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Running Head: TEACHERS' PERCEPTIONS OF ONGOING IYT  
IMPLEMENTATION

Teachers' Perceptions of their Ongoing Implementation of the Incredible Years Teacher  
Classroom Management Programme

A thesis presented in partial fulfilment of the requirements for the Master of  
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## **Abstract**

Children's challenging behaviour has the potential to have long-term and widespread detrimental impacts on their academic success and wellbeing (Church, 2003). In order to manage and prevent the occurrence of challenging behaviours, teachers require evidence-based strategies that are culturally responsive. The Incredible Years Teacher Classroom Management programme (IYT) is an example of teacher PLD and a programme to be implemented to manage challenging behaviour. This research focused on exploring teachers' perceptions of their ongoing implementation of IYT, with particular focus on the supports and barriers for IYT's sustainability, and the cultural responsiveness of IYT to the New Zealand context. The study employed a qualitative approach, gathering data through semi-structured interviews with five teachers. Through the thematic analysis, the supports and barriers to teachers' ongoing implementation of IYT were identified, along with the positive outcomes of IYT. The main findings showed that teachers were positive about IYT overall, and universally felt it aligned with their values, and their schools' culture. The teachers felt supported by their peers and other professionals, particularly in the collaborative context of the Modern Learning Environment (MLE), and by the Positive Behaviour for Learning (PB4L) framework (Ministry of Education, 2015b). Additionally, the findings also provided in-depth and unique examples of how teachers were able to reflect on their practice to ensure they were continuing to use IYT in a culturally responsive way.

*Key words:* Incredible Years Teacher, classroom management, challenging behaviour, professional learning and development, modern learning environment

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## **Chapter One: Introduction**

This study investigated New Zealand (NZ) primary school teachers' perceptions of their ongoing implementation of the Incredible Years Teacher (IYT) Classroom Management programme. This research focused on the fit between IYT, the teachers, and their schools, and the teachers' perspectives regarding the cultural responsiveness of IYT to NZ. This chapter begins with an overview of challenging behaviours among children and young people, and how such behaviours are addressed in NZ. The IYT programme is then described, followed by the consideration of how IYT as professional learning and development (PLD) for teachers can be effective for managing challenging behaviour. Finally, this chapter outlines the purpose and nature of this study, presents the researcher's background, and a summary of chapters.

### **Challenging Behaviours**

Children's challenging behaviour is an internationally recognised issue that can have long-term and detrimental impacts on the social, emotional and academic functioning of an individual and their peers (Church, 2003; Kauffman & Landrum, 2013; Ministry of Education (MoE), 2014; Webster-Stratton, 2011). In the classroom context, teachers require evidence-based classroom management strategies to reduce the occurrence of challenging behaviours, and increased prosocial and desired behaviours. Prosocial and desired behaviours (e.g. children's compliance with instructions, learning engagement, and positive social interactions) have the potential to contribute to improving educational outcomes (Church, 2003). As unresolved poor educational outcomes are linked to poor health outcomes and a low quality of life (Ministry of Health, 2018; Ministry of Social Development, 2015), teachers require effective strategies to both manage and prevent challenging behaviour.

Challenging behaviour can refer to a broad range of behaviours, commonly including disruptive, defiant, aggressive and delinquent behaviours, which tend to deviate from the behavioural norms of a particular context (Church, 2003; Kauffman & Landrum, 2013). This thesis draws on ecological theory which attributes behaviour as the function of the interaction between individuals and their environment (Bronfenbrenner, 1979; Lewin, 1936). This conceptualisation of challenging behaviour aligns with Webster-Stratton's (2011), who is the author of the Incredible Years (IY), a series of programmes for teachers, parents and children aimed at managing challenging behaviour. Throughout the literature, there is no general consensus on the terminology used to refer to challenging behaviours (Kauffman & Landrum, 2013), therefore this

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thesis uses the term challenging behaviour to define these behaviours with similar characteristics, for example aggression and non-compliance. However, when reporting research findings, the term published by the authors will be used.

### **The New Zealand Context**

In NZ, it is estimated that between 6 and 25% of primary-aged children exhibit challenging behaviour (MoE, 2014). Therefore, high quality effective interventions must be available and culturally appropriate, as Māori are disproportionately overrepresented in statistics of low educational achievement (Macfarlane & Macfarlane, 2013; MoE, 2011). Based on various reports by the Government Advisory Group on Conduct Problems regarding effective evidence-based strategies to target challenging behaviour (Blissett et al., 2009a, 2009b, 2011), the NZ MoE devised the Positive Behaviour for Learning (PB4L) framework to support positive behaviour in schools (MoE, 2015b). Implemented nationally since 2011, the components of PB4L include: The Incredible Years Teacher and Parent programmes (IYT and IYP), and School-Wide, a systemic support (MoE, 2015b). Evidence suggests that effective strategies to prevent and remediate challenging behaviour generally include early intervention, social skills training, and consistency between settings - that is, home and school (Blissett et al., 2009b; Church, 2003). School-Wide, IYT and IYP work together within the PB4L framework to provide a holistic intervention and prevention strategy to promote positive behaviour and learning outcomes for children in NZ.

### **The Incredible Years Teacher Classroom Management Programme**

The Incredible Years series of programmes for parents and teachers of children aged three to eight years aims to develop the skills and strategies required to reduce target behaviours and promote positive social interactions (Webster-Stratton, 2011). Developed in 1994, IYT focuses on improving teachers' classroom management in order to increase children's prosocial behaviour and school readiness, and decrease the occurrence of challenging behaviour (Webster-Stratton, 2012). IYT involves the use of positive behaviour management strategies, designed to promote teachers' self confidence in managing behaviour, with a focus on building strong positive relationships with students and whānau (family). Although IYT is underpinned by a prescriptive approach, it also allows for contextual and cultural adaptation (Webster-Stratton, 2016).

Due to the potential detrimental outcomes of challenging behaviour, and the associated low educational outcomes, a common focus for teacher PLD is classroom

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management strategies for challenging behaviour (Anthony & Kane, 2008; Johansen, Little & Akin-Little, 2011; Woodcock & Reupert, 2017). Although it is widely accepted that teacher PLD has the potential to have a widespread positive impact on student learning and teaching quality (Kennedy, 2016; Timperley, Wilson, Barrar & Fung, 2007), various interrelated factors can contribute to PLD's efficacy (Opfer & Pedder, 2011). These factors will be discussed in the following chapter, organised into a three-subsystem framework proposed by Opfer and Pedder (2011), which acknowledges the interaction between teacher, school and activity level variables. The current study positions IYT as PLD, as the MoE refers to IYT as such (Wylie & Felgate, 2016c). Therefore, specific examples of IYT will be incorporated into the discussion of literature related to PLD.

### **Purpose and Nature of the Study**

The focus of this study was to understand what aspects of IYT primary school teachers were continuing to implement in their practice, and why. The emphasis on the 'why' relates to investigating teachers' perceptions of the cultural appropriateness of IYT to the NZ mainstream classroom context; and IYT's fit with the values of the teachers and their schools. By understanding teachers' perceptions, the aim is to provide a practical set of suggestions about the ways in which teachers' sustained implementation of IYT can be supported. The study was located in the central northern region of NZ.

### **Researcher Background**

According to Mills (2014), when undertaking qualitative research the researcher should outline their background and positionality to enhance the confirmability of the findings. By explicitly stating this positionality, the readers of this research may be able to ascertain the degree to which the researcher's values have influenced the data collection and analysis. Therefore, the researcher's background is now outlined.

After completing a bachelor's degree majoring in Psychology, I decided to pursue a Master of Educational Psychology, as throughout my undergraduate learning I recognised the potential for high quality and inclusive education to be a mediating factor for many social issues. I am currently working as an Education Support Worker within the Early Childhood sector, and as such, I am increasingly understanding how important the early years are for setting up our tamariki (children) for lifelong learning.

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The values that underpin my worldview, and thus may influence this research are related to social justice and culture. I believe that every child has the right to access the supports they need to succeed in education to the best of their ability, and that these supports should be culturally responsive. Although I am a NZ pākehā, I have a great interest in expanding my understanding of Māori tikanga (culture and custom); and understanding the ways in which we can ensure the educational and behavioural strategies we employ (such as IYT) help to empower both Māori and non-Māori to fulfil their potential. The potential for my values to bias this study was managed by firstly, transparently presenting my positionality; and secondly, using a process of peer review for the data analysis, which will be discussed in chapter three.

### **Summary of Chapters**

This thesis has been presented in six chapters. Chapter two reviews the literature related to effective teacher PLD, and the efficacy and appropriateness of IYT internationally and in NZ. Chapter three outlines the methodological approach employed in this study, and provides a justification for using a qualitative approach and thematic analysis. Chapter four presents the findings of the study, based on the thematic analysis of interview data. Chapter five provides a discussion of these findings in relation to the reviewed literature and the research questions. Finally, chapter six concludes this thesis and considers the strengths and limitations of this study and areas for future research.

## **Chapter Two: Literature Review**

This chapter reviews the literature regarding effective teacher PLD, with a particular focus on the IYT programme. Firstly, IYT is described, including details of the underlying theoretical principles. Secondly, the factors contributing to effective teacher PLD are presented within Opfer and Pedder's (2011) framework. The international and NZ literature regarding IYT is then reviewed.

### **The Incredible Years Teacher Classroom Management Programme**

The Incredible Years Teacher classroom management programme is an evidence-based PLD approach which aims to support teachers' development of classroom management for challenging behaviours (Webster-Stratton, 2011; Wylie & Felgate, 2016c). By managing behaviour, IYT aims to improve the social, emotional and academic functioning of children in the classroom.

The IYT course content is divided into sections as a focus for six sessions (Webster-Stratton, 2011), as shown below:

Workshop 1: Building positive relationships with students;

Preventing behaviour problems – The proactive teacher

Workshop 2: The importance of teacher attention, coaching, and praise

Workshop 3: Motivating children through incentives

Workshop 4: Ignoring and redirecting

Workshop 5: Follow through with consequences

Workshop 6: Emotional regulation, social skills and problem solving. (p. 148)

The IYT strategies are presented in a pyramid format (Appendix A), in which the strategies to be used most often (praise, encouragement, attention) are situated at the base, and strategies to be used selectively (warnings, consequences) are situated at the top (Webster-Stratton, 2011). The pyramid reflects the need for frequent positive interactions to build a strong foundation of positive behaviours; whereas the least used interactions focus on reducing target behaviours. This pyramid strategy is underpinned by Patterson's (1982) coercion theory, which communicates the process of mutual reinforcement, in which negative reactions from parents or teachers inadvertently reinforce challenging behaviour. Webster-Stratton (2011) presents the IY strategies as a method to interrupt this coercive cycle by focusing on the occurrence of positive behaviours. This focus on positive behaviour is linked to IYT strategies such as praising desired behaviours, and using descriptive feedback to draw attention to particular behaviours (to highlight behaviour expectations without attaching value terms).

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**Theoretical underpinnings.** IYT employs strategies that aim to draw students' attention to the occurrence of positive behaviour, for example through praise or proximal praise. Such strategies are linked to Bandura's (1986) social learning theory, which posits that children learn behaviour through observations of their environment. By drawing attention to positive behaviours, IYT strategies aim to influence children's observational learning of positive behaviours. This approach reinforces the occurrence of positive behaviours using the principles of operant conditioning (McGilloway et al., 2012; Skinner, 1938), a behaviourist theory which states that rewarded or reinforced behaviour will increase in frequency. IYT's focus on positive behaviours also emphasises the importance of building positive relationships between teachers, students and whānau, which Webster-Stratton (2011) considers an important aspect of managing behaviour.

According to Webster-Stratton (2011), positive relationships are a prerequisite for building students' compliance, motivation, and thus, their learning. To build students' intrinsic motivation, Webster-Stratton advocates for the use of praise and positive attention to desired behaviours to encourage children to build their skills, persist in difficult tasks, and build self-efficacy. She also advocates the use of tangible rewards (e.g. stickers, tokens, access to special activities) to "sustain a child's motivation until a positive relationship has been developed with the teacher that will make praise and attention more motivating" (Webster-Stratton, 2011, p. 154).

The impact of external rewards on intrinsic motivation has been debated in the literature over many years. For example, various authors suggest that external rewards decrease intrinsic motivation (Deci, Ryan & Koestner, 2001; Jovanovic & Matejevic, 2014; Stipek, 2002), whereas others have found external rewards have no effect on internal motivation (Cameron & Pierce, 1994, 2002). However, Webster-Stratton (2012) argues that the use of extrinsic rewards has no impact on children's internal motivation, and that extrinsic rewards can be a useful strategy to employ while building a positive relationship, which is a prerequisite for encouraging children's intrinsic motivation.

**IYT training delivery.** The IYT training for teachers consists of six whole-day sessions, over six months, delivered by trained IYT group facilitators to groups of 15 to 18 teachers (Webster-Stratton, 2011). An additional follow-up workshop is delivered three months later. Between workshops, the teachers are given assignments to strengthen their learning, and help to translate theory into practice. These assignments include activities such as practising IYT strategies in the classroom. The monthly

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timeframe allows teachers time to reflect on their learning (Webster-Stratton, 2011). The group facilitators are encouraged to meet with the teachers between sessions to provide support for goals and behaviour plans, and to provide feedback on observations of classroom practice (Webster-Stratton, 2011). Throughout the training sessions, the group facilitators encourage the teachers to practise strategies through role plays, small group discussions and activities.

In the sessions, the IYT content is illustrated through DVD vignettes, which feature modelling of teachers interacting with students, accompanied by the facilitator's scripted narration (Webster-Stratton, 2011). The use of modelling in PLD content delivery is underpinned by Bandura's (1986) social learning theory, which attributes learned behaviours to observational learning in the environment. In addition to opportunities for observational learning, Webster-Stratton (2011) recommends that the vignettes be used to facilitate collective discussion within the group, for teachers to share their experiences and ideas, and promote problem solving. The training sessions are based on a collaborative group process, to encourage teachers to interact with each other and the content in a meaningful way. Evidence of this collaboration in practice was found by Hutchings and colleagues (2007), who interviewed 21 IYT trained teachers in the United Kingdom (UK). They found that 81% of the teachers reported benefiting from the sharing of experiences and strategies with other participants.

### **Effective Teacher Professional Learning and Development**

Wylie and Felgate (2016c) describe IYT as "a research-based teacher development programme" (p. 4) which aims to treat children's behaviour problems, and promote social, academic and emotional competence. Teacher PLD refers to the complex integration of professional knowledge, values, and practice; and the effect it can have on student learning (Timperley et al., 2007). IYT is considered PLD by the MoE (Wylie & Felgate, 2016c) because IYT provides teachers with the opportunity to undertake additional learning; with the aim of gaining a deeper understanding of managing challenging behaviours and transferring their learning into classroom practice to improve student outcomes (Garet, Porter, Desimone, Birman & Yoon, 2001).

As teacher PLD has the potential to have a widespread positive impact on student learning, it is important that the content, methods and application of PLD be evidence-based and contextually appropriate. Despite its importance, throughout the literature many PLD activities are often considered ineffectual due to the lack of resulting changes to teacher practice and student outcomes (Hanushek, 2005; Opfer &

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Pedder, 2011). Research suggests this may be a result of employing PLD approaches with little regard for the context that the teacher and student learning occurs within (Clarke & Hollingsworth, 2002; Guskey, 2002; Opfer & Pedder, 2011; Stoll, Bloam, McMahon, Wallace & Thomas, 2006; Timperley & Alton-Lee, 2008).

Opfer and Pedder (2011) reviewed the international literature regarding teacher PLD to illustrate the various factors that contribute to its effectiveness. The review integrated literature from various fields, including “professional development, teaching and learning, teacher change, and organizational learning” (Opfer & Pedder, 2011, p. 376) in order to highlight the complex interactions between teacher, school and activity variables related to PLD. Their review considers these variables from a complexity theory perspective (Weaver, 1948), which highlights the interaction between and within variables.

According to various studies (Borko, 2004; Clarke & Hollingsworth, 2002; Timperley & Alton-Lee, 2008), much of the existing PLD literature focuses on evaluating contributing factors in isolation from each other and the context, which does not accurately reflect the contextually situated process of teaching and learning. Opfer and Pedder's (2011) framework for evaluating the factors contributing to effective PLD provides an opportunity to understand the ways in which each of the factors may interact. The framework groups the variables related to effective PLD into three subsystems: *the teacher*; *the school*; and *the learning activity*. In the next section, the literature on teacher PLD will be reviewed, guided by Opfer and Pedder's (2011) subsystem framework, with specific reference to IYT as an approach to PLD regarding behaviour management.

### **Subsystem 1: The teacher.**

*Teacher experiences, beliefs and self-efficacy.* According to Richardson (2003), teachers' past experiences and beliefs have a reciprocal relationship with teaching, as they inform teaching practice, but are also shaped by it. Therefore, the strategies that teachers employ and the degree to which teachers integrate PLD into their practice are largely determined by teachers' experiences and how well the PLD fits within their beliefs and values (Opfer and Pedder, 2011). An in-depth qualitative case study by Coburn (2001) in California found that when the dissonance between PLD and teachers' experience, knowledge, values, and practice is too great, teachers are likely to regard the PLD as inappropriate to their context. A longitudinal study by Desimone and colleagues (2002) involving 207 teachers across 30 United States (US) schools

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investigated the effect of mathematics- and science-based PLD on teacher practice. They found that for effective changes to practice, teachers needed a coherent connection between the PLD content and activity, their existing knowledge and beliefs, and its relation to practice. This demonstrates the connections between the subsystems, in this case, the teacher and activity factors.

Han and Weiss (2005) postulate that teachers' beliefs about the acceptability of PLD is closely related to the teachers' self-efficacy and their perception of the PLD's effectiveness. Research regarding the impact of IYT on teachers' self-efficacy suggests that IYT has the potential to enhance teachers' confidence to manage challenging behaviour (Fergusson, Horwood and Stanley, 2013; Hutchings et al., 2007; Leckey et al., 2016). Yet, none of these studies investigate in-depth the teachers' perceptions of the acceptability of IYT in relation to their own teaching values. In contrast, Wheatley (2002) suggests that a lack self-efficacy may in fact be beneficial to the process of teacher learning, as teachers' doubts may provide motivation for learning and change. These contrasting findings demonstrate that effective PLD is a result of various interacting conditions (Opfer & Pedder, 2011), which may vary between contexts and individuals.

***Teacher engagement with PLD content.*** An extensive review by Timperley and colleagues (2007) of NZ and international literature found that there was no clear distinction in student and teacher outcomes between teachers whose PLD participation was voluntary or mandatory. For example, mixed method studies by Timperley (2005) and Timperley and Phillips (2003) investigated teacher and student literacy outcomes related to teacher PLD in NZ. Timperley's (2005) study involved 261 students in years 0 and 1, from schools which volunteered to participate in a literacy PLD programme. The study found that as a result of integrating teacher literacy PLD and school leadership distribution, the students' reading scores significantly increased compared to controls, with a large effect size of 0.88. Timperley and Phillips' (2003) study involved 193 students in years 0 to 1, however, the teachers' participation in a six-month literacy PLD programme was mandatory. Despite the teachers' mandatory participation, significant effects were found in students' reading levels when compared to a control group, with a medium effect size of 0.53. Timperley and colleagues (2007) argue that rather than voluntary or mandatory participation, a more important factor was the teachers' continued engagement with the PLD content throughout the learning process, which had the greatest impact on both teacher and student learning outcomes.

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Donovan and colleagues (1999) frame the concept of teacher engagement as the process of negotiating the meaning of new knowledge in relation to existing knowledge and frameworks. As highlighted by Timperley and Phillips (2003), teachers' engagement is linked to their self-efficacy. Specifically, teachers' beliefs that they may be able to improve student outcomes may act as an incentive to engage with PLD that provides an opportunity to improve their practice, and thus student outcomes. This reinforces the aforementioned relationship between teachers' PLD implementation, their experiences, values and beliefs, self-efficacy and their engagement in learning. Besides the values and beliefs of individual teachers, and their schools, continued teacher engagement with PLD (and its sustained implementation) may also be related to various school-level factors, and will be discussed in the following subsystem.

***Teacher culture.*** The cultural context is an important variable when considering teachers' acceptance of PLD, as culture is embedded within teachers' experiences, values and beliefs (Kennedy, 2016). As a specific example of teacher PLD, IYT was designed to be employed across cultures (Webster-Stratton, 2011). According to Webster-Stratton (2016), the basic principles of IYT are effective for use between various contexts, but it is recommended that culture specific experiences and metaphors be infused into the training. The extent to which IYT fits with the culture of teachers outside of the US (where it was developed) was investigated by Baker-Henningham and colleagues (2012, 2009) in Jamaica. Their findings suggested that IYT was appropriate for use in the cultural context of Jamaica as a developing country. Within NZ, the fit between IYT and teachers' cultural values has not been widely researched. Wylie and Felgate (2016b) reported no differences between Māori and non-Māori teacher reports of practice change related to IYT, however, many of the Māori teachers reportedly would have liked more connection with Māori tikanga (ways of doing). As culture can be considered a factor related to individuals and also a contextual variable, it furthermore becomes evident the ways in which the factors between the subsystems can interact to influence the sustainability of PLD outcomes.

### **Subsystem 2: The school.**

***School leadership.*** Active school leadership has been described as an important aspect of supporting teacher PLD (Opfer & Pedder, 2011; Philips, 2003; Taylor, Pearson & Rodriguez, 2005; Timperley et al., 2007); and refers to supportive and proactive leaders who facilitate the creation of learning cultures in schools (Timperley et al., 2007). A school learning culture may involve the schoolwide

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promotion of PLD opportunities, support to transfer learning into teaching practice, promoting reflection and self-evaluation, and developing an organisational vision that aligns teacher PLD and student outcomes (MacBeath & Mortimer, 2001; MacGilchrist, Myers & Reed, 2004; Timperley et al., 2007). Learning cultures in schools can be considered a prerequisite to providing teachers with the supports needed to sustain their engagement with PLD to effect practice change. At the school level, these supports may include creating opportunities for teachers to engage with PLD alongside teachers across the school or within a professional community. Throughout the literature, there is evidence that teacher learning is an ongoing process, influenced by individual factors (such as teaching experiences, values) and contextual variables (Leithwood & Jantzi, 2006; Opfer, Pedder & Lavicza, 2011). According to Leithwood and Jantzi (2006), recognising that teacher learning and practice change is socially constructed and culturally and contextually situated is important when considering the potential for teachers to effectively transfer their PLD into classroom practice.

As mentioned in the previous subsystem, ongoing teacher engagement with PLD is related to both teacher and school level factors. The school level variables relate to the ways in which teachers are supported by practical factors to continually engage with the PLD for effective implementation. According to Han and Weiss (2005), school leaders are generally responsible for the allocation of resources, time, and incentives to teacher PLD; which would affect the practicality of teachers' sustained engagement and implementation of PLD. Timperley and colleagues (2007) bring together findings from various studies, which suggest that school leaders have an important role in supporting teachers to continue to engage with PLD. Montes (2002) reported teachers' responses detailing the need to find a balance in providing teacher release time for PLD, as many of the teachers reported concerns about the impact their absence would have on student learning. Additionally, Kam, Greenberg and Walls (2003) found that principal support significantly improved PLD outcomes, but only when there was also a high level of teacher implementation of PLD learning in the classroom. This finding suggests that although leadership support is one aspect of supporting teachers' ongoing engagement with PLD, other factors are also needed to ensure there is a fit between the PLD content, the teacher, and the context.

When considering NZ teachers' experiences in implementing IYT, 29% of the primary school teachers involved in a study by Wylie and Felgate (2016b) reported that they experienced challenges in sustaining their implementation of IYT due to a shortage

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of time and their heavy workload. Some of the teachers reported that inconsistency between IYT and their school behaviour management plan or other teachers' practices were a challenge for implementation. Additionally, some of the teachers reported requesting an additional refresher of IYT, however the percentage of teachers is not reported. These factors hindering teachers' sustained implementation of IYT may, to some extent, be alleviated by supports implemented by active school leaders (Opfer & Pedder, 2011).

***School culture and collective beliefs.*** Similar to the impact that teachers' experiences, beliefs and self-efficacy can have on their acceptance and sustained implementation of PLD, the wider school culture (beliefs about teaching and learning) also impacts teachers' collective orientation to PLD. According to Bowers and Nickerson (2001), although teachers each have individual beliefs and practices, schools have collective identities which underpin teaching and learning. Coleman's (1985) social theory of normative control refers to the ways in which a group will influence the behaviour of an individual, in order to maintain the social norms related to the context (Bowers & Nickerson, 2001). Based on this theory, Opfer and Pedder (2011) postulate that "a group of teachers will sanction an individual teacher's practice when that practice violates group pedagogical beliefs" (p. 392). Coleman's theory highlights the importance of creating a collective school culture that is conducive to learning and evidence-based practice change. As school culture interacts with (creates and is created by) teachers' beliefs about learning capacity (Opfer & Pedder, 2011), these two variables need to align. However, according to Wheatley (1999), disequilibrium in organisations (i.e. differences between the individual and collective beliefs), can provide an important catalyst for change.

In NZ, PB4L is an example of a systemic support for the development of positive learning cultures across schools. As stated in the introduction, IYT and School-Wide are two of the specific supports within the PB4L framework. School-Wide is specifically focused on supporting schools to develop a learning culture, with shared values and clear behavioural expectations (MoE, 2015b). Boyd and Felgate (2015) evaluated the implementation of School-Wide in NZ, which involved responses from teachers, curriculum leaders and coaches from 242 schools. Overall, the participants reported that School-Wide contributed to the development of a positive, safe and inclusive school culture, and major behaviour incidents had decreased. However, there is currently little evidence to understand the specific ways in which School-Wide and

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PB4L may support teachers' ongoing engagement and sustained implementation of IYT.

***Professional learning community.*** A professional community is built on the concept of collaboration, which involves individuals and communities of teachers collectively building context specific understanding (Opfer & Pedder, 2011). According to Lasonde and Israel (2009) various factors contribute to teachers' effective engagement in collaboration; the most important involving the group members developing respectful relationships built on trust, and a safe environment in which each group member is supported to make their contributions towards the groups' common goals. Professional communities established in this way support participation, and provide an opportunity for teachers to discuss and reflect on new understandings, access and provide support, and address challenging beliefs associated with their PLD (Birman, Desimone, Porter & Garet, 2000; Guskey, 2002; Lasonde & Israel, 2009; Opfer & Pedder, 2011). This process of ongoing support and collaboration may also be a core factor in the sustainability of PLD (Darling-Hammond & Richardson, 2009; Korthagen, 2016), which Guskey (2002) argues is a commonly neglected aspect of PLD.

IYT aims to help teachers to build professional communities by employing collective and collaborative approaches. Specifically, the use of group sessions and discussions about the teachers' engagement with the IYT content, their experiences, and implementation allows for the development of collective knowledge (Webster-Stratton, 2016). Wylie and Felgate (2016b) found that the NZ IYT trained teachers who reported effective changes to their practice were more likely to have also reported valuing the collective group discussions throughout the IYT training. Additionally, they note that these teachers were also more likely to discuss the IYT related changes to their practice with other teachers in their school.

Various studies have indicated the importance that an opportunity to participate in a professional community may have for the sustained outcomes of teacher PLD. Birman and colleagues (2000) surveyed a representative sample of over 1,000 teachers in the US who participated in a science and mathematics PLD programme. They found that, along with considerations about the duration and form of the PLD, teachers' collective participation increased the likelihood of active engagement and implementation of PLD. Collective participation refers to the participation of teachers from the same year level, subject or department being involved in the same PLD; and

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contributes to the development of a shared professional culture. According to these researchers, collective participation is advantageous for various reasons. Firstly, it allows teachers the opportunity to discuss their learning and problems that may arise; which contributes to active engagement and sustainability. Secondly, it allows for teachers to share resources, strategies and experiences related to implementation within their collective context. Thirdly, collective participation may also contribute to the development of a shared professional culture, based on a common understanding related to the PLD they undertake. This concept of a shared professional culture is similar to the development of a school culture and collective beliefs as previously discussed.

Collective participation, or involvement in a wider professional community is considered an important factor for effective PLD throughout the literature (Birman et al., 2000; Desimone et al., 2002; Garet et al., 2001; Guskey, 2002). However, as previously established, participation in a professional community as one aspect in isolation does not necessarily guarantee that PLD will have the desired outcomes (Timperley & Robinson, 2001), as effective PLD is the product of various interrelated teacher, school and activity level factors. In NZ, the MoE's (2018) Communities of Learning, or Kāhui Ako, are an example of an emerging systemic support focused on raising student achievement through collaboration across the education sector. However, as 80% of the 148 Kāhui Ako currently set up in NZ are still in the development stage (Education Review Office, 2017), there is yet to be any evidence of their actual impact on supporting and sustaining PLD or IYT.

### **Subsystem 3: The learning activity.**

***Duration of PLD.*** While Opfer and Pedder (2011) argue that the effectiveness of teacher PLD (i.e. improved teacher practice and student learning) cannot be validly determined by the sum of PLD activity aspects (e.g. duration, location), they do accept that many of these activity-related variables contribute to effective PLD. It has been widely supported that effective PLD commonly occurs over an extended period of time, as opposed to one-off events (Garet et al., 2001; Guskey, 2000; Timperley et al., 2007).

Garet and colleagues (2001) investigated 1,027 teachers' PLD experiences in the US, and found that the duration of contact hours of PLD approaches (in addition to the form of the activity, and collective participation) had a significant positive effect on teachers' self-reported learning and practice change. It is suggested that the longer duration provides ongoing opportunities for teachers to deeply engage with the PLD content, try out new practice in the classroom, and receive feedback (Garet et al., 2001).

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This long-term duration for deep engagement is also referred to by Webster-Stratton (2011) in regards to IYT. By spacing the IYT training workshops over six months, teachers have the opportunity to reflect on their learning, implement their learning into classroom practice, and receive feedback from the group facilitators (Webster-Stratton, 2016). According to a study by Wylie and Felgate (2016b) in NZ, 31% of the primary teachers involved reported that they were using the IYT designed self-reflection inventories between the sessions, which aim to support teachers to reflect on their learning and practice, and plan personal goals.

***Content and activities.*** Effective PLD relies on coherence between the content of the PLD, and the teachers' and schools' orientation to learning and practice. It follows, then, that the content of PLD should also be coherent with the activities associated with its delivery, ongoing implementation and evaluation (Birman et al., 2000; Garet et al., 2001; Opfer & Pedder, 2011). Coherence between activities relates to conceptual and practical coordination between the specific activities, the content and learning goals. Activities that are designed to facilitate ongoing engagement with the PLD content may also increase the potential for practice change, as previously discussed (Timperley & Phillips, 2003; Opfer & Pedder, 2011). Effective activities to deliver and maintain PLD may include mentoring and collaboration within and between professional communities (Garet et al., 2001.); and it is these ongoing responsive activities which may also support the sustainability of PLD. According to Webster-Stratton (2011), the IYT workshops are delivered in a way that emphasises the development of collective knowledge between the teachers, and uses strategies such as role plays, discussions, and opportunities for coaching and feedback. The use of these responsive activities may support teachers' continued engagement and sustained implementation of PLD.

### **Efficacy of The Incredible Years Teacher Classroom Management Programme**

The efficacy and outcomes of IYT as a behavioural intervention has been widely researched. However, many of the studies must be interpreted in a way that recognises the context of the individual studies; as commonly, IYT has been evaluated in combination with IYP or IY Classroom Dinosaur (IYCD), with other interventions, or by studies with various methodological limitations. In this section, the international literature evaluating the efficacy and appropriateness of IYT is presented, organised into two broad themes: student behaviour outcomes; and teacher classroom management

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outcomes. However, much of the literature assesses various other outcomes associated with IYT.

**Student behaviour outcomes.** A study by Baker-Henningham, Walker, Powell and Gardner (2009) investigated the efficacy of IYT in Jamaica, a developing country. The study explored the efficacy of IYT for targeting problem behaviours and social skills, involving 27 preschool classrooms across five schools. Following the intervention, teachers reported a significant reduction in problem behaviours, and increased teacher promotion of children's social and emotional skills. They undertook another study in 2012 that involved 225 children ages three to six years, across 24 classrooms, using a cluster randomised design. They found that children taught by IYT trained teachers displayed significantly less conduct problems (effect size 0.42), increased social and friendship skills (effect size 0.74), increased attendance (effect size 0.30), and decreased teacher and parent reported behaviour problems (effect size 0.47 and 0.22), when compared to the control group (Baker-Henningham, Scott, Jones & Walker, 2012). The two studies reiterated the relevance of IYT in the Jamaican context, a context with a culture that differs greatly to the US. As this study has a high level of validity, due to reported effect sizes, sample size, replicability and design, it supports the claim that IYT is culturally transferrable (Webster-Stratton, 2011).

In Wales, Hutchings, Martin-Forbes, Daley and Williams (2013) used a single-blind stratified randomised controlled trial to investigate the impact of IYT on teacher practice and students' problem behaviour, or risk of problem behaviour. They found that IYT was associated with a significant decrease of negative interactions between teachers and target children, and a significant decrease in off-task behaviour. However, these results must be interpreted with caution due to the lack of objective measures of IYT programme fidelity (Hutchings et al., 2013). In contrast, different results were found by Kirkhaug and colleagues (2016), who conducted a quasi-experimental pre and post study to assess the efficacy of IYT for improving behaviour, social competence, teacher-student relationships and academic performance. The study involved 83 children ages six to eight years, across 43 different schools in Norway. For the intervention group, they found significant improvements to teacher reported student-teacher conflict, and academic performance. No significant differences were found regarding social competence, teacher-student relationships or behaviour. However, as this study used a quasi-experimental design, there is a low level of internal validity. Kirkhaug and colleagues (2016) suggest that IYT may be more effective when

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combined with other strategies to manage challenging behaviour and promote positive relationships; a suggestion which is supported by various studies which found positive results when IYT was combined with other approaches (Herman et al., 2011; Raver et al., 2008; Reinke et al., 2014; Webster-Stratton, Reid & Hammond, 2004).

Herman and colleagues (2011) investigated the combined use of IYT, IYCD and IYP for reducing children's internalising behaviour. The study of students in Washington pre- and primary schools found that children involved in the intervention group receiving all three IY supports had the largest significant decrease in target behaviours. Additionally, the IY components still had significant effects when used independently. Similar results of the additive effect of the IY components were found in a study by some of the authors (Webster-Stratton et al., 2004), which suggested that IYT was most effective at reducing problem behaviour when combined with IYP or IYCD. However, when considering the value of these studies, it is important to consider the potential conflict of interest that one of the common authors (Webster-Stratton) has with the studies, as the developer of the IY series. According to Mills (2014), potential researcher bias (such as Webster-Stratton's potential impact on participants' recruitment and data analysis) can negatively impact the generalisability of the research findings. Nevertheless, the consideration of the additive effect of combining the IY components (specifically IYT and IYP) may be of relevance to the NZ context, given that IYT and IYP are both accessible through the MoE's PB4L strategy.

Reinke and colleagues (2014) independently evaluated the efficacy of combining IYT with behaviour support planning. The US study employed a quasi-experimental design, involving 68 teachers and 1,080 students. The behaviour support planning consisted of IYT trained mentors providing individual coaching sessions to the teachers, focused on developing behaviour plans for target students. The results suggested that this combination of supports significantly improved observed and teacher reported disruptive student behaviour and pro-social behaviour; and significantly decreased teachers' use of reprimands. The authors did not consider whether this may be due to the nature of the behaviour support planning acting as an extended version of the IYT group facilitator coaching that is already embedded within IYT. This study was conducted with a diverse population (76% African American), which provided an opportunity to evaluate the appropriateness of IYT for use with an indigenous group. Although this study has a low level of internal validity due to the quasi-experimental

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design, these results are similar to those found by Baker-Henningham and colleagues (2012, 2009), who also evaluated the use of IYT with an indigenous group in Jamaica.

**Summary.** When considering the effectiveness of IYT for improving student behaviour outcomes, there appears to be little difference between the efficacy of IYT when it is employed in isolation (Baker-Henningham et al., 2012; Baker-Henningham et al., 2009; Hutchings et al., 2013; Kirkhaug et al., 2016) and when it is combined with other components of IY or other interventions (Herman et al., 2011; Reinke et al., 2014). However, the degree to which IYT is implemented with fidelity may be more important than whether it is used in conjunction with other behaviour management approaches. According to Webster-Stratton (2016), fidelity in implementation is paramount to the efficacy of IYT, and can be achieved by adhering to the standardised guidelines for the number of sessions, the session content, the use and discussion of vignettes, role plays, and the selection and training of motivating group leaders.

The studies by Baker-Henningham and colleagues (2012, 2009) in Jamaica involved the use of IYT according to the standardised procedure. However, additional examples relevant to the Jamaican context were also incorporated in the IYT content and delivery. According to Webster-Stratton (2016), incorporating such cultural examples into the existing standardised programme allows for the content to be used across cultures. The studies of IYT in isolation by Hutchings and colleagues (2013) and Kirkhaug and colleagues (2016) also reported implementing IYT with fidelity, however each study had different findings. Hutchings and colleagues (2013) found a significant reduction in off-task behaviour related to IYT, while Kirkhaug and colleagues (2016) found no significant differences of an IYT intervention group for behavioural outcomes compared to a control group.

**Teacher classroom management outcomes.** Raver and colleagues (2008) investigated the impact of IYT and concurrent teacher coaching on children's risk of behaviour difficulties and school readiness. This randomised controlled trial involved 602 children and 94 teachers across 35 Head Start classrooms in Chicago. They found that the intervention classrooms had a significantly higher level of teacher sensitivity, behaviour control, and positive classroom climate compared to the control group. This study had various methodological strengths. The large sample size gave the results a high level of statistical power, and the randomised controlled trial design maximised the validity of the results (Raver et al., 2008). However, the authors note that as this intervention involved the combination of IYT with mentoring provided by mental

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health experts, there is no evidence of the effects that IYT may have had in isolation. Additionally, the authors state that the IYT programme delivered was adapted, however the details of these adaptations are not given (Raver et al., 2008). This study was undertaken in a high poverty neighbourhood, which, according to Raver and colleagues (2008), had two main implications. Firstly, it suggested that this combination of IYT and coaching is effective for this context; but secondly, that these findings need to be replicated in order to determine their generalisability to other low income areas. It may be important to also consider context specific factors related to the participating teachers in this study.

Similarities can be drawn between the participants in Baker-Henningham and colleagues' (2012, 2009) studies in Jamaica and those in Raver and colleagues' (2008) study in Chicago. The Jamaican teachers commonly volunteered their time in the school holidays to participate in the IYT training, in similarity to teachers in Chicago investing their weekend time in IYT. Many of the teachers in Jamaica had a low level of formal teacher training (Baker-Henningham et al., 2012; Baker-Henningham et al., 2009;), as did many of the teachers serving the low income community in Chicago (Raver et al., 2008). According to the authors, these factors suggest that the teachers in both settings appeared to be committed to meeting the needs of the children facing high levels of disadvantage in their communities, and welcomed the collective model of IYT which emphasised collaboration and coaching (Baker-Henningham et al., 2012; Baker-Henningham et al., 2009; Raver et al., 2008). These participant and contextual factors may be of relevance to aspects of the NZ context, given that IYT was prioritised for use in low socioeconomic areas and with Māori, an indigenous culture which emphasises collective values (MoE, 2015a).

A study by Hutchings and colleagues (2007) investigated the first use of IYT in the UK, in Wales. The study consisted of two parts: the first involving 23 teachers who received the IYT standardised training completing teacher satisfaction questionnaires, and 21 of those teachers participating in semi-structured interviews. The second part involved blind observations of teacher classroom behaviour, in 10 intervention classrooms (IYT trained teachers), and 11 control classrooms (non-IYT trained teachers). The intervention teachers reported high levels of satisfaction and improvements to student behaviour. Observations found that the intervention teachers used significantly clearer instructions, and had more compliant students when compared to the control group. Although this study had a small sample size, these statistically

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significant results indicating the positive effect that IYT had on teachers' classroom management practice are strengthened by the inclusion of the teachers' perspectives.

In addition to the previously reported observed effect that IYT had on reducing problem behaviours and promoting children's social and emotional skills, Baker-Henningham and colleagues (2009) found that IYT significantly impacted teacher practice. Practice changes included a 50% decrease to negative teacher behaviours (e.g. negative/critical comments, warnings), and a significant increase of teacher positive behaviours (e.g. use of praise, incentives, descriptive feedback). Similarly, Reinke and colleagues (2014) found a significant decrease in teachers' use of reprimands as a result of IYT, in a context involving an indigenous group in the US. According to Baker-Henningham and colleagues (2009), these reported significant changes to teacher practice suggest that IYT can "benefit teachers with little prior training and in a setting with limited resources" (p. 629), which is an important consideration for the applicability of IYT to the context of a developing country, or a low socioeconomic area.

Similar changes to teachers' use of negative behaviour were also found by Hutchings and colleagues (2013), in conjunction with the previously reported significant improvements to student behaviour. Hutchings and colleagues (2013) found that IYT trained teachers used significantly fewer negative behaviours with target students, who had been identified for challenging behaviour pre-intervention. There were no significant differences found for IYT teachers' behaviour towards the whole class. However, the authors posit that this may be due to the intervention teachers' knowledge that the independent observers were specifically observing the target children, rather than the class as a whole (Hutchings et al., 2013).

In Ireland, Leckey and colleagues (2016) explored the longer-term outcomes of IYT on child and teacher behaviours, and teachers' perceptions of the utility of IYT. This mixed-methods study involved 11 teachers who undertook the IYT training according to the standardised procedure. Another study in Ireland by Hickey and colleagues (2017) employed a randomised controlled trial involving 217 primary-aged children to investigate the effectiveness of IYT for improving child adjustment and teacher competencies. Although Leckey and colleagues' (2016) study had a small sample size, it provided a valuable opportunity to gain an in-depth understanding of the teachers' experiences and perceptions of implementing IYT long-term, one of the few studies to do so.

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Leckey and colleagues' (2016) quantitative results showed that teachers used significantly more positive classroom management strategies at the 12-month post-baseline follow up, compared to the baseline measurement. Hickey and colleagues (2017) found no significant differences regarding observations of child behaviour, but found similar positive changes to teacher-reported use of positive classroom management strategies (effect size 0.56), and decreased teacher-reported use of negative classroom management strategies (effect size 0.43). These positive effects commonly referred to classroom environment, teacher-student interactions, and teacher confidence, self-efficacy and wellbeing; responses which also align with those reported by Hutchings and colleagues (2007) also in the UK. However, an additional factor to consider in the context of this study, compared to Hutchings et al (2007) and Leckey et al (2016), is that the sizes of the classes involved is larger than often found in other parts of the UK (Hickey et al., 2017), which may be an additional challenge for managing challenging behaviour.

### **The New Zealand Context**

The international literature generally indicates the effectiveness of IYT as an independent or combined behavioural intervention across various contexts (US, Ireland, Norway, Wales, Jamaica); however, it is important to consider the generalisability of these findings to the NZ context. Given that the IY series was designed for use between different cultures (Webster-Stratton, 2011), it is especially important that an evidence-base is developed to understand the appropriateness of IYT for NZ. Given the detrimental impact that poor educational outcomes can have in the long term, as previously outlined, it is important that behavioural interventions employed in NZ are culturally appropriate for use with Māori and non-Māori.

According to the MoE (2018), the education system reflects NZ's "unique and diverse society, which welcomes different abilities, religious beliefs, ethnic groups, income levels and ideas about teaching and learning" (para. 1). The NZ education system reflects this commitment to indigenous Māori culture (tangata whenua), through policy specifically aimed at ensuring Māori are supported to succeed (MoE, 2018). Ka Hikitia – Accelerating Success (MoE, 2015c) is a strategy for children in primary school, which promotes Māori educational achievement. Ka Hikitia is underpinned by the principles of the Treaty of Waitangi, a guiding document in NZ, which emphasises the importance of partnership, protection and participation in the crown's relationship with Māori. The implications of the Treaty for education in NZ relates to the Crown's

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(represented by the MoE) joint responsibility with whānau, iwi (tribe/people) and hapu (community) to ensure Māori students achieve and enjoy success in education (MoE, 2015c). According to Durie (2001), partnership between the people surrounding the child is of paramount importance to best support children in education. Within the school context, te reo Māori and Māori tikanga are valued and embedded into the NZ curriculum and Te Whāriki (the Early Childhood curriculum) (MoE, 2012). This takes the form of encouraging teachers and education staff to nurture positive, collaborative relationships with students and their whānau, iwi and communities, in order to best support student learning. Such relationships are a foundational aspect of IYT (Webster-Stratton, 2011).

**IYT in New Zealand.** IYT and IYP were first implemented nationally in NZ in 2011 under the MoE's (2015b) PB4L strategy. The delivery of IYP and IYT is coordinated by the MoE regional offices, who allocate resources, funding and courses to providers. The delivery of the IYT training is undertaken by Resource Teacher of Learning and Behaviour (RTLB) clusters, MoE staff (such as psychologists, advisers and early intervention teachers) and non-government organisations, such as kindergarten associations (MoE, 2015b). The current priority groups to receive IYT training includes Early Childhood centres serving Māori and Pasifika students, and low-decile schools (MoE, 2015a).

In 2009, Fergusson, Stanley and Horwood (2009) reported preliminary data of the efficacy of IYP in NZ. The study involved 214 parents attending the IYP course throughout NZ, who had completed at least nine sessions. They found significant improvements in behaviour and social competence scores with effect sizes ranging from 0.50 to 0.77. Additionally, the overall effects and parent satisfaction reports were similar between Māori and non-Māori. This research, one of the few NZ studies evaluating a component of the IY series, suggests that IY is an effective intervention to target challenging behaviour, and is culturally appropriate to NZ. Although this study makes a valuable contribution to NZ research regarding IY, various limitations in this study highlight the need to further substantiate the cultural relevance of IY to NZ. The participants included in the final data collection only include those that completed at least nine sessions (out of the 12-14 provided). Therefore, these results may be positively skewed. The methodology involved a pre and post-test design, with no control comparison. As a result, the results may again be overly optimistic, and their generalisability to the wider population is diminished. Finally, when considering the

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implementation of IYP on a national scale, the sample size of this study appears limited. Although the percentage of participants who completed the IYP programme identified as Māori is comparable to the percentage of Māori in the wider population, it is arguable that the representation of Māori in a sample for this type of research should be higher to account for the overrepresentation of Māori in low educational and behavioural outcomes (MoE, 2015c).

Similar to the preliminary research on the implementation of IYP, Fergusson, Horwood and Stanley (2013) evaluated the efficacy of IYT and its acceptability to NZ primary school teachers. This study involving 239 teachers took place over 2010/2011 when the national delivery of IYT was first being implemented. Overall, the IYT training was linked to an increase in teachers' use of positive behaviour management strategies (e.g. use of praise, proactive strategies, limit setting). Teachers also reported an increased sense of self-efficacy, and an increase in their confidence for overall classroom management of challenging behaviour. These findings suggested that IYT is linked to high levels of self-efficacy and teacher satisfaction, in similarity to the overseas findings by Hutchings and colleagues (2007) and Leckey and colleagues (2016).

However, the limitations of this study should be considered. As the methodology of this research used measures of teacher self-report, there is no objective data (e.g. observations) to signify the impact that IYT may have had on actual teacher practice change. This study uses a pre- and post-test design, meaning the participants' responses are not compared to a control group. Additionally, ethnicity data for the participating teachers was not collected, meaning it is not possible to compare the responses between Māori and non-Māori teachers; which may be a valuable aspect of evaluating the cultural relevance of the IYT programme to the NZ context, and teacher's perceptions of said relevance.

On a larger scale, Wylie and Felgate (2016c) evaluated the implementation and efficacy of IYT in NZ, based on questionnaires conducted in 2014. This research involved 1,103 IYT trained teachers of primary school or Early Childhood, and 97 group facilitators. The study focused on changes to student and teacher behaviour immediately after the IYT programme, and then 8-9 months later; and the factors that supported or inhibited positive change. Immediately following the IYT programme, 100% of primary teachers reported praising students' positive behaviour, a strategy reportedly well maintained 8-9 months later, with 98% of the teachers reporting

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continued use of praise. After praise, the most commonly used IYT strategies reported were good commands and clear limit setting, use of incentives, social/emotional coaching, ignoring and redirects/distractions, and problem-solving training. However, teachers reported a large decline in the use of a clear discipline plan and social/emotional coaching.

When considering the delivery of the IYT training, the workshop strategies the teachers were most positive about were: group discussion and sharing of ideas, support from other teachers, group facilitators' lectures, and the IYT resource book (Wylie & Felgate, 2016b). The most common form of support provided by group facilitators between workshops was discussion of target child progress, and observations of classroom teaching practice with feedback. Only 25% of the teachers reported receiving feedback on videos of their practice, which is part of the IYT training as prescribed by Webster-Stratton (2011). A challenge reported by 20% of the primary teachers related to the implementation of IYT into practice, most commonly due to time concerns or a lack of consistency with other staff.

In terms of appropriateness, 91% of the primary teachers found the IYT content compatible with the NZ Curriculum, and those teachers who did, also reported more gains for their practice and students. However, Wylie and Felgate (2016b) reported that Māori teachers' comments indicated they "sought more linkage between IYT and Te Mātauranga" (p. 76) (teaching and learning in the Māori medium). Additionally, some teachers reported concerns about the applicability of the American-made video vignettes to the NZ context, while others felt that the cultural differences in the vignettes allowed the group to focus on the content of the social interactions rather than the video itself.

When considering the contribution of Wylie and Felgate's (2016a, 2016b, 2016c, 2016d) research to understanding the ongoing implementation of IYT in NZ, it is important to consider the strengths and limitations of this study. Firstly, the main data collection method was the use of teacher and group leader self-report through questionnaires and surveys. Although this qualitative method allows for the opportunity to investigate the perceptions of the respondents, the results from this method have a low level of internal validity. However, these findings have a high level of ecological validity, as they provide insight into the context in which teacher practice occurs. This will provide a valuable platform for future research and the current study to investigate teachers' perceptions in-depth. As there is limited research detailing the efficacy of IYT

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in NZ, Wylie and Felgate (2016a) make a valuable contribution to the literature, particularly given this study involves the use of an 8-9 month follow up.

### **Summary**

This literature review highlights the links between teacher PLD, challenging behaviour, classroom management, and IYT. Throughout the literature, there is widespread support for the positive effect that IYT has on children's challenging behaviour and teacher practice; however, much of this research is quantitative and involves IYT being used in combination with other forms of PLD or behaviour management approaches. Although some of the studies include examples of the applicability of IYT to diverse contexts (Baker-Henningham et al., 2012; Baker-Henningham et al., 2009; Fergusson et al., 2013; Reinke et al., 2014), there is little evidence documenting teachers' perceptions of the cultural relevance of IYT to the NZ context. As addressed in the literature regarding effective teacher PLD, the NZ MoE policies and the NZ Curriculum, it is especially important that PLD and classroom management are culturally relevant. As a result, the overarching objective of this study is to gain an in-depth understanding of IYT trained teachers' perspectives of their ongoing implementation of IYT in NZ primary school classrooms.

## **Chapter Three: Methodology**

### **Introduction**

This chapter outlines the methodological approach of the study. Firstly, the research questions that guided the study are presented. Qualitative methods are then discussed, with a particular focus on the study's use of a qualitative phenomenological approach, and the justification for using this approach. The positionality of the researcher is considered, to provide an account of the factors that may have influenced the analysis of the data. This chapter then describes the recruitment and selection of participants, the participants' demographic information, and the process of data collection and analysis. Finally, the ethical considerations that underpin this research are then discussed.

### **Research Questions**

The literature review highlighted the paucity of NZ research focusing on how and why teachers are continuing to implement IYT. Considering the NZ context, there was also an imperative to investigate teachers' perceptions regarding the cultural appropriateness of IYT to NZ. The following research questions guided the study:

1. What aspects of IYT do teachers continue to implement in their practice?
2. Why do teachers continue to implement these aspects, and what factors support or hinder this?
3. How culturally responsive do teachers find the IYT aspects they are continuing to implement?

### **Research Design**

Qualitative approaches to research are a form of social enquiry, which focus on individuals' and groups' experiences and perceptions (Paley, 2017). Commonly used in the social sciences, qualitative methods allow the researcher to gain an in-depth understanding of a phenomenon, in a way that quantitative methods may not (Paley, 2017). The current study employed a qualitative phenomenological approach to address the above research questions.

Phenomenology is a research method which aims to describe the essence and meaning of an experienced phenomenon (Paley, 2017). Developed by Husserl and Heidegger (Pietkiewicz & Smith, 2012), phenomenology is commonly used in education, psychology and health research (Paley, 2017). Phenomenology involves the collection of data from several individuals who have experienced the phenomenon, and subsequent analysis of the data, by describing identified themes about the essence of the

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experience (Cresswell, 2015). In the present study, the phenomenon in question refers to the teachers' lived experience of the IYT training and their ongoing implementation, with the inquiry focusing on the teachers' perceptions about this experience. A phenomenological approach was chosen with the purpose of gaining an in-depth understanding of the teachers' perceptions and experiences of implementing IYT. The aim of gaining an in-depth understanding of these teachers' perceptions of IYT is to highlight the factors that can support teachers' ongoing implementation of IYT in NZ.

Although alternative methodologies, such as positivist-based experimental methods, can allow for the gathering of objective data, such approaches have the potential to misrepresent the context in which a phenomenon occurs. Therefore, the current study used a qualitative design to understand teachers' perceptions of implementing IYT, and how their perceptions and implementation shape, and are shaped by their environments. Additionally, as this thesis conceptualises challenging behaviour as being a function of the interaction between individual factors and various contextual variables (Bronfenbrenner, 1979; Lewin, 1936), this approach allows the researcher to draw on ecological theory and the associated disciplinary knowledge.

### **Research Paradigm**

The present study is underpinned by an interpretivist paradigm, a theoretical perspective which aims to understand the experiences and perspectives of participants by using an inductive approach to interpret the meaning of the data (Cresswell, 2015). By using a phenomenological approach, the current study considered how the participants interpret their own experiences (Kahlke, 2014; Merriam, 2002). Phenomenological research generally relies on observations and participant responses (Kahlke, 2014), meaning that the collected data are often subjective in nature. Additionally, an interpretivist paradigm recognises the key role of the researcher in interpreting the meaning of subjective data, based on their knowledge, values and beliefs (Merriam, 2009). According to Kahlke (2014) in order to minimise the potential for the researchers' knowledge, values and beliefs to bias the interpretive analysis of qualitative data, the researcher should explicitly identify their own positionality. Cresswell (2015) considers transparent positionality important for identifying the factors that may shape researchers' interpretation, with the aim of enhancing the credibility of the study. The subsequent sections will therefore consider the positionality of the researcher, and the inductive approach to data analysis.

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**Positionality.** As the researcher, my worldview is underpinned by a strong sense of social justice. In the context of education, this means that I believe every child has the right to access the supports that they need to succeed in education to the best of their ability. Additionally, from an ecological perspective, I understand that these supports will be different for each child, based on the interaction of their individual factors and unique environments. The effect that these views have in the context of this study relates to my potential predisposition to support evidence-based teacher PLD strategies and programmes (such as IYT) that have the potential to positively impact the educational and behavioural outcomes of our tamariki. By explicitly stating this potential bias towards supporting IYT, I am aiming to enhance transparency to allow others to ascertain the degree to which my data collection and interpretation has been influenced or biased by my positionality (Thorne, Kirkham & O'Flynn, 2004). Additionally, this bias was also mitigated by using a process of peer review throughout the data analysis, which will be discussed subsequently.

### **Participants**

**Recruitment.** Information Sheets (Appendix B) detailing the nature of the study were sent to the principals of various schools in the central North Island of NZ. The school principals were asked to provide informed consent (Appendix C) for the teachers in their schools to be voluntarily involved in the study. The principals were then asked to distribute the provided information sheets for teachers (Appendix D). The information sheets for teachers provided details of the study, an invitation to participate, and instructions on how to contact the researcher directly should they wish to be involved or had additional questions.

**Selection.** The selection of participants was made using purposeful sampling, which involves the researcher intentionally selecting participants to investigate a phenomenon (Creswell, 2015). In order for teachers to participate, the initial intention was that they had to meet the following eligibility criteria:

- Have completed the IYT training between 2014 and 2016
- Be currently teaching a class with children between ages 5 to 8 (years 1 to 4)

These criteria were chosen to ensure that the teachers involved had at least one full school year to implement IYT. However, due to the shortage of potential participants for recruitment, this timeframe was expanded to include teachers who had completed the training prior to 2018. The revised criteria still ensured that the participants had a minimum of one year to implement IYT following the conclusion of the training, which

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was the rationale for the original training dates. The age range of children the teachers must be teaching relates to the target age range specified by the IYT programme (Webster-Stratton, 2011). The study involved five primary school teachers. This number of participants was deemed adequate due to time constraints and location considerations.

**Participant information.** The five teachers who participated in this study were assigned the following pseudonyms: Kim, Katherine, Laura, Kayla and Jessica; were all female and had completed the IYT training between 2010 and 2017. The teachers all stated that they were given the opportunity to participate in the IYT training voluntarily. They were currently teaching children in years 1 to 4 (ages 5 to 8). Four of the teachers (Kim, Katherine, Kayla and Jessica) teach at a decile 4 school, which has implemented the PB4L framework, and has a roll of 300 students. Laura teaches at a decile 7 school, with a roll of 443 students, where the school has not implemented PB4L. All of the teachers were currently teaching in what they termed Modern Learning Environment (MLE) classrooms. The MoE's (n.d.) concept of Innovative Learning Environments (ILEs) aligns with the teachers' use of the term MLE, relating to a holistic philosophy of collaborative teaching, and working together in a flexible space. Therefore, throughout this thesis, the term MLE is used to describe this collaborative teaching space as identified by the teachers in the current study. The teachers' profile information is presented in Table 1.

Table 1.

*Participant Pseudonyms, and Teacher, IYT Training and School Details*

Teacher	Year completed IYT	Voluntary or mandatory IYT participation	Years teaching	Year level teaching - currently	Teacher : student ratio in classroom	PB4L school
Kim	2017	Voluntary	42	Year 1	3 : 57	Yes
Katherine	2012	Voluntary	10	Year 2/3	3 : 70	Yes
Laura	2012	Voluntary	30	Year 3/4	2 : 61	No
Kayla	2010	Voluntary	9	Year 3/4	2 : 54	Yes
Jessica	2016	Voluntary	10	Year 1	3 : 57	Yes

### **Data Collection**

**Semi-structured interviews.** As is common with a phenomenological approach in qualitative research (Creswell, 2015; Hinckley, 2014; Paley, 2017), data were collected through semi-structured interviews with individual participants. Although potentially time consuming, interviews can allow the researcher to gain in-depth responses from participants and target specific information (Punch, 2014; Wengraf, 2001). Interviews can be structured, semi-structured or unstructured (Wengraf, 2001). Semi-structured interviews involve the use of predetermined questions for all participants, however, in contrast to more structured interviews the interviewer is able to guide the interview according to the responses. For example, the interviewer may ask the interviewee to provide more information or an example regarding a particular response. In contrast, an unstructured interview does not use a set of predetermined questions, and the direction of the interview is determined by the interviewees responses (usually to some general introductory questions) (Punch, 2014).

The current study used semi-structured interviews for two reasons. Firstly, the set of guiding questions allowed the researcher to gather the same information about aspects of the experiences from each participant, to allow for comparisons between their responses. Secondly, it allowed for a deep understanding of the participants' responses, as the interviewer was able to probe for further information (Punch, 2014).

The purpose of conducting interviews was to gain an understanding of the ways teachers perceive their experiences; which represents their subjective responses rather than requiring objective data. Creswell (2015) states that interview responses of participants are 'filtered' through their worldviews, and therefore may not provide objective representations of the experience. However, in the current study the aim was not to objectively measure the participants' ongoing implementation of IYT, but rather understand their perceptions related to their experience.

As interviews rely on self-report, there is the potential for the participants' responses to be biased (Creswell, 2015). This bias may be related to the participants' feeling that they need to represent the views of a particular group or organisation; or response bias, in that the participant attempts to provide responses that they believe the interviewer wants to hear (Creswell, 2015). In the current study, several precautions were taken to avoid the potential for bias through the interview process. Firstly, the participants were informed of their rights to privacy, and it was explained to them that any information that had the potential to identify them, or their school, would not be

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included in written reports. By excluding identifying data, the aim was to assure the participating teachers that they were free to respond openly and honestly without any concern that their responses could be linked to themselves or their schools.

In order to control for potential response bias, the participants were made aware that the researcher had no link to the schools or the delivery of IYT. The aim of this was to establish the researcher as an independent individual with no vested-interest, to control for the potential for coercion, so that there was no expectation that the teachers were required to participate. Additionally, the interview protocol also included considerations for building rapport in a culturally appropriate way, which is an important aspect of ensuring interviewees feel relaxed and comfortable when providing responses (Creswell, 2015; Punch, 2014).

**Interview process.** Each interview was guided by a set of open-ended questions detailed in an interview protocol (Appendix E). The time and location for the interviews was negotiated between the participants and the researcher. The teachers provided their written informed consent (Appendix F) to be involved in the study. The interviews were audio recorded (with informed consent) for the purpose of transcription. The interview questions were derived from the overarching research questions and the literature review. Additionally, extra care was taken to consider the applicability of the interview protocol for use with Māori and non-Māori. This involved seeking consultation from an IYT trained teacher not involved in the study, and a Māori cultural advisor. The interview questions included a range of perceptual and behavioural-based questions (Patton, 2015), which provided the opportunity to gather specific examples of the teachers' experiences related to the implementation of IYT. For example, teachers were asked to provide examples of when a strategy they had used was effective, and what changes they perceived in their classroom as a result.

The interview protocol began with an opportunity to build rapport with the participants, by allowing time for culturally appropriate greetings and a reminder of the participants' rights (e.g. privacy, recordings). The first questions focused on the teachers' backgrounds, namely their teaching background, and role responsibilities. According to Wengraf (2001), beginning the interview with easily answered fact-based questions allows for the building of rapport, and for the interviewee to feel comfortable in their responding before the questions become more in-depth and opinion-based. Therefore, the questions then began to get deeper, focusing on how and why the teachers were implementing IYT in their classroom practice. The theme for the final

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questions regarded the teachers' perceptions of the cultural appropriateness of IYT to the NZ context. Following the transcription of the interviews by the researcher, participants were offered the opportunity to review and edit their transcripts before these were finalised, with the aim of enhancing the credibility of the findings. The participants then provided written consent for the transcripts to be used for the purpose of this study (Appendix G).

### **Data Analysis**

The current study employed thematic analysis, a foundational method for data analysis in qualitative research (Braun & Clarke, 2006). General thematic analysis is a flexible approach to analysing qualitative data, and can provide a rich and detailed account of the phenomenon in question. Thematic analysis is distinguished by its utility in "identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). Its flexible nature refers to the potential to use a thematic analysis approach either in conjunction with a theoretical framework, or within a realist or essentialist method (which describes the reality and experiences of participants) (Aronson, 1995; Roulston, 2001). In the current study, thematic analysis was used to illustrate the participants' perceptions of their ongoing implementation of IYT. The results produced by thematic analysis are commonly accessible to the educated general public (Braun & Clarke, 2006). This accessibility is of particular importance in the current study, given part of its aim is to identify the factors that may support teachers' ongoing implementation of IYT.

Within the thematic analysis, the current study employed a dual inductive and deductive approach to understanding the data. An inductive reasoning, or bottom-up approach involves the identification of themes based solely on the data; whereas a deductive approach uses a pre-determined thematic or theoretical framework to guide analysis (Braun & Clarke, 2006). The aim of using an inductive approach was to accurately reflect the perceptions of the teachers and preserve their voices; as the purpose of the study relates to understanding these perceptions, rather than making sense of them in regards to theory. An inductive approach was employed as much as possible, however, as the process of inductive data analysis is undertaken by a researcher who holds their own values, beliefs and prior knowledge, the analytical process will inevitably not be free from the influence of the researcher's subjective interpretation (Braun & Clarke, 2006; Creswell, 2015). Therefore, the current study terms the process of data analysis a dual approach, as the process of data coding and

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interpretation was not guided by a pre-determined thematic or theoretical framework, however, it was guided by the researchers' prior knowledge resulting from the literature review. The researchers' positionality, as suggested throughout the literature (Kahlke, 2014; Mills, 2014), was therefore explicitly stated to provide others insight into the factors that guided the identification of themes, and to enhance the credibility and transferability of the findings.

**Analysis procedure.** Following the interview transcription, the data were analysed using Braun and Clarke's (2006) six-step guide. The first step involved familiarisation with the data, undertaken by repeated readings of the transcripts, in what Braun and Clarke (2006) term an 'active way'. This involved considering initial thoughts about patterns and meanings across the data.

The second step involved generating initial codes. The process of coding involves identifying the simplest aspects of the data, and deriving codes that will allow easy access and recognition of their broader meaning (Braun & Clarke, 2006). According to DeCuir-Gunby and colleagues (2011), inductive or data-driven codes require "repeated examination of the raw data" (p. 138) in order to develop a codebook. Initial codes were developed in this way, and recorded in a codebook, which detailed the code name, definition and examples from the data. The codebook was used in an iterative way, as it guided the coding of the transcripts, and was edited to best represent the meaning of the codes. For example, Opportunity for Reflective Practice (ORP), was a derived code, defined as teachers' perceptions of their opportunity to be reflective in their practice through IYT. An example of this code from the data was Kim's statement: "It was a chance to be reflective about your teaching practice." Further examples of the transcript coding and codebook are provided in Appendix H. The codebook was then peer reviewed by the researcher's supervisors, who provided feedback to ensure that the data codes were consistently applied, accurately reflected the meaning of the data, and that the data was not over or under interpreted.

Following the data coding, the third step was to search for potential themes across the codes (Braun & Clarke, 2006). This interpretive process involved identifying the underlying patterns across the codes, and grouping them into basic categories or themes. The next step involved reviewing and refining the initial themes. This was guided by the concept of external and internal homogeneity, which refers to ensuring that clear distinctions are evident between themes, and that the coded data within each theme accurately reflects the theme's broader meaning (DeCuir-Gunby, Marshall &

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McCulloch, 2011). A diagram was drawn to depict the possible connections between themes. Step five and six were to define and name the final themes, and report them (Braun & Clarke, 2006). This process involved situating the themes within organising themes and ensuring that the theme names accurately reflected the embodied data.

The findings of this study were then reported (in chapter four), guided by the themes from the thematic analysis as a framework. The results were reported in a way that would provide a coherent and interesting account of the participants' perceptions of their experience of implementing IYT, with regards to relevant literature and the research questions.

### **Ethical Considerations**

The Massey University Human Ethics Committee (Northern) approved this research project on the 30<sup>th</sup> May 2018, application 18/27 (Appendix I). The key ethical issues identified to consider were informed consent, privacy and confidentiality, conflict of interest, and cultural considerations.

**Informed consent.** Ensuring that participants provide informed consent to participate in research is an important part of human research ethics (Punch, 2014). Informed consent involves the participants agreeing to voluntarily participate in the research, with the knowledge of their rights (Creswell, 2015). In the current study, the rights of the participants align with Massey University's Code of Ethical Conduct (Massey University, 2015) relating to research with human participants.

Informed consent was firstly gained from the school principals, who expressed their permission for teachers within the school to be voluntarily involved in the project. The prospective participants were then provided with information sheets explaining the details of the study, and their rights as participants. They were encouraged to directly contact the researcher for any further information, or if they were interested in participating. The selected participants then signed consent forms to participate in the study.

**Confidentiality and privacy.** As the nature of qualitative research commonly involves individuals expressing details of personal experiences and opinions, a high level of trust is needed for the process of qualitative data collection (Creswell, 2015). According to Wengraf (2001), when the researcher is able to build and maintain trust with the participants, participants are more likely to be candid and forthcoming; which can increase the credibility of the data. The ethical considerations related to building trust are concerns for confidentiality and privacy for the participants. To ensure that the

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participants' rights to confidentiality and privacy were protected, various precautions were taken. Pseudonyms were used when reporting data, and any information that had the potential to identify the participants or their schools was not included in the final report. Also, the data collected (interview recordings and transcripts) were securely stored and disposed of. These precautions were provided to participants on the written information sheets, and verbally explained.

**Conflict of interest.** As the researcher works part-time within the Early Childhood Education sector as an Education Support Worker, measures were taken to ensure there was no conflict of interest between the researcher and the participants. The potential for a conflict of interest would relate to existing professional or social relationships between the researcher and prospective participants; which may have either put pressure on those individuals to participate, or bias their responses. As a result, the participants selected did not include anyone with a close connection to the researcher.

**Cultural considerations.** A concern of this research project was the appropriateness of the methods (and the application of findings) for use with Māori and non-Māori. This is especially important firstly, because an aspect of the research question relates to teachers' perceptions of the cultural appropriateness of IYT; and secondly, due to the importance of ensuring research processes uphold the principles of the Treaty of Waitangi. This research was guided by Massey University's Te Ara Tika guidelines for Māori research ethics (The Pūtaiora Writing Group, n.d.). To ensure the method and interview protocol were appropriate for use with Māori, these were discussed with a cultural advisor who works within the education sector, and identifies as Māori. The feedback from this advisor was incorporated into the interview protocol. Additionally, the interview protocol and research questions were also reviewed by a NZ European primary school teacher who was not a participant, to ensure that both the interview protocol and the overarching research objective would be appropriate to use with teachers, and had the potential to provide valuable and useful information.

## **Chapter 4: Results**

The purpose of this study was to investigate teachers' perceptions of their ongoing implementation of IYT. Based on the research objective, the main focus for the interviews with teachers was to explore what aspects of IYT the teachers were continuing to implement, the factors that were supporting or hindering their ongoing implementation, and their perceptions of the cultural responsiveness of IYT to the NZ context. This chapter presents the findings of the interviews, organised according to the themes that were derived through the thematic analysis. The themes and findings are presented in an order that best allows for flow and meaning across the themes, guided by the two organising themes: Supports and Barriers to Ongoing Implementation, and Positive Outcomes of IYT.

### **Supports and Barriers to Ongoing Implementation**

Supports and Barriers to Ongoing Implementation relates to the factors that either directly or indirectly support or hinder teachers' ongoing implementation of aspects of IYT. The term 'aspects' has been used as the focus is not solely on IYT strategies, but also the broader tools and values embedded within IYT, such as reflective practice, goal setting, behaviour plans, and a focus on building positive relationships. This organising theme incorporates three main themes: Engagement with IYT, Resonance, and Supportive Factors. Engagement with IYT embodies teachers' perceptions regarding their engagement with the IYT training, specifically in terms of the content, their collective or individual participation, their perceived need for PLD related to behaviour management, and the delivery of the training. Resonance considers the extent to which IYT resonated with the teachers, in terms of the teachers' and schools' values, and the cultural fit of IYT. Supportive Factors includes the factors that teachers identified as explicitly supporting their ongoing implementation of IYT, which were grouped into professional and peer supports, systemic supports, and the ongoing support that they desired. Figure 1 illustrates each of these themes.

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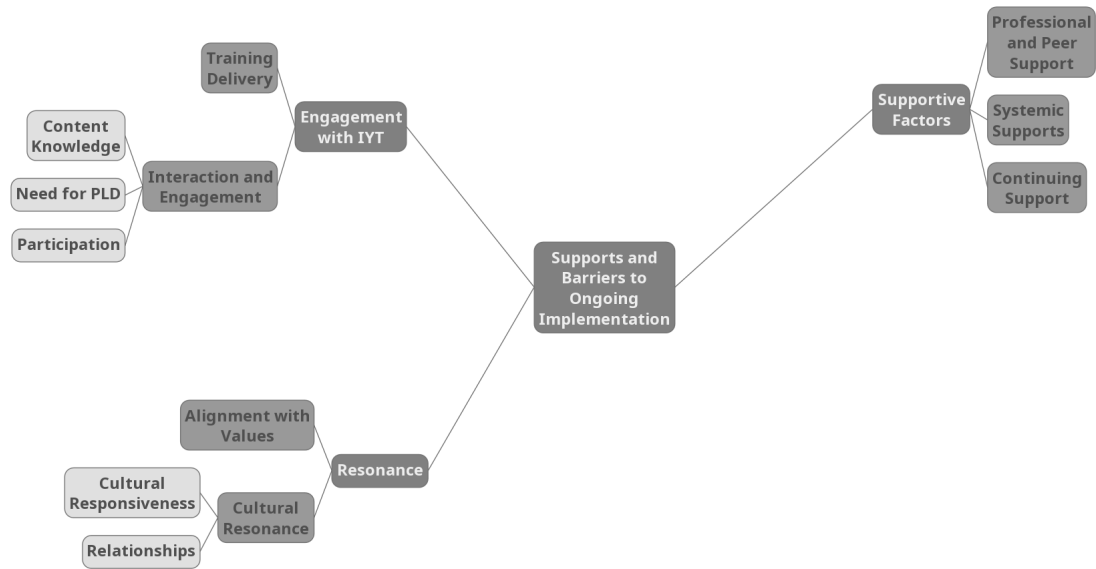


Figure 1. Thematic network of supports and barriers to teachers' ongoing implementation of IYT.

### **Engagement with IYT.**

**Delivery.** When considering the practical details of the IYT training, the teachers were generally positive. Kim commented “it was a very well structured programme” and presented the right amount of information in each session. She valued that it was scheduled during teacher release time, “because often if you go after school, or on a Saturday, you’re absolutely whacked mentally”. Katherine and Jessica felt the course was a good duration and length of time for each workshop. Jessica also valued the refresher following the course conclusion. Laura commented that her IYT training had been condensed into a shorter timeframe, “however, it was fine doing it that way”. Kim was positive about the IYT training, commenting that the group facilitators were very effective, and made the course interesting and flow well. Kim also stated “you’re with like-minded people...[and] it was a very safe sort of environment to be honest in”.

**Interaction and engagement.** Kim, Katherine and Jessica reportedly valued the opportunity to engage with other teachers through IYT. Kim and Katherine specifically valued the opportunity to talk to teachers who were responding to similar or different needs in their classrooms. Jessica enjoyed this interaction, stating “because you’re talking about it with other teachers...you’re getting more ideas from them as well, not just from the programme”. Laura highlighted the importance of teachers engaging with the course content. She stated that it is important that “the facilitator and the group

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dynamic engages teachers at a level that makes them really think about 'but what does that look like, am I really doing that?'"

All of the teachers stated that their participation in the IYT training was voluntary. Jessica undertook the training at the same time as another teacher in her school, and valued the support from that teacher. She stated "It's good to have someone who goes with you, because you talk about it all the way there, and you talk about it all the way home". In contrast, Laura stated there was only one other teacher at her school who had also undertaken the IYT training, and she felt that lack of collegial support and collective implementation was a barrier to her sustained use of IYT. She commented:

I think it's a significant flaw, because I know when we've done other professional development, we've all done it, and then we're all involved.

Whereas the IYT has been patchy and intermittent, and I think that's lessened its impact and follow through.

***Need for PLD.*** Four of the teachers commented on their perceived need to undertake PLD related to behaviour management. Before the IYT training, Kim had thought that IYT was only for teachers who needed the strategies. However, she found IYT very useful, and reflected that she would have liked to have done the training the previous year when she had had multiple students with challenging behaviour. Katherine commented that at the time she undertook the IYT training, the need in her classroom in terms of children's behavioural needs was minimal. She felt it was a challenge to find target students for practising the behaviour plans. Laura thought a lot of the teachers in the training felt that they already knew a lot of the course content, and that she thought this might impact their ability to deeply engage with the course. In contrast, Kayla undertook the IYT training very soon after starting her teaching career, and she valued the opportunity to build up her toolkit of strategies.

***Content knowledge.*** This theme refers to teachers' views of the IYT course content as either new learning, or an opportunity to refresh their prior knowledge. Kim commented that sometimes the training gave a label to something she was already doing, which made it seem more important. Similarly, Laura commented:

I think a lot of the teachers will say when they go to the courses "yeah I kind of know this stuff". But what it does is it gives you names for things, it gives you whole clarity as your use of it as a strategic practitioner.

Jessica felt that the training was reminding her of strategies she wanted to use.

However, Katherine and Kayla commented that some of the IYT content was new to

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them. Katherine stated that IYT gave her “broader tools, because some of the things you just hadn’t thought of or heard of”. Kayla felt that a lot of IYT was new learning to her as a beginning teacher.

### **Resonance.**

*Alignment with values.* All of the teachers felt IYT aligned with their own teaching values and practice. Katherine commented that IYT not only aligned with her teaching, but also her parenting beliefs. Kayla felt IYT was so ingrained that she could not distinguish between ‘IYT’ and the rest of her practice. However, Kayla did not completely agree with IYT’s use of excessive extrinsic rewards, as she thought it was too much, and thinks students need more intrinsic motivation. She said that this belief probably lessened her use of extrinsic reinforcement in practice. Kayla and Laura felt IYT did not address the needs of children with severe behaviour needs, and they would have liked more strategies for supporting these children.

Katherine, Kayla, Laura and Jessica thought that IYT aligned with their school’s culture. Katherine identified the alignment between IYT’s positive focus and PB4L; whereas Kayla thought IYT was a good fit because it was implemented school-wide. Jessica said that IYT fit well in her school with the emphasis on collaboration, which also aligned with her philosophy for a Modern Learning Environment (MLE). When considering the alignment between IYT and the classroom context, Jessica commented that although IYT was not necessarily designed for a NZ classroom, she felt it still aligned with the context of her classroom as the underlying philosophies are what she is trying to teach.

*Cultural resonance.* This theme embodies cultural responsiveness and relationships. Cultural responsiveness refers to teachers’ views of IYT being responsive to different cultures based on its content and implementation, the alignment between IYT and the NZ context and how IYT supports Māori achievement. Relationships denotes teachers’ views on the value of building positive relationships with whānau.

Katherine and Jessica explicitly commented on the way IYT could be culturally responsive. Jessica thought the ideas behind IYT would fit with any culture, but it was a matter of translating it in your head to help it fit the context. Katherine commented that IYT “is culturally responsive, but it becomes a knowledge of the individual as the over-riding driver”. She used the example of praising students, in that “because it has multiple ways of doing the same thing”, it can be culturally responsive, “because different people like things celebrated differently”. She stated that it was up to

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the teachers to have knowledge of the individual learner, their whānau and culture, to be able to choose and adapt the most relevant strategies for that learner in that context.

Katherine, Laura and Kayla commented on the mismatch between some aspects of IYT and the NZ context. Katherine and Kayla felt that often the IYT training referred to small groups of children, Katherine stating “Currently, when we look up at our 70 students, we think ‘okay how is this going to work?’”. Laura commented on the lack of Māori tikanga embedded in IYT and the way that that may impact the learning of Māori students in particular, stating “that disconnect is there by well-meaning teachers, who are just not aware that that child just has nothing of them reflected in what they see [in the classroom]”. All of the teachers identified the IYT training vignettes as being mismatched to the NZ context. Their comments aligned with Kim’s view that “The videos are a bit archaic, and very Americanised. But, at the same time, they were giving the message... and you just had to look past the Americanisation, and the old fashioned ways”.

When considering how IYT supports Māori achievement, Katherine commented:

Because it allows for a lot of hands-on and interactive things, like role play and working in little groups and getting to practise it, I think to me, the things that support Māori achievement support everyone.

Jessica commented that the cooperative and collaborative elements fit well with her Māori students in particular, and she valued the emphasis on getting to know her students and their whānau.

***Relationships.*** The teachers all commented on the importance of developing positive relationships with the whānau of their students, as it aligned with their values and was a key aspect for successfully managing challenging behaviour. Kim commented that developing such relationships improved the effectiveness of a behaviour plan she had for a particular student. Katherine explained that “it’s much easier to have a conversation with a family about things, challenges, if you already have a relationship where you’ve been celebrating all of the positive things.”. Kayla and Jessica also commented on sharing success with whānau, Kayla stating “having those positive relationships with the whānau ... the kids know it. They can feel it, and their behaviour changes”. In addition to the need for positive relationships with whānau, Laura also commented on the need for consistency in behaviour management between

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school and home. She stated that this consistency needs regular communication between teachers and whānau, and evaluation of how things are going in both contexts.

### **Supportive factors.**

*Professional and peer support.* The teachers identified receiving support for their implementation of IYT from various people: group facilitators, RTLBs, other teachers, and leadership. Kim, Katherine and Jessica commented on the support they received from the group facilitators. Kim stated that the group facilitator “went away and made the resources and brought them back... I’ve never had anyone do that before...but it didn’t last long.” Katherine enjoyed the feedback the group facilitator provided on a video of her practice, commenting: “It was nice having someone... from completely outside who had no knowledge of the children, the community, so it was completely impartial”. Katherine also commented that as the RTLBs coordinated the IYT training and were all familiar with it, they were able to work together using consistent strategies and a common language. Jessica found this helpful, commenting:

It’s great because they [RTLBs] know the programme, and you can talk about [it]. When you’re setting up behaviour plans for the kids, then they knew about it. So they knew how it worked, so it wasn’t something new for them.

Kim, Laura, Kayla and Jessica commented on the ways in which teachers were able to support each other’s ongoing implementation of IYT. Kim, Katherine, Kayla and Jessica commented on the effectiveness of all of the teachers in their school having completed the IYT training. Kayla compared her experience at her previous school where only 3 teachers had completed the IYT training, stating that “having the training within a school-wide system is beneficial... there’s that commonality between all the teachers”. Kim found the shared use of IYT across the school allowed teachers to support each other by sharing the responsibility for students, stating “We are all here to support each other... there hasn’t been any finger pointing... everyone owns the problem.” Laura commented that working with another teacher in the MLE allowed for them to support each other in their practice, commenting: “We can cut down the planning. We can meet needs a little better. We can have a little bit of support for each other. We can draw on each other’s strengths.” Similarly, Kayla commented that teachers were able to support each other by sharing resources and bouncing ideas. Jessica felt that by participating in the IYT training at the same time as another teacher in her school, they were able to support and motivate each other, for example, stating:

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“You’d have your little homework thing and you’d say ‘what are you going to do this week?’ so that was really good having that support.”

Kim, Katherine and Kayla also commented on how teachers were supporting each other by sharing their PLD learning. In regards to behaviour planning, Kim commented that “at the workshops we formed a plan, and I was able to take that back to the team, and we were on the same page with what we were doing, and what the outcome was that we wanted”. Katherine commented that at her school the teachers would commonly share their PLD learning through staff meetings, which often shared a common focus with PB4L. In the MLE, Kayla found that her co-teacher was able to remind her to use the IYT strategies by explicitly sharing her recent experience of IYT, and by modelling the use of IYT strategies.

The teachers all felt the leadership in their school was supporting them to continue implementing IYT. Kim commented that this support was often in the form of management checking in and offering assistance. Kayla and Jessica made similar comments to Katherine, stating: “I think our leadership definitely supports it, and they support it because it aligned with PB4L.” Laura commented that the leadership in her school had “significant experience with the programme” and supported it by being familiar with the language, strategies, thinking and behaviour plans.

***Systemic supports.*** All four teachers from the PB4L school felt that the PB4L initiative was conducive for their sustained use of IYT. Laura felt that there were no school-wide supports in place in her school to support teachers to implement IYT. As the only teacher from a non-PB4L school, Laura commented: “Possibly if we’d done the PB4L with it too...I think that would have been helpful.” Katherine commented that although she felt comfortable being able to identify the links between IYT and her school’s learning culture, “not everybody sees the same links and connections” and she suggested that a systemic support could involve “a way of seeing how it [IYT] can fit within your existing school culture.”

Kim commented that IYT and PB4L gave the teachers a consistent and common language to use, and stated “I think PB4L has been the best thing ever for our school”. Katherine commented that she felt IYT and PB4L were so aligned that it was now difficult to separate the two. Kayla commented that PB4L supported her sustained use of IYT as it provided a positive focus with explicit behavioural expectations. She compared her experience working at her current school to when she trained at her previous school which did not implement PB4L, and commented “within a non-PB4L

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school it's a bit harder, because it's not that consistent expectation." Jessica felt that IYT aligned well with PB4L, and that during the training, the teachers from PB4L schools were all "constantly making connections" between the two philosophies.

Kim commented on the utility of PB4L's behavioural data system (E-Tap), stating that it had allowed the teachers to identify children with additional behavioural needs, and in conjunction with IYT, had given them ways to address the issue. She also commented that it allowed for more consistency and sharing of information between teachers. For example, if there was an incident in the playground the responding teacher could enter the information into E-Tap, and she would be able to easily see what had happened and how it was resolved.

Kim, Katherine and Kayla had positive responses to the potential for Kāhui Ako/Communities of Learning (CoLs) to support teachers' ongoing implementation of IYT. Kim commented "I think the opportunity to go and see the other sides of the education system would be really good." She was particularly interested in learning more about the Early Childhood sector, and seeing where the incoming children to her school were from. Katherine felt CoLs have "the capacity to help develop more shared language and understanding across schools". Kayla stated that she was interested to see how the CoLs will continue to develop, and felt that when they are more set up they could provide more support to teachers.

***Continuing support.*** The most commonly desired support identified by the teachers was a refresher course. Kim, Katherine, Kayla and Jessica felt that a refresher course would support their ongoing implementation. The next most commonly desired support was the time and opportunity for observation of practice. Kim commented "you just get so busy teaching you don't get much chance to just stand back and observe." Katherine thought that it would allow teachers space to reflect on their practice, and be able to set goals. Kayla commented that she would like to do "over-hub observations... to make sure what we're doing is the same as other classes."

### **Positive Outcomes of IYT**

Positive Outcomes of IYT embodies teachers' experiences of the outcomes of their ongoing IYT implementation, and their perceptions regarding the positive effect on their practice, classroom and student outcomes. The theme Implementation denotes the strategies that the teachers were continuing to use, their experiences of implementing these strategies, including the challenges and outcomes; the classroom

## TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

factors associated with their implementation, and considerations of their practice as responsive and reflective. Figure 2 illustrates this theme.

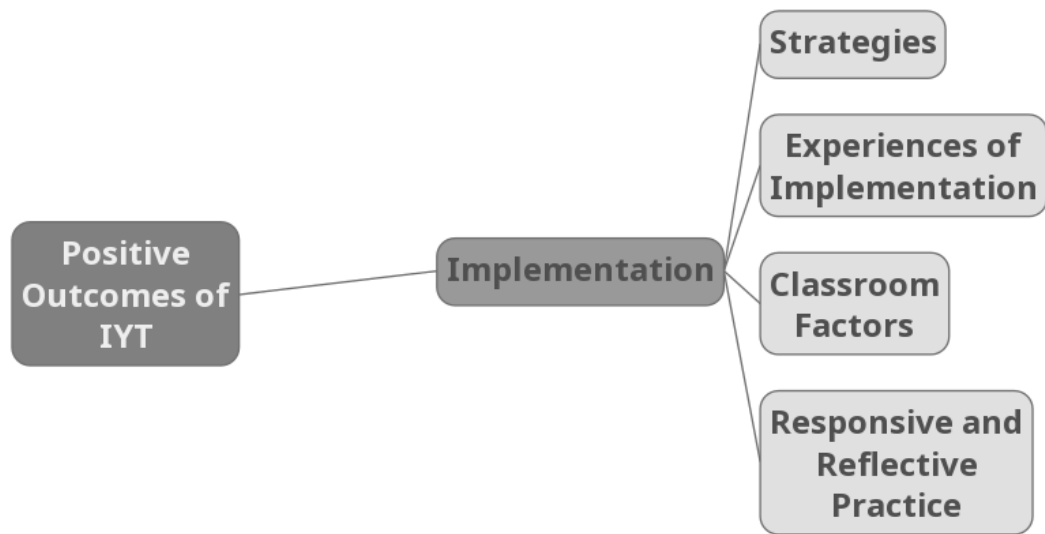


Figure 2. Thematic network of positive outcomes of IYT.

### **Implementation.**

**Strategies.** The teachers identified six strategies from their IYT PLD that they found most effective, which they were continuing to implement. Kim and Kayla commented on their use of rewards and reinforcement. Kim reflected on using rewards for a target student the previous year; while Kayla described rewarding students' positive behaviour in general, and how those rewards linked in to a school-wide 'lottery' reward system. Kayla and Jessica identified their use of positive behaviour management, where they set clear expectations and focused on the positives. Jessica commented that she would use a ratio of 8 positives to 1 negative comment. Katherine and Jessica found the use of proximal praise an effective strategy. Katherine stated it made her classroom environment a more positive place, while Jessica said that she noticed the positive effects on the students' behaviour immediately following the praise. Jessica commented on her use of planned ignoring, stating that it had been talked about a lot during the IYT course. When it came to implementing it in her classroom, it was difficult as there were many behaviours happening that couldn't be ignored (such as physical aggression). Kim and Laura described their use of social conversations or social coaching. They were positive about the strategy, Laura stating that "framing that, modelling that, was so constructive", and Kim commenting:

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Now that I'm with the 5 year olds, and the importance of their oral language, I try to engage more into those social conversations. So I find that really useful, that you can just go along and talk, and give that language out.

The most commonly talked about strategy was time out. Laura, Kayla and Jessica described their use of time out, which differed slightly. Kayla found that she was able to use time out effectively by “giving the reminder, the warning, and then the time out... following through with that... having the frustration scale, so them [students] also recognising as they're calming down”. However, Laura commented that “there are some children I would definitely not use it with”, as she did not have the resources and time in her classroom to be able to monitor the children with more challenging behaviour during their time out, while also teaching the rest of the class. Jessica found she was able to implement the time out strategy effectively, but that it did not entirely align with PB4L's time out process. She stated that where PB4L applied the process of a reminder, a warning, and then time out followed by a restorative conversation, IYT's time out did not advocate for the restorative aspect. Therefore, Jessica stated that she amended her use of time out to include the restorative conversation, but only in situations where she felt the behaviour in question required explicit teaching of positive alternatives and restoring the relationship.

The teachers mentioned that some strategies were not very effective. Jessica stated that there were aspects of the coaching strategies that she did not use, commenting “I didn't find it worked, and I didn't think I used it” but she couldn't remember the specifics of it. The other teachers were less specific in their responses, commonly stating that they adopted the strategies that they found effective based on the needs of their students and context.

***Experiences of implementation.*** In relation to how teachers were using IYT in practice, Kim commented that she would think back to last year, as she hadn't “had to do it with any kids this year, thankfully”. Kim's implementation of IYT was directed at target students with high behavioural needs, whereas the other teachers commonly viewed their use of IYT as being proactive, and using the strategies as class-wide management for behaviour. For example, Laura described her use of IYT as being “proactive, you're actually preparing for, and planning contingencies... developing the relationships, having all of those things pre-emptively, rather than reactively”; stating that IYT is “basic classroom management”.

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In relation to the degree to which the teachers were consciously using IYT strategies in practice, Katherine and Jessica made similar comments. Katherine was conscious of her occasional need to “re-group” and focus on the positives, while Jessica thought that IYT had helped her to consciously focus on the positives. The concept of ‘slippage’ was derived as a code to represent teachers’ comments about forgetting strategies, forgetting to use strategies, or slipping back into previous teaching habits. Katherine commented that sometimes she would catch herself slipping from being positively focused when it was a rough day. Kayla commented that she could not remember a lot from IYT as she had done it quite a while ago, but that she was probably using some of the strategies not knowing they were labelled ‘IYT’. In regards to keeping a positive focus, Jessica commented “The trick is just to make sure that you are doing it all the time. To make sure you don’t slip back to those old habits.”

Kim, Katherine, Laura and Jessica brought up challenges that they experienced in relation to implementing specific IYT strategies, or IYT overall. Kim commented on challenges associated with a particular student, stating “when he came in late... you didn’t have that time to set up the day for him.” Kim also commented that managing children with high behavioural needs was very time consuming, and when combined with other demands on teachers’ time, teachers often had to prioritise. Laura also identified these various demands on teachers’ time, and the negative impact that it had on her ability to consciously implement IYT. Katherine commented on the use of time out or a cool-down space, stating that “it becomes a fine line between being a place you can go to cool down and being a punishment, you don’t want it to, it can become a blurred line very quickly.” Katherine also commented that sometimes “you’ll try half a dozen things, and none of them will work” which could feel disempowering until she found something that would work. As previously mentioned, Laura commented on the challenges of using time out due to resources and teacher attention, and Jessica commented on the difficulty of using planned ignoring for specific behaviours.

***Classroom factors.*** All of the teachers were currently teaching in an MLE, with either one or two other teachers; but all had taught in a single cell at some point in their career. Through the thematic analysis, it was identified that the teachers commonly remarked on their practice in regards to working within an MLE. Kim, Katherine, Laura and Jessica commented on the need for consistency in behaviour management between the teachers in the MLE. For example, in regards to the efficacy of a behaviour plan, Kim commented that “The effective thing was, I think, that all the teachers were

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consistent.” Kim and Laura advocated for the consistent use of expectations and reinforcement to respond to the needs of their students, whereas Katherine and Jessica focused more on the need for teachers to communicate with each other, and to have a consistent plan in place.

Kim, Katherine and Laura talked about their ongoing implementation of IYT in regards to sharing a teaching space. Kim again related to this to consistency between the teachers. Katherine and Laura talked about the way teachers could work collaboratively and develop a collective ownership for students. Laura commented:

The beauty of working together is that you give a lot of in-response in real time decision making, checking with each other, saying “you do this”, “I’ll do that”. So, you actually have to be thinking and taking responsibility for all the kids, and for each other, for everything happening together. So, I think it does lighten the load a little bit.

Katherine and Jessica commented that they felt implementing IYT had made their classroom environment more positive. Jessica stated “if you’re being positive, then they become more positive. And then they want to be there because it’s a positive space, so yeah it definitely does change the tone of the classroom”.

While four of the teachers mentioned consistency between teachers in the MLE, two of the teachers also commented on how all of the teachers in their school were consistently using IYT. Kim gave the example of all of the teachers in the school knowing how to respond to “this child if we meet him out in the playground.” Similarly, Kayla commented that because all of the teachers in her school are trained with IYT, there is a common language, expectations and practice that allows for consistency in behaviour management school-wide.

Jessica was the only teacher to describe any links she had found between IYT and other strategies that she was using for behaviour management. She felt that IYT generally aligned with IYCD, which her class was currently trialling. However, as previously mentioned in relation to PB4L, she found there was also a mismatch with the use of restorative conversation following time out between the two IY components. Jessica stated that, based on her own teaching values, she would generally include a restorative component when it was required, based on the situation.

***Responsive and reflective practice.*** The teachers all commented on their implementation of IYT being responsive to the needs of their students or context. Kim described her use of rewards, ensuring that they were tailored to each students’ needs,

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and that when a strategy or reward was no longer working she would have to come up with an alternative approach. Katherine, Laura, Kayla and Jessica commented that they would choose which strategies to use based on the needs of their students. Jessica used the example of 'tucker turtle' for calming down, and said that in her current class she didn't really have any students who required strategies for calming down, but she would use it if necessary.

When considering the implementation of IYT in regards to classroom context, Katherine stated that she had needed to adapt some of the strategies to fit her large class size. She commented that the IYT training vignettes "had a group of like six or seven students... Currently when we look up at our 70 students, we think 'okay how is this going to work?'" Jessica commented that the way that the IYT strategies were portrayed in the training vignettes did not align with the NZ context and culture, and that in order for her to successfully implement them, she had to "translate it in ...[her]... head".

Kim, Katherine and Laura commented that IYT provided them an opportunity to be reflective in their practice. Katherine framed this as the opportunity to identify what she was already doing, and how to refine her practice. As mentioned, Laura stated that her IYT training course was condensed in timeframe, and she wondered "if the more protracted ones give you more time to reflect and work on each component." Throughout the interview process, four of the teachers provided examples of their reflective practice. Kim reflected on how the collective experience of IYT had shifted teachers' responsibility for children to a collective responsibility for supporting children with challenging behaviour. Katherine commented that IYT's positive focus had made her school "a happier and more relaxed place". Laura described how the IYT course, and her ongoing learning and implementation had encouraged her to reflect on "relational and cultural pedagogy, and that has really drawn upon us to say 'what does that look like?'" Jessica commented that IYT "made me try to concentrate on the positive more. Hopefully it did. I'm glad I got the opportunity to do it, that's for sure."

### **Summary**

The findings indicate that these five teachers were generally positive about IYT and their experiences of implementation. However, they indicated various improvements that they felt could be made in relation to the IYT course content, and the supports that may assist their ongoing implementation. Most notably, the teachers were all very positive about the alignment between IYT, their own teaching values and the values of their school; and the way that PB4L supported, or could support, their ongoing

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implementation of IYT. The relation of these findings to the three research questions will be discussed in chapter five, in relation to relevant literature regarding IYT and teacher PLD.

### Chapter 5: Discussion

The purpose of this research was to understand teachers' perceptions of their ongoing implementation of IYT, with the aim of investigating how teachers can best be supported to sustain their implementation of IYT to address children's challenging behaviour. The current study explored: (1) What aspects of IYT teachers were continuing to implement in their practice; (2) Why teachers were continuing to implement these aspects of IYT, and what factors supported or hindered this; and (3) How culturally appropriate the teachers found the IYT aspects they were continuing to implement. This chapter discusses the findings presented in the previous chapter, in relation to relevant literature. This discussion is presented in two sections relating to the themes: Supports and Barriers for Ongoing Implementation, and Positive Outcomes of IYT, as depicted in Figure 3. The findings are then considered in relation to the research questions.

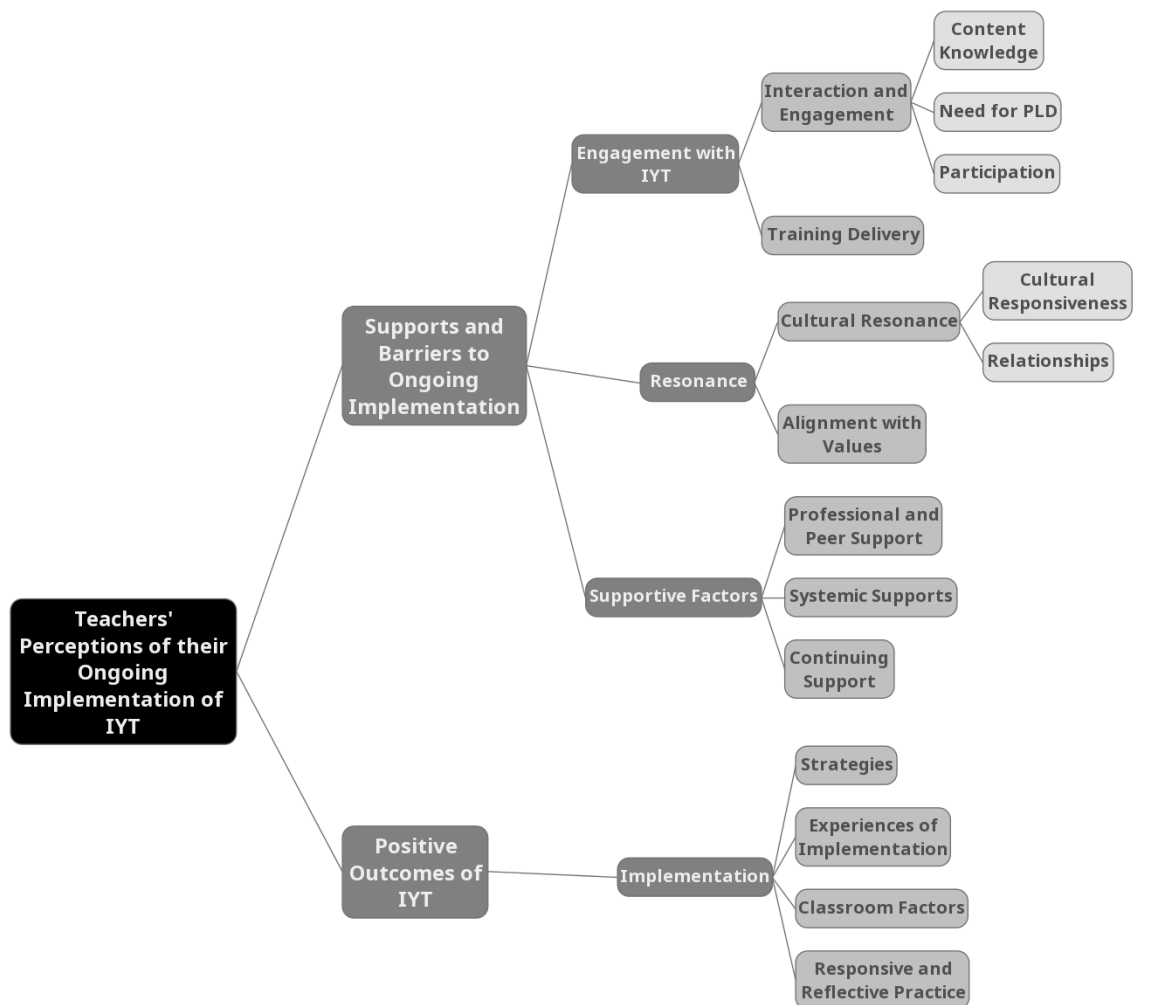


Figure 3. Thematic network of teachers' ongoing implementation of IYT.

### **Supports and Barriers to Ongoing Implementation**

**Experience of initial PLD.** Overall, the teachers in this study were positive about the delivery of the IYT training, commenting on the structure, timing, duration, group facilitators, training environment and refresher. In particular, the teachers were positive about the duration of the sessions, and the time between the sessions, as it allowed for time to complete the training activities and reflect on their learning. The teachers' reports of reflection between sessions is consistent with Webster-Stratton's (2016) prescribed training, and literature regarding reflection on learning as an important aspect for effective PLD (Garet et al., 2001; Guskey, 2000; Timperley et al., 2007). One of the teachers explicitly described the training delivery as occurring within a safe environment, which Lassonde and Israel (2009) describe as an important consideration for supporting teachers to engage in collaborative group learning related to PLD.

The teachers reported enjoying the opportunity to interact with other teachers during the IYT training, commenting on the valued opportunity to discuss similar or different experiences and share ideas. This finding is consistent with other studies which found that teachers who interacted with other teachers during the IYT training were more likely to report benefits to their engagement with the content, and later to their ongoing implementation (Hutchings et al., 2007; Wylie & Felgate, 2016b). In the current study, the teachers who undertook IYT with other teachers from their school reported valuing this opportunity for collective participation, which supported their ongoing learning and implementation of PLD; whereas the sole teacher in another school found the lack of collegial support a barrier. This finding mirrors the literature regarding the importance of collective participation in PLD training and implementation (Birman et al., 2000; Desimone et al., 2002; Garet et al., 2001; Guskey, 2002; Opfer & Pedder, 2011).

In the current study, the teachers differed in their perceived need to undertake PLD related to behaviour management. One of the teachers commented that a low perceived need may be related to a superficial level of engagement with the IYT content. However, the teachers' differing perceived need for PLD did not align with whether they reported IYT as new learning or not. The teachers either described the IYT content as refreshing their prior knowledge, as new learning, or both. The teachers' perceived need for PLD could be considered in relation to their self-efficacy for managing challenging behaviour. Overall, a perceived lack of need for PLD, or lack of

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self-efficacy, did not align with the content being considered new learning. This finding is congruent with research that suggests that low self-efficacy can provide teachers with motivation for learning and development (Wheatley; 2002); and high self-efficacy can relate to teachers' perceived efficacy of PLD (Han & Weiss, 2005). This means that low self-efficacy may be a motivating factor for teachers to engage in PLD learning to increase their perceived efficacy for managing behaviour; while teachers with a high-self efficacy may be confident in their practice and perceive PLD, such as IYT, as effective, thus enhancing their engagement and sustained implementation.

**Resonance.** The present study found a strong alignment between participants' teaching values and philosophies and their perceptions of IYT. Teachers commonly remarked that IYT was a good fit for their personal and school beliefs, and was now ingrained in their practice. Coburn (2011) describes the fit between PLD and teachers' values and experience as an important factor for teachers' implementation of PLD into practice. All of the teachers found their school learning culture conducive to their ongoing implementation of IYT, a consideration widely described in the literature as underpinning teachers' transfer of PLD into collective practice (MacBeath & Mortimore, 2001; MacGilchrist, Myers & Reed, 2004; Timperley et al., 2007).

However, two aspects of IYT were identified as incompatible with the teachers' values: the high focus on extrinsic motivation compared to intrinsic, and a perception that IYT did not address the needs of children with severe challenging behaviour. These areas of mismatch influenced the teachers' implementation of reward strategies and their perceptions of the usefulness of IYT to address challenging behaviour. This mismatch highlights Desimone and colleagues' (2002) findings that for effective practice change, teachers must find a coherent connection between the PLD content and activities, and their own values, knowledge and experience.

All of the teachers identified the mismatch of the IYT vignettes to the NZ context, some commenting that they would have liked more integration of Māori tikanga and Pasifika culture into the IYT content. This finding is consistent with Wylie and Felgate's (2016b), who found that Māori teachers "sought more linkage between IYT and Te Mātauranga" (p.76). Wylie and Felgate (2016b) also discuss their similar findings related to teachers' ambivalence about the appropriateness of the IYT vignettes to the NZ context; however, the authors suggest that group facilitators have a key role in reducing such ambivalence by incorporating aspects of NZ culture, examples and illustrative material into the discussion of the vignettes.

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Some of the teachers felt that the collective model of IYT and the emphasis on collaboration was an appropriate approach for supporting Māori achievement. Webster-Stratton (2016) considers IYT to be appropriate for use across cultures, as the vignettes depict children and families from a variety of cultural backgrounds, and the group facilitators are trained to lead the IYT training in a collaborative way that allows the content to be tailored to individuals' cultural differences and personal values. This reflects the current study's finding that it was the teachers' individual implementation which made IYT responsive to the needs of students from various cultures. For example, building strong positive relationships with students, and using knowledge of the student and their culture to choose the most appropriate strategies to employ was considered the overriding factor for supporting all students. The current study found that building positive relationships with students and whānau was a key aspect for the success of implemented IYT strategies, which highlights Webster-Stratton's (2011) belief that such relationships are a prerequisite for increasing student motivation, compliance and learning outcomes.

### **Ongoing implementation supports.**

*Professional and peer support.* The current study identified the factors that support and hinder teachers' ongoing implementation of IYT. The teachers valued support from the group facilitators and RTLBs, in terms of receiving feedback, resources and planning support, as prescribed by Webster-Stratton (2011). As the RTLBs were commonly also the group facilitators, the teachers reported that this increased the consistency of the plans and strategies being implemented, which is a key aspect for effective behaviour management (Blisset et al., 2009b; Church, 2003). Interaction and collaboration with other teachers across the school was reported as a factor supporting teachers' ongoing use of IYT. While none of the teachers engaged with professional communities outside of their schools, the teachers from the PB4L school found their collective experience of IYT a valuable aspect of supporting their implementation of IYT in a collaborative way, particularly within their Modern Learning Environment (MLE) classrooms. According to Birman and colleagues (2000), collective participation and support from other professionals provides teachers with opportunities to discuss their PLD learning and implementation, and share resources, strategies and experiences; which increases their active engagement with PLD, and its sustainability. The teacher from the non-PB4L school found her isolated experience of

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IYT a challenge as she was not able to easily develop consistency with other teachers, a concern also identified by Wylie and Felgate (2016b).

Throughout the literature, active school leadership has been identified as an important aspect of supporting teachers' engagement with and sustained implementation of PLD (Opfer & Pedder, 2011; Philips, 2003; Taylor et al., 2005; Timperley et al., 2007). The current study found that leadership supported teachers' ongoing implementation of IYT through their shared understanding and familiarity with IYT, checking in and offering assistance, and by promoting PB4L. The concept of collaboration between teachers and leadership described by the teachers in the current study as 'checking in' aligns with the findings of Taylor et al (2005), who posit that school leadership can increase the efficacy and sustainability of teachers' PLD implementation. Taylor and colleagues (2005) investigated the implementation of a school-wide reading reform across two years in 13 US schools. They found that leadership that encouraged collaboration enhanced both student outcomes and the sustainability of the teachers' PLD implementation.

**Systemic supports.** PB4L was identified as a valuable systemic support for IYT, with the teachers in the school involved in the PB4L initiative valuing the framework, and the other participant identifying its potential value. The teachers praised the PB4L framework for contributing to the development of consistent expectations for positive behaviour and a common language; and the utility of the behaviour data system for ease in identifying and managing behaviour incidents. This is congruent with Boyd and Felgate's (2015) research which found that teachers associated PB4L with the development of a positive school environment, and a decrease in behavioural incidents. In terms of what would enable and support ongoing implementation, the teachers in the current study wanted additional refresher courses, and more time to observe and reflect on their own practice, factors also identified by Wylie and Felgate (2016b). Interestingly, the teachers in the current study that wanted a refresher had undertaken their IYT training as early as 2010, and as recently as 2017.

### **Positive Outcomes of IYT**

**Ongoing implementation.** The current study identified six IYT strategies that the teachers were continuing to use: *rewards and reinforcement, social conversations, planned ignoring, proximal praise, time out* and *positive behaviour management*. Four of the teachers commented on their use of IYT strategies with a positive focus, by using praise, incentives and rewards, positive behavioural expectations, proximal praise and a

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ratio of more positive to negative comments. This qualitative finding of the positive focus associated with IYT is congruent with international and NZ quantitative research which found that teachers were using or reported using significantly more positive classroom management strategies after completing the IYT training (Fergusson et al., 2013; Hickey et al., 2017; Leckey et al., 2016, Wylie & Felgate, 2016b). Additionally, some of the teachers in the current study described IYT as proactive, by setting clear expectations for behaviour and using antecedent-based strategies to minimise and prevent the occurrence of challenging behaviour.

Time out was the most commonly talked about strategy in the current study, and teachers regarded it both positively and negatively. While some of the teachers found time out an effective strategy, there was agreement about the challenges associated with implementing time out effectively. This was either due to available resources and teacher attention, children's severe behavioural needs, or the mismatch between IYT's and PB4L's time out process. While research shows that IYT can be effective when integrated with other approaches to manage challenging behaviour (Herman et al., 2011; Raver et al., 2008; Reinke et al., 2014; Webster-Stratton et al., 2004), it is important that the approaches share foundational values and strategies (Blisset et al., 2009b). A teacher in the current study identified that she felt IYT's time out was not congruent with PB4L's process of time out, which also includes a restorative aspect. Consequently, this mismatch between strategies was a barrier to her fidelity in implementing IYT's time out, as her own values aligned with PB4L's focus on restoration.

According to research, it is common for teachers to experience challenges when implementing PLD into practice (Kennedy, 2016). The current study found that teachers identified a shortage of time and workload pressures to be barriers to their ongoing implementation of IYT. The teachers commonly reported that it was challenging to adapt the strategies portrayed in vignettes with a group of six children to their MLE classrooms with class sizes ranging from 54 to 70 students; large class size also being identified as a challenge for implementing IYT by Hickey and colleagues (2017). These findings also mirror Wylie and Felgate's (2016b) findings from a larger sample of teachers in NZ.

There is a paucity of research considering the role of MLEs and shared collaborative teaching spaces in regards to managing challenging behaviour or implementing IYT. As all of the teachers in the current study were incidentally

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currently teaching in an MLE, this research provides new insight into the implementation of IYT as part of teacher PLD within this collaborative context. A particular strength of this research is that the teachers identified various factors that they felt were necessary in this context to allow for successful outcomes of IYT. Firstly, the teachers commented on the need for consistency in planning and implementation regarding behaviour management as a foundation for successful prevention and remediation of challenging behaviour, also reflected in the literature (Blisset et al, 2009b; Church, 2003). Secondly, the teachers valued the opportunity to work collaboratively, as it allowed them to share the workload, draw on each other's strengths and ideas, and consciously and sub-consciously (through observation) remind each other to use the IYT strategies. This concept of collaborative teaching could be linked to research regarding professional communities and the value of teachers sharing their PLD knowledge and experience (Birman et al., 2000; Lasonde & Israel, 2009). Additionally, the current study's finding that teachers in the MLE were able to support each other's implementation of IYT through collaboration is congruent with research that suggests collaboration and ongoing support is a core factor in the sustainability of PLD (Darling-Hammond & Richardson, 2009; Korthagen, 2016) and the sustainability of IYT (Webster-Stratton, 2016; Wylie & Felgate, 2016b; 2016d).

The current study found that teachers identified their implementation of IYT as responsive to the needs of their students and the context. Most of the teachers also commented that IYT provided them the opportunity to be reflective in their practice, a key foundation of IYT (Webster-Stratton, 2016). The concept of IYT being culturally responsive has been discussed earlier and one of the teachers gave an example of her reflective practice in regards to supporting Māori through culturally responsive pedagogy. She identified the need for teachers to really consider what culturally responsive practice looks like, not just at a superficial or tokenistic level. Research has shown that teachers' implementation of IYT can be effective across a range of cultures (Baker-Henningham et al., 2012; Baker-Henningham et al., 2009; Hickey et al., 2017; Leckey et al., 2016), and in NZ (Fergusson et al., 2013); which can be attributed to the incorporation of cultural values and knowledge into the delivery of the standardised IYT training (Webster-Stratton, 2011). Additionally, deep and ongoing engagement with PLD content, such as questioning what really constitutes culturally responsive practice, is linked to the sustainability of PLD implementation (Garet et al., 2001; Timperley & Phillips, 2003).

### Summary

In this section, the key findings of the current study are considered in relation to the questions that guided this research. The current study particularly contributes a new in-depth perspective on the ways in which collaborative teaching in an MLE can support teachers' sustained implementation of IYT for behaviour management. Additionally, the reflections of the teachers in the current study provides new insight into the value of using reflective and responsive practice to meet the needs of students in a culturally responsive way.

The first research question considered what aspects of IYT the teachers were continuing to implement in their practice. The teachers varied in the strategies that they were continuing to use and found most effective. They were in agreement about the value of using positive-based approaches to create a positive classroom environment, as this commonly aligned with the teachers' and school's values and philosophies. While most of the teachers implemented IYT as a proactive approach to managing behaviour, one of the teachers used the IYT strategies in relation to managing the behaviour of specific children with additional needs. The teachers appeared to be continuing to use a responsive approach to implementing IYT by adapting their practice according to the specific needs of the children within their context. Additionally, the teachers used reflection to consider the effectiveness of their practice at managing the needs of their students, sometimes in regards to the cultural appropriateness of their pedagogy. Teachers' examples of reflections in the current study provided new insight into how the teachers were using reflective practice, and the positive impact it could have on their practice.

The second research question considered why the teachers were continuing to implement those aspects of IYT, and the factors that were supporting and hindering their ongoing implementation. It was identified that the strategies teachers were continuing to implement were those that (i) aligned with the teachers' values and teaching philosophies; (ii) aligned with the schools' learning culture; (iii) were considered effective and responsive to students' needs; and (iv) were able to be implemented based on the available resources and support.

The current study provides a valuable new unexpected perspective in considering the role of the MLE in supporting teachers' implementation of IYT as PLD to manage challenging behaviour. The consideration of the MLE is of particular importance to the NZ context as both MLEs and IYT are a central feature of the current

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MoE strategy (MoE, n.d.). In the current study, teachers identified support from other teachers in the MLE, or across the school as an important factor for the sustainability of their IYT implementation for numerous reasons. A collective experience of IYT allowed teachers to develop consistency in planning and implementation; work collaboratively to share the workload, ideas and resources; and provide conscious and sub-conscious reminders to use the IYT strategies. Group facilitators and RTLBs were considered supportive to teachers' implementation, by providing feedback and resources, and increasing the consistency of behaviour management plans. Leadership was also considered fundamental to supporting IYT as a source of help, and through shared knowledge of IYT.

PB4L was identified as the most valuable systemic support for teachers' sustained implementation of IYT, as it provided a school-wide framework for developing consistent expectations and strategies to manage behaviour. The teacher at the non-PB4L school identified PB4L as a desired support, as she felt that her isolated experience of IYT and lack of collegial support and consistency with other teachers was a barrier to her sustained implementation of IYT. Other desired supports included time for observations and reflection on practice, and a refresher of IYT.

Aspects of the delivery of the IYT training course were considered either a support or barrier to teachers' engagement with the content, and the resulting impact on their sustained implementation. The duration, timing and structure of the course were praised, and the teachers particularly valued the opportunity to interact with other teachers. Deep engagement with the content was identified as important for being able to implement IYT into practice, particularly in a culturally responsive way. Interestingly, deep engagement was connected to all levels (high or low) of the teachers' perceived need for PLD related to behaviour management, and whether the teachers perceived the content as either refreshing their prior knowledge or as new learning.

The third research question considered teachers' perceptions of the cultural responsiveness of IYT to the NZ context. While many of the teachers sought more tikanga Māori and Pasifika elements embedded into the course content, the teachers were generally positive about the potential for IYT to support Māori achievement. The teachers identified IYT as able to support Māori achievement through the focus on collaboration. Some of the teachers identified IYT as culturally responsive based on their own implementation, underpinned by relationships with students and cultural

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knowledge. The cultural mismatch of the vignettes to the NZ context was identified universally, however, the teachers found they were able to 'translate' the depicted strategies to fit the NZ context.

### **Chapter Six: Conclusion**

This chapter concludes the thesis by considering the contribution of the study, the practice implications related to the findings, the strengths and limitations of the study and possible areas for future research. The current study provides an in-depth perspective on teachers' ongoing implementation of IYT as PLD in the NZ context. The study has identified factors that act as supports and barriers to teachers' ongoing implementation of IYT. Additionally, it has provided examples of the ways in which the teachers adapted their use of IYT to be culturally responsive to NZ.

#### **Practice Implications**

This section considers the practice implications of the study's findings, and makes three recommendations to support teachers' ongoing implementation of IYT. Though not the original intent, the study considered the role of MLEs in supporting teachers' sustained implementation of IYT, as all of the participants were incidentally teaching in MLEs. This insight is a valuable unexpected contribution to NZ research, as there is a paucity of research considering PLD, IYT and behaviour management within MLEs, both of which are currently a central feature of MoE strategy (n.d.), increasing the likelihood that teachers implementing IYT will likely be doing so in the context of an MLE. It is suggested that teachers in the MLE engage in collaboration with their co-teachers, and teachers across the school, to enhance their sustained implementation of IYT. This recommendation draws on various findings from the current study. Firstly, the teachers identified support from their peers and other professionals as a valuable factor for their ongoing implementation of IYT for two main reasons: (i) the collaborative interactions allowed for the sharing of resources, ideas and the workload; and (ii) collaboration within the MLE enhanced the consistency and effectiveness of behaviour management. Additionally, the teachers identified peer support within the MLE as contributing to the sustainability of IYT as it provided ongoing opportunities for the teachers to consciously and subconsciously remind each other to use IYT. As Webster-Stratton (2016) also considers the importance of collective group processes to the success of IYT, the MLE context can be seen as being conducive to the effectiveness and sustainability of IYT.

The second recommendation is that IYT is embedded within the systemic support provided by PB4L to enhance the consistent management of challenging behaviour through explicit expectations. This recommendation is based on this thesis' findings which demonstrated that teachers valued the PB4L framework for consistent

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behaviour management, which aligned with the IYT philosophy and their own values. Although IYT is already an integrated initiative under the PB4L framework, some IYT trained teachers are not working in schools that have implemented PB4L. While the priority schools for PB4L were initially low decile schools and those with a high population of Māori and Pasifika (MoE, 2015b), it is suggested that PB4L be promoted to a wider audience, as to enable teachers' ongoing implementation of IYT.

Finally, it is recommended that the IYT group facilitators mediate the use of the training vignettes by facilitating a discussion about the adaptation required for IYT to be implemented with fidelity in a culturally responsive way; and encouraging teachers to reflect on the cultural relevance of their practice. The teachers in the current study provided reflective examples of the adaptations they found effective, such as using their knowledge of the children and their culture to choose the most appropriate strategies to employ, and considering which strategies were feasible based on available resources and class size. This recommendation is related to Webster-Stratton's (2011) suggestions that the group facilitators incorporate relevant cultural material into the prescribed IYT content in order to enhance the cultural responsiveness of IYT to each individual context; and that reflective practice is an important aspect of teacher learning and practice change.

### **Strengths and Limitations**

In order for the findings from qualitative research to be credible and trustworthy, it is important that the research process demonstrates validity and reliability (Patton, 2015). The methodology employed in this study includes numerous strengths to enhance the findings. Firstly, the credibility and reliability of the findings was increased by employing peer review through the data collection, coding and interpretation process, as suggested by Mills (2014) and Patton (2015). Seeking feedback from individuals with relevant knowledge and experience provided the opportunity to consider alternate interpretations of the data, and confirm the findings. Additionally, by member-checking the interview transcripts with the participants, the credibility and reliability of the findings were further enhanced (Mills, 2014), as this increased the accuracy of the collected data.

As the external validity or generalisability of findings is not a common aim of qualitative research due to the context-bound nature of the inquiry, Guba (1981) suggests that qualitative researchers consider the transferability of their findings. Transferability refers to researchers' ability to develop descriptive and context-relevant

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statements about their topic. In the current study, transferability was achieved by collecting detailed data through interviews, and including descriptions of the participants and their context. According to Patton (2015), as the collected data is detailed and information-rich there is the potential to consider the application of the findings. By considering the contextual variables related to the current study's findings, it is possible to consider situations in which the practice implications may be applicable, or similar results may be found. Additionally, the transferability of the findings within the NZ context is particularly important given the paucity of literature related to the cultural relevance of IYT to NZ.

Finally, the confirmability of the findings was maximised via reflexivity - that is, explicitly stating the positionality of the researcher in order to include a transparent account of the subjective factors influencing the data collection and interpretation. By including this positionality, readers of this research are able to ascertain the degree to which the researcher's positionality has impacted the findings (Thorne et al., 2004).

The limitations of this study include the small sample size, which was due to time constraints, location considerations and the availability of voluntary participants. By adjusting the eligibility criteria for participants, this limitation was minimised slightly without compromising the quality of the data collected, as the intention of the original participant criteria was upheld. As all of the teachers in the current study were positive about IYT, there is a potential positive bias of the findings, as their positive orientation towards IYT may have motivated them to share. This could have potentially been mediated by a larger sample size, however, this was not feasible for the current study.

### **Areas for Future Research**

The current study provided a new in-depth perspective considering teachers' perceptions of the supports and barriers to the sustainability of IYT, with particular focus on the cultural relevance of IYT to NZ, and incidentally, the role of the MLE. Future research could build upon the findings of this study in various ways. Firstly, it is suggested that future research involve a larger sample size of teachers with wider cultural representation, in order to gain a broader and more holistic understanding of teachers' perceptions. By investigating the perspectives of Māori teachers, tamariki and whānau using an ethnographic or Kaupapa Māori approach, future research may address the paucity of research involving indigenous perspectives in regards to the

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implementation of IYT in NZ, and help to ensure the principles of the Treaty of Waitangi are upheld.

Secondly, it may be interesting to employ a similar research focus in the Early Childhood sector, and consider the fit between IYT and Te Whāriki, the Early Childhood curriculum (MoE, 2012). Research across these sectors of the education system may provide a foundation for understanding how teachers can be supported to manage challenging behaviour, and how to achieve effective and consistent IYT implementation as children transition from Early Childhood to primary school. Additionally, although the teachers in the current study did not identify the MoE's (2018) Kāhui Ako/Communities of Learning as a specific support for their ongoing implementation of IYT, future research into the potential for Kāhui Ako to support teachers' consistency of sustained IYT implementation across the education sector may be a valuable consideration for supporting teacher practice and student outcomes.

Finally, future research may build upon the unexpected findings related to IYT in the MLE. By using a larger culturally representative sample, and employing observations and interviews, research may investigate how to maximise the potential for collaborative teaching and the MLE classroom space to contribute to the sustainability of IYT.

### **Final Thoughts**

Overall, the current study found that IYT fits well with the teachers' values, and their school culture. With professional, peer and systemic support, the teachers were able to implement IYT in a culturally responsive way in order to continually meet the needs of their students. Working within the education sector, much of what the teachers in the current study expressed resonated with me, particularly in terms of requiring ongoing support to apply professional learning to practice, and taking the time to reflect. I hope that in the years to come I can continue to reflect on how best to implement proactive and positive behaviour management strategies to support our tamariki in their lifelong learning journeys.

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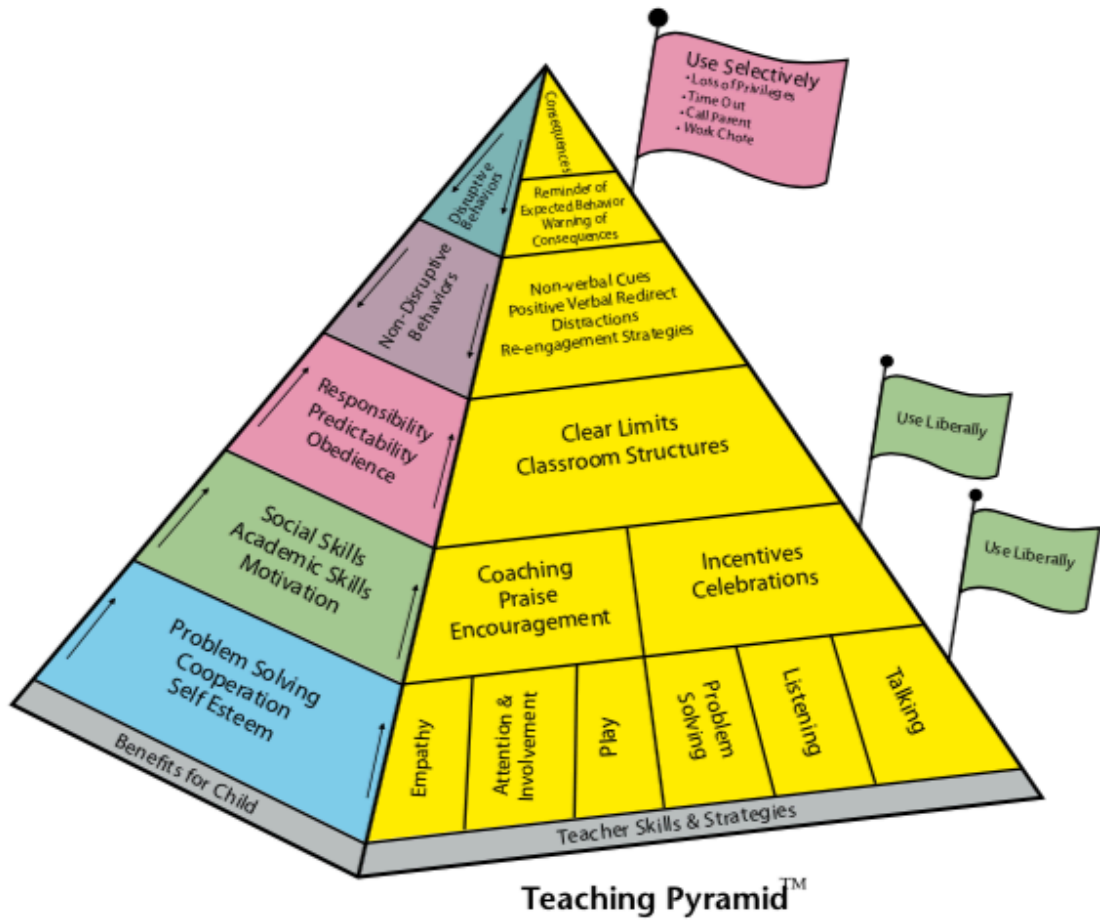
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Appendix A: IYT Pyramid of Strategies



(Webster-Stratton, 2011, p. 32)

**Appendix B: Information Sheet for Principals**



***The Incredible Years Teacher Classroom Management Programme: New Zealand Teachers' Experiences and Perceptions of Implementation***

**INFORMATION SHEET FOR PRINCIPALS & BOARD OF TRUSTEES**

Dear Principal and BOT

My name is Evanni McGovern, and I am a student of the Masters in Educational Psychology programme at Massey University. As part of my study I intend to explore teachers' experiences and perceptions of implementing the Incredible Years Teacher (IYT) classroom management programme following their training/professional development. I would like to invite teachers in your school to be part of my study.

Attached is a Consent Form for Principals, to be completed if you consent to the teachers in your school participating in this study, should they wish to.

**Project Description**

The Incredible Years Teacher (IYT) Classroom Management Programme is an internationally recognised course which aims to assist teachers in developing their skills and strategies to manage challenging behaviour in the classroom. The IYT training consists of six sessions delivered to groups of educators over six months, with a one-day follow up three months later.

The purpose of this research project is to understand the experiences and perspectives of New Zealand primary school teachers in terms of the implementation of IYT, the factors that support or hinder this, and the cultural applicability of IYT to the New Zealand mainstream classroom context. This study can contribute to our understanding of factors that could assist in sustaining the implementation of IYT in an ongoing manner in New Zealand classrooms. This research is being supervised by Dr Elizabeth Doell and Dr Vijaya Dharan, both of Massey University's Institute of Education.

**Participant Identification and Recruitment**

I plan to interview 5 – 7 primary school teachers who have completed the IYT training. Participating teachers must:

- Have completed the IYT training between 2014 and 2016
- Be currently teaching classes years 1 – 4

**Project Procedures**

## TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

Principals are asked to provide written consent to allow the teachers in their school to participate in this study. Principals will then be asked to distribute Information Sheets (provided by me) to the teachers in their school. Teachers interested in participating will then be able to contact me directly, at their discretion, via phone or email to receive further information. Once the teachers have consented, I will interview them individually during Term 3, 2018, at a time and place suitable to the teachers. They will also have the option of being interviewed via skype should they prefer it. The interviews are expected to take no longer than 60 minutes.

Participants will have the opportunity to review and edit the transcript of their interview, and will receive a summary of the study findings after the assessment of the thesis.

Please see the attached Information Sheet for Teachers for more detailed information.

### **Contacts**

Thank you for taking the time to consider this invitation for your school to participate. Should you have any further questions please do not hesitate to contact:

#### **Researcher**

Evanni McGovern



#### **Research Supervisors**

Dr. Elizabeth Doell  
Email: e.h.doell@massey.ac.nz  
Phone: 09 414 0800 ext. 41488

Dr. Vijaya Dharan  
Email: V.M.Dharan@massey.ac.nz  
Phone: 06 356 9099 ext. 84315

#### **Massey University Research Ethics**

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 18/27. If you have any concerns about the conduct of this research, please contact A/Prof David Tappin, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43384, email humanethicsnorth@massey.ac.nz.

**Appendix C: Consent Form for Principals**



***The Incredible Years Teacher Classroom Management Programme:  
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**PRINCIPAL AGREEMENT TO CONDUCT RESEARCH**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree for teachers in my school to be involved in this research project

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

BOT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Full Name - printed \_\_\_\_\_

School: \_\_\_\_\_

**Appendix D: Information Sheet for Teachers**



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***The Incredible Years Teacher Classroom Management Programme: New Zealand Teachers' Experiences and Perceptions of Implementation***

**INFORMATION SHEET FOR TEACHERS**

Dear Teachers

My name is Evanni McGovern, and I am a student of the Masters in Educational Psychology programme at Massey University. As part of my study I intend to explore teachers' experiences and perceptions of implementing the Incredible Years Teacher (IYT) classroom management programme following their training/professional development. I would like to invite teachers in your school to be part of my study.

You have been invited to participate as one of the teachers who have undertaken the IYT training between 2014 and 2016, and are currently teaching a class in years 1 to 4.

**Project Description**

The Incredible Years Teacher (IYT) Classroom Management Programme, as you know, was aimed at teachers in developing their skills and strategies to manage challenging behaviour in the classroom. The purpose of this research project is to understand your experiences and perspectives in terms of the ongoing implementation of IYT, the factors that support or hinder this, and the cultural applicability of IYT to the New Zealand mainstream classroom context. This study can contribute to our understanding of factors that could assist in sustaining the implementation of IYT in an ongoing manner in New Zealand classrooms. This research is being supervised by Dr Elizabeth Doell and Dr Vijaya Dharan, both of Massey University's Institute of Education.

**What Will It Involve**

I will be conducting an interview with you, either face to face or via skype, at a time and place that is convenient to you. The interviews are expected to take no longer than 60 minutes, and will take place in Term 3, 2018.

The interview transcripts will be returned to you to review and edit, if needed. You will also receive a summary of the study findings after the assessment of the thesis.

**Data Management**

Interview notes, audio recordings and interview transcripts will be the primary data source for this research.

All information collected will be kept confidential. Pseudonyms of your name and school will be assigned for data analysis and reporting, meaning your responses will not be associated

## TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

with you or your school in any way. Any identifying characteristics (e.g. place names) will also be removed from the interview transcripts.

Please note that every effort will be made to maintain participant confidentiality and anonymity by removing identifying data, and by excluding quotes from my report that have the potential to identify you.

Once transcribed, the sound recordings will be deleted immediately. The interview transcripts will be stored in a password protected digital folder on the hard drive of my supervisor, Dr. Elizabeth Doell, only accessible to my supervisors and myself. The transcripts will be kept for five years for the purpose of future further writing (e.g. academic journal articles); after which time they will be deleted.

### **Participant's Rights**

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study (within two weeks of being interviewed);
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- ask for the audio recorder to be turned off at any point during the interview;
- be given access to a summary of the project findings when it is concluded.

### **Contacts**

Thank you for taking the time to consider this invitation to participate. If you wish to participate in this study, or should you have any further questions please contact me (the researcher):

### **Researcher**

Evanni McGovern



### **Research Supervisors**

Dr. Elizabeth Doell  
Email: e.h.doell@massey.ac.nz  
Phone: 09 414 0800 ext. 41488

Dr. Vijaya Dharan  
Email: V.M.Dharan@massey.ac.nz  
Phone: 06 356 9099 ext. 84315

### **Massey University Research Ethics**

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 18/27. If you have any concerns about the conduct of this research, please contact A/Prof David Tappin, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 x 43384, email humanethicsnorth@massey.ac.nz.

## Appendix E: Interview Protocol

### Interview Protocol for Teachers

#### *Introductions*

*Opportunity for cultural protocols as appropriate*

*Thank you for agreeing to participate in this interview. This interview is part of my research project investigating teacher's perceptions about the ongoing implementation of IYT into classroom practice. You have the right to decline to answer any questions. This interview will be audio recorded. At any time, you can ask for the recorder to be turned off. Following the transcription of the interview, the recording will be deleted. The transcription will be confidential and will not include any identifying information such as your name, school or place names. You will get the opportunity to review the transcript, and will receive a summary of the findings of this project. Do you have any questions before we begin?*

#### **Teacher Professional Details**

The first few questions are around your professional background.

Can you please tell me:

How long have you been teaching?

Your current role in the school?

Any additional responsibilities?

When did you complete IYT?

What did you know about IYT before attending the training?

How effective was IYT as part of your professional learning and development?

Prompts: duration, timing, workshops

#### **Implementation of IYT in Your Classroom**

Tell me about one of the IYT strategies you have implemented in your classroom

Prompt: How successful was that?

Prompt: What changes did you notice in the classroom?

Was there a time when an IYT strategy you used was not successful?

Prompt: Why was that?

How well do you think the IYT course content aligns with your personal teaching strategies and values?

Prompt: How has this influenced how you are continuing to implement aspects of IYT?

## TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

What kind of supports are available to IYT trained teachers in your school for ongoing implementation of aspects of IYT?

Prompt: Can you tell me about any support you have had from the course facilitators or a professional community?

Are there any other factors that would be more supportive for you to continue implementing aspects of the programme?

How well do you think IYT aligns with the learning culture of your school?

Prompt: Has this impacted your ability to implement IYT strategies?

### **Cultural Factors**

What do you think about the cultural relevance of the IYT aspects you are continuing to implement for New Zealand mainstream classrooms?

Are there any aspects of IYT that you think could be adapted to fit with the New Zealand mainstream classroom context?

How do you think IYT supports Māori achievement?

Has IYT had any impact on the way you build relationships with your students and their whanau? In what ways?

If you were given the opportunity to implement the IYT programme in your own way, how would you do it?

Prompt: what would you have done differently?

*Offer opportunity to add anything further. Any final questions. Thank you/Goodbyes*

**Appendix F: Consent Form for Teachers**



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**PARTICIPANT CONSENT FORM - TEACHER**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree / do not agree to the interview being sound recorded.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name - printed \_\_\_\_\_

**Appendix G: Transcript Release Form**



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**AUTHORITY FOR THE RELEASE OF TRANSCRIPTS**

I confirm that I have had the opportunity to read and amend the transcript of the interview(s) conducted with me.

I agree that the edited transcript and extracts from this may be used in reports and publications arising from the research.

**Signature:**

**Date:**

.....

**Full Name –  
printed:**

.....

Appendix H: Example of Transcript Coding

Excerpt from interview 1	
<p><i>I: In terms of the practical side of IYT, like the workshops, did you find them suitable? For example, the time and duration of them?</i></p>	
<p>P: I really enjoyed going to the workshops because you're with like-minded, I mean, very rarely in teaching do you get a day to come out of your classroom and discuss the needs of your room. Discuss the children in your room. And you're with like-minded people who, you know, were happy to be honest, it was a very safe sort of environment to be honest in. The presenters were really good, but they were just so. When people make things look easy, there's a heck of a lot of work that has gone in behind to make it look so easy. And they made the whole day flow, and they had obviously done it before and made it interesting. It was a chance to be reflective about your teaching practices.</p>	<p>McGovern, Evanni OET: Opportunity to engage with other teachers</p> <p>McGovern, Evanni STE: Safe IYT training environment</p> <p>McGovern, Evanni EGF: Effective group facilitators</p> <p>McGovern, Evanni RP: Reflective practice</p>
<p><i>I: That's really cool. Can you tell me about any of the IYT strategies you used in the classroom that were effective?</i></p>	
<p>P: I'm trying to think back to last year, because we haven't had to do it with any kids this year, thankfully. But, because at the workshops we formed a plan, and I was able to take that back to the team, and we were all on the same page with what we were doing, and what the outcome was that we wanted. Because there was no, when you're in an MLE environment, it's very different to a single cell. So when you're with your team, and you're talking about children and how you're going to deal with things, which we were doing most days it was having that plan and everyone being on the same page. And that kid knew that whether it be me, or anyone else that took them to set up the day, we were all on the same page.</p>	<p>McGovern, Evanni CMLE: Consistency with other teachers in the MLE</p> <p>McGovern, Evanni CE: Classroom Environment</p> <p>McGovern, Evanni CMLE: Consistency with other teachers in the MLE</p>
<p><i>I: Can you give me an example of something that you all consistently did?</i></p>	
<p>P: Setting up the day. Explaining to him what was happening throughout the day, and what the rewards, he would choose his rewards, and we were all consistently doing that with him.</p>	<p>McGovern, Evanni SRR: Strategy - Routines, Reinforcement</p> <p>McGovern, Evanni CMLE: Consistency with other teachers in the MLE</p>
<p><i>I: Did you find that was effective?</i></p>	
<p>P: The effective thing was, I think, that all the teachers were consistent. I mean, he couldn't play one of us against another [laughs]</p>	<p>McGovern, Evanni CMLE: Consistency with other teachers in the MLE</p>

# TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

Excerpt from Interview 5	McGovern, Evanni SPBM: Strategy – positive behaviour management
<i>I: Can you please tell me about one of the IYT strategies that you've used in your classroom that you found effective?</i>	
P: I guess the positive behaviour management. So, like, you know, always doing 8 positives before you do a "George you need to be quiet now", that sort of thing. That's really good, it's so challenging, and you know, I still struggle with it. But it's always in my mind that you've got to start with the positives. And that's one of the things, and it's lovely that they start with that too, it sets the tone.	McGovern, Evanni CIS: Challenges to implement strategies McGovern, Evanni CIYTS: Consciousness of an IYT strategy during practice
<i>I: Did you notice changes in your classroom?</i>	McGovern, Evanni SPP: Strategy - proximal praise
P: Yeah, it is amazing, and just that, you know, using the proximal praise, you know so "George I like the way you're sitting up" and then suddenly the next person sits up too. That's just a strategy that we use every day, and we all use it. And it's quite good, because Suzanne, Kay and I have all done it now. And that's great because you help each other remember, and things like that. So it does work, definitely. The trick is just to make sure that you are doing it all the time. To make sure that you don't slip back to those old habits. Cause you notice the bad stuff more than you notice the good stuff, every time. So yes, you notice, I suppose, children respond so much better to the positive stuff, if you're being positive, then they become more positive. And then they want to be there because it's a positive space, so yeah it definitely does change the tone of the classroom, I think.	McGovern, Evanni CMLE: Consistency with other teachers in the MLE McGovern, Evanni S: Slippage McGovern, Evanni SPBM: Strategy – positive behaviour management McGovern, Evanni CE: Classroom environment McGovern, Evanni S: Slippage
<i>I: Were there any IYT strategies you found that weren't effective?</i>	McGovern, Evanni CIS: Challenges to implement strategy
P: I can't actually think of any, but it might be because I didn't use them. So, yeah I know we did quite a lot of good stuff on coaching, but there was something in that though that was really tricky, and I can't think of what it was. But I didn't find it worked, and I didn't think I used it. Oh, we did a lot of talking about ignoring behaviour, and at that time we had a few quite interesting children in the class, who you just couldn't ignore, cause they were hitting. So it's just stuff like that, that was really tricky. But we do talk about using, everyone uses it, all 3 teachers, and the kids use it and talk to each other about it too, about using your ignore muscle. If someone's bugging you. And that's just that, that's the good part of that that we use. And we do that in dinosaur school this year too.	McGovern, Evanni S: Slippage McGovern, Evanni SNE: Strategy not found effective McGovern, Evanni SPI: Strategy - Planned ignoring McGovern, Evanni CIS: Challenges to implement strategy McGovern, Evanni CMLE: Consistency with other teachers in the MLE McGovern, Evanni SPI: Strategy – planned ignoring McGovern, Evanni PSI: Partial strategy implementation McGovern, Evanni COS: Consistency with other strategies - IYCD

## TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

### Code Book – only including codes from above excerpts

Code Abbreviation	Code Name	Definition	Example
TLN	Teachers' view of their lack of need to do behaviour management PLD	Teachers' perceptions that they did not specifically need to undertake PLD related to behaviour management	"I'd heard about it. I heard about the parent workshops. And, I'd heard about other teachers going on it, but I actually thought it was for teachers who needed the strategies" 1
CP	Collective Participation	Multiple teachers in the same school doing the IYT training	"everyone in the school went through it, you know, got trained at some point" 1
OET	Opportunity to engage with other teachers	Teachers' experiences of having the opportunity to engage with other teachers through the IYT workshops	"I really enjoyed going to the workshops because you're with like-minded, I mean, very rarely in teaching do you get a day to come out of your classroom and discuss the needs of your room" 1
STE	Safe IYT training environment	Teachers' perceptions of the IYT workshop training environment as safe	"And you're with like-minded people who, you know, were happy to be honest, it was a very safe sort of environment to be honest in" 1
RP	Reflective practice	Teachers' perceptions of their opportunity to be reflective in their practice through IYT	"It was a chance to be reflective about your teaching practice" 1
EGF	Effective group facilitators	Teachers' perceptions of the IYT group facilitators providing effective delivery of training	"The presenters were <b>really</b> good, but they were just so. When people make things look easy, there's a heck of a lot of work that has gone in behind to make it look so easy. And they made the whole day flow, and they, had obviously done it before and made it interesting" 1
CMLE	Consistency with other teachers in the MLE	Teachers using strategies consistent with the other teachers in their MLE	"But, because at the workshops we formed a plan, and I was able to take that back to the team, and we were all on the same page with what we were doing, and what the outcome was that we wanted" 1 "That's just a strategy that we use every day, and we <b>all</b> use it. And it's quite good, because Suzanne, Kay and I have all done it now. And that's great because you help each other remember, and things like that. So it does work, definitely. The trick is just to make sure that you are doing it all the time" 5

## TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

CE	Classroom Environment	Teachers' perceptions about their classroom environment	"when you're in an MLE environment, it's very different to a single cell" 1 "And then they want to be there because it's a positive space, so yeah it definitely does change the tone of the classroom, I think" 5
SRR	Strategy - Routines, Reinforcement	Teachers explaining about their use of the IYT strategy – Routines, reinforcement	"Setting up the day. Explaining to him what was happening throughout the day, and what the rewards, he would choose his rewards"1
RP	Practice responsive to students	Teachers' adapting their practice based on the needs of students	"Well we had to keep changing the plan, because some things wouldn't work some days and the other things wouldn't work the other days"1
SPBM	Strategy – Positive behaviour management	Teachers explaining about their use of the IYT strategy – positive behaviour management	"I guess the positive behaviour management. So, like, you know, always doing 8 positives before you do a "George you need to be quiet now", that sort of thing"5
CIS	Challenges to implement strategies	Teachers experienced challenges related to implementing specific IYT strategies	"That's really good, it's so challenging, and you know, I still struggle with it"5
CIYTS	Consciousness of IYT strategies during practice	Teachers' consciously thinking about IYT strategies when they are teaching in the classroom	"But it's always in my mind that you've got to start with the positives" 5
SPP	Strategy - proximal praise	Teachers explaining about their use of the IYT strategy – proximal praise	"Yeah, it is amazing, and just that, you know, using the proximal praise, you know so "George I like the way you're sitting up" and then suddenly the next person sits up too" 5
S	Slippage	Forgetting or not using strategies, or slipping back into previous teaching habits	"To make sure that you don't slip back to those old habits" 5 "I can't actually think of any, but it might be because I didn't use them" 5
SPI	Strategy - Planned ignoring	Teachers explaining about their use of the IYT strategy – planned ignoring	"Oh, we did a lot of talking about ignoring behaviour, and at <b>that</b> time we had a few quite interesting children in the class, who you just couldn't ignore, cause they were hitting" 5
SNE	Strategy not found effective	Teachers' perceptions of an IYT strategy not being effective	"But I didn't find it worked, and I didn't think I used it" 5
COS	Consistency with other strategies - IYCD	Teachers perceptions of IYT being consistent with other behaviour management strategies that they use	"And we do that in dinosaur school this year too" 5
PSI	Partial strategy implementation	Teachers explaining that they use parts of strategies based on what is effective, relevant or do-able	"that's the good part of that that we use" 5

**Appendix I: Ethical Approval**



Date: 30 May 2018

Dear Evanni McGovern

Re: Ethics Notification - **NOR 18/27 - The Incredible Years Teacher Classroom Management Programme: New Zealand Teachers' Experiences and Perceptions of Implementation.**

Thank you for the above application that was considered by the Massey University Human Ethics Committee: **Human Ethics Northern Committee** at their meeting held on **Thursday, 24 May, 2018**.

Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Associate Professor Tracy Riley, Dean Research  
Acting Director (Research Ethics)

**Research Ethics Office, Research and Enterprise**

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