



Accelerated Education Introductory Teacher Training Pack

Classroom Management

Classroom Management

This is Session 14 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

14: Classroom Management

TRAINER OVERVIEW

Session time	3 hours
AE teacher competency	7: Creates safe, supportive AEP learning environment 9: Is a positive role model 13: Manages time efficiently
Learning Outcomes	At the end of the session participants will be able to: <ol style="list-style-type: none">1. Practice strategies to support their own wellbeing2. Create a strong classroom community through effective classroom management strategies3. Use classroom organisation techniques and routines to promote positive behaviour and learning
Materials	» Handout 14.1: Classroom desk arrangement » Handout 14.2: Case studies: Positive reinforcement » Handout 14.3: The big five principles of classroom management » Flipchart paper markers, coloured marker pens

OVERVIEW

Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Teacher wellbeing and classroom management	Visualisation Think-pair-share Superhero pose	25	
2: Classroom management	Presentation Think-pair-share	35	Handout 14.3: The big five principles of classroom management Flip chart paper, markers
3: Making groups	Group work Problem solving	35	Flip chart paper, markers

BREAK

4: Classroom arrangement	Group work Problem solving Thumbs up /down	40	Handout 14.1: Classroom desk arrangement
5: Positive reinforcement	Case studies Giving positive reinforcement	30	Handout 14.3: Case studies: Positive reinforcement.
Reflection			Session outcomes Handout 14.3: The big five principles of classroom management

STEPS



Introduction

1. Write the title of the training session on the board: *14: Classroom management*.
2. Say:
 - Welcome to session 14: Classroom management.
 - This session focuses on management within the classroom and the variety of skills and techniques teachers use to create a positive environment for learning. It starts by looking at teacher wellbeing and the reasons that learners may not be focused on the lessons. It then looks at the 5 principles of classroom management. These focus on the importance of positive attitudes to teaching, setting expectations, establishing routines and arranging your classroom.
3. Put up the outcomes handout on the board/wall.
4. Say:
 - By the end of the session you will be able to:
 1. practice strategies to support their own well-being
 2. create a strong classroom community through effective classroom management strategies
 3. use classroom organisation techniques and routines to promote positive behaviour and learning



1: Teacher well-being and classroom management

INTRODUCTION: VISUALISATION (5 MIN)

1. Say:
 - We will do a visualisation activity. Follow my instructions.
 - Sit comfortably
 - Close your eyes or look at your feet.
 - Breathe in gently and slowly and breathe out again. Let's do this 3 times.
 - Now I want you to think about your favourite teacher. You are sitting in the classroom. Look at the teacher. What is the teacher doing? How do you feel?

Definition:

Visualisation: a strategy for creating images, in your mind about a certain event.

- Now look around the classroom slowly. What are the learners doing?
- Enjoy the moment of remembering your favourite teacher.
- Now think about a teacher that you did not like much. You are in the classroom. Look at the teacher. What is the teacher doing? What is you don't like about the teacher? How do you feel?
- Now look around the classroom slowly. What are the other learners doing?
- Breathe gently and slowly open your eyes.

2. Make groups of 2 for think-pair-share.

3. Say:

- Discuss with your partner the questions.
- How did you feel in the class of your favourite teacher?
- What were the other learners in the classroom doing?
- How did you feel about the second teacher?

4. After 2-3 minutes ask:

- Which classroom had positive learner behaviour?
- Which class had some behaviour problems?
- Can you think why?

5. Say:

- A teacher's behaviour and attitude in class are important factors in classroom management.
- The mood of the teacher will set the mood for the class.
- If a teacher is positive, then the learners will respond to this.
- If a teacher is nervous then the learners will sense this, and some learners may feel they can criticise the teacher or misbehave in another way.



Trainer tip:

Make a note of the reasons for behaviour problems in class to relate to later activities.

INPUT: TEACHER WELLBEING (10 MIN)

1. Say:

- In the same pairs discuss the question.
- When they start a class, why might a teacher not feel positive?

2. After 1-2 minutes listen to some participants ideas.



Trainer tip:

If participants cannot think of ideas, remind them of the story of Tortoise and the birds in the training session on using questions.

Possible answers

- Their salary is delayed.
- The learners are not interested to learn.
- They have problems at home and feel worried.
- They are new to teaching and don't feel confident.
- Many of the AEP learners are similar in age to them.
- The class contains ex-combatants which frighten the teacher.
- You are a female teacher and the class is all male.
- You feel stressed from teaching and doing work at home.

3. Say:

- As the teacher it is important that you look after your own well-being. For the AEP learners to do well, the teacher must also be at their best.

4. Say:

- Remain in the same pair. Discuss with your partner the question:
- What strategies can you use to reduce the stress on a teacher?

Possible answers

- Practice relaxation and breathing exercises.
- Talk about how you feel with other teachers, family, and friends.
- Find a hobby, such as exercise, cooking, diary writing, drawing, etc.
- Express your worries in prayer.
- Sing or listen to music.
- Think positively – Do not worry about a bad lesson. Everybody has bad lessons. If you worry, the learners will know.
- Take part in events with your family and community
- Share your worries – talk to colleagues, friends and family
- Ask for support from your AEP centre head teacher, CEC and community

PRACTICE: GAINING CONFIDENCE (5 MIN)



1. Say:

- We will practice with a simple shape that you can use before you enter a classroom.
- I want everyone to stand up tall and put both hands on your hips. Puff out your chest like a superhero.
- Think about how you feel. Do you feel more confident or in control?
- Come back to a standing position.

2. Ask:

- How did the superhero shape make you feel?

3. Say:

- This was the superhero pose – it makes you feel confident and is useful for whenever you are nervous about doing something. If the teacher feels confident the learners are more likely to respect the teacher.
- Other strategies are:
 - ▷ Having a positive attitude as it will influence the attitude of the learners. A positive teacher often has positive learners.
 - ▷ Establish a positive relationship with your learners.
 - ▷ Move around the class regularly. It helps keep learners' attention and shows you are comfortable and confident.
 - ▷ Be consistent and fair in the way you interact with learners.

REFLECTION

1. Say:

- Teaching a class of AEP learners who are aged 9-18 and who have a variety of backgrounds, skills and experience can seem daunting for even an experienced teacher. But it is important to remember that AEP learners are motivated and attend classes to learn from you, the teacher.



2: Classroom management

INTRODUCTION: WHAT IS CLASSROOM MANAGEMENT? (5 MIN)

1. Say:

- Classroom management is a process that involves both the teacher and the learners. Good classroom management means that learners know how the class operates and understand how they should interact with each other and the teacher. The learners know what is expected of them. Most people – children and adults – work best when they know what is expected of them.
- The best planned lesson is worthless if it is not delivered in an interesting way, or if good classroom management techniques are not being used. Sometimes even if the lesson is very interesting, learners might misbehave, and carefully planned lessons may not succeed.
- So, planning and preparation, teaching methodology, and classroom management all complement each other in a classroom to influence how a lesson will proceed

2. Put up **Handout 14.3**. Don't distribute yet.

3. Say:

- Classroom management uses many important practices to create an effective learning environment.
- On the chart which practices have we covered already?



Answers

- Rules in session 1
- Active engagement or active learning in session 9
- Clear instructions

1. Point to the top of the star.

2. Say:

- We have already covered setting rules with a class and clear instructions.
- Now we will look at expectations.
- The teacher will have many expectations of the AEP learners
- The AEP learners, who are older, will also come with many expectations of the teacher and AEP class. These expectations may be good or bad.

- One way to gain the AEP learners respect is to ask them for their expectation of you, the teacher.
3. Make groups of 2 for think-pair-share.
 4. Say:
 - Discuss with your partners the question.
 - What do learners expect from the AEP teacher?
 5. After a few minutes ask each pair to give you one idea.
 6. Write the expectations learners have of AEP teachers onto a flip chart.



Trainer tip:

This is a good point to emphasize teacher attendance. A punctual teacher often results in punctual learners. As AEP learners have other responsibilities, they do not like to waste their time.

Possible answers might include:

- Teacher arrives on time.
- Teacher uses interesting activities.
- Teacher checks understanding.
- Teacher gives clear instructions.
- Marks books and exercises and give feedback
- Has good morals and polite language
- Be knowledgeable
- Teacher puts learners into groups and pairs.

7. Ask:
 - As an AEP teacher can you match the learner expectations?
 - Which expectations might be harder to do?
8. Say:
 - Establishing expectations is the key to good classroom management. Being clear about the kind of behaviour we want in our classrooms is about creating a cooperative environment where teachers and learners know and understand what is expected of one another. Asking our learners to take part in rule making and expectations gives them a sense of ownership of the AEP class.

PRACTICE: ROUTINES (15 MIN)

1. Point to 'routines' on the star chart
2. Say:
 - The second principle is 'Routines'.
 - In the same group for pair-share, tell you partner your normal morning routine from when you wake up.

3. Ask:

- How does a morning routine help us prepare for the day?

Possible answers

- Everyone knows what to do.
- We don't have to think about it we just do it.
- It saves time.

4. Say:

- We have routines in this training – For example the instructions are the same, the materials are in the same place. The end of the session reflection has routine questions so that now you know them and the activity takes less time.
- Routines in the classroom save time because all the learners know where everything is and what to do. Routines create a structured environment that is consistent and predictable. This also makes it feel safe so learners can try out new ideas, risk answering difficult questions and can concentrate on learning.
- In AEP classes we want to maximise the time learners spend doing the task, and routines help us do this.

9. Use the same pairs as before for think-pair-share.

10. Ask:

- What kind of routines could you have in your own classroom?

11. After a few minutes ask each pair to give you one idea.

Possible answers

- Coming to and leaving class
- Arriving in class – lining up, the order the desks are filled, getting out their learning materials, handing in homework
- 'Do now' activity such as a daily edit
- Leaving class – returning items to their place, tidying up
- Getting learners attention – such as putting your hand up when you want to speak, clapping
- Routines related to class activities
- Collecting papers or notebooks
- Having a special place to put homework or completed work
- Having materials in the same accessible place
- Distributing papers or notebooks

- Grouping learners
- Giving learners jobs in the classroom to create a sense of ownership (such as cleaning the board, homework collector)

REFLECTION

1. Say:
 - Once routines are established, it is important to be consistent and predictable



3: Making groups

INTRODUCTION/INPUT: MAKING GROUPS (5 MIN)



Trainer tip:

We want to show how instructions for group work are done badly so the participants discuss what was wrong.

1. Say:
 - I want you to make groups following my instructions.
 - Give each participant a shape: Circle, square, rectangle, hexagon, pentagon, triangle.
 - I want all the same shape to form a group.
 - Your task is to collect chart paper and markers and write a list of what is needed for clear instructions to make a group.
2. Wait for the participants to settle.
3. Ask:
 - What is the task?
 - What problems did you have in making groups?
4. Listen to their ideas.

Possible answers

- Couldn't hear instructions,
- Didn't remember the word I was given,
- We moved before the was task given
- Materials are in inaccessible place
- Didn't know where to sit

5. Say:

- The instructions for setting up the groups were not clear. The result was wasted time. Giving clear instructions means more time spent on the learning activity.

PRACTICE: PROCESS FOR MAKING GROUPS (20 MIN)

1. Explain task:

- I will put you in groups.
- In your groups discuss and write the process for making groups efficiently on a flipchart.
- Assign a member to collect the materials and another to write on the chart.
- You have 10 minutes for the task.

2. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

3. Make groups of 4 sitting next to each other.

4. After 10 minutes ask groups to stop.

5. Say:

- In your group, check your answers using the chart on the board.
- I will read out what should be considered for effective group work

Considerations when making groups

- Get everyone's' attention.
- State the task before you make groups. This includes what materials are needed, who should collect them and how long they have for the task.
- If the group members have roles e.g. leader, note taker etc, make this clear at the beginning.
- Check the task with the learners.
- Use simple ways to make groups e.g., 1, 2, 3 method, 4 sitting next to each other – Remember. don't spend more time making the group than doing the activity.
- Clearly state where the groups will work.
- Make sure materials are in an easily accessible place for groups to collect.

6. Say:
 - The AEP class is made up of many different types of learners. We need to think carefully how we select learners for group work.
7. Explain task:
 - In the same group, list the different ways you can select learners for group work and giving responsibilities.
 - You have 5 minutes for this task.
8. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
9. After 5 minutes ask each group to give one idea for selecting learners for groups.



Trainer tip:

If there are only a few girls in a class make sure there are 2 girls in a group not 1 girl on her own.

Alternatively, use girls only and mixed groups.

Answers

- Pairs – two learners sitting next to each other.
- Groups – choose 4/5/6 learners sitting next to each other
- Give each learner a number 1, 2, 3, 4 etc and all the same number form a group. Remember the largest number you give will be the number of groups formed.
- Let learners choose
- Teacher decides on group members to balance abilities and have mixed ability groups, so learners learn from each other
- Teacher decides and put similar abilities together to give differentiated tasks (This should be done only for certain activities. Be careful not to label learners as slow or fast!)
- Girls only, boys only groups
- Using pictures/colour/mime etc. to find other group members
- Where there is fixed seating and time is short, groups can be made with alternate rows of learners turning around and working with those behind them.
- Change groups and responsibilities regularly and as need arises.

REFLECTION (5 MIN)

1. Ask:

- Why is group work time efficient for a teacher?

Possible answers

- It makes it easier to distribute materials.
- The teacher can differentiate the tasks (give different tasks to groups on different levels)
- Materials can be moved on to another group
- Teacher can spend time with one group teaching them whilst other groups are working on a task.

2. Say:

- As AEP learners are older, they prefer to work in groups rather than listen to presentations or lectures. Groups have many benefits for learners:
 - ▷ Learners learn from each other and help each other
 - ▷ Together learners know more and have more experience
 - ▷ Learners become more active
 - ▷ Learner's practice speaking and listening skills, negotiation and turn taking
 - ▷ In small groups, shy and quiet learners feel confident to talk
 - ▷ Learners develop and mature by taking on responsibilities



4: Positive reinforcement

INTRODUCTION: WHAT IS POSITIVE REINFORCEMENT (5 MIN)

1. Point to 'positive reinforcement' on the star chart.

2. Say:

- Positive reinforcement is using praise and rewards to encourage certain behaviour.
- We have already practiced some positive reinforcement when we practiced positive feedback.

Definition:

Positive reinforcement:
Encouraging a certain behaviour through a system of praise and rewards



Trainer tip

Re-use the chart on feedback

3. Ask:

- Who can remember how to give positive feedback?

Feedback should be:

- Immediate and specific (the exact thing that was so good)
- Authentic – true
- Involve the learner – it is very important that the learner hears the feedback.
- The more often the better
- Be part of assessment for learning

4. Say:

- Positive reinforcement, or praise, or carefully chosen words can change the structure of the brain. A chemical called serotonin plays an important role in self-esteem. Serotonin also allows connections between brain cells to be made. When there is immediate positive reinforcement, such as recognition of a task successfully achieved, serotonin is released in the brain to give a sense of well-being, pride and security. This feeling coincides with the chemical conditions for better brain cell networking and higher order thinking skills.
- Social recognition or feedback is the most important factor in producing serotonin and improving our higher order thinking skills. Recognising the achievements of our learners not only improves their learning but will also improve their self-esteem and confidence.

5. Say:

- Positive reinforcement is also an important management tool. It is the 4th point on the chart: Five principles of classroom management.

INPUT: CASE STUDIES¹: (15 MIN)

1. Ask:

- I will put you in groups.
- In your group, read the case studies of 2 teachers. Discuss the questions after the case studies.
- I will ask for your ideas after we have all finished.
- You have 10 minutes for this activity.

2. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
3. Make groups of 3 sitting next to each other.
4. Distribute **Handout 14.1**.
5. After 10 minutes ask each group in turn to answer a question.

Handout 14.1

Handout 14.1: Case study: Positive reinforcement*

Read the case studies then answer the questions at the end.

CASE STUDY A

Moses is teaching mathematics to level 2. He is using the next materials to demonstrate how to do division. He shows the class how to share 8 stones between 4 pots. He asks the learners who would like to volunteer to demonstrate a division problem. Some learners raise their hand. Moses asks to Berna. She shares 8 stones between 4 pots. Moses asks who wants to volunteer again. This time lots of girls raise their hands. Some girls at the back shout out 'Choose me sir'. Moses asks them to be quiet but they keep shouting. He chooses one of the girls who was shouting to come to the front. When she had finished Moses asks for another volunteer. Lots of girls shout out, even those at the front. Moses has to spend some time asking them to be quiet. He chooses a girl who was shouting the loudest. After she had finished sharing stones between pots, Moses asks for one last volunteer. The shouting is really loud. The AEP centre manager asks a girl. Moses starts to get angry that the girls are shouting and not being quiet. He threatens the girls to be quiet. After the lesson Moses thinks that using demonstrators with volunteers is not a good idea.

CASE STUDY B

Amos is teaching new words to level 2. He wants learners to write the new words on the chalk board. He asks the learners to listen to him and copy his work. He waits until all the learners are quiet, even the older ones at the back. He shows the learners how he wants them to write the word. He then tells the learners that he will choose a volunteer who raises their hand first and who does not shout or write a word on the board. He asks who wants to write the word. Many learners raise their hands quickly but some older boys at the back shout out. Amos ignores the older boys and says 'Like the way that Mohammed has raised his hand and is quiet, I will choose Mohammed'. Other Mohammeds has written the word. Amos asks for another volunteer and again ignores the noisy boys and says 'I do like the way that Latif is quietly raising his hand' and chooses Latif. After Latif has finished, Amos asks for another volunteer. This time one of the noisy boys, Joseph, raises his hand quickly. Amos sees this and says 'I do like the way that Joseph is quiet and raising his hand, I will choose Joseph'. Joseph is very happy. When Amos asks for another volunteer, the older boys all raise their hand quickly. Amos chooses one of these boys. When Amos asks for volunteers all the learners are quiet and raise their hand. Amos is careful that he chooses the learner only once. At the end of the class, he ticks the learners who have volunteered on a list. He puts many ticks on the class behaved well and so many learners could have the chance to come to the board. This will reward the ones who had a chance to volunteer so he can choose them next time. Amos is pleased with the class and thinks that many learners have learnt the new words.

Answers

1: Amos's lesson was the best

2: Moses – had an interesting lesson but the classroom control was poor.

- Moses chooses the loudest girl not the one who raised her hand.
- This encourages more girls to shout out.
- Moses feels disheartened about using this method and may not use it again.

Amos waited until everyone was quiet before giving instructions.

- He gives his expectation – learners will raise their hand and not shout out.
- Amos chooses learners who have raised their hands.
- He ignores those shouting out.
- When the boys stop shouting out and raise their hand Amos chooses them.

3: The learners in Amos's class wanted the teacher's attention. The learners shouting out got that attention when they raised their hands to answer.

4: Amos used positive reinforcement by choosing learners with their hand raised. He said 'I like the way Latif raised his hand.'

6. Ask:
 - Think about the teachers you had when you were young. Which used positive reinforcement to control the class?
 - Think about how you will manage your class. Can you use positive reinforcement?

PRACTICE: GIVING POSITIVE REINFORCEMENT (5 MIN)

1. Write on the board:
 - The teacher pays more attention to those making a noise than those who are working quietly.
2. Ask:
 - What does this mean?
3. Say:
 - When a class is working quietly we should comment on this. For example: I really like the way my class is working so quietly.
 - Let's practice positive reinforcement.
 - Each participant must greet as many others as they can and give some positive feedback. Remember you can use the phrase: 'I like the way you.....'
 - For example, [choose a participant] I like the way you are always on time for the training sessions.
 - Please stand up and start the activity.
4. After 5 minutes ask participants to sit.

REFLECTION (5 MIN)

1. Ask:
 - How do you feel?
 - How will your learners feel if you practice positive reinforcement in your class?
2. Say:
 - During this exercise, the serotonin in your brain was released making you feel good about yourself. It was also helping to strengthen the emotional and memory connections in your brain.
 - Using positive reinforcement helps us in classroom management. It also builds the brains in our AEP learners at a time when the higher order thinking connections are being developed.



5: Classroom arrangement

INTRODUCTION/INPUT (5 MIN)

1. Say:

- As an AEP teacher we need to consider the layout of room so that we can manage the AEP class effectively.
- As adults we don't always like to sit in rows of desks. We want to have a more informal setting.

2. Ask:

- How is this training room arranged?
- What do you like about it?
- What don't you like about it?
- How would older AEP learners like their classroom to be arranged?

3. Say:

- Remember that as AEP learners are older, they are also capable of moving classroom furniture to suit their needs.



Trainer tip:

Decide on who should be in each group before the activity.

PRACTICE: CLASSROOM ARRANGEMENT (25 MIN)

1. Explain task:

- I will put you in groups.
- In your group I want you to read the instructions on Handout 14.2.
- The task is to decide which of the classroom desk arrangements suits the teaching methods.
- You will also mark on each classroom arrangement how you would make groups and where you will seat particular learners.
- You have 20 minutes for the task.

2. Distribute **Handout 14.2**.

3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

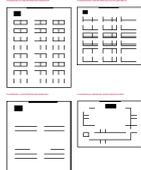
4. Make groups of teachers from the same AEP centre if possible. If not choose a method to make groups.

5. After 20 minutes check the answers with each group in turn.

Handout 14.2

Handout 14.2 Classroom desk arrangements

- Handout 14.2**
1. Read the instructions and decide which of the classroom desk arrangements suits the teaching methods.
1. Read the instructions
 2. Decide which of the classroom desk arrangements suits the teaching methods
 3. Mark on each classroom arrangement how you would make groups and where you will seat particular learners
 4. You have 20 minutes for the task



Trainer tip:

When you monitor the group work, discuss how you would use the walls for displays for each teacher. Is there space to move around? To do group work?

Possible answers

1. Match activity to classroom

- | | |
|------------------------|-------|
| 1. Demonstration | D |
| 2. Story telling | D |
| 3. Lecture | A B D |
| 4. Independent work | A |
| 5. Question and answer | A B D |
| 6. Pair work | A |
| 7. Showing pictures | D |
| 8. Discussion | A B C |
| 9. Quiz | C |
| 10. Problem solving | A B C |
| 11. Group work | B C |

2. Mark on each classroom where you would seat the following learners

1. Back – Tall learner
2. Front near teacher – Learner with hearing difficulty
3. Near door – Learner who has difficulty walking
4. Back – Learner with long sight (Can see objects clearly in the distance but finds it hard to focus on things close to them)
5. Front – Learner with a different language

3. A – Join 2 sets of 2 person desks together,
B – Join 2 sets of 3 person desks together
C – grouped already
D – need to move chairs, seats or mats to form groups.

4. What sort of classroom would you find these desk arrangements?

- A & B – formal school
C – formal school, temporary classroom
D – temporary classroom, under tree

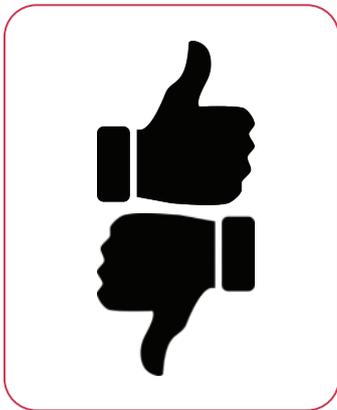
6. Say:

- We will now find out about your classroom.
- Put your hand up if your classroom is like
A, B, C, D.
- Put your hand up if you want your AEP classroom to be like
A Why? B Why? C Why? D Why?

7. Say:

- The way your classroom is arranged will depend on the furniture if you have some, the size of the classroom and the number of learners. As the AEP teacher you must agree changes with the learners and head teacher.

REFLECTION: THUMBS UP (10 MIN)



1. Say:

- We will use 'Thumbs up thumbs down' method.
- Listen to the sentences. If you agree with the statement put your thumb up.
- If you disagree put your thumb down.

2. Read out the statements. After each statement ask a participant why they chose this answer.

- a.** The best classroom arrangement is fixed desks in a row.
(Fixed desks means restricted movement, a conducive learning environment allows for flexibility.)
- b.** Moving, even simply standing, can improve learning.
(Agree: standing improves the oxygen flow to the brain and therefore learning, it also improves attention span.)

3. Ask participants to stand for the next statements.

- c.** Educational charts placed at blackboard level increases learners' ability to remember them.
(Agree. When charts are placed on the walls, remembering their content can increase by up to 90%)
- d.** Learners sitting in the front row and down either side of the central aisle of desks, get more attention from the teacher.
(Agree and as they can easily see and hear the teacher, they have a better opportunity to learn well.)

4. Ask participants to sit.

5. Ask:

- How can we make sure that every learner has an equal amount of attention from the teacher, for example in answering questions?

6. Listen to participants ideas.

Possible answers

- Every week change the seating position. Bring the back row to the front. The front row moves to the second row. Remember that learners with hearing, sight or learning problems need to stay in the same places.
- Use name sticks in a container
- Snowball. Each learner is asked a question in turn around the class.
- The teacher must look at all learners and all parts of the room. If it is unacceptable to look at the eyes, look above the learner.
- Use more active participatory teaching methods such as pair-share



Reflection

INTRODUCTION/INPUT (5 MIN)

1. Refer to the learning outcomes on the board/wall.
2. Ask:
 - Have the learning outcomes been achieved?
3. Make groups of 2 for think-pair-share.
4. Ask groups to answer the following questions:
 - What did you learn in this session?
 - What did you enjoy in this session?
 - What will you try in your classroom?
5. Ask some groups to share their answers.
6. Give homework:
 - Read Handout 14.3.
 - Challenge: Draw the classroom desk arrangement you would like for your AEP classroom. Add any other furniture you have.
7. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
8. Distribute **Handout 14.3**.

Handout 14.3
Handout 14.3 – The Big Five Principles of Classroom Management¹

Clear expectations
Setting clear academic and behavioral expectations is a key to making sure learners know what to do at all times and is a practice very to link consistent behavior.

Positive reinforcement
It is important to create an environment where learners feel safe and confident to share their thoughts. Acknowledge your learners' positive behavior, growth and creativity.

Engagement
When learners are actively engaged in your lessons, they are less likely to be distracted or misbehaved. You need to know your learners' abilities and interests to make it do this work.

Discipline
Learners respond well to a structured and predictable environment. Predictable routines give learners a clear sense of what they will be doing in their every day.

Routines
Be consistent in enforcing your expectations. Be diligent to reduce unwanted behavior and only use appropriate consequences when necessary.

The Big Five Principles of Classroom Management

End notes

^{1,2} Adapted from War Child Canada (2009) In-service Teacher Training Manual Module 1, Ministry of Education West Darfur, Sudan.

³ Finn Church Aid NRC and Save the Children International. (2018). Teachers in Crisis Contexts Training Pack for Primary School Teachers Revised Teacher Guide. Adapted from INEE (2016). Teachers in Crisis Contexts Training Pack for Primary School Teachers.

Ideas for coaching

The trainer or AEP centre manager can follow up with the teacher on a wide range of classroom management techniques. They can:

- Follow up with the teacher in the classroom to identify the expectations and rules that they have established
- Find out what is working well and what is working less well; observe the use of established routines in the classroom; offer feedback on how these can be adjusted and improved.
- Observe the use of classroom management techniques
- Encourage use of new strategies over an agreed period of time
- Offer regular feedback and suggestions for improvement
- Conduct the optional video activities in the trainer notes section: Routines in action; and Group work in action.

Ideas for collaborative learning/self-study

- Teachers can keep a record of the classroom rules and routines they have tried. What worked well or less well and why?
- Set goals: Teachers can choose one strategy every 2 weeks or every month that they would like to improve. They can keep a diary of how and when they used the strategy, how it went and how they could improve it.
- Provide the links for videos in the optional activities for teacher to watch in their own time.

1. Routines

Play the video of the film: *Healing classrooms (2.1): Establishing routines*: <https://www.youtube.com/watch?v=GRgocAQWSO0&list=PLA93F450F41857EC9&index=3>.

- What routines did you identify in the video?

2. Group work

Play the video of the film: *Healing Classrooms (5.1) – Effective Group Work* <https://www.youtube.com/watch?v=Peyew5EJIYg&list=PLA93F450F41857EC9&index=9>.

- Discuss the steps used in the film for group work.

Session Outcomes

By the end of the session you will be able to:

1. practice strategies to support their own well-being
2. create a strong classroom community through effective classroom management strategies
3. use classroom organisation techniques and routines to promote positive behaviour and learning

Handout 14.1: Case study: Positive reinforcement²

Read the case studies then answer the questions at the end.

CASE STUDY A

Moses is teaching mathematics to Level 2. He is using low cost materials to demonstrate how to do division. He shows the class how to share 8 stones between 4 pots. He asks the learners who would like to volunteer to demonstrate a division problem. Some learners raise their hand. Moses selects Berna. She shares 8 stones between 4 pots. Moses asks who wants to volunteer again. This time lots of girls raise their hands. Some girls at the back shout out "choose me sir". Moses asks them to be quiet but they keep shouting. He chooses one of the girls who was shouting to come to the front. When she had finished Moses asks for another volunteer. Lots of girls shout out, even those at the front. Moses has to spend some time asking them to be quiet. He chooses a girl who was shouting the loudest. After she had finished sharing stones between pots, Moses asks for one last volunteer. The shouting is really loud. The AEP centre manager walks past. Moses starts to get angry that the girls are shouting and not being quiet. He threatens the girls to be quiet. After the lesson Moses thinks that doing demonstrations with volunteers is not a good idea.

CASE STUDY B

Amos is teaching new words to level 2. He wants learners to write the new words on the chalk board. He asks the learners to listen to him and cups his ear. He waits until all the learners are quiet, even the older ones at the back. He shows the learners how he wants them to write the word. He then tells the learners that he will choose a volunteer who raises their hand nicely and who does not shout to write a word on the board. He asks who wants to write the word. Many learners raise their hands quietly but some older boys at the back shout out. Amos ignores the older boys and says, "I like the way that Mohammad has raised his hand and is quiet. I will choose Mohammad." After Mohammad has written the word, Amos asks for another volunteer and again ignores the noisy boys and says, "I do like the way that Latif is quietly raising his hand" and chooses Latif. After Latif has finished, Amos asks for another volunteer. This time one of the noisy boys, Joseph, raises his hands quietly. Amos sees this and says, "I do like the way that Joseph is quiet and raising his hand. I will choose Joseph". Joseph is very happy. When Amos asks for another volunteer, the older boys all raise their hand quietly. Amos chooses one of these boys. When Amos asks for volunteers all the learners are quiet and raise their hand. Amos is careful that he chooses the learner only once. At the end of the class, he ticks the learners who have volunteered on a list. He puts many ticks as the class behaved well and so many learners could have the chance to come to the board. This will remind him who has not had a chance to volunteer so he can choose them next time. Amos is pleased with the class and thinks that many learners have learnt the new words.

Discuss and answer

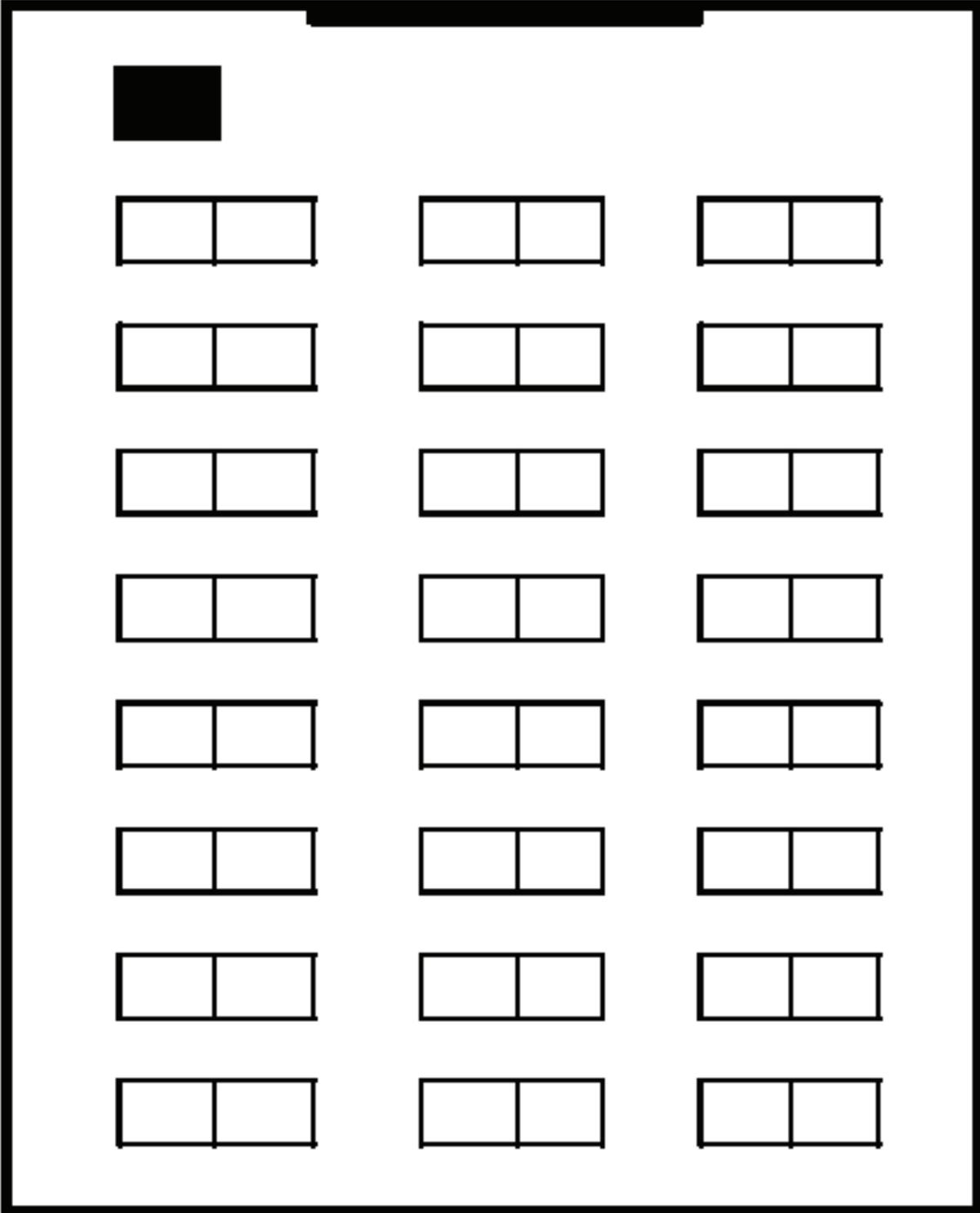
1. Which classroom situation was the best?
2. What were the differences between the teachers?
3. Why did the learners behave in the manner they did?
4. What positive reinforcement was used?

Handout 14.2. Classroom desk arrangements

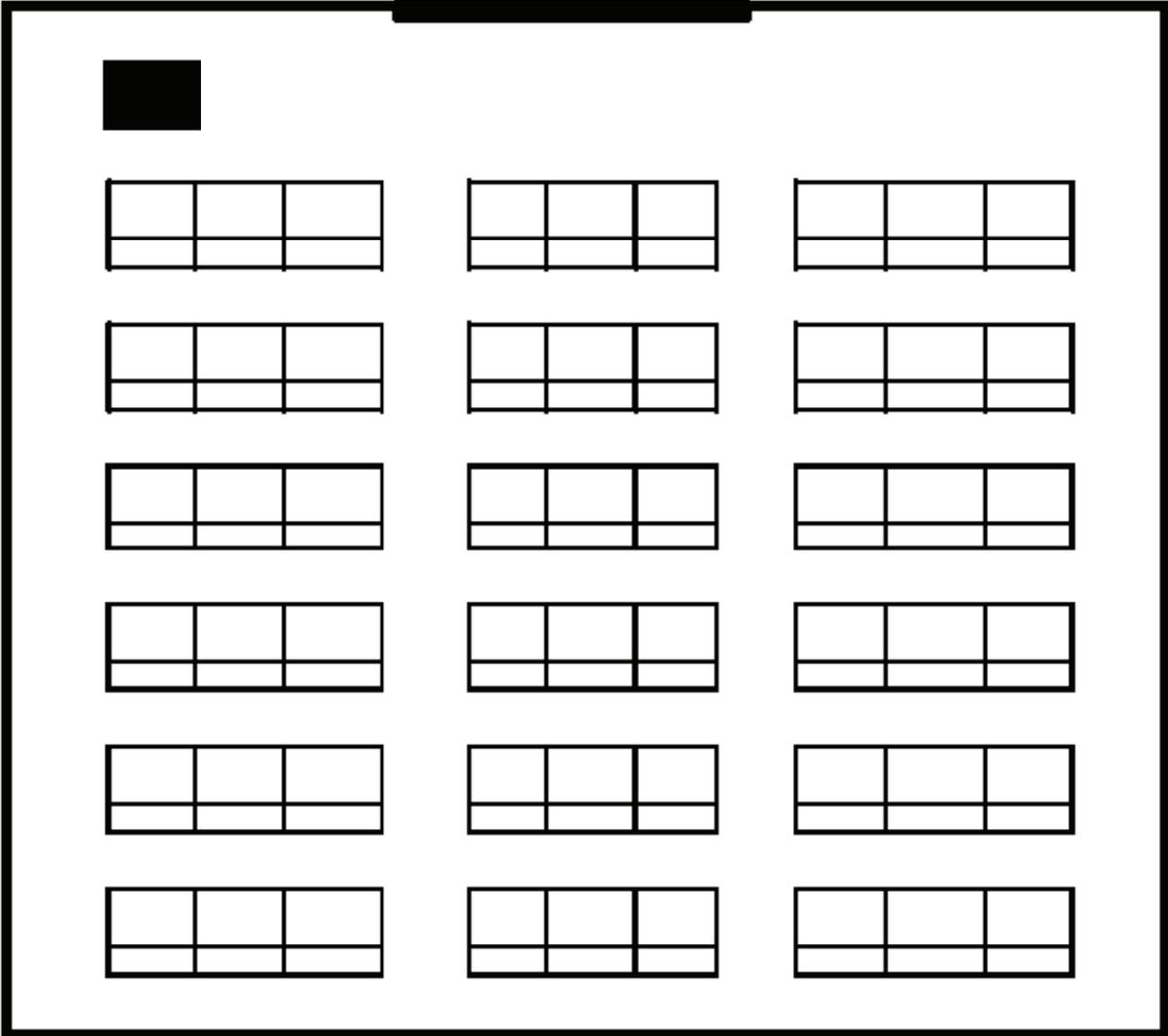
Task (20 minutes)

1. Look at the classroom desk arrangements carefully. Read the list of teaching strategies. Select the ones that work well in each classroom desk arrangement.
 - i. Demonstration
 - ii. Story telling
 - iii. Lecture
 - iv. Independent work
 - v. Question and answer
 - vi. Pair work
 - vii. Showing pictures
 - viii. Discussion
 - ix. Quiz
 - x. Problem solving
 - xi. Group work
2. Mark on each classroom where you would seat the following learners
 1. Tall learner
 2. Learner with hearing problems
 3. Learner who has difficulty walking
 4. Learner with long sight (Can see objects clearly in the distance but finds it hard to focus on things close to them)
 5. Learner with a different language
3. How would you make groups in each classroom? Circle the desks that make the groups.
4. What educational institutions would you find classrooms with these desk arrangements?

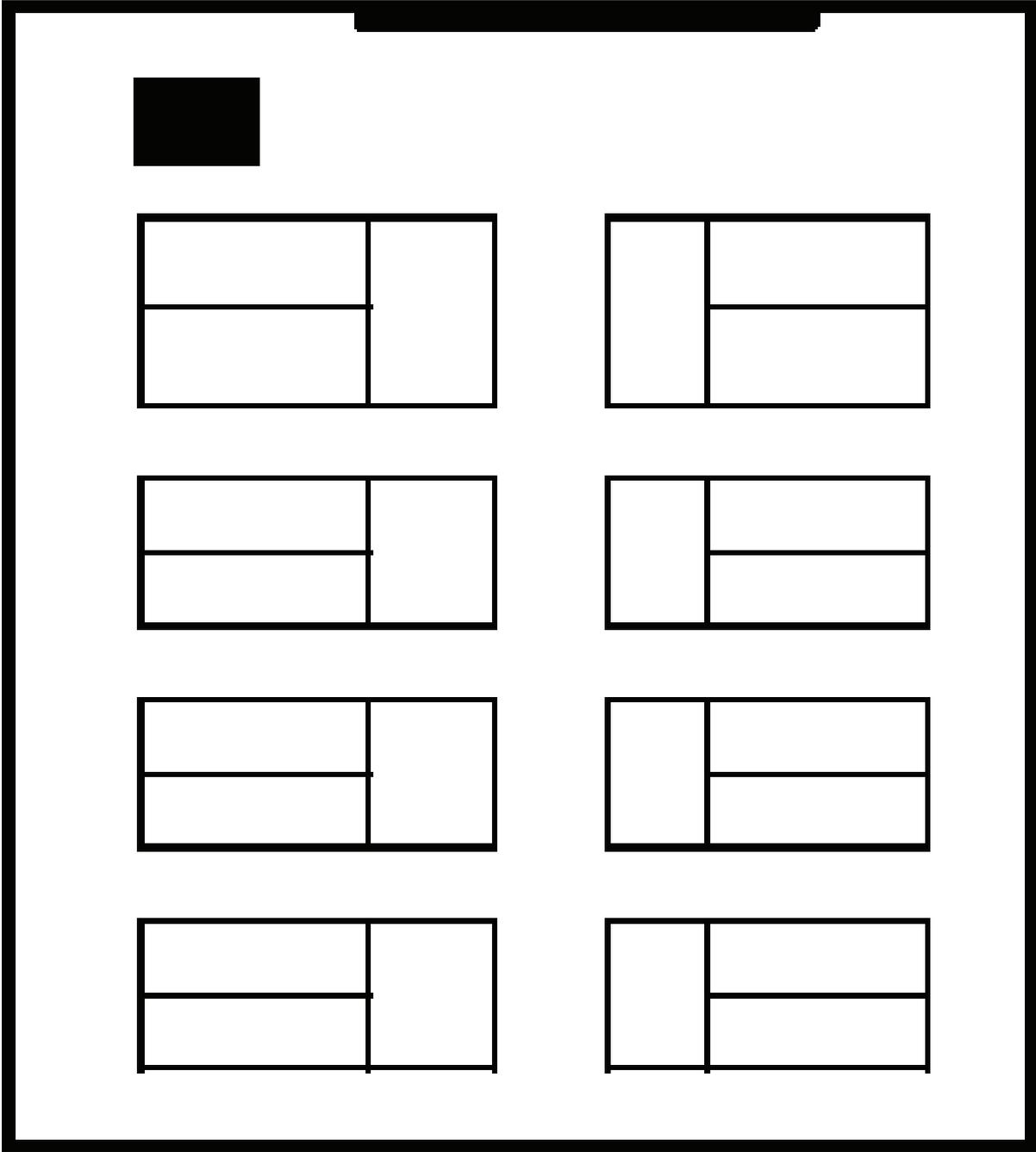
CLASSROOM A: 2 SEATER DESKS WITH BENCHES



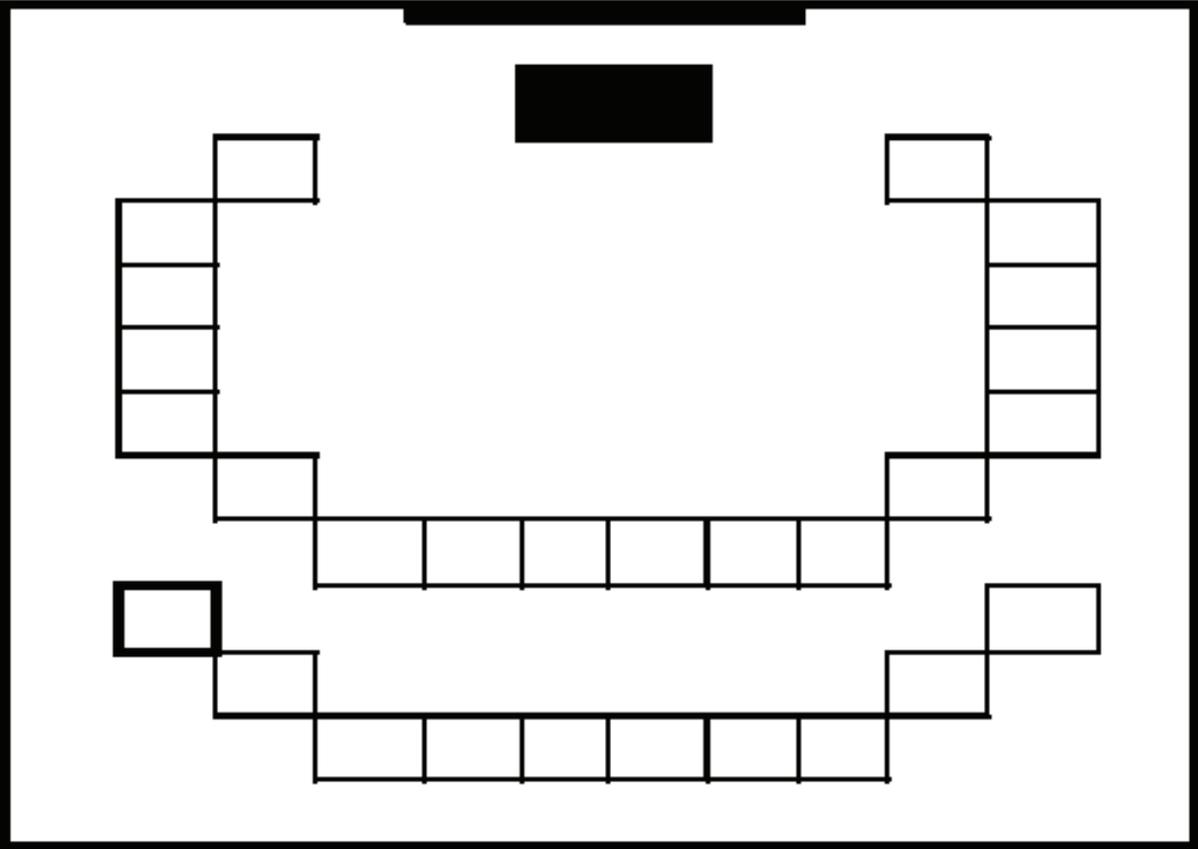
CLASSROOM B: 3 SEATER DESK WITH ATTACHED BENCH



CLASSROOM C: 2 SEATER DESK WITH BENCHES



CLASSROOM D: INDIVIDUAL DESKS AND/OR CHAIRS



Handout 14.3 – The Big Five Principles of Classroom Management³

