Safe and strong schools: Supporting schools in Papua, Indonesia in their efforts to reduce violence

Helen Cahill & Sally Beadle
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SAFÉ AND STRONG SCHOOLS: 
SUPPORTING SCHOOLS IN PAPUA, 
INDONESIA IN THEIR EFFORTS TO 
REDUCE VIOLENCE

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Cover photo: Teachers in Jayawijaya sampling the human rights activity from the Safe and Strong student curriculum. The paper reads: ‘Right to protection from violence’

Report design: Sally Beadle
Photos: Sally Beadle & Adolfine Krisifu
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>1</td>
</tr>
<tr>
<td>Context and Background of the Safe and Strong Schools Program initiative</td>
<td>5</td>
</tr>
<tr>
<td>Objectives of the Safe and Strong Schools Initiative</td>
<td>11</td>
</tr>
<tr>
<td>Approach of the Safe and Strong Schools Initiative</td>
<td>12</td>
</tr>
<tr>
<td>Training and Pilot of the Safe and Strong Schools Program initiative:</td>
<td>14</td>
</tr>
<tr>
<td>A narrative report</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>39</td>
</tr>
<tr>
<td>References</td>
<td>41</td>
</tr>
</tbody>
</table>
Above: A group of teachers sample the bullying bodymapping activity from the Grade 7-8 Safe & Strong curriculum
This paper reports on a research and development project in Papua Province, Indonesia, which aims to introduce primary and secondary school teachers to positive discipline techniques in a context in which corporal punishment is widely used. This work was conducted as part of the Joint UN project on Combating Violence Against Women and Children currently being carried out in Papua Province (2011-2013). The project is funded by the UN Trust Fund to End Violence against Women. Partners include UNFPA, UN Women, UNICEF, Papua Bureau of Women’s Empowerment, Papua Office for Education and several local NGOs working in target districts.

In recent years, UN agencies present in Papua have been working with the provincial government in a multi-sectoral initiative aimed at reducing violence against women and children (VAWC). In recognition of the known detrimental effects of VAWC, the initiative is working to strengthen policy frameworks, service-delivery and prevention measures in both school and community settings.

While Indonesian child protection laws exist in an effort to protect children, including in school settings, such laws do not explicitly ban corporal punishment, which continues to be commonly used as a discipline strategy in Papua, occurring in both school and family settings. Papua also has high rates of violence occurring against women in the community, and hence the introduction of school-wide approaches to positive discipline exist alongside broader efforts to reduce the prevalence of violence in the community.

As part of the Joint UN Programme UNICEF is focused on working with government partners to drive violence prevention initiatives in school and community settings. In 2012, UNICEF approached the Youth Research Centre (YRC) to develop school and community education programmes. The initial stages of development and implementation have involved a collaborative effort from UNICEF, the YRC, Papua Office for Education, Papua Bureau of Women’s Empowerment and the University of Cenderawasih (UNCEN). Working together, two multi-component research, curriculum development and training packages have been developed and piloted, these include:

**Safe and Strong Schools: Teacher Training and Classroom Curriculum Program**
Local name: ‘Aman dan Kuat’
Includes training materials in positive discipline approaches for teachers and an engaging curriculum for students focusing on social and emotional learning.

**Community Connections: Violence Prevention, Gender Rights, and Sexual and Reproductive Health Education Community Clubs Program**
Local Name: *Membangun Masyarakat Tangguh* or ‘Building Strong Communities’
A community based-non formal education program focused on raising awareness, creating dialogue and building life skills to change attitudes to violence and decrease violent behaviour.

This report provides an overview of the Safe and Strong Schools program, including an explanation of the educational approach and initial outcomes of the training and pilot experience. A second research report in this series, *Community Connections: Violence prevention, gender rights, HIV and sexual and reproductive health education in Papua, Indonesia*, provides discussion on the community component of this work.
**KEY TASKS**

*Development of Teacher Support Manual:*
- This entailed development of a simple but comprehensive teacher’s manual outlining a rationale and evidence base to inform school-wide adoption of positive discipline strategies and cessation of corporal punishment, and technical summary of a hierarchy of responses that teachers can use to manage misbehaviour in the classroom.

*Development of Classroom Curricula:*
- This entailed development of three sets of classroom curriculum materials (grades 1-3, 4-5, and 7-8), which use a social and emotional learning approach to help children develop life skills, to question the negative effects of violence, and to develop alternative problem-solving and help-seeking strategies.
- Consultation occurred with local expert trainers and UNICEF staff on development of suitable scenarios for the classroom materials and appropriateness of the class materials to the local context.
- In consultation with the project team, including staff from the curriculum division of the Provincial Education Office, it was decided that the program would be developed to enhance students’ oral and written literacy skills, whilst simultaneously developing social and emotional literacy. This emphasis on improving literacy skills is of strategic importance in a country with low levels of school completion and low adult literacy rates (UNICEF and PBS 2012).

*Consultation and Translation:*
- Following a process of consultation and review during which UN staff members and teacher education staff from University of Cenderawasih gave feedback, all materials were translated into Bahasa Indonesia, the national language of Indonesia.

*Development and delivery of Teacher Training:*
- Two teacher development workshops were designed and delivered using a participatory approach. This emphasised allowing teachers to put their new knowledge and skills into practice using group work, problem solving activities and coached role-play techniques. There were limited information-only sessions (although the workshops did include some presentations including PowerPoint and video to introduce key concepts).
- The first workshop introduced teachers to the three classroom curriculum packages (above) developed to promote positive relationships and non-violent conflict resolution amongst children.
- The second workshop aimed to develop teachers’ skills in the use of positive discipline strategies in the classroom, and their leadership of strategies to support a school-wide approach to positive discipline.
- Corresponding with each of the teacher development workshops, three-day participatory train-the-trainer programs were carried out to equip local teacher-education academics, and government and UN staff to deliver the workshops.

*Data collection:*
- Formative data was collected within the writing phases and during the workshops. This data was used to inform the refinement of the classroom and teacher training materials. Additionally, teachers attending the first workshop were given a monitoring toolkit containing a feedback sheet for each of the classroom curriculum activities and a ‘positive discipline diary’ which they were asked to use over the following four weeks.
SUMMARY OF RECOMMENDATIONS

This project is still in an early phase. The first trainings involved a small number of teachers and principals in pilot districts. However a number of recommendations can be drawn from the initial stages of the project:

Continued monitoring of teachers from 2012 trainings

- Participants at the first training were provided with a monitoring toolkit. Useful data can be collected if follow up contact occurs with teachers and principals. It will be particularly useful to get qualitative input about their experiences in implementing the classroom materials and adopting the positive discipline strategies. This feedback could inform revisions or additions to the materials or the training.

Equipping local trainers

- It is important to equip local trainers to lead the workshops. Those in the pilot phases benefited from explicit instruction about positive discipline, an approach which was new to many of them. They also benefitted from time to familiarise themselves with the participatory learning strategies which are integral both to the training and to the delivery of the classroom program.

- Investing time in intensive training of trainers will strengthen the pool of local ‘master trainers’. New trainers could be sourced from teachers and principals who expressed interest following the pilot. As teachers identified the crucial nature of hands-on training, more trainers will be essential to support wider dissemination. Such an investment is likely to strengthen future teacher-training initiatives and assist trainers to apply their expanded knowledge and skills base in other parts of their work.

Increasing the use of positive discipline in schools

- Teachers need to understand the education rationale for the approaches to teaching SEL curriculum and for use of positive discipline approaches rather than corporal punishment. This should be emphasised in future trainings.

- Teachers and principals need hands-on participatory training to develop their skills in use of positive discipline. Applied exercises involving role-play and rehearsal should be part of future training.

- Teachers need explicit modelling to assist them to lead the classroom participatory learning activities. Active sampling and quality modelling should be part of future training.

- The training was highly valued and teachers stated that it should be available to larger teams of teachers in schools (rather than a limited number). A team approach supports those who are leading change efforts in the school. It also builds a stronger base for efforts to build a school-wide approach. Future trainings should continue to include school teams rather than just individuals.

- Those in rural and remote areas face particular challenges in accessing training. A strategic outreach approach is needed to cater for those in this situation.

- Teachers benefit from the guidance supplied within teacher manuals and resources which supply models to guide their classroom instructional practice. Teaching resources should continue to include examples of explicit step-by-step lesson plans.

- Teachers who are trying new approaches benefit from support of school leadership, as well as from system-based support and booster training. Attempts should be made to continue and build this support.
• Government support at local and provincial levels encourages schools to persist with their efforts to engage in school-wide adoption of positive discipline and SEL. Efforts should be made to continue with an integrated approach.

**Embed the safe and strong materials into the formal curriculum**

• Teachers positively endorsed the SEL curriculum, found many of the activities useful, and said that they would find ways to use it in the future. They noted that programs are more robust and sustainable if they are located in a secure place in the curriculum. Most teachers had elected to use the activities within their Civics Education program which allows some room for flexibility. Here, it furthered their focus on character building, life skills and values education. Efforts should be made to work with education authorities to find and endorse a ‘subject home’ for the curriculum.

• As enhancing literacy is a primary goal for schools, it could be emphasised that the Safe and Strong curriculum provides opportunities to extend student’s oral and written literacy, whilst also teaching about rights, rules, respect, responsibility and positive social relationships. Emphasis should be given to this feature in training and when identifying inclusion of this curriculum can align with other school strengthening initiatives.

• Teachers identified that many colleagues working in rural or remote areas where many students do not have a high level of familiarity with Bahasa Indonesia will require assistance to translate some of the key words and activities, particularly where the teacher does not share the local language with the students. Teachers particularly identified the need to be able to translate the words for the different emotions in order to engage both in literacy work around these terms and the associated social and emotional literacy activities.

**Supporting a whole school approach**

• A number of the teachers had led socialisation activities with colleagues and/or parents and found the materials useful to assist them in this. Some also pointed to the compatibility of this approach with other leadership and school improvement initiatives. Additional strength could be achieved by integrating this work into the Government’s staff development and school improvement initiatives (SBM).

**Linking to community-based initiatives**

• Further attention could be paid to twinning the school program with community-based violence reduction initiatives. The teachers strongly believed that efforts to bring about community-wide support would assist teachers in their moves towards positive discipline.

**Linking with teacher training institutions to embed positive discipline in pre-service training**

• The teacher educators and trainers suggested that teaching about positive discipline and SEL education should be integrated into pre-service teacher education programs. They identified that the existing training materials could be adapted for this purpose. Efforts could be made to work with the teacher training institutions to explore and support this possibility.
ADDRESSING VIOLENCE PREVENTION IN PAPUA, INDONESIA

Papua is Indonesia’s easternmost province. It is a land of diversity and contrast with over 312 distinct ethnic groups and 250 distinct languages. With its rich diversity of ethnic groups and languages, Papua has a special identity and is unique within Indonesia. The population is sparsely geographically spread across a range of highland, lowland, mainland and island areas, with many living in geographically isolated areas. Both its remoteness and its diversity are perceived as some of the greatest challenges for development in Papua. Despite an abundance of natural resources, and a growing mining industry, Papua has not kept pace with economic progress in the rest of Indonesia and has the lowest rank of the National Human Development Index (UNDP 2005). In 2008, 37% of the population was estimated to live below the poverty line compared to 6% nationally (Morin 2011).

Papua’s recent history demonstrates social and political challenges relating to land ownership, utilisation of natural resources, expression of ethnic identity and diverse views about independence and autonomy. This history along with complex cultural and social dynamics creates a backdrop to recent statistics that show high rates of VAWC in homes, schools and in the general community.

Legal and policy context

The United Nations Committee on the Rights of the Child defines ‘physical’ or ‘corporal’ punishment as ‘any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light’ (UN Special Representative of the Secretary General on Violence against Children 2012).

Indonesia is a signatory to the Convention on the Rights of the Child which states that discipline involving violence is unacceptable. Indonesian child protection laws aim to protect children from violence and abuse, however corporal punishment of children is lawful in all settings – the home, schools, the penal system and alternative care settings. The Law on Child Protection protects children in school from “violence and abuse from teachers, school managers, and school mates both in school and other educational institutions” (Article 54, Government of Indonesia 2002), but it does not explicitly prohibit corporal punishment (Global Initiative to End All Corporal Punishment of Children 2013).

Prevalence of violence

In one 2006 study, 13.5% of women in Papua reported being a victim of violence, this number is 4.5 times far higher than the national average of 3% (Bureau of Statistics and State Ministry of Women’s Empowerment 2006). In more
recent research with women and men in three districts, 45% of women and 42% of men believed that a husband is justified in beating his wife under some conditions (UNICEF and PBS 2012). At the same time, both physical and psychological violence are highly reported as a means of disciplining children in the home. Recent data suggests that 91% of children age 2-14 years had been subjected to at least one form of psychological or physical punishment by their mothers/caretakers or other household members and 26% subjected to ‘severe’ physical punishment. Reporting of violent discipline was more prevalent in rural and remote areas (UNICEF and PBS 2012). In qualitative research in five villages in 2011, most adults believed that corporal punishment was the most ideal means of disciplining children. Methods of discipline reported included slapping, hitting, retaining food and allowances, hitting children with brooms and burning them with cigarettes (Bureau of Women’s Empowerment and UNICEF 2011).

In schools, the use of corporal punishment as a form of discipline is common and remains an accepted norm. Recent research in three districts showed corporal punishment was the most common form of discipline in over half (56%) of schools interviewed. Principals, teachers and students (Elementary, Junior High School and Secondary School) reported that physical violence such as hitting and slapping students, and psychological violence such as using abusive words accounted for the bulk of violence against children and young people in schools. Boys were reported to be more likely to be the recipients of corporal punishment at school than girls. Most principals, teachers and students interviewed in a 2011 knowledge, attitude and practice study said that they believed that corporal punishment was

Above: Map showing districts of Papua and neighbouring Province, West Papua. Focus districts for the Joint UN Program are highlighted
an appropriate method for disciplining students (Bureau of Women’s Empowerment and UNICEF 2011). Some teachers argued that corporal punishment is a necessary and effective strategy within education:

“... corporal punishment is a sanction. Without it how will students follow the rules? Students only regard teachers who show strength” (Teacher, Kabupaten Jayapura, 2011).

A minority of teachers report that they believe corporal punishment to be wrong, but that they do not know any alternative, and therefore fall back upon this method:

“We don’t know what is the ideal method in disciplining children, it’s difficult without corporal punishment” (Teacher, Kabupaten Jayawijaya, 2011).

This study also showed that whilst many teachers had heard of the Child Protection Law, none could quote its content or what the regulation was about. Few teachers could name any basic child rights (Bureau of Women’s Empowerment and UNICEF 2011).

Why address corporal punishment?

A rights-based approach has driven the efforts of many countries to eliminate corporal punishment from schools. The UN considers the right to education as one of children’s most important rights. A violence-free environment to learn is central to this right. A growing evidence base is also available which highlights the negative effects of corporal punishment on students’ learning and behaviour. In the short term, corporal punishment is linked to poor learning outcomes, and exposure to and experience of corporal punishment has long-term effects on children’s future attitudes and behaviour (Lansford and Dodge 2008). Children who have experienced corporal punishment are more likely to be aggressive in later life thus perpetuating a cycle of violence in communities (Plan 2012). A four-country study (Brazil, Mexico, Chile, India) showed that for boys, simply witnessing violence had an effect on future use of violence – with boys who witnessed violence during childhood almost five (4.89) times more likely to be violent towards their future partner than those who had not been exposed to domestic violence (Contreras, Heilman et al. 2012). Corporal punishment has also been linked to physical and psychological harm, physical injuries, bullying, disobedience, antisocial behaviour, mental health problems, school absenteeism and drop-out.

In light of such evidence, most countries have laws and policies that make corporal punishment an offence (Laurence Lwo and Yuan 2011). However, many countries still allow teachers to punish children physically, and corporal punishment is widely used and accepted in schools – even in some countries where the practice has been officially banned (NGO Advisory Council for Follow-up to the UN Study on Violence against Children 2011).

Countries that have banned corporal punishment have done so because they believe it:
* is cruel
* has negative effects on children’s learning
* does not help students learn how to control their own behaviour
* is an abuse of children’s rights
* encourages children to use violence to solve problems
* creates an atmosphere of fear, anxiety and insecurity
* causes some students to drop out of school
* teaches children to use violence to solve problems within their peer group
* leads to mental health problems
* makes children more likely to use violence against their own children and their partners in the future

(Grogan-Kaylor 2005; Aucoin, Frick et al. 2006; Lansford and Dodge 2008)
Social acceptance of corporal punishment and other forms of violence

Efforts to reduce violence in schools cannot ignore the social conditions that can lead to the legitimisation of the use of violence over time. Violence against children is, in part, driven by deeply entrenched cultural beliefs and attitudes about status and respect. In some countries, hitting a child is considered the right of parents and teachers. The believed beneficial impact on children's behaviour is frequently used as an argument to defend physical punishment as a legitimate means of conflict resolution. Many teachers firmly believe that it is the most effective means of discipline (Morrell 2001). Indeed, in the short term, corporal punishment may have the desired effect that the teacher or parent is seeking and be an effective immediate deterrent for bad behaviour (Wilson 2002; Gershoff and Bitensky 2007; Laurence Lwo and Yuan 2011).

Therefore, it is unsurprising that there are many accounts of teachers resisting to change when it comes to discipline style. For example, in studies from Taiwan, Kenya and South Africa, teachers reported that some students’ behaviour became worse as a result of not being beaten, and that detention did not improve their behaviour. Others said that the time it takes to deal with disruptive students is unfair to the well behaved students (Morrell 2001; Mweru 2010; Laurence Lwo and Yuan 2011). Another challenge is that many teachers and parents who experienced corporal punishment themselves argue that it is the most effective form of punishment. Resistance is not confined to teachers alone. In some cases, students oppose change suggesting for example that without corporal punishment, students will forget how to respect their teachers or that suffering is the best way to learn right and wrong (e.g. Morrell 2001). Studies also show that parents often advocate for the use of corporal punishment and can be resistant to change in their children's schools, continuing to believe in the efficacy of authoritarian style teaching characteristic of their own generation.

In countries where corporal punishment in schools is legal, or where laws against beating children are not strictly enforced, the actual use of corporal punishment is also affected by everyday factors such as class size, teachers’ stress, availability of resources and teacher training (Morrell 2001; Plan 2012). Continued use of corporal punishment in some contexts has also been blamed on a failure to introduce teachers to alternative methods of discipline (Morrell 2001). All available studies on corporal punishment in schools have found that providing support for teachers and other staff to use alternative discipline styles is crucial. This involves comprehensive training in alternative discipline techniques, but also support from education authorities, school principals and administrators, as well as parents and student councils. Additionally, acknowledging the link between violence in schools and patterns of violence in wider society, there need to be changes in the attitudes of parents, families and wider communities towards the use of violence and corporal punishment.

What is ‘Positive Discipline’?

Positive discipline is an approach to student management which focuses on strengthening positive behaviour. It aims to have children become responsible for managing their own behaviour, rather than leaving it to those in authority to make them behave. Teachers aim to reward positive behaviour with their attention. They work with the class to construct positive rules and expectations. Sanctions for negative behaviour are applied to help children learn, rather than to inflict suffering, humiliation or fear (Rogers 2009).

Positive discipline programs not only focus on equipping the teacher, they also encompass teaching children positive social behaviour. An explicit curriculum can be used enhance a sense
Positive discipline works through:

* teaching children about rights, responsibilities, rules and standards
* teaching children how to manage their own behaviour through developing life skills and social skills such as respect for others, cooperation, communication and problem-solving
* developing children’s awareness of the effect of their positive and negative behaviours on others
* creating children’s desire to be considerate and respectful
* improving children’s understanding of the way in which rules and expectations work to protect people’s rights and needs

of responsibility and respect for the rights of fellow students and teachers. Such curriculum helps children to develop social and emotional skills, including skills engage empathetically with others and to resolve conflicts through non-violent means (Durlak, Weissberg et al. 2011).
Above: Teachers categorise ‘50 positive discipline tips’ into prevention, management and response strategies
Objectives of the Safe & Strong Schools Initiative

The overall objective of this program was to work alongside UN, government, non-government organisation (NGO) and civil society organisation (CSO) partners to design and implement prevention of violence approaches and models for schools in Papua. Within this, specific objectives included:

• Develop a concise training manual on positive discipline in schools for teachers on:
  » How to discipline in a positive way
  » How to work towards a safe and protective school environment

• Develop school-focused materials for teaching and learning that consider the importance of a positive school climate and nonviolent classroom practices including classroom materials that engage children with the ideas of prevention of violence and non-tolerance of violence. This includes age appropriate materials for students (early grade 1-3, 4-6 and grade 7-8) that fit within the existing curriculum approaches of the Provincial Office for Education, with an emphasis on interactive learning, strengthening literacy, numeracy and character building/life skills.

• Work with local partners (universities and existing master trainers and education supervisors) to design and carry out training on positive discipline techniques and how to use the curriculum materials (referred to above) to classroom teachers, principals and education advisors from schools in target districts.
The Safe and Strong Schools program initiative used evidence-based methodologies to help teachers understand the negative effects of corporal punishment and learn alternative methods of positive discipline. Working within the context described in the following section, the project-team worked with teachers and principals to introduce and practice a ‘positive discipline’ approach for managing student behaviour. Teachers were also provided with curriculum materials to introduce violence-prevention activities into their classroom. These materials were designed to help students develop social and emotional skills. They also included practical activities to learn about the negative effects of bullying and violence, and to practice methods of non-violent conflict resolution.

The classroom education and the teacher development program use participatory methods. The term ‘participatory methods’ loosely groups co-operative learning tasks which involve student-to-student interaction, rather than just teacher-student interaction. They include activities such as role-play and simulation, small group problem-solving discussions, critical thinking tasks, skills development exercises and themed games. These activities commonly house both critical thinking work and skills development exercises (Cahill 2006).

Participatory learning strategies have been shown to be essential to the effectiveness of health education programs (Herbert and Lohrmann 2011). Research demonstrates that if prevention programs are to be successful in changing behaviour, they must incorporate a high level of student-to-student interaction within relevant learning tasks. When students are given the opportunity to work in a participatory way with their peers, they develop a higher level of connectedness to school, exercise their social skills, and develop greater levels of confidence that their teachers and their peers can be a source of help when they experience violence or distress (Natvig, Albrektsen et al. 2003). A positive school climate is associated with greater levels of belief amongst students that teachers can be a useful source of assistance for issues related to violence or bullying (Eliot, Cornell et al. 2010). Participatory learning strategies are an essential feature of effective life skills (Hahn, Noland et al. 2002); SEL (Payton, Weissberg et al. 2008; Durlak, Dymnicki et al. 2011); and anti-bullying programs (Bouhours 2001 in Soole et al. 2008). Research in South African schools, where violence rates are high, has found that SEL can be of great value as an intervention against violence in schools (Van Der Merwe 2011).

Despite the fact that participatory methods are essential to program effectiveness, use of participatory learning strategies is not the norm for most teachers (Natvig, Albrektsen et al. 2003). When participatory programs are disseminated, teachers tend to omit the essential student-to-student activities and deliver only the teacher-centric activities involving information provision, class discussion and teacher questioning. This means that students do not benefit from the
small group problem solving and critical thinking exercises or from the role-playing exercises designed to develop skills and insight (Stead, Stradling et al. 2007; Stead, Stradling et al. 2010). If teachers are to adopt participatory methods, they require an adequate investment in their professional learning along with support from system and school leadership and resources which model how to take such an approach.

**The classroom curriculum**

Three classroom programs were developed as part of the Safe and Strong Schools program aimed at Grades 1-3, Grades 4-6 and Grades 7-8. The curriculums aim to build social, emotional and life skills and also introduce human rights and gender rights education. The curriculums are designed to include students in the review and redevelopment of classroom rules and expectations; and to help them develop the essential social, emotional and life skills that facilitate positive relationships and respectful approaches to problem-solving. Curriculum development was informed by the strong evidence base about the contribution an SEL curriculum can make to students, with well-designed and well-administered programs leading to improved academic outcomes and reductions in violence and negative social behaviour (Durlak, Weissberg et al. 2011). Each classroom program contains a number of participatory activities for teachers to use with their classes (see below). Every activity is prefaced with a set of simple objectives and an explanation of the approach to help teachers to understand the rationale behind the activity. The curriculum manual includes coaching tips to remind teachers to reward positive behaviour with attention. Some sample activities from the curriculum are presented in the next section.

<table>
<thead>
<tr>
<th>Grades 1 – 3</th>
<th>Grades 4 – 6</th>
<th>Grades 7 – 8</th>
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<tbody>
<tr>
<td>Understanding rules, rights and responsibilities</td>
<td>Working together to set rules and expectations</td>
<td>Setting rules &amp; expectations</td>
</tr>
<tr>
<td>Preventing Bullying</td>
<td>Understanding emotions</td>
<td>Am I being responsible?</td>
</tr>
<tr>
<td>Building positive self image</td>
<td>Preventing bullying</td>
<td>Understanding human rights</td>
</tr>
<tr>
<td>Understanding our feelings</td>
<td>Practicing coping strategies</td>
<td>Understanding emotions in ourselves and others</td>
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<tr>
<td>Friendship story books</td>
<td>Making friendship books</td>
<td>Identifying and relieving stress</td>
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<td></td>
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<td>Exploring the different experiences of girls and boys</td>
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<td></td>
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<td>Bullying for girls and boys</td>
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<td></td>
<td></td>
<td>Monitoring bullying in your school</td>
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<td></td>
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<td>Positive coping</td>
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The following section provides a narrative of the work with teachers in Papua to date, describing the training interventions, and a summary of the formative feedback collected during the training events.

**TRAINING-OF-TRAINER FOR THE FIRST TEACHER DEVELOPMENT WORKSHOP: INTRODUCING THE STUDENT CURRICULUM**

Prior to the first teacher development workshop, the training development team (Associate Professor Helen Cahill and Sally Beadle from the Youth Research Centre, University of Melbourne) carried out an intensive training-of-trainers (ToT) with a team of local trainers who came from University of Cenderawasih, Papua Office for Education, and UNICEF Papua. They included:

- Adolfine Krisifu, Lecturer in Teacher Education, University of Cenderawasih, Papua
- Nancy Wompere, Lecturer in Teacher Education, University of Cenderawasih, Papua
- Juliana Sutarni, Head of Curriculum Division, Office for Education, Papua

Staff from the university were experienced in teacher training, but for all trainers the concept of positive discipline was relatively new.

This initial ToT took place across three days in Bangkok (30 August – 1 September). This location was chosen as it made it possible for the key trainers to also attend a regional ToT for the NewGEN Leadership training also led by the master trainer Helen Cahill. As this training employs a similar participatory approach, it was beneficial for participants to observe and learn from key sessions. The train the trainer workshops were run in English with group activities conducted in Bahasa Indonesia. Translation support was provided for those who needed additional support with English.

Over the three days, trainers engaged in a number of information and activity sessions. Some time was invested in explaining the theory behind the methods used. However, most of the time was spent sampling potential activities for the forthcoming teacher training, including activities from the student curriculum, with an emphasis on the rationale for these activities and coaching on key facilitator skills for running the activities.

As experts in education system in Papua, the trainers were able to give formative feedback on the materials, coming up with locally appropriate scenarios for the forthcoming teacher development workshop and making sure that the training was sensitive to local needs.

As the trainers engaged in a range of information sessions and activities, a detailed slideshow was compiled, briefly outlining each session and including photos of the trainers engaged in
## Agenda In Brief

### Day 1
- Introduction and objectives
- Overview of positive discipline
- Taking a strengths-based approach in training: Participatory situation analysis
- Looking from the teacher’s perspective: *Identifying challenging scenarios* and *Managing emotions*
- What do I do when I can’t use corporal punishment?
- Hierarchy of consequences
- 50 positive discipline tips
- Problem-solving using positive discipline strategies

### Day 2
- Sampling the Student Curriculum: overview
- Creating positive rules and expectations
- Building social and emotional literacy
- A focus on bullying
- A focus on scenario-based activities
- Making picture story books to teach resilience and coping

### Day 3
- Observing participatory methods in action (NewGEN Asia, Bangkok)
- Feedback on the program
- Identifying the needs of your teachers
- Building the classroom teacher manual
- Developing your own training agenda
- Next steps
each activity. The purpose of this was to have a tool that would prompt trainer’s memories about different activities and that they could use to put together an agenda for the first teacher development workshop. Trainers used this PowerPoint on the final day to guide the process of drawing together a draft agenda for the three day training.

While formal evaluation of this ToT was not carried out, the participants gave positive feedback about the methods and activities used. There was some minor concern about how teachers would respond to the classroom materials, especially the ones that required a step outside the traditional didactic approach to teaching, but trainers were positive about giving it a go.

Delivery of the first teacher development workshop

The Papua Office for Education worked in partnership with UNICEF to implement the teacher development workshops, selecting twelve schools from across the three focus districts. Each school was invited to select up to four teachers and principals to participate in the three-day training event, with the anticipation of a second training (two days) to be held later in the year. One training event was held in Jayapura District (9-11 October) and one in Jayawijaya District (31 October – 2 November). The trainers who had attended the ToT led the training with support from Sally Beadle and two additional local trainers. The training was run in Bahasa Indonesia, with translation provided for sessions run by Sally.

A short video illustrating some of the key activities used in this training is available on request.

The workshop followed the agenda which had been carefully constructed during the ToT, providing an overview of the negative effects of corporal punishment, presenting the rationale behind positive discipline, introducing the classroom program, and engaging teachers in hands-on sampling of learning activities from all three classroom programs. Activities sampled from the curriculums are showcased below.
Activity sampling from the student curriculum: Developing class rules

Each of the classroom programs starts with a rule-making activity which encourages students to work with their teachers to come up with positive rules. The training commenced with teachers using a rule-making activity similar to those in the classroom program. This training exercise emphasised the importance of framing rules in positive terms, rather than in the negative, and highlighted the importance of actively involving children in rule-making as a way to heighten a sense of responsibility for protecting the right to learn.

The example below is drawn from the Grade 1-3 curriculum.

ACTIVITY FOCUS: UNDERSTANDING RULES, RIGHTS AND RESPONSIBILITIES

Objectives: In this session it is intended that students should:

» Participate in making the rules and agreements they need to support a safe and friendly learning environment in their class.

» Make a display to provide a visual reminder of the rules

Understanding the Approach:

Getting the students involved in thinking about the rules they need helps to build a sense of responsibility. It teaches students understand why we have rules.

Method:

1. Ask children to draw two pictures: i) A picture of the friendly class ii) A picture of the hard working class. Ask some students to show and explain some of their pictures.

2. Tell the students we can use these pictures to help us think about what sorts of rules we have to help everyone to be happy and hardworking school. Ask: What do we need to do to help everyone feel happy to be here in this class?

3. Use these answers and the pictures to build the rules about how students should treat each other at school. e.g. Be friendly. Be nice to the person next to you. Let other people play with you.

4. Ask: What do we need to do to keep everyone safe at school?

5. Use these answers and the pictures to build the rules about being safe.

6. Ask: What do we need to do to help everyone be a strong learner at school?

7. Use these answers and the pictures to build the expectations about learning.

8. As you make their ideas into rules, use simple language, keep the list brief and where possible make the rules positive rather than negative.

9. Write and display the rules together with some of the students’ pictures which show how to keep the rule. At this time you may need to ask the students to draw some more pictures to show what different rules. look like in action.

10. Remind students that we need to keep these rules to protect everyone’s right to learn, and their right to feel safe and respected.
The curriculum materials provide explicit activities to help students develop emotional literacy and specifically language to use to describe emotions and to consider the different kinds of experiences that might elicit these emotions. The training provided opportunity for the teachers to sample these activities and to discuss the way in which they could be used to promote acquisition of language skills. Engaging with this activity helped to build the teachers’ understanding of the connection between self-awareness and self-regulation in relation to the management of emotional expression.

An example from the Grade 4-6 curriculum is presented below.

**ACTIVITY FOCUS: UNDERSTANDING EMOTIONS**

**Objectives:** In this session it is intended that students should:

» Name some of the commonly experienced emotions
» Link these emotions to common causal factors
» Develop their capacity to communicate feelings and empathise with others

**Understanding the approach**

Naming emotions helps to increase student’s emotional literacy. When they have lots of different words to help explain how they feel, they are better able to understand their own reactions and to communicate about them with others. It is useful to be able to identify and talk about our emotions, especially when we need to solve problems and work out the actions that are right for us. Describing common causes for different emotional reactions helps to build empathy and compassion for others.

**Method**

1. Write the following emotions on the board with numbers next to them:

   1. SAD   3. EXCITED   5. HURT   7. HAPPY
   2. SCARED 4. LONELY   6. PROUD   8. ANGRY

2. Ask each student to choose an emotion from the list and think about what a person might look like if they are feeling this emotion.

3. Play a guessing game with the class. Give different students a turn to come to the front of the class to take up a position to show what this emotion looks like. Students then guess which of the emotions it is. (Alternative: Tell students that they will play a guessing game with a partner. They should work with the person next to them. Person 1 should show their emotion using their face and body. Person 2 guesses what emotion they are feeling.)

4. Play a few rounds of the game. Explain that often we have to guess what people are feeling by looking at their body language so that we know how to respond in the right way.

5. Give each student a number from 1 to 9.

6. Ask them to look at the board and find the emotion that has their number next to it.

7. Their task is to write a sentence explaining what might happen to make them feel this emotion. For example: *When my teacher tells me my work is very good, it makes me feel happy.*

8. If you have time, ask them to draw a picture illustrating this scenario.

9. Ask for some volunteers to read their stories to the class. Ask the class to show the emotion in the story on their faces.
Above: Teachers play the emotions guessing game. Can you guess which emotions they are portraying?

Above: Teachers write a sentence to describe a situation in which they feel 'interested' (Tertarik): 'When I see a new book that belongs to my friend felt...’
Above: Teachers consider a scenario from the curriculum
**Activity sampling from the student curriculum: Scenario-based problem solving**

The lesson materials provide problem-solving activities to help students explore situations in which they may be affected by violence or may feel tempted to use violence. They work in small groups to identify possible help-seeking or conflict resolution strategies that could be employed in such situations. Age-appropriate scenarios were developed in close consultation with the Papuan education advisors to ensure relevance and age-appropriateness. Examples or scenarios used in each curriculum are provided below. Use of these scenarios in the training gave teachers an opportunity to construct some non-violent options ahead of leading the children in this exercise. They were also asked to note that when the teacher is leading activities of this nature, their role is not to adopt the position of the ‘expert’ who tells the children what they should do. Rather, as the facilitator, their role is to engage students both in creative thought about what they could do, and in critical thought about what consequences could arise from particular choices.

**(Scenario from 1-3 curriculum)**

Justina did not finish her math work. She could not remember how to get the answer. So she stopped and put her head in her hands. Her teacher called her lazy.

*How did this make Justina feel?*

*What can Justina do?*

*Draw a picture of how Justina feels when her teacher calls her lazy.*

**(Scenario from 4-6 curriculum)**

Maria is in Grade Four at school. One day, Maria is waiting for her turn to play in the ball game. One of the other girls comes over and pushes Maria back to the end of the line. Now it seems to Maria that she will never get her turn.

*What emotions might Maria be feeling? Ask the group to agree on at least two emotions.*

*What could Maria do to solve this problem in a positive way that does not involve violence or saying mean things?*

**(Scenario from 7-8 curriculum)**

Daniel is being bullied by some older boys at school. They call him names because he looks different and sometimes they threaten to punch him. This is making Daniel stressed.

*What could Daniel do? Think of three different ideas that do not involve violence.*
Above: A male group read out their positive and negative list for females and then highlight which items on the list are changable.
Activity sampling from the student curriculum: Learning about emotions

Gender-based issues are incorporated within the stimulus scenarios across the junior and senior curriculum. The Grade 7-8 curriculum provides additional activities which focus overtly on discussion of gender roles and gendered norms. These activities are designed to help students acknowledge and name some of the different sorts of experiences that girls and boys may encounter as they feel the effect of traditional gender expectations. They are introduced to the concept of rights in relation to gender and to the way in which discriminatory practices cause harm. The training incorporated a sampling of these activities so as to give the teachers an opportunity reflect on the extent to which they too are influenced by gender norms, and to review and question the extent to which they might take a gendered approach in their own teaching.

Activity focus: Exploring the different experiences of girls and boys

Objectives: In this session it is intended that students should:

» Identify positive and negative aspects of being male and female
» Explore gender roles

Understanding the Approach:

We will look at what class members think is good and what is not so good about being male or female. This activity heaps students learn that there are some differences between boys and girls.

PART A: Positives and negatives

1. Organise participants into single sex groups or pairs.
2. Ask them to write the Good things about being female on one side of the page and Bad things about being female on the other side of the page, and then repeat for males.
3. Ask one female group to read their positive list for males. Ask some male groups to add.
4. Ask a different group to read their negative list. Ask others to add.
5. Ask one male group to read their positive list for females. Ask some female groups to add.
6. Ask a different group to read their negative list about being female. Ask a male group to add.

Coaching box: Treating girls and boys differently

Explain that boys and girls are different. Some of these differences they are born with – for example boys and girls have different body parts. On the other hand, some of the differences are because of the way people treat girls and boys differently. This different treatment can begin when children are very young.

PART B: Changing expectations

1. From the last activity, it will be clear that girls and boys often face different benefits and challenges are they are growing up. This is usually because society has different expectations of what girls should do and what boys should do. If these expectations cause harm, they need to be changed.
2. Organise participants into groups. Ask them to think up: What would have to change to make our world equally fair and respectful to woman and to men?
3. Report back idea and make a big list on the board under the heading: In a fair world:
4. Ask: What can each of us do to help make this happen? Collect ideas.
TEACHERS’ REACTIONS TO CONCEPT OF POSITIVE DISCIPLINE AND TO THE CLASSROOM PROGRAM

The first teacher development workshop provided a site within which to gather data about the teachers’ reactions to the invitation to replace corporal punishment with positive discipline. Much of this data was gathered informally across the workshop as teachers responded to the ideas and the activities. Additionally, on the final day of the training, teachers were asked to report briefly on three things at the end of the training: One thing they learned, one thing they want to learn more about and one thing that they will implement straight away. Teachers were also provided with a monitoring toolkit. This included a feedback sheet for the classroom activities and a ‘positive discipline diary’. It is recommended that these toolkits are followed up in 2013.

Initial scepticism and resistance

During the conduct of the first teacher development workshop, teachers put forward a range of concerns about the invitation to relinquish their use of corporal punishment as a student management strategy, including:

- they feared that they would lose their authority without the use of corporal punishment;
- they believed that students learnt better when corporal punishment was used;
- they believed that students themselves preferred teachers to use corporal punishment; and
- they believed it ‘worked’ as they themselves had been raised with corporal punishment, and believed that this had made them stronger and better people.

“I discussed with my students whether they are in favour or corporal punishment or positive discipline, most say they prefer corporal punishment” (Teacher, Jayawijaya).

“I was raised with corporal punishment, not only at home but also at school. I am a good person because of the way I was raised. This compares to the new generation – my generation were more likely to listen to parents and teachers” (Teacher, Jayawijaya).

“Based on teachers’ experience, students learn faster when their teachers use corporal punishment. When we are soft to the students they learn slower. Some teachers agree with this and some do not. There is no agreement on which is the best way to discipline” (Teacher, Jayawijaya).

“Even when we socialised parents to the idea, they disagree if we suggest corporal punishment will not be used at school. They say that it is needed as long as it does not cause the children to bleed” (Teacher, Jayawijaya).

Positive responses

Despite this background of concern and uncertainty, over the three days of the training, many of the teachers became more open to the concept of taking a positive approach to discipline. They began to acknowledge the way in which this might help to motivate students. For example, on the second day of the training, one teacher reported that whilst running a class at school prior to the training commencing for the day, she gave a friendly greeting and a smile to her class. This, she said, was not usually in her character and the children were surprised, but she noticed a positive effect on her students who became more cheerful and responsive. Others commented that the training might give insights on how to increase school attendance.

“This training is important. As far as I understand, children love going to school in Wamena but sometimes the way the teacher teaches them makes them not want to go to school, especially girls” (District Government Staff, Jayawijaya).
An expressed need for a community-wide response

During the training, the teachers also expressed their belief that they could not accomplish a shift towards non-violent methods on their own. They highlighted the need to include the broader community outside of the school, including parents and police. They pointed out that violence was a common means of disciplining children in the home, and violence was also widely used as a form of social control by those administering justice in the country. Given this wide cultural acceptance, it was difficult for teachers initiate change.

“Students spend more time with parents, therefore parents need to apply this positive discipline at home – they are important role models too” (Teacher, Jayawijaya).

“Positive discipline needs to be done with the army and police as well. Making change in just schools will not solve the problem” (Teacher, Jayawijaya).

Feedback on early curriculum implementation experience

The second training (see page 29) provided opportunity to find out how teachers had gone when implementing the classroom program or when sharing the approach with their colleagues. Despite their initial expressions of doubt and resistance, when the teachers gathered for the second training, several reported that they had found the training very useful and that they had positive experiences sharing what they had learned with their colleagues.

Socialisations and school-wide events

Some schools had to run ‘socialisations’ with both parents and teachers. These were briefing events within which they shared the new ideas. The fact that they had initiated these events shows a level of enthusiasm for taking the approach forward. Those who ran such events with encountered a mixed response from colleagues and parents with some expressions of enthusiasm and others of resistance:

“After the last training, we used the positive discipline models to help with our responses to students. We did a socialisation for the teachers. Around 80% of teachers accepted the ideas; around 20% rejected the ideas completely. We plan to run a socialisation with parents in December. It is important to involve parents even though we know that some of them will reject it” (Teacher, Jayawijaya).

“It (training) is very useful and has given positive impact to me. But implementation of positive discipline at whole school level needs support from others, from other teachers, also from parents and from students. So far, I have given socialisation not only to teachers but also awareness to parents. But as far as I know, parents prefer corporal punishment” (Teacher, Jayawijaya).

However, others noted deep resistance, especially from older teachers and said that change was too hard:

“Sometimes it’s too hard to change the attitudes of people who have been teachers for so long. They don’t like change and they don’t want to change” (Teacher, Jayawijaya).

Some teacher indicated that their colleagues needed the support of expert trainers if they were to adopt positive discipline practices. It was not possible for them to manage an internal transfer to activate skills and changes attitudes:

“...I can only get so far by myself, many of the teachers won’t listen to me. I need to have expert trainers for the teachers in my school for them to listen” (Teacher, Jayawijaya).

“I keep motivating the other teachers about the benefits of positive discipline and negative effects of corporal punishment, but I need help to give training to other...
teachers who are still against that” (Teacher, Jayawijaya).

Pilot of the classroom program

While the teachers responded positively to the classroom activities sampled in the curriculum during the first workshop, between the first and the second workshop, not all teachers implemented the materials with their classes. For those who did, reports about student engagement and interest were generally positive. Most had implemented classroom activities within their Civics Education lessons:

“We have used some of the module activities in our other subjects as planned, including in civics education and character building. We have also developed positive discipline slogans to use in the classroom.”

“I used the bullying because I was teaching a subject on citizenship and there are lots of students fighting, therefore bullying was the right activity to do at this time. Students enjoyed the activity, it improved their awareness and also to avoid them to participate in bullying activity, maybe before that, they didn’t realise that what they were doing was bullying”.

“The curriculum did help the students to learn some new words for emotions” (Teacher, rural school).

“I have done two of the activities from the curriculum – the rules and the bullying activities. I will use some of the other activities... we have a local content course time in our school so I am use the materials in this time. Also in the Arts and Skills subject. The challenge is that there is language barrier. It would be useful to have the materials in local language”.

One teacher brought photos and video footage to show the work the grade 5-6 students had done to share games, and anti-bullying role-plays and dramatized scenarios in a performance to the whole school. The students had developed this work as an extension of their classroom program. This showed the creative way in which some teachers used the classroom program to help with broader socialisation.

Other teachers brought sample of the stories that their students had developed within the classroom program.

For those teachers who had not implemented the program, there were a number of explanations given. Firstly, there was not much time to implement between the first and second trainings (less than one month). Teachers said that if they had had more time, they would have been able to implement more of the activities.

“Teachers are pushed for time, many have not been able to implement many of the activities”.

Secondly, the initial training was implemented late in the year (October), the same time as teachers were preparing their students for Indonesia’s national exams. During this period of the school year, teachers are under pressure to focus on exam-preparation, and they are reluctant to introduce new materials into the classroom.

Thirdly, many of the teachers working in the highland schools reported language barriers in their work. Many of the children they work with in the rural areas speak mother-tongue at home and are not strong in Bahasa. Further as the teacher, they themselves may not speak the local language of their students, making translation impossible. Some teachers reported that in this situation the students were not very responsive to the new participatory methodologies used in the curriculum or that they had to modify the program.

“They Indonesian language is not as advanced yet because at home they use
their mother-tongue. In class they talk to each other using local language but many of the teachers don’t understand them”.

“We tried to do some of the emotions activities but kids were shy to share”

One teacher who was proficient in the local language of his students was able to translate some of the materials and found this enabled him to use them successfully.

“I tried to use the activities by using local language to teach some of the activities, this was more successful”.

Despite these limitations, those participants who had not used the materials expressed a real sense of possibility about trialling the classroom program. Teachers suggested that with the booster training addressing positive discipline strategies that they were currently engaged in, they would be more confident and able to implement the curriculums in the new-year.

**TRAINING-OF TRAINER FOR THE SECOND TEACHER DEVELOPMENT WORKSHOP: STRATEGIES FOR POSITIVE DISCIPLINE**

The ToT for the second teacher training took place in Jayapura across three days (22-24 Nov). Four trainers were recruited to participate in the second ToT. They included:

- Adolfine Krisifu, Lecturer in Teacher Education, University of Cenderawasih
- Andri Wally, Lecturer in Teacher Education, University of Cenderawasih
- Juliana Sutarni, Head of Curriculum Division, Office for Education, Papua
- Dwi Utari Tamanbali, Project Assistant, UNICEF

The group were fortunate to be joined by two principals from schools in Jayapura, who were able to join in sampling of activities and consult on content for the second training. The ToT was run in English with group activities conducted in Bahasa. Translation support was provided for those who needed additional support with English.

The main focus of this second training was to give teachers more information about and practice of positive discipline techniques. For this, a simple six-step positive discipline tool was created (see below section for more detail). The training team worked together to learn about these steps, practicing each through role-play and finally, creating a short video-taped role-play illustrating each step in action. These video clips were then incorporated into a slideshow and used to demonstrate the steps in the teacher training. Trainers were also introduced to information and activities in teacher assertiveness, student behaviour contracts and methods of working towards a ‘whole school approach’.

On the final day of the ToT, the team worked together to construct a detailed agenda for the
### TOT FOR TEACHER DEVELOPMENT WORKSHOP 2 - STRATEGIES FOR POSITIVE DISCIPLINE

#### AGENDA IN BRIEF

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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| • Opening and welcome  
• Purpose and objectives  
• Introductions activity  
• Review of positive discipline and corporal punishment  
• Setting the ground rules activity  
• Aims of positive discipline conversations  
• Effects of praise/violence  
• Feedback on the curriculum  
• Introduction to assertiveness  
• Introduce the 6 steps  
• Role-plays and coaching for Level 1-3  
• Game to finish  | • Overview of steps 4-6  
• With role plays developed, rehearsed and taped, based on scenarios  
• Overview of hierarchy of response activities  
• Tools for developing a whole school approach  | • Working together to construct a two day agenda for the teacher development workshop. |

### TEACHER DEVELOPMENT WORKSHOP 2 – STRATEGIES FOR POSITIVE DISCIPLINE

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• Role-plays and coaching for Level 1-3  
• Game to finish  | • Game  
• Objectives  
• Reminder of 6 steps  
• Role-plays and coaching for levels 4-6  
• Introduction and practice of ‘behaviour contracts’  
• What is a whole school approach?  
• Brainstorming ideas for school-wide activity for strong school/friendly school  
• Monitoring  
• Participatory Feedback  
• Closing |
teacher training, drawing together activities and information sessions that had been sampled over the previous two days.

DELIVERY OF THE SECOND TEACHER DEVELOPMENT WORKSHOP

The two-day training workshop was held in Wamena (3-4 December) attended by 23 teachers. These were largely the same teachers and principals who came to the first workshop. Unfortunately, given that the training was at a busy time in the school calendar, several of those who attended the initial workshop could not come and sent alternative staff from their school. Additionally, due to difficulties in gaining access to teachers close to the end of the school term, the Jayapura training did not take place. The training was run in Bahasa Indonesia, with components led by Helen Cahill translated as necessary.

This second teacher development workshop responded to teachers’ requests for practical examples of how to use positive discipline strategies in response to student misbehaviour. It was designed to introduce and develop expertise in the applied use of positive discipline strategies. The training took a participatory approach including small group problem-solving exercises and extensive use of role-play as the means through which to rehearse a range of positive intervention strategies suited to various types of student misdemeanour. Teachers were trained to use a well-researched discipline approach developed by Bill Roger’s (2009) which emphasises the use of a hierarchy of responses including rewarding positive behaviour with attention, using positively framed rules, issuing rule-reminders, providing take-up time for students to comply with requests, and use of positively directed choices to assist students to recognise the consequences of rule-breaking rules. Several of the interactive teacher training activities are outlined below.

A short video illustrating some of the key activities used in this training is available on request.
WORKSHOP ACTIVITY: KEY DISTINCTIONS - SUBMISSIVE, AGGRESSIVE, ASSERTIVE

To be effective in the use of positive discipline strategies, teachers must be able to effectively use an assertive communicative style, and avoid either aggressive or submissive modes with their students. To emphasise the importance of these key distinctions about communication style teachers were introduced to the terms: aggressive, submissive and assertive, and asked to establish good translations of these words. They then worked with a partner to describe variously situations in which they have used a submissive, assertive and aggressive response. This activity assists them to engage with these terms as descriptors of actions taken as part of everyday life. They then prepare three short role-play scenarios which demonstrate when a person:

- uses aggression to get what they want
- is assertive to get what they want
- uses submissive strategies to go about getting what they want

These scenarios were used to explore the effect of aggression, submission and assertion on the recipient. Teachers then practised using assertion, rather than aggression to respond to situations involving frustration or conflict.

Teachers were also alerted to the way in which role-play had been used as a teaching strategy. This discussion was used as a basis to consider how they might manage the use of role-play within their leadership of the classroom program.

WORKSHOP ACTIVITY: CATCH THEM BEING GOOD

Teachers who are accustomed to commenting primarily in a corrective manner can find it hard to think up a repertoire of positive remarks. To address this, teachers were asked to brainstorm the positive behaviours which they could reward with attention, and then to role-play ‘catching the students being good’. Teachers also conducted brainstorms to compare the effect that positive and negative feedback can have on student motivation. Teachers were provided with the following tool containing ideas for when to catch their students being good.

**Catch them being good**

*This could sound like teacher commenting when students:*

| get their materials ready in good time | help other students with their work |
| arrive on time | get started on the task straight away |
| try hard to get the work finished | encourage people to play by the rules |
| share something or take turns with a friend | say thank you |
| make room for someone to join in | offer to help with chores |
| wait their turn | finish their work |
| be friendly to a younger student | put their hand up to answer |
| cheer someone up | come up with a thoughtful question |
Above: Participants prepare role-plays to demonstrate submissive, assertive and aggressive approaches
WORKSHOP ACTIVITY: FOLLOWING THROUGH ON MISBEHAVIOUR - RANKING THE HIERARCHY OF RESPONSE

A positive approach to discipline is reliant on teachers using a graduated and logical set of responses to student misbehaviour. In this activity, teachers work in groups, and using a set of cards supplied, they rank their ‘hierarchy of response’ to student misdemeanour. The ranking is used to identify the early responses to lower level misdemeanours and those reserved for use with persistent, escalating or more extreme form of misdemeanour. This activity highlights that there are alternatives to corporal punishment and that these alternatives permit the teacher to respond to the relative severity of the incident.

The use of a collaborative small group approach provides the teachers with opportunity to think through the issue for themselves, and for them to cross-check their understandings with peers. The collaborative method promotes positive re-norming as teachers affirm for each other an alternative hierarchy which does not culminate in corporal punishment.

VERBAL CORRECTIONS
Use the child’s name to remind them about what they should be doing and re-direct them to the task;
Ask: What should you be doing? Which rule did you break? What will you do differently next time?

CHANGE OF SEAT
Give a warning to the child that if they do not stop talking/playing/wrestling, they will be moved. Move them to another seat in the room if they continue the behaviour.

SIT QUIETLY TO REFLECT ON BEHAVIOUR
Remove the student from the group for a short time to reflect on their misbehaviour. Set a task during this time. Invite them to re-join the group and show how they can respect the group rules.

HOME CONTACT
Send a copy of this contract home for the parent to see

AFTER SCHOOL COUNSELLING
Arrange for a follow-up conversation with the student in which they discuss the impact of their behaviour on others and make a plan to correct it.

INTERVIEW WITH PRINCIPAL
Arrange for a follow-up conversation with the student and the Principal in which they discuss the impact of their behaviour on others and make a plan to correct it.

Above: Examples of cards from the hierarchy of response activity
Teachers at the second training were introduced to a simple six step tool derived from the work of Bill Rogers (2009) and are summarised below. Each step was introduced theoretically and then played out and critically reviewed in role play mode. The six steps are presented below and start with teacher behaviour that should be present at all times, including use of positive formative feedback, rewarding positive behaviour with teacher attention, and selective tactical ignoring of low-level misdemeanours.

Teachers worked in small groups to develop short role-plays to demonstrate each of the ‘steps’ in action. Following the role-play, coaching was provided to assist the teacher to master the particular step in action. This process culminated in a video-making task. The participants role-played typical disciplinary scenarios as the context within which one of them could demonstrate the appropriate steps in action. This provided opportunity for rehearsal and feedback to bring the response up to a good standard. These videos then became a tool for the participants and trainers to refer back to post-workshop.

Above: Teachers role-play positive discipline strategies from the ‘Six Steps’ tool
Six Positive Discipline Steps

1. **POSITIVE ATTENTION, CATCH THEM BEING GOOD and TACTICAL IGNORING** of minor misdemeanours

2. **POSITIVE INSTRUCTIONS** to use the expected behaviour

3. **QUESTIONS and DIRECTIONS** to ask students to identify the expected behaviour or rule

4. **DIRECTED CHOICES** highlight the consequences of misbehaviour, and direct student to choose one of two acceptable options

5. **TIME OUT and FOLLOW UP** when other levels have failed, student is moved or removed and asked to work elsewhere until follow up conversation can be instigated

6. **CRISIS PLAN OR REMOVAL** when student places others at risk
This might look / sound like...

1 (Teacher walking around the room, ignoring those who have not started yet). 
**Teacher**: Johan – you have one of your answers done already!

(Teacher approaching area of students who are not working)
**Teacher**: By the time I get to this side of the room I want to see everyone working...

2 **Teacher**: Daniel, I want you to pick up your pen and write down your answer.
**Teacher**: Nancy, we've got a rule for asking questions, ‘hands up’ - use it thanks.

3 **Teacher**: What are you doing Albert?
**Albert**: Nothing
**Teacher**: What should you be doing?
**Albert**: My maths problem
**Teacher**: That’s right. Let’s see you get started. I will be there in a minute to see how you are going.

4 **Teacher**: John, you can choose to stop talking with Joshua and stay sitting where you are, or you can choose to sit here near me. This was your last reminder.
(teacher gives take up time)
**Teacher**: I can see you made the choice to stay, so I am watching now to see you are working and not talking.

5 **Teacher**: You have used up your warnings Joshua. Now your choices mean you cannot stay in class. We are in here to learn and you are stopping people from learning.
**Take your book with you and report to Mr X. You will work on questions 1 and 2.**
(teacher then follows up after class)
WORKSHOP ACTIVITY: TOWARDS A ‘WHOLE SCHOOL’ AND BROADER COMMUNITY APPROACH

Studies on corporal punishment in schools have found that it is crucial to provide comprehensive training and continued support to teachers and other staff as they change their approach (Plan 2012). Ideally this includes support from education authorities, school principals and administrators, as well as parents and student councils. To support teachers in their efforts to share the positive discipline approach whole school approach, second workshop included a module and activities on how to support inclusion of staff, parents and fellow teachers in a whole school response.

Teachers were introduced to the whole school approach to positive discipline using the health promoting schools model from WHO (see below) which acknowledges the need for work within the three intersecting domains of curriculum; school policy and climate, and school partnerships with parents, services and the broader community.

Teachers sampled a range of strategies which they could use with their colleagues, including a strengths analysis of the strategies their school was already using to contribute to the learning and wellbeing of their students, a mapping these factors against the 5S model (Cahill and Beadle 2011) and discussion and sharing of ideas as to how to use existing materials from the training and curriculum resources within socialisation events or within whole of school campaigns.

What are we doing that helps to build:

1. Safety - I feel safe
2. Social connection – I feel like I belong
3. Self-worth – I am respected
4. Self-efficacy – I can do it and I learn to do new things
5. Sense of hope and purpose – I am doing something meaningful for a future worth working hard for
Above: Participants carry out a strengths analysis of the strategies their schools are already using to contribute to a safe and friendly learning environment
Feedback on the workshop activities

Teachers were asked for feedback on the key activities from the training, rating the usefulness of the activity and their confidence to share the materials with their colleagues. The results are summarised below (See Table 1). In general, most of the teachers found activities and information useful but fewer felt confident to share the ideas of the training with their colleagues. This suggests that these tools are useful and could be disseminated more broadly, but that teachers are not just confident to implement training in their schools without further support. This sentiment was reiterated in informal interviews with six of the participants.

For example, one of the younger teachers, who showed great confidence in the training and said that he would like to be a trainer in the future, was concerned that even if he was comfortable running the training, his senior colleagues would not be responsive to training coming from a younger colleague.

Participants gave largely positive feedback on the training and talk about their thoughts regarding next steps.

Participants in Jayawijaya were also asked to identify whether they would be comfortable being a co-trainer at future District training events. Ten out of 23 identified an interest in working to help with future training with the anticipation that they would have further support.

Table 1: Results from the teacher-feedback activity

<table>
<thead>
<tr>
<th></th>
<th>Useful?</th>
<th>Confident to share?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>low</td>
<td>med</td>
</tr>
<tr>
<td>Six steps to positive discipline model</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Whole school approach tools</td>
<td>8</td>
<td>7</td>
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</tbody>
</table>

“I have learned the six steps and remember them all. I will use it in the classroom... When it comes to sharing these strategies with other teachers, I am not confident. I would like to share but I hope a local trainer will come and help me.”
This project is still in an early phase. The first trainings involved a small number of teachers and principals in pilot districts. However a number of recommendations can be drawn from the initial stages of this project:

**Continued monitoring of teachers from 2012 trainings**

- Participants at the first training were provided with a monitoring toolkit. Useful data can be collected if follow up contact occurs with teachers and principals. It will be particularly useful to get qualitative input about their experiences in implementing the classroom materials and adopting the positive discipline strategies. This feedback could inform revisions or additions to the materials or the training.

**Equipping local trainers**

- It is important to equip local trainers to lead the workshops. Those in the pilot phases benefited from explicit instruction about positive discipline, an approach which was new to many of them. They also benefitted from time to familiarise themselves with the participatory learning strategies which are integral both to the training and to the delivery of the classroom program.

- Investing time in intensive training of trainers will strengthen the pool of local ‘master trainers’. New trainers could be sourced from teachers and principals who expressed interest following the pilot. As teachers identified the crucial nature of hands on training, more trainers will be essential to support wider dissemination. Such an investment is likely to strengthen future teacher-training initiatives and assist trainers to apply their expanded knowledge and skills base in other parts of their work.

**Increasing the use of positive discipline in schools**

- Teachers need to understand the education rationale for the approaches to teaching SEL curriculum and for use of positive discipline approaches rather than corporal punishment. This should be emphasised in future trainings.

- Teachers and principals need hands-on participatory training to develop their skills in use of positive discipline. Applied exercises involving role-play and rehearsal should be part of future training.

- Teachers need explicit modelling to assist them to lead the classroom participatory learning activities. Active sampling and quality modelling should be part of future training.

- The training was highly valued and teachers stated that it should be available to larger teams of teachers in schools (rather than a limited number). A team approach supports those who are leading change efforts in the school. It also builds a stronger base for efforts to build a school-wide approach. Future trainings should continue to include school teams rather than just individuals.

- Those in rural and remote areas face particular challenges in accessing training. A strategic outreach approach is needed to cater for those in this situation.
• Teachers benefit from the guidance supplied within teacher manuals and resources which supply models to guide their classroom instructional practice. Teaching resources should continue to include examples of explicit step-by-step lesson plans.

• Teachers who are trying new approaches benefit from support of school leadership, as well as from system-based support and booster training. Attempts should be made to continue and build this support.

• Government support at local and provincial levels encourages schools to persist with their efforts to engage in school-wide adoption of positive discipline and SEL. Efforts should be made to continue with an integrated approach.

**Embed the safe and strong materials into the formal curriculum**

• Teachers positively endorsed the SEL curriculum, found many of the activities useful, and said that they would find ways to use it in the future. They noted that programs are more robust and sustainable if they are located in a secure place in the curriculum. Most teachers had elected to use the activities within their Civics Education program which allows some room for flexibility. Here, it furthered their focus on character building, life skills and values education. Efforts should be made to work with education authorities to find and endorse a ‘subject home’ for the curriculum.

• As enhancing literacy is a primary goal for schools, it could be emphasised that the Safe and Strong curriculum provides opportunities to extend student’s oral and written literacy, whilst also teaching about rights, rules, respect, responsibility and positive social relationships. Emphasis should be given to this feature in training and when identifying inclusion of this curriculum can align with other school strengthening initiatives.

• Teachers identified that many colleagues working in rural or remote areas where many students do not have a high level of familiarity with Bahasa Indonesia will require assistance to translate some of the key words and activities, particularly where the teacher does not share the local language with the students. Teachers particularly identified the need to be able to translate the words for the different emotions in order to engage both in literacy work around these terms and the associated social and emotional literacy activities.

**Supporting a whole school approach**

• A number of the teachers had led socialisation activities with colleagues and/or parents and found the materials useful to assist them in this. Some also pointed to the compatibility of this approach with other leadership and school improvement initiatives. Additional strength could be achieved by integrating this work into the Government’s staff development and school improvement initiatives (SBM).

**Linking to community-based initiatives**

• Further attention could be paid to twinning the school program with community-based violence reduction initiatives. The teachers strongly believed that efforts to bring about community-wide support would assist teachers in their moves towards positive discipline.

**Linking with teacher training institutions to embed positive discipline in pre-service training**

• The teacher educators and trainers suggested that teaching about positive discipline and SEL education should be integrated into pre-service teacher education programs. They identified that the existing training materials could be adapted for this purpose. Efforts could be made to work with the teacher training institutions to explore and support this possibility.
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