



MANAGING FOR SUCCES !

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Overview

1. Managing class and success
2. Why problems occur?
3. Creating successful classrooms
 - Behavior norms
 - Teaching for success
 - Dealing with problems





Managing Class and Success (Introduction)

“Most discipline difficulties are created before the lesson starts.” – Geoff Petty, 2009

Chapter 9 focuses on how teachers can create a positive and well-organized classroom where learning can flourish. It explains that managing for success means preventing problems through good planning, clear rules, and fair treatment, while responding calmly and effectively when challenges arise.

Why Problems Occur ?

- Problems occur in the classroom when students' personalities, experiences, or expectations conflict with the learning environment.
- These behaviors are influenced by factors such as self-esteem, family background, past experiences, peer influence, the teacher's approach, and external conditions like noise or fatigue.



Student Factors

The Family

Home stress or negative attitudes toward learning affect behavior.

Learning experiences and expectations

Bad past experiences or tolerance for misbehavior carry over.

Peer influence

Students sometimes seek approval through disruptive actions (especially teens).

Succes and failure

If students feel that they are constantly failing, it may cause Low confidence or anxiety, resulting in misbehavior.

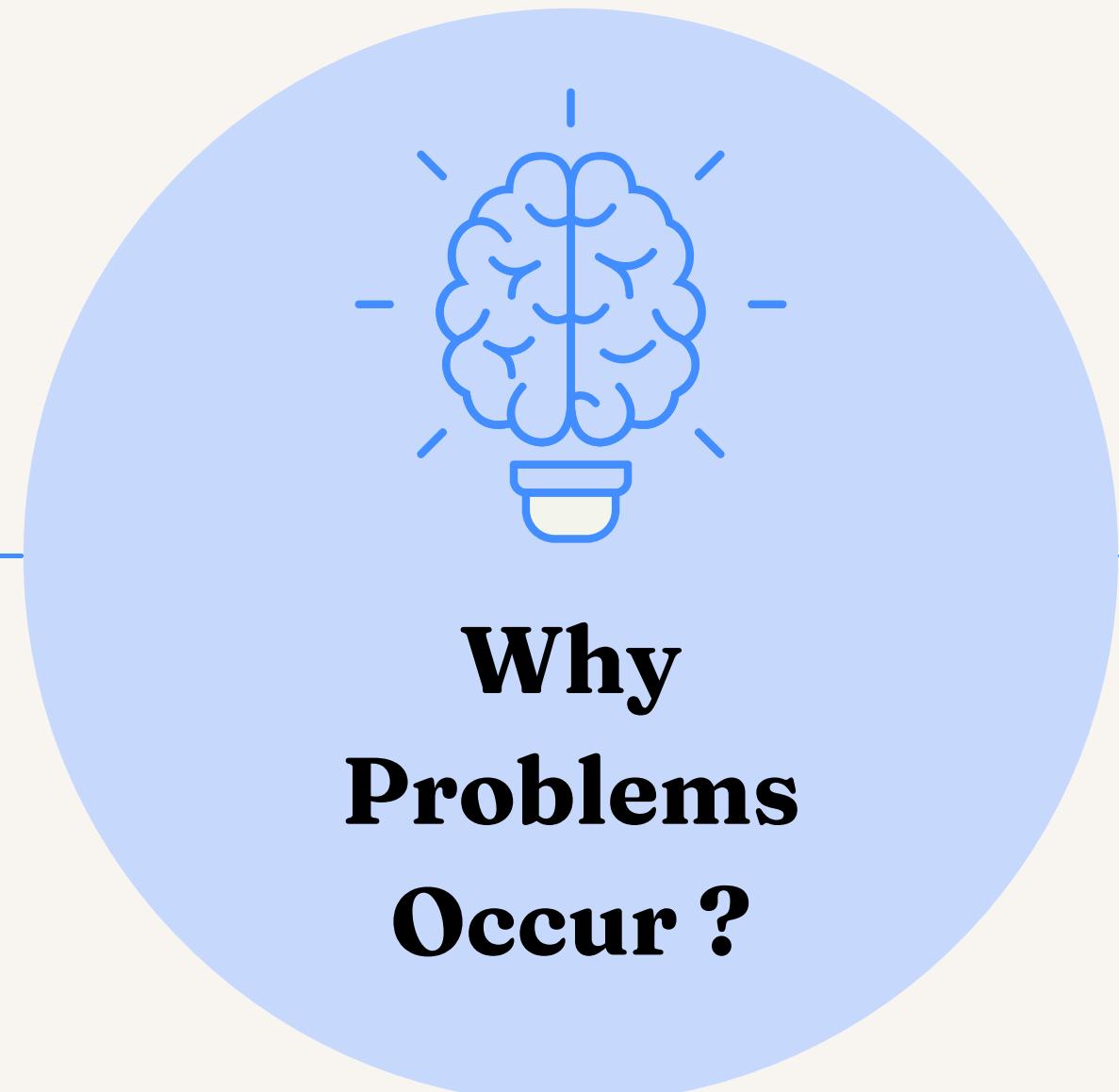
Teacher & Environment

What the teacher does

- Poor preparation, lack of confidence, or boring lessons increase disruption.
- Students sense when a teacher is disorganized or uncertain.

External factors

- Heat, noise, fatigue, overcrowded classrooms can trigger restlessness.



Creating Successful Classrooms

We have 3 key aspects



Behavior norms



Teaching for Success



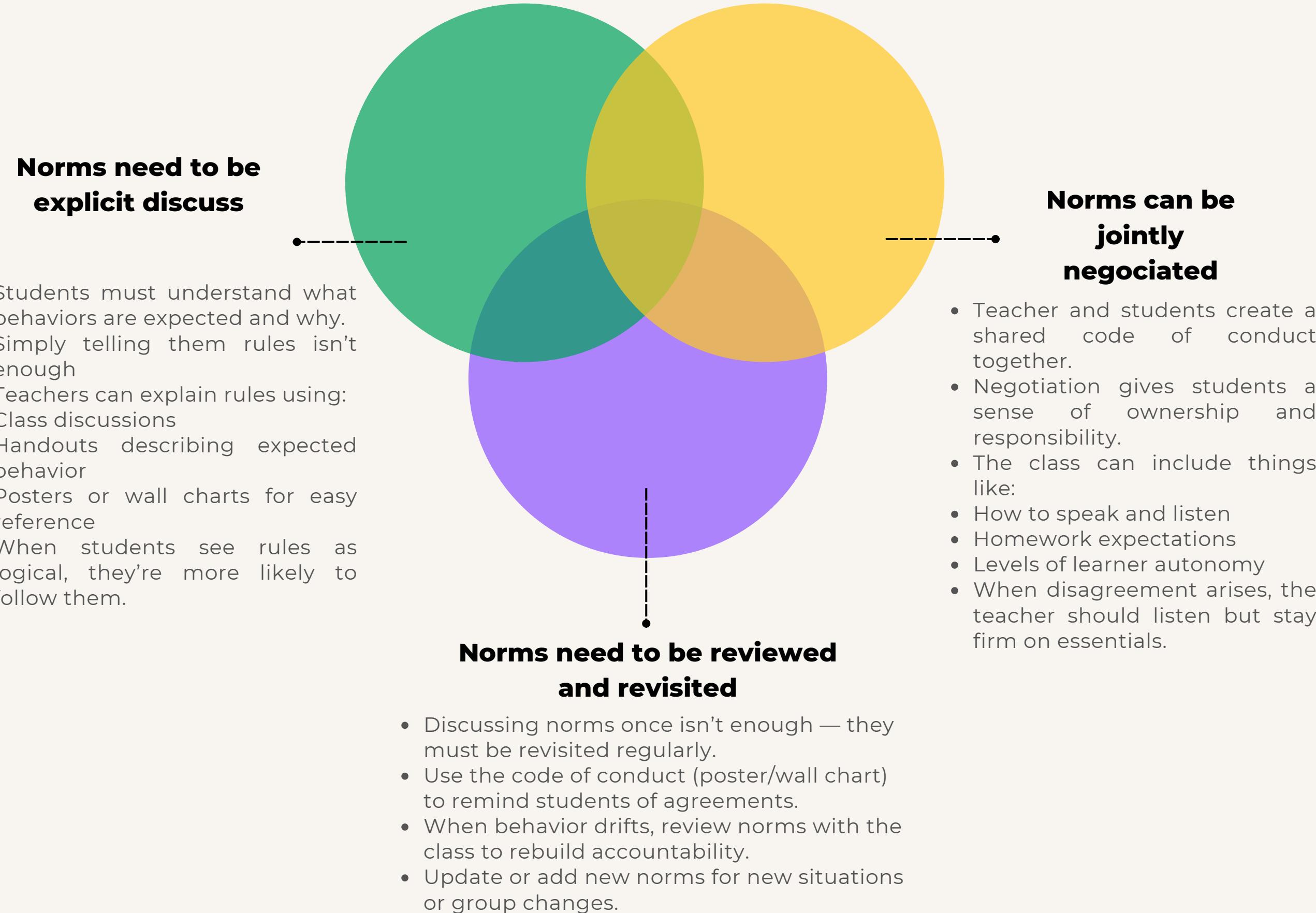
Dealing with problems

Behavior Norms

Behaviour norms are the understood or agreed-upon rules that guide how students behave in class. When teachers and students build these norms together, they create a more respectful, cooperative, and successful learning environment.



Types of Norms



★ Teaching for success

Teaching for success means guiding students toward achievement and good behavior through clear structure, engaging lessons, and fairness in every interaction.





Teaching for Success

Creating a positive classroom atmosphere where students learn effectively, behave respectfully, and experience success through consistent, fair, and engaging teaching.

1. Be Consistent

- Apply rules and expectations the same way every day.
- Avoid changing what's acceptable from one day to the next.
- Consistency builds trust and security so students know what to expect.

3. Know What We Do and What We Are Going to Do

- Teachers should show professional preparation and confidence.
- Come to class with a clear plan and purpose
- Organized lessons inspire confidence and respect.

5. Prioritise Success

- Success motivates, but failure discourages.
- Offer challenging but achievable goals for all students.
- Avoid lessons that are too easy (boredom) or too hard (frustration).
- Celebrate small achievements to maintain motivation.

2. Establish Routines and Procedures

- Use predictable classroom habits as gestures, signals, or visual cues to help students stay on track. such as: "Traffic light" system (red = quiet, yellow = whisper, green = talk).
- Regular ways to start or end lessons, move furniture, take attendance, etc.
- Routines make students feel safe and organized.

4. Plan for Engagement

- Students who are interested and active don't usually misbehave.
- Use relevant topics that connect to students' lives and experiences.
- Keep a brisk pace to maintain focus.
- Show energy and enthusiasm

6. Treat Everyone Equally

- Fairness is essential, which means no favoritism, no grudges.
- Handle all students and situations in the same way each time.
- Everyone should feel included, respected, and valued.



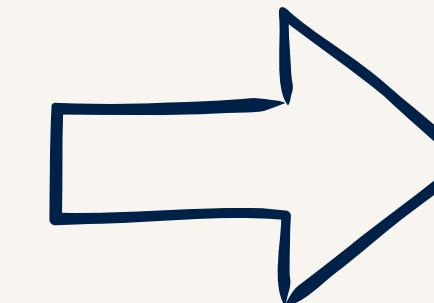
Dealing with problems

Even in well-managed classrooms, problems can still arise.

What matters most is how the teacher responds (calmly, fairly, and quickly)

Dealing with problems means correcting behavior while maintaining respect and keeping a positive learning atmosphere.

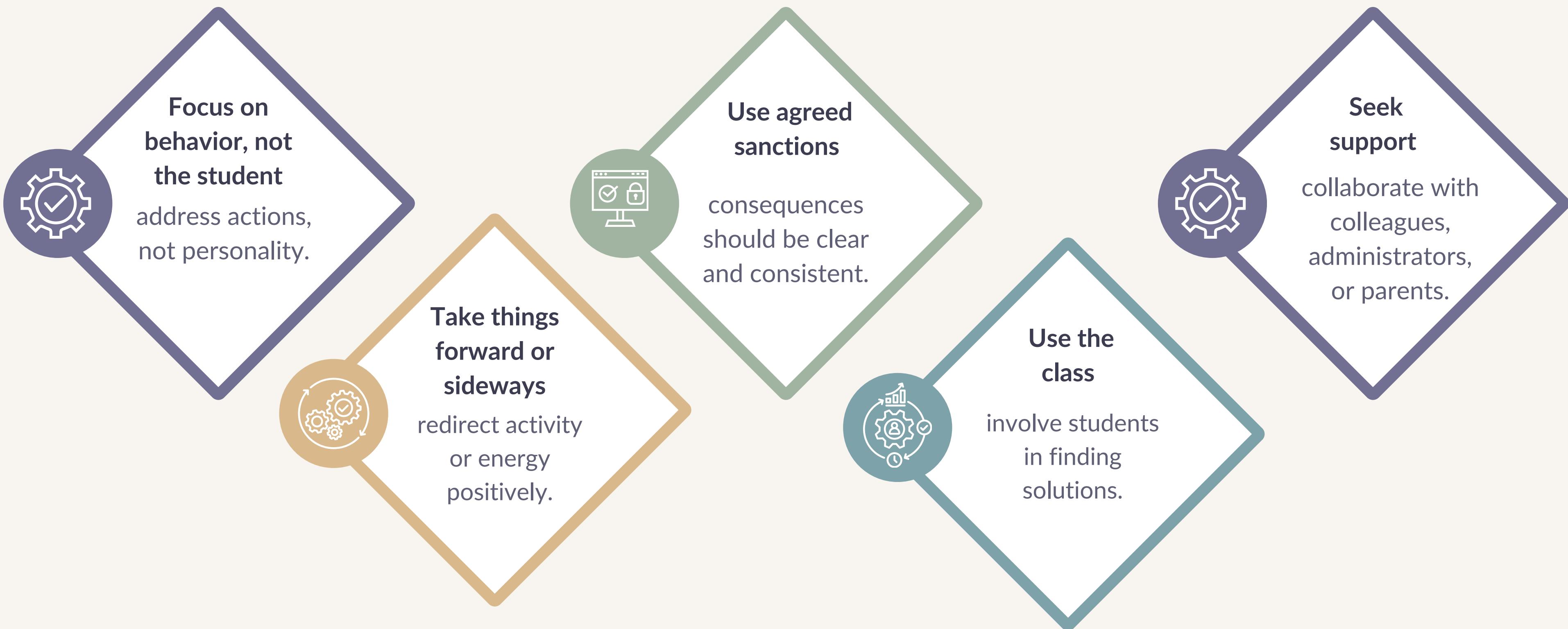
What to do



What we can do :



What we can do :



Reflection

Chapter 9 shows that managing for success is not only about controlling behavior, but about creating a positive and respectful learning environment. Good classroom management begins with understanding students' needs, setting clear routines, and being consistent and fair. When teachers plan engaging lessons, treat everyone equally, and respond calmly to challenges, they build trust and motivation. True success happens when the classroom becomes a community where both teacher and students share responsibility for learning and growth.



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