Bonython Brief: Self-Management of time across the school day to maximise learning

A key success skill valued and promoted at Bonython Primary School is the ability for students to effectively *self-manage* to support them to become successful learners, confident and creative individuals, active and informed citizens. The school's focus on keeping students at the centre of all we do aligns with a foundational pillar of the ACT Education Directorate's Future of Education Strategy. The school acknowledges and supports this by aligning with the following thinking:

"Each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates. There is a focus on the practices that prioritise and support the engagement of every student in their learning. Young people are active participants in their learning, making informed decisions about what and how they learn as well as how their learning environment operates. Student wellbeing is an essential element of the learning environment."

https://www.education.act.gov.au/our-priorities/future-of-education/resources/The-Future-of-Education-An-ACT-Education-Strategy-for-the-Next-Ten-Years

What are the key dispositions that support learners to grow as self-managers?

Students at Bonython PS are encouraged and supported to develop understandings, skills and values to help them to learn independently and make wise decisions about their learning. They are encouraged to focus on themselves as learners and set and work towards personal goals. Students are guided to also continually improve and develop the following dispositions:

- *Resilient*
- *Responsible*
- *Reflective*

Kath Murdoch, The Power of Inquiry, 2015

Bonython Primary School frames learning opportunities across each school day for students in the following ways:

Preschool		*Kindergarten-Year 6*	
845am Day commences		900-1100am	Morning session
245pm Day concludes		1100-1130am	Break
* break times vary		1130am-100pm	Middle session
100-145pm	Lunch eating + break		
145-300pm	Afternoon session		
300pm	Day conclude		

Bells are not used at Bonython PS to identify the start and finish of learning and break times and announcements over the loud-speaker are kept to a minimum. Such practices interrupt the flow of learning and condition students and staff to be reliant on an external force for their time

management and reminders/information. Having no bells contributes to students developing time management skills as self-managers and promotes a calmer learning environment.

No bells and limited loud-speaker announcements at Bonython:

- enhances the wellbeing of students and staff

- encourages staff to see students as partners in learning

- improves the relationship between staff and students

- promotes the importance of students to learn the sense of time and responsibility for their actions

- motivates students to become more independent as self-managers

- minimises stress in students and staff

- reduces noise in school

How do students know when it is time to return to their learning spaces after a recess or lunch break?
Staff self-manage the time for breaks and move back to their learning spaces via the playground to encourage students to return to their learning spaces.

What happens if students choose not to return to their learning spaces?
Bonython PS values integrity which we frame as *'doing the right thing when nobody is watching'*. Reminders to students are framed using this shared language as students are encouraged to move back to their learning spaces with staff.

When might there be a need for a bell or announcement over the loud speaker?
Safety is paramount at Bonython PS. Bells/sirens and announcements are made for evacuation and lockdown procedures and drills.

Further reading:
https://edsource.org/2017/saved-by-the-peace-and-quiet-at-a-growing-number-of-california-schools/587211

https://www.tttpress.com/blogs/a-school-without-bells