**Classroom Management Plan**

**Teacher: Nathan Cook**

**Class: TA6 – Year 6**

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| ***My management style***  | * All students, while children, are still humans and members of society. Their autonomy should be respected.
* Students should be made aware of how their actions influence themselves and others.
* Students are still developing their sense of right and wrong. The teacher should act as a role model for this and maintain a high standard of behaviour at all times.
* Total authoritarian discipline of students should be avoided. Students should be respected so that they will respect the teacher.
* In spite of the above, severe and/or intentional negative behaviours must be addressed with immediately with as little disruption to the rest of the class as possible. Students are aware of the rules they must follow. Follow up feedback should be given to ensure they are aware of the consequences of their actions.
* Students are on the verge of puberty and are still developing mentally. While this doesn’t excuse behaviour, it should be considered when feeding back to students.
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| ***My expectations of learners*** | Students are expected to: |
| * Follow instructions.
* Complete assigned work on time.
* Try their best at all times.
* Use their manners.
* Recognise when assistance is required and ask for it.
 | * Participate in class activities and discussions.
* Respect the rights of all other members of class (Peers, teachers, education assistants).
* Be respectful outside of the classroom (specialist teachers, admin, other classes).
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| ***Class rules and consequences*** | * Respect the rights of other students to learn.
* Respect the equipment in the classroom.
* Treat others the way you wish to be treated.
* Try your best at all tasks.
 | * All disruptive negative behaviours are recorded on a behaviour chart. Repeated negative behaviours causes a progression which results in an office referral.
* Friendly warning > Verbal warning > Time Out (10 minutes) > Buddy Class > Office Referral (Red Slip).
* Extreme behaviours bypass the above system and result in an immediate red slip and office referral. If student chooses not to go to the office, admin is called to collect child
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| **Strategies** | **Strategies to incorporate explicitly into my lessons** | **Strategies to use throughout the day** |
| ***Preventive*** | * Removal of distractions when delivering instructions.
* Waiting for silence and attention before delivering instructions
* Use of proximity to deter students from negative behaviours
* Separating students who would be disruptive when working together in group tasks.
 | * Use of behaviour chart to record students’ behaviour.
* Use of 5 step behaviour system to deter students from continuing or escalating their behaviour.
* Removal of students from class to give cool down time.
* Use of busy and engaging tasks to ensure students do not distract others.
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| ***Supportive*** | * Modelling of correct behaviour when completing tasks.
* Correct behaviour or work ethic relevant to a task will be highlighted and rewarded with marbles.
* Exceptional work will be showcased to the class (with permission of the student) to model to others.
 | * Use of marbles as reward system – free time at the end of the week for the group that has the most.
* Support and encouragement when students achieve well.
* Build rapport by showing an interest in the lives of all students (at appropriate times).
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| ***Corrective*** | * Conference privately with students if behaviours are severe to explain why certain steps were taken in the discipline process.
* Offer additional support to students to allow them to catch up with classwork and reengage.
 | * Explain to students why certain decisions are made when implementing consequences.
* Talk with misbehaving students and next available break to re-establish a positive relationship.
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| **Restorative Practices** – strategies to retain strong relationships with the learners after corrective strategies have been used**.**  |
| * Immediate addressing of behaviour (when appropriate) so that students may adjust their behaviour accordingly.
* Feeding back to students after serious offences so that they understand the consequences of their actions and why certain steps had to be taken.
* Maintaining a level head and not reacting with anger to displayed negative behaviours.
* Giving students an understanding of the role of the teacher by explaining that teachers must follow rules in their practice just as students do.
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| **Additional Concerns** – additional behaviours from select students that must be monitored to ensure a safe classroom for all. |
| * **Leyton** – A class clown who often tries to draw attention to himself. Keep away from situations where he may take “centre stage”. Good friends with Lochie, and will often work well with him on short tasks – longer tasks prove too challenging and the boys end up distracting each other.
* **Mason** – A highly academic student who is cocky in his abilities. Often blunt, he sees no problem in expressing his disapproval at a person/thing/situation and does not seem to understand how another person might react badly to this. If he believes a task is too easy or “boring” he will not attempt it unless a consequence is put in place.
* **Kadence** – Will become silent and nonresponse if he believes a task is too hard or that he is not receiving enough support. Known to rapidly escalate and become violent is these situations. If a task is pitched at his level, he is a hard worker that will keep others on task.
* **Kobie** – Sly and cunning, will often lie in order to get things his way. He has no empathy and is known to bully students who he dislikes in any capacity. Keep away from Levi, as the boys amplify these behaviours when together.
* **Lochie** - Often tries to avoid doing work by interacting with others in a variety of ways – ranging from pure distraction to help with mundane tasks like sharpening pencils. A hard worker when isolated or given an opportunity to also help someone else.
* **Shakaya** – A compulsive liar, she attempts to manipulate students and staff to get her own way. She conflicts with several members of the class (Sydney, Sharzae, Tyler, James, Sam) and must be kept separated from them. She likes to take leadership roles when available, but can often be controlling which leads to group conflicts. Monitor group activities.
* **Tyler** – Diagnosed with Oppositional Defiant Disorder. Behaviours not seen at school but there are concerns from parents that they might start occurring. A Jehovah’s Witness, he often doesn’t mingle well with other students – a fact not helped by him constantly seeking verification from adults, especially males.
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