2. TOPIC: SPECIFIC TEACHING SKILLS-

CLASS ROOM MANAGEMENT:

1. **Elements of effective classroom management**

2. **Behaviour management: Dealing with inappropriate behavior**

3. **Classroom climate: Concept & Types of classroom climate**

4. **Creating a pleasant classroom climate: Teacher Expectation**

Classroom management is often called classroom discipline. It is a major issue today. Classroom management concerns about student safety and their desire for strategies to deal effectively with students' negative and/or disruptive behaviors.

It has been cited as one of the most prevalent reasons for job burnout and attrition of first-year teachers; Teachers' concerns over their own safety directly relate to the use of effective classroom management programs.

Classroom management has two distinct purposes:

- It seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning,

- it also aims to enhance students social and moral growth"

This can be carried out by

- developing caring, supportive relationships with and among students;

- organizing and implementing instruction in ways that optimize students' access to learning;

- using group management methods that encourage student engagement with academic tasks;

- promoting the development of student social skills and self-regulation; and

- using appropriate interventions to assist students who have behavior problems.

Classroom management works because the multitiered system of positive behavior support (PBS), promote an orderly learning environment for students.

They enhance students' academic skills and competencies, as well as their social and emotional development.

Effective classroom management principles appear to work across a number of subject areas and grade levels

Effective classroom-management systems work best when three basic principles are embedded

1. emphasize student expectations for behavior and learning rather than focusing only on problematic behavior and discipline problems;
2. support the learning environment by promoting active learning and student involvement and not just compliance with rules;
3. identify to your students the behaviors that are an integral part of the instructional agenda, more specifically:
   a. what behaviors are required for goals of the learning activities to be reached;
   b. what does a particular learning activity imply about student roles, and
   c. how will the teacher prepare students to enact these roles successfully.

To these important recommendations, we would add that a support system needs to be established so that different levels of problematic behavior can be addressed.

Classroom management systems should be established at the beginning of the year so that expectations for students are in place early. Once they are established, classroom management systems should be applied throughout the year and across the grades so that students receive constant and consistent messages about classroom expectations, rules,

and procedures. This strategy will ensure positive student behavior is supported and reinforced throughout the year.

Classroom management systems will be effective in the majority of classrooms, although there may be some variations when taking into account different subject areas and contextual factors. Classroom management strategies are most effective if they include:

- organized instruction to optimize student learning;
- lessons in group management;
- development of student social skills and self-regulation;
- customized interventions to assist with specific student behavior problems; and
- a multi-tiered system of management

Effective classroom management must be aligned with instructional goals and activities.

When teachers identify what good student behavior looks like, they can work backwards from desired outcomes to determine which management systems will be most effective.

Examples of these behavioral outcomes include arriving in class and being in one's seat on time, being prepared for a lesson, paying attention, volunteering information and responding to questions, as well as completing assignments.

Accepted behaviors may vary for different classroom organizational systems (whole class, small group, or individual tutoring).

Classroom management strategies may need to be adapted for unique contexts and environments that emerge in typical classrooms.

Many of the most effective classroom management procedures, especially those targeting the most disruptive student behaviors, involve behavior modification and applied behavior analysis. Problematic behavior in both regular and special education

classroom settings can be resolved using positive reinforcement, negative reinforcement and time out interventions.

What can be done?

We all know that whenever a child goes to school, at the time of admission itself the parent and students and staff are made aware of the expected expectations of behavior. The schools /institutes ensure that they are understood;

- What positive behaviors means and how to inculcate them
- teachers interact with students with an intention of positive behaviour
- Trained teachers have received formal training in behavior management
- the school establishes a leadership team;
- and a record of student behavior is maintained to facilitate decision-making regarding students behavior.

The schools establish an individualized programs for some students depending on the analysis of what the problematic behavior may be.

The role of the teacher is important in building the social and emotional skills in the classroom,

A teacher may hold class meetings or sharing circles where students are encouraged to share their thoughts and feelings about school and community events.

These activities promote social interactions and build a sense of community in the classroom.

To prevent behavior problems and deal with disruptive behavior, a multi-tiered approach is needed.

In the lower classes

- create classroom lessons and materials that interest students;

- ensure interactions in class

- develop home-school partnerships through which student learning and behavior can be regulated and solved

- teach students certain skills like time management and   study- skills like note taking, studying etc) ;

- clarify expectations for student behavior;

- a need to build procedures for teaching expected (positive) behaviors;

- process of doing away with problem/problematic behaviors;

- a need for monitoring student progress and keeping records is needed.

At the middle-higher level these programmes should be included

- self-management programs;

- anger management programs;

- conflict resolution programs;

- mentoring programs;

- daily check in and check out procedures;

- specialized social skill instruction;

- functional analysis of behavior — i.e., an analysis of what seems to motivate the student to behave as he or she does).

- establish family involvement in all programs.

At the Higher level

- establish a problem-solving team for teachers and students

- develop interventions to identify and analyse what motivates the student to behave as he or she does).

What can be avoided is:

1. There is no need to make vague rules/ or rules that cannot be enforced;
2. Do not ignore student behaviors that violate school or classroom rules
3. No harsh or embarrassing/ demoralising punishments that too without reason
4. No corporal punishment;
5. Avoid out-of-school suspension whenever possible
6. Do not try to solve problems alone if you have serious concerns about a student.
7. Refer to your school psychologist or special education professional.

Classroom management systems are effective in managing student behavior and learning

They sustain an orderly learning environment for students, enhance students' academic skills and competencies and further social and emotional development.

3.Classroom climate: Concept & Types of classroom climate
4.Creating a pleasant classroom climate: Teacher Expectation

Classroom Climate is the **classroom** environment, the social **climate**, the emotional and the physical aspects of the **classroom**. It's the idea that teachers influence student growth and behavior. The student's behavior affects peer interaction—the responsibility of influencing these behaviors is placed with the Instructor.

Students experience the classroom as not just an intellectual space, but also as a social, emotional, and physical environment.

Classrooms that subtly or indirectly exclude certain groups of students tend to be common from the students' perspectives; students have a particularly negative reaction to instructors who fail to acknowledge consequential local or national events (Huston and DiPietro, 2007).

The classroom climate is influenced by two things.

1.Physical Environment
2.Psychological Climate

A conducive classroom climate is one that is non- threatening yet business like. It is also a facilitative learning environment

How can an educator ensure that his/her classroom has a positive climate?

- Specific classroom rules and procedures are clear
- These classroom rules are discussed on the first day of class
- Students are involved in rule-making
- Reinforce acceptable behavior and provide negative consequences employed
- Establish clear limit for unacceptable behavior The Positive Classroom Climate
- Healthy balance between dominance and cooperation
- The teacher is aware of the different needs of students
- The teacher enhance student's responsibility for their own behavior

What a The Positive Classroom Climate does is :

a. Encourages active learning.
b. Promotes and facilitates the individual's discovery of personal meaning of idea
c. Emphasizes the uniquely personal and subjective nature of learning
d. Respect for diversity
e. Recognizes people's right to make mistakes
f. Tolerates ambiguity
g. Evaluation is a cooperative process with emphasis on self-evaluation
h. Encourages openness of self rather than concealment of self
i. Encourages learners to trust in themselves as well as external sources.
j. Makes people feel respected
k. Makes people feel accepted
l. Permits confrontation.
m. Develops the cognitive and affective faculties of the learners

(THERE IS ONE POWER POINT ON CLASSROOM MANAGEMENT please go through
Please refer to websites for THE BULLETS GIVEN AT THE BEGINNINGP
NEXT CLASS WILL BE ON

1.PROBLEM SOLVING & HIGHER ORDER THINKING SKILLS

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