

Classroom Contract

Phase	Type	Themes
<input type="radio"/> Early <input checked="" type="radio"/> Implementation <input checked="" type="radio"/> Consolidation	<input type="radio"/> Strategy <input checked="" type="radio"/> Tool	<input checked="" type="radio"/> Collaboration & teamwork <input type="radio"/> Curriculum <input type="radio"/> Design affordances <input type="radio"/> Design & process <input type="radio"/> Evaluation <input type="radio"/> Leadership & change <input type="radio"/> Pedagogy
		<input type="radio"/> Professional development & support <input type="radio"/> School structures & organisation <input type="radio"/> Spatial competencies <input checked="" type="radio"/> Student experience <input checked="" type="radio"/> Teacher experience <input type="radio"/> Technology <input type="radio"/> Time

What does this do?

A classroom contract is a set of agreements collaboratively created, approved, and observed by every member of the class, including the educator. The contract includes classroom norms and rules as well as rewards and consequences for actions.

How can it help?

Developing a contract with the class can help educators identify needs and expectations of their students. Protocols for using the learning space and resources within it should also be included in the contract. The process can establish a shared understanding among all members of the class on how the learning space will be used. The contract can be amended periodically or as the need arises.

An example in practice

At the beginning of the school year, the educator can initiate a discussion about classroom norms, behaviours, and expectations with students. Key points from the discussion can be drafted into a classroom contract that every class member, including the educator, will agree to uphold. The contract is signed by every student and educator. The educator distributes a signed copy to all the students for their records and/or posts the signed copy somewhere inside the learning space where everyone can see it. They can also decide to present a creative version of their classroom contract using images and other materials.

Where can I find this?¹

Visit these websites for examples of classroom contracts:

<http://www.theteachertoolkit.com/index.php/tool/classroom-contract>

<https://www.pebc.org/classroom-agreements/> [Correct as at 15 April 2020].

1. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

Agreement	Meaning	Celebrations	Prompts
You are responsible for your own learning and for supporting the learning of others.	You are the boss of yourself, expected to make wise choices that support your learning, including where you sit, who you work near, what materials you choose, how you use your time, and how you respond to adversity. Further, you are expected to work and learn in a way that does not detract from the learning of others, including managing your movement, volume, materials, and focus, as well as balancing your own speaking and listening in conversations.	- I see ... making a wise choice to ask for help when she is struggling to get online. - I notice ... choosing a quiet place to finish her work, away from distractions. - I hear ... taking time to explain her thinking in support of ...'s learning	- What is your responsibility as a learner right now? - How are you supporting ...'s learning? - What do you need in order to take responsibility for your learning?
Share with humility.	When presenting your thinking with a partner, small group, or in a whole class discussion, share confidently yet respectfully. Allow time for others to respond and ask questions. Appreciate and respond to their questions as probes to deepen your thinking and understanding.	- I appreciate how ... concisely explained her work and then invited the group to ask questions. - I respect how ... described her plan so far and then invited input from peers.	- How do you think you sound to your classmates? - How are you inviting your peers to push your thinking?
Listen with the intent to understand.	When peers or teachers are sharing, focus your mind and body and work hard to make sense of what they are describing.	- ... is ready with a question, which shows he has been working hard to make sense. - I can see that I have ...'s entire attention because he is facing me with curious eyes.	- How can you show you are listening? - As a listener, what are you wondering?

