CLASSROOM MANAGEMENT

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What is Classroom Management?

- It's effective discipline
- It's being prepared for class
- It's motivating your students
- It's providing a safe, comfortable learning environment
- It's building your students' self esteem
- It's being creative and imaginative in daily lessons

And . . .

... It's different for EVERYONE!!

WHY?

- Teaching Styles
- Personality/Attitudes
- Student population
- Not all management strategies are effective for every teacher

Try different strategies to see if they work for you

Classroom Management Areas

- Creating and Maintaining Motivation
- Maintaining Classroom Control and Discipline
- Organizing Learning Activities

Creating and Maintaining Motivation

- Cajkler and Addelman (2000):

  To keep levels of motivation high, language teachers should adopt "critical attitude" to the activities and tasks they use and the expectations they create.

Maintaining Classroom Control and Discipline

- Establishing Routines
    - * teaching stages
- Finding a Balance
    - * getting known the children
    - * establishing class rules
- Getting the Pupils' Attention
    - * establishing a signal (FREEZE, class yell)
- Finding an Acceptable Noise Level
- Giving praise (what & who)

Establishing Class Rules

Sample Rules for the Elementary Level	Sample Rules for the Secondary Level
• Be polite and helpful. • Take care of your school. • Behave in the cafeteria. • Do not hit, shove or hurt others. • Keep the bathroom clean.	• Bring all needed materials to class. • Be in your seat and ready to work when the bell rings. • Obtain permission before speaking or leaving your seat. • Respect and be polite to all people. • Respect other people's property.

Establishing Consequences

Level of Significance	Reward	Penalty
Mild	• Smile • Compliment • Cheery note on assignment • Small amount of tokens traded for small reward	• Eye contact • Have students state rule broken • Change seats • Confiscation of forbidden objects or notes

Organizing Learning Activities

- Dealing with bilingual pupils
- Managing pair and group work

* Tips for successful grouping:
  1. Explain what is expected before putting pupils into pairs or groups
  2. Monitor and help the pupils while they work in pairs or groups
  3. Develop a cue or procedure for putting pupils into pairs or groups

Mixed Ability Teaching

1. The text used
2. The task used
3. The support provided
4. The outcome demanded
5. The ability group used
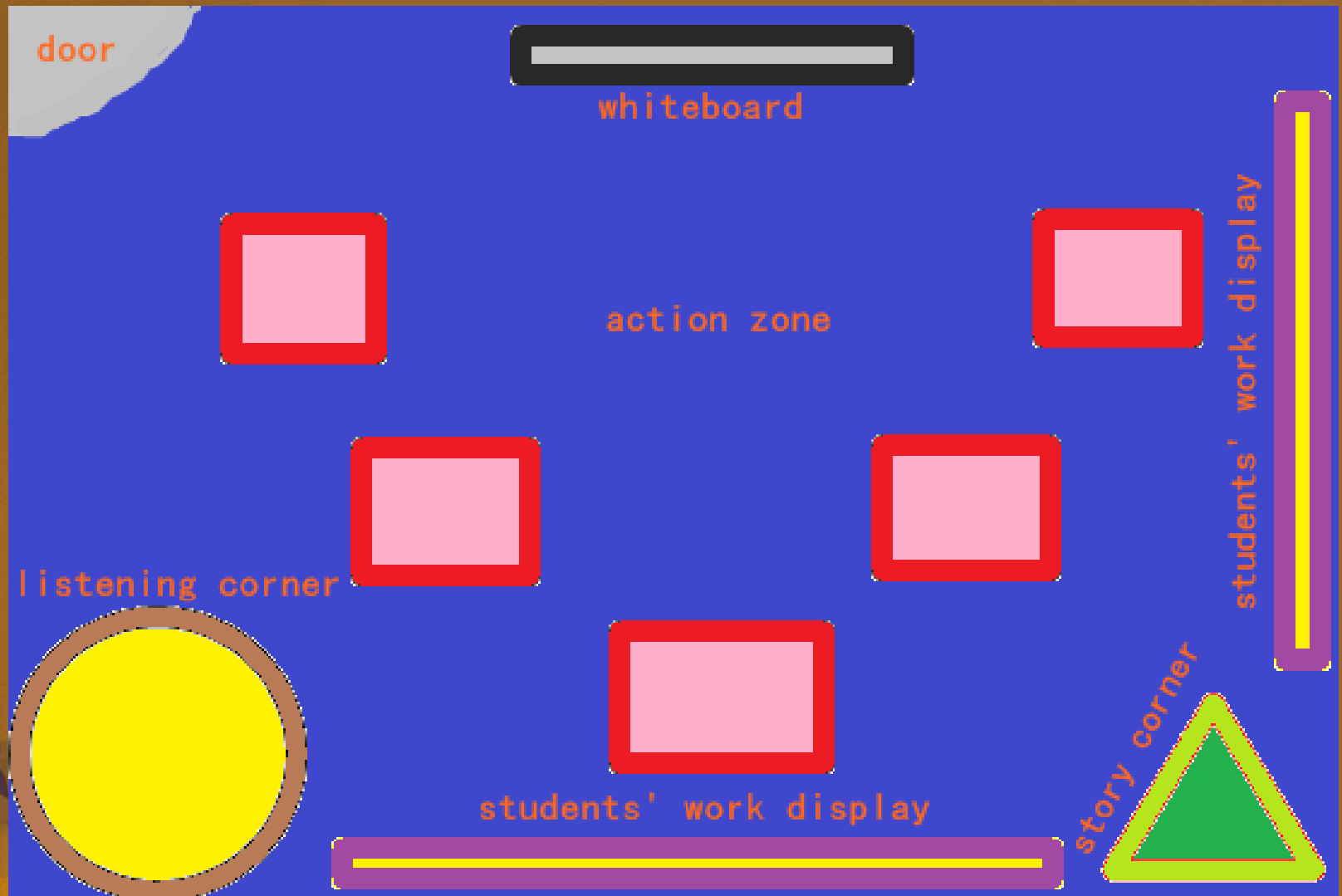6. The range of activities used
7. The choice of activity
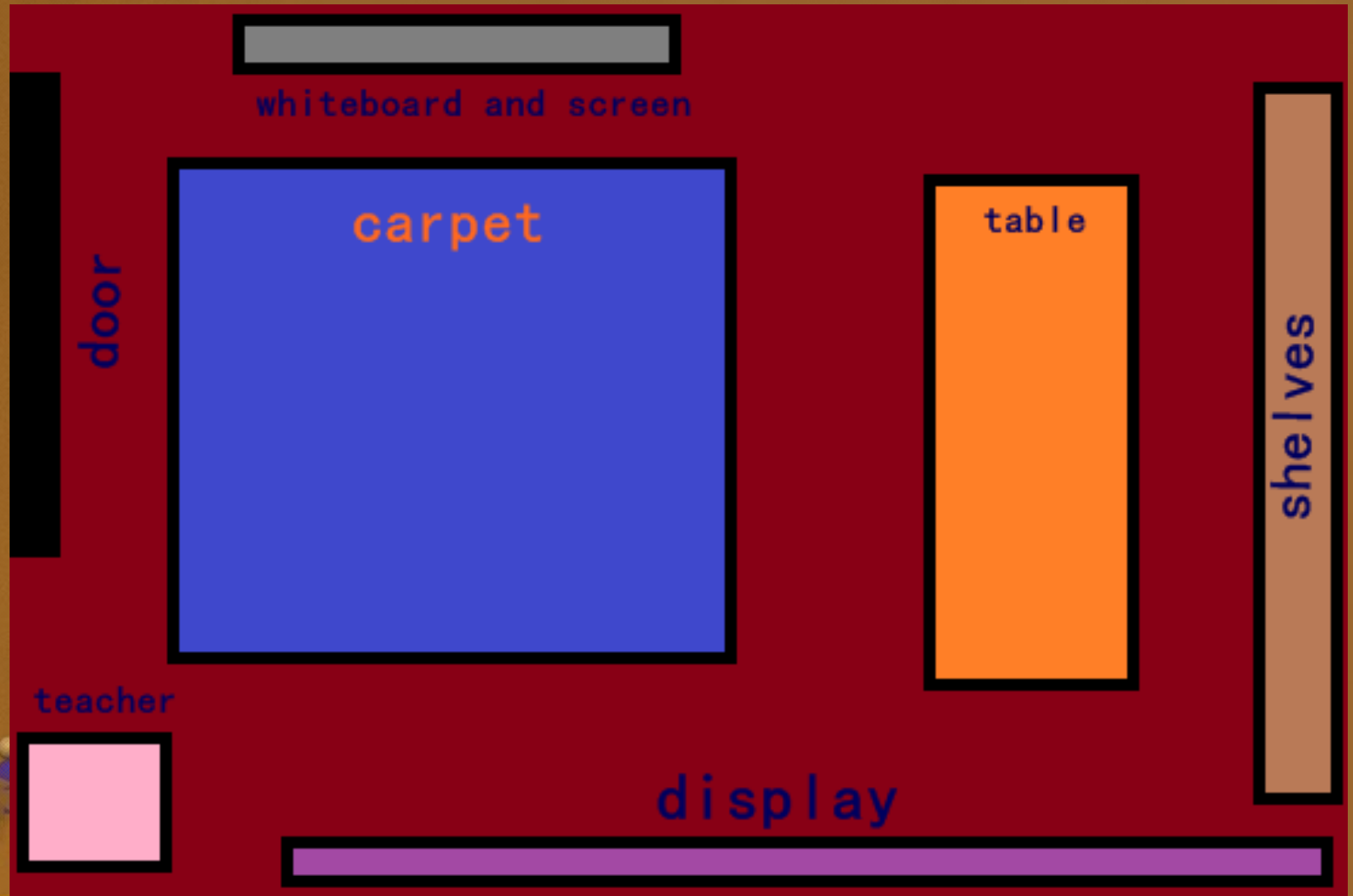
Arranging Classroom

Things to consider:

1. Number of students

2. Size and shape of the classroom

3. Placement of non-movable items

4. Available furniture

5. Types of lesson or activities that will take place

Classroom Organization and Layout

door

whiteboard

action zone

students' work display

listening corner

students' work display

story corner

Classroom Organization and Layout

Giving Instruction

1. Speak clearly and slowly
2. Use short, simple phrases or sentences
3. Do not use idioms or slang
4. Use repetition
5. Check for understanding
6. Demonstrate complicated instructions
7. Develop a list of simple and clear instruction and use them in routines
8. Add new instructions and classroom language gradually

Correcting Mistakes

- Tips in correcting mistakes

  1. Identify the mistake for the students (direct correction)

  2. repeat the sentence and let students correct the mistake

  3. ask a question or use body language to indicate something is not right

  4. don't blame the students for the mistake

  5. encourage the students

Planning a Lesson

- A good lesson is
  - * adaptable & flexible
  - * is a back-up system
  - * has a clear objective
  - * has a variety of activities, skills, interaction
  - * has an appropriate level of challenge
  - * is well prepared, well planned, well timed
- The use of lesson plan:
  - * makes a teacher feel confident since he/she knows what to do in every teaching stage,
  - * students will feel secure & comfortable since they know what to expect & what is expected

What is in a Lesson Plan

1. Identity (name of school, name of subject, competence, indicators, text type, skill, time)
2. Teaching Objective
3. Materials
4. Technique
5. Procedure
6. Learning Resource
7. Assessment