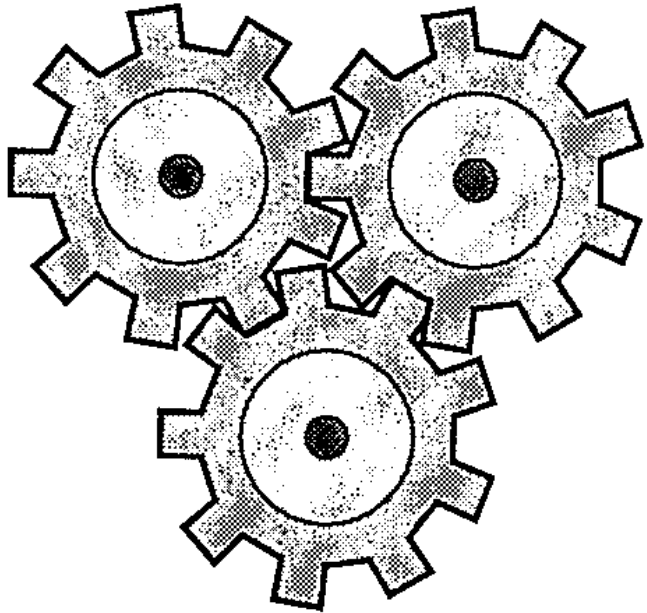


# **EFFECTIVE CLASSROOM MANAGEMENT AND HOW IT IMPACTS ON THE GENERAL DISCIPLINE IN YOUR CLASS**

# DISCIPLINE IS NOT AN ISOLATED COMPONENT OF TEACHING



## **WHAT IS THE FOCUS OF THIS PRESENTATION?**

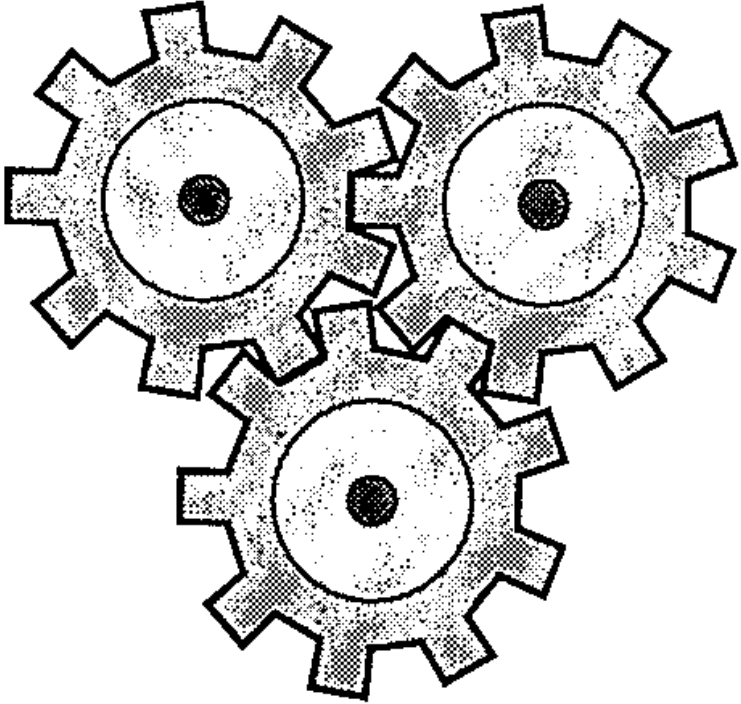
Discipline is an integral part of your classroom management and does not stand on its own – therefore there is no QUICK FIX.

There is also no ONE SIZE FITS ALL – you need to adapt to circumstances.

Discipline forms part of the entire relationship within a classroom.

It is the SMALL THINGS THAT MATTER!

# DISCIPLINE IS NOT AN ISOLATED COMPONENT OF TEACHING



## **SOME OF THE BUILDING BLOCKS**

Healthy relationships

Deliver on your promises!

Be consequent!

Your presence

Understand your  
context

Anticipate



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# CLASSROOM MANAGEMENT

Classroom management is not only determined by the educator. Learners are as much part of it and should know that they are co-responsible.

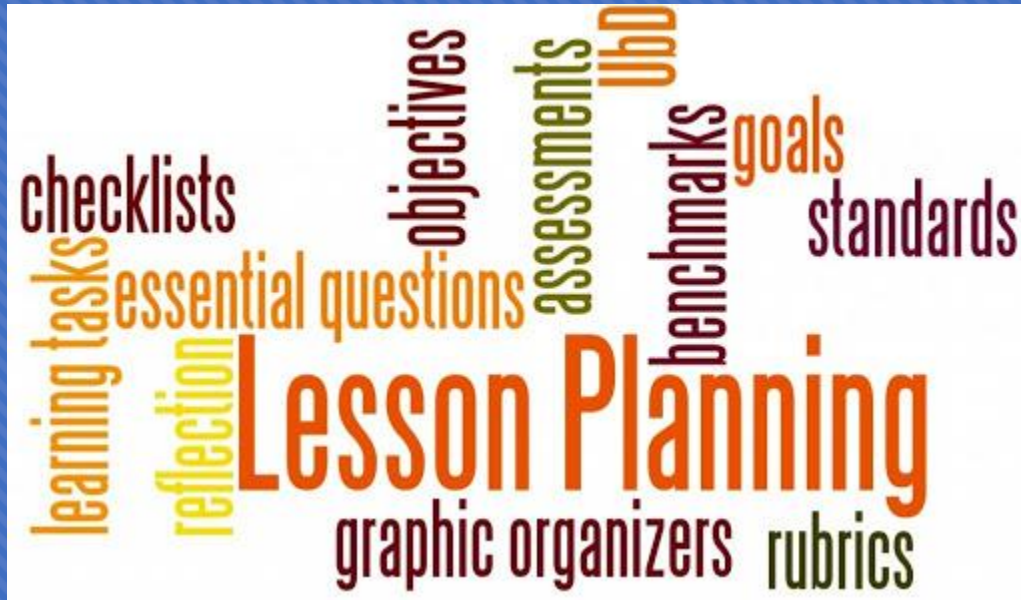
Get to know your learners asap. Who learns “differently” (ADHD, autism, Asperger, Tourettes etc.) – you **MUST** adapt to that.

Classroom management starts outside your class when learners line up to enter your classroom.

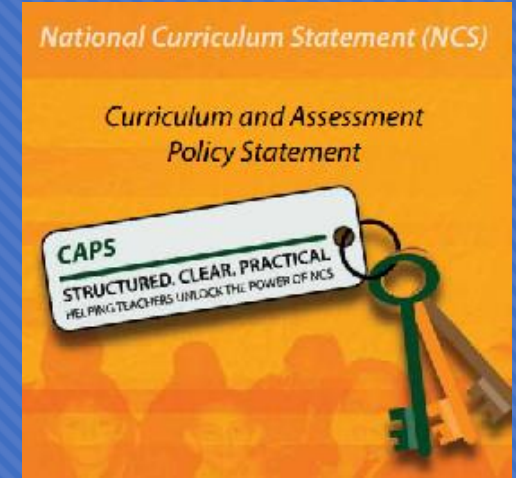
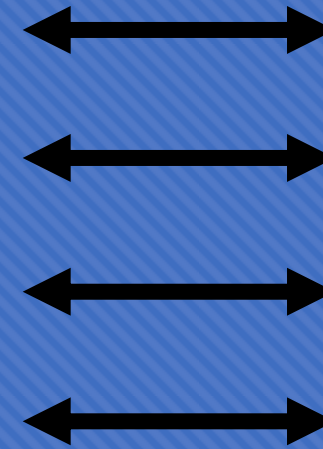




# PLANNING.....PLANNING.....PLANNING



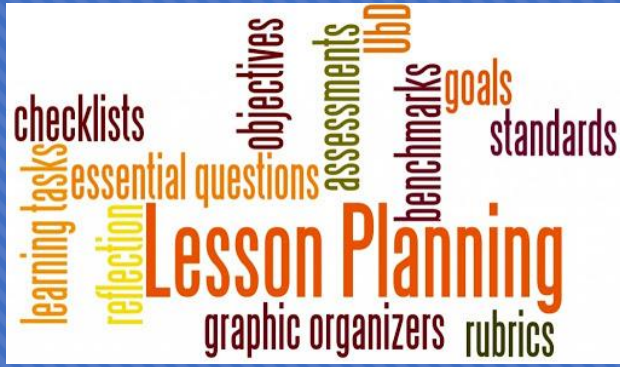
**ANNUAL**  
**QUARTERLY**  
**WEEKLY**  
**DAILY**



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**5 MINUTE SE  
BEPLANNING SPAAR  
URE SE SPANNING!!!**

# PLANNING.....PLANNING.....PLANNING



**You CONTEXT will determine the way you do your planning:**

- **CLASS VS SUBJECT TEACHING**
- **BIGGER VS SMALLER SCHOOL**
- **METRO VS RURAL SCHOOL**

Planning must be done thoroughly.

Anticipate situations which may occur during a lesson.

Be adaptable – it hardly ever goes as planned!

You must have a daily planning for each subject / class.

KNOW what you want to achieve with each lesson.

You are never too experienced not to have a thorough daily planning.



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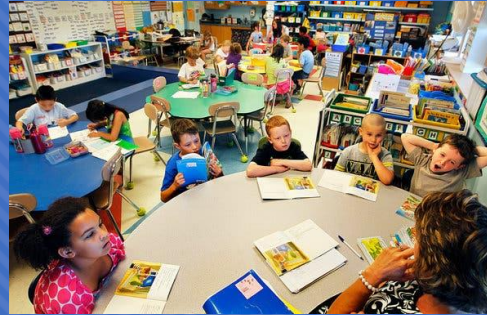
**If you do not plan thoroughly, learners will pick up on it and will “eat you alive”!**

# PLANNING – General hints

Do all preparations the day before = copy notes / prepare powerpoint / laminating / set up the experiment etc.

Make notes of what really worked well and apply it in the following year.

Younger grades: Use example books from previous years to show learners. This way they will know exactly what you want them to do.



Keep learners busy. “A bored child is a naughty child!” Differentiation!!

Be ready for unforeseen interruptions and accommodate that in your planning.

Keep up with your colleagues – all classes in a grade should progress at the same pace.

## SUBJECT TEACHING:

Keep record of each lesson you taught each class. You must make notes of where you ended with a lesson, so you will know where to start off with the next lesson.

**DO NOT ASK THE CLASS WHERE THE PREVIOUS LESSON STOPPED!**



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# TIME MANAGEMENT

Do thorough planning for each lesson **BEFOREHAND.**

Group “slower” learners together for certain subjects, so you will be able to exercise bigger control.  
**BE SENSITIVE WITH THIS APPROACH.**

**SUBJECT TEACHING:**  
If you fall behind with one class, arrange with a colleague to “steal” some time, so as to catch up.



**CLASS TEACHING:**  
Each subject is entitled to its full amount of time.

Control the learner who always has too many “stories” to tell.

If possible, teach the more challenging subjects earlier in the day e.g. class teaching.

**This is one of the biggest challenges for educators.**



# TIME MANAGEMENT



**SUBJECT TEACHING:**  
Manage the time lost in between lessons when learners walk from one class to the next. BE STRICT.

**SUBJECT TEACHING:**  
Do no tolerate dawdling between classes. Make that very clear.

Set a definite routine with learners.

VERY GOOD PLANNING IS A MUST!  
Work strictly according to timetable and times – CLASS TEACHING.

Always have something “extra” ready, in case of unforeseen interruptions – e.g. photo day.

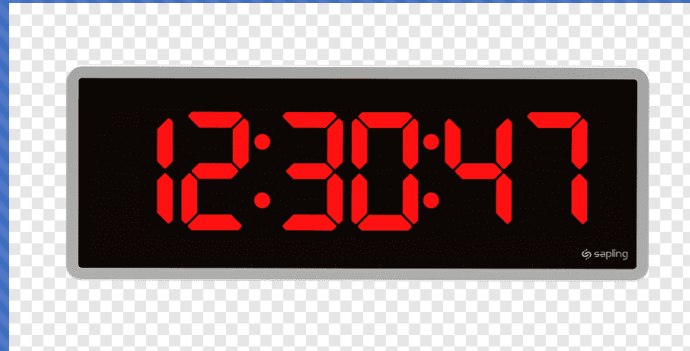
Realise the difference between planning and preparing for a lesson.

Stay in your routine – that way learners will respond faster to instructions.

# TIME MANAGEMENT



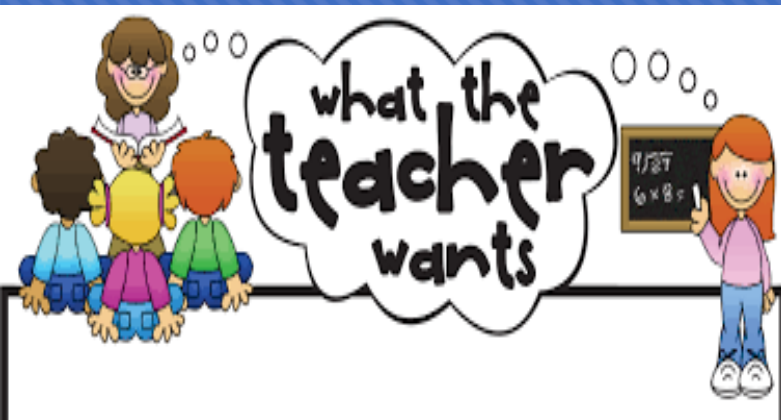
Make sure you have a clock or timer in the class, so you AND the learners are aware of the time throughout a lesson.



# SAOU

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# HOW DO LEARNERS KNOW WHAT TO EXPECT FROM YOU?



Give YOUR expectations for the school year on DAY 1!

Learners must also be allowed to give THEIR expectations for the school year.

Then set up the **joint** expectations.

Give YOUR rules for the class on DAY 1!  
Keep it short and simple! Focus on the basics.

Learners must also give THEIR rules for the class.

Then set up the class rules **together** (which much be achievable) for everyone.

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## GENERAL EXPECTATIONS

Let learners buy into the classroom management

# THE CLASSROOM SPACE

The classroom must be **EFFECTIVE, CREATIVE** and **ATTRACTIVE**.

Do not merely decorate – it should be functional.

Decide how you want to place desks so that it works for **YOU**.

Some educators prefer groups, other rows etc.



Learners must **ALL** hear and see you and the board comfortably.

## Class Teaching:

Divide the pinboards into the various subjects and place creative work on it.

## Subject Teaching:

Show your passion for the subject you teach by placing interesting and stimulating material on the pinboards.

- Make sure your class is well-organised.
- Your class must be kept clean throughout the day.
- Get a “learner system” to maintain the neatness of the class throughout the day.

Check on  
**PINTEREST** for  
great ideas!





# THE CLASSROOM SPACE



Choose work from learners and put that up against pin board. Make sure to display work from all learners.

A nice idea is to put up a world map and add newsworthy world events on it – if time allows you can “chat” about it.

Put the class rules up against the wall, so everyone is reminded of it.

A clock is a MUST!

Class Teaching:  
Put the timetable up against the wall.

Subject Teaching:  
Create a space against the pinboard for each class and display their work on it.

Consider learners with special needs all the time!  
A learner with a hearing or visual impairment MUST sit towards the front of the class. If you have a learner with a hearing impairment, be aware not to move around too much whilst speaking to the class.

Check on  
**YOUTUBE** for  
excellent ideas!



# MAKE LEARNERS PART OF CLASSROOM SPACE - **BOYS**

Use boys to maintain the desks etc.  
It gives a sense of belonging and ownership.

Let boys bring tools from home and assist in repairing desks e.g. tighten screws, replace pop rivets etc.

Be VERY STRICT about the desks in your class. No one scratches or writes on it. Create a system to exercise control over this  
– IT IS POSSIBLE!

Schools desks remain a headache. At the start of every year you make it very clear to learners that they do not write on their furniture at home – therefor it **WILL NOT BE TOLERATED** in class. Create the right mindset!

**You are creating a culture of RESPECT!**

# MAKE LEARNERS PART OF CLASSROOM SPACE - GIRLS



Make the girls part of general neatness and creativity in the class and let them maintain the pinboards.

Let the girls put up work from learners (which you give to them) against board and change it frequently.

Let girls collect and hand out books. Get a system of e.g. colour front covers, dots, numbers etc. This will give more control with the handing in of work.

Classroom teaching:  
Get different containers (paper boxes) to collect work from different subjects.  
Subject teaching: Use different containers to collect work from different classes.



# GIVE LEARNERS A SENSE OF OWNERSHIP AND BELONGING

Use learners in the class to assist with small duties.

Involve **EVERYONE** in different ways.

Make it interesting.

Learners “own” the space and help to keep it clean and attractive.

**YOU CAN DRAW UP A LIST OF ALL THE DUTIES AND HAVE LEARNERS ROTATE DOING IT.**



Learners may help to prepare apparatus and technology for a lesson.

**THIS GIVE LEARNERS RESPONSIBILITY AND MAKE THEM FEEL PART OF THE CLASSROOM SPACE!**





# ENTERING THE CLASSROOM

**It sets  
the tone!**

1	2	3	4
Receive the class outside the classroom	Learners get settled, lining up outside.	Practise this at the beginning of the year	You do not “ask” – you expect.

5	6	7	8	9	10
Stand at the door while learners enter the class.	You must be able to see learners out- and inside class.	Slight communication with some learners	Learners enter class and remain standing.	Everyone inside, make eye contact with learners.	Educator greets class.
11	12	13	14	15	16
Greet class friendly.	Look “happy” to see them.	Learners may now sit and unpack books.	Remain engaged with class.	Make known what the lesson is going to be about.	Learners now know what to expect.







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This may seem unimportant, but is a crucial part in creating and setting the tone, ultimately, in the class.

# ROUTINE....why is this so important?

- 
1. Routine creates structure and a logic order to the day – some learners need to have this structure.
  2. Routine makes the insecure learner feel safe and prevents unnecessary anxiety....(when I arrive at school, this...and...this will happen...)
  3. Start each day with the same routine.
  4. Start every lesson with revision or a recap of the last lesson.

**ROUTINE sets  
boundaries.**

**Boundaries  
provide a feeling  
of safety and  
security.**

# RESOURCES....YOUR SECRET WEAPON

**USE RESOURCES TO  
REINFORCE  
CONCRETE  
CONCEPTS...when  
extra time allows**

Interactive  
whiteboard  
Internet  
Data Projector  
Tablet

Reading corner  
(if you have the  
space)

Educational  
games  
(actual or on  
devices)

Extra fun  
worksheets

Use learners as  
a resource.

Laboratory  
apparatus

Posters  
Dictionary  
Atlases  
Globe

Outside space  
for practical  
learning

# DIVERSITY / INCLUSIVITY

Manage diversity and inclusivity with the necessary caution and sensitivity.

FOCUS on a strong  
**VALUE SYSTEM**

Make use of the  
BUDDY SYSTEM

Know the SIAS  
POLICY and work  
accordingly.



Make use of different  
teaching styles and  
intervention  
strategies.

Do diagnostic marking.  
Make a summary of  
general mistakes, which  
can be used in a formal  
lesson.

Accommodate “anxiety”.  
Get informed!  
ADHD ; Asperger ; Autism ;  
Tourettes ; Diabetes etc.

Learners with visual and hearing  
impairments must sit close to  
the board. Make sure notes and  
assessments are prepared in a  
larger format.

Cochlear implants - Don't move around  
in class whilst speaking. Have extra  
batteries in your drawer.

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# DIVERSITY / INCLUSIVITY



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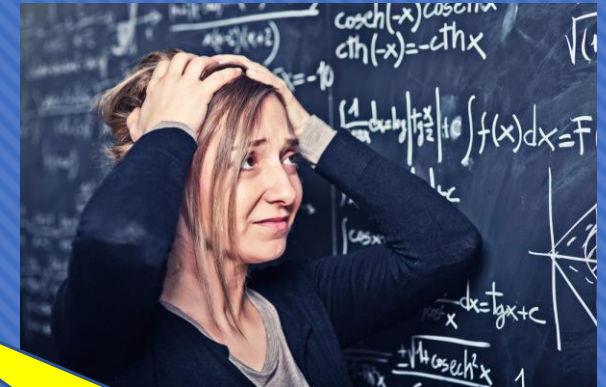
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# DISCIPLINE and the difficult learner

TEACHERS BE LIKE



A  
definite  
REALITY!



But there ARE  
solutions and  
suggestions...

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**A**

# DISCIPLINE and the difficult learner

**B**

Distinguish between unacceptable behaviour within the norm of “being a child”....



**AND**

...and dangerous behaviour which is ENTIRELY unacceptable.



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# DISCIPLINE and the difficult learner

**A**

Distinguish between unacceptable behaviour within the norm of “just being a child”....

This behaviour goes against the **CLASS RULES** and may break down the general class discipline.

Although this behaviour is unacceptable, it is not **SERIOUS**.

However, this behaviour must be dealt with in a manner which the educator deems effective and suitable.

**and**

**B**

...and dangerous behaviour which is **ENTIRELY** unacceptable.

This behaviour goes against the **CODE OF CONDUCT OF THE SCHOOL** and is regarded seriously.

This behaviour must be dealt with **IMMEDIATELY**.

Parents must be contacted and compliance of the Code of Conduct must be managed by the principal and Head of Discipline.



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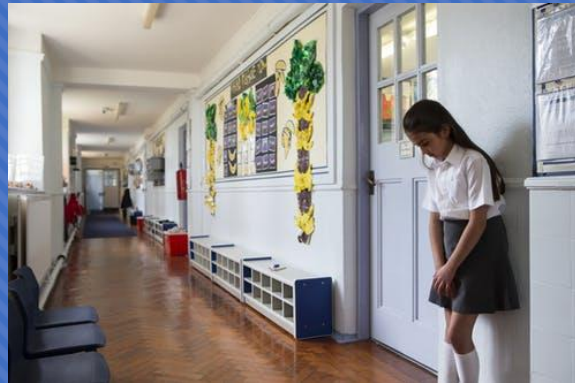
**Every ACTION determines the REACTION!**



# DISCIPLINE and the difficult learner

Do not oversee any form of negative behaviour.  
Learners “test” you and your reaction!

BUT PLEASE....DO NOT OVERREACT!



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# DISCIPLINE and the difficult learner



1. Every negative behaviour originates from “somewhere”.
2. Withdraw the learner and speak to him/her. Speak to the learner’s feelings and not the behaviour.
3. NEVER reason with a learner in front of the class – manage the situation, but do not leave the matter.
4. Do not entertain the troublemaker in front of his/her classmates. Usually this is exactly the response that this learner wants. On his/her own such a learner’s reaction is usually totally different. To diffuse such a situation, you can keep a desk open in the front of your class and ask the learner to sit there until you’ve had to opportunity to engage with him/her.

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**REMEMBER that an  
educator works with  
the child holistically!**

**Know the Rules**



# DISCIPLINE and the difficult learner



5. **TIME OUT** – This must be your **LAST** resort. Make an arrangement with a colleague beforehand that you will place a very unruly learner with him/her for a short while, until you can manage the situation.
6. **IF** you have a class assistant, let him/her take the learner who has been “triggered” outside and calm down the learner. Never send a learner out of a class, leaving him/her unattended.
7. Focus on the positive aspects within the child when you speak to him/her, e.g. “You know, I regard you as one of my stars, therefore I don’t understand your current behaviour?” This way you contradict the learner’s behaviour within him/herself.





# DISCIPLINE and the difficult learner



**AFTER CONTINUOUS BAD BEHAVIOUR...**

**WHAT NOW?**

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**Know the Rules**





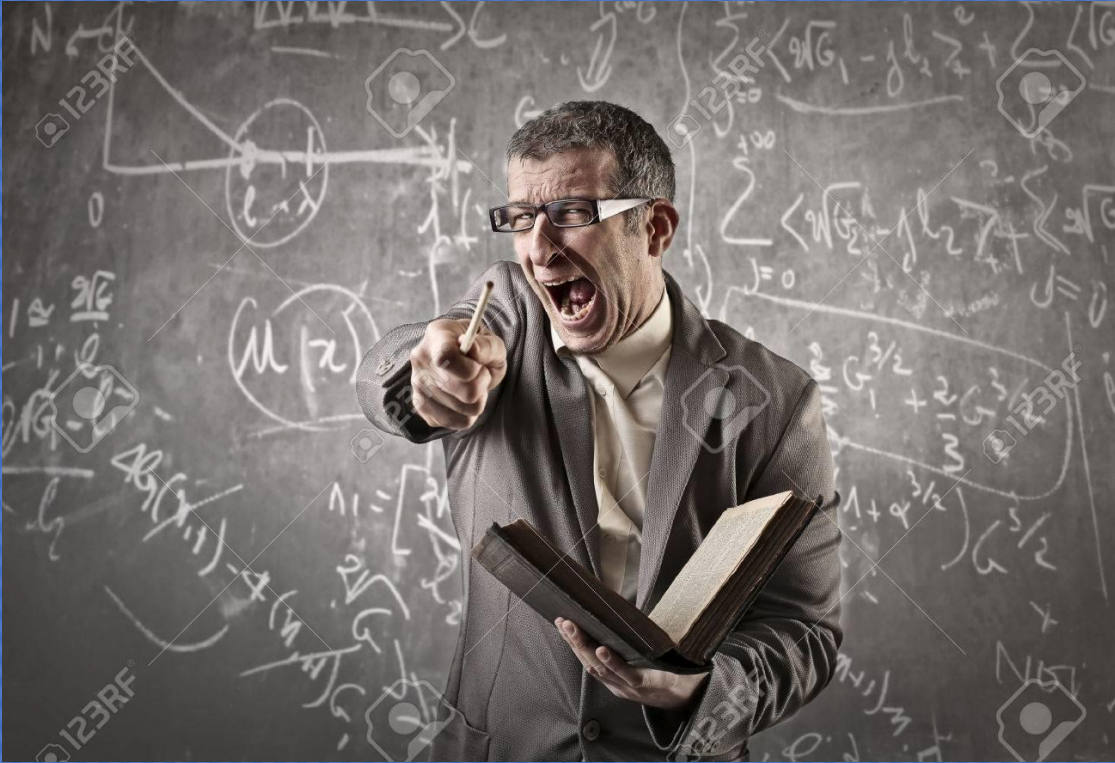
# DISCIPLINE and the difficult learner

**The last resort with continuous bad behaviour BEFORE the school's CODE OF CONDUCT takes into effect.**

## Make use of a DAILY REPORT system as a last resort:

- This must be discussed with the parent beforehand – preferably by means of a meeting.
- A learner receives a daily report card for a specific time – usually 14 days - as per agreement with the parents.
- After each lesson (period) the educator must write SHORTLY what the behaviour and cooperation of the learner was. This is done in the presence of the learner and must be signed by both.
- The report “moves” with the learner from class to class and each educator must repeat this process.
- At the end of the day the report goes home and the parent must sign it, hopefully discussing it with their child. The following day it must be returned to school and placed on file.
- After the given time the daily reports will indicate whether there has been an improvement in the learner's behaviour and whether this daily report system can be stopped OR whether the learner's conduct should be escalated to be dealt with via the school's Code of Conduct must come into effect.

# DISCIPLINE and the difficult learner



## **GOLDEN RULES:**

1

**NEVER shout in the class!**

2

**ALWAYS be consequent!**

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# DISCIPLINE and the difficult learner



Note the way **HOW** you speak to and **WHAT** you say to a learner...  
...you may **JUST** leave a permanent impression  
(OR MARK)!  
**POSITIVE OR NEGATIVE**

# DISCIPLINE and the difficult learner



**NEVER** make your punishment “cheap”, by handing it out too easily.

## Punishment must be realistic:



It is very unfair to punish an entire class for the improper behaviour of one or a few learners.

Be careful making “empty” threats. Will you be able to deliver on it?



# DISCIPLINE and the difficult learner



## Homework not handed in

Find out why the homework was not done.  
Use your discretion.

Does the home circumstances perhaps play a role?

Perhaps the learner had a match ??? or something similar?

Did something perhaps happen the previous day to have caused this?

**Inform parents if there is PATTERN of homework not done by a specific learner.**



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# DISCIPLINE EN DIE MOEILIKE KIND

**You struggle  
with discipline  
in your class**



## **TAKE CHARGE!**

Do NOT make your problem with discipline a problem for your colleague.

Get advice from colleagues.

If you lay a solid foundation for classroom discipline AND you apply it consequently, you should have relatively few problems.

**“Try catching them doing something right”**



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# TEACHER

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

- Haim G. Ginott