

CLASSROOM MANAGEMENT

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CLASSROOM MANAGEMENT

Learning outcomes

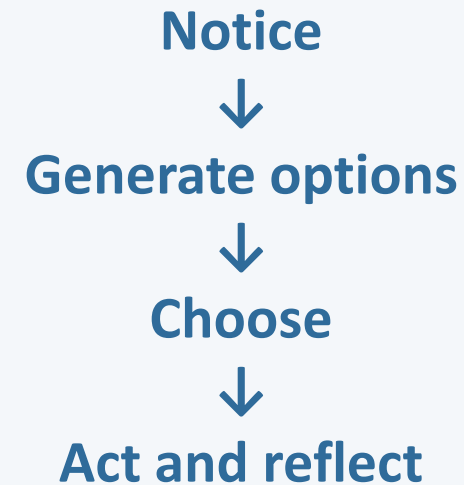
- Explain classroom management as decisions and actions.
- Increase purposeful classroom interaction.
- Give concise instructions and check understanding.
- Choose an appropriate monitoring role.
- Use eliciting, routines, and positive discipline effectively.
- Apply the skills in simulations and problem-solving role-plays.

Classroom management creates the conditions for learning

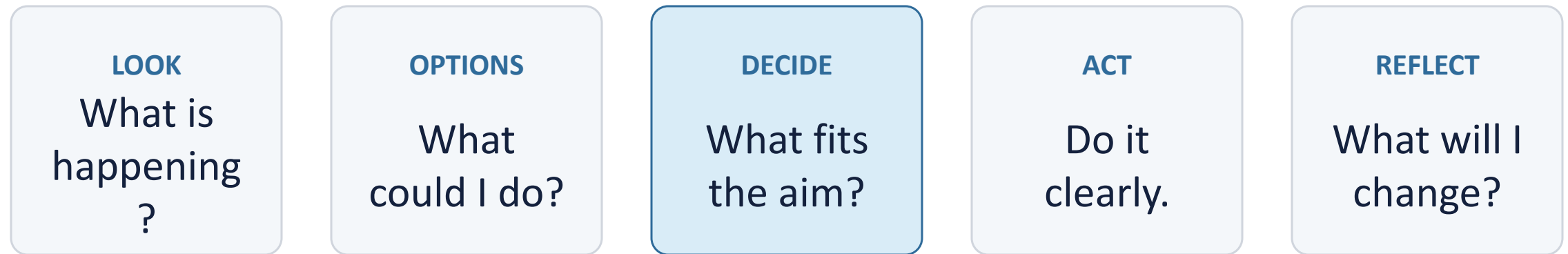
It is more than controlling behaviour.

- Organise activities, time, grouping, and space.
- Gain attention and use authority appropriately.
- Use clear language, gestures, voice, and silence.
- Read learners' needs and respond to unexpected events.

The teacher's task



Good management begins with choices, not automatic reactions



Aims • time • learner feelings • culture • likely outcomes

Interaction patterns should serve the learning aim

Whole class

model •
brief input

Pairs

rehearse •
compare

Groups

discuss •
solve

Mingle

repeat •
vary
partners

Individual

think •
plan

Vary grouping to increase meaningful participation—not simply to create movement.

More student interaction means more chances to learn

Teacher-dominated

Teacher ↔ one learner
Most students wait.

Learner-centred

Learner ↔ learner
Many students practise.

Ask • wait • listen • pair • regroup • invite multiple voices

Clear instructions protect learning time

- Gain attention before speaking.
- Use short sentences—one key step at a time.
- Give only the information learners need now.
- Demonstrate instead of over-explaining.
- Check with evidence, then monitor the start.

Instruction surgery: remove the “babble”

BEFORE

“What I’m going to ask you to do is, if you could, perhaps get into pairs and then...”

AFTER

“Work in pairs.”
[wait]
“A asks first.”
[demonstrate]

Check instructions with evidence

Avoid

“Do you understand?”

Ask instead

- “What do you do first?”
- “How many answers?”
- “Who asks first?”
- “Show me one example.”

Then watch the first 30 seconds.

Monitoring starts by checking the mechanics

FIRST 30 SECONDS

- Are learners in the correct groups?
- Do they have the materials?
- Are they doing the intended task?
- Do they understand the first step?

Sample several groups

Listen briefly



Notice patterns



Intervene only if
needed

Choose a monitoring role that matches the task

DISCREET

Observe without
interrupting.

ACTIVE

Advise and
respond.

PARTICIPATE

Join briefly as a
member.

STEP BACK

Reduce
dependence.

The best help may be less help

Get involved when...

- the task has been misunderstood
- progress has genuinely stopped
- safety or dignity is at risk

Step back when...

- learners are fluently experimenting
- productive struggle is happening
- your presence creates dependence

Benefit of interference > Cost of interruption

Eliciting draws learning from the learners

1. HINT

Picture • gesture •
context • question

2. SUPPLY

Learners offer language
or ideas

3. FEEDBACK

Confirm • guide •
correct • practise

Elicit what learners can reasonably know—not what is only in the teacher's head.

Eliciting needs wait time and clear feedback

- Give enough information to make the target possible.
- Signal who should answer.
- Allow silence; do not finish every sentence.
- Respond clearly to each contribution.
- If learners cannot answer, provide input and move forward.
- Establish the useful answer through repetition or application.

Managing routines reduces repeated teacher talk

OPEN

Books closed.
Look here.

PAIR

Work with
your
partner. A
starts.

TIME

Five minutes.
Two minutes
left.

STOP

Finish the
sentence.
Pens down.

EXIT

One learning;
one question.

Teach → practise → repeat consistently → release responsibility

Positive discipline protects learning and dignity

PREVENT

Engagement,
routines, clear
expectations

SIGNAL

Proximity,
eye contact,
pause

REDIRECT

State the
expected
action

CHOICE

Offer two
acceptable
routes

FOLLOW UP

Private,
calm,
restorative

Correct the behaviour—do not label the learner.

Correct the behavior—do not label the learner.

Teachers should correct the behavior, not label the learner.

Say,

“Talking during the instructions makes it difficult for others to listen,”

rather than, “You are a bad student.”

Positive discipline avoids shouting, sarcasm, humiliation, and public arguments. It helps students learn from their behaviour while feeling respected.

Classroom language: calm, clear, respectful

Attention

“Eyes this way, please.”

Redirect

“Please return to the task.”

Reset

“Let’s stop and reset.”

Choice

“Work quietly here or move to the front.”

Private follow-up

“We’ll discuss this after the activity.”

Repair

“What will help you rejoin the task?”

Task 3.1 Choosing classroom management options

Write two or more options for the following situations:

- 1 A student says *I don't want to do this exercise.*

Task 3.1 Choosing classroom management options

Write two or more options for the following situations:

- 2 You expected an activity to take five minutes. It has taken 20 so far, and the students still seem to be very involved. There is something else you would like to do before the lesson ends in ten minutes.

Task 3.1 Choosing classroom management options

Write two or more options for the following situations:

- 3 The students are working in groups of three. Two groups have finished the task you set them and are now sitting looking bored. The other groups still seem to have a long way to go before they finish.

Follow the steps

- Attention gained before speaking
- Brief, sequenced instructions
- Demonstration and instruction-checking question
- Monitoring that supports rather than interferes
- Clear cue, wait time, and feedback when eliciting
- Calm authority and respectful discipline language
- Meaningful student-to-student interaction

Observer will observe

- Was the teacher's language clear and respectful?
- Did learners understand the instructions?
- Did the teacher monitor without over-helping?
- Did the teacher use effective eliciting techniques?
- What could be improved in the next round?
- Students should change roles so that everyone has an opportunity to practise being the teacher.

Activity summary

Instruction

Simplify and sequence

ICQ design

Prove understanding

Monitoring

Select role and focus

Eliciting

Cue → response → feedback

Routine

Build consistency

Discipline

Redirect and repair

Discuss, reflect, and transfer

- When should an engaging activity continue beyond its planned time?
- What is the difference between monitoring and interfering?
- When does eliciting become guessing?
- How can authority be clear without becoming threatening?
- Which routine would most improve your own classroom?
- Which role-play response best protected learning and dignity?

Effective management is responsive, clear, and humane

LOOK

INTERACT

INSTRUCT

MONITOR

ELICIT

**Use routines and positive discipline to protect time,
participation, autonomy, and dignity.**

What will you try in your next lesson?