

The Management and Memory Tour 2012/2013 ***Richard Bradley, notes.***

Try to refer to these notes as soon as possible after you have attended the workshop/presentation in order to help this information move from your short-term to your long-term memory!

Classroom Management

Stop shouting. Stop hitting. Stop messing around. Stop chewing gum, There's too much noise. Jane, don't eat your sandwiches in class. John, don't put your feet on the table. Don't play with your phone.

With these phrases we are *re-enforcing* bad behaviour

Instead, tell a good behaviour story

Excellent John, you've got your book open at the right page. Fantastic Mary, you're looking at the board and thinking. Your behaviour is really improving, Mark. You're sitting quietly waiting for the lesson to start. I want you to...

Why tell a good behaviour story?

Most students misbehave because they want attention. If we always pay attention to BAD behaviour, the badly behaved students will carry on behaving badly because they are reaching their objective of getting attention.

If we pay attention to GOOD behaviour and not BAD behaviour, the badly behaved students will soon realise that to get the attention of the teacher they need to model good behaviour.

AND, every time we say 'Stop talking' and the student doesn't stop, we are losing face. We are in danger of appearing to be a weak teacher. When you tell a good behaviour story this never happens. We are always in control.

Praise/rewards praise/rewards praise/rewards

Praise has a very impressive hit rate when it comes to changing the way people behave. Research shows it is the most effective way to modify behaviour.

But it is extremely underused. We should try to praise far more than we criticise.

Four tips for giving praise

1. Context. If praise is not given immediately after the student's action, it helps the other person if we let them know immediately what we are talking about. (However praise is much more effective when given on the spot)
2. Explain specifically what went well, not just in general terms. The more specific the praise, the more effective it is.
3. Describe the impact it had. Pinpointing good consequences is a big incentive to repeat this behaviour and try others like it.
4. Re-enforce the person's identity. What it tells you about them as a person e.g. 'this is another example of your great perseverance'. This makes the other person feel really good.

Further points on reward/praise

Three tips

1. Variable schedule of reinforcement
2. Jackpot
3. Jump-start

Variable schedule..... Dolphins were being trained to jump 10 times. On the 10th jump they'd get a fish. They started doing nine very poor jumps and only making an effort on the tenth. So, we should vary the schedule of the reward, e.g. a fish after 2nd and tenth jump, or a fish after 6th and 10th jump. AND make sure the 10th jump is getting higher and higher.

Jackpot. Once in a rare while give the dolphin not one fish, but three or four. The dolphin anticipates that if it puts in that extra effort there just might be a very big reward.

Jump-start. One dolphin is not motivated to produce any results at all. Give it 12 fish, even though it has done nothing to earn it. The pleasure that creates is sometimes enough to break the old pattern and put it into a state of such pleasure that it is willing to be trained.

Further tips on classroom management

- The words you use are as powerful as the message you are trying to convey – do you always know what to say when under stress?
- Describing exactly what students are doing is often more effective than telling them not to do something. (see above)
- Giving students an option when dealing with items they should not have in class (e.g. mobile phones) is less intrusive and more effective than confiscation, i.e. negotiate, especially with teenagers.
- Establishing a class at the beginning of a school year is critical to successful behaviour management. Set the ground rules as soon as possible.
- Teaching style can have as much an impact on behaviour management than any range of sanctions and rewards. Try to observe peers rather than stay in your teaching bubble.
- Following up and following-through with students, especially those who present with on-going 'behaviour problems', can be crucial factors in successful management.

- Do you know how to tactically ignore student frustration in behaviour management situations in order to maintain a disciplined classroom?
- Think about teacher behaviour as it affects student behaviour – it's essential to understand this.
- Building bridges in order to keep a relationship with students is as important as dealing with troublesome behaviour.
- Targeting specific 'power brokers' and students who act as ring-leaders in 'hard classes' can be a very effective strategy in behaviour management.

ACTIVATE KNOWLEDGE. GET STUDENTS DOING THINGS. ENGAGE THEM. GET THEM OUT OF THEIR SEATS

If students are not actively engaged in the lesson, they will be actively engaged in something else.

Tips for keeping students on task in English

In group work, assign roles. Appoint one student to be the 'language expert'. It is this student's responsibility to keep the group speaking English and to find out how to say things they don't know i.e. this student has the dictionary. Students are far more likely to respect a peer than a teacher. If the group continues not to speak English, ask the 'language expert' or 'group leader' to sort it out. This is much more effective than continually saying 'Please speak English', which nobody listens to.

Peer Assessment Forms

Students are assessing their peer's presentation or written work. They are taking an active part in the lesson, not just sitting back waiting for their turn.

Assessment could be made under the following headings

Clarity Interest Range of language Accuracy Overall impression

Assessment could be made by numbers e.g. 1 to 5, or with younger students, with smiley faces

Classroom discipline plans

We have our lesson plan but... do we have a classroom discipline plan?

All teachers in UK schools are supposed to have a 'Behaviour For Learning' plan. It aims to promote good behaviour so that all students are able to learn. It is much more effective if one plan is used throughout the school rather than individual teachers having their own disciplining methods.

The plan supports the teacher by providing a framework of consequences and rewards based on choices made by students.

Below is ONE EXAMPLE of a plan.

Let's assume the teacher has prepared appropriate learning activities, has well established routines and is doing everything possible to promote learning. If a student behaves inappropriately these are the steps to follow:

- the student's name is written on the board [some schools have a special classroom board known as the C Board – Consequence Board] – this is Consequence 1. By writing the student's name on the board the teacher makes a public statement to the student that their behaviour has been inappropriate.
- if the student continues to misbehave the teacher writes the name on the board a second time – and gives the student an opportunity to explain what the problem is. It is useful at this stage to say something like: '....name of student... I've now reminded you twice about your behaviour and if you continue I will have to ...[whatever the consequence is].... – is that what you want? – this last phrase can sometimes be very powerful because it reminds students that they have a choice – either to continue to behave inappropriately or to comply with the agreed rules.
- if the student repeats the behaviour the teacher writes the name for a third time [known as C3] – and follows through with the consequence, which might be to move the student to another seat, or give the student a few minutes time out to reflect on their actions, or it might be a short detention with the teacher at recess or during the lunch break.
- a further repetition of the behaviour would result in C4 – resulting this time in a formal detention after school, organised by the school administrators or the senior leadership team, on a pre-arranged date – parents would be informed by phone or letter. If the student fails to attend the detention, parents are required to meet the school principal or senior manager to discuss the issue.
- The final step – if the student has got this far on the C Board – is the C5 step which means that the student is taken away from the classroom by the principal or senior manager to spend at least the following lesson in a special withdrawal room. If a pattern of C5 referrals builds up the student and parents are called to discuss how the student can improve their behaviour.

Occasionally, if the behaviour is serious enough, the teacher might have to go straight to step C5. This might be for very serious offences such as students fighting or swearing at the teacher.

This system works with most students because:

- * it's clear
- * the consequences are 'stepped' and students get several chances to change their behaviour
- * it's transparent to all students, who can see that their behaviour stops other students learning
- * it's adopted throughout the school
- * the consequences C3, C4 and C5 are formally logged so students and parents can see the cycle.

A good classroom discipline plan also rewards good behaviour as well as penalises poor behaviour.

This sometimes presents a problem because in most classes the majority of students do behave well and it's cumbersome to write down every student's name because they've been good, which, after all, is what's expected.

The secret is to 'catch students being good' and to acknowledge how much you appreciate that.

Many schools have a system which requires each teacher, in every lesson, to nominate certain students for special praise because they have participated effectively in the lesson.

E.g. at the end of each lesson up to 5 students receive 'Fantastic' cards, which students can cash in for small rewards, when they have accumulated a certain number.

The really important thing here is probably not the actual material reward but rather the public recognition that these students had co-operated with the teacher's rules, had been 'good citizens' in class, and therefore deserved proper acknowledgement for this.

Smart teachers realise that over a given sequence of lessons, every student can receive this kind of positive recognition, which reinforces the idea that good behaviour is valued and is the classroom norm.

Of course, there are many variations on this plan, and the best kind of discipline plan has individual input from teachers who know their students and the context in which they work. A classroom discipline plan must, of course, comply with the procedures and ethos of the school as a whole.

A final word: a classroom discipline plan is essential, but by itself will not guarantee classroom success; a classroom discipline plan is part of the classroom management strategy that all teachers need to develop.

(N.B. I have not been able to find the source of this class Behaviour Plan. Please let me know if you know where it originally came from)

Make students feel clever, not stupid

(generally only ask them questions that they might well know the answer to)

Five more tips for classroom management

1. Keep the lesson moving. If you have a forty-five minute period, plan three different activities. Try to get them up out of their seats at least once during the class period.
 2. Don't lecture for the whole period. Students who are actively engaged in a learning activity are generally not disrupting the class. Hands-on activities work great for vivacious classrooms.
 3. Talk to your students. If you see them in the corridor, in the canteen etc, ask them how they are. If you see a student in the local newspaper, congratulate them. If they do something nice, tell them that you appreciate their kindness. This lets them know that you really do care about them.
 4. When students are being disruptive, stand by them. This sends them a direct message to stop what they are doing. Most of the time they stop and get back to work.
 5. When you have stood by the student, talked to the student and kept them busy with lessons, and they still are disruptive, take them in the hallway. Ask them, 'Are you OK?' It has been my experience that they crumble and tell you that they had a fight with their parents, didn't get up on time or are having other issues.
- KEY POINT. If they are not actively engaged in the lesson, they will become actively engaged in something else – disruptive behavior.

Conceive Believe Achieve

What do you want your class to be like? Have self-belief that it can happen. Work gradually to achieve it.

Whole class activities

It is quite possible to be creative through whole class work. Write the words below on the board.

Tell class they are from a poem. Discuss, what might the poem be about?

battle tongue memories planets swim capital novel flower heart

uncle river book bicycle village horse equation poem brain

night moon window address

Each student chooses one word and writes it down on a piece of paper.

Read or preferably show a video/play a recording of 'Forgetfulness' by Billy Collins.

If a student hears his/her word, he/she has to stand up.

Show full poem. Further discussion of poem.

Group activities, tips

Often groups misbehave, revert to L1, because the activity is too difficult, too long, or has insufficient structure.

Add more structure to activities

1. I totally/completely disagree....
2. I can't really agree with that. That's not my point of view.
3. I'm in two minds about this. I'm not sure where I stand.
4. I pretty much agree with that.
5. I agree. That's what I think.
6. That is completely my point of view.

'The Egyptian pyramids were built by aliens'. Each student in the group rolls a dice. The number they roll dictates their opinion. E.g. if they roll a six they completely agree. A structured discussion follows.

C A N I

C Constant A And N Never-ending I Improvement

At end of every day..... lesson, ask yourself/note down. Keeping a teaching diary is great.

What have I learned today?

What did I contribute or improve?

What did I enjoy?

What could I have done differently?

'I couldn't believe my eyes and ears when I visited some primary schools in England. Are English children genetically programmed to be well-behaved?'

The film we watched is from TeachersTV Classroom Management series. TeachersTV no longer exists. If you Google it, you may find some TeachersTV material that has been put onto other websites.

Memory.

Short-term to long-term

How are the students' memories working? Look at following list for 20 seconds

Hen Bus Brown Hit potato Seven Then Why Fortune Then

Toe hat Hen Bus Brown Hit Potato Seven Then Why Fortune

Then Toe Hat Field Then Swim The Grand old Duke of York

Never Then By Ever Blunt Then Flute High Horse

1. What were the first five words?
2. What were the last five words?
3. Which word was repeated?
4. What was the long phrase in the middle of the list?

Research shows we remember things...

... at the start ... at the end ... that are repeated ... that stand out in some way

| | |
|-----------------|---------------------------|
| Seeaha | tourism (Arabic) |
| Itu | that (Indonesian) |
| Schopero | strike (Italian) |
| Tisch | table (German) |
| Kephalay | head (Greek) |
| Affiche | poster (French) |
| Comboio | train (Portuguese) |
| Zimmer | room (German) |

Students develop strategies for learning vocabulary, e.g. association.

SIMPLIFY! Good quality Well-behaved Effective Kind

Nice 'ok' 'right then' 'fair enough' all can be translated

Into Spanish, Bueno!

USE THE MAGIC NUMBER. THREE. Three new words, three parts to lesson etc.

Building Learning Muscles, theory of Guy Craxton

OLD SKILLS

Passivity Note-taking Accurate retention Regurgitation on demand

NEW SKILLS

Curiosity Questioning Initiative Resourcefulness Responsibility

Imagination Resilience (not giving up)

Shift from the PRODUCT to the
PROCESS (the learning) Guy Craxton

NOT 'How's your work?' 'Have you finished your work?' 'Get on with your work.'

BUT 'What could make this easier for you?' 'How are you learning?'

How could you have approached this differently?

Using/developing learning muscles in class leads to a far higher retention of information

AVOID COPYING! It deadens the brain

cat giraffe lion tortoise bear duck hippo penguin

elephant fish canary chicken dog snake tiger

pig monkey goat cow puppy sheep kitten mouse

tiger dinosaur frog kangaroo

Activity. Students put words in categories. They invent the categories.

RESEARCH STRONGLY SHOWS THAT...

Dramatic Enquiry (E.g. Students are newspaper reporters questioning the teacher about a strange event) makes learners think differently. Learners retain information for longer when they're in a dramatic role.

INQUIRY-LED LEARNING, encouraging pupils to question their teachers on what they do and do not understand about a subject or concept, is the single most effective way retaining knowledge and improving education (Hattie, 2008)

LESS TEACHER TALK

We remember things when they STAND OUT

Instead of trying to remember lists of individual words,
try putting these words into a scene from a film
REPEAT in a varied and meaningful way and Store information effectively

I hope you have found these notes useful. Enjoy your teaching.

Bibliography:

Creating Tomorrow's Schools Today by Richard Gerver

Unlimited Power by Anthony Robbins

Awaken The Giant Within by Anthony Robbins

Evidence-Based Teaching by Geoff Petty

Building Learning Power by Guy Craxton