

PLP-R (KS1)

Classroom Management Packages

ATT, NET Section, CDI, EDB, HKSAR

Achieving Exit Descriptors



Managing Groups

**Primary
Literacy
Programme
- Reading (KS1)**

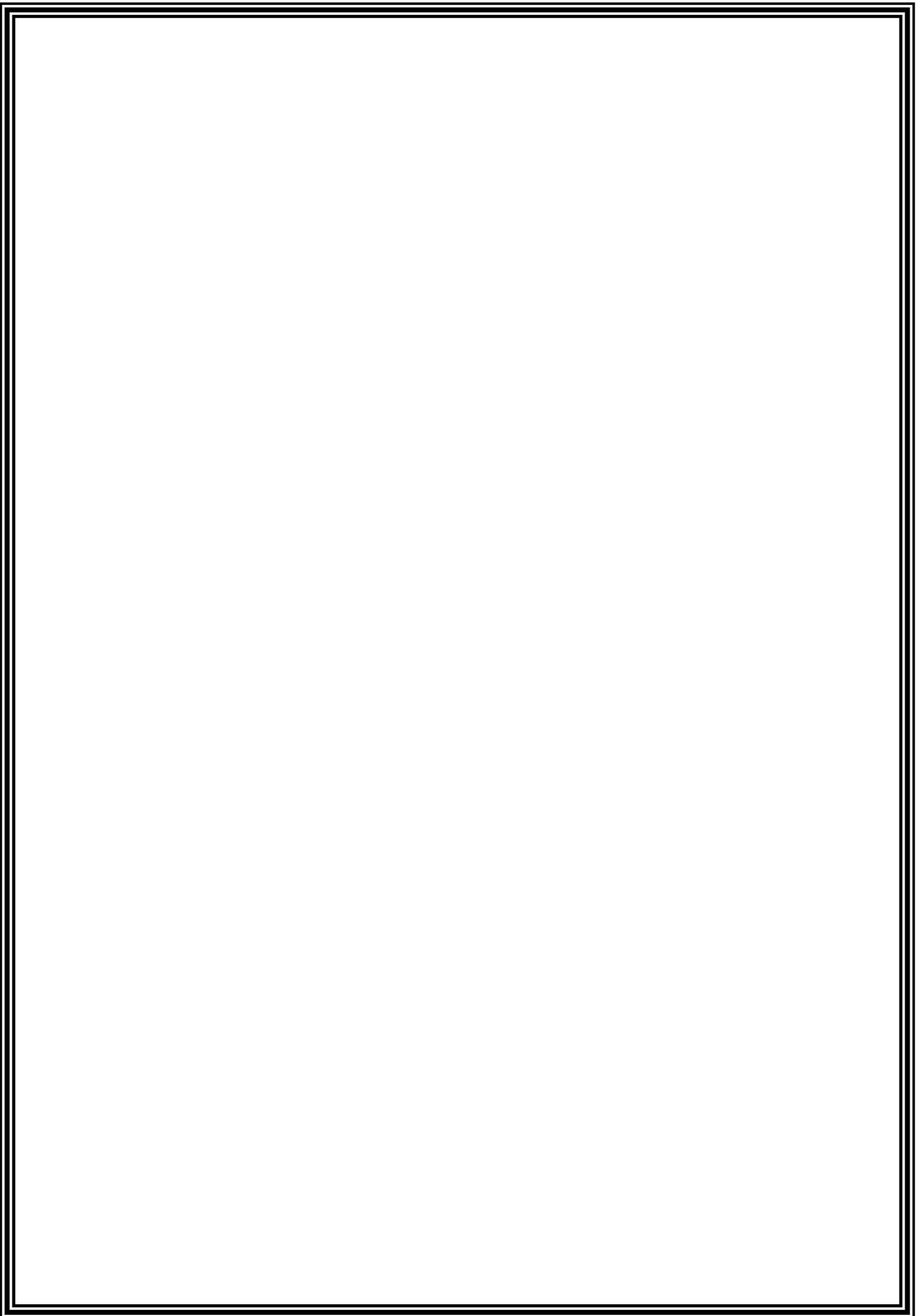
**Classroom
Management**

**Part 1:
Achieving Exit
Descriptors**

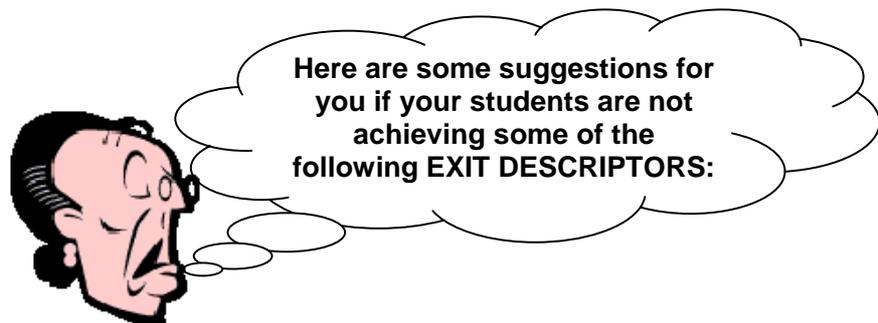
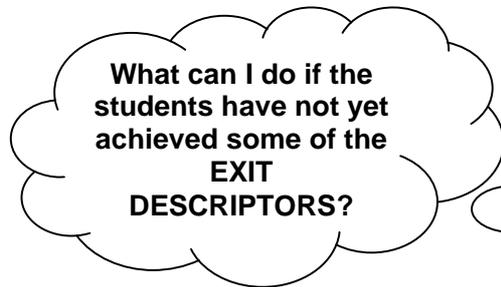
Advisory Teaching Team

NET Section

CDI, EDB, HKSAR



Setting Up Stage - Exit Descriptors i.e. *The students will...*



1. Respond to and express greetings, requests and apologies:

- List the greetings, requests and apologies that you expect to cover, e.g. "I am sorry that I am late for class.", "Good afternoon Ms Lam." etc.
- Re-teach the language you want to cover
- Practice items in other English classes
- Have phrases on display and refer to them
- Use role play to practise the phrases

2. Respond to and express instructional language related to moving from whole class to group activities:

- List the instructional language that is required, e.g. "Group 1 stand up."
- Re-teach the language you want to cover
- Practise items in other English classes
- Have phrases on display and refer to them
- Use role play to practise moving

3. Respond to and express instructional language related to teaching reading:

- List the instructional language that you are planning to use in the Literacy Sessions
- Teach and review the language items
- Practise in other English classes
- Have instructional language on display in the Reading Room and other classrooms

4. Enter and exit room correctly:

- Start again – and again – until they get it right

- Have the students line up in their groups so that group 1 may enter and sit, group 2 may enter and sit etc.
 - Praise students who do it correctly
 - Use being the first group to line up to exit as a reward
 - Use being the leader as a reward
- 5. Move from whole class to group areas correctly:**
- Start again – and again – until they get it right
 - Have the students stand up in their groups so that group 1 may move and sit, group 2 may move and sit etc.
 - Praise students who do it correctly
 - Use being the first group to stand up as a reward
 - Use being the leader as a reward
- 6. Participate in the Literacy Session**
- Review planning, question level of difficulty - too easy, too hard
 - Cater for individual needs
 - Use English
 - Do not use microphones
 - Adapt materials if necessary
 - Use a range of materials, not just worksheets
 - Review behaviour of whole class, groups and individual students
 - Use CA to encourage participation of individuals
- 7. Successfully complete activities from the Units of Work**
- Review planning, question level of difficulty - too easy, too hard
 - Cater for individual needs
 - Use English
 - Do not use microphones
 - Adapt materials if necessary
 - Use a range of materials, not just worksheets
 - Ensure CA is an active participant
- 8. Collect resources and put them back where they belong**
- Explain and clarify the resource collection system
 - Teachers and CA model appropriate ways to collect and return resources
 - Role play collecting resources
- 9. Respond to group name and go to allocated seating**
- Display group names with names of group members
 - Have group names on desks
 - Let students choose their own group names
 - Start again – and again – until they get it right
 - Have the students stand up in their groups so that group 1 may move and sit, group 2 may move and sit etc.
 - Praise students who do it correctly
 - Use being the first group to stand up as a reward
 - Use being the leader as a reward

10. Work independently in group settings, sharing resources and not disrupting others *

- Refer to Managing Groups document

11. Follow class rules

- Model the rules...do not raise your voice, use a soft voice etc.
- All teachers agree on the same rules
- Same rules in all lessons, in weeks with and without the NET
- Teach children the rules and practise them
- Display the rules in word and picture form
- Have consequences for not following the rules
- Children know what the consequences are
- Same consequences in all sessions, with and without the NET
- Always follow through - threats that you don't enact weaken your power
- Have levels of consequences e.g. warning 1, warning 2, removed from activity, whole class returns to regular classroom. If whole class returns to classroom...settle students into quiet work; review the rules; return to Reading Room and try again. If not good, return to classroom and stay there
- Use a positive reinforcement system
- Use the same positive reinforcement system in the regular classroom
- Use praise for following rules
- Give incentives (stickers or points) for individuals or groups who follow rules
- Teach the language required to understand the rules
- Have rewards that include giving positive messages to parents and senior staff
- Include other staff in the behaviour plan

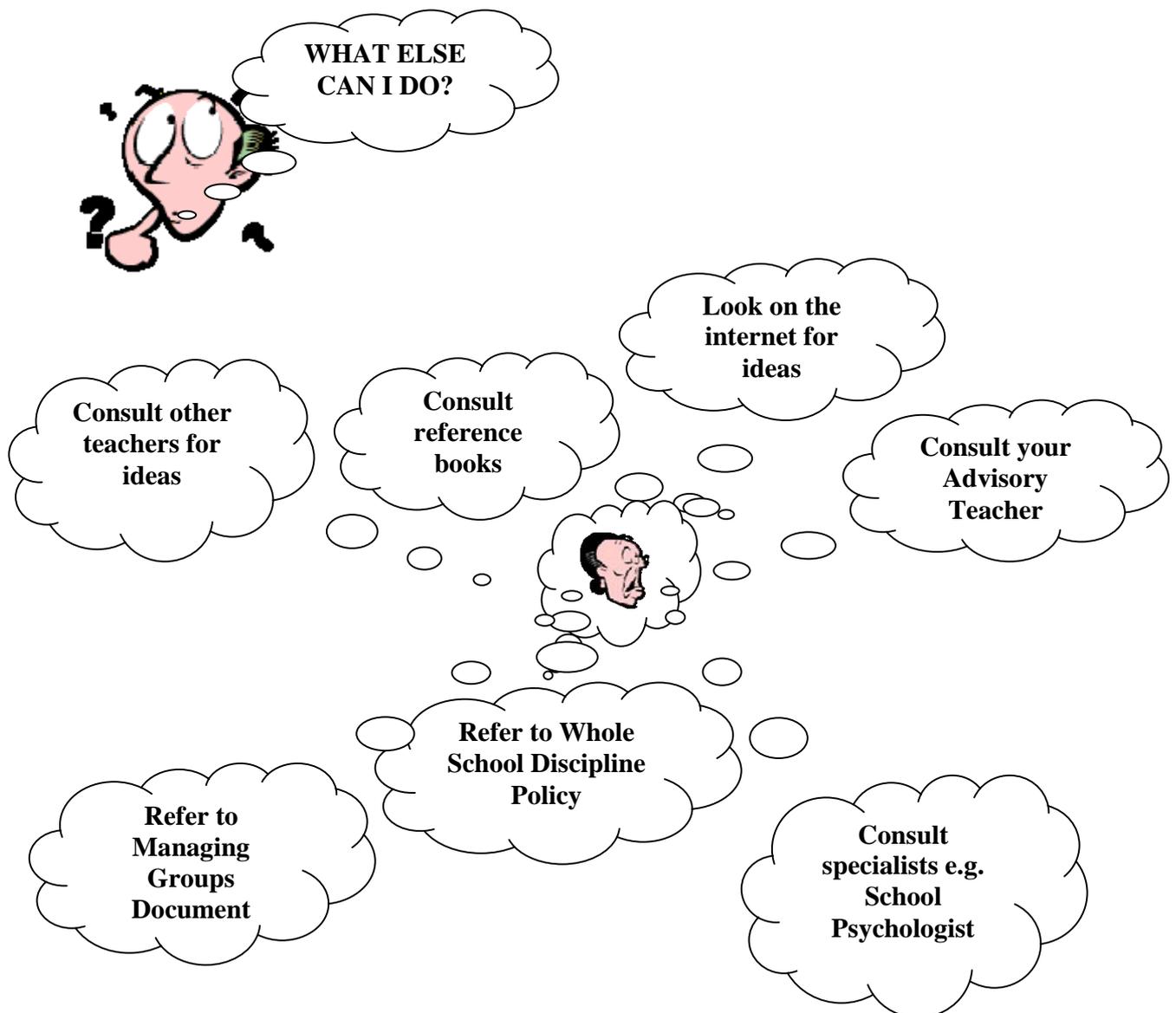
12. Respond to zero noise signal

- Model the actions
- Do NOT speak while modelling it
- Hold the position and give eye contact to various students
- Wait at least five to ten seconds
- Do not speak whilst in the zero noise signal position
- Lower your arms and indicate to students to do the same before talking
- Praise students, e.g. That was good. / Good work. (If not perfect but improved, say "Good try.")
- If students still not settled, repeat and use a longer wait time

- Other teachers and CA to also model zero noise signal, and position themselves near students who are not responding. Can take child's hands and place them in the correct positions for zero noise signal (without talking).

13. Use teacher and CA names

- Teacher and CA could wear name tags
- Model use of names



**Primary
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- Reading (KS1)**

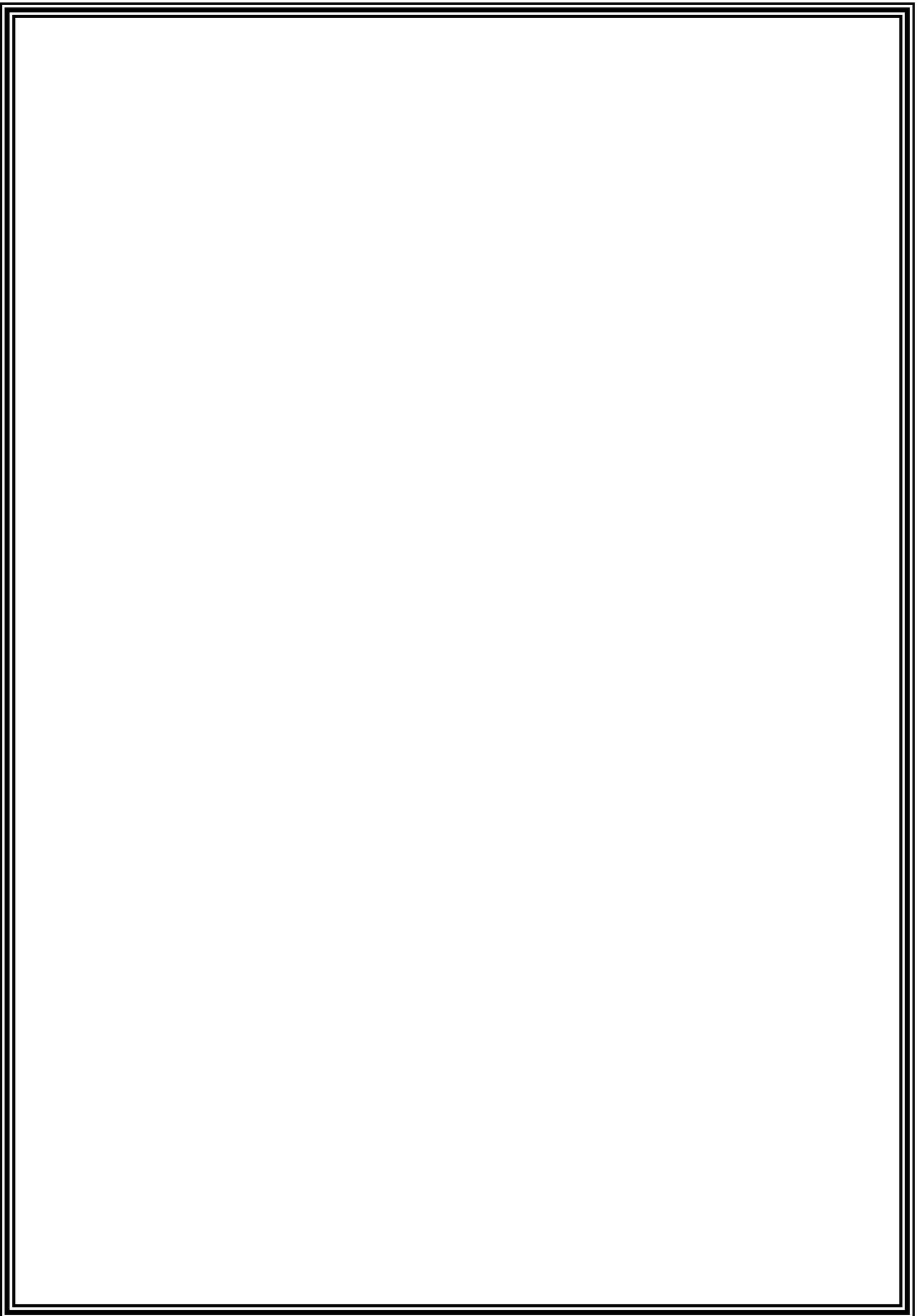
Classroom Management

Part 2: Managing Groups

Advisory Teaching Team

NET Section

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INTRODUCTION

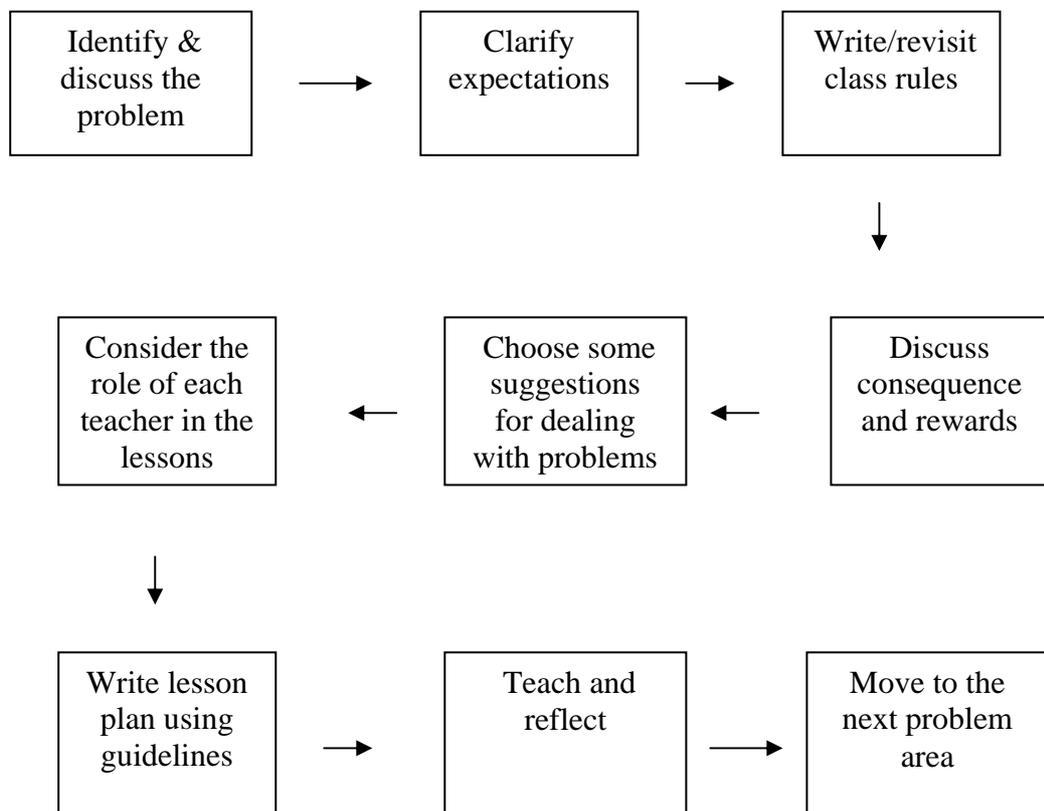
This booklet is designed to help deal with group management issues **and can be used in conjunction with the “Group Management Challenges” activities..** The process involves identifying the problem area, clarifying expectations, adapting Units of Work, reflecting and building on progress. Work through the booklet systematically and complete each task to maximize its effect.

Please refer to the Teacher Manual Section 4. (sub-section 4.1 page 4.1, 4.2 and 4.3)

CONTENTS

- Identify the problem
- Discuss the problem
- Expectations
- Class rules
- Consequences
- Rewards
- Suggestions
- Teachers’ roles
- Reminders before planning
- Guidelines for lesson planning
- Lesson plan template
- Reflect and revisit

PROCEDURE



IDENTIFY THE PROBLEM

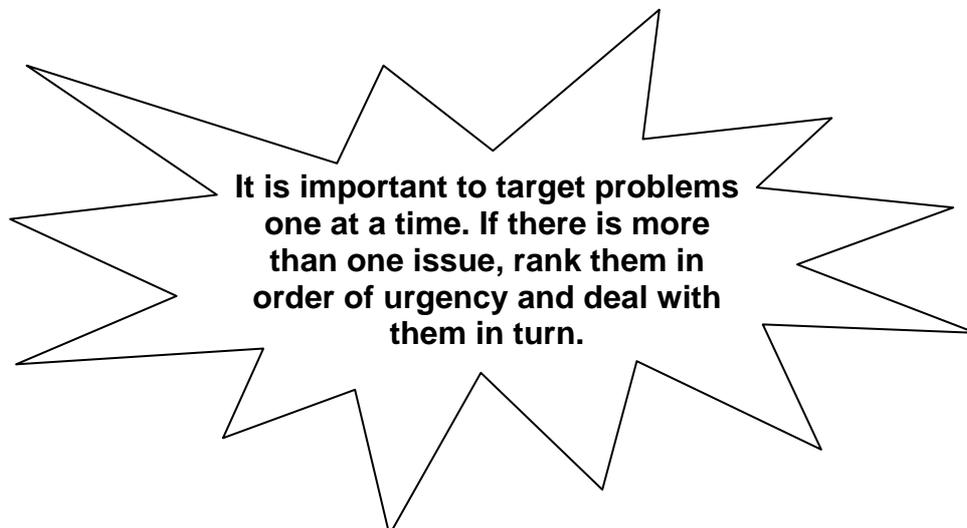
The first step in dealing with group management issues is to identify the problems.

The following is a list of common problem areas. Tick any that concern you.

- Noise level
- Sharing – students unused to taking turns, sharing materials, handling resources
- Accessing help – students unaware of appropriate ways of accessing help
- Early finishers – students unsure of what to do when finished work before others
- Working independently – students disturbing others while working
- Speaking English – students not using English as a medium of communication during lessons

Add others as necessary, detailing the problem and including an exact description of what is happening that concerns you.

- _____
- _____
- _____
- _____



DISCUSS THE PROBLEM

Having identified your area of concern, use the following questions to reach a shared vision of acceptable behaviour.

- **Noise Level** – When do noise levels rise? Should we allow any “talk”? If so what level of noise is acceptable? How quietly do we expect students to work? Are the expectations the same for pair work, Independent Reading and group work? Is there any time when we expect silence?
- **Sharing** – Are students able to distribute or hand out resources in groups? Do we need students to share materials? Can they take turns? Do they grab or hoard resources? What role can a group leader play, if any? How should materials be treated by students?
- **Accessing Help** – What should students do when they need help? Should they raise their hands, stand up, call out or leave the group? Which adult should they ask? Should they ask the nearest adult, the one working with their group or just any that they choose? What support can peers give? Can they use the class environment or resources?
- **Early Finishers** – What should students do when finished an activity? Do they show their work to a teacher? Do they seek direction from an adult or automatically go to another task? Will they choose or have another task assigned? Is it always the same task, e.g. Independent Reading, or are there options? How many tasks will/can they complete? Should they leave their seats or remain at their assigned seats?
- **Working Independently** – What sort of interaction is acceptable between students seated in a group? Do we allow them to confer about work? Is it ok for students to disturb each other for any reason? When? What do we feel about students copying each other’s work? What noise level will we accept when students are working independently in their groups?
- **Speaking English** – When do we expect students to use English? Do we expect them to speak English some or all of the time? Should they ask questions in English? Do we want them to speak to each other in English or just to teachers? Are there any exceptions to this? What about other General English lessons? When should teachers use English/Cantonese?
- **Other** – If your area of concern is not listed, discuss the behaviour that you have previously described and reach consensus on how pupils should behave.

EXPECTATIONS

Co-teachers have equal responsibility for classroom management. Consistency in the classroom can be achieved by reaching a consensus on what is permissible and what is unacceptable.

What do we want? What will the desired behaviour look like? Having discussed the issues and reached a common understanding, **write a detailed description** of the behaviour you expect. Use language that is simple, clear and phrased in positive, observable terms, e.g.

“When our students need help, they should firstly ask a peer.

When a peer can not help, they should raise a hand and wait for

a teacher to speak to them. They should remain seated.”

CLASS RULES

What are your class rules? List them here:

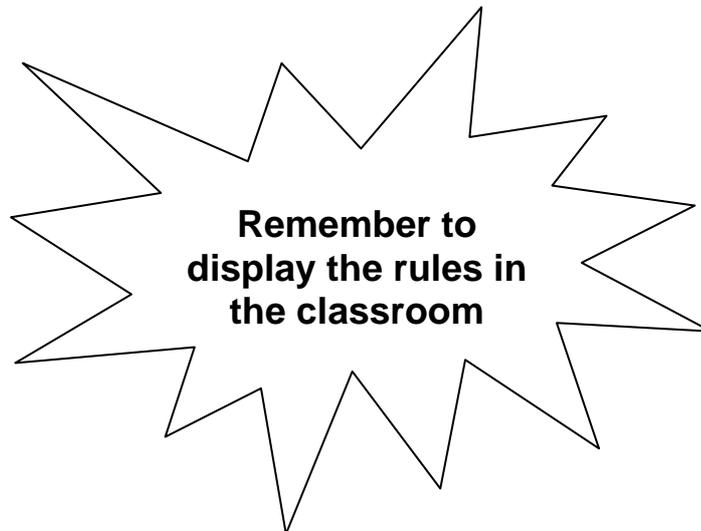
1. _____
2. _____
3. _____
4. _____
5. _____

Are they:

- Phrased positively, e.g. “Work quietly”? Yes / No
- Observable in terms of behaviour, e.g. “Stay on task”? Yes / No
- Short and easy for students to understand, e.g. “Listen carefully”? Yes / No

If you have answered “no” to any of these, rephrase them now using positive, observable, simple language.

If you do not have any class rules write them now. Ensure they are positive, observable and clear.



CONSEQUENCES

Consequences are an important aspect of effective classroom management. Once rules are established and expectations are clear, consequences for breaking rules should also be established. They should be simple and followed consistently. If they are not enforced, the teacher’s credibility is damaged.

Initially behaviour management strategies may include moving closer to a student, making eye contact, asking a private question, redirecting the student. However when these fail the agreed sequence of consequences needs to be enforced.

What exactly will these be? List them below.

1. _____
2. _____
3. _____
4. _____
5. _____

Just as students must be aware of their class rules, it is very important they **know** and **understand** the consequences of unacceptable behaviour in the classroom.

School administrators and other relevant members of staff should be aware of the class rules and consequences and the role they may have to play in supporting your efforts.

Discuss and complete the following table.

Date/week when we will explain consequences to students	
Person responsible for liaising with other members of staff	
Date when other relevant staff members will be informed.	

REWARDS

Acknowledge and reward appropriate behaviour to provide other students with a model of your expectations. Praise students appropriately and sincerely. It important to praise effort. Encourage students to praise each other.

Rewards, such as extra reading time, special games, stamps, stars, stickers, tokens, letters to parents, student/group of the week certificates or class/group charts, may also be used.

SAMPLES

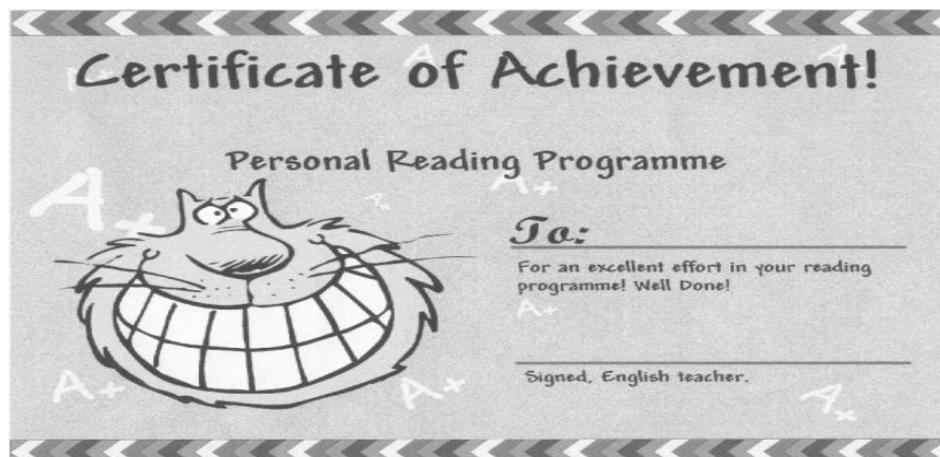
Stickers
or
stamps



Mini-Certificate



Certificate



SUGGESTIONS

The following are some suggestions for dealing with problem areas. Tick or highlight the ones you feel you will use in your classroom.

Noise level

- Introduce 30 cm voices rule, i.e. voices should only be heard 30cm away
- Introduce “Group Reading Voice” or a ‘Pair Work Voice”, i.e. a quiet voice
- Record and replay high noise levels to show students how noisy the lesson can get. Explain this is too much for working and introduce your rule regarding noise level
- Leave enough time for tidying up. when this is rushed it can get very noisy
- Insist on “quiet” time for tidying up and/or play music at this time
- Use “Traffic Lights” game. Make a set of card circles, some red, some orange and some green. Ensure you have one of each colour for each group. Explain to the students that when they are working quietly, there will be a green “traffic light “circle placed on their table. Explain that if they are becoming noisy there will be an orange circle on their table and this means they must whisper/work quietly. Tell them if a teacher puts a red circle/traffic light on the desk then the group must stop all work for 20 seconds (or a time decided by you) and fold their arms. They must then return to work quietly. Give feedback/reward groups at the end of the lesson regarding their behaviour and refer to the traffic lights system.

Sharing

- Appoint and train a group leader
- Discuss and expect turn taking
- Provide enough properly prepared materials
- Consider splitting large groups in two
- Ensure all students can easily reach the materials on the desks
- Provide enough room at the desks for each student

What to do if you need help

- Introduce an “Ask three before me rule”, i.e. encourage students to ask each other before appealing to the teacher for help
- Request students raise their hands to receive help
- Decide which adult students should ask for help, i.e. the nearest one or the adult in charge of that group
- Teach students how to use the environment, e.g. for spelling purposes.

Working Independently

- Provide clear, simple instructions for tasks. Modelling is crucial
- Ensure the work provided is appropriate for all students. Some may be disruptive because they are confused, others may be bored. Therefore, differentiate as necessary
- Provide enough room at the table/work station for each student
- Consider whether there are any students who cannot work together
- Seat students so that there is a role model of good behaviour at each group
- Consider whether there is anything in particular that is distracting students
- When the whole group is being disruptive, be prepared to stop the lesson and repeat an activity, i.e. move again but quietly
- When one child is being disruptive: read the class rule together, explain the necessity for working quietly and follow agreed sanctions. If the student’s behaviour does not improve, engage other support systems in the school. These could include the Whole School Discipline Policy, class teacher, principal, parents.

Early finishers

To effectively manage students when they have finished their assigned task, all of the following must be considered:

- Decide whether students will choose activities or be required to complete specified ones
- Decide on the number of students allowed at each centre or activity
- Show students how to access, handle and tidy up the materials
- Introduce new activities one at a time
- Model, demonstrate and allow students to experience the task as part of a whole class activity before it is included as an early finisher activity. Students need this support to ensure they can then work independently
- Ensure activities are purposeful and allow for learning to occur at all times
- Differentiate activities to meet the needs of all students
- Gradually build up to a variety of activities. These could include activity sheets from the units of work, such as bingo, game-boards or word searches laminated for re-use.

▪ Possible Activities

- Independent reading – decide where this will take place
- Pelmanism
- Word search – time the activity
- Crosswords
- Jigsaws – these can be pictures, letters, words or sentences
- Go Fish
- Word battleships
- Snakes and Ladders (students could read the word they land on)
- Uno
- Snap – word to word or picture to word
- Magnetic letters for word building
- Words for sentence building
- Matching text to pictures
- Listening posts
- Paired/Buddy reading
- Picture labelling
- Plasticine
- Dice games
- Dictionary work
- Word Hunt in books, e.g. find the high frequency words
- Word Hunt around the room (only if students can do this without disturbing each other)

When introducing an “Early Finishers” system, begin with an activity previously taught, to allow students to become familiar with the routine. Do not teach a new routine and a new activity together.

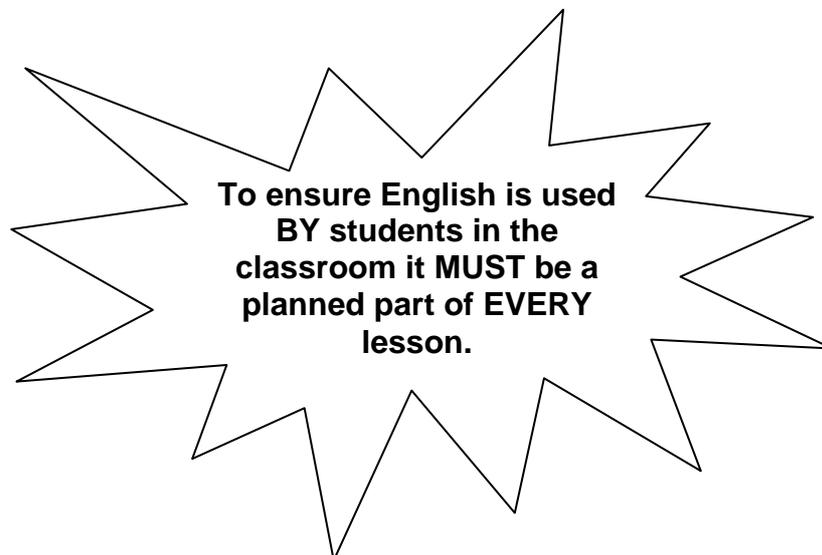
Speaking English

Supporting students to speak English in groups needs to be planned and taught systematically throughout the year. The following should be included. Work through the suggestions one-by-one and adapt lessons on an on-going basis to meet each point:

- Make students aware that communicating in English during English class is desirable. Explain clearly that this means answering questions and informally using English. Discuss why we need to do this
- Explicitly teach students the functional language necessary for each activity, e.g. “They match!”, “Pick up a card” etc. Write it on the blackboard or a chart
- Explicitly teach students the functional language necessary for group or pair work, e.g. using names, taking turns, thanking each other etc. This will take several lessons
- Teach students language skills, such as praise phrases, so they have a store of language to draw on when giving feedback to each other
- Include the teaching or revising of classroom language each week. This equips students to use English consistently throughout English lessons and could include items such as “Where is the...?”, “I have no”, “May I have a...?”
- Teach students the phrase “How do I say?” This allows them to use English to access help.
- Teach students other ways to access help such as using dictionaries, finding vocabulary in textbooks and phrases like “Can you help me?” “What’s this? “, “I don’t understand.”

Remember:

- Use teacher praise. Praise and reward effort
- Promote peer praise. Students like to hear praise from each other too! They could design a peer reward system for speaking English, e.g. students give each other stickers of praise words, which have been made by them
- Students may use English names *if* they wish
- Promote self-reflection in students and teachers about their use of English
- Adapt lessons to increase the opportunity for students to speak and provide activities which are communicative
- The teacher is critical as a role model. Consider ways of increasing the amount of English used in instruction and classroom management.
- Inform and involve parents
- During co-planning meetings reflect on progress.



TEACHERS' ROLES

Think about how you will operate as a team in the classroom. Consider the following:

1. Teachers may circulate or work with a designated group. However:

- If working with a designated group decide which group and for how long?
- If teachers circulate they should avoid following each other from group to group and focusing on the same students.

2. During Guided Reading:

When a teacher works with a group during guided reading, the support needed will be shown on the collaboratively planned lesson notes.

3. During other group activities teachers may work in a variety of ways. Tick or highlight the ones you will use and answer the question that follows.

- Hear students read. Which students will you hear read?

- Carry out one-on-one assessment. How will you assess students and which students will you target?

- Observe the group with an agreed focus/purpose. What is the focus for observation?

- Support individual needs. Which students need extra support and what form will this take?

- Give positive, formative feedback to students regarding their work. Exactly how will you give feedback to students?

- Ask open questions at all three levels. What questions will you ask? If writing on activity sheets what form will that take?

- Write a comment or use an agreed feedback system on their activity sheets. What system will you use for giving written feedback?

- Ask students to read words or sentences from their activity sheet. Which students will you target?

4. How/when will you share the information gathered about student performance and needs?

5. During group work what is the role and responsibility of each teacher with regard to behaviour management?

REMINDERS BEFORE PLANNING

What problem area will you target?

What is the desired outcome?

Briefly summarise the agreed consequences.

What reward system will you use?

Mention the approach/solution you have decided on.

What language do you need to teach?

GUIDELINES FOR LESSON PLANNING

Plan every step and write it into the Units of Work

Warm up (Before group work)

- Explain the rule/desired behaviour and why it is requested
- Use a chart to show a picture of the desired behaviour, rule or new activity
- For each new rule/behaviour/activity, explain the meaning and teach whatever language the student needs
- Model the behaviour/rule/activity. Remember to involve teachers and students
- Decide what exactly the instructions will be and how you will explain what they have to do before going to groups
- Explain/revisit, using a chart, the consequences for inappropriate behaviour
- Explain/revisit the rewards for appropriate behaviour using a chart or diagram

Reading Activities (During group work)

- Monitor behaviour during group work
- Praise appropriate behaviour – stop the class to praise and show the example of good behaviour
- Correct inappropriate behaviour
- Provide suitable activities for early finishers
- Ensure students know when to move to another activity
- At the end of the group work, give signal for tidy up and expect all students to help

Concluding the session (After group work)

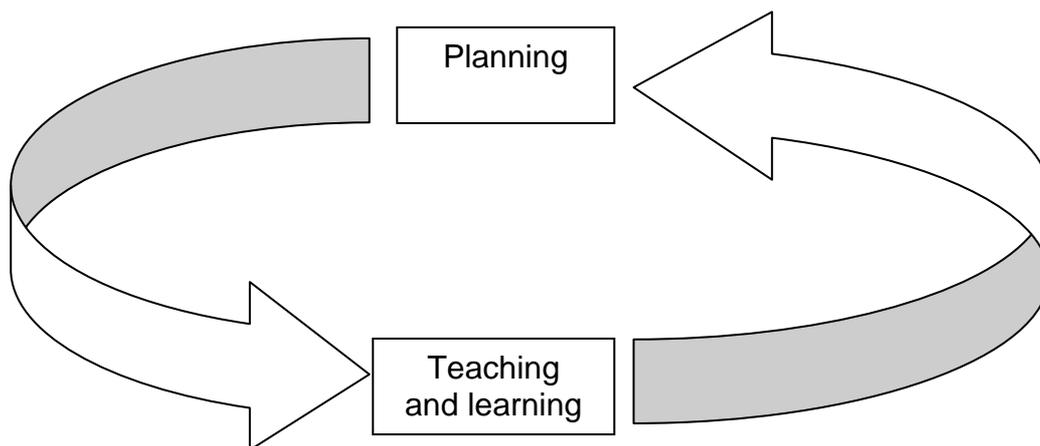
- Remind students of rule or new behaviour
- Reflect. Ask student to give themselves a “Thumbs Up” or “Thumbs Down” with regard to their behaviour. Alternatively ask them to hold up 1, 2 or 3 fingers to show how well they think they behaved/carried out new rule or activity
- Give students/groups explicit feedback regarding their behaviour, saying what you liked about it and why. Pointing out any problems and telling them how they can improve
- Reward where appropriate
- Repeat and reinforce, until the desired behaviour is automatic

REFLECT AND REVISIT

It is essential to include reflection on classroom management in your regular co-planning meetings. Use the following questions to guide your reflection. Effective classroom management takes time and problems will often need several weeks before students are meeting your expectations. Deal with issues or areas one at a time and do not move on to the next concern until you are satisfied that the first one is no longer a problem.

Reflection Questions:

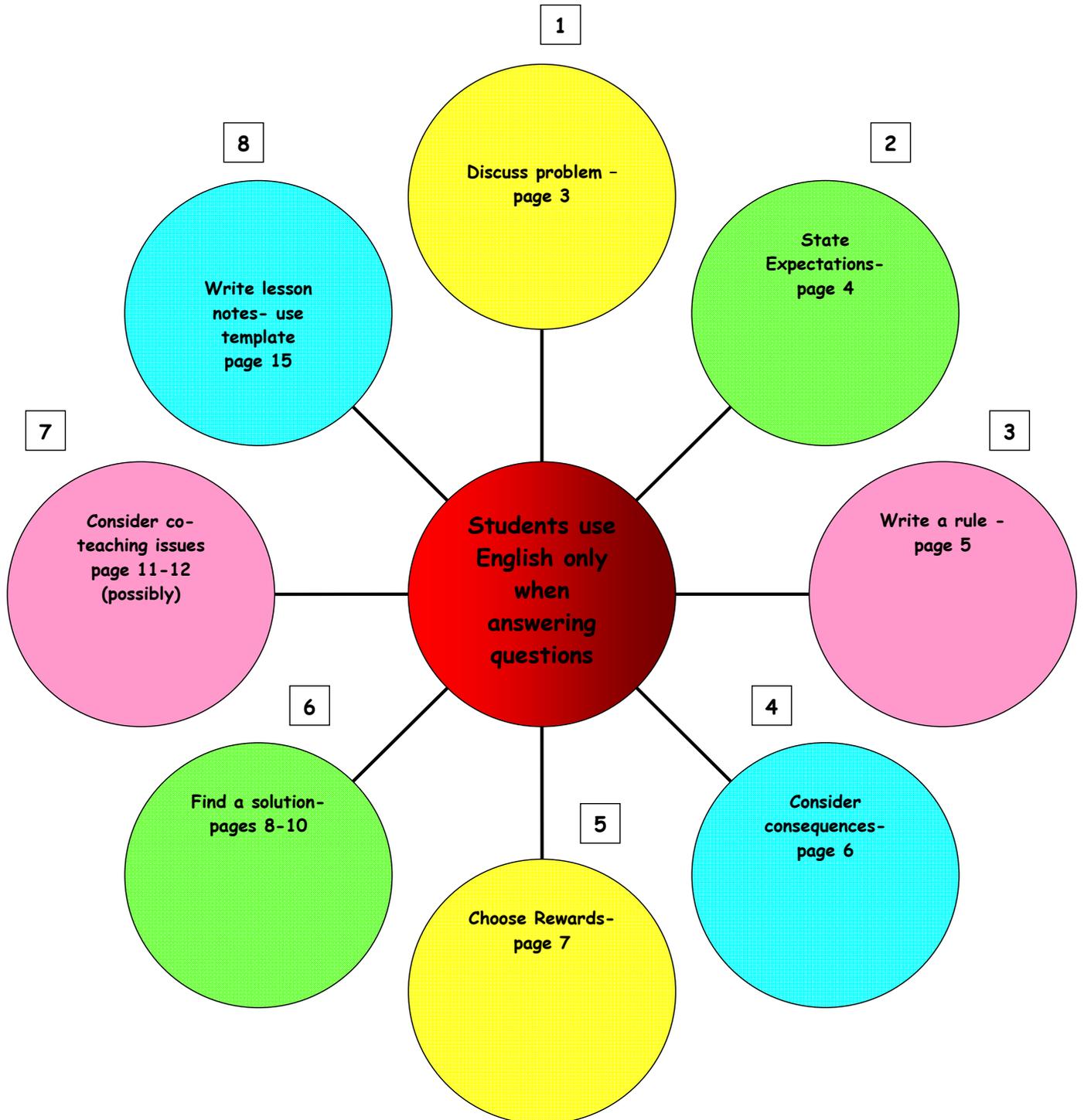
- What worked well in the lesson?
- How do you know?
- Why do you think this worked well?
- What exactly did not work?
- Was there any improvement in that area?
- If so how can that be built on?
- Do we need to continue to focus on this issue or move on to another problem area?
- If moving on what is the next problem or issue? (Use the booklet again and follow the same procedure.)



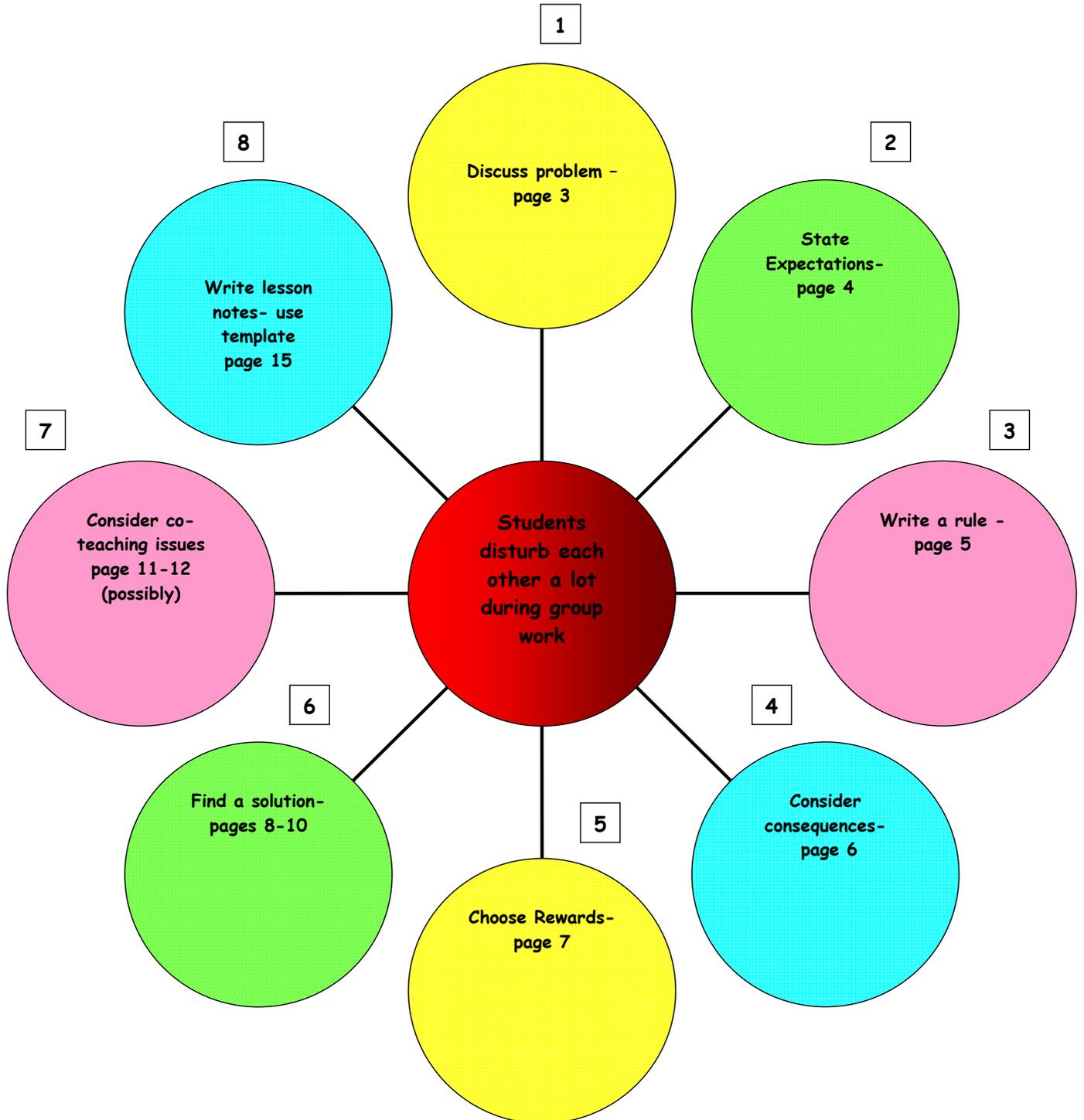
If you are satisfied with behaviour management, consider how you can bring students further along the path of independent learning?

NOTES

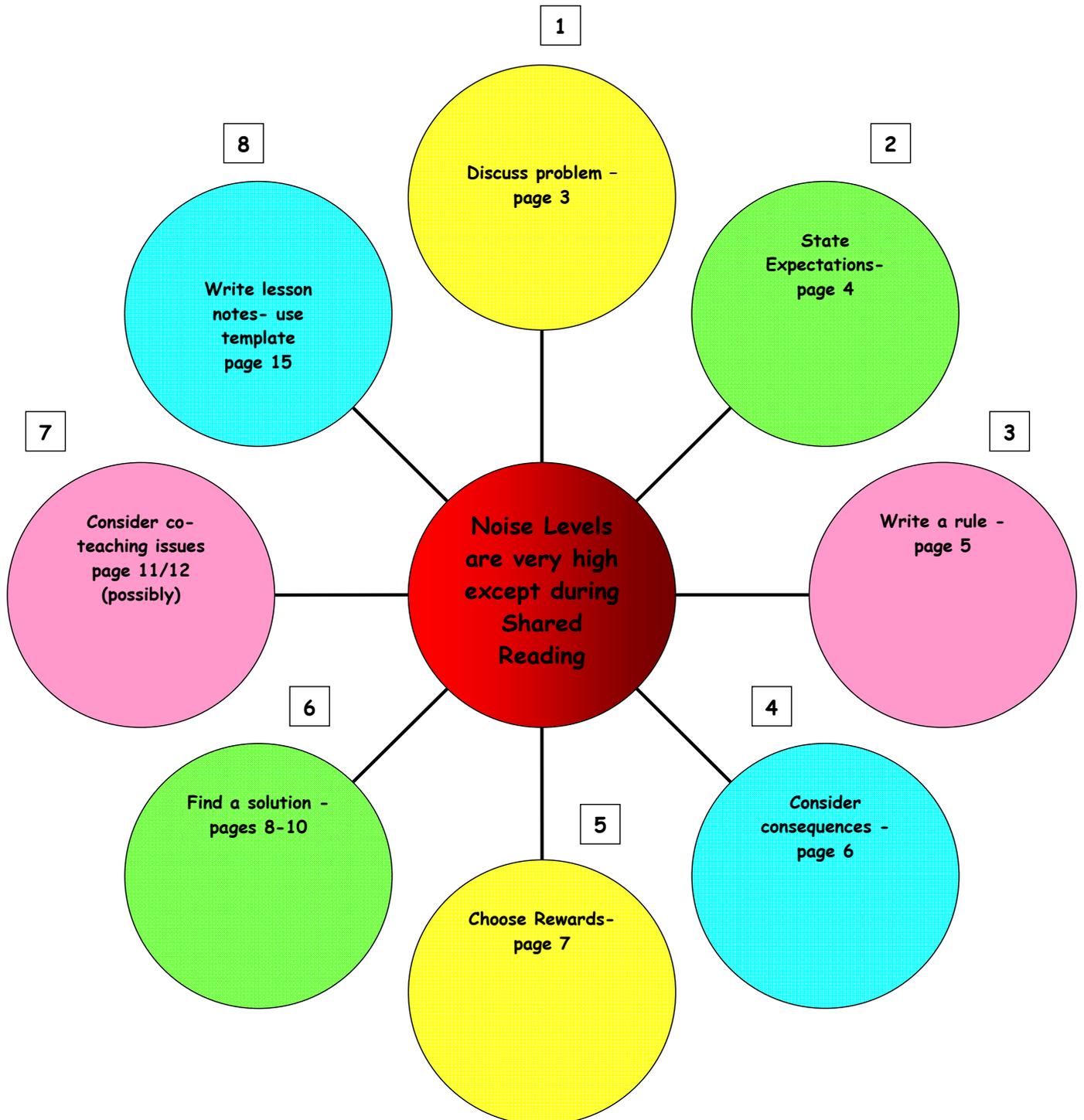
Group Management Challenges



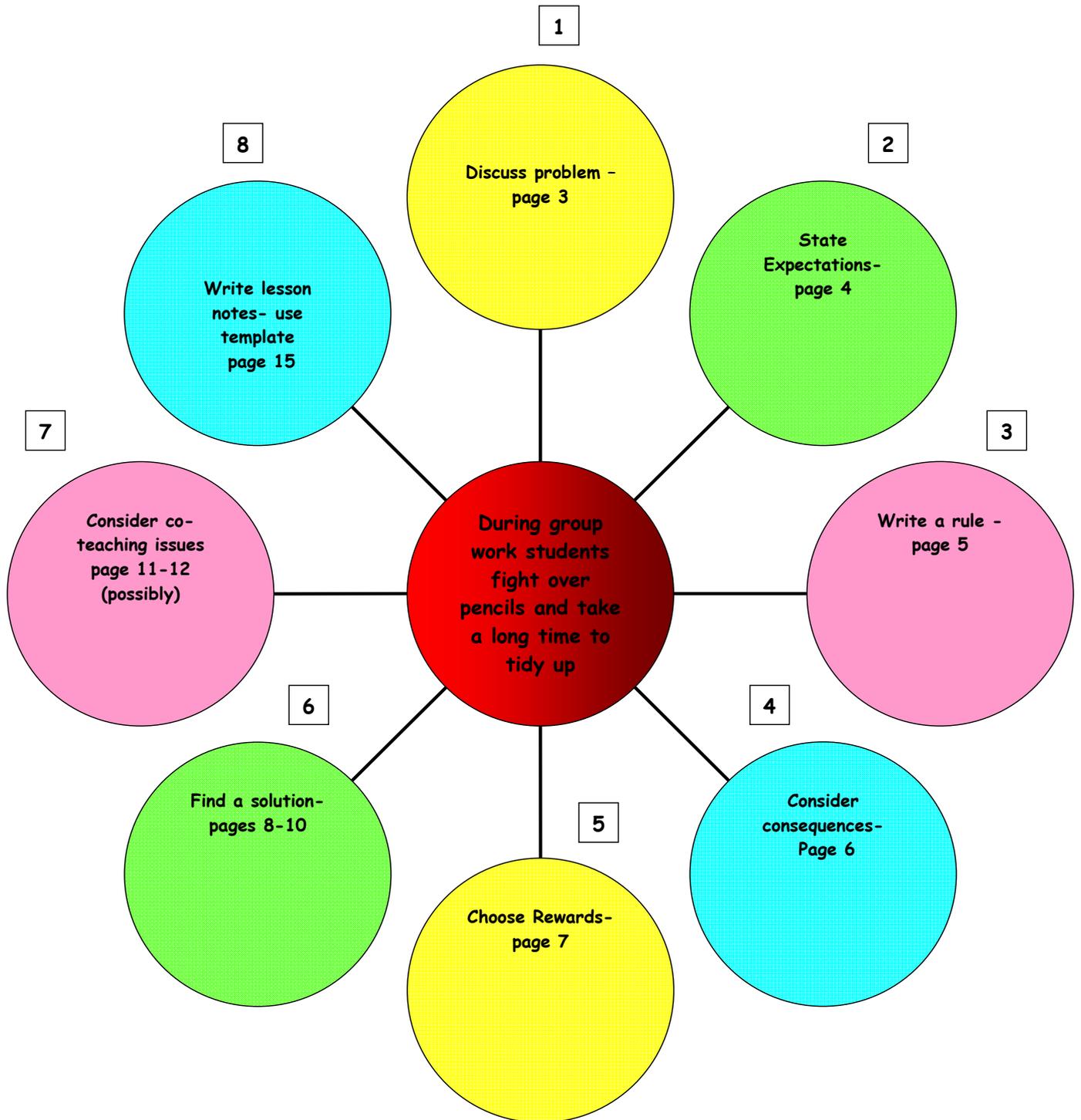
Group Management Challenges



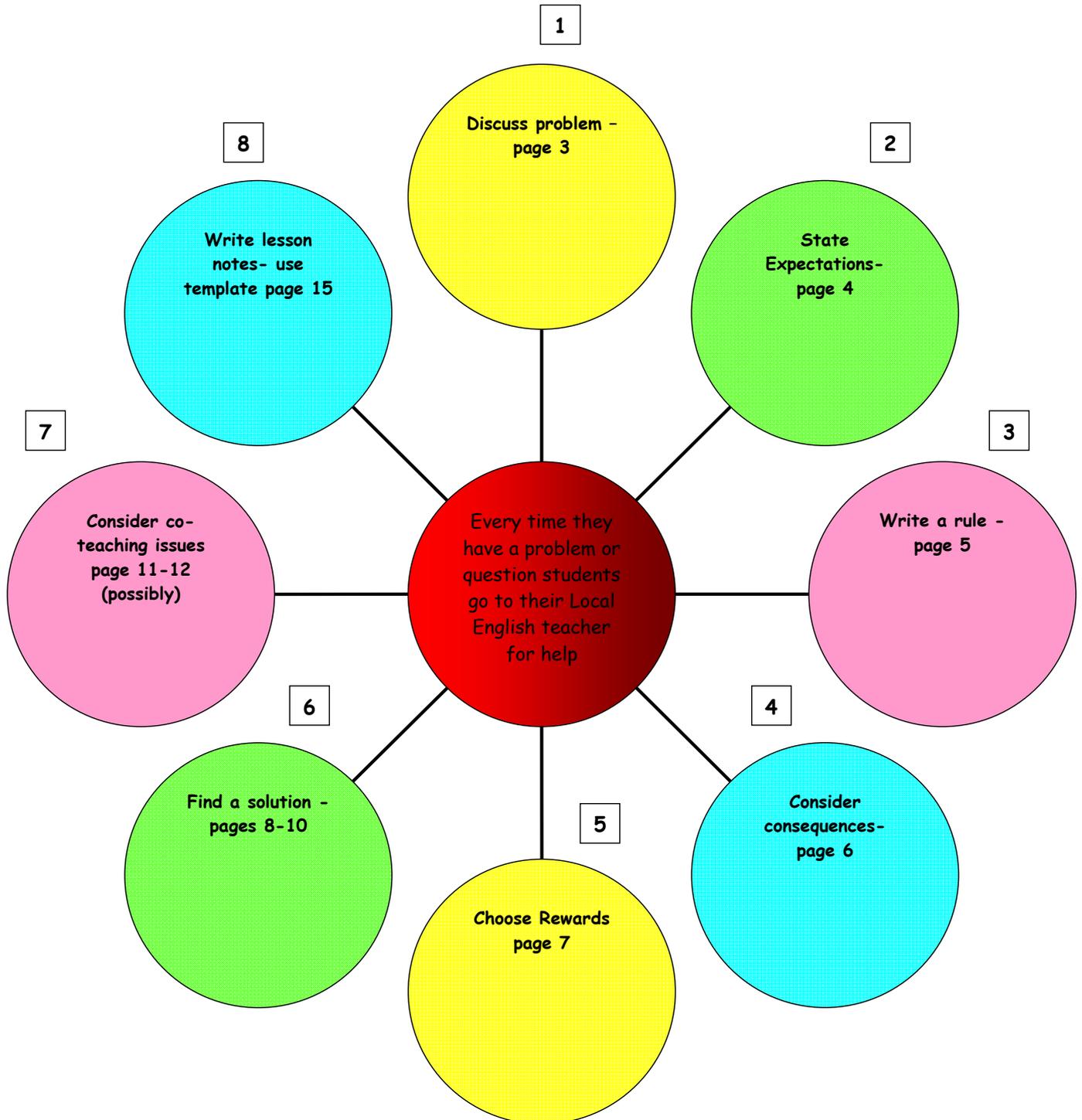
Group Management Challenges



Group Management Challenges



Group Management Challenges



Instructions for ATs using the Discussion Game.

This activity is intended to promote discussion. The responses on the cards are not necessarily the best solutions. They facilitate the progression of the game.

1. Print the slides in “Handout” format, six per page.
2. Cut out individual cards (laminates if desired).
3. Place cards face downwards with Card 1 on top.
4. Read Card 1.
5. Discuss the issues raised.
6. Choose one of the two suggested teacher responses and go to the card indicated.
7. Continue the process through the pack.

Please remember that although teachers may come up with alternative responses and such discussion is valuable they must choose one response from the card.

Card 1

- You are conducting a shared reading lesson to a typical mixed ability class. It is the last class on a Friday. The children have been seated on the mat for 15 minutes.

The two most talkative students are chattering in Cantonese and laughing. They do not respond to your zero noise signal. They constantly do this in your lessons.

- **What do you do?**
- Continue the 2nd reading, thinking that it is not worth stopping the class again for the same two students.
(Card 2)
- Separate the two students.
(Card 3)

Card 2

- You continue the lesson but the chatting soon spreads to two or three other students.
- **What do you do?**
- Decide to abandon the reading and send the children to their tables to complete some worksheets.
(Card 4)
- Ask the original two students to repeat what they are talking about to the whole class.
(Card 3)

Card 3

- **One of the students looks very resentful and says something in Cantonese which shocks the girls and delights your lower ability students.**
- **What do you do?**
- **Ignore the comment.
(Card 5)**
- **Tell the student to see you at the end of the lesson.
(Card 6)**

Card 4

- **The whole class is now restless and unhappy since those who were paying attention before do not understand why they should have to do the worksheet exercise.**
- **What do you do?**
- **Promise the students that if they finish the worksheet quickly they can play a game afterwards.
(Card 7)**
- **Remain serious, telling them to work individually and complete the worksheets, which you will mark later.
(Card 8)**

Card 5

- **The student continues to flout your authority, chatting and being obviously disrespectful.**
- **What do you do?**
- **You stand the student at the back of the class.
(Card 9)**
- **Chastise the student and tell him/her to see you at the end of the lesson.
(Card 6)**

Card 6

- **At the end of the lesson the student stays to see you and so does a small group of friends.**
- **What do you do?**
- **Start to talk to the student with the other students around.
(Card 10)**
- **Tell the group of friends to go away.
(Card 11)**

Card 7

- **After the worksheet, you set up the game. You had spent an hour the previous night preparing this enjoyable 20min activity. After 4 minutes you hear the uninspired cries of “Finished.” This is not the first time it has happened.**
- **What do you do?**
- **Tell them to do the activity again.
(Card 3)**
- **Start the shared reading again, warning them that if there is any misbehaviour they will have to do some written work instead.
(Card 12)**

Card 8

- **When they are nearly all finished they are much quieter and seem to have calmed down.**
- **What do you do?**
- **Start the shared reading again, warning them that if there is any misbehaviour they will have to do some written work instead.
(Card 12)**
- **Decide to let them play a game that you have prepared, to compensate for the last activity.
(Card 7)**

Card 9

- **The student stands at the back of the class but continues to behave inappropriately.**
- **What do you do?**
- **Decide to report the student to the discipline teacher.
(Card 13)**
- **Tell the student that you want to see him/her at the end of the lesson.
(Card 6)**

Card 10

- **The student's friends defend him/her and, obviously worried about a report to the discipline teacher, attempt to persuade you to drop the matter by saying "ngo ng kaam lah."**
- **What do you do?**
- **You are unsure what disciplinary action will be taken so you tell them all, including the 'difficult' student, to go; asking them to behave better next time.
(Card 13)**
- **You tell the group of friends to go away.
(Card 11)**

Card 11

- You are not sure whether to take a 'hard' or 'soft' approach.
- **What do you do?**
- **Ask why the student is uninterested in your lesson. Ask what you could do to make it more interesting.**
(Card 14)
- **Tell the student that if his/her behaviour does not improve you will take serious disciplinary action.**
(Card 13)

Card 12

- You start the reading again and the same student simply continues to chat to his/her neighbours.
- **What do you do?**
- You send the student to stand at the back of the class.
(Card 9)
- You tell the student to see you at the end of the lesson.
(Card 6)

Card 14

- **You decide to rethink your lesson planning in response to some of the student's comments and behaviour.**
- **Look back at the steps you have taken and discuss how effective they have been.**
- **How could some of the situations have been avoided in the first place?**
- **What might you do next?**

Card 13

- You decide to discuss the matter with the discipline teacher.
- Look back at the steps you have taken and discuss how effective they have been.
- How could some of the situations have been avoided in the first place?
- What might you do next?