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Program Support Notes

Adult

27 mins

Hot Tips for Classroom Management

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Hot Tips for Classroom Management

Introduction

“Hot Tips for Classroom Management” leads you through a range of strategies to assist in the construction of a successful classroom management strategy. This program outlines a holistic approach to behavior management, looking at every part of the lesson from planning to conclusion as an integral part of the plan. The program could be useful in its entirety for a new teacher, or offer some fresh ideas for the more experienced. A range of school systems are accounted for and it aims to be a real and meaningful program for real teachers in real schools.

Program Timeline

00:00:00	Introduction
01:04:18	Chapter 1 Pre-planning: Establishing the rules
04:46:10	Summary- Pre-planning: Establishing the rules
05:25:07	Chapter 2 Pre- planning: Other strategies
08:49:02	Summary - Pre- planning: Other strategies
09:27:07	Chapter 3 Routine
14:16:18	Summary - Routine
14:53:04	Chapter 4 Steps in behaviour management
18:12:20	Summary – Steps in behaviour management
18:45:05	Chapter 5 The behaviour interventions pyramid
21:02:23	Summary - The behaviour interventions pyramid
21:54:18	Chapter 6 Depersonalising behaviours sanctions and reflection
24:17:01	Summary - Depersonalising behaviours sanctions and reflection
24:56:16	Conclusion
25:53:22	Credits
26:54:16	End Program

Other Relevant Programs available from VEA

Accommodating Different Learning Styles
Managing Challenging Behaviour
Managing the Difficult Group

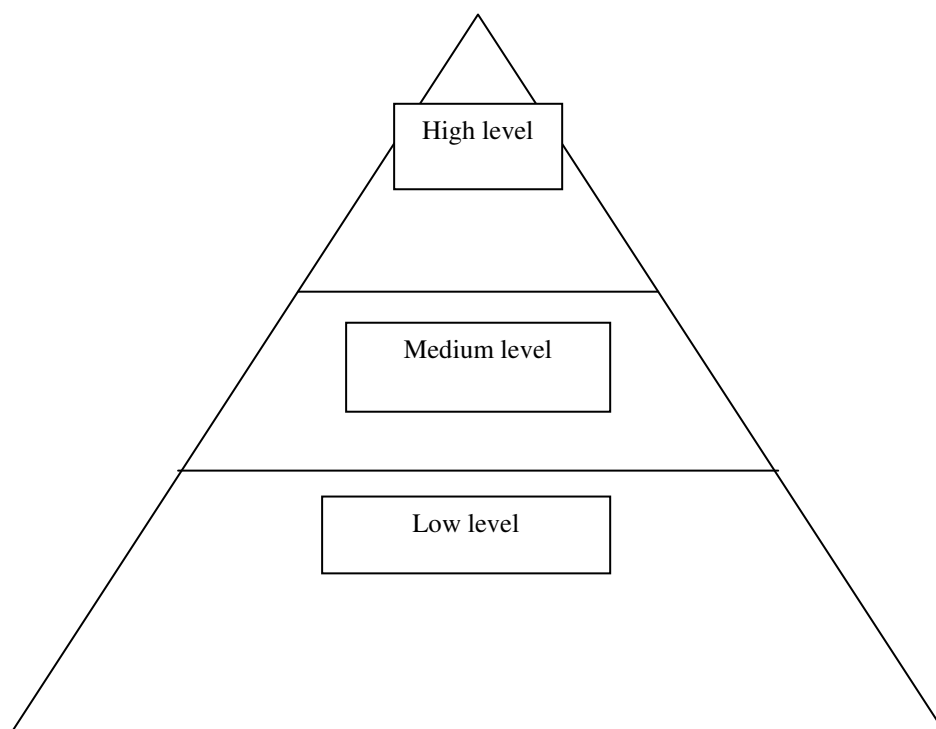
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Before Viewing the Program

1. Review all school documentation on student management and complete a flow chart demonstrating your role in the process and how students progress through the system.
2. Complete a comprehensive reflection on three or four of your lessons. From this identify three or four behaviours you would like to target and record the strategies you are currently using to counter these. Having a colleague in to view a series of lessons and you revising the notes could assist with this. Ensure the colleague has clear guidelines for the purpose of their observation.
3. Complete the following table identifying your personal view on defining and dealing with low, medium and high level behaviours.



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While Viewing the Program

1. What is behaviour management really about?

2. Five steps in reviewing school documentation are:

3. Identify three techniques for rule making in your classroom.

4. Outline the difference between rules and vision/philosophy statements.

5. Outline three options for seating plans.

6. What can be used for rewards?

7. What are the key elements of teacher behaviour that send non-linguistic messages to students?

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8. What are the pillars of good student management?

9. Why is greeting at the door an important part of the class routine?

10. List three ways of beginning a lesson.

11. What is the rule of thumb for lesson segments?

12. "Celebrating the positives" is important because?

13. Explain 3 to 1.

14. How does non-differentiated curriculum contribute to negative behaviours?

15. List three ways of concluding a lesson.

16. 7 R's are:

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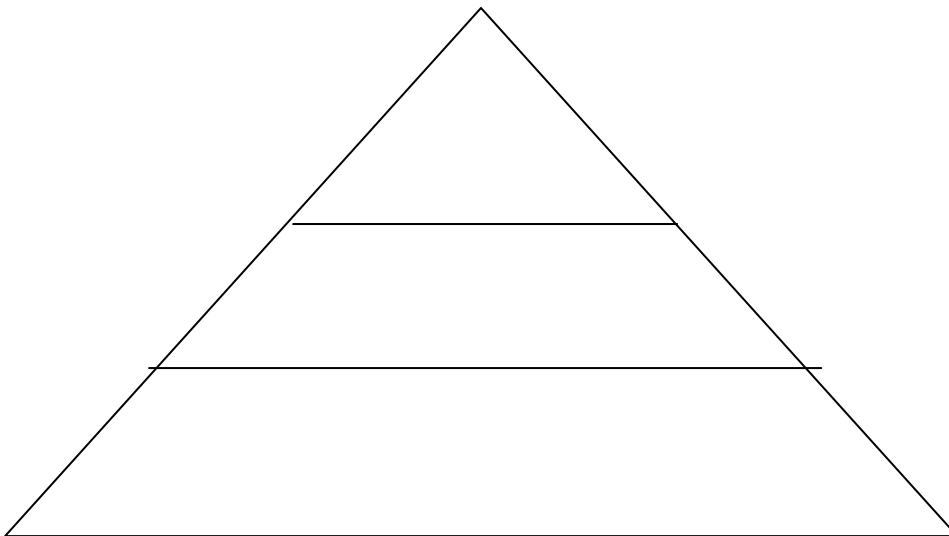
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17. Complete this table:

Steps	Looks like/Sounds like

18. Complete the pyramid:



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After Viewing the Program

1. Review the reflection/observation activity done prior to watching the program and construct a plan on how to manage these behaviours.
2. In discussion with a supervisor or colleague choose two small aspects of the program to implement and keep a reflection diary noting the changes that you see. Remember change takes time and if you get off to a bad start, think about what small changes will make the most difference and start there.
3. Put together a full behaviour management script that covers all aspects of preplanning, lesson opening, transitions, closure and reflection. Templates for this can be found in Kay Burke's Mentoring Guides, from this publication Burke, Kay; Mentoring Guidebook Level 1: Starting the Journey Pearson Education; Australia; 2002.