

Lecture

U02 Class Management Strategies 1

I. Intro

Good classroom managers understand how to use techniques that benefit the entire class. A teacher who consistently considers the classroom environment and uses good classroom management techniques can improve the general classroom environment within a few classes.

II. Key Concepts

A. What classroom elements need to be managed?

Classroom management requires includes the management of time, space, instructional delivery, and student behavior:

- Time –how the class routine is organized and maintained.
- Space – how the classroom layout is organized and utilized by teachers and students.
- Instructional delivery – how the students and teachers deliver content.
- Behavior – expectations of acceptable behavior for teachers and students.

III. Time

A. Understanding time as a resource can help to streamline the process of teaching while improving management.

Four different times to consider when working in the classroom:

- **Allocated time:** Allocated time refers to the amount of time teachers have during a typical day to work with learners. It is the total amount of class-time that teachers will spend with students in a given day, week, or month.
- **Instructional time:** Instructional time is the time that teachers spend instructing students. This includes team teaching time, time for presentations, time explaining instructions for the activities, and modeling.
- **Engaged time:** Engaged time is when students are actively involved in a task or object of learning. This is time when students are working with group work, pair work, a worksheet, or a test. During the engaged time, the role of the teacher becomes more of a facilitator, coach, guide, or assistant in the student learning process. Engaged time is also a part of academic learning time.
- **Academic learning time:** Academic learning time is the time when students were actually learning. During this time, students have an opportunity to practice with new information and materials.

B. Time Management

In a well-managed classroom, teachers should work towards creating an environment in which engaged time is 70% of the allocated classroom time. This improves opportunities for students to learn and cuts down the time where students can become distracted and bored. Roughly 30% of the classroom time can be used for instruction, however with careful planning, teachers can further reduce the amount of instruction time and increase the amount of engaged time.

In a typical classroom where teachers have about 45 minutes of allocated time, use the following as a guide:

- 5-10 minutes instruction
- 25-35 minutes engaged time

C. Strategies to increase engaged time

- Write instructions for the activities on the board, have students read the instructions, and begin working immediately. Students can ask questions as the co-teacher moves about the classroom.
- Divide the class and provide instruction at the same time as your co-teacher by treating the class like two small classes instead of one large class.
- Use a timer. Check how much time it takes to provide the instructions for an activity to help reduce the amount of time spent instructing.
- Provide work that utilizes students' prior knowledge of an activity. Repeating an old activity with different content reduces the need to provide new and unique instruction.
- Make an instruction box for students.

[Quick Check]

- What are the key areas of classroom management?
- Which classroom times does the teacher have the greatest ability to manage?
- Of the strategies for reducing instructional time, what are two you would like to try?
- What are some other ways you might try to increase student engagement?

IV. Space

A. Teacher's space and the student's space

From the minute students set foot in the classroom they are interacting with their space.

B. Ways to organize space:

- **Teacher Front/Student Rows:** This is a traditional use of space in which the teacher is in the front of the classroom. The students are separated at individual desks working in rows.

- Horseshoe: The horseshoe keeps students separated individually and puts the teacher in the center of the group. The horseshoe allows for more student interaction as students can turn to partners.
- Circle: In this classroom environment, students are separated at individual desks around a teacher who is in the center of the circle. This is similar to the horseshoe and also allows some flexibility for pair work.
- Roundtable: In this model, students sit in a circle, perhaps around a large table with the teacher as a part of the circle. Here the teacher is not at the center of the classroom but is incorporated with students.
- Pods: In a pod classroom students are organized in learning pairs or learning groups. In this type of classroom students spend more time looking at and working with each other. The teacher may have an area at the front of the classroom, however, to teach effectively with pods the teacher will always be on the move. In the pod style classroom, students feel more important as the room is focused on the student. The pod style classroom also encourages more peer interaction and can improve language fluency through easy opportunities to connect with other students.

C. Tips to help you decide how to organize the space in your classroom.

Speaking Practice- Use pods or pairs so students can speak and communicate with each other.

- Games: Pods work well for games, as students can work with the group more easily.
- Worksheets: A traditional style can work well for worksheets focused on grammar or structure. Pods can also be used to encourage several students to work together to complete one worksheet.
- Listening Activities: A traditional row style can be beneficial if the goal is to test or improve individual skills. Pods can be used here to help peers share knowledge and build comprehension as a group.
- Reading: When the goal of reading is individual comprehension, more traditional style of rows can be very useful. The horseshoe, circle, or roundtable works well for group discussions. Pods allow students to share insight about written materials.
- Card Activities: Pods work very well for card activities and encourage peer to peer communication.
- Test: For tests, a traditional style allows students to focus more closely on demonstrating their personal abilities. When assessing communication, pods can be used to demonstrate ability to speak with peers or in groups.

D. By keeping students engaged with activities and tasks, teachers reduce boredom, frustration, and distractions. This is important to consider when arranging the use of classroom space as well as classroom time.

More & More

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I. Typical Types of Behavior

A. lack of engagement

- sleeping during class
- playing with other students
- chatting with friends

B. lack of understanding

- frustration with their given work
- disinterest in the assigned task

C. problems from outside the classroom

- disrespecting the teacher or authority,
- destruction of school property,
- dangerous fighting
- abusive behavior to other students

II. Management Techniques

A. Preventative classroom measures

used by the teacher to stop management problems before they occur

B. Supportive classroom measures

support the teacher and student in keeping the class engaged, on task, and functioning

C. Corrective classroom measures

allow the teacher to address management problems in a clear and concise way that is understood by teacher and student

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III. Preventative Measures

A. For students...

- Have a clean lesson plan.
- Have a clear time plan.
- Be certain students are aware of the plan.
- Demonstrate respect to your students to encourage good behavior.
- Think about any situations your students might get into. Then, think about what they can do in that situation and show examples.

B. Allow students to work individually or in groups without teacher assistance.

- Questions
 - ✓ What are some phrases you might use to get students together in groups?
 - ✓ What about using tools to group your students?
 - ✓ What are your strategies?
- Idea
- Count out numbers one to six for each student when you make groups. This means you're going to have 6 groups.
- All students sit in their groups according to the number you gave them.

C. Model the behavior you want students to use on a daily basis. Students learn good behavior from your example.

- Teachers are students' mirror.
- Don't use inappropriate words to your students even if you get extremely frustrated.
- Don't call students by saying 'hey'.
- Remind students of the rules on a regular basis to put a classroom poster and point them when students do something wrong.
- Make a classroom rule poster.

More & More

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IV. Supportive Measures

A. When a student is misbehaving...

- Move closer to that student or stand next them.
- Make eye contact with a student to stop a problem.
- Make sure that that student knows you are watching him or her.
- Use hand signals or face gestures to indicate problems, or to signal students to stop bad behaviors.
- Move around the classroom as students work and check in to let students know you are paying attention.
- Make sure they know that you really care about what they are doing.
- Also, give students countdowns to let them know how much time is left for a task or to provide a challenge to finish.

B. Take away objects or materials in the classroom:

- mobile phones
- anything which distracting or contributing to poor behavior