

Implementing Organizational Routines

Overview of implementing organizational routines

Teachers organize time, space, and materials to support students to engage in the regular tasks of classroom life. Through the selection and use of organizational routines, teachers establish learning environments in which students have equitable access to resources, time, space, and voice in the classroom. Teachers introduce students to routines and provide opportunities to practice, analyze, and modify the routines. In some cases, they develop and enact routines collaboratively with students.

Advancing justice through implementing organizational routines

Creating a safe and positive learning community is crucial for students to learn and thrive. Organizational routines support students to interact as members of the learning community and to access the resources they need. At the same time, they can over-regulate students' bodies and voices and reproduce patterns that marginalize some groups and identities. Teachers are careful to select and use routines in ways that respect students' agency and treat them as integral members of the community. Choosing and using routines requires discretion because many routines silence and marginalize some students and propagate dominant ways of being related to race, class, and gender.



Decomposition of implementing organizational routines

Table 1: Areas of Work and Techniques for Implementing Organizational Routines

Areas of work for implementing organizational routines	Techniques for implementing organizational routines
Investigating	- Identify routines necessary for a safe and efficient learning environment. - Consider and decide whether to maintain routines already used in the context. - Use students' prior knowledge to inform the selection of routines.
Analyzing	- Consider the social and power implications of specific routines and revise as needed. - Consider whether a routine conflicts with community and family norms and how to respond to this. - Anticipate challenges students might have enacting the routine, and consider how to respond. - Prioritize, sequence, and pace the introduction of new routines.
Introducing	- Name, justify, and explain the routine. - Model the routine. - Create public artifacts as resources and reminders. - Communicate routines to families in ways that cultivate a home-school partnership. - Support students in making connections across routines.
Practicing	- Provide opportunities for students to practice the routines. - Support students to carry out the routines responsibly. - Provide feedback on students' enactments of routines. - Offer scaffolds, supports, and reminders for routines. - Support students to reflect on the impact of the routines on individual and collective learning.



Areas of work for implementing organizational routines	Techniques for implementing organizational routines
Maintaining/Revising	• Discuss, analyze and revise norms and routines, as needed. • Reference artifacts and use other cues to revisit routines. • Analyze collectively whether a routine is working and improve as needed.

Visual representation of implementing organizational routines

