Reset process

Background

We became aware that students who were regularly removed from class as a result of behavioural issues were not participating in learning activities and we wanted to address this. We devised a system that supported students to build their skills and continue their learning, even when struggling in the classroom.

The process

Students who are struggling to be focused learners are able to 'reset', either in class, or away from the classroom. A reset card is issued and identifies what is happening for the student. For example, the card might identify that a student is struggling with learning due to self-regulation problems. The card is used to support a conversation about what has led to the reset.

The reset cards have been designed to align with the school's '3 Bs' (Be Safe, Be Respectful, Be a Learner) and our five learning dispositions (Persistence, Self-regulation, Reflectiveness, Bravery, Curiosity). On receiving the card, the student finds an appropriate person to reset with. The reset should be linked directly to the issue at hand, so a reset for a student struggling to self-regulate might involve a short activity aimed at practicing focus, while a student not demonstrating respect might write a reflection imagining themselves in another person's shoes.

We have collated activities that are associated with various reset reasons, so that we can offer consistency in our approach. Students who regularly have resets might also have a book to reflect what is happening for them. This book includes their own words alongside wellbeing coordinator reflections. The book also has space to identify what strategies are working well for the student.

Data is collected each time a student has a reset. We record all relevant elements of the reset and analyse this information to identify tricky times across terms or to track particular children, classes or year levels and assess where additional support is needed.

Reset process summary:

- Teacher identifies that a student needs a reset.
- Teacher lets student know, nominating either an in-class reset (some classes might have a reset space) or an out of class reset.
- Teacher gives student a reset card that names the behaviour observed.
- Student finds appropriate person to reset with (beginning with the wellbeing coordinator, but identifying someone from a list of five people, depending on who is available).
- Student is directed and supported with their reset.
- Student goes back to class.
- Reset details are recorded for data analysis.