

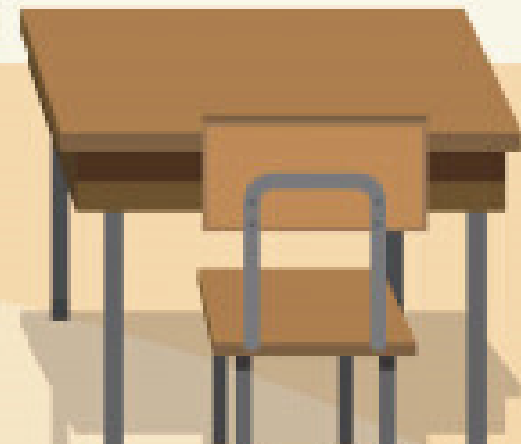
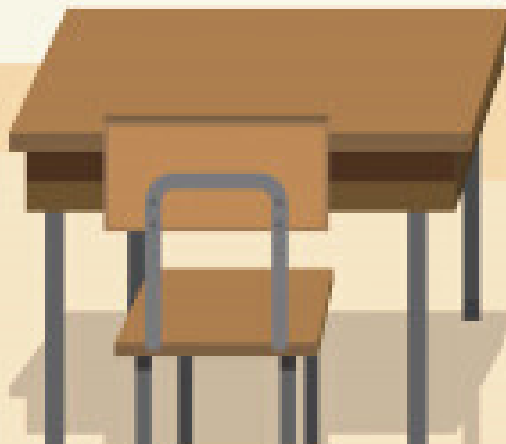
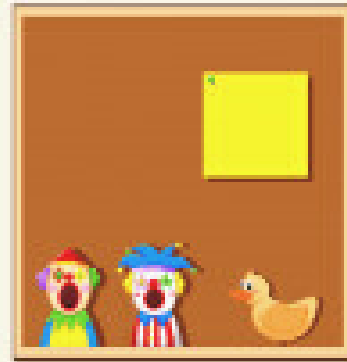


# Managing the classroom






**One element of teaching which is very demanding and unfortunately isn't popular is how to manage the classroom, or more specifically, discipline in the classroom. It is demanding and exhausting for teachers trying to maintain control. Trying to deliver an amazing lesson whilst keeping an eye out for any issues that may be bubbling away!**







**But not to fear. Here are some pointers you can use to make everyone's life a lot smoother!**

# 1. Rules and procedures

Classrooms become more orderly places when rules are clearly stated and perform even better when rules have been negotiated, discussed and justified.



## Here are 9 steps to improving rules and procedures: ▼

- 1) Create rules and express them positively. It shouldn't just be a list of don'ts .
- 2) Justify rules and rehearse them! "because I say so" is not a persuasive justification .
- 3) Discuss rules with the class. Explain their purpose, i.e. to improve learning .
- 4) Negotiate with the pupils to get commitment. Ask for suggestions and remember to justify and compromise. Make posters and get them to sign up!
- 5) Regularly review the rules together
- 6) Encourage pupils to devise rules and take ownership of them .
- 7) Remind pupils of any relevant rules before a potentially disruptive activity or if you are aware of "something brewing".
- 8) Encourage and develop team working (team rules for success) .
- 9) Regularly get pupils to self-assess their own behaviour set against the rules .

## 2. Teacher-pupil/student relationships

Think about the style of relationship you have with your pupils or students. Your relationship will, of course, depend on the class or group, but a balance between a dominant and cooperative style is regarded as the most effective way to improve classroom management.

Dominance and assertiveness is about effective leadership, having a clear path to learning goals and good behaviour, pursued with vigour and enthusiasm. It should also be pupil - or student - centred. To maintain the relationship, remember, keep eye contact. It shows confidence, and rather than simply resorting to yelling, try asking why they are acting the way they are?



### 3. Increase co-operation

We all know how challenging it can be to cooperative with badly behaved pupils. How many times have we or our colleagues talked about that class or that year group.



The next time you have a class with a particularly difficult student or a challenging group, why not try the following :



**The next time you have a class with a particularly difficult student or a challenging group, why not try the following:**

- 1) Meet the students at the door, and get the class off to a good start!
- 2) Make sure to praise GOOD work, don't just focus on the negative.
- 3) Give responsibility to the pupils. You don't need to do it all on your own!
- 4) Remember that you are a role model!

And don't forget, as a teacher, you are not alone! There is a world wide community of teachers who understand what you are going through! We are all there to help each other.





**[manchester@nottinghillcollege.co.uk](mailto:manchester@nottinghillcollege.co.uk)**



**+44 161 513 1352**



**[student.advisor@nottinghillcollege.co.uk](mailto:student.advisor@nottinghillcollege.co.uk)**

**+44 161 470 6263**

