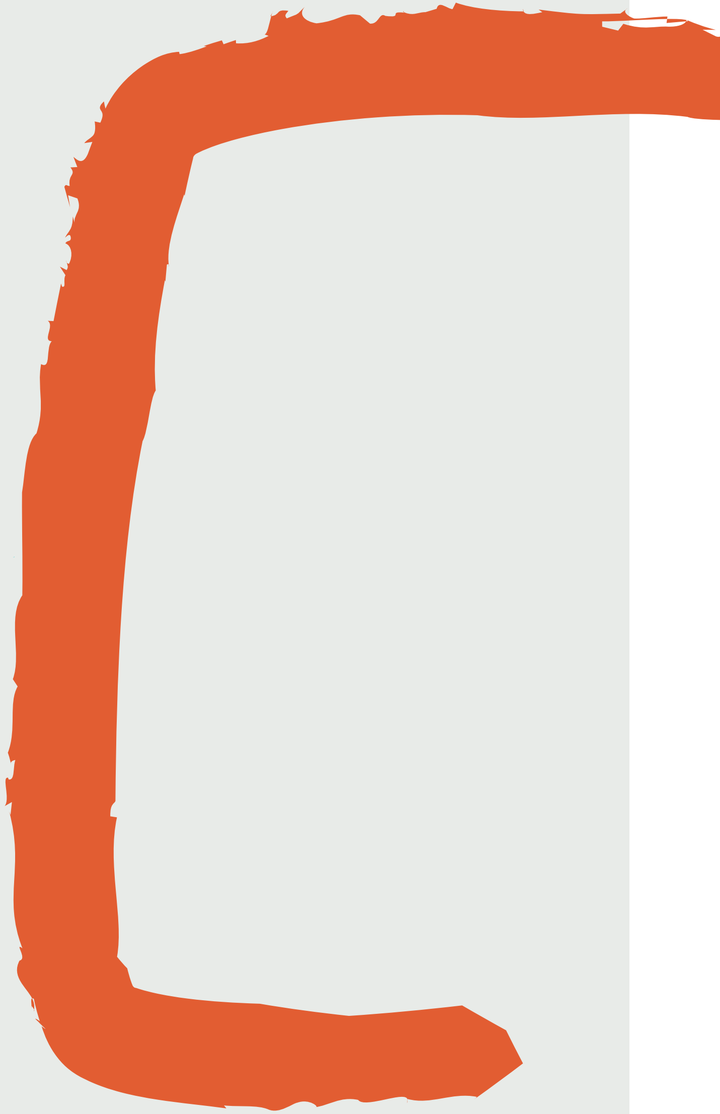
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Teacher development training

Classroom Management Part 1



Un PROGRAMA de:

Telefónica FUNDACIÓN

"la Caixa"

Remember where we come from

In the previous session we established the vision for our students and learned how to plan a lesson based on objectives.



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New challenge

Now it is time to get into the class...



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The nightmare



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Have you had any of these situations over the last month?

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Regarding the efficiency of the use of time in the classroom

“My students take too much time getting ready to start the class or to transition from one activity to another.”



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Regarding the efficiency of the use of time in the classroom

“Some of my students are not 100% focused on the activity we are doing, but are distracted or talking about other issues.”



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Regarding the effectiveness of communication in the classroom

“To get the attention of all the students quickly, I have to shout.”



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Regarding the effectiveness of communication in the classroom

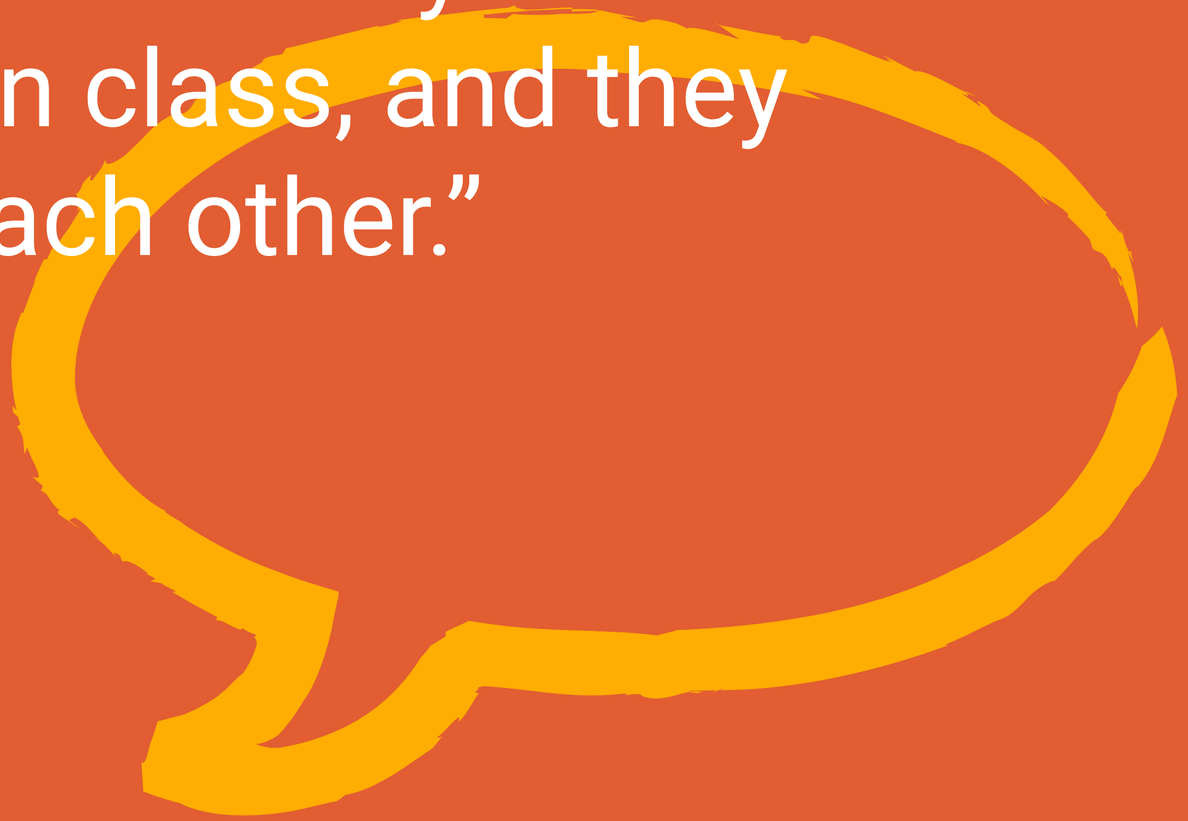
“Sometimes I give an instruction and, later, I realise that there were students who weren’t listening to me.”



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Regarding the effectiveness of communication in the classroom

“My students do not follow any order to speak or participate in class, and they very often interrupt each other.”



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Regarding the behaviour of students in the classroom

“Sometimes there are students in class who behave in ways that don’t help them or others to learn.”



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At the end of the session you will be able to:

- Explain what is classroom culture and its importance.
- Describe the four classroom management styles and identify yours.
- Discover the dimensions involved in creating a classroom culture.
- Learn how to carry out strategies related with building character and trust in the students.

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Part 1:

Classroom culture

What does **classroom culture** mean?

Why is it important?

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What comes to mind when we talk about creating the classroom culture?

Classroom management?

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What comes to mind when we talk about creating the classroom culture?

Classroom management?

Silence?

Good behaviour?

Rules and consequences?

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Classroom culture means creating an environment that favours learning in three ways:



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Classroom culture means creating an environment that favours learning in three ways:

Maximising learning time.



Classroom culture means creating an environment that favours learning in three ways:

Maximising learning time.

Promoting effective classroom communication.



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Classroom culture means creating an environment that favours learning in three ways:

Maximising learning time.

Promoting effective classroom communication.

Promoting student behaviour that is conducive to learning.

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Classroom culture is an absolute must

It has a direct impact in your ability to be an effective educator as well as your students' success as learners. It will also allow you to enjoy your time in the classroom.

If your classroom is out of control, it will not matter how passionate you are about your subject or how structured your lesson plan is. Nor even how truly dedicated to children you are, learning will be negatively impacted.

It depends on you!

“With every interaction in a school, we are either building culture or destroying it.”

James Comer



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Part 2:

Classroom management styles

Do you know which is your classroom management style?

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Test yourself!

Complete the quiz and discover your classroom management style.

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Check the results!

Which is your classroom management style?

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Low involvement  High involvement

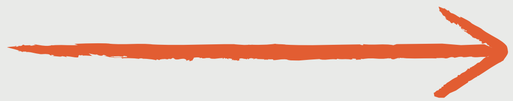
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High control



Low control

Low involvement



High involvement

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High control

Low control

Low involvement

High involvement

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High control

Low control

Authoritarian

I’m the boss **Strict**

Directive **Because I said so...**

Low involvement → High involvement

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High control



Low control

Authoritarian

I’m the boss **Strict**

Directive **Because I said so...**

Permisive

You’re the boss **Blurred relationship**

Difficulties to say “no”

Low involvement → High involvement

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High control

Low control

Authoritarian

I'm the boss

Strict

Directive

Because I said so...

Indifferent

Uninterested

Passive

Neglectful

Permisive

You're the boss

Blurred relationship

Difficulties to say "no"

Low involvement

High involvement

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High control



Low control

Authoritarian

I'm the boss

Strict

Directive

Because I said so...

Authoritative

Firm but fair

Respectful

Supportive

Indifferent

Uninterested

Passive

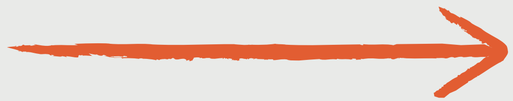
Neglectful

Permisive

You're the boss

Blurred relationship

Difficulties to say "no"

Low involvement  High involvement

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Part 3:

Strategies to create a strong classroom culture

What does **classroom culture** mean?

Why is it important?

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Groups of strategies	Dimension
Building character and trust	Involvement
Establishing systems and routines	Control
Planning the rules and consequences	Control
Using corrections	Involvement + Control
Using consequences	Involvement + Control

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Building character and trust

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Building character and trust

Build your community

- Provide activities that allow class members to know each other.

  Student + Teacher

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Building character and trust

Build your community

- Provide activities that allow class members to know each other.

  Student + Teacher

- Teamwork not only with their best friends.

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Building character and trust

Build your community

- Provide activities that allow class members to know each other.

  Student + Teacher

- Teamwork not only with their best friends.
- Turn coexistence problems into teachable moments.

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Building character and trust

Get to know your students

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Building character and trust

Get to know your students

- Learn the basics: names, hobbies…

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Building character and trust

Get to know your students

- Learn the basics: names, hobbies…
- Recognise student's existence.

Building character and trust

Get to know your students

- Learn the basics: names, hobbies…
- Recognise student’s existence.
- Go deep to empathise.

  Begin with the most challenging

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Building character and trust

Positive Framing

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Building character and trust

Positive Framing

Situation

Student does not meet an expectation.

Student needs a correction to sustain or elevate effort.

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Building character and trust

Positive Framing

Situation

Student does not meet an expectation.

Student needs a correction to sustain or elevate effort.

Teacher uses positive tone to deliver constructive feedback or clear directions

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Building character and trust

Positive Framing

Situation

Student does not meet an expectation.

Student needs a correction to sustain or elevate effort.

Teacher uses positive tone to deliver constructive feedback or clear directions

Result

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Building character and trust

Positive Framing

Situation

Student does not meet an expectation.

Student needs a correction to sustain or elevate effort.

Teacher uses positive tone to deliver constructive feedback or clear directions

Result

Students are more motivated by getting a positive outcome than by avoiding a bad one.

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Positive Framing

Making corrections

Positive Framing

Making corrections

- Live in the Now.

  Talk about what should happen next, rather than what went wrong.

Stop saying	Start saying
“Tope, stop looking back at Nala!”	“Tope, please, show me your pencil working away.”

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Stop saying	Start saying
“Tope, stop looking back at Nala!”	“Tope, please, show me your pencil working away.”
“Third grade, your eyes are not on the speaker.”	“Third grade, Tope is describing the setting. Show me your best tracking while she is talking.”

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Stop saying	Start saying
“Tope, stop looking back at Nala!”	“Tope, please, show me your pencil working away.”
“Third grade, your eyes are not on the speaker.”	“Third grade, Tope is describing the setting. Show me your best tracking while she is talking.”
“You still haven’t used the technical terminology!”	“Good start. Let me see you write it one more time using the words of a scientist!”

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Positive Framing

Making corrections

- Assume the best

Building character and trust

Positive Framing

Making corrections

- Assume the best

"Tope, please wait to answer until Joel decides to join us."

"A couple of people forgot our rules about tracking, Tope. Give them a second before you start."

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Building character and trust

Positive Framing

Making corrections

- Assume the best

"Tope, please wait to answer until Joel decides to join us."

"A couple of people forgot our rules about tracking, Tope. Give them a second before you start."

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Building character and trust

Positive Framing

Making corrections

- Assume the best

  “It seems like some people forgot to write in complete sentences.”

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Positive Framing

Making corrections

- Assume the best

“It seems like some people might be confused.
This should be a silent activity, please.”

Building character and trust

Positive Framing

Making corrections

- Assume the best

"I'm glad to see so much enthusiasm for getting started, but please wait until Samia has finished her question."

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Positive Framing

Making corrections

- Assume the best

  “Whoops, I must not have been clear that wanted you to find all the verbs in the passage. Please continue working.”

Building character and trust

Positive Framing

Making corrections

- Allow anonymity

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Building character and trust

Positive Framing

Making corrections

- Allow anonymity

“Tope, make sure you did what I said.”

“Joel, I want to see you with your notes page in front of you.”

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Building character and trust

Positive Framing

Making corrections

- Allow anonymity

"Tope, make sure you did what I said."

"Check again to make sure you have followed the instructions".

"Joel, I want to see you with your notes page in front of you."

"Fourth grade, make sure you have got your pencil out and your notes in front of you."

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Building character and trust

Positive Framing

Making corrections

Delivering directions

Explain the reasons behind what you ask.

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Building character and trust

Positive Framing

Making corrections

Delivering directions

Explain the reasons behind what you ask.

“Because I said so.”

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Building character and trust

Positive Framing

Making corrections

Delivering directions

Be a model by treating students respectfully.

Building character and trust

Positive Framing

Making corrections

Delivering directions

Be a model by treating students respectfully.

“Please” + “Thanks” + “Sorry”

Building character and trust

Positive Framing

Making corrections

Delivering directions

Never ever lose your temper

Building character and trust

Positive Framing

Making corrections

Delivering directions

Never ever lose your temper

~~Yelling~~

~~Making idle threats~~

~~Taking bad behaviour personal~~

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Video 1

Positive Framing

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Building character and trust

Positive Reinforcement

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Building character and trust

Positive Reinforcement

Situation

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Building character and trust

Positive Reinforcement

Situation

Student meets an expectation.

Student exceeds an expectation.

Student struggled and succeed.

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Building character and trust

Positive Reinforcement

Situation

Student meets an expectation.

Student exceeds an expectation.

Student struggled and succeed.



ProFuturo

Building character and trust

Positive Reinforcement

Situation

Student meets an expectation.

Student exceeds an expectation.

Student struggled and succeed.



Result

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Building character and trust

Positive Reinforcement

Situation

Student meets an expectation.

Student exceeds an expectation.

Student struggled and succeed.



Result

Student’s self esteem rises.

Other students are reminded of expectation.

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Building character and trust

Positive Reinforcement

Recognise every effort but distinguish between:

Acknowledgement	Praise

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Building character and trust

Positive Reinforcement

Recognise every effort but distinguish between:

Acknowledgement	Praise
Thanking students for doing what is expected of them. “Thanks for…” “I appreciate…”	

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Building character and trust

Positive Reinforcement

Recognise every effort but distinguish between:

Acknowledgement

Thanking students for doing what is expected of them. “Thanks for…” “I appreciate…”

Praise

Emphasising actions of students that exceed the expectations. “Fantastic!” “Awesome”

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Positive Reinforcement

Acknowledgement

Praise

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Look at this situation…



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Look at this situation…

Acknowledgement:

“Tope has her hand up; Joel wants to share his thoughts.”



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Look at this situation…

Acknowledgement:

“Tope has her hand up; Joel wants to share his thoughts.”

Praise:

“Oh, amazing! Tope has her hand up! And, Joel, it’s fantastic that you want to share your thoughts!”



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Look at this situation…

Acknowledgement:

“Tope has her hand up; Joel wants to share his thoughts.”

Praise:

“Oh, amazing! Tope has her hand up! And, Joel, it’s fantastic that you want to share your thoughts!”



Be careful!
What message do we send by praising expectations?

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How demotivating would be…



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How demotivating would be…

“Awesome! You brought a pencil to class today!”



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How demotivating would be…

“Awesome! You brought a pencil to class today!”

Who will want to try their best when everything they do is labeled “great”?



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Video 2

Acknowledgement

Video 3

Praise

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Positive Reinforcement

Reinforce actions (effort, good work…), not traits.

Building character and trust

Positive Reinforcement

Reinforce actions (effort, good work…), not traits.

Reinforce behaviours as specifically as possible and focus on actions that students can choose to do. For example, a student can't choose to "be smart" but a student can choose to "go back and check their work."

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Stop saying

Start saying

ProFuturo

Stop saying	Start saying
“You are so smart!”	“You really wrestled this and took a risk.”

ProFuturo

Stop saying	Start saying
“You are so smart!”	“You really wrestled this and took a risk.”
“You are good at Maths!”	“I really liked that you never gave up. Even when it was hard”.

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Stop saying	Start saying
“You are so smart!”	“You really wrestled this and took a risk.”
“You are good at Maths!”	“I really liked that you never gave up. Even when it was hard”.
“You are good at Literacy!”	“I love that insight… it really helped that you went back and reread the passage. Nice.”

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Positive Reinforcement

Align praise with learning objectives.



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Positive Reinforcement

Align praise with learning objectives.

> You've worked hard on this essay, Joel. You've put in all the punctuation marks and revised the rules, so you've made fewer mistakes than in the previous one. You're getting closer to the goal."

Building character and trust

Precise Praise

Ensure praise feels genuine

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Precise Praise

Ensure praise feels genuine

- Positive tone + smile
- Use the name of the student
- Avoid sarcasm


Video 4
Positive reinforcement


Video 5
Positive reinforcement


Video 6
Positive reinforcement

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Practise what you have just learned

Acknowledgement or Praise?

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Final reflection

1. What have you learned that you didn’t know before?

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Final reflection

2. How does correcting with Positive Framing impact student-teacher relationships and classroom culture?

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Final reflection

3. How can you incorporate more Positive Reinforcement in your classes?

Until now have you used it to emphasise actions or traits?

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Final reflection

4. What 2 or 3 students are you going to prioritise when it comes to knowing them in depth and empathising with their situation to understand why they act the way they do?

Be specific. How are you going to approach the conversation?

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