



Department of Education and the Arts response  
to the recommendations of  
the Ministerial Advisory Committee for Educational Renewal on

# Smart Schools, Smart Behaviour

November 2005

## Department of Education and the Arts response to the recommendations of the MACER Behaviour Management Report 2005

Recommendations	Response	Actions and Time lines
<b>Recommendation 1</b> That school systems and schools develop definite policy expectations on behaviour and behaviour management that explicitly link expected student behaviour, effective learning and teaching and school leadership.	Accepted	Education Queensland will develop a clear policy direction for Queensland State Schools articulated through a <i>Code of Expected School Behaviour</i> . The <i>Code of Expected School Behaviour (the Code)</i> will be developed in consultation with stakeholders in 2005 with full implementation in Semester 2 of the 2006 school year.
<b>Recommendation 2</b> That a Code of Expected Behaviour be established by school systems and adopted by schools. The code should be based on principles informed by the criteria of: <ul style="list-style-type: none"> <li>• individual rights and responsibilities;</li> <li>• the wellbeing of self, others and the environment; and</li> <li>• the individual achievement of learning outcomes.</li> </ul>	Accepted	The Code will be developed in consultation with stakeholders in 2005. In 2006 all Queensland state schools will adopt the Code which will be based on the criteria recommended by MACER.
<b>Recommendation 3</b> That representatives from Education Queensland, the Catholic and Independent sectors, teachers' unions and peak parent bodies develop a statement of agreed principles for expected behaviour in Queensland schools to inform the development of system-specific codes of expected behaviour.	Accepted in principle	Education Queensland will meet with key stakeholders to formulate the agreed set of principles. The Department respects the non-state schools' right to take their own position in relation to policy on behaviour management in their respective schools. AISQ and the Queensland Catholic Education Commission will however be encouraged to consider MACER's recommendations.
<b>Recommendation 4</b> That the code consist of two parts: Part A includes principles, standards of expected behaviour and the code of expected behaviour and consequences. Part B contains the processes for facilitating the development of expected behaviour and for responding to minor infringements of expected behaviour and/or serious misdemeanours.	Accepted	The <i>Code of Expected School Behaviour</i> will incorporate Parts A and B as recommended by MACER. The Code will include standards of expected behaviour and related consequences.
<b>Recommendation 5</b> That Part A of the code of expected behaviour is centrally determined while Part B allows local variation based on community negotiation involving school administrators and staff, principals, teachers, parents, guardians, students and agencies.	Accepted	Part A will be developed centrally. Education Queensland will develop a model Part B with guidelines allowing some flexibility at a local level.
<b>Recommendation 6</b> That Part B contains a continuum of graduated responses to infringements of expected behaviour and/or serious misdemeanours. <p>6.1 That Part B allows for decisive intervention if the safety of students and staff demands it.</p> <p>6.2 That exclusion is only considered when all other options have been exhausted. In such cases opportunities to achieve individual learning outcomes must be provided.</p> <p>6.3 That there be provision for the care, support and learning in a safe environment for students who exhibit chronic infringements of expected behaviour and/or serious misdemeanours including alternate placements and the use of other government and non-government agencies.</p>	Accepted	The <i>Code of Expected School Behaviour</i> will set out a model procedure in Part B with a continuum of responses as recommended by MACER. The current policy that suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected will continue. The Government is moving to expand its provision of Positive Learning Centres and the specialist staff to address recommendation 6.3.

Recommendations	Response	Actions and Time lines
<b>Recommendation 7</b> That school authorities mandate professional development for classroom teachers, senior school staff and principals on the combination of pedagogical and assessment strategies, curriculum selection and planning the Code so that learning outcomes occur.	Accepted	Comprehensive and systematic professional development will occur in association with the implementation of the <i>Code of Expected School Behaviour</i> . Education Queensland's behaviour management specialist staff will be included in this professional development.
<b>Recommendation 8</b> That school Principals and senior school management undertake professional mentoring and training that provides the underpinnings necessary for the implementation of Part A and Part B.	Accepted	A targeted program of training for principals and senior school management will accompany the implementation of the Code.
<b>Recommendation 9</b> That the capacity to implement Part A and Part B be a key selection criterion for Principals and senior school staff.	Accepted	Position descriptions will be reviewed and the importance of behaviour management will be strengthened. A new Standards Framework for Leaders will be available in 2006.
<b>Recommendation 10</b> That all school staff, including tuckshop volunteers, bus drivers and others be trained in and be able to implement the Code.	Accepted in principle	Principals will be responsible for informing all staff and volunteers about the application of the Code in their school. A publication will be developed to assist Principals to inform volunteers about the Code.
<b>Recommendation 11</b> That initial teacher education graduates be able to articulate and apply the Code with specific attention to the behaviour-pedagogy link.	Accepted	Online professional development resources will be developed to support the implementation of the Code and Education Queensland's full suite of behaviour management initiatives will be made available to pre-service teachers. The Minister will commend this recommendation to teacher education bodies. This recommendation will also be referred to the Queensland College of Teachers.
<b>Recommendation 12</b> That school students be explicitly and systematically taught the Code through modelling and scaffolding through the Key Learning Areas, for example, Health and Physical Education or Studies of Society and Environment, as well as in the everyday environment of the classroom and school.	Accepted in principle	The Professional Development package to be available to teachers in 2006 will draw attention to the Code. This recommendation is generally consistent with the direction being taken in the field of values education.
<b>Recommendation 13</b> That the proposed enrolment agreement outlined in the Education Laws for the Future consultation draft includes a requirement for parents and/or carers and students to sign a commitment to abide by the Code.	Accepted	The new legislation will provide for an 'enrolment agreement' in state schools. All parties will be requested to sign this agreement including students (where appropriate), their parents and principals. It will also include the requirements of the Code.
<b>Recommendation 14</b> That there be additional professional support from well-qualified personnel for classroom teachers dealing with challenging behaviours in regular classes.	Accepted in principle	The Government will evaluate the use of all current resources in this area including the current allocation of behaviour management teachers and resources. Further consideration of the need for additional resources will follow in 2006 once an evaluation has been undertaken.
<b>Recommendation 15</b> That behaviour support staff have formal expertise in behaviour and behaviour management, the learning outcomes required by schools and the relationships between the two (for example, Masters of Educational Psychology or similar degrees).	Rejected	Mandatory qualifications are not required for all behaviour support staff. While certain qualifications may be desirable, staff selection should be based on an individual's demonstrated ability. An audit will examine the current qualifications of behaviour management staff and guidance officers and determine the essential and desirable knowledge and skills required to successfully undertake these and other related roles (for example, counsellors).
<b>Recommendation 16</b> That a research-based evaluation of the impact of the Code be undertaken.	Accepted	An evaluation of the impact of the Code will be undertaken in the second half of 2007.