


**AISWA**  
 Association of Independent Schools  
 of Western Australia

**G2P  
 Mentors and Early Career  
 Teachers**

14 February 2017



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**The First 6 Weeks of School**

14 February 2017



**The Promise of a New Year**

The first six weeks of school provide us with a wonderful opportunity to help children transition smoothly back into the school routines and to start to connect to us and each other.



The First Six Weeks of School

**Establishment Phase – the first 6 weeks**

- Start as you intend to go on
- It is easier to learn something than unlearn it
- Consistency is important ... most of the time
- Beginnings and endings matter ...
  - Develop your routines early
- Don't rely on your voice
  - Have a signal for gaining attention

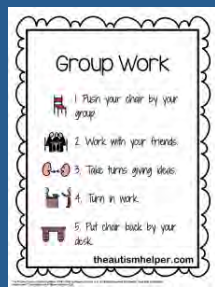
**Goals for the First Six Weeks**

- To create a warm, inclusive classroom environment.



**Goals for the First Six Weeks**

- To teach routines and behaviour expectations.



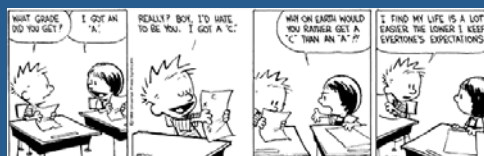
## Goals for the First Six Weeks

- Help students get to know and care for their classroom and school environment.



## Goals for the First Six Weeks

- Establish expectations for academic work.



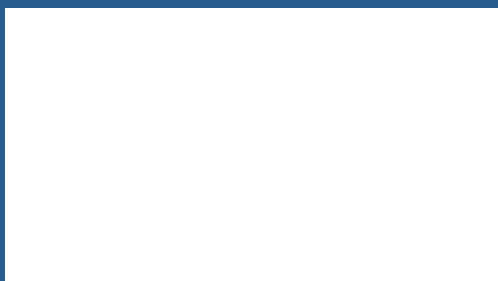
“I’ve learnt that people will forget what you said, people will forget what you did, but people will never forget how you made them feel”

Maya Angelou

## Key to the first 6 weeks

- Learn students names
  - Then start making personal connections
- Build a positive classroom culture
  - Collaborative and inclusive
- Practice the key routines regularly
  - Start with the daily routines then the learning routines
- Foster a sense of excitement and competence about the academic work and learning
  - Identify learning goals

## Establishing Routines



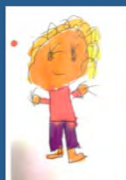
## Starting out Right

Getting to know your Students

- Check in with last years teacher
- Review your students records
- Talk to other school staff
- Review the developmental characteristics of the age you are going to teach

## Communicating with Parents

- Parent Night
- Newsletter
- Email parents
- Create a class blog or newsletter for regular contact
- Have a notice board to communicate with parents
- Parent teacher interviews



- What contact have you had with parents so far?
- What systems are in place at your school to support parent contact?



## Think About ...

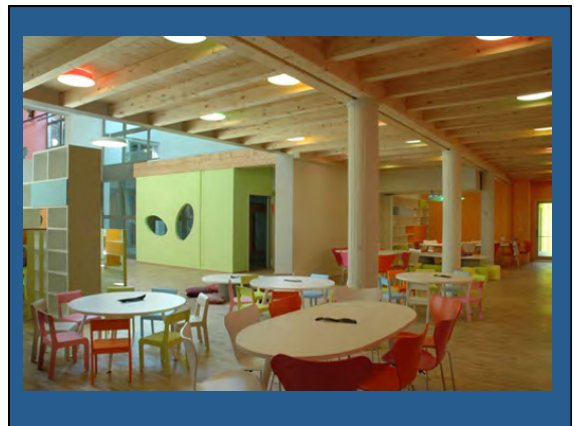
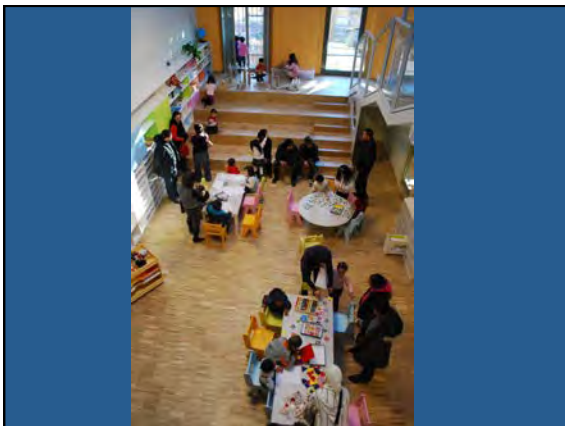
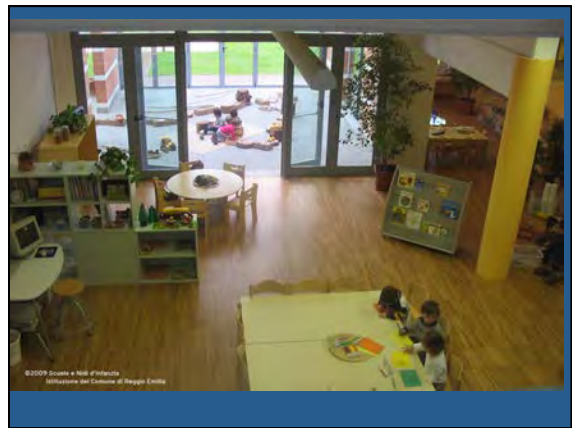
- The physical layout of your room – does it have
  - Opportunities for small group work
  - A space to come together as a group
  - All of the supplies you are going to need on a daily basis
  - Think about what you walls say

“Space has to be a sort of aquarium that mirrors the ideas, values, attitudes, and culture of the people who live within it.”

Malaguzzi

## Classroom Environment







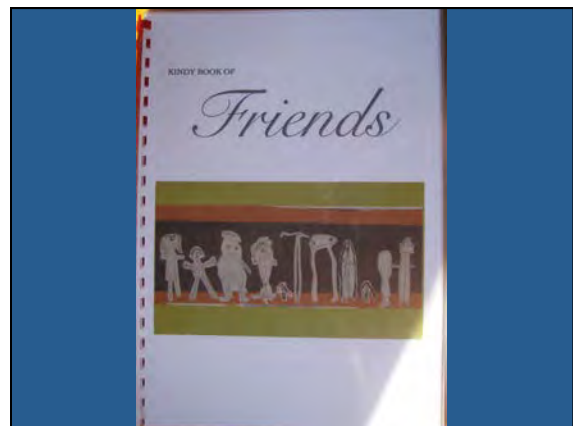
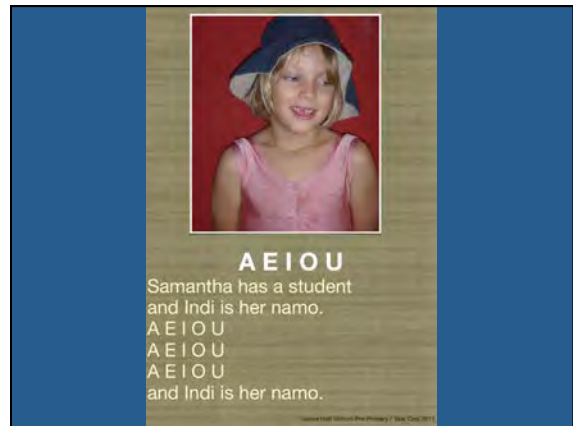
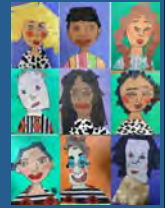
### Younger Students

- Morning Message with a ?
- Group Activity – begin to develop a repertoire of songs, rhymes and finger plays
- Use interactive modeling to teach the expectations for using materials
- Use guided discovery for using new materials
- Establish a sharing routine
- Introduce learning goals or intentions



### Older Students

- Establish greeting routines
- Group Activities or morning warm up games
- Morning meeting
- Establish home work routine
- Individual Learning Goals
- Rigorous and relaxed learning – a balance
- Establishing guidelines together





### Redirection Language

- “Grade One’s turn your bodies and eyes towards me while I give you directions”
- “Sally, go to the back of the line”
- “Reuban, stop, walk the way we practiced”
- “Mitch and Will, pushing is not allowed, go back in and walk in properly.”

### Reinforcing Language

- “As you came onto the mat for story I noticed you were walking quietly. That helps us get ready to listen” – to the whole class
- “John I noticed that you always contribute in class discussions, I appreciate your enthusiasm” – to one child

### Reminding Language

- “We are about to pack away and go to Music. Who can remember how
- “As you begin writing, remember the success criteria and think about the steps you’ll need to complete the task on your own.”
- “What’s one way you can follow our discussion rules when you meet with your group today.”

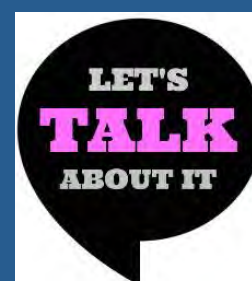
### Envisioning Language

- “We are going to be a strong learning community this year, the kind of group that works and plays hard.”
- “What would it look like, sound and feel like if people were being respectful to one another during our class discussions?”
- “I hope that by the end of this unit everyone will feel confident about...”

### Gaining and Maintaining Attention

- Use signals to gain attention
- Echo clapping
- Timer on Interactive WB
- Have a word or phrase you use
- Use humour
- Give me 5
- Secret codes

What strategies do you use to gain students attention?







**Rights**  
 to not wear uniforms  
 to go to the shops  
 to know your teachers are going to be each year  
 to go to the park  
 use the computers  
 to go on a school and class camp  
 to be treated with respect  
 get some personal space  
 to play what you want  
 to learn  
 to go to school  
 to have and choose friends????  
 to ride bikes to school  
 to go on excursions  
 to eat healthily and wherever we want

**Responsibilities**  
 treat others with respect- listen/ speak carefully  
 be nice  
 look after others in school  
 to go to camp  
 work hard and think well  
 keep to the rules  
 to do your homework and bring it on Friday  
 clean up after yourself  
 to read  
 to be sensible in class  
 to pay attention to kids and teachers  
 follow road safety  
 follow the rules of games  
 to look after objects brought to school  
 to sort friendship fires  
 come to school when not violently ill  
 go with the flow  
  
 Not accuse people if you don't know the story #  
 Control our mouths, bodies, behaviour and temper

- Have you set the rules or have the students been involved?
- How did you communicate them to students?
- How can you help reinforce the rules/ guidelines?

