
CLASSROOM RULE

POSTERS :-

SECONDARY

Dr Bill Rogers

2019

This 'poster format' is used by many of my colleagues (and myself) as a visual reminder to our students of our classroom rules. We developed these some years back and have fine-tuned them since. We have used them at middle school through to year 12.

The published rules are derived from the core non-negotiable rights :

the right to feel safe here ... (emotionally/relationally/physically ...);

the right to learn here (without undue/unfair distraction or disruption ...);

the right to respect and fair treatment (equality).

In subject areas such as Food Tech.; Materials Design/Tech.; Art; Phys. Ed. ...we would have a specific rule poster/s for safety concerns attenuating more specific aspects of safety relevant in that subject and learning space and activities.

We suggest that when making the rule posters that they be neatly written, bold lettering *large enough* to be seen from the back of the classroom. The headings need to be bolder in format. It can help to laminate them. Some schools get them professionally printed.

These rules are discussed with each form group/tutor group/pastoral group in the establishment phase of the year (see also notes : *The Establishment Phase of the Year 2019*) also *Developing a Student Behaviour Agreement : Middle and Secondary age level*.

Also included here is a primary example addressing transition behaviour between playtime and classroom time.

A class works well, learns well, when *each* class member makes an effort to
CO-OPERATE with others.

IN ORDER TO CO-OPERATE WE HAVE TO LEARN TO GET ON WITH EACH OTHER HERE. IT'S OUR PLACE.

- WE ALL HAVE RIGHTS (to feel safe here, to learn without distraction from others, and to show and give respect and fairness).
- WE HAVE RESPONSIBILITIES SO WE CAN ENJOY THOSE RIGHTS.

WE

TAKE TURNS IN CLASS DISCUSSION.

WE

ARE WILLING TO HAVE OUR VIEWS AND OPINIONS CHALLENGED.


WE

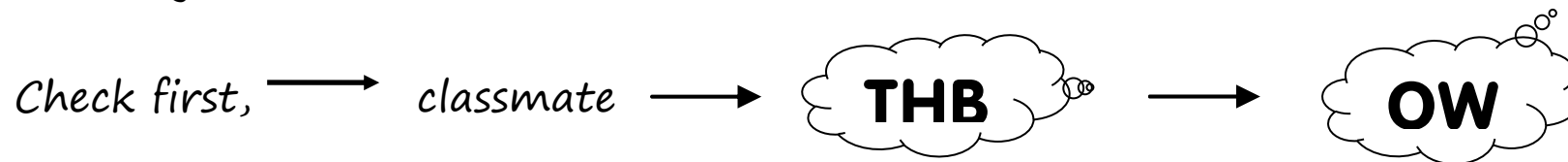
DISAGREE RESPECTFULLY AND GIVE REASONS FOR WHY WE DISAGREE.

WE

ARE WILLING TO HELP/SUPPORT AND ENCOURAGE EACH OTHER IN OUR LEARNING HERE.

WE ALL HAVE A RIGHT TO LEARN
TO LEARN WELL HERE WE :-

- (1) Get to class on time, (entry);
- (2) Settle/relax/prepared ...;
- (3) Appropriate materials;
- (4) Hands up ... 
- (5) Partner-voice Co-op. talk;
- (6) If you need T.A. remember :-



nb FGFA = fair go for all THB = Teacher help board OW = go on with other work until teacher comes (class novel/worksheet options ...)

WE ALL HAVE A RIGHT TO RESPECT

To enjoy one another's respect here we remember that :

- We all share the same place, space & reason for being here.
- We all share the same fundamental feelings – it's all about the way we treat one another here.
- Safety is more than physical safety (people's feelings, personal space, property).
- Considered language (no put-downs, cheap shots).
Bullying is totally unacceptable in our school.
- Courtesy, consideration, manners. Thanks.

Mr Rogers : English



'Ta!'

Courtesy is catching!

OUR CLASSROOM (LEARNING COMMUNITY)

4S Mr B. _____

WELCOME

BEFORE WE GO IN, WE REMEMBER :-

- Playtime is over / calm, relaxed considerate entry,
- Hats off / chewing gum binned / w. bottles and coats and bags away,
- REMEMBER, this is our learning space/place time together.
- partner-voice / co-operative talk / movement around our classroom
- we look after / care for each other and our learning spaces.

Key texts in which these rights/rules are explored and developed in case studies from the author's work as a mentor coach in schools :-

ROGERS, B. (2006) *Behaviour Management : A Whole-School Approach* Sydney : Scholastic Books
2nd Edition [In the UK London : Sage Books].

ROGERS, B. (2006) *Cracking the Hard Class. Strategies for Managing the Harder Than Average Class* Sydney : Scholastic Books 2nd Edition. [In the UK London : Sage Books].

ROGERS, B. (2011) *You Know the Fair Rule and Much More : Strategies for making the hard job of discipline in schools easier.* 3rd Edition. Melbourne : Australian Council for Educational Research. In the UK London : Pearson Education 4th Edition.

ROGERS, B. (2014) *Classroom Behaviour : A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support* 4th Edition London : Sage Publications

Dr. Bill Rogers is a teacher, education consultant and author. He conducts in-services and seminar programmes across Australasia, New Zealand, Europe and the U.K. in the areas of behaviour management, effective teaching, stress management, colleague support and teacher welfare. He has also worked extensively as a mentor-coach in classrooms; team-teaching in challenging classes in Australia and the U.K. {He is a Fellow of the Australian College of Educators and Honorary Life Fellow of Leeds Trinity University and Honorary Fellow at the Graduate School of Education, Melbourne University}.

