

Better Behaviour Better Learning

Essential Skills for
Classroom Management

Small group facilitated coaching sessions: building capability and sustainability



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Introduction

This is the second component of the Essential Skills for Classroom Management program. Comprising a series of sessions led by a facilitator, it aims to help participating teachers reinforce the knowledge and skills they have gained from the Core Learning Component.

According to Joyce and Showers, teachers who participate in a follow-up coaching program, after an initial professional development session, are far more likely to implement new strategies than those who don't. They found that 80 per cent of teachers who attended follow-up sessions implement new strategies, while only 10 per cent of teachers who receive instruction without further coaching do this (Joyce & Showers, cited in Barkley 2005, p. 8).

The Essential Skills for Classroom Management Facilitated Coaching Sessions draws on the available relevant research, to combine some fundamental coaching theories and practices with the intention of adding to the quality of classroom management in schools (Barkley 2005, p. 12).

Dr William Glasser talks about quality as '... difficult to define precisely, it almost always includes caring for each other, is always useful, has always involved hard work on someone's part, and when we are involved with it, as either a provider or a receiver, it always feels good. Because it feels so good, I believe all of us carry in our heads a clear idea of what quality is for ourselves' (Glasser, cited in Barkley 2005, p. 10).

The coaching program identifies and supports the key elements of this definition of quality as follows:

- **Care:** teachers show they care by participating in the program, coaches show care in facilitating the process, schools show care by endorsing the process.
- **Usefulness:** the program adds quality to teaching and learning, enhancing student outcomes.
- **Hard work:** participants make the effort to commit to improvement by changing and developing new perspectives and skills.
- **Feeling good:** participants are rewarded by making an effort to improve and succeed, knowing that they have the support of their coach and colleagues (Barkley 2005, pp. 11–12).

The coaching sessions are not complex workshops. They are specifically designed as tightly structured learning groups, providing an opportunity for continued learning through professional dialogue. Facilitators or participants requiring other activities and learning strategies are free to add them to the coaching sessions.

Coaching in context

*Coaching is not about fixing someone.
No one is broken, and no one needs fixing.*
(Barkley 2005, p. 4)

In broad terms, the Essential Skills for Classroom Management coaching sessions combine two kinds of coaching – technical and collegial – as identified by Robert J. Garmston (cited in Barkley 2005, p 16). By using these two methods, this module aims to provide a safe, supportive and professional forum to help teachers:

- develop insight into their teaching through participating in a reflective process
- take ownership of their learning
- reinforce professional standards.

Technical coaching

This assists teachers to apply their professional development training in the classroom by:

- offering objective feedback to improve teaching performance
- focusing on the immediate application of specific skills or methods in the classroom.

Facilitators need to be wary of:

- making the process seem like an evaluation rather than coaching
- giving unsolicited advice about what to do and how to do it, leading to defensiveness from the participant.

Collegial coaching

This focuses on helping teachers to improve their practice by providing them with time and offering processes to assist them to think about their teaching in a supportive environment. It:

- increases professional communication about practices
- enhances knowledge and relationships with colleagues
- possibly involves observation for the use of specific techniques followed by objective feedback.

The collegial coach helps teachers to self-evaluate, analyse and interpret their teaching practices (Barkley 2005, pp 16–17).

Attributes of effective coaches

Effective coaches build trusting relationships that are honest and open and based on a willingness to help. They create learning environments where participants feel 'safe to experiment, fail, reflect, solicit help and try again' (Anstrom & Galbraith 1995, p 5).

Generally, effective coaches are:

- caring
- co-operative
- available
- skilled in effective communication. They
 - listen
 - question with intent
 - use questioning to facilitate self-evaluation
 - observe accurately
 - use conversation to engage, inform and promote thought
 - understand non-verbal language and use it effectively
 - give constructive feedback: prompt, descriptive and non-evaluative
 - check participant perceptions
 - facilitate the learning process with a variety of techniques
- clear in their expectations about the use of the coaching process and its outcomes
- open to participants identifying their own needs
- always encouraging teachers to solve their own problems
- quick to acknowledge the efforts of teachers
- non-judgemental – they use no blame philosophy
- able to share their own frustrations and successes, knowledge and experience
- willing to allow time for pause and reflection
- able to teach without lecturing
- encouraging of the conscious application of knowledge and skill
- able to challenge teachers to initiate change, even if it causes them discomfort
- willing to seek permission to advise
- unwilling to promote a 'novice/expert' relationship between teacher and coach.

Essential Skills: timeline for implementation

Core Learning Component

This component comprises three hours of professional learning directed by a facilitator. It covers the 10 essential skills which can be summarised as:

- Setting expectations
- The language of acknowledgment
- The language of correction.

It is possible to present the Essential Skills Core Learning Component as:

- 1 × 3-hour session
- 3 × 1-hour sessions
- 2 × 1.5-hour sessions.

Small group, facilitated coaching sessions

These are designed as follow-up modules and comprise five, one-hour, facilitator-led small group sessions.

Suggested timeframes

Week	Activity	Week	Activity
1	Core Learning Component Setting expectations The language of acknowledgment The language of correction 3 hours	1	Core Learning Component Setting expectations The language of acknowledgment The language of correction 3 hours
2	Follow-up session One 1 hour	2	Follow-up session One 1 hour
3	Follow-up session Two 1 hour	3	Reflection and application
4	Follow-up session Three 1 hour	4	Follow-up session Two 1 hour
5	Follow-up session Four 1 hour	5	Reflection and application
6	Follow-up session Five 1 hour	6	Follow-up session Three 1 hour
		7	Reflection and application
		8	Follow-up session Four 1 hour
		9	Follow-up session Five 1 hour

Coaching session one: questioning and clarifying – the Balance Model and establishing expectations

This session consists of five activities.

Outline of session

Welcome and introductions

- Welcome participants to the group.
- Introduce yourself and give a little background information on yourself.
- Mention the goals for sessions one:
 1. Establish the group, introductions and ‘house keeping’.
 2. Review the Balance Model, clarifying the key components of the model.
 3. Evaluate the application of the Balance Model in participant teaching.
 4. Examine how to establish expectations for class rules.

Materials

Facilitator will need:

- pen and paper for recording responses
- copies of:
 - Sheet 1 Questions from Core Learning Component: Essential skills for Classroom Management
 - Sheet 2 Understanding the Balance Model
 - Sheet 3 Class rules self-evaluation check list.

Participants will need:

- Sheet 1 Questions from Core Learning Component: Essential skills for classroom management
- Sheet 2 Understanding the Balance Model
- Sheet 3 Class rules self-evaluation check list.

Setting expectations for the follow up sessions

Activity one: who are we and why are we here?

- As facilitator, begin the session by
 - stating why you are participating in the group
 - stating what you hope to achieve.
- Invite the participants to
 - introduce themselves to the group
 - share what they hope to achieve by attending.

Activity two: establishing expectations for the group

- Seek group input to establish the basic expectations of the group regarding
 - organisation
 - learning.
- When discussing the group's expectations about organisation, negotiate agreement about the following:
 - meeting dates, start time, finish time
 - attendance
 - venue, making bookings, who? when? how?
 - catering
 - equipment needed, booking, delivering, returning.
- When discussing the group's expectations about learning, invite participants to discuss in pairs how they may contribute to the group to make the follow-up sessions effective for themselves and for others. Some helpful prompts to use if necessary include
 - attendance
 - readiness to learn
 - sharing ideas and concerns
 - sharing knowledge and experiences
 - interpersonal skills required
 - creating a supportive environment; what that looks, sounds and feels like
 - taking responsibility
 - ability to lead and share
 - issues related to confidentiality.
- Ask participants to report back to the group and prompt them to identify common points in their feedback.
- Keep a record of the main points raised in the discussion. (A participant could do this.)

Follow up of questions from the core learning component

Activity three: questioning from the Core Learning Component – Essential Skills for Classroom Management

- Ask the participants to complete Sheet 1 and then encourage them to discuss their ideas briefly, in small groups, recording their questions on the sheet.
 - Recall the whole group and ask each small group to present their questions.
 - Prompt the group to identify any common themes in the questions.
 - Prompt the group for their responses to the questions.
 - Clarify through questioning any responses that need further explanation.
 - Add to the group's responses.
 - Move on to deconstructing the participants' understanding of and use of the Balance Model.
- *Note: If it is more appropriate to address some of the responses/issues at a later time in the follow up session/s, feel free to delay any in-depth discussion until then.*

Activity four: understanding the Balance Model

- Refer to Sheet 2 – Understanding the Balance Model.
- Divide the group into four small groups (pairs, threes).
- Allocate one version of the Balance Model listed below to each group. (Allocate a different topic to each group, so all four topics are eventually discussed.)
 - The Balance Model when it is 'in balance', with clear expectations
 - The Balance Model when it is in 'imbalance 1' – unclear expectations and a balance between the language of acknowledgment and the language of correction
 - The Balance Model when it is in 'imbalance 2' – too much language of acknowledgment
 - The Balance Model when it is in 'imbalance 3' – too much language of correction.
- Ask each group to focus their discussion on the following questions:
 - How does the application of their version of the Balance Model either encourage or discourage appropriate behaviour in the class?
 - How do teacher expectations and language in their allocated version of the Balance Model influence student behaviour?
 - What circumstances may lead to their version of the Balance Model becoming apparent in the classroom?
 - Does the pair have any questions about their allocated version of the Balance Model that they would like the group to address?
 - Do the presenters or participants need clarification about any aspect of the Balance Model?

- Prompt each group to use their Sheet 2 to create a short presentation (1–2 minutes) about their allocated version of the Balance Model for the larger group.
- Ask each group to discuss the features of their version and their significance.
- Remind participants that the goal of the activity is to share information and insight, not to test anyone's knowledge, and that they may refer to any notes they have.
- Ask the whole group to discuss any questions or points of interest.
- Clarify any aspects of the Balance Model about which the whole group is unsure.

Activity five: class rules self-evaluation check list

- Refer to Sheet 3: Class rules self-evaluation check list.
- Invite participants to complete the Class rules self-evaluation check list individually.
- Ask participants to discuss their self-evaluation with a partner, commenting on
 - other strategies they use to effectively implement and apply class rules
 - how they plan to implement the items on the check list, so they are in place before the next follow up session.
- Ask pairs to report back to the larger group, sharing their knowledge, insight and ideas.

Summary and closure

Finalise the session by:

- asking participants to verbally identify key learning from this session's activities
- listing the key points of learning for the group to see
- discussing each of these briefly as appropriate
- asking participants to identify two pieces of insight or information from this session that they have found to be professionally satisfying
- asking participants to share their two pieces of insight with another person
- presenting their insight to the whole group
- briefly summarising the pieces of insight discussed
- confirming the details for next session: time and venue.

Homework task

- Ask participants to think about their teaching before the next session, and consider how they:
 - establish and articulate clear expectations – for learning and behaviour
 - use the language of acknowledgment – verbal and non-verbal
 - use the language of correction – verbal and non-verbal.
- Emphasise that this exercise will require participants to become very conscious of what they actually say and do in their classrooms.

Focus of the next session

Inform participants that the next session will:

- review ways of establishing expectations through the examination of class rules
- review the application of:
 - setting expectations
 - the language of acknowledgment
 - the language of correction.
- examine giving instruction, and waiting and scanning.

Materials required for the next session

Inform participants that they will need the following for the next session:

- notes from Essential Skills for Classroom Management Core Learning Component Session
- Sheet 3 Class rules self-evaluation check list
- an example of their own class rules
- professional reflections related to classroom application of the Balance Model, to share with the group.

Coaching session two: establishing expectations: giving instructions, waiting and scanning

This session consists of five activities.

Outline of session

Materials

Facilitator will need:

- Sheet 4 Rewriting Instructions
- Sheet 5 Waiting and scanning questions.

Participants will need:

- notes and sheets from the Core Learning and session one
- Sheet 3 Class rules self-evaluation check list
- examples of their own class rules
- Sheet 4 Rewriting Instructions
- Sheet 5 Waiting and scanning questions.

Introduction

- Welcome participants to session two.
- Mention the goals of session two:
 1. Reviewing session one: the Balance Model basic concepts.
 2. Reviewing and discussing the Class rules self-evaluation check list and participant class rules.
 3. Reinforcing giving instructions giving.
 4. Reinforcing waiting and scanning.

Review of previous session

Activity one: class rules review and discussion

- Refer to Sheet 3 Class rules self-evaluation check list.
- Ask participants to break into groups of three or four and discuss
 - their class rules
 - their class rules in reference to Sheet 3 Class rules self-evaluation check list.
- Recall the whole group and ask each small group to share the main points of their discussion.

- Guide the whole group discussion using questions such as
 - How did the Class rules self-evaluation check list reinforce or alter your perceptions of the significance of creating and articulating class rules?
 - What one item on the Class rules self-evaluation check list was most significant for you? Why?
 - How has reviewing your class rules and their application been of benefit to you?
- Review the key learning from the discussion.

Activity two: reflecting on the application of the Balance Model

- Write the following question on the board:

In your current approach to teaching, what aspect of the Balance Model do you believe you apply most effectively? Explain to your group the reasons for your response.
- Ask participants to break into small groups of three or four and use their reflections from session one activities and homework to discuss the question.
- Recall the whole group and guide a discussion based on the feedback from the smaller groups.

Activity three: giving instruction, and waiting and scanning

- Ask the group to suggest the characteristics of effective instruction giving, and effective waiting and scanning.
- Invite participants to
 - record their responses on the board
 - discuss the responses with guidance from the facilitator.

Activity four: rewriting instructions

- Refer to Sheet 4 Rewriting instructions.
- Ask participants to form pairs, and examine and discuss the examples of instructions on Sheet 4.
- Allocate each pair one of the examples (ensuring that each example is discussed and rewritten).
- Invite each pair to rewrite one of the instructions to make them more effective for classroom use.
- Suggest that participants may alter the instructions as much as necessary to achieve the intended goal of the teacher and maintain effective classroom management. Explain that it is appropriate to rewrite using fewer words to achieve the teacher's goals and that instructions may include non-verbal prompts.

- Provide participants with the following prompts for rewriting the instructions.
 - The language used in giving instructions is not primarily about relationship building.
 - The purpose of the language is to give an effective instruction.
 - Appropriate relationships are important, but are usually reinforced through the on-task phase of the learning, not the instruction phase.
- Recall the whole group.
- Invite participants to share their original instruction and their rewritten version with the whole group.
- Discuss the process the pairs went through to rewrite the instructions as well as the rationale for the changes they made.

Activity five: waiting and scanning questions

- Refer to Sheet 5 Waiting and scanning questions.
- Ask participants to work in pairs to respond to the questions from Sheet 5.
 1. How does 'waiting and scanning' contribute to effective classroom management?
 2. What are the likely consequences if teachers do not use 'waiting and scanning' effectively while giving instructions in the classroom?
- Ask participants to record their responses on Sheet 5.
- Recall the whole group and invite each pair to discuss their insight with the larger group.
- Consolidate the significant points raised in the discussion.

Summary and closure

Finalise the session by:

- asking participants to verbally identify key learning from this session's activities
- listing the key points of learning for the group to see
- discussing each of these briefly as appropriate
- asking participants to identify two pieces of insight or information from this session that they have found to be professionally satisfying
- asking participant to share their two pieces of insight with another person
- presenting their insight to the whole group
- briefly summarising the pieces of insight discussed
- confirming the details for next session: time and venue.

Homework

Ask participants to deliberately apply to their teaching what they have learned about giving clear instructions and waiting and scanning, before the next follow up session.

Coaching session three: applying the language of acknowledgment

This session consists of three activities.

Outline of session

Introduction

- Welcome participants to session three.
- Mention the goals of session three:
 1. Reviewing instruction giving and waiting and scanning.
 2. Examining the use of the language of acknowledgment.
 3. Highlighting the role of mentoring and Classroom Profiling in consolidating the Essential Skills.

Materials

Facilitator will need:

- Sheet 6 Examples of the language of acknowledgment
- Sheet 7 Peer review for the use of the language of acknowledgment sheet.

Participants will need:

- notes and sheets from the Core Learning and previous sessions
- Sheet 6 Examples of the language of acknowledgment
- Sheet 7 Peer review for the use of the language of acknowledgment sheet.

Review of previous session

Activity one: reviewing giving instructions and waiting and scanning

- Invite participants to form pairs and discuss what they have changed in their giving of instructions and waiting and scanning.
- Ask pairs to report back to the whole group about any changes they have made to their instruction giving and waiting and scanning.
- Guide a group discussion stimulated by these responses.
- Invite the group to identify key changes that participants have made in their instruction giving and waiting and scanning.
- Discuss the outcomes of the changes.

Activity two: the language of acknowledgment

- Refer to Sheet 6 Examples of the language of acknowledgment.
- Invite participants to form pairs and complete Sheet 6. Examples of the language of acknowledgment.
- Ask participants discuss any examples they have used and their effectiveness.
- Invite participants to estimate the number of instances of the language of acknowledgment they use in a 30-minute teaching session. Write this estimate on Sheet 6.

Activity three: peer review

- Refer to Sheet 7 Peer review for the use of the language of acknowledgment sheet.
- Ask participants to organise a peer review to determine whether their actual use of the language of acknowledgment equals their estimated use of it. This will require
 - participants to observe the teaching of a colleague from within the group for 30 minutes
 - the observer to record the instances of verbal and non-verbal acknowledgment the teacher demonstrates
 - the teacher and peer reviewer to discuss the observations made
 - the teacher and peer reviewer to swap roles and conduct another peer review and follow up discussion.
- Provide time for participants to discuss and organise their peer review session.
- Participants to report back to the whole group about
 - who their 'peer reviewer' will be from within the group
 - when and where the review will take place
 - what factors they need to consider to make the peer review a positive experience (e.g. maintaining confidentiality, not being judgmental in the follow up discussion).
- Discuss with participants the possibility of organising a formal mentor for themselves and/or a classroom profiler to assist them to reinforce their learning through observation of and reflection on teaching practice.

Summary and closure

Finalise the session by:

- asking participants to verbally identify key learning from this session's activities
- listing the key points of learning for the group to see
- discussing each of these briefly as appropriate
- asking participants to identify two pieces of insight or information from this session that they have found to be satisfying professionally
- asking participants to share their two pieces of insight with another person
- presenting their insight to the whole group
- briefly summarising the pieces of insight discussed
- confirming the details for next session: time and venue.

Reminder

For both participants, the peer review comprises:

- a 30-minute teaching demonstration (this may be a part of a regular lesson)
- observing the teaching for 30 minutes and recording the instances of acknowledgment on Sheet 7
- a follow up discussion to review the observations and tally of instances of acknowledgment.

Homework

Ask participants to conduct their peer review for the use of the language of acknowledgment as:

- an observer
- the teacher.

Coaching session four: applying the language of correction

This session consists of three activities.

Outline of session

Introduction

- Welcome participants to session four.
- Mention the goals of session four.
 1. Reviewing the use of the language of acknowledgment and peer review findings.
 2. Reviewing the use of the language of correction.
 3. Initiating a process for ongoing professional learning using mentors and classroom profiling.

Materials

Facilitator will need:

- scissors
- copies of
 - Sheet 7 Peer review for the use of the language of acknowledgment sheet
 - Sheet 8 Prompts for examining the process of the peer review sheet
 - Sheet 9 The language of correction key points
 - Sheet 10 Least-to-most intrusive management strategies.

Participants will need:

- Sheet 7 Peer review for the use of the language of acknowledgment sheet
- Sheet 8 Prompts for examining the process of the peer review sheet
- Sheet 9 The language of correction key points
- Sheet 10 Least to most intrusive management strategies
- notes and sheets from the Core Learning Component and previous sessions.

Review of previous session

Activity one: examining the process of the peer review

- Ask participants to move into their peer review pairs and use Sheet 7 Peer review for the use of the language of acknowledgment sheet and Sheet 8 Prompts for examining the process of the peer review sheet as stimulus for a 'pair and share' discussion of their peer review session.
- Open a whole group discussion.
- Refer to Sheet 8: Prompts for examining the process of the peer review sheet.
- Use the following questions to prompt discussion:
 1. What did being observed feel like for the demonstrating teacher?
 2. How did being observed influence the practice of the demonstrating teacher?
 3. What did the demonstrating teacher learn from the data the peer reviewer provided at the end of the lesson?
 4. What classroom strategies will the demonstrating teacher focus on now, as a result of the feedback from the peer review session?
 5. What did the peer reviewer learn as a result of their observation?
 6. What classroom strategies will the peer reviewer focus on now, as a result of their participation in the peer review session?
 7. Was the peer review a useful strategy for participants? How?
 8. Would participants conduct subsequent peer review sessions? Why?
- Remind participants of the possibility of organising a formal mentor for themselves and/or a classroom profiler to assist them to reinforce their learning through observation of and reflection on teaching practice.

Activity two: the language of correction – key points

- Invite the participants to form pairs.
- Refer to Sheet 9: The language of correction key points.
- Ask participants to choose and discuss two key points from each of the following skills from the Core Learning Component
 - Skill 7: Selective attending
 - Skill 8: Redirecting to the learning
 - Skill 9: Giving a choice
 - Skill 10: Following through.
- Ask pairs to report their two key points for each skill to the whole group.
- Discuss the findings with the whole group.

Activity three: least-to-most intrusive classroom management strategies

- Refer to Sheet 10: Least-to-most intrusive management strategies.
- In pairs, ask participants to cut the paper into individual strategies and negotiate to physically rearrange them from least to most intrusive.
- Ask participants to discuss the rationale for their suggested order as they proceed with the task.
- Pairs may 'agree to disagree' on some points of discussion to facilitate progress with the task.
- Facilitate a whole group discussion to analyse the activity. (Note that there is no single, correct order; in order to promote discussion, the activity involves no specific contexts or supportive detail.)

Summary and closure

Finalise the session by:

- asking participants to verbally identify key learning from this session's activities
- listing the key points of learning for the group to see
- discussing each of these briefly as appropriate
- asking participants to identify two pieces of insight or information from this session that they have found to be professionally satisfying
- asking participants to share their two pieces of insight with another person
- presenting their insight to the whole group
- briefly summarising the pieces of insight discussed
- confirming the details for next session: time and venue.

Homework

Ask participants to:

- consciously apply the principle of being least-to-most intrusive in your correcting strategies
- reflect on their experiences in applying this principle.

Coaching session five: professional support and evaluation

This session consists of five activities.

Outline of session

Introduction

- Welcome participants to session five.
- Mention the goals of session five.
 1. Reviewing the language of correction key points.
 2. Reviewing and applying least-to-most intrusive management strategies.
 3. Examining the use of debriefing as a supporting skill.
 4. Examining the use of mentoring and Classroom Profiling to sustain learning.
 5. Reviewing the Essential Skills key learning.
 6. Evaluating the Essential Skills for Classroom Management Facilitated Coaching Sessions.

Materials

Facilitator will need:

- Sheet 9 The language of correction key points
- Sheet 10 Least-to-most intrusive management strategies
- Sheet 11 Debriefing
- Sheet 12 Using classroom management strategies in context
- Evaluation sheets.

Participants will need:

- Sheet 9 The language of correction key points
- Sheet 10 Least-to-most intrusive management strategies
- Sheet 11 Debriefing
- Sheet 12 Using classroom management strategies in context
- Evaluation sheets.

Review of previous session

Activity one: reviewing the language of correction and least-to-most intrusive strategies

- Invite participants to form small groups of three or four to discuss
 - examples of correction they have used over the past week that have been effective in their learning management
 - how they have used the Essential Skills: Selective attending (Skill 7), Redirecting to the learning (Skill 8), Giving choice (Skill 9) and Following through (Skill 10)
 - how they have applied strategies in a least-to-most intrusive manner.
- Recall the whole group and ask participants to report on their small group discussions.
- Conduct a short whole group discussion related to the effective use of correction.

Activity two: examining debriefing

► Note

If student behaviours have escalated to the point of causing distress for themselves or others, then debriefing will be necessary.

The primary goal of this activity is to provide information about what is helpful and not helpful in a debriefing process.

Some general information on the skill of debriefing is provided to assist participants with their teaching and to provide support for their colleagues.

It is not meant to be a detailed instruction as formal debriefing should be conducted by suitably qualified personnel, such as guidance officers.

- Ask participants to form pairs and discuss the information on Sheet 11 Debriefing.
- Ask pairs to report back the key elements of their discussion to the whole group.
- Emphasise effective practice in debriefing.

Activity three: using classroom management strategies in context

- Refer to Sheet 12 Using classroom management strategies in context.
- Prompt participants to form pairs and complete Sheet 12 Using classroom management strategies in context.
- Recall the whole group and ask pairs to report their suggested management strategies back to the whole group and discuss.

Activity four: reviewing key learning – essential skills

- Place the following headings on a board or butcher's paper:
 - Clear expectations
 - Acknowledgment
 - Correction
 - Coaching sessions
- Invite participants to record one piece of their key learning or professional insight under each heading.
- Invite the whole group to review and discuss the responses.

Activity five: evaluation of the follow up coaching sessions

- Ask participants for their evaluation of the coaching sessions using the evaluation process provided.
- Thank participants for their contributions.
- Summarise the session.
- Close the session.

References

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Activity and information sheets for small group sessions

Sheet 1

Questions from the Core Learning Component: essential skills for classroom management

Purpose

To clarify any general or specific points of immediate concern arising from the information presented in the Essential Skills for Classroom Management Core Component.

Questions

On your own, or in pairs, think about and/or discuss your questions related to the Essential Skills. Write your questions in the spaces provided.

1. The Balance Model

2. Setting expectations

3. The language of acknowledgment

4. The language of correction

5. Any other questions you have

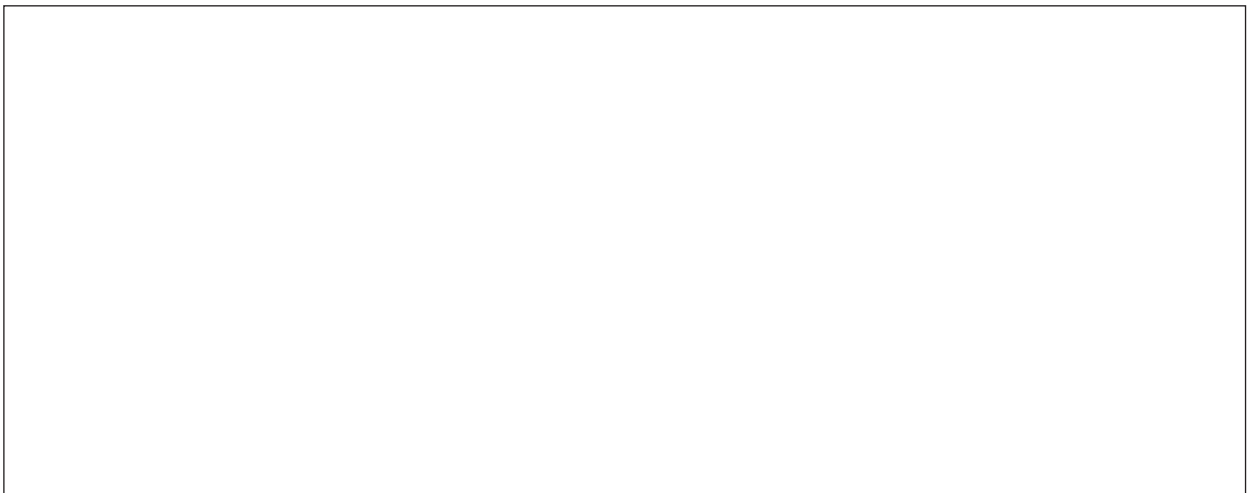
Sheet 2

Understanding the Balance Model

Circle the name of the version of the Balance Model allocated to your pair.

1. In Balance
2. Imbalance 1: Unclear expectations
3. Imbalance 2: Too much language of acknowledgment
4. Imbalance 3: Too much language of correction

Draw your allocated version of the Balance Model here:



In pairs, explain the features and significance of your version of the Balance Model to the larger group.

Remember, this is not a test. This is sharing of information and insight.

Main points to remember to present back to the group

1. _____
2. _____
3. _____
4. _____

Write any questions you have about your version of the Balance Model for the group to answer.

Sheet 3

Class rules self-evaluation check list

Consider whether you have addressed the following in your teaching.

Complete the check list.

Class rules	In place (✓)	Not in place (✓)
Class rules are developed		
Class rules are short, positive, observable		
Class rules have been discussed with students		
Class rules are displayed clearly in the classroom		
Class rules are referred to when setting expectations for learning tasks and activities		
Class rules are referred to when students are demonstrating appropriate behaviour		
Class rules are referred to when correcting inappropriate behaviour		
Class rules relate directly to the Code of School Behaviour		
Class rules are modelled by the teacher		
Possible logical consequences are discussed in advance		

List anything else you have done to implement and use class rules effectively.

Bring a copy of your class rules to the next follow up session.

Homework tasks

Task from session one

Before the next session, think about your teaching, reflecting on how you:

- establish and articulate clear expectations: learning and behaviour
- use the language of acknowledgment – verbal and non-verbal
- use the language of correction – verbal and non-verbal.

This exercise will require you to become very conscious of what you actually say and do in your classroom. It requires thought and effort.

You will be asked to share your reflections in the next follow up session.

Task from session two

Deliberately apply to your teaching what you have learned about giving clear instructions and waiting and scanning, before the next follow up session.

Task from session three

Participants are to conduct their peer review for the use of the language of acknowledgment as:

- an observer
- the teacher.

Task from session four

Consciously apply the least-to-most intrusive principle in your correcting strategies.

Reflect on your experience of applying this principle.

Sheet 4

Rewriting instructions

In pairs, discuss the following examples of less effective instructions, and then rewrite **one** of them to make it more effective for classroom use. You may choose to use minimal language to achieve the teacher's goals. Consider the use of non-verbal language.

Situation 1

The students in the room are supposed to be on-task. Some are; some are not. There is low level noise from appropriate and inappropriate talking in the classroom. The teacher requires attention from the whole class so important information can be given.

Instructions given by the class teacher

"All right everybody, yes I mean everyone. We need to move on now. Just look here for a while please. We really need to move on now everyone. Is that OK? Just a minute. I need all of your attention on me please! You really need to know what I am going to say, it's very important. Can you please just be quiet for a minute so I can talk!"

Rewrite the instruction to make it more effective.

Write any additional comments you would like to make.

Situation 2

Damien is not completing his science writing task. Because he is sitting incorrectly on his chair, he is in danger of injuring his back. The teacher wants him on-task and sitting on his chair safely.

Instructions given by the class teacher

“Hey Damien! Look at me! How many times do I have to tell you to sit on your chair properly? Don’t you remember what I said to the class yesterday? You could seriously hurt yourself! Fix how you are sitting right now! Finish writing that paragraph or else you’ll be kept in at lunchtime.”

Rewrite the instruction to make it more effective.

Write any additional comments you would like to make.

Situation 3

Melissa is in year nine and for the first time this year, she is one minute late for class. She knocks on the classroom door and waits. The rest of the class are sitting at their desks, still organising their books for the lesson and the teacher is about to call them to attention to receive their first instructions.

The teacher wants Melissa and the class to focus and pay attention quickly so they can receive instructions.

Instructions given by the class teacher

“Melissa, you are interrupting us? Can’t you see we are about to be starting some important work here? You know what happens if you are late. Come in, take out your books, sit up the front so I can see you. Be quick, I am in a hurry. Don’t think that we are going to wait around for you to get ready. It really annoys me when students are late for this class!”

Rewrite the instruction to make it more effective.

Write any additional comments you would like to make.

Situation 4

The students in year three have just entered the classroom after play time. They are still excited and noisy. After lunch the teacher likes to read a story to the children while they sit on the floor. Sometimes after the story, the children go to their desks, write two words they have heard from the story and then draw a picture related to the story. Sometimes, they go on with a variety of other tasks.

Today, the teacher wants the children to:

- calm down, be quiet and sit on the floor, ready to hear the story
- write the two words and draw a picture related to the story, after it has been read.

Instructions given by the class teacher

“Ok year three, settle down, you are all too excited. What were you all doing at lunch time? Everyone needs to be quiet and sitting on the carpet. I can hear too much noise; that is so sad! You know it is always story time after lunch. Yesterday we went outside for sport after the story; however, today we need to listen to the story, then go to our desks and take out our books so we can write two words from the story. We also need to draw a picture from the story. You can use coloured pencils or you could even use the paints that are under the sink in the bottom draw. It is really important that you listen to the story carefully, so you know what to do afterwards. I won’t tell you this again. Do you understand? Now be quiet.”

Rewrite the instruction to make it more effective.

Feel free to provide advice as to when the instructions should be given so the teacher can achieve their objectives.

Write any additional comments you would like to make.

Situation 5

In the last session of the day, an upper primary or lower secondary school class needs to move from their classroom to visit the school library. They are sitting quietly in the classroom, focused on the teacher, ready to receive instructions. This is the first visit to the library for the class. When they arrive at the library they need to have their learning materials ready so the teacher can have them enter the library in an orderly fashion. The class will be dismissed from the library.

The teacher wants:

- the class to move to the library in a quiet, orderly fashion
- the students to be ready to enter the library with their learning materials in their hands
- an orderly dismissal from class at the end of the day.

Instructions given by the class teacher

“Students we are going to the library in a minute. If you want to take your bags with you, collect them before we go because I will let you go home from the library if you want. It is really important that we be good when we move to the library. Now get your books and pencils because you will need them when we get to the library. Please wait outside the library door with all of the things you are going to need to work on your research. Don’t forget to take every thing that you will need. Now do what I said. Stand up and move off to the library. Do you understand what I want you to do? Now move off.”

Rewrite the instruction to make it more effective.

Feel free to provide advice as to when the instructions should be given so the teacher can achieve their objectives.

Write any additional comments you would like to make.

Sheet 5

Waiting and scanning questions

- Participants form pairs and share their responses to these questions.
- The whole group is recalled.
- Each pair discusses their insight with the whole group.

Question 1

How does 'waiting and scanning' contribute to effective classroom management?

Pair and share points discussed

- _____
- _____
- _____
- _____
- _____

Question 2

What are the likely consequences if teachers do not use 'waiting and scanning' effectively while giving instructions in the classroom?

Pair and share points discussed

- _____
- _____
- _____
- _____
- _____

Sheet 6

Examples of the language of acknowledgment

- With a partner, write what a teacher may say or do when using each of these types of acknowledgment.
- Describe any examples of the language of acknowledgment you have used recently.
- Discuss their effectiveness.

Cueing with parallel acknowledgment

Write your example here:

Body language encouraging

Write your example here:

Descriptive encouraging

Write your example here:

Estimate how many instances of the language of acknowledgment you would use in a typical 30-minute teaching session.

My estimate of instances of the language of acknowledgment is _____ .

Sheet 7

Peer review for the use of the language of acknowledgment sheet

Organise a peer review session to provide feedback on your use of the language of acknowledgment. Discuss the factors that will make the review a positive experience, such as maintaining confidentiality, or being non-judgmental in the follow up discussions.

Have your peer reviewer record the instances of your use of the language of acknowledgment – verbal and non-verbal – during a 30-minute teaching session.

After the observation, evaluate if your estimated instances of the use of acknowledgment matches the observation data of your peer reviewer.

Name of peer reviewer: _____

Time and place of peer review: _____

Tally of instances of the use of verbal and non-verbal language of acknowledgment

Time interval	Verbal acknowledgment	Non-verbal acknowledgment
5 minutes		
10 minutes		
15 minutes		
20 minutes		
25 minutes		
30 minutes		
Total instances:		

My estimated instances of the use of the language of acknowledgment was: _____ .

The peer reviewer and demonstrating teacher should discuss the outcomes of the peer review before the next follow-up session.

Sheet 8

Prompts for examining the process of the peer review sheet

Participants to use their 'Peer review for the use of the language of acknowledgment sheet' and the 'Examining the process of the peer review' prompts, to discuss their peer review session.

Further prompts for discussion

1. What did being observed feel like for the demonstrating teacher?
2. How did being observed influence the practice of the demonstrating teacher?
3. What did the demonstrating teacher learn from the data the peer reviewer provided at the end of the lesson?
4. What classroom strategies will the demonstrating teacher focus on now, as a result of the feedback from the peer review session?
5. What did the peer reviewer learn as a result of their observation?
6. What classroom strategies will the peer reviewer focus on now, as a result of their participation in the peer review session?
7. Was the peer review a useful strategy for participants? How?
8. Would participants conduct subsequent peer review sessions? Why?

Sheet 9

The language of correction key points.

In pairs discuss the Essential Skills:

- Skill 7 Selective attending
- Skill 8 Redirecting to the learning
- Skill 9 Giving a choice
- Skill 10 Following through.

Each participant lists two key points they found significant from each skill in the spaces provided.

Skill 7 Selective attending

Skill 8 Redirecting to the learning

Skill 9 Giving a choice

Skill 10 Following through

Report back your findings to the whole group.

Sheet 10

Least-to-most intrusive management strategies

In pairs complete the following activity:

- Cut out the individual management strategies.
- Negotiate with your partner to re-arrange them from least-to-most intrusive.

Management strategies

Parental contact: negative feedback

Pause in teacher talk

Give clear choice

Move student in the room – reactive

Waiting and scanning

Have a third party direct the student to leave the classroom

Selective attending

Physical proximity

Smile

Non-verbal redirection – gesture

Eye contact and pause

Rule reminder – question

Calling the student's name

Move student in the room – proactive

Distraction/diversion

Redirecting to the learning

Move student to a 'buddy classroom'

Direct student to the administration

Individual close talk

Descriptive encouraging

Sheet 11

Debriefing

Debriefing provides an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.

Why is debriefing an effective management skill?

- It helps prevent an escalation of the original problem.
- It helps people calm down and get perspective on the problem.
- It contributes to the development of insight, assisting to prevent future problems.

► Hints

- *The goal of using this strategy is to assist the participants to regain the composure they need to resume their regular duties.*
- *There is an agenda to assist the person to talk, manage their emotions and reflect.*
- *People using this strategy need to be aware of their knowledge and skills in regards to its implementation.*
- *For highly distressing events, seek advice immediately from suitably qualified personnel such as school guidance officers.*

How to debrief

- Do it as soon as possible after a potentially traumatic event, but it is never too late.
- The difference between ‘telling the story’, which is beneficial, and ‘rehearsing the trauma’, which is not, is crucial.
- If the listener, ostensibly defusing, says things like:
 - “You shouldn’t have put to up with things like that.”
 - “You poor thing, that is dreadful.”
 - “I would be so angry about that if I were you.”

The process can change from a helpful one, to one where the person feels more and more victimised as they rehearse the trauma with their scandalised audience.

- Help young children debrief by asking them to draw a picture of the event and hold it up to share with the class.
- Use a round-robin class meeting with older students.
- Each has an opportunity to say what happened in turn, or say 'pass'.
- It is helpful for the teacher to take their turn without using the opportunity to give the sanitised version of what happened.
- It is useful for all the people involved in the incident to have this opportunity.

Debriefing (helpful process)

- Asking what happened.
- Asking where, what, who, how, when.
- Reassuring that the person survived and reflecting how they did.

Rehearsing (unhelpful process)

- Telling what happened. Telling a similar story that happened to you.
- Asking why questions.
- Commiserating and maintaining a scandalised position.

If you choose not to debrief as part of your crisis management plan be prepared for the following problems:

- Caregivers may become so concerned about a situation, they may inadvertently help their child rehearse the trauma of the event.
- Teachers who have not had an opportunity to talk about serious events can become increasingly stressed over time.
- The trauma can interfere with their management confidence and poise.

Sheet 12

Using classroom management strategies in context

In pairs, read the following scenarios and suggest possible teacher management responses.

In this exercise, teacher responses are the immediate actions taken, not the longer term problem-solving actions teachers may take to deal with the more complex issues.

Discuss the reasons for your suggestions with your partner.

Scenario one

The whole class is focused on the teacher while verbal instructions are being given. As the teacher continues with their talk, a student begins to loudly tap their pencil on the desk. The teacher 'pauses in talk' and looks at the student. The student stops tapping the pencil. Ten seconds later the student begins to loudly tap the pencil again. Some students find the noise disruptive to their learning.

What could the teacher do to manage this situation?

Scenario two

After a lunch break, Michelle enters the classroom in a very boisterous manner. She appears to be angry. On the way to her seat, she knocks over a chair. She picks the chair up, but does not put it in the correct place. She sits in her correct place then puts her head on the desk. When a concerned fellow student places their hand on her desk, she pushes their hand away and shouts "Get lost loser!"

What could the teacher do to manage this situation?

Scenario three (a)

A teacher on playground duty notices a large group of students gathering around two students fighting.

What could the teacher do to manage this situation?

Scenario three (b)

After managing the incident, the teacher returns to the staff room appearing to be quite distressed about what had just happened. They take up your offer to talk to them about the incident.

As their colleague, what could you do to assist in this situation?

Evaluation for Coaching Session participants

Core Learning Component and Coaching sessions

Coaches

Please summarise the survey data from the group on one form for faxing.
 Write the total number of responses in each cell.

After the three-hour Core Learning presentation:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• I understand the Balance Model.					
• I am confident that I can apply the Balance Model in my teaching.					
• I understand the 10 Essential Skills.					

• I feel that the duration of the presentation was (circle): adequate too long too short

Coaching session one:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The session was beneficial.					
• I am applying Essential Skills in my teaching.					
• I am more confident in my approach to managing my class/es.					

Coaching session two:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The session was beneficial.					
• I am applying Essential Skills in my teaching.					
• I am more confident in my approach to managing my class/es.					

Coaching session three:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The session was beneficial.					
• I am applying Essential Skills in my teaching.					
• I am more confident in my approach to managing my class/es.					

Coaching session four:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The session was beneficial.					
• I am applying Essential Skills in my teaching.					
• I am more confident in my approach to managing my class/es.					

Coaching session five:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The session was beneficial.					
• I am applying Essential Skills in my teaching.					
• I am more confident in my approach to managing my class/es.					

District: _____

Date of first session: _____

Date of last session: _____

Position (please circle):

Primary Secondary Teacher aide

Other (specify): _____

Coach

Fax summary of data to:

Fax: 3237 0432

Attention:

Essential Skills Evaluation
 Floor 7 Education House

Evaluation for Coaches to complete Small Group Facilitated Coaching Sessions

Coaching session one:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The activities were relevant.					
• The activities fostered learning.					
• The session's format was 'user friendly' for the coach.					

Coaching session two:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The activities were relevant.					
• The activities fostered learning.					
• The session's format was 'user friendly' for the coach.					

Coaching session three:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The activities were relevant.					
• The activities fostered learning.					
• The session's format was 'user friendly' for the coach.					

Coaching session four:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The activities were relevant.					
• The activities fostered learning.					
• The session's format was 'user friendly' for the coach.					

Coaching session five:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• The activities were relevant.					
• The activities fostered learning.					
• The session's format was 'user friendly' for the coach.					

District: _____

Date of first session: _____

Date of last session: _____

Position (please circle):

Primary Secondary Teacher aide

Other (specify): _____

Fax the completed form to:

Fax: 3237 0432

Attention:
 Centre for Behaviour Support
 Essential Skills Evaluation
 Floor 7 Education House

Core Learning Component Evaluation for participants to complete

How would you rate the following statements?

After the three-hour Core Learning presentation:	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
• I understand the Balance Model.					
• I am confident that I can apply the Balance Model in my teaching.					
• I understand the 10 Essential Skills.					

- I feel that the duration of the presentation was (circle): adequate too long too short

How will the Essential Skills Core Learning Component influence your teaching?

Development of my practice:

Reflection on my already developed practice:

District: _____

Date of first session: _____

Date of last session: _____

Position (please circle):

Primary Secondary Teacher aide

Other (specify): _____

Fax the completed form to:

Fax: 3237 0432

Attention:

Centre for Behaviour Support

Essential Skills Evaluation

Floor 7 Education House

