

Jenny Mackay is a specialist in teacher-student interactions and the "Hidden Curriculum " See below.

Her training workshops focus on teaching student engagement and management skills. She has a very practical approach to skills training. Her focus is on the acquisition of practical and useful behaviour management skills and on building collaborative student – teacher relationships.

The skills are learned and applied using a framework that guides the teacher in their everyday interactions with students. In Jenny's "5-Step" programme, ongoing teacher behaviour support teams perpetuate the learned skills while developing strategies for current behaviours.

Her extensive teaching experience is throughout K – 12 as well as in tertiary education. She founded her international consultancy BME, Behaviour Management in Education, in 1995 and has established BME consultancies in Australia, the United Kingdom and South Africa.

She has taught in Great Britain, Australia, Turkey, Namibia, USA, & South Africa.

Jenny conducts professional learning workshops for teachers throughout Australia as well as internationally. Her new book "Coat of Many Pockets - Managing classroom interactions," is published by A.C.E.R., the Australian Council for Education Research.

She shares her time between her consultancy, writing, and lecturing part time in the Department of Education at Deakin University in Melbourne.

Her book, "The Coat of Many Pockets," a behaviour management handbook for teachers, is now in its 4th re-printing. (2014)

The Hidden Curriculum

Most misbehaviour is voluntary but other forms of acting out are driven by age related developmental needs or by individual problems. These 3 groups form an understanding that misbehaving students either; don't behave, won't behave, or can't behave.

The Hidden Curriculum is the behaviour agenda followed by each of these groups. Teachers must engage this "curriculum" throughout their teaching career.

School-wide Discipline

"When the unit of analysis is the entire school, researchers have most often conducted comparative studies of well disciplined and poorly disciplined schools to identify critical differences in discipline practices. From this research has emerged a list of elements commonly found in safe, orderly, well managed schools. Commitment, on the part of all staff, to establishing and maintaining appropriate student behaviour is an essential precondition of learning. Well-disciplined schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions which inhibit learning."

Kathleen Cotton, 1990, School wide and Classroom Discipline, School Improved Research Series (SIRS) - IClose-Up #9

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