



STAGE TWO ENGAGEMENT IMPROVEMENT AGREEMENT TEACHER, LEARNING AREA LEADER AND STUDENT

CHECK

An important aspect of this stage is turning a previously established Stage One Agreement into a Stage Two Agreement; if a Stage One Agreement has not been completed, review the relevant details and resources.

ROLE OF THE LEARNING AREA LEADER

- Lead the restorative conversation between the teacher and the student.
- Provide further support options and a wider school perspective.
- Provide Instructional Coaching and Consultation.
- Support positive parent communication.

STRATEGIES ALREADY IMPLEMENTED

- Differentiation and adjustments
- CMS Strategies: Winning over, low key skills, safety and accountability, informal agreement and/or private dialogue.
- Reflection Sheets
- Differentiation and adjustments
- Parent Contact
- Feedback and Praise
- Prevent, Teach, Reinforce
- Positive Commendation and other rewards
- Stage One Agreement
- Behaviour Support Techniques

AIM

To increase the engagement of the student by participating in a restorative conversation aimed supported by the Learning Area Leader. The Stage One Agreement will also be reviewed.

IN PREPARATION THE TEACHER SHOULD:

- Schedule the meeting at a suitable time and invite all relevant stakeholders.
- Retrieve and reflect on Stage One Agreement, ensure a copy is available.
- Review Compass for further student information.
- Review information about the student’s unique strengths, interests, and abilities.
- Reconsider the student’s capacity to engage in the curriculum by reviewing and reflecting on any new NAPLAN/OLNA and RTP data.
- Consider the student holistically to gain insight into new factors contributing to their behaviour, and their capacity to engage with this process. This may require a consultation with Student Services.
- Preview the ROAR Matrix, Code of Conduct and Stage Two Engagement Agreement.
- Consider possible solutions and adjustments to propose in the meeting.

TEACHER FOCUS: BUILDING AND RESTORING POSITIVE WORKING RELATIONSHIPS WHERE STUDENT LEARNING IS OPTIMISED.

- Approach the conversation with a restorative lens viewing all conflict as an opportunity to grow and learn.
- Review your classroom expectations and elaborate *why* these are in place.
- Agree on two observable behaviours which are causing the most concern and come to a consensus regarding the impact. These behaviours should relate to our PBS Values and Expectations Matrix and our BSC Code of Conduct.
- Genuinely engage with the student to elicit their perspective of the underlying reasons for their behaviours, what they are gaining or avoiding from the behaviour.
- Collaboratively brainstorm to establish a clear set of solutions that consider the needs of the student, teacher and peers.
- Outline the steps which will be taken if the engagement agreement is not adhered to.
- Commit to the solutions and review process.



RESTORATIVE



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UNCONDITIONAL POSITIVE REGARD



SOLUTIONS FOCUSED



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CHECKLIST: BY THE END OF THIS STAGE, THE TEACHER WILL HAVE:

1. Clearly stated both the student and teacher responsibilities.	<input type="checkbox"/>
2. A reward structure and schedule established.	<input type="checkbox"/>
3. Finished the meeting with the student on a positive note which focuses on a joint commitment to resolve the issue	<input type="checkbox"/>
4. Provided the student with a copy of the agreement.	<input type="checkbox"/>
5. Ensured that the Engagement Improvement Agreement includes a schedule for review and discuss with the student how this will take place. Ensure review dates are calendarised.	<input type="checkbox"/>
6. Agreed with the student which data that will be collected and considered during the review and feedback process. This data does not need to be complex but should be a measure of the agreements made in the Stage Two Engagement Improvement Plan.	<input type="checkbox"/>
7. Called or emailed the parent to let them know of the establishment of a Stage Two Engagement Improvement Agreement. Outlined the next steps of the agreement schedule which involves the parent attending the meeting.	<input type="checkbox"/>
8. Uploaded a copy of the Stage Two Engagement Improvement Plan to Compass, notifying Student Services Manager and Learning Area Leader.	<input type="checkbox"/>
9. Debriefed the Engagement Improvement Agreement Conversation with a colleague to promote collaboration, reflection and sharing of best practice.	<input type="checkbox"/>
10. Made adjustments to planning to reflect the decisions made within the Engagement Improvement Conversation (seating plans, differentiation, task adjustment, non-verbal cues)	<input type="checkbox"/>



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