

*Change environment /suggestions to be evaluated,*

This should NOT be the financial burden of Ed Qld but a collaborative approach with use of finance and programmes from many Qld agencies and services.

*Just do not kick out students with minimal assistance. As noted in many submissions even from Ed Qld personal at ground level the challenging students environment was not their choice lets change that environment*

*We need MORE not less / Case managers check input and time allotted / school work done at home ?????*

As noted in submissions INCREASE not decrease BM Teachers to work with behaviourally diagnosed students in an inclusive setting

- ♣ Maintain a flexible understanding of schools and how they operate, often quite differently from each other. This understanding has proved invaluable in being able to design programs for students, which are practical and sustainable.
- ♣ Maintain a high-level awareness of the full range of diagnosis throughout the spectrum of: psychiatric disturbance, cognitive impairment, oppositional defiance, obsessive compulsion, autism / Asperger's, trauma /refugees, anxiety / depression, and many more.
- ♣ Use excursions adapted for behaviourally challenged students. Activities included chart reading; man overboard procedures, steering vessel, ID fish and safety measures
- ♣ Utilise other providers such as the Boystown Fresh Start programme on a weekly basis.
- ♣ Utilise TAFES that afford the opportunity to show different pathways for our students.
- ♣ Maintain a working knowledge of antecedents in behavioural interventions and being able to recognize and pre-empt triggers in recognized behaviours, thus focusing on prevention before consequence.
- ♣ Understanding the academic reinforcements for good behaviours and clarifies this for other professionals, parents and the students themselves
- ♣ Leading transition program from primary to secondary sectors by transporting students, some demonstrating behavioural issues in local primary schools to hosting SHS for introductory visits, to ease the strain when the move is eventually made.
- ♣ Negotiating (along with another teacher at a neighbouring High School) a venue with a local church for a Scholarship funded programme for literacy / numeracy and an alternate P.E programme.
- ♣ Document anecdotal feedback provided by staff and parents regarding the efficacy of the programs .
- ♣ At district level note documented data as to recognize a vast majority of students have seen a decrease in suspension rates and an increase in curriculum access time.
- ♣ Boystown programs has seen a high rate of success as evidenced through improved attendance, improved levels of self-esteem and overwhelming support of parents.
- ♣ Use as part of the whole-school behaviour management plan

- ♣ Use agencies/companies i.e. Bunning's which in the past has recognized supportive programming by offering free fortnightly work placement programme for clients in their do it yourself area.
- ♣ Utilise strength in I.T and share teachers and students working knowledge of technology with all stakeholders
- ♣ Use Ed Qld and T.A.F.E. to donate discarded computers (end of cycle) to develop an IT laboratory in BM Centre.
- ♣ Use this network as an outlet for students to retell behavioural anecdotes to reduce stress and to provide the feeling of 'being heard'.
- ♣ Use this network to enhance students' ability to complete assessment.
- ♣ Provide leadership roles for students by using them as unofficial system technicians, with given responsibilities (loading software, maintenance etc).
- ♣ Encouraging students to access IT resources during break times.
- ♣ A fully functioning IT centre with donated computers is in place at a BM Centre.? (Disused school? Wynnum Central on rail line etc / even until sale date)
- ♣ Document all students who have accessed the centre note improvement in assessment submission rates.
- ♣ Document strong anecdotal feedback provided from parents, staff and students regarding the outcomes of the BM Centre.

Communication with students demonstrating behavioural difficulties is the most crucial element of the teacher – student relationship given the correct environment and support.

- ♣ Treat all students with respect and integrity, regardless of their behavioural, social or other backgrounds.
- ♣ Support attending most school social functions and have influenced positive outcomes through counselling with challenging behaviour students and sometimes negotiating with attending policeman.
- ♣ Organizing the school float for the local parade) In the past many students have volunteered to help out on that Sat AM and PM of which Appreciation Community Certificates were publicly handed out .
- ♣ Administering and overseeing an after school Community Service Programme interacting with a helpful groundskeeper and gardener (whom are acknowledged by a gift certificate donated from a local business at the end of year staff function)
- ♣ A letter of recognition and appreciation sent to the school from stakeholders
- ♣ Status and respect level among the students is high.
- ♣ Relationship with students has in past resulted in being able to diffuse many difficult situations (students with knives, violent intruders on school grounds, collaborating with special needs teacher to calm autistic students etc.)

In such a complex role, it is important to collaborate with individuals and networks both in the school and the wider community.

- ♣ Liaise with the PCYC and developing early intervention alternative education programmes for primary students by negotiating the use of their facility.
- ♣ Help with after school and weekend activities from associated High School.

- ♣ BM teacher may attend, contribute and actively participate at P&C Meetings for students
- ♣ Organize through a local business and the Queensland Education Corporate Division, correct procedures and legal requirements for any scholarships via community links
- ♣ Attend many meetings with educational representatives and local social agencies regarding initiating a special needs behaviour unit
- ♣ Work collaboratively with special needs teacher and school chaplain to develop innovative solutions for working with complex students thus achieving a strong educational and vocational outcome for students
- ♣ The BM teacher is usually known and a respected member of both the school and local community
- ♣ Introduce scholarships for at-risk students with set goals to gain a real head start on their educational and working futures.
- ♣ Be passionate and innovative when looking for solutions to problems and appreciates management and input from others.
- ♣ Work in partnership with organizations
- ♣ Instil a strong sense of fair play and justice
- ♣ Negotiate a collaborative style of management as part of a team towards successful outcomes
- ♣ Uphold strong moral boundaries in interpersonal relationships
- ♣ Disseminate information with confidentiality and discernment, together with a comprehensive understanding of the management of these students
- ♣ Demonstrate powers of persuasion with potential employers and the ability to set up programmes
- ♣ Take on duties beyond the regular scope of a teacher
- ♣ Be a valued member of the staff always willing to help any teacher out with any BM problem or assist in troubled times
- ♣ Use transport Department with a Bus License (for weekend promotional activities for my local high / outdoor programs

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