

*Yep Behaviour Management / I really felt I made a difference / Please review - - I am thankful. As proven in the news lately Principals do not always make great decisions*

*Thanks.*

*Jack Dacey*

Role as BM Teacher at a SHS and work with behaviourally diagnosed students in an inclusive SEP 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.
- ♣ Completed Morton Bay Boat excursions adapted for behaviourally challenged students. Activities included chart reading, man overboard procedures, steering vessel, ID fish, safety measures (a boy on a previous excursion now has a boat and takes another BM client out on leisure weekend fishing).
- ♣ Utilised the Boystown Fresh Start programme on a weekly basis.
- ♣ Completed excursions of up to twenty students (on which two students later contacted institution regarding courses) to the two TAFES that afford the opportunity to show different pathways for our students.
- ♣ Maintaining 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 [REDACTED] for introductory visits, to ease the strain when the move to year 8 is eventually made.
- ♣ Negotiating (along with another teacher at a neighbouring High School) a venue with a local church for a Scholarship funded Literacy Programme. One day a week we took eight boys from both high schools for literacy and an alternate P.E programme.

#### OUTCOMES

- ♣ Significant amount of anecdotal feedback provided by staff and parents regarding the efficacy of programs I have developed.
- ♣ At district meeting documented data recognized to Senior G.O. a vast majority of students have seen a decrease in suspension rates and an increase in curriculum access time.
- ♣ Boystown program has seen a high rate of success as evidenced through improved attendance, improved levels of self-esteem and overwhelming support of parents.
- ♣ My strengths in this area resulted in me being invited to be a part of the whole-school behaviour management plan review, led by central office, in 2004.
- ♣ Bunnings recognized our supportive programming by offering us a free fortnightly work placement programme for ten boys in their do it yourself area.
- ♣ Scholarship funded Literacy Programme successful all eight boys tested

higher in literacy levels and are near the end of completion of the last year of High School.

- ♣ Utilising my strength in I.T and sharing my working knowledge of technology with students.
- ♣ Persuading T.A.F.E. to donate discarded computers to develop an IT laboratory in SHS BM Centre.
- ♣ Using this network as an outlet for students to retell behavioural anecdotes to reduce stress and to provide the feeling of 'being heard'.
- ♣ Using this network to enhance students' ability to complete assessment.
- ♣ Providing 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.

#### OUTCOMES

- ♣ A fully functioning IT centre of up to 15 computers is in place at SHS BM Centre.
- ♣ All students who have accessed the centre have seen some improvement in assessment submission rates.
- ♣ Strong anecdotal feedback provided from parents, staff and students regarding the outcomes of the IT Centre.

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

- ♣ Treating all students with respect and integrity, regardless of their behavioural, social or other backgrounds.
- ♣ 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 (the second I have been involved in) Many students I influenced in earlier years volunteered to help out on that Sat AM and PM of which Appreciation Community Certificates are to be publicly handed out .
- ♣ Administering and overseeing an after school Community Service Programme interacting with the helpful Groundskeeper and Gardener ( whom are acknowledged by a gift certificate donated from a local business at the end of year staff function)

#### OUTCOMES

- ♣ A letter of recognition and appreciation was sent to the school from the Spring Parade Organizer.
- ♣ Status and respect level among the students is high.
- ♣ Relationship with students has resulted in my 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.

- ♣ Liaising with the PCYC and developing early intervention alternative education programmes for primary students by negotiating the use of their facility.

- ♣ Helping with after school and weekend activities for my last High School.
- ♣ Attending, contributing and actively participating at P&C Meetings for students
- ♣ Organize through a local business and the Queensland Education Corporate Division, correct procedures and legal requirements for a scholarship to celebrate a long servicing community leader and educator in our community
- ♣ Attend many meetings with educational representatives and local social agencies regarding initiating a special needs behaviour unit
- ♣ Working collaboratively with special needs teacher and school chaplain to develop innovative solutions for working with complex students.

## OUTCOMES

- ♣ As a BM Teacher I was known and respected member of both the school and local communities
- ♣ Scholarship has now been active for four years and has seen four young students at-risk of leaving school gain a real head start on their educational and working futures.
- ♣ The strong working relationship with special needs teacher and chaplain has achieved strong educational and vocational outcomes for many students.
- ♣ The skill of international transference to my work as I have lived and worked in other countries and educational models empathy for students who are at risk and go the extra mile for those students who others tend to give up on
- ♣ Passionate and Innovative when looking for solutions to problems and appreciates management and input from others.
- ♣ Work in partnership with organizations and partnerships
- ♣ Strong sense of fair play and justice, and relate well to people with similar integrity.
- ♣ Negotiate a collaborative style of management as part of a team towards successful outcomes
- ♣ Uphold strong moral boundaries in interpersonal relationships
- ♣ I have had experience in teaching rapists, murderers and petty crime individuals at a Boys Remand Home
- ♣ The ability to disseminate the 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