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Running Head: HOW TEACHERS INCORPORATE IYT INTO PRACTICE

How Teachers Incorporate the Incredible Years Teacher Classroom Management
Programme into Practice: An Interpretive Description

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HOW TEACHERS INCORPORATE IYT INTO PRACTICE

Abstract

Children's challenging behaviour in the classroom can have negative effects on students and teachers. The Ministry of Education is funding the Incredible Years Teacher (IYT) programme to provide teachers with positive classroom management skills to manage young children's challenging behaviour. This research focused on exploring how teachers incorporated IYT into their practice, and the factors supporting or hindering sustained implementation. The qualitative approach of interpretive description was used to guide in-depth interviews with 12 teachers and other education professionals. The thematic analysis illuminated the variation in how teachers implemented IYT, and conceptualised this according to evangelical, pragmatic, unrelated, and no implementation types. Overall, the study found teachers with more support deeply embedded IYT and sustained its incorporation in their practice. Supports included schools with leadership that prioritised IYT, school-wide behavioural strategies, coaching and modelling to support teacher development, and IYT review processes. The study also recommended supporting IYT group leaders to undertake more coaching visits, IYT courses for principals and teachers aides, and a symposium for teachers. In line with the interpretive description approach, the study also provides a practical resource for teachers and schools.

Keywords: Incredible Years Teacher, classroom management, challenging behaviour, professional development

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