

# Solving the **Jigsaw**

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Changing the Culture of **Violence**

## Professional Development Evaluation Report 2006

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**“We work with your children, your school, your community**

**We believe every life, every story, every child is important  
and precious”**

**- Solving the Jigsaw**

**Solving the Jigsaw Mission –**

**“Every school, every teacher, every classroom is safe,  
supportive and caring”**

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## **PURPOSE**

The main purpose of this project is to determine how effective the 'Professional Development Training' modules have been in relation to the:

- Change in teachers attitudes, behaviours and practice in relation to violence, bullying, emotional health and well-being of children and,
- What elements of the training design have been effective and what elements of the training design can be improved.

## **INTRODUCTION**

### **What is EASE?**

*“EASE aims to promote zero tolerance of violence in the community, and the right for people to live in safe environments - free from discrimination, harassment and threats of abuse or harm” (EASE Annual Report 2005-2006)*

EASE stands for Emergency Accommodation and Support Enterprise. EASE opened in 1990 as a young women's housing service that wanted to address the issue of a lack of safe and secure accommodation for homeless young women. EASE is a community managed organisation which is funded by the Supported Accommodation and Assistance Program (SAAP), the Department of Human Services, Local Government Grants, Office of Housing Grants (OoH), purchase of services from schools, Grants from Trusts and Foundations and donations from individuals and service clubs.

EASE provides:

- 24 hour support and emergency accommodation for women and children escaping/experiencing domestic violence
- Support and accommodation for single young women between the ages of 15 and 25 who have children or are pregnant and women with drug and alcohol issues
- Recovery programs for women and children who have experienced domestic violence including individual counselling, group work and other related programs
- The award winning 'Solving the Jigsaw' violence prevention programs for school age children, their parents and the wider community.

### **What is 'Solving the Jigsaw'?**

'Solving the Jigsaw' is a best practice multi-award winning school based program which commenced in 1997 with the aim of 'changing the culture of violence' and 'building a culture of well-being'. 'Solving the Jigsaw works with your children, your school and your community and believes that every life, every story, every child is important and precious. With eight years experience working with over 60 schools in Australia the program has formed long-term partnerships to integrate early intervention and prevention programs targeted at improving resilience, belonging and connectedness through group and individual work, professional development and school policy development.

The program is delivered by trained Solving the Jigsaw facilitator's. The program is provided in a number of settings through 20-40 week classroom programs, 20-40 week targeted therapeutic groups for 'at risk' students, linked parenting programs, professional development for teachers, 2-day training workshops and 12-month facilitator training course. The 'Solving the Jigsaw' training team provides a nationally accredited competency based facilitator training course, training workshops and professional development modules. Training is provided for teachers, welfare and social work professionals, tertiary students, children's workers, agencies and organisations.

In 2005/06 'Solving the Jigsaw' was funded through the generous support of philanthropic trusts such as; the R.E Ross Trust, the Colonial Foundation, the FJ Foundation and Portland House Foundation. The program is also supported by the Victorian State Government through the Department of Victorian Communities. These funds are matched by schools who directly pay half of the program cost.

Solving the Jigsaw has a range of structured activities designed to provide opportunities for experiential learning about key concepts, values, tools and challenges.

These activities explore:

- strengths and gorgeous qualities,
- heart qualities,
- beliefs and values,
- trust groups,
- support systems,
- bullying and violence,
- resilience and optimism,
- conflict resolution,
- group dynamics and friendships,
- feelings and emotions,
- loss and grief,
- anger,
- families,
- belonging,
- alcohol and other drugs,
- well being,
- transition and change.

#### **Main aims of 'Solving the Jigsaw' –**

- **Building a Culture of Well Being:** Creating a safe environment, where children and young people are valued, their experiences and thoughts are taken seriously, they are listened to, they are able to share what's in their hearts, what's important to them and what's troubling them in a group work classroom environment. Solving the Jigsaw supports an environment where children and young people experience belonging and connection. They feel safe and secure; they experience loving and caring relationships. They are supported in negotiating difficult issues and life changes and they recognise that life can have all sorts of ups and downs and that they are cared for and supported as they negotiate these.
- **Changing the Culture of Violence:** Being upfront with violence, this means being able to talk about and explore with children and young people, what violence is, to develop an understanding and ability to identify the types of violence and the ways violence affects people. It means developing an understanding of concepts of misuse of power, deliberate harm, using power over to control and belittle someone as opposed to power sharing. It's about exploring where violence and bullying happens. It means gaining an understanding of trust and trust groups and children leaning about and identifying good and bad secrets. It's about presenting and enforcing a clear position that violence is not acceptable and must not be ignored or condoned.

Changing the Culture of Violence is about teaching children, young people and teacher's strategies for dealing with violence and bullying. It is about supporting individuals and groups to take assertive action to stop violence and bullying.

#### **'Solving the Jigsaw' Mission –**

Every school, every teacher, every classroom is safe, supportive and caring.

### **‘Solving the Jigsaw’ Strategies –**

- Create safety and challenge violence and bullying in all its forms.
- Resource teachers to be trusted, supportive, responsive and reliable adults in the lives of children and young people.
- Create an environment at school where children build relationships based on listening, sharing what’s in their hearts, what’s important to them, what’s troubling them and having fun.

### **Awards -**

Solving the Jigsaw has been acknowledged for best practice through the following awards:

- Australian Violence Prevention Award, Certificate of Merit—Australian Heads of Government
- National Association for Loss and Grief Award
- National Australian Drug Foundation Award – Excellence in School Based Responses
- National Child Abuse Award—Community Development, Capacity Building and Strengthening
- Victorian Community Safety and Crime Prevention Award – Anti Violence
- Victorian Community Safety and Crime Prevention Award – School Based Response
- Victorian Public Health Award – Innovative Public Health Development

The Solving the Jigsaw program has been documented and evaluated as a best practice model through the Federal Government Partnerships Against Domestic Violence.

## **What is the Professional Development Training?**

In order to make the program more accessible 6 full day training modules were developed to meet the needs of teachers and community services/agency workers. These modules provide practical, experiential training in the ‘Solving the Jigsaw’ approach to working with children and young people and the school community.

These modules include:

- Module 1: Whole school approach to violence and bullying,
- Module 2: Responding to scary, awkward and uncomfortable conversations with kids,
- Module 3: Responding to conflict within the school community – students, parents and teachers,
- Module 4: Facilitating respect, valuing diversity, encouraging discussion and maintaining confidentiality,
- Module 5: Creating a caring and nurturing classroom and school,
- Module 6: Exploring feelings and emotions in the classroom.

The modules were offered in schools for the first time in 2005 in which the response and support was very strong. The modules are now being delivered all over the region including in Bendigo, Melbourne, Swan Hill, Echuca and Kerang.

## **METHODS**

The data for this report was collected using 5 methods:

- 1) Email – an email was sent out to 100 professional development training participants of 2006. The email contained all relevant documents required for completing the questionnaire (participant information sheet, research consent form and the evaluation questionnaire).
- 2) Telephone – participants also had the option of completing the questionnaire via telephone where the researcher hand recorded the participant’s responses over the telephone.
- 3) Mail (Post) – the participants had the option of printing off the questionnaire which was attached to their original email. They then could answer the questionnaire and send it to the researcher via the post.
- 4) Face-to-Face –in which the researcher travelled to the participant’s school/organisation and interviewed and recorded the participant’s responses using the questionnaire as a guide.
- 5) Questions in Modules 1 & 2 – prior to beginning Modules 1 and 2 participants were put into small groups to answer a number of questions. The answers to these questions were used to provide a ‘snap shot’ of the participant’s thoughts before doing the first two training days.

## **PROFILE OF PARTICIPANTS**

Nineteen of the 2006 professional development training participants agreed to be involved in the evaluation. Participants held a number of roles within their school/organisation which include:

- Classroom teacher
- Level Co-ordinator
- Student Welfare/Well-Being Co-ordinator
- School Nurse
- Principal/Assistant Principal
- Co-ordinator of students with additional needs
- Health Promotion Worker

Most of the participants held more than one of these roles within their School or Organisation e.g. were a classroom teacher and also the schools Well-Being Co-ordinator)

Majority of the schools which the participants worked in were regional schools who had between 100-300 students and had the role of Classroom Teacher and Student Welfare/Well-being Co-ordinator. The number of years the participants had been working in the field ranged from 5-31 years majority being 6-10 and 30+ year’s experience and all research participants had attended more than 3 of the training modules delivered in 2006.

**Note: All key ‘Jigsaw’ terms are underlined and can be found in the ‘List of Key ‘Jigsaw’ Terms’ at the back of the report.**

## **TRAINING PARTICIPANTS PRIOR TO BEGINNING THE TRAINING**

Prior to beginning Modules 1 and 2 participants at the training days were asked to split into small groups to answer a number of questions. The responses to the questions provided a 'snap shot' of the training participant's awareness, practices, skills and attitudes as well as their thoughts and feelings:

### **Module 1 – “Whole School Approach to Violence and Bullying”**

#### **1) What are the impacts of bullying on children?**

After looking at the responses to these questions the participants demonstrated a good understanding of the impacts bullying has on children. Some of the comments made by the training participants included:

“Anger”  
“Fear”  
“Anxiety/Stress”  
“Impacts on their learning”  
“Low self esteem”  
“Upset tummy”  
“Depression”  
“Self harm”

#### **2) List a range of common responses used by teachers to either seeing bullying or being told about it:**

Even though the participants had a general understanding of the impacts bullying had on the children they didn't feel that they had the knowledge and/or skills to be able to deal with them. Participants stated that they felt they didn't have any support or a set procedure that they could follow. According to the training participants some of the common responses from teachers after seeing bullying or being told about bullying included:

“Removing the victim not the cause”  
“Handball to someone else”  
“Just ignore the child”  
“Tell them to play with someone else”  
“Ask the child what they did to make them get picked on”

#### **3) What are the fears or blocks teachers might have about responding to bullying?**

The fears and blocks that were discussed by the participants were generally around what would happen if they did act on the bullying and the lack of time they felt they had to do so:

“I have not got time”  
“They generally believe they deserve it – part of growing up”  
“Avoidance of parents – not wanting to deal with specific ones”  
“Lack of confidence”  
“Frustration”  
“Not knowing what to say”  
“Own negative experience”  
“Lack of consistency”

### **Module 2 – “Awkward Conversations”**

The ‘Awkward conversations’ examples given to training participants:

“My parents had a fight last night and the police came”  
“My sisters got depression”  
“My Dad smokes drugs”

“My Mum thinks she’s got cancer”  
 “My big brother came home drunk last night and my Mum hit him”  
 “I live in a caravan park”  
 “My sister was in bed with her boyfriend”  
 “I don’t like Mr Rogers because he yells at me”  
 “I don’t like my Mum’s new boyfriend”  
 “I want to spend more time with Dad”  
 “My sister never gets into trouble and she’s mean to me”  
 “I don’t know who my Dad is”  
 “My grandpa touched me”  
 “My uncle committed suicide”  
 “The other kids leave me out of games”

**1) What are the impacts of these issues on children’s well being and ability to learn and participate at school?**

In module 2 training participants were able to identify the impacts traumatic/life events have on children and the impact these events have on their ability to learn and participate at school. Some of the most popular responses included:

“Withdrawn/shut down”  
 “Behavioural changes”  
 “Depression/tears/sadness”  
 “Academic digression”  
 “High absenteeism”  
 “Inability to concentrate”

**2) What are the historical and cultural reasons teachers don’t respond to these conversations?**

The training participants identified many historical and cultural reasons teachers don’t respond to these awkward conversations. Some of these included:

“Unsure of boundaries (cultural and historical)”  
 “Fear of saying the wrong things”  
 “Cultural/multicultural”  
 “Privacy”  
 “Own experiences”  
 “Maintaining distance”  
 “Fear of involvement – where will it end”  
 “Middle class values”  
 “Fear of responsibilities”

**3) What personal fears might you have when a child says one of these things?**

The training participants were able to identify a large list of personal fears teachers have when children say these things (awkward conversations examples above). The most common answers were around personal fears of not being able to cope with and handle the situation. Some of the most common responses were:

“Don’t have the qualifications”  
 “Personal experiences/triggers”  
 “Saying the wrong thing/not getting it right for the child”  
 “Confronting”  
 “Litigation”  
 “Personal involvement – getting too close”  
 “Not our role?”  
 “Unsupported”  
 “Fear of response and answer”  
 “Safety – how to keep the child safe”

## **KEY FINDINGS**

### **1) Impacts of the training –**

#### **1.1 – Impacts of the training personally:**

According to the participants the training has had a range of impacts on them personally which they stated allowed them to look at themselves in a deeper/different way.

According to the participants the training also had an impact on the way they interact with people in their lives including family, friends, students and colleagues. Participants stated that the training made them more aware of the language they use and the personal values they held.

There was a general consensus that the participants had taken the Jigsaw ideas and strategies home and used them for personal matters with their family and friends:

*“Helped me to identify issues in my personal well-being, in my relationships with my husband, family and friends. From this I have been able to implement strategies to resolve issues of discontent, anger and hurt”*

*“Have used some of the strategies at home, especially communication techniques”*

*“Helped me in dealing with conflict in my personal relationships”*

*“I have reflected on my relationships with others-particularly colleagues, and have used some of the strategies in dealing with awkward issues personally”*

*“It has empowered me to be a stronger, braver person in all aspects of my life. I have learnt to listen more effectively, to share my feelings in an honest fair and firm manner, to speak out rather than hold things inside and ‘stew’ about it and when necessary to challenge in a respectful way”*

*“It touched me deeply; I was impressed with the presenters handling of difficult issues in such sensitive manners. I felt listened to with great empathy when sharing my story of grief. It was so touching to be the only male present (reduced to tears) but I felt everyone was with me and shared my feelings”*

#### **1.2 – Impacts of the training professionally:**

Participants identified that the training had helped them in all areas professionally including with children, colleagues and parents. They stated it has improved areas of communication and how they approach and interact with others. The participants stated that this was because they now had more confidence and were able to cope because they had the Jigsaw philosophy to work from:

*“I am much more conscious of listening to children and the stories they tell which have a huge impact on social, emotional, physical, educational development”*

*“My interactions with children, parents and staff are different. I take more time to interact, listen and have helped to resolve problems”*

*“In the classroom I am more confident to be able to say and do more things”*

*“I gained useful strategies and insights into dealing with colleagues”*

*“It has given me more strategies for communication and support within the workplace”*

*“In the program I was shown that my own aggressive behaviour to miscreants only reinforced their belief – ‘might is right’ the bigger people rule the world – very confronting and career changing’*

#### **1.3 – Impacts of the training in the classroom/workplace:**

According to the participants the training has had an impact on their classrooms by giving them techniques and strategies to use with the children. Some of these strategies identified in the participants’ responses included ‘Naming it’ and ‘Three Parts of Sorry’. This according to the participants has resulted in better communication and discussions in their classrooms which would not have happened prior to the training. Some of these discussions included issues at home and at school with parents, siblings and other children and teachers:

*“Have introduced the ‘Naming It’ strategy in each classroom and also the ‘Three Parts of Sorry’ to address bullying issues. Have also undertaken conversations to nurture understanding and facilitate respect”*

*“Have introduced strategies from the Jigsaw training in my room and have worked with the children with some of the group work scenarios and some of the activities; I have used counselling techniques with small groups and individuals”*

*“Using ‘Catch Up’ sessions and ‘Interviews’ to assist with facilitating respect and valuing each other. Have helped other teachers to have group rules in their classrooms and to use ‘Interviews”*

*“Added to my repertoire of techniques to understand/control/assist – ‘difficult children’. To look beneath the surface of school/classroom incidents to find the real triggers/reasons”*

*“Utilised communication techniques in classroom and individual discussion with students”*

*“Has helped me to be firm, friendly and fair and to discuss issues and have conversations about situations and emotions with children in the classroom which I would have ignored because I thought it was being intrusive. Being empowered to help students have a voice is wonderful”*

#### **1.4 – Impacts of the training in your school/organisation as a whole:**

A lot of the participants are currently in the process of implementing the program into the whole of their school. Some are finding it a little difficult while others are finding it quite easy, easier than they anticipated. From the participant responses it is evident that having a Solving the Jigsaw facilitator already working in their schools made it much easier. Participants stated that it was difficult in some cases where not all teachers had done the training. Some participants stated that their school had really taken on Jigsaw and done all of the training which resulted in the schools values and language being underpinned by the Jigsaw philosophy. As a result of this participants stated they had seen real improvement:

*“We are a ‘lukewarm’ Jigsaw school – we have our devoted followers and our detractors – ideally everybody should do the training to present a common front/action toward bullying, etc.”*

*“At the moment we lack consistency, and the consistency is an absolute necessary for the effective implementation of Jigsaw”*

*“Using the outlines of the Jigsaw program has assisted in establishing clear values, clear expectations of behaviour and clear ‘Consequences’ for behaviour; all have been agreed upon and clearly outlined in our Well-being and Discipline Policy. This has resulted in a greater consistency of interaction by all staff”*

*“My whole school has approached the bullying program with enthusiasm”*

*“Solving the Jigsaw was already run in my school by a Solving the Jigsaw facilitator. It has had an amazing effect; we have had lots of issues at our school in the past around bullying and power. People thought that because we were a small school children would be lovely to each other but that wasn’t the case. It has changed the kids; they now use a common language to deal with those tricky/bullying situations if they arise”*

*“The Jigsaw values and language now underpin our whole school approach to well-being. Values such as using ‘Catch Up’ as a getting to know you technique, ‘Naming It’, ‘Three Parts of Sorry’, ‘Have Hands that Help not Hurt, that violence is not in any way acceptable are all included in classroom rules”*

## **2) Challenges/Changes to thinking and/or practice –**

**2.1 – Changes/challenges to thinking and/or practice personally:** From the participants responses there was a general consensus that the training had done three main things; it reinforced, clarified and changed their previous thinking and/or practice. This was done, according to the participants, by becoming more aware of their personal life and if certain things happened to arise then they had strategies to deal with them. Participants also stated that the training helped them to look at themselves on a deeper level and see why they behaved the way they did in certain situations. This realisation for some participants was challenging and resulted in some personal changes:

*“It verified my thinking and challenged some of my understandings”*

*“It has given me the confidence to deal with situations and feel I can address them and not hide from them like I did in the past”*

*“As a big, loud animated male teacher I now try very hard to demonstrate the ideals of Jigsaw e.g. Mediation and conciliation”*

*“I try to be a better listener, less judgemental, more caring and nurturing, more compassionate”*

*“I am more open to the emotional/psychological needs of our total school community”*

*“What constitutes bullying (can be a single act)”*

## **2.2 – Changes/challenges to thinking and/or practice professionally:**

A lot of the participants mentioned in their responses that they were now trying not to be ‘Rescuers’ which is what they felt was their role prior to attending the training. The participants felt that they have now moved to helping victims create change and look beyond what is seen as safe and acceptable to talk about. This according to the participants has resulted in them seeing themselves as better teachers. The participants stated that from doing the training they now feel they have a greater knowledge base and it has given them the confidence to challenge and look beyond what is comfortable in an attempt to create change:

*“It has honed my skills. I have worked hard to consciously step away from ‘Rescuing’ and worked hard to ‘challenge’ students and staff”*

*“The training has taught me to be less reactive and more grounded in my response and work attitude. It has helped me to have high, yet realistic expectations of behaviour and not to feel like I am a ‘voice in the wilderness’. It has empowered me to be a better teacher, to be fair, firm and friendly and it has helped me to make better connections with students and staff”*

*“It takes courage to do something about it but greater knowledge from the training has given me the confidence to challenge more often. Assertiveness is a lived experience and being in the company of others (training group) gives rise to feelings like ‘I can be more competent in this area’. Experiential learning is*

*powerful in this regard. It helps to know I can do things differently next time”*

*“It’s made me listen more to children, staff and parents and to acknowledge/accommodate their individual needs”*

*“It has made me look beyond comfortable middle class Australians. We must empathize with people from all cultures, needs and disabilities etc”*

*“I believe that we have often been in the ‘Red Triangle’ at our school and, although we know that it is often ineffective, we felt it was our duty to ‘Rescue’ victims of bullying. Now we think more about ‘helping’ victims to create change in their own lives. Solving the Jigsaw provided us with strategies to help us do this”*

*“I think I have become more professional-more aware of privacy, confidentiality and group rules that apply in many varied professional situations”*

## **2.3 – Changes/challenges to previous thinking and/or practice in the classroom/workplace:**

According to the participants the training has resulted in their previous thinking and/or practice being challenged and changed in many ways. These impacts include what they do in their classrooms and the use of the Jigsaw strategies. Also how they relate to the children and their colleagues has changed. The participants also stated that the language they now use is also different:

*“Made me aware of how important the language is”*

*“To have a basis of mutual respect with the students and parents; to have clearly established guidelines of what is acceptable behaviour”*

*“More caring and nurturing, a better listener to my students and I am more aware that I do not need to have a solution to each child’s problems or to be a ‘Rescuer’ during each conflict”*

*“Importance of establishing non-violent classroom and grounds”*

**2.4 – Changes/challenges to previous thinking and/or practice in your school/organisation as a whole:** For a number of the participants the training in relation to looking at their school/organisation as a whole was quite confronting. Some of the responses stated that ‘our school needs restructure’ and some were very shocked at the realisation that leaders of the school/organisation were actually bullies and how they were going to challenge that:

*“I can witness bullying more easily and yet it is not always safe to know how to respond, particularly if it is the CEO”*

*“To interact in a friendly and caring manner; to be focused and able to challenge respectfully. To model sharing feelings and having things out in the open”*

*“How to deal with issues – the use of ‘Naming It’ program. Empowering people to stand up for themselves and take more charge over what happens to them”*

### 3) Issues triggered -

Because of the intense and personal nature of the Jigsaw training many issues were triggered for participants. The highest for them being ‘Family Dynamics’ followed by ‘Conflict in the Workplace’, ‘Bullying and Violence’ and ‘Loss and Grief’.

- **3.1 - Family Dynamics:**

*“Made me think about and reflect structures of my family of origin”*

*“My family dynamics were challenged as the roles we play were explored in modules. What we saw ourselves as, we weren’t actually doing”*

*“In relation to parenting I have reflected back and thought I wish I hadn’t done or said those things”*

- **3.2 - Conflict in the Workplace:**

*“Given me courage and a framework to work by to be able to follow up and challenge people and be a mediator rather than be a ‘Rescuer’ which is my natural tendency”*

*“In relation to run-ins with staff it has helped me to see the roles they play and develop strategies for talking to them”*

- **3.3 - Bullying and Violence:**

*“My best friend was raped by someone close to her who in turn groomed her close circle”*

- **3.4 - Loss and Grief:**

*“Loss and Grief in relation to losing a job which was handled in a very unsupportive, insensitive power over way and grieving for the loss of my job and leaving my colleagues, my students and my school community”*

*“More so from my Jigsaw group airing grievances and difficulties. It brought up many real and easily could be real incidents that rang a bell and you could easily identify with the colleague or situation because you’ve done or seen it before”*

### 4) Format and delivery of the training –

**4.1 – Format and delivery - Development of the groups:** The participant’s responses were very positive in relation to the development of the groups. Participants felt the first session (Module 1) which involved developing group rules, talking about confidentiality and doing ‘Interviews’ was a great way to begin the groups. Some participants did feel that in the latter sessions going over this again sometimes took too much time and felt they didn’t learn as much as in the previous sessions but were still very happy with how their groups developed.

Majority of the participants felt that the groups gave a sense of security and trust and felt that they could contribute, were valued and had a place within their groups:

*“Our group is sensational. The development and sense of security and trust is tantamount to the facilitators and their skills in encouraging us to look for the good in all”*

*“Our group has jelled together very well and people are very supportive. Many members have been encouraging of others and it is easy to voice your views”*

*“The training program made each person feel comfortable, at ease and able to listen and to participate in a non-threatening and friendly atmosphere”*

*“We have seen a personal growth between the whole group. I have personally felt very supported by the group as a whole and experienced individual support”*

*“Good initial development of group. Found the individual ‘Interview’ very interesting and could see how it enhances the forming of a group”*

#### **4.2 – Format and delivery - What makes the training different/better/worse than other trainings attended:**

The participants were again very positive in their comments about the training. Nearly all responses were about what made it different resulting in it being better than other professional development trainings they had attended in the past. Most comments made were about the fact that it was run over six days throughout the school year and how this gave them a chance to go back and use the skills they had learnt from each module and report back and learn more on the next training day. Some participants did state that they found having it over six days a little difficult due to resources and time available. The participants also commented on the training facilitators and how they made the training better than other trainings they had attended.

According to the participants the training is ‘practical and real’ and could easily be modified to meet their individual school needs which was something they had not experienced in the past with other trainings. Participants also raised the fact that the training was demanding and required you to go deeper than they had done before in other trainings but this they stated is what made the training different and more effective than other trainings:

*“The six modules are broken up over time and it was great to be able to go to a training day then go back to school and think about, reflect on and utilise the strategies and ideas”*

*“Content was so relevant to children in 2006. We could easily take it back to the school, it was practical and we could implement parts, wholes or modify to our particular school culture”*

*“The difference between primary vs. secondary is not an issue. All aspects*

*covered deal with all levels, never before have I seen this happen”*

*“I liked the training because it is interpersonal without apology and encourages others to get to the core of the matter and open themselves up to their own defensiveness”*

*“Much more confrontational. Go home drained each time. A lot more is demanded of us during the day but for some reason I still go home feeling really positive and good about the day”*

*“It’s real! All the facilitators have ‘been there, done that!’ people who are big on techniques that work! Not bullshit, airy fairy, feel good theories”*

#### **4.3 – Format and delivery - Facilitator’s style and delivery:**

The overall consensus from the participants was that the facilitators are very well respected and highly regarded for the way they deliver the training. Participants stated that they felt that because the facilitators had experience in what they were training and had real life stories to share made it much easier to relate and “gave credence to their teaching”. As a result of this the participants felt comfortable and able to talk to the facilitators:

*“Two of the most outstanding deliverers in my 38 years teaching”*

*“Forthright, open, passionate, honest, experiential. It is clear that they have ‘walked the talk’.”*

*“Friendly and non-threatening, valuing each participants feed back and points of view”*

*“They are relaxed on the task and easy to talk to”*

*“They are really good, they do things with us that we can do with kids and we actually do it ourselves to demonstrate how it works”*

*“Their genuine interest in us as individuals and a group is a talent that should be nurtured and shared with many people”*

*“Challenging without being too challenging, if you get too challenged*

*people tend to withdraw and start disengaging”*

*“There was a lot of variety in the activities. It was non-threatening and we were given brief, sufficient handouts which complimented our understandings”*  
*“Delivery was good and mostly interesting. There was a mixture of talk, video and group activities. Both facilitators were interesting and had many good, workable ideas”*

#### **4.4 – Format and delivery - Experiences of attending the training as part of a group or sole worker:**

Majority of the participant’s responses stated that they preferred going to the training days as a group with colleagues from their school. This made it easier to go back and implement it into their school with support from each other to do so. This according to the participants gave them the opportunity to bounce ideas off each other and decide what Jigsaw strategies would be best to implement into their schools.

Some participants did state that they found going as a group hard as they didn’t know if they could trust their colleagues. One participant also stated that they found it hard due to colleagues not seeing Jigsaw in the same way they did:

*“Attending the training days on my own was not as powerful as when I attended with some of the peers from my school. When we attended together we could chat about what we had learnt and discussed and then come up with what would work at our school”*

*“I have attended many training sessions individually and have always held the belief that this is not the best way – school finances unfortunately rule”*

*“As an individual – very good, as part of a two person team very frustrating as the other person is not really seeing Jigsaw as being any different from any other of the myriad of in-services/P.D we attend – e.g. ‘You can do it’ etc”*

*“As a sole worker it has been challenging particularly in introducing this back at school but the results and the quality of the strategies has made this easier than I anticipated”*

*“I didn’t know if I trusted the group and the people I worked with not to go back and tell the school what I had said”*

*“As a staff we all agreed that training together is of paramount importance...it enables everyone to be involved and to have a voice”*

*“It has been really useful to attend in a group. This has enhanced discussion after the workshops and great ease in utilising the concepts in the school”*

*“Easy to assimilate to the setting whether solo or not”*

## **5) Relevance of the training–**

### **5.1 – Relevance of the training -**

**School/Organisation:** All of the participants stated that the training was very relevant to their school/organisations culture. Some of the participant’s comments included:

*“Yes very much so, as we have similar issues to what was in each module”*

*“Absolutely – the training relates to all interactions, positive and negative between individuals and groups – has to be relevant!”*

*“Very relevant, our town has a very high rate of family violence. So these are very important workshops to attend and implement in the school”*

*“Most definitely – even though our school has somewhat low level bullying it has highlighted to me the fact that our ignoring of even low level bullying is not acceptable. Every child has the right to feel safe at all times”*

*“It was good because our school was looking for something that we would be able to incorporate to our culture which was changing. Our clientele was changing and some teachers and parents were unable to accept or work with them. Discussion instead of punitive punishment, is slowly being introduced into the schools culture”*

*“It underpins our whole approach to well-being”*

*Yes I feel it is really important not just for the children but for the teachers as well”*

*“It highlighted some of the problems with our culture”*

## **5.2 – Relevance of the training - Professional**

**Development:** All participants felt that the training was relevant in relation to their own professional development. They stated it gave them the skills and strategies relevant to what they needed and felt they required, to become better teachers:

*“I have new strategies to talk with staff and students without judging”*

*“Yes, it has given me the skills to deal with conflict and tricky situations and how I relate to people (children, colleagues and parents)”*

*“Have found it very useful for professional development. Gaining some useful simple approaches to use in the whole school, classroom and individually”*

*“I have benefited enormously in that I have a solid approach that can be used consistently when dealing with issues of bullying”*

*“Yes – I have a number of welfare issues in my class at the moment which were greatly benefited by the modules”*

*“Very much so being the student welfare coordinator. It has given me much more confidence when working with students, staff and parents”*

## **5.3 – Relevance of the training - Personal**

**Development:** Participants discussed in their responses that the Jigsaw Professional Development training was relevant in relation to their own personal development in many ways. Most felt that that training gave them a chance to talk about personal issues as well as professional issues which was something that they had not experienced before in other professional development trainings.

Many participants stated that having been given this opportunity gave them a better (‘deeper’) understanding of themselves and helped them to become more aware of their own personal issues and ways of dealing with them:

*“Personal insight has been invaluable”*

*“It was great to let our internal emotions flow and be heard with such respect and support from the group and presenters”*

*“I am now more supportive, listen more and much less prone to become aggressive”*

*“It has had a huge impact, in the past I have never been someone to face tricky situations I preferred to walk away but now I feel I can do it”*

*“I feel stronger and more aware of my feelings and the challenges I have in my own life”*

*“Promotes reflection personally and broadens your understanding of yourself”*

## **5.4 – Relevance of the training -Student/Client**

**needs:** Participants stated that the training in relation to their student needs was very relevant, they mentioned they were aware of a number of children in their schools who were bullied on a regular basis, for some daily. This training according to the participants ‘gives these children a voice’ and gives them ‘effective strategies’ for when dealing with these bullies. One participant did state that it was not having a ‘noticeable effect as yet’ as the children were ‘getting conflicting views from teachers who were not being consistent’:

*“Yes because our school especially a certain grade of girls were really having trouble and needed help and it has been extremely relevant for them and it has been specific for all the kids needs”*

*“We have problems with so many students who are bullied daily and do not know what to do and how to handle it. I believe they will benefit from this approach”*

*“Solving the Jigsaw empowers students in every sense; it gives them a voice. It models and explains many powerful strategies that enable students to feel safe and happy. It celebrates the gorgeous qualities that every individual has, and stresses the rights of everyone to live in a violence free environment”*

*“For sure – they are developing better more effective strategies in dealing with bullies. They are now confident in knowing*

*that they are being heard. Being there for these kids is so important”*

*“Yes, I am more likely to stop and listen to the children’s emotional/psychological needs. It has re-enforced that these are more important than curriculum needs”*

## **6) Lasting Learning’s –**

### **6.1 – Lasting learning’s – What are they? :**

Generally participants identified the lasting learning’s for them was how to deal with awkward conversations; not only with children even though that was the group most identified but with colleagues, family and friends as well. Other lasting learning’s were the difference between “Good and Bad Secrets” and that “Bad Secrets” needed to be told and strategies to do this.

Values were also raised by a number of participants and how they may have needed to be challenged and/or changed. For some participants the training has made them more aware and in touch with their values and made sure their values were reflected in their behaviours.

Another lasting learning for a lot of the participants was that children needed to and should discuss what’s going on in their lives and it was o.k. to do so. The significant importance of having a good relationship with the kids was also a learning raised by participants:

*“Not conspiring with keeping ‘Bad Secrets’ or general stories about family life that are usually deemed personal”*

*“Enabling children to be able to discuss what’s happening in their lives and put all that out in the open rather than carry it around as just closed up baggage and see the positive impact that has had”*

*“Strategies for conversations with students. How to cope with difficult or awkward conversations”*

*“Alternatives/solutions offered for everyday teacher conflicts”*

*“Not to be a ‘Rescuer’”*

*“Importance of values and the importance of making sure that you incorporate those*

*into your behaviours and what you do, the way you treat others”*

**6.2 – Lasting learning’s - Will this disappear over time? :** Generally most participants didn’t feel that these learning’s would disappear over time although a few felt that if they didn’t regularly go back and refresh and look at the handouts then they may. Participants also stated that if the school didn’t follow through with the Jigsaw strategies then they may stop talking about and using the learning’s.

Some participants felt it wouldn’t disappear over time because they were using Jigsaw in their work on a daily basis and it was now part of their ‘language’ and the way they worked:

*“Will only disappear if people don’t continually follow up and reinforce”*

*“Perhaps if I am not able to influence the schools to take up on this I may stop talking about the key learning’s”*

*No, on the contrary they are deepening and now part of my language and behaviour in all aspects of my life”*

*“No, I actually think these are things that I would like to keep in my classroom. They are ideas that are becoming natural, that I do without thinking too much about them”*

*“No, as I will be using it most of the time and it will stay fresh in my mind”*

### **6.3 – Lasting learning’s - Maintaining these learning’s:**

Participants identified that to maintain these learning’s for some may be a little difficult but for others quite easy. This was usually determined by how well Jigsaw was implemented and used in their school. For most of the participants going over handouts/booklets and resources given in the trainings was the most popular way to maintain their learning’s. Doing this according to the participants was a way to re enforce and clarify what they had learnt.

For some Solving the Jigsaw was now incorporated into their everyday practice and now a natural way for them to work. So having to maintain their learning’s was simply going back to Jigsaw resources, for some of the tools that they may not use as often, to refresh their memory:

*“Implement them as often as I can into my teaching. Push for these strategies and concepts to be adopted as a whole school approach”*

*“Keep doing ‘Naming It’ and doing the ‘Interview’ at least once per term”*

*“Attend any further Professional Development trainings provided by Jigsaw and refer to handouts when necessary”*

*“Constant revision/reference to booklets when dealing with conflict resolution”*

*“By constant work with my Jigsaw facilitator at my school”*

*“It will be tricky, I will make an effort to keep in contact with the Solving the Jigsaw tools and keep going back and reading the resources we were given”*

## 7) Recommendations and comments –

**7.1 - Follow-up days:** Generally participants stated that they thought follow up days would be ‘very beneficial’ and that it should be considered as part of the training program. Follow up days for the purpose of evaluation was also recommended by a participant i.e. the facilitators would visit and observe behaviours in their school and provide feedback:

*“Follow ups would be handy and maybe if it was part of the training that if a school came on board for a considerable amount of training part of that may be that Jigsaw goes back and does an evaluation and observation of the behaviours around the school”*

**7.2 - Other topics to be addressed in the training:** Participants felt that most issues were raised and dealt with in the six training days. The only recommendations made were to have more on loss and grief, diversity in families, anxiety and assertiveness and parents and conflict.

**7.3 - Topic/tool found most useful:** From the participants responses the ‘Naming It’ tool was easily the most popular. Participants felt that ‘Naming It’ gave the students and themselves a way of dealing with conflict in a way that was not blaming. Participants said it gave the students and themselves an opportunity to stand

up for themselves in a way they had never been able to before.

Other tools mentioned by participants included “Three Parts of Sorry”, “Interviews”, “Catch-Ups” and the “Red and Green Triangles”. Module 5 ‘Creating a Caring and Nurturing Classroom’ was also a favourite for a number of participants as they believed it had the most relevant information and useful ideas to take back to their classroom/school:

*“All of them. Each had an impact different to the previous one, no less or more useful, equally beneficial for the varied experiences and traumas one deals with on a day to day basis”*

*“Naming It’ – It gives students the power to assess situations and to report incidents and to keep reporting until something was done”*

*“Name It and power over stuff, because it succinctly explores acceptable behaviour and does not blame any party”*

*“Naming It/the powerful aspects of discussing Loss and Grief, the teaching of empathy, how important it is for everyone to feel safe enough to share their feelings, acting in a friendly way; that power over is a bullying technique”*

## 8) Stories & Statements –

- *“In my 38 years’ teaching I would have to say peer mediation and Solving the Jigsaw have been the most practical to my teaching. The thing I find particularly interesting about this is that children’s well-being, self esteem must come before curriculum. This has been my teaching motto for at least 15 years. I think that the program brings this back into schools. In my class respect for each other has heightened.”*
- *“I truly believe that all bullies justify their bullying by disguising it as “humour”, practical jokes- “just mucking around” –*

the bullies and associates always try to laugh at and with their victim. 'Naming It' – removes that veneer once a victim openly states that the behaviour is causing him or her pain, grief, embarrassment and that they don't like it or want it! - The bully is then exposed as being a 'bad person' – a person who (once informed) chooses to be mean, vindictive and violent. This quickly erodes the power base – the hangers on/gangs etc, are happy to have their behaviour justified as supporting 'humour' its another thing all together to be labelled a bully and a thug. I've seen a prep 'Name It' and then bursts into tears – to a grade 6 boy – it was very powerful, very moving and very effective."

- "The other day we had two new students come to the school and I automatically taught them the Jigsaw tools that we use in our school (e.g 'Name It') and for us to do that just showed how entrenched it is in our school culture."
- "We have a child who is continually involved in incidents of bullying as either the victim or perpetrator. She does not understand how social interaction works and continually finds herself in fights and very sad. Working with her using the Jigsaw strategies has given us an approach that sits comfortably with her reality. It does not blame her or others, but tries to work through the issues as they arise. It has empowered her to act and helped us to support her in this action."
- "It's been really interesting to watch the 'Naming It' process which started just in

the grades 5/6 but is now fairly general right across the whole school. The impact that Jigsaw has had on our bullying has reduced a lot of physical violence; we have now shifted our focus from physical to verbal and emotional. The difference in the kids and their participation in the program and the way deeper relationships have been built between the teachers and students when they start doing some of the 'Catch-Up's' in the class room, its really important."

- "Working with kids has a big impact on me all the time and for me being able to know and work with the kids on that deeper level has been great."
- "In the short-term many incidents with children and the fact that the bullying behaviour has stopped, in particular one grade four girl who was being bullied by a boy in her class. Since 'Naming' the behaviour that was inappropriate this boy has not bullied her since. Fantastic result!"
- "I used the 'Naming It' strategy with another classroom teacher who was having difficulty with her children in her class who were constantly hitting each other. She 'Named It' in front of them with myself as the support person. 'Consequences' were established for children who didn't listen to her and these 'Consequences' were followed through. Huge impact. Most children realised that what they were doing was inappropriate and have subsequently stopped"

## **DISCUSSION**

The Solving the Jigsaw professional development training is unique and unlike any other professional development training offered to educators. It is a training program that requires the participant to go 'deeper' than they have been asked to before. It is a training program where the participant's values and attitudes are addressed and where the participant is able to discuss issues and grievances both personal and professional in a safe and confidential environment.

The training participants prior to doing the training felt that they didn't have the skills or confidence to be able to deal with bullying issues. It is evident from the results that doing the training has changed this and they now feel they have a set procedure which they can follow and do so with confidence. Doing the training has stopped that first reaction which most of the participants had; to walk away and pretend they didn't see the bullying happening. The training has given the participants what they wanted and needed to be able to deal with these bullying situations.

The training has also challenged and changed participant's attitudes and values around child resilience and well being. It has demonstrated how important it is to build strong, trusting relationships with children so they feel safe in their environments both at home, at school and in their community as a whole. The significance of building these relationships was stated by the training participants a number of times during the report. An example of this was a participant stated that a lasting learning for her/him was that "significant relationships with children are necessary so that they feel comfortable when speaking to you about any problems they may have". Building these strong, trusting and safe environments and relationships is of great importance to 'Solving the Jigsaw' and the work they do.

A schools commitment to the program is of great importance to the programs success. If the school is dedicated to allowing most/majority of their staff to attend the training then the impact the program has on their school is much greater. Schools who have done this and have committed time and staff to Jigsaw have seen great results. Those schools that have little commitment or are 'luke warm' about the program - for example have only sent one or two of their staff to the training days, have seen very little progress made as the staff and culture of the school are less likely to change.

It is evident that for the training to be effective a school has to be committed to give resources, staff and time and in return they will see fantastic results. Not just for the school itself but for their whole school community making their commitment and dedication definitely worth while.

## **CONCLUSION**

The main purpose of this report was to determine how effective the 'Solving the Jigsaw' professional development training has been in relation to:

- Change in teacher attitudes, behaviours and practice in relation to violence, bullying, emotional health and well being of children,

And to determine,

- What elements of the training design have been effective and what elements of the training design can be improved.

In conclusion the 'Solving the Jigsaw' professional development training in 2006 was offered to teachers and community services/agency workers around the region including Bendigo, Melbourne, Swan Hill, Echuca and Kerang. A range of training participants completed evaluations that provided the evidence base for this report. Results of these evaluations have indicated that the professional development training delivered by 'Solving the Jigsaw' in 2006 was highly beneficial and extremely relevant for the participants both professionally and personally. This is evident by the shift in participant's thoughts, feelings and behaviours from when they completed the first 6 questions prior to beginning Modules 1 and 2 and their thoughts, feelings and behaviours after completing the training.

The training resulted in changes in teachers/ community services/agency workers attitudes, behaviours and practice around the general well being of the children they work with. The training provided participants with the skills, knowledge and confidence to be able to challenge those around them to look at all areas of a child's development - not just educational.

The training design was effective and being run over six days throughout the school year contributed to its effectiveness. This format gave the participants time to use and trial their newly learnt skills, report back on the next training day and discuss with the training group members any issues and/or experiences they may have had.

The training facilitators were highly regarded for their professionalism and the way they delivered the training days. The training was identified as challenging and difficult at times, which was handled according to the participants with great respect and in a non-threatening way which made the training extremely effective and enjoyable.

Overall the results indicate that the 'Solving the Jigsaw' professional development training was both beneficial and relevant for teachers and community services/agency workers in 2006. It has achieved a shift in workers attitudes, behaviours and practice 'changing the culture of violence' and working towards a 'culture of well-being'.

## List of Key ‘Jigsaw’ Terms Used in the Report

**Anger:** Is a feeling or an emotion. ‘Solving the Jigsaw’ believes that anger is neutral. It is normal to feel angry about certain situations or events. It’s the way anger is expressed that is important. Many people express anger in negative ways that hurt themselves or others. Positive ways of expressing anger include things that don’t hurt you or others and don’t damage property, but still allow you to express the angry energy.

**Bad Secrets:** A bad secret is when you know someone is getting hurt in some way (including sexual). A bad secret is when someone is bullying or using violence against you or someone you know. A bad secret is when you know all your friends are doing something naughty like shop lifting.

**Building a Culture of Well-Being:** Creating a safe environment, where children and young people are valued, their experiences and thoughts are taken seriously, they are listened to, they are able to share what’s in their hearts, what’s important to them, what’s troubling them, helping them to become more resilient.

**Bully:** is someone who uses violence as a misuse of power, someone who deliberately hurts others, someone who uses power over another person to control them, and someone who uses force, in a variety of ways, to make another person do what you want them to.

**Catch-Ups:** Catch-ups are ‘your moment’ and are used to allow participants to share/monitor their week and how they are feeling about it (Different themes are used to represent what has been happening for individuals in the group) The activity is great for communication, listening and speaking skills. Some examples of the metaphors applied are: colours, animals, shapes, hairstyles, cars, food, drink, weather, water, shoes etc.

**Changing the Culture of Violence:** Is about being up front about violence. Being able to openly talk about and explore with children and young people, what violence is, to develop an understanding and ability to identify the types of violence and the ways violence affects people.

**Consequences:** are an essential part of people being held accountable and responsible for their behaviour.

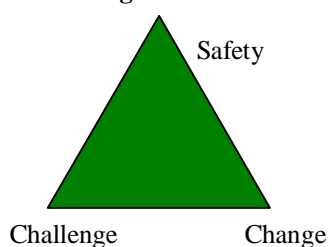
**Don’t Rescue:** Challenge the child to take appropriate action, explore their strengths and supports, and explore strategies for them to communicate their feelings parents/friends/family members.

**EASE:** Emergency Accommodation and Support Enterprise.

**Feelings and Emotions:** Everyone experiences feelings and emotions all the time. We experience them in our thinking and hold them in our bodies. We can experience them consciously and unconsciously.

**Good Secrets:** A good secret doesn’t hurt you, people, pets, property or things. A good secret is often fun to share. It doesn’t hurt anyone.

**Green Triangle:**



The green triangle is the response to what the red triangle creates e.g. violence. In addressing violence there needs to be safety e.g. a safe relationship with a significant person and/or group to discuss the issue of violence. When there is safety there is an environment where behaviours, ideology, myths and

understandings around violence can be challenged in a respectful way. After challenge it then allows for all participants of the red triangle to change their behaviours e.g. a victim to stand up for him/herself and be supported in this, a perpetrator can stop using violence due to their understanding of the impacts of violence on others, a rescuer can change their behaviour by supporting the victim to 'Name It' – not problem solving without the victim and by challenging the perpetrator and bystanders to be accountable and responsible for their behaviours.

**Groomers** – Is a term given to a person(s) who by using a variety of means, including befriending, helping, showing affection, caring, buying things, spoiling and giving time, creates an intimate, powerful relationship with the proposed victim(s) which will enable them to sexually abuse. Groomers make themselves invaluable to the child's family – they build trust within the community where they intend to perpetrate in e.g. schools, churches, community groups. They imbed themselves so tightly within these groupings that when they do sexually abuse and if the child discloses the child may not and often is not believed. The groomer may take years to make themselves an integral part of the family or group, often preferring a victim to be of a certain age to abuse. The process of disempowerment of their victim(s) may be under the disguise of a loving, kind benefactor.

**I Statements:** I feel 'x' (emotion/feeling) when you do 'y' (observable behaviour) because 'z' (effect of behaviour). Example – "I feel really upset when you continue to chat with your friends when I am giving instructions because it means I have to repeat myself and it delays us getting along with our work."

**Interview:** It is done in a group setting by asking the individual's name, who they live with, who they are closest to, what makes them angry, what makes them happy, if they could change something in the world what would they change, their goal for the year, their favourite something, three symbols that represent them. This is done at the beginning of the program and to anyone who is new to the group. The purpose is to listen and value the person as an individual, value their thoughts and ideas, and value the unique story of their life

**Modules:**

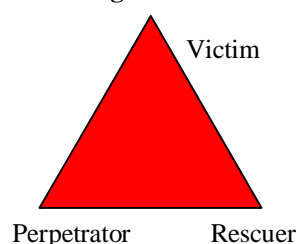
- Day 1: Module 1 'Whole School Approach to Violence and Bullying'
- Day 2: Module 2 'Awkward Conversations with Kids'
- Day 3: Module 3 'Conflict with the School Community'
- Day 4: Module 4 'Facilitating Respect, Valuing Diversity, Encouraging Discussion and Maintaining Confidentiality'
- Day 5: Module 5 'Creating a Caring and Nurturing Classroom and School'
- Day 6: Module 6 'Exploring Feelings and Emotions in the Classroom'

**Naming It:** Is about standing up for yourself in a smart way. 'Tell the person to stop it, what they are doing and how you feel'. E.g. 'Stop it, I don't like when you call me a dork it hurts my feelings and it makes me feel sad'.

**Perpetrator:** Is someone who uses violence on another person.

**Power Over:** Jigsaw believes in power equity within a relationship, not the devolution of another's power which is called 'power over'.

**Red Triangle:**



A diagrammatic explanation of the power dynamic of violence. All positions are interchangeable meaning a perpetrator can also be a victim and a rescuer, a victim can also be a perpetrator or a rescuer, and a rescuer can also be a victim and a perpetrator. E.g. a victim may also bully another person, may

also rescue as a means of regaining power. A rescuer (teacher, parent, child) may also perpetrate e.g. helping a child who has been the victim of bullying and when they see the child perpetrate (bully) another person the rescuer (now bully), may feel let down and angry “look how much time I have spent with you” and the perpetrator bully’s the child, by refusing to help them again, using put downs, not challenging the child, giving up on them. All positions are about power imbalances either wanting power over, being powerless e.g. if you rescue, you render the victim more powerless.

**Rescuer:** Is a person who tries to save a victim of violence by removing them from the violent situation. A rescuer doesn’t challenge the violent/bullying behaviour of the perpetrator, resulting in the victim becoming more powerless.

**Solving the Jigsaw:** Works with students, teachers and parents and the whole school community to change the culture of violence and build a culture of well being.

**The 3 Parts of Sorry:**

- 1) Think about what you have done and know that you have done something wrong
- 2) Say ‘I am sorry’ and mean it, sincerely from your heart
- 3) Change your behaviour.

**Turtle behaviour:** Turtle behaviour comes from a ‘Solving the Jigsaw’ activity called ‘Exploring Animals and their Feelings’. In this activity the group brainstorm 5 animals’ feelings/behaviours in relation to conflict. The Turtle would usually be described as having behaviours such as:

- withdrawing from conflict
- doesn’t like conflict
- won’t Name It
- shy
- scared

Quite often in ‘Solving the Jigsaw’ groups, Professional Development and Facilitator trainings, a participant may refer to their behaviour in a particular situation as “being a Turtle”.

**Victim:** Is someone who has violence perpetrated against them.

**Violence:** Using force to make another person do what you want them to, using POWER OVER to control another person, misuse of power, deliberately hurting someone.

- Physical – when force is used to hurt another person (punching, kicking, spitting, throwing things)
- Verbal – Using your voice to hurt another person (teasing, yelling, swearing, put downs)
- Emotional – Hurting another persons feelings or using fear to control another person (dirty looks, excluding someone, threats, imitation, stalking).

## Appendix A

Below is a table listing the locations and number of participations who attended the professional development training in 2006:

**Participation in Solving the Jigsaw Professional Development Days  
2006**

Victoria	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Total
Lake Charm	1	1	1	1	1	1	6
Woorinen	1	1	1	1	1	1	6
Lake Boga	2	2	2	2	1	1	10
Swan Hill	9	13	10	10	10	9	61
Sea Lake	2	2	2	2	1	1	10
Nyah	1	1					2
Kerang	26	5	4	4	5	7	51
Manangatang	1	1	2	2	1	1	8
Koondrook		1		1	1	1	4
Echuca	14	34	12	9	13	15	97
Rochester	2	2	2	2		2	10
Nanneella		1	1	1	1	1	5
Eltham	1	1	1	1	1	1	6
Sunshine	25	3	4	3	4	4	43
Cohuna		1	1				2
Redesdale	1	1	1	1		1	5
Hastings	1	1	1	1	1	1	6
Castlemaine	1	1					2
Bendigo	9	7	4	5	4	6	35
Charlton	3	3	2	3	1	3	15
Wedderburn	4	4	3	4	4	4	23
Mornington	3	2	2	2	2	2	13
Wycheproof	4	3	3	4	3	4	21
St Albans	1		1				2
Bundoora	4	4	4	4	2	4	22
Hoppers Crossing	4	4	4	2	3	4	21
Hillside	1		1	1	1	1	5
Sunshine	25	3	4	3	2	3	40
Prahran	2	2	2		1	1	8
Stawell	2	2	2	2	2	2	12
Sydenham	1		1	1	1	1	5

<b>Total Participation</b>	151	106	78	72	67	82	<b>556</b>
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## Appendix B

Below is a map of the regional/rural towns in Victoria which the professional development training participants of 2006 were based:



## Appendix C

Below is a map of the urban areas in Victoria which the professional development training participants of 2006 were based:

