

Successfully establishing your safe and orderly learning environment

The essential steps to promote student engagement and classroom management.



Why it's essential to establish expectations (norms) in collaboration with students:

Thinking back to when many of us attended school, expectations were set and rules had to be followed. Nowadays, we know that student agency is *imperative* to have optimal student engagement.

This should *not* be misinterpreted as the 'students setting their own rules to do what they want in the classroom'. Rather, we promote student agency by providing an opportunity to share what we all believe contributes to a safe and orderly learning environment, allowing students to take ownership of their learning and behaviour.

How do we encourage collaboration for setting expectations?

1. Establish your expectations of behaviour as a class.
2. Allow students to contribute their ideas about a safe and orderly learning environment.
 - You may ask students to sign a classroom agreement (pictured below), you can ask students to share what they believe makes an optimal student learner and an optimal teacher.
 - Have a conversation about how students can demonstrate the desired behaviours

- Linking and unpacking the School Values (respect and tolerance, honest and trust, personal success and responsibility) and Animating Principle (Making Responsible Choices) and/or MRC Expected Behaviours Matrix
3. Ensure the expectations are clear and fair (*students will tell you the minute they think something is unfair!*)

Embedding classroom expectations (norms):

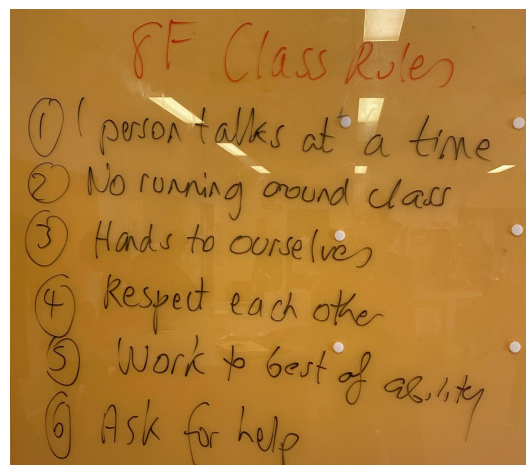
Embedding the classroom expectations will develop over time. It is essential to follow the *transition checklist* and consistently enforce the agreed expectations. Following the steps below will promote the norms to be embedded:

1. Display your expectations in your classroom
2. Refer back to the agreed norms/expectations on a regular basis
3. Be consistent in ensuring students are following the norms
4. Use positive reinforcement to promote desired behaviours
5. Ensure to follow up with students if norms are not met

Long term benefits of establishing and embedding norms:

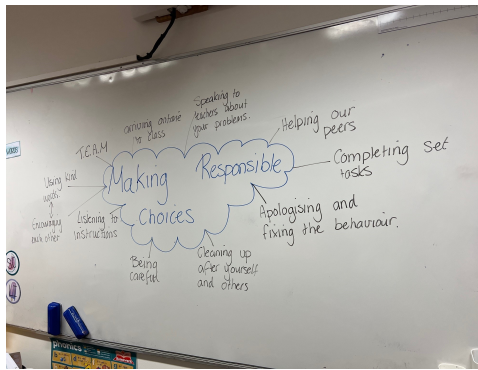
As time progresses, there will be a number of factors that could lead to student disengagement in the classroom. In order to promote re-engage students in their learning, having a solid foundation of classroom norms/expectations will work to the benefit of the teacher and student.

Some examples from around MRC:



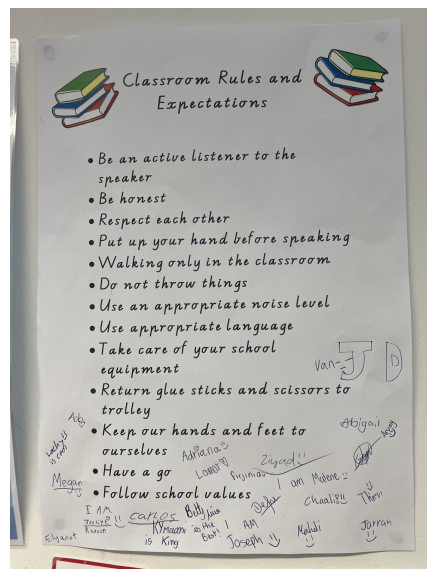
Sarah is working 3x Year 8 Science classes. She had a discussion with each class about the agreed rules/expectations. Above is an example of what students wanted to have noted. Sarah had a 20 minute conversation about how students can demonstrate behaviours that promote these expectations.

Incorporating the Animating Principle: Making Responsible Choices



Sarah K had a conversation with her Year 6 students about how we can work to demonstrate the animating principle in our day to day interactions.

Classroom Expectations document



Lauren's class collaboratively wrote and individually signed the Classroom Rules and Expectations document.

Using ICT as a tool in setting and reinforcing expectations



Based on the agreed expectations, Vanessa has set up class Dojo points for each of her classes. Students receive points for desired behaviour and lose points for showing undesired behaviours.

E.G. 2 points will be provided for coming to class on time

2 points will be deducted to arriving without correct equipment

Students discuss behaviours they should be demonstrating in the class and the amount of points assigned to each behaviour/deduction for undesired behaviours that mirror the expectations set in the GPA matrix. Once students reach a target for showing desired behaviours, they receive a prize.
