

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

**Classroom
Management –
Managing
Groups**

Advisory Teaching Team

NET Section

CDI, EDB, HKSAR

INTRODUCTION

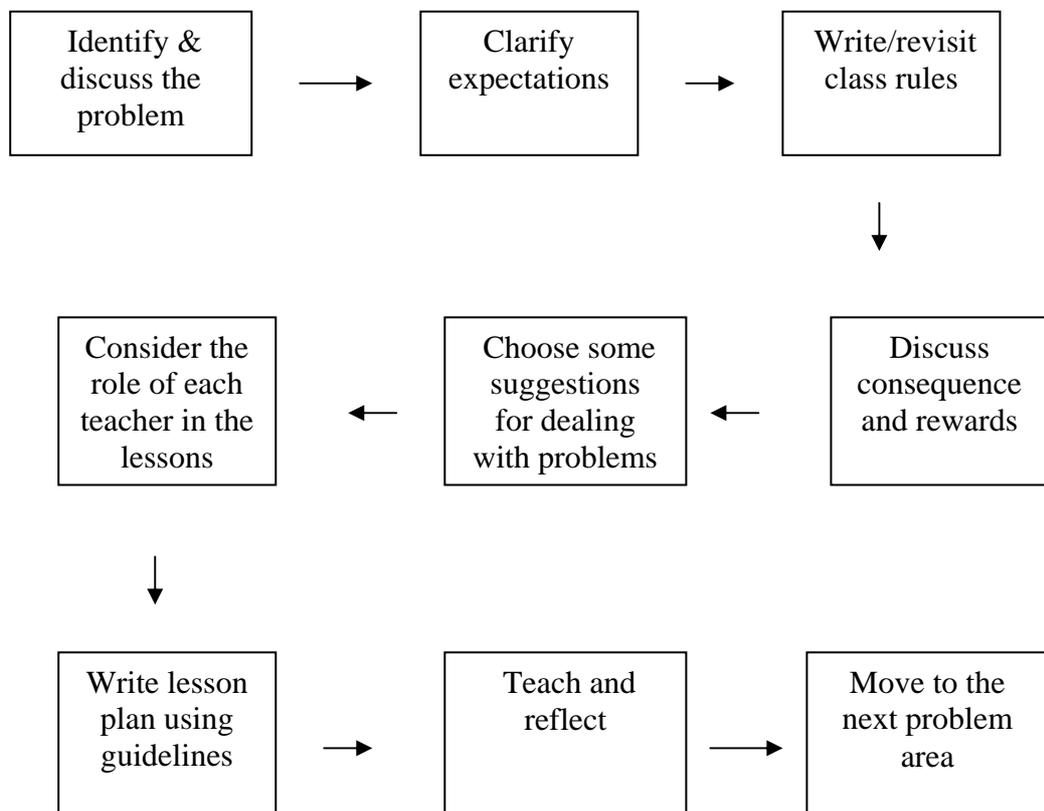
This booklet is designed to help deal with group management issues **and can be used in conjunction with the “Group Management Challenges” activities..** The process involves identifying the problem area, clarifying expectations, adapting Units of Work, reflecting and building on progress. Work through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



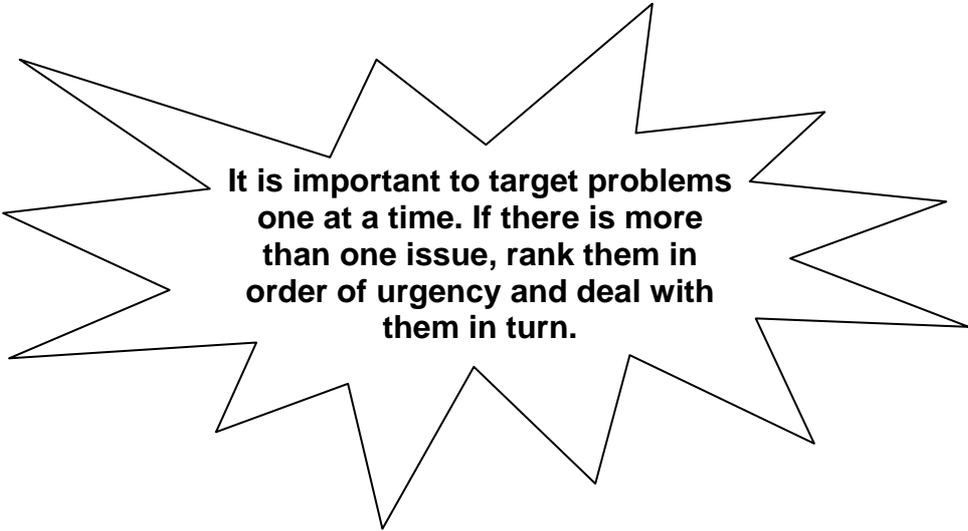
IDENTIFY THE PROBLEM

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:

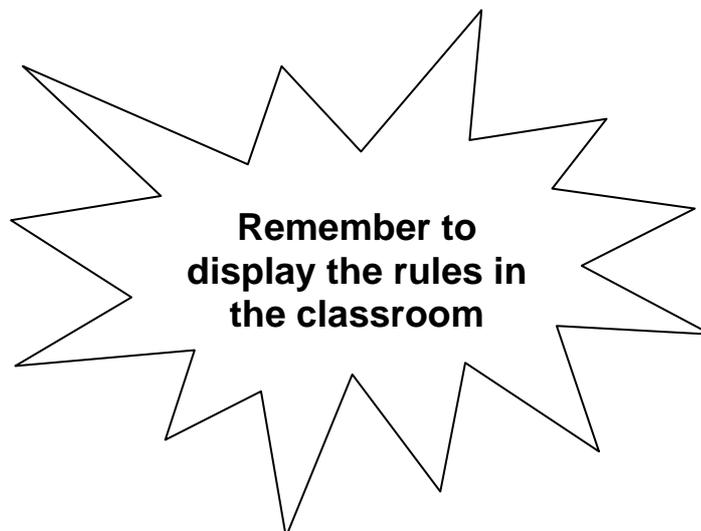
1. _____
2. _____
3. _____
4. _____
5. _____

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

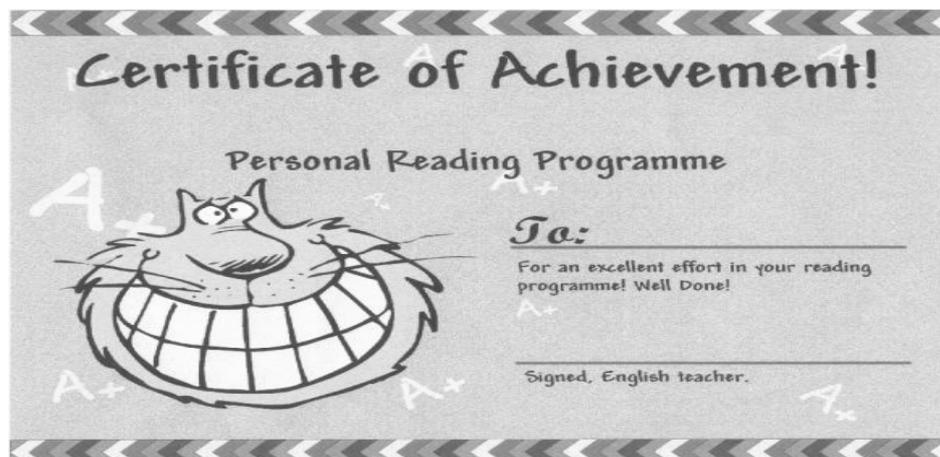
Stickers or stamps



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.

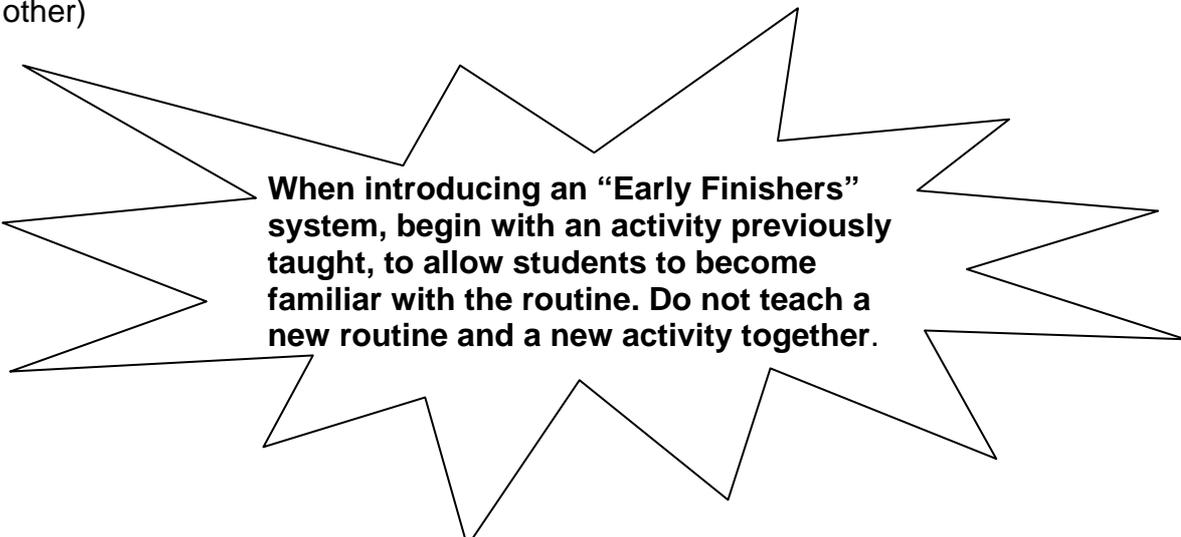
Early finishers

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.

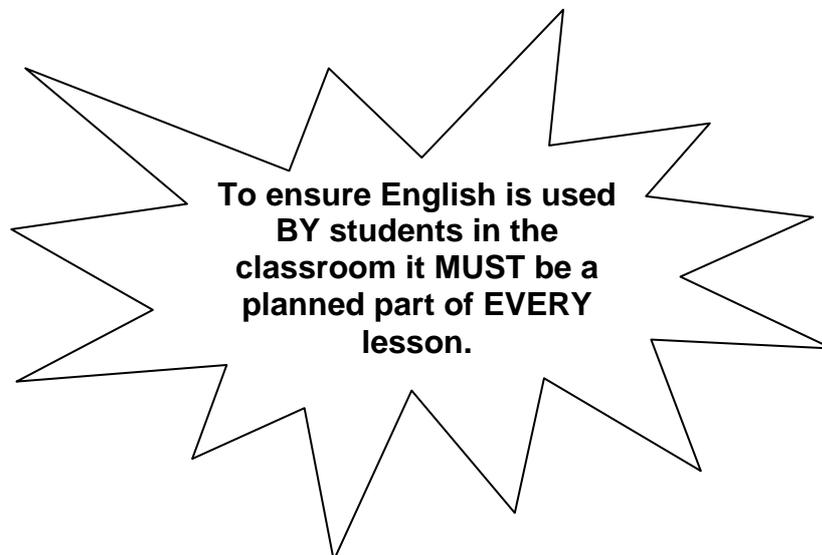
Speaking English

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)

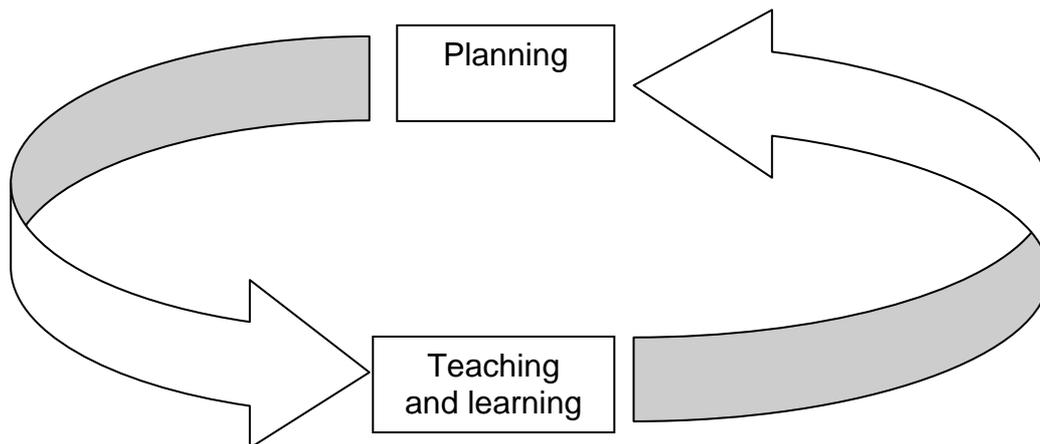
- Remind students of rule or new behaviour
- Reflect. Ask student to give themselves a “Thumbs Up” or “Thumbs Down” with regard to their behaviour. Alternatively ask them to hold up 1, 2 or 3 fingers to show how well they think they behaved/carried out new rule or activity
- Give students/groups explicit 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