



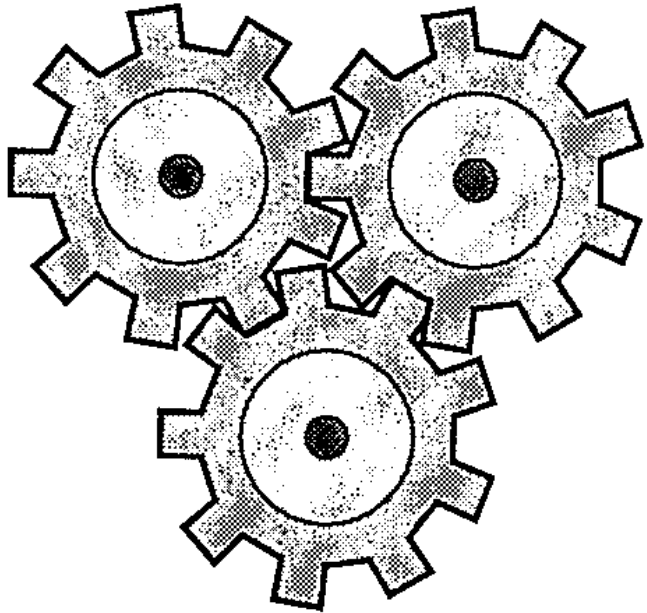
EFFECTIVE CLASSROOM MANAGEMENT

**LET'S SHARE BEST PRACTICE
AND LESSONS LEARNT**

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DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

DISCIPLINE IS NOT AN ISOLATED COMPONENT OF TEACHING



WHAT IS THE FOCUS OF THIS PRESENTATION?

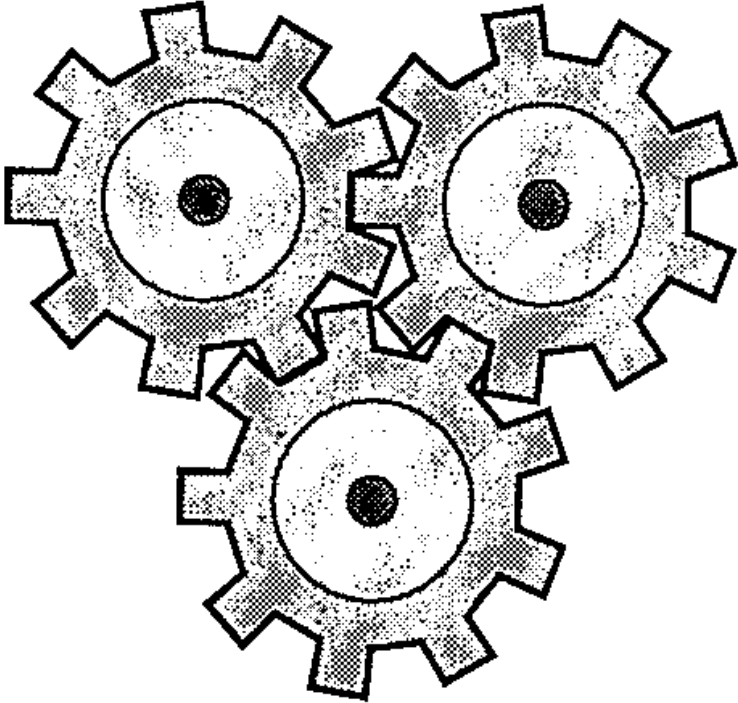
Discipline is an integral part of your classroom management and does not stand on its own – therefore there is no QUICK FIX.

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” and HOW do they learn (ADHD, autism, Asperger, Tourettes etc.) – you MUST adapt to that and qualify yourself to teach all these learners.

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



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CLASSROOM MANAGEMENT

- Grouping of learners/Physical environment
- Plan ahead and weed out safety issues
- Never leave learners alone or turn your back (Proximity control, close adult presence)
- Avoid confrontation
- Minimize competition
- Use non-verbal signs and reminders
- Establish as relationship



THE CLASSROOM SPACE

The classroom must be **EFFECTIVE, CREATIVE** and **ATTRACTIVE**, setting a calm environment.

Do not merely decorate – it should be functional.

Consideration of the safety of all your learners should be the key aspect when you set up the classroom



Learners must **ALL** hear and see you and the work stations comfortably.

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

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

- 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 (by doing this you are giving them co-responsibility.)

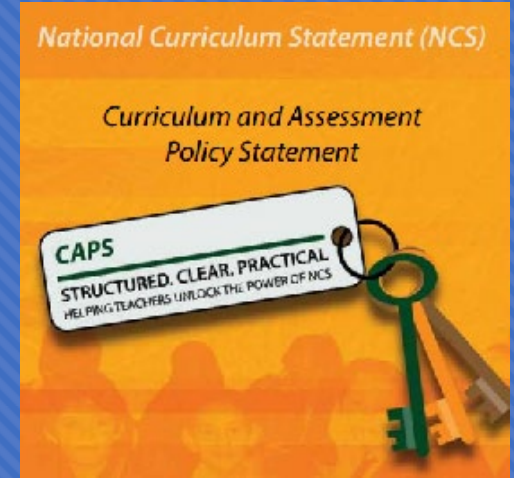
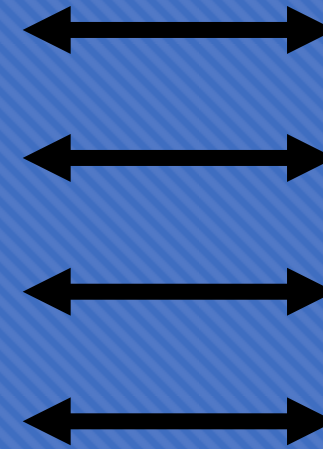
Check on
PINTEREST for
great ideas!



PLANNING.....PLANNING.....PLANNING



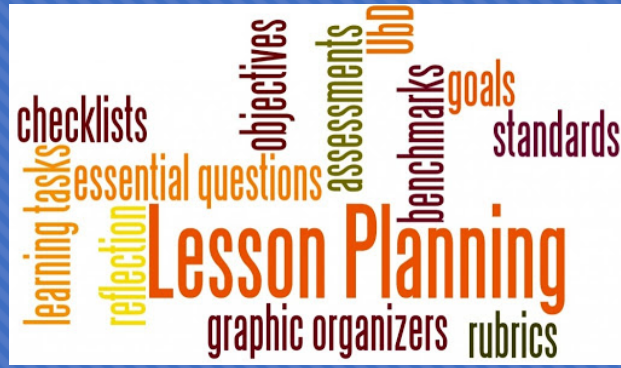
ANNUAL
QUARTERLY
WEEKLY
DAILY



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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:

- **How many learners in your class?**
- **How many different kinds of special needs in your class?**
- **Categorisation within your class**

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 / group etc.

KNOW what you want to achieve with each lesson, BUT keep the focus on the long term goal you want for each learner..

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

TIME MANAGEMENT

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

Group learners together who have the same challenges, so you will be able to exercise better control.
BE SENSITIVE WITH THIS APPROACH.

Do benchmark testing at the beginning of the year. You now have learning challenges vs levels and can work from there.



Study your learners' portfolios before the school year begins

Set an individual development plan for each learner in your class – **BE REALISTIC!**

Plan how you will try and reach development targets before the year starts (quarterly and annually).

This is one of the biggest challenges for educators.

GIVE LEARNERS A SENSE OF OWNERSHIP AND BELONGING

Use learners in the class to assist with small duties (ownership).

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!

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Learner to check handing in of work and books.

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	7	8	9	10
be able rners out- le class.	Slight communication with some learners	Learners enter class and remain standing.	Everyone inside, make eye contact with learners.	Educator greets class.
2	13	14	15	16
ppy” to nem.	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 for the day to start.

ROUTINE....why is this so important?

- 
1. Routine creates structure and a logic order to the day – most learners in your class 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
PLANNING!!!**

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.

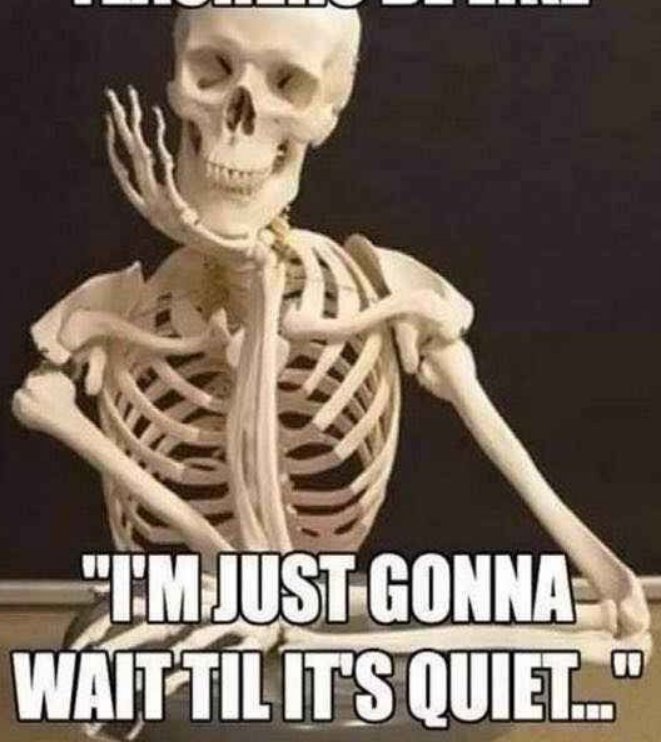
Laboratory
apparatus

Posters
Dictionary
Atlases
Globe

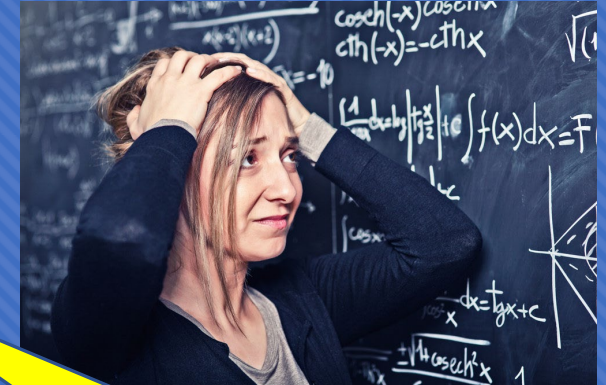
Outside space
for supervised
practical
learning

DISCIPLINING LEARNERS WITH SPECIAL NEEDS

TEACHERS BE LIKE



A
definite
REALITY!



But there ARE
solutions and
suggestions...

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DISCIPLINING LEARNERS WITH SPECIAL NEEDS

In what context does challenging behaviour occur? Determine the reasons for the behaviour

- * Communication;
- * Environmental factors;
- * Attention seeking;
- * Socio-economic reasons;
- * Medical causes



**KEEP
CALM
AND UNDERSTAND
CHALLENGING
BEHAVIOUR**

DEALING WITH AGGRESSIVE, VIOLENT BEHAVIOUR IN THE CLASSROOM

- **Special needs teachers are vulnerable – BUT learn to anticipate a possible outburst.**



- **Frustration is a major challenge with special needs learners.**
- **Read the signs and defuse the imminent outburst of frustration.**

DEALING WITH AGGRESSIVE, VIOLENT BEHAVIOUR IN THE CLASSROOM

Establish clear ground rules – REINFORCE! REINFORCE! REINFORCE!

The challenge is identifying and remembering the expected forms of behaviour.

Since the child may be so distracted by messages from his or her own nervous system, he may not be paying attention to the disruption of his own behaviour.

Communicate positively

Ignoring bad behaviour and rewarding good behaviour is one of the gentlest and most reliable methods of changing someone's actions.

Offer choices where possible

Sometimes when a child is resisting something that they must do, the educator can defuse the tension by offering choices. A resistant child in this situation might calm down if he is given a choice.



DEALING WITH AGGRESSIVE, VIOLENT BEHAVIOUR IN THE CLASSROOM

CLASSROOM STRATEGIES TO PREVENT AGGRESSION AND VIOLENT BEHAVIOUR

- Intervene early and recognize the warning signs
- Have a crisis management plan
- Know when to consider a referral
- Observe yourself



DEALING WITH AGGRESSIVE, VIOLENT BEHAVIOUR IN THE CLASSROOM

EFFECTIVE RESPONSES

- Stay cool, calm and collected
- Observe the learner within the bigger picture
- Shield your learners
- Do or say nothing
- Assess and calm student if it is possible
- Communicate expectations
- Physical intervention – LAST RESORT



DEALING WITH AGGRESSIVE, VIOLENT BEHAVIOUR IN THE CLASSROOM

IS PHYSICAL INTERVENTION PERMITTED?

- Certain situations that call for reasonable force
- As a last resort/alternative interventions have failed/use minimum force
- Types of force
- Negligence/duty of care
- Warning: sexual or physical abuse
- Policy



A

DISCIPLINE and challenging behaviour

B

Distinguish between unacceptable behaviour within the norm of “being a child” and the learning disability



AND

...dangerous behaviour which is ENTIRELY unacceptable.



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DISCIPLINE and challenging behaviour

A

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

and

B

...dangerous behaviour which is ENTIRELY unacceptable.

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.

This behaviour goes against the CODE OF CONDUCT OF THE SCHOOL and is regarded seriously, no matter who the learner is.

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!

RESPONSES TO BAD BEHAVIOUR

INEFFECTIVE RESPONSES

1. To enforce a consequence
2. To corner the learner
3. To get angry
4. To reason or confront
5. To touch the learner

EFFECTIVE RESPONSES

1. Cool, calm and collected
2. Observe and “read”
3. Shield your learners
4. Do or say nothing
5. Assess and calm student if feasible
6. Communicate expectations
7. Physical intervention

DISCIPLINE and challenging behaviour

Do not oversee any form of negative behaviour.
A learner disability can NEVER be used as an excuse for bad behaviour.
Learners will “test” you and your reaction!
BUT PLEASE....DO NOT OVERREACT!



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MANAGEMENT OF DISCIPLINE IN A SCHOOL SHOULD BE A WHOLE SCHOOL APPROACH

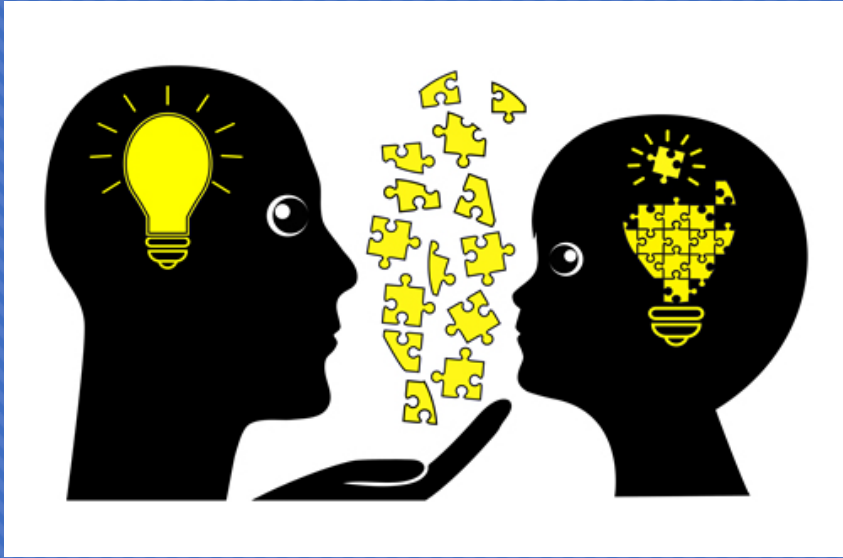
STAFF TRAINING, SUPPORT, COLLABORATION



MANAGEMENT OF DISCIPLINE IN A SCHOOL SHOULD BE A WHOLE SCHOOL APPROACH

TEACHER vs PARENT





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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