

Position Description

Position Title	Classroom Teacher (ELC to Year 12)
Work Area	Teaching
Primary Campus	Sturt Street/Mair Street/King Island
Classification	Level 1 – 12 of the Ballarat & Clarendon College Enterprise Agreement 2016 - 2020
Employment Type	Full-time/Part-time
<p>Purpose of position</p> <p>To maximise every student’s competence, skills and capacity so that, at the end of their time at the School, when they stand on the threshold of their future, they can choose their <i>heart’s desire</i>.</p>	
<p>Position environment</p> <p>Classroom Teachers report to and operate under the general direction of their Head of Subject and Heads of School. Classroom Teachers interact with all areas and levels of staff as well as relevant external parties which often require discretion and confidentiality.</p>	
<p>Reporting relationships</p> <p>Head of Department/Team Head of School</p>	
<p>Attachments</p> <ol style="list-style-type: none"> 1. School Improvement Plan 2. Student Development Pathway 3. School Classroom Expectations 	
<p>Principal Accountabilities</p> <ul style="list-style-type: none"> • Implementation of the Ballarat Clarendon College Teaching and Learning Framework as an individual as well as a functioning member of a Department/Team. • Implementation of the Ballarat Clarendon College Student Development Framework as an individual as well as a functioning member of a Department/Team. • Involvement in, contribution and commitment to professional learning. • Effective execution of professional responsibilities, including priorities, agreements and professional learning as directed by the Curriculum Committee. • Monitor the progress of all students by tracking details of student learning. 	

Professional Learning

- Take responsibility for personal performance management and development, with the support of Heads of Departments, mentors and/or performance managers. The most significant professional learning is supported and conducted within department teams.
- Gather feedback from a variety of sources about teaching performance. Participate with student survey process and classroom observations as appropriate.
- Reflect critically on practice to improve the quality of teaching and learning.
- Participate collaboratively and actively in departmental learning teams to ensure knowledge of curriculum, instruction and assessment is relevant and current.
- Take responsibility for professional learning and development opportunities within and beyond the Clarendon learning community. This will include professional reading.

School Improvement

- Develop capacity to write detailed curriculum documentation (Unit Plans and Lesson Plans – Wiggins & McTighe, Understanding by Design).
- Participate in the School Improvement Plan process designed to incrementally increase the effectiveness of teaching and learning. (See attached School Improvement Plan)

Professional Responsibilities

- Model a commitment to continuous improvement and life-long learning.
- Communicate appropriately with parents, students, staff, contractors and other persons associated with the school at all times.
- Represent Clarendon professionally at all times whilst positively working in line with the School's focus.
- Work proactively and collaboratively to ensure alignment with and understanding of the whole school plan.
- Attend and contribute to staff meetings, professional development activities, training programs and Chapel services. Participate in non-teaching training and development activities as required by the school.
- Undertake other teaching-related and organisational duties as determined by the Principal.
- Actively participate in additional teaching duties, including, but not limited to, supervising students in the yard, marshalling on sports days, participating in the co-curricular program.
- Participate in approved excursions that relate to the school curriculum. Attend camps and other outdoor education program activities as required.
- Attend formal presentation evenings and school-organised functions. Support additional school activities, such as sporting, performing and visual arts activities, fundraising events and other Clarendon community functions.
- Use the Student Development Pathway as a framework for supporting the most important aspects of student development: Identity, Relationships and Self-Management. (See attached Student Development Pathway)
- Implement the School Classroom Expectations consistently. (See attached School Classroom Expectations)

Child Safety, Diversity, Community

Classroom teachers are expected to:

- Provide a safe and secure learning environment.
- Maintain strict confidentiality regarding students where appropriate and in alignment with privacy legislation.
- Operate within the Ballarat Clarendon College policy framework and legislation/regulations with respect to duty of care.
- Treat all members of the Ballarat Clarendon College community with dignity and respect.
- Work within the limits of their professional expertise.
- Maintain professional objectivity in their relationships with students.
- Maintain a professional relationship with the students of Clarendon, whether at school or not.
- Embrace their professional, legal and moral obligation to report concerns relating to student safety and wellbeing.
- Respect and promote diversity within the Clarendon community.

General

- Conform with and uphold all policies and procedures of Ballarat Clarendon College and take all reasonable care to ensure that any actions or omissions do not impact on the health and safety of others.
- Apply the basic knowledge expected of a professional position with respect to the principles of anti-discrimination and equal opportunity legislation and how they would apply in a workplace. Be able to describe the principles of equal opportunity and valuing diversity.

Special requirements:

- Travel between campuses as required.
- If requested, provide Ballarat Clarendon College with an up-to-date police record check.

SCHOOL IMPROVEMENT PLAN

(Phase 2 Improvement)

THE 'CURRICULUM'

(co-constructed, agreed, documented)

Wiggins & McTighe
Understanding by Design

STAGE 1: The Big Ideas

– the intended learning

STAGE 2: How will we know learning/ progress when it happens?

– WHAT, exactly, does this look like?

STAGE 3: Everything we select for students to do/ engage with, including:

- class work
- class discussion
- practice/homework
- reading
- 'assessments'
- practice 'exams'/papers
- videos to watch, listen to
- + teaching routines, practices/approaches

1. After several iterations of the improvement process [Phase 2 process] this (Stage 2) should become a clear, detailed articulation of the standards.
2. **TEAMS** – this work must be done in cohort teams so that each detail of 'The Curriculum' is shared and agreed.
3. **LEADERSHIP** – the process requires, and depends on, leadership.

Rosenshine:

1. Review of previous learning
2. New material is presented in small steps, with practice
3. Teacher asks many questions to ascertain understanding of all students
4. Provide students with models
5. Guide student practice
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Dunlovsky:

1. Self-testing or taking practice tests
2. Distributed practice
3. Interleaved practice
4. Generating explanations
5. Explanation of new information
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SeeRED

- What are the causes of the variation?
- Which further detail is required in the documentation?
- Are there areas of the intended learning where all students are below 'standard'?
- Which information is used to inform/set 'standards' eg VCE/NAPLAN/?
- How can we detect appropriate progress in intended learning?

DATA

VCE/NAPLAN and past performance 'STANDARDS'



Detection and measure of variation between:

- Questions
- Classes
- Cohorts
- Year levels

HOW MUCH PROGRESS ARE STUDENTS MAKING?

Student Development Pathway

Ballarat Clarendon College believes that every situation is an opportunity for learning to occur and that every interaction is a chance for staff working with students to provide support and instruction. This process begins with staff being able to make assessments of where a student currently sits on their developmental journey and what the next stage of learning looks like for them.

While this process is easy to observe and understand in the context of what we might see as 'traditional' subject areas, it is harder to clearly articulate what this process might look like in what might be broadly termed the students *personal development*.

As a school, we have endeavoured to address this challenge by developing a developmental map in relation to the three key areas which we have identified best encapsulate an individual's development in this domain – Identity, Relationships and Self-Management.

Identity – Who I am? How do I see myself? How do I want other people to see me? How do people actually see me?

Relationships – How do I interact with other people in my world? What are the attributes which characterise these interactions?

Self-Management – How do I manage my thought processes to ensure they are productive at an emotional, social and practical level?

Drawing on Clarendon's focus statement, we seek to accurately depict what the development of competence, skills and capacity would look like in these three identified domains.

The Student Development Pathway document is the culmination of an extensive process. All staff at Ballarat Clarendon College are expected to use this pathway to inform their assessment and thinking about where a student currently sits in their development and what the next stage of learning looks like. All staff have a responsibility to be a part of this developmental process no matter what their specific role is within the school.

The co-curricular program, Performing Arts, King Island, Boarding Houses and a myriad of other settings are important opportunities for assessments to be made and interventions implemented. Ballarat Clarendon College believes that, when the learning from each of these contexts is triangulated and all staff are working within a common practice framework and using a common language, we can truly maximise the learning that is possible for students as they progress towards independence in their adult lives.

Student Development Pathway

Identity

<p>Descriptor</p>	<p>Student measures self-worth through perceived social standing; this directs their decisions regarding actions. Their perception of how others view them is inaccurate which reinforces poor decisions.</p>	<p>Student measures self-worth through perceived social standing; this directs their decisions regarding actions. The student is able to assess how they are perceived and responds to negative perceptions by dismissing their accuracy; therefore, there is no alteration in their decision-making about actions.</p>	<p>Student measures self-worth through perceived social standing; this directs their decisions regarding actions. The student is able to assess how they are perceived and responds to negative perceptions by attempting to change behaviour to placate those who are critical.</p>	<p>Student has a strong sense of personal values which informs their identity; they are able to filter feedback through their values in order to make positive and assertive decisions to maintain and improve productive relationships.</p> <p>They can be unyielding in their judgement of others.</p>	<p>Student has a strong sense of their personal values which informs their identity; they are able to filter feedback through their values to be able to make positive and assertive decisions to maintain and improve productive relationships.</p> <p>Student is able to articulate why others may see a situation in a different manner to themselves.</p>
<p>Associated Behaviour</p>	<ul style="list-style-type: none"> • Clinging to friendship groups when the relationships are no longer positive. • Taking actions that are aimed at boosting popularity at potential cost to others. • Actively contributing to the negative perception of others for unjustified reasons – e.g. participates in negative groups discussions (gossip). 	<ul style="list-style-type: none"> • Defensive responses to feedback including minimisation, deflection and justification. • ‘Blaming’ of others when relationships are challenged. • Inability to problem-solve when challenged emotionally. 	<ul style="list-style-type: none"> • ‘Following the crowd’ behaviours. • Group think – continuing on a particular course in the belief that it will enhance/consolidate their social standing despite it being contrary to values and beliefs. 	<ul style="list-style-type: none"> • When friendship group breaks down, they start to question why they are friends with some people and are able to branch out to others to form new friendships. • Student recognises that investing in new friendships is good for their relational and interpersonal development. • There is still some inconsistency in behaviours. At times, they relapse to behaviours that they have previously acknowledged are unproductive. 	<ul style="list-style-type: none"> • Student has fostered a relationship with significant others who they trust to help navigate through feedback and challenging situations. • Student is able to make decisions that may be unpopular; they can justify decisions in situations where they have clear knowledge and understanding. • Tends to hold personal opinions rigidly even when evidence challenges these.

<p>Student has a strong sense of their personal values which informs their identity; they are able to filter feedback through their values to be able to make positive and assertive decisions to maintain and improve productive relationships.</p> <p>Student is able to articulate why others may see a situation in a different manner to themselves.</p>	<p>Student has a strong sense of their personal values which informs their identity; they are able to filter feedback through their values to be able to make positive and assertive decisions to maintain and improve productive relationships.</p> <p>Student is able to articulate why others may see a situation in a different manner to themselves and, through discussion, can reframe their own view of a situation to be reflective of the views of others.</p>	<p>Student has a strong sense of their personal values which informs their identity; they are able to filter feedback through their values to be able to make positive and assertive decisions to maintain and improve productive relationships.</p> <p>Student is able to articulate why others may see a situation in a different manner to themselves and, through discussion, can reframe their own view of a situation to be reflective of the views of others, while still staying true to their own values.</p>	<p>Student has a strong sense of their personal values which informs their identity; they are able to filter feedback through their values to be able to make positive and assertive decisions to maintain and improve productive relationships.</p> <p>Student is able to articulate why others may see a situation in a different manner to themselves and, through discussion, can reframe their own view of a situation to be reflective of the views of others, while still staying true to their own values. Through the consistency of their interactions, they are able to influence those around them.</p>	<p>Student has a strong sense of their personal values which informs their identity; they are able to filter feedback through their values to be able to make positive and assertive decisions to maintain and improve productive relationships.</p> <p>Student is able to articulate why others may see a situation in a different manner to themselves and, through discussion, can reframe their own view of a situation to be reflective of the views of others, while still staying true to their own values. Student is able to actively intervene to support others as they deal with their relationships.</p>
<ul style="list-style-type: none"> • Values are evident in key elements of their day-to-day behaviour. • Able to broadly articulate the values framework that influences decisions in these contexts. • Student can empathise with others' situations and point of view. Can explain effectively what another person might be thinking or feeling. 	<ul style="list-style-type: none"> • Values are evident in the vast majority of day-to-day behaviours where a simple course of action is required. • Able to clearly articulate the values framework that informs decisions in these contexts. • Student uses ability to empathise to reflect on proposed courses of action and to modify in a way that has positive impacts on the people around them. 	<ul style="list-style-type: none"> • Values are evident in almost all day-to-day behaviours; student is also able to manage the realities of competing values and priorities effectively. • Others look to student for leadership and direction • Able to articulate how values framework interacts with life situations and how these are impacted on by roles and responsibilities. • Student places others' needs before their own in situations where there is a greater public benefit or moral responsibility to do so. 	<ul style="list-style-type: none"> • Values of student are articulated by others due to repeated instances where these have been displayed in behaviour. • Student able to add value to complicated situations by providing a clear analysis of the points of view and impact of courses of actions on each of the individuals in a given situation. • Student not afraid to challenge the majority point of view when their analysis of need suggests this is warranted. 	<ul style="list-style-type: none"> • Other students seek the student for counsel when they are facing difficulties. • Student is recognised by peers for their consistency, wisdom and integrity. Held up as a positive influence. • Student can change peer group's point of view with reasoned argument, tactful questioning and linking of big-picture solutions to micro level decision-making. • Student is able to effectively mediate within complex issues where there are high levels of emotion and high level risk for individual parties even when they are directly involved.

Self-Management

Descriptor	Student requires rigid repetition of clear externally established routines and expectations and specific prompting to manage day-to-day tasks.	Student can operate within clearly externally established routines and expectations with prompting at key times to manage day-to-day tasks.	Student can operate within externally established routines and expectations with minimal prompting to manage day-to-day tasks and manage competing priorities.	Student can establish personal routines and measurable personal expectations with clear prompting and support to effectively manage expectations in a range of areas and competing priorities.	Student can establish and maintain personal routines and measurable personal expectations with targeted prompting and support in a range of areas and when there are competing priorities.
Associated Behaviours	<ul style="list-style-type: none"> Requires clear direction regarding expectations, but deviates from these without constant monitoring and prompting. Learns routines with repetition as long as these remain consistent; finds changes in routine challenging. Requires common language to respond to prompts. Requires directed assistance with management of equipment and materials and can use inappropriately if not constantly monitored. 	<ul style="list-style-type: none"> Requires clear direction regarding expectations to get started on a task; can maintain focus with targeted support and prompting. Responds to prompts to implement routines that are regular and consistent expectations. Requires language to be able to link prompt to routine. Requires some assistance and monitoring with equipment and materials and occasionally requires feedback around their appropriate usage. 	<ul style="list-style-type: none"> Requires clarity around the task, but can start and maintain focus with minimal prompting. Student moves into routines with minimal prompting and can pick-up subtle cues to trigger this behaviour. Is able to identify from non-institutionalised statements the need to implement an established routine. Is generally able to manage materials and equipment appropriately with minimal feedback within the systems that have been developed for them. 	<ul style="list-style-type: none"> Student can define requirements of a task without needing to have this explicitly stated and can commence work independently implementing established routines. Student can self-select routines that are effective for a given task based on use of a range of previously used approaches with some prompting/direction. Student can pre-empt what the expectations are going to be based on previous experiences and move with minimal prompting and support. Student is able to manage equipment and materials appropriately and independently within each domain of their life within the systems that have been developed for them. 	<ul style="list-style-type: none"> Student has clearly defined personal routines which they follow consistently in the pursuit of personal goals and in relation to expectations relating to set tasks. Students can implement and maintain effective routines in a range of domains (classroom, homework, sport, music etc.). Student is actively engaged in their learning and attempts and utilises opportunities that are encouraged for them to take personal responsibility. Student has a clear system for managing resources and equipment that they require that is adapted to their personal needs from the systems that have been established for them.

<p>Student can establish and maintain personal routines that negotiate a broad range of competing demands with high stakes and where there is a significant personal investment with some support.</p>	<p>Student can establish and maintain personal routines that negotiate a broad range of competing demands with high stakes and where there is a significant personal investment with specifically targeted support and prompting.</p>	<p>Student can establish and maintain personal routines that negotiate a broad range of competing demands with high stakes and where there is a significant personal investment independently and reflect on and assess the implications of prioritised decisions.</p>	<p>Student can proactively assess and plan in the short- to mid-term what needs to occur to ensure that they are effective in the movement towards personal goals in a range of areas and is able to adjust and modify these plans as circumstances arise. Student is able to communicate this with relevant parties to ensure their decisions do not impact any more than necessary on others.</p>	<p>Student is constantly assessing needs, prioritising competing commitments and planning. Student is able to cross reference short-term prioritisation against longer term goals and aspirations. Student is able to discuss and negotiate with other stakeholders that might be impacted on by their priority decisions and is able to compromise around proposed plans when this is required.</p>
<ul style="list-style-type: none"> • Student has clearly defined personal routines which they seek to refine to improve effectiveness in achieving personal goals and which are consistent with personal expectations in most areas of school and personal life. • Student can implement and maintain effective routines in a range of domains and can adjust these with support to meet competing priorities and demands. • Student is actively engaged in their learning and is proactive in seeking opportunities to take personal responsibility for this. • Student can implement new strategies and approaches reluctantly when prompted. 	<ul style="list-style-type: none"> • Student is able to maintain existing effective routines when it is appropriate to do so even when confronted by external pressures. • Student approaches tend to be dictated by short-term requirements of what is required in the following few days. • Student able to implement new strategies and approaches in specific areas when a clear need and benefit is presented to them. 	<ul style="list-style-type: none"> • Student maintains routines and approaches which have been proven to be effective for them up to that point in time, but will attempt to maintain existing routines at times when change may be required. • Student approaches tend to be constructed around short-term requirements with a broad link to long-term goals and aspirations. • Student implements new strategies and approaches when encouraged to do so or assess they are required. 	<ul style="list-style-type: none"> • Student can modify routines and approaches when required to in managing competing priorities and expectations while remaining dependent on a core set of proven and effective approaches; will seek to maintain established routines in the face of new stressors or change, but can modify if these are proving to be clearly ineffective. • Student approaches are constructed around short-term requirements where a link to long-term goals and aspirations can be seen. • Student will implement new strategies and approaches when they see a clear and proven benefit to the student. 	<ul style="list-style-type: none"> • Student is modifying routines constantly to be able to manage competing priorities and expectations while maintaining a core set of proven effective approaches. • Student approaches are constructed around effectively managing short-term requirements within a framework that is attached to long-term goals and aspirations. • Student demonstrates adaptability and problem-solving skills when approach is impacted on by external factors beyond the student's control. • Student assimilates new and effective strategies and incorporates these into day-to-day approaches. • Student manages the complicated issues around competing commitments by a process of communication and consultation and outlines the basis of decisions in this area by providing a clear and defensible rationale.

Relationships

Descriptor	<p>Student forms basic connections with other students they come in contact with based on proximity and repeated exposure.</p>	<p>Student forms connections with other students based on shared interest and reciprocated verbal and non-verbal cues.</p>	<p>Student forms connections with other students which extend beyond the structured and directly facilitated school environment.</p>	<p>Student forms connections of varying depth with a range of other students but has selected enduring connections which form part of social identity.</p>	<p>Student has specific relationships that are of obvious importance, but is capable of both mixing with others and allowing other students to become a part of social circle when this has limited negative impact on existing relationships.</p>
Associated Behaviours	<ul style="list-style-type: none"> • Interacts with those positioned with. • Becomes comfortable with others based on repeated exposure. • Interacts based on necessity, rather than shared goals or interests. • Tendency to resist new people or to react negatively to difference. 	<ul style="list-style-type: none"> • Interacts with those who are 'easy access' and who share interests. • Recognises and reciprocates a range of verbal and non-verbal cues, such as laughter, smiling and initiation of games. • Interactions driven by positive emotional responses. • Accepts new presences with some trepidation. 	<ul style="list-style-type: none"> • Repeated positive interactions. • Other students referred to in discussion of day's events. • Particular people sought out in unstructured time. • Effort made to maintain relationships outside of school. • Possible differentiation between 'friends' and those who are not. • Possible movement toward more exclusive friendship relationships at the expense of others. 	<ul style="list-style-type: none"> • Normalised expectations around who belongs to friendship group. • New relationships managed in the context of existing friendships. • Differentiation in the depths of friendships. • Willingness to foster new relationships where a shared interest or connection with a member of current friendship circle exists. • Possible reluctance to move outside of friendship 'comfort zone'. • Possible conflict between competing groups and social hierarchy battles within groups. 	<ul style="list-style-type: none"> • Active desire to reinforce existing social connections and relationships. • New relationships integrated into existing relationship frameworks. • Differentiation in the depths of friendships and a desire for affirmation regarding the strength of primary friendships. • Desire to develop broader relationships. • Increased exposure to a broader group of people encouraging more diverse connections and broader views on a range of social challenges. • Beginning the development of exclusive romantic relationships.

<p>Student fosters existing relationships while also seeking to build broader social networks and maintain positive relationships with all peers.</p>	<p>Student actively seeks to bring people into social circle and facilitates connections between other people.</p>	<p>Student demonstrates inclusiveness and social justice in their day-to-day behaviour and honesty and respect in their personal relationships.</p>	<p>Student champions inclusiveness, social justice and equality and actively challenges behaviour that is not congruent with this. Personal relationships characterised by a genuine desire to promote and support the potential of others within these relationships.</p>	<p>Student initiates movement for social change in the area of inclusiveness, social justice and equality. Stands up to behaviour not consistent with values even if there is personal risk. Personal relationships characterised by a willingness to make personal sacrifices in the support or service of others for little or no personal gain.</p>
<ul style="list-style-type: none"> • Stable and supportive friendship group. • Ability to comfortably maintain different levels of friendship with different people. • Development of broader relationships occurring naturally with increased exposure to broader influences and able to be integrated in social frameworks effectively. • Development of exclusive romantic relationships can have implications for existing relationships. 	<ul style="list-style-type: none"> • Supportive of both friends and peers in key contexts • Able to manage changes in friendship dynamics respectfully and positively. • Seeking opportunities to develop new and varied connections and friendships. • Development of exclusive romantic relationships beginning to be integrated into existing relationship frameworks. 	<ul style="list-style-type: none"> • Recognised by supportive and respectful approaches to friends and peers in the majority of contexts. • Able to support and facilitate mediation within peer and friendship groups when issues arise. • Encouraging of friends and peers to expand both social networks and thinking around key social issues. • Exclusive relationships characterised by positive support and a desire to allow the maintenance of other important existing relationships. 	<ul style="list-style-type: none"> • Recognised by supportive, respectful and positive values-driven approaches in all contexts. • Able to actively support and provide positive direction in complicated social situations which involve multiple people and perspectives. • Personal approaches provide clear and respected direction in key issues. Behaviour consistently characterised by values of social justice, respect, inclusiveness and equality and leads by example on key issues. • Exclusive relationships characterised by mutual respect and are supportive of and reinforcing of existing important relationships. 	<ul style="list-style-type: none"> • Exemplar of supportive, respectful and positive values-driven approaches in all contexts. • Takes leadership in complicated situations where required, while also encouraging and supporting the leadership of others. • Personal approach characterised by a willingness to stand up for key values when challenged and to lead change where required. • Exclusive relationships characterised by shared goals and values that are mutually supported and encouraged.

Classroom Expectations

Note that this is not a set of 'rules' to be displayed to students or discussed with them; it is guidance for teaching staff.

1. The start of each lesson consists of a learning activity (practice or review) that students can engage with swiftly and complete with minimal teacher input.
2. Students are expected to arrive and settle before the final bell. They should have the correct equipment and begin the starter activity without prompting.
3. All lessons should have a seating plan devised by the teacher so as to maximise the effectiveness of the instruction.
4. When any member of the class is addressing the class, then everyone else should listen in silence. Students should pay attention to questions and responses even if the question is not directed to them.
5. Teacher questions should be directed by the teacher to a specific student selected by the teacher. Students should only raise hands to *ask* a question or to make an unprompted contribution.
6. When students are working independently, the level of noise in the room should be low enough that everyone is able to concentrate. Silence meets this requirement.
7. When working collaboratively, student talk should relate to the content of the task.
8. Students should follow teachers' instructions when given (unless there is a compelling reason not to do so – for example, the student has safety-relevant knowledge that the teacher lacks). Students may query a teacher's direction; however, this should be done privately and respectfully after the student has carried out the direction.
9. Teachers should remain positive and use strategies such as noticing students who are doing the right thing prior to correcting students who are doing the wrong thing.
10. If a teacher wishes to discuss behaviour with an individual student, then this should be done as privately as possible within practical limits. This means, for instance, that teachers should not write students' names on the board for inappropriate behaviour or choose to publicly verbally correct students.
11. Teachers should be assertive rather than passive or hostile. They should *never* use sarcasm due to the potential for it to be misunderstood.
12. Teachers should actively monitor the classroom, using mobility and proximity to disrupt negative behaviours as they emerge.
13. Students should keep hands, feet and objects to themselves. Objects, such as rulers, may only be shared at a teacher's discretion and must not be thrown across the room.
14. Mobile phones should not be used in class unless
 - a. it is a Year 9-12 class and the student is photographing board notes (without the teacher or other students in shot).
 - b. the use of mobile devices has been written into the unit plan and agreed by the Co-Heads of School.
15. Instructional time is valuable and must be respected. Teachers should allow students to leave the room to go to the toilet if necessary and they should only allow students to leave to collect equipment if it is absolutely essential in order to complete a task. Generally, students should *not* be allowed to leave to fill water bottles; however, there may be exceptions at the teacher's discretion – for example, period 3 on an unusually hot day. However, each time a student leaves the room, the teacher should record this, for example, by annotating a copy of the class list with 'T' or 'E' respectively and look for emerging patterns. Similarly, Co-Heads of School will monitor student traffic during lesson time and look for patterns, making an evaluation of whether student movement is the result of poor planning on the part of teachers or students and challenge as necessary.

Further Notes

Clarendon does not accept the use of collective punishment – for example, keeping a whole class behind at recess due to poor behaviour.

Teachers should use a graduated approach to dealing with behaviour. For example, the approach to students talking while the teacher is talking should follow a path such as

1. Explicitly teach the class that 'When any member of the class is addressing the class then everyone else should listen in silence.'
2. Remind students of this regularly – Junior School teachers to use the acronym S.L.A.N.T.
3. If a student starts talking when the teacher is talking, then the teacher should pause, wait for silence and perhaps look at the student who is talking. If the student continues to talk, then the teacher should remind the class of the rule.
4. If the student persists, then after the teacher has finished talking, s/he should talk privately (for example, just outside the classroom door) to the student. This should focus on the behaviour alone rather than feelings and should be factual. For example, 'I noticed that you were talking while I was addressing the class. Why was that?' Generally, this would be followed by a restating of the rule; however, this will depend upon student response. This is the point at which it would be necessary for a teacher to record a comment on Dashboard. It is important to indicate whether the teacher thinks the situation is resolved or whether s/he needs further support.
5. If the student continues, then the teacher should report this, along with the previous steps, on Dashboard and s/he should receive assistance from, for example, the Homeroom Teacher, Learning Mentor or House Teacher.

Responses should continue to escalate – for example, a Homeroom Teacher, Learning Mentor or House Teacher may arrange a meeting with parents – until the classroom expectations are met. There will be no students for whom these expectations will be relaxed.

Generally, teachers should continue with teaching lesson content rather than interrupting the lesson to deal with classroom management issues. Some strategies to help with this are to briefly pause and look at a student who is not doing the right thing or move closer to a student. It is particularly effective to reinforce appropriate behaviours. For instance, if the middle row is off-task but the back row is working, then it is often better to say, 'Excellent work on the back row – that's what I want to see', rather than going straight to a criticism of students on the middle row.

However, there are some behaviours that will cause a teacher to stop the lesson and immediately seek help. These would include acts of violence; homophobic, sexist or racist comments; and threats. In these circumstances, it would be advisable to send a student to the nearest school office for assistance while asking the student/s involved to stand outside the classroom or, in the case of a physical altercation, separating the students.

Please read this document in conjunction with Clarendon's Respectful Behaviour Policy and the Respectful Behaviour Procedure.