

# Behaviour: Establishing Routines

**PINPOINT**



*Never do anything for students that they are capable of doing for themselves.*

Fred Jones

**Procedures**

Typical classroom rules are needed. No surprise there. But equally essential are rules for how to carry out set tasks. These classroom protocols must be made simple and visual so everyone understands them. Just point them out when needed, without any nagging.

**Preparation**

Thorough preparation is required. It is crucial that from the very first minute of the first day, everything is in order. And the students are in no doubt that you mean business. Having these high expectations of high standards, in fact, makes for an easier life than settling for lower standards. Consistency is needed — no wavering.

**Practice**

The only way to achieve the above is practice, practice, practice. Practice replaces nagging and threatening. Stay calm, calm the students down and get them back on task. Any deviation, they soon learn, simply results in more practice of the set routines until it goes smoothly. Such practice is time very well spent. Display the routines in clear step-by-step visuals. Pretending not to know what to do is a students' first

**Parents**

Get your students' parents on-side as soon as possible. Let them know about your rules and procedures. And how you intend to get the students to be proficient in them. Tell them of the benefits to their behaviour, cooperation and the time gained for more learning.



*Research has repeatedly shown that teachers with the best run classrooms spend most of the first two weeks teaching their procedures and routines.*

Fred Jones

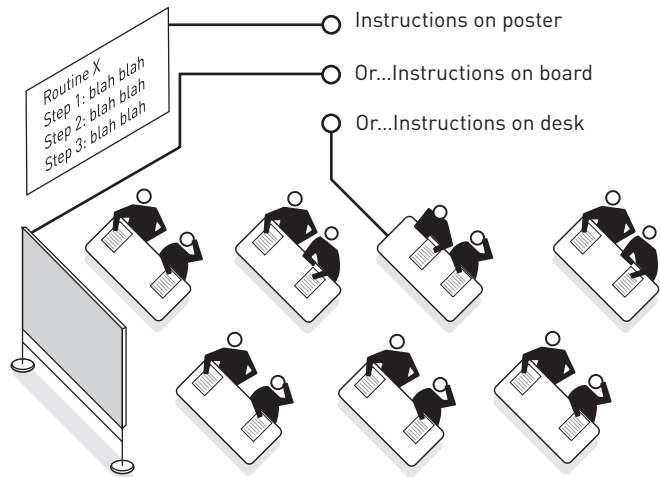


*The standards in any classroom, to put it bluntly, are defined by whatever the students can get away with.*

Fred Jones

**Visual instruction plans**

Everybody gets overloaded by a stream of verbal instructions. Students too. Make sure every word counts. Create large step-by-step instructions and display them for all to see. Use them for working routines and administrative routines.



**Entry**

Greet students at the door and allow them to enter only when they are orderly. All lesson materials should be set out tidily. Seating is directed by the teacher .



**Desk Work**

Direct teacher instruction should not be needed. The work must be related to the lesson's objectives. Students must be able to produce evidence of completion.



**Transitions**

As artificial as it may seem, students need to be alerted before a change occurs. And then alerted again at set times: 10 minutes, then 5 then 2, then the actual change.



**Exit**

Desks need to be tidied and in place. Scrap paper in bins, and resources away. Homework to be written up. Bags packed, on lap. Then Bell > Stand > Chair Under > Directed out.



**REFERENCES**

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