

# CLASSROOM MANAGEMENT


## What's in your toolbox?

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# WHAT DO WE MEAN BY 'CLASSROOM MANAGEMENT'?

It refers to the wide variety of skills and techniques that teachers use to keep students organised, orderly, focussed, attentive, on task, and academically and socially productive during class.

The focus is on creating an atmosphere conducive to the learning of the students. It involves clear communication of behavioural and academic expectations as well as a cooperative learning environment - run in a culturally responsive way.

A photograph of three young adults, two men and one woman, walking together in what appears to be a university or campus setting. They are all smiling and looking towards the right. The man on the left is wearing a light blue t-shirt. The woman in the middle is wearing a black and white striped t-shirt and blue jeans. The man on the right is wearing a beige jacket over a black t-shirt and glasses. The background is slightly blurred, showing other people and structures. The image is overlaid with a blue geometric pattern on the left and bottom right sides.

What factors are  
involved to facilitate or  
improve student  
learning?

# TEACHER KNOWLEDGE OF THE SUBJECT BEING TAUGHT AND OF HOW TO TEACH IT

- Clear expectations of learning of students
- Well designed lessons
- Learner training
- Interesting learning materials
- Good teaching techniques

# TEACHER BEHAVIOUR

- Positive attitude
- Happy facial expression
- Encouraging attitude
- Respectful and fair treatment of students and their cultures
- Ability to instil self-assurance in students
- Ability to make the learning fun and to encourage students to have a go
- Ability to create a safe, supportive environment

# TEACHER EXPECTATIONS

- The quality of work that the teacher expects students to produce
- The way the teacher expects students to behave towards the teacher and towards other students
- The agreements the teacher makes with students
- The student learning that the teacher expects to happen

# TEACHER SKILLS

- Cognitive
- Technical
- Interpersonal

# TEACHER SKILLS INVOLVE ...

- Leadership
- Organisation
- Multi-tasking
- Working as part of the 'Classroom team'
- Being clear and simplifying
- Being adaptable
- Being able to handle each situation appropriately
- Keeping students interested and engaged
- Being patient and showing empathy
- Showing emotional intelligence and compassion
- Being committed and approachable
- Showing your sense of humour
- Knowing your subject inside out



# ACTIVITIES

- The learning activities the teacher uses to engage student interests, passions, and curiosity.

# CLASSROOM ENVIRONMENT

- A welcoming, well-lit classroom
- Stimulating learning surroundings
- A physical classroom environment which is safe and supportive

# MATERIALS

- Textbooks
- Equipment
- Learning resources with lots of visuals
- Memorable props
- Realia

# YOUR TOOLS ...



# OR YOU MIGHT PREFER ...



# QUESTIONS TO CONSIDER ...

- Can we separate classroom management from all the other decisions that teachers make?
- Are good teaching and good classroom management indistinguishable?
- How do we make our classroom management techniques appear deceptively simple?
- How do we integrate these techniques into our classroom teaching?
- Will what works for a highly organised teacher work for a more laid-back, roll-with-the-punches type teacher?
- Given that our classrooms regularly get a new mix of students, wont all things constantly change for all types of teachers?



SOME  
SUGGESTIONS  
BASED ON  
RESEARCH OF  
TEACHER  
EXPERIENCE

# LESSON PLANNING

- Have a consistent daily routine – especially for the beginning of the lesson e.g. have a different student each day go over the homework from the night before
- Give homework that involves students phoning each other to get information from each other, or they can organise a class outing on the phone
- Always give the ‘agenda’ for the day, so students know what they will be learning that day.
- Tap into different learning styles when you plan your lesson.
- Play games – [www.itestj.org/games/](http://www.itestj.org/games/)
- Get students to write blogs and make podcasts
- Use role play
- Teach your students how to learn
- Have a question time on a Friday, where students can ask the teacher about anything concerning that week’s lessons that they want clarified.



# TEACHER BEHAVIOUR / STRATEGIES

- Have a system of getting everyone's attention when you need it e.g. a noisy toy, or a body movement that everyone knows means you need them to pay attention.
- Establish eye contact, or make a gesture to control students who are off-task, not paying attention, or being disruptive.
- Ask of a disruptive student, 'Can I help with your refocussing'?
- Be consistent.
- Learn to know your students – What makes each one focus? Who do they work well with? What are their favourite tasks? What helps them learn?
- Create personal learning plans and make the tasks into a game e.g. 'Finish these online exercises, and you can do more at the next level'.

# TEACHER BEHAVIOUR / STRATEGIES

- Get the students up and moving around the classroom as much as possible.
- Names are power – learn your students' names fast, and get the students to learn each others' names fast.
- Make sure students have understood your instructions. Use the thumbs up, thumbs down system.
- Incorporate social/emotional learning i.e. Teach your students to have self awareness and awareness of others, self management (regulate emotions), relationship skills (work cooperatively with others), social awareness (have empathy with others?), evaluate consequences (what is the effect of what you do on yourself and on others?), make responsible decisions.

# TEACHER BEHAVIOUR / STRATEGIES

- Use peer teaching as a classroom management system e.g. pair them as reading buddies, to read each other's writing, to error correct each other's writing, to do dictations, to do their homework together, to do online grammar games together.
- Move about the classroom – for quiet talkers, move to the other side of the room and cup your hand behind your ear.
- Get students to understand that 'getting better at English than you were yesterday,' is the daily aim to achieving success.
- Enjoy your students and show that you enjoy them – be enthusiastic.
- Make your lessons welcoming, relevant, successful, involving, safe, and pleasurable.

# ORGANISATION OF THE CLASS

- Have the students establish their classroom rules themselves, in collaboration with the teacher. Actively involve the students in this process e.g. one person goes to the bathroom at a time, no one talks while another student is talking during feedback, at what point is using mobile phones in class not OK? These rules may need to be 'refreshed' and passed on to students joining the class.
- Have extra work, or a corner that acts as a learning station, for students to go to if they finish their task early e.g. with games, or reading texts, or crosswords, or word puzzles, or they can dictate to each other if there are two students there.
- Give students a project to work on if they finish a task early e.g. teaching another student or a group how to play a card game, or how to cook a national dish, or they describe a film they have seen, or a book they have read.



REFERENCES:



THANK YOU

[kaplaninternational.com](http://kaplaninternational.com)