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Teacher development training

Classroom Management Part 2

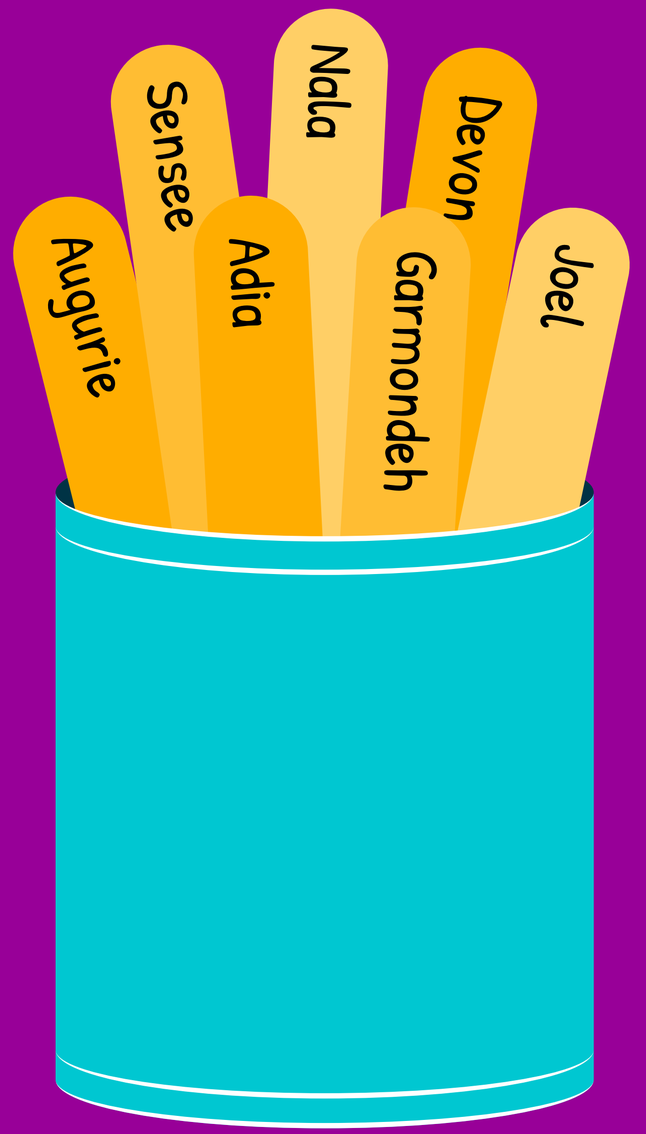


Un PROGRAMA de:

Telefónica FUNDACIÓN

"la Caixa"

Let’s recap some key concepts...



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1. What do we call classroom culture?

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

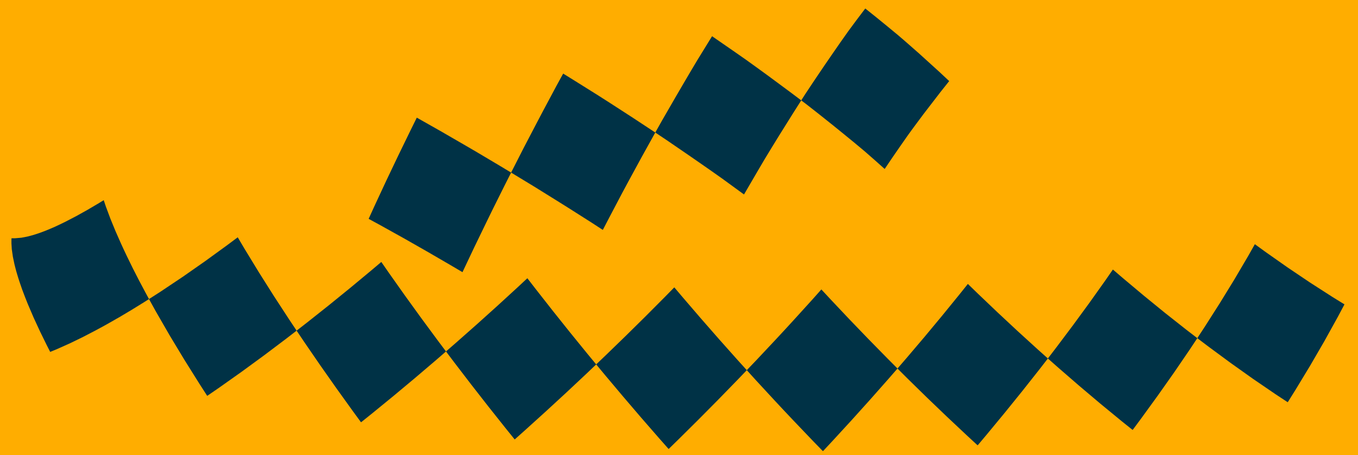
Maximising learning time.

Promoting effective classroom communication.

Promoting student behaviour that is conducive to learning.

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2. Why is it important?



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It impacts your ability to be an effective educator and enjoy your job

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and impacts the success of your students as learners.

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3. What dimensions are involved in the creation of the classroom culture?

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Involvement + Control

Genuine concern

Communication

Boundaries

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4. Which are the five groups of strategies for the creation of the classroom culture?

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

- Explain what a key classroom task is and list some of them.
- Understand the importance of implementing routines in the classroom.
- Design and incorporate procedures and routines for the beginning of the class.
- Design and incorporate procedures and routines to develop a clear communication among teacher and students.

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Part 1:

Key classroom tasks

What would you consider as a **key classroom task**?

Why are they so important?

Start the class

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Start the class

Make the transition from one activity to the next

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Start the class

Make the transition from one activity to the next

Distribute or collect materials

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Start the class

Make the transition from one activity to the next

Distribute or collect materials

Do the roll call

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Start the class

Make the transition from one activity to the next

Distribute or collect materials

Get 100% attention in order to give instructions effectively

Do the roll call

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Start the class

Make the transition from one activity to the next

Distribute or collect materials

Get 100% attention in order to give instructions effectively

Do the roll call

Organising student interventions

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Start the class

Make the transition from one activity to the next

Distribute or collect materials

Get 100% attention in order to give instructions effectively

Do the roll call

Organising student interventions

Time-consuming

Energy-consuming

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Create procedures for these daily activities.

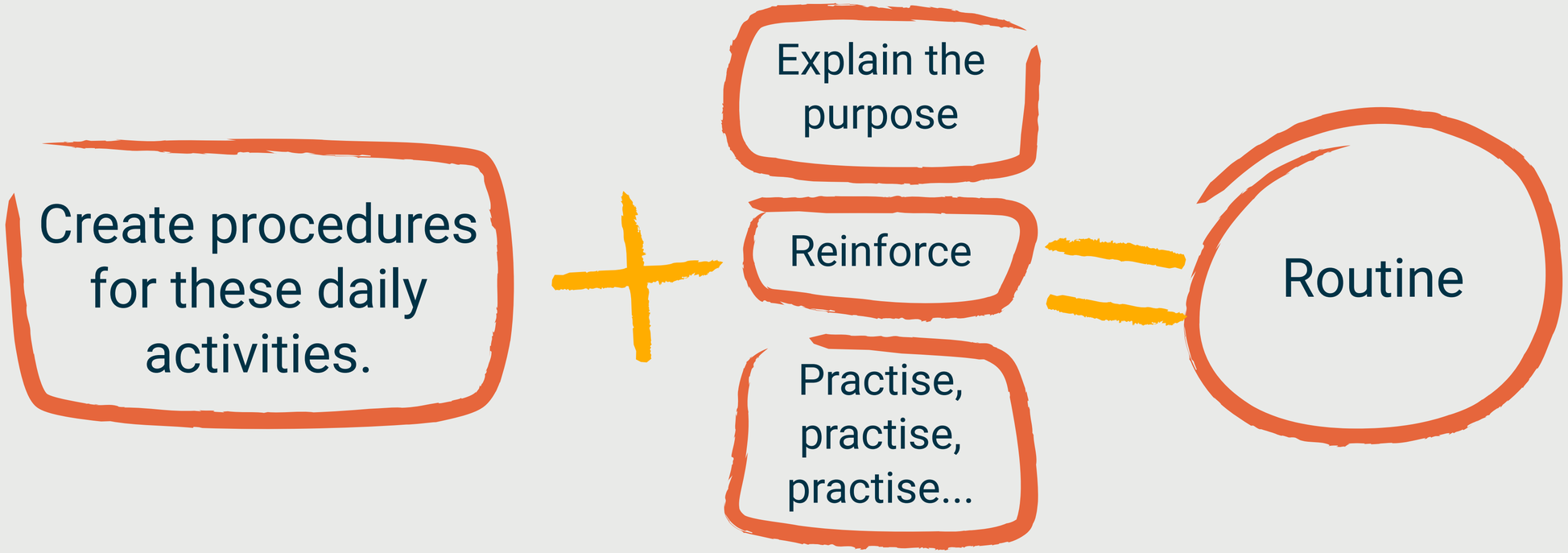
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Explain the purpose

Reinforce

Practise, practise, practise...

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Create procedures for these daily activities.
Explain the purpose
Reinforce
Practise, practise, practise...
Routine

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Routines save time and energy that can be used...

...by students to have more opportunities to learn.

...by teachers to dedicate more time to teaching.

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Part 2:

Routines for the beginning of the class



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Establishing routines

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Establishing routines

“My lesson begins as soon as I start teaching.”

VS

“My lesson begins as soon as my students and I walk through the door.”

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Establishing routines

Entry routine

- Make the most the learning time.

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Establishing routines

Entry routine

- Make the most the learning time.
- Reinforce behaviour expectations from the beginning.

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Establishing routines

Entry routine

- Make the most the learning time.
- Reinforce behaviour expectations from the beginning.
- Keep building the relationship with the students.

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Establishing routines

Entry routine

- 1. Threshold

Meet the students at the door and set or reinforce positive expectations before they even enter the room.

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Establishing routines

Entry routine

- 1. Threshold
- 2. Strong Start

Students get their seats and start the work immediately.

Establishing routines

Entry routine

- 1. Threshold
- 2. Strong Start
- 3. Do Now

Short assessment that students complete independently.

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Establishing routines

Entry routine

- 1. Threshold
- 2. Strong Start
- 3. Do Now
- 4. Review Now

"5, 4, 3, 2, 1… pencils down" and brief review of the Do Now.

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Video 1

Entry routine

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Practise what you have just learned!

1. Write a draft in your dossier with an entry routine adapted to your context, whether it is you who arrives in the classroom or your students who are in it first.

Practise what you have just learned!

1. Write a draft in your dossier with an entry routine adapted to your context, whether it is you who arrives in the classroom or your students who are in it first.

2. It does not necessarily have to be the same as the examples in the videos. The important thing is that it works for you and that you can use it from the next day in the classroom.

Practise what you have just learned!

3. Make sure you meet the criteria for success:

- There is an initial moment or Threshold where students perceive that they are already in class.

- Students know what to do at all times and no time is wasted.

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- At some point in the routine you greet students in a general or individualised way.

- It includes a Do Now as a warm-up that drives the class from the beginning.

- It includes an efficient transition from Do Now to Review Now.

- It includes a Review Now.

Roleplay

In groups of four: 1 Teacher (T) + 3 Students (S)

T. Explain the procedure to the students. (2 min)

T. Execute the procedure with the students. (2 min)

S. Give feedback to the teacher. (2 min)

Positive: “It was effective when…”
Growing areas: “Next time, try…”

Rotate roles.

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Part 3:

Routines: communication among teacher and students



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Establishing routines

Getting everyone's attention without yelling



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Establishing routines

Getting everyone's attention without yelling

- 1. Call 100%

Teacher's signal

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Countdown

+

Students make attention visible for you

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Establishing routines

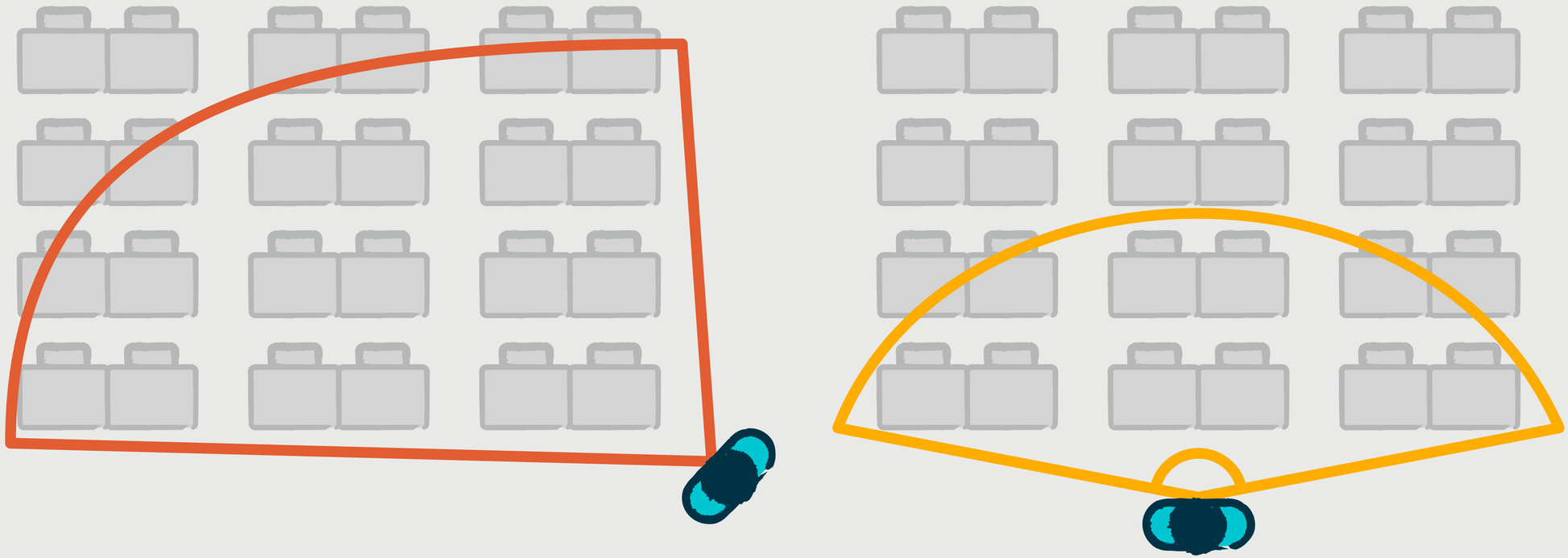
Getting everyone's attention without yelling

- 1. Call 100%
- 2. Radar

Scan your classroom from the best position.

(See and be seen)

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Establishing routines

Getting everyone's attention without yelling

- 1. Call 100%
- 2. Radar
- 3. Be seen looking

Ensure that students know you are scanning.

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Video 2

Call 100% + Radar + Be Seen Looking

Video 3

Call 100% + Radar + Be Seen Looking

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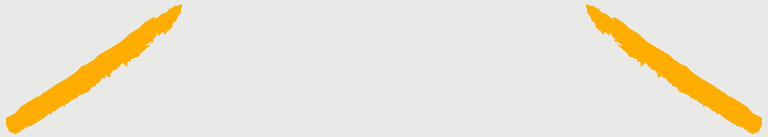
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But, what happens if the direction is not clear enough for them?

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But, what happens if the direction is not clear enough for them?

Some students will not follow the instructions because they don’t understand them.

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After getting everyone’s attention, the next step is to give instructions to the students.

But, what happens if the direction is not clear enough for them?

Some students will not follow the instructions because they don’t understand them.

Others may take advantage of the situation and will make the interpretation they feel that is most convenient for them.

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Where those situations lead us?

When instructions are not clear, you will end up investing some amount of time and energy to get, once again, the attention of 100%, deliver the instructions and clarify the misunderstandings.

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Unreal Defiance

Sometimes we take confusion for defiance or misbehaviour and the student gets a consequence, which can impact negatively the relationship with them.

Establishing routines

Delivering clear, concrete directions

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Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

“Don’t get distracted.”

“Stop making noise with the pencil.”

“Leave the pencils on the desk and track the speaker.”

Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

~~“Don’t get distracted.”~~

~~“Stop making noise with the pencil.”~~

“Leave the pencils on the desk and track the speaker.”

Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

Be specific

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Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

Be specific

Be concrete

Economy of language

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Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

- Be specific
- Be concrete
  Economy of language
- Sequence the steps

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Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

- Be specific
- Be concrete
  Economy of language
- Sequence the steps
- Make compliance visible

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Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

- Be specific
- Be concrete
  Economy of language
- Sequence the steps
- Make compliance visible

“Pay attention”

ProFuturo

Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

Be specific

Be concrete

Economy of language

Sequence the steps

Make compliance visible

“Pay attention”

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“Get started on your work.”

“Remember it’s supposed to be silent.”

“You will have 5 minutes to complete the exercise 1 of your paper.”

“You should be working silent, individually and using your notes.”

“5 minutes begins now.”

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“Get started on your work.”

“Remember it’s supposed to be silent.”

“You will have 5 minutes to complete the exercise 1 of your paper.”

“You should be working silent, individually and using your notes.”

“5 minutes begins now.”

ProFuturo

Establishing routines

Delivering clear, concrete directions

Explain what to do instead of explaining what not to do

- Be specific
- Be concrete
  Economy of language
- Sequence the steps
- Make compliance visible
- Check comprehension

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Video 4

Delivering clear, concrete directions

Video 5

Delivering clear, concrete directions

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Practise what you have just learned!

1. Read the hypothetical scenario:

You’re finishing up a class and want your students to work in groups and prepare a presentation about the unit.

Practise what you have just learned!

1. Read the hypothetical scenario:

You’re finishing up a class and want your students to work in groups and prepare a presentation about the unit.

2. You will have five minutes to write clear instructions and specific to that situation, making sure you comply with the criteria for success.

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Practise what you have just learned!

3. When time is up, pass your notebook to the person sitting to your right.

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Practise what you have just learned!

3. When time is up, pass your notebook to the person sitting to your right.
4. Read carefully the instruction written by your partner.

Practise what you have just learned!

3. When time is up, pass your notebook to the person sitting to your right.
4. Read carefully the instruction written by your partner.
5. Give feedback to the instruction by writing on it in pencil and return the notebook to your partner.

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Roleplay

In groups of four: 1 Teacher (T) + 3 Students (S)

T. Ask for 100% + Radar + Be Seen Looking + Give Instructions + Check Comprehension. (1 min)

S. Give “fast feedback” to the teacher. (2 min)

Glow: “It was effective when…”
Grow: “Next time, try…”

T. Repeats incorporating the Feedback. (1 min)

Rotate roles.

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Establishing routines

Making students listen to each other

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Making students listen to each other

Organise student’s interventions

Establishing routines

Making students listen to each other

Organise student’s interventions

Help them tracking the speaker

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Video 6

Reinforcing “track the speaker”

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Final consideration

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

2. What will be the main challenge for you when incorporating a procedure for the beginning of the class?

3. What will be the main challenge for you when giving clear instructions to your students?

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