

Planning

- Decide what exactly you want to achieve for outcomes – determines your approach
- Ask the hard questions – are the school and the staff ready? Do they understand it? Is there a shared understanding?
- Realise that it is a journey – as much for staff as for the pupils
- Get to know the resources
- Allocate sufficient time for planning – it is an important process

Planning Don'ts

- Don't assume it will be easy – competing demands
- Don't skip planning – decide what you want – whole school? Phased? Part of a wider change process?
- Remember all your staff – not just teachers!
- Don't forget to go on the journey too
- Time – you will never have enough
- Money – don't forget to see the bigger picture – cost effectiveness/per pupil ratio

Problem - Solving Chart



- Stop and calm down
- Identify the problem
- Identify the feelings

- Decide on a goal
- Think of lots of solutions
- Think about the consequences
- Choose the best solution
- Make a good plan

- Try my plan
- Evaluate - How did I do?
- If you need to, try again



Evaluate - How did I do?

Implementation

- Recognise this as a skill and a process in its own right – it is not simply doing
- Logic model – what outcomes do you want to see and how can they be achieved?
- A programme will not implement itself
- People are the key – figure out how positive relationships can be formed – adults are the critical success factor
- Explain to teachers why they are doing what they are doing – they are on a journey too
- Fidelity is King
- Momentum is crucial for delivery - outcomes will be maximised if teachers believe in the programme



Tips

- Don't isolate PATHS
- Don't neglect consensus with staff, especially Principals
- Don't be afraid to change the model if evidence tells you it is the correct thing to do – think through the new one though
- Don't forget about the journey! Where do you want teachers and staff to be 12 months from now?
- Don't forget to closely monitor implementation – identify small concerns before they become big issues e.g. implementation/lesson checklist/school audit/lesson delivery plans

What do Barnardo's want to do?

Support a school to effectively implement the programme to ensure the best possible outcomes for its pupils and the wider school community, planning to sustainability – *Technical Assistance*

- Planning
- Training and implementation
- Skills development
- Quality assurance
- Sustainability

“The programme has changed us as teachers...if a child misbehaves now instead of just shouting at them we now ask them why they are behaving like that...that is a change from before” (Principal of a medium size school)

“My school recently completed a survey based on a series of domains, such as behaviour where we were average, slightly below and slightly above in everything. In the Health and Wellbeing domain we were far ahead of the area average....that is down to the programme.” (Principal of a medium size school)

“We had two pupils who were constantly being brought to my office for getting in trouble, and suspended. Before they left the school the PATHS programme was introduced – those pupils have since went to post-primary school and done well. They came back to visit me – I never thought they would make it as far as they have – that is due to PATHS.” (Principal of a large urban school)