



CLASS PLACEMENT GLOSSARY



Pluto has compiled this Glossary of terms to enable your school to begin to draw up the Class Placement approach that will work best for your school. You can then share your approach to the wider school community to communicate your placement process.

Every school decides on their unique approach to constructing class lists. This approach will generally consider the school ethos and begins with a list that acknowledges each targeted criterion's priority.

There is no one fits all criteria - your school may wish to emphasize cultural diversity, acknowledge social and emotional relationships, and take academic factors into account as possible factors in building a placement list.

Whatever your set of criteria, compiling this list is the first step toward gaining clarity.

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Percentage of ESOL Language speakers

Goal

Create a classroom with a specific ratio of ESOL students in each class.

Rationale

Ensure teachers have enough resources and time is evenly spread across children with a higher need for language and academic skills coaching.

Outcomes

Enables a culturally sensitive approach which caters to every student.



Gender balance

Goal

Construct a class list with an equal number of each gender.

Rationale

Classes with an equal number (or close to) of male/female-identifying students do better academically and add value to students' social interactions.

Outcomes

Equal opportunities for learning and interaction across the gender spectrum.



Subject skills

Goal

Create a balance of achievement levels in reading, writing, and mathematics within each classroom.

Rationale

Normalize different achievement rates across subjects and allow students to see the value of all disciplines.

Outcomes

Traditional restrictive thinking about who is likely to succeed across literacy and mathematics is removed. Students support each other to achieve.



Behavioural factors

Goal

Set up teachers and students for success.

Rationale

Ensuring that no classroom has an overflow of students with behavioural problems allows struggling students to receive the type of attention that will allow them to make positive changes without disrupting learning for others.

Outcomes

Less stress for teachers and a more equitable share of attention for each student.



Learning needs

Goal

Create a classroom where the individual learning needs of each student can be addressed.

Rationale

Addresses the importance of structuring learning groups to acknowledge learning pace and differing focus abilities.

Outcomes

Each child can make progress in a way that feels comfortable.



Social needs

Goal

Support social connection as an important part of academic life.

Rationale

Students who feel supported socially are more likely to retain focus and achieve milestones.

Outcomes

Friendships are honoured by creating strong social networks when class placements consider friendship bonds.



Interests

Goal

Create classrooms with a diverse balance of curricular and extracurricular interests, or create a classroom that provides a tailor-made environment for a particular focus.

Rationale

A focus on balancing interests allows for a diverse culture to emerge. Allow like-minded students a space to connect.

Outcomes

Students have exposure to a broad range of interests; this creates empathy and encourages curiosity. Students form academic alliances that help them to succeed in a particular discipline.



Leadership qualities

Goal

Recognize and support the development of leadership qualities.

Rationale

Placing those students who display leadership qualities amongst peers who will benefit from positive student role models allows these skills to develop on both sides.

Outcomes

Students are inspired to lead, and leadership qualities are recognized as a positive social and academic goal.



Student-teacher compatibility

Goal

Create a balanced environment where teachers' needs are acknowledged.

Rationale

Recognize where relationships have already formed and consider these when organizing class placements.

Outcomes

Teachers feel supported when relationship difficulties have been identified. Students are best placed to take into account their personal needs in regard to authority.



Social and emotional maturity

Goal

Create classrooms where those who are further along the track emotionally and socially can model positive behaviour.

Rationale

Ensure that social and emotional maturity is acknowledged to move at a different pace for individuals.

Outcomes

A safe space for all students and teachers.



Compatibility with others in the classroom

Goal

Tailor your classrooms to account for any existing negative relationships within the school.

Rationale

Ensure students feel they are recognized and supported. Create spaces where compatibility is balanced across the learning environment, and negative social distractions are minimized.

Outcomes

Individuals feel protected and heard. All class members are supported in their ability to focus.



Family situations

Goal

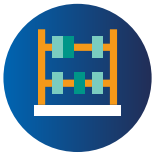
Support families in arranging classrooms to account for their varying needs.

Rationale

By discovering how best to support sibling relationships within the classroom environment, optimum learning is achievable for all students.

Outcomes

Students feel supported and acknowledged, and family relationships are secure.



Reading/Numeracy Groups

Goal

Compose classrooms to include groups of students working at the same literacy/numeracy levels.

Rationale

Shared group activities for learners are supported, collaboration is enabled, peer-to-peer cheerleading is encouraged.

Outcomes

Students feel connected to others in their age group who achieve at the same level. Learners are spurred on to achieve positive academic results.



Ethnicity

Goal

This is 2-Fold. To create an environment where students can connect with those from other ethnic groups - and to ensure that groups with smaller student numbers feel like they are not alone.

Rationale

By opening up experiences of different cultures to all students, greater harmony and understanding may be achieved.

Outcomes

Students feel supported and acknowledged, and school is a safe space for students from all ethnic groups.



Additional Time

Goal

To ensure that students who require additional support from teachers are distributed across placements to enable the best learning outcomes for all students.

Rationale

When those students who need extra time and resources to hit learning milestones are placed correctly, teachers are less stressed and all students have a fair amount of time with teachers.

Outcomes

Students who require a larger proportion of one on one time are able to access this. Teachers feel supported to action increased parent meetings. All students receive the attention they need to succeed, and parents feel heard.



Classroom Types - Modern Learning Environments

Goal

Place students in spaces where their learning is best served. Provide collaborative opportunities for teachers and students.

Rationale

Modern learning environments (MLEs) provide a hub that supports strengths-based learning. Some students work better in this flexible environment where collaboration is fore fronted and physical spaces are flexible and available to accommodate breakaway groups.

Outcomes

Teachers can share knowledge and skills, and students share inquiries and observations in ways that serve better outcomes. Students who require a more traditional learning approach are catered to with thoughtful class placement.



Classroom Types - Bring Your Own Device (BYOD)

Goal

Lead access to digital learning opportunities for all students. Share technology costs across the education ecosystem. Increase productivity and information-sharing capabilities.

Rationale

By allowing students to bring their own devices into the classroom, a broad range of learning opportunities are presented, schools can save on technology outlays, and students who cannot supply their own devices are catered for.

Outcomes

Learning is accelerated through increased digital engagement. All students have a chance to access digital skills.



Teacher Types

Goal

Match students with teachers who will provide them with the type of learning that best suits their needs.

Rationale

Teachers may be able to deliver learning most effectively to particular students depending on their teaching style, personality and level of experience.

Outcomes

Teachers are matched with students who are more likely to respond to their attributes, producing more effective communication and better learning outcomes.



Composite Classrooms

Goal

To foster stronger relationships within the school environment.

Rationale

Moving half of a current class forward together into the next year builds stronger relationships between students and teachers.

Outcomes

A sense of community is strengthened. Learning and social relationships feel secure and educational outcomes improve.



Social extension

Goal

Allow students the opportunity to broaden social connections.

Rationale

By moving groups of students into classroom environments that differ from their previous year, their social horizons are broadened.

Outcomes

New bonds are forged, empathy is accelerated, and students better understand their social landscape.
