

Education (Strengthening Discipline in State Schools) Amendment Bill 2013 Submission

Coming from teaching challenging students in various countries and observations I am hoping we do not just create an illusion of much needed intervention of Qld Ed students as we may all be aware of it may their natural environment that has caused issues and we are all knowledgeable of a person that has changed the road we travel. With the increasing suspension / exclusion rate the students are going to look for the three A's (Acceptance ,Affection, Attention) let this NOT be the gangs. This path will cost us in financially (checked incarceration costs lately? / public prosecution / defence/ judge costs) not to mention safely walking down the street.

Ed Qld had a alternate school at the Sleeman Centre started by Ed Qld self starter entrepreneurial teachers. They organizing donated space and services (Sleeman Centre Velodrome)via the mayor and old equipment was donated by participating schools. Secondary students showed up consistently. the teachers were passionate and used the resources of Distance Ed to implement varied curriculum catering to the various academic levels of students. The students also received physical exercise using the swimming pools and gym at the centre. Parent pick up time was a tool used for all stakeholders to communicate in a timely fashion . I was one of those teachers along with a passionate female teacher and a great TA. We emulated parental decisions in a transparent fashion which the students respected. I admire Ed Qld for backing such incentives. We were new Behavioural Management teachers when BM was niche. THEN the centre was closed (Teachers could be on staff roles of schools ???). Most BM teacher were sent to various schools to put out small bush fires if/when behaviour happened on that particular day I was lucky I became a FT BM teacher hired with the extra .5 from the schools staff allocation. I am happy to say at that institution with an innovative use of computer BM tracking documentation (mostly implemented and maintained by the challenged students themselves). Timely liaison with many outside providers was provided. The school achieved the lowest suspension/exclusion rate of the district. I am keen to impart this knowledge and have much documentation I am reviewing via departmental records over the years. Unfortunately many skilled passionate BM teachers of which some like me took BM holiday's courses at UQ St Lucia have been transferred out. IF YOU BUILD IT THEY WILL COME and I and others would be happy to be part of that "New Smart State Thinking"

The reporting technique used in resolving Behaviour Management issues develops skills for thinking and problem solving. As some of the Behavior challenged groups because of their past interactions may feel disadvantaged or targeted .By having empathy and understanding their nature I believe they feel they have had positive intervention experiences in the environment of the BM room where they can contribute towards their outcomes. Also it's an area where unwanted interactions by uninvited third party students, unless invited, are not allowed. A place to calm down before judgement is passed. I see this as a win /win check and balance process for any administrator, parent and Qld Ed. Using questioning techniques as to what the

issue is about and monitor the level of anxiety I point out that we can try to resolve the issue by bringing it straight to administration or recording the events so that the student can cognitively start to work out a solution. He/she may then use the computers in the room recording name, date and period. While facilitating this process questions regarding choices made by the student can be analysed as to whether other choices could have been implemented to gain a more positive outcome. Since the major part of the process is the students own input they seem to be amenable to then work on a solution which may come in written form or a face to face resolution. I find this data collection useful and transparent. It records frequency of BM issues along with the number of interventions and would be helpful with any queries from the school, parent or Ed Qld. This has been very successful in group disagreements as the complainants are expressing their feeling immediately (dependant on number of computers) and thus frustration levels over time decrease. I have found that closer to student free break times positive interactions of all parties usually occur (body language, separation, distance, completion, spelling, saving and printing) This finished document is then usually shown to the teacher concerned as for any input they may want to add or they may agree by signing off the document which then is usually signed off by an administration officer so that all stakeholders have a active and highly transparent part in the process.

Computers and learning technologies provide a natural stimulus for collaborative learning by increasing opportunities for social interactions and cooperation (eg. Hoyles, Healy & Pozzi, 1992). Hoyle, Healy & Pozzi (1994)

Through proactive intervention with the student I have been able to help teacher's classroom strategies by brainstorming ideas with knowledge such as interests or hobbies to modify the student's assessment tasks thus motivating the student, making these tasks more satisfying and achievable and helping promote learning as enjoyable. Also relating to the teacher current stress factors in the students life sometimes has brought out some remarkable turnabouts. A spin off from this provides more teaching time for the full range of other learners

Implementation of teaching plans for some BM clientele should be looked at in the context of the client's reality. I Have found that a range of links or hooks can initiate an interest in many assessment areas and at first (as with many IEPS) incorporating achievable goals is paramount..When the student and his support group analyse the feedback of this technique and deem it as appropriate this can guide the structure of other lessons. The earned self-esteem and praise reward cycle extends far from the hallowed walls of our educational institutes and thus the student may develop and contribute in their citizenship

Cheers,
Jack Dacey