



Implementation planning tool for behaviour supports in schools

Reflective prompts aligned with the recommendations in the Guidance Report Effective behaviour supports in schools

Problem (why?)	Implementation description (what?)	Implementation activities (how?)	Implementation outcomes (how well?)	Final outcomes (so what?)
What is the problem you are responding to by focusing on behaviour approaches? (For example, an increase in disruptive behaviour leading to a decrease in learning time) - What does available data indicate about student behaviour and any influencing factors? - What are the ways that students are or are not meeting behaviour expectations across the school? - How are teachers, leaders and all school staff planning for and responding to behaviour across the school currently?	What are the active ingredients of the behaviour approach? These are the core elements which will be present if the implementation is going well. The following prompts may help you identify your active ingredients. - Which specific strategies and processes (both classroom focused and school-wide) are key to the desired approach to behaviour? - Have you considered both proactive and responsive (targeted) strategies within the approach to behaviour? - Have you considered how teaching and learning, and classroom culture supports participation and if all students are able to access and engage in lesson content? - What knowledge and capabilities do teachers, leaders and all staff involved need to understand student behaviour influences, and support students and each other? - What knowledge and capabilities do students need to be able to engage in the approach to behaviour? - What structural supports might teachers, leaders, and all staff need to successfully deliver the initiative? (e.g. technology for logging behaviour incidents; a process for leader support with a behaviour incident; technology and/or a process for communicating with parents about student behaviour) - What support is needed from families, specialist staff, regional staff, or other agencies? - What are the elements within the influence of the school that are likely to make the most impact?	What activities are required to ensure the active ingredients of the behaviour approach are activated? For staff - What, when and how will professional learning (including training and ongoing coaching and mentoring) be delivered? (see E4L's <u>Effective Professional Development Guidance Report</u> for guidance on professional learning design) - Have you considered the needs of all staff including teaching assistants, support staff and anyone else who interacts with students? - How will professional learning cater for teachers and school staff who may require additional support, such as early career teachers? For students - Which strategies will be used to support the development of student knowledge and capabilities? (e.g. self-monitoring) - Which strategies will be used to support the development of positive teacher-student relationships? - How will simple approaches such as routines be communicated and reinforced? Is there a plan to teach these explicitly? - How will students who need additional support be identified, and what are the targeted responses available to staff and students? Structures, policies and communication - How will clear and consistent expectations be defined and communicated to the entire school community? - How will existing structures and policies (such as Professional Learning Communities) be leveraged and/or refined? - How will teachers, staff, students and families be informed about changes to structures and policies? Monitoring - Have you clearly articulated the outcomes you expect to see? - What key information will provide insights into how implementation is going? How will you capture this? - Have you planned times for teachers and staff to provide reflections and feedback on the process and changes? - Do you have an approach to analysing this monitoring information to understand if adjustments are required and how they will be made?	How will you know that the behaviour approach is being implemented as planned? Short term - What will be observed and recorded in the first one to six months if the approach to behaviour is implemented as intended? (Fidelity) - What will staff be saying and doing if the implementation is going well? (Acceptability) Medium term - What will be observed and recorded in the first six to twelve months if the approach to behaviour is being implemented as intended? (Fidelity) - What will staff be saying and doing if the implementation is going well in the first six to twelve months? (Acceptability) - How will you know if the approach to behaviour is being implemented consistently across the school? (Fidelity) Long term - What will be observed and recorded if the approach to behaviour is being implemented and sustained as intended, consistently across the school, for more than twelve months? (Fidelity)	How will you know if the behaviour approach is having an impact on the students? Short term - What are the desired short-term outcomes for students? (e.g. does every student report having at least one positive relationship with an adult at school?) Medium term - What are the desired medium-term outcomes for students? Long term - What are the desired long-term outcomes for students? Does this link to the gap you identified from the data when exploring the problem? - What will you do next to sustain and/or scale any attendance, behaviour, and learning gains?