

CLASSROOM MANAGEMENT

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Definition

Classroom management is the set of strategies and actions used by the teacher to ensure that the learning in the classroom is effective. It is a broad concept that includes effective teaching and also what the teacher does to handle students' behaviour.

General advice on the topic

Students like to know what to do; **they like to have boundaries** in the classroom because they make them feel safe. It is not a good idea to turn a blind eye. **But they respect easier their own rules** than the teacher's rules. So work the rules together with them at the beginning of the course.

By showing the students how aware the teacher is of everything happening in the class, they will know that even their smallest actions matter.

If the whole school follow the same management policy it will be easier to deal with difficult students. **Consistency** -agreement, uniformity, harmony- **among the teachers means everything**.

Students give authority to the teacher when they respect him/her. The teacher needs to earn that respect from the very first moment. Don't lose your temper. Teachers need to control how they respond to behaviour; **it doesn't help to take things personally**.

Use **the three 5 seconds**: to breath in /to hold it / to breath out / to calm down. And **give students time to think** things and retract also...

Don't start the class or talk before all students get quiet. Make eye contact, smile but don't talk over them.

Set the goal clear. Share the objectives -what are they going to learn– and why is that important.

Make sure students are following the lesson. Check as many times as necessary! Ask them what they think about, how they feel... Take them into account.

Catch them being good and praise them! Emotional feedback is very powerful, a smile, saying thank you, a thumb up a well done...

When students do **things just for searching for attention**, sometimes it is better to ignore it.

When a student is **not paying attention** the teacher, instead of being angry use a disarmer: is it everything ok?

Use a soft voice! In order to keep students quiet, after a discussion or a teamwork activity, the teacher uses a very soft voice tone instead of shouting. It seems to be much more effective!

Don't forget to **say something nice at the end** of the class, like: *See you tomorrow*, with a smile, or *Have a nice weekend!*

7 Tips for Better Classroom Management by Tyler Hester

If you would like to more know go to [Edutopia](#)

- **Love your Students.** Maya Angelou said, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
- **Assume the Best in Your Students.** You can make it clear that you are not going to accept bad behaviour. Let them know that you appreciate them and you know they can do much better.
- **Praise *What* and *When* You Can.** If you call attention to the things your students *are* doing to meet your expectations, you are reinforcing good behaviour and you are giving a second chance to those who may have not heard you yet.
- **Don't let pass even the minor misbehaviour.** If you only take action with major misbehaviors, students could get the sense that minor misbehaviors are OK. To be effective, control even the smallest things in the classroom clearly, directly and with love.
- **Identify Yourself.** Create a great environment for learning by letting them know you. Tell them about your background, why you want to be *their* teacher. That will build a good rapport; they will trust you and let you lead them.
- **Forge a Class Identity.** Foster a positive sense of community in the class from the beginning of the year. Address them as a group and praise the entire class—*Year 9, you behave very well today!* They will start feeling a sense of pride at being members of Year 9. But correct students individually, it is more effective and this way you avoid creating a barrier between teacher and students.
- **Have a Plan.** Have a crystal clear idea about what students should achieve by the end of the class and the behavior you expect at each point.

System of CHOICES and CONSEQUENCES

This is a clever way of addressing behaviour. **Students are free to choose how to behave, but the choices they make are followed by the consequences** and they have to face them. This way, students are responsible for their own behaviour.

If they get away with it, they don't learn responsibility and they will just rely on being told off. Idle threats are not effective.

If you choose to keep talking while I am teaching, you'll be choosing to come to the front to sit near me. Your choice!

If you choose not to do your homework, you'll be choosing to be in detention tomorrow. Your choice!

- Give children choices within fair rules.
- Influence them to make good choices.
- Apply consequences.

How to apply the system of consequences effectively:

- **Consequences** must be **stepped**, within a set of consequences' levels. If high consequences are directly used, what if something worse happens?
- **Follow up incidents.** The important thing is that they know **there will be a consequence**; it doesn't need to be a severe one, but avoid students to get away with what they did.
- **Delivered with care**, be always respectful. They should be given out fairly not as a bribe.
- **Separate behaviour from the individual** to make it easier for them to choose to behave well.
- **When talking to a student, make eye contact** – *face this way and listen to me, thank you.*
- **Use first names** to talk to your students and pause after the name –to get his/her attention- and drop eye contact to give thinking time.
- **Sometimes it is enough a non-verbal direction.**
- **Highlight good behaviour** in order to get students doing positive things, it means giving them the alternative behaviour instead of remarking mistakes.
- Use **positive language**, **“do”** instead of “don't”, **“and”** instead of “but”; say **“thanks”** rather than “please”, it is more effective.

Could you do this? Thank you.

Maybe... (you are agreeing with the student) **and...** (you still need him to...)

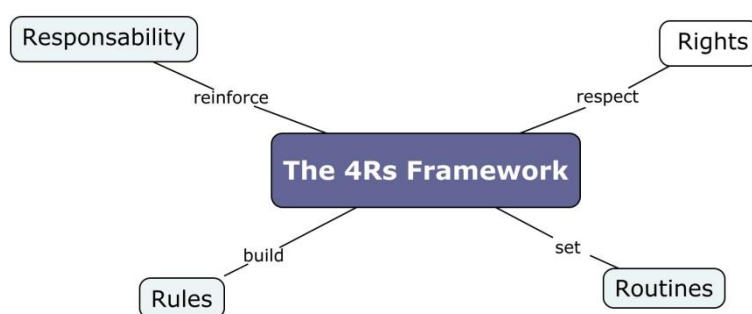
Maybe you didn't throw away that paper, and I still need you to throw it in the paper bin.

- **Rewards should never be taken away** after a bad behaviour, apply a consequence instead.
- **Use rewards and sanctions consistently**, this will avoid lots of trouble.

- **Apply the rules systematically.** But it has to be the whole school acting as a single mind, otherwise it will not work.

Schools have different behaviour policies, but typically consequences are applied in this sequence:

- A **verbal warning** followed by a **final warning**.
- **After a warning a student may have a detention** either at lunchtime or after school. Brake detention should let them time to have fun and lunch.
- **Isolation** or **Inclusion** is when the student is separated from the rest of the school and works in a separate room for a period of time. The student will not be allowed to meet his/her friends at all during the school day during these days.
- **A fixed-term exclusion** is when a student is told not to attend school for a period of time to be decided by the Head Teacher. The student will only be allowed to return to school after a meeting with the parents and after guarantees are given by the student about his/her future behaviour. In this case the student is suspended.
- If a student is **expelled** from school, the student won't come back ever. This is the ultimate sanction and this may come after a number of fixed-term exclusions have been given, or for very serious misconduct e.g. assaulting a teacher.



Tips for a difficult class. From [*Behaviourneeds* by Rob Plevin](#)

If the teacher let the students come into the class out of control, there will be an imbalance of power and it will take a lot of time before they are ready for learning.

The teacher needs to get control as a leader and **set a proper tone for the lesson** in his/her own terms at the door.

They need to be settle down gradually. The teacher who shouts and yells usually gets no respect from students. **Avoid using confrontational statements**, don't blame them for doing it wrong, that will reinforce that behavior and set a negative tone for the lesson. Instead, praise those students that are doing well, **focus on the good behaviour** you want them to follow. Then **talk to them personally** a bit outside the classroom, students will respond more positively. Try to **come closer to their culture**, get to know about their interests.

- **Step 1-** Instructions must be crystal clear from the very beginning.

- **Step 2-** Then the ones that behave properly will be allowed to come into the classroom following your sitting plan, they should take out the material required, and all of them should start with a short start activity that may be written on the board.
- **Step 3-** Repeat the clear instructions again, the ones that follow them will also come into the class.
- **Step 4-** Some of them may need a little bit more of personal attention and additional support. Tell them that you want them to succeed that you will be helping one to one that's why they will sit at the front of the class, close to the teacher.

Make good use of the learning space

If you place on the walls information and you ask your students to go around and look for certain information, this changes the pace and helps them to keep engaged. The information could also be placed on the tables. Use the colour as well!

If you don't have space in the classroom to make some activities that requires changing partner, ask students to swap places! And if the activity requires more room, then change the learning environment: use the playground even the corridor, the gym may be free... Be creative!

Some techniques used in schools

In primary schools they sometimes use **chatter lights**: like a traffic light **for noise level**: red –too noisy-, amber- acceptable level-, green –well done!-.

Naughty and positive **stamps** and **stickers** are very useful.

Use a **talking stick** for managing speaking time. Just the one holding it is allowed to talk. Use it to nominate someone, or let the students choose who is next just by passing it on.

There are lots of posters encouraging good behaviour and positive relationship among students.

LISTEN and SILENT are spelled with the same letters.

Voice levels:

- **Silence is golden** –absolute silence is required.
- **Spy talk** – just whispering is allowed.
- **Low flow** – for small group work.
- **Formal normal-** tone for a normal conversation.
- **Loud crowd-**talk so that everyone in the class can hear you.
- **Out of control-** just for the playground, never allowed in class.

