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Minimalism in behaviour management

- Minimalist approach is intended to help teachers focus the majority of their attention on curriculum conversations with students (rather than discipline).
- Teacher-student interactions can be sorted into two categories:
 - Curriculum focused language
 - Management focused language.



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Teacher-student interaction

- **Curriculum-focused language:** teaching interactions aimed at eliciting or imparting curriculum-based information.
- **Management-focused language:** higher level communication process undertaken by teachers to prompt students to access the curriculum successfully through co-operative behaviours.



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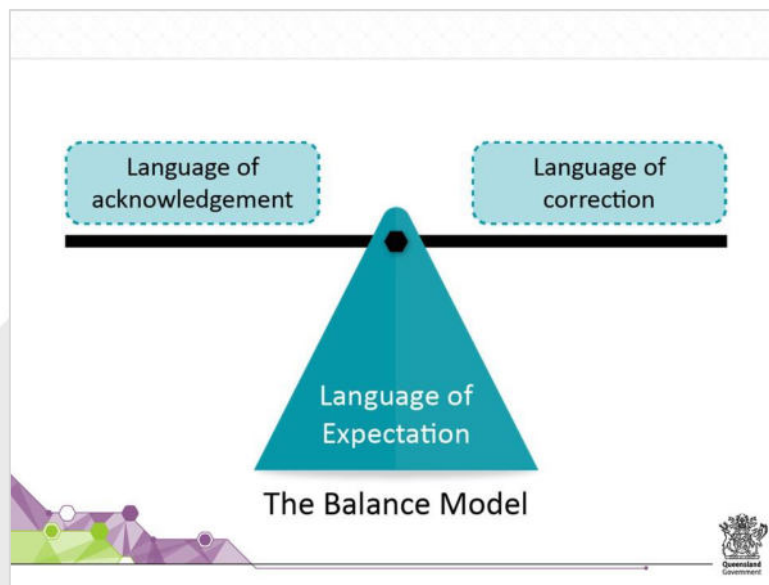
Management-focused language

- **Expectation**
What teachers say and do to articulate the boundaries of acceptable behaviour in the classroom.
- **Acknowledgement**
What teachers say and do to support students to engage with the curriculum and cooperate productively with others.
- **Correction**
What teachers say and do to interrupt and redirect students who are off-task.



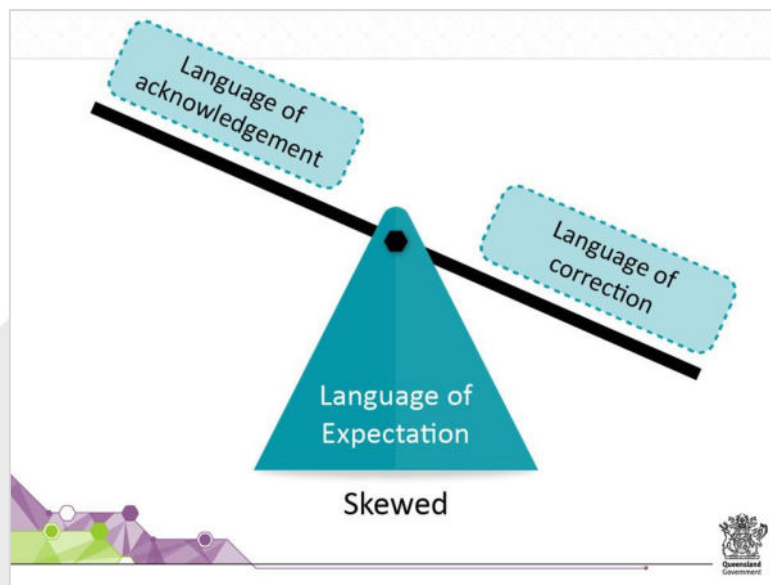
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Earning acknowledgement

- High expectations for social and academic behaviour is essential.
- These will vary from student to student, and may be different over time.
- Demanding behaviours from students that they are unable to deliver (due to ability, capacity or skills) is often not intentional, but may be a teaching error.



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Changing behaviour

- Three problems prevent students responding to correction:
 - Failure habit
 - Too little acknowledgement
 - Resentment



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Essential skills

- 10 Essential Classroom Skills are sorted into three categories:

1. Expectation

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment

2. Acknowledgement

5. Body language encouraging
6. Descriptive encouraging



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Essential skills

3. Correction

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



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Essential Skills for Classroom Management

1. Establishing Expectations

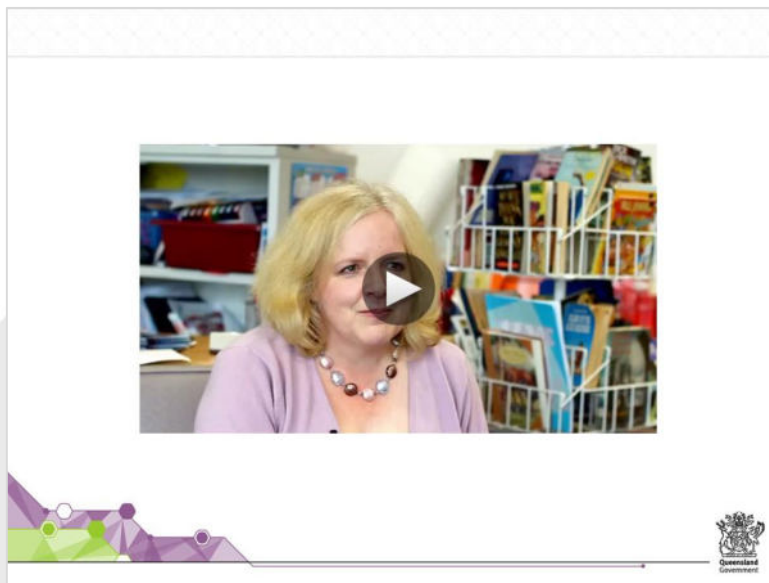
Purpose:

To clearly articulate and demonstrate the boundaries of pro-social behaviour.



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How to establish expectations

1. Initially, negotiate a small number of rules with students.
2. Make the rules public and readily available to all students (e.g. bookmarks, other language, cartoons, stickers, poster, audio file, Braille).
3. Keep the rules short, simple and clear. Word them positively for example:
 - Arrive on time for the start of class.
 - Only one person speaks at a time.
 - Hand up for help.
 - Stay in seat.



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How to establish expectations

4. Discuss the rules with the class.
 - Refer to the rules frequently
 - Discuss relevant scenarios, positive and negative
 - Discuss possible consequences in advance, both positive and negative
 - Refer to the rules when they are being followed, not just when they are not being followed.
5. Model, model, model.



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Examples

- Brainstorm class rules with the class. Take photos of children demonstrating the rules. Display in the classroom.
- Talk about expectations (what needs to be done). Have students repeat back instructions before beginning.
- Wait for students to be settled. Repeat expectations throughout the lesson.
- Brainstorm consequences with class – once agreed, refer to them every now and then.



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Examples

- Looks Like/Sounds Like charts for each activity.
- Classroom diaries targeting expectations, e.g. When using the listening post – what does it look like, sound like etc.
- In physical education I use two short whistle blows which directs students to stop, look and listen.
- Using clapping to gain attention – this works well in most early childhood classrooms.



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Examples

- Use of humour
- I discuss my expectations with my grade 9 class before allowing them to enter the classroom.
- Before home time, I set the expectations around homework/water/chairs etc. with verbal cues or visual cues on students' desks.
- When giving instructions to a class outside, I get the whole class to sit down to support them to be ready to listen.



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Examples

- As well as written and verbal expectations I use role play "Please show us how to sit on our chair". Reinforce "Look around who is sitting correctly".
- 1,2,3 Eyes on Me! – Before giving instructions, this is a great way to get kids attention. They know to stop, look, listen and hands on head – Lower Primary.
- Hands on Head, Mouth Closed, Eyes on me.



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Activity

- **Handout One**
Individual or Peer Review – Class Rules Self-Evaluation Checklist



Individual or Peer Review – Class Rules Self-Evaluation Checklist

Criteria	In Progress	Not In Progress
Classroom rules have been developed (teacher/peer/child)	<input type="checkbox"/>	<input type="checkbox"/>
Classroom rules are publicly available and accessible (eg. variety of formats)	<input type="checkbox"/>	<input type="checkbox"/>
Classroom rules are positively stated, short, simple and clear	<input type="checkbox"/>	<input type="checkbox"/>
Expected student behaviours are acknowledged (positively reinforced) (or position as 2 negatives)	<input type="checkbox"/>	<input type="checkbox"/>
Positive behaviours include consistent consequences	<input type="checkbox"/>	<input type="checkbox"/>
Classroom rules and routines in classroom are stated positively & defined clearly	<input type="checkbox"/>	<input type="checkbox"/>
Classroom rules are modelled prior to starting a new learning task or special activity	<input type="checkbox"/>	<input type="checkbox"/>
Classroom rules are modelled by the teacher (eg. one person speaking at a time)	<input type="checkbox"/>	<input type="checkbox"/>



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End

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