

## **Classroom Management**

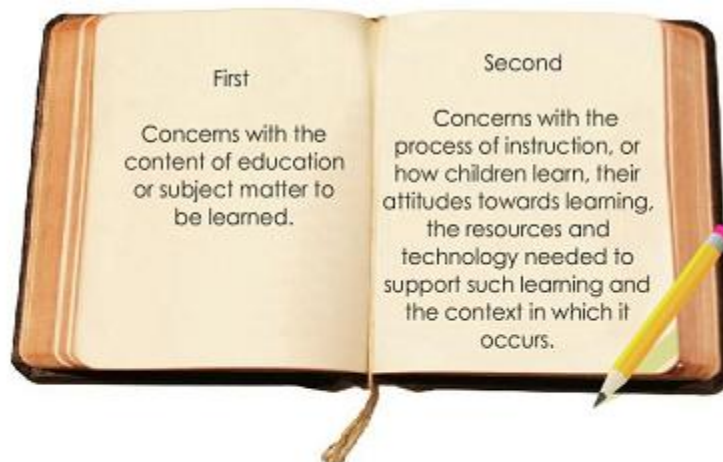
In this booklet, you will cover the following:

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| <b>1. Define classroom management</b>                               | <b>p3</b>  |
| <b>2. Explain the goals of classroom management</b>                 | <b>p6</b>  |
| <b>3. Explain the need for socialization (Managing Behavior...)</b> | <b>p8</b>  |
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### INTRODUCTION



The answer for the question is there are two dominant roles played by a teacher in a classroom as illustrated in Figure 9.1.



*Figure 9.1: Two dominant roles of teacher in a classroom*

This chapter concerns with the second of these two aspects of learning that is the issues associated with the instruction process. The chapter focuses in particular on how teachers manage the classroom activities and the strategies they use to ensure that the classroom provides a context to support and facilitate learning. Managing a class full of students is

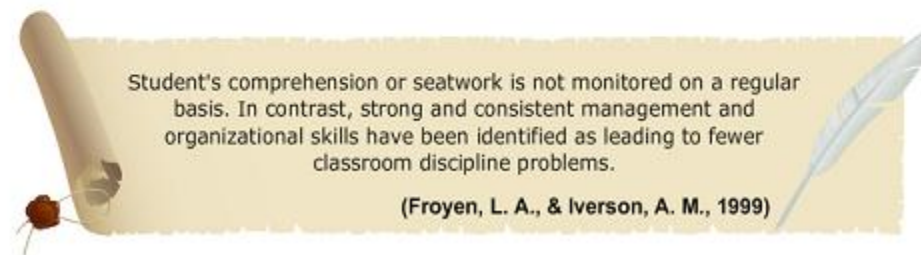
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one of the biggest challenges faced by teachers. If teachers do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences. Thus, teachers will find themselves refereeing instead of teaching.

Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials they are learning.

According to Froyen, L. A., & Iverson:



### 1. Definition of Classroom Management



Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour.

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According to Bellon, Bellon & Blank:

"The term 'classroom management' and 'discipline' are often used interchangeably".  
(Bellon, Bellon, & Blank, 1992)

However, too often the term 'discipline' focuses on misbehaviour, ill deeds, and punishment and contains two significant limitations as shown in Figure 9.2.



*Figure 9.2: Two significant limitations in term of 'discipline'.*

Whereas, classroom management is the term we will use to highlight all of those positive behaviours and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003).

In short, classroom management can be defined as:

**Classroom management is teachers' strategies that create and maintain an orderly learning environment and discipline means teachers' responses to student's misbehaviour.**

Or also also defined as:

**Classroom management is closely linked to issues of motivation, discipline and respect.**

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Many teachers establish rules and procedures at the beginning of the school year. They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful as a result of their own efforts.

According to specialists in the field of education:

**"School and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of school and classroom management."**

**(Froyen, L. A., & Iverson, A. M., 1999)**

Where as according to Doyle, 1986 (as cited in Krause, Bouchner & Duchesne, 2003):

**"Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience."**

**(Krause, Bouchner & Duchesne, 2003)**

The classroom environment not only provides a context for learning and includes the physical space, furnishings, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience.



### SELF-CHECK



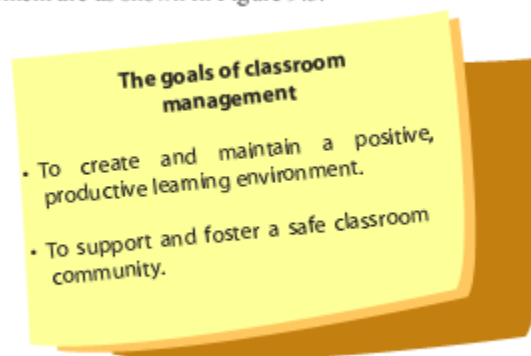
1. What is classroom management?
2. How do you differentiate classroom management from discipline?

### 2. Goals of Classroom Management



A well-organized classroom is a classroom in which students know how to effectively make use of the classroom and its resources. Some of the teaching objectives focus on expected academic behaviours, appropriate use of materials and learning centres, and cooperation with peers. So, teacher should play a role to create a community of learners where students play an active part in forming their environment, understand their role students, and learn how to work effectively as an individual and with peers. All actions taken by the teacher should be focused on minimizing disruptions and fostering an environment where students can learn.

The goals of classroom management can be many, but, the two common goals of classroom management are as shown in Figure 9.3.



*Figure 9.3: Goals of classroom management.*



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The goals of classroom management are elaborated as below.

**(a) To create and maintain a positive, productive learning environment.**

This goal is not meant for absolute control or to create an inert, docile, and totally compliant classroom and student body. Rather, an effective classroom management is to maintain students' interest, motivation and involvement. Thus, the focus is on activities that create positive, productive and facilitative learning environment.



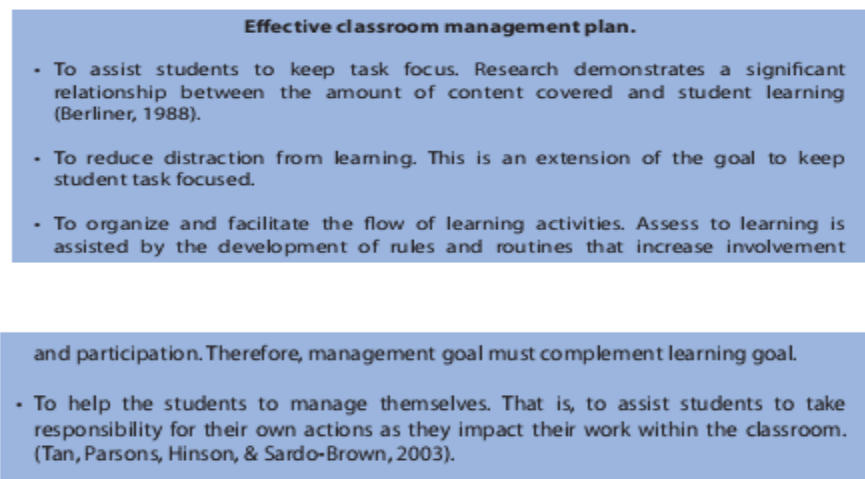
**(b) To support and foster a safe classroom community.**

Another goal of classroom management is to support and foster a safe classroom community. It means that students are allowed to make the connections needed for learning to take place. Each student needs to feel comfortable enough to discuss their previous understanding without fear of being ridiculed for their misconceptions. In order to make the students comfortable enough to take these intellectual risks, it is necessary to set up the rules and routines which:

- The rules and routines will give them a structure in which to interact with the teacher and each other.
- The rules and routines need to be necessary, fair and specific if the students are to be expected to follow them.
- Each rule or routine should come with a verbal or written description of why the rule is needed. If the rule is too vague on its own, examples should be given.

Classroom management strategy will not work if a teacher does not know his/her students. If the teacher takes the time to get to know the students, he or she can not only plan management issues better, but can also minimize disruptions in a more personal way. This has the added benefit of letting the students know that you care about them as people as well as students.

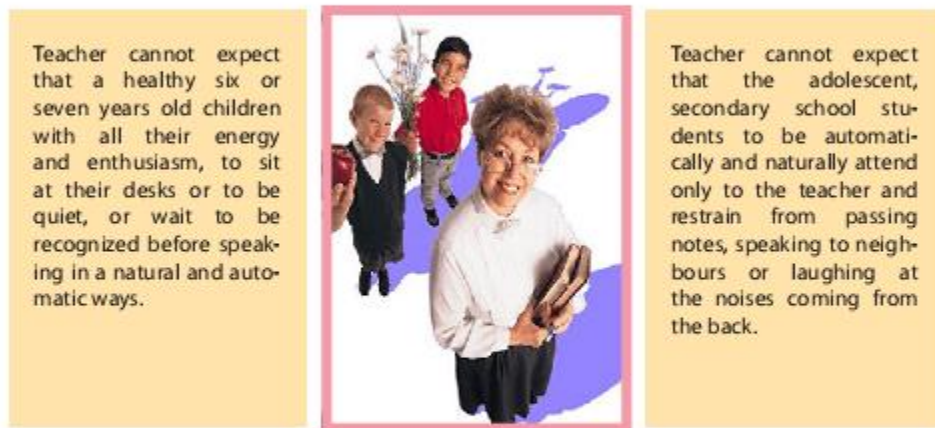
Figure 9.4 lists some of the aims of effective classroom management plan.



*Figure 9.4: The aims of effective classroom management plan.*

### 3. The Need for ‘Socialization’ (Managing Behavior)

The purpose of classroom management is socializing students with the ‘dos’ and ‘don’ts’ behavioural in the school’s environment. Meaning that, it teaches children how to behave in ways that facilitate learning. The teacher should understand that children’s behaviour is not automatic. In fact, in many ways, the behaviour we request of children as member of our classes could be contrary to their natural inclinations. Look at the examples stated in Figure 9.5.



*Figure 9.5: Example of requesting behaviour could be contrary to the student's natural inclinations*

All those behaviours are not terrible acts. But to attend to the proper classroom and to maintain academic focus and attention, students have to behave in ways that are often desired, encouraged and often appropriate in the context of learning. Like other lessons to be learned, these behaviours need to be taught, not simply demanded.

Tan, Parsons, Hinson, & Sardo-Brown indicated that:

The process of socializing the students is known as “schoolization”.

(Tan, Parsons, Hinson, & Sardo-Brown, 2003)



### 3.1 Disruptive and Disturbed Behavior



In most classrooms, students' behaviour is generally appropriate and does not present a challenge to the teacher. However, there are sometimes a few children whose behaviour is at times inappropriate, nuisance and difficult to manage that teacher needs to seek additional help from experts, either to develop better strategies for coping with particular students or to find some other solutions.

Disruptive behaviour can be defined as:

**Disruptive behaviour is the behaviour that is problematic or inappropriate in the context of a given activity or for a certain teacher.**

In other words, disruptive behaviour is the behaviour that interferes with students' own learning or disrupt the class, in school settings. It is also called as problematic behaviour, such daydreaming, drowsiness, wriggling, mild interruptions, unnecessary and excessive movement, or those that disrupt the flow of activity for the whole group such as calling out, arguing, shouting, swearing, fighting and so on. Over time, most teachers develop

strategies for responding to disturbance caused by such behaviours.

An important element of the classroom management process concerns the range of behaviours that may be present in a particular group of students, and the identification and implementation of appropriate strategies for handling these behaviours as shown in Figure 9.6.

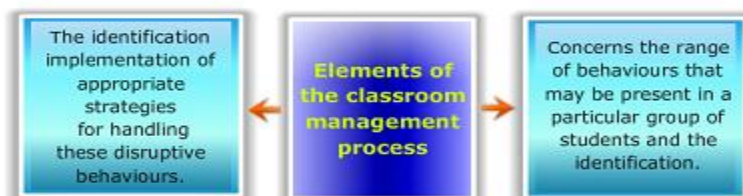


Figure 9.6: Two elements of the classroom management process.



1. Jog down what are some of the goals of effective classroom management?
2. What behaviour does you categories as disruptive or problematic in classroom?
3. Compare your lists with those of others in your group and discuss strategies for dealing with disruptive and problematic behaviour.
4. Do you have concerns about managing disruptive behaviour in your classroom? If so, identify ways of addressing your concerns and discuss it with your friend.

### 4. Managing the Classroom

Managing student's behaviour is clearly a complex process. Teachers must be multi skilled, talented and able to deal with range of behaviour. Different behaviour management strategies were used in classroom. One of the strategies was corporal punishment. But, it was not allowed to be used or became the last resort in many countries all around the world. Therefore, corporal punishment has been replaced by alternative forms of discipline, which ranges from detention, extra written work, time out, removal of privileges, behaviour contracts or agreements, in-school suspension and community service to exclusion and expulsion (Youthlaw, 2003 as cited in Krause, Bochner, & Duchesne, 2003).

In order to be successful in teaching, teachers need to have a planning for effective classroom management. There are six suggested planning for teachers to effectively manage a classroom as illustrated in Figure 9.7. The planning include reflecting student development needs, creating a physical environment, creating a learning environment, creating, teaching and maintaining rules and procedures, managing the classroom activities, getting students to cooperate and classroom management style.

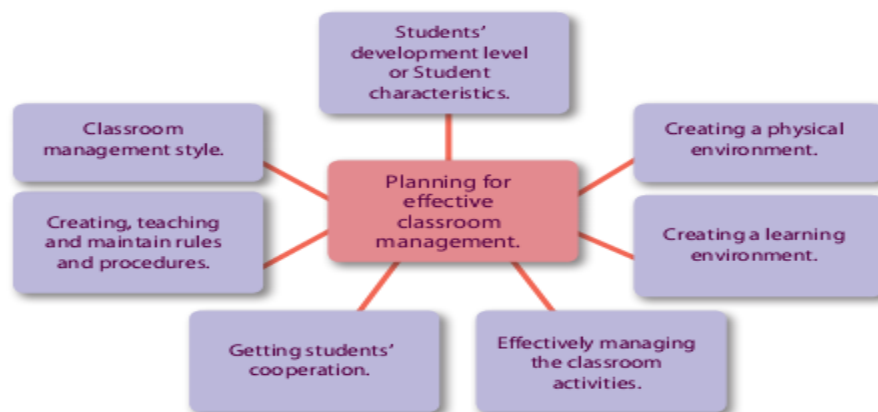


Figure 9.7: Planning for effective classroom management

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The descriptions for the planning are explained below.

**(a) Reflecting students' development needs: Students' characteristic.**

As a process of appropriate teaching, classroom management needs to consider a student's development level. The goal of classroom management must reflect the ever-changing needs of students of different level. There are four levels in the school context according to Brophy and Evertson, (1978) as shown in Figure 9.8.

Lower primary
The major focus during the early school years is on socializing the child to the role of student. Children at this level of development typically tend to follow adult authority. Thus, the emphasis is on teaching them what to do, more than on compliance with rules and regulation. The primary techniques would be establishing and introducing routines within the classroom.
Upper primary
By the time students reach this level, they are most likely familiar with school routines and generally able to maintain an appropriate learning environment.
Secondary school
A testing of the routines appears during the middle school years. At this level, students' interest and control shift from adults to peers. The students may resist the teacher as authority. Classroom management needs to be developed that focus on compliance, rather than instruction. Getting the student to behave through rules and consequences will take more of centre stage in the classroom management plan.
Post-secondary school
With the exception of serious problems, which require special attention and remediation, most of the students are mature and socialized to the school environment. Classroom management should take less energy and time, with the exception of setting the stage during the beginning of the year and perhaps refocusing students who may sway off course.  (Tan, Parsons, Hinson, & Sardo-Brown, 2003).

*Figure 9.8: Child's development level according to Brophy and Evertson, (1978).*

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These processes of development are the general characteristics and individual students vary. As a pattern, however, we can see increasing independence and self-regulation as learners develop. Their affection for teachers decreases and they become more likely to question authority. This trend peaks in early adolescence, making classroom management at this age challenging. As stated by Eggen, & Kauchack:

During the high school years, students begin to behave like young adults and respond well to being treated as such.

(Eggen, & Kauchack, 2004)

In short, students of all ages need the emotional security of knowing that their teachers are genuinely interested in them and sincerely care about their learning.

### (b) Creating a learning environment.

Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both a physical space and a cognitive space as shown in Figure 9.9.



Figure 9.9: Two spaces in learning environment.

Creating an environment conducive to concentration, study, and learning is more than having attractive, stimulating sights, relaxing sounds, and good ventilation. It is creating a place where all feel comfortable and at ease, a place where the surroundings are neat and orderly. It is a place where there is mutual respect in a friendly, non-threatening atmosphere, a place where everyone can bloom and do their best.

Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students. Two specific areas of cognitive space that teachers include in their plans are setting expectations such as rules and procedures, and creating a motivational climate as.

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### (c) Creating a physical environment.

Arranging desks and furnishing is often a compromise between what teacher would like and what is possible. The physical space of a classroom is managed as the teacher prepares the classroom for the students.



Attending to these and similar questions aids a teacher in managing the physical space of the classroom. Nevertheless, in their planning, teachers should consider the following factors as listed in Figure 9.10 to make the most of physical environment.

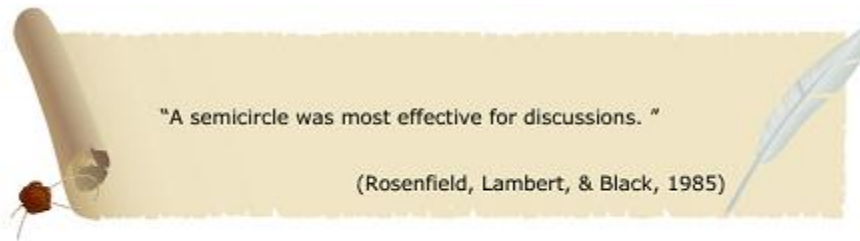
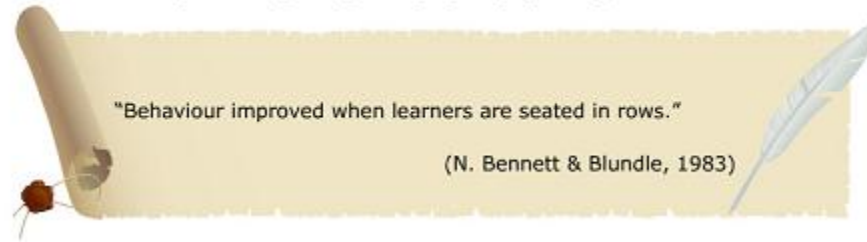
- ✓ **Visibility** – the room must be arranged in such a way that all students can see the chalkboard, overhead projector or other displays.
- ✓ **Accessibility** – the room should be designed in such a way that access to high-traffic areas, such as the pencil sharpener and places students put papers, are kept clear and separated from each other.
- ✓ **Distractibility** – desks should be arranged in such a way that potential distractions, such as movements that are visible through doors and windows, are minimized.

Figure 9.10: Factors to be considered to make the most of physical environment.

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There were several opinions regarding managing the physical space of the classroom such as:



Thus, teachers should think about their room arrangement when they plan, change according to their goals and experiment to see what works best for them (as cited in Eggen, & Kauchack, 2004). However, there is no single arrangement that works for all situations.



1. Students think, act and feel differently at different stage of development. Describe the development differences that can influence classroom management?
2. What are some strategies for creating a positive environment for learning?
3. Describe the positive design of the classroom's physical environment.
4. How would you design and arrange your ideal classroom? How would you personalize it?



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### (d) Creating, teaching and maintaining rules and procedures.

All teachers, regardless of years of experience, will encounter numerous disciplinary problems throughout the school year. One of the first applications of effective classroom management begins with the establishment of classroom rules on the first day of school. In planning procedures and rules for the classroom, we have to consider the students' characteristics and the physical environment.

#### Procedures

Procedures are steps for the routines students follow in their daily learning activities, such as how they turn in papers, sharpen pencils and make transitions from one activity to another. Expert teachers plan and teach procedures until they become routines that students follow automatically. These routines provide a sense of regularity and equilibrium for both students and teachers.

Example: Teaching students what they are expected to do after completing assignments and how late or missing homework will be handled are essential procedures for all classrooms.

They may seem minor, but they affect the efficiency of the classroom and communicate that learning is the primary purpose of schools.

#### Rules

Rules are descriptions of standards for acceptable classroom behaviour, such as "listen when someone else is talking". Figure 9.11 lists other examples of rules making by the teachers.



Figure 9.11: Examples of teachers' rules.

Research confirms that:

"The values of rules in creating productive learning environments and many evidences exist indicating that clear, reasonable rules, fairly and consistently enforced, not only can reduce behaviour problems that interfere with learning, but also can promote a feeling of pride and responsibility in the school community."

(Purkey & Smith, 1983 as cited in Eggen, & Kauchack, 2004)

A cognitive approach to management requires that learners understand the reason behind rules so they can accept responsibility for their own behaviour.

The following principles as listed in Figure 9.12 can guide teachers in their efforts to promote this understanding.

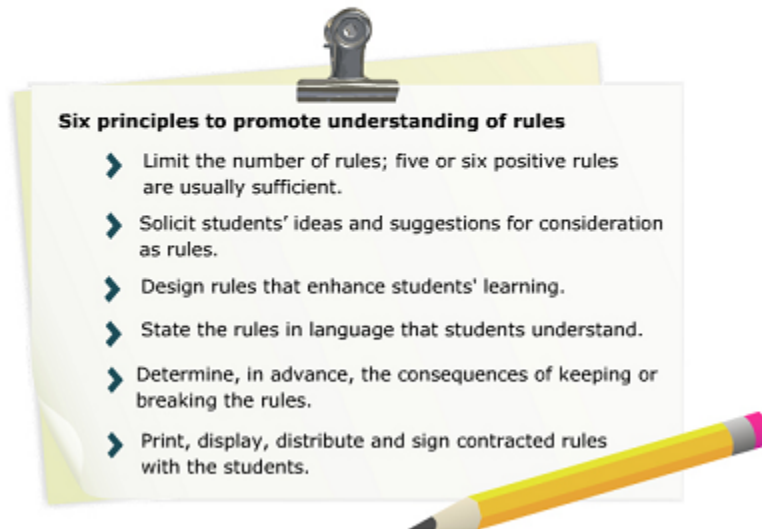


Figure 9.12: Six principles to promote understanding of rules.

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### (e) Effectively managing classroom activities.

According to Kounin (1970):

"Effective teachers differ from ineffective teachers not in the way they respond to students' misbehaviour, but instead in how competently they manage the group activities."

Kounin (1970)

Therefore, effective teachers are the person who can conduct students using the four methods of teaching. The methods are show how they are "with it", cope effectively with overlapping situation, maintain smoothness and continuity in lessons and lastly, engage students in a variety of challenging activities as explained in Figure 9.13.

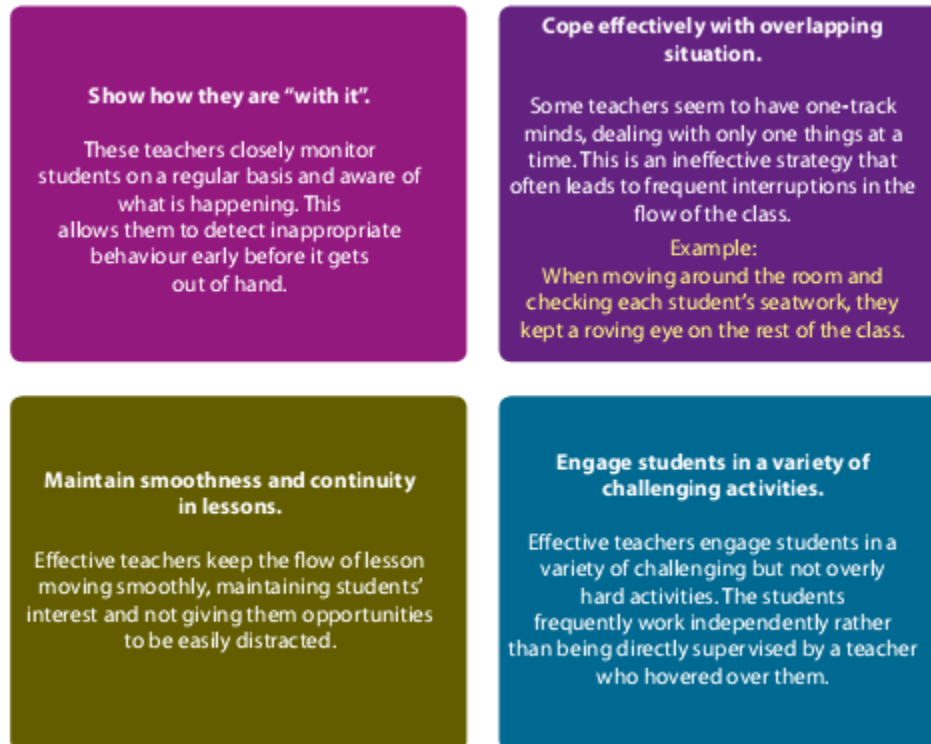


Figure 9.13: Methods of teaching by effective teachers.



1. What is the different between procedures and rules?
2. Describe the characteristics of teachers that can effectively manage the classroom activities.

### (f) Getting students to cooperate.

There are three main strategies to get students to cooperate. The strategies are develop a positive relationship with students, get students to share and assume responsibility and reward appropriate behaviour as shown in Figure 9.14.

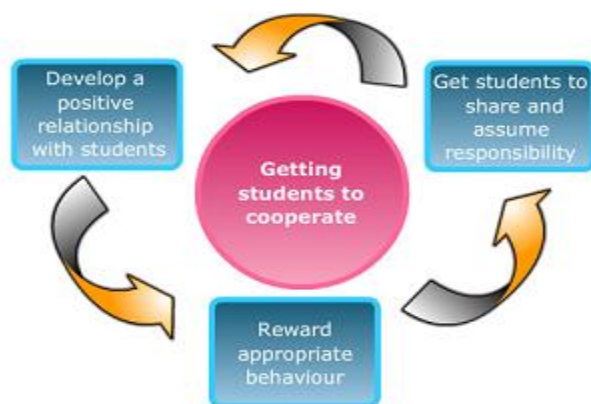


Figure 9.14: Strategies to get students to cooperate.

#### i) Develop a positive relationship with students.

If teachers show genuinely their care about students as individuals apart from their academic work, it would help them to gain their cooperation. This attention would create a classroom environment in which students feel safe and secure, and they feel they are being treated fairly. Teachers would become sensitive to their needs and anxiety and have good communication skills as well as making the classroom atmosphere feel more relaxed and pleasant.

#### ii) Get students to share and assume responsibility.

Sharing responsibility with students for making classroom decisions increases the students' commitment to the decisions. Some of the guidelines for students to share and assume responsibility in the classroom are listed in Figure 9.15.

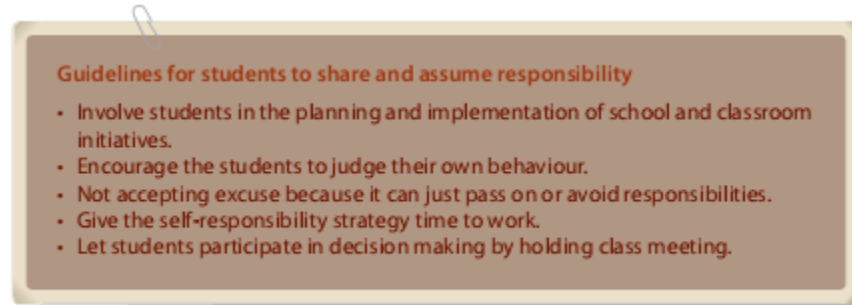


Figure 9.16: Guidelines for students to share and assume responsibility in the classroom

### iii) Reward appropriate behaviour.

When a student is not paying attention, you can also praise other students in your classroom for their appropriate behaviour.



For example, you say:

I really like how Rajan does his work. Great job, Rajan.

Make it a big deal and make sure the target student hears the praise to the other student. And as soon as the target student responds to that and starts doing his work, quickly praise him too.

I see that Karim is also doing his work. Great job, Karim.

For example, you say:



So what you are doing here is that you are giving him the attention when he is being appropriate and not when he is being inappropriate. If he really likes the attention, he may increase his appropriate behaviour for your attention.

Figure 9.16 lists some guidelines for using rewards in managing classroom.

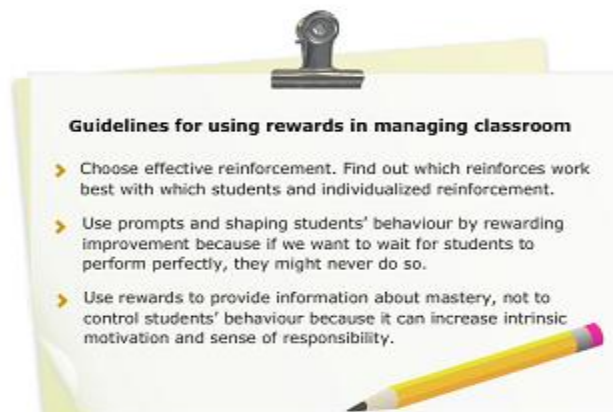


Figure 9.16: Guidelines for using rewards in managing classroom

### (g) Classroom management style.

The **authoritative classroom management** style derives from Diana Baumrind's parenting styles. Like authoritative parents, authoritative teachers have students who tend to be self-reliant, delay gratification, get along well with their peers and show high-esteem.

Authoritative teachers engage students in considerable verbal give-and-take and show a caring attitude toward them, but they still declare limit when necessary. Authoritative teachers also clarify rules and regulations, establishing standards with input from students. The authoritative style contrasts with two ineffective strategies, namely authoritarian and permissive style.

The difference between authoritarian and permissive style are shown in Table 9.1.

Table 9.1: The different between the three types of classroom management style.

The authoritative classroom management style	The authoritarian classroom management style	The permissive classroom management style
This type of style encourages students to be independent thinkers and doers but still involves effective monitoring.	This type of style is restrictive and punitive. The focus is mainly on keeping order in the classroom rather than on instruction and learning.	This type of style offers students with considerable autonomy, but provide them with little support for developing learning skills or managing their behaviour.



1. Identify some good approaches to communication for both students and teacher in developing positive relationship.
2. Formulate some effective approaches that teacher can use to reward appropriate behaviour.
3. What is the different between the authoritative classroom management style with the authoritarian classroom management style and the permissive classroom management style?
4. Describe the characteristics of authoritative teachers?



### 5. Summary

#### SUMMARY

- This chapter focuses in particular on how teachers manage the classroom activities and the strategies they use to ensure that classroom provides a context to support and facilitate learning.
- Classroom management means the process of ensuring that classroom lessons run smoothly despite disruptive behaviour showed by students. The term also implies the prevention of disruptive behaviour and closely linked to issues of motivation, discipline and respect.
- The terms 'classroom management' and 'discipline' are often used interchangeably. Classroom management means teachers' strategies to create and maintain an orderly learning environment and discipline means teachers' responses to students' misbehaviour.
- The goal of classroom management is to create and maintain a positive, productive learning environment, to support and foster a safe classroom community, to assist students to keep task focused, to reduce distraction from learning, to organize and facilitate the flow of learning activities and to help the students to manage themselves.
- Disruptive behaviour is the behaviour that is problematic or inappropriate in the learning context or in other words, it is the behaviour that interferes with students' own learning or disrupts the class, in the school setting.
- Managing a classroom is not an easy task. Teacher needs to consider several things such as the child's development level, the learning and physical environment, rules and procedure, classroom activities, student's cooperation and classroom management style.

## 6. Key Terms and Concepts

KEY TERMS AND CONCEPTS	
Terms	Definitions
Classroom environment	Provides a context for learning and includes not only the physical space, furnishings, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience.
Classroom management	The process of ensuring that classroom lessons run smoothly despite disruptive behavior by students ; closely linked to issues of motivation, discipline and respect.
Disruptive behavior	Behavior that is problematic or inappropriate in the context of a given activity or for a certain teacher; the behavior that interferes with a students' own learning or disrupt the class, in school settings.
Learning environment	Are the steps for the routines students followed in their daily learning activities, such as how they turn in papers, sharpen pencils, and make transitions from one activity to another.
Rules	Are descriptions of standards for acceptable classroom behavior, such as listen when someone else is talking.
Schoolization	The process of socializing the students.
The authoritarian classroom management style	A management style that is restrictive and punitive with the focus mainly on keeping order in the classroom rather than on instruction and learning.
The authoritative classroom management style	A management style that encourage students to be independent thinkers and doers but still involves effective monitoring. Authoritative teachers engage students in considerable verbal give-and-take and show a caring attitude toward them, but still set limits when necessary.
The permissive classroom management style	A management style that offers students with considerable autonomy, but provide them with little support for developing learning skills or managing their behavior.

### ENDNOTES

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## 7. Review and Discussion Questions

### REVIEW AND DISCUSSION QUESTIONS

1. Which of the following best describes a productive learning environment?
  - A. A classroom environment in which learners understand and obey well-established rules.
  - B. A classroom environment that involves collaboration and cooperation between the teacher and students.
  - C. A classroom environment that involve order and well-established routine.
  - D. A classroom environment that is orderly and focuses on learning.
2. Teachers' responses to the misbehaviour of students best describe as \_\_\_\_\_.
  - A. Classroom management
  - B. Classroom discipline.
  - C. Behaviour approaches to management.
  - D. Teacher organization.
3. Which of the following statements best describes why classroom management is so challenging for teacher?
  - A. Most students tend to be rebellious, so teachers must be able to cope with their behaviour.
  - B. Many teachers focus on classroom management when they should instead be focusing on classroom discipline.
  - C. Large numbers of unpredictable events occurs rapidly and simultaneously in many classrooms.
  - D. Many teachers focus on instruction when they should instead be focusing on classroom management.
4. Which of the following should be considered before planning a system of rules and procedures?
  - I. Your available instruction materials.
  - II. The characteristic of the students you're teaching.
  - III. The kind of reinforces you'll use for desirable behaviour.
  - IV. The physical environment of your classroom.

A. I, II, III, IV	C. II, III
B. I, II, III	D. II, IV
5. Which of the following statements best describes the difference between classroom procedures and classroom rules?
  - A. Students are often reinforced for following classroom rules, but they aren't reinforced for following classroom procedures.
  - B. Classroom procedures describe acceptable behaviours, whereas classroom rules describe unacceptable behaviour
  - C. Classroom procedures describe routine to be followed, whereas classroom rules describe standards of acceptable behaviour.
  - D. Classroom procedures focus on a management approach to developing an orderly classroom, whereas classroom rules focus on discipline approach to developing an orderly classroom.
6. In the case of a serious management problem, such as two students fighting, which of the following should be your immediate reaction?
  - A. Stop the fight, if possible.
  - B. Send a student to the min office for help.

- C. Go to the main office for help yourself.
  - D. Wait for a moment to see if the students stop fighting, and if they don't, send student to a main office for help.
7. Providing rationales for rules and procedures is essential. Which of the following best describes the reason for providing rationales?
- A. Providing rationales suggests that the world is an orderly place that makes sense.
  - B. Students won't obey rules if teachers don't give them reasons for the rules being important.
  - C. Rules provide observable measures, which allow compliance with them to be reinforced.
  - D. Rationales for rules contribute to students' perspective taking, which is the important part of social development.
8. Zahid, a new fourth grade teacher, wants to prevent classroom problems before they occur, so he is planning carefully. As he plans his management system, which of the following is likely the best advice?
- A. Be sure to consider both the characteristic of the students and the physical environment.
  - B. Ask other beginning teachers how they are planning their management system.
  - C. Design a token reward system and have a catalogue of rewards.
  - D. Be stern, don't smile, and be tough for the first few months.
9. Amilia is a fifth grade teacher and wants to maximize student attention by modifying the seating arrangement in her class. Which of the following is the best decision?
- A. Leave the seats in rows for most instruction. Have them form a circle for discussion.
  - B. Arrange students in families based upon their achievement level.
  - C. Consider the physical environment and number of students, and then experiment to see what works best for everyone.
  - D. Allow the students to give the names of three other students that they would like to work with and structure the groups on that basis.
10. Without any announcement from the teacher, students come into class, take their seat, take out their workbooks, and begin working exercises written on the chalkboard. The aspect of classroom management illustrated in this description is best described as:
- A. Effective use of classroom rules.
  - B. Effective use of classroom procedures
  - C. Ineffective use of a structured environment.
  - D. An application of classical conditioning.

## 8. Classroom Management Tips

### 1. Interest The Class



In general a class that is absorbed in its work does not want to cause problems. The class members will act disapprovingly towards any of their members who try to distract their attention

### 2. Avoid Personal Mannerisms



Mannerisms of speech, dress, gesture on the part of the teacher can be intensely irritating or comic to children who have to sit and watch them, and may well lead to negative behavior on the part of the class.

### 3. Be Fair



Real or imagined injustices can breed resentment and hostility in children. Fairness means ensuring that any loss of privileges, etc. is appropriate to the original misdeed, it means behaving towards children consistently so that they know what to expect, and it means keeping one's word. Interestingly, children of all ages rate "fairness" as one of the most desirable qualities in a teacher.

### 4. Be Humorous



This does not mean that teachers try to be knock-about comedian, but simply that they are prepared to laugh with the class (though not when the joke is on some unfortunate individual member of it), and to introduce humor into teaching material where suitable.

### 5. Avoid Unnecessary Threats



When threats are uttered they must be carried out. Constant offers of 'one last chance' soon weaken the teacher's standing in the eyes of the class.

### 6. Be Punctual



A teacher who arrives late for a class not only sets the children a bad example but also may have to quell a riot before the lesson can begin. Punctuality at the end of the lesson is of equal importance. Children soon resent being constantly late out for break or last in the lunch queue or late for the next lesson

### 7. Avoid Anger









Teachers who lose their temper may say and do things in the heat of the moment that they come to regret later. Certainly all teachers on occasions will feel the need to speak sharply to children, but this quite different from heated outbursts in the schools or for the state of his or her physical health

### 8. Avoid Over-familiarity



The line between friendliness and over-familiarity can be a narrow one, but it is better to start off rather formally with a class and become more intimate as one gets to know them better, to behave, indeed, much as one does when making any new friends.



<p><b>9. Offer Opportunities for responsibility</b></p>  <p>If all responsibility rests with the teacher, then it is not surprising that children behave irresponsibly when not under direct supervision. Offering children responsibility not only shows them they have the teacher's confidence, it also leads them to realize that what happens in the class is their concern just as much as it is the teacher's.</p>	<p><b>10. Focus Attention</b></p>  <p>General appeals for quiet or order in a classroom are of much less value than calling out the name of the child or children most directly involved, and thus focusing the attention of the class. In the silence that follows, the teacher can then issue further instructions.</p>
<p><b>11. Avoid Humiliating children</b></p>  <p>Quite apart from the potential psychological damage to the child or children concerned, humiliation attacks a child's status in the eyes of the rest of the class, and he or she may well use various strategies, all aimed at the teacher's authority, in order to re-establish it.</p>	<p><b>12. Be Alert</b></p>  <p>An important characteristic of teachers with good class control is that they appear to know at all times exactly what is going on in the classroom. They move frequently around the room and insist children wait in their places when they have difficulties with their work rather than besieging the teacher who became isolated from the main action by a detachment of hand-waving children.</p>
<p><b>13. Use Positive Language</b></p>  <p>The emphasis should always be upon what we want children to do rather than upon what they refrain from doing. Thus we say "come in quietly" rather than "don't make so much noise", "look at your books" rather than "stop turning around"</p>	<p><b>14. Be Confident</b></p>  <p>Teachers who go into the class with a hesitant, tentative manner suggest to children that they are expecting trouble and are probably accustomed to being disobeyed. Very well, the class think to themselves, the teacher will not be disappointed. If, on the other hand, teachers are able to give the impression they are used to getting on well with children, then once again the children will be included to take this at face value and offer co-operation. So even if the teacher is feeling inexperienced and apprehensive, the moral is not to show it.</p>

### 15. Be Well-organized



Good classroom organization means:

**A** - making clear to children exactly what is expected of them in the way of getting out or putting away apparatus and equipment before they start to do it

**B** - Children know where things are kept and they each have clear duties and responsibilities, both to deal with the normal running of the classroom and with the sudden emergencies when things get split or broken.

**C** - Planning lessons carefully so that the practical activities are within the scope and the competence of both teacher and class and never threaten to get out of hand.

**D**- A well-organized lesson with adequate material carefully prepared and with all equipment to hand and in good working order is way better than one that even the teacher concedes bears a certain resemblance to a shambles.

**E** – Organize and re-organize your space to best fit your lesson each day.

### 16. Show that one likes children



Many people recalling their schooldays, have stories of ogres of whom they were in awe, and of kindly, well-meaning souls whose lives they made a torment, but these stories are only remembered because they are unusual. For the most part, teachers who relate satisfactorily to children have the gift of conveying to them sympathy, understanding, and a personal delight in the job of teaching. They indicate to the class that they want children to succeed not because this demonstrates their own competence but because success is important to children. Once the class is convinced they have the teacher's support, they will respond, as in any relationship, with co-operation and esteem