

Title and Author

Chapter 2: New class, new year: the establishment phase of behaviour management – Rogers (2015)

In: *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*

Summary

- The establishment phase of behaviour management strategies is essential the successful implementation of effective strategies for promoting positive behaviour in the classroom.
- This involves taking time at the beginning of a new academic year to explicitly explain the expectations, structures and routines in the classroom e.g. moving about the room, seating plans, call and response etc.
- It is also important to consider the rights and responsibilities of all members of the classroom to establish a learning community and reinforce the notion that this is a shared learning space.
- Behaviour agreements or class charters can be an effective way to establish the rights, responsibilities and rules within a classroom and support the investment of all learners (and their families) in the structures.
- The process of agreeing the above is as important as the product; taking the time to discuss what will be conducive to a happy, safe and effective learning environment for all is essential.
- Discussion of non-negotiable rights (e.g. to be safe, to be able to learn etc.) is another important aspect of establishing behavioural expectations with a new class.
- Consequences must be agreed in tandem with the rights, responsibilities and rules in order to establish the repercussions of going against the behaviour agreement.
- This should stem from a culture of support for all members of the learning community e.g. classroom meetings.
- Key elements of classroom practice should be modelled: calmness, attentiveness, using children's names etc.
- The physical classroom environment also has an impact on behaviour and is an important consideration when establishing a positive learning environment for all.
- Following the establishment of class rules comes the cohesive phase, and maintenance and consolidation.

Key Considerations for Practice

- Establishing effective behaviour routines and expectations is essential to promoting positive learning environments for all learners.
- The rights and responsibilities of learners should inform the rules and consequences that are established in the classroom and all members of the class should be invested and involved in the discussion of these.
- Teachers model the practice they expect of their pupils and so should be actively involved in the construction of the behaviour agreement in their classroom.

Prompts for Professional Dialogue and Reflection

- How do you see effective behavioural expectations established at the start of the new year?
- What are effective ways of getting to know a new class of pupils?
- Which tools have you seen used to establish strong rules, routines and relationships within the classroom?
- What is the impact of these strategies on teaching and learning? How do you know?
- How have you seen the physical learning environment used to support behaviour and promote good relationships in the classroom?
- What other theories for behaviour management does this relate to and how will this inform your practice?