ESSENTIAL **SKILLS** for
CLASSROOM **MANAGEMENT**

THE TEN MICROSKILLS   **COLLEGIAL MENTORING/COACHING TOOL**

Name of Colleague who is teaching: ……………………………………………………………………...

Name of Mentor/Coach/Observer: ………………………………………… Date: …..…/……./……...

Class: ………… Lesson Subject: ………….…………………… No of Boys: …... No. of Girls: ……

Time lesson started: …………………

Language of	Microskill	Incidence frequency B=Boy; G=Girl; Gr=Group; C=Class	Comment
Expectations	**Establishing expectations**		
	Giving instructions		
	Waiting and scanning		
	Cueing with parallel acknowledgement ▪ Verbal or non-verbal		
Acknowledgement	**Body language encouraging** ▪ Walk around the room ▪ Touch the work of students who are on-task ▪ Pause after one tour of room – approach off-task students ▪ Smile, nod, eye contact for students who are on-task		
	Descriptive encouraging ▪ State the obvious that is positive ▪ Use sooner rather than later ▪ Brief and to the point ▪ Use frequently		
Correction	**Selective attending** ▪ Is not ignoring ▪ Student is not disrupting others ▪ Safety is not an issue ▪ Use a subtle encourager when student comes on-task ▪ If behaviour persists, redirect		
	Redirect to the learning ▪ Verbal or non-verbal ▪ Question about task/Offer help ▪ Allow take-up time ▪ Use peripheral vision to monitor		
	Giving a choice ▪ Give a choice you can follow through ▪ Positive choices provide the intent to finish the work at another time ▪ Resist engaging in secondary behaviours (arguing, etc) ▪ Use a firm, calm and measured tone ▪ Keep language to a minimum ▪ Allow take up time		
	Follow through *("It is the certainty of the consequence rather than the severity of the consequence that is important" ... Rogers 1995)*		

Time lesson finished: ……………   **Better Behaviour** Better Learning; ESCM Core Learning component, EdQld 07

<u>Notes</u>