



Classroom Management Strategies

WAHPSA AGM



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Confidence in the classroom

Key ideas

Workshop Management

Student Engagement

Focus questions

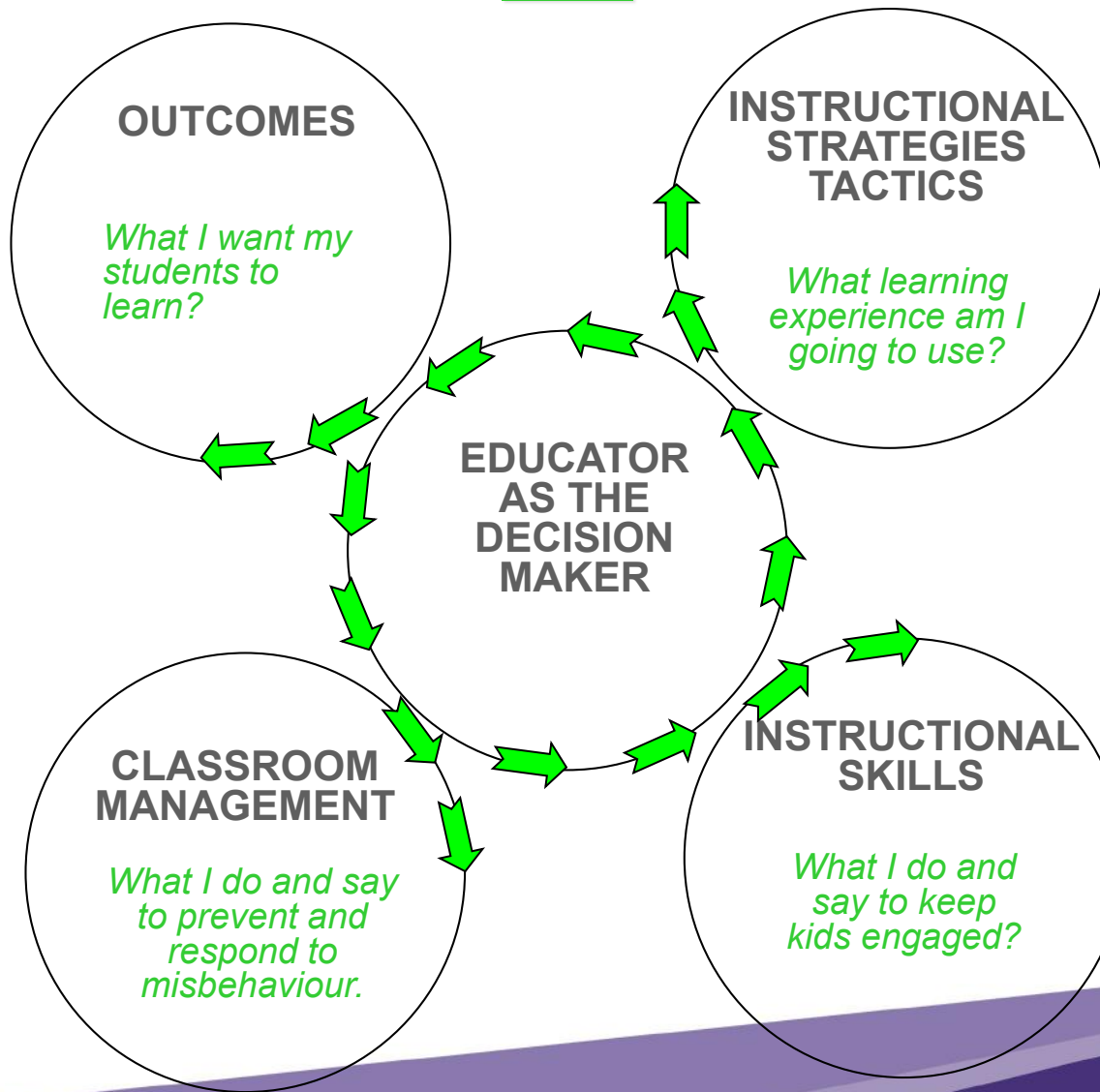
- What do you do pre – workshop?
- How do you deliver?
- What do you do post workshop?
- What is the role of the class teacher or relief teacher when you are presenting?



What Makes Teaching GO?

What are the learning intentions in the workshop?

Winning Over, Building Relationships
S2B, Transitions, Proximity, Active Scan....



Over 50 Strategies
Co-operative Learning
Mind Mapping
Concept Attainment
Role Play

Over 350 Tactics
Placemat, TPS, Give one – Get one
Numbered Heads Jigsaw
Graphic Organisers

Accountability

What public responses am I getting the participants to give?

Safe Classroom Skills – How do I make it safe for participants to engage?

Winning Over

Winning over is what the teacher says or does to develop a relationship with the student. The primary way of doing so, is to demonstrate personal interest or concern for the student. In a larger sense any teacher behaviour which maintains the dignity of the student, such as using politeness, also adds to winning over.

Why Win Over?

- If a student is happy to walk in through the door of your room to participate in your lesson then the chances of misbehaviour happening decrease.
- If misbehaviour then occurs the frequency and intensity will be decreased.
- Building Belongingness and Winning Over promote **engagement and participation**

Use names

**Winning
Students Over**

Humour

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graph TD; A[Winning Students Over] --> B[Use names]; A --> C[Enthusiasm, smile]; A --> D[Meet students at the door]; A --> E[Humour]; A --> F[Politeness];
```

Politeness

Enthusiasm,
smile

Demonstrate a
personal interest

Meet students
at the door

Low Key Skills



P2

The things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs.

Used to quickly and efficiently control or defuse a problem with a minimum of fuss and without interrupting the flow of the lesson.

Attributes

- They generally involve non or minimal verbal responses
- They do not stop the flow of the lesson – quick/quiet.
- They do not invite escalation – they have low emotional content.



Complex Low Key Skills

- 1. Signal to begin (process)**
 - Getting attention**
- 2. Transition – moving students**

Simple Low Key Skills

- 1. Active Scan - Withitness**
- 2. Proximity R+P - Withitness**



Relationship Building Strategies

- What do you do in your workshops?
- Name badges

- What else? Discuss with your neighbour.
Report

Student Engagement

- What strategies and tactics?
- Marzano's Questions – Let's look at just two

Mazano's Questions

Attention

- How Do I Feel?
- Am I Interested?

Engagement

- Is This Important?
- Can I Do This?



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How Do I Feel?



How Do I Feel?

- Effective **pacing**
- Physical **movement**
- Demonstrating **intensity** and **enthusiasm**
- Using **humor**
- Building **positive relationships**



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Am I interested?



Am I interested?

1. Using **GAMES** and inconsequential competition ↩
2. Initiating friendly **CONTROVERSY**
3. Introducing **UNUSUAL INFORMATION**
4. **QUESTIONING** to increase response rates



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Student engagement does not occur spontaneously – rather it is the result of a teacher putting specific, effective strategies into place that are proven to foster engagement

Robert Marzano and Deborah Pickering with Tammy Hefebower 2011



Don't waste students' time!!!

The perception of having no meaning or value in what is being presented in class is a major contributor to reducing a level of engagement or increasing the level of unproductive behaviour.



Why disengaged?

- **Not interested when they arrive at class**
- **Content and task is too hard - Frustration**
- **Content and task too easy**
- **Misbehave to have fun**
- **Content and task is set at the correct level but the delivery is boring**
- **No relationship with the teacher**
- **Learned helplessness**
- **Shame**
- **Plus countless other reasons!!!!!!!!!!!!!!**

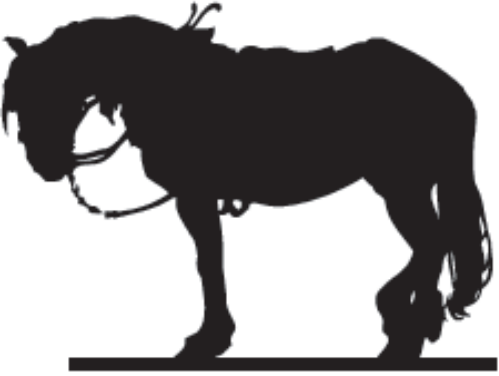
SO WHAT CAN WE DO?



Student Engagement

More students involved in
more of the learning,
more of the time.





An Old Proverb states:

- You can lead a horse to water, but you can't make them drink.
- We learned that maybe with “reward and punishment” the horse will do whatever we ask.
- However, consider a different goal:

“How can I make the horse thirsty?”



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Engagement...

From:

Why aren't
students more
engaged?

To:

How can we make
our classrooms
more engaging?



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Student Engagement

Student engagement happens as a result of a teacher's careful planning and execution of specific strategies.



