



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECDE 6051

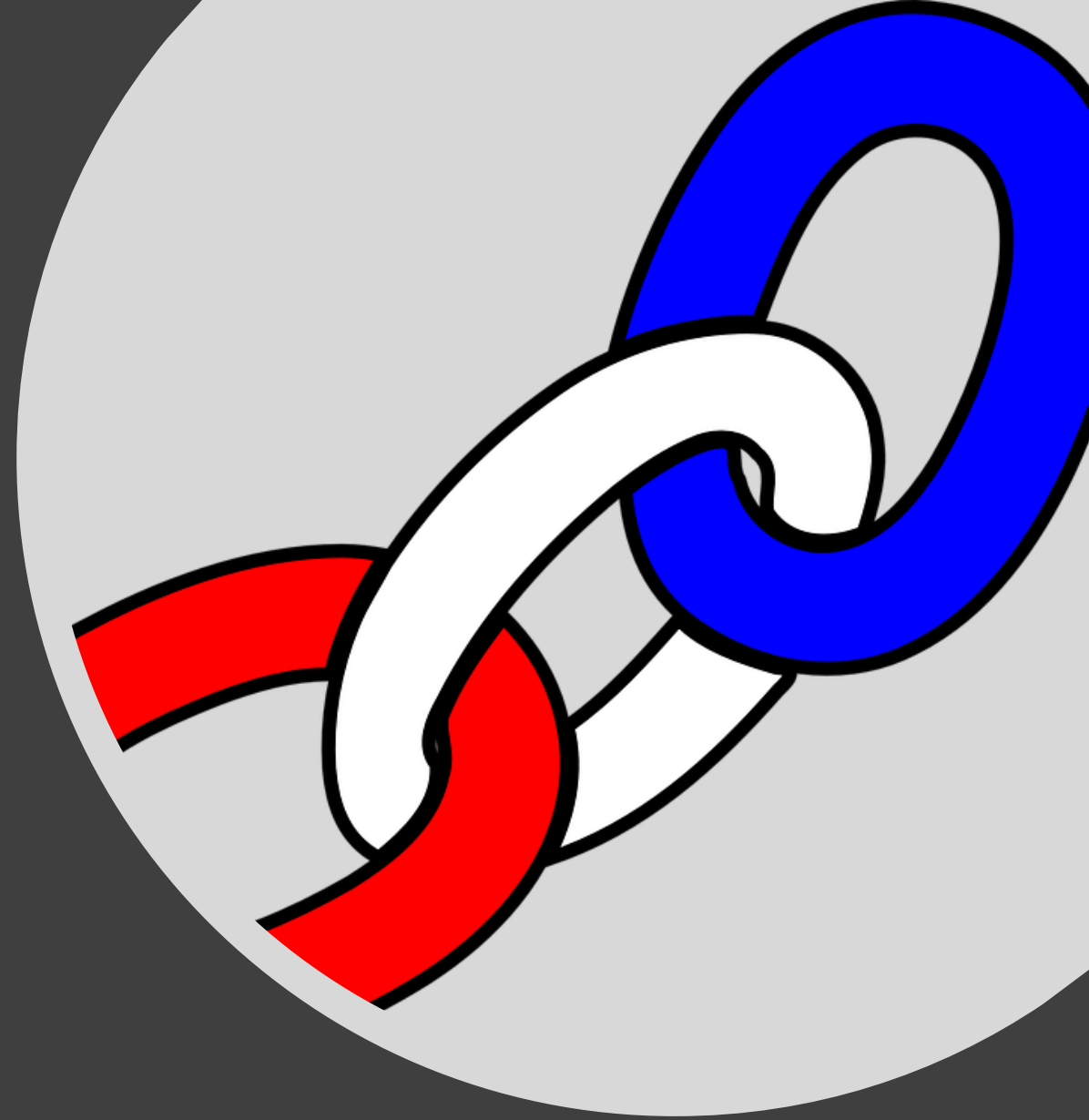
classroom
management

Link to pedagogical principles:

2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them

10. Good teaching and learning encourages children and young people to take increasing responsibility for their own learning

11. Good teaching and learning supports social and emotional development and positive relationships



Session aims

- Consider our own experiences of behaviour management in the classroom
- Analyse why pupils might display poor behaviour in our classes
- Evaluate behaviour/classroom management strategies
- Plan to create conditions conducive to learning in your classroom
- To use the information presented to enhance planning in ECAD6051 and PTE1/2



Think-Pair-Share

- Think of effective teachers you have had in the past or that you have observed. What made them particularly successful in maintaining control and generating a positive learning environment? (You may want to address the same question about memorably ineffective teachers you have encountered).



think

pair

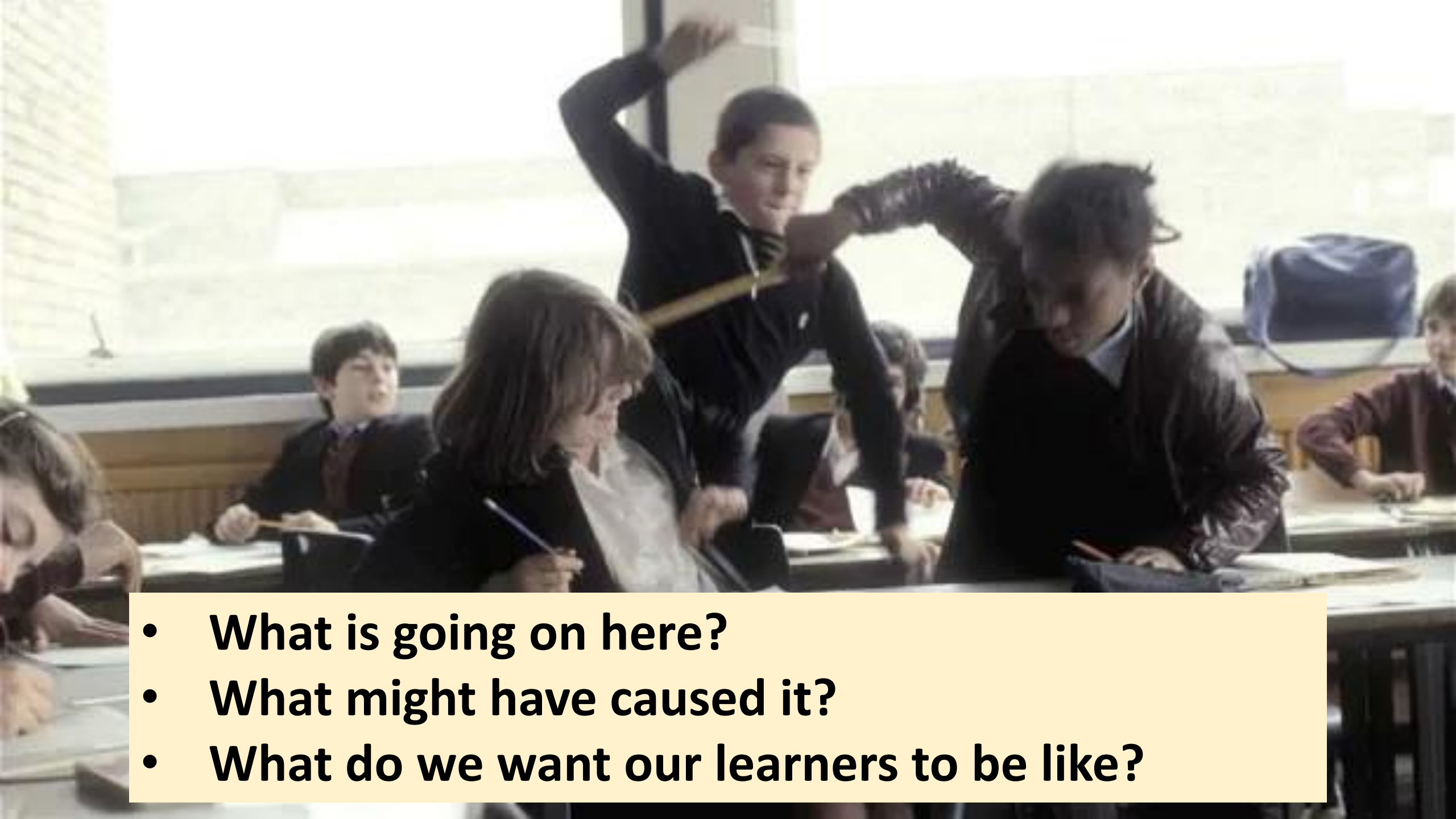
share

What are your underlying assumptions about your students' attitudes about learning and about school? Do they want to be in school? Do they look forward to learning? Do they find school to be an exciting adventure? A tedious necessity?



What classroom management problems do you anticipate?





- What is going on here?
- What might have caused it?
- What do we want our learners to be like?

Task: Think back
to a lesson
where you or
someone else
was playing up?



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What type of behaviour is the biggest concern?



Rules versus expectations



In terms of behaviour,
what do we expect from:

- Parents/carers
- Middle leaders
- Senior leaders
- Teachers
- Pupils



First impressions:





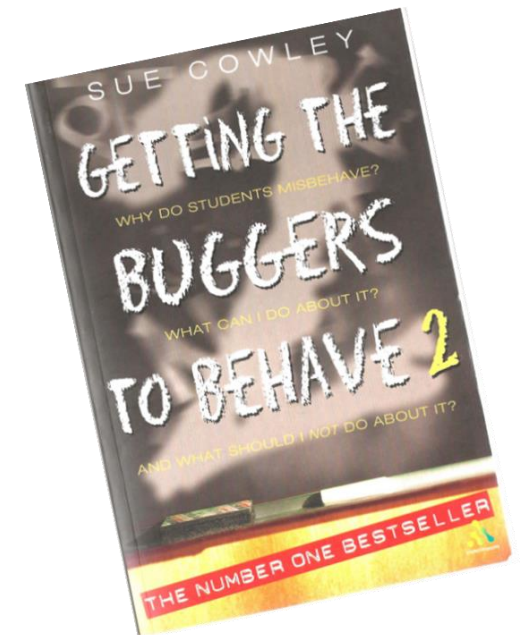
Seven seconds or less. That's all the time you have to make a first impression. From studies where viewers saw a microsecond of political candidates and predicted who would win the election to studies measuring the impact of eye contact, first impressions are a well-dissected human interaction.

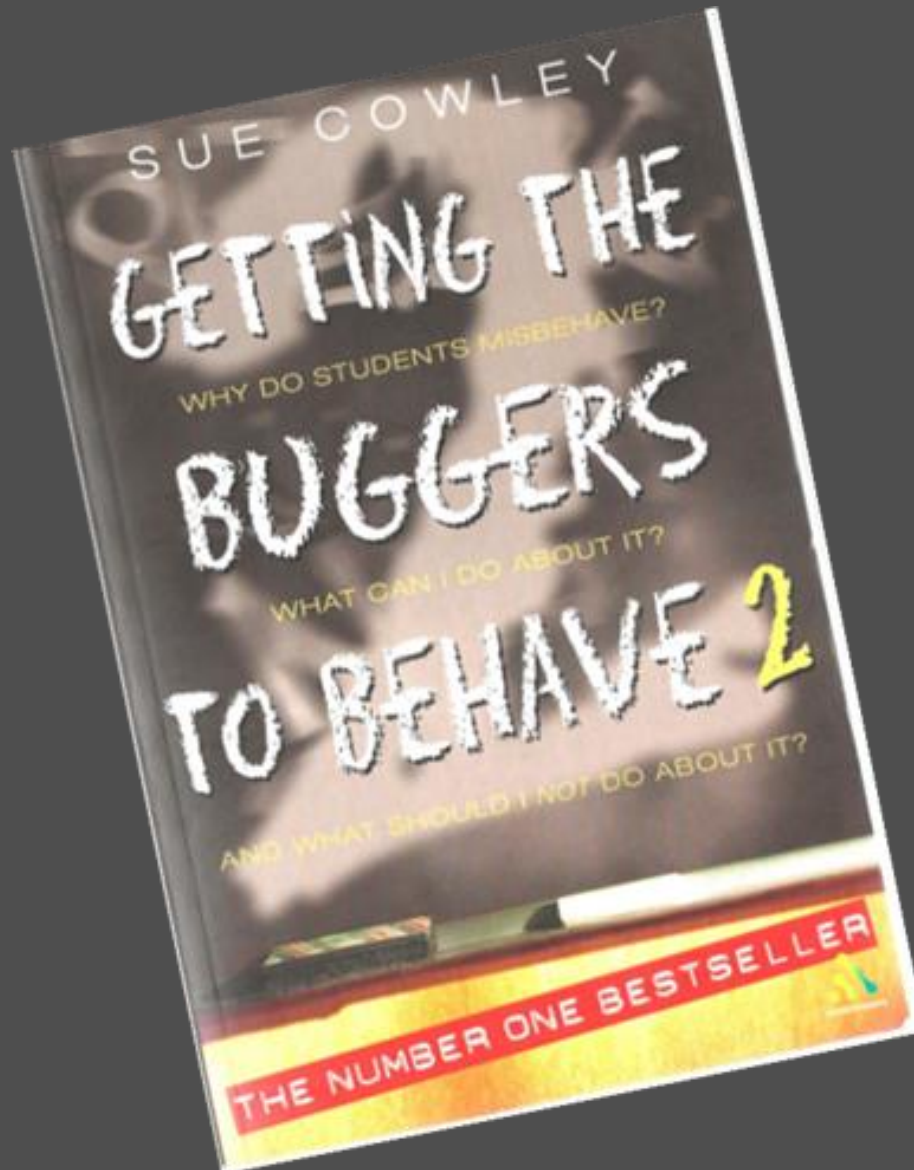
Susan Springer

10 Best Ways to Make a Great First Impression

Write a paragraph – your first five sentences of what you would say and how you would behave - when meeting a class for the first time.

Use the excerpt from 'Getting the Buggers to Behave' as a guide





2 Managing the first meeting

Why is the first meeting so important?

Your first meeting with any class offers you the chance to sow the seeds for an easy year, or to take the first step on the road to disaster. Every teacher must surely know that hollow feeling in the pit of the stomach, as you let a new class into your room, aware that what you do in that very first meeting will have such a long-term impact. Often, both the teacher and the students will be feeling at their most defensive in the first lesson together. You may be anticipating poor behaviour from a 'difficult' class; they may be expecting you to dislike them if they know that other teachers feel negatively towards them.

With many classes, the first few meetings offer you a 'honeymoon period', where your students are getting to know you, 'checking you out' before revealing their true colours. If this is the type of class you have, make sure you don't start out with an overly relaxed attitude. If you do, you may find that a few lessons into the year, when the students have made a decision about your style and personality as a teacher, they start to take advantage of your relaxed approach and begin to misbehave.

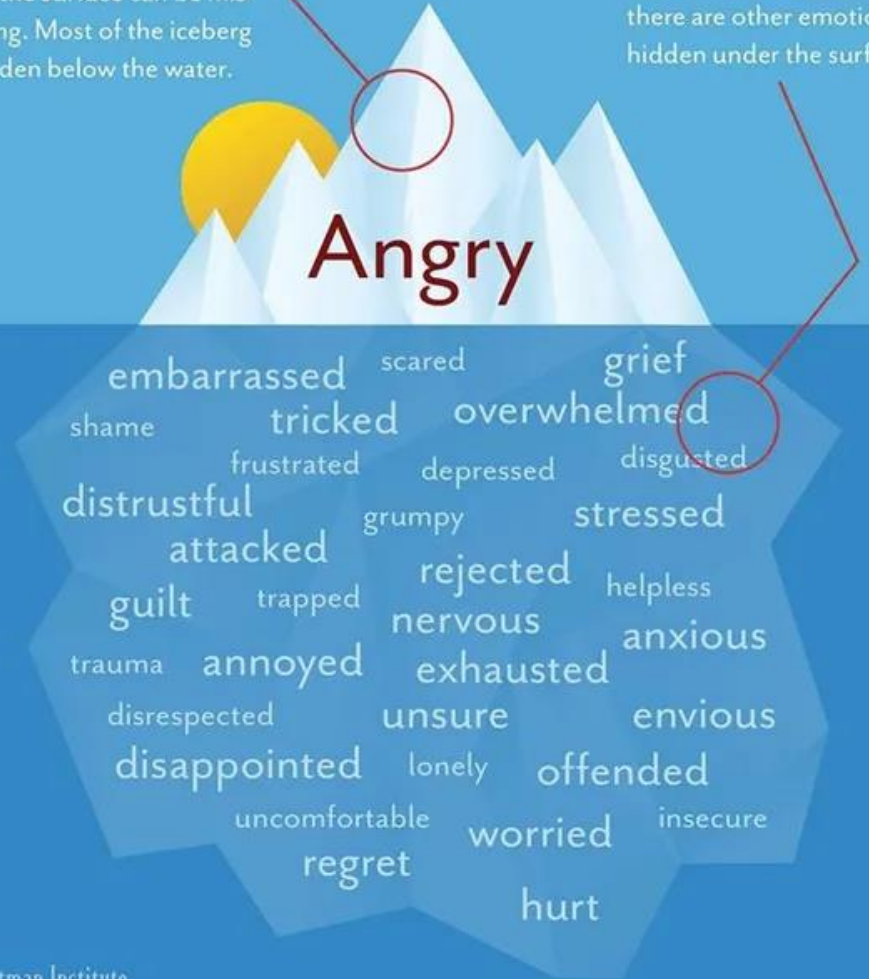
On the other hand, you may find yourself in a school where the students will misbehave for new teachers, testing them to see whether they can withstand the ordeal! This is obviously the more difficult situation to be in, and if you do find yourself at this type of school, you should very quickly turn to others to help and support you. Some ideas about how you might do this are given in Chapter 11.

Changing anger to shades of disappointment

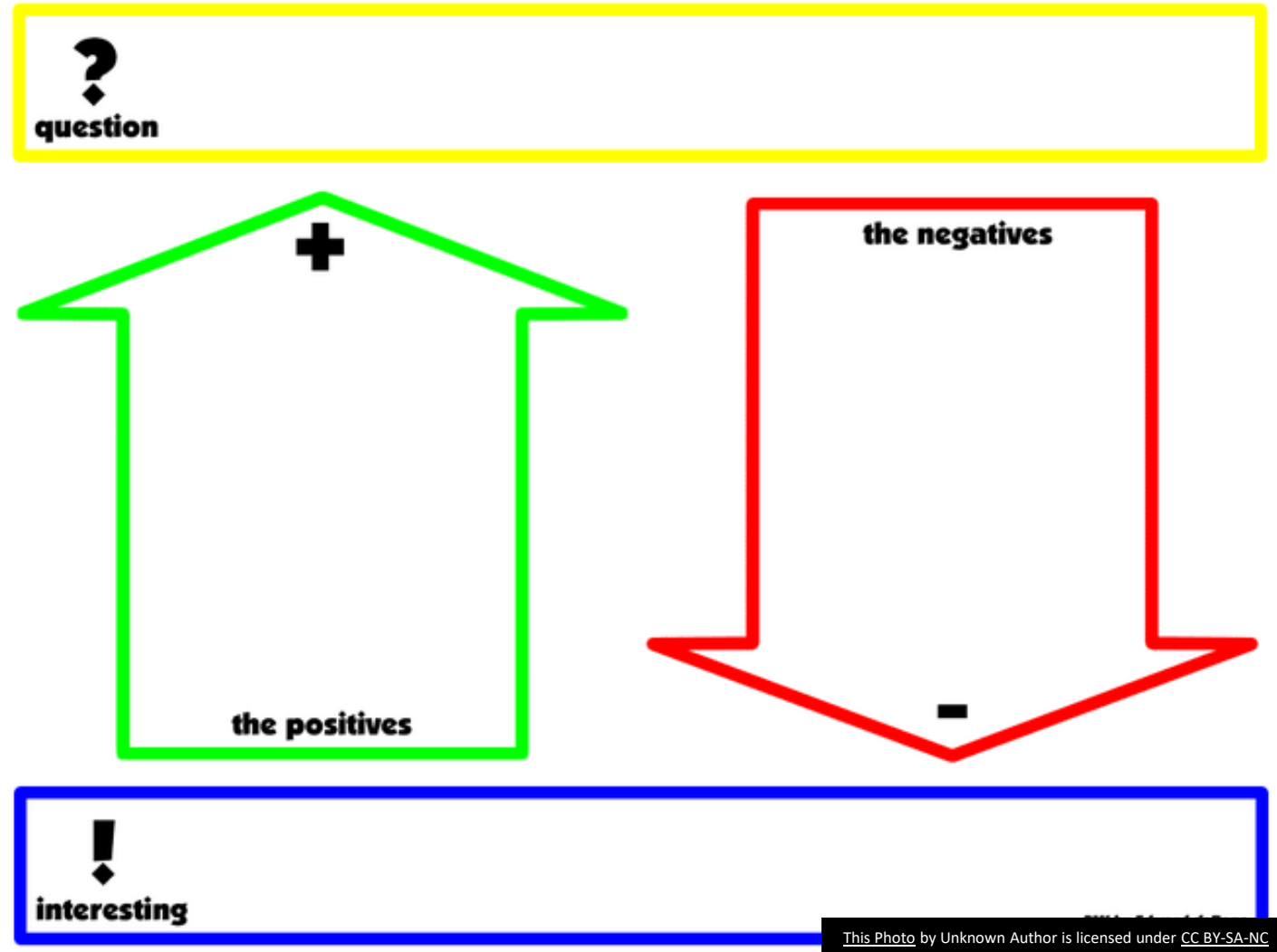
Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.



What factors
might affect
pupil
behaviour?



The importance of importance

hey, just
wanted to
say



you
matter



that you
are
important



and
you're
wonderful





THINK

(Yourself)



PAIR

(With a partner)



SHARE

(Whole class)

How do you make your pupils feel important?
Make a list of 10 ways in which you could make your pupils feel important

Tweaking teaching to transform trouble

- Smile
- Convince your class that there is no place that you would rather be
- Find out what makes a learner feel important, valued, like they belong
- Reward learners for going 'over and above' expectations not simply meeting them
- Let children lead learning, share responsibility, delegate jobs
- Mark moments with sincere, private verbal praise
- Make positive phone calls home at least one every week
- Send positive notes at least 2 per week
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour
- Show learners their ideas and experiences have real value
- Ensure your mechanism for positive referrals is individualised
- Catch learners doing the right thing, don't let sleeping dogs lie
- Use subtle, private praise and reinforcement
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important
- Class display that reeks of high expectations
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.



Behaviour Management 1 – Defiance

Observed behaviour:

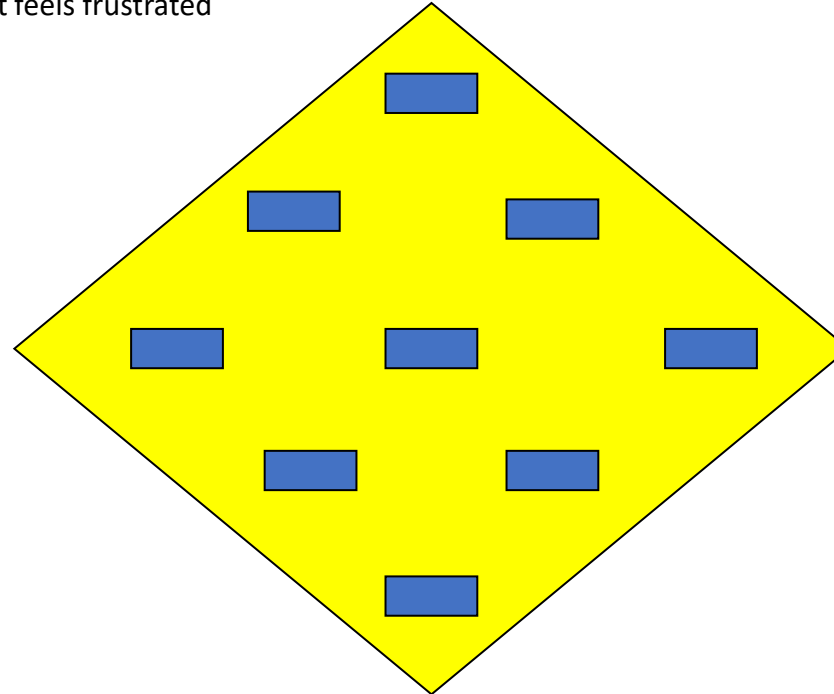
- Talks back or laughs at teacher
- Appears unaffected by what teacher says
- Claims teacher is unfair
- Poor relationship with peers
- Blames others
- Often over-emotional

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down

Causes:

- Low self esteem – tries to get attention in an inappropriate way
- Interactions with others are often negative, therefore student feels frustrated



Justification of preferred approaches:

Behaviour Management 2 – Low level disruption: making silly noises

Observed behaviour:

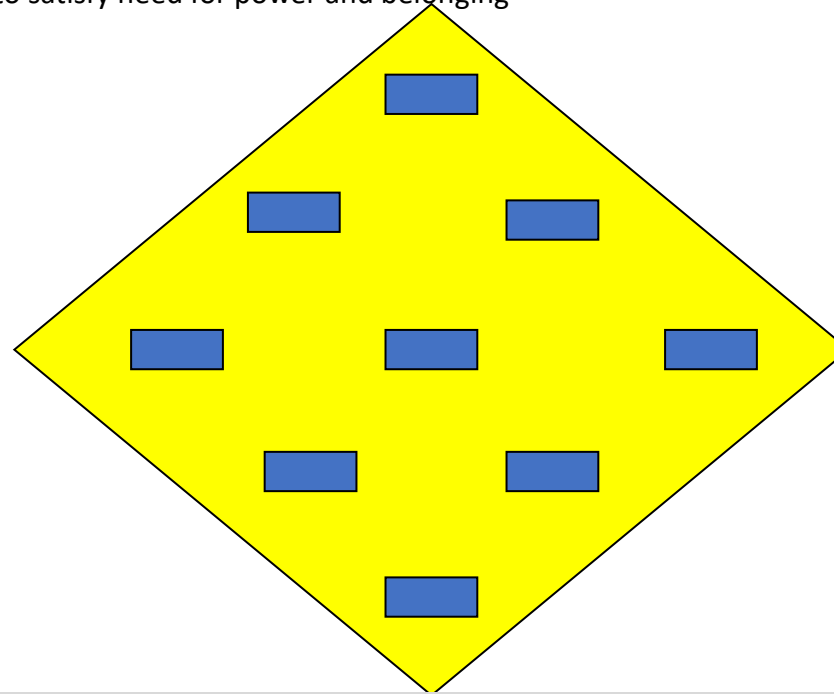
- Makes noises in the classroom (humming, tapping the desk, whistling, etc.)
- Pretends he is not the cause when asked to stop
- Gives impression he is purposely trying to annoy the teacher

Causes:

- Low self esteem – tries to get attention in an inappropriate way
- May be bored
- Avoidance tactic – fear of failure
- Trying to satisfy need for power and belonging

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down



Justification of preferred approaches:

Behaviour Management 3 – Refusal to work

Observed behaviour:

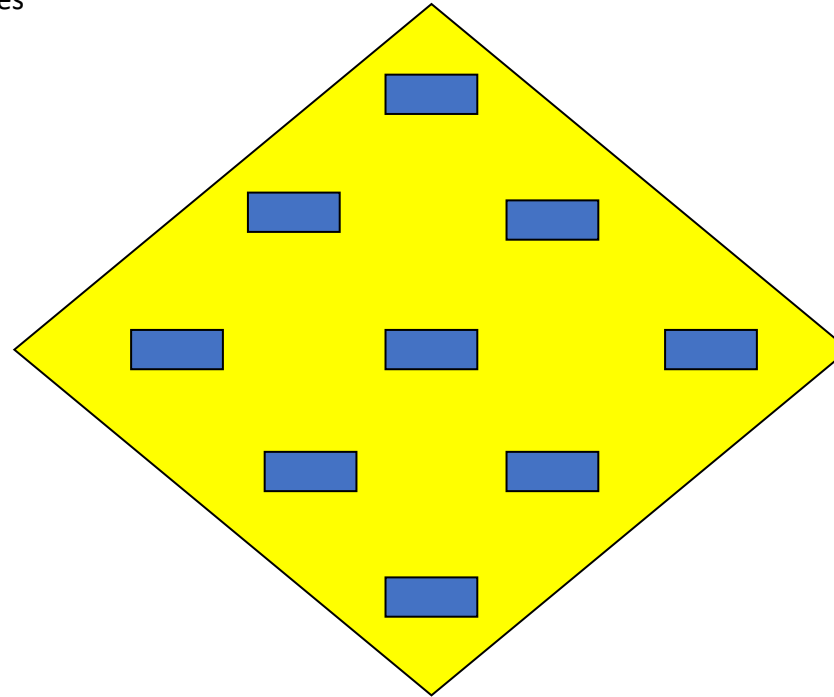
- Draws, daydreams and uses a variety of tactics to avoid work
- Frequently out of seat, wandering around the room
- Fails to bring equipment to class
- Short attention span

Causes:

- Few positive lesson experiences/successes to draw upon
- Lack of self worth: *'there's no point'* attitude
- Does not feel connected to the rest of the class
- General lack of interest in school due to consistent failures and possibly family attitudes

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down



Justification of preferred approaches:

Behaviour Management 4 – Abusive language

Observed behaviour:

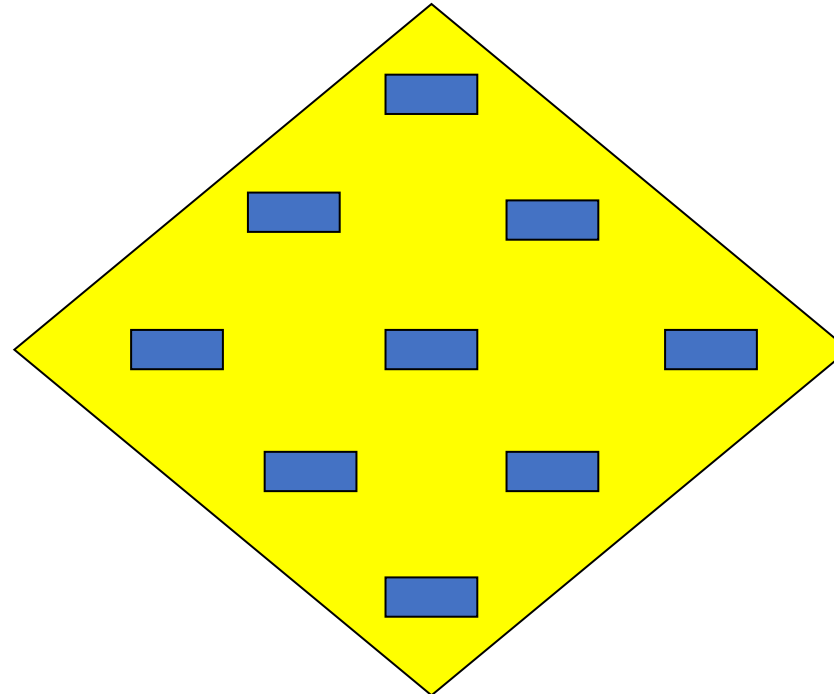
- Loud, offensive, abusive to others in group situations yet can be polite in 1:1 situations
- Can't accept criticism from others
- Attempts to shock staff and impress peers
- Can find it difficult to form relationships with peers

Possible strategies:

1. Ignore the behaviour
2. Contact parents
3. Arrange lunch time or after school detention
4. Remove audience pressure
5. Acknowledge achievements
6. Respond with silence
7. Find out and use their interests
8. Call a member of the Senior Management Team
9. Tactically use a seating plan
10. Adjust the work to make it accessible
11. Explain the effect of their behaviour on others
12. Put student outside the door to calm down

Causes:

- A need for status and attention
- Lack of social skills – inability to control temper
- May be a way of covering up inadequacies in group situations



Justification of preferred approaches:

TOM BENNETT

RUNNING THE ROOM



THE TEACHER'S GUIDE TO BEHAVIOUR

‘Behaviour is a curriculum. Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can be taught’ (page 26)

Bennet, T (2020). Running the Room. The teacher's guide to behaviour. Woodbridge: John Catt Educational Ltd.



How can we ‘teach’ behaviour?



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What are the most common classroom management issues for new teachers?

Common classroom management issues for new teachers

Undemanding
work

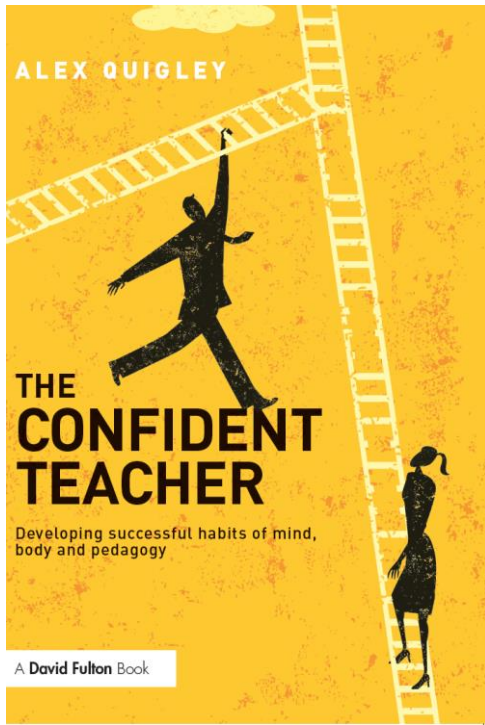
Unclear
instructions

Too much
teacher talk

Too much
teacher-led
activity

Problems with
transitions

Inaudible
voice/Shouting



Quigley, A (2016). The Confident Teacher. Developing successful habits of mind, body and pedagogy. New York: Routledge

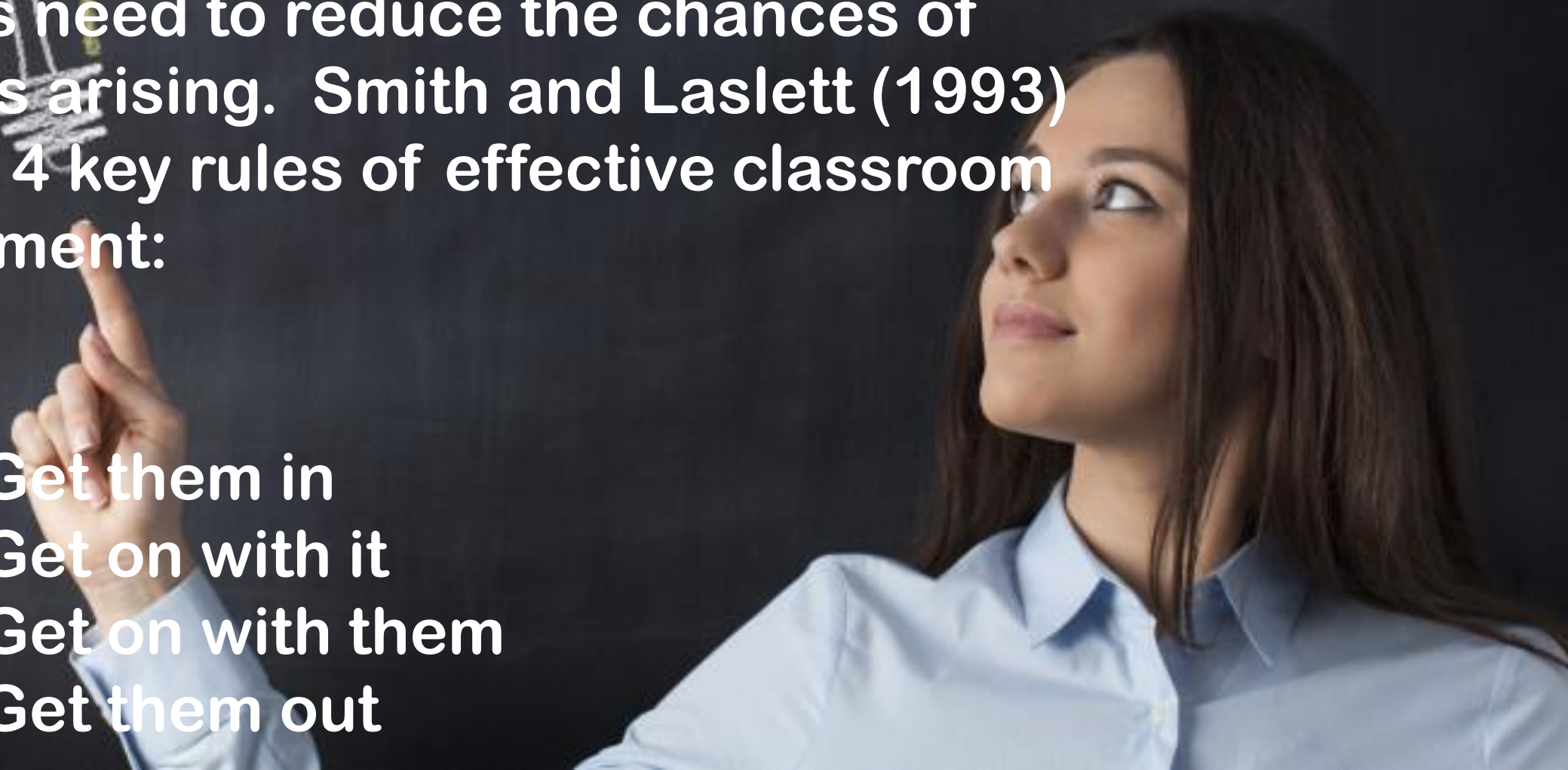
‘Our students crave confidence and trust in their teacher. They seek it out, listening for it in the words we speak and looking to read it in our every gesture and movement’ (page 138)

‘A classroom climate characterised by focus and high effort is synonymous with successful learning. It requires clear and consistent parameters of behaviour being established. If a student is late, we relentlessly deal with the lateness; if there is a school behaviour policy, we follow that policy with rigour’ (page 162)

Plan for success!

It is an established idea in education that teachers need to reduce the chances of incidents arising. Smith and Laslett (1993) outlined 4 key rules of effective classroom management:

1. Get them in
2. Get on with it
3. Get on with them
4. Get them out



1. Get them in...

Potential issues	Plan for success



2. Get on with it...

Potential issues	Plan for success

3. Get on with them...

Potential issues	Plan for success

4. Get them out...

Potential issues	Plan for success

Behaviour Management Scenarios...

There are five slides with different scenarios. What would you do? You have a choice of 4 options. Which option would you take, and is that the correct option? You might decide to react differently...



You get to your classroom for your first lesson with a year 8 class. You're 5 mins late because you have just come from observing a lesson at the other end of the school. All the pupils are noisy. Some are sitting on tables. No-one listens when you ask them to sit down and be quiet.



Do you:

1. Shout. Be the loudest voice. Get them sitting down quietly within 30 seconds
2. Keep them in break time for being noisy and not listening.
3. Try not to cry and go and get a teacher that can control the class.
4. Stand in the front patiently and wait for them to notice you. They will settle once they see you.
5. Something else

It's your first lesson with a year 7 class. When you ask oral questions, James shouts out the answer every time. He never puts his hand up. His answers are always correct.



Do you:

1. Continue as you are. James is answering correctly and is showing a good understanding of the work.
2. Keep James in break time for not putting his hand up.
3. Before asking a question, remind the pupils to raise their hands and explain that you will choose who answers.
4. Follow a 'no hands up' policy and randomly choose a pupil to answer questions.
5. Something else

You were up until 1am this morning preparing a cracking resource. You woke an hour early, you got in to school at 7:30 am to print out colour copies and cut them nicely. It's your best preparation since starting to teach. You're dead chuffed. After you hand them out to groups in class, you explain the task. Shannon (who has behaviour problems) has ripped up her group's set and is smiling at you. You are boiling with anger.

Do you:

1. Shout at Shannon. Tell her you were up late last night getting these ready for her and now she's spoilt it all. Keep her in at lunchtime for a whole week.
2. Tell Shannon's group that they will have to do other work now. They can't do the task because Shannon has spoilt it.
3. Hand out another set to the group (look at you – you had even prepared a spare set in case of emergencies). This time, give it to another pupil in the group.
4. Offer Shannon time out – she can go out of the classroom and come back when she is ready to work.
5. Something else



You give your pupils 25 minutes for an individual written task. 10 minutes have passed. Jake (sitting in the back) hasn't written a word. He's distracting others around him by talking to them and tickling them.



Do you:

1. Tell Jake from the front of the class that he has 15 minutes left. He'd better get writing.
2. Move Jake to the front. There is a spare seat next to Molly (pretty girl, swot, Little Miss Perfect)
3. Move the pupils either side of Jake to the front. So that they can work uninterrupted.
4. Walk to the back, bend your knees so that you are the same height as Jake. Ask him quietly how you can help him with his work.
5. Something else

You've given pupils a handout that you created. You 'copy-and-pasted' the text after googling the topic. There are 6 questions with a space to answer on the paper. The pupils are pointing to the handouts and laughing. A voice from the back says (through fits of laughter) "You can't spell Miss. Tom Jones wasn't *porn* in 1940!"



Do you:

1. Apologise for your mistake. Make a mental note to check resources before you hand them out next time.
2. Laugh with them. it has tickled you as well. Tell them your literacy skills are rubbish and ask them to ignore any errors.
3. Collect the handouts and move on to Plan B – give them another task.
4. Raise your voice with the pupil who questioned your spelling. React sternly to change the atmosphere in the class. That should silence the laughter.
5. Something else

A photograph of two men in suits standing in front of a large window. The man on the left, with blonde hair and glasses, is wearing a dark suit and a green tie, and is speaking. The man on the right, with dark hair, is wearing a light pink shirt and a blue striped tie, and is listening. The window behind them shows a view of green trees outside.

**WORLD'S
STRICTEST
PARENTS**

TIME FOR
LUNCH



Consistency in what?

**CONSISTENCY
IS KEY.**



“The best institutions have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here."

Paul Dix



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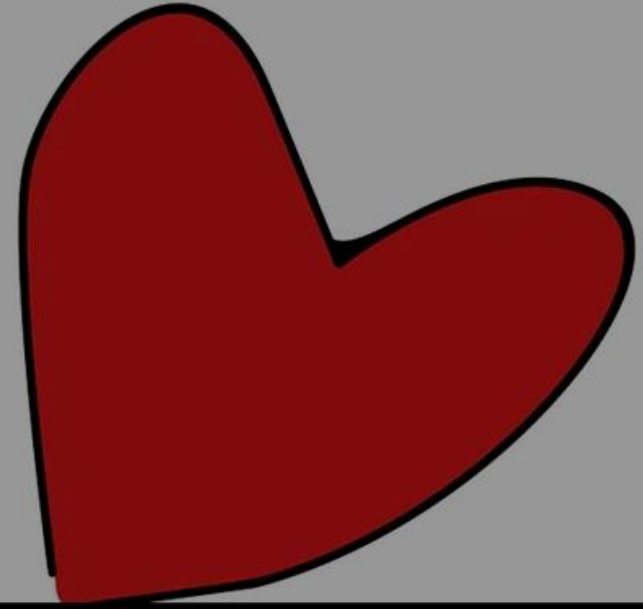
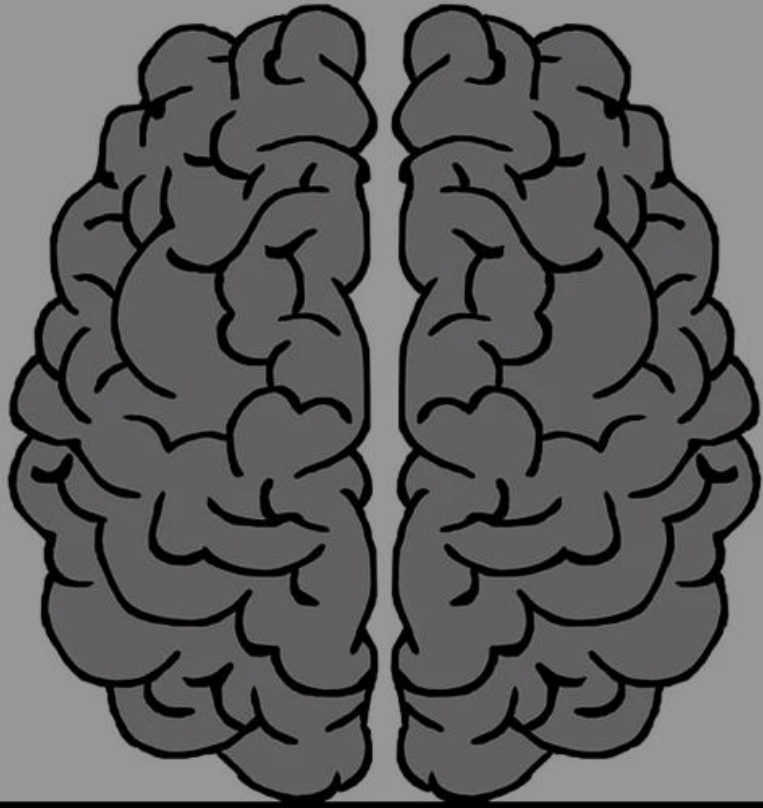
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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Consistency...

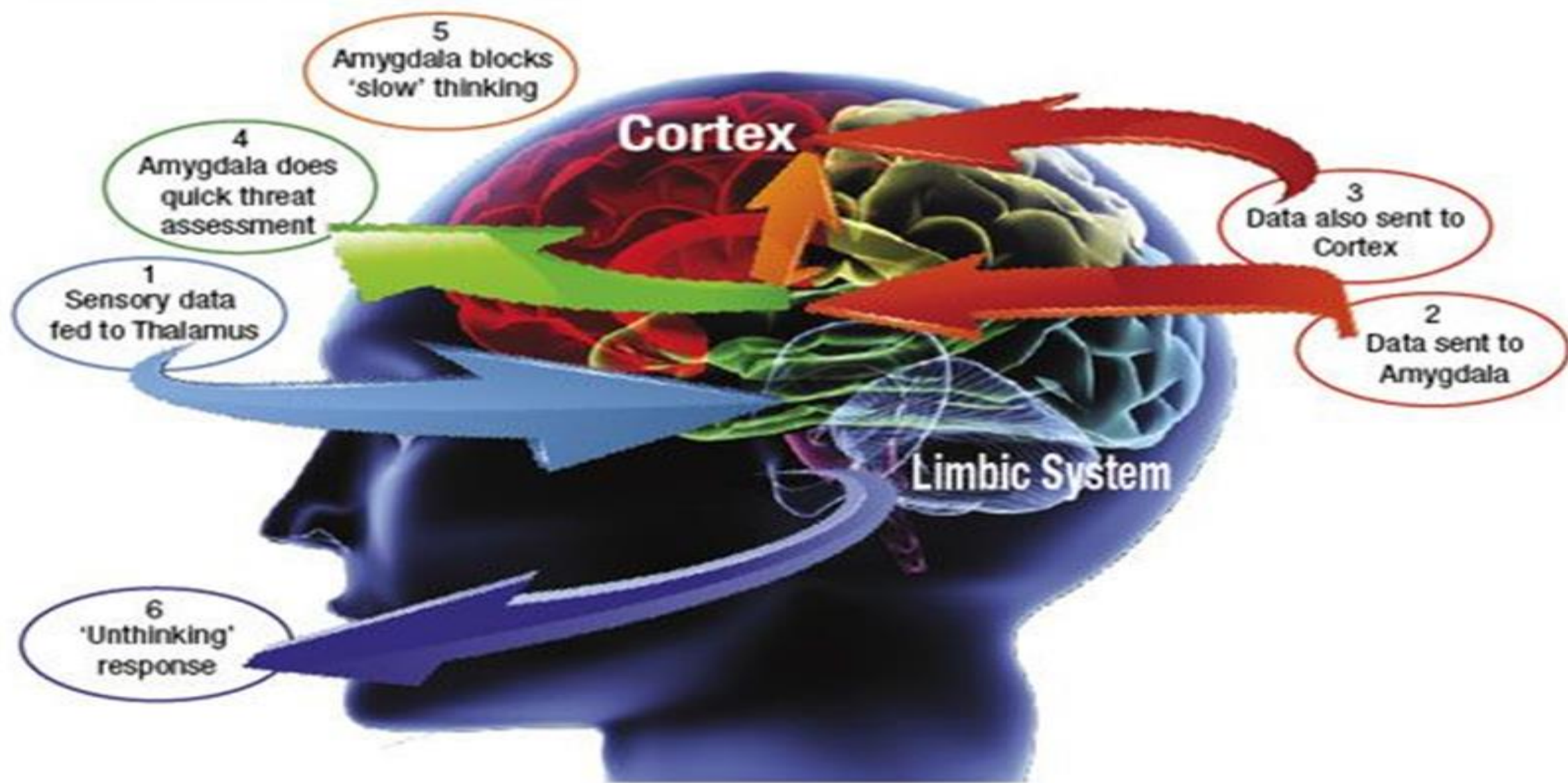
1. Consistent **language**; consistent response
2. Consistent **follow up**
3. Consistent **positive reinforcement**
4. Consistent **consequences**
5. Consistent, **simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
6. Consistent **respect from the adults**
7. Consistent **models of emotional control**
8. Consistently **reinforced rituals and routines** for behaviour around the site
9. Consistent **environment**



Emotional resilience...for adults

Figure 1

Step-by-step process of an amygdala hijack



Habits of adults
who manage
behaviour well:

**“A GREAT
TEACHER
THINKS LIKE
A KID BUT
ACTS LIKE
AN ADULT”**

-PAISLEY, GRADE 9



Meet and greet |

Catch them doing
the right thing



Teach behaviours
that they want to
see





Teach learners how they would like
to be treated



Reinforce conduct/ attitude that is appropriate to context

They agree
rules/routines/expectations with
their class and consistently apply
them with positive and negative
consequences





They sustain a passion for their subject that breaks
through the limiting self belief of
some learners

They relentlessly
work to build mutual
trust even when trust
is broken, time is
wasted
and promises are not
kept. They refuse to
give up





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Dreamstime.com

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ID 50495572

They keep their emotion for
when it is most appreciated
by the learners



Passive



Assertive



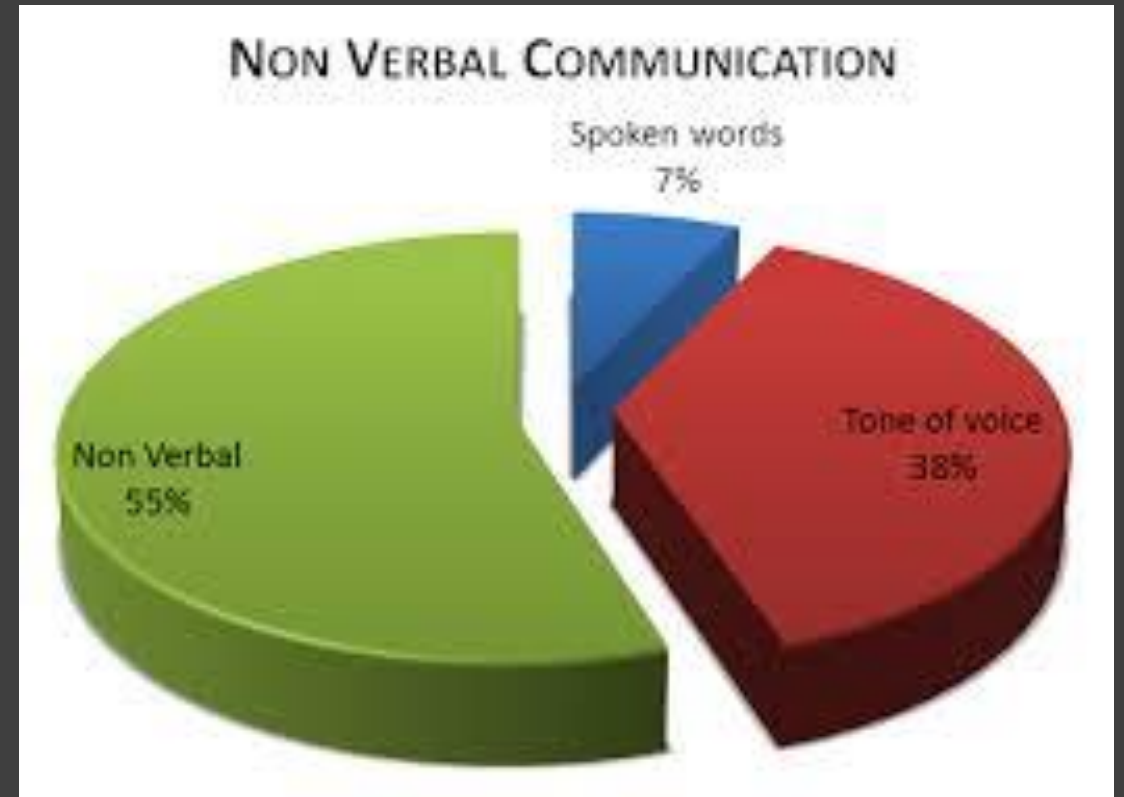
Aggressive

Assertiveness

Just as learners have choices, so you have the opportunity to choose your behaviour.

Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners.





Non verbal skills/attitudes
that work with more
challenging
behaviours

Showing humility



IN THE HEAT OF AN ARGUMENT

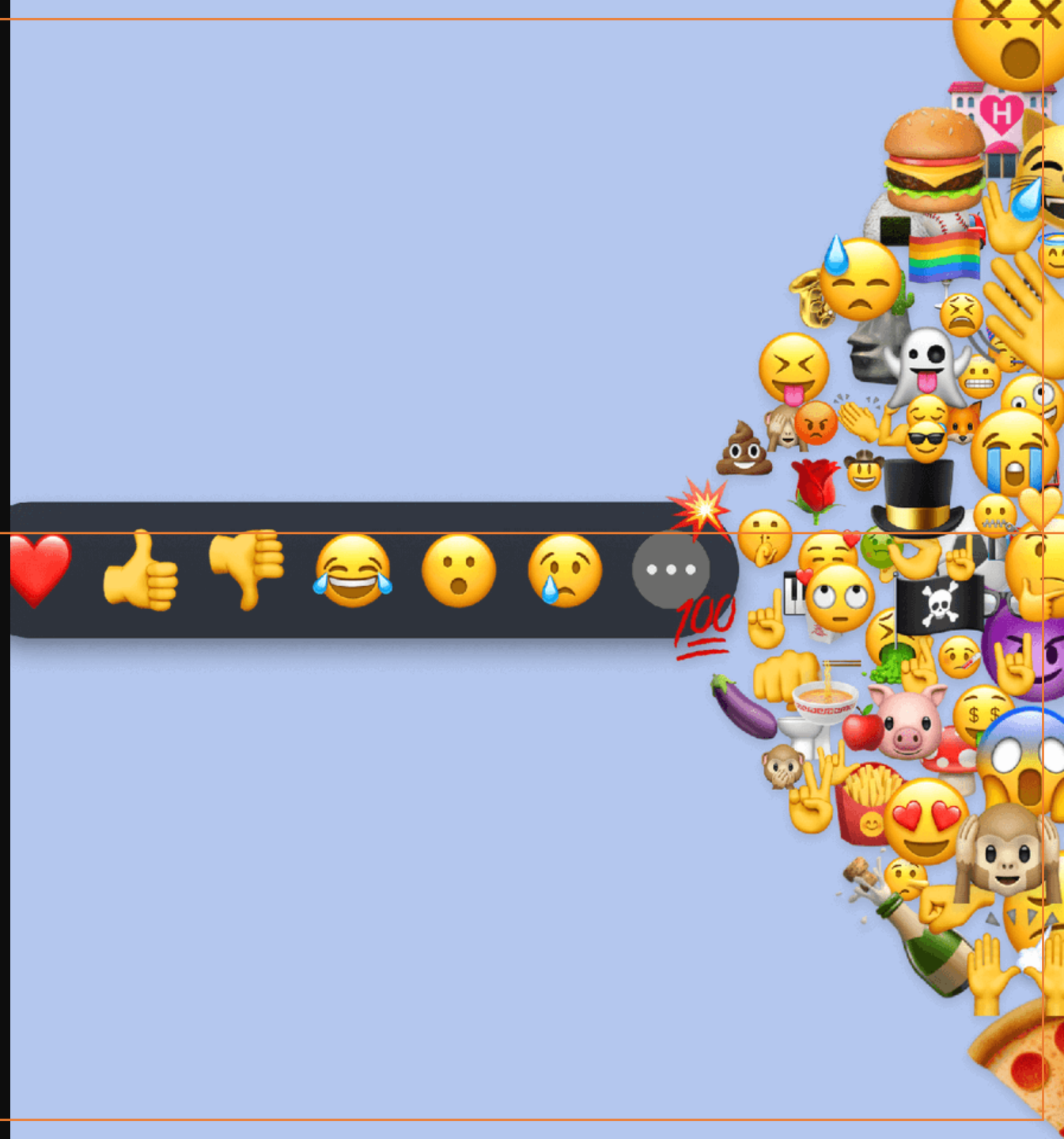


**ACT LIKE YOU ARE BEING
RECORDED**

Respond intelligently
even to
unintelligent treatment.

Cold rather than
confrontational

Give clear cues
when switching
from the formal to
the informal, from
relaxed to business
like



Work to create a certainty that poor behaviour will be addressed and relentlessly followed up



Patiently giving
without ever
expecting to receive

**No one has ever become
poor by giving.**

~ Anne Frank

Word Porn

Showing empathy
balanced with a
determination to help
the learner succeed



Earning respect not
expecting it





Never laying your relationship on the line on a behaviour issue

Keeping your
promises



No response
is a response. And
it's powerful one.

Remember
that.



At times ignoring
defensive behaviours in
the moment but not
forgetting

Commitment to
building an
appropriate
relationship

**THERE'S A DIFFERENCE BETWEEN
INTEREST AND COMMITMENT.**

**WHEN YOU'RE INTERESTED IN DOING
SOMETHING, YOU DO IT ONLY
WHEN IT'S CONVENIENT**

**WHEN YOU'RE COMMITTED TO
SOMETHING, YOU ACCEPT NO
EXCUSES; ONLY RESULTS."**

– KENNETH BLANCHARD

THE THINGS WE SAY



Refusing to listen to the doubters
and moaners; refusing to give up
on any learner

Assertive Structures



Closed choices



Using the assumed close:
'When you meet me at
3pm make sure you
bring...' rather
than 'I want to see you at
3pm'



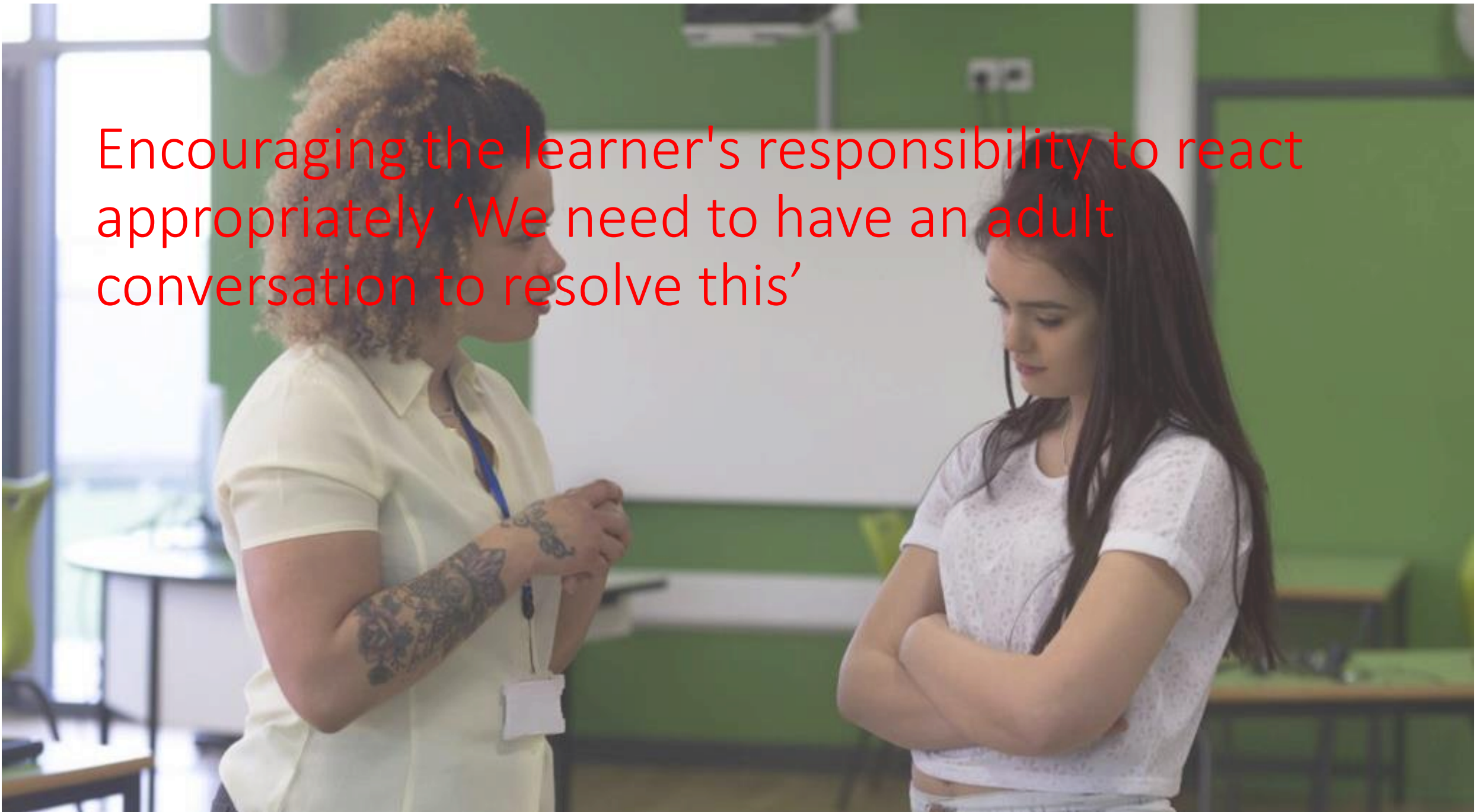


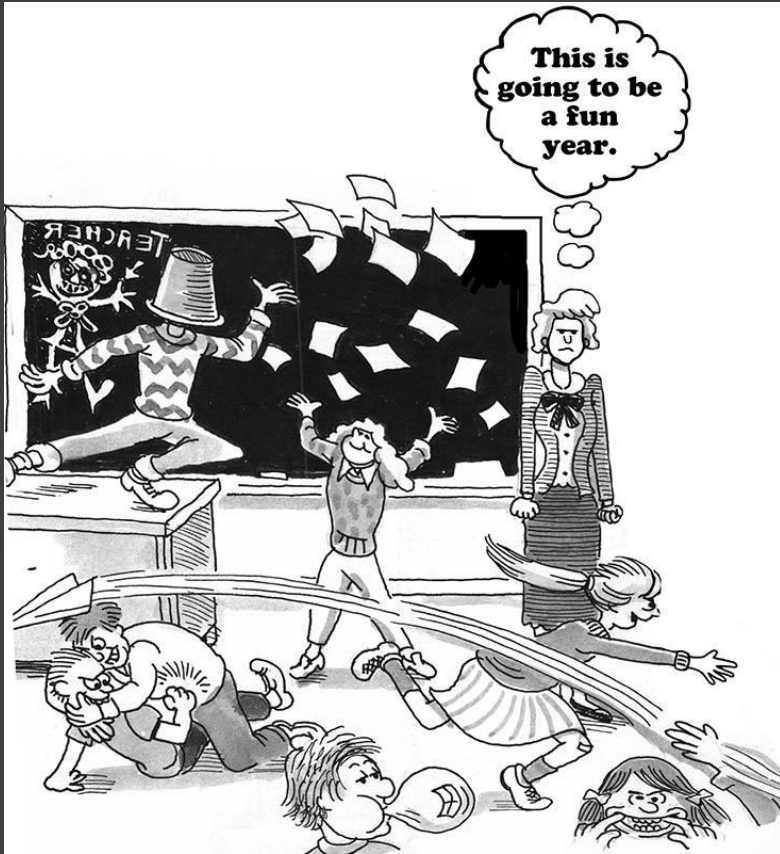
Prefacing requests with 'Thank you' so that the listener hears the acknowledgement before the instruction: 'Thank you for picking the paper up'



Absolute belief, even in the face of overwhelming odds! 'I can feel that this is going to be an excellent session/lesson', 'I have been looking forward to this session all week...'

Encouraging the learner's responsibility to react appropriately 'We need to have an adult conversation to resolve this'





In schools with a history of chaos, the teacher who can keep the classroom calm becomes virtually indispensable.

Jonathan Kozol



9quote

When learners dig their heels in and tell you with passion that 'it's s***, I won't do it and you can't make me', it is not just your behaviour management skills that are being tested. It is your values, your emotional resilience and your humanity that is under the microscope. By interrupting and disrupting thought patterns quickly and efficiently, you become expert at diffusing behaviour bombs before they blow up in your face.

Taking care of behaviour

Creating a script



30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- 2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- 3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
- 4. Walk away; allow her time to decide what to do next. If there are comments as you walk away write them down and follow up later.
- 5. Look around the room with a view to catch somebody following the rules.



How to land a difficult message, softly

Remind the learner of their previous good behaviour

- Challenge their negative internal monologue
'You can do this, you are intelligent and able'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft, disappointed tone
- Remind yourself that the sanction is a consequence not personal retribution
- Walk away as soon you have finished speaking



Refocusing the conversation

- When learners try to argue, shift the blame, or divert the conversation you can either:
- Calmly and gently repeat the line you have been interrupted in
- This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be.
- Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...Use an appropriate refocusing line to bring the conversation back to the script.
- This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.



‘It wasn’t me!’

‘I hear what you are saying...’

‘But they were doing
the same thing!’

‘I understand ...’

‘I was only...’

‘Maybe you were...and yet...’

‘You are not being
fair!’

‘Yes, sometimes maybe I do appear
unfair...’

‘It’s boring!’

‘Be that as it may...’

You are a
..... (name
calling)

‘There may be some truth in that....’(with follow up served cold!)’ or ‘I am sorry that you are having a bad day...’

Out-line

If the conversation is becoming unproductive what line will you leave on?

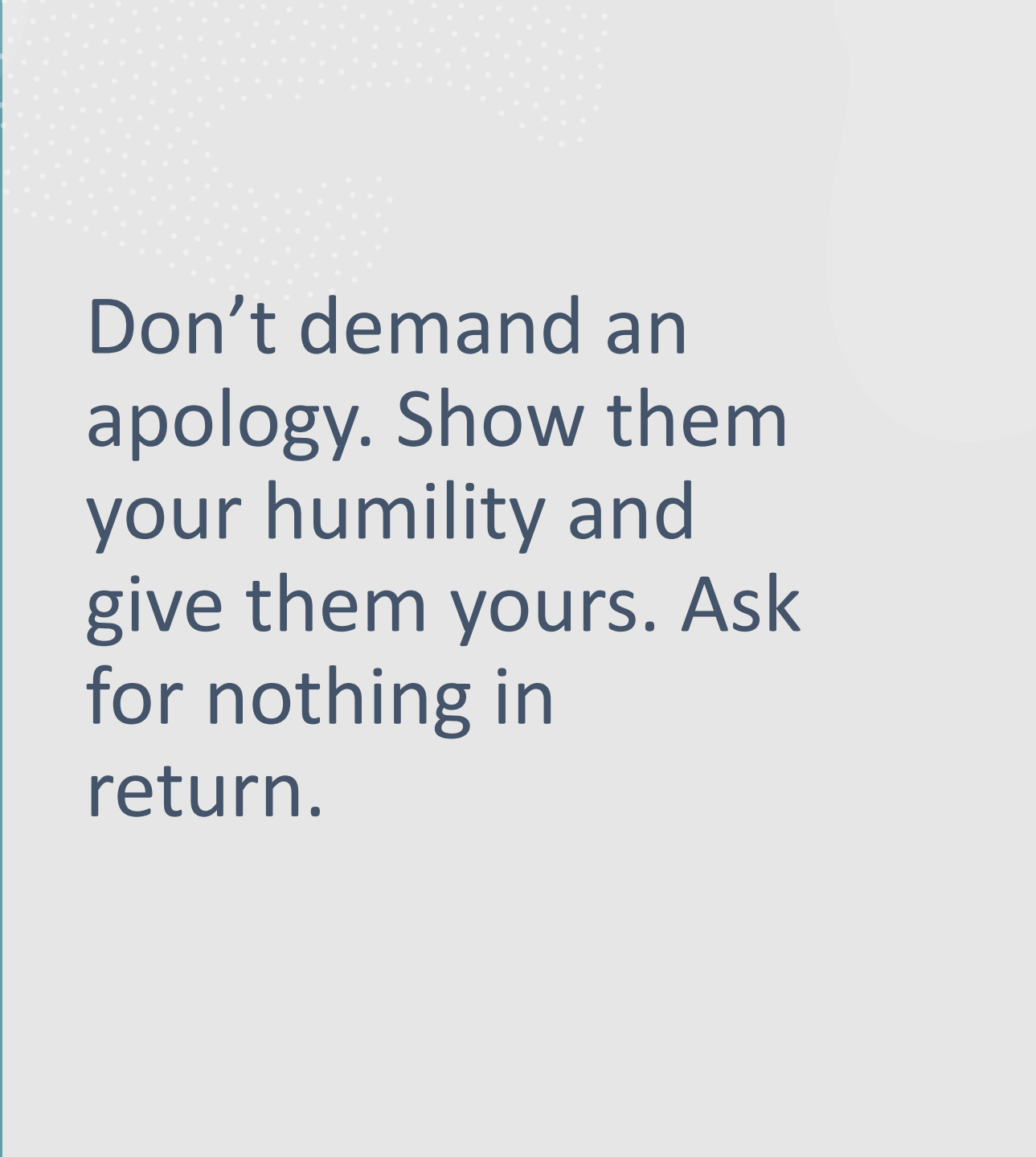


“I am stopping this conversation now. I’m going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation.”





Saying sorry?



Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

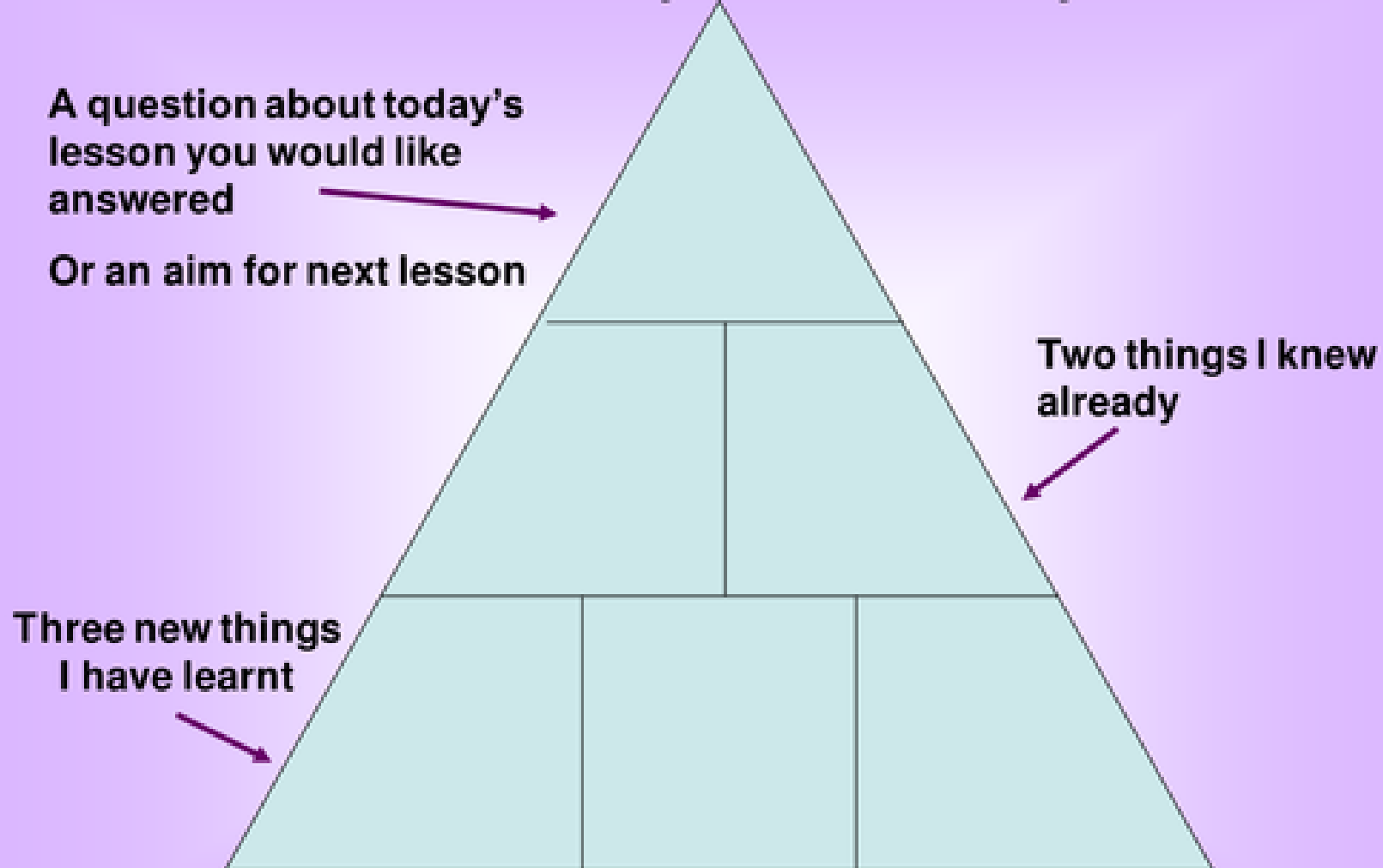
Reparation meeting

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?



	Pupil			Expectations/Routines			Teacher	
			Pupil	Expectations/routines	Teacher			
	Prevention		Prevention	Classroom Management/ Behaviour for Learning	Relationships		Relationships	
			Parents/community	Strategies for dealing with disruptoin	School			
	Parents/community			Strategies for dealing with disruption			Activating hard thinking	

What have you learnt today?



Any questions?

