An introduction to Effective School Principles for secondary schools
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Effective Secondary Schools in the Caribbean

The literature on Effective Schools highlights eight major characteristics which have been widely identified as factors that positively influence student achievement. These are:

- a focus on student achievement
- effective classroom instruction
- high standards and expectations for students
- an orderly and secure climate for learning
- strong leadership - particularly from principals
- a shared vision about educational purpose among school staff
- a linkage between assessment and curricular practices,
- supportive home-school links

These in essence correlate strongly with the global Child Friendly School (CFS) Framework which has been used to move schools and education systems progressively towards implementation of quality standards to better ensure the well-being and fulfilment of children’s rights as learners.

Together these eight factors provide the core elements for effective schooling and serve as a useful guide for educational leaders and policymakers in improving student performance and the quality of schooling.

The vision for secondary schools is to foster and develop school climates where all students are engaged, supported and enjoy positive relationships with their peers and teachers whilst utilizing available opportunities to prepare for future careers. This requires every student to be actively involved in the process of learning.
This is accomplished through a focus on personalized learning, strong teacher-student relationships, positive behaviour supports, the development of lifeskills and parental involvement. The realisation of this vision will call for collaboration, retooling and creativity on the part of all stakeholders.

Schools will therefore need to examine and rethink their approaches to the management and engagement of staff, students and their families to ensure shared expectations and common approaches to students’ learning experience.

Guided by the principles of inclusiveness, student-centredness and democratic participation, schools would be required to emphasize practices and systems which enhance quality standards in the Caribbean in the following areas of focus:

- Positive Behavioural Management Strategies
- Student-centred Education
- Student participation
- Effective School leadership and Management
- Inclusive, student-seeking non-discriminatory practices
- Staff professional development
- Healthy and health promoting practices, including teaching of PE, sports and lifeskills-based HFLE, healthy eating habits
- Gender sensitive and friendly environment
- Spiritual Care
- Safe, protective and nurturing environment

THE EFFECTIVE SECONDARY SCHOOL:

- Is gender-sensitive addressing the needs of both male & female adolescents
- Involves students in active and participatory learning
- Develops students’ self-esteem and self-confidence free of bias from teachers and parents
- Involves all students, families and communities; it is particularly sensitive and protective of the most vulnerable adolescents
- Is healthy; it has safe water and adequate sanitation, with separate bathroom facilities for male & female adolescents as well as teachers
- Protects students - there is no physical, sexual or mental harassment or abuse
- Teaches students life skills like conflict resolution, negotiation, decision-making
- Empowers students with knowledge and skills for healthy self-management including HIV and violence prevention
I. Administrative Support

As the school’s administrative leader the Principal’s support is essential for the successful implementation of any Principles. By establishing and articulating a clear vision the principal sets the tone and removes barriers to implementation so that the implementation team can carry out its objectives.

II. Staff buy-in and commitment

The teaching and non-teaching staff are the main implementers of Effective School Principles at the school. Their commitment and support is therefore vital for successful implementation.

Schools can gain staff buy-in by:

1. Sensitising staff about what is the Effective School Principles and what practices will be implemented at the school
   a) All teaching and non-teaching staff should be sensitised.
   b) A clear rationale for implementation of Effective School Principles should be shared along with information on the basic components of the Principles.
   c) Clear linkages should be established between the Principles and how they support the mission and vision of the school.

2. Showing the need for the practices
   a) Show how the practices will improve school climate, teaching, learning and behaviour.
   b) Show implications for improving pedagogy

3. Soliciting feedback from staff
   a) What are we doing now to address behavioural and teaching and learning challenges?
   b) Is it working?
   c) How can it be improved?
   d) What is the cost of not addressing these challenges?

4. Showing the potential for success
   a) Conduct a six week pilot in one class, focusing on a common goal (e.g. increase number of students completing homework; % decrease in office referrals)
   b) After implementation, show data that illustrates reduction or increase in target behaviour
   c) Have staff share a positive experiences of the intervention
   d) Have students share what the experience was like for them (e.g. through journals, focus groups, interviews, surveys, invitations to share at staff meetings)

5. Making adoption as easy as possible
   a) Incorporate staff incentives
   b) Provide manuals to guide implementation
   c) Provide the necessary forms
   d) Provide training on how to implement for all stakeholders

6. Visiting schools implementing practices to improve school effectiveness

7. Engaging in ongoing communication with all stakeholders.
   a) Spot meetings, posters, newsletters or memos can facilitate ongoing contact and visibility among students, teachers, parents and the community.

HOW PRINCIPALS CAN SUPPORT THE PROCESS

- Promote a common vision for the school’s culture and mission
- Deliver a consistent and ongoing message of implementation
- Create relationships with staff and other stakeholders which are based upon mutual respect and shared responsibility
- Create a culture of collaboration and problem solving
- Invest in professional development for staff
- Facilitate planning and implementation by providing time for the implementation team to meet
- Integrate Effective Schools practices with other school improvement initiatives
- Create opportunities for students to partner with staff
III. Establishing a School Team

The Role of the Team

Implementing the Effective School Principles calls for a collaborative approach. Once schools decide to implement the Effective Schools Principles, a school based team should be created to coordinate the planning and implementation process.

Team Composition

The team should be representative of the entire school community. It should include representatives from all levels of school administration (e.g. Principal, Deputy Principal, Senior Teacher, Year Head and Subject Coordinators), the guidance counsellor, teachers from different departments of the school, specialist teachers, a student representative and a parent representative.

Other members of staff can be co-opted as needed as the team begins to address different areas of implementation. For example, the team may wish to co-opt members of staff to serve as a behaviour support team, data management team or a safety committee. In cases where these committees already exist, then the Effective School Principles can be infused. To work smarter and ensure optimum use of resources it will be important to determine which committees to eliminate, which to combine and which require more support.

GAINING PARENTAL SUPPORT

Parent support is essential to the success of the Effective School Principles implementation. This support can be encouraged through:

1. Parent orientations
2. Open Days
3. Ongoing and communication through varied methods
4. Parent workshops

This team will be responsible for conducting an initial needs assessment, developing a plan of action and guiding and monitoring the implementation of this plan.
Team Training

The team should be exposed to a 2-3 day workshop on implementing the Effective School Principles to prepare them to guide the implementation process. Those who attend the orientation should then return to their schools and share what they have learnt with the other members of staff to create interest and support for the implementation process.

Team Meetings

The team should meet at least monthly but during initial planning the team may need to meet more frequently to facilitate the needs assessment process, develop an action plan and problem solve.

IV. Conduct a needs assessment

There are several areas of focus and it can be overwhelming for teams to concentrate all aspects of the Key Principles. A comprehensive needs assessment can help schools to identify which areas are priority for their individual school environments.

Students, teaching and non-teaching staff, and parents should be given an opportunity to participate in the needs assessment. Surveys, focus groups, interviews and observation are some of

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**Making It Work: Establishing A Leadership Team**

- Use existing committees as much as possible
- Embed ESP practices into activities into current initiatives
- Communicate frequently with staff to help them feel a part of the change process
- Invite staff to participate in the problem solving process
the forms which the needs assessment can take. It should be noted that the student council can play an indispensable role in supporting the needs assessment process.

Areas which should be assessed include:

- School Safety
- Disciplinary structure
- Student Participation
- Parental Involvement
- Student-Centred practices
- Health and Family Life Education

The ESP Standards Survey is one tool that schools can use to comprehensively assess these areas (see appendix).

V. Create a Plan

Once the needs assessment is complete, a written implementation plan can be designed with the involvement of all stakeholders to create a systematic plan for improving discipline, academic achievement and the climate of the school. The plan should identify a sequence of activities, resources and people needed to achieve the school’s goals. Short and long term goals should be included as it takes about 3-5 years to integrate ESP practices into the fabric of how the school functions. Given the busy environment of a secondary school the plan can help to keep the staff focused on their goals despite the passage of time and the presence of competing demands. The “Thinking through Your Problem” sheet in the appendices can assist with the process of creating an implementation plan.

MAKING IT WORK: CREATING AN ACTION PLAN FOR YOUR SCHOOL

1. Communicate the plan
   Once the plan is finalized, meet with all stakeholders to share it. Outline the goals, next steps and how they can support the process.

2. Implement the plan
   Some plans never reach fruition. Administration must actively seek to ensure that this does not happen by sending a consistent message of positive change and implementation. Think sustainability as you implement.

3. Evaluate your efforts
   Use assessments, checklists, observation and behaviour data to monitor and evaluate implementation in an on-going manner. A start-up checklist is included in the appendix.

IMPLEMENTING THE EFFECTIVE SCHOOL PRINCIPLES AT THE SECONDARY SCHOOL

Tips from Deputy Principal, Lititia Harris-Lawrence, Irene B. Williams Secondary School in Antigua

1. Always include the guidance counsellor on the team
2. Involve students
3. Use existing structures so it won’t come across as extra work
4. Introduce interventions based on school’s reality
5. Tweak interventions as you see fit for your context
6. Be aware that it is a process. It takes time.

RESOURCES

Websites
- http://www.unicef.org/easterncaribbean/
MODULE 1
Implementing Positive Behaviour Support Systems: A Three Tiered System
MODULE 1
Implementing Positive Behaviour Support Systems: A three tiered system

Overview of Positive Behaviour Supports

The most effective strategies for preventing problem behaviour in school include:

- Clear and Positive Behavioural Expectations
- Teaching and acknowledging expectation
- Training staff in supervision skills
- Deploying Behaviour Plans linked to School-wide Expectations

What are Positive Behaviour Support Systems?

Positive Behaviour Support system is a three tiered intervention model which encompasses these research validated strategies for preventing problematic behaviour in schools and managing those behaviours when they do occur. In essence PBS is a set of strategies and systems to increase the capacity of schools to reduce school disruption and educate all students including those with problem behaviours.

These strategies are based on an understanding that promoting positive behaviours is more effective for discipline than waiting battle against
negative behaviours when they occur. PBS strategies establish a positive school climate by providing a foundation for positive adult-student interactions and shifting behaviour management styles from reactive to proactive.

KEY POINTS
SCHOOLS IMPLEMENTING PBS
“Establish regular, predictable, positive learning & teaching environments”
“Train adults & peers to serve as positive models”
“Create systems for providing regular positive feedback”
“Acknowledge students when they are “doing the right thing””
“Improve social competence”
“Develop environments that support academic success”
(Sugai 2001)

KEY POINTS
PBS IS NOT A PACKAGED PROGRAMME.
Rather it is a way of establishing a positive environment conducive to learning based on a social culture that each school develops.

PBS is really a focus on adult behaviour that begins with adults first clarifying their expectations then teaching those expectations, followed by consistently acknowledging students who meet those expectations.

(March, 2014)

KEY POINTS
POSITIVE BEHAVIOUR SUPPORT (PBS): SUPPORT FOR EVERYONE
1. Clear systems support adult behaviour
2. PBS practices support student behaviour
3. Data supports decision making for all educational stakeholders
STEP 3: EDUCATE STUDENTS ABOUT THE DESIRED BEHAVIOURS AS OUTLINED IN THE EXPECTATIONS

- Operationalise the expectations for settings around the school. A teaching matrix can be used to show what behaviour is expected in each setting.

- Actively teach appropriate behaviour through modelling and direct instruction in each school setting where the behaviours are expected to occur. Be sure to provide a rationale for why the behaviour is important.

- Write lesson plans for teaching the expected behaviours.

- Make a plan for when, who, and how the lessons will be taught.

- When teaching expectations define abstract values like respect and responsibility by using examples and non-examples of what they look and sound like in various school settings.

- Involve students in teaching the expectations (drama, music, role plays)

- Use technology (e.g. YouTube videos on expected behaviours filmed by students)

- Integrate teaching of expectations into curriculum (e.g. For a school with the expectations of Respect, Responsibility and Safety students may write stories in English about a character who learns how to be responsible or students could create posters in Art showing what it means to be safe at school)

- Use posters or other media to reinforce expectations.

- Host an open forum for parents and students on the expectations and what they mean for life at school and in the community.

- Include expectations, logo and catch phrase in correspondence with parents to aid reinforcement at home.

STEP 4: MONITOR STUDENT BEHAVIOUR

Active Supervision

As PBS depends on consistency and reinforcement it is important that all adults in the school participate actively in monitoring student behaviour in classroom and non-classroom areas.

Staff should be trained in supervision to support their use of active supervision skills which involve:

1. **Movement** - Move around the school compound regularly and unpredictably during supervision.

2. **Interaction** - Interact frequently and positively with students while supervising.

3. **Scanning** - Scan the area you are supervising continuously and overtly

Monitoring Students through Data Collection

Another way to ensure that students are consistently monitored is to track student behaviour through the use of office referral forms, guidance
counsellor referral forms, minor incident report forms and behaviour logs. Parent notification forms can be used to help parents monitor their child’s behaviour at school.

These forms leave a trail of data which can then be summarised and analysed for further decision making. The data also allows schools to identify and intervene appropriately with those students who are in need of greater behavioural support.

STEP 5: ACKNOWLEDGE STUDENTS

Schools who build a culture of acknowledgement improve the frequency and quality of interactions between students and adults on the school compound. This in turn:

- Creates a sense of connectedness to school
- Fosters better student/teacher relationships
- Contributes to a sense of community and unity
- Reinforces positive student behaviours
- Leads to positive changes in behaviour

Moreover, students have higher rates of academic and behaviour outcomes when adults are supportive in their interactions with students.

Here are some things to consider when implementing a recognition system at secondary schools.

Incentives should be:

- Simple and easy to implement
- Reasonable (time, expense)
- Based on the student’s interests and input
- Age appropriate (e.g. some adolescents feel embarrassed if singled out)
- Offered as a pool of options that includes combinations of privileges, tangibles and social recognition
- Varied every couple of weeks to sustain interest

Examples of Recognition:

A good recognition system is varied and includes different schedules of acknowledgement throughout the school year. The optimum recognition system has 3 levels of recognition as outlined below.

<table>
<thead>
<tr>
<th>Level 1: free and frequent</th>
<th>Merit Points/ House Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2: weekly/monthly (Form based)</td>
<td>Certificates; Special Privileges</td>
</tr>
<tr>
<td>Level 3: Termly/Yearly (School-wide)</td>
<td>School-wide celebrations (Tours, Special Assemblies, Celebration Parties, Picnics)</td>
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ACTIVE SUPERVISION IN ACTION

AT THE IRENE B. WILLIAMS SECONDARY, ANTIGUA & BARBUDA

To address the issue of loitering hall passes have been introduced and ancillary staff have been stationed by the bathrooms to monitor loitering in this area.

HOW ACTIVE IS SUPERVISION

AT YOUR SCHOOL?

When supervising does your staff:

1. Positively interact with most students?
2. Move continuously throughout area?
3. Scan frequently?
4. Have at least four positive interactions for each negative student contact?
5. Handle minor rule violations efficiently?
6. Follow school-wide procedures for handling major rule violations?
7. Know the school-wide expectations?
8. Positively acknowledge at least 5 different students for displays of the expected behaviours?

CHECK POINTS

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When acknowledging students let Ma’am guide you. Are your rewards:

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<td>Do you and your colleagues agree on what will be utilised?</td>
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<td>M: Mission oriented</td>
<td>Does your acknowledgement align with your school’s mission?</td>
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(Adapted from March, 2013)

The following are examples of various components of a recognition system:

**Positive Adult Attention**

Positive adult attention is one of the most powerful reinforcers of appropriate student behaviour. By agreeing as a staff to aim for a ration of giving students positive attention at least 4 times for every one corrective interaction, adults can set a positive tone in their classrooms. This simple ratio has been demonstrated in research as effective in changing students’ behaviour.

**Positive Acknowledgement Activities**

Students who have met the behavioural criteria for the specified period of time (month/term/school year) can be invited to a special celebratory event such as a picnic, encouragement party or tour. These should be done at the level of the class, year level and school-wide. Be sure to acknowledge students who experience challenges academically or in sporting activities but who give of their best.

**STEP 6: DEVELOP A SYSTEM FOR FIRM BUT FAIR CONSEQUENCES**

**Implement a Tiered consequence system**

Consistency is essential to managing behaviour effectively. It is important that students expect and receive consistent and predictable responses from all staff for behaviour infractions. Establishing minor and major offences allows teachers to “get on the same page” as to what is unacceptable behaviour and how it should be handled.

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(Adapted from March, 2013)
When implementing a tiered consequence system it may be helpful to implement a sequence which is used with some variation among the junior and senior departments. A basic sequence may comprise:

- A warning
- Teacher-student conference
- Parent contact
- Office discipline referral

**Determining Classroom vs. Office Managed Behaviour**

There should be consistency in what behaviours are sent to the Principal. To accomplish this, staff should identify the behavioural infractions which are common at their school and determine which infractions will be handled at the classroom level, year head level and which will be handled by the Deputy Principal or Principal. In addition, strategies to manage the different levels of infractions should be clearly outlined to empower teachers to manage their classes effectively. Training in classroom management for all staff should be conducted.

**Alternatives to out-of-school suspension:**

Schools that are safe and protective have procedures in place to deal with the full continuum of student behaviour from minor to serious infractions. These schools have a variety of consequences which support students who have difficulty meeting the behavioural expectations while sending a strong disciplinary message without relying heavily on exclusionary practices such as out of school suspensions and expulsions. These practices should be used systematically and form part of the overall behaviour support plan.

**Effective Teachers & Academic Support**

Some behavioural challenges come about as a result of academic challenges. In addition to behaviour support through recognition and corrective responses to infractions it is important to set up academic support for students and maintain effective instructional practices. Teachers can maximise learning and minimise disruption by attending to the first seven minutes of instruction. During this time effective teachers:

1. Greet students at the door
2. Connect lesson to previously taught lesson
3. Show enthusiasm for content
4. Present clear objectives and directives
5. Respond positively to students who are following directions
6. Provide opportunities for all students to respond

(March, 2014)
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<th>DESCRIPTION</th>
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<tr>
<td>In school suspension</td>
<td>This should be well structured and include social skills instruction related to the problem behaviour demonstrated by the student. For example a student whose problem behaviour is fight should be taught emotional regulation skills. Academic instruction should also be included. There should be a clearly defined procedure for general classes. Care should be taken to ensure that in-school suspension is not used as a way to avoid attending classes.</td>
</tr>
<tr>
<td>Problem Solving &amp; Contracting</td>
<td>Problem solving approaches can assist students with learning to make healthy decisions. Contracts can be developed to keep students keep on track. Acknowledgement and consequences should be included to reinforce appropriate behaviour and discourage inappropriate behaviour.</td>
</tr>
<tr>
<td>Restorative Practices (e.g. Restitution, Teen Courts)</td>
<td>This permits the student to make amends for his actions. This is done by directly addressing the problems caused by their behaviour. For example a student who has defacing the walls would be expected to clean them or work to improve the physical school environment.</td>
</tr>
<tr>
<td>Counselling</td>
<td>Support from a trained professional may be needed to help students work through personal issues or skill deficits which may be impacting their behaviour and learning.</td>
</tr>
<tr>
<td>Individual Behaviour Plans</td>
<td>A structured behaviour plan specific to the student and their problem behaviour can help the student to focus on increasing appropriate behaviour.</td>
</tr>
<tr>
<td>Community Service</td>
<td>Arrangements can be made for students to perform a required amount of hours in community service outside of school hours.</td>
</tr>
<tr>
<td>Behaviour Monitoring (e.g. Behaviour Checklists, Daily Monitoring Charts)</td>
<td>Pair students with an adult mentor who works with the student help them to monitor their behavioural progress along with their parents. Behavioural targets are set and acknowledgement is provided for successful performance.</td>
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<tr>
<td>Parent Involvement</td>
<td>Contact between parents and the school should be increased with an aim of increasing parental supervision and parents’ involvement in the behaviour support strategies being implemented with their teen.</td>
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STEP 7: COLLECT AND USE DATA ON BEHAVIOUR FOR DECISION MAKING

The effectiveness of PBS strategies at the school can be evaluated through the collection on the following data over a period of time:

- Suspensions
- Expulsions
- Number of office referrals
- Types of reoccurring problem behaviours
- Number problem behaviours dealt with by teacher
- Number of problem behaviours dealt with by office

The office referral form can serve as the primary source of data. To ensure that the data collection system functions effectively:

1. The form should collect information on:
   a) Who made the referral
   b) Type of problem behaviour
   c) Location of the incident
   d) Time of the incident
   e) Who was involved
   f) Teacher actions
   g) Administrative actions

2. All staff should receive training on the correct way to complete the office referral form and the procedure for submitting the form

3. There should be a clear process for entering the information from the office referral forms into a database, summarising the information and sharing the data with staff, students and parents.

ALTERNATIVES TO OUT OF SCHOOL SUSPENSION IN ACTION

An alternative to suspension at North East Comprehensive School, Dominica

Instead of suspending students who chronically get into trouble, the members of staff at North East Comprehensive School have implemented the student behaviour checklist. Students involved in the programme are required to meet with the Principal and review their daily expectations at the beginning of the day. At the end of the day the student meets with the principal again and together they reflect on what went well and what did not go well that day. They also examine the reasons.

Kendal Stevens, a student in the programme admits that in the past he used to engage in antisocial behaviour. However, he remarked that this daily reflective process has helped to keep him on track. He acknowledges that his behaviour has changed for the better. Specifically he has stopped giving trouble, loitering and he now brings his materials to school and feels motivated to complete school and homework.

IMPROVING BEHAVIOUR THROUGH LITERACY AT SPRINGER MEMORIAL SECONDARY SCHOOL, BARBADOS

Recognising that inappropriate behaviour is sometimes a result of academic challenges, the Springer Memorial School has sought to improve behaviour through a literacy intervention. Students in this programme are encouraged to read and then interviewed on the books by a panel of teachers. Students compete for prizes which include certificates, wrist bands, trophies and the coveted title of “Reader of the Year.”

As a result of the programme, students are more settled and motivated to learn. Their writing skills have also improved. Year Head, Mr. Francis Thompson has indicated that “The students are settled as the programme has engendered a focus on their performance and an appreciation for learning.”
**Tips from Deputy Principal Lititia Harris-Lawrence, Antigua**

**Be developmentally appropriate:**

- The behaviour system for junior school including rewards should be different from the senior school.
- Year heads should be free to make adjustments to suit the students in their year level.
- Rewards should fit the students’ stage of development and their interest.

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**CHECK POINTS**

**WONDERING HOW YOU WILL KNOW IF YOU HAVE BUILT A POSITIVE SCHOOL CULTURE BASED ON YOUR SCHOOL'S IMPLEMENTATION OF PBS?**

- Can a visitor identify the behavioural expectations within 5 min of entering your school?
- Can students state the behavioural expectations? - Ask 10 randomly selected students
- Are students are frequently recognized for appropriate behaviour? - Ask 10 randomly selected students if they have been acknowledged for appropriate behaviour in past week.
- Does the staff and families know the behavioural expectations
- Do peer interactions reflect the expectations
- Do students encourage their peers to follow the behavioural expectations
- Is the physical environment cared for? Broken windows and graffiti can contribute to further antisocial behaviour.
- Do students approach adults with their concerns and ideas

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**TIER 2**

One of the benefits of implementing positive behaviour supports is that it provides supportive structures for all students. It is recognised that some students will have difficulty responding consistently to the school-wide interventions offered in tier one. These students are at risk of developing chronic behavioural problems. Tier 2 PBS interventions therefore provide support to this small percentage of students.

**STEP 1: ENSURE THAT SCHOOL-WIDE SUPPORTS ARE IN PLACE FOR ALL STUDENTS**

Before implementing tier two supports it is essential that schools ensure that they are implementing tier one consistently and effectively. **Consider tier one interventions:**

- Have expectations been identified, taught and re-taught?
- Is there a plan in place for encouraging appropriate behaviour through acknowledgement?
- Is there a system for addressing inappropriate behaviour when it occurs?
- Are students being taught social and emotional skills?

The effectiveness of tier one interventions can also be assessed by reviewing data from sources such as the number of office referrals, problem locations, problematic times of school day and suspensions.

**STEP 2: CREATE A STUDENT SUPPORT TEAM**

This team can be comprised of teachers, special education teachers, guidance counsellors and administrators. Resource persons from the community can also be included (e.g. psychologist, social worker, retired educators and police officers). The team is created to identify and intervene with students in need of Tier 2 and Tier 3 supports. This is accomplished by a review and analysis of student data to identify students.
### MAKING IT WORK: STUDENT SUPPORT TEAMS IN ACTION

This team exists to support students with chronic academic and behavioural challenges. Key tasks include:

- Developing a systematic process for identifying at risk students (through data and teacher nomination)
- Identifying students in need of greater support
- Selecting interventions for tier 2
- Matching students with appropriate interventions
- Monitoring students’ progress by documenting interventions and their outcomes
- Monitoring the effectiveness of the interventions and adjusting as needed
- Communicate progress with student, staff and family

This team should receive training on the research and interventions associated with tier 2. They should also be trained to conduct functional behavioural assessments and to implement Check In Check Out (see resource list for further information on Check In Check Out).

### KEY POINTS

- Who need more academic or behavioural support
- Who could benefit from alternatives to suspension
- Who could benefit from increased monitoring, feedback or mentoring
- Who are demonstrating similar behaviour problems

Students can be referred to the team after a determined number of office referrals (e.g. 3-5). They may also be referred by staff of parents.

### STEP 4: IDENTIFY A SELECTION OF INTERVENTIONS TO ADDRESS THE VARIOUS NEEDS OF STUDENTS.

Tier two interventions usually include increased structure, prompts, monitoring, feedback and instruction on behavioural and academic skills. Select interventions based on students’ emotional, behavioural and academic needs while considering the culture of the school and its available resources.

#### Examples of Tier Two Interventions and Supports

<table>
<thead>
<tr>
<th>Parent/Student/Teacher Conferences</th>
<th>Parent Support Groups</th>
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<tbody>
<tr>
<td>Social/Emotional Skills Instruction Groups</td>
<td>Parent Training</td>
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<tr>
<td>Academic Skills Training Groups</td>
<td>Increase supervision in non-class settings through</td>
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<tr>
<td>Increased academic support</td>
<td>Structured lunch time</td>
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<tr>
<td>Behaviour Plan</td>
<td>Altered schedules</td>
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<tr>
<td>Increasing student connection to community through assigning meaningful tasks</td>
<td>Active supervision</td>
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<td></td>
<td>Check-In Check-Out</td>
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<tr>
<td></td>
<td>Mentoring Programmes</td>
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<td></td>
<td>Community Based Programmes</td>
</tr>
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</table>

### STEP 5: ASSIGN STUDENTS TO APPROPRIATE INTERVENTIONS AND MONITOR THEIR PROGRESS

Students should be matched to interventions by a decision-making process, guided by the belief that all behaviour serves a purpose and that there is an underlying function of behaviour for students who repeatedly engage in problematic behaviours. The intervention selected is therefore based on an assessment of the student’s behaviour.

After the intervention has been implemented, students who show improvement can be transitioned back to depending on tier one supports but those who continue to struggle may need to be referred for the more intensive interventions offered by tier 3.
**STEP 6: REVIEW SELECTED INTERVENTIONS TO DETERMINE OVERALL EFFECTIVENESS**

Ongoing monitoring of the interventions should take place. Data can be obtained from sources such as office referral forms, student attendance, student observation as well as staff and family reports on student progress.

Interventions can be modified, revised or removed from the list of interventions used, if necessary.

In each school environment there is a small group of students who fail to respond to either tier one or tier two interventions. This group of students, though small in number have the potential to absorb a high percentage of a school’s resources. These students require the continuing foundational support of tier one and two but they also need intensive and collaborative support. It is especially critical to intervene with these students as their chronic misbehaviour often places them at risk of dropping out, expulsion or being involved in the criminal system.

**TIER 3**

**STEP 1: REVIEW TIER ONE AND TWO INTERVENTIONS TO ENSURE THAT THEY ARE WORKING EFFECTIVELY**

Self-reports, observation, office referrals, reports from students, parents and staff can be used to examine whether these interventions are being implemented effectively or whether they require adjustment.

**STEP 2: DETERMINE HOW STUDENTS WILL BE IDENTIFIED FOR TIER THREE SUPPORTS**

If one or more tier two interventions have been implemented without success the student support team may consider more intensive supports. Some instances where Tier three interventions may be implemented include:

- Students who are unresponsive to tier one and two
- Dangerous or disruptive infractions
- Chronic infractions

**STEP 3: SELECT AND IMPLEMENT INTERVENTIONS WHICH ADDRESS THE VARIOUS NEEDS OF STUDENTS**

Examples of interventions include:

- Functional Behavioural Assessments
- Individual Behaviour Support Plans
- Collaboration with parents
- Collaboration with social agencies and specialists who work with adolescents
- Intensive social skill instruction
- Referral to a counsellor, social worker, psychologist or physician

**STEP 4: IDENTIFY RESOURCE PERSONS AND AGENCIES IN THE COMMUNITY TO WHICH STUDENTS CAN BE REFERRED FOR APPROPRIATE SUPPORT.**

It may be necessary to seek support for these students outside the school environment. Schools should be aware of the community agencies which work with children and their families around issues such as parenting, substance abuse, mental health and academic support. They should seek to develop a relationship with these agencies or individuals so that they can collaborate or refer as needed.
RESOURCES

Books
- The PBIS Team Handbook – Beth Baker & Char Ryan
- Managing Classroom Behaviour Using Positive Behaviour Supports – Terrance M. Scott, Cynthia M. Anderson & Peter Alter

Websites
- www.pbis.org
- www.successfulschools.org
- www.interventioncentral.org
- http://pbismaryland.org/
- http://flpbs.fmhi.usf.edu/
- http://www.edweek.org/ew/articles/2012/10/17/08restorative_ep.h32.html
- http://www.edweek.org/ew/articles/2012/10/17/08restorative_ep.h32.html
AN INTRODUCTION TO EFFECTIVE SCHOOL PRINCIPLES AT SECONDARY SCHOOLS
MODULE 2
Creating Safe and Protective Schools
 MODULE 2

Creating Safe and Protective Schools

The research shows that, by creating school climates where students and staff feel safe and respected, an environment is created where teaching and learning flourish.

In this chapter we will explore how schools can promote greater safety.

What are the characteristics of safe and protective schools?

Safe and protective schools:

- Have high expectations of all students
- Involve families in meaningful ways
- Develop links with the community
- Emphasise positive teacher-student relationships
- Discuss safety issues openly
- Provide opportunities for students to share their concerns
- Strive to eliminate all forms of violence and abuse
- Have a system in place for referring students who have been abused
- Identify threats to safety and work towards solutions with the participation of all stakeholders
- Help students to transition to adulthood
- Have a comprehensive safety plan

STEPS TO CREATING SAFE AND PROTECTIVE LEARNING ENVIRONMENTS

STEP 1: ASSESS HOW SAFE IS YOUR SCHOOL

Safety can be conceptualised along a continuum of unsafe to safe. Instruments such as the School Safety Survey (Sprague, Colvin & Irvin, 2002) can help schools to assess school safety with the full participation of all stakeholders. (See appendix)

To assess school safety it is therefore important to identify threats to students as well as the protective factors which are present.
By assessing the perceived safety at the school teachers can develop an understanding of:

- The specific risks, threats and sources of student vulnerability
- The perceived protective factors which are currently present
- What else needs to be done to make the school safer and more protective

**STEP 2: BUILD CONNECTEDNESS TO SCHOOL**

School connectedness can be thought to be a positive dimension of an academic environment where students believe teachers care about them as learners and as individuals. Connecting students to school is especially critical in the adolescent years as it reduces the likelihood that students will engage in health-compromising behaviour and increases the likelihood of academic success. On the other hand, a lack of connection to school may place students at risk for violence. (Blum, 2005)

There are several ways to build connectedness to school.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasise communication</td>
<td>- Communicate regularly and frequently with students, colleagues and parents. (e.g. Emails, newsletters, parent communication forms, suggestion boxes, input forms from parents)</td>
</tr>
<tr>
<td>Be there to show you care</td>
<td>- Take an interest in what interests your students;</td>
</tr>
<tr>
<td></td>
<td>- Attend student activities</td>
</tr>
<tr>
<td>Build Trust</td>
<td>- Maintain confidentiality when students report dangerous activities or student infractions</td>
</tr>
<tr>
<td>Block Teaching in the junior departments</td>
<td>- Organise classes so that students are taught most periods but fewer teachers. This allows for students and teachers to experience a closer bond</td>
</tr>
<tr>
<td>Mentoring Programmes</td>
<td>- Implement a Check In Check Out Programme</td>
</tr>
<tr>
<td></td>
<td>- Assign a staff members to mentor students who are at risk of academic or behavioural problems</td>
</tr>
<tr>
<td></td>
<td>- Partner with community agencies to establish mentoring programmes</td>
</tr>
<tr>
<td>Use a firm but fair discipline system</td>
<td>- Implement Positive Behaviour Supports</td>
</tr>
<tr>
<td>Communicate high academic standards</td>
<td>- Couple high academic expectations with teacher support</td>
</tr>
</tbody>
</table>
At the level of the classroom, there are many things which teachers can do to promote school connectedness

| Make learning meaningful and relevant | Engage students emotionally by connecting the curriculum to what interests them  
Connect learning to students’ prior knowledge and experiences |
|-------------------------------------|-----------------------------------------------------------------|
| Create a clear classroom structure  | Have high and consistent expectations for behavioural and academic success  
Teach these expectations  
Have clear class routines and procedures |
| Encourage active student participation | Allow students to participate in decision making  
Give students a choice of assignments on a particular topic  
Cooperative learning |
| Build a culture of recognition      | Recognise student progress |

**STEP 3: DEVELOP A COMPREHENSIVE SAFETY PLAN**

When crises occur emotions can make it difficult to know how to respond at a time when an appropriate response is critical. By preparing a safety plan in advance of a crisis, educators position themselves to respond with greater consistency, precision and effectiveness in the event of a critical incident.

The safety plan should include:

- Safety and Protection Policies (e.g. How to prevent and respond to reports of bullying, abuse)
- Security Procedures (e.g. procedures for visitors to the school)
- Suicide prevention plan (See resources section for a sample plan)
- Violence Prevention activities (e.g. Preventing students, visitors or strangers from entering school with a weapon)
- Crisis response procedures (E.g.; natural disasters; death of a student or teacher)

**PROCEDURES FOR PROTECTING STUDENTS**

1. Train staff to recognise situations needing attention and refer them to the appropriate agencies (e.g. abuse, suicide ideation)
2. Have procedures in place to ensure quick professional responses to disclosures or suspicions regarding harm to a student
3. Identify, refer and assess at risk students
4. Build trust with students so they feel safe to approach adults
5. Sensitise parents about the signs of abuse and what to do in the event that they suspect that their child or another child is being abused.
6. Sensitise students about all forms abuse. Teach them about the signs of abuse and what to do if they or someone they know is being abused.

**KEY POINTS**
STEP 4: INVOLVE STUDENTS

There are many steps which students can take to create safer schools:

1. Report suspicious or dangerous activities to adults
2. Create or integrate student organisations that focus on school safety
3. Participate in planning and implementing the school’s violence prevention programme
4. Share “safe schools and homes” messages with parents
5. The student council can organise safety activities
6. Students can conduct action research to inform school safety initiatives
7. Model responsibility and safety
8. Conduct a safety audit at the school
9. Partner with teachers to create a safe process for reporting threats, vandalism, weapon possession, and drug or gang activity
10. Establish a peer mediation group at the school

STEP 5: INVOLVE PARENTS

Parent/school partnerships are the key to creating safe schools. Here are some of the ways that schools can partner with parents to create safer schools:

- Work with parents to create a comprehensive school safety plan. Some parents may be skilled in this area.
- Educate parents about the school’s safety policies (bully prevention, disaster preparedness, abuse reporting)
- Develop parent advisory groups devoted to school safety issues
- Invite parents to participate in assessing the safety of their children’s schools
- Invite parents to share ideas for improving school safety
- Create opportunities for parents to volunteer to work on the school’s safety initiatives

STEP 6: ADDRESS ADOLESCENT MENTAL HEALTH

Some students with mental health challenges will require appropriate support to ensure that their behaviour does not deteriorate to the point where they pose a threat to the school community.

Address mental health needs of students by:

- Sensitising staff, students and parents about adolescent mental health
- Improving access to school based mental health supports
- Working collaboratively with external social agencies and mental health professionals to ensure students are referred to their services when necessary
- Emphasising the delivery of confidential mental health services
- Promoting the psycho-socio-emotional health of teachers and students

STEP 7: TAKE CARE OF THE PHYSICAL ENVIRONMENT

The physical environment contributes to a child’s physical and emotional wellbeing. Fixed anything that is broken or needs repair and remove graffiti. If these issues are not corrected it gives students permission to disrespect the school’s physical environment.

STEP 8: CREATE A POSITIVE SCHOOL CLIMATE AND CULTURE

We know from research that the most successful schools are those that have safe, respectful
and personalized school climates and cultures. One way to build a positive climate is by increasing students’ school pride by using your mission statement as a common source of identity. For example, schools can involve students in developing a school mascot and use it to increase school pride.

### CHARACTERISTICS OF POSITIVE SCHOOL CLIMATES

1. There are high expectations for student success
2. Students are supported to be successful academically and behaviourally
3. Students feel respected, included and valued by Teachers and staff
4. Interactions are characterised by respect, kindness, appreciation and fairness
5. Students are given a voice and a role to play in the school’s decision making processes
6. Democratic participation is valued and ongoing dialogue between all educational stakeholders is encouraged.
7. Strategies for bullying prevention and abuse prevention are implemented
8. Instructional practices, materials and assessments cater to the individual differences of all students.
9. Teachers actively listen to students and parents
10. Every student feels that he or she has a trusting relationship with at least one adult at school.

*Adapted from Queen’s Printer Ontario, 2008*

### RESOURCES

Websites:
- [http://msbo.org/library/PublicSafety/BuildingSecurity/StudentSuicidePolicy.pdf](http://msbo.org/library/PublicSafety/BuildingSecurity/StudentSuicidePolicy.pdf)
- [http://www.edu.gov.on.ca/eng/parents/climate.html](http://www.edu.gov.on.ca/eng/parents/climate.html)
MODULE 3
Creating Student-Centred Learning Environments
To truly engage adolescent learners, our classrooms must be exciting yet instruction must be meaningful and relevant to the 21st century learner. If students aren’t engaged it is likely to negatively affect not only their academic achievement, but also their future engagement in the workforce and community. Stimulate greater interest and motivation for learning in secondary classrooms is therefore critical. Teachers can create this engagement by creating student-centred classrooms.

Student-centred classrooms encourage greater student participation in their learning. In student-centred classrooms:

- Students are encouraged to take an active role in their learning through asking questions, self-expression and shaping what and how they learn. This not only increases student engagement and motivation but also allows students to practice the skills of democratic citizenship (Girgin & Stevens, 2005). By extension, student engagement fosters a commitment to and love for life-long learning.

- Instructional practices and learning materials are related to students’ experiences and relevant to their needs, interests and preferences. There is a shift from a focus on the teacher as “the sage on the stage” to that of the teacher serving as a guide, coach or facilitator of learning.

As it relates to instruction in the student-centred classroom, the University of Glasgow (2014) has identified 4 general strategies associated with student-centred instruction.

- Make the student more active in acquiring knowledge and skills (e.g. exercises in class, fieldwork)
- Make the student more aware of what they are doing and why they are doing it
- Focus on interaction (peer learning, tutorials, group work)
- Focus on transferable skills

Specific steps for implementing student-centred learning practices are outlined below.
Feeling a connection and sense of relatedness to a teacher is an essential need for adolescent learners (Gregory & Ripski, 2008). This need is especially critical for those students who are at risk of substance abuse, dropping out or falling behind in school. Teachers who facilitate positive relationships in their classes create environments which cater to learning and which meet students’ developmental, emotional and academic needs.

Creating positive relationships in the classroom has a positive and long-lasting impact on students’ academic and social development. Specifically, students who experience a personal connection to a teacher, experience frequent communication with a teacher, and receive more guidance and praise than criticism, are more likely to become trustful of that teacher, show more engagement in the academic content, display better classroom behaviour, and achieve at higher levels academically (APA, 2014).

Like any other relationship, creating positive peer and student-teacher relationships requires patience, planning and commitment.

### WHAT IS RESPECT? – STUDENTS IN THE CARIBBEAN HAVE THEIR SAY

When asked how teachers show respect students gave the following answers:

**Teachers show respect to students by:**
- Talking privately to students when a problem occurs
- Using a calm tone of voice, even when upset
- Respecting personal space
- Listening without interrupting
- Having a sense of humor
- Displaying student work
- Making learning fun
- Letting parents know when they do something well
- Using students name when addressing them
- Smile
- Coming to class on time
- Showing an interest in them

### CREATING POSITIVE TEACHER-STUDENT RELATIONSHIPS

- Get to know your students’ interests and personalities
- Treat students and their families with respect and expect to be treated likewise
- Empower students by communicating positive expectations for all students
- Use positive discipline - be fair
- Be an approachable adult
- Strive to protect students from verbal, physical and emotional abuse through your words and actions
- Celebrate special events and accomplishments as a class (student in newspaper, birthdays, improvements)
- Use a suggestion box to allow students to share ideas and concerns
- Provide students with opportunities to participate meaningfully
- Help students believe in themselves (use motivational posters; help them set goals; help them to handle failure and mistakes; celebrate successes)
- Demonstrate a passion for and knowledge of your subject material
**STEP 2: ENHANCE THE SCHOOL ENVIRONMENT FOR LEARNING**

- Create a print rich environment (posters, display students’ work)
- Clean up the physical environment (remove graffiti, paint walls and doors in attractive but not overly stimulating colours)
- Make sure rooms are comfortable for students (e.g. good lighting, cool temperature)
- Work with students to design and paint murals
- Create easily but visible peaceful spots around the school for students to eat and socialise during lunch time (benches, plants, trees)

**STEP 3: IMPLEMENT SUBJECT-BASED CLASSROOMS**

Despite the challenges posed by timetabling, staff roll and lack of space, the benefits to be gained from creating subject based classrooms at secondary schools are innumerable and can be a great boost for student-centred learning. In most secondary schools students in the 1st to 3rd forms remain in their classes while different subject teachers come to them. Since no one teacher is responsible for this space there are generally sterile and the classrooms are generally without learning displays since it is challenging for the teachers to move from class to class with all the appropriate learning materials.

Class based instruction may also contribute to increased behaviour infractions and an unsettled atmosphere when teachers transition to classes. With their own classrooms teachers are better able to create print rich classrooms, create greater access to varied learning materials, set up learning corners and set the tone for classes since they receive students as opposed to the students receiving them.

To overcome the challenges associated space and low staff numbers when creating subject based classrooms:

- Assign rooms based on subjects rather than teachers. Each teacher may not have their own room.
- Allocate rooms to particular subject areas based on subject requirements (more periods=more rooms) then timetable teachers of the specific subjects to those rooms
- Consider grouping 2 similar subjects to share a space. Allocating a space for the teaching of 2 similar subjects (history & geography; chemistry and physics)

**BUILDING POSITIVE PEER RELATIONSHIPS**

Although a student may enjoy a positive relationship with his/her teacher, if they do not feel a positive connection to their classmates they are likely to want to avoid school or come but feel like an outcast. As the adult it is the teacher’s responsibility to creating a climate which is conducive to building and maintaining positive peer relationships in the classroom.

- Use inclusive pronouns such as we, us, our to create a sense of ownership among students in the class
- Model appropriate social behaviour (e.g. show courtesy; observe the dress code)
- Stress the things which your students have in common
- Stress mutual respect and responsibility
- Remove barriers to peer acceptance
- Incorporate shared experiences and task to build a sense of pride, teamwork and camaraderie (class scrapbooks, photos of class activities, bulletin boards, set class goals, rituals/traditions)
- Use team building activities to build a sense of community
- Encourage peer tutoring
- Teach conflict resolution and observe a shared procedure for resolving conflict
- Strive to eliminate bullying

**KEY POINTS**

- Use inclusive pronouns such as we, us, our to create a sense of ownership among students in the class
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- Teach conflict resolution and observe a shared procedure for resolving conflict
- Strive to eliminate bullying
**STEP 4: SUPPORT STAFF USE OF STUDENT-CENTRED INSTRUCTIONAL PRACTICES**

- Provide professional development to train staff to use student-centred instructional practices
- Monitor and evaluate staff to ensure that they are using student-centred instructional practices to reach all students (e.g. walk through, observation, team teaching, mentoring)

**STEP 5: INCORPORATE A TECHNOLOGY RICH ENVIRONMENT**

Using technology is key to student-centred learning as students’ lives are closely connected with the ever changing technological advances of the 21st century. Technology is a literacy that is expected in higher education and society. By integrating technology teachers foster active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts.

There are a few things to consider when integrating the use of technology to bring lessons to life:

1. How can the use of technology improve learning?
2. How can it increase student participation in their learning?
3. How can the use of technology create greater motivation and interest in learning?
4. What technological tools are best suited to the learning goals and objectives?
5. What tools are best suited to the learning of my students?
6. What tools do you have access to?
7. What tools does the infrastructure of your school support?
8. What tools are you comfortable using?
9. What tools do you need to learn more about?

How can technology be incorporated? There are several ways to incorporate technology in the secondary classroom:

- Seek out technological specialist to help. Find those members of staff who have a natural interest in technology to assist with staff development and creating staff interest.
- Students are a good resource as they are often experts on technology. Let them teach you how to engage technology in a way that fits their interests, preferences and technological skills.
- Avoid getting caught up in the fast paced world of technological changes. Use small, strategic steps when beginning to increase the use of technology in the classroom. Select a few technological tools and allow yourself time to learn and master their integration in your class before adding other tools.
- Games are a good way to teach and assess content.
- Include a web-based component for projects.
- Extend learning networks through the use of Skype (e.g. geography Skype to interview a geologist in another country).
- Teach students to balance technology with interpersonal skills and face to face interactions.
**STEP 6: USE STRATEGIES TO DIFFERENTIATE INSTRUCTION**

Differentiated instruction is about meeting students where they are at. Teachers who differentiate instruction acknowledge that students have different learning styles, preferences and abilities which instruction must cater to in order to reach all students. These educators understand the differences and similarities among students and use this knowledge to plan instructional activities which give students options for how they process information (Tomlinson, 1999). The foundations of differentiated instruction include:

- Ongoing formative assessment
- Recognition of diverse learners
- Collaborative learning
- Problem solving
- Choice (e.g. tasks, assignments)

**EXAMPLES OF TECHNOLOGICAL TOOLS**

- Interactive White boards
- Customisable software
- Digital Cameras
- Projectors
- Computer Games
- The Internet
- Skype
- Google Sites
- Google Drive
- Edmodo
- Magna High: Math games
- Brainpop: Games that teach a variety of subjects
- MOOCs

**MAKING IT WORK: SIMPLE STEPS TO DIFFERENTIATED INSTRUCTION IN SECONDARY SCHOOLS**

Differentiating instruction can seem like a daunting task. Frey, Fisher & Moore (2005) offer a step by step approach to guide teachers through the process of developing differentiated units for high schools.

**Step 1: Identify standards for the subject area, expectations and essential learning questions**

- **Standards:** What are the relevant content standards?
- **Expectations:** How will individual students be expected to demonstrate competency?
- **Essential learning Question:** What question should they be able to answer to prove they understood the main ideas in the lesson?

**Step 2: Design formative and summative assessments to measure student learning.**

**Step 3: Offer varied learning resources beyond the textbook.**

**Step 4: Use flexible grouping patterns for small group work.**

**Step 5: Design interrelated daily lessons and culminating activities to scaffold student understanding.**

**STEP 7: INCORPORATE EXAMPLES AND TOPICS THAT ARE RELEVANT TO STUDENTS’ NEEDS, INTERESTS, AGE AND GENDER.**

- Get to know your students’ interests
- Help students to learning to their life experiences so that they understanding that learning is for life. Use lessons which equip students with the skills they need for life in the 21st century (e.g. prepare students for a job market which requires them to adapt, collaborate and problem solve)
- Use gender sensitive teaching practices

**EXAMPLES OF TECHNOLOGICAL TOOLS**

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- Edmodo
- Magna High: Math games
- Brainpop: Games that teach a variety of subjects
- MOOCs
MAKING LEARNING RELEVANT

Reaching Students through Entrepreneurship at Portsmouth Secondary, Dominica

Recognising that the curriculum must be engaging for adolescent students, Roselin Matthew, teacher of Principles of Business sought to motivate students and prepare them for the workforce by collaborating with the Junior Achievement Programme to teach entrepreneurship skills to her students.

During the class students discuss product ideas, determine how to finance them and design a marketing plan for producing and marketing their products. They also create packaging and labels for the products.

Students involved in the class have reported several benefits. 16 year old Jeanil Pierre, President of the school’s Junior Achievement Club reported that she had time management problems before becoming involved in the programme but has now learned how to plan ahead and manage time in a way which creates balance between her CXC preparations and her responsibilities for marketing and producing her product.

Students are also learning essential skills such as money management, public speaking and how to follow protocol which are indeed necessary for life in the 21st century work environment.

TIPS: CREATING A GENDER SENSITIVE CLASSROOM

1. Sensitise yourself on what it means to be gender sensitive in the classroom
2. Examine your level of gender sensitivity
3. Consider:
   - What are the differences between male and female students with respect to attitudes and participation during lessons?
   - What are the gender biases which may be inherent in teacher-student interaction?
4. Promote equal and active participation of both genders
5. Select and incorporate teaching materials which are free from gender stereotypes
6. Give equally constructive feedback to students of both genders

TIPS: ENGAGING BOYS IN SECONDARY CLASSROOMS

At many secondary schools there is a gap in the performance of girls and boys with boys falling behind in literacy and struggling in school with lower grades, more discipline problems, more learning disabilities, and more behaviour disorders than girls (Gurian & Stevens, 2005). However some schools have been able to improve the gender gap by implementing male-friendly teaching strategies:

- Incorporate movement
- Identify and teach to their strengths
- Use challenge and choice
- Increase kinesthetic and experiential learning activities
- Use visuals to support literacy
- Offer single gender environments
- Help boys with homework
- Make reading and assignments purposeful
WONDERING HOW TO VARY INSTRUCTION TO MEET THE DIFFERENT NEEDS AND INTEREST OF STUDENTS?

Here are some Student-Centred Instructional Strategies:

1. **Problem Based learning**: Students work cooperatively to find solutions to real life challenges related to the subject content. E.g. History: How has the legacy of slavery impacted Caribbean societies economically? How can the Caribbean address this legacy?

2. **Cooperative Learning**: Students work in groups on projects under conditions which facilitate group and individual accountability.

3. **Ticket out the door writing activities**: This is a brief writing activity which can be done during the last 5 minutes of class to capture student learning. It provides an opportunity for students to consolidate their own learning and clarify any questions they have about the material. Typically students are asked to summarise the key points of the lesson. This allows the teacher to gain timely information on which concepts may need to be reviewed and with whom.

4. **Used varied teaching materials** (e.g. biographies, atlases, posters, games, computers, iPad, websites)

5. **Blended Learning**: This approach combines classroom interaction with computer or other digital activities. High engagement can be created as students work individually or in groups to use a digital device to complete an assignment.

their assigned role during the discussion. Brookfield and Preskill (1999) have offered 12 roles which persons can play during a discussion. The roles include contrarian, question asker, body language mirror, idea builder, paraphraser and appreciator.

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**STEP 8: FOSTER GREATER IN-CLASS PARTICIPATION**

- **Think Pair Share**: The teacher poses a question. The students think about it, pair with a classmate to discuss then share with the whole class.

- **Case studies**: Students read case studies then work in groups to discuss. This is followed by whole class discussion.

- **Student Presentations**: Students prepare a paper for presentation to the class. They can work individually or in pairs to prepare and present paper.

- **Assign discussion roles to students during class discussions and have them practice the behaviours associated with**

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**CASE STUDY**

**PROMOTING POSITIVE BEHAVIOUR AMONG BOYS THROUGH GENDERED ASSEMBLIES, NORTH EAST COMPREHENSIVE, DOMINICA**

North East Comprehensive Secondary School used to be known for fights and suspensions, most of which involved boys. The ESP team sought to motivate boys at the school to make wise choices and exhibit appropriate social behaviour by adopting a gender sensitive approach.

The school decided that they would have “Gendered Assemblies” every Friday. They separated the girls and boys and used the opportunity to build positive values, motivate and change the behaviour of the boys.

These assemblies have had some positive results for the boys. They have a greater desire to become involved in leadership positions at the school and they are behaving better. Cursing and fighting has been reduced significantly. In addition the boys have created a Young Males Leadership Club which undertakes projects such as redesigning the male bathroom and mentoring sessions for younger males from the junior classes.

**AN INTRODUCTION TO EFFECTIVE SCHOOL PRINCIPLES AT SECONDARY SCHOOLS**
RESOURCES

Books
- The Highly Engaged Classroom – Robert J. Marzano & Debra Pickering
- Teaching with Heart – Judy Capehart
- Learner Centred Classroom Practices and Assessments – Barbara L. Mc. Combs & Lynda Miller
- The Learning Revolution – Gordon Dryden & Jeannette Vos

Websites
- http://www.freetech4teachers.com/
- http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/Strengthening-Student-Engagement@-What-Do-Students-Want.aspx
- http://www.edutopia.org/project-learning-teaching-strategies
- http://www.openculture.com/free_certificate_courses
AN INTRODUCTION TO THE EFFECTIVE SCHOOLS FRAMEWORK AT SECONDARY SCHOOLS
MODULE 4

Creating Opportunities for Meaningful Adolescent Participation
Student participation is common at secondary schools. Unfortunately at times this participation is not truly meaningful. When participation is meaningful, students initiate activities and share decision making with adults at their school.

Student involvement is meaningful when:

- Students are allies and partners with adults in improving schools.
- Students are trained to lead effectively
- Students’ voices are heard, acknowledged and considered

Leadership skills are critical for a successful transition to young adulthood. By emphasising meaningful student participation, schools provide adolescents with the opportunity to develop the values and competencies which they will need to function as productive members of a democratic society such as responsibility and decision making.

Engaging students in their learning and the leadership of their school creates a connection to school which is protective, especially for those students who are at risk of school failure or antisocial behaviour. High levels of student participation is associated with decreased incidences of social problems, reduced involvement in risky behaviour such as drug use, and decreased juvenile delinquency. In addition when students are provided with opportunities to partner with adults they:

- develop strong connections to their school, peers and teachers
- tend to do better academically
- develop leadership skills
- help to create safe and protective learning environments
- gain confidence
- are prepared to transition to young adulthood, higher education and the workplace

Despite the benefits to students, staff and the school climate which come about when students assume meaningful leadership roles at school, there have been challenges to student participation at secondary schools as result of resistance from adults who fear that students will use their
leadership irresponsibly; lack of follow through and sustainability on the part of student organisations and a lack of understanding of what meaningful student participation involves.

Here are some steps to help your school to involve students in more meaningful ways.

**STEP 1: ASSESS THE LEVEL OF PARTICIPATION AT YOUR SCHOOL**

To create more meaningful participation it is first necessary to assess the state of student participation at your school. Realistic objectives and goals must be set along with a plan developed for achieving them. Hart’s Ladder of Leadership is an excellent assessment tool. *This tool can be used in combination with these questions:*

- What are the current meaningful forms of student participation at your school?
- What is the common source of dissatisfaction about the state of student participation?
- What are the barriers to student participation?
- How can we overcome these barriers?
- What are the possible courses of actions to improve participation?
- What are youth willing to do to improve their school?
- What student leadership needs are there?

<table>
<thead>
<tr>
<th>Age</th>
<th>Leadership Tasks associated with Developmental Stage</th>
<th>Leadership Development Should Focus on</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-13</td>
<td>■ Making friends&lt;br&gt;  ■ Adjusting to new school&lt;br&gt;  ■ Finding identity&lt;br&gt;  ■ Determining values</td>
<td>■ Developing identity, values &amp; self-esteem&lt;br&gt;  ■ Communicating with others&lt;br&gt;  ■ Establishing boundaries &amp; refusal skills&lt;br&gt;  ■ Standing up for your beliefs</td>
</tr>
<tr>
<td>13-14</td>
<td>■ Coping with negative peer pressure&lt;br&gt;  ■ Building Self-esteem&lt;br&gt;  ■ Developing independent study skills</td>
<td>■ Communication skills&lt;br&gt;  ■ Self-esteem&lt;br&gt;  ■ Decision-making&lt;br&gt;  ■ Appropriate risk-taking&lt;br&gt;  ■ Self-expression&lt;br&gt;  ■ Role Modelling&lt;br&gt;  ■ Dealing with power &amp; authority</td>
</tr>
<tr>
<td>14-17</td>
<td>■ Identity &amp; Autonomy&lt;br&gt;  ■ Conflict resolution&lt;br&gt;  ■ Understanding locus of control&lt;br&gt;  ■ Leading and organization&lt;br&gt;  ■ Understanding leadership vs. friends&lt;br&gt;  ■ Handling Peer pressure&lt;br&gt;  ■ Managing stress</td>
<td>■ Developing identity&lt;br&gt;  ■ Self-esteem &amp; worth&lt;br&gt;  ■ Working with others&lt;br&gt;  ■ Standing up for your beliefs&lt;br&gt;  ■ Running meetings&lt;br&gt;  ■ Delegating&lt;br&gt;  ■ Taking responsibility&lt;br&gt;  ■ Setting goals&lt;br&gt;  ■ Managing stress</td>
</tr>
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</table>

(Adapted from King, 2010)
STEP 2: CREATE A SCHOOL-WIDE CULTURE OF STUDENT LEADERSHIP

Schools can shape a culture of student participation by establishing traditions which relate to leadership and participation. Below are a few examples of activities and traditions that some schools have found helpful for establishing a culture of meaningful student participation:

- Hosting a Leadership Day/Week
- Leadership Recognition Programme
- Providing Leadership Training for students and staff
- Leadership luncheon/breakfast
- Debates on topics related to leadership
- Encouraging In-Class Student Participation
- Encouraging all students to participate in at least one extra-curricular activity

STEP 3: COMMUNICATE YOUR VISION OF PARTICIPATION

As the school’s administrative leader the principal is responsible for establishing and maintaining a shared vision for a culture of participation at the school. Schools can communicate this culture in a variety of ways. The culture can be communicated through the school’s mottos and slogans and highlighted at weekly assemblies, in staff meetings and integrated into the curriculum. Establishing traditions related to leadership such as “Leadership Week” can also be a source through which the culture is communicated and maintained.

STEP 4: ESTABLISH A STUDENT COUNCIL TO FUNCTION AS PART OF THE SCHOOL’S ADMINISTRATION.

A Student Council is a representative structure for students through which they working in partnership with school management, staff, peers, parents and the community for the benefit of the schools and its students.

MAKING IT WORK: ESTABLISHING A STUDENT COUNCIL

- **Identify Student Advisor**
  Carefully select a teacher to guide and support student participation at the school. The person chosen should have the disposition and skills to work with young people in a collaborative manner. This individual guides students by providing information on policy, advising on the student council’s proposed initiatives and provides leadership training. They also provide support for the decision making process and facilitate contact with students and school administration.

- **Elect students from each year level to serve on the students’ council**
  Students should be democratically elected and representative of the wider student body. The student body should be given the opportunity to nominate and vote for their peers who they think have the necessary skills and characteristics. Students who accept nominations are expected to participate in an election campaign.

- **Adhere to a Constitution which guides the operations of the Council (see appendix)**
  In cases where there is no constitution, the student advisor and elected students collaborate to develop a proposal for the operation guidelines for the council.

- **Sensitize staff, parents, students**
  There can be many myths and fears about involving students. It is important to sensitize all staff, students and parents to.

- **Involve the student body**
  Once the council is elected, they should continue to involve the wider student body in their efforts and communicate with them regularly.

- **Develop a work plan**
  The work plan should be developed in a collaborative way which takes the broader school improvement needs and suggestions from students into account. Start small and focus on gaining experience and success as an organization.
STEP 5: PROVIDE REGULAR OPPORTUNITIES FOR STUDENTS TO SHARE THEIR IDEAS AND OPINIONS THROUGH SURVEYS, SUGGESTIONS BOXES AND OTHER MECHANISMS

Surveys on school climate, school leadership and instructional practices can provide students with a voice on issues which affect them at the school.

STEP 6: PROVIDE LEADERSHIP TRAINING

- Students should be exposed to a holistic leadership training programme which addresses:
  - Interpersonal relationships
  - Conflict resolution
  - Decision-making
  - Resistance skills
  - Self-awareness
  - Media skills
  - Creativity
  - Advocacy
  - Action Planning and Implementation

Members of staff should be sensitised about the role and benefits of meaningful student participation and how they can support it at the school.

STEP 6: HOST OPEN DAYS AND EXHIBITION DAYS FOR STUDENTS TO DISPLAY THEIR PROJECTS

School or community improvement projects foster meaningful student participation. The school and larger community can be exposed to these projects during open days or exhibitions days.

STEP 7: CREATE OPPORTUNITIES FOR CREATIVE EXPRESSION ON ISSUES THAT AFFECT THEM

- Can be done through art, music, dance, drama, writing, and storytelling
- Incorporate into the curriculum
- Pieces can be displayed around the school and performed at open days or during special weeks (e.g. Kindness Week; Child Abuse Awareness Week; Stop the Violence Week; Healthy Living for Me Week)

School newspapers, newsletters and blogs provide ongoing opportunities for students to discuss and offer suggestions to the issues which affect them.

Leadership Training in the use of media skills to promote ESP Practices, Barbados

Poster created by student to speak out against Child Abuse (Queen's College Secondary, Barbados)
**STEP 8: CREATE OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN ESTABLISHING DISCIPLINE AT THE SCHOOL**

Involve students in restorative justice circles. Restorative justice encourages dialogue and responsibility for past behaviour while focusing attention on future problem solving and offender accountability by requiring offenders to compensate those whom they have hurt.

**STEP 9: CREATE PARTICIPATORY CLASSROOMS**

Teachers can encourage meaningful participation in their classrooms by creating classrooms which are a mirror of a democratic community as characterised by mutual respect, responsibility, students having a voice and collaboration.

**STEP 10: ENGAGE STUDENTS AS TEACHERS**

- Introduce peer learning
- Create a learning exchange programme where students teach members of staff how to integrate technology in their classrooms.

**INCREASING STUDENT PARTICIPATION IN THE SECONDARY CLASSROOM**

Teachers can improve student participation in their classes by:

1. Asking questions that encourage critical thinking
2. Moving learning away from the desk more often so it can be more hands-on
3. Involving students in curriculum planning and negotiation
4. Incorporating cooperative learning
5. Encouraging peer helping
6. Supporting cross-age mentoring

*(Bernard, 1995)*

**Activities which Encourage Meaningful Student Participation**

| Peer Teaching | Student court |
| Student Councils | Student Ambassadors |
| Peer Counselling | Peer Mediation |
| Afterschool Clubs | Organising and running a school newspaper/blog/newsletter |
| Membership on school committees | Sports |
| Organising student forums | Junior Achievement |
| Library assistant | Service Clubs |

**RESOURCES**

**Books:**
- The Seven Habits of Highly Effective Teens - Sean Covey
- The Leader in Me – Steven R. Covey

**Websites:**
MODULE 5
Promoting Healthy Lifestyles and Life Skills
Module 5

Promoting Healthy Lifestyles and Life Skills

Studies have demonstrated that competence in the use of life skills may reduce the common adolescent risk factors to anti-social behaviours, substance use, and related risks, including early and unprotected sexual intercourse (UNICEF 2000, World Health Organization, 2003).

These skills help students to relate more positively to themselves, others and their environment. Schools in the region have sought to teach these life skills through the Health and Family Life Education curriculum.

There are several other benefits associated with the teaching of life skills. For example, the teaching of life skills:

- Helps students to confidently seek out positive opportunities
- Reduces violence

WONDERING WHAT LIFE SKILLS ARE?

Life Skills are a group of psychosocial competencies and interpersonal skills which help youth to cope with challenges and manage their lives and relationships in a healthy and productive manner.

THERE ARE FOUR MAJOR THEMES IN THE HFLE FRAMEWORK

1. Sexuality and Sexual Health
2. Self and interpersonal relationships
3. Eating and Fitness
4. Managing the Environment
Improves teacher and student relationships

Improves school attendance

Helps adolescents become more responsible, healthy and resilient

Improves academic performance

Prepares adolescents to deal with stress and other challenging emotions

Improves the chances that students will live happy and productive lives despite the challenges they face

The following are some steps which schools can take to ensure that Health and Family Life Education is effectively taught at secondary schools to promote healthy lifestyles and the development of life skills:

**STEP 1: TEACH HFLE AT EACH YEAR LEVEL**

Some schools only teach HFLE in the junior departments but the skills taught during HFLE are necessary throughout an adolescent’s academic career as they navigate their changing bodies, sexuality, relationships and decision making around career choice. To ensure that HFLE is taught throughout the school it should be timetabled, administrators should avoid disruptions to HFLE classes and teachers should be trained to teach HFLE effectively.

**STEP 2: USE AN INTERACTIVE AND THEMATIC APPROACH TO TEACHING LIFE SKILLS**

Student-Centred approach is encouraged to teach life skills. Teaching methods should be:

- Interactive
- Non-traditional (less chalk and talk)
- Thematic
- Delivered through participatory learning methods

### LIFE SKILLS-BASED HFLE ENCOMPASSES FOUR SIGNIFICANT THEMES:

1. **Sexuality and sexual health:**
   This seeks to increase children’s knowledge of and competence in assertiveness, healthy self-management, and coping skills especially as relates to the prevention and reduction of the incidence of HIV/AIDS.

2. **Self and Interpersonal Relationships:**
   This theme aims to develop children’s understanding of the different forms of violence in their relationship in the home, school and community. It also seeks to build their conflict resolution, mediation and anger management skills.

3. **Eating and Fitness:**
   This area of the curriculum promotes healthy lifestyle skills and practices among children.

4. **Managing the Environment:**
   This theme equips children with critical thinking and problem solving skills to respond to natural and man-made environmental threats.

### MAKING IT WORK: INTERACTIVE ACTIVITIES WHICH TEACH LIFE SKILLS

- Role Play
- Case Studies
- Problem Solving
- Self-Reflection
- Journaling
- Mini-Stories
- Discussion
- Stimulus materials
- Sports
STEP 3: INTEGRATE HFLE INTO OTHER SUBJECT AREAS

Look for common themes across various subject areas and deliver them using a thematic approach. This ensures that the content will be taught in several subjects at the same time. This approach also allows the focus of the HFLE lesson to remain on the teaching of skills while providing reinforcement in the other subject areas.

STEP 4: REINFORCE THE HFLE CURRICULUM WITH SCHOOL-WIDE ACTIVITIES

The HFLE curriculum can be reinforced through the school’s observance of certain events such as World AIDS Day, Diabetes Awareness Day or any such event which is addressed under the four thematic areas of HFLE. The entire school can be involved in related activities such as awareness, projects, poster competitions and healthy eating.

It can also be beneficial to reinforce the life skills they are taught through providing them with opportunities to address school issues such as violence, bullying, conflict resolution etc. In this way pertinent issues are addressed in a manner that is meaningful to staff and students; with the added benefit of the whole school being involved in creating solutions.

ENCOURAGING HEALTHY LIFESTYLES AT THE LODGE SCHOOL, BARBADOS

Under the direction of the head of the Home Economics Department, the students conducted a nutrition programme for staff, their peers and the community.

The programme was conducted over a period of three weeks and concluded with a Health Fair.

Activities included:

- Giving out Nutritional Information
- Inviting food specialist in to encourage students to eat healthy and the setting up of booths (Cereal, Juices,
- Health booths with the Heart and Stroke foundation as well as the Diabetic Association of Barbados
- Students preparing and presenting healthy nutritional dishes for sampling
- A poster display
- Exercise sessions for males and females (Zumba and strength training for boys)
- A Health lecture on proper nutrition.

CASE STUDY

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- Exercise sessions for males and females (Zumba and strength training for boys)
- A Health lecture on proper nutrition.

Zumba at Health Fair, Lodge School, Barbados
A portfolio to assess learning in an HFLE unit of study created by teachers at HFLE Training Session in Barbados
TEACHING LIFE SKILLS THROUGH SPORTS

Sports can be a powerful tool for teaching the life skills which help adolescents to pursue goals, make good decisions and effectively cope with the challenges they face. Through participation in sports, students can learn the values of fair play, discipline, team work and perseverance.

The Ministry of Education, Science, Technology and Innovation in Barbados has partnered with the Brewster Trust and the Arsenal in the Community Programme to use the medium of football to teach healthy lifestyles, social skills and help students academically.

Foundation School is involved in the programme and students are reporting benefits:

“I have learnt self-control from playing football. Normally I get angry when I can’t get something done. The coaches have taught us how to control that anger.”

– Klynisha, 12 years old

“We have learnt discipline from the programme. Sometimes if people are talking to us and we don’t like what they say we tell them off. Now if the coaches are talking to us, we don’t tell them off, we just listen.”

– Gabrielle, 11 years old

HEALTH AND FAMILY LIFE EDUCATION CHANGED MY LIFE – BRITNEY O’REILY, ST. LUCIA

From the start of her academic career in kindergarten, Britney was considered a difficult to manage student. She often found herself in the principal’s office and the school eventually asked her parents to transfer her to another school.

Looking back on her behaviour Britney recognises that she used to get into trouble because she did not use good emotional management skills when she was teased because of her weight. Not knowing how to deal with her feelings she often lashed out at her peers and this got her in trouble with her teachers.

However, these aggressive behaviours ended when Britney was exposed to the life based Health and Family Life Education course. In this class she learnt how to express herself and manage feelings. Although the students still annoy her sometimes she now uses I-messages to express her feelings or counts until she calms down. Not only has her behaviour improved but her grades have improved as well.

RESOURCES

Websites
- http://www.unicef.org/easterncaribbean/resources.html
It is not uncommon for schools to face some challenges as they implement the Effective Schools Principles to their school environment. Implementation is seldom a linear process but is often characterised by highs and lows. This section will outline some of the challenges which arise during implementation and highlight some possible ways to overcome them. By anticipating and planning for barriers, schools increase the sustainability and effectiveness of ESP practices.

**Module 6**

**Overcoming Challenges**

**CHALLENGE 1: GAINING BUY-IN**

In some instances, buy-in is challenged by those members of staff who prefer a more traditional approach to teaching and discipline.

Training and ongoing communication with all stakeholders will be critical to gain buy-in and inspire confidence and trust in alternatives to
traditional disciplinary and teaching practices. Reinforcing stakeholders by systematically acknowledging their efforts will also help with gaining buy-in.

**CHALLENGE 2: SLOW IMPLEMENTATION PROCESS**

The process sometimes moves slowly due to the size of the staff and school population, as well as the structure of these schools.

In order to be effective ESP teams must be sensitive to the unique characteristics of secondary schools and the individual cultures of each school. It will be important to help all involved understand the value of a well thought out, authentic implementation approach which is suited to educational landscape in secondary schools. Some schools take the first year to plan for implementation. During this year they identify the school’s needs through a comprehensive needs assessment with the involvement of all stakeholders and with their input develop a plan for implementation with long and short term outcomes.

**CHALLENGE 3: LACK OF TIME FOR PLANNING AND EXECUTION**

Schools are busy environments and it can sometimes be difficult for teams to find time to meet to plan and problem solve. Time is indeed required to plan and implement the Principles but the initial time invested is recovered in time regained for teaching in a calm, orderly more effective school environment.

**CHALLENGE 4: THE EFFECTIVE SCHOOL PRINCIPLES IS SEEN AS NOT TEACHER FRIENDLY**

There is the misconception that the Principles with its emphasis on student-centredness is not teacher friendly.

It will therefore be important for ESP teams to show members of staff how the application of the Effective School Principles benefits them.

**GAINING BUY-IN: ONGOING COMMUNICATION IN ACTION**

Develop a communication system through which staff, administration, students and parents can be sensitised and continually informed of the Principles, their role and activities associated with its implementation.

- **Reaching Staff** – Surveys; Spot Meetings; Staff Meetings; Newsletters; Personal 1:1 Contact; Staff Sensitisation & Training
- **Reaching Administration** – Ensure there is administrative representation on the ESP team; Appoint one of the administrators on the ESP team to serve as a liaison between the team and administration; Active participation of the principal
- **Reaching Students** – Student Representative on ESP Team; Students assisting with implementation of the various areas of focus; Surveys; Student Led ESP related Initiatives
- **Reaching Parents** – Parent Representative on the ESP Team; Frequent and varied communication on ESP implementation; Parent Sensitisation & Training

*(Adapted from Flannery, 2012)*

**DO THE PRACTICES YOU WISH TO IMPLEMENT FIT YOUR CONTEXT?**

As schools contemplate the implementation of a system or practice they are encouraged to consider:

- Is this system/practice aligned with the school’s needs, strengths, values and mission?
- What features of ESP will produce/improve these?
- How will we do this?
- Did we consider the impact of size, culture & developmental level of students?
- Which practices will be most effective and efficient for our context?
GAINING STAFF BUY-IN: WHAT PRINCIPALS ARE SAYING

Tips from Steve Hypolite, Principal, Dominica

- Present interventions in a way that are appealing to staff. Ensure that it does not come over as extra work. Show how the Principles are teacher-friendly.

- Show what the school has already done to improve behaviour and school climate. Discuss what has worked and what has not worked. Determine what more can be done through the Principles.

- Use existing structures to sensitise staff (Staff meetings, Department meetings)

- Stress the role of all members of staff and get them involved to create greater ownership

- Increase feedback and positive reinforcement. Recognise and reward teachers and ancillary staff for their efforts. For example, incentives can be recorded on teachers’ files.

- Show that the interventions are not new or additional but rather they are a way to strengthen existing best practices and making them more systematic and structured.
### Effective Schools Monitoring Tool

#### I. SCHOOL LEADERSHIP AND MANAGEMENT

<table>
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<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
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<tbody>
<tr>
<td>School’s Board of Management/Committee is in place</td>
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<td></td>
<td></td>
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<tr>
<td>The Parent-Teacher Association is functioning effectively</td>
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<tr>
<td>The Principal assesses school strengths &amp; identifies areas for improvement</td>
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<tr>
<td>School learning improvement/development plans (SIPs/SDPs) are being utilised</td>
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<tr>
<td>School Education Management Information System (EMIS) is in use</td>
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<tr>
<td>EMIS information is submitted in a timely manner to the Ministry</td>
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<tr>
<td>The Principal promotes teachers’ well-being &amp; positive morale</td>
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<tr>
<td>Regular training for teachers and education managers conducted</td>
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<tr>
<td>Students participate in school leadership and decision-making through Student Councils based on clear guidelines</td>
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<tr>
<td>Student leaders chosen democratically by students</td>
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#### II. STAFF PROFESSIONAL DEVELOPMENT

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<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Teachers are sensitised about relevant educational policies</td>
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<td>Induction and mentoring of new teachers is practised in a systematic way</td>
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<td>Members of the Management Team informally assess the knowledge and skills of the teaching staff</td>
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<tr>
<td>Teachers’ knowledge/skill deficits are addressed through either school-based or external training opportunities</td>
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<tr>
<td>Regular structured school-based staff development is conducted by resource persons</td>
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<tr>
<td>The school has a fair system for allocating opportunities to participate in external staff development</td>
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<tr>
<td>Teachers involved in external training return and provide school-based training to other teachers</td>
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<tr>
<td>The staff has been exposed to student-centred teaching strategies</td>
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<tr>
<td>The staff has been sensitized to techniques for ensuring an equitable education for both genders</td>
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#### III. POSITIVE BEHAVIOUR MANAGEMENT

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<tbody>
<tr>
<td>The school has implemented a positive behaviour management strategy</td>
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<tr>
<td>The school monitors the positive behaviour management strategy</td>
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* Please indicate note on progress; frequency; or, where not applicable, N/A
## APPENDIX A

**Effective Schools Monitoring Tool**

- Teachers have been notified of the policy in the Education Act as it relates to the use of corporal punishment in schools
- Teachers do not discipline students using fear, threats, humiliation or violence
- Teachers monitor pupil interaction in class, on the playground & other areas
- The school provides confidential guidance & counselling services
- Teachers reinforce positive behaviour with praise, rewards, smiles, positive comments
- Teachers correct inappropriate behaviour, explaining why it is wrong, and offer alternative choices to guide future behaviour
- Teacher actively listens to the learner, interacts and helps pupils overcome problems

<table>
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<th>Yes</th>
<th>No</th>
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<td>a) Student-Centred Teaching and Learning Methods</td>
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</tr>
<tr>
<td>• Lessons are planned systematically with the learning objectives/expected outcomes clearly articulated</td>
<td></td>
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</tr>
<tr>
<td>• Teachers use a range of teaching / learning methods, responding to individual needs &amp; differences</td>
<td></td>
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</tr>
<tr>
<td>• Teachers encourage pupils to think, make decisions, ask questions, and express their opinions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Teachers promote active, cooperative learning and facilitate learning through group activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Teachers allow students to ask questions in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Student-Centred Classrooms</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• All children have individual access to textbooks &amp; reading materials on a daily basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A range of locally-made teaching aides are used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classroom organisation facilitates active learning: flexible seating, activity corners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classroom displays are comprehensive inclusive of expectations, student’s work and teaching aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Continuous Student Assessment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Teachers give students the learning objectives of each subject at the beginning of each term/semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teachers develop &amp; implement an Assessment Principles linked to learning outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teachers use a range of assessment methods to assess children’s learning progress</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* Please indicate note on progress; frequency; or, where not applicable, N/A
### EFFECTIVE SCHOOLS MONITORING TOOL

<table>
<thead>
<tr>
<th></th>
<th>Teachers utilise assessment to improve instruction &amp; enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>d)</td>
<td>Teachers provide feedback to students and report student learning outcomes to parents at regular intervals</td>
</tr>
<tr>
<td></td>
<td><strong>Maximum Learning Time</strong></td>
</tr>
<tr>
<td></td>
<td>Classes are taught for the prescribed number of hours per week</td>
</tr>
<tr>
<td></td>
<td>The timetable is displayed in all classrooms and adhered to</td>
</tr>
<tr>
<td></td>
<td>Teacher attendance and punctuality is monitored and recorded</td>
</tr>
<tr>
<td></td>
<td>Systems are in place to ensure that students are actively engaged in learning activities when a teacher is absent</td>
</tr>
<tr>
<td></td>
<td>Systems are in place to ensure students who are absent from school are aware of the activities taking place in class</td>
</tr>
<tr>
<td>e)</td>
<td><strong>Reading with Meaning</strong></td>
</tr>
<tr>
<td></td>
<td>Teachers engage all children in reading activities with emphasis on ‘meaning’ and enjoyment</td>
</tr>
<tr>
<td></td>
<td>School/classroom library facilitates diverse learning activities</td>
</tr>
<tr>
<td>f)</td>
<td><strong>Creativity and Self-Expression</strong></td>
</tr>
<tr>
<td></td>
<td>Teachers provide a range of activities during lessons to facilitate the development of students’ creativity and self-expression</td>
</tr>
<tr>
<td></td>
<td>The school offers co-curricular activities &amp; clubs (for e.g. Girls Guides, Cadets, 4H, music, sports, health, debate)</td>
</tr>
<tr>
<td></td>
<td>Students’ creative work is displayed</td>
</tr>
<tr>
<td>g)</td>
<td><strong>Local Relevance</strong></td>
</tr>
<tr>
<td></td>
<td>School works with the community to ensure education is locally relevant for all students so parents are aware of the school’s expectations</td>
</tr>
<tr>
<td></td>
<td>School integrate aspects of local culture, history, culture, language, dance, songs, stories into curriculum</td>
</tr>
<tr>
<td></td>
<td>Culture displays &amp; school cultural days are promoted</td>
</tr>
</tbody>
</table>

### V. EFFECTIVE SCHOOL/COMMUNITY /PARENT

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a sound school-community partnership visible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents participate in school management at the board level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partnerships with agencies and private sector are in place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Please indicate note on progress; frequency; or, where not applicable, N/A
### APPENDIX A

**Effective Schools Monitoring Tool**

<table>
<thead>
<tr>
<th>VI. PASTORAL / SPIRITUAL CARE</th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual care is provided to students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School networks with partners (Faith-based organisations, NGOs, other agencies) to provide spiritual care to students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student guidance and counselling have a moral foundation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. INCLUSIVE, CHILD-SEEKING, NON-DISCRIMINATORY PRACTICES</th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes parental awareness of major education policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strives to include all children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies and includes out-of-school children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies and includes children with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors and records attendance &amp; grade progression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strives to reduce drop out and repetition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures elimination of negative stereotypes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. GENDER-SENSITIVE, FRIENDLY ENVIRONMENT</th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitises school and community on gender issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors gender-difference in education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures gender-sensitive pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works to empower students, especially boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements strategies to protect students from violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures needs of adolescent girls and boys are met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures the re-admission of teenage mothers, students in conflict with law and those with other deviant behaviours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School promotes the rights of girls and boys to remain in school throughout pregnancy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School facilitate &amp; encourage teenage mothers’ return to school after delivery, without stigma or discrimination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes gender equality in leadership at all levels</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. HEALTHY AND HEALTH PROMOTING PRACTICES</th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaches Health and Family Life Education throughout all levels of the school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Please indicate note on progress; frequency; or, where not applicable, N/A
### APPENDIX A

**Effective Schools Monitoring Tool**

<table>
<thead>
<tr>
<th>Promotes student nutrition e.g. breakfast / school meal exists</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides water, sanitation facilities e.g. toilets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaches sport &amp; physical education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**X. SAFE, PROTECTIVE, NURTURING ENVIRONMENT**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops child safety &amp; protection strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements Child Safety and Protection Strategy (including emergency drills and policies on violence and abuse prevention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforces code of conduct for teachers and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures protection of children from violence (name-calling, teasing, bullying, public ridicule etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has programme and activities to build students’ self-esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures all aspect of the school's environment is clean, sanitary and attractive (classrooms, yard)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides a sufficient quantity of accessible, private, clean, well-maintained separate sanitation facilities for boys, girls, physically disabled children and teachers, which are used daily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional observations:**

- ..........................................................................................................................................
- ..........................................................................................................................................
- ..........................................................................................................................................
- ..........................................................................................................................................

Name of School: .................................................................

Name of Principal: ...............................................................

Date:.................................................... Signature of Person ..................................................
# APPENDIX B

## ESP Start-up Checklist
(adapted from http://mmiblsi.cenmi.org)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTION STEPS</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Establish Commitment</strong></td>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Administrator Involvement</td>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ESP one of top 3 school goals</td>
<td>C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 80% of faculty on board</td>
<td>D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3-5 year timeline</td>
<td>E.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Establish Team</strong></td>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Representative</td>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Administrator Involvement</td>
<td>C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effective team operating procedures</td>
<td>D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Self-Assessment</strong></td>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehensive Needs Assessment completed</td>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Create an Action Plan</strong></td>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All stakeholders involved</td>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Priorities Clarified</td>
<td>C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Action plan developed</td>
<td>E.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Action Plan presented to stakeholders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Effective Behaviour Support Survey
### ASSESSING SCHOOL-WIDE SYSTEMS

<table>
<thead>
<tr>
<th>CURRENT STATUS</th>
<th>FEATURE</th>
<th>PRIORITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td><strong>School-wide</strong> is defined as involving all students, all staff, &amp; all settings.</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td></td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.

2. Expected student behaviours are taught directly.

3. Expected student behaviours are rewarded regularly.

4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.

5. Consequences for problem behaviours are defined clearly.

6. Distinctions between office vs. classroom managed problem behaviours are clear.

7. Options exist to allow classroom instruction to continue when problem behaviour occurs.

8. Procedures are in place to address emergency/dangerous situations.


10. School administration is an active participant on the behaviour support team.

11. Data on problem behaviour patterns are collected and summarized within an ongoing system.

12. Patterns of student problem behaviour are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).

13. School has formal strategies for informing families about expected student behaviours at school.

14. Booster training activities for students are developed, modified, & conducted based on school data.

15. School-wide behaviour support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.

16. All staff are involved directly and/or indirectly in school-wide interventions.

17. The school team has access to on-going training and support from district personnel (e.g. District Education Officers).

18. The school is required by the Ministry to report on the social climate, discipline level or student behaviour at least annually.
## APPENDIX C

### ASSESSING NON-CLASSROOM SETTING SYSTEMS

<table>
<thead>
<tr>
<th>CURRENT STATUS</th>
<th>FEATURE</th>
<th>PRIORITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td>School-wide expected student behaviours apply to non-classroom settings.</td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td>School-wide expected student behaviours are taught in non-classroom settings.</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Supervisors actively supervise (move, scan, &amp; interact with) students in non-classroom settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rewards exist for meeting expected student behaviours in non-classroom settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to &amp; exit from school grounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff receives regular opportunities for developing and improving active supervision skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Status of student behaviour and management practices are evaluated quarterly from data.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All staff are involved directly or indirectly in management of non-classroom settings.</td>
<td></td>
</tr>
</tbody>
</table>

Name of School _____________________________________________________ Date ____________________
## APPENDIX C
### ASSESSING CLASSROOM SYSTEMS

<table>
<thead>
<tr>
<th>CURRENT STATUS</th>
<th>FEATURE</th>
<th>PRIORITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Classroom settings are defined as instructional settings in which teacher(s) supervise &amp; teach groups of students.</td>
<td><strong>High</strong></td>
</tr>
<tr>
<td>Partial in Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in Place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Expected student behaviour & routines in classrooms are stated positively & defined clearly.
2. Problem behaviours are defined clearly.
3. Expected student behaviour & routines in classrooms are taught directly.
4. Expected student behaviours are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).
5. Problem behaviours receive consistent consequences.
6. Procedures for expected & problem behaviours are consistent with school-wide procedures.
7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs.
8. Instruction & curriculum materials are matched to student ability (math, reading, language etc.).
9. Students experience high rates of academic success (> 75% correct).
10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).
11. Transitions between instructional & non-instructional activities are efficient & orderly.

Name of School ____________________________________________________________ Date ______________
## APPENDIX C
### ASSESSING INDIVIDUAL STUDENT SYSTEMS

<table>
<thead>
<tr>
<th>CURRENT STATUS</th>
<th>FEATURE</th>
<th>PRIORITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td><strong>Individual student systems are defined as specific supports for students who engage in chronic problem behaviours (1%-7% of enrolment)</strong></td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td></td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>

1. Assessments are conducted regularly to identify students with chronic problem behaviours.
2. A simple process exists for teachers to request assistance.
3. A behaviour support team responds promptly (within 2 working days) to students who present chronic problem behaviours.
4. Behavioural support team includes an individual skilled at conducting functional behavioural assessment.
5. School-based resource persons are used to conduct functional assessment-based behaviour support planning (~10 hrs/week/student).
6. Significant family &/or community members are involved when appropriate & possible.
7. School includes formal opportunities for families to receive training on behavioural support/positive parenting strategies.
8. Behaviour is monitored & feedback provided regularly to the behaviour support team & relevant staff.

Name of School ___________________________ Date ________________

Adapted from: EBS Self-Assessment Survey version 2.0 August 2003; ©2000 Sugai, Horner & Todd, Educational and Community Supports, University of Oregon
### Free and Inexpensive Ideas for Acknowledging Students & Staff

#### Free and Easy Ideas for Acknowledging Adolescent Students

- **“SHOUT OUTS” AND “BIG UPS”:**
  - Verbal Praise
  - Positive call/note home
  - Sit with a friend
  - Recognition at assembly
  - Picture posted on “wall of fame”
  - Positive Referral Form
  - Certificates
  - Display positive notes from teachers

- **POINTS AND MERITS:**
  - Merit Cards
  - House points

- **SPECIAL PRIVILEGES:**
  - Congratulatory visit with the principal
  - Early dismissal for lunch
  - Extra time for a preferred activity
  - Homework free night
  - Lunch with a teacher of their choice
  - Pass to skip the lunch line

- **BE A HELPER:**
  - Helper in lower form
  - Office helper

#### Inexpensive Ideas for Acknowledging Adolescent Students

- **SCHOOL SUPPLIES**
  - Stationery
  - Stickers
  - Reading books
  - Notebooks

- **LUNCH FROM THE CANTEEN**

- **PRINCIPAL’S 200 CLUB**
APPENDIX E
Reflection Sheet, St. Leonard’s Boys’ Secondary, Barbados

BEING SMART - REFLECTION SHEET

I got into trouble because I

The expectation that I did not meet is

I should follow this expectation because

What I should have done instead is

To make things right I will

Submitted by: ___________________________ To: ___________________________
APPENDIX F

The School Safety Survey Version 2.0

Data Collection Protocol

- Collected annually
- Distributed to Administrator during SET interview
- Conducted with 5 staff including:
  1. Administrator
  2. Custodial staff
  3. Supervisory/classified staff
  4. Certified staff
  5. Office staff
APPENDIX F

The School Safety Survey Version 2.0

The School Safety Survey (Used with permission)

Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin

The Institute on Violence and Destructive Behavior
University of Oregon College of Education
For further information contact Jeffrey Sprague, Ph.D. at 541-346-3592
jeffs@oregon.uoregon.edu
APPENDIX F

The School Safety Survey Version 2.0

Essential Questions for School Safety Planning

Choose a minimum of 5 staff, including 1 administrator, 1 custodial staff member, 1 supervisory/classified member, 1 certified member and 1 office staff member, to complete this survey. Please place a check (X) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

School Name: ___________________________________________ Date: ___/___/___

District: ______________________ State: _______________________

Your Role:

1. Administrator .................. ___
2. Teacher ......................... ___
3. Special Education Teacher ___
4. Educational Assistant ...... ___
5. Office Staff ...................... ___
6. Custodial Staff ................. ___
7. Related Service Provider . ___
8. Student ........................... ___
9. Parent ............................ ___
10. Community Member ...... ___
11. Other ............................. ___
## SECTION ONE: Assessment of Risk Factors for School Safety and Violence

Indicate the extent to which these factors exist in your school and neighborhood:

<table>
<thead>
<tr>
<th>Rating</th>
<th>not at all</th>
<th>minimally</th>
<th>moderately</th>
<th>extensively</th>
<th>don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Illegal weapons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Vandalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. High student mobility (i.e. frequent changes in school enrollment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graffiti</td>
<td></td>
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<tr>
<td>5. Gang activity</td>
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<td>6. Truancy</td>
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<td>7. Student suspensions and/or expulsions</td>
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<td>8. Students adjudicated by the court</td>
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<td>9. Parents withdrawing students from school because of safety concerns</td>
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<td>10. Child abuse in the home</td>
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<td>11. Trespassing on school grounds</td>
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<td>12. Poverty</td>
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<td>13. Crimes (e.g. theft, extortion, hazing)</td>
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<td>14. Illegal drug and alcohol use</td>
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<td>15. Fights, conflict, and assault</td>
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<td>16. Incidence of bullying, intimidation, and harassment</td>
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<td>17. Deteriorating condition of the physical facilities in the school</td>
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</tbody>
</table>
### APPENDIX F

The School Safety Survey Version 2.0

#### SECTION TWO: Assessment of Response Plans for School Safety and Violence

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the extent to which these factors exist in your school and neighborhood:</td>
<td>not at all</td>
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<tr>
<td>18. Opportunity for extracurricular programs and sports activities</td>
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<td>19. Professional development and staff training</td>
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<tr>
<td>20. Crisis and emergency response plans</td>
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<td>21. Consistently implemented school-wide discipline plans</td>
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<td>22. Student support services in school (e.g. counseling, monitoring, support team systems)</td>
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<td>23. Parent involvement in our school (e.g. efforts to enhance school safety, student support)</td>
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<td>24. Student preparation for crises and emergencies</td>
<td></td>
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<td>25. Supervision of students across all settings</td>
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<tr>
<td>26. Suicide prevention/response plans</td>
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<td>27. Student participation and involvement in academic activities</td>
<td></td>
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<td>28. Positive school climate for learning</td>
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<td>29. Acceptance of diversity</td>
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<tr>
<td>30. Response to conflict and problem solving</td>
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<td>31. Collaboration with community resources</td>
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<tr>
<td>32. High expectations for student learning and productivity</td>
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<tr>
<td>33. Effective student-teacher relationships</td>
<td></td>
</tr>
</tbody>
</table>
SECTION THREE: Your Comments on School Safety and Violence

1. What is the most pressing safety need in your school?

2. What school safety activities does your school do best?

3. What topics are most important for training and staff development?

4. What are the biggest barriers to improved school safety measures?

5. What other comments do you have regarding school safety?

6. What other factors not included in this survey do you believe affect school safety?

APPENDIX G


Introduction

Definition: “A Student Council is a representative structure for students only, through which they can become involved in the affairs of the school, working in partnership with school management, staff (the church) and parents for the benefit of the school and its students.”

The Student council is an extracurricular activity for students within the Barbados Seventh-day Adventist Secondary School and serves to engage students in learning about democracy and leadership, as originally espoused by John Dewey in Democracy and Education (1917). The student council must share students’ ideas, interests, and concerns with teachers and the administration. The council will help raise funds for school-wide activities, including social events, community projects and school reform. Its members will learn skills that are an extension of their formal education.

The name of the organization shall be;

Barbados Seventh-day Adventist Secondary School Student Council (BSDASSSC)

The Theme: “Together Every One Achieves More”

The Slogan: “Raising the standards high for the lord”

Biblical motif: For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11 NIV

Behold, how good and how pleasant it is for brethren to dwell together in unity! Psalm 133:1 KJV

Designation: The student council, with its executive arm, is nominated and elected by The Students of the Barbados Seventh-Day Adventist Secondary School and constitutes their representative body.

Mission Statement:
The mission of the student council, together with its executive arm shall be to enlist student participation in the direction of the schools affairs in a democratic manner, and to bring about a better relationship between students, staff, parents, the church and God while promoting in every way the well-being of the student and the student body as a whole.

Authority

- The student council receives a mandate to champion their peers’ cause, and shall represent them in all the relative avenues of their illustrious institution.

- All legislative power granted herein shall be vested in the Student council.

- The executive arm of the council shall have the exclusive rights to, or power, to pass judgment on all hearings or impose penalties for misdemeanours on those persons who would violate the by-laws of the organization and the letter of the constitution.

- The student council members must vow to fulfill their mandate through collaboration and consultation with God, The church, The Administration, The Staff and Parents of their school.
Due to the authority vested in the council by the collective, elective decision of the student body, all entities and persons relative to the school must show due deference to the council and its membership.

To keep them focused and to propel them forward, they must embraced the theme “Together Every One Achieves More”. And the council’s slogan “Raising the Standards High for the Lord”.

**Objectives**

- The Student Council must be committed; and challenges its members in relation to the following objectives:
- To serve God, The Students, administration and staff of the Barbados SDA Secondary.
- To foster meaningful linkages between students, administration, staff, parents and church to the benefit of the student body.
- To promote team work, while respecting individual diversity.
- To uphold a safe and positive learning environment for all students.
- To Build and maintain a tradition of excellence through innovation.
- Encourage total involvement, in developmental, artistic, academic, athletic and sporting activities.
- Represent students in relation to their rights as they apply to school, without flouting their and our responsibilities.
- Be simultaneously aware of the needs of the community and reach out to interact with and serve its members.
- Ultimately, the student council does its best to develop a sense of delight and
- Responsibility in students as God’s children in God’s school.