

ONS HOOR GRAAG VAN JOU #WantOnsGeeOm

SAOU

012 023 1333

saouteachers

071 456 4375

SMS

SAOU Nasionaal/National

076 127 1921

saou@saou.co.za

WE WOULD LIKE TO HEAR FROM YOU #BecauseWeCare

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SAOU
DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

**EFFECTIVE CLASSROOM
MANAGEMENT AND THE EFFECT IT
HAS ON DISCIPLINE**

2

I HAVE A POST!

VISIT THE SCHOOL WHERE YOU HAVE BEEN APPOINTED:

Before the schools closes. Find out where your classroom is. Decide how you want to arrange your classroom.

MEET YOUR TUTOR/MENTOR AND IMMEDIATE COLLEAGUES:

Get basic information about the school.

ASK WHETHER YOU MAY GET COPIES OF THE PROFILES OF THE LEARNERS WHO WILL BE IN YOUR CLASS:

STUDY this during the holiday. Make notes of each learner.

(REMEMBER: This information is confidential!)

As the new teaching year starts, you will have a background of each learner in your class.



3

I HAVE A POST!

PLACEMENT OF LEARNERS:

The information you have obtained from each learner, will assist you with the seating arrangements.

SPEND TIME IN YOUR CLASSROOM IN THE WEEK BEFORE THE SCHOOLS OPEN IN THE NEW YEAR:

This way you can get your classroom ready for the first school day (desks; walls; books; text books etc.)

Everything must be ready when the learners arrive at school.

GET TO KNOW YOUR LEARNERS!

Give yourself approximately 3 weeks to “get to know” your learners – this will enable you to know how to handle a specific learner, especially if you know the circumstances of the child.



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CLASSROOM MANAGEMENT

Classroom management does not only depend on the educator – learners are part of it. Learners must know that they are also responsible for the atmosphere in the classroom.

Get to know who learns in a specific manner (ADHD, autism, Asperger, Tourettes etc.) – you HAVE TO ADAPT to it.

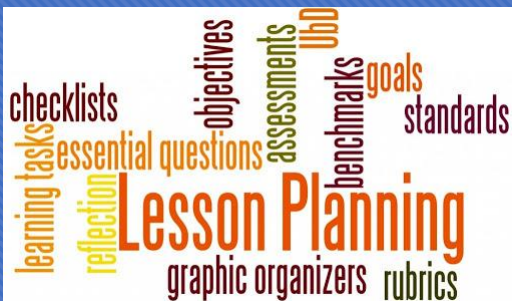
There is NO “one size fits all”!

Classroom management starts outside your classroom when learners line up and enter the classroom.



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PLANNING...PLANNING...PLANNING



ANNUALLY

QUARTERLY

WEEKLY

DAILY

National Curriculum Statement (NCS)

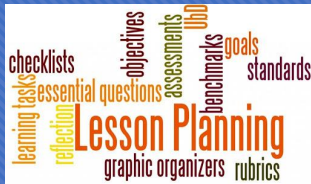
Curriculum and Assessment
Policy Statement



6

**“5 MINUTE SE
BEPLANNING SPAAR
URE SE SPANNING!!!”**

PLANNING...PLANNING...PLANNING



Your CONTEXT will determine the way you do your planning:

- **CLASS TEACHING VS SUBJECT TEACHING**
- **BIGGER SCHOOL VS SMALLER SCHOOL**

Planning needs to be thorough.

Anticipate situations that may arise during a lesson.

Be adaptable.

You should have a daily planning for each subject.

KNOW what you want to achieve with each lesson.

You are NEVER too experienced not to have a daily planning.

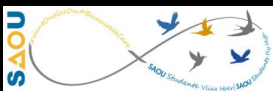


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If you are unprepared during a lesson, the learners WILL pick it up and be difficult.

PLANNING General Tips

- 1 • **Do planning of lessons the day before** – get notes / Powerpoint / do laminating / get all material ready, e.g.. Prestik / in case of an experiment, set up or get everything ready etc.
- 2 • **Make notes of what worked well during the lesson previously and what not.** Keep it for the following year.
- 3 • In case of **subject teaching, set up a table for the different classes you teach** – make notes next to each class and write down where your lesson ended. Make any other notes of relevance. This must be in your planning book.
- 4 • Make use of good **example books** of previous years. Show learners so they can understand better what it is that you expect from them.
- 5 • Keep **learners busy. A bored child is a naughty child!**



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PLANNING General Tips

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- If learners **struggled with a concept during the previous lesson**, the following lesson must start with it again. That way you ensure reinforcement. Make a note of it in your planning book.

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- Because **lessons are divided into phases**, it is good to have a clock or stop watch that learners can see (interactive white board?). That way learners stay focused and can they manage their own time better.

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- “What you **do not complete in class** (with the support of the educator) usually **becomes homework!**”

9

- **Unplanned interruptions are common** – accommodate this in your planning. If the educator’s attention is required elsewhere, learners must know what are expected of them – have things in place!



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TIME MANAGEMENT

CLASS TEACHING:

Control the child who tells too many “stories”.

Group “slower” learners together for certain subjects. That way you can exercise bigger control over them.

If it is possible, teach the more challenging subjects earlier in the day.



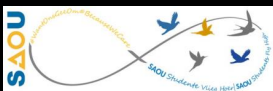
SUBJECT TEACHING:

If you fall behind with a class, arrange with colleagues to “steal” some time from them.

Manage the time loss due to rotation of classes.

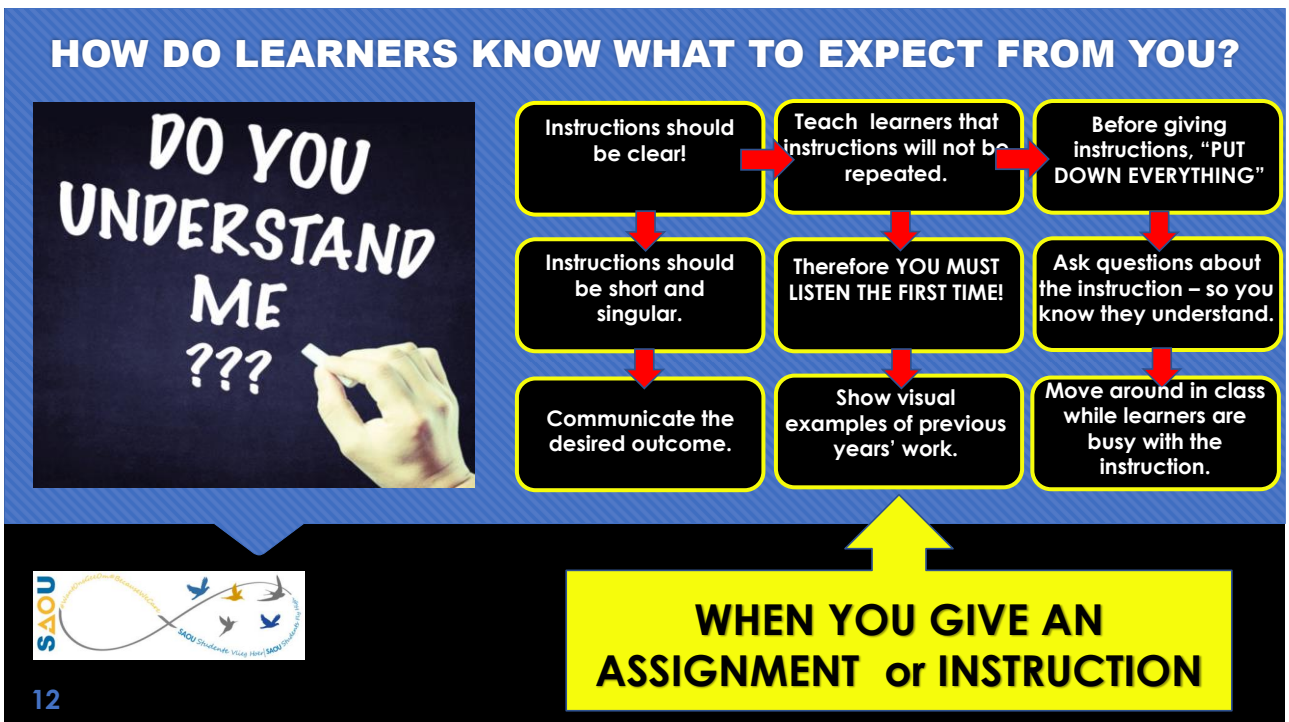
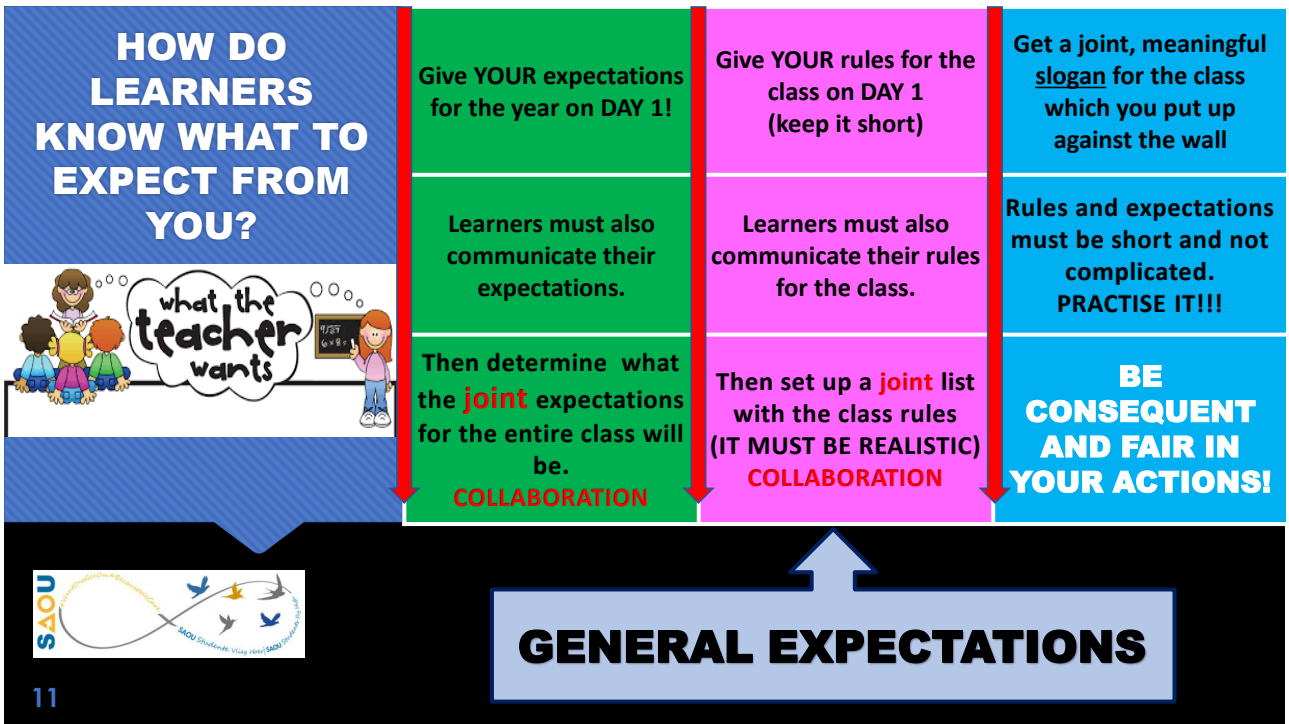
Speak to learners who arrive late for their lesson – it easily becomes a pattern.

This is one of the biggest challenges for educators!



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The classroom should be effective, creative & attractive.

Don't just decorate – it should be functional!

Play around with how you want to arrange your desks.

For some educators rows work better than groups etc.

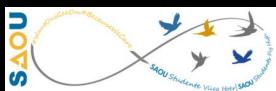
THE CLASSROOM



Learners should be able to see you and the board at all times. NB: Hearing and visual impairments!

Classroom Teaching:
Create subject columns on pin up boards. Add creative work and work of learners on it.

Subject Teaching:
Show passion for the subject you teach by putting up interesting material and work of



- Make sure your class is well-organised.
- Keep your class throughout the day CLEAN.
- Get a learner system to keep the classroom clean.

Check on
PINTEREST
for interesting
ideas!



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MAKE LEARNERS PART OF THE CLASS ENVIRONMENT - BOYS

Use boys to assist in maintaining desks etc. in class.

Let them bring the necessary tools from home to fix things like loose screws, pop rivets etc.

Exercise **STRONG** control over your desks. Check for marks daily and follow up with learners.

School desks remain a headache. Make it clear at the beginning of the year that keeping desks clean and looking after it, is a non-negotiable. "You don't write on furniture at home, therefore you don't write on your desk!" It IS POSSIBLE to keep desks clean and without any damage or marks.



Get a clean desk, hand over a clean desk.

Keep a bottle of spirits in cupboard.

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MAKE LEARNERS PART OF THE CLASS ENVIRONMENT - GIRLS

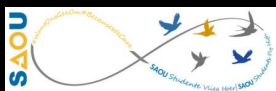


Make the girls part of general neatness and creativity in the class and pin up boards.

Let girls put up and rotate good work against pin up boards.
Remember to put up work of ALL learners.

Let girls hand out and take in books.
Make use of **NUMBER & COLOUR CODING** system (dots or front covers) to assist with control over who hands in and who not.

Classroom teaching:
Get different containers (paper boxes) for collecting books of different subjects
Subject teaching:
Different containers to collect books of different classes.



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MAKE LEARNERS PART OF THE CLASS ENVIRONMENT

Use learners in class to assist with responsibilities.

Let learners feel proud of their classroom.

Use EVERYONE.

Make it interesting.

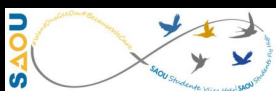
Learners keep classroom clean and tidy.

COMPILE A LIST OF RESPONSIBILITIES AND ROTATE IT AMONGST THE LEARNERS.



Learner assists setting up apparatus or technology before a lesson starts.

IT GIVES LEARNERS RESPONSIBILITIES AND LET THEM "OWN" THE CLASSROOM SPACE.



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MAKE LEARNERS PART OF THE CLASS ENVIRONMENT

Use the academically stronger learners as micro educators.


Use this to empower learners, but it MAY NEVER replace the primary teaching duty of the educator.

These learners “assist” other learners when they fall behind due to absenteeism etc.

“CHALLENGE BASED EDUCATION” – Encourage learners to share their ideas and knowledge with the class – it will encourage a more interactive style of teaching.




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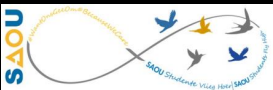


It sets the tone!!!

WALKING INTO THE CLASS

1	2	3	4		
Meet your class at the door.	Learners must settle down outside.	Practise this the entire first week.	Jy don't “ask” – you EXPECT!		
5	6	7	8	9	10
Stand at the door when learners walk into class.	You must be able to see learners out- and inside	Here and there ask something to show interest.	Learners enter class and wait next to desk.	Learners must be taught to wait to be greeted.	When all is in class, make eye contact.
11	12	13	14	15	16
Greet the class in a friendly manner.	Look “happy” to see them.	Learners may sit down and take out books.	Educator remains standing and wait for their attention.	Tell class what the lesson is going to be about.	Learners will know what to expect.





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ROUTINE...ROUTINE...ROUTINE

USE SIGNS to "Establish the cue". Examples are:

Create a number of "cues", whereby learners will respond, without you even having to talk. It is an effective strategy for communication.

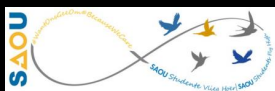
Stand quietly in front of class. Learners must "read" your body language and see that you want their attention. Alternatively you can give a sign to indicate you want their attention, e.g. knock against board etc.



Learners are doing group work: Knock against board and lift first finger, indicating they should work more quietly.



Knock on desk of a learner if you want him/her to settle down. You don't have to speak. Move around further when the learner is focused again.



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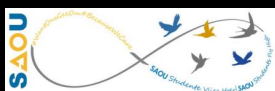
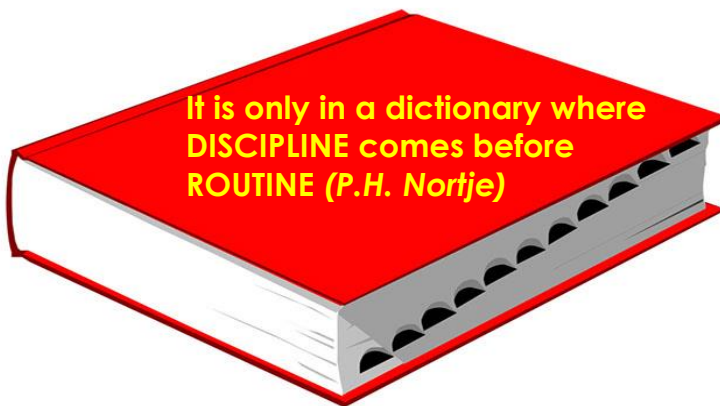
This will prevent the teacher from speaking louder, in order to be heard.

GOLDEN RULE!!!

NEVER SHOUT IN A CLASS!!!

ROUTINE...ROUTINE...ROUTINE

It is only in a dictionary where
DISCIPLINE comes before
ROUTINE (P.H. Nortje)



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ROUTINE...ROUTINE...ROUTINE

1. Routine provides structure and a logical order/sequence to a day.
2. Routine lets the insecure learner feel safe and will prevent anxiousness (....if you arrive at school in the morning, this....and thenwill happen)
3. Start every day with the same routine.
4. Start every lesson with revision of the previous lesson.

Drill the routine
during the first
month!



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ROUTINE...ROUTINE...ROUTINE



STICKERS

Children thrive on positive encouragement

Give stickers for good work. E.g. for every 5 stickers in a specific book, a learner can get a positive entry in their discipline files.

This works for all ages – even high school!!!

TEXT BOOKS – Have a serious discussion in the beginning of the year, about the handling of text books. Every learner should page through every text book which they receive. Erase pencil marks. In case of pen marks, the learner brings it to you. Any torn pages will also be repaired. Books **MUST** be covered with new plastic. At the end of the year, the book must be returned in the same way as it was received. This takes time and effort, but is worth it!



Some more hints!

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DIVERSITY / INCLUSIVITY

Handle diversity and inclusivity with the utmost caution and empathy.

FOCUS on a strong
VALUE SYSTEM.

Make use of a **BUDDY SYSTEM.**



Make use of different teaching styles / worksheets and intervention strategies.

Diagnostic marking: Make a summary of the general mistakes and discuss it during the next lesson.

Know your SIAS policy and work accordingly.

Accommodate "being different" (Asperger, ADHD, Autism, Tourettes, diabetes etc.)
Empower yourself!



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DIVERSITY / INCLUSIVITY



Change your class to accommodate disability



Hearing impairments and Cochlear implants : Make sure these learners sit close to you in class. Do not move around (away from this learner) too much in the class. Always keep spare batteries in your drawer.

Use inclusivity to develop sensitivity and awareness amongst fellow learners.



Learners with visual impairments : Make sure they sit close to the board or screen. Maybe notes and assessment must be prepared in larger format?



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DIVERSITY / INCLUSIVITY

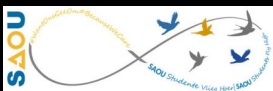
1. Make use of baseline tests in order to establish the level of each learner – this will assist you to adapt your style of teaching.
2. Make sure the necessary concessions are being awarded and allowed.
3. Remember to encourage a learner within his/her abilities – also show those learners' work on the pin up boards in your class.
4. Set up an intervention plan, early in the year, for learners with challenges. This will allow for an effective relationship between yourself and that learner. The SBST will assist and support.
5. PLACE A BIG FOCUS ON EMPATHY – Develop strategies to develop this within your learners = this seems to be a big shortcoming in many learners.



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DIVERSITY / INCLUSIVITY

6. Start each day with a universal **value** - this way learners from different religions and cultures can be part of the morning opening. Follow this up with 5 minutes quiet time. This should set the tone for the day.
6. Let's speak about the **ADMINISTERING OF MEDICINE** in your class.
7. Keep **THOROUGH RECORD** of the development of intervention learners. If the learner becomes a borderline case at the end of the year, you will have to provide extensive proof of support given to this learner. This will also assist when you meet with the parents.



**DON'T FORGET THE
STRONGER
LEARNER!**

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GENERAL DISCIPLINE

**YOU SET
THE
TONE**

Make sure pa-
rents and learners
understand your
expectations.
**(PARENT
EVENING)**

Develop a
REWARD system.
**LEARNERS
MUST "WORK"
TOWARDS
SOMETHING.**

Discipline
must be
**POSITIVE
(RESTO-
RATIVE)**

Learners
must get the
chance to
**"correct"
the
"wrong".**



27

Know the Rules



DISCIPLINE: VALUE OF STRONG RELATIONSHIPS

**KNOW
THE
CHILD**

Some children
carry a heavy
burden and
come from
difficult
circumstances.

KNOW and
consider the
child's
restrictions.

SHOW INTEREST
in your learners.
Watch a part of
their sports
matches etc.
and ask about it.

Build relationships
"by chance", e.g.
when learner cleans
class after school.



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Know the Rules



DISCIPLINE: IT IS THE LITTLE THINGS THAT MATTER...

Are the suitcases neatly under the desks or are they merely thrown down?

Are the learners' uniform and hair neat and tidy?

Is it clean on and around desk of each learner?

What does YOUR table look like?
Is it neat?



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Know the Rules

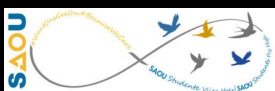


DISCIPLINE AND THE "DIFFICULT" CHILD


TEACHERS BE LIKE



A
definite
REALITY!




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A

DISCIPLINE AND THE “DIFFICULT” CHILD




B


Distinguish between unacceptable behaviour within the norm of being a child.




AND

Dangerous behaviour that is unacceptable and not allowed






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A

DISCIPLINE AND THE “DIFFICULT” CHILD



B

Distinguish between unacceptable behaviour with the norm being a child.

This behaviour is against the **CLASS RULES** and can negatively influence the class discipline and atmosphere.

Even though this behaviour is unacceptable, it is not dangerous.

This behaviour still needs to be dealt with by the class educator in a manner that seems fair.

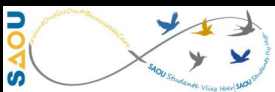
AND

Dangerous behaviour that is unacceptable and not allowed.

This behaviour goes against the **SCHOOL’S CODE OF CONDUCT** and is regarded as serious.

This behaviour must be dealt with **IMMEDIATELY** in terms of the code of the conduct of the school.

Parents must be contacted and the code of conduct must be adhered to. The principal and head of discipline must manage this process.



You must distinguish between the different kinds of offences.

Every ACTION determines the REACTION.

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DISCIPLINE AND “DIFFICULT” CHILD

Don't overlook any wrongdoing – even the small ones.
Learners test your reaction!

BUT PLEASE DO NOT OVERREACT!



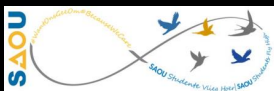
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DISCIPLINE AND THE “DIFFICULT” CHILD



1. The negative reactions or conduct of a learner “originate” from somewhere.
2. Withdraw the learner and speak to him/her. Address the learner's feelings and **NOT** the behaviour.
3. **Never reason with a learner in front of the entire class!!!**
Manage the situation, **BUT** the situation may not be ignored. Deal with it afterwards.
4. **DO NOT** let the challenging behaviour of a learner interrupt the lesson. Ask the learner to sit and be quiet and that you will speak to him after the lesson.

REMEMBER – YOU ARE THE ADULT!



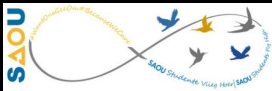
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SOMETIMES it is necessary to
COMPROMISE – depending
on the situation.

Know the Rules



DISCIPLINE AND THE “DIFFICULT” CHILD



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5. Never “entertain” the trouble maker in front of the class. On his own this learner will not be as “brave” and will it be more meaningful to discuss the problem. Have an open desk in the front of your class “ready” for such a situation.
6. **TIME OUT** – This must be the LAST option. Send the troublemaker to a colleague (this potential situation must be arranged beforehand). Never send the learner out of class and be unsupervised.
7. IF you have a class assistant, let him/her assist the “triggered” learner outside the classroom until he/she has settled down.
8. **Focus on the “strong” attributes** when you speak to him afterwards.
e.g. “You are usually so dependable, so I don’t understand this behaviour.....”
This way you contradict his behaviour.

Know the Rules

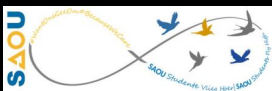


DISCIPLINE



**AFTER CONTINUOUS BAD
BEHAVIOUR...**

WHAT NOW?



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Know the Rules



DISCIPLINE AND THE “DIFFICULT” CHILD

The “LAST” resort when dealing with ongoing bad behaviour before the code of conduct takes into effect.

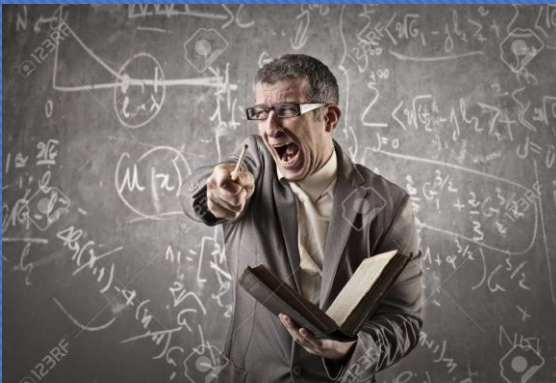
Use the DAILY REPORT as last resort.

- This must be discussed with parents before it comes into effect.
- A learner receives a daily report card for a given period of time (e.g. 2 weeks)
- After every period, the educator must make a short entry (in the presence of the learner) about the learner’s conduct during that lesson.
- This report card “moves” along with the learner as he/she moves between different classes. Each educator needs to complete it.
- At the end of the day, the parent needs to sign the report card and hopefully discuss it with their child. It must be returned to school the following day and placed on file.
- After this given period, the report cards will show whether the conduct of the learner improved or not. If not so, the next step takes into effect, where the stronger actions within the code of conduct of the school must be enforced.



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DISCIPLINE AND “DIFFICULT” CHILD



TWO GOLDEN RULES:

1

NEVER SHOUT IN A CLASS!!

2

ALWAYS BE CONSEQUENT!!



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GENERAL

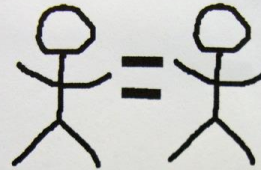
THEY MAY FORGET
WHAT YOU SAID
BUT THEY WILL
NEVER FORGET
HOW YOU MADE
THEM FEEL



Take care of HOW you speak to a learner and
WHAT you say to him/her...

You JUST MAY leave a lasting impression!!

POSITIVE OR NEGATIVE



Treat Others the
Way You want to
be Treated



39

**NEVER
UNDERESTIMATE
THE INFLUENCE
YOU HAVE ON A
CHILD!**



40

TEACHER

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

- Haim G. Ginott