

2008 AID--Class Management

林淑媛 • Chere Lin

- English Teacher of Taipei Municipal Xing-ya Junior High School
- chevery@gmail.com
- Personal website: <http://www.chere.idv.tw>
- Blog: <http://blog.yam.com/chevery>

Be confident. Be consistent. Be considerate.

Class Management refers to the procedures and routines that are used to keep the daily business of the classroom running smoothly.

■ On the first day of class

1. First impression determines a teacher's position.
 - 1.1. Be confident!
 - 1.2. Deliver the speech with good eye contact, clear voice, and proper gestures.
 - 1.3. Emphasize important points with proper gestures or body languages.
 - 1.4. Design simple gestures / signs / catchwords to catch students' attention.
 - 1.5. Use some aids / props to show your demand, eg. a whistle, a clapper, or a ring.
 - 1.6. Reveal something about yourself. Children like to know more about you.
 - 1.7. Establish your own credibility.
2. Introduce the crew of the camp
 - 2.1. The school staff engaged in the camp – they can be your support.
 - 2.2. The facilitators of the camp – with fun and impressive self-introduction
 - 2.3. Provide administrative information.
3. Be acquainted with the students on the first day.
 - 3.1. Know about them from their teachers in advance, if possible.
 - 3.2. Icebreaker games (Appendix 1.)
 - 3.3. Memorize their names/nicknames soon. (Maybe you have to give them English names.)
 - 3.4. Pay attention to the children with particular physical or psychal conditions.
 - 3.5. Diagnose the students' prerequisites learning by questionnaire or pre-test and give them the feedback as soon as possible.—Or, formerly ask their teachers to get the idea.

4. Take attendance
 - 4.1. Roll call, clipboard, sign in,
 - 4.2. Seating chart.
5. Announce the aim and the regulations of the camp.
 - 5.1. Introduce the subject matter, the aim of the activity / camp
 - 5.2. Identify the value of the activity / the importance of the subject
 - 5.3. Set expectations.
 - 5.4. Specify the regulations / the penalty
 - 5.5. Explain that learning to be organized is a skill that is learned AND it is important!
6. The skills to announce something important.
 - 6.1. Do ONE thing at a time.
 - 6.2. Design simple gestures / signs / catchwords to catch students' attention.
 - 6.3. Use some aids / props to show your demand, eg. a whistle, a clapper, or a ring.
 - 6.4. Be redundant. Students should hear, read or see key material at least three times.
7. Involve students quickly.
 - 7.1. Have brief talks with students before or after class
 - 7.2. Join their conversation about course topics
 - 7.3. Give students an opportunity to voice opinions about the subject matter.
 - 7.4. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
 - 7.5. Gather student feedback soon to improve teaching and learning.
 - 7.6. Establish the "climate" for the class.
8. Establish rapport.
 - 8.1. Use a light touch: smile, tell a good joke
 - 8.2. Break test anxiety with a sympathetic comment.
 - 8.3. Find out what the students are thinking, feeling and doing in their everyday lives.

■ Be Consistent

If students don't learn the organizational skills, they will always have problems in school, in jobs, and in their lives.

1. Operate the regulations of the camp.
 - 1.1. Check out absentees.
 - 1.2. Call or write a personal note.
 - 1.3. Remind repeatedly, in verbal and written forms.—I usually stick a post-it note on student's desk.
 - 1.4. Keep a journal.

2. Be a good role model
 - 2.1. Greet students at the door when they enter the classroom.
 - 2.2. Start the class on time.
 - 2.3. Share your good learning habits or tips with the students.
 - 2.4. Let your students see your enthusiasm for the camp/job and your love of learning.
 - 2.5. Do all you can to feel good about yourself and others on a daily basis. Your attitude will come across to your students, so it is important to be in good mental and physical shape.

3. Call attention, written and oral, to what makes good practice:
 - 3.1. To complete work to be done,
 - 3.2. To go through learning procedures
 - 3.3. To maintain the equipment, to conserve the learning supplies,
 - 3.4. To ensure the safety
 - 3.5. To clean up the place

4. Organize your instruction

--Teaching may best be defined as the organization of learning.

 - 4.1. Scaffold the learning process well
Modeling ➔ Coaching ➔ Scaffolding ➔ Articulation ➔ Reflection ➔ Exploration
 - 4.2. Give visible structure by posting the day's "menu" on chalkboard or overhead.
 - 4.3. Post your daily schedule on the board
 - 4.4. Design handouts, worksheets, guidance to help your explanations be explicit.
 - 4.5. Classify office supplies, teaching aids, handouts with boxes, envelopes or L folders, in good order. — Don't constantly stop your teaching for looking for them.
 - 4.6. Place the extra handouts in a specific drawer or basket—Students always lose theirs and ask for your help.
 - 4.7. Create a visual reminder for the students (and you) to keep track of their learning or tasks.—Also one copy in your journal.
 - 4.8. Determine when students' talking is appropriate in class. (Appendix 2.)

5. Give students explicit instructions on how to achieve the learning.
 - 5.1. Explain concisely, simply but clearly. Demonstrate directly if needed.
 - 5.2. Tell students how much time they will need to study for this course.
 - 5.3. Tell students what they need to do to reach a satisfying result.

6. Conduct a test in a proper way
 - 6.1. Give students plenty of opportunity for practice before a major test.
 - 6.2. Even a quiz, organize and conduct it properly. Offer a hint if needed.

7. Draw Students' Attention

3 physical interference in learning -- unlimited energy, a short attention span, boredom

- 7.1. Use variety in methods of presentation every class meeting.
 - 7.2. Vary the lessons to make them more interesting.
 - 7.3. Proper gestures or impressive catchwords.
 - 7.4. Give a pre-test on the day's topic.
 - 7.5. Start the lecture with a puzzle, question, paradox, picture, or cartoon to focus on the day's topic.
 - 7.6. Invite students to ask questions and wait for the response.
 - 7.7. Ask interesting news, especially related to the learning topic today.
 - 7.8. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
 - 7.9. Have students write down what they think the important issues or key points of the day's lecture will be.
 - 7.10. Have students write out their expectations for the course and their own goals for learning.
 - 7.11. Do oral show of hands, multiple choice tests for summary review and instant feedback.
 - 7.12. Put students into pairs or "learning cells" to quiz each other over material for the day.
 - 7.13. Give students a take-home problem relating to the days lecture.
 - 7.14. Stage a figurative "coffee break" about twenty minutes into the hour; tell an anecdote, invite students to put down pens and pencils, refer to a current event, and shift media.
 - 7.15. Help extremely disorganized students--Deal with ONE thing at a time
8. A fine wrap-up each day
 - 8.1. Tidy up the classroom / gym
 - 8.2. A reflection of a day
 - 8.3. Reminder of assignment / homework / things to take next day
 9. Seek out an MVP(s) each day when class is over. (MVP: most valuable pupil)
 - 9.1. Get to know something about him/her/them.
 - 9.2. Reward behavior you want: praise, stars, honor roll, personal note.
 - 9.3. Expect students for better performance
 - 9.4. Imply the faults of some other students tactfully

■ Challenging Students

1. Vary the activities
 - 1.1. Don't sacrifice the slow learners or shy students. --Competitive activities motivate students' learning, but usually the high achievers dominate the group.
 - 1.2. Use task groups to accomplish specific objectives.

- 1.3. Have students apply subject matter to solve real problems.
 - 1.4. Offer a survey to have students move and think.
 - 1.5. Conduct a role-play to make a point or to lay out issues.
 - 1.6. Form a student panel to present alternative views of the same concept.
 - 1.7. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
 - 1.8. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, and the outdoors.
2. Enhance collaborative learning
 - 2.1. Make collaborative assignments for several students to work on together.
 - 2.2. Assign written paraphrases and summaries of difficult reading.
 - 2.3. Arrange helping trios of students to assist each other in learning and growing.
 - 2.4. Form small groups for getting acquainted; mix and form new groups several times.
 - 2.5. Pay more attention to the disadvantaged students. Encourage them to get involved in the games/learning.

■ Difficult Behaviors in the Classroom

1. Manage challenging student behaviors
 - 1.1. Remind yourself: "If teaching were easy, everyone would be doing it." Teaching in front of a classroom full of students can be challenging, but on the other hand, very rewarding!
 - 1.2. Use classroom management techniques before you become irritated, impatient or upset. We are much more powerful when we are centered, when we like our students, and when we view our students with fondness rather than impatience.
 - 1.3. Instead of holding your students with an iron grip, allow them to be themselves until (and unless) their behavior distracts you or others in the class.
 - 1.4. When noticing unproductive behavior, nip it in the bud. Otherwise, send a clear message to the students that it's OK for them to talk while you are talking, etc.
 - 1.5. Allow students to save face. When we put students down in front of others, the entire class of students will turn against us.
 - 1.6. If, by chance, you feel that you have spoken sharply in an attempt to manage your students, own up to it. "Wow, that sounded harsh. Forgive me!"
 - 1.7. Stand, walk, clearly see, and return to their desks. That makes an impression.
 - 1.8. If out of control, stop the game/activity and call them back to the seats for a little quiz or paper-pencil exercise. After the static exercise, have a short talk to them and tell them your expectations. Don't chatter!

2. Rambling -- wandering around and off the subject. Using far-fetched examples or analogies.
 - 2.1. Refocus attention by restating relevant point.
 - 2.2. Direct questions to group that is back on the subject
 - 2.3. Ask how topic relates to current topic being discussed.
 - 2.4. Use visual aids, begin to write on board, turn on overhead projector.
 - 2.5. Say: "Would you summarize your main point please?" or "Are you asking...?"
3. Shyness or Silence -- lack of participation.
 - 3.1. Change teaching strategies from group discussion to individual written exercises.
 - 3.2. Give strong positive reinforcement for any contribution.
 - 3.3. Involve by directly asking him/her a question.
 - 3.4. Make eye contact.
 - 3.5. Appoint to be small group leader.
4. Talkativeness -- knowing everything, manipulation, chronic whining.
 - 4.1. Acknowledge comments made.
 - 4.2. Give limited time to express viewpoint or feelings, and then move on.
 - 4.3. Make eye contact with another participant and move toward that person.
 - 4.4. Give the person individual attention during breaks.
 - 4.5. Say: "That's an interesting point. Now let's see what other people think."
5. Sharpshooting -- trying to shoot you down or trip you up.
 - 5.1. Admit that you do not know the answer and redirect the question the group or the individual who asked it.
 - 5.2. Acknowledge that this is a joint learning experience.
 - 5.3. Ignore the behavior.
6. Heckling/Arguing -- disagreeing with everything you say; making personal attacks.
 - 6.1. Redirect question to group or supportive individuals.
 - 6.2. Recognize participant's feelings and move one.
 - 6.3. Acknowledge positive points.
 - 6.4. Say: "I appreciate your comments, but I'd like to hear from others," or "It looks like we disagree."
7. Grandstanding -- getting caught up in one's own agenda or thoughts to the detriment of other learners.
 - 7.1. Say: "You are entitled to your opinion, belief or feelings, but now it's time we moved on to the next subject," or "Can you restate that as a question?" or "We'd like to hear more about that if there is time after the presentation."
 - 7.2. Turn to appeal some others for different opinions.
 - 7.3. Sometimes ignore the students' big talk.

8. Overt Hostility/Resistance -- angry, belligerent, combative behavior.
 - 8.1. Hostility can be a mask for fear. Reframe hostility as fear to depersonalize it.
 - 8.2. Respond to fear, not hostility.
 - 8.3. Remain calm and polite. Keep your temper in check.
 - 8.4. Don't disagree, but build on or around what has been said.
 - 8.5. Move closer to the hostile person, maintain eye contact.
 - 8.6. Always allow him/her a way to gracefully retreat from the confrontation.
 - 8.7. Say: "You seem really angry. Does anyone else feel this way?" Solicit peer pressure.
 - 8.8. Do not accept the premise or underlying assumption, if it is false or prejudicial, e.g., "If by "queer" you mean homosexual..."
 - 8.9. Allow individual to solve the problem being addressed. He/she may not be able to offer solutions and will sometimes undermine his/her own position.
 - 8.10. Ignore behavior.
 - 8.11. Talk to him/her privately during a break.
 - 8.12. As a last resort, privately ask the individual to leave class for the good of the group.
9. Gripping -- maybe legitimate complaining.
 - 9.1. Point out that we can't change policy here.
 - 9.2. Validate his/her point.
 - 9.3. Indicate you'll discuss the problem with the participant privately.
 - 9.4. Indicate time pressure.
10. Side Conversations -- may be related to subject or personal. Distracts group members and you.
 - 10.1. Don't embarrass talkers.
 - 10.2. Ask their opinion on topic being discussed.
 - 10.3. Ask talkers if they would like to share their ideas.
 - 10.4. Casually move toward those talking.
 - 10.5. Make eye contact with them.
 - 10.6. Comment on the group (but don't look at them "one-at-a-time").
 - 10.7. Standing near the talkers, ask a near-by participant a question so that the new discussion is near the talkers.
 - 10.8. As a last resort, stop and wait.

■ **Deal with Threats of Physical Violence**—Hope it Never Happens!

1. The threatening behaviors -- harm on self or others
 - 1.1. Dangerous, violent, and threatening behaviors to cause physical and mental harm, injury, indignity, harassment

- 1.2. Written or spoken abuse to the instructor, staff or to other students in any learning environment
- 1.3. Damage or threat to school property or property of students
- 1.4. Brandishing of lethal weapons, or assault in or out of class
- 1.5. Serious emotional and mental stress on others
- 1.6. Substantial disruption of normal campus activities

2. The safety and well-being of your students and yourself come first.

- 2.1. Remain calm!
- 2.2. Sent the injured student to the Health Center first, if any.
- 2.3. Avoid any stimulation or acceleration causing worse behaviors.
- 2.4. Call the school staff, or ask a smart student to inform the school staff of the situation. At least, one teacher should stay to deal with other students.
- 2.5. Take the violent student to the Office Of Student Affairs (訓導 / 學務處) or the Office Of Academic Affairs (教務處).
- 2.6. Leave the violent student to stay in the office to calm down, and let the school take over him/her.
- 2.7. Go back to keep the class going on.
- 2.8. Keep a journal.