**EFFECTIVE INSTRUCTION TEACHING MODEL – Routines**

**Focus Question - How do I establish and maintain classroom expectations regarding rules and procedures?**

**- How do I recognise and effectively respond to adherence or lack of adherence to classroom expectations regarding rules and procedures?**

**What it looks like** – A safe, supportive, and effective learning environment is established when teachers set clear expectations about routines; actively demonstrate ‘withitness’; acknowledge appropriate behaviour; and correct inappropriate behaviour. Routines need to be proactively established and actively maintained. When done well, routines create an increase in learning time, and a decrease in time spent responding to problem behaviour.

**The Routines Model**

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| **Teacher Strategies (and Evidence)**   * Teacher is on time and prepared for class. * Teacher has an obvious entry routine and actively maintains it. * Teacher visually displays the classroom expectations (including Safety, Respect, Learning references). * Organisation of the classroom maximises student safety, learning and on-task behaviour. * Teacher clearly and simply explains routines for upcoming activities. * What behaviour is expected for an activity * Why behaviour boundaries have been set * What success looks for students like with the routines * Teacher models respectful behaviour by tone and language use. * Teacher positively reinforces on-task behaviour using obvious and descriptive feedback language. * During lesson where appropriate * As review at conclusion of activity or lesson * Teacher demonstrates *‘withitness’* by continuously scanning the classroom and intervening when students’ inappropriate behaviour threatens to become disruptive. * Teacher responds in a timely and respectfully way to off-task behaviours using a least to most intrusive, restorative approach. * Teacher is able to use diffusing strategies in high intensity or dangerous situations. * Teacher reviews/reflects on the adherence or lack of adherence to the rules and procedures making changes where necessary. | **Student Evidence**   * Students are on time for class with appropriate equipment * Student readily comply with entry routine and settle quickly * Students follow teacher instructions in a timely manner. * Students as a group are on-task completing the set task in the set time. * Students raise their hand or access the teacher attention in a respectful way. * Student interacts with the teacher in a respectful way by (🗸yes or 🗴no) * Raising hands or a respectful routine * Speaking and acting in a courteous way toward other students * Following collaborative rules for cooperating, turn-taking, or sharing * Student’s movement around the room is appropriate for the learning task * Students are not distracted other students learning. |

**Proficiency Scale**

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|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
| **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** | | | | |
| Taught, modelled, practiced and reinforced behaviour expectations creates and safe and supportive learning environment. | Strategies are not particularly evident.  The lesson progresses with evidence to suggest that the students do not know what is expected of them, how they should behave and why. | Some attempt is made to establish and rules and procedures through visuals and teacher language. Strategies are attempted to minimise disruptive behaviour with little impact on student behaviour. | Behaviour expectations are taught, modelled, practiced and reinforced. Students can explain how they are to act and why. Many students demonstrate on- task respectful behaviour. | In addition to previous criteria – Accommodations are made for challenging students. Most students can explain, demonstrate and maintain on- task respectful behaviour ignoring disruptive peers. | In addition to previous criteria – obvious differentiation for unique student’s needs and situations are utilised to maximise a safe and supportive learning environment for all. |