



PARADE COLLEGE, BUNDOORA

POLICY:

CLASSROOM MANAGEMENT POLICY

PREAMBLE

This policy aims to set out some procedures to ensure that the pre-conditions for good discipline are established and fostered in the College. It is focused essentially on those steps the College staff ought to take to be pro-active in creating a safe and pleasant working environment which promotes self-discipline and mutual respect, thereby reducing the need for reactive discipline. It accepts the duty of care incumbent on teachers and fosters appropriate accountability.

PRINCIPLES

1. **CONSISTENCY** Students may be confused by or exploitative of differing emphases or standards. Consistency is essential, both in a particular staff member's own dealings with students and in the way in which staff at a given Year or Campus level deal with students.
2. **COMMUNICATION** Students need to understand clearly what behaviour is unacceptable and see that such behaviour will not be tolerated at any time by any staff member.
3. **FAIRNESS** Students expect and respond to fair dealing and staff will endeavour to be equitable in all situations. Staff have a duty of fairness to other staff by cooperating with agreed procedures so as not to weaken the effectiveness of the system for all.
4. **MOTIVATION** Students respond best when highly motivated and staff need to develop suitable techniques to motivate students and maintain interest in class. Variety and maximum participation are essential techniques and the teacher's own enthusiasm for the subject should be evident.
5. **PREPARATION** Well prepared lessons help to create the atmosphere for good learning. Students respond to having work checked, corrected and praised.
6. **COOPERATION** Staff need to discuss classroom procedures at frequent intervals to ensure that all are demanding similar standards of behaviour and similar management techniques.
7. **ATMOSPHERE** A well maintained and attractive class room helps create a positive study atmosphere and all teachers have the responsibility of maintaining good working environments.
8. **SAFETY** Staff need to be constantly aware of safety issues and seek to ensure that students are protected from harm at all times by appropriate supervision in and between classes, in the grounds, and while in transit to or from the College.

GUIDELINES

1. A regular time will be allocated at staff meetings to the discussion of common and effective management procedures and student discipline issues. These meetings need to consider such issues as:
 - punctuality of staff and students,
 - the formulation of considered and consistent classroom rules
 - orderly movements between classes

- before school arrangements and supervision
- the appropriateness of penalties

2. Campus Directors will ensure that a simple set of class-time and break-time rules are formulated for the start of each year and communicated to the students both in written form and at assemblies. Likewise, appropriate procedures for staff to follow need to be set out clearly in the Staff Hand Book and considered frequently at campus meetings.

3. All staff will accept the professional responsibility to maintain adequate discipline in the class room so that effective learning is possible. Those who abrogate this responsibility make it more difficult for other teachers who take the same students. Those who experience difficulty in this area should seek assistance from peers and those in a supervisory capacity. This is not, however, to be a simple transfer of responsibility. Staff who abrogate their responsibilities to deal with matters at the most immediate and local level effectively deprive themselves of the power to act and they reduce their own authority and status.

4. Students may be motivated by:

- mutual respect between staff and students
- praise and encouragement for work well done
- assistance with difficulties by the teacher or other students
- availability and personal interest of the staff
- appropriate, timely and positive correction and return of work.

5. Besides ensuring well prepared lessons and properly organised class time, staff need to have strategies to manage both the full spectrum of student ability. All staff when absent for any reason must leave adequate and suitable work for students to do. This work should be appropriately supervised by the relieving teacher and checked by the regular teacher on return to school.

6. Common practice will be established in such areas as:

- students leaving class and responsibility for students whereabouts
- attention to uniform at assemblies and before students depart for the day
- students reporting to sick-bay
- orderly dismissals
- late passes and absences
- allocation and notification of "extra" classes and the quality of their content
- litter management and cleanliness.

7. Teachers will make sure that rooms and fittings are looked after and that a clean and orderly environment is maintained. They need to be conscious of:

- the potential for vandalism and preventative measures
- the allocation of appropriate clean up time
- leaving boards etc. clean
- timely arrival and departure
- security of students' belongings.

8. Staff will be attentive to assigned supervision duties, especially in the grounds, at recess and lunch break, and before and after school. Students need to be deterred from dangerous games and activities destructive to property. Staff at these times need to be attentive to possible bullying or other anti-social behaviour, and must insist on students observing the "hands off" directive. Rooms with dangerous machinery or equipment need appropriate and clear safety regulations and procedures.

IMPLEMENTATION

1. Staff will be rostered on to supervision of detention groups as designated by the Dean of School. They must ensure that students complete assigned penalties in an orderly atmosphere. Students who fail to attend formal detentions will be followed up by the Dean of School.
2. Professional practice calls for consideration of the verbal behaviour of staff. Language or loudness which express indulgent emotion, feelings of rage, anger, etc diminish the aims both of professional discipline and the dignity of the person, and add to stressful student/teacher behaviour. The value of repetitive exercises such as 'lines' and the value of exclusion from class need to be questioned. Professional practice also demands due prudence in dealing with students by avoiding all over-familiar situations. It also demands appropriate professional dress and bearing.
3. Staff should take a professional interest in their students and encourage their educational well-being in every appropriate way. It is important to learn names as quickly as possible and build mutual respect through genuine interaction. All discussions about students should be governed by justice and compassion.
4. Heads of Faculty will ensure that a simple but clear and adequate list of safety rules is displayed in any learning area where there is any concern beyond the normal safety expectations, e.g. science and technology rooms. Teachers in these areas need to explain these rules to students at frequent intervals and to ensure that they are obeyed consistently.
5. Regular communication between House Leaders and Dean of School will seek to ensure that practices and procedures will be mutually supportive.
6. Teachers have access to a range of internal and external facilities to assist them in their role. These are outlined in the *Policy on Support Services for Students , Staff and Parents*.

(Final Draft: September 1996)

Revised: June 2001, November 2003

Approved by the College Board October 2001