

Classroom Management



DAY 3

Classroom Management and POSITIVE DISCIPLINE

Aligned with the Philippine Professional Standards for Teachers (PPST)



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 . . .

It's different for
EVERYONE!!



Why and How?

- Teaching Styles
- Personality/Attitudes
- Student population
- Not all management strategies are effective for every teacher

Try different strategies to see if they work for you



Students misbehave for several reasons:

- ▶ They are bored.
- ▶ They don't know the purpose of your lesson.
- ▶ They don't understand how the information that you are delivering applies to them.
- ▶ Instruction is not interesting
- ▶ The pace of the instruction is incorrect (too fast, or too slow).
- ▶ Not enough interaction between and among peers.



The 15 commandments

LETS BEGIN!!



NUMBER 1

“EXPECT THE BEST...
TEACH THE REST”



YOU SET THE TONE

-Set the tone for everything...behavior, procedures, grades, work ethic, attitude...everything!!

- Teach students to manage their own behavior

-Students LEARN to be on-task and engaged in the learning activities you have planned for them...REMEMBER THIS...



NUMBER 2

I KNOW, I KNOW, YOU HAVE HEARD THIS A MILLION TIMES..



FFC

- Be fair, firm and consistent...remember that students are, by nature, the morality police.
- They can spot inconsistencies a mile away and take joy in calling you out on it!!
- Students may not enjoy consequences of inappropriate behavior but they will respect your decisions if they know that you are fair and apply discipline/consequences fairly



NUMBER 3

ACCENTUATE THE POSITIVE



POSITIVE IS A PLUS

- ▶ Build a positive, PROFESSIONAL rapport with students
- ▶ Establish a positive classroom environment...greet students at the door everyday with a smile
- ▶ Model the positive behaviors and attitude you desire in your students



NUMBER 4

“IF YOU DO NOT HAVE A PLAN, THEN THEY HAVE A PLAN FOR YOU!”



PLAN, PLAN, PLAN

- Planning engaging, purposeful lessons is one of the best recipes for a smooth, orderly classroom
- Over plan your lessons to minimize down time...down time is every teacher's worst enemy
- Plan lessons that address multiple learning styles and allow all students to experience success



NUMBER 5

THE BOY SCOUTS SAID IT BEST...



BE PREPARED!!

- Be organized
- Be on time
- Be prepared for changes to your even the “best laid plans”
- Have a plan B
- Have a plan C
- Anticipate possible hiccups in your lessons and activities
- In other words...winging it is not an option!!



NUMBER 6

“TIME IS OF THE ESSENCE”



Transition vs. Allocated Time

- Allocated time: the time periods you intend for your students to be engaged in learning activities
- Transition time: time periods that exist between times allocated for learning activities



Tip :

- Increase the variety of learning activities but decrease transition time.
- Student engagement and on-task behaviors are dependent on how smoothly and efficiently teachers move from one learning activity to another



NUMBER 7

KIS



KEEP IT SIMPLE

- Make classroom rules simple
- Keep classroom procedures simple
- Give clear and simple instructions during classroom activities
- Remember that even adults can only process 3-4 instructions at a time effectively!!



NUMBER 8

EDUCATOR “FENG SHUI”

CLASSROOM ARRANGEMENT

- Make sure all students can see and hear clearly (and you can see them clearly)
- Arrangement is determined by learning activity (lecture, class discussion, small group work, etc.)
- Allow room and easy access for proximity control
- Think through class procedures and learning activities and arrange the room in the best possible way

NUMBER 9

“WITH-IT-NESS”



WITH-IT-NESS

- With-it-ness refers to a teacher's awareness of what is going on in the classroom



NUMBER 10

“ACTIONS SPEAK LOUDER THAN WORDS”



PROXIMITY AND BODY LANGUAGE

- ▶ Eye contact, facial expressions, gestures, physical proximity to students, and the way you carry yourself will communicate that you are in calm control of the class and mean to be taken seriously.
- ▶ Be free to roam
- ▶ Avoid turning back to class



NUMBER 11

DEVELOP EFFECTIVE BEHAVIOR CUES



- 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
- Raise your hand



NUMBER 12

“LAUGHTER IS THE BEST
MEDICINE”



USING HUMOR

- Use humor when appropriate
- Be able to laugh at yourself
- NEVER use sarcasm (proactive v/s reactive)
- Sarcasm puts students on the defensive and damages your relationship



NUMBER 13

A STELLAR PERFORMANCE



EVERY PERFORMER NEEDS A STAGE

- Confrontation gives students a “stage” to perform
- Avoid power struggles...no one wins
- Give students a dignified way to get out of a bad situation
- Pick your battles
- Address behavior issues in private whenever possible



NUMBER 14

DEVELOP A THICK SKIN



IT IS NOT PERSONAL

- Kids make poor choices...that is what they do!
- Kids misbehave...that is their job!
- Kids test boundaries and limits...it is a natural part of growing up!
- Kids don't always do what we want them to...no matter how much they like us!

DON'T TAKE IT PERSONNALLY!!



Number 15

THE UNDERSTANDING YOU



- ▶ Make positive phone calls
- ▶ Demonstrate the behavior you want to see
- ▶ Celebrate work
- ▶ Create group projects and contracts
- ▶ Give students the power and let them help
- ▶ Build relationships
- ▶ Encourage Questioning



Key points

- Students who are smacked associate love and violence as the same. And so in future either they turn violent or accept violence towards themselves
- *Time out is one of the options for behavior management.*



Do you know the children sitting in front of you?

- Sushant arrives at school late after having missed breakfast. His day starts with the teacher sending him to the office for inappropriate behavior. Could be that he's hungry!
- Raj has his head down on his desk. The rule is, "No heads down on the desk." You insist that he pay attention. Later you learn that his parents fought all night and Raj didn't sleep well.
- Problem behavior is often a child's attempt to convey a message. When asked to read, Sonali refuses: "I don't feel like reading." The message may be that Sonali can't read!



Behavioral Assessment Questions

- What do we know about the child's likes and dislikes?
- What does the challenging behavior look like?
- Does the challenging behavior occur all the time or at certain times?
- When is it less likely?
- What are the activities or expectations and with whom does it occur?



- Is the behavior harmful to self or others or is it merely distracting?
- Is the problem significant to some teachers and not significant to others?
- Whose problem is it?
- What are some of the strengths/weaknesses and needs of the child?
- What does this child value?



Golden Mantra

- *Happy students will never hit, bite, scream, shout or misbehave*



Tips on lesson Planning



Learner Type	Enjoys	Learns best by	Activities
Verbal Linguistic (VL)	Reading, writing, and stories	Saying, hearing and word well	Memory games, rhyming words, stores and rhymes
Logical/Mathematical (LM)	Solving puzzles, exploring patterns, reasoning and logic	Asking questions, categorizing and working with patterns	Puzzles and problem solving
Visual/Spatial (VS)	Drawing, building arts and crafts	Visualizing, using the mind's eye	Flashcards, colours, pictures, drawing, project work
Musical (MI)	Listening to math instruments like drum	Using rhythm	Reciting rhymes
Bodily/Kinaesthetic (BK)	Moving around, touching things and body language	Moving and doing	Action rhymes, miming and parachute play
Interpersonal (INT)	Mixing with others, leading groups, understanding others	Co-operating, working in groups and sharing	Group work Peer learning
Intrapersonal (IN)	Working alone and pursuing own interests	Working alone	Worksheet
Naturalistic (NI)	Nature	Working outside and observing nature	Fieldtrips

Are we unknowingly ignoring the emotional development of our students?

- ***EQ and SQ is now as important as IQ***
EQ is now recognized to be as important as IQ and so schools must understand how EQ in every child can be enhanced if you do the right things at every stage, you will help bring about positive traits in the child's emotional development and if you do not, then you will bring about negative qualities in the child's emotional set-up
- ***SO your child's EQ and SQ is in your hands, be careful with it***



For better communication with students

- Avoid asking unnecessary questions
- Avoid sarcasm
- Give requests and directions positively, start a sentence with a positive note
- Avoid repeating your instructions
- Do not talk loudly

