POSITIVE PRACTICES FOR CLASSROOM MANAGEMENT

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

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

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.

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/social/emotional)

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

ACTIVITY SEQUENCE AND CHOICE
Empowering students increases student engagement and personal motivation.

For students who can do assigned academic work but choose not to 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
RESPONDING TO PROBLEM BEHAVIOUR

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

General considerations

- Consistency
- Active supervision
- Pre-corrects
- Calm, immediate response
- Specific, yet brief
- Quiet, respectful interaction with student
- Refocus class if needed

Remember the importance of prevention