





The Underknown Skills of Classroom Management

Jim Scrivener

Sofia April 23rd 2016

**I'll give you a
web address to
download all the
slides at the end**

Welcome!

10th National English Teachers Conference

Cambridge Day 2016



23rd of April 2016, Sofia, Hotel Marinela

 CAMBRIDGE UNIVERSITY PRESS  CAMBRIDGE ENGLISH Language Assessment  Klett Register before 15th April at www.klett.bg/seminari

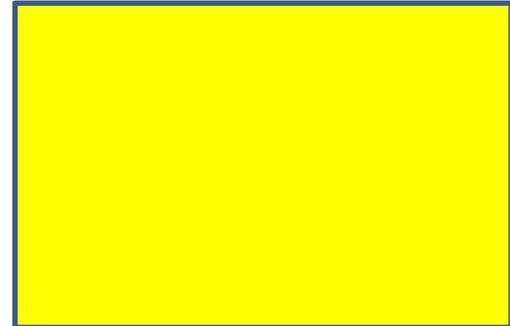


So, what is...

Classroom Management?



~~Methods~~



Classroom Management

=

Techniques

+

Attitudes



Your classroom management is ...

- the way that you manage students' learning by organising and controlling what happens in your classroom ...
 - Or the way that you consciously decide *not* to organise and control.
 - Or the way that you delegate or relinquish such control to the learners.
- It is also what happens (or doesn't happen) when you avoid or remain ignorant about these choices



Your classroom management is ...

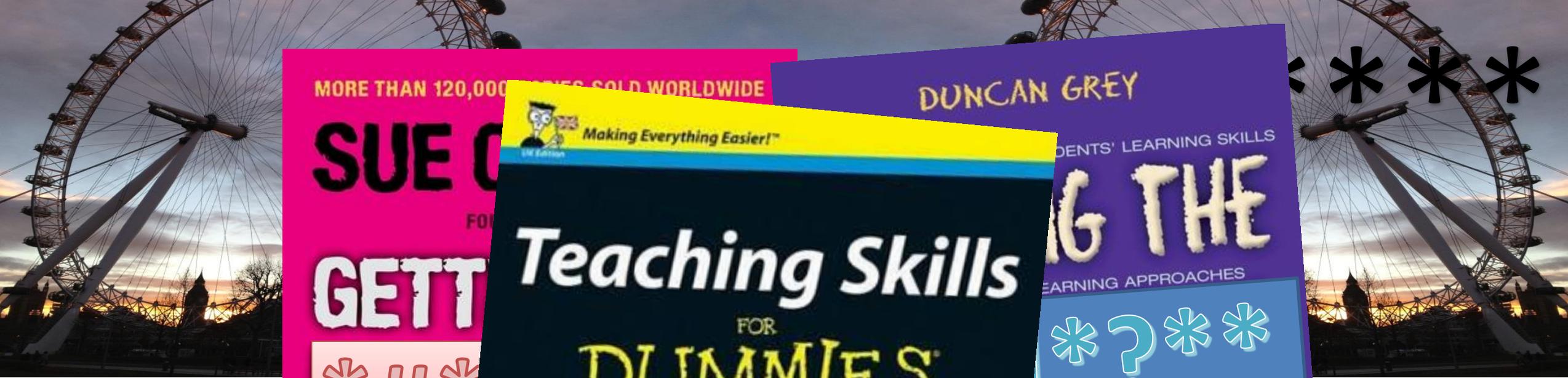
- the way that you **manage students' learning** by organising and controlling what happens in your classroom ...
 - Or the way that you consciously decide *not* to organise and control.
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- It is also what happens (or doesn't happen) when you avoid or remain ignorant about these choices



Classroom management



is complex
is simple



MORE THAN 120,000 COPIES SOLD WORLDWIDE

SUE COWLEY

GETTING TO grips

* # *

TO BE



Making Everything Easier!

Teaching Skills FOR DUMMIES

Learn to:

- Get to grips with lesson planning and assessment methods
- Develop effective teaching techniques
- Inspire your pupils and hold their interest
- Command respect in both the classroom and the staffroom

Sue Cowley
Bestselling author and behaviour expert



DUNCAN GREY

STUDENTS' LEARNING SKILLS

GETTING THE LEARNING APPROACHES

* ? * *

THE INNOVATIVE METHODS?

LEARN





Stride about the room as if you are absolutely confident of your ability to control the group.

(Geoff Petty)



Appear to be self-confident, relaxed and in control – especially when you are not.

(Geoff Petty)



Remember that how you feel inside doesn't matter.

(Sue Cowley)



Your aim is to develop an air of confidence, self-control and a mastery of everything that happens in your classroom .

(Sue Cowley)



Teaching is putting on a great performance - one in which you have a stage on which to perform . . . A show to present . . . An audience watching your every move . . . A character to step into. . . When you're on that stage, 'being' the teacher, you're not playing yourself.

(Sue Cowley)



Carl Rogers

It is quite customary for teachers rather consciously to put on the mask, the role, the façade of being a teacher and to wear this façade all day, removing it only when they have left the school at night



Carl Rogers

The teacher can be a real person in her relationship with her students. She can be enthusiastic, can be bored, can be interested in students, can be angry, can be sensitive and sympathetic . . . Thus, she is a person to her students ...



Level 1

Basics

Creating a good atmosphere

Giving clear instructions

Checking instructions

Forming Pairs & Groups

Good boardwork

Keeping order

The most important single factor in encouraging better behaviour is in offering interesting and engaging lessons.

The power of wordless interventions e.g. a cough

How many more can you think of?

Keeping order

raised eyebrows

an open mouth about to say ...

a single clap

widened eyes

a slow, small, discreet slightly exaggerated "no" shake of the head

fixed stare / gaze

a raised / wagging finger

a noisemaker e.g. a bell or a rainstick

head slightly tipped back

shared seating

a hand raised in the direction of the offender

Creating a good atmosphere

Giving clear instructions

Checking instructions

Forming Pairs & Groups

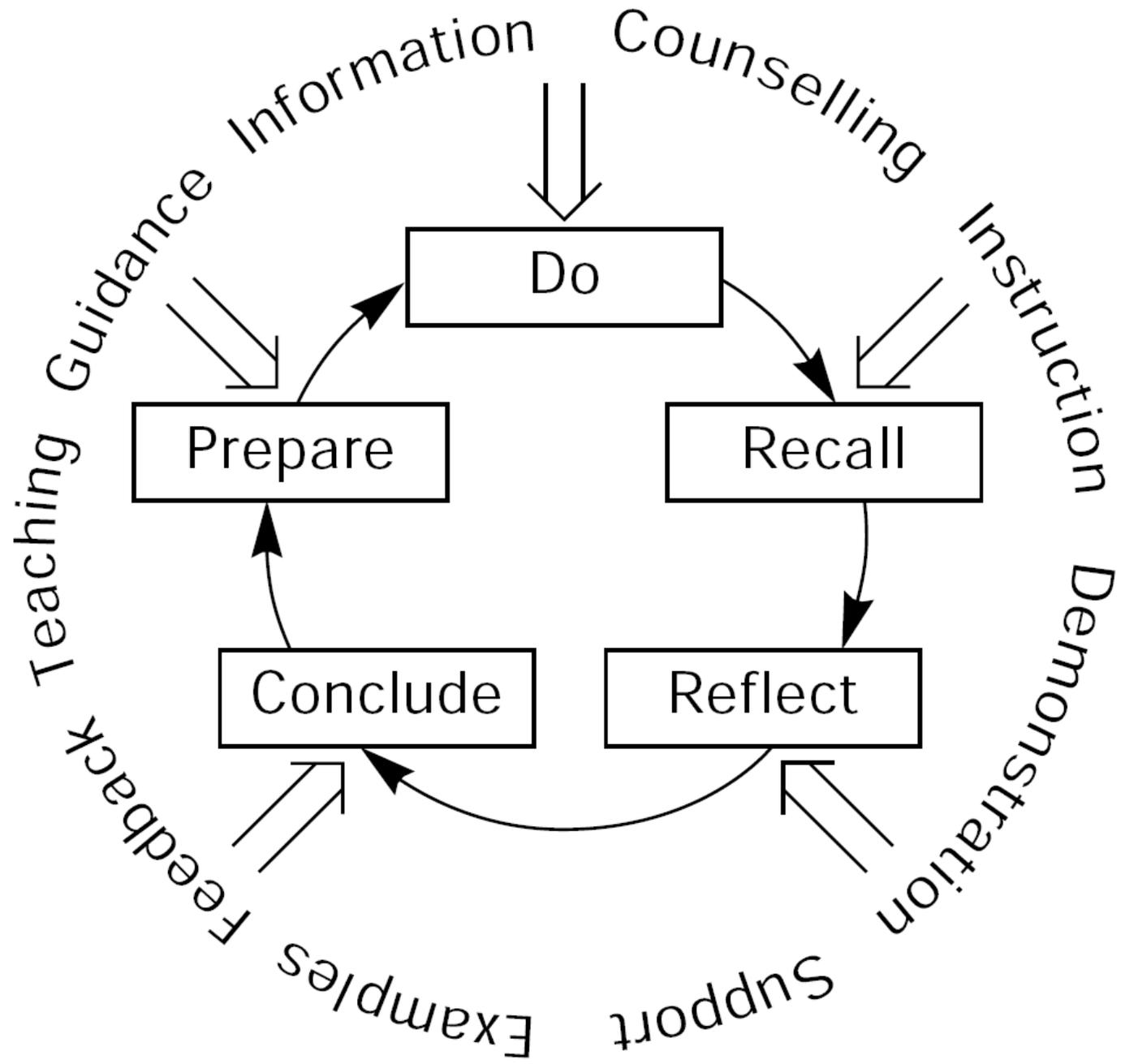
Good boardwork

Keeping order

Level 2

Avoiding the most popular ways
of preventing learning





Teacher = Magician

grammar

vocabulary

English



The Running Commentary

Echo
Echo

OVER PRAISE



Over-organising

“Helpful”

sentence completion

Hearing the language

Not the communication

Asking “Do you understand?”



What might be a “higher skillset” of classroom management?

Aims:

- **To actively intervene in order to manage and manipulate the interaction and the learning**
- **To balance participation levels**
- **... especially to bring in the quieter, slower ones**
- **To give everyone a role and a say**
- **To train students into really listening and engaging with each other (not just the teacher)**



Informative
feedback, rather
than praise

Saying “no”
(supportively)

Breaking out
of the chase
for
“right” answers

Blank face

Not
rubberstamping

Pause just a
little longer

Training
students to
listen to each
other

Intentionally
not hearing

Silent response

Handing over

(re-routing the
lesson)

Finger Lock

Gathering
attention

Traffic cop

Walking away



Break out of the chase for right answers

Teacher: So, why did the sales team go to Delhi? Tom?

Student 1 (Tom): They wanted to find new designs they could sell in England.

Teacher: Very good. And what happened when they got there? Shari?

Student 2 (Shari): Their hotel was booked up and they had nowhere to stay.

Teacher: Excellent. So what did they do? Anyone? Yolanda?

Student 3 (Yolanda): They slept in the street!

Teacher: Brilliant. Well done, everyone.

Technique: Playing devil's advocate

2 Example: Making students think about grammar

Teacher: So, what's the answer to Question 6?

Student A: Mohammed is taller than his brothers.

Teacher: Hmm. I think it's ... Mohammed is *more tall* than his brothers.

Student B: (Looks very puzzled.) Is that really the correct answer?

Teacher: Yes ... More tall. Don't you agree?

Student C: (Uncertain.) I think that ... with *tall* you have to make *taller* not *more tall*.

Teacher: Oh ... (Pretends to look puzzled.) What do you think? (Looks at another student.) Is he right?

Student D: Maybe. Yes ... I wrote *taller*.

Student E: But, can we use *-er*? I'm not sure ... *more tall* ... it sounds wrong to me.

Student F: I think that with short words you usually use *-er*, not *more*.

Teacher: Ah, yes. Well done. Well ... I think you're right and I'm wrong. (Smiles.)

Students: (Laugh.)

Teacher: Let's just check that rule ...

Informative
feedback, rather
than praise

Saying "no"
(supportively)

Pause just a
little longer

Finger Lock

Opening up a
question

Training
students to
listen to each
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Gathering
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Breaking out
of the chase
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Intentionally
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Traffic cop

Walking away

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Try one !

Blank face

Silent response

Handing over

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from
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