

What is classroom management?

Your classroom management is the way that you manage students' learning by organising and controlling what happens in your classroom...

- Or the way that you consciously decide not to organise and control.
- Or the way that you delegate or relinquish such control to the learners.

It is also what happens (or doesn't happen) when you avoid or remain ignorant about these choices.

Improving education worldwide



"I would go as far as to assert that if most teachers in the world could get really good at just five or six of the key techniques (of classroom management), then the quality of education worldwide would hugely improve."

Jim Scrivener (2012)

14 Key Teacher Interventions

The things the teacher says or does are interventions. Some interventions are small (the raising of an eyebrow) and some are large (the explanation of a grammar point). Individually and cumulatively they are central to the creation of the learning environment.

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| <h3>Being supportive</h3> <p>1 By creating an evenly supportive environment, you help your students to feel valued and in doing so, you help them to value themselves.</p>  <p>SUPPORT</p> | <h3>Asserting authority</h3> <p>2 Discover and use your own natural authority rather than relying on the power that comes from the job title and your position in the school hierarchy.</p>  |
| <h3>Giving instructions</h3> <p>3 Give clear, effective instructions. Remember that for an instruction to be heard and understood, students must be listening to you and paying attention.</p>  | <h3>Telling</h3> <p>4 Convey facts in a way that is clear, comprehensible and memorable.</p>  |

Did you know... Start the UNIT - Gently to know the techniques come with use to find out more about your students' To learn the most from this...

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| <p>1 Students know each other's names.</p> | <p>2 You put students to stand up and stretch.</p> | <p>3 You suggest they exchange information about each other.</p> |
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| <h3>Eliciting</h3> <p>5 Draw language, information and ideas from the students rather than telling them everything.</p>  | <h3>Questioning</h3> <p>6 Questions are central to classroom life. Use them to keep one of the most engines of moving forward. Used poorly, they puzzle and demotivate.</p>  |
| <h3>Checking learning and understanding</h3> <p>7 An explanation or piece of theory that the students have not understood is potentially useless. After any explanation, you need feedback.</p>  | <h3>Being catalytic</h3> <p>8 Knowledge enhances learning and self-exploration in your students. Help them to make their own discoveries rather than telling them what to do.</p>  |

Did you know... In class, at various times when you are listening, ask yourself where you are located on the continuum at that moment. Awareness of what you do is the key to improving your listening skills, as simply asking yourself this question is already helping improve things.

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| 0 Listening is a structured way using a set of rules to your notes or phone that to the speaker. | 5 Listening as you normally do in an interview, but without a particular way. | 10 Consciously trying to hear your heart or feeling, and not necessarily for anything. |
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Structuring and signposting

1 To help give **shape and purpose** to the learning experience, teachers can help students better understand what is going on by **signposting** more clearly.





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| <h3>Giving encouragement, feedback & praise</h3> <p>10 Encourage students in appropriate ways, but avoid praising them when it may be unhelpful.</p>  | <h3>Giving difficult messages</h3> <p>11 Convey 'bad news' or negative messages in a clear and supportive way.</p>  |
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Permitting emotion

12 Create **opportunities** that allow the learners to **express more openly** how they **feel** about the course, lesson, activity, working modes and other **aspects** of the course.



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| <h3>Being unhelpful</h3> <p>13 Make deliberately non-helpful interventions in order to encourage different kinds of thinking and interaction.</p>  | <h3>Vanishing</h3> <p>14 Recognise that there are times in class when the teacher's absence may be more valuable than his or her presence.</p>  |
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