

# UNIT 8

## CLASSROOM MANAGEMENT



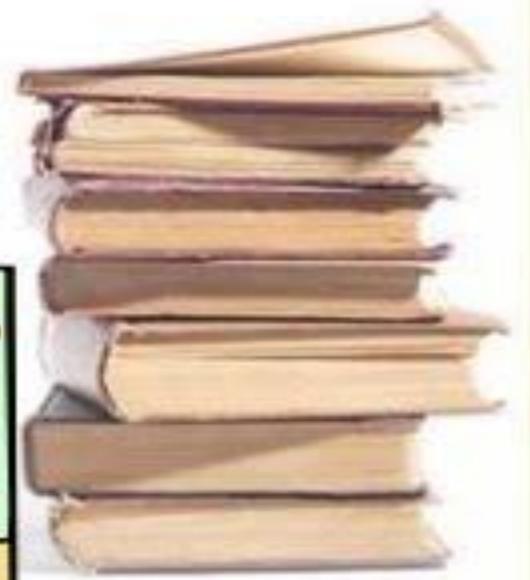
# Classroom Management



Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

# What is Classroom Management?

- Classroom management is ways of organizing the resources, pupils and helpers so that the teaching and the learning can process in an efficient and safe manner.





# 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 . . .***



# Classroom Management

Definition:

“The actions taken by the teachers to create and maintain a learning environment conducive for successful instruction.”

(Evertson & Weinstein 2006)



# Classroom Management is Important Because It...

- Establishes and sustains an orderly environment
- Increases meaningful academic learning and time engaged
- Facilitates social and emotional growth
- Decreases negative behaviors





# Components of Classroom Management

- **Rules**
- **Procedures**
- **Rewards**
- **Consequences**
- **Classroom Layout**
- **Teacher Organization**
- **Parental Involvement**
- **The First Day**

# Classroom Management Strategies

- The key to classroom management is building a nurturing community through community-building exercises and a set of expectations that students have helped to develop. (Wolfgang, 2009)
- Classroom management not only involves organizing the physical environment, but also curriculum and instruction to create an environment conducive for learning. (Poon, Tan, & Tan, 2009)
- Structured and varied grouping is important to classroom management and maintains the standard of valuing collaboration and cooperation. (Wolfgang, 2009)



# Classroom Management Styles



- **Authoritarian**
  - Regulations and consequences for everything
  - Seeks control of behaviors
  - Teachers exert their power
  - May result in lower student self esteem, creativity, and provoke hostility



- **Permissive**
  - There are some rules, but little follow through
  - There are few expectations
  - The teacher tends to be inconsistent
  - Anything goes!
  - Students often lack respect for the teacher



- **Authoritative**
  - High expectations of students
  - It is clear what is and is not acceptable
  - There is follow through with consequences when students do not follow through with expectations
  - Teachers are firm but friendly

# Classroom Management Styles



- **Authoritarian**

The authoritarian teacher places firm limits and controls on the students.

- **Authoritative**

The authoritative teacher places limits and controls on the students but simultaneously encourages independence.

- **Democratic**

The democratic teacher places few demand or controls on the students. "Do your own thing,"

- **Laissez-faire**

The laissez-faire teacher is not very involved in the classroom. This teacher places few demands.

# BEHAVIOUR AND CLASSROOM MANAGEMENT

## How to Prevent (Preventative Interventions)

- Positive relationships
- Safe and predictable environments
- Peer coaching
- Classroom organization
- Effective teaching

## How to Intervene (Remedial Interventions)

- Direct and indirect interventions
- Behavioural data
- Behavioural function
- Special assistance

# Action/Strategies for good classroom Management

- Use assertive body language
- Use appropriate tone of voice
- Persisting until the appropriate behavior occurs
- Establishing clear learning goals
- Providing flexible learning goals
- Talking informally with students before, during and after class about their interests
- Greeting students outside of school
- Be innovative while setting your class

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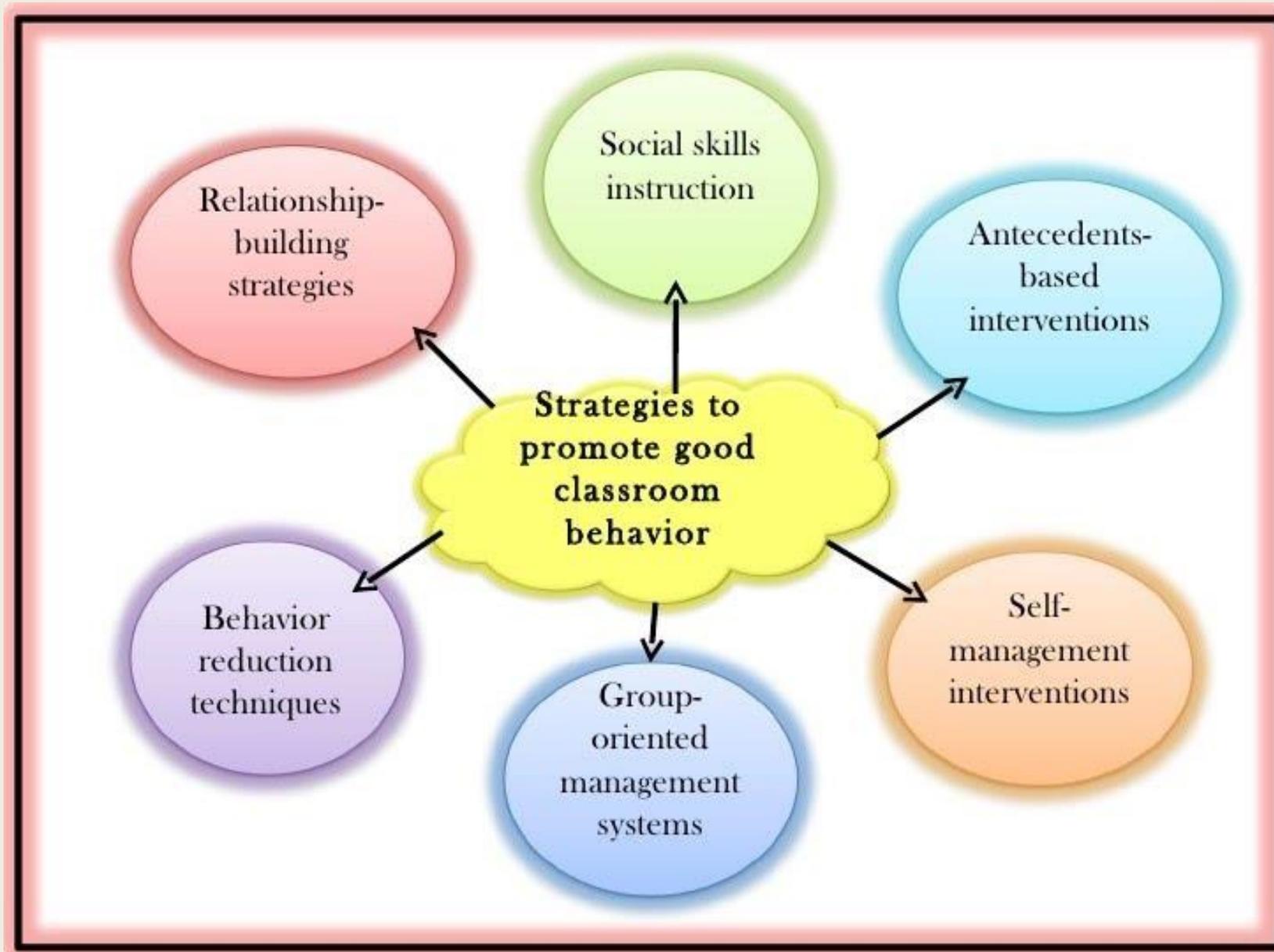


# What does successful classroom management look like?

- Students are consistently **on-task and engaged** throughout the lesson
- Teachers address most misbehavior **quickly and efficiently** with correction
- Students bounce back quickly with a **positive attitude** and minimal to no resistance



Image source: <http://www.gamification.co/2011/09/28/the-gamified-classroom/>





# The 10 Essential Skills for Classroom Management

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

Endorsed by the Australian Government and highly recommended for use in ALL contexts

**This is a simple 10 step framework provided by the Australian Government as a foundation to classroom management. This framework is widely used throughout Australia as foundational to most classroom management practices and behaviour plans. The information booklet and a course provided by the government to learn the skills can be accessed at**

**<http://behaviour.education.qld.gov.au/positive-behaviour/effective-teaching/Pages/default.aspx>**



Focus on Observation	Performace Indicator
<b>Teacher</b>	Personality
	Mastery of Subject Matter
	Voice
	Clarity of Explanation
	Openness to Student's Opinion
	Movement in Class
<b>Teaching Methodology</b>	Organization of Subject Matter
	Contextual
	Provoke Critical Thinking
	Motivator for Students
	Class Management
<b>Student</b>	Questioning Technique
	Student's Attention
	Student's Participation
	Class Starts On Time

# Classroom Management Techniques

1. **Focusing attention** – don't begin class until you have their attention "I'm waiting for..."
2. **Explain the lesson** "Today we will..."
3. **Monitoring** – walk around the room
4. **Modeling** – show good behavior yourself
5. **Non-verbal cuing** - facial expression, body posture, hand signals, flicking the light switches.

# Techniques for Better Classroom Control

- 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



# How to manage student's behavior in the classroom

Be guided by your personal philosophy of teaching and learning.

- What you want your students to learn
- How would you like your students to learn
- How you will foster some learning

Know your students

- Be aware of their needs (they may have special learning needs) and individual differences
- Monitor, circulate, and assess students' progress regular

Be positive

- Enjoy your teaching

THANK  
YOU