

Attachment b

**OBSERVING CLASSROOM MANAGEMENT TEMPLATE**

**PURPOSE AND FOCUS OF OBSERVATION:**  This observation tool is designed to draw attention to the routines and procedures already established with the group of learners. It is a way to make visible the often taken-for-granted day-to-day preventative and intervention practices that become almost automatic to participants, and so are sometimes difficult to examine.

**DIRECTIONS** 1. Preservice teacher negotiates a time with mentor for observation.

1. Preservice teacher makes written observation notes of both
2. the regular actions (‘preventative’ routines) of the mentor teacher, and the apparent impact on learners.
3. Inappropriate behaviours exhibited, the mentor’s response, and then the student’s reaction to that response or ‘intervention’.
4. Preservice teacher and mentor teacher discuss the observations.
5. Preservice teacher reflects on the observations and discussion in light of uni learning

**POSSIBLE ELEMENTS OF EFFECTIVE PREVENTATIVE ROUTINES**

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| * Marks/checks roll * Offers choices * Helps all students * Gives clear instructions * Is fair to all students * Deals with interruption | * Allows take-up time * Displays “with-it-ness” * Caters for diversity of students * Ensures students quickly on task * Refers to behaviour plan when needed * Encourages off-task students to return to set task | * Distributes and collects materials efficiently * Efficiently moves students from one task to the next * Gives students positive feedback * Interacts pleasantly and courteously with students * Effectively manages classroom talk | * Ensures appropriate noise level * Quickly stops beginnings of inappropriate students behaviour * Checks that students understand task(s) or instructions * Organises and prepares in advance Gains students attention when required |

**Sample of observation notes:**

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| **Time** | **Context** | **Teacher Behaviour/Response** | **Student(s) Behaviour/Response** | **Reflection: reason/explanation/discussion** |
| 10.10 | Students entering classroom after recess: know they’ve got a ‘hard’ lesson ahead. | B: Teacher engaging in “small talk” with various students as class fills up – doesn’t spend too long with any one student | R: all respond: sometimes response appears friendly; other times seems a bit “grumpy” | Good way of sensing mood of students as they come back; also a way of building relationships; but to do this, teacher has to have preparation already done |

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| **Time** | **Context** | **Teacher Behaviour/Response** | **Student(s) Behaviour/Response** | **Reflection: reason/explanation**  **/discussion** |
| 2.20 | Reading group session: small groups on floor around room. 5 student group (4M 1F) boys flicking rubber bands. One boy hit by another (x), shouts, teacher arrives. | R: asks what happened. Explains dangers of behaviour. Student x sent to work on own at desk. Others told this will happen to them too if they don’t get on with work. Tells them she’s unhappy with behaviour, reminds them or purpose of group work. Takes rubber band. | R: x at first says nothing, then says the other were doing it too. Continues to work with group for a moment before sent back to own desk. | Immediate action by teacher good: health and safety. Could have been taken further by taking away free playtime in afternoon (used to complete unfinished work) as they’d not completed the work, and a dangerous action to flick.  Logical consequences . . . Dreikurs  ?Preventative strategy: teacher to walk around, take band earlier. |

**Recording Sheet for Classroom Management**

**Class:\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_Day of the week: \_\_\_\_\_\_Start time:\_\_\_\_\_End time:\_\_\_\_\_ Context: (Class, Subject, after lunch): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Time** | **Context** | **Teacher Behaviour/Response** | **Student(s) Behaviour/Response** | **Reflection: reason/explanation**  **/discussion** |
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1. **Summary of discussions with Mentor Teacher (Preservice teacher to notate)**
2. **Preservice teacher personal reflection**