St Augustine's
College - Sydney

Classroom Management Practices
AN AUGUSTINIAN EDUCATION

Classroom Management Practices

- Human reasoning plays an essential role in the search for truth. We do not learn by faith alone but also by understanding. 
  *Contra Academicos, III, 20*

- An Augustinian teacher does not provide truth, but acts as a mirror facilitating the search for insight among learners. 
  *Sermo 306B, 4*

- For Augustine learning is not individualistic - it sees Community as a focus of learning. 
  *Regula 1,2*

- Augustine tells his community, “Live harmoniously in your house, intent upon God in oneness of mind and heart.” 
  *Regula, 1,2*

- For Augustine, engaging in community became a school for dialogue with the Inner Teacher… discovering that true teaching is service to others not a means to higher power or status. This learning with others is a distinctive characteristic of Augustinian Pedgagogy. 
  *Sermo 198, 13*

As a Christian community, the following of Jesus Christ is at the centre of the College’s ethos and endeavours. The College seeks to promote the formation of the whole person; an individual who is well-rounded and lives by the Gospel mission of justice, tolerance, forgiveness, compassion and generosity.

*College Mission Statement*
*2011 – 2015*
INTRODUCTION

The social and learning environment of a school is enhanced if a whole-school approach to behaviour is adopted. Developing positive, healthy and respectful relationships within a supportive school environment which is orderly and nurturing is critical to learning. Such an environment promotes student and staff well-being and connectedness to school.

Restorative practice has been incorporated into relationship-centred education at St Augustine’s College as a means of building positive relationships between staff and boys and promoting a culture of mutual value and respect. At its core is the belief that relationships are the key to learning. The essence of a restorative philosophy is that the relationships that have been disturbed by wrongdoing or conflict should be healed by a respectful and collaborative process. The wrongdoer is held accountable and given an opportunity to reflect on and repair the breakdown in the relationship. The emphasis is on how a student’s misconduct impacts on others. The opportunity for problem solving and making amends is provided and the boy is able to be an active and thoughtful contributor to his own personal growth and behavioural improvement.

The Gospel values of justice and forgiveness are intrinsic in this approach which reinforces our mission as a Catholic school in the Augustinian tradition, to encourage and nurture the spirituality of each person. The outcome is the provision of a holistic, relationship-centred education.
CLASSROOM MANAGEMENT PRACTICE

MINIMISE CONFRONTATION
Teachers offer themselves for imitation. This is the essence of what people call teaching.
(De musica 1.6)

KEEP THE FOCUS ON THE PRIMARY BEHAVIOUR - DON'T ARGUE
The more we love those to whom we speak, the more we want them to like what we speak and so the more careful we are in speaking to them what they need.
(De cat.rud., 14)

USE POSITIVE CORRECTIONAL LANGUAGE
Even the art of grammar … has to be learned by boys if they have the opportunity of growing up and living among men and women who speak correctly.
(De doc. Christ. 1.1)

INVITE, MODEL AND EXPECT RESPECT
The good behaviour of those who exercise authority is the best and most effective confirmation of the truths that they teach.
(Order, 2, 27)

UTILISE REASONABLE CONSEQUENCES
The eloquent are listened to with pleasure but the wise are heard with profit.
(De doc. 4.8)

ACTIVELY SEEK, PROMOTE, TEACH & SUPPORT POSITIVE BEHAVIOUR
Free curiosity is a greater encouragement to learn than frightened compulsion.
(Conf 1, 14)
AS A COMMUNITY WE HAVE:

COMMUNITY RIGHTS:

• We have the right to a safe and secure environment, with our property respected
• We have the right to be treated fairly and with respect
• We have the right to learn without distraction or disruption
• We have the right to be listened to, encouraged and given assistance
• We have the right to enjoy positive relationships with peers and teachers.

COMMUNITY RESPONSIBILITIES:

• We have a responsibility to respect and uphold the beliefs and values of the College
• We have a responsibility to respect the school environment and property of others
• We have a responsibility to respect others and treat them with understanding
• We have a responsibility to allow others to learn and be listened to
• We have to take responsibility for our behaviour and the consequences.
**Commencing a Lesson**

- Come prepared to the lesson with a stimulating array of work
- Arrive to class on time. If possible, be in the class to welcome your students to the room
- Students should enter a room which is tidy and ordered
- All students are to stand quietly behind their desk, tidy their uniform, ready to begin the lesson with a prayer
- Greet the class with a positive welcome to the lesson
- Give an outline of the work to be covered in the lesson.
- Mark roll.

**During a Lesson**

**Minimise Confrontation**
- Use calm, concise and unambiguous language
- Be assertive, without being aggressive

**Use Positive Correctional Language**
- Plan the language of correction.
- Speak respectfully
- Use the least intrusive intervention
- Avoid criticising a student in the classroom – where necessary such conversations should be held in private

**Keep the Focus on the Primary Behaviour**
- Tactically ignore and, if possible, refocus on secondary behaviour
- Do not argue with students

**Invite, Model and Expect Respect**
- Separate the undesired behaviour from the individual – “Love the sinner, hate the sin”
- Re-establish the relationship after correction

**Utilise Reasonable Consequences**
- Plan and outline concisely the consequences
- Be clear about the necessary change in behaviour and how it may be achieved
- Emphasise certainty rather than severity

**Actively Seek, Promote, Teach and Support Positive Behaviour**
- Consciously build a positive climate in the classroom
- Provide opportunities for all to succeed
- Plan on how to deal with ‘typical’ distractions which are the core of a discipline plan e.g. lateness, calling out, task avoidance, no equipment, wandering around the classroom, early finishers.

**Concluding a Lesson**

- Ensure homework is set and all students have recorded it
- Restore the classroom for the next lesson, including tidying the room of any rubbish, cleaning the whiteboard and replacing moved furniture
- Thank the class for their involvement and wish them a good day / evening
- Remind the class of any up-coming assessment tasks
- Tell the class that you are looking forward to the next lesson and give a brief account of what to look forward to
- Lock the classroom if it is recess or lunchtime.
STUDENT MANAGEMENT STRATEGY

Stage 1: Low Level Misconduct

Student Action:
- Late arrival to class
- Failure to come to class prepared
- Failure to complete homework
- Persistent minor disruption to class
- Inattention.

Teacher Action:
- Options
  - Verbal warning
  - Re-position student
  - Brief meeting with student at the conclusion of lesson to discuss necessary behaviour modification
  - Playground clean-up duty issued
  - Use positive support strategies
  - Where possible, ignore secondary behaviour.

Staff Response:
- Teacher makes record of behaviour concerns.

Stage 2: Medium Level Misconduct

Student Action:
- Repeated low level misconduct
- Significant disruption to the learning of others
- Repeated failure to complete homework.

Teacher Action:
- All steps should be completed.
  - Parental contact regarding concerns via White Card or phone call
  - Restorative Meeting
  - Classroom Relationship Agreement drawn-up
  - Use positive support strategies
  - Where possible, ignore secondary behaviour.

Staff Response:
- Student Formation Leader (SFL) informed of incidents and agreements.

Stage 3: High Level Misconduct

Student Action:
- Defiance towards teacher
- Repeated disruption to the learning of others
- Obscene or inappropriate language

Teacher Action:
- All steps should be completed.
  - Parental contact via White Card or phone call
  - Student Formation Leader informed at first possible opportunity.

Staff Response:
- SFL informed of incidents and Agreements
- Detention issued and communicated
- SFL to conduct restorative meeting with student and teacher
- Possible suspension.

Stage 4: Critical Response

Student Action:
- Harassment or intimidation towards another student
- Aggressive or violent behaviour
- Graffiti or damage to school property
- Theft
- Drug use and/or possession, alcohol and other illegal substances
- Weapons.

Teacher Action:
- Immediate report to Student Formation Leader and Dean.

Staff Response:
- Interview and investigation conducted by SFL or Dean
- Head of School informed
- Parents informed
- Detention, internal suspension, external suspension, separation
- Student Contract
- Restorative Conference may take place if appropriate.
RESTORATIVE PRACTICE

- Restorative Practice focuses on repairing the harm done to people and relationships rather than on punishing offenders. This process thus focuses on healing and the related empowerment of those affected by an incident and therefore enhances relationships and builds community.
- Restorative Practice involves a series of practices from the informal through to the formal.
- The underpinning philosophy of restorative practice views schooling in a relational context.
- When wrongdoing or misconduct occurs, it is perceived as damage done to a relationship rather than school rule-breaking.
- Restorative practice aims to engage students in meaningful dialogue and restore relationships by involving those most directly affected.

GUIDELINES FOR A RESTORATIVE DISCUSSION

The following questions might form the basis of a discussion between a teacher and student following an incident or concern about behaviour in class:

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again, how could you behave differently?
GUIDELINES FOR A RESTORATIVE CONFERENCE

The following questions might form the basis of a discussion between Student Formation Leader, Tutor, teacher and student(s) following a serious incidents or concern about behaviour in class.

To the person(s) who caused harm: We’re here to talk about …..

- Can you tell us what happened?
- What were you thinking? What was in your head/in your mind?
- Was it the right thing/wrong thing to do?
- In what ways?
- How has this affected you?

To the person(s) harmed: (Which may be the Teacher)

- What did you think when it happened?
- What have you thought about since?
- How has it affected/upset/hurt/harmed you?
- What has been the worst thing?
- What is needed to make it right/to make you feel better?

To the person who caused harm:

- What do you need to do to make things better? How can you fix this?

To the person harmed:

- Is that okay/do you agree?
- Is that fair?

To both:

- How can we make sure this doesn’t happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?
- Formally record agreement. Congratulate those involved for working it out.
- Arrange time to follow-up/meet again to see how things are going.
CLASSROOM RELATIONSHIP AGREEMENT
(Class Teacher/Student)

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>We had a problem in class.</th>
<th>What happened?</th>
<th>What rights and responsibilities were ignored?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How are others affected by this?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Students, Teachers, parents)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you feel about this incident</th>
<th>What can we do so that this does not happen again?</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Classroom Teacher</th>
<th>Parent</th>
<th>Student</th>
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Copy to Student Formation Leader/Dean