

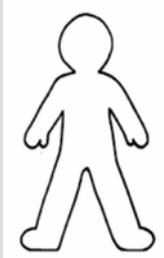
Classroom Management

Teaching Mandarin in the UK

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Your ideal language learner



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

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

- remain calm, matter-of-fact
 - Students need to be re-focused to your requirements
 - Count to 10, think,
- focus on desired behaviour
- use eye contact
- use tactical ignoring
- get close
 - Do not speak across the room
 - Do not invade their personal space
 - Try to be on the same level
 - Move away to allow the student time to conform (5 seconds)
- avoid ineffectual threats

Responses to challenging behaviour

- the broken record technique
 - Repeat the requirement
 - Drop your voice, use 'I' statements
 - 'I understand, but I need you to.....'
 - repeat the instructions only 3 times
- emphasise choice, emphasise learning
 - State expectations clearly and quietly – use 'I' statements
- State the consequence
 - Move away to allow the student time to conform (5 seconds)
 - Give feedback
- use verbal warnings – consider when to discuss this outside the door

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

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

The Language of Classroom Management

Don't speak to me like that!	Speak to me politely as I do to you, thank you.
Why are you dropping litter?	Sam, litter in the bin, thank you.
You've left your equipment out again!	Put your equipment away, thank you.
How dare you argue with me!	I understand you're upset but I need you to listen to me, thanks.
Stop pushing into the queue.	Wait your turn in the queue, thanks.
You shouldn't be in here.	You need to be outside now (or) Where should you be?
You really are annoying me by interrupting.	Wait your turn to speak, thank you.
What do you think you're doing?	Put that away and get started on the activity, thank you.
Who told you to get that book out?	Wait until lunchtime, then you can choose a new book.
Don't draw it like that!	You might find it easier drawing in pencil.
You're not leaving until you've finished	When you're finished, then you can go to break.

Classroom Organisation

Good behaviour models are also manifested in the way we organise and manage the teaching space, for example:

- A good seating plan
- well-ordered resources;
- a purposeful momentum in the teaching;
- responsiveness to pupil needs;
- an inclusive approach, providing attention and support.



Behavioural Management: Key Points

- Ensure more positive than negative feedback
- Be aware of :
 - Tone of voice
 - Volume
 - Body language
 - Personal space
- Give pupils 'take-up time' after instructions
- Don't play into second argument (don't answer Q)
 - Why do you always pick on me
 - He is also doing this
- After a request, say 'thanks', a pre-emptive word indicating the expectation of compliance.

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