



Guidelines for the Incredible Years Teacher Programme

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1.0 INTRODUCTION








1.0 Introduction

1.1 THE PURPOSE OF THESE GUIDELINES

These guidelines provide practical information to help group leaders from the Ministry of Education (Ministry), the Resource Teacher: Learning and Behaviour (RTL) service, and the Ministry's contracted partners to deliver the Incredible Years Teacher Programme. They are also intended for use by managers and other administrators who support group leaders in their work. The guidelines cover the details of delivery from the moment group leaders first engage with schools and centres through to the final period of follow-up and reflection. They also set out the Ministry's expectations about supervision and the pathway to group leader accreditation.

Research shows that the Incredible Years Teacher Programme has brought about significant improvements in teachers' use of positive behaviour management strategies and that, in so doing, it helps lift a range of behavioural outcomes for children (see, for example, Fergusson, Horwood, & Stanley, 2013; Hutchings, Martin-Forbes, Daley, & Williams, 2013; and Raver, Jones, Li-Grining, Metzger, Champion, Sardin-Adjei, & Young, 2008). Our aim is to continue to achieve these outcomes for teachers and children in New Zealand. These guidelines are intended to contribute to this aim by ensuring group leaders deliver effective Incredible Years Teacher programmes that are consistent with each other and with the principles and procedures set out in the Incredible Years® training series.



*He oranga ngākau,
he pikinga waiora.*

*Positive feeling in your heart
will raise your sense of self-worth.*



1.2 THE PURPOSE OF THE INCREDIBLE YEARS PROGRAMME

The Incredible Years Teacher Programme¹ is part of the Incredible Years® Series for Parents, Teachers, and Children. The series is a set of comprehensive, multi-faceted, and developmentally based programmes for parents, children, and teachers. The programmes are designed to promote emotional and social competence and to prevent, reduce, and treat emotional problems in children. Dr Carolyn Webster-Stratton, Professor Emeritus at the University of Washington, is the founder of the series, which has evolved over more than 30 years of research and development.

The Incredible Years Teacher Programme is for teachers of children aged 3–8 years. The programme's content is detailed in the Incredible Years Teacher manual and DVDs (Webster-Stratton, 2011) and covers:

- building positive relationships with children
- proactively preventing behaviour problems
- using attention, encouragement, and praise to turn behaviour around
- motivating children by giving them incentives
- helping children learn social skills, empathy, and problem-solving skills
- using appropriate consequences to address undesirable behaviours.

Numerous randomised control group studies conducted in both preventative and clinical contexts have proved the Incredible Years® Series to be effective for:

- promoting positive parent and teacher interactions and relationships with children
- strengthening children's emotional literacy and social competence
- enhancing children's self-regulatory and problem-solving skills
- reducing behaviour problems.

Ongoing evaluation shows that the Incredible Years Parent Programme is effective for families from a wide range of ethnicities, cultures, and countries (Menting, Orobio de Castro, & Matthys, 2013; Webster-Stratton, Reid, & Hammond, 2004; Webster-Stratton, Rinaldi, & Reid, 2011). The Incredible Years Teacher Programme rests on similar principles, but it has not been in existence for as long as the programme for parents and so does not have as strong an evidence base. Initial indications are that the programme is successful in achieving its intended short-term outcomes of improved teacher behaviour management, improved child behaviour, and more positive relationships between teachers, children, and parents (Fergusson et al., 2013; Hutchings et al., 2013; McGilloway, Ní Mháille, Furlong, Hyland, Leckey, Kelly, Bywater, Comiskey, Lodge, O'Neill, & Donnelly, 2012; Raver et al., 2008).

The Incredible Years Teacher Programme has now been delivered in New Zealand for over five years. This provides the opportunity for further research into whether the projected long-term outcomes of a reduction in anti-social behaviour in adolescence and improved academic achievement are being realised.

¹ In the United States the programme is called the Incredible Years Teacher Classroom Management Programme. This is reflected in the titles of many of the programme's supporting materials.

1.3 INCREDIBLE YEARS AND POSITIVE BEHAVIOUR FOR LEARNING

The Ministry of Education delivers two of the Incredible Years programmes – the Incredible Years Parent Programme and the Incredible Years Teacher Programme – as part of Positive Behaviour for Learning (PB4L). PB4L works over the long-term and includes whole-school change approaches, targeted group programmes, and services supporting individual students. You can find further information on the PB4L programmes and initiatives on the PB4L website.²

1.4 THE PROGRAMME DELIVERY MODEL

The PB4L Incredible Years Teacher Programme is provided to teachers working in early childhood centres and schools. It is delivered by Ministry staff, the RTLB service, and contracted early childhood organisations.

The programme is delivered over six months in a series of monthly day-long sessions, with a follow-up session three months later. This last session is optional, but it is strongly recommended.

The programme follows a collaborative model of training that makes extensive use of videotaped modelling, role plays, and discussion. Between sessions, teachers are expected to apply the new skills and concepts to their own situations and have opportunities to be coached by their Incredible Years group leaders. They develop and implement behaviour plans for individual 'target' children and complete assigned readings. Throughout the programme, they are supported to set and monitor goals for themselves, as well as for the children they teach, and to help each other to achieve their goals.

The Ministry's goal is for all teachers of priority learners to have access to the programme. 'Priority learners' include Māori and Pasifika learners, learners from low socio-economic backgrounds, and those with special education needs. Effective providers support this goal through the inclusive processes they use to recruit potential participants and deliver the programme.

² See www.pb4l.tki.org.nz/



1.5 THE INCREDIBLE YEARS TEACHING PYRAMID

The Incredible Years Teaching Pyramid is central to the programme. The pyramid depicts a hierarchy of teaching strategies (see Figure 1). Some of these strategies are the basic building blocks for supporting child development and should be used very frequently (for example, play and attention and involvement). Others are also important for optimal child development and behaviour management but should be used less frequently (for example, introducing consequences for disruptive behaviour).

See Appendix 1 for a te reo Māori version of the pyramid.

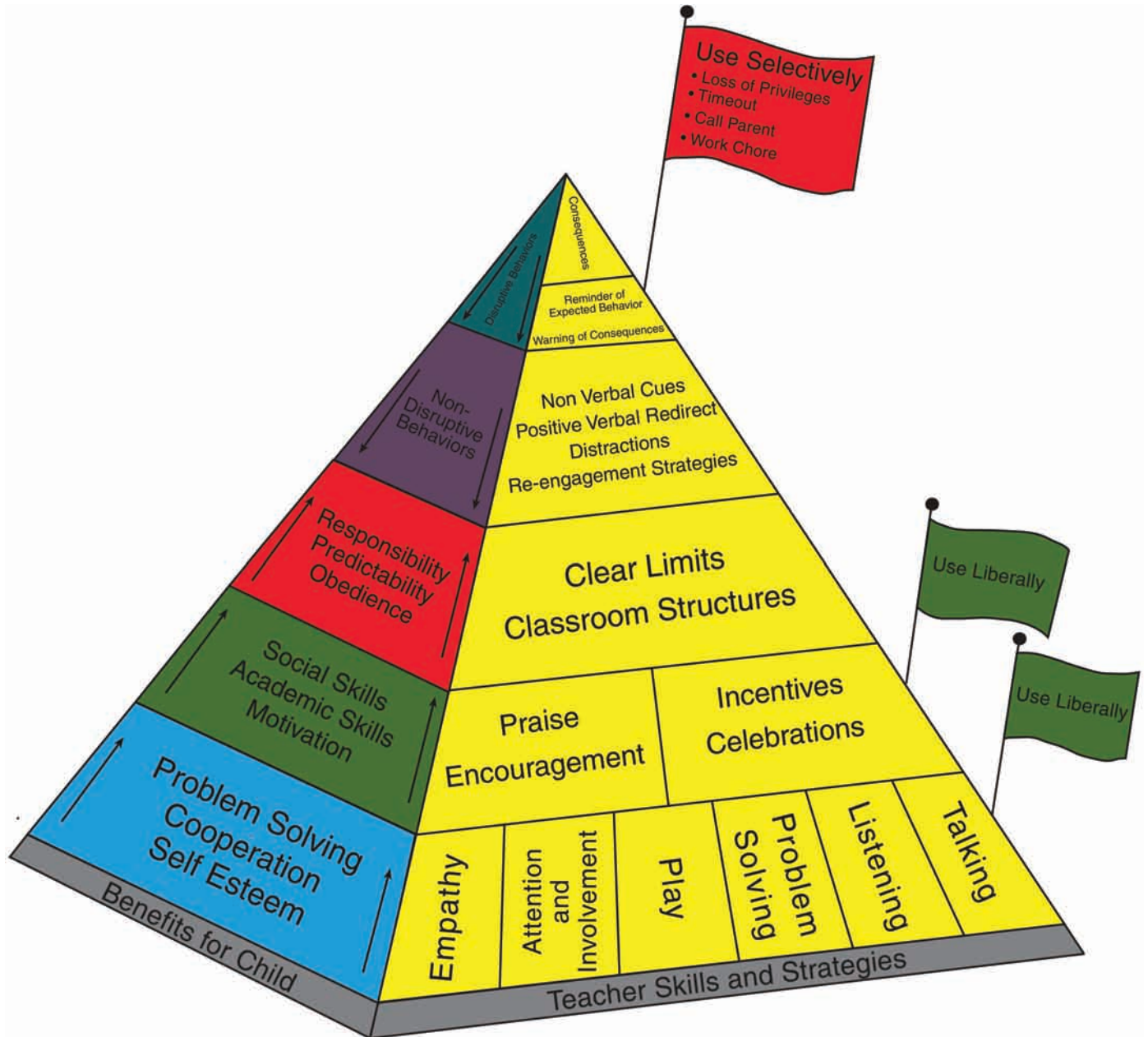


Figure 1. The Incredible Years Teaching Pyramid

1.6 DELIVERING THE PROGRAMME WITH FIDELITY

A considerable body of research³ shows that for an Incredible Years programme to be effective, it is important to deliver it with fidelity to the routines and practices that Carolyn Webster-Stratton has developed, which evidence shows to work.

Fidelity means that group leaders:

- deliver the programme content in its entirety
- deliver the content in the correct sequence
- use the programme's routines and practices (for example, practice opportunities, role plays, collaborative questioning, brainstorming, and practice activities)
- use the programme's resources, such as the checklists and vignettes
- engage in ongoing peer coaching
- continually reflect on how to be responsive to the specific needs and concerns of centres, schools, teachers, and the children for whom they are responsible.

The Ministry ensures fidelity to the programme by engaging group leaders who have completed the teacher group leader training, supporting them to become accredited group leaders, and committing to an ongoing process of capability building (see Section 6.0).

A range of forms and checklists support group leaders to complete the programme with fidelity. Most are provided in the Incredible Years Teacher manual (Webster-Stratton, 2011), on the Incredible Years® Series website, and in the pack of resources that is supplied by the Ministry. Some are provided in these appendices. Appendix 2 lists some of the key forms and checklists and where to find them.

³ See for example Reinke, Herman, Stormont, Newcomer, & David, 2013; Webster-Stratton, n.d.b; Webster-Stratton, 2004; and Webster-Stratton, Reinke, Herman, & Newcomer, 2011.



1.7 CULTURAL RESPONSIVENESS

*Ruia te kākano o te tūmanako ki roto i te maara o te hinengaro.
Plant the seed of hope in the garden of the mind.*

Fidelity to the Incredible Years Teacher Programme includes responding to the individual strengths, needs, and concerns of the teachers you work with. Critically, this includes being responsive to their cultural identities, as well as supporting them to apply the skills and strategies they are learning in a culturally responsive manner.

Carolyn Webster-Stratton explains that an effective group leader builds productive relationships with each individual, develops reciprocal group processes, and draws out people's ideas in ways that avoid an 'expert–novice' position. Collaborative practices such as these are at the core of cultural responsiveness. In her own words:

In this collaborative training model, the group leader is not an "expert" who dispenses advice to [participants]. Meaning "to labor together", collaboration implies a reciprocal relationship that uses the leader's and [participants'] knowledge, strengths, and perspectives equally. In this nonblaming and nonhierarchical model, the leader promotes collaboration through reflection, summary of points made by [participants], reframing, reinforcement, support and acceptance, humor and optimism, encouragement of each member's participation, teaching of important concepts, and role-playing exercises. By using a collaborative process the program becomes culturally sensitive as each individual's personal goals and values are respected and "connections" with the past are relevant to current perspectives and attitudes.

Webster-Stratton, 2008, p. 21

These guidelines do not prescribe cultural content, as the requirements will differ between groups. It is best that you as a group leader take time to check and discuss any cultural needs, expectations, and preferences with individual participants and the group as a whole, both before and during the programme. You can seek further advice and support from locals with cultural expertise, from your Incredible Years contact at the Ministry, from your peer coach, and from colleagues who have a good understanding of the cultural contexts of participants.

Use this advice to consider how you can enhance or differentiate the programme and its delivery to meet people's cultural needs and build upon their cultural resources. This might involve, for example, selecting culturally appropriate analogies and metaphors to 'translate' or interpret the core principles of the programme. It might mean selecting language suited to the teacher group and the local community, for example, by taking into account the needs of teachers in a bilingual environment. Through practices such as these, you will ensure that every teacher feels welcomed, comfortable, and involved in the learning.

Appendix 3 is a set of prompts that you can choose to use to help you to think about how you can be culturally responsive. It is suggested that you complete it at the start of each programme to reflect on how to address your group's needs. Through this reflection, you can decide if you need to complete it after each session. By working through the prompts again at the end of the programme, you can capture any new learning.

CULTURAL RESPONSIVENESS FOR MĀORI

The Treaty of Waitangi creates mutual obligations for us all. In 1988, the Royal Commission on Social Policy (Richardson, Cook, Durie, Ballin, Bruce, & Noonan, 1988) suggested three broad principles for thinking about the Treaty: partnership, protection, and participation. These are clearly resonant with the principles and practices of the Incredible Years Programme. Likewise, Incredible Years aligns with the “Māori potential” approach called for in the Māori education strategy, *Ka Hikitia – Accelerating Success 2013–2017* (Ministry of Education, 2013).

Cultural responsiveness for Māori participants in Incredible Years may involve:

- using Māori tikanga (correct procedures) and metaphors (Māori symbolism with specific cultural significance), te reo Māori, waiata (songs), karakia (prayers), and whakatauaikī (proverbs)
- embedding the principles of manaakitanga (hospitality), tautoko (support), whakawhanaungatanga (relationships, belonging, connectedness), and tino rangatiratanga (self-determination, autonomy, self-preservation)
- adopting the whare tapa whā model⁴ (Māori holistic framework), which integrates four dimensions of well-being: tinana (physical), hinengaro (mental and emotional), wairua (spiritual), and whānau (social)
- involving kaumātua and other cultural advisors in interactions with Māori teachers
- consulting with kaumātua and other cultural advisors on the delivery of cultural content
- talking to your Incredible Years contact at the Ministry about accessing Incredible Years resources available in te reo Māori.

CULTURAL RESPONSIVENESS FOR PASIFIKA

The *Pasifika Education Plan 2013–2017* (Ministry of Education, n.d.) sets out to raise Pasifika learners' participation, engagement, and achievement in formal learning. The Incredible Years Teacher Programme contributes to this by helping teachers to nurture children's social and emotional development so that they can fully participate in the learning opportunities offered at their early childhood education centre or school.

The *Pasifika Education Plan* also acknowledges that Pasifika success requires Pasifika parents to engage in learning-focused partnerships with their children's teachers and schools or centres. The Incredible Years Programme supports teachers to design programmes that foster positive relationships between teachers, parents, and children.

⁴ The whare tapa whā model was developed by Mason Durie (1994). For more information see www.health.govt.nz/our-work/populations/maori-health/maori-health-models

You can help Pasifika participants in Incredible Years Teacher programmes gain meaning from the programme by acknowledging and responding to their diverse languages, cultures, and identities. Cultural responsiveness for these teachers may involve:

- understanding the diversity of Pasifika community languages, identities, and cultural practices
- finding appropriate words and examples that they can use with children
- pronouncing people's names correctly and greeting them in their language
- being conscious of the role of body language, facial expression, and intonation in conveying attitudes of care and respect
- learning about and applying Pasifika metaphors, such as tivaevae (to weave together a holistic framework) and talanoa (talking together to share different views)
- learning about Pasifika models of practice, such as the Tongan models of Talanoa and Kakala and the Sāmoan model of Fonofale
- creating environments where people feel safe and comfortable
- supporting teachers to understand how they can build on the languages, cultures, and identities of Pasifika children
- engaging with Pasifika community and educational leaders as a bridge to establishing relationships with Pasifika teachers.

While there are some similarities between Pacific nations, there are also many differences that make them unique. There can also be differences between Pasifika teachers and parents who have immigrated to New Zealand and those who were born or raised in New Zealand. These may include different perspectives on teaching and parenting. Be aware of this and seek to create a safe and inclusive environment that values and respects different knowledge, perspectives, and experiences.

Review and reflection are integral to the Incredible Years Teacher Programme. These processes can include support for group leaders to develop the cultural intelligence and practices that are needed to be effective in facilitating a programme for Pasifika teachers or teachers of Pasifika children.



2.0 ADMINISTRATION







2.0 Administration

2.1 A PARTNERSHIP APPROACH

The Incredible Years Teacher Programme is a Ministry of Education service, but one that is delivered by Ministry of Education (Ministry) practitioners, the Resource Teacher: Learning and Behaviour (RTLb) service, and the Ministry's contracted partners. By working collaboratively with the Ministry and/or other providers, you can ensure that you implement the programme with fidelity and that any issues are addressed as quickly as possible. You can find contact information for the Ministry and other providers on the Incredible Years Teacher page of the Positive Behaviour for Learning (PB4L) website.⁵

2.2 TIME COMMITMENTS

Each delivered programme has two trained **group leaders** who work in partnership on all of its aspects and are involved in all activities and tasks. Successful delivery requires each group leader to commit the time needed for planning, communication, delivery, teacher visits, administration, and peer coaching, as set out in Sections 3–6. This means that group leaders need to be released from other duties for a minimum of one day a week, for a period of seven months.

As part of their ongoing professional development, all group leaders are expected to attend supervision. (See Section 6.4 for an explanation of this ongoing professional support.)

Teachers are expected to attend a full-day session, once a month, for six months. The content and objectives of each session are interwoven, and so completion of the programme requires participants to attend all sessions.

Attendance at the follow-up session three months after Session 6 provides a valuable opportunity for teachers to reflect on their use of the Incredible Years strategies and embed their learning. This increases the likelihood that the programme's outcomes will be sustained.

2.3 REPORTING

In the Incredible Years Teacher Programme, reporting is conducted through:

- the Pre-programme Information Form
- the National Register of Participants
- the Teacher Strategies Questionnaire
- the Pre-programme Checklist.

The purpose of reporting is to enable teacher payments to be set up and administered and to evaluate and report upon the programme's effectiveness. The results from evaluation are used to identify and address any issues or needs.

The information in the **Pre-programme Information Form** (Appendix 4) is necessary for the Ministry to set up a Statement of Work.

⁵ See www.pb4l.tki.org.nz/Incredible-Years-Teacher/

Group leaders are responsible for completing the **National Register of Participants**. All fields of the register must be completed for each programme. The centre, school, and teacher information forms (Appendices 5–6) provide all the information required for the National Register. The Ministry needs this information in order to pay the participation fee to centres and schools.

Each programme has an identification code that needs to go in the National Register. When a programme is delivered by Ministry staff, it will have a case management system (CMS) number. When delivered by another provider, it will have a unique programme identifier (UPI) number that has been allocated by the Ministry.

The Ministry uses the **Teacher Strategies Questionnaire** (see Appendix 2) to evaluate and report on the programme's effectiveness. The questionnaire is administered to teachers at the start and end of the programme in which they are taking part. When completed, it provides information about their confidence in managing challenging behaviour, the strategies they apply, and how useful they find these strategies. (See also Section 3.3.)

The **Pre-programme Checklist** (Appendix 10) should be submitted with your first invoice so that the Ministry can confirm you have completed these tasks.



TIMELINE FOR REPORTING

Two weeks before the first session, submit the Pre-programme Information Form to the Ministry.

One week after the first session, submit the Pre-programme Checklist to the Ministry, along with your first invoice.

Within a week of completing Session 2, you should have:

- submitted the pre-programme Teacher Strategies Questionnaire data to the Ministry
- entered the rest of the pre-programme information for the course, including contact information, onto the National Register
- entered initial attendance information onto the National Register (required for the teacher release payments).

Within three weeks of completing Session 6, you should have:

- completed the final attendance section of the National Register and submitted it to the Ministry
- submitted the post-programme Teacher Strategies Questionnaire data to the Ministry.

2.4 PRIVACY

Two main pieces of legislation apply to the Incredible Years programmes: the Privacy Act 1993 and the Children, Young Persons, and Their Families Act 1989.

The Privacy Act promotes and protects individual privacy. It sets out 12 principles that establish how information is to be collected, where it is to be kept, and how it is to be shared.

The Children, Young Persons, and Their Families Act is based on the principle that children and young people must be protected from harm, their rights upheld, and their welfare promoted. Sections 15 and 16 of this Act provide for the disclosure of personal information by an individual or agency where there is reason to believe that a child's welfare is at risk. Anyone providing information on this basis is protected from disciplinary or criminal proceedings.

TEACHER PRIVACY

The success of an Incredible Years Teacher programme depends on the open, trusting relationships you develop with teachers. This means it is critical that you keep all Incredible Years documentation in a secure place and that it is never used for a purpose other than delivery and reporting. It also means that while you can respond to questions from school leaders or centre managers regarding a teacher's attendance, you cannot discuss matters regarding performance.

There is just one exception to this rule about teacher privacy: you do need to take action if you are concerned about child safety. At the initial visit, clarify that while performance management is not your role, child safety is paramount and you will respond to any concerns. If you do identify a concern, speak first to the teacher. If the issue persists, speak to the centre manager or school principal or your Incredible Years contact at the Ministry.

CHILD PRIVACY

While the focus of the programme is on teacher practice, much of the discussion will centre on how changes in practice are impacting on children, especially target children. Teachers need to join with you in protecting children's right to privacy.

VIDEO RECORDINGS

Video recordings are fundamental to learning and professional growth within the Incredible Years Teacher Programme. You will be recording your interactions with teachers at the sessions and they will be recording their interactions with children in their classrooms or centres.

The Participant Commitment Form (Appendix 7) includes a section on obtaining permissions for video recordings. Before teachers and their principals or centre managers sign the form, you need to check that the school or centre has an overarching policy to cover recordings for professional development or that they have gained permission from parents for these particular recordings to be made.

It is good practice to use the Participant Commitment Form as the focus for discussion about video recordings at Session 1.

2.5 PROGRAMME RESOURCES

The Incredible Years Teacher manual⁶ and *Incredible Teachers* book⁷ set out the principles and practices that ensure the programme's effectiveness. You need to access and engage with the manual, the book, and these guidelines before planning your first Incredible Years Teacher Programme.

The Ministry orders, distributes, and meets the cost of most printed materials, including the *Incredible Teachers* book, these programme guidelines, and the folders and session handouts. The guidelines are provided just once, whereas other items are contained within the resource pack that is sent for each new programme. You need to confirm the programme numbers in good time to enable the Ministry to order these items before the first session. The resources provided by the Ministry are not for personal use or use by non-Ministry funded programmes.

Providers are responsible for the purchase of various other resources that are required to successfully deliver an Incredible Years Teacher Programme (for example, a video camera and tripod, a laptop and data projector, a TV and DVD player combination, and blank, writable DVDs). You may need to borrow some other items from the Ministry (for example, pyramid posters) or purchase them from the programme in Seattle (for example, puppets).

Appendix 2, while not a comprehensive list of all the Incredible Years Teacher Programme resources, does itemise the various forms and checklists mentioned in these guidelines and tell you where you can find them.

⁶ This refers to *The Teachers and Children Series: Promoting Positive Academic and Social Behaviors* by Webster-Stratton (2011).

⁷ This refers to *Incredible Teachers: Nurturing Children's Social, Emotional, and Academic Competence* by Webster-Stratton (2012).

2.6 FINANCIAL REIMBURSEMENT

The Ministry pays a contribution towards teacher release time for qualified teachers who are active participants in the programme. This money is paid to the school or centre in one lump sum after teachers have completed two sessions at the start of the programme.

For the programme to be effective, it is important to provide food, a comfortable venue, and appropriate incentives. The Ministry supports this by providing discretionary funding to cover the costs of any reasonable expenditure. Section 3.4 sets out what some of these costs might be.

You need to provide an estimated and itemised budget (or 'disbursement plan') for such expenditure to the Ministry for approval. Do this as soon as possible, so it can be included in the Statement of Work. The cost of these disbursements will be covered by the payment the Ministry makes within one week of the first session's delivery.

Bear in mind the following points:

- Save all receipts so that you can produce them at the end of the programme. This helps the Ministry to monitor how funding is being used, information that it then uses for planning.
- The Ministry has the right to audit providers' accounts at any time. You need to be prepared to explain any variation between the funding that is provided and your actual expenditure.



3.0 PROGRAMME DELIVERY: PREPARATION







3.0 Programme delivery: Preparation

3.1 WHO THE PROGRAMME IS FOR

The Incredible Years Teacher Programme is for teachers of children aged 3–8 years. It supports them to develop the strategies known to promote children's social competence and reduce behaviour problems. Additionally, the programme focuses on ways teachers can effectively collaborate with parents to support their involvement in formal education and promote consistency from home to centre or school. (See Section 1.2 for more information on the programme's content.)

3.2 ENROLMENT IN THE PROGRAMME

The responsibility for managing the enrolment process is shared between the two group leaders for a programme and the managers and other administrators who support them. As outlined below, the process involves:

- inviting participation in the programme and managing waiting lists
- managing referrals and expressions of interest
- deciding on acceptance
- if necessary, negotiating a change to the optimum group number of 16
- making an initial visit to the schools or centres and meeting the teachers and principals or centre managers.

INVITING PARTICIPATION

Each provider takes responsibility for informing their targeted schools and/or early childhood centres about the programme and the local schedule and inviting their participation. The information can be conveyed via flyers, brochures, and registration forms. The Ministry of Education (Ministry) is able to provide promotional DVDs. Appendix 8 is an information sheet you can print and give to potential participants, and appendices 5–6 are forms for collecting information about the teachers, centres, and schools.

Each provider has their own recruitment processes. Often there is a waiting list, and so providers simply have to contact interested schools and centres to inform them when a programme is being offered.

MANAGING REFERRALS AND EXPRESSIONS OF INTEREST

The leaders of schools or centres that want to participate indicate this by putting in an expression of interest. Some teachers self-refer, but to do the programme they need to be working in a centre or school and have the approval of their school leader or centre manager.

You should respond to all referrals and expressions of interest in writing and record them in an appropriate database.

It is important that providers manage their contracts carefully. You need to ensure you have sufficient numbers and that when setting dates, you avoid conflicts with significant events or activities (for example, teacher professional development activities). In the long term, a well-maintained database supports you to manage your waiting list and plan for your next programme.

DECIDING ON ACCEPTANCE

The programme is for teachers who are actively involved in a centre or classroom programme. It is preferable that teachers are qualified and have more than one year's teaching experience. Less experienced teachers may participate, provided the programme is led by an experienced group leader with access to peer coaching.

In some exceptional circumstances, the programme may be delivered to a participant who is not an early childhood or classroom teacher (such as a teacher aide, school leader, or centre manager). For this to happen, you must consult your Ministry contact, who will need to be assured that the programme will be delivered with a high level of expertise and by group leaders who have access to a peer coach. The Ministry will not cover teacher release time for a person who is not a qualified and practising teacher.



THE IDEAL GROUP SIZE

The optimum group size is 16 participants. If you are likely to go below or above this number, it is important that you discuss the matter with your Ministry contact as soon as possible.

INITIAL VISITS TO SCHOOLS OR CENTRES

Before the start of the programme, the group leaders visit the schools or centres to meet the teachers and their principals or managers. The purpose of these visits is to further explain the programme, clarify what is expected, and begin building the positive relationships that are necessary for the programme to be successful.

Meetings with teachers

The group leaders meet with teachers in order to:

- get to know them and the context in which they work
- provide them with an overview of the programme
- discuss the session schedule and check the dates
- support them to resolve any problems regarding barriers to attendance
- explain the purpose of the between-session visits and book dates
- explain that video recordings of teaching practice will be used as a reflective tool
- identify a possible target child
- administer the appropriate version (preschool or primary) of the Teacher Strategies Questionnaire (see Appendix 2)
- use the Teachers Thinking Like Scientists worksheet (see Appendix 2) to help them think about their personal goals for the programme
- provide folders and books so teachers can read the first couple of chapters.

With these tasks complete and all questions clarified, the teachers complete and sign the Participant Commitment Form (Appendix 7).

Meetings with principals and/or centre managers

The group leaders meet with principals and/or centre managers in order to:

- explain that the sessions are a full-day commitment for teachers
- discuss the session schedule and check the dates
- outline the expectations regarding between-session activities (for example, the behaviour plans and visits to centres or classrooms)
- explain that the teacher observations undertaken during the between-session visits support teachers to implement new skills into their daily practice and are not a form of appraisal
- discuss ways they can support their teachers to complete the programme.

With these understandings made clear, the principals and/or centre managers co-sign the Participant Commitment Form (Appendix 7).

3.3 PRE- AND POST-PROGRAMME ASSESSMENTS

The Incredible Years Teacher Programme aims to reduce children's problem behaviour, increase their social competence and self-regulatory skills, and give teachers a range of strategies to manage challenging behaviour in children.

The programme uses two assessment measures to monitor the outcomes for teachers and children: the Incredible Years Behaviour Plan and the Teacher Strategies Questionnaire.

THE INCREDIBLE YEARS BEHAVIOUR PLAN

Teachers use the Incredible Years Behaviour Plan (see Appendix 2) to strengthen their behaviour management strategies and foster children's social and emotional competence. The plan prompts teachers to look at a particular child's emotional and social development and how to promote prosocial behaviour in that child. This focus on an individual target child supports teachers to deepen their understanding and to monitor their own progress. The accompanying activities, discussion, and reflection support them to transfer their new learning to their interactions with all the children they teach.

You can read more about behaviour plans in Section 4.4 and find an in-depth discussion in Chapter 10 of the *Incredible Teachers* book (Webster-Stratton, 2012, pp. 379–404).

THE TEACHER STRATEGIES QUESTIONNAIRE

The Teacher Strategies Questionnaire (see Appendix 2) asks teachers to rate:

- their confidence in managing challenging behaviour
- how often they use particular teaching strategies
- how useful they found each strategy.

Each time the questionnaire is completed, the data needs to be entered on the National Register for the course and on the Teacher Strategies Questionnaire spreadsheet.

The responses entered on the Teacher Strategies Questionnaire spreadsheet will automatically generate scores.

Timeline for completing the Teacher Strategies Questionnaire

Most pre-course teacher strategies questionnaires will be completed by the teachers at or prior to the first session. However, if this is not possible, it should be completed within three weeks of the first session.

The Teacher Strategies Questionnaire is then re-administered at Session 6 or, if this is not possible, within two weeks either side of the programme finish date.

3.4 SUPPORT TO MAXIMISE TEACHER ENGAGEMENT

To get the most out of the Incredible Years Teacher Programme, it is essential that teachers attend all sessions. The discretionary expenses covered by the Ministry can support teacher attendance and engagement by ensuring their comfort and minimising distractions. The following items can be included in disbursements claimed from the Ministry:


- a comfortable venue with enough room for the 16 participants and two group leaders to sit comfortably in a horseshoe configuration, conduct role plays, eat food, display resources, and view vignettes
- light snacks, lunch, and drinks
- small treats and prizes to reward and motivate teachers throughout the programme.



3.5 COHERENCE WITH OTHER INTERVENTIONS

It is important to be aware of any other professional development in which a teacher is engaged and to make sure there are no conflicts. Likewise, it is important to take into account any other interventions involving the children they teach. If a teacher selects a target child who is already receiving additional behaviour support, they need to liaise with the child's parents and with anyone else involved in offering them support. The Incredible Years Behaviour Plan does not replace specialist intervention for children who need it.

The Incredible Years Programme aims to build collaborative relationships between parents and teachers, and so the impact of the programme is enhanced when a child's parents and teacher are all engaged in it. An Irish study:



... highlights the utility of prevention and early intervention programmes which target both parents and teachers as a means of improving children's emotional and behavioural difficulties and effecting later positive outcomes (NICE, 2007; Leflot et al., 2010; Allen, 2011). Evidence-based programmes, such as the [Incredible Years Parent and Incredible Years Teacher] programmes when delivered with fidelity in community-based settings (i.e. local family centres, schools), can help to build a positive environment for child development and provide a useful means of promoting child, family and community well-being.

McGilloway et al., 2012, p. 34

With this in mind, it is worth exploring how you might connect your delivery of the Incredible Years Teacher Programme with a local Incredible Years Parent Programme. In doing so, you may find you can enhance the support particular children receive as they transition from their early childhood centre to school.

There is a list of providers of the Incredible Years Teacher Programme on the PB4L website. You can use it to make contact with other providers and consider how you can coordinate delivery to support positive connections for teachers and parents.

3.6 PRE-PROGRAMME CHECKLISTS

The second item in Appendix 10 is the Pre-programme Checklist, which describes activities to be completed before the start of a new programme. It is intended to help group leaders prepare for the new programme and maintain fidelity to the routines and practices developed by Carolyn Webster-Stratton.

If appropriate, the cultural responsiveness prompts (Appendix 3) can also be completed at the start of the programme. They are intended to help you consider and address the diversity of participants' needs, strengths, and interests.

The planning sheet in Appendix 9 helps you maintain fidelity to the programme by ensuring you complete all the appropriate checklists and have a plan for addressing any incomplete tasks.

4.0 PROGRAMME DELIVERY: RUNNING THE SESSIONS







4.0 Programme delivery: Running the sessions

4.1 PLANNING FOR SUCCESS

The *Incredible Teachers* book (Webster-Stratton, 2012), the manual (Webster-Stratton, 2011), and the DVDs form the foundation of the Incredible Years Teacher Programme. The manual outlines an agenda for each of the six sessions, and Appendix 11 sets out an agenda for the follow-up session. These agendas form the basis of your planning for each session, although you will also tailor your delivery to meet the group's needs. Repeated delivery will build your familiarity with the programme.

The slideshow presentation *Coaching Teachers to Coach Students' Social, Emotional, and Academic Competence* (Webster-Stratton, n.d.a) provides valuable advice on delivery. It is available on the Incredible Years website,⁸ which offers a range of resources and information about new developments.

Remember that support is always available:

- For operational issues, you can turn to your contact person at the Ministry.
- For queries about practice, you can turn to your peer coaches and to accredited group leaders in your local network.
- The workforce development team based at Massey University oversees the provision of professional learning to New Zealand's Incredible Years Teacher Programme group leaders.

You can find the contact names and details for many of these groups and individuals on the PB4L website.

⁸ See www.incredibleyears.com



4.2 MANAGING PARTICIPATION

The success of the programmes depends on full attendance at each of the six sessions. It is imperative that teachers attend Session 1 and that they make up any missed sessions from then on (see Section 4.3).

Successful group leaders maximise participation by making it clear they expect teachers to attend all sessions and to be available for the full day, including after normal school or centre hours. Other strategies for maximising attendance include:

- providing a printed timetable to the teachers at the first meeting and talking it through, checking their availability for all session dates and reinforcing the expectation for full attendance
- ensuring that principals and centre managers understand the commitment the teachers are making and will support them in this (for example, by ensuring they are free of other commitments on session days)
- ensuring that programmes are run with fidelity and make effective use of the Incredible Years methods, content, and processes
- ensuring that programmes are culturally responsive (see Section 1.7)
- offering make-up or alternative sessions when teachers cannot attend a session due to unplanned events
- contacting teachers within two working days of a missed session and, if necessary, helping them to resolve any barriers to continued attendance.

4.3 BETWEEN-SESSION TASKS FOR GROUP LEADERS

The two group leaders are equal partners in the process of preparing, delivering, reviewing, and evaluating each session. They make all decisions jointly and take an equal share in the responsibilities and tasks listed below.

- **Contact each participant between sessions.** This will allow you to check progress towards monthly goals, help to resolve any difficulties with the session activities, and celebrate successes. The between-session visits are also an opportunity for you to continue to develop your relationship with the teachers and to reinforce new learning and provide coaching that addresses identified teacher needs. (See 'Teacher visits' below for more information.)

Usually, group leaders split the list of participants, with each taking responsibility for contacting half the group. You may find you need to swap people on the list as you get to know them and find that one of you has skills better matched to a teacher's particular needs and characteristics or has built a stronger relationship with that person.

Consider texting or emailing as an alternative to phoning. Setting up an e-text (an email sent to a cellphone) is a great way to send reminders of the next session to all participants at the same time.

- **Reflect on the teacher session evaluations** (see Appendix 2). Use what you learn to develop a plan to address any issues (for example, if a theme emerges from the evaluation or a teacher has responded negatively to the session). Address any issues or common themes at the beginning of the next session.

- **View the video recording of the session.** Select a portion of the video recording that you would like to bring to supervision or coaching. Complete a Teacher Group Leader Collaborative Process Checklist (see Appendix 2) and identify specific goals for your own learning. This is one of several tools that help you reflect on your practice.
- **Complete a Teacher Group Leader Peer and Self-evaluation Form** (see Appendix 2) after each session. Be sure you are specific, commenting on how you did some things, where you want to strengthen practice, and why.
- **If appropriate, work through the cultural responsiveness prompts** (Appendix 3). The frequency of completion depends on the decisions you made when you first completed the checklist before starting the programme.
- **Rehearse and plan how you will share the leadership role** by going through the DVDs and the manual instructions for the next session.
- **Prepare resources** from the recent session that you wish to display at the next session (for example, 'gem' or principle cards).
- **Complete the appropriate Delivery and Programme Fidelity Checklist** (see Appendix 10). The delivery and programme fidelity checklists support your planning and help you to implement the programme with fidelity.
- **Update the planning sheet** (see Appendix 9). Use it to maintain a watching brief over your progress through the delivery and programme fidelity checklists and, if used, the cultural responsiveness prompts.



MAKE-UP SESSIONS

The programme is based on the Incredible Years Teaching Pyramid, which means that each topic lays the foundation for the next topic. It is very important that participants access the right material at the right time, so any missed sessions should be made up before the next session.

The Incredible Years Teacher Programme is not an intervention for lone individuals. The programme is based upon social learning theory, and so the group sessions are essential for achieving successful long-term outcomes. They allow teachers to learn within a group of people with whom they are developing supportive learning relationships over time.

Teachers need to know that:

- attendance at the first session is critical
- they will not be considered to have completed the programme if they have not attended all sessions
- it is not acceptable to require more than one make-up session.

A make-up session provides an individualised mini-session for a teacher (or an extra group session for more than one). It gives participants the opportunity to see the key vignettes, to role play situations, and to engage in directed discussion on the specific topic. This ensures they understand the important concepts and have time to practise the new learning before the next big group session. Talking to a teacher about their progress, attendance issues, or additional coaching does not constitute a make-up session. As with the regular sessions, group leaders must deliver make-up sessions collaboratively.

Different providers have their own means of offering make-up sessions. Options include offering teachers the opportunity to attend a session with a different programme or giving joint make-up sessions for participants in different programmes, held at a central venue.

TEACHER VISITS

Ideally, both group leaders take part in the initial visits to each teacher attending the programme (see Section 3.2). Only one of the group leaders needs to take part in the teacher visits after the programme has begun.

Purpose of the teacher visits

The primary purpose of the teacher visits is to support teachers to reflect on their practice relating to the goals they have set for themselves. For the programme to be sustainable, this needs to be a collaborative process that builds the skills and understandings teachers need to be able to continue to self-review after they have completed the programme. Group leaders experience this same coaching relationship in their interactions with their peer coaches.

More specifically, the visits are intended to:

- help teachers to achieve the goals they have set in the Teacher Classroom Management Self-reflection Inventory (see Appendix 2)
- support teachers to implement the behaviour management strategies they have selected in their behaviour plan
- build a relationship with the teachers and develop an understanding of the contexts in which they are working
- review and clarify the course content
- identify any difficulties a teacher may be having in selecting a target child and in implementing their behaviour plan, and support them to find solutions
- encourage and promote positive teacher–parent relationships.

Process of the teacher visits

The focus of the teacher visits is on the goals teachers have set themselves. Together, you and the teacher connect these goals to their actual practice by viewing video recordings that they have made of their interactions with children (see below). Your role is to help the teacher to notice what is happening in the recordings, both in terms of their own practice and the children's responses. You will use questions and prompts to enable them to see what has gone well and where things have not gone so well, and why. You might then:

- brainstorm solutions to any difficulties
- model some of the strategies teachers would like to implement or improve
- conduct role plays that provide opportunities for practice
- suggest further reading.

The teacher visits may make some teachers feel vulnerable. If you sense this, remind them that the focus is on their professional learning and not on appraisal. It is they who set the goals for learning and it is your role to help them to achieve their goals. Remind them, too, that while you bring your expertise as an Incredible Years group leader, they are the experts in their context, and so the two of you are partners in this learning.

Teacher buzz forms and self-reflection inventories

The teacher buzz forms and self-reflection inventories (see Appendix 2) are tools that you can use to focus your discussions with a teacher on the specific strategies that have been covered in each session and on the goals they have chosen to work towards. If the teacher has not already done so, you can use these forms to help them to identify one or two areas for focus. Maintain their sense of ownership of the process by asking them to write their own goals and notes.

Frequency of the teacher visits

Ideally, a teacher visit would take place after every session, with more visits to a teacher who has been having difficulties. In practice, aim to make a minimum of three visits to each teacher, one before the programme starts and two after the teacher has begun attending sessions. This should be enough to enable you to build a relationship with the teacher and to note any changes in teacher practice and subsequent child behaviour. You can then use this knowledge to further tailor the delivery of the programme to the teachers attending it.

4.4 BETWEEN-SESSION TASKS FOR PARTICIPANTS

BEHAVIOUR PLAN

Teachers are expected to develop and implement an Incredible Years Behaviour Plan (see Appendix 2) for their target child. This has similarities to an individual education plan (IEP) and, like an IEP, it should support the child to achieve worthwhile goals and should be developed in consultation with the team of people around the child, including their parents or caregivers. However, the primary purpose of this behaviour plan is to strengthen teacher practice by having them attempt a range of classroom and centre management strategies that are supported by research.

At the conclusion of each session, the teachers decide on the new strategies they will implement with their target child, basing these decisions on the session content and building on their learning about the Teaching Pyramid. They record these strategies on the child's behaviour plan and then monitor the impact on the child's social, emotional, and academic competence.

STRATEGY DEVELOPMENT

Teachers use the Teacher Self-reflection Inventory (see Appendix 2) to think about their strengths and limitations, and record their personal goals. This process supports self-reflection to become habitual. It is important that teachers complete these inventories before a group leader visits them.

Between sessions, teachers are expected to implement the Incredible Years Behaviour Plan for their target child, putting into place the strategies they selected at the session. Teachers also have specific strategies that they are to practise between sessions. They record what happens in the behaviour plan and on the worksheets for the sessions.

At the same time as they are practising the new strategies, teachers are expected to build their knowledge by engaging in supported reading of the *Incredible Teachers* book (Webster-Stratton, 2012).

VIDEO RECORDINGS

It is essential that teachers make video recordings of their interactions with children before their group leader visits. They and the leader will use these recordings to review how well they are transferring the theory of the programme to their daily practice.

Initially, teachers may need considerable encouragement and practical support to use cameras in their classrooms or centres. Reassure them that this will get easier over time. Likewise, children may initially feel uncomfortable or over-excited by the presence of a video camera, but most soon become used to it.

BUDDY CALLS

One of the purposes of the group format is to strengthen participants' ability to give and receive mutual support and to work towards a community support network. To facilitate this, group leaders introduce the 'buddy' concept at the first session. The aim is for each pair of buddies to contact each other every week to talk about the content of the latest session, to discuss how they are going with their between-session activities, and to support and encourage each other. Depending on their personal preferences, they may do this by phone, texts, video call, or email. Although the programme encourages teachers at the same centre or school to work together, the buddy system tries to pair up teachers working at two different sites.

4.5 FILMING SESSIONS

Viewing recordings of sessions is an important part of peer and self-evaluation that contributes to your professional growth as a group leader.

You are required to film your delivery of every session and to peer and/or self-evaluate the DVD with a view to improving delivery. You are also asked to select a component of a recorded session to take to peer coaching and consultation days. You can use the feedback you receive to establish your professional learning goals.

The session videos are intended for use only as part of supervision (that is, for peer coaching, accreditation, and consultation days). To protect people's privacy, make sure that you download the recordings within two days of making them and then clear the camera. Carefully catalogue the recordings and place them in secure storage. Destroy them at the end of accreditation or, if they are not being used for this, after the programme has been completed and evaluated.

4.6 CERTIFICATE OF COMPLETION

Teachers who have completed all six sessions are given a Certificate of Completion. Some group leaders also like to list the sessions attended on the certificate. If a participant drops out of the programme or has not completed all six sessions, they do not receive a certificate. Your Incredible Years contact at the Ministry can give you examples of certificates. There is also one in the Teacher manual (Webster-Stratton, 2011).

4.7 FINAL DOCUMENTATION FOR COMPLETION BY PARTICIPANTS

At the end of Session 6 (and, ideally, prior to the presentation of the certificates), participants complete:

- the final Teacher Workshop Evaluation
- the post-programme Teacher Strategies Questionnaire
- the Teacher Workshop Satisfaction Questionnaire (see Appendix 2 for all these forms).

All participants must complete these forms within three weeks of Session 6. You will need to follow up on any teacher who missed it.

5.0 PROGRAMME DELIVERY: FOLLOW-UP ACTIVITIES







5.0 Programme delivery: Follow-up activities

5.1 POST-PROGRAMME REFLECTIONS

The formal reflection following an Incredible Years Teacher programme is intended to support group leaders to understand how the programme has impacted on teachers and children. Group leaders then use that understanding to improve their delivery of future programmes. This involves completing the Teacher Group Leader Peer and Self-evaluation Form and looking at trends in the teacher session evaluations (see Appendix 2).

Topics for reflection may include:

- participation and completion
- managing challenges
- teacher engagement
- cultural responsiveness
- transfer to teacher practice
- gems, success stories, and so on.

Take any challenges or concerns to your peer coach so that you can plan how to address them.

Submit the completed teacher workshop satisfaction questionnaires to the Ministry within three weeks of the programme's end. Ministry staff store the form electronically in the Incredible Years file. The collated information is then analysed, with the findings used for monitoring, evaluation, and planning.

Reflection should also occur following delivery of Session 7. In this refresher session, teachers determine how well they are implementing and maintaining the Incredible Years strategies in their classrooms and centres. Teacher feedback and experience provides invaluable information for future work with Incredible Years Teacher groups. See Appendix 11 for an agenda and some notes on how you might prepare for that session.

5.2 FINAL TASKS FOR GROUP LEADERS

The following tasks are to be completed within three weeks of the programme's end:

- Complete any final make-up sessions for anyone who missed a session.
- Complete the final attendance and post-measures sections of the National Register. Check all columns of each section of the Register and enter any missing data.
- Submit the National Register and Teacher Strategies Questionnaire data to the Ministry.
- Report on your actual expenses to the Ministry.
- Provide your manager with any outstanding receipts for items that have been purchased for the programme.

Within two months of the programme's end, complete the following tasks:

- Ensure all hard copy documentation from the programme is sent to the Ministry for storage.
- After all the necessary electronic documentation has been sent to the Ministry, checked, and found to be correct, delete it from the computer in which it was stored.

For a complete schedule of final tasks, see the delivery and programme fidelity checklists for Session 6 and for the post-programme activities (see Appendix 10).

Returning unused resources to the Ministry

Please return any unused PB4L ring binders or copies of the *Incredible Teachers* book (Webster-Stratton, 2012) to the Ministry as soon as possible after the programme's completion. Also return any borrowed equipment.



6.0 MAINTAINING PROGRAMME STANDARDS AND INTEGRITY







6.0 Maintaining programme standards and integrity

Incredible Years is an evidence-based programme. It achieves the best outcomes for children and teachers when group leaders maintain fidelity to the programme and are responsive to the cultural and individual identities of participants.

6.1 ASSURING FIDELITY TO THE PROGRAMME

It is essential that group leaders deliver the programme in its entirety, using all the components and therapeutic processes recommended by Carolyn Webster-Stratton. The Incredible Years Implementation Pyramid outlines the activities you must complete at each level to assure programme fidelity.

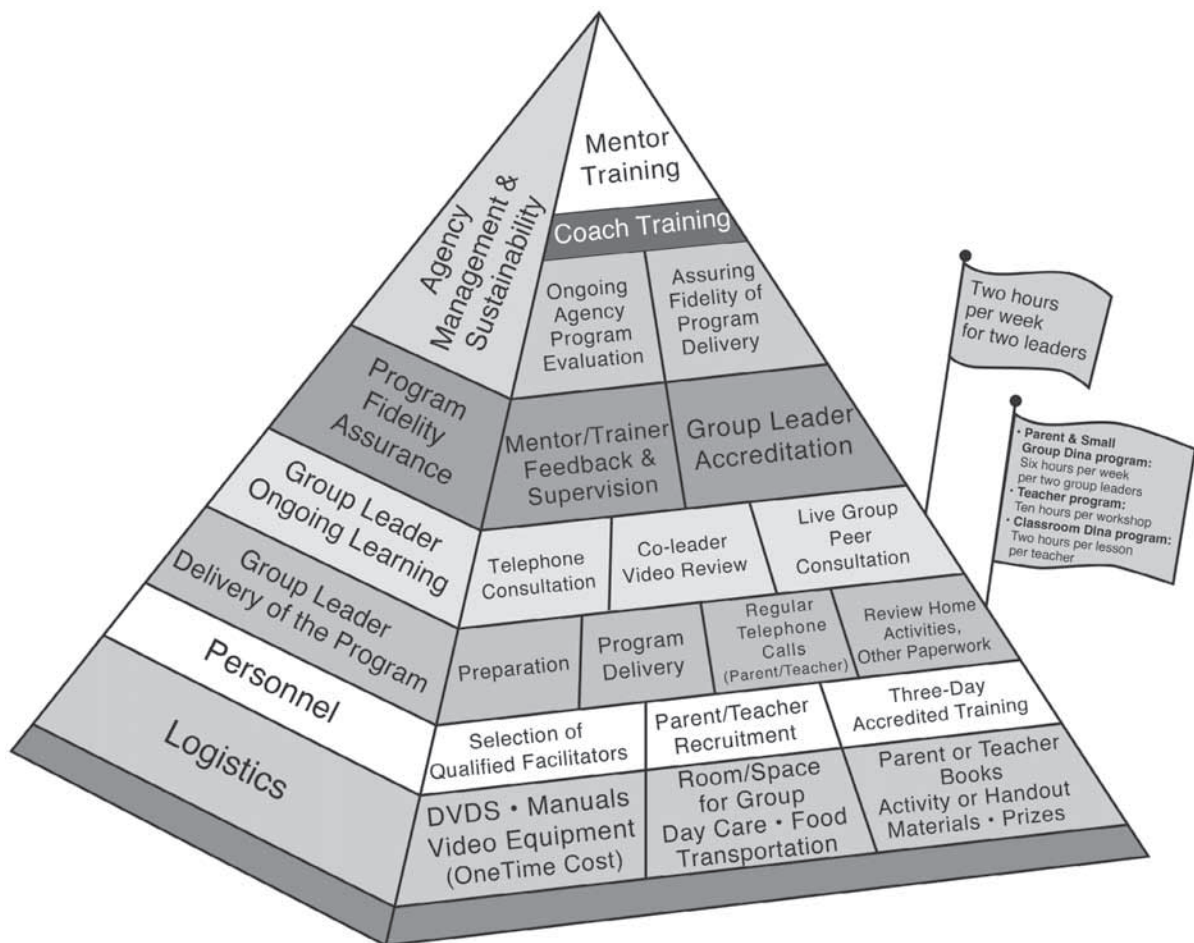


Figure 2. The Incredible Years® Implementation Pyramid

The various checklists and forms support you to maintain fidelity to the programme. They include:

- the Teacher Group Leader Peer and Self-evaluation Form (see Appendix 2), which you complete after each session
- the Teacher Group Leader Collaborative Process Checklist (see Appendix 2), which you complete each time you review the DVD of a session
- the cultural responsiveness prompts (Appendix 3)
- the delivery and programme fidelity checklists (Appendix 10).

6.2 RECRUITMENT AND PROFESSIONAL LEARNING

Carolyn Webster-Stratton requires potential group leaders of the Incredible Years Teacher Programme to be trained and experienced educators whose teaching expertise is supported in writing by two referees. Group leaders must also have a deep and growing understanding of the Incredible Years Teacher Programme itself. For this reason, all group leaders must:

- complete the three-day group leader training provided by an accredited trainer or mentor
- engage in peer coaching and peer and self-evaluation throughout programme delivery
- attend at least one group leader accreditation workshop each year
- attend at least one consultation day each year.

For more details on supervision and accreditation, see sections 6.4 and 6.5.

6.3 THE INCREDIBLE YEARS GROUP LEADER PATHWAY

Goal setting and reflection on practice are integral to the professional learning and career paths of all Incredible Years practitioners. Incredible Years has developed a pathway for group leaders that sets out progressive levels of expertise and provides a system of accreditation that reflects its practices and standards for programme delivery.



Figure 3. The Incredible Years group leader pathway

The pathway is self-sustaining, in that group leaders who have progressed along the pathway are able to provide supervision, peer coaching, and training to new group leaders.

- Group leaders take part in a range of supervision activities (see Section 6.4 below). After a group leader has delivered two complete programmes, the data generated through supervision is used to meet the requirements for group leader accreditation.

- A peer coach in training is able to provide peer coaching to pairs of group leaders and support them to achieve accreditation.
- An accredited and specially trained peer coach is also able to assist in leading a group leader accreditation workshop.
- A mentor in training takes an active role in training new group leaders and facilitating consultation days, where they work alongside a fully trained mentor.
- Mentors lead accreditation workshops and consultation days and provide training for new group leaders, together with a peer coach.

6.4 SUPERVISION AND SUPPORT

Supervision addresses the fourth tier (Group Leader Ongoing Learning) and the fifth tier (Program Fidelity Assurance) of the Implementation Pyramid. As stated in Section 6.3, supervision is the pathway to accreditation. The Ministry expects there to be at least one accredited group leader for each Incredible Years Programme delivered.

Supervision is a process of professional learning that is intended to help group leaders achieve successful outcomes for teachers and children. Supervision activities include peer coaching, the peer and self-evaluation process, group leader accreditation workshops, and the annual consultation days. An important part of supervision is the opportunity it provides for group leaders to work with an accredited colleague to view the video recordings of themselves delivering sessions, using them to review and monitor progress towards their professional goals.

PEER COACHING

Peer coaches are accredited group leaders who have completed additional training in peer coaching. Peer coaching is a specialised form of supervision that is delivered to pairs of group leaders in workshops of approximately 2 hours. The peer coach supports the two group leaders to:

- share and reflect on their delivery through viewing DVDs and examining their course records
- prepare for later sessions.

All group leaders are expected to access peer coaching. Before accreditation, it is preferable for group leaders to access peer coaching after each session. After accreditation, continued peer coaching supports group leaders' ongoing professional development.

The success of peer coaching depends on the quality of the group leaders' preparation and the depth of their reflection. The Peer Coaching Session Record in Appendix 12 will help with this.

The ability to access peer coaching will depend on the local availability of peer coaches. If you have any difficulties in accessing peer coaching, please refer to your Ministry contact or to the workforce development team based at Massey University.

PEER AND SELF-EVALUATION

Peer and self-evaluation take place throughout programme delivery. Two forms support this process: the Teacher Group Leader Peer and Self-evaluation Form and the Teacher Group Leader Collaborative Process Checklist (see Appendix 2). They set out explicit expectations, ensuring that your reflection is guided by knowledge from research about effective group leader practice.

Peer and self-evaluation are both important. It is valuable to have the perspective of a respected peer who has worked alongside you, but it is equally important to take responsibility for reviewing and reflecting upon what happened for yourself.

Establishing a routine of viewing video clips of practice will help you to bring an objective eye to analysing your own interactions and how they are impacting on teachers.

GROUP LEADER ACCREDITATION WORKSHOPS

All non-accredited group leaders must attend at least one group leader accreditation workshop each year. These workshops are practice-focused; likely topics and activities include engagement, managing challenging participants, cultural responsiveness, practice activities, role plays, and vignettes. For this reason, group leaders are expected to attend an accreditation workshop within three months of having delivered a programme.

Each group leader accreditation workshop is for a maximum of 20 group leaders. They are facilitated by two people – a mentor and/or an accredited peer coach who has been specially trained in the delivery of these workshops.



CONSULTATION DAYS

Consultation days provide a structured opportunity for group leaders to receive and provide constructive feedback. They are facilitated by a mentor and restricted to groups of six group leaders, who prepare portions of a recorded teacher session in advance. The mentor leads the discussion on these video presentations using collaborative processes such as role plays and brainstorms. Because the videos are the focus for discussion, it is essential that each group leader brings a recording to share.

Consultation days take place regularly for all group leaders, including accredited group leaders, enabling their learning to continue beyond accreditation. However, priority is given to non-accredited group leaders who are on their accreditation pathway and have already sent DVDs to Seattle for review.

6.5 ACCREDITATION

Incredible Years accreditation ensures fidelity of programme delivery, which in turn leads to better outcomes for teachers, parents, and children. It is a reflective, experiential learning process that parallels the process group leaders use with teachers.

Accreditation requires you to complete two programmes and to present a recording of at least one session with teachers. The accreditation process starts as soon as you are assigned to deliver your first programme. Peer coaches and the Massey University workforce development team will support you through this process. By the time you have delivered two programmes, the data generated through supervision will have generated all the materials you need for accreditation. All associated costs, including the fees paid to Incredible Years Seattle, are met by your employing organisation.

Appendix 13 of these guidelines describes a pathway to accreditation, outlining the basic steps you need to take. Appendix 14 is an accreditation checklist that sets out the documents you will need to obtain to complete accreditation (for example, copies of teacher workshop evaluations, peer and self-evaluations, workshop checklists, sessions recorded on DVD or on a flash drive). From the outset, you need to set up a system to ensure you have all these items systematically organised and stored in a safe place.

Make sure you book a camera and tripod to record yourself during programme delivery at every session. It is best to submit a recorded excerpt for review during the first few sessions of your first programme, so that you can get early feedback to support your goal setting towards accreditation. Plan for the fact that you will be submitting on a particular session and take a lead role throughout it, in consultation with your colleague. The recording and your notes will combine to tell the story of this session. Your fee covers the cost of submitting a second DVD, following the same process.

At the time of publication, you will need to send the DVDs for review to Incredible Years in Seattle, USA, accompanied by an application form. An alternative is to use Dropbox.

You can find more details about the accreditation process on the Incredible Years website.

ACCREDITATION FOR MINISTRY OF EDUCATION GROUP LEADERS

There is a one-off cost for accreditation that covers your first two DVDs. You will need prior approval from your manager before submitting materials for accreditation.



APPENDICES







Appendices

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Appendix 1. Te Tūāpapa Akoranga poster

Te Tūāpapa Akoranga



The Incredible Years  www.incredibleyears.com

Positive Behaviour for Learning 

TE TĀHUHU O TE MĀTAURANGA
MINISTRY OF EDUCATION
Nā Te Tāhuhu o te Mātauranga | takatū 

Appendix 2. Directory of forms and checklists (page 1 of 2)

A range of forms and checklists support group leaders to complete the Incredible Years Teacher Programme with fidelity. Most are provided in the Incredible Years Teacher manual, on the Incredible Years website, and in the programme resources pack. Some are provided in these appendices.

The table below lists various items that are mentioned in these guidelines and tells you where you can find them. It excludes those that are currently only to be found in the appendices.

The items on the website are held in three places:

- on the Measures and Forms for Researchers and Clinicians page:
www.incredibleyears.com/for-researchers/measures/
- on the Resources for Teacher Group Leaders page:
www.incredibleyears.com/resources/gl/teacher-program/
- on the Teacher Classroom Management Certification page (see Steps and Application):
www.incredibleyears.com/certification-gl/teacher-classroom-management-certification

ITEM	LOCATION
Behaviour plan (assorted material) <ul style="list-style-type: none"> • Behaviour plans: Sessions 1–6 • Incredible Years Behaviour Plan (editable) • Example of a completed behaviour plan 	<i>Incredible Teachers</i> book Manual Website Website <i>Incredible Teachers</i> book Manual Website
Certificate of Completion	Manual
Handouts for sessions 1–6	Manual Programme resources pack Website
<i>Incredible Teachers: Nurturing Children's Social, Emotional, and Academic Competence</i> (Webster-Stratton, 2012)	Programme resources pack
Teacher buzz forms	Manual Website
Teacher checklists	Manual Programme resources pack Website

Appendix 2. Directory of forms and checklists (page 2 of 2)

ITEM	LOCATION
Teacher Classroom Management Self-reflection Inventory	<i>Incredible Teachers</i> book Manual Website
Teacher folders	Programme resources pack
Teacher Group Leader Collaborative Process Checklist	Manual Website
Teacher Group Leader Peer and Self-evaluation Form	Website
Teacher Strategies Questionnaire: Pre- and post-programme	Programme resources pack Website
Teachers Thinking Like Scientists worksheet	Manual Programme resources pack
Teacher worksheets	Manual Website
Teacher workshop evaluations	Manual Programme resources pack
Teacher Workshop Satisfaction Questionnaire	Manual Programme resources pack Website

Appendix 3. Cultural responsiveness prompts (page 1 of 2)

These prompts are to help you and your partner think about how you can be culturally responsive. If you choose to use them, it would be best to do so jointly, before and after the programme. Consider your circumstances before deciding how frequently you will use them during programme delivery.

PROGRAMME ACTIVITIES	Y/N	COMMENTS
<p>We have used:</p> <ul style="list-style-type: none"> • Māori tikanga (correct procedures) • Māori metaphors (Māori symbolism with specific cultural significance) • te reo Māori • waiata (songs) • karakia (prayers) • whakataukāki (proverbs). 		
<p>We have embedded the principles of:</p> <ul style="list-style-type: none"> • manaakitanga (hospitality) • tautoko (support) • whakawhanaungatanga (relationships, belonging, connectedness) • tino rangatiratanga (self-determination, autonomy, self-preservation). 		
<p>We have adopted the whare tapa whā model (Māori holistic framework), integrating the four dimensions of well-being:</p> <ul style="list-style-type: none"> • tinana (physical) • hinengaro (mental and emotional) • wairua (spiritual) • whānau (social). 		
<p>We have involved kaumātua and other cultural advisers in interactions with Māori teachers.</p>		
<p>We have consulted with kaumātua and other cultural advisors on how we will be culturally responsive to Māori.</p>		
<p>We have talked to our Ministry of Education Incredible Years contact about how we can access the Incredible Years resources that are available in te reo Māori.</p>		
<p>We have consulted with appropriate cultural advisors on how we will be culturally responsive to Pasifika teachers and support culturally responsive practice by teachers of Pasifika children.</p>		



Appendix 3. Cultural responsiveness prompts (page 2 of 2)

PROGRAMME ACTIVITIES	Y/N	COMMENTS
We have adopted and facilitated practices that are intended to be culturally responsive to Pasifika teachers or to support culturally responsive practice by teachers of Pasifika children.		
We have consulted with appropriate cultural advisors on how we will be culturally responsive to people of other ethnicities or cultural groups.		
We have adopted and/or facilitated practices that are intended to be culturally responsive to people of other ethnicities or cultural groups.		

REVIEW OF YOUR RECORDED SESSIONS

What were some of the things you felt went well in terms of cultural responsiveness, and what will you do differently in future sessions and programmes?



Appendix 5. Teacher and Centre Information Form

(page 1 of 2)

TEACHER INFORMATION

1. Your name:
2. Name of your centre:
3. Email address:
4. Cellphone number:
5. Main ethnicity:
Second ethnicity (if applicable):
Third ethnicity (if applicable):
6. Registration status:

<input type="checkbox"/> Full	<input type="checkbox"/> Subject to confirmation
<input type="checkbox"/> Provisional	<input type="checkbox"/> None
7. Highest teaching qualification:

<input type="checkbox"/> Certificate	<input type="checkbox"/> Postgraduate diploma
<input type="checkbox"/> Diploma	<input type="checkbox"/> Whakapakari
<input type="checkbox"/> Degree	<input type="checkbox"/> Other. Please specify:
8. Age group that you are currently working with:
9. Do you have any special dietary requirements?

<input type="checkbox"/> Gluten-free	<input type="checkbox"/> Vegetarian
--------------------------------------	-------------------------------------
10. Do you have any medical conditions that we need to be aware of?



Appendix 5. Teacher and Centre Information Form

(page 2 of 2)

CENTRE INFORMATION

1. Name of your centre:
2. Physical address:
3. Contact phone number:
4. Your centre's institution number:
5. Type of early childhood centre:
 - Kindergarten
 - Kōhanga reo
 - Montessori
 - Private
 - Playcentre
 - Pacific language centre
 - Steiner
 - Other. Please specify:
6. Type of licence:
 - Full
 - Transitional
 - Temporary relocation
 - Probationary
 - Provisional
7. Total number of children enrolled at your centre:
8. The maximum number of children aged over 2 years your centre is licensed for:
9. The age range of children at your centre (for example, 2–5 years):
10. Number of children who identify as Māori:
11. Number of children who identify as Pasifika:
12. Number of children for whom the centre is receiving help from Special Education Behaviour Services and Support:
13. Number of children for whom the centre is receiving support from the Ongoing Resourcing Scheme (ORS) or other Special Education support:
14. Number of hours per week Special Education support workers are present in the centre:
15. Is your centre involved in any other Ministry of Education programmes?
 - Yes
 - No

If yes, please select from the following:

 - Incredible Years Parent
 - The ECE Participation Programme. Please specify the project:
 - Other professional development contracts. Please specify:
 - Other centre-wide initiatives. Please specify:



Appendix 6. Teacher and School Information Form

(page 1 of 2)

TEACHER INFORMATION

1. Your name:
2. Name of your school:
3. Email address:
4. Cellphone number:
5. Main ethnicity:
Second ethnicity (if applicable):
Third ethnicity (if applicable):
6. Registration status:
 Full Subject to confirmation
 Provisional None
7. Highest teaching qualification:
 Certificate Postgraduate diploma
 Diploma Whakapakari
 Degree Other. Please specify:
8. Year group that you are currently working with:
9. Do you have any special dietary requirements?
 Gluten-free Vegetarian
10. Do you have any medical conditions that we need to be aware of?



Appendix 6. Teacher and School Information Form

(page 2 of 2)

SCHOOL INFORMATION

1. Name of your school:
2. Physical address:
3. Contact number:
4. Your school's MoE facility number:
5. Type of school:
 - Kura kaupapa Māori
 - English-medium
 - English-medium with a bilingual unit
 - English-medium with a te reo Māori immersion class
 - Independent or private
 - Charter
 - State-integrated. Please specify:
 - Other. Please specify:
6. Total number of children enrolled at your school:
7. Number of children who identify as Māori:
8. Number of children who identify as Pasifika:
9. Number of children for whom the school is receiving help from Special Education Behaviour Services and Support:
10. Number of children for whom the school is receiving support from the Ongoing Resourcing Scheme (ORS) or other Special Education support:
11. Number of children receiving support from the RTLB service:
12. Is your school involved in any other Ministry of Education programmes?
 - Yes
 - No

If yes, please select from the following:

 - Incredible Years Parent
 - PB4L School-Wide
 - Intensive Wraparound Service: Te Kahu Toi
 - Student Achievement Function. Please specify:
 - Other professional development contracts. Please specify:
 - Other school-wide initiatives. Please specify:



Appendix 7. Participant Commitment Form (page 1 of 2)

Name: _____

School or centre: _____

Incredible Years group leaders: _____

Informed consent and agreement

I understand that I am committed to attending six one-day sessions (or equivalent) held over six months.

I understand that I may also attend a follow-up one-day session three months after the programme.

I understand that each session runs from _____ a.m. to _____ p.m.

I understand that my school or centre will be paid a contribution to teacher release for each of the first six sessions. My school or centre is expected to ensure that I am released for the full day. This money is paid in one lump sum early in the programme and the school or centre does not need to invoice the Ministry of Education. I understand the Ministry will reserve the right to seek a full refund if I fail to attend any of the remaining training sessions without valid reason.

I understand that if I move to another school or centre while attending an Incredible Years Teacher Programme, it will be my previous employer's responsibility to ensure that the funds are transferred to my new school or centre.

I understand that I must complete all assigned readings and practise the relevant strategies between sessions.

I understand that the group leaders of the programme will visit me at my school or centre to observe my teaching during the course of the programme and that my school or centre will support this process by providing teacher release time, as needed. These visits are to support the implementation of teacher strategies covered in the course and are not for appraisal purposes.

I understand that between sessions I will work with a 'buddy' teacher who is attending the programme (or has previously attended a programme) to support me to implement the Incredible Years strategies in my teaching practice.

As part of the programme, teachers are required to complete an Incredible Years Behaviour Plan for a child in their school or centre. I understand that it is the school or centre's responsibility to ensure that the appropriate consent processes are followed for this plan, in line with its usual policies and procedures.

Video consent

- I agree to have the Incredible Years Teacher Programme sessions videotaped for the purpose of group leader accreditation and supervision.
- I understand the focus of the recording is on the group leaders and not the participants.
- I understand that the DVD will be viewed only for the purpose of group leader accreditation or supervision.
- I understand that all DVDs will be stored in a confidential and secure place and may be destroyed after the accreditation or supervision process.
- I understand that I will be required to videotape my classroom or centre practice. This is for training purposes and the videotapes are for my use only. They will not be viewed by anyone other than me without my permission. It is my school or centre's responsibility to ensure that parents are informed that this videotaping may occur and that recordings are deleted following feedback discussion.

Privacy statement

Any information collected will be held at the office of _____

You have the right under the Privacy Act 1993 to see this information and to ask for any inaccurate information to be corrected.

Special Education, Ministry of Education will respect the confidentiality of the information collected and shared during the course of the programme. The information you share may be used for statistical and research purposes in a way that will not identify you or the children you teach.

Participant

Name: _____

Signature: _____

Date: _____

Principal or entrec nagara

Name: _____

Signature: _____

Date: _____



Appendix 8. Incredible Years Teacher Programme: Information for Teachers (page 1 of 2)



The Incredible Years Teacher Programme is a Positive Behaviour for Learning (PB4L) initiative. PB4L initiatives help parents, whānau, teachers, early childhood centres, and schools address problem behaviour, improve children's well-being, and increase educational achievement. PB4L is a collaboration between the Ministry of Education and other public sector organisations.

Incredible Years® is a series of programmes for teachers and parents that is intended to reduce challenging behaviours in children and to increase their social and self-control skills. If you are teaching children with problem behaviour, the Incredible Years Teacher Programme will provide you with strategies to help you:

- promote prosocial behaviour in the children
- manage their interactions
- reduce their aggression
- increase their co-operation with their peers and teachers
- improve your relationships with their parents.

Time commitment

You will need to commit to six one-day sessions held over six months, and a follow-up one-day session three months after you have completed the programme.

Who can attend

The Incredible Years Teacher Programme is for teachers of children aged 3–8 years. For the programme to be most effective, it is preferable to have at least two teachers enrolled from a particular school or centre.

How to register

Contact Special Education in your local Ministry of Education office. Details for the office are in the blue pages of your phone book.

Financial support and commitments

The Ministry of Education will pay your school or centre a teacher release payment of \$1,000 for each teacher attending the programme.

Your school or centre will receive this payment after you have attended the first two Incredible Years Teacher sessions. (This assumes that you will attend the remaining four sessions.)

Private schools will be invoiced for teachers' participation in the programme following confirmation of their acceptance onto the programme.



Appendix 8. Incredible Years Teacher Programme: Information for Teachers (page 2 of 2)

Where Incredible Years came from

The Incredible Years® Series was started 30 years ago in the United States by Dr Carolyn Webster-Stratton, Professor Emeritus at the University of Washington. Since then, Incredible Years has been adopted in more than nine countries. It has been shown to work across a range of ethnic groups.

How we know it works

The Incredible Years Programme has been evaluated using randomised control groups. The researchers report that the programme:

- increases teachers' use of proactive strategies and decreases their use of reactive strategies when addressing problem behaviour in the classroom or centre
- reduces problematic behaviours in children and increases their social, academic, and emotional competencies.

These results have been independently replicated in Wales, Ireland, Chicago, and New Zealand and there is more research under way.

Studies also show that for children with the most challenging behaviours, the best outcomes occur when the child's teacher and parents all participate in the Incredible Years programmes.

More information

- Visit <http://pb4l.tki.org.nz/> for more information about Positive Behaviour for Learning.
- Visit <http://incredibleyears.com/> for more information about the Incredible Years® Series for Parents, Teachers, and Children.

Appendix 9. Planning sheet (page 1 of 2)

You can use this planning sheet to monitor your completion of the delivery and programme fidelity checklists (Appendix 10) and the cultural responsiveness prompts (Appendix 3) as you move through each programme.

PLANNING SHEET	
ITEM	COMPLETION DATES
Delivery and Programme Fidelity Checklist: Pre-programme Checklist	<p>Complete before the first session. Send a copy to the Ministry within one week of the first session.</p> <p>Target dates: Actual dates:</p>
Delivery and programme fidelity checklists for sessions 1–6	<p>Complete after each full session</p> <p>Target dates: Actual dates:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>
Delivery and Programme Fidelity Checklist: Post-programme Checklist	<p>Complete within three weeks of Session 6</p> <p>Target date: Actual date:</p>
Delivery and Programme Fidelity Checklist: Session 7	<p>Complete within three weeks of Session 7</p> <p>Target date: Actual date:</p>



Appendix 9. Planning sheet (page 2 of 2)

ITEM	COMPLETION DATES
Cultural responsiveness prompts (if used)	Complete before the programme starts Target date:
	Potentially, complete after each full session Target dates: Actual dates: 1. 2. 3. 4. 5. 6
	Complete within three weeks of Session 6 Target date: Actual date:



Appendix 10. Delivery and programme fidelity checklists (page 1 of 7)

COMPLETION PROTOCOL

1. Complete the Pre-programme Checklist prior to the programme starting. Give it to your Incredible Years coordinator in the first week of programme delivery. Send a copy to the Ministry with your first invoice, within one week of the first session.
2. The sheets should be completed jointly by the two group leaders. You need to ensure all actions have been completed and can be ticked off.
3. The comments column is optional. Use this if you have information that it is useful to record, such as when you need to plan to complete a task or who will do it.
4. Keep your delivery and programme fidelity checklists in the ring binder in which you keep all your records. This should be systematically organised into sections for each programme, with subsections for each session.



Appendix 10. Delivery and programme fidelity checklists (page 2 of 7)

PRE-PROGRAMME CHECKLIST

PRE-PROGRAMME ACTIVITIES	Y/N	COMMENTS
We have:		
<ul style="list-style-type: none"> negotiated our caseload and time allocation with senior management 		
<ul style="list-style-type: none"> secured a peer coach and signed our peer coaching contracts 		
<ul style="list-style-type: none"> agreed on dates for delivery and planning, peer coaching, and initial school or centre visits 		
<ul style="list-style-type: none"> checked our database and, if necessary, promoted the programme to local schools or centres 		
<ul style="list-style-type: none"> checked whether applicants meet the criteria for acceptance 		
<ul style="list-style-type: none"> phoned the schools or centres and arranged our initial visits to them 		
<ul style="list-style-type: none"> copied the information and commitment forms 		
<ul style="list-style-type: none"> copied the Teacher Strategies Questionnaire (two per teacher) 		
<ul style="list-style-type: none"> copied the Teachers Thinking Like Scientists worksheet. 		
We have met the school principals or centre managers and:		
<ul style="list-style-type: none"> explained what is expected regarding teacher attendance and between-session activities 		
<ul style="list-style-type: none"> stressed the need for teacher release time to enable us to meet with teachers for 30 minutes in their centre or school on at least three occasions 		
<ul style="list-style-type: none"> explained that teacher observations are part of teacher learning and not a form of appraisal 		
<ul style="list-style-type: none"> stressed the importance of teachers supporting each other to implement the Incredible Years strategies 		
<ul style="list-style-type: none"> stressed the value of teachers sharing the strategies and their reflections with their colleagues or buddy teacher after each session 		



Appendix 10. Delivery and programme fidelity checklists (page 3 of 7)

PRE-PROGRAMME ACTIVITIES	Y/N	COMMENTS
<ul style="list-style-type: none"> checked the school or centre information forms 		
<ul style="list-style-type: none"> checked they have signed the Participant Commitment Form. 		
We have met the teachers and:		
<ul style="list-style-type: none"> provided an overview of the programme 		
<ul style="list-style-type: none"> discussed the programme schedule and resolved any problems regarding barriers to attendance 		
<ul style="list-style-type: none"> collected any other statistical information required for the database 		
<ul style="list-style-type: none"> asked them to complete the Teacher Strategies Questionnaire 		
<ul style="list-style-type: none"> provided them with the folders and materials 		
<ul style="list-style-type: none"> given them the Teachers Thinking Like Scientists worksheet, so they can start thinking about the goal they will share at the first session 		
<ul style="list-style-type: none"> identified a possible target child 		
<ul style="list-style-type: none"> discussed the teacher visits and explained the process 		
<ul style="list-style-type: none"> explained the purpose and use of video recordings of teaching and group leader practice 		
<ul style="list-style-type: none"> discussed how teachers will attain consents for making their video recordings 		
<ul style="list-style-type: none"> checked each Teacher Information Form 		
<ul style="list-style-type: none"> checked they have completed the Participant Commitment Form. 		
We have:		
<ul style="list-style-type: none"> provided the Ministry with the Pre-programme Information Form and the disbursement plan, and asked for folders, handouts, and <i>Incredible Teachers</i> books to be ordered for the participants 		
<ul style="list-style-type: none"> arranged the venue and provided the address to all participants 		



Appendix 10. Delivery and programme fidelity checklists (page 4 of 7)

PRE-PROGRAMME ACTIVITIES	Y/N	COMMENTS
<ul style="list-style-type: none"> arranged for food, beverages, prizes, and rewards 		
<ul style="list-style-type: none"> organised two group leader ring binders, each containing an agenda, a Peer and Self-evaluation Form, and a Teacher Group Leader Collaborative Process Checklist for each of the first six sessions 		
<ul style="list-style-type: none"> set up a folder for each teacher with the first workshop handouts, the Teacher Workshop Satisfaction Questionnaire, and the Teacher Classroom Management Self-reflection Inventory 		
<ul style="list-style-type: none"> arranged for a video camera and tripod and a laptop and data projector (or TV and DVD player, and blank, writable DVDs) for each session 		
<ul style="list-style-type: none"> prepared a resource box with pens, paper, whiteboard markers, giant sticky notes, and laminated shapes for recording the 'gems' (principles) that come through during each session 		
<ul style="list-style-type: none"> purchased or borrowed items such as pyramid posters and puppets 		
<ul style="list-style-type: none"> prepared an attendance sheet 		
<ul style="list-style-type: none"> sent signed copies of the participant commitment forms to the Ministry 		
<ul style="list-style-type: none"> completed all appropriate sections of the National Register and sent them to the Ministry 		
<ul style="list-style-type: none"> provided the Ministry with the Teacher Strategies Questionnaire data 		
<ul style="list-style-type: none"> gone through the session DVDs and manual together 		
<ul style="list-style-type: none"> decided on co-facilitation roles for each session 		
<ul style="list-style-type: none"> jointly completed the cultural responsiveness prompts. 		



Appendix 10. Delivery and programme fidelity checklists (page 5 of 7)

SESSIONS 1–6

SESSION NUMBER AND TITLE:		
DELIVERY	Y/N	COMMENTS
Before the session , we jointly planned how we would deliver the content and the roles we would each take.		
Following the session , we:		
<ul style="list-style-type: none"> made contact with each teacher to provide support 		
<ul style="list-style-type: none"> visited the teachers to help them to achieve the goals they set in their self-reflection inventories and implement the strategies in their behaviour plans 		
<ul style="list-style-type: none"> followed up on any non-attendance with the teacher concerned 		
<ul style="list-style-type: none"> discussed any non-attendance with our Ministry contact or peer coach. 		
FIDELITY ASSURANCE		
We have:		
<ul style="list-style-type: none"> recorded the session and burned the recording onto a DVD 		
<ul style="list-style-type: none"> viewed part of the recording and each completed a Teacher Group Leader Collaborative Process Checklist 		
<ul style="list-style-type: none"> each completed a Peer and Self-evaluation Form 		
<ul style="list-style-type: none"> if appropriate, jointly completed the cultural responsiveness prompts 		
<ul style="list-style-type: none"> reviewed the teacher workshop evaluations 		
<ul style="list-style-type: none"> attended peer coaching 		
<ul style="list-style-type: none"> followed up on any previous recommendations from peer coaching or other feedback 		
<ul style="list-style-type: none"> filed our paperwork, including the session agenda and this checklist. 		



Appendix 10. Delivery and programme fidelity checklists (page 6 of 7)

POST-PROGRAMME CHECKLIST

ACTIVITIES AND FINAL REFLECTION	Y/N	COMMENTS
Within three weeks of completing Session 6, we:		
<ul style="list-style-type: none"> completed any final make-up sessions 		
<ul style="list-style-type: none"> ensured that all participants had completed the final teacher workshop evaluation form, Teacher Strategies Questionnaire, and Teacher Workshop Satisfaction Questionnaire 		
<ul style="list-style-type: none"> completed the National Register 		
<ul style="list-style-type: none"> sent the National Register and Teacher Strategies Questionnaire data to the Ministry 		
<ul style="list-style-type: none"> reported to the Ministry on our actual expenses and provided our manager with any outstanding receipts 		
<ul style="list-style-type: none"> returned any unused Ministry resources. 		
Within four weeks of completing Session 6, we:		
<ul style="list-style-type: none"> reviewed the course outcomes, identifying strengths, barriers, and learning for the future 		
<ul style="list-style-type: none"> provided our managers with a summary of the course review. 		
Within two months of completing Session 6, we:		
<ul style="list-style-type: none"> sent all hard copy documentation to the Ministry for storage 		
<ul style="list-style-type: none"> sent all necessary electronic documentation to the Ministry for checking and storage 		
<ul style="list-style-type: none"> deleted the electronic documentation from the computer in which it was stored, following confirmation that it is all correct. 		
We have arrangements in place to:		
<ul style="list-style-type: none"> attend a group leader accreditation workshop within three months of completing Session 6 (only relevant for non-accredited group leaders) 		
<ul style="list-style-type: none"> attend a consultation day within one year of completing Session 6 		
<ul style="list-style-type: none"> action all recommendations from peer coaching, the group leader accreditation workshops, and the consultation days before preparing for our next programme. 		



Appendix 10. Delivery and programme fidelity checklists (page 7 of 7)

SESSION 7: FOLLOW-UP

DELIVERY	Y/N	COMMENTS
Three to five weeks before the session, we emailed the teachers and their school leaders or centre managers to:		
<ul style="list-style-type: none"> remind them of the date 		
<ul style="list-style-type: none"> ask the teachers to email back with requested topics for the day and to bring any resources they may have developed to support their implementation of the Incredible Years processes and strategies. 		
Two to three weeks before the session, we:		
<ul style="list-style-type: none"> checked the suggested topics and our record of the vignettes the group has already viewed, and selected one or two vignettes the group has not seen, to be the focus of discussion 		
<ul style="list-style-type: none"> used our prior knowledge of the teachers to prepare questions and activities that are likely to support their learning 		
<ul style="list-style-type: none"> reviewed the peer and self-evaluations for ideas about how to personalise the session and make it meaningful for specific teacher needs 		
<ul style="list-style-type: none"> checked the Teacher Workshop Satisfaction Questionnaire information for any issues to address 		
<ul style="list-style-type: none"> prepared enough three-sided pyramids for each teacher team to have at least one 		
<ul style="list-style-type: none"> jointly planned how we will deliver the content and the roles we will each take. 		
FIDELITY ASSURANCE		
We have:		
<ul style="list-style-type: none"> attended peer coaching 		
<ul style="list-style-type: none"> jointly completed the cultural responsiveness prompts 		
<ul style="list-style-type: none"> followed up on any previous recommendations from peer coaching or other feedback. 		

INCREDIBLE YEARS TEACHER PROGRAMME: SESSION 7

Purpose

The purpose of Session 7 is to:

- identify the strategies we are using to keep the Incredible Years Teacher Programme alive in our schools and centres and how we can continue to use them
- revise topics that we would like to revisit
- share resources we have made to embed the programme in our practice
- review previous topics that evidence suggests teachers will find challenging (for example, time out, social and emotional coaching, and problem solving).

Focus question: How do we keep the Incredible Years Teacher Programme alive in our schools and centres?

Agenda

1. Welcome and karakia
2. Whole-group discussion: What is working well? What is not working so well?
3. Three-sided pyramid activity
4. Viewing and discussion of vignettes
5. Joint problem solving
6. Review of behaviour plans
7. Sharing of resources
8. Group discussion of the focus question
9. Goal setting
10. Close

SUGGESTED APPROACH

Purpose

The purpose of Session 7 is to:

- identify the strategies teachers are using to keep the Incredible Years Teacher Programme alive in their schools or centres and how they can continue to use them
- revise topics that teachers would like to revisit
- share resources teachers have made to embed the programme in their practice
- review previous topics that evidence suggests teachers will find challenging (for example, time out, social and emotional coaching, and problem solving).

Focus question: How do we keep the Incredible Years Teacher Programme alive in our schools and centres?

Preparation

- Email the school leaders or centre managers and the teachers three to five weeks before the session to remind them of the date. Ask the teachers to email back with requested topics for the day and to bring any resources they may have developed to support their implementation of Incredible Years Teacher processes and strategies.
- Check the suggested topics and your record of the vignettes the group has already viewed. Select one or two vignettes the group has not seen in order to elicit discussion.
- Use your knowledge of the teachers in the group to prepare questions and activities that would support their learning.
- Check over your peer and self-evaluations for clues about how you can personalise the session and make it meaningful for specific teacher needs.
- Check the Teacher Workshop Satisfaction Questionnaire information for any issues to address.

Agenda

1. Welcome and karakia

Share the purpose for the session, the focus question, and the agenda for the day.

2. Whole-group discussion

- i) Invite the teachers to share what is working well. You may choose to refer back to their original goals.
- ii) Share any issues. Keep a record of them so that later in the day you can select one or two for use as problem-solving exercises.

3. *Three-sided pyramid activity*

Distribute copies of three-sided pyramids on which one side is labelled “Incredible Years strategies”, one “Benefits for the child”, and the third, “Benefits for the teacher”. Templates for the pyramids are available from your peer coach.

Organise the teachers into groups, preferably with others from the same school or centre. Give them sticky notes for them to label their pyramid with i) a strategy they have used successfully in the previous week, ii) the benefits for the child, and iii) the benefits for the teacher. Have them share these with the whole group.

Keep the pyramids on display and use them throughout the day to reinforce messages about the value of building positive relationships with children and implementing proactive strategies. You can also refer to it for ideas when supporting people to problem solve.

4. *Viewing and discussing vignettes*

Show vignettes on topics selected by the participants (elicited before the session) or vignettes they did not see in the previous six sessions. Discuss what they show.

5. *Joint problem solving*

Use the Incredible Years problem-solving steps to work through one of the issues the teachers brought to the session.

6. *Review of behaviour plans*

Revisit the teachers' behaviour plans.

7. *Sharing of resources*

Invite the teachers to share any resources they have created to assist in the implementation of the Incredible Years processes and strategies.

8. *Group discussion of the focus question*

Let the teachers brainstorm in groups how they are going to keep the Incredible Years Teacher Programme alive in their schools and centres. (For school teachers, it may help to have them consider the possibilities for: my class, my syndicate or teaching team, and our school.) Ask them to share their ideas with the larger group.

9. *Goal setting*

Have the teachers set and record their personal goals for the next six months and then share this with the group.

10. *Close*

Share reflections and discuss how teachers may find further support.



Appendix 12. Peer Coaching Contract and Session Record (page 1 of 4)

PEER COACHING CONTRACT

Group leader:

Peer coach:

Contract period: From _____ to _____

The **purpose of peer coaching** is to:

- ensure the Incredible Years Teacher Programme is delivered with fidelity and follows Ministry of Education processes and expectations
- ensure all group leaders achieve accreditation
- provide ongoing opportunities for professional learning.

Frequency, length, and location

Peer coaching is expected to:

- take up to two hours per session
- occur on the following dates _____
- occur at _____

Protocols for peer coaching

Group members can expect to:

- bring a segment of a videotaped session for peer review and feedback, from which goals will be established
- agree on priority topics for discussion
- record and act on recommendations
- keep confidential all material viewed and all matters discussed.

Confidentiality

In the first instance, any concerns will be discussed and resolved within the group. Concerns will be referred to the appropriate Ministry of Education manager only if they cannot be resolved satisfactorily within the group. In this event, all group members will be informed.

In the unusual event of a serious safety risk or breach of ethics, the matter will be referred immediately to the appropriate Ministry manager. If the group leader is not a Ministry employee, their own manager will be informed at the same time. The group leader will be informed about this unless there is good reason not to do so.



Appendix 12. Peer Coaching Contract and Session Record (page 2 of 4)

Date for this agreement to be reviewed:

I agree to participate in peer coaching in accord with the above protocols.

Group leader

Name:

Signature:

Date:

Peer coach

Name:

Signature:

Date:



Appendix 12. Peer Coaching Contract and Session Record (page 3 of 4)

COACHING SESSION RECORD

Date:

Present:

My goal for this session:

Focus of video section brought to be reviewed:

Recommendations of group from viewing the video segment:

Goal for next session:

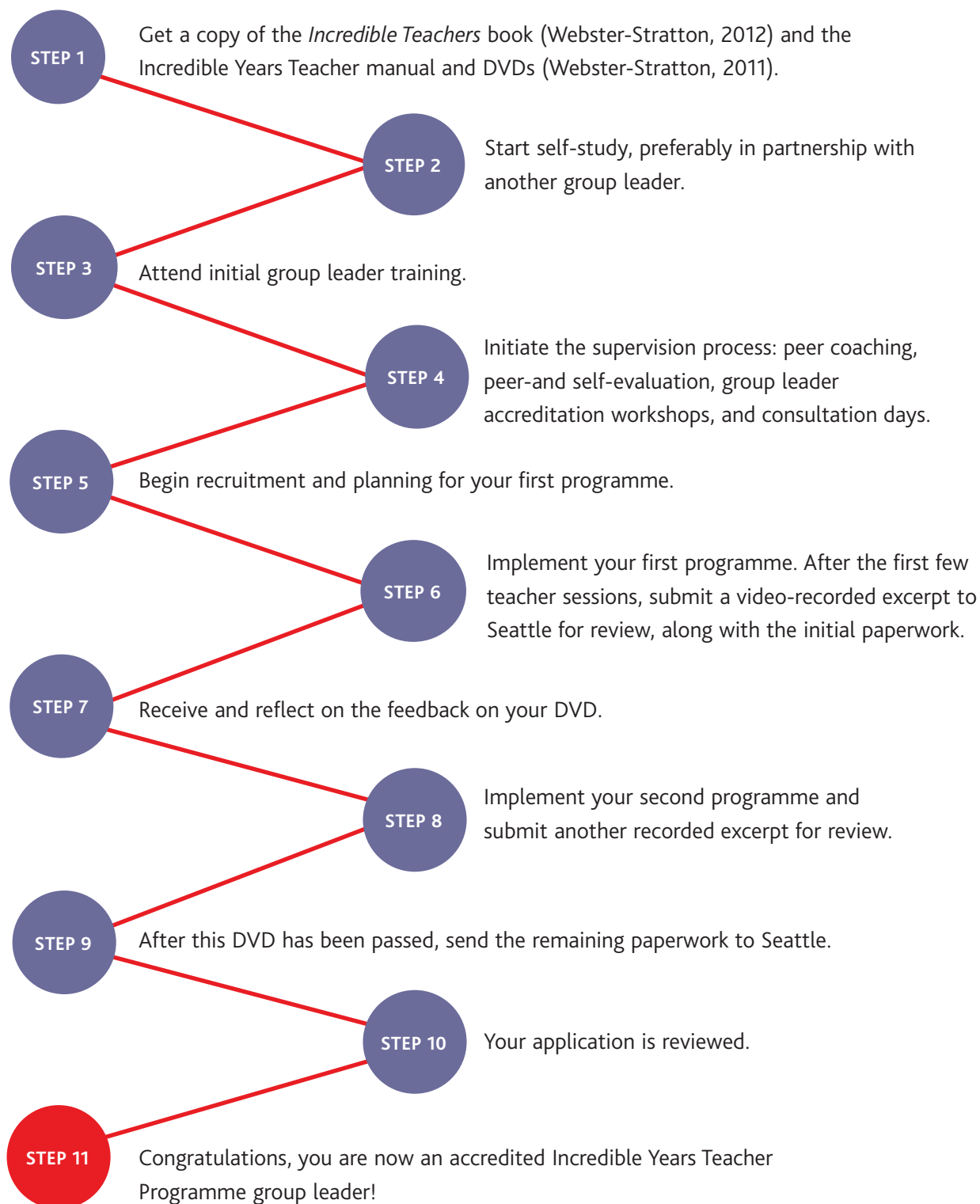
Topics covered during discussions:

<input type="checkbox"/> Engaging teachers and group management	<input type="checkbox"/> Managing between-session activities
<input type="checkbox"/> Supporting buddy relationships	<input type="checkbox"/> Teacher visits and self-review
<input type="checkbox"/> Pulling out key concepts and principles	<input type="checkbox"/> Tailoring to needs
<input type="checkbox"/> Gems to pursue further	<input type="checkbox"/> Cultural responsiveness
<input type="checkbox"/> Use of vignettes	<input type="checkbox"/> Use of role plays
<input type="checkbox"/> Peer and self-evaluation forms	<input type="checkbox"/> Participant goals and evaluations
<input type="checkbox"/> Collaborative process checklists	<input type="checkbox"/> Co-group leader relationship
<input type="checkbox"/> Self-reflection inventories	<input type="checkbox"/> Accreditation and certification
<input type="checkbox"/> Coaching evaluation	<input type="checkbox"/> Other

Notes:

Appendix 13. The pathway to accreditation

The following diagram sets out the basic steps to accreditation. For full details, go to the Teacher Classroom Management Certification page on the Incredible Years website. Appendix 14 is a checklist you can use to ensure you have completed all requirements. It itemises the paperwork you need to complete to support the accreditation process. You will find all the requisite forms on the website and in your manual.





Appendix 14. Group Leader Accreditation Checklist (page 1 of 3)

This checklist amplifies the steps to accreditation set out in Appendix 13. Use it along with the information on the Incredible Years website and in your manual.

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none"> facilitated at least two programmes? 		<p>A minimum of 10 teachers must have completed each programme. Each programme must have lasted the full six days or 42 hours spread out in monthly sessions.</p> <p>You need to implement a system for collecting and organising the materials for accreditation from the time you begin delivering the first programme.</p>
<ul style="list-style-type: none"> recorded a two-hour DVD from one session, where I am taking the lead in the segments reviewers want to see and showing co-facilitation skills? 		<p>You need to choose a session that will be your 'lead session' for accreditation. You will need to edit the day's footage to a two-hour DVD that shows your group leadership skills with regard to specific activities and methods.</p> <p>The Incredible Years website has a document with tips and explanations about what the reviewers will want to see and how you should prepare your DVD. It has important information that will help you to ensure your DVD meets the review requirements. (Go to the Teacher Classroom Management Certification page and click on Full Description of the Teacher Classroom Management Certification Process.)</p> <p>Remember that you can submit more than one DVD. It is a good idea to submit a DVD in the first few sessions of your first programme, so that you can get early feedback to support your goal setting towards accreditation.</p>
<ul style="list-style-type: none"> completed the application form, written a brief letter, and made some notes about the lead session? 		<p>The application form for certification as a teacher group leader is available from the Teacher Classroom Management Certification page.</p> <p>The purpose of the letter is to summarise the topics covered in the session. The purpose of the notes is to help the reviewers understand what they are seeing.</p>
<ul style="list-style-type: none"> included both self-evaluations I did after the lead session? 		<p>The forms are in the manual and on the website. You need to submit:</p> <ul style="list-style-type: none"> a completed Teacher Group Leader Collaborative Process Checklist (that you have used to review the video of the session) a completed Peer and Self-evaluation Form.
<ul style="list-style-type: none"> included a Certificate of Attendance at a consultation day. 		<p>The Certificate of Attendance will be supplied by the mentor or international training leading the consultation day.</p>
<ul style="list-style-type: none"> made sure the DVD footage can be identified as mine? 		<p>Write your name and session number on the DVD. Indicate which group leader on the DVD is you (for example, note your hair colour, gender, or what you're wearing) in the brief letter or the notes.</p>

Appendix 14. Group Leader Accreditation Checklist (page 2 of 3)

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none"> clearly identified the address The Incredible Years, Inc. is to send the invoice to? 		Accreditation costs US\$450.
<ul style="list-style-type: none"> sent my DVD and paperwork to Seattle? 		Use Dropbox (www.dropbox.com) or mail to: The Incredible Years, Inc. Attn: Certification Committee 1411 8th Ave West Seattle, WA 98119 USA Email: incredibleyears@incredibleyears.com
<ul style="list-style-type: none"> submitted a second and third video if requested? 		Incorporate your response to the reviewers' previous feedback each time you submit a video.

DOCUMENTATION YOU NEED TO SEND AFTER YOUR DVD HAS BEEN PASSED

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none"> written a one-page letter? 		Discuss your interest in becoming certified, your goals, plans, and philosophy of effective teaching, and your teaching and/or clinical experience.
<ul style="list-style-type: none"> gathered two letters of reference? 		Attach these to your letter.
<ul style="list-style-type: none"> completed the group leader background questionnaire? 		The full name of the link is Background Questionnaire for Child Prevention/Teacher Group Leaders. It is available on the Teacher Classroom Management Certification page (steps and application).
<ul style="list-style-type: none"> typed a cover page for the documentation required for each of the two programmes I have facilitated? 		Include: <ul style="list-style-type: none"> the name of the programme (for example, Incredible Years Teacher Programme, Palmerston North) the date of each session where it was held the number of participants in each session.
<ul style="list-style-type: none"> gathered the teacher evaluations for each session in both programmes? 		Store each evaluation with the appropriate programme cover page.
<ul style="list-style-type: none"> gathered the final teacher workshop satisfaction questionnaires from both programmes? 		Store each questionnaire with the appropriate programme cover page.
<ul style="list-style-type: none"> gathered the attendance list for both programmes? 		Copy this from the National Register or from the roll teachers sign when they attend.



Appendix 14. Group Leader Accreditation Checklist (page 3 of 3)

HAVE I:	Y/N	DETAILS
<ul style="list-style-type: none">gathered the teacher checklists for both programmes?		Put each with the appropriate programme cover page.
<ul style="list-style-type: none">included two completed peer and self-evaluation forms, one for each programme?		This is the Peer and Self-evaluation Form completed after each session.
<ul style="list-style-type: none">provided the mentor or trainer's supervisory report on the DVD I submitted for review?		This is the report on the DVD that has been assessed as meeting the requirements for accreditation.
<ul style="list-style-type: none">collated all my paperwork and mailed it, or scanned and sent it using Dropbox?		Use Dropbox (www.dropbox.com) or mail to: The Incredible Years, Inc. Attn: Certification Committee 1411 8th Ave West Seattle, WA 98119 USA Email: incredibleyears@incredibleyears.com



References and recommended reading

The Incredible Years: www.incredibleyears.com

The Incredible Years website offers an extensive range of resources, including tip sheets, checklists, video clips, and a library of research articles. You can find many of the forms referred to in these guidelines by going to the page entitled Measures and Forms under the Research tab.

Positive Behaviour for Learning: www.pb4l.tki.org.nz

You can read about the range of Positive Behaviour for Learning (PB4L) initiatives on Te Kete Ipurangi. The Incredible Years Teacher page provides a brief overview of the programme and some additional resources, including a digital version of these guidelines. You can also use it to find contact information for the Ministry's district offices and the workforce development team at Massey University.

Children, Young Persons, and Their Families Act 1989 (sections 15 and 16):
www.legislation.govt.nz/act/public/1989/0024/latest/DLM147088.html

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