

# Classroom Management

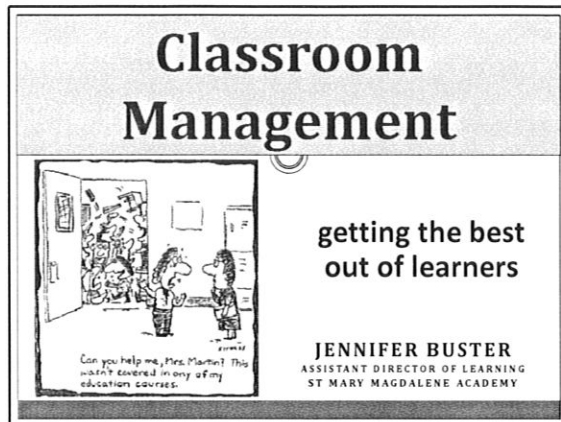
## getting the best out of learners



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### What is Classroom Management?

- It's effective discipline
- It's being prepared for class
- It's motivating your students
- It's providing a safe, comfortable learning environment
- It's building your students' self esteem
- It's being creative and imaginative in daily lessons
- *And...*

### Assertive Techniques

- Clear short message -- "I need you to..."
- Stand or sit close to the student.
- Calm, firm tone of voice.
- Eye contact if appropriate.
- Avoid comparisons.
- Empathise -- "I can see you're frustrated but.."
- Avoid use of words such as "don't", "shouldn't" etc.

### Basic rules for successful classroom management

- Deal with disruptive behaviors but also manage to minimize off-task, non-disruptive behaviors
- Teach students to manage their own behavior
- Students *learn* to be on-task and engaged in the learning activities you have planned for them

### Where behaviour needs to be LEARNT

- Entering classroom
- Distribution and collection of materials/equipment
- Gaining staff attention and assistance
- Transition between activities
- Staff gaining attention of class
- Setting and collecting homework and completed tasks
- Group work
- Late arrivals
- Seating
- Close of lesson feedback
- Exit from classroom

### Routines for a positive start to the lesson

- Greeting at the door
- Giving out tasks at door?
- Recording positives on board as soon as you can -- don't always need to make a big deal of this
- Being consistent with routines but not repetitive with types of starter task etc.

### Re-directing off-task behaviour

**Effective responses, with no alarm or anger:**

- the look/body language
- physical proximity/position in room
- mentioning off-task student's name while carrying on teaching
- proximity praise i.e. focusing on appropriate behaviour of those students around off-task student

**Ineffective responses:**

- ignoring
- immediate / harsh corrective response

### Responses to challenging behaviour

- teach the behaviour expectations
- use tactical ignoring / re-direction techniques
- Use verbal warnings – consider when to discuss this outside the door
- remain calm, matter-of-fact
- avoid ineffectual threats
- emphasise choice, emphasise learning

### Techniques for Better Classroom Control

- Focus attention on entire class
- Don't talk over student chatter
- Silence can be effective
- Use softer voice so students really have to listen to what you're saying
- Direct your instruction so that students know what is going to happen
- Monitor groups of students to check progress
- Move around the room so students have to pay attention more readily
- Give students non-verbal cues
- Engage in low profile intervention of disruptions
- Make sure classroom is comfortable and safe


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### Biggest Classroom Management Mistakes Made by Teachers

- Inconsistency
- Lack of clear expectations
- Use of punishment Common examples include bribes, guilt and shame, dramatic episodes, sarcasm, put-downs, and punishments.
- Shaming in class
- Not circulating
- Threats
- Not following up

### In the classroom



The illustration shows a teacher on the left pointing at a globe on a stand. A student on the right is looking at the globe. There are other students in the background, some sitting at desks. The scene is set in a classroom.

### Getting students' attention

- Ask an interesting, speculative question, show a picture, tell a little story, or read a related poem to generate discussion and interest in the upcoming lesson.
- Try "playfulness," silliness, a bit of theatrics (props and storytelling) to get attention and peak interest.
- Use storytelling. Students of all ages love to hear stories, especially personal stories. It is very effective in getting attention.


### Getting students' attention

- Add a bit of mystery. Bring in an object relevant to the upcoming lesson in a box, bag, or pillowcase. This is a wonderful way to generate predictions and can lead to excellent discussions or writing activities.
- Use visual signals: flash the lights or raise your hand which signals the students to raise their hands and close their mouths until everyone is silent.
- Clearly signal: "Everybody...Ready..."
- Model excitement and enthusiasm about the upcoming lesson.
- Use eye contact.

### Tone of Voice

- Vary your tone of voice: loud, soft, whispering.
- Try making a louder command "Listen! Freeze! Ready!" followed by a few seconds of silence before proceeding in a normal voice to give directions.

### Focusing students' attention

- Use a flashlight or laser pointer. Turn off the lights and get students to focus by illuminating objects or individuals with the light.
- Use visuals. Write key words or pictures on the board or overhead projector while presenting. Use pictures, diagrams  and gestures.

### A good Start

- Set your rules (& expectations)
- Establish yourself
- have a clear **starter**, main phase and plenary
  - Starter Activity to engage pupils
- Praise generously
  - 3 positives for 1 negative
- Reward System
  - In books / on boards?
- Smile and build relationships

### Good Classroom Management

- Be consistent and fair
- Separate behaviour and personality
- Pupils are clear about your expectations
- Use positive reinforcement
- Build a relationship with your pupils
- Don't shout -Vary the tone of your voice
- Establish routines
- Mean what you say - consequences
- Smile and use eye contact
- Get parents involved

**Activity 1 : What do you understand by 'Effective Classroom Management'?**

**Activity 2 : Understanding your teaching style**

1. What ratio represents actual teaching time to discipline time in your classroom?
  - 90:10
  - 75:25
  - 50:50
  - 25:75
  - 10:90
  
2. How do you rate the motivation of your students?
  - always motivated
  - motivated
  - sometimes
  - never motivated
  
3. How many times do you have to stop the class for misbehaviour problems in one class session?
  - more than 10 times
  - 6-9 times
  - 5-3 times
  - less than 3 times
  
4. Which type of motivation strategies do you use most?
  - positive reinforcement
  - negative reinforcement
  - Both equally
  
5. How often do students participate in solving classroom conflicts?
  - often
  - sometimes
  - hardly ever

### **Activity 3 : How am I perceived by the students?**

Think:

- Which lessons do you enjoy?
- Which classes do you look forward to teaching?
- Which classes cause your heart 'to sink' when you look at your timetable and realise you have them today?

## **Behaviour Management: Quick Strategies**

### **1. Attention Seeking Behaviour**

Tactical ignoring (balanced out with lots of proximity praise)

Get up close - move into their space and run the lesson from this position for a while

Remain very calm and avoid getting wound up and rewarding the behaviour with negative attention

Agree non-verbal cues in advance with known trouble-makers

### **2. Swearing/verbal abuse**

Have rules and routines in place and remind them of the consequences for bad language

Consistent approach - ALL incidents of bad language need to be followed up so as not to allow excuses for 'accidental' swearing.

Tape record outbursts of foul language and explain that it can be played back to parents

Take out a note pad and say "I'm now recording what you're saying"

Have a meeting with the pupil/s involved and ask them to suggest alternative ways of expressing/dealing with anger or alternative words to use when they are angry.

### **3. Noisy class (start of lessons)**

Allow some cooling off time of a few minutes after transitions and breaks to allow them to settle.

Use the countdown technique with lots of proximity praise... "5; OK it's time to stop and look this way. Excellent, very quick on that table. 4; pens should be down, books and mouths should be closed, very good you two, you're listening to me. 3; still too much noise over here, that side of the room are perfect. 2; Just waiting for the last few people now, all conversations should be stopped, hands on the desk in front of you. Well done, you've got it. 1; thank you.

Have a visual reminder of noise levels such as coloured cards/traffic lights. When green is up the noise level in the room is fine. Orange - warning, level is too high and needs to drop immediately. If it doesn't drop after an agreed time, red card goes up. Red. Stop the activity, take a minute off break and insist on silent working for 5 minutes.

Take control at the door - don't let them in the room until they're quiet

### **4. Confrontation**

Adopt non-threatening body language (body to side, open arms).

Avoid threatening hand gestures (pointing), facial expressions and verbal language (shouting, accusing).

Diffuse and de-escalate - use humour, change subject.

Calmly offer support... ("How can I help?" "I'm listening.")



## **5. Disruption**

Remove the audience factor, try and talk to them quietly on a 1:1 basis where possible and remind them of past successes and capabilities - try to find something positive to say first.

Give them a responsibility

Language of Choice

"Do you want to move closer to the board or remain where you are?"

"Do you need me to help you or can you get on with things on your own?"

"What are you supposed to be doing? What happens if you don't do it? Is that what you want? What are you going to choose?"

Calmly warn them of consequences and follow up using the '3 requests'...

"Jordan sit back down on your chair and finish the work please"

"Jordan, I'm asking you for the second time to sit down and get on with your work."

"Jordan this is the third and final time I'm going to ask you."

"Jordan you've chosen to ignore me. Go to Time Out."

## **6. Ignoring you**

Give very clear instructions so there is no room for confusion or argument.

Try using humor to change their state from being angry or sullen

Refuse to get drawn into confrontation - "I've told you what you need to do and you know what happens if you don't. It's your choice, I'll be available after school if you want to discuss it then."

On a 1:1 basis with a pupil you normally get on well with try to find what is bothering them by calmly repeating statements such as "Tell me what's wrong so I can help you." "You talk, I'll listen." "tell me what's bothering you, I'll listen."

## **7. Lack of Equipment**

Offer to loan them some of your equipment in return for 'collateral' such as a shoe.

Give a brief period of time at the start of the lesson for pupils to borrow items from other members of the class

Reward those who bring required equipment

Focus on teaching right action and correcting behaviour of persistent offenders: Offer them support in the way of special reminders and inform parents that this key issue is causing concern; get them to follow up at home and issue reminders at home.

## **8. Lack of motivation**

Set short term mini-targets. "By the end of the lesson you need to get down to here in your text book." "In the next ten minutes you need to complete numbers 1-4. I'll be back to check in ten minutes."

Make lesson activities more active

Include fun starters, video clips, educational games, energizers, magic tricks and brain teasers in your lessons from time to time to break up monotony.

Use loads and loads of effective praise and encouragement.

## **9. Late**

Have clear rules on punctuality and consistently apply them

Always follow up lateness and ensure pupil makes up missed work

Have a reward system which acknowledges those who come on time

Keep records. Get pupil to fill in a form giving reason for late arrival and the time they arrived. Send copies home with notification of consequences if it continues.

## **10. Off-Task (low level disruption)**

Use pre-agreed non-verbal signals

Get close up - sit or stand close to them and say nothing, carry on with the lesson

Use proximity and personal praise - Look for opportunities to catch them being good.

Look for opportunities to offer help... Offer choices, adjust the work, adjust seating

## **11. Defiance**

Offer support - often pupils are defiant because they are afraid of failure - adjust the work, offer help, ask them what's bothering them.

Remind them of past successes and capabilities

Remind them that you are there to help them and ask them for help in how to bring that about. "I need your advice. I want to help you - what is going to make this easier for you?"

Go through stepped sanctions as per school behaviour policy e.g.

Give them a warning (verbal/name on board etc.) and remind them of consequences

Move them to an isolated seat

Take time off them at break/after school

Notify them of a letter/phone call home

"park' them in another class

Send them to senior staff

## **12. Shouting out**

Ignore those who shout out and reward/praise those that don't

Play class team games/quizzes where answers will only be accepted by those who put their hands up. Penalize team-members who shout out by taking a point off the team.

Have a clear policy on how questions are to be answered in class

Keep those who shout in at break and explain that shouting won't be tolerated

## **13. Flatulence**

Ignore it. By reacting you give them exactly what they were trying to elicit.

Explain that if they do it again they will have to stay in at break for a lesson on healthy diet and the effect certain foods have on digestion.

Show great concern for their health and tell them it might be a good idea if you were to talk to their parents about it immediately by telephone if they are having trouble controlling it.

Follow normal procedure for disruptive behaviour but be careful not to appear confrontational or you will get the classic response "That's not fair, I can't help it."

## **14. Failing to follow instructions**

Explain very clearly the consequence of not following instructions. Tell them you expect immediate compliance and then give them a few moments to save face by walking away.

Record the details of the incident and follow up with senior staff.

Warn them that you will be contacting parents. (Make sure you do so if the defiance continues).

Have the pupil removed from the classroom