

Guidance, Counselling & Behaviour
Management Course

Student Teacher Course Book

Improving student behaviour and
welfare

Department of Education
Teacher Education Division

1st Edition, 2009

This book is the property of

.....
(Not to be sold)



Papua New Guinea
Department of Education

Guidance, Counselling & Behaviour Management

Student Teacher Course Book

Approved for use in all teacher training institutions

**1st Edition
2009**

Department of Education
Teacher Education Division & Guidance Branch

First Edition funded by the Department of Education and the
Education Capacity Building Program (AusAID)



Australian Government

AusAID



**DEPARTMENT OF
EDUCATION**

Issued free to teachers colleges by the Department of Education

Published in 2009 by the Department of Education

© Copyright 2009, Department of Education, Papua New Guinea

ISBN: 978-9980-86-226-6

All rights reserved.

Acknowledgements

These materials were developed in two participatory workshops at Madang Teachers College and Divine Word University between October 2008 and April 2009. The materials were designed and written by guidance officers, teacher training lecturers and Teacher Education Division officers.

The Development Workshop Team at Madang Teachers' College, October 2008

Balob Teachers College Mrs Elizabeth Owa

Dauli Teachers College Mr Remsy Ossy, Mrs Shirley Tirango

Gaulim Teachers College Mr Baiyu Olewale

Guidance & Counselling Branch Mr Gabriel Meapa, Mrs Lucy Uri, Ms Francesca M Sipendi, Mrs Lepapa Kopi, Mrs Jenny Nindil, Mr Philip So'on, Mr Bayasa Sonea, Mr Ben Mallari,

Holy Trinity Teachers College Mrs Amela Asimba Baruga, Mr John Joseph

Kabaleo Teachers College Mrs Cecilia Tuo Manearea, Mrs Catherine Tokapage

Madang Teachers College Mr Mathias Sully, Mrs Tunupiki Dudu

Melanesia Nazarene Teachers College Mr Obe Kints, Mrs Cecilia Maiasa

Teacher Education Division Ms Edoa Veneo

Pacific Adventist University (PAU) Mrs Fulori Bola

PNG Education Institute (PNGEI) Ms Jennie Richard Kome, Mr Allan Jim

Sonoma Teachers College Mrs Jochabed Wadah, Mrs Jocelyn Kakbo

St Benedicts Campus-DWU Mr Nicholas Jamba, Mrs Judy Drawii

University of Goroka (UOG) Mrs Judy Towadong

The Writing Workshop Team at Divine Word University, April 2009.

Dauli Teachers College Mr Remsy Ossy

Gaulim Teachers College Mr Romulus Tavul

Guidance & Counselling Branch Mr Gabriel Meapa, Mr Allan Jim, Ms Francesca M Sipendi

Holy Trinity Teachers College Mrs Amela Asimba Baruga

Kabaleo Teachers College Mrs Cecilia Tuo Manearea

Madang Teachers College Mrs Judy Drawii, Mrs Tunupiki Dudu

Melanesia Nazarene Teachers College Mr Obe Kints

National Department of Education (NDoE) Mr Pilari Hiraiya

Pacific Adventist University (PAU) Mrs Fulori Bola

PNG Education Institute (PNGEI) Ms Jennie Richard Kome

Sonoma Teachers College Mrs Jochabed Wadah

St Benedicts Campus-DWU Mr Nicholas Jamba

University of Goroka (UOG) Mr Kainaro Kravia

Lara Andrews, **Guidance & Counselling Adviser, Education Capacity Building Program**

Richard Jones, **HIV/AIDS Adviser, Education Capacity Building Program**

Development of these materials was made possible through the support of the Education Capacity Building Program of AusAID.

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

Contents

<i>Secretary's Message</i>	4
<i>Introduction</i>	5
<i>What will I need for the course?</i>	6
<i>Confidentiality</i>	6
<i>Evaluation of the course and lecturer</i>	6
<i>Additional materials</i>	6
<i>Being part of a triad</i>	7
<i>Rationale and aims of the course</i>	8
<i>Course overview</i>	8
<i>How will I be assessed?</i>	13
<i>Session 1 Course overview, resources and assessment tasks</i>	15
<i>Session 2 Problems faced by students and teachers in schools</i>	15
<i>Session 3 What is counselling? Part 1</i>	17
<i>Session 4 What is counselling? Part 2</i>	20
<i>Session 5 Communication & counselling skills Part 1</i>	23
<i>Session 6 Communication & counselling skills Part 2</i>	25
<i>Session 7 Communication & counselling skills Part 3</i>	29
<i>Session 8 Stages of counselling Part 1</i>	31
<i>Session 9 Stages of counselling Part 2</i>	33
<i>Session 10 Counselling ethics Part 1</i>	36
<i>Session 11 Counselling ethics Part 2</i>	38
<i>Session 12 Policies that affect counsellors and teachers</i>	42
<i>UN Convention on the Rights of the Child</i>	45
<i>Session 13 Child protection</i>	47
<i>Session 14 Strategies for teaching self esteem</i>	52
<i>Session 15 What is behaviour management?</i>	54
<i>Session 16 The National Behaviour Management Policy</i>	56
<i>Session 17 Strategies for behaviour management</i>	59
<i>Session 18 Assertive discipline strategies</i>	62
<i>Session 19 Rewards and consequences</i>	64
<i>Session 20 Stop! Think! Do!</i>	68

<i>Session 21 Dealing with bullying in schools</i>	70
<i>Session 22 Conflict resolution</i>	74
<i>Session 23 Behaviour management recording and reporting Part 1</i>	76
<i>Session 24 Behaviour management recording and reporting Part 2</i>	78
<i>Session 25 Writing a school behaviour management policy</i>	81
<i>Session 26 Managing critical incidents and emergencies</i>	82
<i>Session 27 What is educational guidance?</i>	84
<i>Session 28 Goal setting with students</i>	86
<i>Session 29 Strategies for working with parents</i>	89
<i>Session 30 Educational and vocational options</i>	92
<i>Session 31 Guidance and counselling services</i>	95
<i>Session 32 Case studies</i>	98
<i>Session 33 Course and lecture evaluation</i>	98
<i>How to conduct guidance, counselling and behaviour management in-service in schools</i>	99
<i>Glossary and acronyms</i>	104
<i>Contact list</i>	107
<i>Personal Development and Health lesson warm-ups!</i>	101
<i>References</i>	108
<i>How to give feedback on these units of work</i>	110

Secretary's Message

Counselling, behaviour management and educational guidance need to be part of the national teacher education curriculum to prepare teachers with the knowledge and skills to improve classroom management and student welfare. In the National Behaviour Management Policy, both Teacher Education Division and Guidance Branch have key responsibilities for improving the training of teachers in behaviour management and counselling. This course is a significant step towards preparing professional, reflective teachers.

One aspect of the structural reform of the education system is an increase in the number of adolescent young people in primary school. Student behaviours are also influenced by changing socio- economic conditions. Teachers and students are faced with new and different challenges. Today, young people are at greater risk from drug and alcohol abuse, violence and crime, and being vulnerable to unplanned pregnancy, STIs and HIV. Teachers are at the front line in helping young people to deal with these issues.

Most students in our schools behave well and work hard but teachers need to have the skills and knowledge to intervene effectively if students misbehave or have social problems. Dealing with issues such as bullying, bereavement, substance abuse, family problems and child protection are day-to-day work for many schools and we must prepare our new teachers for this. Every school should be developing a school behaviour management policy as part of their School Learning Improvement Plan. New graduates will play an important part leading this change.

Therefore, basic counselling and behaviour management skills must to be an essential component of the primary teachers' professional skills and be included in both pre-service and in-service courses.

I commend the writers for their efforts and approve this course for all primary teacher training colleges.



DR JOSEPH PAGELIO
Secretary of Education

Introduction

Schools must provide a safe, supportive, friendly and gender inclusive learning environment. Training student teachers in basic counselling, behaviour management strategies and educational guidance is one way enhance positive student behaviour and learning in the classroom.

Primary schools are faced with many behavioural and welfare issues: bullying, pregnancy, fighting, consumption of illicit drugs and homebrew, family breakdown, violence, poor infrastructure and environment and lack of basic needs (food, water, shelter, security, love). As schools cannot tackle these issues on their own, teachers are encouraged to work with stakeholders, the school based counsellors, parents, students and the community.

This course is designed to help you learn the knowledge, skills and attitudes to implement these strategies and skills in your own school. It will introduce a range of strategies and skills to help make their classroom and school a safe, friendly and inclusive learning environment.

It will **not** qualify you as a school based counsellor but will provide essential basic counselling skills for working with young people. You are encouraged to seek further in-service training to develop these basic skills.

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**
- **Health Promoting Schools**
- **HIV/AIDS & Reproductive Health**
- **Gender Equity or Child Friendly Schools**
- **Child Development**

All sessions have been designed for maximum student participation and to model best practice in counselling, behaviour management and educational guidance. Many of the strategies you will use in sessions will be adaptable for your own teaching. If there is anything you do not understand in the sessions, please speak to your course lecturer. This course is compulsory for all pre-service teachers.

The Student Teacher Course Book

The *Student Teacher Course Book (STCB)* is designed for beginning teachers and is yours to keep. It contains the background content and support materials (case studies, criteria and checklists) for the knowledge, skills and attitudes developed in the session outcomes. Inside the book are sets of **self study** tasks. These are for you to complete in your own time or as set by your lecturer. There are also tasks to completed during your sessions.

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

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 after you graduate. The **contact list** will help you find support services for your teachers and students in your school

What will I need for the course?

- A positive attitude, good punctuality 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
- Your own copy of this Student Teacher Course Book brought to each session
- A notebook with dated notes

There will be a substantial amount of practice of counselling and micro-teaching within the course.

Confidentiality

During the course student 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 Code of Ethics.

Evaluation of the course and lecturer

All students have the right and responsibility to evaluate the course and the lecturer. This will happen at the end of the course and your constructive feedback is very welcome. Finally, you can give feedback on the course materials to your lecturer or to the Department of Education. The contact address is on the final page.

Additional materials

The course is deliberately designed to need few additional resources apart from the lectures and the Student Teacher Course Book. However, additional reading can be found in the college library. The PASTEP materials for Professional Development are excellent and there should be a wide range of materials for classroom and school behaviour management. Copies of the important DoE policies should be in the library.

Some colleges may have addition material available on the intranet.

If you have problems locating additional material, please speak to your lecturer or librarians.

Being part of a triad

In this course you will often practice and develop your skills by using triads.

It is common to use **triads** in counselling training. Using triads allows student teachers to experience the roles of different parties and to give and receive feedback on those roles.

When instructed to work in triads, you should:

1. Get into a group of three (change who you work with throughout the course)
2. Allocate the role of counsellor, client and observer to each group member.
3. Each member plays that role for an allocated amount of time.
4. The client debriefs first, then the counsellor, and then the observer gives feedback.
5. Following this debrief, each member changes roles.
6. After the allocated amount of time, debrief takes place for a second time.
7. Change for a third time so that by the end of the activity, all members have played all roles and had an opportunity to debrief.

Note: You will need to stick to your allocated times to ensure opportunity for debrief.

The role of the counsellor

The counsellor practise the skills or techniques specified for that session. It is often the first time for people to practise their counselling skills so don't be afraid to make mistakes or say the wrong thing. Concentrate on the information you have learned about being a counsellor. During debrief, talk about what you think you did well and what you would do differently in future.

The role of client

Client often feel vulnerable and unsure when talking about personal problems to counsellors. Playing the role of client will help you to understand what this feels like.. Try to make your role play as real as possible. Don't allow your knowledge of the activity instructions to guide your responses to the counsellor. Talk and speak as though you were really experiencing that situation which means your responses may not always be easy for the counsellor to work with. It is sometimes useful to use your own personal experiences when working in triads but if you feel upset by this, let your triad partners know and seek support from the lecturer if necessary. Always try to debrief and talk about how you felt as a client, giving feedback to the counsellor about what was helpful for you and what was not.

The role of observers

The role of observer is critical to the triad's effectiveness. As observer, you will need to take note of what the counsellor is doing and saying and how the client is responding. Pay particular attention to whatever skills, techniques or knowledge is specified for that activity. Use the observer checklist. Only providing positive comments does not help the counsellor improve. Please try to be constructive with

your feedback. . Give suggestions of how the counsellor could have responded differently. Give feedback on your observation of how the client reacted to the counsellor and how you think the client was feeling at that point and then check with the client to see if your observations were correct. By being an observer, you can learn much to improve your own practice.

Rationale and aims of the course

The **rationale** for this course is to train student teachers to apply effective and relevant guidance, counselling and behaviour management strategies to improve student behaviour and welfare.

The **aims** of this course are for students teachers to:

1. Understand and value the role and principles of guidance & counselling in schools.
2. Identify and demonstrate appropriate counselling skills and skills to effectively prevent and resolve student problems and behaviour issues.
3. Apply behaviour management strategies to create safe, supportive, and gender inclusive learning environments.
4. Have the ability to actively explore and discuss future career pathways, goals and aspirations with students.
5. Demonstrate a confident, student-centred, caring, empathetic and reflective attitude in their work with all students.

Course overview

Guidance, Counselling & Behaviour Management

3 credit points

36 contact hours

20-40 hours of self study

Professional Development Strand

Module	Learning Outcomes By the end of the course the student teacher can...	Time allocation
Module 1 Counselling	<p>Session 1 Course overview, resources and assessment tasks.</p> <ol style="list-style-type: none"> 1. Understand each module and their outcomes 2. Understand the criteria for the assessable tasks 3. Understand the structure of the <i>Student Teacher Course Handbook</i> <p>Session 2 Problems faced by students and teachers</p>	14 contact hours

	<p>in schools</p> <ol style="list-style-type: none"> 1. Discuss and list problems faced by students and teachers in school 2. Examine the possible causes and contributing factors to three problems facing teachers and students in schools 3. Demonstrate empathy for the experiences and feelings of young people <p>Session 3 What is counselling? Part 1</p> <ol style="list-style-type: none"> 1. Differentiate between counselling, advising guidance, discipline and behaviour management. 2. Evaluate how guidance, counselling and behaviour management are used in a school 3. Identify the knowledge, skills and attitudes of an effective school counsellor 4. State three reasons why teachers should develop basic counselling skills <p>Session 3 What is counselling? Part 2</p> <ol style="list-style-type: none"> 1. Sort different developmental, academic and vocational, cultural, health and social issues facing adolescences in PNG 2. Analyse how PNG culture may impact upon students, teachers and counsellors 3. Understand the difference between a teacher and a school based counsellor <p>Session 5 Communication & counselling skills Part 1</p> <ol style="list-style-type: none"> 1. List the different skills of communication 2. Practice and apply a range of communication skills <p>Session 6 Communication & counselling skills Part 2</p> <ol style="list-style-type: none"> 1. List proactive and reactive strategies for dealing with student issues 2. Demonstrate three verbal counselling skills 3. Demonstrate three non-verbal counselling skills (body language) <p>Session 7 Communication & counselling skills Part 3</p> <ol style="list-style-type: none"> 1. List “dos’ and ‘don’ts’ in interpreting body language. 2. List some barriers encountered in counselling sessions 3. Develop and practice three strategies to overcome obstacles in counselling <p>Session 8 Stages of counselling Part 1</p> <ol style="list-style-type: none"> 1. Identify and explain the three stages of counselling 2. Apply counselling skills to effectively work with 	
--	--	--

	<p>students through the 'relating' phase of the counselling model</p> <ol style="list-style-type: none"> 3. Identify and list the locations and times for effective counselling <p>Session 9 Stages of counselling Part 2</p> <ol style="list-style-type: none"> 1. Demonstrate the 'understanding' and 'change' stages of counselling 2. Apply counselling skills to effectively work with students through the 'understanding' and 'change' stages of the counselling model <p>Session 10 Counselling ethics Part 1</p> <ol style="list-style-type: none"> 1. Identify the key principles in the counsellor's <i>Code of Ethics</i> 2. Discuss why counsellors need to have a code of ethics 3. Demonstrate understanding and application of the <i>Code of Ethics</i> to case studies <p>Session 11 Counselling ethics Part 2</p> <ol style="list-style-type: none"> 1. Identify situations and scenarios where there are limits of competence 2. Explain the process of maintaining confidentiality 3. Write sample referral letters and describe record keeping procedures <p>Session 12 Policies that affect counsellors and teachers</p> <ol style="list-style-type: none"> 1. Explain national and international key rights and laws on child protection and child rights 2. Explain the links between guidance & counselling and <i>NDoE Gender Equity Policy</i> 3. Explain the links between guidance & counselling and <i>NDoE HIVAIDS Policy</i> 4. Explain how the <i>Lukautim Pikinini Act</i> affects teachers and school counsellors <p>Session 13 Child protection</p> <ol style="list-style-type: none"> 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 <p>Session 14 Strategies for teaching self esteem</p> <ol style="list-style-type: none"> 1. Describe how self-esteem affects young people 2. Apply a variety of teaching & learning strategies for building self-esteem, self confidence and positive self worth 	
Module 2	Session 15 What is behaviour management?	12 contact

<p>Behaviour Management</p>	<ol style="list-style-type: none"> 1. Explain how behaviour management is a whole school approach 2. Discuss and identify advantages and consequences of effective student behaviour and classroom management 3. Advocate for counselling and other behaviour management strategies 4. Critically discuss the link between poor school management and school behaviour <p>Session 16 The National Behaviour Management Policy</p> <ol style="list-style-type: none"> 1. Explain the importance of the National Behaviour Management Policy 2. Analyse the principles and responsibilities of teachers in the policy 3. Debate how the policy will impact on them as a teacher <p>Session 17 Strategies for behaviour management</p> <ol style="list-style-type: none"> 1. Discuss the characteristics of proactive and reactive behaviour management 2. Analyse a range of effective proactive and reactive approaches to behaviour management in schools <p>Session 18 Assertive discipline strategies</p> <ol style="list-style-type: none"> 1. Understand the difference between aggressive, passive and assertive behaviour management strategies 2. Demonstrate assertive discipline skills <p>Session 19 Rewards and consequences</p> <ol style="list-style-type: none"> 1. List and evaluate effective rewards for good behaviour 2. List and discuss appropriate and effective sanctions for poor behaviour 3. Apply effective methods of responding to poor behaviour to three different student/classroom problems <p>Session 20 Stop! Think! Do!</p> <ol style="list-style-type: none"> 1. Describe the steps to Stop! Think! Do! 2. Apply Stop Think Do approach in hypothetical classroom situations 3. List teaching and learning strategies that encourage students to use Stop! Think! Do! themselves <p>Session 21 Dealing with bullying in schools</p> <ol style="list-style-type: none"> 1. Define bullying and identify bullying in school situations 2. Develop behaviour management strategies which address bullying 3. Understand that bullying is a serious behaviour 	<p>hours</p>
-----------------------------	--	--------------

	<p>problem</p> <p>Session 22 Conflict resolution</p> <ol style="list-style-type: none"> 1. Explain what conflict resolution is 2. List different types of conflict resolution skills 3. Identify and explain the conflict resolution process 4. Demonstrate conflict resolution skills <p>Session 23 Behaviour management recording and reporting Part 1</p> <ol style="list-style-type: none"> 1. Explain the importance of collecting different types of information about student behaviour 2. Describe and analyse <u>three</u> strategies of collecting behaviour information <p>Session 24 Behaviour management recording and reporting Part 2</p> <ol style="list-style-type: none"> 1. Discuss, identify and write down the consequence of poor student behaviour for students, peers, school and community 2. Identify how to record and report student behaviour <p>Session 25 Writing a school behaviour management policy</p> <ol style="list-style-type: none"> 1. Explain the steps to writing a school behaviour management policy 2. Explain the importance of participation by the whole school community <p>Session 26 Managing critical incidents and emergencies</p> <ol style="list-style-type: none"> 1. List and discuss types of critical incidents and emergencies 2. Discuss and evaluate effective strategies for responding to critical incidents 3. Develop plans to manage critical incidents 	
<p>Module 3 Educational guidance</p>	<p>Session 27 What is educational guidance?</p> <ol style="list-style-type: none"> 1. Define and explain the importance of educational guidance 2. Distinguish between academic and vocational guidance 3. List what is good practice in educational guidance <p>Session 28 Goal setting with students</p> <ol style="list-style-type: none"> 1. Discuss and develop realistic goals and targets for future life and vocation with the students 2. Micro-teach goal setting with students <p>Session 29 Strategies for working with parents</p> <ol style="list-style-type: none"> 1. Identify three strategies for working effectively with parents and families 	<p>7 contact hours</p>

	<p>2. Demonstrate through role play successful parent teacher conferences</p> <p>Session 30 Educational and vocational options</p> <ol style="list-style-type: none"> 1. Discuss and list possible educational and vocational options for students leaving primary school 2. Differentiate between good and poor job application letters 3. Plan lesson activities for grade 8 students on educational and vocational options <p>Session 31 Guidance and counselling services</p> <ol style="list-style-type: none"> 1. List the guidance and counselling services available for students, parents and schools 2. List other guidance and counselling service providers in PNG 3. List other youth health and student welfare providers in PNG 4. Understand how to refer students to services <p>Session 32 Case studies</p> <ol style="list-style-type: none"> 1. Critically analyse and reflect on a range of cases involving counselling, behaviour management and education guidance 2. Use scenarios in case studies to practice counselling skills <p>Session 33 Course and lecturer evaluation</p> <ol style="list-style-type: none"> 1. Evaluate the course and give suggestions for improvements 2. Evaluate the lecturer and give suggestions for improving their teaching 	
Additional spare sessions	3 sessions available for additional lectures, guest speakers, school visits, additional activities or assessment tasks such as exams	3 hours

How will I be assessed?

All assessment tasks set by the lecturer should assess the learning outcomes in the modules and sessions. The course Lecturer's Guide contains a range of sample tasks. All sample tasks are relevant and would be useful to a teacher. **There will be at least two assessment tasks.**

Assessment will follow the College guidelines. You should be told the rationale for the assessment, the timeframe, the criteria, the mark allocation and the learning outcomes the task is assessing.

You are responsible for completing the task on time. Please speak to your lecturer if you are unsure about what to do or have been ill or absent from class. Use the criteria carefully to complete the task.

You will also be assessed on your participation, attendance and participation using the College guidelines.

For example,

Assessment of Attendance, Participation and Attitude

Rationale: A professional teacher should show positive professional attitudes including attendance, participation in group tasks, record keeping, self study and punctuality. This assessment is a measure of your professionalism.

Value: 10%

Length: Dated lecture notes are expected from each session in a notebook or folder. These should be added to in self study time and for specific homework/self study tasks.

Description: Formative assessment (i.e. “on-going” or “continuous” assessment) including regular sightings of lecture notes, marking of punctuality, response to questions and contributions to group work and discussions

Assessment criteria:

Attendance: 4% (you will lose 2% for each unauthorised absence)

Punctuality: 2% (you will lose 1% if late for two sessions)

Participation 2%

Note taking 2%

Note: These recommended criteria may vary from institution to institution.

Session 1 Course overview, resources and assessment tasks

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

1. Understand each module and their outcomes
2. Understand the criteria for the assessable tasks
3. Understand the structure of the *Student Teacher Course Handbook*

Welcome to the Guidance, Counselling and Behaviour Management teacher training course. Please take time to read the Introduction, Course Overview and your Assessment Tasks.

If you have any questions about the course, please speak to your lecturer.

You will need a notebook, pen, pencil, ruler and this *Student Teacher Course Book* in every lecture.

Self study

1. Goal setting. Think about what you aim to achieve at the end of the course. Record these expectations here and share them with a peer.

Session 2 Problems faced by students and teachers in schools

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

1. Discuss and list problems faced by students and teachers in school
2. Examine the possible causes and contributing factors to three problems facing teachers and students in schools
3. Demonstrate empathy for the experiences and feelings of young people

1. A changing society

Papua New Guinea is a country with many different cultures, which is growing rapidly and experiencing great social. This is impacting on the culture, community and broader PNG society. Many of these social impacts and cultural changes, directly or indirectly contribute to some of the problems faced in our schools. Today's society is exposed to media such as radio, music, newspapers, magazines, television and computers and so students are exposed to good and bad behaviours happening in

PNG and around the world. There are serious challenges caused by urbanisation and poverty.

Children in schools have different needs. They have physical, psychological and the socio-cultural needs. Sometimes those needs are provided for in different ways by different cultures; however when those needs are not met, then problems arise.

Many schools are now faced with different types of problems.

2. What are some problems faced by students and teachers in our schools?

- Bullying (threats, emotional blackmail, isolation, name calling, physical violence etc)
- Alcohol, tobacco, buai, marijuana abuse
- Sexual harassment and sexual abuse (including rape and incest)
- Sexually transmitted infections like HIV
- Physical abuse
- Violence in school, family and community
- Truancy
- Unplanned pregnancy
- Relationships
- Inability to control emotions
- Sub cultures
- Poor academic performance
- Family disputes
- Death and illnesses
- Cult and generation names
- Adoption
- Trauma from accidents and disasters
- Divorce
- Poverty
- Dysfunctional families (families with problems)
- Disability
- Lack of self esteem and self confidence
- Neglect
- Emotional abuse (physical, sexual & neglect intertwined)
- Poor teacher attendance
- Poor management of schools and poor infrastructure
- Problems paying school fees

While in your groups, look at the problems you have listed and the ones listed here and choose any three problems. List down the possible causes and contributing factors face for those problems.

Problem	Possible cause	Contributing factors
1.		
2.		
3.		

3. Case study

Andrew's story

Andrew is a young boy age 14 years old and in Grade 7. Both his parents died in a car accident. Andrew's uncle Peter took Andrew into his family. Peter is Andrew's father younger brother. Peter is married with 5 children. Peter works as an engineer with a mining company. His wife Lisa is a housewife. Peter earns enough money to support his family; however he spends more time at work than at home with his family. Peter's wife Lisa is all the time at home with the children. She cleans the house and makes sure everything is kept in order. When ever anything goes wrong in the house she would get on Andrew and not her children because they are younger than Andrew. Lisa reports Andrew to his uncle when he comes home over small things and his uncle hits him. Andrew feels that no one loves and cares for him like his biological parents. He gets sick occasionally and misses school a lot. His marks started to drop. Andrew's teacher knows about Andrew's case and has been trying to help him.

Case study questions.

1. If you were Andrew, how would you feel?
2. You are Andrew's teacher and you know what had happened to Andrew. What are your feelings for Andrew? His uncle and aunty?
3. If you were Andrew's aunty, how would you feel after your husband hit Andrew?
4. You are Andrew's aunty, what are your feelings for Andrew compared to your own children?
5. How does Andrew's uncle feel after hitting Andrew? Why does he feel that way?
6. How do you feel about this case study?
7. What one thing could each character do to improve the situation?

Teachers deal with these problems every day as part of their job. This course is designed to give you some basic skills to help you help your students.

Remember that school should be a healthy, safe and learning place.

Self study

1. Write about one more scenario you might find in a primary school and state how you think each character would feel about the experience.
2. Collect data from teachers and students in schools on selected problems such as types of abuse, types of bullying, types of violence.. Identify what are their causes and contributing factors. Which are the most common issues? Which ones do students feel are the most important?

Session 3 What is counselling? Part 1

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

1. Differentiate between counselling, advising, guidance, discipline and behaviour management.
2. Evaluate how guidance, counselling and behaviour management are used in a school

3. Identify the knowledge, skills and attitudes of an effective school counsellor
4. State three reasons why teachers should develop basic counselling skills

Counselling and teaching are both about helping relationships. Counselling is different from teaching because the **client** is learning from themselves.

Counselling is a good strategy in situations where clients need to sort through their problems. Counselling is about facilitation and not telling someone what to do!

This course will not train you how to be a school based counsellor. Instead it will train you in basic counselling skills so you have a wider range of strategies for working with students. Every teacher needs basic counselling skills as part of their toolkit for teaching and supporting students.

What is counselling, guidance, discipline, and behaviour management?

People sometimes get confused with the differences between these terms. In this course we will be using these definitions:

Counselling	Helping someone to help themselves by listening, reflecting and problem solving. Counsellor are non-judgemental and do not impose their own values on clients.
Advice giving	Giving direct advice and ideas. We will be examining this when we discuss educational guidance. Often parents or colleagues and supervisors give us advice.
Guidance	. Helping someone based on your own experiences and knowledge by offering direction of how to solve a problem eg. "If I was very good at maths I would consider engineering." Similar to advice giving but in schools happens in a formal setting his course will focus on educational guidance for academic and vocational options.
Discipline	Confronting poor behaviour and imposing strategies and sanctions so that this behaviour stops/improves. Please note the National Behaviour Management Policy, refers to sanctions rather than discipline.
Behaviour Management	The wide range of strategies used to maintain and improve student's behaviour in school.

Teachers need to have necessary knowledge, skills and attitudes to facilitate effective counselling.

Qualities of a good counsellor
<ul style="list-style-type: none"> Is interested in helping people Believes in a person's good qualities Is empathetic Respects each person Has good self awareness Inspires trust and confidence Has the necessary knowledge and experience Is understanding, non judgemental no matter what the circumstances Knows how to listen and communicate

Does not impose their views on the client

Work station notes

Q1. Identify issues in schools that could be dealt with through guidance and counselling

Q2. List ways that teachers and head teachers manage behaviour in schools

Q3. What is the role of a school counsellor?

Q4. List the qualities of a good counsellor

Q5. State reasons why counselling is important in schools

Self study

1. Explain how guidance and counselling can have positive impact on student behaviour in primary schools. Make notes of your ideas ready for the next session.
2. Identify and name two developmental behaviours that have impact on adolescents. For example, the need to be in a peer group.

3. Begin your reflective journal by writing about what skills and knowledge you currently have around counselling, guidance and behaviour management and three key skills or areas of knowledge you would like to develop

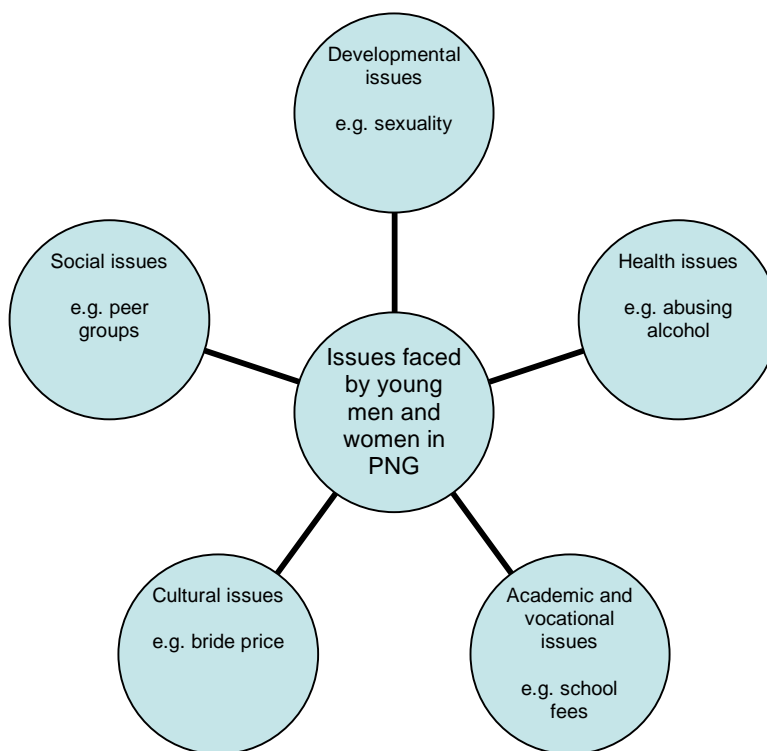
Session 4 What is counselling? Part 2

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

1. Sort different developmental, academic and vocational, cultural, health and social issues facing adolescences in PNG
2. Analyse how culture may impact upon students, teachers and counsellors
3. Understand the difference between a teacher and a school based counsellor

1. Issues for children and adolescents

In session 2 we examined different issues that affect students in primary school. Look again at the list we made and try and sort these into these categories.



2. Cultural impacts on the role of teachers and counsellors

PNG has people with diverse cultures and languages. Culture plays a powerful role in the lives of students and teachers.

- Cultural obligations i.e. supporting 'wantoks'
- Gender roles and expectations i.e. exclusion of females from decision-making
- Cultural taboos i.e. talking about reproductive and sexual health

- Cultural values about youth, education, work and sexuality i.e. young people should follow parents decisions about marriage

Discuss the following questions with a partner then complete this table with your ideas.

Q: How does culture affect the way young people behave in your school? What problems might you come across as a teacher or counsellor? How can you respond to cultural issues

Cultural issue	What affect might this have on the teacher or counsellor?
E.g. Feeling embarrassed talking about sex with a female counsellor	E.g. Counsellor or teacher may be unable to get to the bottom of an issue

3. Case studies

Case study 1.

Ellis is a 24 year old woman living in Lae. She is not married. She has begun a relationship with man. She goes to the health clinic to ask for contraception but the female health worker refuses to give any to her.

Q. Does Eliis have a right to access contraception? Does the health worker have a right to refuse Ellis contraception? Do you think if Ellis was male she would be able to access contraception? What do you think Ellis will do now?

Case study 2.

Morgan's uncle comes to visit. He spends 3 hours talking about the village, price of tuna, and relatives. Morgan knows he wants to ask for something and wishes his uncle would hurry up because its late and he is tired. As his uncle is leaving, he tells Morgan they have no money for bus fare, can he give them K50 for bus fare and some rice. Morgan only has K30 left from his pay and he has his wife and 3 children family to feed but he gives it to his uncle anyway.

Q. Is it fair for Morgan's uncle to ask for money? Should Morgan give his uncle money? What

would happen if Morgan refused to give his uncle money?

Case study 3.

Stephen goes back to the village for his term break from university. The family decide to go up to the garden. On the way back his mother and sisters carry large bilums of taro and cabbage. Stephen picks up one of the bilums but his mother gets cross at him and tells him to put it down. Stephen's father reminds him that carrying the vegetables is for the women to do. Stephen protests saying he wants to carry it for his mother because she is getting old and he is much stronger than her. Neither his mother nor father listens to him. His mother carries the heavy bag back to the house.

Q. Why does Stephen want to carry the billum? Does Stephen share the same values as his parents? Why/Why not? Is it important for women to keep their traditional roles?

Case study 4.

Sila is 17 year old girl. She loves to play soccer and wants to travel from the village up to Port Moresby to watch the National Soccer League. Her mother does not let her but allows her 15 year old brother to go. Sila stays back and looks after her young siblings.

Q. Why do you think Sila is forbidden to go? Is it fair? How to you think this will influence the behaviour of Sila and her brother in future?

4. The differences and similarities between a teacher and a school based counsellor

A teacher	A school based counsellor
<ul style="list-style-type: none"> • Works with the same class every day • Uses basic counselling skills but is not a qualified counsellor • Uses a wide range of behaviour management strategies • Is a role model for the students • Is firm, fair and consistent • Is aware of developmental, social and cultural issues that affect young people • Knows how to ask for support from other services such as school based counsellor • Deals with most behaviour problems • Teaches about educational guidance • Can run in-service with basic counselling skills and in behaviour management • Contributes to the school behaviour management policy and systems • Knows about child protection laws and policies 	<ul style="list-style-type: none"> • May be a full time teacher or a part time teacher or a full time school based counsellor • Uses advanced counselling skills • Qualified and certified by DoE • Has regular training on counselling • Reports to the provincial guidance officer • Has free time to work with students one-on-one • Trains other teachers in counselling skills and behaviour management • Contributes to the school behaviour management policy and systems • Is asked to help with students who have repeated or serious problems • Knows referral systems • Uses a wide range of behaviour management strategies • Is a role model for the students • Trains teachers in educational guidance
Etc	Etc

Remember! You are not being trained as qualified school based counsellors. Instead we are teaching you basic counselling and behaviour management skills to help you help your students. These skills are useful to any teacher who wants to improve behaviour and student welfare. School based counsellors and other welfare services are there to support you and give you advice when you do not know what to do.

Self study

1. What basic skills do you expect to learn in this course? List these with a peer.

 2. Is there a qualified school based counsellor in your demonstration school? Who is it? If not, why not? ? Discus with a peer and record your responses in your reflective journal.
-

Session 5 Communication & counselling skills Part 1

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

1. List the different skills of communication
2. Practice and apply a range of communication skills

1. Good communication

Good communication can make our relationships and interactions with others rewarding and enjoyable. A lack of good communication is a major factor in distressed relationships, such as marriages, parent-child relationships and student – teacher relationships, etc. You are a student teacher and it is vital that you know and master the different skills of communication. *(Dr T. Gordon, 1974)*

It is crucial you try and build rapport with the students and one of the main ways of doing this is by communicating effectively.

List down at least 5 different ways of communicating

No	Ways of communicating	No	Ways of communicating
1		4	
2		5	
3		6	

2. Communication skills used in counselling

1. Use of voice, volume and tone should adjust to the situation.

E.g. If it is sad news then your voice should be quiet and calm and you would try to empathise with how the other person was feeling. Empathy means that you feel for the child or you put yourself in the child’s situation and try to understand the situation the child is in, whereas, sympathy is feeling sorry for the child.

2. Asking open ended questions

E.g. Why were you feeling angry? Open ended questions (how, why, what, where) require more than just a word for an answer. Asking open ended questions will help the client to talk more about what is happening.

3. Attentive and active listening (see below)

E.g. When you are with a client, you may lean forward a little toward the client to show that you are listening / interested / involved with him/her. Use. Nodding of the head, eye contact, body position, small verbal encouragers “uh huh”, “ok”, “Hmm to show the client you are listening.

4. Fillers and prompts

Try to encourage the clients to talk to you and tell you more of their story. E.g. If the client pauses then you prompt by saying: “go on”, “can you tell me more”, etc. You are encouraging the client to continue talking.

5. Adjusting vocabulary to the level of the student

E.g. When you are talking to a 15 year old your vocabulary should match his/her ability and vocabulary. The same concept you are explaining to a 10 year would be simplified to suit the 10 year’s vocabulary.

6. Non-verbal signals

E.g. Smiling to show that you warmly welcome your client, clapping to show approval at the end of speech, folding arms and turning away to show that you do not want to talk.. Non-verbal includes all communication that does not involve talking and speaking. It includes body language as well as other forms of visual and audio communication. We clap to show our approval at a speech. Non verbal communication plays a central role in counselling. Counsellors need to learn to interpret non-verbal communication, in particular body language.

3. Positive, Minus and Interesting chart

In pairs, complete the PMI Chart. They are good for reflecting on what you have learnt. You could use them with your students too!

No	Positive or what I learnt or liked about the session	Minus or what I already know about the session	Interesting or what I would like to know more about
1			
2			
3			

Self study

1. Practice the skills you have learnt in this session in a range of situations throughout the week. Record in your journal any observations or reflections that you have about using these skills.
 2. Research the difference between sympathy and empathy.
 3. Use the Listening Triangle to practice a counselling interview ready for the next session.
-

Session 6 Communication & counselling skills Part 2

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

1. List proactive and reactive strategies for dealing with student issues
2. Demonstrate three verbal counselling skills
3. Demonstrate three non-verbal counselling skills (body language)

1. Proactive and reactive strategies

A school based counsellor needs to do more than just sit in the counselling office waiting for students to come or be sent with their problems. The same is true of teachers – don't wait for problems to occur!

Counsellors and teachers can help prevent students from falling into difficulties. This is being proactive. The counsellor or teacher can be **proactive** by talking to students on a regular basis. They can also identify the types of problems prevalent among students in the school and organise activities to help students avoid these problems. For example, by arranging for older students to mentor younger ones or inviting guest to come and discuss drugs and alcohol.

Students who seem to be having problems may go to the school counsellor by invitation if the counsellor sees that the student is having difficulties, referral from other staff members and self-referral. This is **reactive** counselling.

2. Verbal and non-verbal skills

There are basic skills used in counselling and you practiced some in the last session. In this session you will learn new skills:

- Verbal skills
- Non-verbal skills

3. More verbal skills.

- Paraphrasing – using your own words to reflect and confirm what the client has said.

For example:

Student: I was mad when he stole my bilum

Teacher: Yesterday, when you thought your bilum was missing, you felt angry

- Reflecting feelings - help the client identify feelings that are coming through.

For example: Reflecting feeling words

Student: *Mi bel hard*

Teacher: You're angry.

- Clarifying – asking for, or giving, more explanation to make sure a point is understood clearly.

For example,

Teacher: So, your bilum was stolen in the morning break

- Challenging inconsistencies – i.e. between verbal and non-verbal messages

For example: between values and actions, reflecting back to two different points the client has raised.

Teacher: You are telling me you feel unhappy with your friends but earlier you said you had lots of fun when you were playing with them

- Summarising – repeating the main points of the story back to the client so he can correct any misunderstandings.

For example,

Teacher: I have heard what you said. You think your friends have hidden your bilum and they did this because they thought it was funny and this upset you

4. More non-verbal counselling skills

SOLAM is used as a guide of how counsellors can use body language to show that they are listening actively.

S-O-L-A-M stands for;

- S – Side-by-side at 45 degrees
- O – Open posture
- L – Lean forward a little towards the client
- A – “Ai” Eye contact.

- M – Mirror body language

Attending behaviour: using your body language to show that you are paying attention (seating, body posture, arms, legs, face)

For example,

Sitting so the student can see you, arms unfolded. Smile to welcome student. Nod head to let the student know you have heard and understood what they have said.

Observing – understanding the client's body language. Pay attention to how the client presents themselves, what they are wearing, how they sit (relaxed or tense), how they talk, if they have any health or hygiene problems – these can give clues about the clients life and how they are feelings.

For example,

A student enters with infected sores on legs, unwashed clothes. She hesitates to sit down. She bows her head when you ask her a question. The student may not be well looked after at home or may not have access to money, good nutrition, or water. They may feel uncomfortable, shy or embarrassed to talk.

Encouraging – using verbal and non-verbal gestures to prompt the client to continue talking,

For example,

Student: I really enjoy talking with my friend, its just that I'm not sure about her..

Teacher (nodding head): hmm.

Student: Yes, I think...(and continues on)

Using silence – allowing a few quiet moments for yourself and the client to think or be in the moment. Don't be afraid of silence.

For example,

Student: I was so angry and upset and sad when daddy left with that other woman. I just can't believe it! I miss him so much.

Teacher: Your sound very hurt.

(Silence for few moments, while teacher lets student sit with their emotions and then gives time for student to talk when they are read.)

Picking up unspoken messages – reflecting ideas that the client is unable to put into words.

For example,

Teacher: I notice that when you start to talk about your exams, you seem to get very nervous; you start to talk quickly and bang the table. I'm wondering if you are actually anxious about exams and that is why you might be having sleeping at night.

5. Observer checklist: Tick (✓) each skill used in the counselling session

Stages	Skills	HE	E	S	US
Exploration	• Reflecting feelings				
	• Active listening				
	• Paraphrasing				
	• Use of non-verbal communication				
	• Shows empathy				
	• Picking unspoken messages				
	• Focussing on issues				
Understanding	• Recognising themes & patterns of behaviour				
	• Recognising inconsistencies				
	• Sharing insights				
	• Challenging & confronting behaviour & attitudes				
Change	• Problem solving				
	• Selecting goals and targets				
	• Evaluating decisions				
	• Accepting responsibility				
	• Continued support				
Suggestions for improvement					

Keys

HE Highly Effective **S** Satisfactory
E Effective **US** Unsatisfactory

Counselling case study

Lola is 14 years old and is in grade 8. She is an average student in class. She was caught stealing K2.00 from her desk mate's bag. The class teacher has referred her to the school counsellor. According to the reports from the class teacher, she was

caught stealing twice. She stays with her parents in a settlement. She often comes to school late.

Self study

1. In your reflective journal write an evaluation of yourself as a counsellor. How you have used the verbal and non-verbal counselling skills? Why?
2. What areas of counselling practice would you like to improve upon and practice in your next session?
3. Identify some of the barriers for you when using verbal and non-verbal skills in counselling

Session 7 Communication & counselling skills Part 3

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

1. List “dos’ and ‘don’ts’ in a counselling session.
2. List some barriers that may be encountered in counselling session
3. Develop and practice three strategies to overcome obstacles in counselling.

1. Dos and don’ts of a counselling session

No	Dos	No	Don'ts
1	Posture <ul style="list-style-type: none"> • Lean one’s body toward the speaker • Facing the client squarely or at an angle • Maintaining an open position (no folded arms across the chest or crossed legs) • Positioning yourself at an appropriate distance from the speaker • Avoid using distracting motions and gestures 	1	Posture <ul style="list-style-type: none"> • Lean back on the back of the chair • Turning body half away from the client • Maintaining a close position (with legs crossed or folding of arms across the chest) • Positioning yourself too far or too close from the client or with a table in between the client and counsellor • Making a lot of distracting motions and gestures.
2	Maintain good eye contact	2	Stare or look off in another direction
3	Peaceful, quiet and private environment	3	Noisy, open environment or behind closed doors
4	Give full attention to the client	4	Think of other things while the client is with you
6	Value and understand that the client’s thoughts and feelings as being real for them.	6	Make assumptions, pre-judge or come to a conclusion prematurely.
7	Help the client to find their own solutions	7	Give them your solutions (advising, ordering, threatening, etc)
8	Gently challenge the clients when there are inconsistencies in their stories.	8	Argue with the client
9	Recognise when you are not able to be an effective counsellor because your own thoughts and feelings are getting in the way.	9	Ignore or try to avoid talking about problems because you believe they are not important or that the client is

			difficult to work with
1 0	Appropriate counsellors to counsel female students	1 0	Female counsellors to counsel male students and vice versa, if they are uncomfortable.

2. Challenges when counselling students

Counselling students is not as easy as it sounds. There are many potential barriers:

- Gender issues – counselling with the opposite sex
- Student who is resistant to the counselling process
- Cultural issues
- Professional conflicts of interest
- Issues that are beyond your ability to deal with
- Finding the time and space to counsel students

3. Empathy

Empathy is when you imagine how someone else feels. You try to see and feel the world from their point of view and understand what its like to stand in their “shoes”.. Showing empathy helps to build the student/teacher relationship.

Examples of showing empathy,

“It sounds like you are feeling angry today”

“It must be very difficult to find time to do your homework”

“I hear that you are feeling frustrated”

4. Sympathy

This is when you feel sorry for someone else i.e. “madi” or “sori tru”. Feeling pity is not useful when counselling. In some situations it is appropriate to show sympathy – but only if it is sincere. For example, if a student’s loved one has died.

5. Empathy case studies

Case study 1

A young grade 3 student comes into the classroom late with tears in his eyes. You find out that his father is very sick in the hospital. His father works for Department of Education and they stay in a government house. His mother told him that his father might die and they will be forced to leave their home. There will be no money for his school fees.

Case study 2

A young grade 8 female student is sexually assaulted by a man from a neighbouring village. The man had been buying the student small gifts and asking to spend time with her. She has become pregnant and is facing expulsion.

Case study 3

A grade 6 male student who is very popular with other students at school and comes from well off family has been caught stealing another classmates mobile phone. The

classmate he stole from has few friends and poor social skills.

Self study

1. Practice your new counselling skills with a peer.

Session 8 Stages of counselling Part 1

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

1. Identify and explain the three stages of counselling
2. Apply counselling skills to effectively work with students through the 'relating' phase of the counselling model
3. Identify and list the locations and times for effective counselling

1. The three stages of counselling model

Stages of counselling	Main task
Stage 1: Relating	To start establishing a collaborative working relationship.
Stage: 2 Understanding	To clarify and enlarge both helper and the client understanding of the problem situation
Stage: 3 Changing	To assist the client to change so that the problem situation is addressed more effectively than in the past.

Initially we will examine the **relating** phase of counselling and the basic skills you need to begin a counselling session.

In the next session you will look at the basic skills for **understanding** and **changing**.

2. Empathy

Remember that **empathy** is seeing the world from the other person's point of view and this is very important in counselling students. It involves translating your understanding of the client's experiences, behaviours, and feelings, into a response in which you share that understanding with them. It means having that togetherness with the client as a result of creating that warm, accepting and trusting environment in which he / she feels safe. It is an environment in which the client can talk about the deepest secrets, feelings and which may be very terrible experiences. Clients need to feel confident and safe to share these experiences..

3. Rapport

Remember that **rapport** is about building a relationship of trust, respect, understanding and connection. It comes through active listening and building conversation and takes time. Building a good relationship establishes a good rapport

with the client. A good established rapport relationship comes from love, genuine respect, acceptance and is non-judgemental but genuine.

4. Displaying empathy and establishing rapport

In the initial stage of 'Relating' phase of the counselling model, it is very important to start establishing trust, empathy and rapport. To maintain a high degree of empathy and rapport in counselling, the counsellor must be fully involved in active listening and be genuine about wanting to help. You learnt these skills in the previous sessions.

5. Range of strategies that would help the counsellor display empathy and establish rapport includes:

In your session you will practice these. Don't forget the location for the counselling. Where would you choose to counsel a student?

1. Non-verbal signals:
 - Posture
 - Body movements
 - Gestures
 - Facial expressions
 - Eye contact

2. Verbal signals
 - Tone of voice
 - Types of questions asked
 - Types of responses received
 - Reflecting and paraphrasing feelings
 - Active listening

3. Establishing a facilitative environment
 - Right locations for counselling
 - Making the right time available
 - Considering sitting arrangements / positions

Case study:

John was born on the day his mum passed away due to birth complications. He was adopted by his mother's sister, Susie. At 6 years, he began schooling. At 12 years he decided to withdraw from school due to incomplete school fee payment. Susie had six children. They all go to school. Susie had to meet the cost of her children's school fees. John's father has never worked and lives in the village. John has begun smoking and frequently drinks 'steam' with friends. He has been in a number of fights with security at the shops.

5. Questions for reflection.

1. How did you feel when you were being counselled?
2. Did you feel comfortable talking with the counsellor?
3. What did the counsellor do that was helpful?
4. What did the counsellor do that was not helpful?

Self study

1. Write and expand on your reflections of being a client in your reflective journal.
 2. What do teachers need to think about when counselling a member of the opposite sex? Discuss with a colleague.
-

Session 9 Stages of counselling Part 2

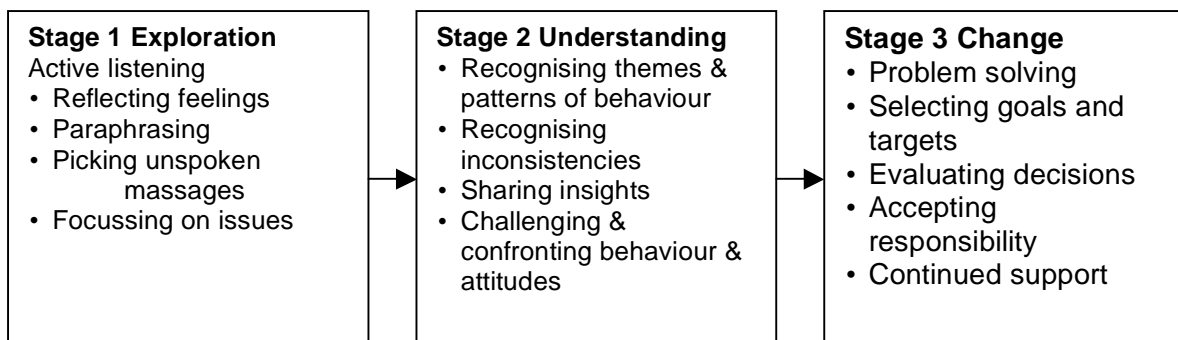
Session outcomes By the end of the session, student teachers can...

1. Demonstrate the 'understanding' and 'change' stages of counselling
2. Apply counselling skills to effectively work with students through the 'understanding' and 'change' stages of the counselling model

1. Stages of counselling

- **Understanding stage:** The main aim of the second stage is to gain clarification and understanding of the problem. You will also aim to help your client to gain an understanding of the causes of the problem. You should lead your client to gain insight into his/her behaviour or way of thinking and prioritise what they would like to work on.
- **Change stage:** In this final stage you will need to help identify action solutions. You will encourage the client to explore options, identify their own strengths and resources, set goals and targets which they think will help to resolve the problem. The clients should come up with their own solutions and options. Goals or action plans should be realistic and achievable for the client. The counsellor should help them evaluate their decisions and prioritise their actions.

2. The three stages of counselling and the skills



3. Counselling case studies

Case study 1

John is grade 8 student. He has transferred from another school in different province. He has not settled very well in his new school and he appears to have no friends. You noticed that he has done badly in his recent tests and he seems to have given up in his

studies. When you look at the record card from his previous school, you notice that he was one of the top pupils of his year.

Case study 2

Betty often comes to school late and often looks tired. In some classes she has even fallen asleep. She is staying with her uncle who is paying for her school fees but when she gets home from school, he makes her work for him and she often goes to bed very late. She does not want to upset her uncle or he may not continue paying for her education.

Case study 3

Daniel is a grade seven student who has started truanting from school without giving any reason for his absences. Others have seen him in town hanging around with a group of rascals. Daniel is a bright student.

Case study 4

David is a grade five student who has been recently coming to school looking very upset. He has not been concentrating in his studies lately. After school, he stays around the classroom and does not appear to want to go home. After class, he tells you that he is worried about his parents. His father gets drunk regularly and fights with his mother. David feels very protective towards his mother and he wants his father's violent behaviour to stop.

Case study 5

Rodney is grade 4 student. He is very loud and has been caught bullying younger children in the school and taking their lunch money. He is often disruptive in class. His older brother was expelled from school for fighting.

Case study 6

Sibona is in grade 8. She had been caught smoking on several occasion and is often hanging around after school waiting to be picked up by men who are not from her family. Her family appears to be unconcerned about her. Sibona has refused to attend counselling before.

Case study 7

Jenny is a young teacher in the school and she has been turning up late for classes setting a poor example to students. She has missed carrying out her weekend duties for the last two weeks and is behind her marking. Being a junior member of the staff, she

has made herself unpopular with her lack of commitment to her students and as a member of the staff.

Case study 8

Wesley is in grade 3. He has always been quiet and well-behaved. His father has recently died and since then he has withdrawn himself. He makes very little contact with other students and spends most of his time being alone. He has lost his self-confidence and appears unsure of what to do. Wesley comes from a poor family.

4. Observation Checklist

Stages	Skills	HE	E	S	US
Exploration	• Reflecting feelings				
	• Active listening				
	• Paraphrasing				
	• Use of non-verbal communication				
	• Shows empathy				
	• Picking unspoken messages				
	• Focussing on issues				
Understanding	• Recognising themes & patterns of behaviour				
	• Recognising inconsistencies				
	• Sharing insights				
	• Challenging & confronting behaviour & attitudes				
Change	• Problem solving				
	• Selecting goals and targets				
	• Evaluating decisions				
	• Accepting responsibility				
	• Continued support				
Suggestions for improvement					

Keys

HE Highly Effective **S** Satisfactory
E Effective **US** Unsatisfactory

2.

Self study

1. The student teachers are grouped into different triads and given a case study each. They will have to plan and organize an interactive counselling session. This can be for assessment purposes.
 2. Write in your reflective journal what feedback from the observer has been useful for you and why.
 3. Read up the section on policies and laws (including the UN Convention on the Rights of the Child) that affect counselling for Papua New Guinea teachers in preparation for the next session.
-

Session 10 Counselling ethics Part 1

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

1. Identify the key principles in the counsellor's *Code of Ethics*
2. Discuss why counsellors need to have a code of ethics
3. Demonstrate understanding and application of the *Code of Ethics* to case studies

1. Key Principles in the School Counsellor's Code of Ethics

This document provides the guidelines for school based counsellors. It is also useful for teachers who have basic counselling skills.

1. Guiding Principles

- Demonstrate profession's value and principles such as possessing transcending acceptable personal, social, cultural values and attitude.

2. Professional Standards

- Articulate well and understand the goals and philosophy of the school and the school system
- Knows the educational laws, guidelines and policies
- Acts in the welfare and best interest of the student
- Personal bias and prejudice must not interfere with decision making.
- Work in consultation with parents.

3. Confidentiality

- Counsellor is obligated to safeguard confidential information obtained during counselling practice or research or teaching.
- Confidential information obtained from children and youth are discussed only for professional purposes and at the consent of the client.
- When case studies are used in publications or research reports and lectures, the identities of persons are disguised
- Clients records are kept in a secure place to maintain confidentiality.

4. Professional Growth

- Recognises the need for continuing professional development and supervision.
- Seeks supervision and collaboration when working with issues they lack knowledge in.

- Maintains current scientific and professional information in the field by reading current research attending workshops, conferences and becoming active in professional organisations.
- 5. Professional Limitations**
- School counsellors offer only services within their area of expertise and professional competence.
 - Aware of professional limitations and enlist the assistance of other professional in a consultative or referral role.
- 6. Professional Practice with students, staff, colleagues and inter-professional**
- School counsellor does not exploit their professional relationship with clients for their personal gain.
 - Discusses plans for student development.
 - Has a positive working relationship with colleagues and school staff.
 - When school counsellor is aware of unethical practice by other School Counsellors they should attempt to informally resolve the issue in a constructive manner.
 - School counsellor make their best professional judgement when making referrals to other professionals
 - School counsellors maintain the physical security of test and assessment technique within the legal mandates in order to maintain the validity of tests.
- 7. Professional Background**
- School counsellors have good knowledge of theories, breadth of options, and range of resources that are applicable to their work.
 - Has had training to tackle difficult situations or cases recognising their personal limitations and need to make referrals.
 - School counsellors undertake a range of tasks to assist clients in situations that may be high in intensity, enduring, difficult to manage or associated with high level of risk taking.
 - The school counsellor is required to have personal suitability, possesses appropriate degree from a recognised tertiary institution and undergoes supervision by an experienced counsellor.

2. Case study critical analysis

Work with a partner and read the case studies. Identify which of the counselling ethics have been violated and suggest what the counsellor should have done. Do this by responding to the following questions and use the table to complete it.

Case study 1: Female student is pregnant.

A 15 year old student in grade 7 approaches her teacher, worried that she is pregnant. The teacher turns around and reprimands her for sleeping around. She added that being pregnant is a good punishment for her and that she does not deserve to continue her schooling.

Case study 2: Male student has been dumped by his girlfriend.

A grade 8 student visits the teacher counsellor and asks for help in being able to accept and overcome the hurt of being dumped by his girlfriend. The teacher uses the situation as an example in a later personal development lesson.

Case study 3: Counsellor unproductive

The school counsellor is a nice and friendly individual. He is well liked. Students gather around him all the time because of his friendly personality. He does not go to counselling workshops and prefers younger people to go for professional development programs. He says that has been a counsellor for over 15 yers and does not need to upgrade his skills..

Case study 4: Counsellor' breach of professional practice

The counsellor uses her good relationship with clients and recruits them to involve in research projects on people at risk rather than asking for their approval and agreement to participate in any research project.

Case study 5: Married counsellor involved in immoral behaviour

The school counsellor is a married person. He loves his practice and spends a lot of his time doing his work. Recently he has been doing night counselling sessions. Other students have noticed that one particular 15 year old female student in grade 8 is with him consistently. Rumours are that he plans to take her as his second wife.

Case 6: Counselling cases used as illustrations for lectures and sermons

The counsellor lectures part time for the personal development course and he is the deacon for the local church congregation. He is an interesting and dynamic speaker. People love to attend his presentations and in many of these he uses his counselling cases as illustrations to make a point about how he has helped change people.

Case Study #	Which counselling ethics were breached?	Suggestion of what should have been done	Reason why counselling ethics involved are important	Write your general reflection on the case.

Self study

1. Write another case study which shows poor counselling ethics and share it with a peer.

Session 11 Counselling ethics Part 2

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

1. Identify situations and scenarios where there are limits of competence
2. Explain the process of maintaining confidentiality
3. Write sample referral letters and describe record keeping procedures

1. What are counselling ethics?

In counselling there are standards of behaviour that we adhere to in order to protect ourselves and the student..

2. Limits of competence

There are times when a counsellor or teacher is not able to deal with a situation because they lack knowledge or skills to deal with it effectively.

For example, a teacher who is trying to support a student affected by HIV may not feel they know enough about the subject.

The teacher needs someone else to help and to do this they should **refer** the student to another teacher or counsellor or expert who does know how to help them.

Some people you can go to for help include...

- Health professional
- Mental health professional
- Family and sexual violence specialists
- Youth NGOs
- Trauma counsellor
- Child protection officer
- Guidance officer
- School based counsellor
- Qualified counsellor
- Juvenile justice working groups

It is ok to say you don't know and you need help!

3. Referral systems

A referral is when we help a young person access another service.

For example,

- Child protection services
- Health services
- DoE Guidance Officers
- Voluntary Counselling and Testing (VCT)
- Home based care services
- STI and family planning services
- Drug and alcohol abuse services
- Police
- Family and sexual violence support
- Special needs
- Spiritual guidance

Your role as the teacher is to:

1. Obtain a referral form and fill it in correctly together with the student
2. Contact the service and make arrangements
3. Prepare the student for what to expect
4. Accompany the student if they want or arrange for support from family and friends (if appropriate)
5. Follow up the referral with the service and with the student
6. Keep a record (you may have to inform child protection or your head teacher)

4. What is confidentiality?

Confidentiality is an ethical behaviour that involves keeping the information shared counselling session private and keeping written records safe. This is important because it builds trust between the student and teacher. Some of the information students want to talk about might be private. Confidentiality is an important part of a teacher's practice and is included in the TSC Act orders and the HIV&AIDS Policy.

5. When would you tell someone else about the information learned in counselling?

There may be times when you must break the confidentiality of the session and inform someone else. For example, when a student or someone else is at serious risk of harm or

Some scenarios when you must tell someone else

- Suspected physical, sexual and emotional child abuse or neglect
- Risk of suicide or self harm for the student or another individual
- Serious threats against people or property
- When a serious crime has been committed or is going to be committed
- When you need to refer the student to another professional

When you need to break confidentiality, let the student know why and what information you will be sharing. If possible, work with the student to reach an agreement about sharing information. But remember you should always try to inform the student that you are obligated to inform proper authorities. You should explain the limits of confidentiality before you counsel the student.

6. Case studies of dilemmas for teachers

<p>Case study 1:</p> <p>A student is intoxicated with alcohol and appears deeply distressed. She has been brought to you as counsellor to deal with the problem. What do you do?</p>
<p>Case study 2:</p> <p>The Principal has come to you as counsellor and asked for information regarding one of the students you have been counselling. The student has been having family problems and was caught selling marijuana on school grounds. The Principal informs you that this information will help him to ensure that the student does not get expelled by the disciplinary committee. How would you respond to that?</p>

Case study 3:

Last session you challenged your client about their promiscuous sexual behaviour. You believe the student is at risk of contracting STI, HIV or may be raped. She returns to you the following week and says that s/he wants to change to visit another counsellor. There are no other counsellors on campus. What procedure would you take?

Case study 4:

During a supervision session, your colleague shares with you in detail a sensitive case that s/he is dealing with. How do you react to this and what confidentiality procedure would you suggest to your colleague?

Case study 5:

A male student has developed a really strong liking for his female counsellor. He feels that she is the only person who cares about him and does things for him. He has come to share this with you. The counsellor is your colleague; Would you prepare a report for this? What information would you put down? Prepare a report.

Case study 6:

A student in the school has been diagnosed with attention deficit disorder; the parents have come and asked that you attend to this student. How would you respond and why would you respond in that way?

7. Referral letter

4th April 2009

Jones Feeger
School Counsellor
ABC Primary School
P O BoX 1111
Malalua Gulf Provicne

Anna Maru
Family Violence Worker
Kerema Family & Sexual Violence Centre
Kerema

Referral for Haro Siake to attend the peer counselling program

Dear Mrs Maru,

I am the school counsellor at ABC Primary School. I have seen Haro Siake for counselling on a number of occasions. Haro is a 15 year old student who is completing Grade 8. Haro was first referred to me for anger management following a school fight.

Through the course of our sessions, Haro has disclosed that he regularly hits his

sister and on two occasions she has required medical attention. Haro also has a girl friend who he has also been physically violent towards. Haro's describes his father as a violent man.

Haro has acknowledged that his behaviour is dangerous and would like to make changes. Unfortunately, school term is coming to a close and he is scheduled to travel to Kerema during the Christmas holidays. We have discussed options for support and Haro has agreed that your youth peer counselling program would be useful.

Haro has been given the address of your clinic and has consented to this referral. I have also spoken with his mother who has agreed for Haro to visit your centre.

Please contact me should you require further information on 7777 7777.

Yours faithfully

Jones Feeger
ABC School Counsellor

Self study

1. Read the summary of the Lukautim Pikinini Act in the child protection session of the STCB. Do this to prepare for your next lecture. Be prepared to discuss the responsibilities for teachers and school based counsellors.
2. Develop a sample scenario for any one of the counselling ethic in D 1 – 6 of the code of ethics to complete the chart.

Session 12 Policies that affect counsellors and teachers

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

1. Explain national and international key rights and laws on child protection and child rights
2. Explain the links between guidance & counselling and *NDoE Gender Equity Policy*
3. Explain the links between guidance & counselling and *NDoE HIV/AIDS Policy*
4. Explain how the *Lukautim Pikinini Act* affects teachers and school counsellors

1. What are child rights?

Everyone including you have 'rights', which is something a person has automatically when he/she is born into the world. It is something that nobody can take away from you as long as you are alive. However, some children are denied their rights because of abuse, poverty, neglect, poor decisions, governments, culture, etc. Therefore the rights of children have been recognised and laws made to protect them.

Some of the child rights and child protection are:

- 1: The right to equality, regardless of race, colour, religion, sex or nationality

- 2: The right to healthy and physical environment
- 3: The right to name and nationality
- 4: The right to sufficient food, housing and medical care
- 5: The right of special care for people with disability or special needs
- 6: The right to be protected from being badly hurt
- 7: The right to education, play and recreation
- 8: The right to immediate aid in the event of disaster & emergencies
- 9: The right to protection from cruelty, neglect and exploitation
- 10: The right to protection from persecution

The full list of child rights can be found in the UN Convention on the Rights of the Child in the STCB. This convention has been signed by PNG. The National Behaviour Management Policy is based on these rights and responsibilities.

2. Laws and policies

There are many laws and policies which affect counsellors and teachers in schools.

- DoE Gender Equity Policy
- DoE HIV & AIDS Policy
- DoE Special Education Policy
- DoE National Behaviour Management Policy
- TSC Disciplinary Policy and Procedures
- TSC Act
- PNGTA Code of Ethics
- Lukautim Pikinini Act
- Juvenile Justice Act

3. What are some scenarios involving young people that violate these laws and policies?

Complete this table:

Problem students face	CRC Right violated	Law or Policy violated
Teacher has sex with a student	Articles: 34,36,	TSC Act, criminal law

It is important that you must make yourself familiar with any government policies that governs or relates to your profession and general duties. This ensures that you as a teacher or school based counsellor can operate and deliver required services and at the same time be protected by the employer, the National Department of Education. For instance, Gender Equity Policy, Lukautim Pikinini Act, TSC Disciplinary Code and DoE HIV AIDS Policy are some examples of such policies you need to have and consult.

Complete these tables:

DoE HIV&AIDS Policy

Q1 What does this policy or law mean for SBC?

Q2 What does this policy or law mean for teachers dealing with student problems?

DoE Gender Equity Policy

Q1 What does this policy or law mean for SBC?

Q2 What does this policy or law mean for teachers dealing with student problems?

Lukautim Pikinini Act

Q1 What does this policy or law mean for SBC?

Q2 What does this policy or law mean for teachers dealing with student problems?

UN Convention on the rights of the child

Q1 What does this convention mean for SBC?

Q2 What does this policy or law mean for teachers dealing with student problems?

DoE Behaviour Management Policy

You will cover this in session 16!

UN Convention on the Rights of the Child

Article 1

Everyone under 18 has all these rights.

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3

All adults should always do what is best for you.

Article 4

You have the right to have your rights made a reality by the government.

Article 5

You have the right to be given guidance by your parents and family.

Article 6

You have the right to life.

Article 7

You have the right to have a name and a nationality.

Article 8

You have the right to an identity.

Article 9

You have the right to live with your parents, unless it is bad for you.

Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

You should not be kidnapped.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18

You have the right to be brought up by your parents, if possible.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 20

You have the right to special protection and help if you can't live with your parents.

Article 21

You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24

You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 25

You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

Article 32

You have the right to protection from work that is bad for your health or education.

Article 33

You have the right to be protected from dangerous drugs.

Article 34

You have the right to be protected from sexual abuse.

Article 35

No-one is allowed to kidnap you or sell you.

Article 36

You have the right to protection from of any other kind of exploitation.

Article 37

You have the right not to be punished in a cruel or hurtful way.

Article 38

You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39

You have the right to help if you have been hurt, neglected, or badly treated.

Article 40

You have the right to help in defending yourself if you are accused of breaking the law.

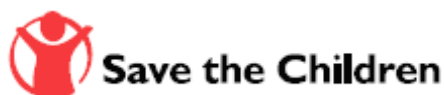
Article 41

You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

This is a simplified version of the United Nations Convention on the Rights of the Child. It has been signed by 191 countries. The convention has 54 articles in total. Articles 43 – 54 are about how governments and international organisations will work to give children their rights.



Self study

1. Student teachers work with a partner and write down the importance of guidance and counselling in preventing HIV&AIDS and improving gender equity in schools.
2. Check with your local school. Which of these policies can you find?

- HIV&AIDS Policy
- Gender Equity Policy
- Special Education Policy
- Behaviour Management Policy
- School Health Policy
- Special Needs Policy

3. Prepare for the next session by reading the summary of the Lukautim Pikinini Act in session 13

Session 13 Child protection

Session outcomes By the end of the session, student 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

1. Summary of Lukautim Pikinini

Lukautim Pikinini Act 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

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

(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**)

According to Lukautim Pikinini, 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.

2. *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;

2. Indicators of abuse

There are often signs and symptoms which indicate that a child may be suffering from physical, sexual or emotional abuse. Some of these indicators are listed below.

It is important to note that one indicator alone may not mean the child is being abused. Signs of abuse must be considered along with a range of other factors, including the child's circumstances.

Physical Abuse	The child tells you (verbal disclosure) Someone else tells you Bruising on the face, head and neck Welts and cuts (lacerations) (cuts) on the body Broken bones Marks on body that show child hit with object (belt, hand print) Multiple injuries and bruising Explanation given for injuries doesn't make sense Burns and scalds Head injuries
Sexual Abuse	Child tells you directly or indirectly (verbal disclosure) Inappropriate sexual behaviour for age or persistent sexual Describes sexual acts in detail Self destructive behaviour, harming self, suicidal behaviour, drug and alcohol abuse Going to bed fully clothed Running away from home Bleeding from anus, vagina or external genitalia Unexplained money or gifts Child in contact with known perpetrator Sexually Transmitted Disease Adolescent Pregnancy Injuries to sexual organs, bruising to breasts, buttocks, lower abdomen or thighs
Emotional/Psychological Abuse	Feelings of worthlessness Low self-esteem Does not value others Lack of trust

	<p>Poor interpersonal skills (doesn't relate well to others) Extreme attention seeking or risk taking behaviour Extreme criticism, hostility, and rejection by parents/guardians Behavioural disorders e.g. aggressive, disruptive, withdrawn Exposure to family violence</p>
Neglect	<p>Poor standards of hygiene and poor health Scavenging or stealing food Staying behind at school, hanging around for long times public places, others' homes Extreme longing for adult affection Not wanting to interact Anxiety or fear about being left or abandoned Self comforting behaviour, e.g. rocking, sucking Untreated physical problems (ie. sores, head lice, coughs that don't go away) Child or young person left alone for long periods One child or young person treated differently in the family from other children, for example, made to do extra chores, blamed for problems.</p>

3. Assessing risk of harm

When you are concerned about child abuse, you can ask these questions to help you decide if and how to respond.

Has the child been harmed?
 What signs or symptoms are there that the child has or is going to be harm?
 Does the child need immediate medical attention?
 How long has this situation being going on for?
 Is the child at risk of being harmedt in future?
 When will the child will be harmed again?
 Who else is in the child's life that is contributing to the harm?
 Who else is in the child's life that can help the child stop the harm?
 Is this child in need of "special protection"?

If teachers decide that the child is in need of special protection, they are required to report the matter the relevant Child Protection Officer. When you report child abuse you need to consider:

- how you will make that report (verbal, written, formal, informal)
- who else you will discuss your decision to make a report with (head teacher, parents)
- how you will protect the confidentiality of the child
- what are the possible consequences of the information contained in the report
- accuracy of your information
- how you will follow up your report

Under the Lukautim Pikinini Act, Lukautim Pikinini Councils will be set up. You can use these councils to ask advice or gain more information about child protection. You can also refer to your local Child Protection Worker. They will support you and help you decide how best to respond to child abuse.

4. Sample Child Protection Report

SAMPLE CHILD PROTECTION REPORT	
School: _____	District/Region: _____
Headteacher: _____	
Name and position of person making report: _____	
How old is the student? _____ Are they male or female? _____	
What grade are they enrolled in?	
<u>Details of the concerns</u>	
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: _____

5. How to respond to children who you suspect are being abused (Behaviour Management: Guide for schools, 2009)

In general, teachers and head teachers should try to:

- Contact the relevant child protection worker and inform them immediately of the situation.
- Makes notes about what you observe.
- Only if appropriate (i.e. the student has told you about the abuse), talk to the student to let them know that you are concerned.
- Let the student know that they have not done anything wrong.
- Use the school based counsellor and ask for advice.
- If a student tells you they are being abused, let the student know that you are there to support them and will try to help them.
- Listen carefully to what the student has to say and let them tell you what has happened in their own words. Do not interrogate the student. Do not ask lots of direct questions or push the student to provide you with details.
- Discuss your concerns and any information you have with your head teacher.
- Decide on what options and resources the school has to assist the student. Depending on who is abusing the students, this may include counselling, education, advocacy or referring, involving parent, community leaders, pastors and other family members.
- Consider if the student requires medical support by way of emergency contraception and post-exposure prophylaxis for HIV and STI.
- Be mindful of how your actions will impact the student.
- If the student is at risk of further abuse, you will need to act to make sure that the student is able to remain safe.

- Complete a school child protection report.

All decisions and actions taken must be in the best interests of the student and this principle must take precedence over other factors.

6. Case studies

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.

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.

Fiona is a 14year 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.

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.

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.

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.

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.

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.

7. Teachers and abuse of power

It is a **criminal offence** for a teacher to have sexual relations with a student even if the student consents. This is a serious concern for parents and communities and it must be dealt with immediately. All stakeholders have the responsibility to report teachers suspected of abusing students. All allegations of abuse by teachers need to be reported to the Charging Officer (Standard Officer, TVET Inspector, District Education Officer or other authorised person depending on Province) immediately. As per the TSC Disciplinary Policy and Procedures,(2009) the following actions will take place:

1. The TSC or Charging Officer must report the allegation of abuse to the police.
2. The Charging Officer must initiate an investigation as a serious disciplinary offence.
3. The teacher will be suspended without pay.
4. The teacher should not be allowed on school premises
5. Police investigations into the alleged abuse will run parallel to TSC investigations.
6. If the teacher is not charged by TSC or by the police, they will be reinstated and pay backdated if they have been suspended without pay.
7. Where a teacher who is convicted of a criminal offence with a maximum of two year penalty, they will automatically be dismissed by TSC.
8. Even if the teacher is not convicted by the police, based on their own investigations TSC may still charge and dismiss the teacher from the service.

Teachers who abuse their students will be banned from teaching.

Self study

1. In your reflective journal, write down three problems or fears you might have about reporting children in need to special protection to the Child Protection Officer
2. Choose three of the other "child protection" scenarios from the session and assess the risk for the child based on the questions given for the case study.

Session 14 Strategies for teaching self esteem

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

1. Describe how self-esteem affects young people
2. Apply a variety of teaching & learning strategies for building self-esteem, self confidence and positive self worth

1. What is self esteem?

Self esteem is how positively you feel about yourself.

Self confidence is how positively you present yourself to the world.

Self worth is how valuable you think your life and your contribution is to the world.

2. Why is self esteem important for children and adolescents?

These are all important factors in integral human development. Our feelings about ourselves are shaped by the people and environment around us and the way we are taught and brought up. Every person has the right to live in peace and be productive.

See the UN Convention on the Rights of the Child.

3. What are the risks from having low self esteem?

Low self esteem could lead to problems for young people. For example, they would be less likely to resist harmful peer pressure or stand up to bullies or people who would take advantage of them.

Low self confidence makes it hard for young people to contribute to society, make decisions, speak out and take actions to improve their lives and the lives of their community.

4. How can we build young people's self esteem?

Reflective and praise activities are very good for building self esteem and are included in the personal development subject. The values, teaching and management of a school and a classroom should help build the self esteem and self confidence of the students.

5. Sample teaching and learning strategies for building self esteem

a. Positive names

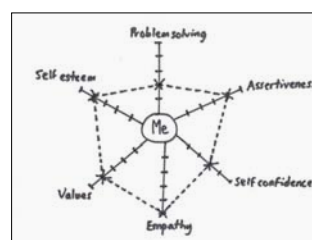
Ask students to sit in a circle of six. The first student begins by introducing themselves by including a positive adjective beginning with the same letter as their first name. For example, I am great Gabriel, I am joyful Judy, etc.

b. Things we share

Stand or sit in a circle. One person stands in the middle. The people in the circle stand on a leaf or piece of paper or sit on a chair. The person in the middle calls out something about themselves (i.e. I like to sing, I love to eat ice-cream, I am an student, I am wearing socks) and people have to change places if that is shared by them. Last person to stand on a spot must go in the middle and call out something about themselves.

c. Spider diagram self assessment

Individually students complete a spider diagram about their own life. What are they strong in? What they like about



themselves? What skills they have? What they are good at? Who their friends are? What their hobbies are? Who they care about? etc

d. Pat on the back

Explain that we all have some positive things that we would like to say to each other, but sometimes we forget to tell each other the good things.

Teacher note: It is important to stress that the focus is on positive things and good things to avoid having anyone writing negative things on the cards.

Instruct students to write their names on an upper corner of their papers and to make some symbol that represents them in the centre. (i.e. star, heart, or sun, anything that represents them). Next, they should attach their papers to their backs using tape.

Tell students that when you say, .Go!. they should move around and write one (or two) positive word(s) on each other's papers.

When most seem to have finished, say, .Stop!. and let the participants remove their papers from their backs. There should be a great deal of joy and laughter as people see the positive feelings others have for them!

You can make this session longer and more powerful by having the participants stand up, one by one, and read out what their cards say about them. For example, My name is _____, and I am beautiful, powerful, smart, dynamic, strong, a true leader. This can be a powerful reinforcement to self-esteem, as the participants actually own the statements by reading them aloud and sharing them with the group.

e. My bilum

Everyone has a bilum. In the bilum write pieces of 10 paper with People who are precious to me. With a partner students explain why they put that name in the bilum

Other things that could go in your bilum (e.g. things I am proud of...My strengths...5 things I have done this week for others...10 things that help me relax). Excellent for self esteem. People can also add things to your bilum (e.g. how you helped me this week)

Self study

1. In your reflective journal, write about an experience you have of someone who has low self-esteem and someone with high self-esteem. Reflect on the consequences of feelings of self-esteem, self-confidence and self worth for that person. What friends they had? What decisions they made? Remember: do not to use real names in your journal.

Session 15 What is behaviour management?

Session outcomes By the end of the sessions, student teachers can....

1. Explain how behaviour management is a whole school approach
2. Discuss and identify advantages and consequences of effective student behaviour and classroom management
3. Advocate for counselling and other behaviour management strategies

4. Critically discuss the link between poor school management and school behaviour

Behaviour management is managing the school, the classroom and the students to prevent or change negative behaviour and at the same time, to encourage positive behaviour. It can be proactive or reactive. It involves the whole school including students, parents, teachers, the school board and school managers. It is a crucial part of a school's life and includes codes of conduct, school rules and other strategies for maintaining good behaviour (*National Behaviour Management Policy for the Education System of PNG, 2009*)

1. 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. There were no expulsions recorded at the school last year.

2. The Case of Paw Paw Primary School

Paw Paw Primary school is an average primary school with 300 enrolled students, 9 teaching staff, 1 head teacher, 1 administrative officer. One of the teaching staff has not resumed duties and another teacher has gone to a workshop in Port Moresby and not returned for 3 weeks. The head teacher spends most of his time sitting inside his office with his doors closed or is out of school at "meetings". Last year there was only one school assembly at the end of the year. The administrative officer is the wife of one of the teachers and is often seen instructing female students to do errands for her. Parents complain that the teachers are not doing their jobs properly. Teachers say

that it is unfair they have large classes, no resources and often don't get paid. Teachers are de-motivated and often leave classes unattended to take trips to town. There have been no in-services in the school. The Board of Management meets irregularly and often does not have a quorum to make decisions. There is no school behaviour management policy. The local church sent a letter requesting to visit the school to run afternoon fellowships for the students. The letter is sitting on the head teachers desk. The head teacher was told by the Chair of the Board of Management that funds will be available to repair the leaking gutters but the funds seemed to have disappeared. The pit toilets are full, the classrooms have not been swept for over one month. There is a small betel nut market at the school gate where students and teachers go regularly to chew. There are reports of cult activities within the school and lots of children complain about bullying.

3. Poor management = poor student behaviour

Poorly managed classrooms and schools usually have poor student behaviour and poor learning.

Poor management = poor teaching = poor behaviour = poor learning
--

The School Learning Improvement Plans (SLIPs) – behaviour management should be part of the SLIP.

Self study

1. Tell two other student teachers (not from the same course) about whole school behaviour management strategies
2. Read through the National Behaviour Management Policy in preparation for the next session.

Session 16 The National Behaviour Management Policy

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

1. Explain the importance of the National Behaviour Management Policy
2. Analyse the principles and responsibilities of teachers in the policy
3. Debate how the policy will impact on them as a teacher

1. What is the Behaviour Management Policy for National Education System of Papua New Guinea?

The National Behaviour Management Policy is a milestone towards effective management of behavioural issues in schools. This policy clarifies the statutory roles, rights and responsibilities of schools, parents, teachers and students in improving student discipline and raising achievement.

All parents, students, teachers, schools, DoE officers and communities have a responsibility to work together to improve and promote good student behaviour for a fair, caring and safe learning environment (*National Behaviour Management Policy, 2009*).

2. Why does DoE need a Policy?

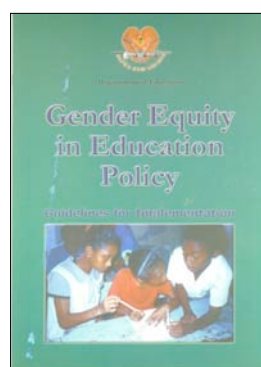
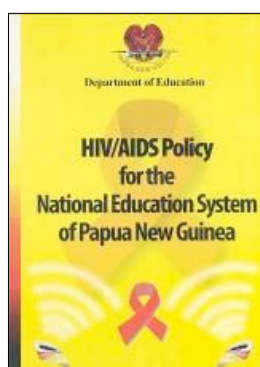
It is in the best interests of our country to develop responsible, educated and skilled citizens who actively contribute to the future of Papua New Guinea. Behaviour management is about positively guiding behaviour to make sure that students develop to their full potential.

The majority of students in our schools behave well and schools are generally well managed and safe places for learning. The Department of Education (DoE) is determined to support students, teachers, school administrators and other stakeholders to deal effectively with the minority of students who behave poorly and disrupt learning. Poor behaviour is an obstacle to learning and will seriously affect student achievement.

The national goal of Integral Human Development and the principles of human rights and responsibilities are the foundation for this Policy (*National Behaviour Management Policy, 2009*).

In the Department of Education are four main policies and two Acts which promote welfare of our students.

1. The National Behaviour Management Policy for National Education System (2009)
2. HIV/AIDS Policy (2005)
3. Gender Equity (2002)
4. Special Education Policy (1993, revised 2004)
5. TSC Act (and the general orders), 1998 (Consolidated to No.20 of 1995)
6. TSC Disciplinary Policy and Procedures (2009)
7. The Education Act, 1983 (Consolidated to No. 13 of 1995)



Skim through the *Behaviour Management Policy* booklet and pick out the section that was most interesting to you. Tell your partner which section you have chosen and why.

Now focus on the Principles of the policy – do you understand them all?

3. Guidance

There is also a behaviour management guide which supports the policy some of which is found in the STCB.

4. Responsibilities of teachers in the policy

The policy sets out specific responsibilities that build on the job descriptions for teachers in schools.

4.0 The responsibilities of teachers

Teachers have a duty of care to all students. They must establish an effective, safe, calm and productive learning environment. A well-prepared, knowledgeable, skilful and caring teacher will have a well behaved and well managed class. Every teacher is responsible for managing student behaviour in their school.

To help implement this Policy teachers have the responsibility to:

4.1 Be a good role model for behaviour

- 4.1.1 Follow the Teacher Code of Ethics.
- 4.1.2 Treat all students equally and fairly regardless of their gender, sexuality, health, disability, religion, race or cultural background.
- 4.1.3 Respect the rights of all students and other members of the school community.
- 4.1.4 Listen to students and give them the opportunity to contribute meaningfully in school activities.
- 4.1.5 Promote positive, honest and caring relationships within the school
- 4.1.6 Be punctual and do not leave their class unsupervised

4.2 Professionally manage student behaviour

- 4.2.1 Plan and use a range of positive and effective behaviour management strategies.
- 4.2.2 Be fair, prompt, calm and consistent when dealing with student misbehaviour. Teachers must not use any form of violence or corporal punishment. Sanctions should never deliberately cause physical, emotional or mental harm to students.
- 4.2.3 Communicate honestly and effectively with parents and guardians about their student's learning and behaviour. Plan and prepare regular student-teacher-parent/guardian conferences.
- 4.2.4 Build the self esteem of students by recognising, valuing and developing all the skills and talents of students.
- 4.2.5 Support positive extra-curricular activities, peer education or student leadership programs in the school.

4.3 Protect children

- 4.3.1 Encourage and refer students to counselling.
- 4.3.2 Safeguard confidential information unless someone is at risk.
- 4.3.3 Immediately report to the Director of Child Protection if the teacher has reason to believe a child is in need of protection. Teachers may inform their head teacher but the teacher has a legal duty to report.

4.4 Share best practice

- 4.4.1 Plan and teach student centred lessons which are motivating and challenging.
- 4.4.2 Work as a team with fellow teachers to write and implement the school behaviour management policy.
- 4.4.3 Keep accurate and proper written records of student behaviour issues and provide regular updates to school management and parents and guardians.
- 4.4.4 Improve their teaching and behaviour management skills through professional development.

National Behaviour Management Policy, 2009

Self study

1. Find out who is responsible for implementing this policy. List the groups and what they need to do in your STCB.
2. Read page 14-15 on the Responsibilities of Teachers. How will the policy impact on you as a teacher? Reflect on this in your note book.

Session 17 Strategies for behaviour management

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

1. Discuss the characteristics of proactive and reactive behaviour management
2. Analyse a range of effective proactive and reactive approaches to behaviour management in schools

1. Proactive and Reactive Behavioural Management 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.

DOE expects students to:

1. Do their best in school.
2. Treat peers in a caring and friendly way regardless of their gender, sexuality, health, disability, religion, race or cultural background.
3. Solve problems and conflicts in a peaceful way.
4. Value school property and respect the properties of others.
5. Cooperate with fellow students, teachers and school authorities.
6. Actively contribute to decision making in the school and the Student Representative Council.
7. Try and be a good role model for others and encourage peers to behave well.
8. Be honest.
9. Report incidents of disruption, bullying, violence and any form of harassment.
10. Ask for help if they need it and help others.
11. Dress neatly in line with the school rules.
12. Come to school (don't truant) and attend lessons on time.

National Behaviour Management Policy, 2009

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

2. Which strategies are effective in PNG schools?

Discuss and list down the strengths of proactive and reactive behaviour management. You will record your responses in a table form like the one below. You should refer to your Classroom Management course.

Type of behaviour management	Strengths	Examples
Proactive behaviour management	E.g. Builds on established rules and routines	School rules displayed around school and classroom Proactive school counselling
Reactive behaviour management	Immediate intervention	Praise good behaviour Reactive school counselling

3. What makes a good strategy for behaviour management?

Select at least two strategies that are proactive and reactive and analyse them for effectiveness. The example below will help you do this activity.

Name of the strategy	Give an example of when you might use it as a teacher?	Why would you use this strategy?
Removing a student from class and sending them to the Head teacher (reactive)	Repeated serious disruptive behaviour which is disturbing the class and the student is not responding to other strategies.	When you are losing your temper and other strategies are not working. If it was a serious offence (e.g. violence towards another student).

4. Behaviour management strategies for the classroom

Responding to Behaviour

1. Reward and praise good and improving behaviour.

2. Keep a simple behaviour record to share regularly with parents, students and fellow teachers. Don't forget to record good behaviour and improving behaviour.
3. Ensure all students know the consequences for poor behaviour. Be firm, fair and consistent.
4. Avoid labelling students. Focus on their behaviour and how they can improve.
5. If a student misbehaves, stay calm and do not get into an argument. Ask the student to leave the room and focus on the other learners.
6. Provide clear instructions and time limits for any sanctions.
7. Inform parents and guardians of unexplained absences and repeated disruptive behaviour.
8. Ask for help if you need it and use your school based counsellors to help students with serious behaviour issues.

Classroom Rules

1. Students should be involved in making classroom rules.
 - a. Keep classroom rules short and simple.
 - b. Make sure the school and classroom rules are clear, positive and child friendly.
 - c. Put them in a place where students can see and read them.
2. Ask students to sign and agree to the classroom rules.

Classroom Environment

1. Keep students active and interested. Bored students misbehave. Make sure that you allocate roles fairly.
2. Think carefully about seating arrangements that help learning. For example, making sure you separate disruptive students and ensure all students face and can see the board. Make sure all students can hear the teacher.
3. Involve students in making the classroom a clean, neat and attractive place for learning.

Classroom Management

1. The teacher is in charge of the behaviour in the class. Don't appoint students to discipline other students. Class captains' should not be put in control of the class.
2. Do not leave your classroom unattended. If there is an emergency and you are required to leave the class, ask another teacher or the Headteacher to supervise the class.

Behaviour Management : a guide for schools, 2009

Self study

1. Interview a local primary school teacher and ask them which strategies they use to manage behaviour in their class. Which ones are the most effective? Which ones do not work well?
2. With a partner list at least three strategies which you should not use as a teacher. For example, hitting a student or humiliating a student with sarcasm.

Session 18 Assertive discipline strategies

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

1. Understand the difference between aggressive, passive and assertive behaviour management strategies
2. Demonstrate assertive discipline skills

1. Introduction

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.

2. Which classroom would you like to teach in?

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.

Principles of assertive discipline

In a classroom where a teacher employs assertive discipline strategies, the teacher is in control of the class – well planned, well prepared and well trained. They have a classroom management plan that promotes effective student learning and maximises teaching and learning to reduce problem times. They work as a team with other teachers and contribute to the school behaviour management policy. The teacher acknowledges and praises positive behaviours, encourages a friendly environment and is a role model for behaviour. They deal with negative behaviour quickly, calmly, consistently and assertively. They work with parents.

3. Which assertive discipline strategies would you use in these situations and why?

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.

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

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

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

5. A student from another class answers back to you.

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

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

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

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

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

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

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

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

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

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

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

Self study

1. Rewarding is one of the assertive discipline strategies to reinforce positive student behaviour. List 2 advantages and 2 disadvantages about rewarding a student for displaying a good behaviour.
2. Does your lecturer use assertive proactive and reactive strategies for managing your class? Discuss this with a peer in the same class.

Session 19 Rewards and consequences

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

1. List and evaluate effective rewards for good behaviour
2. List and discuss appropriate and effective sanctions for poor behaviour
3. Apply effective methods of responding to poor behaviour to three different student/classroom problems

1. What is positive reinforcement?

"Catch them being good!"

Good behaviour should be recognised and rewarded. Students who set a good example and who are a good role model should be acknowledged and praised. This is known as **positive reinforcement**.

Positive reinforcement is an effective behaviour management strategy because it increases the chance of the student repeating the good behaviour.

Acknowledgement and praise builds the student's self esteem which encourages them to be more committed and motivated in school. It also helps other students who

learn by watching and copying the correct behaviour and improving the positive atmosphere in the classroom.

Teachers should try to reward both individuals and groups. Teachers should use rewards wisely and fairly to encourage all students.

2. Recommended rewards for good behaviour

Examples of appropriate rewards for good behaviour	Examples of inappropriate rewards for good behaviour
<ul style="list-style-type: none"> • Verbal praise for good behaviour • Whole class rewards for improving behaviour • Recognition of good behaviour prize-giving during assembly, end-of-year, graduation etc • Recognition in school newsletter • Certificates of thanks or recognition • Good behaviour charts • Merit points for good behaviour and being a good role model • Special meals or refreshment • Extra reasonable privileges • Letters or notes home • Student/group/class of the day/week/month • Giving little prizes often is better than one or two large prizes at the end of the year. 	<ul style="list-style-type: none"> • Cash rewards • Time off from lessons/learning • Giving students power over other students • A reward that disadvantages other students • A reward which breaks school rules • Unfair allocation of rewards • Unfair praise • Favouritism • Giving one or two large prizes once a year. • Permanent privileges • Rewards outside of school hours and school grounds • Praise by inappropriate touching

2. Sanctions

When a student shows poor behaviour, teachers should see the situation as an opportunity to assist the student to accept consequences for their behaviour, to teach them the correct or alternate behaviour and allow the student to learn to change.

There must be consequences for poor behaviour. However the consequences will vary depending on the behaviour, causes of the behaviour, student's willingness to change.

A sanction can have different purposes. It can be to:

- correct and improve a behaviour
- make good a wrong (restorative justice)
- preserve good order and safety in the school
- educate other students

Any sanction for misbehaviour should follow these principles:

- Proportional and appropriate to the offence
- Appropriate to the age and maturity of the student
- Holds the student accountable for their behaviour
- Non-violent and safe
- Not deliberately harm the student physically, emotionally or mentally
- Be clearly explained to the student
- Delivered as soon as possible after the offence
- Helps the student learn how to behave better

- Allows the student to undo any harm they have caused
- Supervised
- Not pleasurable or enjoyable for the student
- Does not interfere with the student's learning
- Recorded in writing if necessary
- Does not violate the student's human rights

Teachers, Headteachers and school boards should use prudent judgements to select the correct sanction for an offence.

Appropriate sanctions	Poor sanctions
<p>For example,</p> <p>One-to-one reprimand Being sent to the Headteacher A note home Being asked to complete extra work A sanction which fits the offence (e.g. picking up litter for dropping litter)</p>	<p>For example,</p> <p>Corporal punishments such as caning, pinching, hitting, slapping etc (this is illegal) Whole group sanctions that punish the innocent and the guilty Extreme physical work out of school hours Not letting students sit scheduled tests or exams. Missing learning.</p>

(Photo or cartoon of verbal praise & another of corporal punishment)

3. Expulsion

Expulsion for a first offence is only to be used in extreme cases. Repeated poor behaviour can also lead to expulsion if a range of behaviour management strategies have been exhausted.

Expulsion for a first offence should only be used where a student's behaviour:

- has seriously harmed others
- threatens the safety of others
- seriously damages the school property

School boards, head teachers and teachers should use their professional judgement when deciding on expulsions. The school board or its delegated committee is the body that decides on whether to expel a student based on reports. Expulsion for pregnancy is not allowed.

Becoming pregnant while at school is a traumatic event for young women and they need extensive support and care rather than punishment. An uneducated single mother and the unborn child is at great risk and this has an impact on the wider society.

4. Case studies

Case study 1

Sally is in Grade 3. On most days she takes time to come into class after the school bell has gone. When the children are asked to sit at the front of the class for reading, Sally

is often last to leave her desk and sit down. Sally often needs to be told several times before she acts. You have been encouraging Sally to listen and follow instructions when they are first given. Today Sally was first in class and came to the front as soon as she was asked to.

Case study2

Shellie is in Grade 3. Shellie does not listen in class. She often interrupts the students sitting next to her and plays with items in her school bag. Sometimes she gets up and walks around the class. You have been encouraging Shellie to listen and follow instructions. Today when you were teaching the class maths, Shellie walked to the back of the classroom and began to use the colouring pencils and talking to children close to her about her drawings. You asked her three times to return to her seat. Each time she ignored you and continued drawing.

Case study3

Max is in Grade 6. Max comes from a large family with little money. Max has second-hand school uniforms that are torn and dirty. Max rarely comes to school with food to eat at lunch. Max often looks down and ashamed. At lunch today, you noticed that Peter bought an extra ice block and scone and gave them to Max.

Case study4

Sam and Andrew are in Grade 8. They often leave the school grounds and lunch and go and buy betel nut to chew from the market. The student's teeth and mouth are stained red. Sometimes they return to school late for class. Both students have been warned that betel nut chewing is not permitted on school grounds. However they protest that they are chewing outside school grounds. The parents of both students are great chewers. Today Sam and Andrew are 5 minutes late for class after lunch.

Case study5

Class 7A have been working hard to prepare to host the monthly school assembly. All students have worked together. They delegated tasks and worked in teams. Some students stayed after class to ensure preparations were complete. The assembly was very successful.

Case study6

Class 5 B went on a school excursion to the Botanical Gardens. On the school bus, two of the students got in a fight over where to sit and a can of coke was spilled over the seat. On arrival at the gardens, most of the students ran off the bus into the gardens without waiting for instructions. One girl was found crying because three of her friends had teased her and left her alone. A group of girls and boys were told off by the gardener for destroying plants. Two girls who were told to join the class for a tour of the orchids, complained to the teacher that they were bored and were going to call their parents to collect them. Three boys were caught with a lighter trying to make fire. Only a few of students collected their rubbish at the end of the day and put it in the bin.

Self study

1. Reflection. Which strategies were used at your schools? Which ones are used at your college? Do they work to improve behaviour or not? Are they in a behaviour management policy? Discuss this with a peer.

Session 20 Stop! Think! Do!

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

1. Describe the steps to Stop! Think! Do!
2. Apply Stop! Think! Do! approach in hypothetical classroom situations
3. List teaching and learning strategies that encourage students to use Stop Think! Do! themselves

1. What would you do?

Read the two scenarios below and answer the questions based on them.

Scenario 1 The Teacher

Mr Bate is teaching Maths. While his back is turned a student can be heard talking about the weekend's rugby match.

What could happen next?

Scenario 2 The Student

Kila is trying to finish his work and another student keeps disturbing him.

What could happen next?

Q: Discuss what the teacher and student could do in the scenarios. Which is the best ending to the stories? Why?

2. Stop! Think! Do!

Stop Think Do! is one behaviour management strategy that can be useful for you as a teacher or as a social skill to teach to students. The strategy enables you to remain calm, explore options and consequences and decide on the best possible course of action. It reduces the chances of creating more or serious problems if it was applied successfully.

3. Stages of Stop! Think! Do!

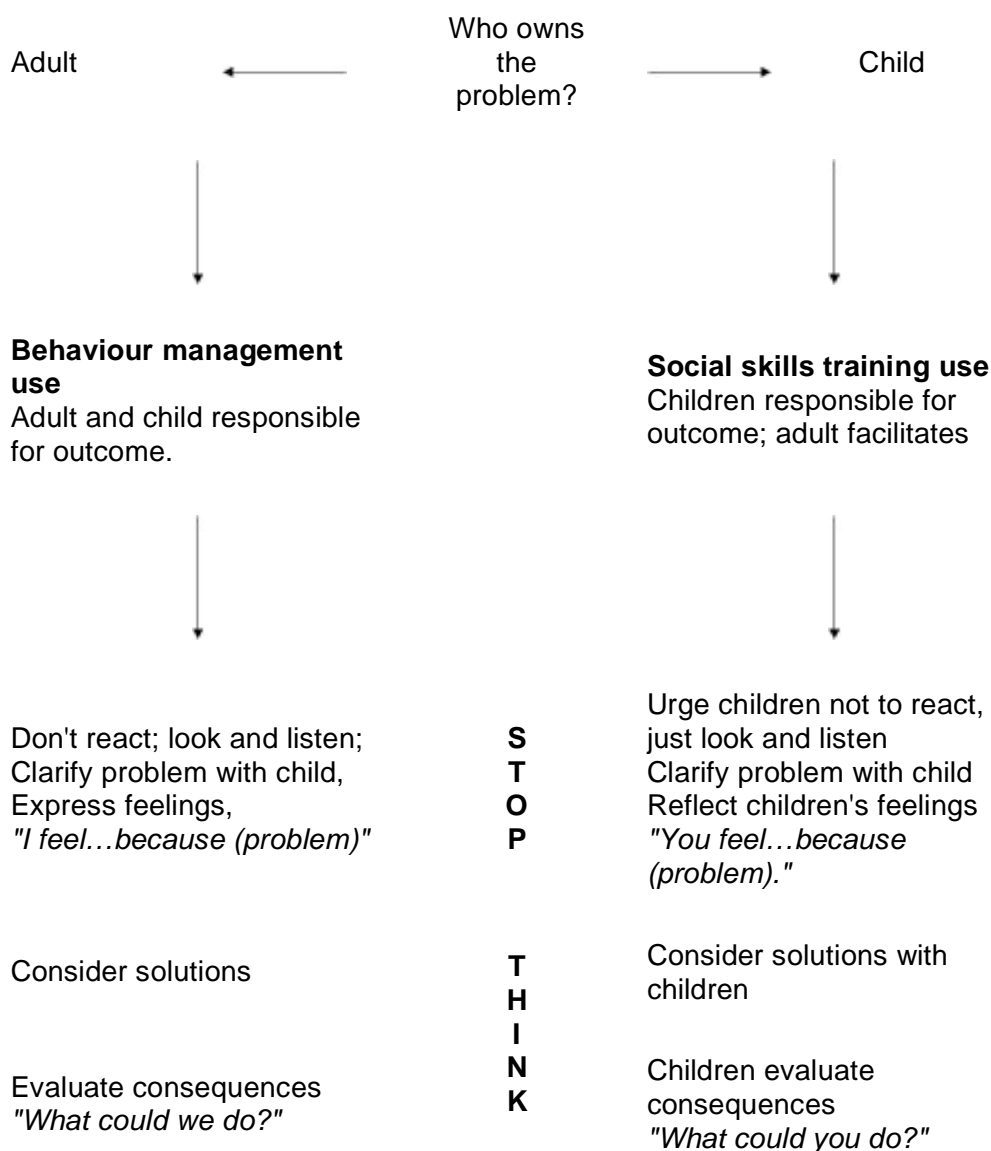
- STOP
 - STOP what you are doing, STOP what you are about to do or say
 - Stay calm
 - Stay in control
 - Take a deep breath or count to ten
- THINK

- Understand the problem – why are you feeling that way?
 - Assess the situation – why are they doing that? Is it me?
 - THINK about what are the feelings, choices and the possible consequences
 - Evaluate possible solutions – what is the best possible outcome?
- DO
 - DO something - choose a solution
 - Reflect on the decision later
 - If it doesn't work, Stop Think again

You should remember that you are in charge and you have to stay in control. This is a good strategy for managing emotions and preventing rash decisions.

4. STOP! THINK! DO! Social Problem Solving Model

(downloaded from www.stophinkdo.com)



Choose best solution
"Let's do it"
 Act!

D
O

Children choose best solution
"Do it"
 Encourage children to act!

If it doesn't work, STOP and THINK again or offer logical consequences

Follow up. If it doesn't work, urge children to STOP and THINK again

5. Practice Stop! Think! Do!

You will work in triads to practice the Stop! Think! Do! strategy in different stressful situations in the classroom and school.

For example,

1. A parent storms into your classroom and starts shouting at you about their child's exam results. What would you do? Use Stop! Think! Do!

2. You see a student kicking another one who is lying on the floor.

3. A student is cheating in a test.

4. A student answers you back rudely.

6. Solutions and consequences

In the same group produce a simple table showing possible solutions and possible consequences to being bullied by your Headteacher:

Possible solutions	Possible consequences

Self study

1. Try and use Stop! Think! and Do! in your daily life before the next session. Share this with a peer – what did you do and why? Did the strategy work?

2. How would you teach your students in your class how to use Stop Think and Do? List some ways you would teach them how to stay calm and think before reacting.

Session 21 Dealing with bullying in schools

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

1. Define bullying and identify bullying in school situations
2. Develop behaviour management strategies which address bullying
3. Understand that bullying is a serious behaviour problem

1. Bullying scenarios

Scenario 1 The Big Boy

Tom is in grade 4. At lunch Stephen and Tau usually tease Tom and then ask him for his lunch money. They threaten to belt him if he doesn't hand over his lunch money. When questioned by the teacher, Stephen and Tau say they are friends with Tom and only joke with him. They say Tom wants to give his lunch money

How does Tom feel? What could Tom do?

How does Tau feel? Why does he behave the way he does?

What should the teacher do?

Scenario 2 The Group

Kila is a Grade 7 girl. A group of girls in her class call her names and refuse to work with her on any group activities.

How does Kila feel? What would Kila do?

How do the different girls in the group feel? Why do they act the way they do?

What should the teacher do?

2. What is bullying?

Bullying is a serious issue in schools. It occurs in all grades and affects both males and female students. Bullying is repeated, hurtful and aggressive behaviour by one or more people to harm another.

Research tells us that often people who are bullies have experienced or been exposed to violence and abuse in their home. Bullies and victims both require help. Bullies often have learnt their behaviour from other bullies (children and adults) and need to be able to see their behaviour as hurtful and be taught appropriate ways to behave toward others. Victims need to know that they are supported, will need assistance to increase their confidence and self esteem and need help to make friends.

There are many different types of behaviour that can be called bullying behaviour.

Examples of bullying behaviour

- Being hit, kicked, punched or physically hurt in any way
- Being called names
- Teasing
- Having your money or possessions taken or interfered with
- Having rumours spread about you
- Being pushed or pulled
- Being ignored or left out
- Being intimidated or threatened
- Writing nasty notes or SMS text messages about someone

Bullies and victims both require help. Bullies need to be able to see their behaviour as hurtful and be taught appropriate ways to behave toward others. Victims need to know that they are supported, will need assistance to increase their confidence and self esteem and may need help to make friends.



from www.justsmile.org.uk

2. Characteristics of bullies and victims

Bullying takes place in many situations so victims and bullies may have different characteristics. Anyone can be a victim of bullying at some point in their lives.

Bullies	Victim
<ul style="list-style-type: none"> • Can be either popular or not liked by others; sometimes leads a group or wants to lead a group • Have feelings of jealousy or resentment • Use aggression and threats to resolve problems • Often discriminate against those who are different • Think of themselves as superior because of their physical appearance or social status. • May have been bullied themselves • May experience or be exposed to violence and aggression in their home. 	<ul style="list-style-type: none"> • May have low self-esteem • May feel lonely and frightened • May have difficulty making friends • May have characteristics that makes them easy target for teasing (i.e. poor, disability) • May avoid school and social activities • May be in a position of lower status • May lack the assertiveness skills they need to resist the bully

3. Strategies to deal with bullying

- Schools should have clear guidelines on how they will respond to bullying. This may be included as a subsection in the school behaviour management policy.
- Ensure adequate supervision of students inside and outside classroom.
- Outline of procedures for monitoring the school to ensure that danger areas and year groups at risk are identified.
- Respond to any bullying behaviour quickly and consistently.
- Establish procedures for contacting all parents of pupils concerned in bullying.

- Use newsletters, P & C meetings, school assemblies to create awareness about bullying.
- Provide students with strategies to prevent or deal with bullying.
- Refer to school based counsellors. They can offer support and assistance to both the bully and the victim. School based counsellors can help students to change their behaviour.
- Teach students how to report and speak out against bullying behaviour.

4. Top tips for students to avoid bullying

Tips for students

1. Tell someone if you are being bullied
2. Hang out with friends and in groups
3. Ignore bullying behaviour if you can
4. Talk to bully and ask them to stop behaviour
5. Walk away from bullies and join your friends
6. Avoid places where you will be left alone with bullies
7. Stand up for other students who are being bullied
8. Speak out against bullies
9. Inform teacher or head teacher about bullying
10. Seek help and support from school based counsell

5. More bullying scenarios

A girl complains of other girls dropping nasty notes at her desk. The other students denying this and say the girl is a 'show off'.

In your grade 4 class you notice that the boys often call the girls names like "smelly Nelly", "Hannah eats banana's" and "fatty Susie". The girls seemed annoyed.

The head teacher keeps going into your neighbouring teacher's classroom and making her feel uncomfortable. He stares at her, shakes her head at her teaching and tells her she is a poor teacher. You think she is a good teacher.

1. How does the victim feel? What would victim do?
2. How does the bully in the group feel? Why do they act the way they do?
3. What do the other students feel about the situation? Why don't they act? What could they do?
4. What should the teacher do?

Self study

1. Ask student teachers to discuss with their peer why students want to bully other students? What types of students are bullied?
 2. Ask students to plan an anti-bullying awareness for their school.
-

Session 22 Conflict resolution

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

1. Explain what conflict resolution is
2. List different types of conflict resolution skills
3. Identify and explain the conflict resolution process
4. Demonstrate conflict resolution skills



1. What is 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.

How many times have you seen arguments end up in a fight or people not talking?

2. Some conflict resolution skills

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

3. Staying calm – Stop! Think! Do!

How Do I Manage My Anger?

What strategies do you use when are trying to stay calm?

- Count to 10.
- Walk away and come back to the situation later.
- Stop and analyze why I am really angry.
- Think about the situation from the perspective of the other person.
- Pray or meditate.
- Think of a funny story.
- Try to communicate and resolve the situation peacefully.
- Speak softly, make eye contact, nod your head
- Use assertiveness rather than aggression

4. How would you solve conflicts in schools?

This model is one which relies on the student empathising with the feelings of you and others. It 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.

a) Explain your feelings and the feelings of others

"I feel frustrated when..."

"I feel unhappy when..."

"It hurts me when..."

"I don't like it when..."

"Your talking is stopping your friends from working"

"Your classmate feels very lonely when you do that"

b) Make your request

"I would like it better if..."

"I would like you to..."

"Could you please..."

"Please don't..."

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

"I would like you to explain to your friend why you hit them and how you feel"

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?"

"What are your ideas?"

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"

5. 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.

6. Case studies for conflict resolution

Case study 1

Angela and Miriam both want to sit at the desk next to the window. Each time they rush to the desk and push each other. Whichever girl who does not get the desk becomes upset and disruptive. This happens in every class.

Case study 2

The head teacher announces that K15 000 has been raised from the school fundraising fete. The head teacher wants the money to be spent on the purchase of a new computer lab for the school. The deputy wants the funds to be used to train the board on financial administration. You are the chairperson of the Board.

Self study

1. Identify and explain the twelve tools and life skills which help people resolve conflict in their lives. For example, learning how to manage emotions.
2. Self reflection: think of a time you have been in a conflict. What happened? Did you Stop! Think! Do!?, Did you negotiate? Did other people assist in resolving the conflict? What were the consequences?

Session 23 Behaviour management recording and reporting Part 1

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

1. Explain the importance of collecting different types of information about student behaviour
2. Describe and analyse three strategies of collecting behaviour information

It is important for teachers and school based counsellors to keep records of 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!

1. Strategies for collecting behaviour information in schools

- pupil's history cards/ record card
- attendance record book
- assessment sheet
- behaviour chart

- communication with parent book
- pupil's medical book
- home work diaries
- good work ladder
- post card home
- certificates
- warning letters
- report card
- pupils file
- merit mark system

Different schools have different methods of collecting data.

2. The most commonly used methods

Commonly used methods in PNG include; record card, attendance record book, assessment sheet, home work diaries, certificates, warning letters and report cards.

3. Purpose for collecting data

Under section 4.2 of the National Behaviour Management Policy, section 4.2.1 states that "to help implement this policy teachers have the responsibility to: plan and use a range of positive and effective behaviour management strategies.

You as the student teacher need to know methods to record and report different behaviours. Remember, students behave differently in different situations for many different reasons.

Different methods have different formats and ways of recording the information. The different information collected is then shared with the relevant parties who are responsible for the child.

For example a parent of the child would be interested in the child's attendance record book, behaviour chart and assessment report book to find out if the child has been attending class, behaving well in class and whether have performing well academically or not.

The assessment coordinator may be interested in reading the assessment sheet to find out about each students academic performance.

The head teacher may be interested in the total number of sanctions applied by the classroom teacher to each of the classes in the school.

The school counsellor may be interested in the number and type of referrals that each of the teachers is making.

The information collected using the above strategies may be used by the school and teachers to help the child should there be any situation arises.

Self study

1. Think back to when you were a high school student. What methods of recording and reporting behaviour management did your teachers and school use?

Session 24 Behaviour management recording and reporting Part 2

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

1. Discuss, identify and write down the consequence of poor student behaviour for students, peers, school and community
2. Identify how to record and report student behaviour

1. Examples of poor student behaviour

- | | | |
|--------------------|-----------------------------|-----------------------|
| • Poor punctuality | Disturbs others | Writes graffiti |
| • Absenteeism | Doesn't follow instructions | Swearing |
| • Bullying | Talks back at teacher | Uncooperative |
| • Untidy bookwork | Fighting | Doesn't complete work |

2. Consequences of poor behaviour - effects

There are many short and long term consequences of poor student behaviour (and more of poor teacher behaviour!). These include:

- Student's learning
- Student's future opportunities
- Students emotional and social development
- Peers' learning
- Teacher's teaching
- Class and school morale
- The parents and Community at large

3. Motivating positive behaviour

Teachers can construct and use methods that promote positive behaviour and also improve negative behaviours.

For instance, teachers can possible use the following methods to influence behaviour.

1. 50 opportunities to say "you're terrific"
2. Quick notes to children about their positive behaviour or how to improve unconstructive behaviours
3. Behaviour Journal
4. Problem solving conference
5. Stickers or smiley faces

4. What would be an appropriate recording and reporting form?

Sample recording and reporting form

Class _____

Names	Attendance	Punctuality	Relationships with peers	Presentation	Relationship with teacher	Attitude to work

During your school experience or practicum session issue the recording and reporting form to the class teachers to use them. Tell them what to record and how to record the information accurately on the form issued.

6. Analysis and interpretation of data collected

Analyse the data collected about a given class on student's poor behaviour for each child and group them into major or minor behaviour issues. You can use this information when talking to parents. Sometimes its easier to report poor student behaviour as a group rather than an individual.

For example, you may explain to parents that attendance has been a problem this year and that 8 students have been consistently late to class all term or that several students have been reported to the head teacher for minor vandalism of school property..

6. Teacher-parent conference

Use the standard school format letter and invite parents concerned to come for conferencing with the teacher and their child.

7. Reporting to parents [Based on recording and reporting form]

At the end of each term prepare a behavioural report based on the analysis of the data collected during the term and send it to the individual parents for their information and additional home guidance and counselling.

A copy of this report must be kept on the school individual child's personal file.

8. Ideas collection

During your practicum or school experience period collect any behaviour monitoring and management guidelines [rules] the teachers or the school might have for your future reference.

Also collect any behaviour recording and reporting form the class teachers and the school might use for your future reference.

9. Sample invitation letter to parents

<p>4th April 2009</p> <p>Mr. Mek Wan Geu Community School P.O.BOX 28 MINJ Western Highlands Province</p>
<p>Mr. and Mrs. John Koi</p>

C/- Dama C/School
P.O.BOX 10
MINJ
Western Highlands Province

Dear Mr and Mrs Koi,

Ref: Teacher-Pupil-Parent Conference ___/___/09

The school would like to invite you to meet with the class teacher to discuss your child's progress on 10th April at 3:00pm

In addition, you are kindly asked to attend this meeting to discuss ways for the parents to have greater involvement in the school and improve the overall behaviour of students.

If you are unable to attend then please let us know an alternative time.

Thank you very much for your attention and cooperation.

Yours faithfully,

Mr. Robin Kelnge
Headteacher

10. Example of a possible quick behaviour note home

Well done
- great behaviour!

To: *Mrs Banga*

Your daughter was very well behaved today when the class had a guest speaker. She listened well, asked questions and then showed the guest speaker around the school. We expect all our students to behave well and today Shelly was a great role model. Well done, Shelly! Your best always!



Signed : Mrs Jones

Date: 01 / 04 / 09

Self study

1. Choose one of the methods of reporting and recording behaviour that your high school teachers or school used. Improve this method by adapting and changing it.
 2. Write a sample letter that could be sent to a parent requesting a parent-teacher conference.
-

Session 25 Writing a school behaviour management policy

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

1. Explain the steps to writing a school behaviour management policy
2. Explain the importance of participation by the whole school community

1. Sections of a school behaviour management policy

A school 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 the National Behaviour Management Policy.

A school behaviour management policy must have the following sections but schools are free to have additional sections if required.

a) **Vision of the school**

(This can be taken from the SLIP)

b) **Aim of the school behaviour management policy**

c) **Responsibilities of students**

(Written in student centred language)

d) **Responsibilities of teachers**

e) **Partnerships with parents/guardians**

f) **School rules (or code of conduct)**

g) **Behaviour management procedures (including expulsion)**

h) **-Strategies and consequences**

- a. **Flow chart of possible actions**
- b. **List of acceptable sanctions**

i) **Who was consulted on the policy?**

j) **Review date of the policy**

2. Who should participate in writing the policy?

Complete this table in your note book

Stakeholder	Why they should participate?
Students	
Parents	
Teachers	
Etc	

Self study

1. Read the sample school behaviour management policy in the Guidance and discuss how you would improve this if you were writing on. List at least three possible improvements.
2. Survey your local schools – do they all have a policy? Does your college? Why or why not? Were all stakeholders consulted? Why or why not?

Session 26 Managing critical incidents and emergencies

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

1. List and discuss types of critical incidents and emergencies
2. Discuss and evaluate effective strategies for responding to critical incidents
3. Develop plans to manage critical incidents

1. What are critical incidents and emergencies?

Critical incidents or emergencies are serious events which may have long-lasting effects for children. Many critical incidents can trauma, psychological effects, fear and depression in children. There is often a risk of injury or death during a critical incident. Special attention is required by the counsellor and teachers when dealing with children who have experienced a crisis or traumatic event.

2. Types of critical incidents

Critical incidents and emergencies in school	
Frequent	Less Frequent
For example, Student fight Accidents such as broken arm & cuts Blood spill Violence and intimidation Teacher absence Death in the family of a student or teacher Serious illness like malaria	For example, Natural disaster such as a tsunami, earthquake, fire, flood, high winds Rape and sexual assault Student riot Landowner dispute Serious crime such as arson Epidemic (eg typhoid or cholera) Teacher strike

Petty crime Insect bites or swarms	Overdose or attempted suicide Student pregnancy Snake bite Serious injury
---------------------------------------	--

3. Trauma

Is a word that is used to describe long lasting physical, emotional and psychological effects acquired by children as a result of a critical incident. In children, trauma wounds are sometimes seen by their behaviour. Trauma overloads the mind and emotions and may cause immediate or delayed reactions and disorientation, as children do not know what to do with them in such an unusual situation.

4. Effective strategies useful in responding to these critical incidents

For example,

- Be calm – Calm yourself down and be ready
- Stop – Stop to analyse the situation and think about how you feel.
- Think – Think positively and optimistically about what you will do.
- Do – Do what you have chosen / decided to do
- Reflect: Reflect on what you have done
- Keep a written record
- Keep people informed support
- Seek help
- Protect yourself and your students first and help others

5. Crisis Management Plan

Students will select one common and one less frequent emergency and discuss and develop a plan on how they can be able to manage these critical incidents.

For example,

Type of emergency	What the teacher should do
Common - student fight	1. 2. 3.

6. Conclusion: Case study

Jackson was on his way to school one early morning when he was attacked by a group of rascals. Jack had never been into such an attack in his life. His school bag was taken away with his mobile, a purse with some money and a bank card. He was unable to fight back because he was all by himself. However, he was seriously hit on the head with a piece of stick for refusing to give his bag. Jackson is now suffering from severe headache and is unable to concentrate in his school work.

Q: How would you respond to this situation?

Self study

1. Collect newspaper articles based on a particular critical incident. Analyse and reflect on the situation and discuss how you can be able to respond to it. Develop your plan on how you can be able to manage this critical incident.

2. Self reflection. Give some serious thought on how you can be able to support a child who has been affected by a fire in her home. Remember she has lost her parents in the fire.

Session 27 What is educational guidance?

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

1. Define and explain the importance of educational guidance
2. Distinguish between academic and vocational guidance
3. List what is good practice in educational guidance

1. What is educational guidance?

Educational guidance is aimed at

- giving information and advice on educational and vocational choices and goals
- helping students to explore various opportunities and options at the end of primary school that are available to them
- helping students know about themselves better i.e. interests, abilities, aptitudes and strengths
- promoting self reliance and realistic decision making

Educational guidance is about **academic** guidance (e.g. subjects to take, exams, selection) and **vocational** guidance (e.g. career pathway, formal and non-formal employment, vocational training options). Not every student in primary school will be able (or want to) continue in formal secondary education. However it is important for teacher to know what options are available for those students graduating from school at the end of Grade 8.

2. Academic guidance

During academic guidance, teachers assist students to discover their potential in the subject areas of interest, academic strengths and make sensible choices in their studies and academic pathways. Students are encouraged to perform in order to achieve their set goals.

The principles of achieving high academic performance include:

- Setting realistic goals for grades and subject achievement
- Having a good study timetable and study environment
- Attend all classes
- Do additional research and self study using available resources e.g. in the school library or in classroom textbooks
- Complete all assessable tasks given on time
- Teacher, parental and guardian support

- Planning whether to go to secondary school

3. Vocational guidance

During vocational guidance teachers help students focus their aims on their career pathway. Remember a career can be **formal** (with a company) or **non-formal** (self made business). When students know which career is good and possible for them it helps them to make better career choices. However before a student makes a choice on which career to take he/she should consider...

- which subjects he/she is good at
- what their skills, knowledge and attitudes suit them for
- the consequences of taking up that career
- any barriers that they may encounter (economic, social, geographical, cultural)
- whether he/she has the financial support to do any further vocational study
- who can help make the choice

For example

A student may want to become an astronaut but this requires travelling, studying and working overseas as PNG has no space programs.

Another student may want to become an accountant but is weak in the area of math but excels in language.

There are other types of guidance which are used by other people. For example, spiritual guidance is in churches.

In pairs discuss and fill in the table about the knowledge and skills a teacher needs to be effective at educational guidance.

Knowledge	Skills
E.g. Know about local TVET and secondary schools	E.g. Work with students to set academic goals and targets.

4. Case studies

Case study 1. Sarah is graduating from Grade 8. Her marks will not guarantee her a place in high school and her parents do not have the money to pay her school fees. Sarah comes to you for advice about what she should do when she leaves school.

Case study 2. Paul is in grade 6 and has trouble reading. You observe that he finds it hard to keep up with the rest of the class and has now fallen behind on his school work. Paul frequently does not complete assigned homework

Case study 3. Samuel has exceptional marks in most subjects except for maths. Samuel has told you that he would like to become an engineer.

Case study 4. Julie has completed her Grade 8 exams. She did not gain place in and NCD high school but has the option of attending high school in the province. Julie wants to continue with her schooling but she tells you that her parents will not let her travel to the province. They say that if she does not attend high school in NCD then she will leave.

5. Knowledge and Skills Table

Knowledge and Skills	What do I need to do?

Self study

1. Reflect on your own academic and vocational strengths and your future options. Share these with a peer.

Session 28 Goal setting with students

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

1. Discuss and develop realistic goals and targets for future life and vocation with the students
2. Microteach goal setting with students

1. What is a goal?

A goal is a target a person aims to achieve in a certain period of time. A teacher can help the individual set realistic and achievable goals in school and life. Goals can be short term or long term.

2. Types of goal setting

There are different types of professional and personal goals a person may want to achieve. For example,

- **Academic goal**

An academic goal aims to focus on a person's academic achievement
e.g. passing an exam

- **Vocational goal**
A vocational goal aims at developing a person interest to focus on a career path e.g. becoming a teacher
- **Social goal**
A social goal aims at assisting a person to develop his/her social life
e.g. making new friends
- **Health goal**
A health goal aims at assisting a person to promote healthy living
e.g. stop eating lamb flaps
- **Spiritual goal**
A spiritual goal aims at developing a person to take time in enriching his/her spiritual commitment e.g. being part of the choir group

3. When setting a goal.

When setting up a goal in person's life he/she has to consider these following questions as important.

- a. What do you want it?
- b. Why do you want it?
- c. When do you want it?
- d. How you will achieve it?
- e. What are the steps to the goal?
- f. What resources will you need?
- g. Who will help you?

To have a good goal, you need to make a plan and you want to achieve within the time frame you set.

4. A sample goal setting worksheet

This could be used in a reflective journal.

WHAT ARE MY GOALS?—GOALS WORKSHEET	
Short-Term Goal	Long-Term Goal
Benefits in Reaching My Goal	Benefits in Reaching My Goal
What might stand in my way?	What might stand in my way?
What do I need to learn or do?	What do I need to learn or do?
Who will encourage me?	Who will encourage me?
Plans of action—Steps I will take	Plans of action—Steps I will take
Completion Date	Completion Date

5. Case studies

Here are three samples of case studies which students have difficulties setting their goals. Work as a school teacher or counsellor to assist students to changes and set their realistic goals.

1. Lorrymah Mapsea's choice in further education

Lorrymah Mapsea is a grade 8 student at Water Primary School in NCD. She lives with her father who has raised her and her 3 siblings. She is an above average student and wants to become a doctor. Later she would like to travel to Australia and work with the Royal Flying Doctor Service. She approached the school counsellor for assistance. How would the teacher help Lorrymah set some realistic targets towards her goal?

2. Isaac wants to stop his aggressive behaviour

Isaac is a grade 8 student at Hagget primary school. He is aggressive, rude, gets angry and even bullies other students. Most of his targets are girls. Isaac has few friends and would like to make more friends. How would the counsellor or his teacher help Isaac achieve his goal?

3. Fregeth wants to pass her exam and get a prize at the end of the year

Fregeth is in grade 6 at Muruk Road Primary School and wants get a good test result in all the core subjects (Language, Mathematics, Science and MAL) and win a prize in language and mathematics. However, her marks are average. How would the teacher or counsellor help Fregeth achieve her goal?

Self study

1. Tell the student teachers to develop a personal goal for themselves. These are some questions to help prompt them to develop meaningful and achievable goals.

- What is the purpose of my life?

- What will I be in five years time?

- What will I be in ten years time?

Session 29 Strategies for working with parents

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

1. Identify three strategies for working effectively with parents and families
2. Demonstrate through role play successful parent teacher conferences

1. Issues faced by parents and families

Parents are responsible for the education of their children and often invest lots of time, money and effort into ensuring their child goes to school. Parents are faced with many issues in their own lives and at the same time, may have concerns, frustrations and problems relating to their child's education. Issues facing parents may include:

- Behaviour problems of other students at the school

- Money for school fees
- Violence
- Drugs
- Abuse
- Selection for higher grades
- Teacher absenteeism
- Child has no homework set
- School funds going missing
- Children being sent home early from school
- Child living with people other than their parents

Think of some issues which your parents faced when you were a student in Primary school. What are some likely issues that the parents of your students will face?

When parents are involved in any school activities, teachers and school staff are more accountable and student's morale is boosted. Student behaviour improves and many changes will take place. Students, parents and the school staff will be happier.

2. Strategies for working with parents

1. Involving both parents in the school governance (be involved in decision making roles)- e.g. BOM, P&C, or other committees
2. Fundraising projects
3. School news letters, certificates, prize giving, assemblies, letters of praise or sanction etc
4. Organise regular parent-teacher conferences
5. Involving parents as guest speakers in lessons
6. Organising special meetings for parents of students in same class or grades
7. Parents learning about the school curriculum and policies
8. Support programs such as sports, scouts, religious activities and etc.

3. Parent-teacher conferences

If the school wants parents' cooperation then it has to have good parent- teacher-conferences prior to working with them as this very vital. Every human being is a unique individual so by having a parent- teacher –conference, parents will be able to speak out their minds about the issue that might be bothering them. After having talked things over, the teacher and the parent can start working together using the different strategies.

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. Teacher's 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.

4. Role play a parent-teacher-conference in groups of four

Student teachers should select one of the scenarios and role play a parent teacher conference. The observer should note the skills used and whether all the steps are completed. Roles should be changed with a new scenario.

For example,

Scenario 1. Parent- teacher conference Grade 7

A male parent wants to discuss University options. The female parent is very nervous. The teacher wants to talk about attendance problems.

Scenario 2. Parent-teacher conference Grade 3

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 3. 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.

Scenario 4. Parent-teacher conference Grade 4

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

Scenario 5. 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 6. 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.

5. 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: Asked the parent how they believe their child believes about the class. Avoided negative and emotional questions. Gave valid report of the child's success after hearing the home back ground. Asked about the parent's expectation.				
3. Provide information: Offered suggestions on how to enhance student's learning and progress.				
4. Follow up strategies: Review main points of meeting, make follow up arrangements and etc.				
General comments and suggestions for improvement				

Self study

1. If a parent asked you about what options are available for young people leaving primary school what would you say? How would you work with them to see the value of the academic, community or vocational choices?

Session 30 Educational and vocational options

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

1. Discuss and list possible educational and vocational options for students leaving primary school
2. Differentiate between good and poor job application letters
3. Plan lesson activities for grade 8 students on educational and vocational options

1. After primary school....

Many of the students in the primary school will not continue their education after grade 8 because of lack of space in the secondary schools. Teachers therefore need

to teach students to explore other options and teach them the skills to find information, apply for loans and jobs and make a living.

What then, are the options for students at the end of grade 8 if they are not selected for grade 9 places?

- Vocational schools
- College of Distant Education (CODE)
- Other job training
- Village or settlement income generating projects
- Farming
- Small family business
- Entrepreneur – starting your own business

2. What activities can the teacher do with the students to prepare them for the end of grade 8?

role play interviews, teach making a living, give out lists of local business contacts, help them apply to TVET or secondary schools, help them plan a simple business plan, searching the telephone directory, write business and job application letters applying for jobs, searching the newspapers

Sample Business Letters

MARY NARALI
BITAPAGA HEALTH CENTRE,
P.O. BOX 242,
KOKOPO,
EAST NEW BRITAIN PROVINCE.
725 515151

23 April, 2009.

The Manager,
Kokopo Micro Bank,
P.O. Box 113,
KOKOPO,
East New Britain.

Dear Sir/Madam,

SUBJECT: REQUEST FOR A LOAN FOR A POULTRY PROJECT.

I, Mary Kara of Bitapaka village would like to request for Loan of K500.00 for a Poultry Project.

The following are my reasons for the loan request.

- I have the experience in raising chickens. I helped care for my uncle's Poultry Project and have completed my Grade 8 Making A Living project on chicken farming
- I have the land near my house and have timber to build the project.

- I have village customers and also the Papindo Market to sell my chickens after 6 weeks.

The K500 will be used to pay for 3 sheets of iron roofing, nails and transport of sand for the chicken house and order 30 chickens and feed.

I am confident that I will be able to start repaying your loan after having sold my first batch of chickens within 10 weeks of your acceptance of my request.

Please for your consideration and approval.

Yours faithfully,

MARY NARALI

The Manager,
Tropicana Pty. Limited,
P.O. Box 74,
KOKOPO,
East New Britain Province.
725 515151

12 April, 2009.

Dear Madam,

SUBJECT: APPLICATION FOR A POSITION AS SHOP ASSISTANT.

I, Mary Narali would like to apply for a position as Shop Assistant.

I come from Bitapaka village in the Kokopo area of East New Britain Province. My education level is grade 8. My best subject was mathematics. I live with my family in the village so getting to work is very easy. My home is only a few kilometres away where the PMV fare to Kokopo town is small.

I am hard working and enjoy working with people. I have run my own chicken farming project and am an HIV peer educator in my local community.

I will very much appreciate if you will offer me the position you advertised in your wholesale orrRetail section as a shop assistant. I am willing to come in for an interview and have references from my grade 8 teacher and my local pastor.

I look forward to hearing from you.

Yours Faithfully,

MARY NARALI

Self study

1. Find out the names, locations and details of enrolment level, composition, types of courses offered for five vocational and secondary schools that are closest to the college.
2. Interview a local teacher who teaches Grade 8 about how they prepare students for the end of primary school.

Session 31 Guidance and counselling services

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

1. List the guidance and counselling services available for students, parents and schools
2. List other guidance and counselling service providers in PNG
3. List other youth health and student welfare providers in PNG
4. Understand how to refer students to services

It is important that you know about the other services in your local area who can help you and your students.

1. Guidance and counselling school services

These are specific services for schools, teachers and students. They can also help provide training for teachers in your cluster through the Teacher In-service Plan including school based counsellor training.

- Provincial guidance officer
- Guidance Branch, NCD, POM
- School based counsellors at your school or in your cluster/nearest secondary
- Special education provincial centres
- Church agency officers
- Population Education Peer Education Program (secondary)

2. Social services in the wider community

Many organisations, both government and non –government, provide services for students, parents and schools. They are available in the community, schools and the public health service centres. They have resources such as leaflets, condoms and posters which are distributed to individuals for free. They are readily available and willing to listen and offer help where needed.

- Marriage and family counselling
- Health counselling (VCT – HIV/AIDS) and other STIs, nutrition and etc.

- Family and sexual violence services
- Police and family courts and juvenile justice officer
- Finance counselling
- Spiritual counselling
- Legal support services
- Child welfare services and child protection officers

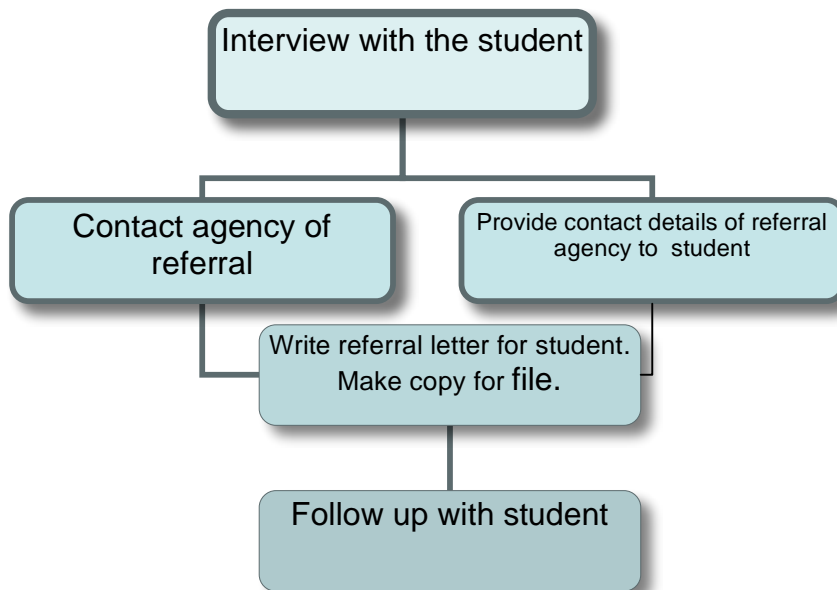
3. NGOs and faith groups that provide support for teachers and students include...

For example,

- Voluntary Service Overseas
- Save the Children PNG
- Lifeline
- Anglicare StopAids
- UNICEF and the Child Friendly Schools program
- Salvation Army
- PNG Family Health Association

Which other organisations can you find in your local area? How would you find out if they were good quality and approved?

4. Referral flow chart



Remember every large primary school and secondary school should have one male and one female trained school based counsellor.

Self study

1. Guidance Officers are reliable, helpful, youth friendly male and female officers. There will be one in most provinces. Also included would be local volunteer school based counsellors. Churches and NGOs who are also involve in child welfare programs in school (i.e. Save the Children). Record details of local support services

for child welfare in your STCB. Include four local service providers in your community.

Name of person or organisation that provide student welfare services and support	Address and physical location	Telephone	Description of service
Guidance & Counselling Headquarters	The Director Guidance and Counselling, Department of Education, P. O. Box 446. Waigani	325 7555 3246488, 3246492 Fax 325 3963	Coordinates and administers guidance service in Department of Education
Provincial Guidance Officer			
Child Protection Officer			
Juvenile Justice Officer			
UNICEF			
Save the Children			
City Mission			
Health Officer			
Local VCT Centre for HIV and STI testing			
Provincial HIV/AIDS Council			
Family and Sexual Violence Centre			
Health centre with post exposure prophylaxis for rape victims			
Family planning clinic			
Youth friendly centre			

Session 32 Case studies

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

1. Critically analyse and reflect on a range of cases involving counselling, behaviour management and education guidance
2. Use scenarios in case studies to practice counselling skills

This session will involve developing, analysing and role playing a series of case studies to practice all of the basic counselling and behaviour management skills you have learnt during the course.

Self study

1. Student teachers may carry out an educational guidance or counselling session (supervised by the class teacher) with a student from the Demonstration school and do a portfolio of the child. Remember that confidentiality and the code of ethics must be followed at all times.

Session 33 Course and lecture evaluation

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

1. Evaluate the course and give suggestions for improvements
2. Evaluate the lecturer and give suggestions for improving their teaching

Evaluation is an important aspect of teaching and learning and determines how far the course outcomes have been achieved and evaluating whether its lecturers have met the requirements outlined in the course guides.

There will be two evaluations:

- The course
- The lecturer

The feedback will be either individually or pairs depending on the college and it will be anonymous and constructive.

1. Review the aims of the course with the students
 2. Review the learning outcomes for the modules with the students
 3. Ask students to complete the course evaluation
 4. Ask students to complete the lecturer evaluation
 5. Thank the students for their hard work and participation and wish them well in improving student welfare in their schools and classrooms.
-

How to conduct guidance, counselling and behaviour management in-service in schools

Every school, teachers college and their community can make a difference to student welfare. You may be asked to run in-service for your fellow teachers as part of the national teacher in-service plan and the SLIP. You might be asked to train teachers from a cluster of schools during block teaching, for example.

You are encouraged to use fellow graduates as well as external trainers, teachers from successful schools, guidance officers, NGOs, standards officers, child welfare officers, health workers and churches to facilitate sessions.

These sessions are suggested sessions for guidance, counselling and behaviour management in-service. You can also use this *Student Teacher Course Book* and your *Lecturer Guide* as a resource. Good luck and good training!

In-service session (approx 1 ½ hours)	Session outcomes By the end of the session teachers can...	Who else could help facilitate this session?
Session 1 Behaviour management in our school	<ol style="list-style-type: none"> 1. Differentiate between counselling, educational guidance, discipline and behaviour management 2. Evaluate how guidance, counselling and behaviour management are used in their school 3. List some of the social and developmental issues facing their students 4. State three reasons why teachers should develop basic counselling skills 	School based counsellor, TIP in-service facilitator
Session 2 Needs analysis and skills audit	<ol style="list-style-type: none"> 1. Analyse the behaviour management needs of the school 2. Reflect on their own skills and knowledge in behaviour management, counselling and educational guidance 3. Understand the difference between a teacher and a school based counsellor 	Guidance officer, someone who knows about the National Behaviour Management Policy, school based counsellor
Session 3 Basic counselling skills	<ol style="list-style-type: none"> 1. Demonstrate three verbal counselling skills 2. Demonstrate three non-verbal counselling skills (body language) 3. List 'dos' and 'don'ts' in a counselling session. 4. List some possible barriers encountered in counselling session and how they would overcome them 	School based counsellor
Session 4 Stages of counselling	<ol style="list-style-type: none"> 1. Apply counselling skills to effectively work with students through the 'relating', 'understanding' and 	School based counsellor, Guidance officer

	'change' stages of the counselling model	
Session 5 Ethics and rules of counselling students	<ol style="list-style-type: none"> 1. Identify situations and scenarios where there are limits of competence or confidentiality dilemmas 2. Explain national and international key rights and laws on child protection and child rights 3. Explain the links with the NDoE Gender Equity Policy and HIVAIDS Policy 	School based counsellor, standards officer, guidance officer, NGO with experience of child rights
Session 6 Child protection issues	<ol style="list-style-type: none"> 1. Explain what child protection is 2. Explain Lukautim Pikinini Act affects teachers and school counsellors 3. Solve dilemmas around child protection 	Child welfare officer, school based counsellor, family and sexual violence officer, NGO with experience of child protection and welfare
Session 7 The National Behaviour Management Policy	<ol style="list-style-type: none"> 1. Explain the importance of the National Behaviour Management Policy 2. Analyse the principles and responsibilities of the different stakeholders in the policy 3. Debate how the policy will impact on them as a teacher 	Standards or guidance officer, district education officer
Session 8 How to write your school's behaviour management policy	<ol style="list-style-type: none"> 1. Analyse the steps to writing a school behaviour management policy 2. Explain why all stakeholders need to be involved and brainstorm how to do this 3. List the key parts of a school behaviour management policy 	Standards or guidance officer, district education officer, school based counsellor
Session 9 Behaviour management strategies and planning	<ol style="list-style-type: none"> 1. Practice three new behaviour management strategies for the classroom 2. List proactive and reactive behaviour management strategies 3. Evaluate the effectiveness of these 	TIP facilitator, in-service coordinator, teacher experienced in behaviour management, school based counsellor
Session 10 Rewards and sanctions	<ol style="list-style-type: none"> 1. Explain what makes an appropriate reward and sanction 2. List and justify inappropriate rewards and sanctions 3. List and justify good rewards and sanctions for students 	School based counsellor, experienced teacher, standards officer
Session 11 Conflict resolution and critical incidents	<ol style="list-style-type: none"> 1. Demonstrate and evaluate the skills of conflict resolution 2. List and discuss types of critical incidents and emergencies 	School based counsellor, NGO or church experienced in

	3. Discuss and evaluate effective strategies for responding to critical incidents	conflict resolution or emergency incidents, child welfare officer
Session 12 Educational guidance	1. Review the way their school gives educational guidance to students 2. Plan improved strategies for academic guidance in the school 3. Plan improved strategies for vocational guidance in the school	Guidance officer, school based counsellor

Personal Development and Health lesson warm-ups!

These are for you to use with your students as motivators, energisers or as a method for introducing your lesson.

1. Things We Share

Stand or sit in a circle. One person stands in the middle. The people in the circle stand on a leaf or thong or piece of paper or sit on a chair. The person in the middle calls out something about themselves and people have to change places if that is shared by them. Last person to stand on a spot must go in the middle and call out something about themselves.

e.g. "I have no children", "I like dogs" "I know how to use a condom" "I am a Blues supporter" "I was born in January" "I am not wearing a meri blouse" "I don't like tinned fish" etc

2. Pukpuk, Man, Meri (a variation on Paper, Stone, Scissors)

Stand the participants in two rows facing each other. Show them the symbols for pukpuk (Snap!), man (Muscles!) and meri (Hips!).

The man will beat the pukpuk. The meri will beat the man. The pukpuk will eat the meri.

Count 1,2,3 and they have to make their symbol and see who wins. Play offs and finals are optional. Good for building self confidence and team work.

3. Three truths and a lie

Each person writes 4 sentences on a piece of paper about themselves. 3 must be true and one must be a lie. They then walk around and introduce themselves to other people, share their sentences and the other person has to guess which one is the lie. After 5 minutes, each person stands up and reads out their sentences and tells everyone which one was the lie. Excellent for communication skills.

4. Body writing

Great physical warm up. Choose a name from the group and ask the participants to stand up and write this name with...an arm, their head, a leg, their whole body! Excellent for self confidence and building self esteem.

5. Remember Me

Choose a suitable diagram or picture from a textbook/your own work. Put the participants in teams. One member of each team runs to the front and has 30 seconds to look at the picture/diagram. Then they run back and their team has to draw the diagram. After 1 minute the next person runs up for a 30 second look and back to their team to improve the picture. And so on...then show the picture and judge the best team. Excellent for team work and communication skills.

6. Pictionary

Sort the participants into teams. You will need a blackboard. Call up one member of the team. You will show them a card with a word or phrase on. They have to draw this on the board (no words allowed!) and their team have to shout out their guesses. First team to call out the right word wins a point.

Some possible cards...

Action words: holding hands, sex, being faithful, saying no, going for a blood test etc

Naming words: condom, virus, woman, teenager, homebrew, teacher, STI, pubic hair etc

Emotional words: love, caring, lust, Christian, sadness, hope, dreaming etc

7. Name 10....

In two minutes individual participants have to brainstorm 10 ways for a teacher to be a health role model. Then feedback onto the board listing as many ways as possible. Fast and furious and works well as revision in primary schools. Always play it again the next day to reinforce the 10 list.

Here are some others for you to use with your group...

- ...10 strategies for improving sanitation
- ...10 common health issues for primary schools
- ...10 teachers who are good health role models
- ...10 ways to make a school child friendly
- ...10 reasons gender equity is important
- ...10 strategies for involving stakeholders
- ...10 communicable diseases
- ...10 rights of children
- ...10 rules for a healthy classroom or school
- ...10 acronyms we use in education like OBE!

8. Reflection questions

The teacher places 3 questions on the board to stimulate the students (e.g. "Do young men respect young women? Why? Why not?"). Students reflect on this individually and then discuss with a partner. Then they can be asked to report their partner's views.

9. Yes! No! game

In pairs the students face each other. One can only say "yes!" and the other can only say "no!". Using only these words they have to persuade their friend to change their word....by begging, shouting, cajoling. Excellent for voice skills.

10. My Bilum

Everyone has a bilum. In the bilum write pieces of 10 paper with People who are precious to me. With a partner students explain why they put that name in the bilum

Other things that could go in your bilum (e.g. things I am proud of...My strengths...5 things I have done this week for others...10 things that help me relax). Excellent for self esteem. People can also add things to your bilum (e.g. how you helped me this week)

11. Oh Henry! (or, Oh Henrietta!)

Students stand in a circle of 6. In turns they step forward and say "Oh Henry!" in a different voice (e.g. angry, sad, depressed, worried, caring). The other students have to guess which voice they are using. Excellent again for communication skills.

Sadness, anxiety, pain, anger, joy, confusion, fear, love, depression, grief, passion, rage, jealousy, guilt, annoyance, misery, happiness, grief, regret, laughter etc

12. Vote with your feet

Teacher prepares three statements on the floor: I AGREE, I DISAGREE, I AM NOT SURE. Teacher then reads out prepared values statements and the students move to the right place. Students can explain their decisions and move if they are persuaded by the teacher. 6 statements is a good number.

Good questions for the teacher to ask include: "why did you choose to stand there?", "What would it take for you to change your mind?", "How do you know you are right?" Here are some example statements to vote on...

- ...most schools are health promoting
- ...my own health is good
- ...having a vision statement is the most important part of the HPS plan
- ...alcohol abuse is the most serious problem in our society
- ...the country will not develop until we have gender equity
- ...smaller families are healthier families
- ...my own school was child friendly
- ...badly managed schools are unhealthy places
- ...the Government gives priority to health in this country

13. What I have learnt....Self reflection where the students list more than 5 things they learnt in the last lesson. Teachers may ask them to sort these into knowledge, skills and attitudes. An extension is for students to list who helped them learn these things.

14. Problem posing

In pairs students write questions for another pair. Excellent for checking for knowledge acquisition.

15. Group race

Participants race around the room and listen out for the trainer to call a grouping and a body part. Then they have to group themselves touching only those body parts

E.g. "Three heads" or "Four elbows" or "Three feet and three hands"

16. “Why” and “Because”

Two rows of people each with a slip of paper. In one row each person writes a “Why” question (e.g. “Why do we teach about Health?”. The other row writes “Because” answers (e.g. Because mosquitoes can grow there”). The two rows should not know what the others are writing. Shuffle the people up and get them to read out their Why and Because alternately. Very funny!

17. Give each person a piece of paper with a word on it. They have to find the person who has the matching word as quickly as possible.

e.g. UBE/Universal Basic Education, love/hate, clean water/no diarrhoea

18. Ten Minute Poster Making

Give out a picture or photo to each group. Ask them to stick it on a piece of butcher paper and make an instant health promotion poster with a catchy slogan and clear message. Ask others to rate the posters. Tok Ples or Tok Pisin is ok!

19. Praise you!

- a. Find a space in or outside the room.
- b. Leader performs 3 praise actions repeated by students e.g. smile, watching blow kiss, shake hands.
- c. Leader says 3 phrases and students repeat e.g. I admire you, You’re smart.
- d. Students tell each other “you are wonderful, you are!”

Glossary and acronyms

Advocate	Someone who campaigns and promotes change in society using a variety of strategies
Adolescents	Are young people during their teenage years or when they are going through puberty
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
Behaviour Management Policy	A policy written by the DoE to support schools to effectively manage behavioural issues in schools. This policy clarifies the statutory roles, rights and responsibilities of schools, parents, teachers and students in improving student discipline and raising achievement. Each school should develop a school behaviour management policy
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
Child Friendly School (CFS)	A school that is safe, inclusive, friendly and welcoming to both boys and girls and which has an effective and equitable learning environment for all children
Conflict resolution	A constructive process for handling emotion-laden disagreements
Counselling	Helping someone to help themselves
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
Emergency	A crisis situation when a person's life or health is suddenly threatened
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
Goal	A target a person aims to achieve in a certain period of time
Guidance	An educational process which helps an individual to discover his/her needs, potentials and goals in life
Health Promoting Schools (HPS)	These are schools which plan and manage strategies to improve the health of students
Interview	A dynamic face to face conversation between two people
Natural disaster	A major emergency event which is caused by a natural process and harms many people. For example, tsunami or earthquake.
Paraphrasing	Counsellor using the student's own words to reflect what the student has said. Used to build rapport
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
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
Safety	When a person is not at risk of mental, emotional or physical harm from their environment or from people
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.
SOLAM	Side-by-side, Open positive, Lean, Ai (eye), Mirror body language – a method for building rapport
Stakeholder	Someone who must be involved and consulted in a process for the plan to work well
Sympathy	When someone feels sorry or pity for another person
Trauma	A long lasting physical, emotional and psychological effects acquired by person as a result of a critical incident
UNCRC	United Nations Convention on the Rights of the Child. An international agreement signed by PNG and most other countries.
Universal Basic Education (UBE)	Free and compulsory Elementary and Primary education to Grade 8

Contact list

Director, Guidance,
Standards and Guidance Division,
Department of Education, P.O. Box 446, Waigani
325 7555 or 325 7756 Ext 492, 488, 494.

PROVINCIAL GUIDANCE OFFICERS

**Guidance Officers – N. C.D,
GULF/WESTERN, ORO/MBP**
325 7555 or 325 7756 Ext 492, 488,
494

Guidance Officer – Bougainville
973 9154.

Guidance Officer – ENBP
982 1499

Guidance Officer – WNBP
973 3515 or 983 5379

Guidance Officer – Madang

Guidance Officer – ESP/Sandaun
857 1564

Guidance Officer – SHP
549 1001

Guidance Officer – WHP
542 2543

Guidance Officer – Enga
547 1023

Guidance Officer – Simbu
735 1304

Guidance Officer – EHP
732 3928 or 732 2382

UNICEF (including Child Friendly Schools)
321 3000

Save the Children PNG
732 2473

Population Education Project (UNFPA), Department of Education
324 6487

PNG Family Health Association
472 6523

Hope Worldwide
325 6901

BAHA HIV/AIDS Advice line (Mon-Fri 8-5) 7200 2242

Juvenile Justice Office
325 4255

Lifeline PNG (telephone counselling)
326 1680

Child Protection Section
Department of Community Development
325 9893 or 325 4884 or 325 4190

References

NDOE documents available in your college library

- NDOE (2007) *HIV/AIDS & Reproductive Health Lecturer's Guide and Student Teacher Course Book*
- NDOE (2007) *Peer Education Training Manual, for the training of Peer Educators and Peer Education Advisors in Secondary Schools,*
- NDOE () *Guidelines for school Learning Improvement Plans, SLIP*
- NDOE (2008) *Child Friendly Schools, Lecturer's Guide & Student Resource Book (draft)*
- NDOE (2003) *Upper Primary Personal Development Syllabus & Teacher Guide*
- NDOE (2005) *HIV/AIDS Policy for the National Education System of Papua New Guinea*
- NDOE (2009) *Behaviour Management Policy for the National Education System of PNG & Guidance*
- NDOE (2002) *Gender Equity in Education Policy*
- NDOE & 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) *Contemporary Issues, Lecturer and Student Guides*
- Teaching Service Commission Act*

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

- NDOE (2001) *Volunteer School Counsellor Training Programme Modules 1-6*
- NDOE (1991) *Counselling and the Teacher Handbook*
- PNGTA *PNG Teacher's Association Code of Ethics*
- UNICEF, *Child Friendly Schools Training Manual*

Resources used in the writing of this course

Juvenile Justice Act, 2005

Lukautim Pikinini Act, 2009

Began R. & Huml F, (1999) *Ready –to –Use Violence Prevention Skills lessons and activities for elementary Students*, Cleveland, Ohio: Centre for applied research in education

Bolton, R.(1986) *People’s Skills, How to assert yourself, Listen to others and resolve conflicts*, NSW: Prentice Hall

Canter, L & Canter, M. (2001) *Assertive Discipline, Positive Behaviour Management for today’s classroom*, Los Angeles; CA. Canter & Associates.

Canter, L & Canter, M. (1989) *Assertive Discipline for Secondary School educators, Teacher Workbook 7-10*, Santa Monica; CA. Canter& Associates.

Egan, G. (1994). *The Skilled Helper, A Problem Management Approach to Helping* 5th ed. Pacific Grove, CA, Brooks/Cole Publishers

Forster, J. (1992) *Issues 1, A Cross Curricular Course for PSE*, Hammersmith: London, Harper Collins Publishers

Forster, J. (1993) *Issues 3 A Cross Curricular Course for PSE*, Hammersmith: London, Harper Collins Publishers

Forster, J. (1994) *Issues 4, A Cross Curricular Course for PSE*, Hammersmith: London, Harper Collins Publishers

Forster, J. (1992) *Issues 5, A Cross Curricular Course for PSE*, Hammersmith: London, Harper Collins Publishers

Geldard D. (1993) *Basic Personal Counselling, 2nd Ed.*, Melbourne: VIC; Prentice Hall

Geldard, D & Geldard K (2001) *Basic Personal Counselling, A training manual for Counsellors*, Frenchs Forest, NSW: McPherson’s Printing

Goodwin, D.(2008) *Caring and Sharing, A course in helping Children*, North Richman; NSW, Kidsreach Inc.

Richard N. J (2003) *Basic Counselling Skills, A helpers Manual*, Thousand Oaks: New Delhi, Sage Publications

Mc Dowell’s, J & Hostetler, D. (1996) *Handbook on Counselling Youth, A comprehensive Guide for equipping youth workers, pastors, teachers, and parents*, Nashville: TE, W Publishing

Montgomery. & Evans L. (1987) *You and Stress, A Guide to Successful Living*, Melbourne: VIC, Nelson Publishers

How to give feedback on these units of work

We encourage all lecturers and teachers to give us feedback on these materials. If you have any comments, suggestions for improving these materials or if you find any errors in the text, please contact:

Mr Pilari Hiraiya

National Curriculum Coordinator
Teacher Education Division
Department of Education
4th Floor, A wing, Fincorp Haus
P.O. Box 446
Waigani, NCD

(t) 301 3551 (f) 325 2008
(e) Pilari_Hiraiya@educationpng.gov.pg

Mr Gabriel Meapa

Director
Guidance & Counselling Branch
Standards & Guidance Division
Department of Education
P.O. Box 446
Waigani, NCD

(t) 325 7222 ext 488 (f) 325 2963
(e) Gabriel_Meapa@educationpng.gov.pg

Improving student behaviour and welfare