WHAT IS CLASSROOM MANAGEMENT?

Classroom management can be defined as the provisions and procedures necessary to create and maintain a classroom community in which teaching and learning can occur.

Fortunately, effective classroom managers are made. According to Marzano, Marzano, & Pickering (2003), good classroom managers are simply teachers who understand and use specific techniques - research-based techniques that direct their behavior which, in turn, changes the behavior of students and leads to higher student engagement and achievement.

TEACHERS WHO MANAGE THEIR CLASSROOMS EFFECTIVELY HAVE A PLAN.

Your plan should include four parts:

1
You must anticipate and decide how to prevent management problems from occurring.

2
Second, you should decide how to monitor students' behavior in order to maintain a good learning environment.

3
Third, you should plan how to react when students misbehave in your classroom.

4
Finally, you need to determine how to reestablish the learning environment.

PREVENTING MANAGEMENT PROBLEMS

Effective techers thoughtfully establish:

1

physical and psychological environments in their classrooms

2

classroom routines to make the classroom a more predictable place

ESTABLISHING THE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT

Planning the physical environment

1 seating patterns

2 equipment and materials

3 room arrangement

Sitting around a table seems to influence the development of student leadership abilities. Weinstein (1987) found that when students are assigned to sit at tables with two on one side and three on the other, twice as many leaders emerge from the side where only two students sat, perhaps because these students could influence more people.

Carol Simon Weinstein

In a circular seating arrangement, students are most likely to speak to those seated directly across from them. They rarely speak to persons seated beside them. This suggests that teachers can influence the flow of discussion by purposefully seating students. For example, when a quiet student sits opposite the leader, chances are that the quiet student will participate more than usual. Con-versely, placing an overly vocal student next to the leader should prevent that student from dominating the discussion.

Carol Simon Weinstein
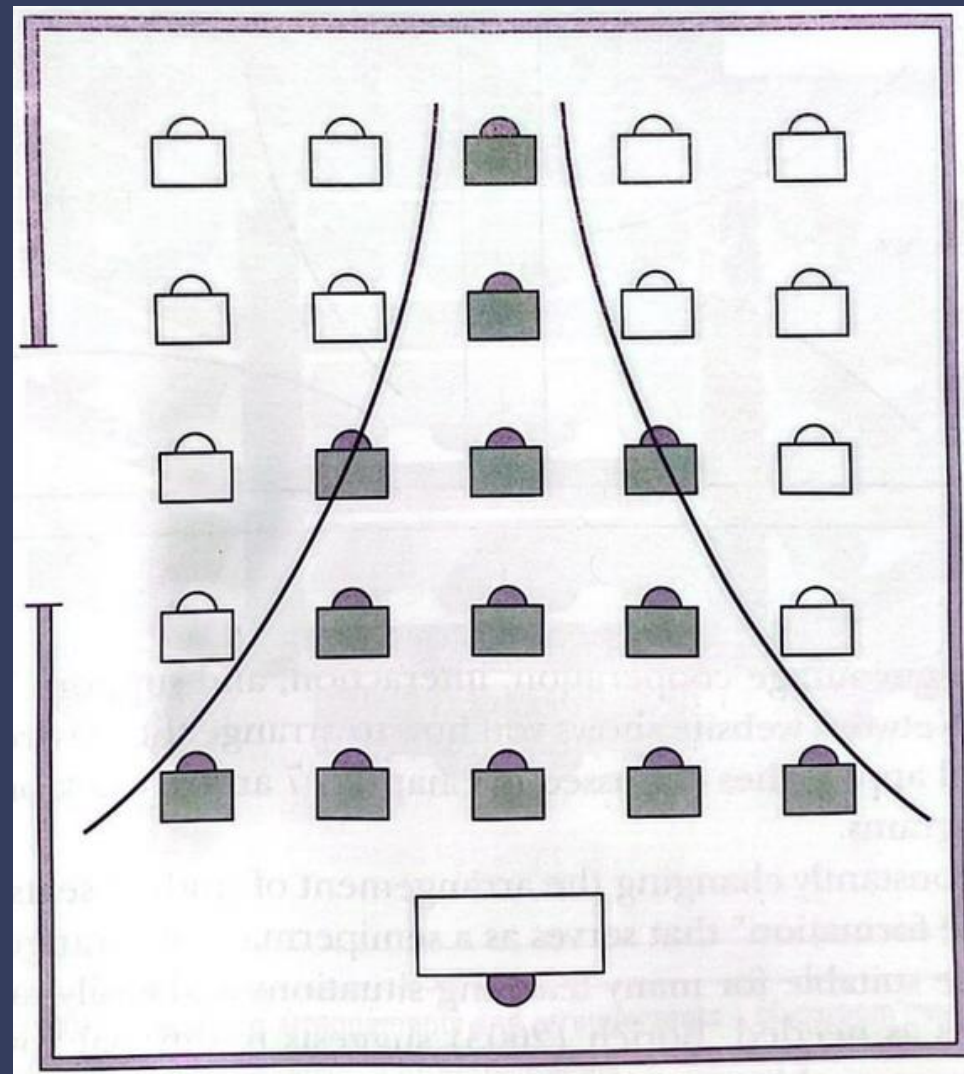
EQUIPMENT AND MATERIALS

Providing students ready access to reference books, computers, and supplies will reduce the number of times you need to handle supplies or give instructions.

ROOM ARRANGEMENT

Research attests to the impact of room arrangement on students' behavior and learning. It suggests that an attractive, well-organized environment leads to more positive attitudes, better grades, and more receptive students. Further, students persist longer at tasks, participate more in discussions, and feel closer to the group in pleasantly arranged classrooms.

ESTABLISHING THE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT

Planning the psychological environment

1 tone

2 task orientation

3 organization

TONE

An inviting classroom is an appealing, positive place that provides a sense of physical and emotional safety for students and the teacher. That is, it has a **positive tone**.

TONE

Maslow described the most basic human need as that for safety and security, followed by a need for acceptance or esteem and recognition.

Only when these needs have been met is it possible to fulfill the human need for aesthetic pleasure and mental challenges. This suggests that students are most able to learn and to behave appropriately when they feel safe, secure, and accepted.

TASK ORIENTATION

A classroom with a positive psychological environment is a busy, task-oriented place. In task-oriented classrooms, students perceive there are definite learning goals to pursue and believe they will be held accountable for reaching those goals. Relatedly, they spend most of the classroom time working toward those goals. Even during free time, the classroom environment should encourage inter-lectual exploration. For example, learning centers displaying enrichment books and motivational posters add to a task-oriented environment. Simply by placing an unusual object on your desk or on a table, perhaps something from your travels or another culture, you can stimulate such inquiries as "What is this?" and foster interaction and cognitive growth.

ORGANIZATION

A classroom with a positive psychological environment is also organized in a predictable way. Clear, concise, concrete limits define appropriate behavior and learning. Routines provide structure by establishing when the computer can be used, how to turn in papers for grading, when to sharpen pencils, and how to gain the teacher's attention.

ESTABLISHING CLASSROOM RULES AND ROUTINES

A predictable classroom is less stressful.

1

developing
classroom rules

2

developing
classroom
routines

DEVELOPING CLASSROOM RULES

- **Five to eight rules** is the maximum number that students can easily recall.
- The wording of the rules should be **simple and specific** enough to avoid alternative interpretations.
- It is also best to state rules positively and to explain the **desired behavior**. For example,"keep your eyes on the teacher" is betterthan "no looking around."
- Finally, rules should be posted in a **prominent place** for all to see. **Using pictures** to illustrate rules helps young children, those with visual learning styles, and students with reading or language difficulties.

EFFECTIVE MANAGERS ESTABLISH FOUR TYPES OF ROUTINES IN THEIR CLASSROOMS:

1
management
routines

2
activity
routines

3
instructional
routines

4
executive
planning
routines

MANAGEMENT ROUTINES

They involve **nonacademic** matters such as:

- distributing and collecting materials and papers
- leaving and entering the room
- making transitions between activities and classes
- cleaning the room
- taking attendance.

They are the **nuts and bolts** of a smoothly functioning classroom.

ACTIVITY ROUTINES

- include the location, duration, and participants
- specify the content, structure, and sequence of the activity, and let students know what materials are needed
- provide important guidelines for appropriate student behavior and interactions.

INSTRUCTIONAL ROUTINES

- giving directions
- demonstrating
- instructing, monitoring
- reviewing
- questioning students.

All directions must be clearly presented,
reinforced, and checked.

EXECUTIVE PLANNING ROUTINES

include establishing **how**, **when**, and **where** you will complete your **teaching tasks**.

These routines are personal, and vary tremendously from teacher to teacher.

EVEN THE BEST LEARNING ENVIRONMENT CAN DETERIORATE IF IT IS NOT MAINTAINED

MONITORING STUDENTS' BEHAVIOR

1

holding students accountable

2

rewarding and reinforcing students

HOLDING STUDENTS ACCOUNTABLE

Teacher behaviors that hold students accountable:

- withitness
- overlapping
- smoothness and momentum
- group alerting.

REWARDING AND REINFORCING STUDENTS

Behavior that is rewarded is strengthened and therefore likely to be repeated.

- social reinforcers
- activity reinforcers
- tangible reinforcers.

STUDENT MISBEHAVIOR

Student misbehavior is any action that the teacher perceives as disruptive to the order of the classroom. Misbehavior ranges from very subtle actions to physically aggressive behavior.

STUDENT MISBEHAVIOR

It is important to keep in mind that there is **no foolproof method for correcting misbehavior**. No single discipline technique will solve the variety of behavior problems exhibited in today's classrooms.

To respond to misbehavior in an effective, professional way, teachers must carefully consider the context of the misbehavior and the student's motivation before choosing how to react. That is, they must be **good classroom problem solvers.**

WHY STUDENTS MISBEHAVE

Students misbehave in order to meet four basic needs:
- seeking attention - They distract teachers and classmates by making noises, using foul language, and causing interruptions during class.
- seeking power. These students want to be in control and want things done their way. To show the teacher and classmates that "you can't push me around," they refuse to comply with rules or requests and are likely to challenge and argue with others.

3. seeking revenge. The misbehavior often occurs in response to an earlier power struggle in which the student felt embarrassed, humiliated, or treated with disrespect in front of peers. Students seeking revenge may threaten physical harm or get revenge indirectly by breaking, damaging, or stealing property.

4. seeking isolation. These students are trying to avoid failure. They feel inadequate and believe they can't live up to their own, their family's, or the teacher's expectations. They procrastinate, pretend to have disabilities, and turn in incomplete work hoping everyone will leave them alone so they won't have to face the fact they aren't working up to their potential. Unfortunately, being left alone only encourages feelings of inadequacy.

SOME MISBEHAVIOR IS ACTUALLY CAUSED BY TEACHERS. SYLWESTER IDENTIFIED FOUR TEACHER BEHAVIORS THAT CAUSE MISBEHAVIOR IN THE CLASSROOM.

- inadequate preparation
- differential treatment of students
- verbal abuse
- unfair responds to misbehavior

DECIDING HOW TO REACT TO MISBEHAVIOR

An **intervention** is something undesirable, painful, or discomtorting that is applied to the student in response to misbehavior.

Intervention strategies include:
- extinction
- mild desists
- reprimands
- time-out
- severe punishment.

REESTABLISHING THE LEARNING ENVIRONMENT

No matter what intervention you choose to employ in a given classroom situation, you will need to reestablish a positive classroom climate and a positive relationship with the offending student as soon as possible. After all, the message you want to convey is that while the behavior is unacceptable, the student is an acceptable person and an important part of the learning community.

EFFECTIVE CLASSROOM MANGEMENT CHECKLIST

5 PROBLEMS DISCUSSION

STEM LEARNING

Managing Behaviour for Learning

★★★★★ 4.8 (559 reviews)

Transform your classroom management by building trust and improving behaviour, with this CPD-certified course for teachers.
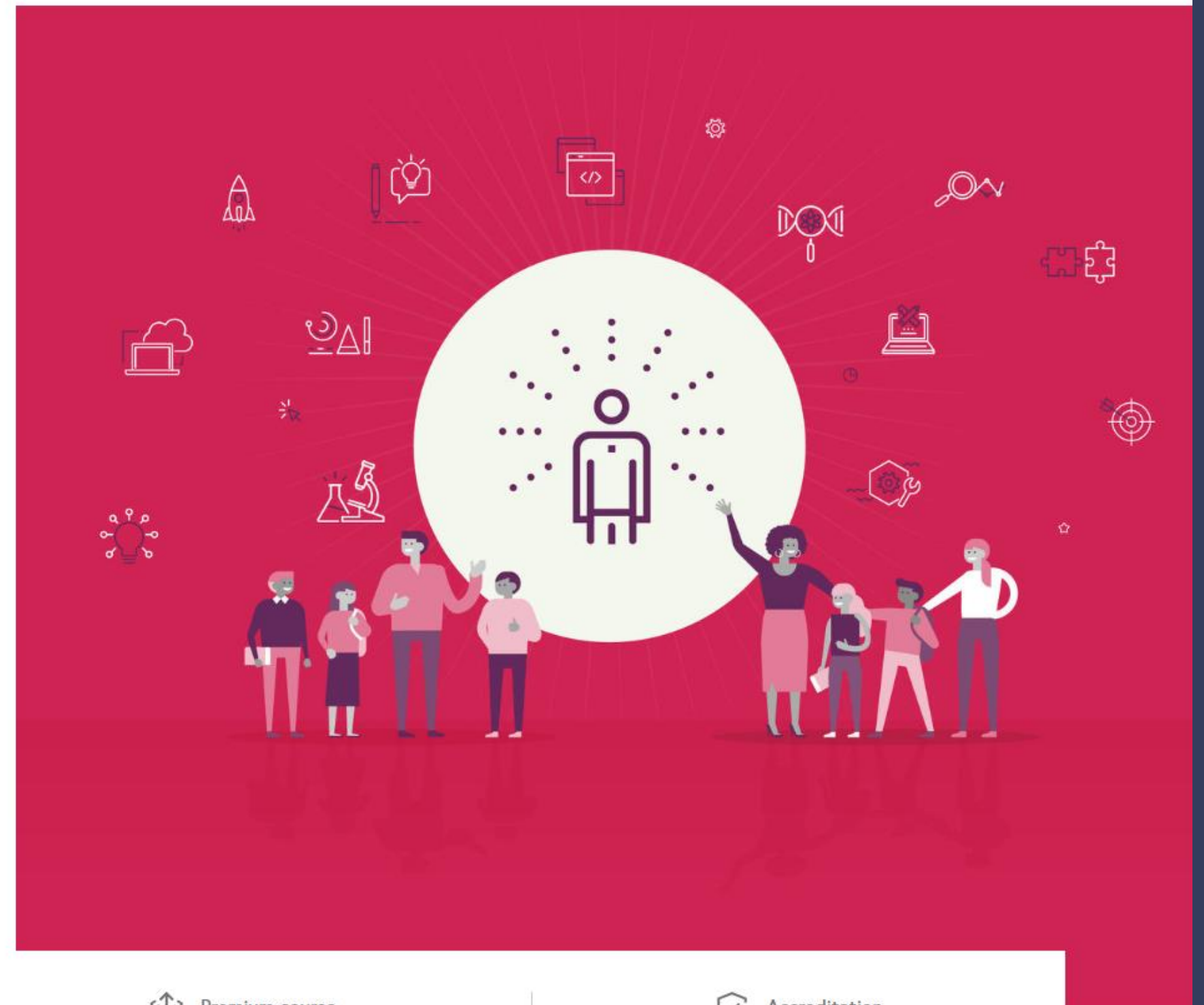
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FURTHER LEARNING

In your free time please watch and read the following:

- #englishposter_about_behaviourmanagement
- [video 1](#)
- [video 2](#)
- [video 3](#)
- [30-second intervention](#) (post)
- [chaos in the classroom](#)
- [scripts](#)
- [year 6 maths](#)