as recording and one side as reporting. Ask each pair to come and stick their ten methods on the board, placing recording

methods on one side and reporting methods on the other. Ask teacher to group together methods that are the same or similar.

3. Select teachers and ask the following questions:

- What is your favourite method? Why?
- What is your least favourite method? Why?
- What method is most commonly used in your school? IS it effective?
- What method have you never used before?
- What do you think would be the three most effective methods for recording or reporting behaviour?
- What are three strategies that can be used to communicate with parents?

Main Activity (30 mins) Parent-teacher conference

1. Ask teachers to review the information on parent-teacher conferences. In groups of three, teachers will then practice parent-teacher conferences. Each teacher will take a turn at being the parent, the teacher and the observer. Observers should use the checklist to provide feedback to the teachers. Each person roll play should last about 7 mins with 3 mins for feedback.

2. Teachers can either use a real life situation of their own child or one of their students (don't use names), or they can select one of the scenarios.

Scenario 1. Parent-teacher conference Grade 5

The parents are worried about bullying. They believe their child is unfairly picked on by older students, one them being the head teachers son. The teacher wants to discuss the negative influence (smoking, skipping class) of some of the student's friends on his behaviour.

Scenario 2. Parent- teacher conference Grade 8

The female single parent is very worried about her son's behaviour problem. She comes to school with her father. The teacher wants to discuss his poor academic performance.

Scenario3. Parent-teacher conference Grade 4

The parents are very angry about the letter of warning they received regarding their one and only child. The teacher wants to talk about the child's constant disruption in class.

Scenario 4. Parent-teacher conference Grade 7

The male guardian wants to discuss the teacher's absenteeism. The teacher also wants to inform the guardian that the student is failing language.

Scenario 5. Parent-teacher conference Grade 6

The parents are worried about their daughter's behaviour. They say the school is encouraging boy-girl relationships. The teacher would like to discuss about the student's deteriorating health conditions.

Checklist for evaluating parent-teacher conference

STEPS	Poor	Good	V/Good	Excellent
--------------	------	------	--------	-----------

	1- 3	4 - 5	6 -9	10
1. Build rapport: Made parents feel welcome and at ease. Created an informal atmosphere by engaging in small talk about some neutral topic.				
2. Obtain information: Started with positive comment. Gave valid report of the child's progress. Allowed the parents to ask questions				
3. Provide information: Offered suggestions on how to enhance student's learning and progress. Asked parents for suggestions.				
4. Follow up strategies: Review main points of meeting, make follow up arrangements and etc.				
General comments and suggestions for improvement				

Conclusion (10 mins) "Who am I..."

1. Write or cut out the following names of stakeholders on separate pieces of paper and put them in a jar or container. If there are more teachers than stakeholders, repeat some of the names.
2. Ask teachers to choose one piece of paper.
3. Each teacher then has to describe their role, why they want to be involved with the school and how they can be involved in the school without saying their name. Other teachers have to try and guess who they are. Let teachers finish before allowing others to guess.

For example (*Police*)

Who am I... I wear a uniform. I serve the people to protect life and property. I can help when someone breaks the law. I can help schools when crimes are committed. I would like to work with schools because there are many young people involved in crime. I can also work with schools by helping to monitor students behaviour outside of school grounds. I can come to school to talk about law and order issues. I can give advice about whether behaviour is criminal behaviour. I can come to schools in emergencies.

Police	Guidance Officer	Juvenile Justice Working Group	Child Protection Officer (welfare)
Save the Children (NGO)	Church Groups	Provincial AIDS Council	Family & Sexual
Health Worker	LLG members	Standards Officer	Community Volunteer
Women's Groups	Provincial Youth & Sports Officer	Parents and family members	Lukautim Pikinini Council

Self Reflection.

1. Do you consult and use other stakeholders at your school?
2. Who are three important stakeholder who you think could contribute to improving student behaviour at you school?
3. What can you do to get these stakeholders involved?

Unit 3: Responding to Student Issues

Session 3.1: Dealing with Bullying

Session Outcome: By the end of the session the teachers can...

1. Identify different types of bullying behaviour.
2. Describe characteristics of bullies and victims.
3. List strategies to address bullying.
4. Design anti-bullying materials for students, teachers and parents.

Key Concepts: bullying, victims

Resources: butchers paper, markers, coloured pens, paper, coloured pencils

Background

Bullying is repeated, harmful and aggressive behaviour by one or more people to harm another. It is the systematic harassment and attacks on others. Bullies can be males or females and young or old. Bullying is a serious issue in schools and affects both male and female students in all grades. Bullying takes many forms, and there are many types of behaviour that can be called bullying behaviour.

Research on the why some children become bullies is inconclusive. However, it is suggested that bullies often have dominant and confrontational personalities, have difficult following rules, have a positive attitude toward violence, get frustrated easily and question authority. Bullies want to be No. 1. Bullies often lack the ability to empathise with others. Bullies often have been exposed to violence but not always. Friends and school environment contributes to bullying behaviour. Bullies often come from homes where physical punishment is used and there is a lack of parental involvement and supervision. Bullies usually have a group of friends who support

their behaviour. When bullied grow up, they are at high risk of criminal records and abusive relationships.

Examples of bullying behaviour
Hitting, kicking, punching or physically hurting others in any way Name calling Teasing Taking or interfering with someone's money or possessions Spreading rumours about people and their families Pushing and pulling Ignoring and leaving people out Intimidating or threatening others Forcing others to join groups or take part in activities they don't want to Writing nasty notes or SMS text messages about someone

Victims of bullying suffer often from low self esteem, anxiety, and fear as a result.. Victims of bullying find it hard to retaliate or respond with humour, especially when attacks are regular. Victims become socially isolated and may find it hard to defend themselves, particularly if the bully has a group of supporters who do not intervene. Victims may be perceived as weaker than their peers – this makes them an easy target. Victims suffer humiliation and tend not to tell parents. Victims may suffer depression, stress, trauma, decrease academic performance as a result of bullying. Victims of bullying see school as an unsafe and unhappy place.

Good schools are proactive in their approach and deal with incidents of bullying promptly, firmly and fairly. Other schools deny it, ignore it, justify it, rationalise it, handle it inappropriately, sweep it under the carpet, blame the victim of bullying, blame the parents of the victim of bullying.

Bullying happens in every school!

Introduction (10 mins) Create a person

1. Ask teacher to work in groups of four to create an imaginary student who is either a victim or a bully. Make sure there is an even number of victims and bullies.

2. Teachers should draw their student on paper and write up their student's characteristics, family background, academic progress, relationships with peers, goals, hobbies etc. Teachers should consider the information given about bullies and victims and be careful not to stereotype. Teachers may draw on their own experience of students. These questions can help

- What kind of personality does your student have?
- How old are they?
- What grade are they in?
- Where do they live?
- Are they female or male?
- Do they have brothers and sisters, how many? So they live with them?
- Are they rich, average or poor?
- What would they like to do when they finish school?
- Who are their friends?
- What are their hobbies?
- What kind of grades do they have at school?
- What are examples of bullying behaviour that the person has experienced?

3. Once groups have created their students, allow them 2 mins to introduce their student.

Main activity 1. (20mins) Table

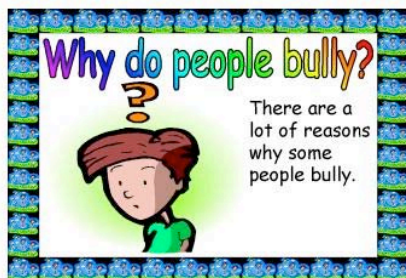
1. Ask teachers to discuss the examples of bullying behaviour described. I
2. In their groups to complete the table of proactive and reactive strategies to respond to bully in schools.

Proactive Strategies	Reactive Strategies
<i>e.g Adequate supervision of students</i>	<i>Contact parents of bullies and victims</i>

3. Ask groups to swap with each other and peer review the strategies. Groups should take turns to provide feedback to each other.

Conclusion (20 mins) Designing anti-bullying materials

1. Ask teachers to work in groups of three or four. Allocate each group a target audience either student, teacher or parents.
2. Each group should then design an information booklet, pamphlet or poster about bullying for their target audience about bullying.
3. The information on material will depend on the target audience but should include relevant information about bullying and how to respond to it. Here are some examples of posters and information sheets from overseas.



From <http://when-is-now.com>



What is Bullying?

Bullying is a conscious, willful, deliberate, hostile and repeated behaviour by one or more people, which is intended to harm others. Bullying takes many forms, and can include many different behaviours, such as:

- physical violence and attacks
- verbal taunts, name-calling and put-downs
- threats and intimidation
- extortion or stealing of money and possessions
- exclusion from the peer group

Bullying is the assertion of power through aggression. Its forms change with age: school playground bullying, sexual harassment, gang attacks, date violence, assault, marital violence, child abuse, workplace harassment and elder abuse (Pepler and Craig, 1997)

"Bullying is not about anger. It is not a conflict to be resolved, it's about contempt—a powerful feeling of dislike toward someone considered to be worthless, inferior or undeserving of respect. Contempt comes with three apparent psychological advantages that allow kids to harm others without feeling empathy, compassion or shame. These are: a sense of entitlement, that they have the right to hurt or control others, an intolerance towards difference, and a freedom to exclude, bar, isolate and segregate others" (Barbara Coloroso "The Bully, the Bullied and the Bystander")

Bullying Myths and Facts:

Myth: "Bullying is just, stage, a normal part of life. I went through it my kids will too."

Fact: Bullying is not "normal" or socially acceptable behaviour. We give bullies power by our acceptance of this behaviour.

Myth: "If I tell someone, it will just make it worse."

Fact: Research shows that bullying will stop when adults in authority and peers get involved.

Myth: "Just stand up for yourself and hit them back"

Fact: While there are some times when people can be forced to defend themselves, hitting back usually makes the bullying worse and increases the risk for serious physical harm.

Myth: "Bullying is a school problem, the teachers should handle it"

Fact: Bullying is a broader social problem that often happens outside of schools, on the street, at shopping centers, the local pool, summer camp and in the adult workplace."

Myth: "People are born bullies"

Fact: Bullying is a learned behaviour and behaviours can be changed.



www.bullying.org is a multiple award-winning, non-profit Web site that was created to help people around the world deal with the issues of bullying and taunting. www.bullying.org is a supportive international community where people can learn that they are NOT alone in being bullied and taunted, that being bullied and taunted is NOT their fault and that they CAN do something positive about it.

People can contribute their personal stories, poems, images, oral stories (audio files), music, animations and movies. In order to protect contributors' privacy and security, no last names of young people, or personal contact information is published or shared with anyone else.

www.bullying.org also has two moderated, online support groups, one for youth and one for adults



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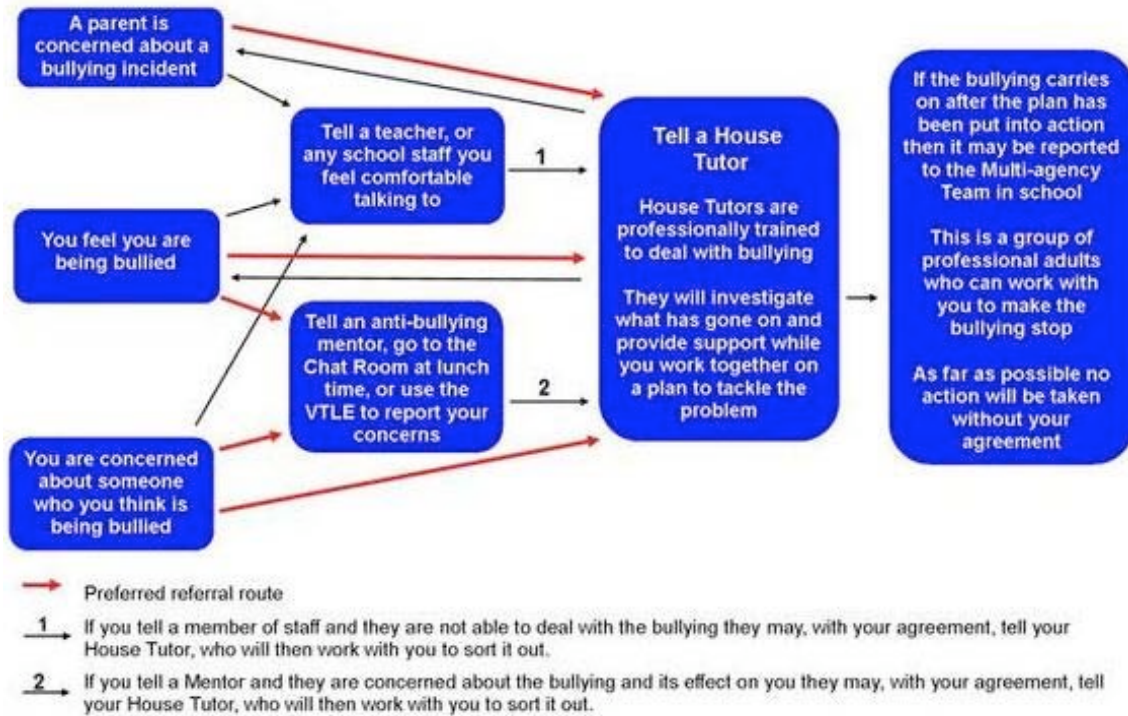
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from driffieldschool.net

Self Reflection

1. Have you ever been bullied? What did you do?
2. Do you know of bullies in your school? Does the school deal effectively with bullying behaviour?
3. What are three things you could do in your school to decrease bullying behaviour?

Session 3.2 Managing Critical Incidents and Emergencies

Session outcomes: By the end of the session, teachers can;

- List and discuss types or examples of critical incidents and emergencies.
- Discuss and evaluate effective strategies for responding to critical incidents.
- Develop plans or strategies to manage critical incidents.

Key Concepts: critical incident, critical incident management, response team

Resources: First aid kit if available, butcher paper, markers, newspapers

Background

A critical incident or emergency is an event which teachers, students and parents are not prepared for that may cause disruptions to a school's daily routine, creating danger or risk and causes a situation where they feel unsafe, vulnerable and under stress or being traumatized.

When a critical incident or an emergency occurs in the school, teachers have a duty to respond. Some responses may be immediate and others may be delayed. Since there are different kinds of incidents or emergencies, different strategies are required to manage them.

When responding to a critical incident teachers should:

- Stay calm and in control
- Try to think clearly.
- Stop to assess the situation and decide who is at risk and what help is required. \
- Protect yourself and other students first.
- Decide if emergency services are needed (police, fire, ambulance)
- Send a reliable, sensible person for help with clear instructions
- Teachers who are trained in first aid should help any injured person on the scene.
- Control and reassure any crowds and make sure they are not in the way of danger
- Keep appropriate people informed of progress on the situation. This may mean contacting parents
- Be available to speak to any assisting personnel, i.e. police.
- Write an incident report to assist further investigation.
- Arrange for debriefing of victims, witnesses and others if necessary

Introduction: (10 mins) Newspaper collage

1. In pairs, ask teachers to search through newspapers and cut out news reports of critical incidents that have occurred.
2. Using words and pictures, teachers should then make a collage of frequent critical incidents and less frequent incidents

Examples of critical incidents and emergencies in schools	
Frequent	Less frequent
Student fights and violence, accidents such as broken arm & cuts, blood spill, teacher absence, death in the family of a student or teacher, serious illness like malaria, petty crime,	Natural disaster such as tsunami, fire, earthquake, flood, high winds, rape and sexual assault, student riot, landowner dispute, serious crime such as arson, epidemic, eg. typhoid, teacher strike, overdose or attempted suicide,

Main Activity 1 (20 mins) Planning

1. In pairs, ask students to think of a critical incident that has happened at their school. Teachers can also choose one from their poster collage.
2. Ask teachers to create a plan for responding to that incident. Teachers should consider immediate and delayed response, relevant people to be involved, communication channels, potential risks for further danger, unintended consequences and debriefing. They can choose to present their plan in any format (concept map, poster, chart)
3. Selected several pairs to present their plan

Conclusion (15 mins) "Thumbs up/thumbs down"

1. Read the following scenarios to teachers and ask decide if the strategy was effective.

2. If teachers think the strategy was effective, they should put their thumbs up. If teachers think the strategy is ineffective, they should put their thumbs down.

A female student reports that another male student tried to sexually assault her. The head teacher says he will investigate in the morning.

Simon slipped in the playground and cut his head. The teacher noticed he seemed sleepy back in class and complains of a head ache. She reported to the head teacher that the student needed to see a doctor.

In science class, a student spills chemical on the floor. The teacher tells the students to clean up and continue working.

There has been recent tribal fighting in the area. The school is built on land belonging to one group. There is rumours that they are coming to destroy the classrooms. The teacher sends the students home.

A large group fight starts and some students bring out knives. The teacher on playground duty stands back and whistles to the gardener to come and stop the fight.

There is a tsunami warning saying people may need evacuate the area. The head teacher gathers all students in the assembly area to do a roll call. He instructs that all students will stay in the assembly hall until further notice. No students are to leave the grounds unless their parents come to collect them.

A fire starts in the girls dormitory. The night warden sounds the alarm and evacuates all girls to the assembly hall in their sleeping clothes. The students were not permitted to collect their things. The next morning the head teacher allows the girls to each contact their parents. The head teacher and dorm warden organise for second-hand clothes of the girls. The school counsellor talks to the students.

Self Reflection

1. Think of a time when you have been involved in a critical incident. How did you feel? How did respond (physically, emotionally)?
2. What things did others do around you that were helpful? What things did others do that were unhelpful?

Session 3.3 Child Protection

Session outcomes: By the end of the session, teachers can...

1. Describe different examples of situations where a student may be at risk or in need of 'special protection'.
2. Conduct a simple risk assessment
3. Complete a sample child protection report
4. Outline strategies for teachers and schools to respond to suspected abuse, rape, and other child protection issues

Key Terms: child protection, mandatory reporting

Resources: copy of Lukautim Pikinini Act, 2009, questions prepared on the board, copies of case studies

Background

Child abuse is the physical or psychological/emotional mistreatment of children. Victims of child abuse suffer a range of physical and emotional problems that affect their behaviour and learning. *Lukautim Pikinini Act, 2009* is legislation for child welfare and child protection in PNG. It is law in PNG. It is based on the rights of the child and sets out how and who will protect children from all forms of abuse in PNG. The Act lists what each stakeholder needs to do. The Act also details the legal requirements around payment of maintenance money for children by parents who do not live with them

According to *Lukautim Pikinini Act, 2009*, children in need of special protection include children who are experiencing or being exposed to violence, sexual or physical abuse, exploitation, drug and alcohol abuse, children engaged in sex work, and children whose basic needs are neglected by their parents/guardians.

It is important for teachers, school based counsellors and head teachers to understand the legal duty to report child abuse under *Lukautim Pikinini Act*. This is known as mandatory reporting.

(Please refer to: **Part VIII. – Pikinini in Need of Protection. Division 1. – reporting and Investigation. Chapter 45, Duty of Professions and the public to report**)

Lukautim Pikinini Act, 2009: Children in need of special protection

Chapter 2. INTERPRETATION.

In this Act, unless the contrary intention appears –

“child in need of protection” means a child –

- (a) whose parents are dead or incapacitated and adequate provision has not been made for the child's care; or
- (b) who has been abandoned by his parents and adequate provision has not been made for the child's care; or
- (c) who has suffered or is likely to suffer significant harm as a result of physical abuse or maltreatment; or
- (d) who has been, or is likely to be, sexually abused or exploited; or
- (e) who has been, or is likely to be physically harmed, sexually abused or sexually exploited by some person other than the child's parent, and the parent is unwilling or unable to protect the child; or
- (f) who has been, or is likely to be physically harmed because of neglect by the child's parents, or who is sexually or emotionally abused by the child's parents or guardian; or
- (g) whose development is likely to be seriously impaired by treatable condition and the child's parents refuse to provide or consent to treatment; or
- (h) who is living in a household where there have been incidents domestic violence and, as a consequence, the child is at risk of serious physical or psychological harm; or
- (i) who is or has been absent from home in circumstances that endanger the child's safety or well-being; or
- (j) who has serious differences with his parents to such an extent that the physical, mental or emotional well being of the child is being seriously impaired (or threatened) or the care and control of the child is likely to be seriously disrupted;

Introduction (15mins) Case studies

Divide student teachers into groups of four. Allocate each group with one case scenario and ask them to answer the following questions (displayed on the board):

- Has the child been hurt?
- What signs or symptoms are there that the child has or is going to be hurt?
- Does the child need immediate medical attention?
- How long has this situation been going on for?
- Is at risk of being hurt in future?
- When will the child be hurt again?
- By who?
- Who else is in the child's life that is contributing to the hurt?
- Who else is in the child's life that can help the child stop the hurt?
- What are the possible consequences (positive and negative) for the child if you intervene?
- Is this child in need of "special protection"?

2. Refer student teachers to the sections in Lukautim Pikitini Act that defines a "child in need of special protection" (chapter 2) and ask them to raise their hands if the child in their scenario fits any of the descriptions.

Inform all those with their hands raised that it would be their legal responsibility as a teacher to report that scenario to a child protection worker.

Case 1

Tau is a 7 year old boy who lives with his mother. His mother and father were never married and his father left when he was born. They are living with his mother's cousin but there are many people in the house and they have been asked to leave the house. His mother is sick with TB and has been taken to hospital. There is no money for medicine. Tau sometimes gets food from other people in the house, other times he collects scraps and sometimes he steals food from other kids at school. Tau is embarrassed about his dirty clothes. Older children in the house make fun of Tau and tease him.

Case 2

June is an 12 year old girl. She lives with her mother and step-father. Her mother is busy looking after her 5 step-siblings so June is forced to do most of the domestic chores, like chopping firewood, laundry and carry food from the garden. Her step-father is often angry at June for not completing her tasks and beats her when this happens. June often misses school. June has had several ribs broken and last week June came to school with a large gash across her cheek.

Case 3

Fiona is a 14 year old girl. She was sent to live with her aunt and uncle in another province so that she could attend school. Her uncle is a senior officer in the Provincial Administration. Fiona's uncle comes into her bed at night and touches her body parts. Her uncle has begun to take his clothes off when he lies next to her. Fiona is scared to say anything because her aunt will be angry and she will be sent home in shame.

Case 4

Harry is 15 years old. He lives with his father and his father's second wife but the second wife does not like Harry and refuses to look after him and gives him no money. Harry asked his father to return to his mother but his father refused saying that Harry's mother was a drunkard who goes around town too much. Harry tried to explain to his father that his step-mother was cruel but his father got angry and hit him. Harry has had many arguments with his father's second wife, often ending in violence. Harry has begun spending more and more time hanging out with rascals. Harry has not gone home for three weeks.

Case 5

Sam is 9 years old and sick with leukaemia. He requires a blood transfusion otherwise he will die. His parents are members of the Jehovah Witnesses and refuse to consent for the blood transfusion.

Case 6

Joe is 11 years old. Joe has been gang raped by older boys in the settlement several times. His older cousin brother is part of the gang and has threatened to tell Joe's parents that he is a homosexual and that he smokes marijuana if Joe tells. The older boys have threatened to kill Joe and have beaten him up on two occasions.

Case 7

Prue is 16 years old and lives with her mother, father and 4 siblings. When Prue was 13, her father began to rape her. Her mother found out but did not do anything. Prue's father regularly beats her mother. Prue tried to talk to one of the women in the village but her mother went and pleaded with that woman not to do anything because if the father found out, they would all be thrown out of the house.

Case 8

Mellie is 16 years old. Her mother likes to party in town. Recently Mellie's mother has encouraged her to come out to night clubs. Last week one of the men who Mellie's mother hangs out with began making sexual advances towards Mellie. Mellie felt uncomfortable but her mother told her not to refuse the man because he was buying them drinks. Mellie's mother is insisting Mellie come out again this week.

Main activity (25 mins) Report writing and peer evaluation

1. Using the case scenarios, ask teachers to individually complete the sample child protection.
2. After 10 minutes, ask students to swap reports with another student teacher. Each student reviews one sample report.
3. Student teachers then give feedback to the other student teacher on their report. Student teachers should consider whether the report provides enough information for a Child Protection Worker to make a decision about whether or not they need to take further action.

SAMPLE CHILD PROTECTION REPORT

School: _____ District/Region: _____

Head teacher: _____

Name and position of person making report: _____

How old is the student? _____ Are they male or female? _____

What grade are they enrolled in?

Details of the concerns

Why are you concerned about the student?

Why do you suspect the student is being abused? and by who?

Is the student at immediate risk? How?

What actions have you taken so far?

What suggestions do you have to assist the student?

Signed: _____

Date: _____

Conclusion (20 mins) Buzz walk

1. In the same groups of four as for introductory activity, ask student teachers to create a list of possible strategies that a teacher or school could use to respond or assist the child in their scenario.
2. Each group displays their list on the wall.
3. Ask student teachers to do a buzz walk around all the lists and with red pen mark next to strategies they think would be most effective and with a black pen mark strategies that they also listed or appear twice. By the end of the buzz walk, it should be clear which are common and effective strategies.
4. Summarise by stating clearly that this session has only briefly introduced the issue of child protection to teachers. Responding to child abuse is complicated. All teachers are encouraged to read the section on child protection in Behaviour Management: a guide for schools and to contact their local child protection worker for further information about reporting. All teachers and head teachers are encouraged to make contact with local Lukautim Pikitini Councils.

Self Reflection

1. What are some of the difficulties you as an individual face in responding to child abuse in your school?
2. What are can you do about abuse that is committed by a teacher?

Unit 4: Implementing Behaviour Management in Your School.

Session 4.1 Developing a School Behaviour Management Policy

Session outcomes By the end of the session, teachers can...

- Review the sections required in a school behaviour management policy.
- Prepare a plan of the steps you will take to write a student-centred school behaviour management policy

Key concepts: school behaviour management policy

Resources: work station cards prepared, markers, pens, butchers paper

Background

All schools are required to have a school behaviour management policy. The policy must be developed in consultation with all stakeholders, including students, parents, and teachers. A school's behaviour management policy must follow the principles and responsibilities of the national policy.

The school's behaviour management policy must be developed in consultation with students, teachers, parents, guardians and other relevant stakeholders before approval by the school board and should follow the principles and responsibilities of this policy. Sample school behaviour management policies are included in Behaviour Management: a Guide for Schools. A school behaviour management policy must have the following sections. Schools are free to have additional sections if required.

Schools can use established school structures (routine PD lessons, communication brochures, newsletters, home work diaries, student representative councils, P & C meetings etc) to develop and implement their behaviour management policy.

Sample outline of a school behaviour management policy

1. Vision of the school

(This can be taken from the SLIP)

2. Aim of the school behaviour management policy

3. Responsibilities of students

(Written in student centred language)

4. Responsibilities of teachers

5. Partnerships with parents/guardians

6. School rules (or code of conduct)

7. Behaviour management procedures (including expulsion)

Strategies and consequences

- Flow chart of possible actions
- List of acceptable sanctions

8. Who was consulted on the policy?

9. Review date of the policy

Introduction (20 mins) Workstations

1. Copy the sections of a behaviour management policy listed above onto separate pieces of paper and place around the room at different workstations
2. Allocate teachers to each station. On butchers paper, teachers should describe what is included in that section of a behaviour management policy, give an brief example of how it could be written and then write a brief sentence of two about why it is necessary to include that section. Allow teacher 10 mins to complete work sheets

For example:

<p>Vision of the school The vision of a school is a sentence or two about...</p>
<p>Example of a vision The vision of ABC Secondary School is to...</p>
<p>Importance A vision is important in a behaviour management policy because...</p>

3. Teachers then rotate around the workstations reaching each other's work sheet.
4. To finish up, ask teachers to arrange their worksheets on the wall in an order they might appear in a behaviour management policy. These can be used as a reference.

Main activity (20 mins) Flow Chart

1. In the same groups, ask teachers to develop a plan of how they will develop and implement their school behaviour management policy.
2. Teachers should consider the following five steps :
 1. Awareness
 2. Consultation
 3. Writing and endorsement of policy
 4. Implementation
 5. Monitoring, evaluation and review
3. Teachers should consider activities that need to be carried out at each stage, who activities is targeted at, who is responsible for the activity and any costs associated. Encourage groups to list as many realistic activities as possible under each step.

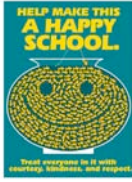
Sample Plan

	Activities	By when	Who responsible	Other people to include	Budget
Awareness	<i>Newsletters to parents, Agenda item at P& C meeting, etc</i>	<i>Term 1, week 1</i>	<i>Head teacher</i>	<i>Teachers, parents, students</i>	<i>K100 (for printing)</i>
Consultation	<i>Special night meeting at school</i>				
Writing and endorsement				<i>All stakeholders</i>	
Implementation activities	<i>Review school rules</i>				
Monitoring, evaluation and review	<i>Summary of discipline cases to board</i>				

Conclusion (10 mins) Awareness materials

1. Ask teachers to create a note or letter, that can be sent to parents to inform them about the development of the school's behaviour management policy .
2. Teachers can share their work with each other. Discuss in pairs what makes a good letter to parents.

Tok save
-Behaviour Management Policy!



Dear Parent/Guardian

ABC school is developing a behaviour management policy and we need your help. All parents are invited to attend a meeting between 5:00 - 6:30 pm on Wednesday 3rd February at the school hall. to discuss the development of our schools behaviour management policy. The meeting will be held in the school assembly hall.

We are committed to promoting a positive environment for learning and hope to see you there.

Signed : Mrs Jones, Head Teacher Date: 01 / 01 /09

Image from <http://www.rjdposters.com>

Self Reflection

1. If you were a parent, what would you like to see included in your school's behaviour management policy?
2. Who do you think will be most likely to drive the development of a behaviour management policy and why?

Session 4.2 Integrating Behaviour Management into SLIP

Session Outcomes: By the end of this session, teachers can...

1. Advocate for the integration of behaviour management activities into SLIP
2. Using the SLIP principles, prepare a plan to implement behaviour management in your school.

Key terms: School Learning Improvement Plan (SLIP)

Resources: SLIP, SLIP guidelines.

Background

School Learning Improvement Plan is a 'vehicle' to assist schools in improving student learning and whole school environment. School Behaviour Management is to promote and improve student behaviour, which in turn improves student learning. Therefore, a whole school approach to behaviour management must be integrated into the SLIP

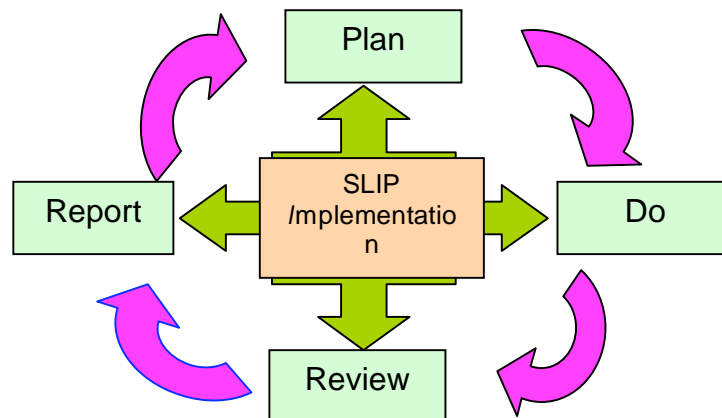
The effective implementation of the behaviour management strategies depends on good planning, awareness and implementation strategies. The schools behaviour management policy will also have recommended implementation strategies. The strategies must measure up to SLIP expectations. Schools without SLIP can still adopt the SLIP concept.

The characteristic of SLIP are;

- **Planning** is a collaborative effort involving the staff, students, parents, community, and other education stakeholders with a shared vision and mission statement. School leaders, staff and students are engaged in professional dialogue with one another and with standard officers.
- SLIPs vary **according to the size and complexity** of individual schools.
- **Manageable and achievable objectives** are set for each year of the three year plan, and these reflect the priorities of the school and the Department of Education. Schools select between one and three objectives for each of **six distinct focus areas**.
- **Focus Areas of improvement** are identified through discussion and surveys involving all parties as part of the planning process.
- **A limited number of achievable targets** are set with clear stated and measurable outcomes.
- There is **agreement on action to be taken**, by whom, how and when, with performance indicators and progress raised.
- **Regular monitoring and evaluation** takes place and includes an annual internal review of the school's planning guideline, process, and progress. Regular progress reports culminate in an **annual report** on achievements of outcomes, a document presented to the school community. Public community awareness of the SLIP process and progress is continual.

- **Internal Reviews** to be conducted by the school community are integral part of the SLIP process. They will take place annually and include an annual report to the community about the school's achievements as measures against the plan targets.
- **Internal review guidelines** have been developed for consistency of standards.
- **External Reviews** will provide the quality assurance on the standard of work of the teachers and school management, and the standard of student learning outcomes; the external review will also quality assure the school's own internal review process. This review will be conducted by SGD officers and a peer head teachers.
- **External review guidelines** will be developed to ensure consistency across all schools; for each external review a report will be written and presented to the community at a public meeting with copies forwarded to the Standards Division across the region and also the PEA for attention and action.

SLIP PLAN CYCLE



A SLIP enables a school to make a brief and concise public statement outlining the proposed major themes for development within a given time period – three years.

The processes by which the SLIP focus areas are identified, implemented and reviewed are critical to the success of a whole school approach to behaviour management. The issues identified must be designed to promote increased educational outcomes for the students. The process associated with the SLIP assists schools to:

- identify the focus and boundaries for change
- direct efforts more effectively to relieve the pressure that arise from many competing priorities
- be effective in the use of resources
- further strengthen staff, students, parents and community teamwork
- raise public awareness of what the school is doing and how it plans to achieve its desired outcomes.
- communicate the progress and achievements of the school to its community

The advantage of the SLIP process is that it promotes partnership, public ownership and accountability and is sustainable. Behaviour management issues may evolve however the system in the SLIP concept will allow for review and changes where and when necessary.

Introduction (5 mins) Table & Discussion

1. In groups of four, list the 6 focus areas in the School Learning Improvement Plan.
2. In the same groups discuss and identify the focus area (s) which you think would be most useful to drive the strategies for behaviour management.
3. Explain to teachers that strategies for behaviour management should focus on high order issues that will have a greater impact on student behaviour rather than focusing on small activities that take up time and resources. For example, focus on issues addressing root causes like involving parents in the discipline process would be more effective than creating a system to check all students wear correct uniform each morning. Share your ideas with the other groups or participants on butcher's paper

Six Focus Areas in SLIP	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

Main Activity (40 mins) Mind Map & Planning

1. Individually, ask teachers to create mind map of all the behaviour management strategies and activities they would like to implement in their school. Teachers can include whatever they like, as long as it links (directly or indirectly) towards improving student behaviour.
2. Remind teachers to include both proactive and reactive strategies. Some areas they may like to consider includes:
 - School environment
 - Classroom discipline
 - Policies and procedures
 - Teacher training
 - Supervision of students
 - Social and health learning activities
3. Then groups should prioritise their activities and strategies. Strategies and activities should then be developed into a 3 year SLIP under the six focus areas.

For example,

Focus Areas	Year 1	Year 2	Year 3
Curriculum (Student Learning)		Implement school based curriculum on student behaviour	
Staff Professional Development	Teacher in-service on BMP		
Management & Administration	Develop School Behaviour Management Policy		
Infrastructure		Build School Counsellor Office	
School Governance & Community Relationship	Awareness on Counselling to P&C	Form parent's counselling service	
Budget Allocation to support Improvement Agenda	Printing of revised school rules Fund raising for School Counsellors office.		

4. Then groups should complete the annual action plan for the first year. This is a more detailed plan in which activities are broken down.

Example for Year 1

Focus Area	Activities to be under taken	Time Frame	Resource Funding	Responsible person	Indicators of success	Review Process
Curriculum (Student Learning)						
Staff Professional Development	Organise School based in-service on BMP	Term 1 Week 4		Prov. Guidance Officer or any SBC	In-service conducted to all staff of the school	In-service evaluation report
Management & Admin						
Infrastructure						
School Governance & Community Relationship						
Budget Allocation to support Improvement Agenda						

Conclusion (10 mins) Advocating

1. Ask teachers to sit in a circle. If there is a large group, divide into two circles.
2. Go around and ask each teacher to finish one of the following sentences.
 - "I believe behaviour management should be part of SLIP because... (e.g. whole school approach, requires good planning, SLIP successful at involving parents etc)"
 - "Effective behaviour management in schools includes...(e.g. teacher-training, fair and consistent rules, school counsellors, etc)"
 - "Effective behaviour management improves student learning because...(e.g. students need boundaries, students learn better in a positive environment, less distraction etc)"
3. Depending on the size of the group, you may go around the circle several times so that each teachers has a chance to respond to each statement.
2. Check that all groups have included the development of a behaviour management policy in the first year of their plan.

Self Reflection

1. What are the three most important things you learned from this in-service?
2. Which area would you like to learn more about or have more training on?
3. What will you do differently in your school and classroom as a result of this in-service?

Glossary and acronyms

Attitudes	What you think about something
Best practice	Strategies and behaviours which are the most effective and most sustainable. Examples of good management and good teaching.
Behaviour management	Managing, improving and promoting student behaviour in classrooms and schools
Bullying	When a victim is made to feel emotional, mental or physical pain by someone else
Child abuse	When a child is harmed emotionally, physically or mentally by another person, usually an adult. Abuse can take different forms including neglect and sexual abuse
Conflict resolution	A constructive process for handling emotion-laden disagreements
Counselling	Helping someone to help themselves

Corporal Punishment	Physical punishment such as hitting, smacking, kicking, whipping.
Critical incident	An event which could harm people or property. Can include natural disasters. For example, a student fight or fire
Discipline	Confronting poor behaviour and imposing strategies and sanctions so that this behaviour stops or improves.
Drug	A chemical that alters normal body functions such as marijuana or alcohol or nicotine
Empathy	Understanding the feelings of others and being able to imagine what they feel like.
First Aid	Initial emergency assistance offered to someone who is injured or sick
Gender equity	Equal opportunities and treatment of boys and girls
Interview	A dynamic face to face conversation between two people
NGO	Non-government organisation, such as Save the Children, and Igat Hope
Peer educator	Someone who is trained to share their knowledge and skills with their peer group. Usually in one-to-one or small group interactions.
Peer pressure	When a person's friends and peers persuade them to do something or a person does what their friends do to be part of a group. Can be negative or positive
Perpetrator	The word used to describe a person who commits an act, such as a criminal act or act of abuse.
Positive reinforcement	Rewarding, acknowledging and praising good behaviour to encourage more good behaviour
Rape	When a person forces another person to have sexual intercourse (vaginal, anal or oral sex) against their will. Rape is a criminal offence. Schools must help rape victims to get medical attention including Post Exposure Prophylaxis for HIV
Rapport	Creating a positive friendly relationship between the counsellor and the client where the counsellor shows empathy for the student
Referral	Directing a student to another service provider , such as welfare, for help, assistance or information
Restraint	Stopping or limiting the actions of a student using physical force.
Reward	Something given in return to a student for good behaviour
Sanction	A penalty given for discipline purposes.

School based counsellor	A trained teacher or staff member who counsels students and staff. There should be one male and one female at all large primary schools and all secondary schools
Self esteem	How positively someone feel about himself/herself
Sexual assault	When a person physically attacks another person in a sexual way. Sexual assault is a criminal offence.
Sexual harassment	When a person bullies another person using sexually explicit words, jokes or sexual touching.
SLIP	School Learning Improvement Plans. These are school plans for managing school improvements in teaching, in-service, infrastructure etc. Improving behaviour management and student welfare are compulsory parts of a SLIP process and plan.
Stakeholder	Someone who must be involved and consulted in a process for the plan to work well
Strategy	A plan, method or series of actions to obtain a goal or result.
TIP	Teacher's In-service Plan
Trauma	A long lasting physical, emotional and psychological effects acquired by person as a result of a critical incident

Documents and resources for further reading

Policies and Acts

United Nations Convention on the Rights of the Child, 1989

Lukautim Pikinini Act, 2009

Juvenile Justice Act, 2005

Teaching Service Commission Act, 1998 (Consolidated to No. 20 of 1995)

Education Act 1983 (Consolidated to No. 13 of 1995)

TSC (2009) Disciplinary Policy and Procedures

DoE (2009) Behaviour Management Policy

DoE (2005) HIV/AIDS Policy for the National Education System of Papua New Guinea

DoE (2002; reprinted 2009) Gender Equity in Education Policy

DoE (1993; revised 2004)) Special Education Policy

DOE Teacher Training Materials

DoE (2009) Behaviour Management: A guide for schools

- DoE (2009) Guidance, Counselling & Behaviour Management Lecturer's Guidance & Student Teacher Course Book
- DoE (2009) Teacher In-service Plan, Personal Development, HIV and AIDS and Sexual Reproductive Health Facilitator's Manual
- DoE (2008) Child Friendly Schools, Lecturer's Guide & Student Resource Book (draft)
- DoE (2007) HIV/AIDS & Reproductive Health Lecturer's Guide and Student Teacher Course Book
- DE (2007) Peer Education Training Manual, for the training of Peer Educators and Peer Education Advisors in Secondary Schools,
- DoE (2003) Upper Primary Personal Development Syllabus & Teacher Guide
- DoE (2005) HIV/AIDS Policy for the National Education System of Papua New Guinea
- DoE & NDoH (2009) Health Promoting Schools Lecturer's Guide & Student Teacher Course Book
- PASTEP (2002) Morality and Ethics, Lecture and Student Support material
- PASTEP (2002) Special Education Participant's Workbook
- PASTEP (2002) Classroom Management and Administration, Lecturer Support material
- PASTEP (2002) Health & Gender Equity & Community Development Lecturer & Student Support Materials
- PASTEP (2002) Human Development Lecturer & Student Support Materials
- PASTEP (2002) Contemporary Issues, Lecturer and Student Guides

Approved counselling, guidance and behaviour management resources for use in schools

- DoE (2001) Volunteer School Counsellor Training Programme Modules 1-6
- DoE (2006) Guidelines for school Learning Improvement Plans, SLIP
- DoE (1991) Counselling and the Teacher Handbook
- PNGTA (2002), PNG Teacher's Association Code of Ethics
- UNICEF, Child Friendly Schools Training Manual
- Department of Education & National Narcotics Bureau (1994) Say 'Yes!' to a Healthy and Safe Lifestyle Series

Contacts and approved resources

Guidance Branch, Standard & Guidance Division National Headquarters

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CDAD
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P.O. Box 446, Waigani
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Education Office
Buka
Department of Education
P O Box 59
Buka
ARB
973 9154.

Guidance Officer – ENBP
Education Office
Vunadirdir
Divisions of Education
P O Box 922
Kokopo
ENB Province
982 1499

Guidance Officer – WNB
Education Office
Division of Education
Kimbe
P O Box 426/792
Kimbe
WNB
973 3515 or 983 5379

Guidance Officer – Madang
Education Office
Madang
P O Box 2070
Yomba
Madang

**Guidance Officer - Morobe
Education Office
Kundiawa**
P O Box 192
Kundiawa
Simbu
735 1304

**Guidance Officer – ESP
Education Office**
Vanimo
Division of Education
P O Box 173
Vanimo
Sandaun Province
857 1564

Guidance Officer/Sandaun Education Office

Vanimo
 Division of Education
 P O Box 173
 Vanimo
 857 1564

Guidance Officer – SHP

Education Office
 Mendi
 Division of Education
 P O Box 68
 Mendi
 Southern Highlands Province
 549 1001

Guidance Officer – WHP

Hagen Park Day Secondary School
 Mt Hagen
 Division of Education
 P O Box 35
 Mt Hagen
 Western Highlands Province
 542 2543

Guidance Officer – Enga

Education Office
 Wabag
 Division of Education
 P O Box 101
 Wabag
 Enga
 547 1023

Guidance Officer – EHP

Education Office
 Goroka
 Division of Education
 P O Box 240
 Goroka
 Eastern Highlands
 732 3928 or 732 2382

Guidance Officer – Simbu

Education Office
 Kundiawa
 Division of Education
 P O Box 192
 Kundiawa
 Simbu
 735 1304

Gender Equity Desk

Department of Education
 HROD, Level 3, Fincorp Haus
 Waigani, NCD
 323 6953

HIV/AIDS Desk

Department of Education
 HROD, Level 3, Fincorp Haus
 Waigani, NCD
 323 6953

UNICEF

Level 14, Deloittes Tower,
 Port Moresby
 321 3000

Save the Children PNG

P O Box 667
 Goroka
 732 2473
 Madang
 852 1211

Population Education Project (UNFPA), Department of Education

CDAD, PNGEI
 Waigani, NCD
 324 6487

Childfund

P O Box 671
 Gordons
 Jacksons Parade
 323 2544

Anglicare StopAIDS PNG,

Port Moresby
 Koura Way
 P O Box 6491
 Boroko
 325 1855

Anglicare Momase

472 7893

VSO Tokaut AIDS

P O Box 1061
 Bougainville Drive
 Madang
 852 1924 or 852 3385

PNG Family Health Association

Central Arcade, 7th Street
P O Box 839
Lae

Headquarters: 472 6523

Youth Centre: 472 2035

Goroka 732 1369

Kokopo 9828727

National Officer of Child Protection

Department of Community

Development

Sambra Investment Haus

Kumul Ave

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P O Box 7354

Boroko

325 9893 or 325 4884 or 325 4190

Hope Worldwide

P O Box 3478

Boroko

325 6901

**Lifeline PNG (telephone
counselling)**

P O Box 6047

Boroko

Mokoraha Rd

Waigani

326 1680

**BAHA HIV&AIDS Advice line (Mon-
Fri 8-5)**

7200 2242

National Juvenile Justice Office

325 425

