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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

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TEACHERS' PERCEPTIONS OF ONGOING IYT IMPLEMENTATION

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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