



2013-2014 NOII Case Study

School: Colegio Institución Teressiana, Chile

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Scanning: We have realized our students do not self-regulate at school which affects the learning process. They run in the hallways, speak loudly even at the library, and have trouble respecting others in public places, among other behaviors.

Focus: Will there be a positive change in our students' behavior if what is expected from them is made clear in terms of expectations and reasons why these expectations are important?

Hunch:

- We have not used explicit language to communicate expectations to our students in the past.
- We have not been able to unify criteria based on what we expect from our students, and on how to communicate and achieve these expectations.

New professional learning:

- Dialogue with Canadian teachers (We visited Canada to observe the Canadian system; Canadian teachers visited our schools to observe our context)
- Teacher discussion about expectations
- Student discussions (focus groups) about what difficulties they see with their own behavior and how to improve them

Taking action:

- We decided to focus on one part of the school (grades 1,2,3, because we expect them to grow up with it)
- Teachers were provided with time to discuss the problem we have detected, and to set common strategies/agreements
- We included students in the setting of certain rules about their behaviors during recess, class and lunch-time (what should be expected from them)
- Implemented signaling in common spaces (classrooms and halls) that explained how to behave
- Provided classrooms with infrastructure to help students who experience difficulties with self-regulation (e.g., special cushions, different seats)

Checking:

- Establish behavior standards (expectations)
- Observation of classrooms and common spaces using our standards (behavior and school work)
- Focus groups with students to assess the situation (behavior and school work)
- Surveys for teachers and students to assess the impact of implemented infrastructure (in terms of behavior and school work).