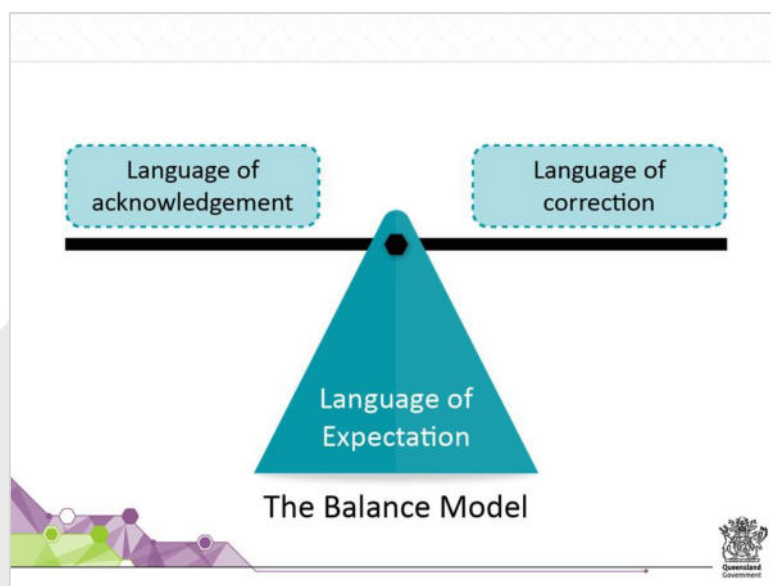


Notes:

Slide 2



Notes:

Slide 3

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.



Notes:

Language of acknowledgement

Language of correction

Language of Expectation

The Balance Model

Notes:

Slide 5

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



Notes:

Slide 6

Essential skills

3. Correction

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



Notes:

Slide 7

Essential Skills for Classroom Management

5. Body language encouraging

Purpose:

Encourage students to engage with and remain on task through the use of teacher proximity, body gestures and facial expressions.



Notes:

Slide 8

How to use Body language encouraging

1. Set students to task. Immediately move around the room to non-verbally signal to students that they should be working on the task. Walk near all members of the class.
2. Touch the work of students who are on-task. This ensures you circulate throughout the classroom.
3. Pause after you have toured the room, maintain minimal teacher talk then walk slowly toward students who may be off-task. This is a quiet prompt for them to resume on-task behaviour.



Notes:

Slide 9

How to use Body language encouraging

4. Smile and make eye contact to acknowledge appropriate behaviour. These are powerful, positive signals that help students feel valued and noticed. This intentional use of encouraging body language does not describe or preclude all spontaneous body language messages that teachers send.
5. Make discrete nodding movements and finger signals where appropriate as acknowledgement for on-task behaviour.



Notes:

Slide 10

How **not** to use Body language encouraging

- Don't stand too close to a student. This can be intimidating and cue hostility. It is better to prompt/correct, pause, then walk away and scan back.
- Don't move too fast towards a student. This can induce a fight or flight response.
- Don't hold eye contact, since it can become a 'stare-out' challenge.
- Don't show irritation or annoyance through tapping your foot, pursing lips, crossing arms or frowning.



Notes:

Slide 11

How **not** to use Body language encouraging

- If something is irritating you, respond immediately by:
 - providing a rule reminder
 - redirecting the behaviour
 - describing the irritating behaviour with minimal words and a neutral tone and giving a redirection.
- Alternatively, you may choose to use selective attending (see Skill 7).



Notes:

Slide 12

Essential Skills for Classroom Management

6. Descriptive encouraging

Purpose:

Facilitate greater student awareness of their social, behavioural or academic competence by describing exactly what you see or hear from them that you hope to see more frequently.



Notes:

Slide 13

How to use descriptive encouraging

1. Describe exactly what you see or hear from students that you want to see or hear more frequently. In other words, state the obvious that is positive. E.g.
 - ‘Steven has started work.’
 - ‘This group is on-task.’
 - ‘You have responded to my direction straight away.’
 - ‘Most students have moved to the correct place.’
 - ‘You sat in your seat as soon as I gave the direction.’
2. Use a respectful, measured tone rather than an exaggerated tone.



Notes:

Slide 14

How to use descriptive encouraging

3. Be genuine, and use descriptive encouraging sooner rather than later. If you wait too long this technique can become ineffective.
4. You may use it privately towards individual students. If used publicly towards individuals, be brief and to the point.
5. Use it collectively to the group.
6. Use frequently.



Notes:

Slide 15

How **not** to use descriptive encouraging

- Don't give conditional praise. For example: "Good work, why didn't you do it like this all along?" The student may resent this and the learning relationship may suffer.
- Don't replace descriptive encouraging with generic praise. For example: "Good, great, terrific, nice work". You can use these as add-ons after descriptive encouraging. Remember that generic praise alone can be used but has a limited training effect.



Notes:

Slide 16

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 ☒



Notes:

Slide 17

Essential skills

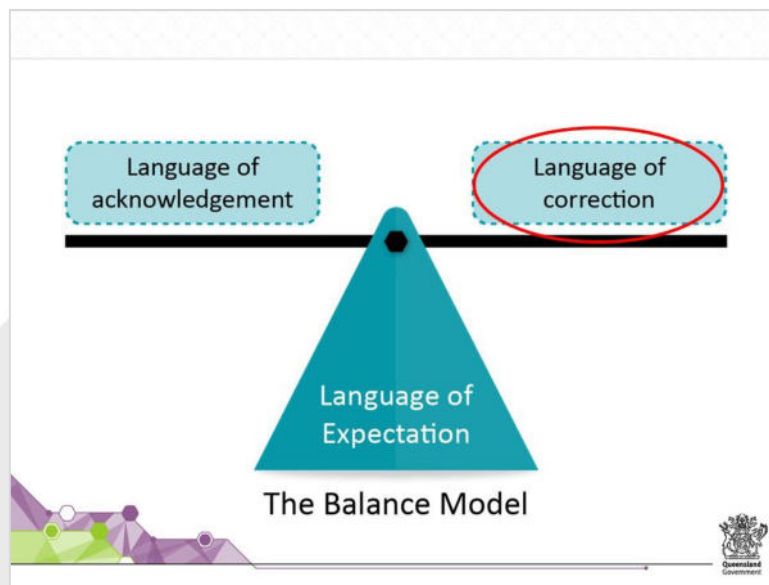
3. Correction

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



Notes:

Slide 18



Notes:

End

Notes: