

RELATIONSHIPS

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The use of preferred adult behaviours includes

- proximity
- active listening
- eye contact
- pleasant tone of voice
- smile and use students name

CLASSROOM EXPECTATIONS

To be effective, classroom behaviours/rules need to be linked to the 3-5 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be

- **Observable**
- **Measurable**
- **Positively stated**
- **Understandable**
- **Always applicable**

ACTIVE SUPERVISION

3 components: **moving, scanning, interacting**

- Allows for the provision of immediate learning assistance
- Increases student engagement
- Reduces inappropriate and increases appropriate behaviour
- Provides knowledge of students' use of expectations
- Allows for encouragement of those using expectations or appropriate behaviour
- Allows for timely correction of learning errors (academic/socialemotional)

CLASSROOM ENVIRONMENT

Organising the physical space will include attention to:

- layout of learning space to allow movement, access to resources and defined areas for working
- lighting, ventilation and temperature control
- seating arrangements and plans
- storage of student, teacher and class resources
- displays of student work
- posting expectations and routines
- schedules and timetables

CLASSROOM PROCEDURES AND ROUTINES

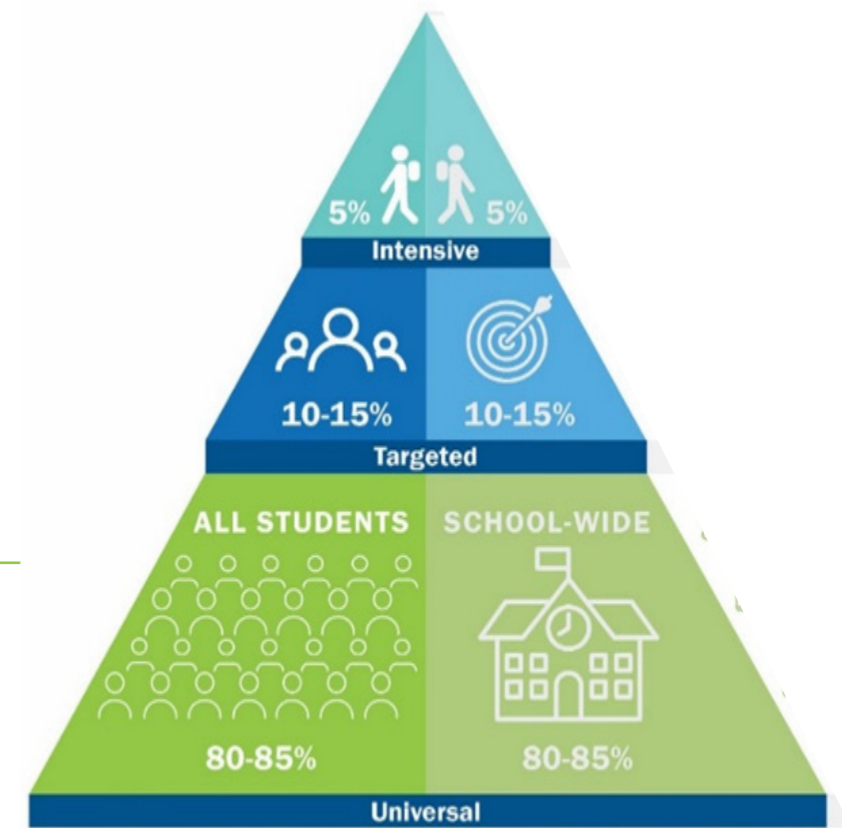
- Clarification of individual classroom routines/activities. E.g. entering room, large group instruction, small group activities and independent seatwork time
- Explicitly teach using:
 - TELL
 - SHOW
 - PRACTISE
- Prompt or pre-correct regularly for success
- Continuously supported through monitoring and providing specific feedback

OPPORTUNITIES TO RESPOND

An instructional question, statement or gesture made by the teacher seeking an academic response from students.

- **Verbal Responses** – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept.
 - Individual questioning
 - Choral responding
- **Non-verbal Responses** - white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes
- **Other practices** – computer assisted instruction, class-wide peer tutoring, direction instruction

POSITIVE PRACTICES FOR CLASSROOM MANAGEMENT



ENCOURAGING EXPECTED BEHAVIOUR

Effective encouragement at a rate of **4:1** will increase:

- on task behaviour
- correct responses, work productivity and accuracy
- attention and compliance
- cooperative play
- foster intrinsic motivation

Four components of effective recognition and encouragement of students

1. Adult non-contingent and contingent attention
2. Effective specific positive feedback
3. Use of a tangible reinforcement system
4. A menu or continuum of reinforcers.

ACTIVITY SEQUENCE AND CHOICE

Empowering students increases student engagement and personal motivation.

For students who **can** do assigned academic work but require additional support do it consider ...

- Activity sequencing
 - task interspersal
 - behaviour momentum
- Choice
 - order of completion
 - materials used to complete task
 - whom they work with
 - where they will work
 - what they can do once task is complete

Choice can be used class wide, to groups or with individual students.

TASK DIFFICULTY

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in **3 ways**

- Assignments **length** or **time** frame allotted
- The **mode** of task completion
- The extent of **instruction** or practise provided

