



Newbubbles

the education marketplace

The FE Toolkit: A Magazine for Grade 1 Teachers

CLASSROOM MANAGEMENT

SPECIAL FEATURES

FIRST DAY TIPS 1

RIGHTS, RULES AND ROUTINES 2

PEP TECHNIQUE 3

IMPROVING ATTENDANCE 5

ASSERTIVE DISCIPLINE 7

The 'feel good' factor

Effective classroom management depends on the teacher's ability to create and maintain a positive classroom atmosphere (Carter, 1990; Doyle, 1990). A combination of the right climate and the use of effective teaching practices helps to generate high task engagement and a student 'feel-good' factor that prevents misbehaviour. Winzer & Grigg (1992) state that the best teachers are those which have a range of appropriate classroom management strategies at their disposal. These teachers also tend to have highly detailed lesson plans!

What is Classroom Management?

Classroom management is about:

- (1) Learning the techniques required to control behaviour
- (2) Understanding the factors that make up a positive academic climate
- (3) Developing effective teaching practices to keep learners interested and engaged.
- (4) Adopting a reflective and empathic attitude towards learners and the learning process

Tully (2011)

First Day Tips

- Greet students at the door.
- Establish name identification through the use of nametags, introductions or roll call.
- Introduce students to the room arrangement; explain functions for different areas of the classroom.
- Introduce classroom procedures, model and post them.
- Introduce three to six classroom rules, explain and post them.
- Plan for maximum contact with students.
- Establish yourself as a leader of the class.
- Learn students' names as soon as possible.

Assessment Corner

Chain Notes

- Pass around a large envelope with a question about the class content.
- Each student writes a short answer, puts it in the envelope, and passes it on.
- Sort answers by type of answer.
- At next class meeting, use to discuss ways of understanding.

Simple ways to test learning



THE FE TOOLKIT

CREATING THE RIGHT CLIMATE

Establish and maintain a positive learning climate by:

- Thinking about the subject to be covered, composition of student group and the type of interaction expected.
- Planning lessons to meet students needs and learning styles.
- Making smooth transitions from one activity to another.
- Avoiding unnecessary lapses from one activity to another.
- Using signals to prepare students for transitions.
- Conducting lessons at a brisk pace and providing continuous tasks for students to focus on.
- Avoiding long, drawn-out directions or information, lecturing on student behaviour, or breaking activities into steps that are too small.
- Varying turn-taking approaches.
- Varying questioning techniques.
- Devising ways of checking that individual students are actively participating in the activity.

Web Resource: New York State United Teachers

RIGHTS, RULES AND ROUTINES

Rights

The Teacher has a right to:	The Student has a right to:
• Teach without hindrance	• Expect good quality teaching
• Feel safe	• Be treated fairly
• Be listened to	• Be listened to
• Be treated with respect	• Be treated with respect

Rules

In your first lesson, it is important that you set your classes clear rules on what constitutes acceptable and unacceptable behaviour. Aim to:

1. Arrive on time
2. No eating or drinking (unless agreed)
3. Switch off your mobile phones
4. Come to lessons properly equipped
5. Listen when the teacher is talking
6. No headphones
7. 100% participation in all lessons

Hierarchy of Consequences:

- Verbal Reminder (informal)
- One to One (informal)
- Oral warning (formal)
- Involvement of Parents (formal)
- Written warning (formal)
- Behavioural Contract (formal)

Key Points:

- Agree that violations of your rules will NOT be tolerated
- Ensure that you have a planned set of consequences for when rules are broken
- Consequences should get progressively more serious (arranged in hierarchy)
- Apply these consequences consistently and fairly
- Ensure that students know how the **disciplinary procedure** works and take them through the key steps



Your Classroom Mantra

You are in control

You set the rules

You have a right to be obeyed

Stay calm

Suggested Activity

To get students to think about which behaviours give them the best chance of succeeding on their course, ask them to generate the '5 habits of successful students'

1. Pair teams up and ask them to reduce their lists to the 'top five habits'
2. Put the lists from the different groups on the wipeboard
3. Ask the class to vote off characteristics until only 5 are left
4. Print these up and display them in the classroom

Effective Routines

Effective teachers develop routines for:

- Entering the classroom
- Getting the attention of the teacher
- Clearing up
- Leaving the classroom
- Late arrivals
- Working in groups
- Submitting work
- Extensions to assignments
- Missed work
- Class breaks

CLASSROOM MANAGEMENT: TECHNIQUES THAT WORK

Case Study 1: The Loner

Joel is inattentive. He says that no one likes him and that no one wants to spend time with him. He is antagonistic, sometimes aggressive, towards the other students. He doesn't work well in class.

Solutions:

There are **two** aspects to this scenario. **Make Joel feel part of the class AND ensure Joel knows how to behave in the class.**

- Employ activities that require students to work in **small groups** (e.g. BUZZ GROUPS) — this will ensure that Joel interacts appropriately with other students. It will also build up his own confidence as a team player.
- If you intend to set groupwork, ensure that membership is **randomised**. Do not use friendship groups.
- Give Joel **additional responsibilities** in a group such as spokesperson or researcher—this means he will need to engage appropriately with others e.g. listening, responding to and even co-ordinating the views of others.
- **Use Joel to assist you** in practicals, demonstrations, exhibitions or other activity so that he feels part of the classroom community (NB—don't do this if you think it will embarrass Joel—this will only make matters worse).

THE PEP TECHNIQUE

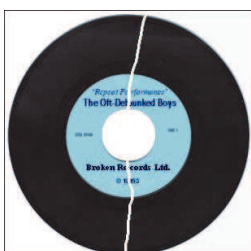
Proximity - Eye-Contact - Posing Questions

Geoff Petty, the British teacher training guru, has long emphasised the importance of using body language to redress student misbehaviour.

PROXIMITY	The closer you are, the greater your influence over student behaviour. Get close to a student who is misbehaving and invade their personal space. Adopt a commanding posture and, if necessary, speak to them in a low, controlled voice.
EYE CONTACT	Use the 'teacher look' whenever possible. Keep eye-contact while speaking to the student, before and after you have spoken. Sweep the class with your look and show the class you are in control. Never look down when disciplining a student. Look straight between their eyes.
POSING QUESTIONS	Put the student on the spot with carefully chosen questions such as: "is there a reason why you haven't started?"; "which part of my instructions did you not understand?"; "can you tell me why you are not listening to your fellow students?"

THE BROKEN RECORD TECHNIQUE

This technique is successful with minor disruptions.



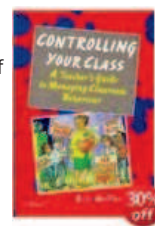
Main Idea: Repeat the instruction you want the student to comply with over and over again until the action is completed.

"Could you stop talking please", "I've asked you to stop talking, could you do that please", "Please stop talking", etc.

If the student shows some resistance, acknowledge their view but continue to repeat the instruction. "Please stop talking....yes I'm sure it's a very interesting story, but I need you to listen to this next bit, and that won't happen if you're still talking"

Book Alert

"Controlling Your Class" by Bill McPhillimy is about the management of pupils behaviour in the classroom. The author provides a short, readable set of ideas and guidelines that a busy teacher can put into practice.



<http://www.amazon.co.uk/>

Stimulating Discussion

Relate the week's material to current events. This is especially easy for social science, health, public services and business classes. Try to identify one or two recent events to discuss from the perspective of an argument/theory taught in class. Also, encourage students to keep up with current events. Try devoting the first or last few minutes for students to discuss current events.

Encourage Speaking

Some students may have a hard time speaking in class. Allow them time to talk about ideas with each other. Listen and take their ideas seriously; put important ideas on the board. For students who do not participate, it is sometimes helpful to **note comments on their written work** about how the class would benefit from their insights. Sometimes, this technique instils confidence and results in participation in future sections.

Lesson Openers

1. Start a noisy class with an individual exercise
2. Start a quiet class with a team exercise
3. Always start on time no matter how many students are present
4. Have students undertake a warm-up activity while waiting for late arrivals

MANAGING LATENESS

10 Point Plan to Manage Student Lateness

By Les Harris

1. Treat lateness as a serious matter, and be a good timekeeper yourself.
2. Tell the students from the outset what your expectations are on the subject. Remember that we are training the majority of them to go into work. Their employers will not expect to train them in basic social skills such as being on time. If Industry will not tolerate lateness, neither should we.
3. Most of us allow a few minutes, especially first thing in the morning, for the arrival of students. However once you start your lesson, let the students know from practice, that you don't like interruptions by lateness.
4. Do not let the students just wander into your classroom. Make sure they stop on entering and apologise to you with a reason for their lateness.
5. If they do not stop call them back to the door and make them aware of your expectations.
6. Make them wait before sitting down, so you can firstly express your concerns re their late arrival, and secondly tell them what they have missed and what you want them to do to catch up.
7. Direct them to sit where you want them to (So they do not disrupt anything the other students may have started doing). (Some lecturers reserve a desk by the door and make late arrivals sit there until they are ready to deal with them)
8. Show them that their late arrival is disrupting the class and causing you a problem. If necessary stop the class while they settle down. Make the student feel he is causing an inconvenience (which he is).
9. If a student is consistently late, it must be treated as a discipline matter. Take them to one side after the lesson and let them know in no uncertain terms that you will not tolerate their lateness and try to resolve the matter. Report the matter to their personal tutor if necessary.
10. You will find that after a very short time of this 'regime' the students will conform to your standards. It will not stop students from being late all the time, but it will improve their timekeeping, make them aware of their responsibilities, and make your life a little easier. *(Also, remember, if you are late, apologise to your students!!)*

Case Study 2: The Latecomer

Carly is persistently late and you find you have to re-start the lesson when she arrives in class.

Solutions:

- ALWAYS start the class on time regardless if there are students missing
- Praise the students who DO make it to the class on time
- Ask to see Carly after the class and find out what is causing her lateness
- Allow Carly to settle but don't spend time recapping for Carly— ask for a fellow student to fill Carly in on what she has missed
- Put a fun activity at the start of the lesson
- Remind the class that lateness interrupts the learning of others
- Ask Carly to be a group leader or assign her an important task that she has to report back to the rest of the group—this will show her that being later has consequences
- Give Carly punctuality targets and praise ANY improvement no matter how small
- Report on lateness as part of Parent's day—use % figures (i.e. the % of lessons Carly is late for in a particular term)
- Send parents 'lateness graphs' as part of the student's termly/annual report



Attendance Means Achievement!



UK Research indicates that students who attend more than 80% lessons do, on average, a grade better than students who miss the 80% threshold.

Discuss this statistic with your classes at the beginning of their course

What the Experts Say...

"Children esteem teachers who can explain things clearly, who are slightly strict rather than overly severe or permissive; scrupulously fair in their use of rewards and punishments; interested in them as individuals and with a sense of humour not based on sarcasm or humiliation"

Ted Wragg, *Observer*, 1993

MANAGING AND IMPROVING ATTENDANCE

Following up Student Absence - Tips for Personal Tutors

Follow these 12 tips and you will significantly improve your course attendance by the end of the academic year:

1. On Day 1, ask students to **develop a 'personal profile'** - a short biography of who they are, what they are interested in, how they like to learn, something that they are proud of, something they want to do in the future, etc...USE THIS PROFILE to personalise your lesson content.
2. **Agree attendance rules** (including reporting non-attendance) with your students in your initial induction. Ask your students to help you develop these rules and have these published as part of a **'class behaviour policy'**.
3. Use/construct a **paper register** and use it EVERY lesson (having your own record of attendance is crucial to effective tracking—it doesn't mean you don't have to fill in the electronic register if you have one, but a paper register is immediately accessible!)
4. **Always start and end your classes on time**—students who turn up on time should not have to wait for students who don't! Use ALL your time effectively!
5. **Teach study skills** alongside your most interesting class topics. Note-taking, evaluating, presenting, working with others, essay writing...these are all skills that NEED TO BE TAUGHT. Students want to be successful, but don't assume they already know how to study. Make these fun and use interesting themes and topics!
6. **Carry out your first key assessment within the first 3 weeks** of your course start date and use the results as the basis for deciding who stays on the course and who needs to be 'counselled' onto other programmes—you need to set the tone for success early!
7. Ensure you include a **mix of individual, paired and group activities** in EACH lesson. This will ensure that learners are engaged and individually challenged.
8. **Reward good attendance**— a verbal congratulation, note on a college report, e-mail to parents (if appropriate), prizes and trips linked to attendance performance— competitions can help stimulate group interest in good attendance.
9. **Follow up EVERY lateness**—a verbal reminder, an e-mail, text message or phone call. Be courteous and don't presume truancy or poor behaviour! There might be good reasons for non-attendance! But keep a record of the student's absence in your paper register for easy follow-up! AND follow up!
10. **NEVER publicly criticise** a student for their lateness/poor attendance in front of the class. ALWAYS have a private conversation with the student, and get the student to come up with a constructive solution to an emerging problem.
11. **FOLLOW through with non-attendeess.** If early intervention fails, engage the parents as soon as possible (if appropriate!) Be sure of the College's disciplinary process, keep specific records of non-attendance and seek agreement to a 'behavioural contract' that commits the student to certain actions. Do NOTHING and NOTHING WILL HAPPEN! (Actually, it will probably get worse!)
12. **Check you attendance regularly against your college attendance target.** Use this feedback to review and adjust your attendance strategy. This will help you justify any actions needed to be taken with specific 'problem' students.

Paul Tully (2011)

"...the single most useful thing for Personal Tutors to do is follow up on absences"



"Subject lecturers need to ensure that registers are completed accurately"

The first five weeks of term are crucial.

Sutton College's (2000) Improving Attendance & Retention Project revealed that the majority of students who drop out do so within the first five weeks of the course. Students who have missed two consecutive weeks in the first five weeks of the course without

prior notification are unlikely to come back!

This means that what you do as Personal Tutors within the first five weeks needs to be well-organised, interesting and relevant to the student's aspirations.

When...Then" Statements

Simple but effective:

"When you stop interrupting, then I'll answer your questions"

"When you hand in your essay on time, then I'll give you the right credit"

TECHNIQUES THAT BACKFIRE

Linda Albert surveyed dozens of teachers, asking them what methods have backfired for them. Here they are as she has presented them in her book *A Teacher's Guide to Cooperative Discipline*, (American Guidance Service, 1989). They include:

- raising my voice or yelling
- saying “I’m the boss here” or acting superior
- insisting on having the last word
- using tense body language, such as rigid posture or clenched hands
- using degrading, insulting, humiliating, or embarrassing put-downs
- using sarcasm
- attacking the student’s character
- using physical force
- drawing unrelated persons into the conflict
- having a double standard – making students do what I say, not what I do
- insisting that I am right
- preaching
- making assumptions
- backing the student into a corner
- pleading or bribing
- bringing up unrelated events
- generalizing about students by making remarks such as “All you kids are the same”
- making unsubstantiated accusations
- holding a grudge
- nagging
- mimicking the student

Using the Right Language

Setting a positive atmosphere in your teaching environment is essential if you are to meet the needs of students who crave attention and are prepared to do almost anything (good and not so good) to receive it. Contrary to what you may think, most students also enjoy your approval, although they may not openly admit to it! Using verbal reinforcement meets all those needs. Your phrasing becomes positive rather than negative, i.e.

‘John, I said no running in the corridor!’ becomes ‘John, thanks for walking in the corridor.’

‘Michelle, hello! You’re keeping us waiting,’ becomes ‘Michelle – good, you’re looking at me – I can see you’ve finished.’

Strangely, use of this technique not only has a positive effect on the target student (who no longer feels that you are nagging) but it produces additional results:

1. It forces you to think carefully about what you are saying and how you are going to say it. The effect is quite powerful. Your thought processes and non-verbal mannerisms become positive. This is read by both the target student and others in the class.
2. Your style of delivery will be noticed by the other members of the class and they too will receive the clear reinforcement being delivered to the target student. This eliminates the need for you to constantly nag the class with negative reminders.

Arguments with students can escalate quickly, so how can we defuse or control them before they become serious behaviour issues?

When faced with a potentially difficult situation the first person who needs to calm down and think rationally is *you!*

Try to avoid behaviour that includes:

- showing signs of exasperation, such as looking skywards, shaking your head and tutting
- displays of overconfidence, such as grinning, hands in pockets, gesticulating
- taking comments personally looking for support from the pupils and peers (a sympathy vote).

When confronted with a possible argument, be aware of your body language and try to adopt a calm stance or seated position. Try not to use your hands in an open palm facing upwards position. Work on a stance which reduces tension and demonstrates that you are prepared to listen. Standing slightly sideways, with both hands open and together in front of you, and with your weight on your back foot, should help you to feel calm.

Use phrases such as:

- ‘Yes, I see what you are saying.’
- ‘OK, that may be the case.’

After each phrase, you then need to focus *back* on the subject rather, than being distracted by comments.

ASSERTIVE DISCIPLINE

US educationalists Marlene and Lee Canter developed a **discipline model** in the 1990s based on thousands of hours observing teachers in the classroom. *Assertive Discipline*, they suggest, is a direct and positive approach to managing classroom disruptions. **Successful teachers** are ones that:

1. **Recognise and remove roadblocks:** All students need limits, and teachers have the right to set them. Teachers are admired who have high expectations, set high standards, and stick to them
2. **Practice the use of assertive response styles:** The assertive teacher calmly, firmly, and clearly communicates the teacher's disapproval of the behaviour, followed by a statement of what the student is to do.
3. **Learning to set limits:** expectations should be so clear that any student can instruct a newcomer as to how they are to behave at any time. Be sure to praise good behaviour more frequently than you apply negative consequences to bad behaviour.
4. **Learning to follow through on limits:** Use systems of positive and negative consequences when students do/don't comply.
5. **Implementing a system of positive assertions:** Give students positive signals when they have behaved appropriately - smiles, compliments, extra attention, 'well done' certificates (e.g. attendee of the month), prizes (e.g. for best project, external visits).

Using Reinforcement - Lessons from Child Psychology

In the book *Meta-Emotion: How Families Communicate Emotionally*, by John M. Gottman, Lynn Fainsilber Katz, and Carole Hooven, the authors discuss educator and psychologist Dr. Haim Ginott's 4-point reinforcement plan for managing confrontational behaviour:

1. Recognise and acknowledge the child's wish.
2. State the limit calmly and clearly.
3. Point out ways that her wish may be partially fulfilled.
4. Help the child express the resentment that arises when limits are imposed. "I know you would like to watch the TV show now, but we will tape it and you can watch it after your homework."

These rules can be adapted for the older student.

- Set boundaries and give students clear guidelines on how they can meet your expectations in the classroom.
- Find middle ground where the student's needs can also be met without compromising your rules.
- In most cases, you are trying to persuade your student that behaviour X carries far more positive benefits than behaviour Y. Identify why students might want to adopt behaviour Y and find an acceptable way of satisfying their wishes. This way you'll develop their trust while upholding your rules. Keep giving students better options!

Positive Ways to Boost Attendance

Students should want to come to class. Simply using the disciplinary procedure to punish them when they don't attend may not be enough to keep them on the course. Try the following techniques:

1. Start the lesson with a fun activity - a quiz, game or interesting anecdote e.g. a 'Who's Who' picture quiz relevant to your subject area (see 'Have I Got News for You' for inspiration here!)
2. Look for opportunities to praise students even for the smallest achievements
3. Give students feedback on their attendance—e.g. by setting course attendance targets, publishing student attendance charts, using attendance figures in student reports and progress reviews
4. Reward students for good attendance e.g. vouchers, certificates, letters home, field trips
5. Thank all those students that do turn up! They should receive praise too!

Attitude is Key!

Look at the word attitude and each letter's position in the alphabet...

A	1	The total = 100 and 'U' is the highest number
T	20	
T	20	
I	9	
T	20	
U	21	
D	4	
E	5	
	100	

NEWBUBBLES TRAINING 2011

Excellent delegate feedback was received on our June training events with Bradley Lightbody and Paul McGregor. We are pleased to announce a new suite of courses for this Autumn:

11 Oct 2011

Better Questioning Skills

8 Nov 2011

The Grade 1 Lesson

15 Nov 2011

The Grade 1 Department

06 Dec 2011

Supporting Learners with Autism & Aspergers

Only £99.00 (+VAT),
Venue: Highbury College

Contact gradeonetraining@newbubbles.com to book yourself a place.

Watch out for Geoff Petty's session on Creativity in March 2012!

ATTENDANCE LEAGUES—TIPS FOR QUALITY MANAGERS

Set up your own spreadsheet in MS Excel to compare weekly department performance against your annual College target and previous month's attendance figures (e.g. college target = 83%).

	CURRICULUM AREA	FACULTY	%	+/- College-Target	+/- Previous Month
1	Media & Performing Arts	Faculty 1	88.91	5.91	-4.4%
2	Art & Design	Faculty 1	87.01	4.01	+6.5%
3	Engineering & Maths	Faculty 2	86.01	3.01	+0.2%
4	Foundation Programmes	Faculty 3	85.60	2.60	-3.3%
5	Hairdressing & Beauty Therapy	Faculty 4	84.88	1.88	-3.4%
6	Hospitality & Catering	Faculty 4	84.72	1.72	+0.2%
7	Health & Social Care	Faculty 3	84.04	1.04	-1.1%
8	Leisure, Travel & Tourism	Faculty 4	82.61	-0.39	+0.3%
9	Business & ICT	Faculty 4	81.55	-1.45	+0.2%

Use colour coding to identify high vs lower performers and track variances against the college target. Departments falling 5% or more below target should be flagged as significantly under-performing! Ask the HoD to explain why! Ask them to recommend actions for immediate implementation. Produce weekly reports and sent to Heads. Triangulate MIS data with observation attendance for credibility!

Tips 'n' Snips: Classroom Management

Tip #1

Sound of Silence

If a student interrupts you while you are speaking, stop in mid-sentence and wait until you have silence again. Even if the silence seems uncomfortable to you, do not start again until you have the student's complete attention. See them after the class!

Tip #2

Use Praise

Always look to praise students for good behaviour at every opportunity. For example, in a class where punctuality is a problem, praise students for turning up on time; do not spend class time on the late arrivals –ask to speak with them after the session.

Tip #3

Describe Reality

One of the most effective and simplest methods of challenging behaviour is to state simply what the student is doing inappropriately e.g. "Malcolm, you're talking"; "Sophie, you're interrupting again"; etc.

Tip #4

Memorise names

Draw a seating plan on your first day for each class. Use a simple ice-breaker to get students to introduce themselves and fill out the plan as you go round the class. Ask the students to use the same seats for the first few weeks and you will start to remember their names.

What the Experts Say...

"There is some mileage in the phrase 'don't smile before Christmas'. Students don't want to be your friend. They want to be led by an effective, confident teacher. Be polite at all times. Never lose your temper, never raise your voice—the two things that students will not let you forget. At the end of the day, every student wants to be treated as a special individual."

Paul Tully (2011)

Making Behaviour Plans

Once you have a clear picture of the types and level of problems, it is important to make a decision to prioritise a specific problem. In doing so, consideration should be given to:

- the seriousness of the problem
- how success with this issue may have an impact on other linked difficulties
- how the success achieved in one area will build your (and the students') confidence to address other areas.

It is vitally important to confirm that appropriate and acceptable behaviours have actually been taught and understood by the student or group.

Acceptable behaviours should be stated very clearly. When part of a behaviour plan, they should take the form of SMART targets: Specific, Measureable, Achievable, Realistic and to be achieved within a Time-frame.

Targets are an essential part of any behaviour plan but equally important are the arrangements which you and other teaching staff will undertake to help the student gain success. These arrangements can include:

- environmental issues (classroom physical space, noise and so forth)
- social groupings (seating plan, class groups)
- movement between lessons, accessibility of essential equipment
- meeting and greeting at the start of the day or lesson
- reminders of targets appropriate and effective rewards and sanctions.

Further Reading

Getting the Buggers to Behave 2, 2003, Sue Cowley

Next issue ...

Learning Styles — time to put the record straight!

Visit us at www.newbubbles.com