Case A: school rules

- **Context: a secondary school, basic level, pupils aged 12-16**

- I am a student-teacher and I teach English. During our study, each year we do an internship in a school. We are supposed to switch schools every year, to build on our experience in different school settings. At the moment I am in my third year, and I am working in my third internship.

- One thing I have run into on multiple occasions is the schools' ruling with regard to pupils being late and pupils being removed from the classroom. Every school handles this differently. At my current internship, the rules are not clear. What actions are required is a pupil is late? What paperwork or registration needs to be done?
  The fact that I do not know the rules makes it difficult for me to act according to the rules. It also makes me feel uncertain about my behaviour towards pupils in maintaining the rules. Should I be strict or can I be gentle? What freedom do I have as a teacher in my own classroom in finding my way in dealing with these rules? Can I make exceptions to rules in my judgement of a situation?

  If I do act according to the school-rules, I feel obliged to act in a way that sometimes does not suit the situation. I do not want to become a robot that strictly applies rules, I want to be a 'fair' teacher for my pupils.
  On the other hand, if I do not act according to the school-rules, I am not a good colleague and I undermine the school policy.

Available sources case A – school rules

A. School guide *information on school rules and procedures*
B. reflect *on own values and choices according to pupil behaviour*
C. Interviews with students/pupils
D. mentor teacher *discuss school rules and procedures with mentor teacher*
E. colleagues *discuss school rules and procedures with colleague teachers*
F. handbook class management
G. Experiment

Casus A – source A: School guide

10.1 Code of Conduct

The ISE Secondary School operates on the understanding that all students have a right to learn. The school community believes all students should work towards creating a climate that is positive and productive. No student has the right to choose behaviour that infringes upon the rights of others.

School-Wide Expectations
The whole school community is expected to:

1. show consideration, courtesy, and respect to others and their property. This includes the need to participate in keeping the school both clean and tidy, and being careful to protect its property from damage,
2. attend class regularly and on time,
3. abide by rules established by the school which will help to maintain a positive learning environment,
4. demonstrate active concern for one's own safety and for the safety of others,
5. be a positive representative of the school.

Classroom Expectations
Each teacher has a code of behaviour which will contribute to a positive learning environment in his or her class. This code of behaviour will be communicated to and/or discussed with the students in the first weeks of school.

Encouragements and consequences
Staff at the ISE Secondary School will continue to ensure that positive behaviour is given recognition. The staff is committed to good communication between teachers and students, and between school and home. This may come in the form of Year Tutors making encouraging phone calls, sending positive notes home; or teachers writing in a student's agenda, and conducting positive parent-teacher conferences.

Students will also know when they have chosen behaviour that is unacceptable. Our goal is to help students see that they are responsible for their behaviour and in control of themselves, and this means recognizing both positive and negative behaviour.

When the teacher feels that there is a particular issue requiring attention, a concern card, or a report of misconduct will be sent home outlining the situation. The Year Tutor will also receive a copy of the correspondence, and where a continued pattern occurs, the teacher may request a meeting with the family with assistance from the Year Tutor, or in extreme circumstances ask the Leader for Learning to intervene to address the situation.

Suspensions and Detentions
In some cases, a student may be assigned to a lunch time, or after-school detention, particularly

where lateness or failure to complete work, is concerned. In-school or in more severe cases, outside school suspensions may also be assigned to a student in cases where a student is unable to change a behaviour despite earlier efforts made by the school. They may also be applied when there is a major break in the school's rules or its code of conduct.

Report of Misconduct Card
If a major offense occurs, a teacher will issue a student with a report of misconduct card. Parents will be informed and the student will be expected to complete some form of corrective action or undertake a consequence.

General Rules of Conduct

1. In an effort to keep the school environment clean, and to protect particular school property from damage (eg. Computers, books), the consumption of food and beverages is restricted to the auditorium and the playground. Gum chewing is not allowed. Everyone is also expected to dispose of rubbish in the bins provided, and to clean up any spills/mess that may occur. As a member of the school community, we also expect students to help clean up even when they may not be directly responsible for the mess. Each student is expected to be on a break clean-up duty during the school year; this is done on a rotational basis.
2. Where teachers give permission, a bottle of water may be taken into the classroom.
3. Smoking is not allowed on or around the campus. 'Around the campus' includes the surrounding woodland, all streets, sidewalks or paths that immediately surround the school, or any location that is visible from the school property.
4. A student may leave the classroom only after receiving teacher permission.
5. For reasons of safety and confidentiality, students may not be in the classrooms without supervision, or without the express permission of their teacher. It is the teacher's responsibility to direct the arrangement/environment of the classroom. Students, therefore, should not open or close windows, blinds, curtains, or radiators, unless instructed to do so by the teacher. Exceptions may be made, particularly with respect to Diploma students. However, where classrooms are shared by teachers, a common understanding for student access must be reached by all teachers involved.
6. During school hours students may only be in the bicycle park to either park or pick up their bicycles or mopeds. No bikes should be left in the bike park.
7. The possession or consumption of alcohol by students, either on school property or during a school events or activities off campus, is forbidden. It is also unacceptable to arrive to any school function under the influence of alcohol. Failure to comply with this rule, will result in the student being sent home. It will also lead to an automatic suspension, the length of which will be determined by the senior school Leadership Team in consultation with the staff involved.
8. The possession or use of drugs or other illegal substances is forbidden in school or during activities organized by the school or associated with the school. Students suspected of being under the influence of drugs will be sent home, and will face suspension, the length of which will be determined by the Leadership Team in consultation with the staff involved. Students who bring drugs or dangerous substances into the school will normally be expelled from school and reported to the police. For many ISE students, this is likely to mean that a suitable alternative school in the area is not possible, and that it will be, therefore, necessary to leave the country.

9. For reasons of supervision, at the end of the school day, students must leave the building promptly unless involved in an agreed and supervised activity, including study or research in the library.
10. Electronic devices may be used only during break times. Music listening devices may be used during study periods if the supervising teacher gives permission, and provided the volume and headphones are such that no one can hear. Songs with offensive lyrics are not permitted, and are likely to be confiscated. Headphones are not to be worn outside of times used above and electronic devices should be stored away. A typical response would be to remind the student of the rule and have him/her put the item away. Where a student repetitively needs to be told, or where the use of the electronic device is truly interruptive the teacher may confiscate the item and leave it with the Head or member of the Leadership Team for safe keeping.
11. Mobile phones (including texting) may only be used at break times, and at the end of the school day. They are not to be used in Study Periods. A typical response for misuse would be to confiscate the phone and leave it with the Head or Leaders for Learning for safe keeping. During school overnight trips students will only be permitted to use their mobile phones during set times.
12. Out of respect for privacy, recording, photographing, of anyone, without obtaining advanced permission, is not permitted. This also includes the posting/publishing of any material on the internet, without the consent of those involved.
13. Students must not wear clothing that may be offensive or disrespectful to others. All clothing must conform to reasonable standards of modesty and be in good taste. If a student does not conform to the above, they will be asked to wear the piece of clothing inside out, wear an alternative piece of clothing from the lost and found, or be sent home.
14. The wearing of hats or caps (including headscarves and bandanas) inside the school is not allowed. Students who can show that they wear a head covering for religious reasons may be exempted from this restriction.
15. Skateboarding is not allowed at any time in or around the school campus. Skateboards brought to school must be kept in the student's locker.

10.4 Late Arrival

Students who are late for school in the morning for any reason, must report to the School Secretary, who will be in Reception, to fetch a late slip before going to their lesson (only before 09:30). Students who fail to fetch a late slip run the risk of being marked absence for the full day. Parents are always telephoned by 09.30 hrs in the case of a student who is marked absence without authorization. Early-morning detention will apply to students who are repeatedly late, this includes late arrivals to any lesson, not only the first one.

10.6 Cancelled Lessons

- Lessons which are cancelled for any reason are announced on the TV display in the Auditorium area; students must check it regularly.
- If a teacher is not present at the start of a lesson, the class should wait quietly while the class representative goes to the school office to enquire. If the class representative or assistant class representative is not there, one of the other students should go to enquire.
- If a lesson has been cancelled, students may not remain in the classroom unsupervised; instead, they must go the Auditorium. - When lessons are cancelled students will be supervised either in their own classroom, or in the Auditorium. Students must report to the teacher on duty and follow instructions. Students must not go elsewhere, e.g. to the library or to the computer room, without permission.
- Students are not allowed to leave school when lessons are cancelled, unless the instructions on the display specifically permit this.
- Students do not have free periods. Any lesson not used for teaching is designated a study period, and must be used sensibly and usefully for school purposes. During these lessons students are expected to be working in the library or DP study area.

10.7 Break Times

- Students may spend the break in the Auditorium, the library or in the designated outside areas on the Campus. Students may not be inside the buildings, with the exception of the Owl Building (cafeteria) or the Rabbit area (lockers and Library). Students may not leave the premises.
- At the end of the break students wait quietly for their teacher at the classroom door.

Case A – source B reflection on own identity as teacher

What are my ideas on being a good teacher?

What is my orientation towards the pupils I am going to teach?

What am I afraid of in this particular school?

Case A: source C: interviews with students

Irene (14 years old): I think you are a nice teacher. But you could be more strict. Sometimes when children are loud, you should step up and tell them to stop. You are the teacher and you are the one who needs to set the rules.

Matthew (13 years old): sometimes I feel bored in the lesson, because I already understand what the lesson is about. It takes so much time to explain things to other students and I lose my interest. I sit next to Arthur, who also understands a lot and then we start talking about other things. It doesn't feel fair to be sent out of class because we are talking. We are not annoying others.

Louise (13 years old): I like the subject you teach. I do not like the beginning of class, when it is all messy and noisy, everyone trying to get their preferred place in class. It would be nice if we had fixed places.

Finn (14 years old): I do not like to go to school, because I have to sit all day and listen. What I like most about school is lunch time. What I expect from a teacher is that he or she is clear in what we have to do.

Case A – source D: mentor

The school guide is a good source for what you are supposed to do. There are the general school community rules which should be applied, but there is always some room for interpretation of the rules, you can be strict of mild. Every rule is as good as its exception, don't you think?

Then there are the rules that you as a teacher set for your classroom. Those are your own responsibility.

What do you think is important?

What do you want to achieve with your classroom-rules?

How are you going to deal with pupils who do not obey your rules?

Case A: source E: colleagues

John:. I always start my lesson with a quick registration of pupils' presence. I do not detest that, I see it as a good way to connect with my pupils, to be aware of who is present and who is not. If someone is absent, I always ask the pupils if they know what is going on. In that way I also work on social cohesion in the group: taking care of each other. In my class I also have rules about communication (raise your hand if you have a question) and about hats and caps (no hats and caps allowed).

Thérèse: all this fuzz about rules and regulations. I do not want to spend time on that. Pupils who are late are welcome in my lessons, they will have their reasons to be late, I do not have to know that. As long as they don't disturb the lesson, it is their responsibility. That is what I call the 'hidden curriculum': pupils need to find out their own responsibility. I encourage the students to give their opinion, not only when it is subject or content-related, but also when it is about code of behaviour. Actually, my first lesson of the year I spend to discuss with my students the code of behaviour they would like to see in my class. Together we decide on class rules. This is a democratic thing to do.

Timothy: School rules are a good thing. In society children also need to live by rules and regulations. I do keep a strict administration of students who are late. I also do not tolerate chewing gum, caps, earphones, consumption of food and drinks. A strict regime is best for students, they know what to expect.

Casus A: source F: handbook classroom management

https://www.edutopia.org/blog/5-priorities-classroom-management-ben-johnson

The 5 Priorities of Classroom Management

To effectively manage a classroom, teachers must prioritize building relationships, leveraging time, and designing behavioral standards.

By [Ben Johnson](#)
September 2, 2016

Gable Denims/500px

For beginning teachers, or for teachers like myself returning to teaching, the most difficult thing to master is classroom management. I had to relearn what ten years of hard instruction had taught me: Good classroom management is more than just being strict or authoritarian, and it is more than simply being organized. If I want to have my classroom run smoothly as a well-oiled learning machine, I have to set up a structured learning environment in which certain behaviors are promoted and others are discouraged.

I have discovered that there are five components of effective classroom management that establish structures strong enough to entice and motivate student learning:

1. Developing effective working relationships with students

2. Training students on how learning takes place in your classroom

3. Protecting and leveraging time

4. Anticipating student behaviors in well-written lesson plans

5. Establishing standards of behavior that promote student learning

1. DEVELOP EFFECTIVE WORKING RELATIONSHIPS WITH YOUR STUDENTS
The most important component of classroom management is relationships. The relationships with my students start at the door when I shake the their hand and greet them with a smile (regardless of what misbehaviors might have happened the day before). Those relationships are strengthened, for example, when I use a student's name and actively praise him or her. Those relationships are solidified when I spend individual time with each student to get to know them and then use that knowledge to create personal learning opportunities.

From the professional development program, *Capturing Kids' Hearts*, there was one takeaway that benefited me the most: If I have a good relationship with my students, I can push them harder and further to learn because they trust me.

2. TRAIN YOUR STUDENTS ON HOW LEARNING TAKES PLACE IN YOUR CLASSROOM
Your students need to know that you do not expect them to instantly learn, that everyone has an individual process for learning, and that if they follow your guidance, they will be successful in learning.

This is more than just talking about your homework policy, late work, and absences. It is revealing to your students how you are going to create -- with them -- a highly effective, low-maintenance, learning team. For example, I discuss with

my students that the true power of a strategy such as *[Cornell Notes](#)* is not dividing the paper in two parts. The benefit of that strategy comes from writing the questions on the left side of the paper while reviewing their notes, and then taking the time to summarize what they learned. You have a learning philosophy that guides your teaching style; teach it to your students. Clearly map out for your students what you do to help them learn so that when you do it, they know what you are doing and why, and they will be more willing to help.

3. PROTECT AND LEVERAGE YOUR TIME

An effective classroom manager must be prepared with materials and know how to transition students from one activity to another without wasting time. The number one thing we could do to increase our students' academic performance is to increase the time spent on learning. Time is chipped away by taking attendance, announcements, summons to the office, restroom breaks, pep rally schedules, class meetings, special presentations, awards ceremonies, celebrations, and a myriad of other things.

Some disruptions and time stealers we cannot avoid, but being successful at managing the classroom also includes managing the time, protecting it, and leveraging it to your best advantage. In *[Teach Like a Champion](#),* author Doug Lemov effectively demonstrates how to use routines to minimize lost time in activities like handing out papers; he also demonstrates routines to help students train their minds to adopt useful habits and skills, like being able to quickly answer and ask questions.

4. ANTICIPATE YOUR STUDENTS' BEHAVIORS IN WELL-WRITTEN LESSON PLANS

Channeling student behaviors, interests, and attention into productive learning paths requires intuitive lesson

planning. First, focus on how students will be able to demonstrate that they understand and have achieved the learning objective, emphasizes Grant Wiggins, coauthor with Jason McTighe of *Understanding by Design*. Then build learning activities that lead students to that point.

According to Robert Marzano, an education researcher, the focus of our lesson planning efforts should be getting students to ask and answer their own questions. Coming up with those types of questions on the spur of the moment can be difficult, but with a little advanced thought, you can incorporate those types of questions into your lesson plans. Ultimately, the best discipline management plan is a good lesson plan.

5. ESTABLISH BEHAVIORAL STANDARDS
These standards should promote learning, as well as consequences that diminish or eliminate behaviors that impede learning. They shouldn't be so detailed as to list every behavior and the corresponding consequence for failure to comply, but they should hit the main points regarding showing respect, communicating correctly, and coming prepared to learn. The standards should also interact smoothly with the other four components, especially teaching your students how learning takes place in your classroom.

I have learned to frame each lesson as it is taught. This means that for each learning activity, I explain the standards of performance, as well as the limits of behavior. For example:

You have 15 minutes, and you will be working with your partner on designing a structure out of newspaper that will reach the ceiling. You may use inside voices to quietly discuss your plans with your partner. If you have questions, please put the red cup

on your desk, and I will come and help you as soon as possible. Meanwhile, keep working on other things until I get there.

FROM DAY ONE
Establishing an effective plan for classroom management has to begin at the start of school, but it doesn't end there. Throughout the year, we have to be consistent and persistent in developing relationships of trust, following and teaching the best learning theories, honoring student time, being responsive to student behaviors and needs in our lesson plans, and holding true to high and rigorous standards of learning behavior. We also need to be flexible and adjust to tangles that can derail even the best management plans. What classroom management practices have worked best for you?

Casus A – source G experiment

In this source you do an experiment in your class.

Based on your practical knowlegde and whatever information you already gathered, you decide to try out a few things in class.

1. Write down

- what are you planning to do?

………

- what are your expectations if your plan works (*what happens , what do you see, how do you feel?*)

2. Throw the dice

If the dice turns to **1 or 6**, your experiment succeeded.

If the dice turns to 2 or 5, your experiment partially succeeded.

If the dice turns to 3 or 4, your experiment failed.

……………..

3. What is your conclusion?

Can you come up with an explanation?

What will your next step be?

If you want to try a new experiment, re-start the procedure.