

Week 1

Tuesday 28 January 2025

Mr Padget

Behaviour Management

- Set expectations for the semester, covering behaviour, assessment, homework, and subject content.
- Explained seating plan and classroom procedures.

Year
7

Classroom Organisational Strategies

- Addressed expectations regarding student belongings and classroom etiquette.
- Seating arranged alphabetically, with adjustments where required.
- Highlighted the importance of listening while the teacher is speaking.

Wednesday 29 January

Behaviour Management

Year
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Classroom Organisational Strategies

- Organised seating continued.

Thursday 30 January

Behaviour Management

- Used pauses to regain attention when needed.
- Addressed two students privately about behaviour, offering a fresh start.
- Reiterated the importance of listening.

Year
7

- Incentivised productivity by allowing no homework if work was completed in class.
- Late-arriving student required to tuck in shirt and make up time after school.
- Kept students actively engaged with continuous tasks.
- Allowed reasonable requests for water and restroom breaks.

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Classroom Organisational Strategies

- Simplified and structured instructions, interspersed with classroom management. 7
- Students seated in alphabetical order for the first five weeks.
- Dress code expectations enforced before entering class.
- Communicated expected classroom behaviour (responsible, respectful, and safe).
- Adjusted seating arrangements based on student feedback from the previous lesson. 9

Week 2

Tuesday 4 February

Behaviour Management

Year

- An inclusion teacher was present today (several inclusive needs students in class). 7
- The teacher considered the needs of the student in collaboration with inclusive needs teacher.
- Explained to student the need to minimize distractions to others in return for allowing special considerations to aid with learning.

Classroom Organisational Strategies

- Alpha order seating (graphics)

Wednesday 5 February

Behaviour Management

Year

- Dress code slips 9
- Seated in previously determined seating plan.
- Cautioned students about behaviour and possible consequences if it continued.

Classroom Organisational Strategies

- Screens off when receiving instructions. Students focused on teacher.

Thursday 6 February

Behaviour Management

Year

- Line-up took longer than usual. The teacher showed patience but moved stragglers along.
- Worked with the Inclusion Teacher to confirm revised provisions for the lesson.
- Certain students required personalized treatment to ensure collaboration and learning.

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Classroom Organisational Strategies

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- Reset the class config to promote a better class dynamic.
- Used change in tone (softer) to change the instruction dynamic and capture attention.

Week 3

Tuesday 11 February

Behaviour Management

Year

- Disruption at the start of class. Two boys were involved in a fight. One student has extensive special needs. The incident took place during line-up. The special needs student was highly agitated and required separation from the other boy. The Inclusion teacher was called to intervene. Mr Padget continued with having students enter the classroom and get started on the lesson. A lesson plan had been established prior, however this unforeseen incident required attention impacting the flow of the lesson and consequently, the intended learning outcomes. I worked the room provided support to students and the work they needed to complete.
- Teacher spoke to the student involved to get more detail on the incident.

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Classroom Organisational Strategies

- Keep the class moving despite the disruption at the start of the lesson.

Wednesday 12 February

Behaviour Management

- SEP (Standard Entry Procedure)
- Class was self-regulating today. On task and engaged.

Year

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Classroom Organisational Strategies

- No strategies required due to good behaviour.

Thursday 13 February

Behaviour Management

- Mr Padget away. The supervising teacher and I kept the students moving forward with the block exercises. Most of the class finished, however there were some detention threats required because of some students wanting to test boundaries.
- Deals were cut so that if work was finished the rest could be free time. This seemed to work well.
- The class was talkative however engaged in their work. At times some students were required verbal settling direction but all in all, they responded to the work they needed to complete. Jackson and Oliver even completed theirs! I sat with Ocean and helped her catch up.

Year

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Classroom Organisational Strategies

- None required. Students were happy with the allocated seating and didn't agitate each other.
- Students sat at the raised tables which by design encouraged conversation as they worked. Due to this, not much was required other than keeping the moving forward and attending to questions as they arise. All in all, another well behaved class.

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Week 4

Tuesday 17 February

Behaviour Management

Year

- Discreetly advised student to tuck shirt in
- Re-directing back to task to students not listening
- Screens off when receiving information
- Selective attending (inclusive needs students)
- Praise for good behaviour

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Inclusion Teacher present

Classroom Organisational Strategies

- Seating plan maintained
- Exit ticket quiz

Wednesday 19 February

Behaviour Management

Year

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Classroom Organisational Strategies

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Thursday 20 February

Behaviour Management

Year

- Needed to raise my voice a couple of times to restore order and gain attention
- Student again tested boundaries but redirected back to task

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Classroom Organisational Strategies

- Allocated seating kept order although some students were advised that the seating arrangements could be moved around if disruptive behaviour continued.

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Week 5

Tuesday 25 February

Behaviour Management

Year

- Separated students who were not paying attention while receiving instructions
- Students were redirected to their seats and their task.

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Classroom Organisational Strategies

- Challenged a student on the message they were sending to the teacher. The student said that his elbow buddy was invading his personal space. The teacher said that what he was hearing was that they could not sit together. The teacher then asked how he should fix the situation. This was a great example of reflecting the students actions and taking making them take ownership of their behaviour. The students said they would be fine next to each other.

Wednesday 26 February

Behaviour Management

Year

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Classroom Organisational Strategies

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Thursday 27 February

Behaviour Management

Year

- Took class today. Worked on xmas design laser cut decoration.
- Feedback from My Padget included
 - screens off while teacher talks
 - bring students into group to view paper example
 - ensure all students are in front of me while talk i.e. no one to be behind my back
- Descriptive encouraging
- Gave a choice to Zenith regarding his constant whistling

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- Redirected back to the task
- Mr Padget demonstrated parallel acknowledgement by showing how he dismisses students from the room as the demonstrated they have met the exit criteria i.e. shirt, power down, chair in, standing ready to leave and dismissing by name to encourage others to copy the behaviour to leave sooner

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Classroom Organisational Strategies

- Allocated seating
- Moved up to the tall table and light boards to do tracing
- Allowed pairs to pick up printing

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