

# Procedure 1.07 Classroom Administration and Management

Version dated: June 2016

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### A. Purposes

To ensure classrooms are organised and managed in a manner that support high quality teaching and learning

### B. Classroom management

#### 1. Class “on task” time

- Teachers are expected to be in their classrooms and involved in managing children’s teaching and learning activities at all times during class time.
- It is not appropriate for teachers to leave the room to gather resources, make phone calls or mobile phone calls, visit the office or to be attending to administrative tasks during class time except in exceptional circumstances.
- Children should not be involved in tasks not associated with their teaching and learning programmes during class time.
- Teachers are not permitted to send children on errands out of the school grounds.

#### 2. Early dismissal and absence from class

- The early release of students from class is not permitted except by special arrangement with the principal. All teachers must comply with the standard

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bell time schedule. Students should be in a class supervision situation until they are formally released at the bell time.

- b. Where a student requests permission to leave school early for any reason, a note is required before approval can be given. In the absence of a note the verbal permission of a parent or caregiver must be sought. Students leaving early are required to sign out at the office and sign in again if returning before school finishes for the day.
- c. Where a class trip has been organised, it is the organising teacher's responsibility to ensure that all parents taking transport return all children to school unless other arrangements have been made in advance. Where return is earlier than expected, the teacher is required to ensure appropriate arrangements are made.

### **3. Pod environments**

- a. The blocks of classrooms (pods) currently have two Y7 and two Y8 classes in them.
- b. While each student has a home room teacher who is their primary link person, the team of teachers work collaboratively to deliver strong, differentiated programmes for all the students in the pod.
- c. Given that learning spaces are physical symbols that send out messages about the values, philosophy and, therefore, pedagogy, of those who created them, we are developing our physical learning spaces to align with the philosophies and pedagogies that we espouse. We want to develop fluid and organic environments to allow real and not contrived learning to take place. Characteristics of our indoor learning environments include:
  - i) Uncluttered, orderly
  - ii) Openness and flexibility
  - iii) Sense of spaciousness
  - iv) Good sightlines
  - v) Flexible - able to be designed and redesigned, configured and reconfigured by students and teachers
  - vi) Efficient – quick and easy transitions and reconfigurations
  - vii) An environment that supports and enables a wide range of learning activities and learning styles
  - viii) Calm and welcoming
  - ix) Strong links between the indoor and outdoor spaces
  - x) Enabling people to connect together in different ways – real and virtual
  - xi) Multiple display systems – teacher and student controlled
  - xii) Doors between spaces remain open unless a group are engaged in a loud activity so close the doors out of respect for other learners.

### **4. Teaching and learning environments**

- a. Teachers are expected to maintain an inviting and interesting teaching and learning environment. Displays are expected to:
  - i) Be relevant to recent or/and current study
  - ii) Be clearly and meaningfully labelled
  - iii) Represent the work of current students
  - iv) Be regularly updated
  - v) Provide good models of work to inspire and encourage students
  - vi) Be aesthetically pleasing

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### **5. Tidiness and cleaning**

- a. Teachers are required to ensure that:
  - i) Rooms are left tidy, with the floor area cleared
  - ii) Chairs are stacked at the end of the day
  - iii) Bag areas are left tidy with no shoes left in front of doors
  - iv) Windows are closed
  - v) Doors are re-locked if returning at irregular hours
- b. Teachers are expected to encourage students to take pride in their room and be involved in making it a pleasant and safe place to be.

### **6. Students' bookwork**

- a. Teachers have an expectation that students' work is of a high standard.
- b. General Guidelines and rules for presentation of work in exercise books:
  - i) Work to be dated
  - ii) Miss a line before ruling off
  - iii) Written work should be done in pencil or blue pen unless otherwise instructed
  - iv) Twink is only to be used when publishing, under teacher supervision
  - v) Children should not write or draw on the inside covers of exercise books
  - vi) All books are to be clearly labelled
  - vii) Children should ensure that their hands are clean before any written work

## **C. Student management**

### **1. Class Discipline**

- a. The focus is on a positive approach to discipline by encouraging and reinforcing appropriate behaviour.
- b. See Procedure 2.02 Relationship Management

## **D. Communication with parents**

### **1. Meetings with parents**

- a. Teachers are expected to maintain an open and friendly communication with parents and caregivers. On occasions parents may request a meeting with teacher. Teachers are expected to make time available to meet with parents as soon as practicable.
- b. Where appropriate, other regular forms of communication may be required to ensure a student's needs are being met. The team leader and the principal should be informed as a matter of professional courtesy.

### **2. Notices to parents**

- a. Any written communication being sent home to parents must first be cleared with the principal, or a deputy principal if the principal is unavailable. They should always:
  - i) Be worded in a way which is friendly and courteous.
  - ii) Explain things clearly and fully bearing in mind that some parents may be new to the school and some may need more information than others.

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- iii) Be set out professionally and, if in printed form, on school letterhead.
- b. Copies of **all** notices sent from school are to be sent to the school office receptionist on or before the day the letter is due to go home for;
  - i) Filing (so if parents phone with a request the office staff are well informed)
  - ii) Loading on the school website.

### **3. Progress and Achievement**

- a. See Procedure 1.05 Assessment and Reporting Plan

### **4. Non-custodial parents**

- a. Refer also to Procedure 6.01 Care and Management of Children, section B 22
- b. When students are enrolled custody is established. Parents may be asked to provide court documents to confirm custody arrangements
- c. Should custody change during the student's time at school the Principal, class teacher and the office are to be informed.
- d. Details of custody arrangements are recorded on the Student Management System by the office manager and in the student information folders kept in the office.
- e. Where access is a sensitive issue the information will be stored in the Student Management System in the "sensitive" section which does not allow general access. Staff are to be informed as appropriate.
- f. The Principal is to be informed immediately if any staff member is aware of an issue of access.
- g. Non-custodial parent enquiries about children are to be addressed through the Principal, who will contact the legal custodian if appropriate.
- h. Duplicate reports and newsletters will be provided to non-custodial parents on request.
- i. Refer also to Procedure 5.09 Emergency Management for Lock Down procedures for use in the case of attempted kidnap, armed offenders etc.

### **5. Dealing with complaints from parents**

- a. See Procedure 2.09 Communication and Complaints
- b. On any occasion where a parent approaches a teacher with a complaint, the details of the complaint should be recorded and dated regardless of the gravity of the complaint. Teachers are expected to respond promptly to any complaint made by a parent.
- c. Teachers should outline to parents the steps they intend to take to remedy concerns and notify Team Leaders if appropriate.
- d. Any complaints of a serious nature should be directed to the principal immediately.

## **E. Classroom administration**

### **1. Student Payments**

- a. Student money should not be handled by the teachers but taken to the office by the student between 8.20 and 8.40am.
- b. The student will be asked to sign a receipt form.

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### **2. School Library**

- a. The library timetable is part of the overall school timetable.
- b. During class sessions teachers are expected to be in the library with the class.
- c. The teacher oversees all issuing.
- d. Students may have 5 books out at a time for up to a two week period.
- e. Teachers can arrange class sets of books with the librarian.
- f. Library stock is catalogued, issued and returned via a computer
- g. Books can be ordered through the National Library Service.

### **3. Stationery Lists**

- a. Stationery lists are issued each year.

### **4. Stationery Sales**

- a. During the year some stationery is sold from the office between 8.20pm and 8.40pm. Children are **not** to be sent to the office for stationery during class hours.

### **5. School Attendance and Truancy Procedure**

- a. See Procedure 2.07 Student Attendance and Truancy

### **6. Classroom Security**

- a. Teacher needs to ensure that classroom windows are closed and, unless the caretaker/cleaner is present, the doors locked when they leave.
- b. If a teacher is at school during the weekend or holidays, they must ensure that doors are locked and the alarm set if appropriate when they leave. Names should be on the white board in the main office when teachers are in the school outside normal school hours.
- c. See Procedure 2.06 School Administration and Management.

**This procedure is reviewed as part of the Christchurch South Intermediate School Board of Trustees' programme of review.**