

Classroom management – Notes for slides

Slide 2 - Managing classroom environment to make best use of class time for learning to occur.

General Rules – Expected behaviour to be followed almost always – how to conduct oneself to enable learning, how to interact with other students and teacher in a classroom etc

Procedures or Routines – Specific ways of doing things most of the time e.g. Entering or exiting the classroom, turning in the HW, dispose trash, changing from one activity to another or from one location to another etc. More flexible than the Rules but provide guidelines for everyday activities.

Set in the beginning of the year, these free teacher and student from surprises and leave a lot of time for the teaching – learning process.

Slide 3 - Engaging, Motivating and Inspiring the students - Inbuilt in SSSVV through 7 assets. But for effective implementation CM necessary.

Safe – Unthreatening, without fear of being shamed, ridiculed, ragged, booed...

Sensitive – Caring, understanding, loving....

Cheerful – Enjoyable

Learning space – a classroom in this case but can include the area of the whole school

Slide 4 - Clarity in expectations, in transaction, in engaging students, creating environment conducive for learning.

Slide 5 - Planning- work wise and time wise; Prepare - mode of delivery, material requirements; Organise - Structure in the classroom [how to start, when and how to switch from one task to another...]; Execute - self preparation [confidence while carrying it out]

Slide 6 - Why CM? CM linked to AA. Structure begins with “behavioural expectations”. Better CM better AA.

Slide 7 – Self explanatory

Slide 8 - Involved, interested and engaged vs uninvolved, indifferent and unenthusiastic – Interactive slide

Slide 9 - Physical Setting factors – physical environment-Surroundings-laidback, disturbed, volatile, indifferent;

Teacher factors- age, experience, motivation level etc;

Student factors – disposition, interests, inclination;

Curriculum and Resource Factors – Pedagogy, support including technology, time....

e.g. A student may behave differently with different teachers; different learning space – playground/ music room and different subjects.

Ecological model of the classroom [adapted from Convay,2008]

Slide 10 - School environment and every individual in it [teaching and non teaching staff] play a role in moulding a student.

Activity for teacher’s personal involvement with the students

Slide 11 - Mostly a combination of the two approaches work well.

Slide 12 - Almost all the expectations are stated in positive terms.

These are tangible and hence can be seen / recognized / concrete.

Slide 13 - Stage is set on the first day of school or in the beginning of the period. **An Interactive Slide**

A typical structure [routine/procedure] in a classroom for a period may include the following

- **Do now** – Starting activity for smooth settling
- **Seat signals** – Non verbal cues to enable essential communication without disrupting others [hand gestures, facial expression...]Can be fixed and communicated in advance in primary classes.
- **Home work drop reminder** – To be deposited in the designated area
- **Change of activity** – From teacher presentation to student tasks, individual to group work
- **Grouping students – Small groups and pairs**
- **Dynamic Seating arrangements** – Placement of desks, student seating
- **Movement in/ out of the class** – Make a pass, must return in 3 min rule
- **Distribution/collection of material**
- **End of the period** – Closure
- **Quality of work** – Set high standards

Slide 14 – Self Explanatory

Slide 15 – Self Explanatory

Slide 16 - Praise – task or behaviour specific not student specific

Criticism – task or behaviour directed rather than personality targeted

Slide 17 –

- **Group**

In the class – maintaining and monitoring cleanliness, decorating walls [changing posters],

School uniform – cleanliness, extending support to each other in academics

Assembly – movement to and back in a line, punctuality, participation

Lunch breaks – watching out to prevent / detect problem, cleaning up the tables,

Library – keeping record of books issued and returned, maintaining silence, stacking

books periodically

Canteen – serving food, cleaning up

Playground –

- **Individual** – Class leadership, monitoring in the absence of a teacher, other equipments [math equipment, science apparatus, maps, globe etc]

Black board – writing the class name, attendance, period, time table, cleaning after a class

Slide 18 – The word coined by a researcher Jacob Kounin in 1970 – Most effective managers who scanned there classroom regularly to know what is happening – they were so positioned that nothing would go unnoticed -

Being fully present in the moment [with the students] – Knowing them and understanding them – Being alert – To prevent escalation – Keeping an eye all around – not getting focussed on one individual or a group

Slide 19 - 1. Professor Kaoru Ishikawa of Japan created Quality circle in 1962 to improve quality by harnessing the creative potential of the industrial work force.

2. Student quality circles work on the original philosophy of [Total Quality Management](#).^[15] The idea of SQCs was presented by [City Montessori School](#) (CMS) Lucknow India at a conference in Hong Kong in October 1994. It was developed and mentored by two engineers of Indian Railways PC, Bihari and Swami Das, in association with Principal Dr. Kamran of CMS Lucknow India. They were inspired and facilitated by Jagdish Gandhi, who founded CMS after his visit to Japan, where he learned about [Kaizen](#). The world's first SQC was made in CMS Lucknow with then-13-year-old student Sucheta Bihari as its leader. CMS has continued to conduct international conventions on student quality circles every two years. After seeing its utility, educators from many countries started such circles. The World Council for Total Quality & Excellence in Education was established in 1999 with its Corporate Office in Lucknow and head office in Singapore. It monitors and facilitates student quality circle activities in its member countries, which number more than a dozen. SQC's are considered to be a co-curricular activity. They have been established in India, Bangladesh, Pakistan, Nepal, Sri Lanka, Turkey, Mauritius, Iran, UK (Kingston University and started in University of Leicester), and USA. http://en.wikipedia.org/wiki/Quality_circle#Student_quality_circles

Slide 20 – Self Explanatory

Slide 21 – Self Explanatory

Slide 22 - During an interview, Swami asked our young son to ask Him a question.

The boy said, “Swami, which is your favorite car?”

My heart sank and I thought to myself, “Is this the question to ask Swami? Time with Swami is so precious!”

Swami gave a lovely smile and answered, “Morris Minor” and went on to tell stories of how He used to drive to Madras and how He obtained a license!!!

“You used to drive it yourself Swami?” Exclaimed the boy, stars in His eyes!

Swami had woven a bit of magic and our son looked at Swami transfixed.

Swami went on to say, “I will give you a big car. Will you take it? You mustn’t say no!”

And the boy, a bit overawed by now, said, “OK!”

Swami then asked, “Will you give me your car?”

Prompt came the answer, “Sure Swami!”

“Shall I drive it?”

And the boy again said, “Sure, Swami.”

Swami then smilingly placed His hand on our son’s heart and said, “Your heart is the car and I am the driver.”

One of the most profound lessons in devotion had been taught by Swami in the simplest possible manner!

http://media.radiosai.org/Journals/Vol_05/01OCT07/04-mallika.htm

