
THE ESTABLISHMENT PHASE OF THE YEAR

(Core Practices and Skills in establishing co-
operative classroom learning communities)
Summary notes only

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The establishment phase of the year is a crucial time in the development of a class group. In terms of group dynamics there is a psychological and developmental expectation and readiness in the students regarding the teacher explaining how things will be *this year in our class*. The essential features of this phase necessitate we :-

- clarify the rules and routines (these are based on shared rights and responsibilities); the **right to feel safe here** (and to have a safe environment), **the right to learn** (without undue distraction and disruption), **the right to respect and fair treatment**. These rights need positive leadership by the class teacher for their protection and enjoyment by all members of our classroom community. They also need to be taught as *rights and responsibilities for all of us*. In this sense *my* right is *your* responsibility and my responsibility enables your rights. The core value, of social inclusion, fundamental respect and co-operation, lie at the heart of these core rights.

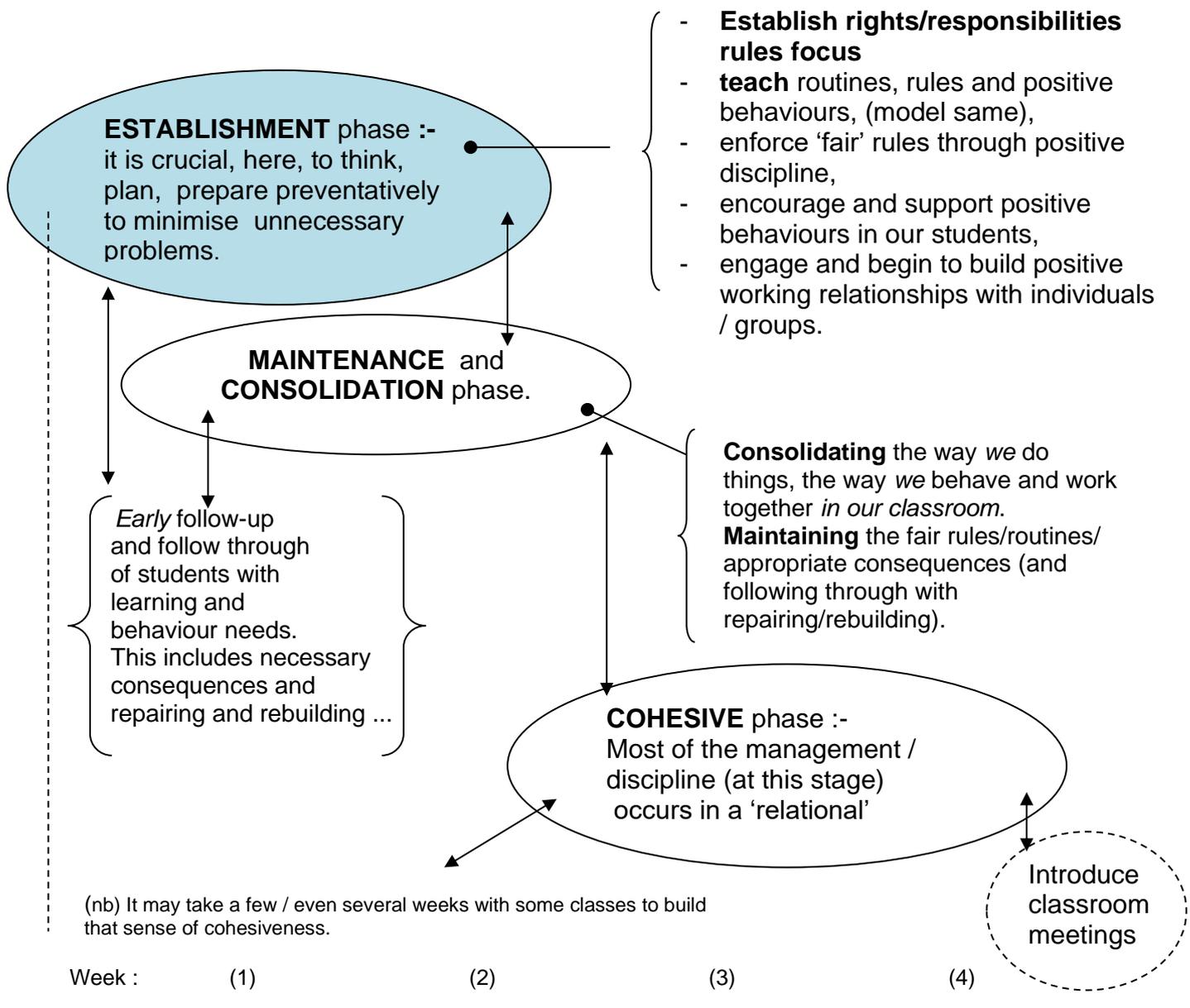
There are a number of **core routines** that enable social responsibility and co-operation in a *learning community (a classroom) such as :-

- organising appropriate seating 'plans' or student groupings;
- clarifying our teacher role in terms of behaviour expectations and teacher *cues* to students such as :- whole-class discussion/questions, settling time, how students – fairly – seek teacher attention during whole-class teaching and during 'on-task' time; 'working noise' in a small room with 20 plus students ...
- clarifying the sort of corrective discipline and consequences occurring in *this* classroom, [of course 'this' classroom should soon become 'our' classroom.]

Our behaviour management and discipline is based on the clear rights and responsibilities. Hopefully our *characteristic behaviour leadership and discipline language* will reflect this emphasis (see later). Any sense of effective behaviour leadership, discipline, behaviour and behaviour management is, of course, developed through the quality of our leadership and our ability to develop positive, workable relationships with our students. It is during this critical 'establishment phase' that we build that capacity for trust and co-operation with our students.

*Nb In Australia the term 'learning community' is often used for 'a class' what we traditionally call a *classroom* (as a group of students, a *class group*).

There are basic phases in the 'life' of a classroom group :-



Core routines (across all classes).

It is expected that all colleagues will work together on a grade-team / faculty basis to plan the establishment phase with their grades / classes :-

– **Establish a workable entry and exit procedure / routine.**

Consider out-of-class 'settling' *before* classroom entry (distinguishing – for our students – between 'social-time' and 'learning community time' ...).

It will also be important to plan for student seating / groupings. It is not (normally) helpful to just let students sit 'where they want' for the first few weeks of term one. A thoughtful, teacher-directed, seating plan / grouping will maximize early – and potential – co-

operation; particularly for those students who are shy or find it difficult to easily form social engagement with their peers. Rotation of seating (across the first term) should also be considered.

- **Positive greeting to the class** (even in the corridor before going in ...!) and positive ending to the day – sounds basic? It isn't; it is fundamental relational courtesy. Learn names quickly (published seat plan with names? / photos and name plan? Name games [age related?])
- **First 3 minutes : establishing whole-class attention; initiating and sustaining of group attention.** How? Any particular 'signal' or cue(?) Wait(?), or on-board written cueing and wait(?) A brief wait can cue expectation / a long 'wait', saying nothing, can send a confusing message. Confidently step up voice (to gain attention); step down voice with tactical pausing and group-scanning. Avoid *overly* raised voice; **emphasise 'calm' group attention as the norm** from day one.
If any students are late *always* (briefly) 'meet greet and (direct to) seat'. Avoid asking why they are late *at this point* in the lesson – we can check that later. *Repeated* lateness (in the first week or so) will obviously need to be followed up with the students concerned and with senior colleagues.

Avoid talking over significant noise (when seeking to initiate/sustain whole class or attention during whole-class teaching phase). Use *tactical* pausing (...); give general whole-class rule reminders about 'facing front', 'listening', 'hands-up' without calling out ... (etc). Recall the crucial importance – as a teacher / leader – of brief, visual, scanning of class group and 'take-up time'. It can help with older students (who are behaving in distracting ways) to briefly, firmly – relaxedly and *respectfully* – describe what we see / hear (as teachers) – to cue our students' awareness and convey our behaviour expectations (*while* cueing for whole-class attention ...) ie :- "*A number of students are still talking (...) A few students are fiddling with pens and pencil cases (...) I need you looking this way and listening (...) Thanks.*" [Sometimes I will briefly add, "*It's distracting (...)*" - this to students fiddling with loud pencil cases / water bottles etc]. Then return to the *whole-class* cue "*Looking this way and listening (...)*."

Thanks.” or “Settling ... looking ... listening ...” or “Eyes and ears this way. Thanks.”

(Focus on expected behaviours. Thanks is more ‘expectational’ than please in this context).

Our tone, our body language, needs to be relaxed, expectant, positive and confident as we ‘scan’ our class group (not much to ask!) Our overall ‘calmness’ will have a positive effect in conveying our *confident intent* (bad-day notwithstanding!)

Be sure to follow up (after classtime) with any students who have evidenced ‘persistent’ disruptive behaviour – to clarify *expected* behaviours to such students, one-to-one (away from the audience of their peers). Such follow-up starts *day one*. See (later) on follow-up. Obviously at secondary level we will have to direct the student to meet with us – say – at lunch-time, (give a time, and place; eg : the year co-ordinator’s office). It is, however, crucial that the subject teacher conduct the actual follow up (see later) – with senior teacher support if necessary.

- **Dealing with ‘early’ disruptions during whole-class teaching time** [distracting inattentiveness, motoric behaviours, talking while teacher is talking, calling out and talking out of turn, lateness ...] :-
 - Use non-verbal cues / reminders / directions wherever possible / appropriate;
 - Keep verbal directions and reminders brief (even incidental where possible) eg : *descriptively ‘incidental’ :- “Michael (...) you’re calling out. Remember, hands up – without calling out. Thanks.”* (Brief, clear.)” We give ‘take-up-time’ as we redirect to students who are behaving considerately. *“Melissa (...) Donna (...) you’re talking. This is whole-class teaching time.” “Facing this way – thanks ... without talking. Thanks.”* Briefly and respectfully *describe* the distracting behaviour, followed with a *positive behaviour direction* or *rule reminder*.
 - Use the **‘Least-to-most-intrusive’ principle**;
 - Use **positive corrective language** wherever possible. It is always worth discussing with our colleagues the sorts of key phrases and ‘forms’ of words/language expression in our characteristic discipline practice. Easy use of negative discipline language can quickly create a negative tone in our leadership of a class group (eg over use of ‘don’t’ : *“don’t call out ...”, ‘don’t talk while I’m teaching ...”*). Rephrase as : *“Hands up thanks” or “Leave the window blinds and*

face this way (...)thanks." (Rather than, simply, "Don't fiddle with the window blinds.")

- Keep directions and reminders *behavioural* (ie direct or remind *to expected or required behaviour*) eg : "*Facing this way and listening. Thanks.*" (Rather than "Don't talk while I'm teaching ...").
- Give *take-up-time* as expression of expectation.
- Keep the **fundamental respect** intact;
- Balance any correction with encouragement (during, or after the lesson).¹

- ***Establish (or at least clarify) at middle school, the fundamental rights, responsibilities and classroom rules*** (as they fit in with relevant school-wide rules).

See framework for classroom agreement (later) :-

- ~ Keep rules simple, few in number with a positive / negative balance (eg : hands up – without calling out). Publish, **teach, encourage** and respectfully **enforce** these rules from day one. When **establishing** rules make sure there is appropriate and ample discussion with the students.
- ~ It will help to use inclusive language when publishing the **rules on posters in the classroom** ('us', 'our', 'we', 'all', 'everyone ...') Eg The essential rights to focus on (re : rules) are :-

We all have a right to learn well. To learn well in our classroom

we : ... (list key elements of 'learning well') eg : get to class on time / settle/relax in your seat / hands up for shared discussion ..., co-operative working voices ...,

We all have a right to feel safe and be treated respectfully. To

show respect in our classroom we : ... (list key expectations of respect ie : manners, courtesy, fair treatment ...)

We all have a right to feel safe here. To feel safe in our

classroom we : ... (list key expectations re: physical / psychological safety). In a woodwork/art/food technology/manual arts class/physical education (etc) a separate safety rule/s will be carefully explained and visually posted (even on individual machines).

¹ See 'You Know the Fair Rule and Much More – making the hard job of discipline easier'. Rogers, 3rd Edition, (2011)

~ At secondary level it can help to have a *common* framework of rights and responsibilities established across the school (through form / tutor groups). This common framework is published in a user-friendly form (as posters) in each room, corridor, office area ... Subject teachers (within their faculty needs) can then develop any 'subject-specific rules / routines common to that subject area.'²

- ***Establish, and monitor, workable communication levels in classroom learning time.*** Discuss – with students – 'level-of ...', 'kinds-of ...', 'working noise', or 'work-talk', or 'partner-voices'. Monitor noise *level* from day one in a positive way. Balance any corrective reminder(s) with encouragement. Use noise-monitoring games where appropriate eg : 'noise meter', 'noise feedback graph'.³
- If early seat 'planning' / groupings are not enabling positive learning consider using a change of seat plan week 2, 3, while there is still a *general group readiness*. Invite class suggestions regarding students' awareness about who they can (productively) sit and work with; from there develop a new 'seating plan'.

A single proforma can be given to each student to invite their response eg :

"As your teachers we are concerned about (be brief, specific, re : behaviours of concern) ... we believe a change of seating plan will help with overall teaching and learning in our class ... Write down the names of two students you know you can work with who will not create hassles or problems during class time. Your suggestions will be used in the new seat plan starting on ..." [give date when new seat plan will start]. (See Rogers, 2006b).

- ***Transitions between whole-class teaching time and on-task learning time*** always need some thought. During transition time noise levels naturally rise (in small classroom spaces) discuss and *teach* workable, co-operative 'partner-voices'/'inside voices/ (as compared to outside voices – corridor/playground), working/study voices ... (See Rogers, 2011 and 2015). There is more motoric behaviour at this time and place in a

² See also notes on : '*Developing a Student Behaviour Agreement (middle / secondary age level*' (Rogers, 2015) (on request). See also *Rules Posters Secondary* (2016) available on request.

³ See Rogers 2011 and 2006 (p 9 in these notes).

lesson; students may have ‘forgotten’ the learning task requirements and some students may not have appropriate materials (etc). Plan for transition time with *normative routines* eg : always have spare materials (pens, pencils, paper, rulers – for those few; until we know whether it’s bad-day syndrome or laziness ...); have published routines for core learning expectations (even date / margin etc ...). Clarify how to fairly / appropriately get teacher assistance ...; appropriate movement around the room; tidying up; work ‘handed in’; pack up and leaving the room procedures.

Plan for task clarity (particularly for visual learners and students with learning needs ...) We will also need to differentiate learning tasks/activities/projects with some of our students. (See Rogers, 2011 and 2015b).

Plan for task-memory and focus. Have *visual* reminders of the task, especially standard tasks, even basics such as :- AY;WAIATDN(BBW)? The acronym reminder poster ... (Ask Yourself; What am I asked to do now : regarding **book, board** or **worksheet** task’?) Use posters as visual prompts (primary level) for (eg) diary writing, spell check, *conference*-for-writing procedures ...

Clarify how materials are to be utilised (eg : monitors); including simple ‘pack-up’ and clean-up routines. Never simply assume students will leave a room tidy, or *physically leave* the classroom thoughtfully and considerately ... (plan for it). At secondary level remind the students (first half dozen lessons) **to do the next class a favour thanks ... re** : residual litter on desks/floor, straightening the furniture and leaving the room in ‘orderly’ way (even row by row).

How students **obtain teachers’ attention, assistance and support during on-task time** is very important; clarify this day one. Teach, enforce and encourage students (in) *how to get appropriate* teacher assistance and in *a fair way to all*. It is worthwhile having a *routine* to deal with this task / learning assistance : a ‘teacher-help table’ with ‘activities-while-you-wait’ at early years and middle primary level(?); numbered hands-up routine with on-going activities till teacher ‘arrives’ at your desk/table(?) Class mentors can be productively employed at any age-level. At lower primary there can even be group helpers [peer monitors] on each table. A ‘teacher-help board’ at upper primary and secondary is widely used in schools. Students write their name (on the teacher help-board) and **then** go on with other work until the teacher can get to them. It is made clear that they only access the teacher help-board when they have carefully read the learning

activity and checked with their learning partner ... Have user-friendly work sheets, or other on-going work options, that students can access until you get around to helping them one-on-one. We would normally not introduce a 'teacher-help board' until we've got to know our class(es) well and the group is reasonably cohesive.

- **Have a year-level 'cool-off time' and 'time-out' procedure** (with adequate senior teacher back-up) for repeatedly distracting / disruptive behaviours and for hostile / aggressive student behaviours. This is crucial and must be based in a clear, 'staged' (least-to-most) manageable time-out plan addressing *where* to send the student, what he does when he gets 'there', how we (as initiating teacher) follow students up later, what paperwork we access (etc). This follow-up (within 24/48 hours) is essential. (See Rogers, 2011).

- **Class behaviour policy / plan at primary?** A student-behaviour plan or 'agreement' discussed, developed and published by the grade teacher in conjunction with the grade / class group. This plan / agreement outlines the fundamental **rights** and **responsibilities**; the **class rules** (as they relate to school rules); the **consequences** for disruptive and rights-infringing behaviour; and the **repairing / rebuilding** / (reconciliation / restitution) processes expected and encouraged. [See a framework for CLASS AGREEMENT later in these notes].
Such CLASSROOM PLANS (at primary level) often utilise class photos to 'personalise' the sense of developing class cohesion (always use probity protocols when using any photos) – see *Rogers and MacPherson, (2014)*.

- **Have a consequential framework for typical disruptive behaviours;** always follow-up and follow-through with students beyond class time. The consequential *framework* needs to consider :
 - ~ The purpose of consequences (to highlight responsibility and accountability);
 - ~ Observe educational and moral considerations : Is the consequence **related** to the behaviour? Is it **reasonable**? Do we keep the basic **respect** (for student) intact?
 - ~ **What does the student learn** from the consequence? Does the consequence have its appropriate 'degree of seriousness'?

There is a *significant* difference in degrees of seriousness between say : homework not done or calling out several times in class or task avoidance and, say, bullying, aggression, violence ... For serious/dangerous behaviours the consequences are non-negotiable. For less serious behaviours there can be a degree of appropriate 'negotiation' (see proforma questions later).

~ Distinguish between the *primary* use of a consequence (eg : time-out) and the *secondary* use of any consequences (eg : follow-up beyond time-out with apology or restitution / repairing and rebuilding).

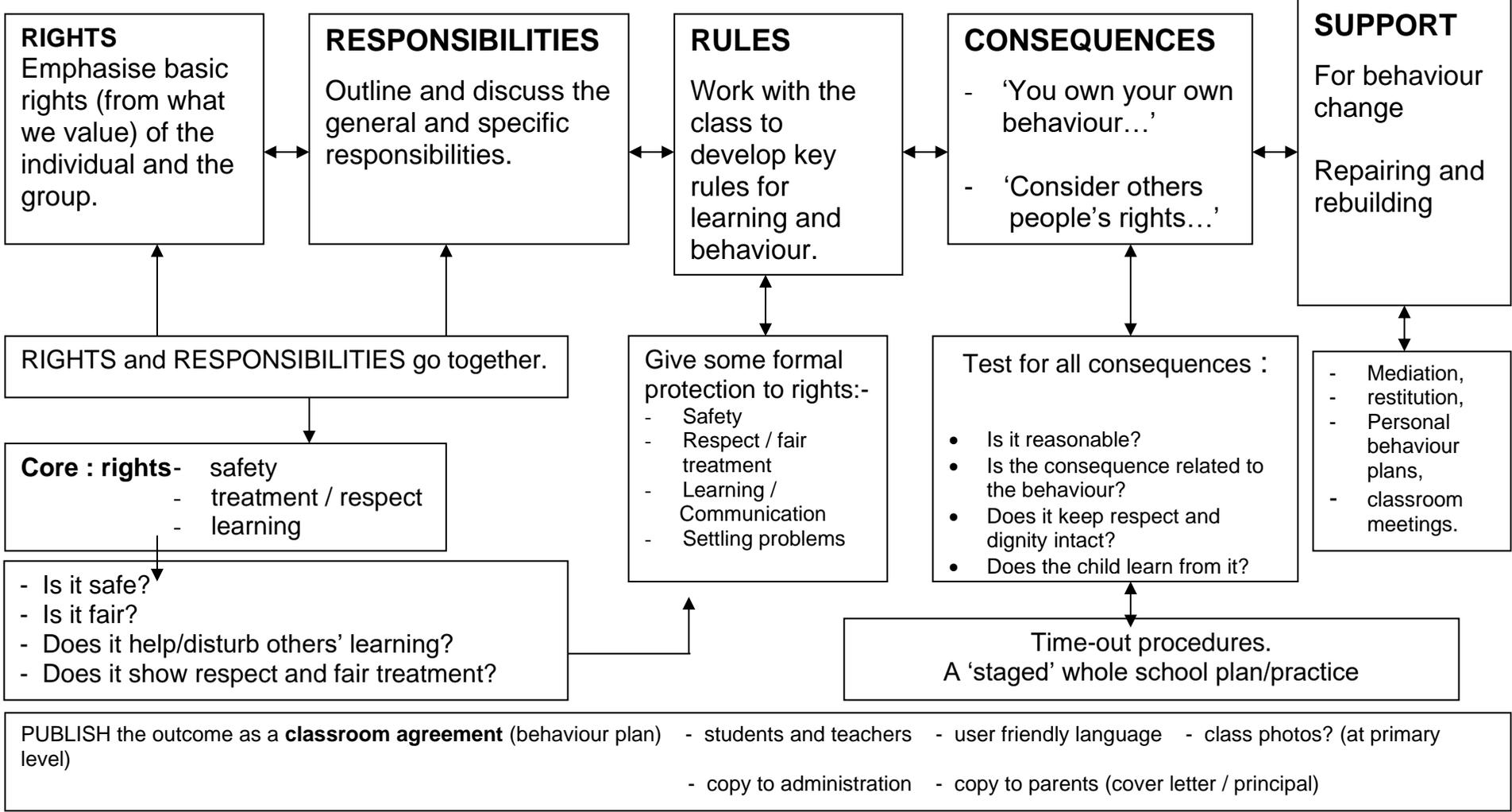
Obviously it is *always* worth discussing the practical details of establishment practices within your grade / faculty team each year. This review of current staff practice and skill is worthwhile; we can always learn from our colleagues. More importantly such discussion will enable a more *reasonable consistency within a whole-school approach*.

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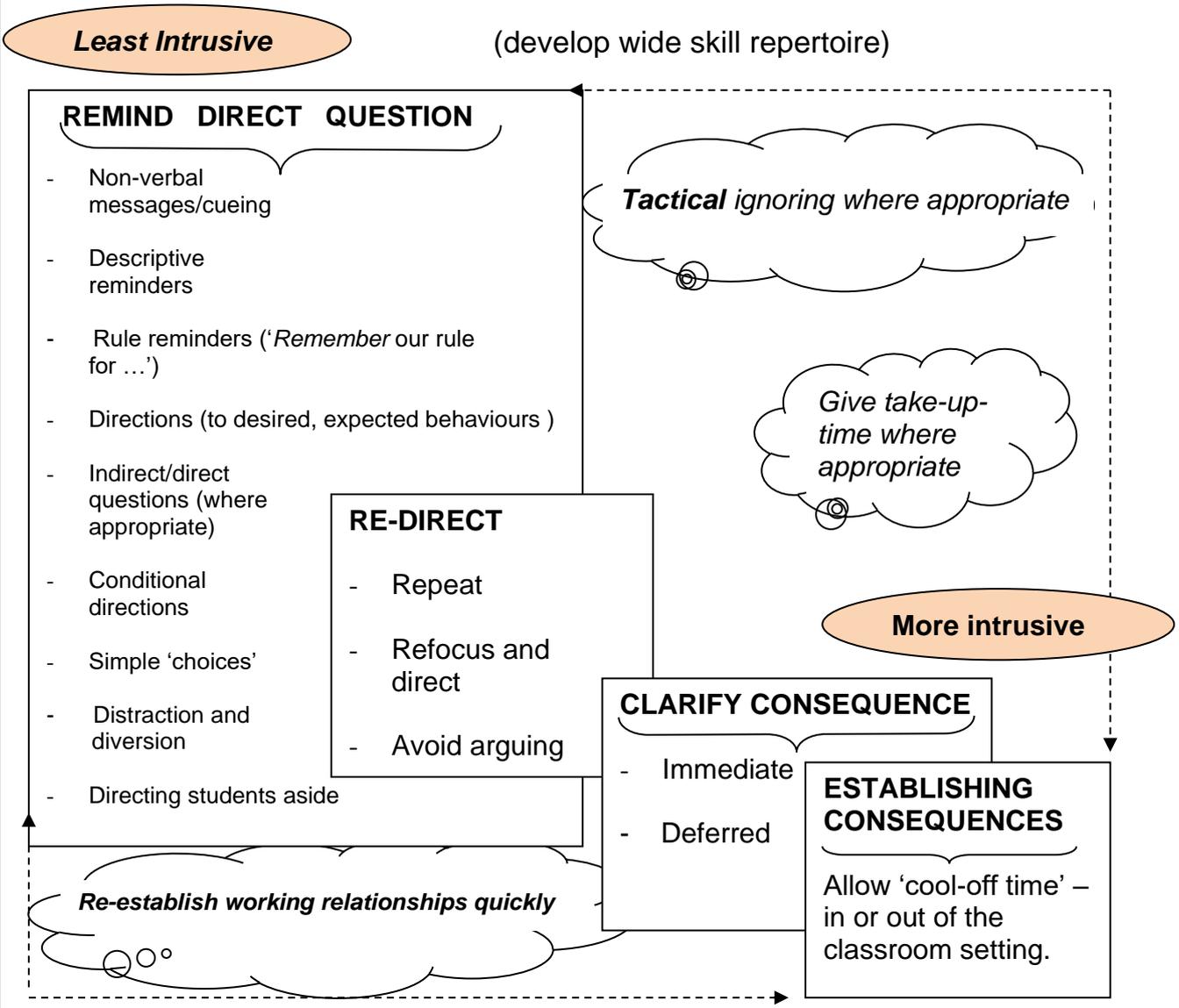
AWARENESS RAISING : Discuss with the class issues (relating to concerns) about behaviour and effect on learning. Invite their understanding co-operation, support and a need for a common 'plan' or agreement.

This basic **framework** can be used with any age group. [The language – naturally – will be developmental to age/context...].



Language of Management and Discipline

corrective discipline : Least to most intrusive



Most intrusive

CONSIDER :-

- the context (instructional time, 'on-task-time', public [assembly], playground setting)
- Concentrate (focus on), 'primary behaviour'; avoid arguing, or 'feeding', 'secondary behaviours'.
- Demonstrate expectation; allow 'take-up-time' wherever possible.

Adapted from :-

© Bill Rogers *Behaviour Management : A whole-school approach*. (2nd Edition 2006). (Scholastic Books Sydney [in the U.K. : Sage Publications])

DEVELOPING SKILLS : FOLLOWING-UP WITH STUDENTS BEYOND THE CLASSROOM SETTING.

Consider whether the student follow-up requires a brief 'after class chat' or a more 'formal' one-to-one session (ie : behaviour interview or 'detention' time ...)

Question : What will you do if the students don't turn up; how will we 'track' them?

(Notebook?, Track them in other classes?, Computer tracking?, Check with other colleagues? How?)

As in all one-to-one settings with students always be aware of ethical probity. This is particularly important when the teacher is a male and the student a female. In any such extended one-to-one meeting it is advisable to have a female colleague present.

When talking with the student :-

- (1) Emphasise the fair and reasonable 'certainty' of the 'consequential process' ; show respect and fairness;
- (2) *Briefly* tune in to how the student might be feeling ... (at that point) : "*You're probably feeling a bit annoyed (or worried) that I've asked you to stay back for ...*" This alerts the student that you care, however it is not a prompt for an extended discussion on the 'justice' of the teacher following-up – consequentially – with the student.
- (3) FOCUS the student's attention and awareness back to specific behaviour/s or issues that necessitated the follow-up; explain how those behaviours / issues affect **our mutual rights** ... [An individual's distracting/disruptive behaviour *always* has social implications ... affecting others' rights/feelings ... (especially learning)]. "*I need to talk with you about ...*" (be brief but specific re : behaviour, or task, or issue). Address the behaviour or issue – it is inappropriate, unprofessional and unnecessary to *ever* verbally 'attack' student, or use any 'detaining time' for some kind of emotional 'pay-back' lecture.

- (4) IF COMFORTABLE *briefly* ‘mirror’ (model) the student’s specific disruptive behaviour to them (only in one-to-one setting) and ask their ‘permission’. *“Do you mind if I show you what I saw/heard when you...?”* (be specific re : their distracting/disruptive *behaviour*).

This ‘behaviour mirroring’ is purely to *illustrate – and clarify* – the student’s typical disruptive behaviour(s) as we saw/heard it in classtime. It should always be done sensitively and supportively – never to embarrass or humiliate. Such ‘mirroring’ is only conducted one-to-one (at a non-classroom session).

NB : ‘Separate’ out the adult to student role; having *briefly* mirrored the behaviour, step back (physically) and ‘visually’ refer the student back to ‘their behaviour’ : *“That’s* (teacher ‘points’ to vacated space where they have just mirrored the student’s behaviour) *what it looks, or sounds, like when you call out repeatedly, [or, butt-in, or speak to me in an inconsiderate way ...”]* At this point the teacher ‘beckons back’ (as it were) to the vacated ‘space’ where they mirrored the student’s behaviour. Our tone is pleasant; positive not tendentious, patronising or hectoring.

‘Behaviour mirroring’ can also help clarify to the student what the teacher has often seen, and heard (relative to the disruptive behaviour/s) and gives visual / kinaesthetic *specificity* to the behaviour the teacher is discussing with the student. In a longer one-to-one session the teacher can promote student awareness by using picture cues : simple drawings depicting the student’s behaviour (see Rogers, *Behaviour Recovery*, 2004).

nb We would normally not use behaviour mirroring with students who have been diagnosed with autistic spectrum disorder.

- (5) Always invite/allow student feedback (and / or right of reply) from student, even in a brief ‘after-class chat’. When students discount, or dissemble, refocus to their behaviour and responsibility :- eg *“I was just joking OK?”*
- *“It’s not a joke when you (be specific) because ...”*
 - *“I’m not the only one who does that!”*
 - *“When others do that (be specific) I’ll speak with them just as I am with you now. You are responsible for what you do and say.”*
 - *“You’re picking on me!”*

- “Actually I care about how you behave and learn here, that’s why I needed to speak with you away from your classmates.”

On some occasions this can be a written right of reply (as during detention or time-out) see later, at end of these notes (pp 18-20).

- (6) Refer the student briefly back to the class’ *student behaviour agreement* as it relates to the student’s behaviour under discussion ie :as their behaviour affects the learning of others (or themselves); the safety of others; or the respect and fair treatment of others. Remind them about expected behaviour next time we’re together in class ... Be clear about the expectation ‘next time’ (in relation to the behaviour/issue under discussion).
- (7) In ‘closing off’ the follow up session, always seek to separate as amicably as possible (even in a brief ‘after class chat’). “*Thanks for staying back to help sort this concern out with me ...*”

Summary of key protocols of one-to-one follow-up :

- ‘calm’ self before ‘calming’ child / tune in briefly to how they might be feeling;
- avoid ‘rushing’ the dialogue (even in a brief five minute after-class chat);
- ‘open’ body language; avoid crowding their personal space;
- avoid arguing; keep the focus on the ‘primary’ behaviour / ‘primary’ issues;
- pleasant, invitational, tone (wherever possible);
- allow right of reply to student;
- refer back to the ***class behaviour agreement*** on rights and responsibilities.
- Focus on behaviour expectations ‘next time’ ...

- (8) If we have had to follow-up several times (in close succession) about common behaviour concerns it is crucial to obtain senior colleague support to see if such behaviour concerns (with this student) are occurring across other classes with other teachers. This will involve ‘tracking’ the student’s behaviour across the year-level (with

other colleagues) to see if our follow-up sees a change in behaviour or attitude; if not consider a year-level *individual behaviour plan* (see Rogers, 2004).

See also notes on *Summary of Individual Behaviour Support Plans*, Rogers, Notes, 2019.

Supporting a teacher's follow-up with students

re : consequences / mediation

There are some 'conflicts' – between teacher and student – that can get quite heated. Sometimes the language, the tone and manner of some teachers (and students) can be quite provocative; even hostile or aggressive. In the heat of the moment it's not always easy to remember that *we are the adult*.

When we follow-up with a student, one-to-one (after some cool-off-time) it is crucial that we give the student an appropriate, and fair, right of reply.

It is unprofessional, unfair and inappropriate for the teacher to keep interrupting the student when they are trying to give their 'version' of events.

Even when students distract, dissemble, overly mitigate or 'fabricate' their versions of events, or misrepresent the teacher's behaviour or discount their own behaviour, it is still professionally appropriate to give the student a reasonable hearing without frequent butting in; without continually stopping him or calling him a liar (see later).

Obviously the teacher needs to have their right of reply; to clarify (calmly) what happened, to explain their behaviour – as teacher – (even their feelings about what happened) and what they believe should fairly happen *now*.

In such sessions it will be necessary to have a senior teacher present to facilitate – even mediate – the due process. On occasions, mediation may need to be followed by necessary 'arbitration' (by the senior colleague) if such mediation is unworkable or unsuccessful.

What is necessary in such 'follow-up sessions' is that the 'initiating' teacher (with whom the student has been in conflict ...) be willing to engage in an appropriate follow-up meeting with the student/s (outside of class time). *This is a teacher's normative professional responsibility*. This 'meeting' should be telegraphed to the student/s through the appropriate senior colleague

(who will be present for moral and professional support, 'witness' and to support the mediation process).

There also needs to be appropriate cool-off-time between the teacher and original disruptive context (or *issue* of conflict) prior to the one-to-one meeting.

For the teacher (the one 'in conflict' with a student / or class group) it will help matters considerably if they :

- Acknowledge how the student may be feeling – at this point – (a few words to that effect can help humanise a naturally tense occasion).
- Remember we are 'the adult' in this meeting time (this is not easy).
- Follow due process allowing the student a right of reply; not butting in or calling the student a liar (even when they are). There is a difference between saying "That's not a true version of events, what actually happened was ..." and "You are a liar!" Give feedback about any lying, or misrepresentation – or exaggeration, even direct lying – by the student by 'calmly' (without rushing) re-addressing the issue (as we genuinely believed it occurred).
- Avoid 'rushing the student; allow some pause time (even a few, brief, silences will often help).
- Keep the focus of the dialogue directed to the *behaviour* (of the student), or the *issue*; not 'attacking' the student.
- *At times* we will need to rightly, and appropriately, apologise for our behaviour. It is not demeaning to apologise to a student if we have said hurtful, or mean-spirited, sarcastic, things (ever, we hope, unintentionally).

At times it will help to say 'we are sorry *that* things turned out like this ... '(be specific) ... There is a difference between "I'm sorry **for** saying ('x', 'y', 'z') or doing ('x', 'y', 'z') ..." and "I'm sorry **that** ..." or "It bothers me **that** things have turned out this way ...".

Even if we're not sorry **for** what happened (ie we are not 'at fault' ...) we can still be sorry "**that** things have panned out this way ... *What can we (and the student) do (or what do we need to do) to make things better ...?*"

- As a basis for 'common ground' it will help to refocus the student to our 'school agreement for ...' – as it relates to the issue of *shared* rights and responsibilities in the school's 'behaviour code'. How has their behaviour affected the learning of others (let

alone their own learning time ...) (?); ... the teaching (?); ... treatment of others (?); ... safety of others (?); ... respect of ... others?

- Ask the student what he can do to make things better from now on. In a non-patronising way it will always help to offer support : ‘*what can I do to help you in class to ...*’ (here be specific about reasonable, expected, behaviour).

Of course, the senior colleague should always help with the ebb and flow of dialogue between teacher and student, and help *both* teacher and student/s to focus on the main / primary issues at the heart of any conflict or issue of concern.

We should never excuse hostile, or aggressive, behaviour in our students *when* we’re seeking to follow-up and follow-through with them in a one-to-one meeting. It is crucial, however, to remember that we are dealing with a conflict between adult and ‘minor’; a young person. There is no place for pointing, gesticulating fingers; loud and raised voices; accusations of ‘lying’ : “You *never* tell the truth ...!”. There is no place for sarcasm, cheap shots, ‘scoring’ or threatening language ... though it is (I grant) tempting at times! We will better address such follow-up and restitution if we speak, and act, with respect, courtesy and dignity (even when we don’t always get the same in return!)

In other words we model what we hope to see in them.

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PERSONAL RESPONSE SHEET

STUDENT'S NAME _____

CLASS _____

TEACHER'S NAME _____

SUBJECT _____

DATE _____

STUDENT COMMENTS

WHAT I DID (against our class or school rules or rights)

WHAT RULES (or rights) I BROKE OR INFRINGED

MY EXPLANATION

WHAT I THINK I SHOULD DO TO FIX THINGS UP, or work things out

TEACHER'S COMMENTS ONLY

DATE _____

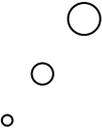
RESOLUTION REQUIRED (please tick)

TOTAL EXITS FROM CLASS _____

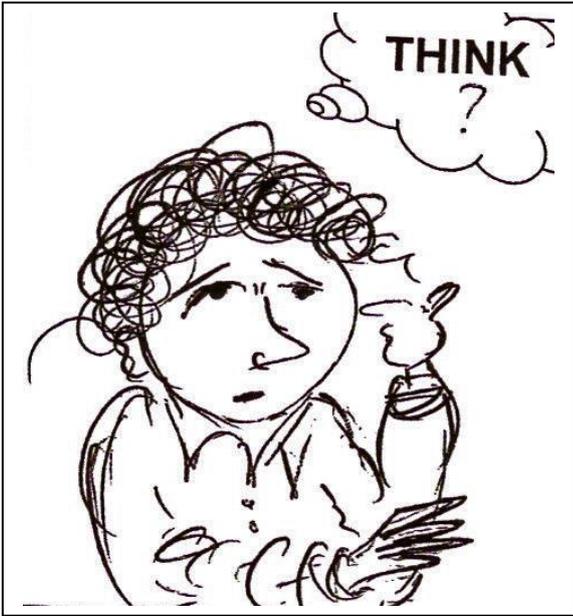
- I will work through the conflict with the student _____
- I will arrange a time with my Year Level Co-ordinator (Home Class Issues) _____
- I will arrange a time with the Subject Co-ordinator (Subject Issues) _____
- I need the assistance of the Year Level Supervisor to work with me and student _____

RETURN TO YEAR LEVEL CO-ORDINATOR (as soon as possible)

THINKING ABOUT MY BEHAVIOUR



1. Think back to what happened.
What did I do?



2. What rule was broken?



3. What is my side of the story?

4. What can I do to fix things up? Make things better?

(I often add a 'last' question, How can I (your teacher) help you ...?)