

Australian Journal of Educational & Developmental Psychology (AJEDP)

Volume 7 2007

The paradox of teacher professional development programs for behaviour management: Comparing program satisfaction alongside changes in behaviour management practices

Rebecca Giallo
Parenting Research Centre, Carlton, Victoria, Australia

Louise Hayes
University of Ballarat, CAMHS (Ballarat) & RMIT University, Sydney

Abstract

A teacher professional development program using applied behavioural techniques was delivered to primary school teachers. Teachers (n=78) rated the program highly and reported improved knowledge and skills in managing disruptive student behaviour. Objective measures of teacher (n=32) pre- and post-workshop data revealed significant changes in teachers' use of positive strategies for female students. Change in teachers' use of punishment was in the expected direction, with insufficient power to produce statistical significance. Juxtaposed to high teacher self-reported satisfaction are objective pre and post data for a small group of very difficult students who showed no change in disruptive behaviour. This study found that teacher satisfaction ratings are a poor indicator of change in the classroom and argues that professional development for teachers must incorporate objective measures of child behaviour.

[Link to full text paper pdf \(129KB\)](#)

Uploaded: 10 December 2007
