

Creating conditions for learning

Pedagogy and Practice: Teaching and Learning in Secondary Schools

Unit 20: Classroom management

Guidance

Curriculum and
Standards

**Senior leaders,
subject leaders
and teachers in
secondary schools**

Status: Recommended

Date of issue: 09-2004

Ref: DfES 0443-2004 G



How to use this study guide

This study unit offers some practical strategies that teachers use to manage their classrooms. The techniques suggested are tried and tested; they draw on both academic research and the experience of practising teachers.

By working through this guide, you can build your teaching repertoire step by step, starting with strategies that are easy to implement and moving on to those that will help pupils develop their skills still further. The unit contains 'reflections', to help you reflect on an idea or on your own practice, as well as practical tips and tasks to help you consider advice or try out strategies in your classroom. There are case studies to exemplify particular points, a summary of the research and some suggestions for 'next steps' and further reading. The final page invites you to reflect on the material and to set your personal targets for the future.

You can work through this unit in a number of ways:

- Start small; choose one class to work with. Ask another teacher to help by talking through what you intend to do and to act as a mentor.
- Work with another teacher or group of teachers who teach the same class. Work together on developing your approach to classroom management. After three weeks compare notes. Discuss which strategies are the most effective and why.
- Find someone to pair up with and team-teach. Design the tasks together and divide the role of teacher in the lesson between you.
- Work with a small group of teacher-researchers within your school. Use the guide to help you focus your work as a professional learning community. Record successes in your CPD portfolio.
- Identify sections of the unit that are particularly relevant to you and focus on those.

There is space in this study guide for you to write notes and responses to some of the questions, but you may also find it helpful to keep a notebook handy. For some tasks, you might want to make an audio recording or video of yourself in action so you can review your work more easily. You could add this, along with any other notes and planning that you do as part of your work on this unit, to your CPD portfolio.

The evidence of work you gather in your portfolio could count as points towards accreditation of an MA, or could support your application for membership of a professional body, such as the General Teaching Council of England (GTCE). It could also be used to support an application to reach threshold or Advanced Skills Teacher status.

You will need access to [video sequence 20, Classroom management](#), when working through this unit.

Classroom management

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Introduction

Effective classroom management

Few, if any, classroom management issues arise when pupils are properly engaged in the following way: the lesson has been well planned; learning outcomes are shared and understood; different strategies are used to reinforce and secure learning; resources and environment are sufficient and conducive to effective learning and achievement is recognised.

When issues do arise, and are effectively managed by the teacher, the pupils:

- re-engage with tasks;
- exercise individual responsibility;
- respond positively to the teacher's intervention;
- retain respect for themselves and the teacher;
- accept the consequences of their behaviour.

Effective classroom management affirms the teacher's right to teach and the pupil's right to learn.

Common issues

Even the most experienced and skilled teacher has to manage pupils whose behaviour can disrupt not only their own learning but also that of others. In the early part of a teacher's career it can be particularly disheartening if pupils' behaviour presents significant challenges. Indeed, national surveys of newly qualified teachers have shown that one of their major concerns relates to the management of pupil behaviour. Teachers sometimes explain these difficulties as stemming from their own inadequacies or attribute them entirely to the pupils' background. Both explanations are unfair and unfounded.

Resolving the issues

The successful management of pupil behaviour in the classroom does not lie in simply applying a menu of strategies; it requires the application of the best pedagogy and practice and an appreciation of the values and beliefs which lie behind the school's ethos.

Pupils are more likely to engage in learning and not engage in off-task activity if the teacher:

- has high expectations and makes them clear (see [unit 1 Structuring learning](#));
- applies rules, routines, sanctions and rewards consistently and fairly (see [unit 18 Improving the climate for learning](#));
- uses the language of mutual respect (see [unit 18 Improving the climate for learning](#));
- avoids over-reaction and confrontation;
- deploys a range of techniques and strategies (see [unit 11 Active engagement techniques](#));
- adopts a positive approach to problem solving.

1 Considering the research

Task 1

Starting point

15 minutes

Research by Croll and Moses (2000) and Miller (1996) argued that teachers feel that 80 per cent of the causes of challenging behaviour amongst pupils are due to 'within child' or 'home' factors. This view is counteracted by research by Beaman and Wheldall (2000) who found:

- on-task behaviour of the same pupils varies across subjects and between teachers;
- when the level of teachers' positive verbal interventions increases, there is an increase in the level of pupils' on-task behaviour.

In session 1 (page 5) of the *Behaviour and attendance training materials: core day 1* (Ref. DfES 0392-2003) there is a list of statements about common beliefs and attitudes held by teachers. Consider these two:

- the pupil who likes to be in trouble has yet to be born;
- good behaviour needs to be taught.

To what extent do you agree with the findings and statements above?

What is your starting point?

-
-
-
-
-
-

2 Core values and beliefs

Before considering some techniques and strategies which can be deployed in the classroom, it is important to explore in more detail the values and beliefs which underpin successful pedagogy and practice.

Task 2

Establishing core values

20 minutes

The values listed below are based on the UN Convention on the Rights of the Child (1990), The Salamanca Statement (1994), human rights legislation (2000) and the Disability and Discrimination Act (2001). The Children Bill, published in March 2004, was heralded by the Green Paper entitled 'Every Child Matters'. These important documents underline values and rights for society's care for children.

For each value, score on a ten-point scale how well it is embedded in your classrooms. 1 = not present; 10 = fully embedded

| Value or aim | Evidenced by | Scaling score |
|--|---|---------------|
| Valuing diversity | Celebrating diversity within gender, ethnicity, creed, sexual orientation and culture | |
| Equality | An acceptance of the equality of human beings, independent of individual differences | |
| Mutual respect | Respect for the dignity of others and respect for oneself | |
| Developing the potential and autonomy of all | Developing learning skills and personal qualities inside and outside the classroom | |
| Learning as life enhancing | Learning as an enjoyable activity, meeting the learning needs through the choice of teaching styles | |
| Collaboration | Creating a sense of belonging | |
| Emotional and physical well-being | Exercising a duty of care: nurturing and creating an environment which is safe and secure | |
| A clear moral purpose | A clear commitment to high standards and the equal worth and success of every learner | |

Based on *Behaviour and attendance training materials: core day 1* Session 1, Reviewing a Behaviour and Attendance Policy.

3 The fundamentals – lesson design, learning styles and classroom climate

There is great temptation when looking at classroom management to focus on tips, techniques and strategies which relate to the management of pupil behaviour. A well-managed classroom, however, is one where other key features of pedagogy and practice are appropriately executed. The result is that the teacher and the pupils are engaged in learning, and the management of pupil behaviour becomes seamlessly integrated into the business of successful teaching and learning.

It is important, therefore, to consider other units in tandem with this one. Of particular relevance are the units which concentrate on:

- lesson design (units 1–5);
- improving the climate for learning (unit 18);
- learning styles (unit 19).

Task 3

Collect information on preferred learning styles

80 minutes

Consider a class (or a group of pupils within a class) from whom you wish to achieve a greater level of learning and with whom you wish to spend less time managing their behaviour. This could be a paired activity with a departmental colleague or mentor, based on classroom observations.

Use the prompts below to identify the areas where you must, should or could take positive action to improve the situation, and identify some targets for action. To illustrate the activity, a few boxes have been completed.

| Action area | Must | Should | Could |
|-----------------------------|---|--------|-------|
| Review scheme of work | | | |
| Improve learning objectives | Write objectives on board each lesson and make them SMART | | |

Table continues

| | | | |
|--|---|---|--|
| Sharpen learning outcomes | | | |
| Review teaching and learning strategies | | | Arrange to observe a more experienced practitioner working with this group |
| Review pupils' preferred learning styles | | Do some background reading, e.g. Howard Gardner | |
| Review classroom routines | Model good practice by being on time myself | | |
| Reconsider starters and plenaries | | | |
| Improve classroom environment | | | |

4 Building mutual respect – the language teachers use

In the course of a working day, teachers experience a multitude of social interactions, both inside and outside the classroom. Pupils are extremely sensitive to the language teachers use. Selecting the appropriate tone and vocabulary is crucial to the teacher's success, not only in achieving behavioural and learning responses, but also in maintaining the quality of relationships. In an ideal world, teachers would always find the most appropriate language to manage a situation. However, at times, indiscretions occur and compound, rather than ameliorate or resolve, the problem.

Task 4

Pitfalls

15 minutes

Consider each of these phrases and identify into which of the following categories they fall:

- 1** Labelling **2** Comparison **3** Distancing **4** Sarcasm
5 Exaggeration **6** Using age as a taunt **7** Amateur psychology

People like you ...

What she's trying to say is ...

What's that supposed to be?

How old are you?

Everything goes in one ear and out the other.

I bet X doesn't speak to his parents like that.

I give up ...

Teenagers today ...

These pitfalls are most easily avoided if the fundamental value of mutual respect is accorded every opportunity to flourish both inside and outside the classroom.

Skilful and experienced teachers use both verbal and non-verbal interventions to reinforce, redirect or refocus pupil behaviour. Effective interventions support and encourage positive behaviour for learning; ineffective interventions take up valuable teaching time and impact on the learning of the individual pupil and the rest of the class, and on the teacher's confidence. Most effective verbal interventions should take the form of positive actions that fall somewhere on a continuum from positive reinforcement through to positive correction. It is important to recognise that the teacher's intervention should never result in greater disruption than the behaviour which is being addressed and that the balance between the teacher's use of reinforcement and correction should be in the region of five to one respectively.

Task 5

The distinction between positive reinforcement and positive correction

15 minutes

Examples of positive reinforcement:

Excellent, you have settled down really well and got your books out.

Yes, talk to your neighbour to get ideas. Well done.

Well thought out. Better to draft your question before you ask it.

Examples of positive correction:

I would like this piece of work finished before the bell goes.

Please remember to listen to everyone's contribution.

Make sure you write in complete sentences please.

Add examples to both lists from your own repertoire so that you have a clear sense of the difference.

The use of praise

It is commonly accepted that pupils welcome praise and that recognition of success motivates them to continue learning. Using praise appropriately is a skill in its own right. Pupils will not respond positively if the tone, context and content of the praise are mishandled. Teachers who seek to develop the culture of praise within their classrooms can sometimes focus on recognising only those pupils whose behaviour they have sought to modify through praise. It can be easy to neglect those pupils of whom they have expectations of positive behaviour in the first place.

Praise will be well received if it is:

- personal;
- genuine;
- appropriate;
- specific;
- consistent;
- used regularly.

Task 6

Applying the six criteria of successful praise

15 minutes

How would you praise this pupil? Matthew is a quiet, rather withdrawn Year 9 pupil, who prefers to work on his own but who has, for the first time, joined a small group to discuss a newspaper article in a history lesson about the First World War.

How would you praise this group? A group of four pupils in Year 7 – three girls and one boy – has, for the third lesson in a row, been the first group in the class to complete a series of science experiments.

Suggestions

To make praise personal it is best to use the person's name and to offer the praise in close physical proximity.

Pupils want to know that the praise is genuine and not some generalised mantra or mannerism, therefore the praise must be accompanied by other non-verbal signals of warmth and respect.

Appropriate and measured praise means avoiding excessive publicity or exaggerated accolades, which will be perceived as false.

The praise should be sharply focused and not generalised about a pupil; it should be recognition of a definite and obvious achievement.

Pupils are particularly sensitive to inconsistent use of praise: if the teacher only uses praise occasionally, it may be seen as a one-off strategy; if the teacher seems to vary illogically those things which receive praise, the pupils will become uncertain of the values operating in the classroom.

Consider:

Are there particular cultural issues to be aware of?

Do the pupils find public praise embarrassing?

Are there any gender issues to be alert to?

Is praise socially acceptable within the peer groups of the classroom?

Avoiding confrontation

The use of inappropriate language can so easily lead to confrontation. In promoting positive behaviour for learning, it is essential to respond with carefully crafted words which will encourage the pupil to respond positively, maintain mutual respect, safeguard the pupil's sense of self and avoid creating a worsening relationship.

Case study 1

Read this account, paying particular attention to the teacher's verbal interventions.

A Year 10 pupil enters the science laboratory late. The teacher is halfway through taking the register. The pupil is rather ostentatiously wearing a baseball cap which has a very provocative slogan of an American football team in full view. Several pupils snigger as the pupil enters noisily.

Teacher: *Thanks for turning up. Quickly get to your seat and take that hat off.*

The pupil walks slowly to a seat but fails to remove the cap.

Teacher: *Hurry up! We haven't got all day! **And take that cap off.** I don't want to have to tell you again!*

The pupil sits down but ignores the shouted request.

Teacher: *I am now asking you for the third and last time to take that stupid cap off. Don't look at me like that. I expect you to follow the rules and I don't expect a Year 10 pupil to be so rude. For goodness' sake, act your age.*

There is a silence and the tension is palpable.

Teacher: *I will have to report you to the head of year.*

Pupil: *Go ahead! I don't give a stuff!*

Teacher: *How dare you speak to me like that. Get out!*

Pupil: *Why should I? I have only just sat down.*

Teacher: *Get outside or am I going to send for the headteacher?*

The impact of this confrontation between the teacher and the pupil will certainly be a negative one on the teaching and learning for all.

The exchange between the teacher and the pupil rapidly escalates. Can you identify and explain this upward spiral? Look at how responses trigger counter-responses. Next, consider how you would deal with this situation.

Practical tips

- 1 Be consistent, be calm, give clear instructions, ask questions, be positive, do not force pupils into corners.
- 2 Only confront the problem if all the following apply:
 - it stops the problem immediately;
 - it decreases the likelihood of recurrence;
 - it happens in the right place;
 - it happens at the right time;
 - the audience is right – other pupils will learn from it.

Tips continue

Other things to try:

- put the situation 'on hold' and try to solve it later (perhaps with help);
- draw on your knowledge of the pupil;
- use your sense of humour;
- compromise a bit – give a way out;
- genuinely seek information from the pupil involved;
- use other pupils or a member of staff to help the situation (for example, a trusted pupil could be a messenger or act as a supportive friend to the pupil involved; another member of staff could be contacted to offer further guidance).

Discuss with a colleague how the teacher could have achieved the admission of the pupil to the lesson, the removal of the baseball cap and minimal disruption to the start of the lesson.

Non-verbal ways to give praise

Classrooms are busy places with many things happening simultaneously. An effective teacher uses non-verbal skills to maintain positive learning as a complement to the verbal interventions.

Task 7**Developing non-verbal skills****15 minutes**

Reflect on your own techniques and those you have observed in other classrooms. What additions can you make to the list?

Facial expressions:

- smiling to encourage continuation of on-task behaviour;
- mouthing to show surprise, delight or pleasure;
- frowning to invite redirection of further progress;
- winking to indicate success.

Body language:

- nodding to affirm or approve;
- hand gestures to show acceptance and approval;
- using a 'thumbs-up' to recognise achievement;
- using soft applause to congratulate.

Rewards and consequences

All schools will have a behaviour policy often integrating guidelines on rewards and sanctions (consequences). Typically, it will contain systems and procedures, details of staff with specific responsibilities (e.g. lead behaviour professional, head of year), rules and routines, code of conduct etc.

Rewards and consequences are an important feature in schools and classrooms and can be very effective in maintaining positive approaches to learning and behaviour.

There has been some debate about whether pupils should receive rewards for behaviour which is at the expected level. Other criticisms relate to the fact that rewards are often directed at pupils whose previous behaviour has been a cause for concern, and who are rewarded when they make progress. This has been seen by some commentators as unfair and discriminatory. Some schools which introduced merit systems found that upper-school pupils (Years 10 and 11) were less likely to accept the system if it had any echoes of the primary school and was seen as 'beneath them'.

Generally, the classroom teacher should aim to recognise and reward, rather than manage via an array of sanctions. Certainly, unacceptable behaviour cannot be tolerated, and the pupil responsible will have to accept the consequences.

You are urged to look at [unit 18 Improving the climate for learning](#) which complements this section.

Task 8

Rewards and consequences

15 minutes

Do you and your pupils have a shared understanding of the rewards and sanctions which operate in your classroom?

Read this story and decide what action you would take if this boy were in your class.

Hamza did not do his geography homework because he had no time on Tuesday night. Apparently, when he got home from school he had to have a quick snack and then go to his mosque for tuition with the Imam. When he returned later that evening, his family were entertaining visitors and he was expected to remain with them as a matter of courtesy. By the time the visitors left it was time for him to go to bed. He did get up early on the Wednesday morning with the idea of trying to get his homework done. He did do a bit of it but it was really untidy and not up to his usual standard. The rest of the pupils have handed in their homework on time. You are really pleased with this response because you have been working hard to get them into routines and to value the importance of doing work at home.

Will you reward the pupils who have produced their homework on time? Will Hamza receive a sanction for his failure to produce his work on time?

Classroom rules and routines

For the language teachers use to be fully effective, the classroom has to be an environment in which pupils are clear as to the expectations placed upon them and in which there are clear protocols for behaviour.

Most classroom rules can be grouped under these five headings (Hargreaves, Hestor and Mellor 1976):

- talk;
- movement;
- time;
- teacher–pupil relationships;
- pupil–pupil relationships.

Extract from *Deviance in classrooms*, Hargreaves, Hestor and Mellor (1976) Routledge and Kegan Paul. © Taylor & Francis Group plc. Used with permission.

Task 9

Five golden rules

15 minutes

Are the classroom rules on display in your classroom? Consider the five rules listed below. Are they appropriate for your classroom? Look at the five bullet points above. Do these rules satisfy these suggested areas? Adapt the list so that it is improved and would operate in your classroom. You could ask pupils to help generate the rules (see [unit 18](#).)

- 1 Try my best to learn.
- 2 Listen to other pupils and the teachers.
- 3 Bring to the lesson all I need to help me learn.
- 4 Raise my hand and wait to ask or answer a question.
- 5 Respect other people and their property.

Practical tips

Classroom rules are at their most effective when they are negotiated between the teacher and the pupils; they are not effective if they are simply rules imposed and maintained by the teacher. Nor is it a straightforward matter to establish the rules. Teachers and pupils will need to communicate thoroughly and see mutual benefits in the rules. There is no merit in a complex set of rules: they need to be simple and memorable. Pupils need the help of the teacher and other pupils to learn how to apply the rules. Lastly, it is important to review the classroom rules regularly to explore the possibility of amendment or reduction.

How do you see your classroom?

Bullough and Stokes (1984) explored the idea of metaphors as an approach to professional development. Watkins and Wagner (2000) discuss some interesting images of the classroom. They suggest that a good question to ask yourself and to ask your colleagues is: 'What situation that is not a classroom is most like a classroom in your view?'

In their research, they received some fascinating answers. Try answering this question before looking at some of the responses below. In creating an image of your classroom, you are focusing on purpose, audience, climate and your role.

- Primary school teachers tended to use images of a family, whereas secondary school teachers offered concepts like churches or theatres.
- Other images offered included: an office, a restaurant, an aeroplane.

5 Techniques and strategies

There is a considerable body of research into those pupil behaviours which teachers find most troublesome. Gray and Sime (1989) surveyed a large number of secondary and primary teachers as part of the research for the Elton Report. Their findings are supported by other research (Wheldall and Merrett 1988).

By far the most common finding was that pupils talking out of turn (TOOT) was a major concern. In fact, in Gray and Sime's research they recorded that 975 of all secondary teachers surveyed claimed TOOT occurred at least once during the week. It was also identified as the behaviour that teachers found most difficult to manage. Indeed, when these teachers reflected on some of their more demanding classes, it was TOOT that emerged as the most significant dynamic.

This section will look at a variety of pupil behaviours and explore how they can best be managed to improve the quality of learning and behaviour. As was stated in the introduction to this booklet, the successful teacher certainly deploys a range of techniques and strategies to manage the classroom effectively, but an extensive menu of tips, tricks and techniques will not sustain the quality of teaching and learning. The most effective element in reducing classroom disruption and off-task pupil behaviour is the teacher's fundamental skills of planning and pedagogy. Kounin (1977) found that what teachers did in anticipation and in their planning was far more effective than their reactions to events and incidents.

Thinking ahead: developing a classroom behaviour plan

In the previous section, some consideration was given to classroom rules. This can be developed further into a classroom behaviour plan. It is more than a set of rules which pupils have to follow:

- it supports the teaching of positive behaviour;
- it creates an appropriate climate for successful teaching and learning using solution-focused approaches;
- it allows teachers to recognise and reward positive behaviours and learning;
- it enables pupils to make informed choices about how to behave;
- it outlines consequences of off-task behaviour.

Task 10

Devising a classroom behaviour plan

30 minutes

This activity is based on session 3 of the *Behaviour and attendance training materials: core day 2: Developing effective practice across the school*, DfES Ref: 0055-2004, pages 113–115.

Complete the table below and then share this with a colleague and compare your work. This would be an excellent activity for an NQT to undertake with a mentor or for a department to do, first individually and then communally.

Use this page to consider and complete a behaviour plan for your classroom that encourages positive behaviour and regular attendance

| Rule or routine | Covers | Example | Positive consequence | Negative consequence |
|---------------------------------------|--|---------|----------------------|----------------------|
| Movement | Movement into, out of and around the room Tidying the room and preparing to leave | | | |
| Learning | The way we learn in order to be most effective <ul style="list-style-type: none"> • Group work • Whole-class work • Individual work • Meeting new challenges | | | |
| Communication | Noise levels Getting attention Working with a partner/ group | | | |
| Mutual respect | The way we behave toward one another Manners and general courtesy Physical hurt | | | |
| Safety | Risk assessment Use of equipment General safe behaviour | | | |
| Problem solving / Conflict resolution | The way in which we solve difficulties Concentrating on solutions and answers | | | |

Taking a positive approach

You will have noticed the reference to solution-focused approaches earlier in this section. In considering troublesome pupil behaviour it can be so easy to draw sweeping conclusions about a particular class or group of pupils. A solution-focused approach offers a positive way forward as it takes problems and turns them into achievable goals.

Task 11

Scaling

20 minutes

Problem: a Year 9 English group is regularly late to lesson on Wednesday afternoon after lunchtime registration. The teacher has stated, with considerable exasperation: '9FF are always late; lessons never get going properly!'

Scaling is a technique that can be used to address and analyse this problem.

Think of a scale of 1 to 10: 1 represents the worst-case scenario and 10 represents the best.

1 = no pupil ever arrives on time and the lateness is a conspiracy amongst all the pupils.

10 = every pupil arrives on time every Wednesday and the lessons always get off to a prompt start.

Where would you place 9FF on the scale of 1 to 10?

I suggest point 5 because some pupils arrive on time, the class is more punctual on Thursdays, and once or twice this term there has been no problem.

The next stage is to identify what point 6 on the scale might represent and then develop strategies to get 9FF to this point on the scale.

Task: choose a class or group of pupils with a particular behaviour that you find troublesome. Apply this technique to develop an action plan to move them from one point on the scale to the next.

Based on *Behaviour and attendance training materials core day 2 Session 1*, Solution Focused Approaches.

To help in this task you might want to use some of the following, which are called 'exception-finding' questions. An exception is when the troublesome behaviour does not occur:

- Is there a time when the behaviour doesn't occur?
- Are there times when you feel less angry about it?
- What are you doing to stop things getting worse?
- Can you think of a time when the situation has been better, however slightly?

Through this kind of approach, the problem is carefully analysed and the solution is found – from within the problem – by realising its full extent and seeing opportunities to move beyond it. It encourages the teacher away from sweeping negative generalisation towards positive solutions.

Some techniques to try

The following techniques have been shown, for example through the work of Bill Rodgers (2002), to be part of the effective teacher's management of pupils' off-task behaviour.

| Teacher techniques | Details |
|------------------------------|--|
| Choice | <p>Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include:</p> <p><i>'I want you to get on with your work or (consequences), it's your choice.'</i> <i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (implicit choice).'</i></p> |
| Take-up time | <p>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Examples include:</p> <p><i>'Could you open your book and start work now, Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</i></p> |
| Partial agreement | <p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include:</p> <p><i>'Yes, you may have been talking about your work but I would like you to ...'</i> <i>'Yes, it may not seem fair but ...'</i></p> |
| When-then direction | <p>Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>'When you have finished your work, then you can go out'</i> than <i>'No, you cannot go out because you have not finished your work.'</i></p> |
| Privately understood signals | <p>Draws the class together and builds in sharing times. Examples include: clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.</p> |
| Tactical ignoring | <p>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Examples include:</p> <p>The teacher may say to a nearby pupil: <i>'Well done. You have remembered to put your hand up to answer a question.'</i></p> |
| Redirect behaviour | <p>Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include:</p> <p><i>'Okay, Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i></p> |
| Consequences and sanctions | <p>Needs to be in line with school policy and be implemented clearly and consistently. Examples include:</p> <p><i>'Remember the school rule, Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all.'</i></p> |
| Deferred consequences | <p>Deals later with a pupil who is misbehaving and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Examples include:</p> <p><i>'I'd like to sort this out, Amy, but we can't do it now. I will talk with you at 10.30.'</i></p> |

Task 12

Observing an effective practitioner

30 minutes

Arrange a classroom observation of a colleague who you feel is an effective practitioner. Focus your attention on the techniques you have read about. You should pay particular attention to the language the teacher uses in maintaining a positive approach to learning and behaviour in the classroom.

Your observation should be supported with a recording system. One suggestion is to use a tally chart listing the techniques you have identified, making a tick against a technique every time you think that the teacher uses it. If you think there is a particularly skilful use of a technique, record this in note form.

Later, when you have the opportunity to talk to the teacher whose lesson you have had the privilege of observing, share your findings with them. Explore how consciously the teacher deployed the techniques, and also try to judge whether they have the same picture of the lesson as you do. Were they managing behaviour in itself, or promoting behaviour for learning?

Talking it through

You can certainly develop your classroom management skills through a combination of professional activities: reading, observation and dialogue. You might find it interesting to consider your effectiveness from a pupil's perspective. You will probably have clear impressions from your own schooldays of those teachers who were particularly effective and in whose classrooms there was successful management of behaviour for learning. As you reflect on your personal experiences you should also consider the list below, which characterises pupils' views of a 'good teacher'. This list is derived from research undertaken by Hay McBer for the DfEE in 2000 ('Research into Teacher Effectiveness').

A good teacher:

Is kind; is generous; listens to you; encourages you; likes teaching their subject; helps you when you're stuck; doesn't give up on you; cares for your opinion; treats people equally; makes allowances; allows you to have your say; tells you how you are doing; makes you feel clever. (See also [unit 3](#), [video sequence 3a](#). The unit explores ways in which you could investigate your own pupils' perceptions.)

Adapted from Hay McBer's report for the DfEE (2000) 'Research into Teacher Effectiveness'. © Crown Copyright 2000.

Task 13

Staff-pupil relationships

25 minutes

Consider what other characteristics of being a good teacher pupils might add to this list. Revisit [task 2](#), and match these pupil statements with the core values and beliefs listed there. Share your reflections with a colleague or mentor.

Teachers generally do not have sufficient opportunity to reflect upon their practice. The vibrancy and pace of the working week militate against engaging in this really important professional activity. Neither is it uncommon for effective classroom managers to be unaware of the many skills they exercise as second nature.

A professional dialogue**50 minutes**

In **video sequence 20a** teachers and pupils discuss some of the aspects of classroom management which have been explored in this unit. In particular, the discussion focuses on the use of praise, dealing with pupils who talk out of turn or arrive late, and those non-verbal techniques which effective teachers deploy to such great effect.

Juxtaposed with the dialogue are some brief scenes from the classroom where teachers demonstrate some of the skills and techniques they are discussing.

Watch the video in its entirety to get a sense of its content.

For your second viewing, there are two tasks you should undertake:

- Listen to the teachers' comments carefully and note any ideas, tips or techniques which you feel are worth adopting in your classroom. (You will be surprised by how many you discover. You might find it useful to pause after each section, review your notes and repeat your viewing to be sure that you have maximised your learning.)
- Listen carefully to the pupils' dialogue, note the characteristics they refer to and check with the Hay McBer list (page 19) to see how closely their commentary matches and if there are significant omissions or additions.

Record your reflections and findings and use them as part of your future targets (page 24).

Watching and analysing this video extract with a colleague or a mentor would be a very worthwhile activity and will generate further suggestions.

Summary of research

There is a wealth of literature on various aspects of classroom management. Some approaches have received considerable publicity, for example assertive discipline, and its proponents make significant claims for their effectiveness. Muijs and Reynolds (2001) offer an excellent review of studies into teacher effectiveness and conclude that the main factors influencing pupils' performance are:

- the opportunity to learn;
- time on-task.

Time on-task is strongly influenced by classroom management, which creates the conditions under which high-quality teaching and learning can occur.

Unsurprisingly, the main research findings on classroom management refer to the following areas:

- starting the lesson;
- seating arrangements;
- establishing clear rules and procedures;
- maintaining momentum during the lesson;
- ending the lesson.

[Unit 5 Starters and plenaries](#) offers further advice on this important area. Creemers (1994) explores the management of key transitions when pupils move from play, for example at break and lunchtime, to the classroom. Achieving the appropriate classroom behaviour can be challenging, but his book suggests some useful techniques.

There is some interesting work on seating arrangements in Borich (2003), which discusses the appropriate pattern for different types of work. You could also revisit [unit 18 Improving the climate for learning](#) to look again at [task 8](#), where a teacher deploys a double-horseshoe seating arrangement, and then consider the benefits of this approach.

The effective teacher teaches behaviour for learning and the establishment of clear rules and procedures is an important element. Rules are more formal statements that specify what pupils are allowed to do or expected not to do. Generally, rules should be expressed in positive language. Brophy (1996) gives a good account of these issues. Procedures apply to specific classrooms. Kounin (1970) offers some fascinating insights. He talks of the *ripple effect* where the management of one pupil's unacceptable behaviour impacts on other learners. His research illuminates the fact that pupils react within ten seconds to a teacher's intervention and, depending on the skill of the teacher and on the classroom context, the pupil response can range from open defiance to immediate conformity. He concludes that effective teachers rarely show anger but express firmness. Pupils like teachers who explain well and set positive tasks which are appropriate. Interestingly, he examines the consequences of sanctions on learners. He discovered that the presence of sanctions increased students' attention to task only in cases where there was in the particular student an innate high motivation to learn.

Effective teachers typically displayed other classroom management skills:

With-it-ness: a teacher who communicates well their understanding of the subject and the direction of the learning, and who can manage more than one event simultaneously. This is a demanding area as teachers have to make many decisions and manage a high level of unplanned activity.

Smoothness: off-task behaviour is greatly reduced if teachers maintain lesson pace and the transitions from one lesson episode to another are appropriately timed and progressive.

Group alertness: by this Kounin means teachers who remain aware of the whole class and do not overly focus on the needs of a single pupil.

To analyse what is happening in classrooms you might find it useful to explore some of the instruments outlined in Borich (1990) which enable a sharp focus to be placed on your observation and analysis. Deploying one of these observation strategies might be a very rewarding exercise to undertake with your mentor or a trusted colleague. Another source is Good and Brophy (2002) who, in chapters 4 and 5, consider preventing problems and coping strategies. Their book also has excellent references for further reading.

Although you have clear rules and procedures for your classroom, you will still have to decide which behaviour requires your intervention. It is important not to over-react, and to be anticipatory. This is sometimes called *overlapping* and refers to the teacher's ability to nip misbehaviour in the bud in an unobtrusive way. In some cases, it is effective to ignore certain minor behaviours (sometimes known as *tactical ignoring*) because this maintains lesson momentum. Above all else, it is important to be consistent as discussed in Muijs and Reynolds (2001).

A very thorough analysis of good practice and relevant research can be found in chapter 3 of *Improving school behaviour* by Watkins and Wagner (2000).

'The key to successful classroom management is prevention – teachers do not have to deal with misbehaviour that never occurs.' From *Looking in classrooms*, Good, T. L. and Brophy, J. E., Allyn & Bacon (1973) © Allyn & Bacon.

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Next steps

This unit has explored an aspect of teaching and learning. You may wish to develop your ideas further, to consolidate, apply ideas in different contexts or explore an aspect in more depth and innovate.

Reflect

What have been the key learning points for you?

What has been the impact on pupils?

Here are some suggestions as to how you may develop practice further:

- Arrange to have some of your lessons (or parts of your lesson) videoed so that you can analyse your use of verbal and non-verbal praise.
- Research the contribution that teaching/classroom assistants make to effective classroom management; identify and share good practice.
- Review your school's rewards and sanctions policy. For example, if your school uses detention as part of its management of pupil behaviour, analyse its

effectiveness. Does the analysis of the data show a high percentage of repeat offenders? Are the reasons for the detentions related to pupil misconduct in the classroom? Do detentions modify pupil behaviour? What is the pupil experience of detentions?

For further reading the following publications are recommended:

- Blum, P. (2003) *A teacher's guide to anger management*. Routledge Falmer. ISBN: 0415231981.
- *Discipline in schools* (the Elton Report) (1989). HMSO. ISBN: 0112706657.
- Macgrath, M. (1998) *The art of teaching peacefully*. David Fulton. ISBN: 1853465607.
- Newell, S. and Jeffrey, D. (2002) *Behaviour management in the classroom – a transactional analysis approach*. David Fulton. ISBN: 1853468266.
- Rodgers, W. (2002) *Classroom behaviour*. Paul Chapman Publishing. ISBN: 0761940189.
- Watkins, C. and Wagner, P. (2000) *Improving school behaviour*. Paul Chapman. ISBN: 0761963375.

Visit these websites:

www.standards.dfes.gov.uk/keystage3, where you will find the *Behaviour and attendance* materials;

www.teachernet.gov.uk/professionaldevelopment, which has a resource bank on behaviour management.

Setting future targets

Having considered your next steps, you may wish to set yourself some personal targets to support your own continuing professional development. You could use these ideas to inform your performance management discussion.

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Task 15

Setting your targets

40 minutes

When setting targets for the future you may want to discuss the possibilities with a colleague or your line manager.

Whatever you decide to do, you will need to consider the following.

- What are your objectives for the next year?
- What are the expected outcomes in terms of pupils' achievements?
- What strategies will you employ to achieve these outcomes?
- How will you track progress over the year?
- How will you know whether you have been successful or not?

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Ref: DfES 0443-2004 G

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