

## Edens Landing State School - Rule of the Week

<b>EXPECTATION:</b>	<b>I am responsible when I am on time.</b>
<b><i>Inquiry Cycle of Edens Landing State School PBL Lesson</i></b>	
<b><u>1. Context:</u></b> <i>Orientate with a brief contextualisation for the benefit of the behaviour, linked to learning</i>	<i>All settings</i>  <i>Discuss with the class what is 'being on time' means and the importance of being on time. Being on time allows greater opportunity for success.</i>  <i>Revise our bell time:</i> <i>School Start – 8:50am</i> <i>First Session – 9:00am – 11:00am</i> <i>First Break - 11:00am – 11:30am</i> <i>Second Session – 11:30am – 1:00pm</i> <i>Second Break - 1:00pm – 1:40pm</i> <i>Third Session – 1:40pm – 2:50pm</i> <i>School End – 2:50pm</i>
<b><u>2. Model and Explicitly Teach:</u></b> <i><b>Demonstrate</b> the behaviour prior to expecting students to perform a skill.</i>  <i><b>Explicitly</b> (re-) teach expected behaviour.</i>	<i>Students are to:</i> <ul style="list-style-type: none"> <li>- carefully and gently return all the equipment back in the bin immediately</li> <li>- walk on the concrete</li> <li>- drink and go to toilet when the bell rings immediately</li> <li>- return to class calmly</li> <li>- put their hats bag in their bag</li> <li>- take out anything they need for the class – brain food, water bottle, pencil case etc.</li> <li>- sit down and line up in two straight lines quietly</li> </ul>
<b><u>3. Practice:</u></b> <i><b>Provide</b> opportunities for guided and independent practise in correct environment.</i>	<i>Consistently practice the expected behaviours of being on time through role play or activities that requires for students to be on time.</i>
<b><u>4. Prompt:</u></b> <i><b>Signal</b> to students to demonstrate the modelled and practised behaviour in 'real-life' (when and how)</i> <i><b>Use explicit description</b> to articulate what behaviour/s it is that you want students to show.</i>	<b>Verbal prompt:</b> <ul style="list-style-type: none"> <li>- remind students the expected behaviours of being on time</li> </ul> <b>Physical prompt (guidance):</b> <ul style="list-style-type: none"> <li>- use hand gesture to guide students of the expected behaviours</li> </ul> <b>Model prompt:</b> <ul style="list-style-type: none"> <li>- Model the expected behaviours of being on time to articulate the expected behaviours</li> </ul>
<b><u>5. Monitor:</u></b> <i>Continually scanning and actively supervising.</i>	<b>Move:</b> <ul style="list-style-type: none"> <li>- get around to all students</li> <li>- use proximity</li> </ul> <b>Scan:</b> <ul style="list-style-type: none"> <li>- remain 'visually vigilant'</li> <li>- constantly checking</li> </ul> <b>Interact:</b> <ul style="list-style-type: none"> <li>- provide descriptive feedback</li> <li>- check for understanding</li> </ul>
<b><u>6. Reinforce:</u></b> <i>Behaviours are repeated if the actor has experienced success with that behaviour.</i>	<b>Descriptive Encouraging</b> – e.g. thank you for being on time; great work for being on time; thank you for sitting quietly  <b>Body Language Encouraging</b> – use of proximity, body gestures and facial expressions to acknowledge positive learning behaviour.  <b>Gotchas</b> – Use Gotchas to reinforce students who are following the routines.
<b><u>7. Correct:</u></b>	<b>A calmly delivered, concise physical and/or verbal assertion:</b> <ul style="list-style-type: none"> <li>- signals to a student that he/ she is behaving in a way that does not meet the expectations for learning</li> <li>- redirects the student to the activity with which they should be engaged</li> </ul>

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# ***RETEACH***

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- return to class calmly*
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- take out anything they need for the class – brain food, water bottle, pencil case etc.*
- sit down and line up in two straight lines quietly*