

Chapter 1

Introduction and Theory

This document is written as a reference manual of strategies for classroom behaviour management. The goal is that a teacher could consult this document in order to prompt them on strategies they might like to try implementing in their classroom. In order to facilitate the intended reference manual use of this document, the language used will be deliberately concise, often simply consisting of dot points or key highlights and is not intended to be comprehensive, but rather to give a broad overview, to allow a teacher to choose some strategies to look into further, and relying on that there exist other more in-depth resources that teachers can use to learn more about those strategies once they have an idea of the approach they want to try and take in any given scenario.

Cognitive Load Theory (CLT)

Zone of Proximal Development (ZPD), Constructivism

Operant Conditioning, Behaviourism

Chapter 2

Preventative Strategies

General Points: Preparation (VIDEO: Praise and Preparation, Amy) Organisation Structure

- Starter Activity

- Start well (focus attention, ensure quiet, transitions, structure)

- Enthusiasm

- Maintain 'Flow'

- Establish Routines and Procedures, preferably early.

- Clearly communicate expectations and instructions

- Non-verbals such as being happy to see the students (VIDEO: Talk too much).

- Enjoyable and interesting lesson activities

- Relevance

- Rapport with students

- Discussing classroom practices with students

- Modelling appropriate behaviours

- Mix of different activities

- Clear materials (worksheets etc.)

- Manage your time.

Chapter 3

Supportive Strategies

Praise (VIDEO: Praise and Preparation, Amy)

- Use of Names

- Show interest

- Proximity ("The Whisper Technique")

- Eye Contact

- Tactical Ignoring

- Wait time. Broken Sentences — pause to get attention (VIDEO: Manage that lesson (chemistry year 8))

- Challenge Students

- Use humour to depotentiate

- Acknowledge others good behaviour (VIDEO: Attention seeking students)

- Change the ZPD (Adjust scaffolding?)

Chapter 4

Corrective Strategies

Apply Sanctions

- Give choice

- Arrange to talk privately with student about their misbehaviour

- Use of Names

- Show interest

- Proximity ("The Whisper Technique")

- Eye Contact