

# **Module for B.Ed Primary/Junior High School Programme**

**2nd Semester  
April, 2023**

**IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING  
PROGRAMME FOR PRIVATE SCHOOL TEACHERS**



**Ministry of Finance**



**Trade Union Congress**



**Institute of Education, UCC**

# CLASSROOM MANAGEMENT

- Effective teaching requires a well-organized, businesslike, classroom in which motivated students work diligently at their learning tasks, free from distractions and interruptions. Providing such a setting for learning is called effective classroom management.
- Essential for effective classroom management is the establishment and maintenance of classroom control, that is, the process of controlling student behavior in the classroom.
- Classroom control involves two issues:
  - steps for preventing inappropriate student behavior (the establishment aspect)
  - Ideas for responding to students whose behavior is inappropriate (the maintenance aspect).

## **In a well-managed classroom, students –**

- know what to do
- have the materials needed to do it well
- stay on task while doing it.
- The classroom atmosphere is supportive,
- the assignments and procedures for doing things are clear,
- the materials of instruction are current, interesting, and readily available
- the classroom proceedings are businesslike.

## **To be a successful classroom manager you need to**

- Plan your lesson thoughtfully and thoroughly
- Provide students with a pleasant and supportive atmosphere
- Establish control procedures that you can firmly and consistently apply
- Prevent distractions, interruptions, and disturbances and deal quickly with those not preventable.

# General Tips in Classroom Management

Remember that preventing a Ship from Sinking is Easier Than Is Saving a Sinking One.

- In Classroom Management no one should expect to be perfect.
- However, it is estimated that as many as ninety percent of class control problems are teacher-caused and preventable.
- To avoid making mistakes in classroom management, you need to know both the potential errors and a reflection of your own behaviour in relation to them.

The following tips are generally helpful in achieving this:

- Attend adequately to long-range and daily planning.
- Emphasizing the positive rather than the negative.
- Require students to raise hands and be acknowledged before responding.
- Do not allow students' hands to be raised too long.
- Do not spend too much time with one student or one group. Monitor the entire class.
- Gain the students' attention before beginning a new activity.
- Do not pace your talk and learning activities too fast.
- Do not use a voice level that is always either too loud or too soft.
- Do not stand too long in one place.

- Do not sit while teaching.
- You should not be too serious. Create some fun.
- Do not use the same teaching strategy or combination of strategies day after day.
- Use silence (wait time) after asking a content question.
- Do not use instructional tools poorly or inefficiently.
- Use facial expressions and body language effectively.
- Rely less on talking to achieve classroom control.
- Use time efficiently and effectively. Be businesslike.
- Ensure interaction with the whole class.
- Do not wait to collect and returning students papers before assigning them something else to do.

- Do not interrupt students while they are on task.
- Avoid using “Shh” as a means of quieting students.
- Position yourself in the classroom effectively.
- Try to get the most from student responses. Do not settle for less when you can get more from them.
- Never use threats.
- Avoid using global praise. It does not help.
- Use colour meaningfully.
- Avoid verbally reprimanding a student across the classroom. You may do so privately and politely.
- Avoid interact with only a “chosen few” students. Rather spread interactions around to all students.



- Intervene quickly in cases of inappropriate student behavior.
- Learn and use student names.
- Be interested in the process of student thinking and not final answers only.
- Use time plans by putting these on the board for students.
- Avoid asking global questions that nobody is likely to answer.
- Do frequent comprehension checks (every few minutes in most situations) to see if students are understanding.
- Avoid using poorly worded, ambiguous questions.
- You need not try to talk over student noise. Try some other technique.
- Wanting to be liked by students does not help.
- Call students to attention especially when using educationally useful media.

- Avoid unnecessary distractions to classroom activities, especially at the beginning of such activities.
- Do not introduce many topics or issues simultaneously such as talking to them about several issues not related to the activity.
- Always give students a pleasant greeting on Monday or following a holiday and remind them to have a pleasant weekend or holiday.
- Never sound egocentric when talking to students.
- Do not take too much time to give verbal directions for an activity. Be precise.
- Avoid taking too much time for one activity.
- Check yourself from being anxious and nervous. Students easily get to know this and become nervous too.
- Do not overuse punishment for classroom misbehavior. Try alternatives.
- Be concise and consistent.