

Title: Guidelines for teachers

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Classroom management in vocational education with a focus on social skills

Because teachers play a variety of responsibilities in vocational education, it's critical to use task sheets to prepare classes for both teachers and students. Inefficient classroom management prevents effective teaching and learning from occurring. Regardless of the degree of variability in their classrooms, good teachers seem to work well with students at all achievement levels. Regardless of how similar or dissimilar they are in terms of their academic achievement, students under the instruction of an ineffective teacher will not make adequate academic development.

According to recent studies, students in the most effective teachers' classrooms may anticipate a higher increase in achievement in the course. Therefore a successful teacher carries out a variety of tasks that can be divided into three main categories:

(1) selecting the best teaching strategies to use, (2) creating a curriculum that will support students' learning, and (3) using classroom management strategies skilfully (Marzano, Pickering, & Pollock, 2001).

As a result, proficient educators possess a broad range of teaching strategies at their disposal, are adept at determining and communicating the appropriate order and tempo of their subject matter, and are knowledgeable about classroom management measures.

In conclusion, research conducted over the previous 30 years shows that one of the most important components of good teaching is classroom management.

1. Supplies and classroom organisation

Since setting up the physical classroom is something that all teachers have to do before classes start, it makes sense to start there when we start to discuss classroom management. Once they understand how the classroom will be set up physically, many teachers find it easier to plan other aspects of classroom management.

1.1. Good classroom management in four keys

1. Ensure that the teacher can easily see the students.
2. Ensure that students' supplies and frequently used teaching materials are easily accessible.

3. Ensure that displays and presentations for the entire class are easily visible to students. Position desks so that students are facing and have easy access to the main area for whole-group instruction.
4. Small-group instruction areas: Set this up so that, while seated as a teacher, you can keep an eye on the remainder of the class.

1.2. Preparation of the classroom with a checklist

Floor space

Includes things like student desks and tables, small group areas, computer workstations, teacher desks and equipment, bookcases, the area with pets and plants, and classroom libraries.

Storage supplies and space

- Textbooks and trade books
- Student Work
- Portfolio Files
- Frequently used instructional material
- Teacher's supplies
- Classroom supplies
- Student belongings
- Equipment
- Seasonal or infrequently used items

2. Expectations and norms in the classroom

Students need to know and practice the behaviours the teacher expects of them in order to have a successful course in the classroom. The teacher will want cooperative and appropriate behaviour to become the norm in the classroom, so he has to consider how the students will learn about and start exhibiting these behaviours.

- Definition of an Effectively Managed Classroom: An efficiently managed classroom maximizes learning opportunities for students while operating efficiently, minimizing confusion and downtime.
- Objectives are target aspirations that aren't always fulfilled. But our daily actions are dictated by our long-term objectives.
- Expectations refer to desired actions or results. A proficient educator clearly communicates her expectations to the students and regularly instructs and validates the desired conduct.
- Procedures and rules make reference to explicit behavioural expectations. A rule delineates broad expectations or norms of conduct. Expectations for behaviour are



also communicated through procedures. Rather than forbidding a behaviour, they are typically used in a particular activity with the goal of achieving a certain outcome.

- Good teachers usually involve their students in the democratic process of creating the rules for the classroom. Generally, the rules are to treat everyone with respect and decency, arrive on time and prepared, listen quietly when others are speaking, and follow all school policies.

Procedures for creating lists, expectations, norms, and rules

- What are my personal objectives for this year, both short- and long-term?
- For my students this year, what are my short- and long-term goals?

Use of the classroom by the teacher

How will I set up the following areas' fundamental practices?

- Drinking fountains, sinks, and pencil sharpeners;
- Rest rooms;
- Teacher's desk and storage areas;
- Student desks and storage areas;
- Storage for common materials;
- Blackboard;
- Equipment areas

Activities where a coach is a teacher

- Paying attention in class;
- Engaging in student participation;
- Seeking assistance;
- When completing individual assignments

Entering and exiting the classroom

- Starting class;
- Leaving the room;
- Coming back to the room;
- Concluding the day

Protocols for instruction in small groups

- Preparing the classroom;
- Student mobility;
- Expected group behaviour;
- Expected individual student behaviour;
- Materials and supplies

Guidelines for collaborative group tasks

- The roles that members of the group play;
- The expected behaviours;

- The interaction to involve all members;
- The interaction to advance the learning objectives

Broad protocols

- Assigning materials;
- Student assistants in the classroom
- Organizing a break between classes;
- Fire and disaster drills;
- Restrooms;
- Library, resource room, school office;
- Cafeteria;

3. Encouraging student responsibility

To motivate students to finish assignments and participate in other learning activities, more processes are required. Since the ultimate purpose of any accountability system is to assist students in becoming self-sufficient learners, your policies should assign as much accountability to the students as possible, eliminating the need for them to rely on you or their parents to ensure that assignments are finished..

- Sharing how the tasks should be used and what the requirements for work are
- Monitoring the use of the task sheets and completion progress
- Giving feedback by use of the task sheets

Sharing how the tasks should be used and what the requirements for work are

- How and where will assignments be posted?
- What standards of neatness and form will you be using?
- How will missing students find out what assignments they need to make up?
- What repercussions can incomplete or late work have?

Monitoring the use of the task sheets and completion progress

- How will you keep an eye on the work that is being done?
- How and when will you keep an eye on longer assignments or projects?
- How are you going to find out if students are turning in their assignments?
- How are you going to gather finished assignments?
- Which student work records are you going to keep?
- How are you going to help students keep an eye on themselves?

Giving feedback by use of the task sheets

- What policies and procedures govern grading at your school?
- When and what kind of feedback will you offer?
- How are you going to help students evaluate their own development?
- How would you respond if a student quits turning in assignments?
- How are you going to send materials home where they live?

- Where will the student his work be on display?
- Will the students keep any records of their own work, if any?
- dWill students retain their portfolios? If yes, how will students evaluate the entries and how will they be chosen?
- How will you resolve conflicts over grades?

4. Start the course in a clear an structured way

The start of a new course is a critical moment for classroom management because it sets the tone for your student's behavior, attitudes, and work habits for the entire educational period. During the initial weeks of course, students are taught appropriate behaviour and how to successfully complete assignments.

4.1. Developing a positive learning environment in the course

By their actions and deeds, effective teachers foster a positive learning environment. Positive interactions between teachers and students as well as between students themselves form the cornerstone of a positive environment. Students who are enthusiastic about learning and their educational experience are more likely to be found in a positive environment.

1. Speak politely and calmly. By using phrases like "please," "thank you," and "pardon me," you can make courtesies seem natural. A composed voice conveys acceptance and restraint.
2. Exchange information: As soon as you can, teach students their names, and involve them in activities that will help them get to know one another better. Engage in direct communication with students to learn about them as people.
3. Make as many affirming remarks as you can. Highlight the positive: Negative remarks not only make students feel bad, but they also have the tendency to create a bad atmosphere that has an impact on everyone.
4. Create a sense of belonging. Encourage students to collaborate with one another and provide them with frequent opportunities to participate in organized group projects. Organize regular class meetings to discuss content, solve problems, and foster a sense of community.

4.2. Educational guidelines and practices

Implementing a systematic approach to instruct students on classroom rules and procedures is a highly reliable means of conveying your expectations for their conduct. The word "teach" is intentionally used here because merely providing students with information about policies and procedures will not effectively convey your expectations to them. Three crucial elements are as follows:

1. Defining and exhibiting the desired behaviour: Use language and deeds to communicate what conduct is desired or appropriate. Be as detailed as you can.
2. Rehearsal entails putting the behaviours into practice. There are two reasons to practice:
 - It gives students a chance to learn appropriate behaviour and gives you a chance to see if they can comprehend and follow instructions correctly.
 - It also gives the instructor a chance to clarify the significance of the guideline or process.
3. Feedback: Let students know how they performed. Be upbeat even if you need to improve.

4.3. Organizing for a successful start of the course

Establishing a welcoming and comfortable learning atmosphere for your pupil is an excellent way to begin the academic year. Greeting the students, introductions, room descriptions, get-to-know-you exercises, rules, procedures, and consequences presentations and discussions, content activities, time fillers, and administrative tasks (like handing out textbooks) are a few examples of common activities.

4.4. Special issues

A student arriving late on the first day of class; a student being interrupted by office staff, custodians, and others; an excessive amount of paperwork during the first week of the course; a student forgetting their pick by guards or missing it; lack of textbooks or other resources; a student's impairment that makes it difficult for them to comprehend or follow instructions; the student gets sick.

4.5. Preparing for a replacement

Make a guidebook for the teacher backup who will take over for you. Include the following: a map of the school, the class roll, a seating chart, a copy of the rules and consequences for the classroom, the daily schedule, emergency lesson plans, emergency procedures and the names of the teachers who can help.

- Are your supplies and room ready?
- Have you decided on the rules, procedures, and repercussions for your class?

- Are you aware of the policies regarding the use of the school's facilities, such as the computer lab, gym, office, hallways, and cafeteria, for both you and your students?
- Do you possess the entire student roster?
- Do you have any records of your students' academic performance, such as test scores, past teachers' comments on their reading and math proficiency?
- Are there any students with disabilities that you are aware of that need to have accommodations made in their rooms or during their lessons?
- Do you have enough desk space, textbooks, and instructional materials?
- Do you have your textbooks' teacher's editions?
- Are you aware of the protocols for students' arrival and departure on the first day of class? Later on?
- Are name tags for the students ready? Have you got any blank ones?
- Have you prepared the schedule of events for your first day?
- Does your daily schedule allow for "pull-out" programs or special classes?
- Do you engage in any time-killing hobbies?

5. Organizing and providing education

You have systems in place to monitor student learning, your classroom is organized, you have developed and taught your rules and procedures, and you have considered the expectations you want to communicate as well as the climate you want to create. The time has arrived for management and instruction to come together since your students are focused and prepared to engage. You can maintain the positive learning environment you have established with well-planned lessons that include a variety of developmentally appropriate activities.

4.1. Organizing educational programs

There are two types of planning: long-term and short-term. The work must be divided into terms, the terms into units, and the units into weeks and days in order to complete the longer plan.

Among the many kinds of educational activities a teacher can choose from:

- Content development (Teaching in whole groups)
- Individual work;
- Grouped basic skill instruction;
- Feedback

Organizing for explicit guidance

- Outlining a new idea;
- Ensuring comprehension;
- Repeating a lessons

4.2. A guide to manage “whole-group instruction”

The idea of activity flow - the degree to which a lesson proceeds smoothly, without digressions, diversions, or interruptions - is central to effectively managing teacher-led activities. Because most of the cues for behaviour during a lesson are focused on behaviours appropriate for the lesson, lessons with good flow maintain students' attention and discourage deviation. The following topics are important:

Preventing misbehavior:

- The teacher's "with-it-ness" refers to how quickly and appropriately she corrects misbehaviour before it gets worse or affects more students.
- How a teacher responds to two or more concurrent events is referred to as overlapping.

Controlling motion

- While wittiness and overlapping are achieved by managing outside disruptions and student incursions into the lesson's flow, movement management is achieved by preventing interruptions or delays brought on by the teacher.
- Lessons that proceed quickly are indicative of momentum, which is a term for pacing;
- Lesson continuity is a prime example of smoothness. A lesson that flows well holds students' attention.

Keeping the group's focus

- A teacher needs to be aware of how the instruction is influenced by the group. Numerous strategies can be used to keep the group focused.
- Group alerting is the process of drawing the class's attention while individual students are still responding.
- When a teacher informs students that their performance will be watched and assessed in some way, accountability takes place.
- Lessons with high participation involve programming students' behaviour even when they are not directly answering a teacher's question.

Typical issues with teaching transitions are the spaces between any two activities.

- Issues include protracted wait times, which may be linked to a high incidence of improper or disruptive behaviour.
- Clarity entails defining goals or major objectives and ensuring that students understand what they are expected to know or do; meticulously planning a lesson sequence that progresses from simpler to more complex ideas; Giving written and oral instruction; confirming understanding through the use of work samples or targeted questions; and offering meaningful practice and feedback through homework assignments that cover all of the skills and content covered in class.

Checklist planning for instruction

- Which ideas or abilities need to be mastered the most?

- Which type of learning—memorization, application, or appreciation—is your objective? Have you let your students know about this?
- Which type of learning is this lesson aimed at? Are you using different methods of learning?
- Are there any complex ideas that require further explanation?
- How will you assist students in drawing connections to prior knowledge?
- How are you going to pique students' interest in the lesson?
- How will you handle changing from one activity to another?
- What supplies are required? Will using them be something that students must learn?
- Which steps are necessary for students to know in order to finish the activities?
- What is the estimated duration of the lesson? for various sections of the instruction?
- In the event that cooperative learning is required, how will groups of students be assembled? How are you going to promote effective group work?
- Which questioning techniques and examples will you employ? Make a list of higher-order questions and examples for explanations.
- How are you going to assess students' understanding both during and after the lesson?
- In the event that students struggle conceptually, what are some other presentation options?
- Do any students require extra or special assistance?
- How are you going to ensure that every student takes part?
- In the event that the lesson lasts longer than expected, how will you modify it?
- At the conclusion of the class, what kind of product—if any—do you anticipate the students producing?
- After they're done, what will the students do?
- How are you going to assess student work and provide feedback?
- How will the lessons you taught the students apply the concepts you presented?

5. Overseeing collaborative learning teams

5.1. Techniques and procedures to encourage collaborative learning

Setting up the space, how people talk and move, how the group pays attention, how to encourage interdependence within the group, and personal responsibility. Keeping an eye on student behavior and work. Sufficient Group Work Techniques

5.2. Leadership, communication, and social skills

Active listening is paying attention to what other people are saying without interjecting, summarizing their points, bringing them up in conversation, and applying their insights to the group project in a useful way.

5.3. Using cooperative learning groups to start

Setting up the room, following protocols and routines, forming groups, assigning first group work, imparting group skills, encouraging student participation, and using both group and individual rewards.

5.4. An inventory for organizing instruction in cooperative groups

Setting up the classroom

- How will seats be assigned to students?
- How will supplies and materials for both individuals and groups be kept?

Customs and anticipations

- How should students move to and from group projects and during them?
- What guidelines for speaking will you convey to the students?
- Which attention signals for groups will be applied?
- Will there be roles for the students?
- Are there any group skills that need to be modelled, discussed, or practiced?

Procedures for monitoring, accountability and feedback

- Will there be individual, group, or both products from group work?
- How will the evaluation of individual or group work be done?
- How are you going to keep an eye on how the students behave and work in groups?
- How will students be given feedback on their performance, both individually and in groups?
- How will feedback regarding their group behaviour be given to the students?

Group Activities that need to be modelled, practiced or discussed

- Social skills?
- Defining abilities?
- Capacity for leadership?

6. Sustaining appropriate student conduct

- Keeping an eye on students' behaviour during whole group presentations, small group instruction, individual work, and cooperative group projects by pacing the room and keeping track of assignment completion.
- Handling inappropriate behaviour: Make eye contact or approach the student. Use a signal to encourage the right behaviour, such as a head shake or a finger to the lips. Keep an eye on the pupil until they comply. Remind the student of the proper procedure in a straightforward manner by either stating it or having them recite it. If the student is not on task, guide him to one. Request that the student cease their inappropriate behaviour.
 - Creating a positive environment by giving compliments
 - Enhancing the classroom environment by using incentives and rewards

7. Teaching communication skills

- Constructive assertiveness: Be specific in expressing your concerns, insist on correcting misbehaviour, and rebuff manipulation or coercion.
- Empathic reaction: Pay attention to the student's point of view and respond in a way that upholds your goodwill and promotes more conversation.
- Problem solving: This involves working with the student to develop a plan that consists of multiple steps for arriving at mutually satisfactory solutions to problems.

8. Controlling problem behaviours and management techniques

- Minor interventions: Provide necessary instruction, initiate the activity, use proximity, use group focus, use nonverbal cues, redirect behaviour, issue a brief desist, and give the student choices.
- Moderate interventions: Remove the student, use a fine, withhold a privilege or desired activity, or apply a school-based consequence.
- More comprehensive interventions: Consult with guards, employ the reality therapy model, apply a five-step intervention process, employ the "think time" technique, solve problems through problem-solving techniques, and draft individual contracts with each student.
- Special problems include fighting, power struggles, chronic work avoidance, bullying, tattling, and rudeness toward teachers.
- One last reminder: Avoid personalizing; instead, think and act positively.

9. Handling particular groups

Methods for handling individual variations.

- Team teaching: managing timetables, transitional activities, reminding students of what they need to bring, following policies and guidelines, and taking accountability for assignments.
- Changing interactive instruction for the entire class: Assignments, seating plans, and instructions.
- Supplementary instruction: arranging with other teachers to schedule times, adhering to a schedule, providing activities for returning students to engage in while they wait for instruction, planning ahead, using in-class aides, utilizing a content mastery classroom, and promoting inclusion.
- Individualized instruction: peer tutoring and cooperative groups by
 - Assisting learners with disabilities
 - Mentoring students with lower achievement
 - Educating students who perform better