

Unit 1 – CLASSROOM MANAGEMENT

(Including Information from 'Effective In-Class Support')

Definition of Classroom Management

- Classroom management is not just one discrete activity, or one particular skill – it is the combination of all those arrangements and processes that create and sustain an environment in which **successful learning** can take place.
- Effective classroom management encompasses the whole range of tasks that teachers and assistants do, and the behaviours and attitudes they exhibit, to ensure the **continual learning** of the pupils they teach.

It also reflects the need for the teacher to organise and manage

- direct one to one support e.g. curriculum, behaviour, medical and developmental
- support in curriculum delivery for individuals and for groups
- day to day routines / unexpected events

Objectives of this unit

1. To understand the variety of roles that need to be performed in a classroom
2. To distinguish between the varying roles of staff in the class
3. To discuss ways in which these roles could be organised or allocated
4. To look at ways of organising staff so that individual pupils receive the maximum support available
5. To ensure all staff members (including supply staff who are attached to your class) achieve job satisfaction and are skilled in a range of responsibilities

The Assistant's Role

Assistants should provide support for teachers..... (these are examples only!!)

1. **in teaching the class e.g.**
 - a. covering for absence
 - b. team teaching
 - c. taking one group
2. **in managing the class / behaviour e.g.**
 - a. providing an additional pair of eyes and ears
 - b. taking a share of pupil demands for help
 - c. offering support and advice on management strategies
3. **in managing the learning environment e.g.**
 - a. preparing the learning environment before the lesson
 - b. ensuring all areas are uncluttered, clean and tidy ready for work
 - c. collecting materials from other sources or subject leaders
4. **in differentiating materials e.g.**
 - a. word processing / producing modified worksheets
 - b. photocopying appropriate materials
 - c. providing a list of subject specific key words
5. **in record keeping / assessments e.g.**
 - a. completing a reading record of individual students
 - b. completing observations of pupils - 'post its'
 - c. assessing specific skills for review meetings and report writing

The role should also include the preparation of individual support teaching materials and the observation and recording of pupil behaviours

Supporting pupils – students can be offered support in a variety of ways...

1. **as members of the whole class e.g.**
 - a. responding to individual requests
 - b. managing behaviour
 - c. providing praise and encouragement
2. **ensuring all pupils have the equipment essential to access the curriculum e.g.**
 - a. communication books
 - b. hearing aids, glasses, sloping boards etc.
 - c. Structured Teaching systems
3. **as members of a small group in class e.g.**
 - a. keeping pupils on task
 - b. explaining task requirements
 - c. supporting written work
4. **as individuals in class e.g.**
 - a. implementing written behaviour support procedures

Addington School – Teaching and Learning SEN Project – In-service Training

- b. delivering a structured programme / behaviour support / SLT, OT programmes
 - c. emotional or behavioural support
 - d. in depth knowledge of individuals – (SSP, RoA and PSHE)
- 5. as members of a small withdrawn group e.g.**
- a. delivering differentiated or structured curricular materials
 - b. discussing problems
 - c. delivering specific group programmes e.g. social skills activities
- 6. as individuals on a withdrawal basis e.g.**
- a. delivering structured learning programmes
 - b. delivering specific therapy programmes or medical procedures
 - c. individual personalised support

All staff can support with

personal care needs – this may include toileting, dressing and personal hygiene. Above all the aim is to help pupils achieve independence while respecting their privacy and treating them with dignity and respect

physical care needs – pupils with a physical disability may require regular physio therapy, speech and language therapy or occupational therapy. Staff are required to carry out programmes devised by the therapist (Training would be necessary where gastrostomy or standing frames etc. are used)

Working together with support staff is a complex process requiring high levels of skill and sensitivity

The role also includes a great degree of common sense!

To develop collaborative practices within the classroom there is a need for quality Communication Time

A good use of communication time

- quality discussion
- detailed discussions around pupils
- information sharing
- establishing a shared understanding of the pupils' difficulties
- establishing joint practices
- joint assessment and goal setting
- individual programme planning
- developing an appropriate communication environment
- joint evaluation and review

Approaches to Room Management

We require lessons to be highly organised; all classes have at least one Learning Support Assistant, many classes have several; you are therefore faced with a complex management task but it is an essential element of effective teaching which must be addressed. In addition to the assistants, there may also be specialist carers, students or therapists plus occasional volunteers

With this number of adults in the room we have to make sure that the impact of all these people is positive and making a meaningful difference to individual pupils. Where there are many adults in a room individual roles may not always be clear

Research by Ware and Evans (1987) confirmed that 'room management' was highly effective in ensuring that all pupils received a fair share of adult time. This is particularly important for PMLD pupils. The research revealed that where pupils received direct quality contact with an adult, they showed a greater increase in their time on task. Room management has proved to be an effective method of deploying support staff in a whole range of special schools and in mainstream settings

There are two elements of the teacher's role that are difficult to fulfil at the same time. They are the need to work with individuals and the need to work with the whole class. Where there are additional adults in the classroom on a regular basis these two roles can be conveniently spilt and allocated to different people

Feedback from teachers at twilight session held on Room Management (1st March 2012)

How do you see your role within the classroom? (Teacher's role)

- **The teacher sets the tone for the class**
- Overall responsibility / Manager / Direction
- Professional
- Answerable to others
- Communicator
- Role model (for each other and students)
- Recognise and promote professional development
- Co-ordinator of all that occurs
- Planner
- Problem solving
- Sounding board – voice of reason
- Decision maker
- Communicator
- Assessor
- Diplomat / Mediator
- Energiser / Facilitator / Motivate other staff members

What is the role of support staff in the classroom?

- Support the teacher
- Be professional
- Team player
- Hold confidential information
- Follow directions and extend activities
- Use initiative
- Support behaviour strategies
- Know pupils well
- Guide and support supply / visitors to the classroom
- Support pupils' learning
- Role models
- To facilitate plans
- Assess
- See the wider picture
- Playground organisation
- Maintain and help create effective learning environment
- Question things / discuss with teacher

How does the TA role differ from that of the LSA?

- TA acts up in the absence of the teacher – delivers medium term plans and devises lesson plans
- Delegates some tasks to the LSA
- More understanding of curriculum assessment
- PSHE
- LSA has to be more flexible – may be asked to move rooms more often
- Less responsibility for paperwork

How do you lead and manage your class team

- Set the scene at the start of the year - re-visit
- Shared objectives
- Delegate jobs
- Ensure equality
- Ensure fairness amongst staff
- Communicate how you want things done
- Professional ethos

How do you currently share responsibility within your class

- Roles can be allocated or can evolve naturally
- Use Communication Time to swap / share roles
- Talk to staff!
- Listen to staff!
- Encourage staff to use their initiative

How can you ensure all staff are aware of their role and the role of others

- Communication Time
- Put details on planning (especially PMLD classes)
- Direct staff when necessary
- Ensure staff know what they are looking for

How can you ensure your class runs even more effectively?

- Better feedback
- Involve assistants in assessment
- Give value to everyone's feedback
- Know everyone's skills and strengths
- Modelling good practice

Setting up a room management programme

In setting up a room management programme the following sequence of activities is recommended...

- a. set up discussion with all the adults involved
- b. decide when the system would be most useful / appropriate – what are the key times that are difficult to manage or are the most challenging / when are the times that more organisation would be beneficial
- c. decide on which tasks might need carrying out during that time
- d. decide on how the tasks / responsibilities will be shared
- e. discuss responsibilities
- f. set up a rota of pupils for individual support – you may want to allocate specific pupils to specific staff
- g. decide who will be responsible for organising resources / equipment
- h. fine-tune the programme
- i. how will you respond when there is a crisis! – plan for possible difficulties
- j. meet to review progress on a regular basis (Communication Time)

Formal Room Management Programme

There can be a variety of areas in any classroom that need to be fulfilled at any one time – this is just one suggestion

1. Role 1 (*Individual help*)

- concentrate on working with individual pupils using predetermined programme or activity for 5 to 15 minutes
- rotate around the class, working with each pupil in turn on an agreed basis
- work with pupils outside the classroom or in a relatively distraction-free corner
- take responsibility for other pupils in the class
- ignore outside distractions such as telephone calls and messages

2. Role 2 (*Whole class activities*)

- concentrate on the rest of the class who would normally be in small groups working on familiar tasks
- move around the group ensuring that all pupils are actively involved in the activities set
- avoid working intensely with any one individual or group

Addington School – Teaching and Learning SEN Project – In-service Training

- remain in the classroom throughout the session
- does not disturb the individual worker

3. Role 3 (*any additional adult*)

- might work with pupils in a less structured manner
- could also be working with individuals or small groups of pupils

4. Role 4 (*Organiser*)

- fetches or organises equipment for the individual worker or whole class worker
- supervises the preparation of or clearing up of activities
- deals with interruptions, messages etc.
- takes pupils to the toilet
- supervises moving pupils around the school

These roles / actions are suggestions only and can be amended, revised or adapted as each class requires. This system is very prescriptive and so would only be used at specific designated times

The roles can be performed by any member of the classroom staff. Staff would swap roles to ensure everyone had variety and all were extending their expertise.

Some aspects will obviously not be appropriate for particular classes and you could have one or more members of staff performing any of the areas

Practical Task

1. Work as a class team and consider the way your class is currently organised
2. In what ways can you agree to run / organise your room in a more efficient manner ensuring that all staff are being challenged, given opportunity to develop personal skills and gain job satisfaction
3. Are all staff clear about what their role is if you don't have clearly identified tasks to perform
4. How do you ensure all pupils receive a fair level of attention and stimulation

Questions to ask yourself at the end of practical work

1. How do you make sure all staff feel part of a team – responsible to the class, the smaller team (mini team) and the wider team (the whole faculty / whole school)
2. Do all of the class staff use communication time to discuss details / progress / assessment (record in your communication time diary)