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1st Geniko Lykeio Thessaloniki

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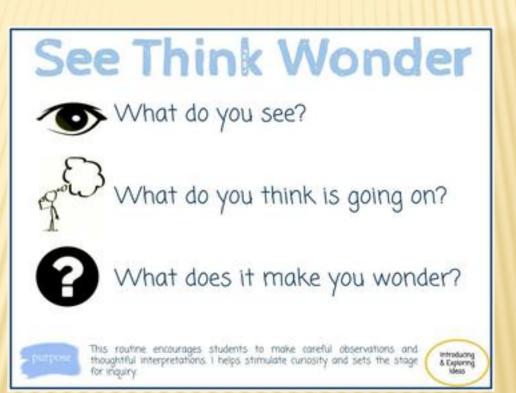
CLASSROOM MANAGEMENT TECHNIQUES

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The following presentation includes classroom management techniques we learned about in training courses in Europass Teacher Academy Ireland during our project's mobility on 6th-11th March 2023

I SEE, I THINK, I WONDER

* The ***See Think Wonder*** routine encourages students to:
    * make careful observations
    * make thoughtful interpretations
* It helps to:
    * stimulate curiosity
    * set the stage for inquiry

I SEE, I THINK, I WONDER

SECRET STRENGHT SPOTTER

- It can be hard for us as individuals to identify our own character strengths because we use them regularly and sometimes take them for granted. It is often easier for the people who know us well, like friends, family, teachers and classmates, to spot our strengths; this is called 'strength spotting'. It can be an illuminating experience to have others spot strengths in us, as our eyes are opened up to seeing the strengths that we maybe ignore. It can also be an extremely bonding experience when students think about each other in a positive way and celebrate each other's strengths.

CAROUSEL

- While taking part in Carousel Brainstorming, small groups of students rotate around the classroom, stopping at various "stations" for a designated period of time (usually 1-2 minutes). At each station, students activate their prior knowledge of a topic or concept and share their ideas with their small group.

CIRCLE OF GRATITUDE

- Participants share specific appreciations and gratitude for other participants in the group. This practice can seriously transform the energy of a group. It is an excellent closing ceremony or to celebrate a person, program, project, or milestone.

STATION ROTATION

- Classroom arranged in stations
- Each station is designed to provide a different type of learning experience such as: direct instruction, independent practice, collaborative learning, technology-based learning, hands-on/experiential learning, inquiry learning, assessment/reflection.
- There has to be a "fun" station
- Classroomscreen.com is a useful tool to set the time limits and arrange random groups

CHOICE THEORY

- William Glasser's Social Needs:
- According to this theory, a person's immediate needs and wants, not outside stimuli, are the deciding factor in human behavior. Glasser identifies five basic social needs that all humans have:
  - Survival
  - Love and belonging
  - Power
  - Freedom
  - Fun

CHOICE THEORY: CLASSROOM APPLICATIONS

In a choice theory-based classroom, students should largely be allowed to make their own choices about what to learn, and they should be encouraged to explore new topics. The shift from a curriculum-based approach requires a change in grading as well; students should be graded on their competency, their utilization of the resources available to them, and their ability to apply what they have learned, rather than on rote memorization of facts.

The role of the teacher in a choice theory-based classroom is to encourage the students and to facilitate their studies. A choice theory teacher's primary concern is encouraging the students to develop strong communicative and interpersonal skills which will help them to build healthy and long-lasting professional and personal relationships later in life. It's also important to foster critical thinking skills that can be adapted to various disciplines and real-world problems.

Of course, many teachers will be restricted by the curriculum they have to teach. However, the essentials of choice theory-based education can still be implemented in a traditional setting by emphasizing the importance of one's own actions and reinforcing that each student is solely responsible for the choices he makes. For example, a teacher can allow students to study material at their own pace while still maintaining regularly timed exams by making sure students are aware of the exam dates well in advance.

HOW TO INCREASE MOTIVATION

- Use positive reinforcement
- Create a positive classroom culture
- Provide opportunities for autonomy and choice
- Give students feedback and support
- Use goal setting
- Use technology
- Social incentives

CLASSROOM MANAGEMENT TECHNIQUES

- Set targets
- Ten Magic words to make a disruptive student behave "*Is that what you want to happen? It is your choice.*"
- The conditional "yes"
- A simple sentence to reduce disruption: For example, rather than saying 'You need to stop interrupting' or 'You're holding up the lesson',
  we would say ...
  'Vicky, when you shout across the room it disturbs other people. Please get on with your work
  without shouting.'
- Move around the classroom and show that you are in charge
- Relaxed body language (asymmetrica,l relaxed stnce) and eye contact

CLASSROOM MANAGEMENT TECHNIQUES

- Make sure Transitions are tight to maintain control. At the start of the lesson, spend 2 minutes writing on the board the list of activities that will be done and the suggested
timings for each one.

- You can reduce boredom by providing pupils with a feeling of progress, offering them challenges throughout the lesson, and being enthusiastic. Variety reduces and alleviates boredom. Changing the level of challenges, restructuring groups, extending the task, and using different teaching styles add variety to the lesson.
Other examples of ways to keep your class interesting include:
1. Incorporate Mystery Into Your Lessons
2. Don't Repeat Classroom Material
3. Create Classroom Games
4. Give Your Students Choices
5. Use Technology
6. Don't Take Teaching so Seriously
7. Make Your Lessons Interactive
8. Relate Material to Your Students' Lives

THE 6 STEPS TO GETTING ANY STUDENT ON TASK

- STEP 1: Ignore the behaviour!
- STEP 2: Use non-verbal signals
- STEP 3: Get close up – Proximity
- STEP 4: Use verbal signals – Offer support
- STEP 5: Offer limited choices …
- STEP 6: Use praise – Praise other pupils who are doing the right thing and be ready to praise the pupil in question the moment their behaviour changes

FLIPPED CLASSROOM

- The flipped classroom proposes that learning content should be done at home and class time should be devoted to application, evaluation, and creation.

- Digital Tools for the Flipped Classroom
  https://edpuzzle.com/
  https://screenpal.com/
  https://screencast-o-matic.com/

THE JISAW CLASSROOM

- The Jigsaw Classroom is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience. The jigsaw classroom is a research-based cooperative learning technique. Just as in a jigsaw puzzle, each piece — each student's part — is essential for the completion and full understanding of the final product.

JIGSAW IN 10 EASY STEPS

* STEP 1: Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

* STEP 2: Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group

* STEP 3: Divide the day's lesson into 5-6 segments.
For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.

JIGSAW IN 10 EASY STEPS

- STEP 4: Assign each student to learn one segment. Make sure students have direct access only to their own segment.

- STEP 5: Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

- STEP 6: Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

JIGSAW IN 10 EASY STEPS

- STEP 7: Bring the students back into their jigsaw groups.
- STEP 8: Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
- STEP 9: Float from group to group, observing the process.If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

JIGSAW IN 10 EASY STEPS

- STEP 10: At the end of the session, give a quiz on the material.Students quickly come to realize that these sessions are not just fun and games but really count.

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